

Volume - III



S.N.D.T WOMEN'S UNIVERSITY **CENTRE FOR DISTANCE EDUCATION**

Sir. VithaldasVidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049



**APPLICATION FOR RECOGNITION FROM ACADEMIC
YEAR: 2020-21**

Beginning from January, 2021 Onwards

SUBMITTED TO

**DISTANCE EDUCATION BUREAU
UNIVERSITY GRANTS COMMISSION
NEW DELHI**

31ST OCTOBER, 2020

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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. ENGLISH

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in English " (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Humanities".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

**Shreemati Nathibai DamodarThackersey Women's University,
1, Nathibai Thackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signature

Registrar



Registrar
SNDT Women's University
Mumbai - 20.



I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI

CENTRE FOR DISTANCE EDUCATION

M.A. English

Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

MA English Syllabus

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M.A.I		
Semester-I		
Paper No	Name of the Course	Course Code
1	Modern Critical Theory	101001
2	Feminist Critical Theory	101113
3	Genre Paper I : Drama	101002
4	Representation of Women in Dramatic Texts	101121
5	Re- Reading Canonical Drama	101303
Semester-II		
Paper No	Name of the Course	Course Code
1	Genre Paper II : Novel	201004
2	The Eighteenth and Nineteenth century British Novel	201131
3	Genre Paper III : Poetry	201005
4	The Bhakti Tradition and Twentieth Century Indian Poetry	201143
5	Novels by Women Writers	201306
M.A.II		
Semester-III		
Paper No	Name of the Course	Course Code
1	Research Methodology	301007
2	Post-Colonial Theory and Practice: Indian Perspectives	301151
3	Post-Colonial Indian voices	301152
4	Theories of Language Acquisition and Learning And Approaches to syllabus Design.	301171
5	Language Teaching Skills and Issues in Language Testing	301172
Semester IV		
Paper No	Name of the Course	Course Code
1	Critical Methodology and skill development for Research and Internship	401008
2	Introduction to American Literature	401411
3	Multicultural Literatures from America	401412
4	Women's Articulation and Patriarchal Projection	401309
5	Innovative Forms in Women's Narratives	401310



CENTRE FOR DISTANCE EDUCATION
SNDT WOMEN'S UNIVERSITY
Mumbai-400 049

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Email: cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students
(w.e.f. Year – 2013 – 14)

M.A. English– I and II

MA English Syllabus

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M.A-I

Semester I

Paper – 1 Modern Critical Theory (101001)

Marks: 100 (4 credits)

Objectives:

1. To introduce students to significant critical theory which influenced and transformed literary studies

Sr.No.	Topic and Details	Marks
1	(i) Ferdinand de Saussure Selections from Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988 (ii) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences. From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988	25
2	Michel Foucault What is an Author? From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988	25
3	Edward Said: Selections from Orientalism, Vintage Books, New York 1979.	25
4	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	25

Recommended Readings:

1. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.
2. Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.
3. Nagarajan M. S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Black Swan, 2006.
4. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008
5. Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.
6. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
7. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
8. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.
9. Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.
10. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. London: Blackwell, 2005.
11. Harmon, William; Holman, C. Hugh. A Handbook to Literature. 7th ed. Upper Saddle River, N.J. : Prentice-Hall, 1996.
12. Hall, Donald E. Literary and Cultural Theory: From Basic Principles to Advanced
13. Application. Boston: Houghton, 2001.

14. Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*, London: Batsford, 1986.
15. Keeseey, Donald. *Contexts for Criticism*. 4th Ed. Boston: McGraw Hill, 2003.
16. Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989.
17. Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.
18. Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.
19. Murfin, Ross and Ray, Supryia M. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford/St. Martin's, 2003.
20. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.
21. Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: U of Illinois P, 1987.
22. Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd
23. Ed. Lexington: U of Kentucky P, 1993.
24. Wolfreys, Julian. ed. *Introducing Literary Theories: A Guide and Glossary* .
25. Edinburgh: Edinburgh University Press, 2003.

Paper – 2 Feminist Critical Theories (101113) Marks: 100 (4 credits)

Objectives:

1. To introduce students to varieties of feminist criticism from across the globe.

Sr.No.	Topic and Details	Marks
1	Virginia Woolf (selections from <i>A Room of one's own</i>)	25
2	Annette Kolodny Dancing through the Minefield: Some Observations on the Theory, Practice and Politics of a Feminist Literary Criticism' in <i>Feminisms</i> : Ed by robin r. Warhol and Diane Price Herndl.	25
3	Chandra Talpade Mohanty ' Under Western Eyes: Feminist Scholarships and Colonial Discourses in Third World Women and the Politics of Feminism, Bloomington, Indiana, Indiana University Press.	25
4	Sandra Harding 'Is there a Feminist Method?' in <i>Feminism and Methodology</i> , Bloomington, Indiana University Press.	25

Recommended Readings

1. Gender & Caste: Issues in Contemporary Indian Feminism (New Delhi, Kali for Women, 2003).
2. Beauvoir, Simone. *The Second Sex*,(New York, Knopf, 1953).
3. Donovan, Josephine (ed)*Feminist Literary Criticism* (Lexington: University Press of Kentucky,1975)
4. *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*.(London: Routledge.)
5. Moi, Toril. *Sexual/Textual Politics*. (London: Routledge, 1985).
6. Nussbaum, Martha (2000)*Sex and Justice*. New York: Oxford University Press.
7. Braidotti,Rosi(1994) *Nomadic Subjects: Embodiment and Difference Contemporary Feminist Theory*. Columbia: Columbia University Press.
8. Walby, Susan. (2011) *the Future of Feminism*. Polity.
9. Warhol Robin and Diane price Herndl *Feminisms* (1991) New Brunswick, New Jersey, Rutgers University Press.
10. Wollstonecraft, Mary (1992)*A Vindication of the Rights of Women*. London. Penguin.

Paper – 3 Genre Paper I: Drama (101002)**Marks: 100 (4 credits)****Objectives:**

1. To introduce students to some of the outstanding plays and significant critical theory on drama and theater

Sr.No.	Topic and Details	Marks
1	Bharata's Natyashastra- "Bharatmuni on Natya and Rasa": Aesthetics of Dramatic Experience from the Natyashastra" From Indian Literary Theory: Theory and Interpretation. Ed.G.N. Devy. Constantin Stanislavski Selections from 'An Actor Prepares'	25
2	William Shakespeare: The Winter's Tale	25
3	Bertolt Brecht: The Caucasian Chalk Circle	25
4	Samuel Beckett: Endgame	25

Recommended Readings

1. Bratton, J. S. (2003) New Readings in Theatre History: Theatre and Performance Theory. Cambridge: Cambridge University Press.
2. Raghavan V. and Nagendra (ed.)(1970) An Introduction to Indian Poetics. Madras: MacMillan, 1970.
3. Esslin Martin, the Theatre of the Absurd. (1965) Hammond worth: Penguin.
4. Kott, Jan. Shakespeare Our Contemporary.(1965) translated by Boleslaw Taborski ,London: Methuen.
5. Fortier, Mark. Theory/Theatre: An Introduction.(2002) Routledge
6. Carlson,Marvin. Theories of the Theatre: A Historical and Critical Survey from the Greeks to the present.
7. Krasner, David. Theatre in Theory 1900-2000 an Anthology.
8. Brandt, George W. Modern Theories of Drama. OUP.

Paper 4 Representation of Women in Dramatic Texts (101121)**Marks: 100 (4 credits)****Objectives:**

1. To critically examine the representation of women by both male and female dramatists in drama

Sr.No.	Topic and Details	Marks
1	Medea : Euripides	25
2	Rudali : (Play) Usha Ganguli and Mahasweta Devi. Seagull Press	25
3	Antigone : Anouilh	25
4	Pygmalion: George Bernard Shaw.	25

Recommended Readings

1. Moi, Toril. Sexual/Textual Politics. (London: Routledge, 1985).
2. Sandra Gilbert and Susan Gubar The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination,1979
3. Blondell, R., et al. (Ed.). (1999). Women on the edge: four plays by Euripides. New York, NY: Routledge.
4. Chakravorty Pivak, Gayatri. 'Feminism and Critical Theory'. Modern Criticism and Theory. David Lodge(ed.). Pearson Education(Singapore) Pte. Ltd.

Paper 5 Re- Reading Canonical Drama (101303) Marks: 100 (4 credits)

Objectives:

1. To enable students to analyze canonical dramatic texts in the light of contemporary interpretation.
2. To study retelling of well-known dramatic texts

Sr.No.	Topic and Details	Marks
1	Rosencratz and Guildenstern are Dead: Tom Stoppard.	25
2	Kanchana Sita : C.N.Sreekantan Nair and Sarah Joseph OUP2005	25
3	Lear: Edward Bond	25
4	The Merchant : Arnold Wesker	25

Semester II

Paper 1 Genre Paper II: Novel (201004) Marks: 100 (4 credits)

Objectives:

1. To introduce students to some of the important critical theories of the novel as well as seminal novels.

Sr.No.	Topic and Details	Marks
1	Mikhail Bakhtin 'From the prehistory of novelistic discourse' Dialogic Imagination : Four essays (1981) Translated by Caryl Emerson and Michael Hoiquist. From Modern criticism and Theory ed. David Lodge	25
2	Don Quixote : Cervantes	25
3	Midnight's Children : Salman Rushdie	25
4	Madame Bovary : Gustave Flaubert New York, Modern Library	25

Recommended Readings

1. Nicholls, Peter *Modernism: A Literary Guide*
2. Lewis, Pericles (2001) *The Cambridge Introduction to Modernism*
3. Chatman, Seymour (1978) *Story and Discourse: Narrative Structure in Fiction and Film*
4. Mc Cabe, Allyssa and Carole Peterson (1991) *Developing Narrative Structure*
5. Holloway, John (1979) *Narrative and Structure*
6. Mattingly, Cheryl (1998) *Healing Dramas and Clinical Plots: The Narrative Structure*
7. Carr, David (1991) *Time, Narrative and History.*
8. Allen, Graham (2000) *Intersexuality: The New Critical Idiom*
9. Margaret Drabble: *The Oxford Companion to English Literature*
10. Ryan, Judith (2012) *The Novel After Theory*
11. Krieger, M. (1989) *Reopening of Closure*
12. Bowers, Maggie Ann (2004) *Magic(al) Realism: The New Critical Idiom*

Paper 2 The Eighteenth and Nineteenth century British Novel (201131) Marks: 100 (4 credits)

Objectives:

1. To introduce students to the novel form as it emerged in England in the eighteenth century
2. To enable students to critically understand the different forms of the novel that emerged in the 19th Century.

Sr.No.	Topic and Details	Marks
1	Tristram Shandy : Lawrence Sterne.	25
2	Wuthering Heights : Emily Bronte	25
3	Great Expectations : Charles Dickens	25
4	Frankenstein : Mary Shelly	25

Recommended Readings

1. Nicholls, Peter Modernism: A Literary Guide
2. Lewis, Pericles (2001) The Cambridge Introduction to Modernism
3. Chatman, Seymour (1978) Story and Discourse: Narrative Structure in Fiction and Film
4. McCabe, Allyssa and Carole Peterson (1991) Developing Narrative Structure
5. Holloway, John (1979) Narrative and Structure
6. Mattingly, Cheryl (1998) Healing Dramas and Clinical Plots: The Narrative Structure
7. Carr, David (1991) Time, Narrative and History.
8. Allen, Graham (2000) Intertextuality: The New Critical Idiom
9. Margaret Drabble: The Oxford Companion to English Literature
10. Ryan, Judith (2012) The Novel After Theory
11. Krieger, M. (1989) Reopening of Closure
12. Bowers, Maggie Ann (2004) Magic(al) Realism: The New Critical Idiom

Objectives:

1. To introduce the students to seminal poetical works and critical theories from across the world

Sr.No.	Topic and Details	Marks
1	Harold Bloom : Selections from The Anxiety of Influence And Adrienne Rich	25
2	Paradise Lost : Milton	25
3	The Waste Land : T.S. Eliot	25
4	Selections from Norton Anthology Poetry by Women	25

Selected Poems from Norton *Anthology Literature by Women: The traditions in English* by Gilbert and Gubar, W. W. Norton & Company, 1996.

List of the poem period wise:***Poem from Middle age and renaissance***

1. Queen Elizabeth (1533-1603) into: 27
 - ☐ The Doubt of Future Foes
 - ☐ On Monsieur's Departure
 - ☐ Speech to the Troops at Tilbury`
2. Mary worth (1587-1651/53) WROTH
 - ☐ When night's black mantle could most darkness prove
 - ☐ Love, leave to urge
 - ☐ The weary traveller who, tired, sort
 - ☐ When last I saw thee, I did not thee see
 - ☐ Like to the Indians, scorched with the sun
 - ☐ Song ("Sweet, Let me enjoy
 - ☐ the sight
 - ☐ Late in the forest I did Cupid see
 - ☐ My muse, now happy, lay thy self to rest

Seventeenth and eighteenth Century poem:

3. Anne Bradstreet (1612-1672)
 - ☐ The Prologue
 - ☐ The Author to Her Book
 - ☐ To My Dear and Loving Husband
4. Aphra Behn (1640-1689)
 - ☐ The Willing Mistress
 - ☐ Love Armed
 - ☐ The Disappointment
 - ☐ On her Loving Two Equally
 - ☐ To the Fair Clarinda, Who Made Love to

Me, imagined More than Women

5. Phillips Wheatley (c. 1753-1784)
 - ☐ On Being Brought From Africa To America
 - ☐ To the Right Honourable William, Earl of Darthmouth
 - ☐ To s.m.a young African Painter, on Seeing His Work
 - ☐ To His Excellency, General Washington

Nineteenth century poem

6. Dorothy Wordsworth (1771-1855)
 - ☐ From The Grasmere Journals
 - ☐ Peaceful Our Valley, Fair and Green
7. Elizabeth Barrett Browning (1806-1861)
 - ☐ A True Dream
 - ☐ Grief
 - ☐ To George Sand: A Desire
 - ☐ To George Sand: A Recognition
 - ☐ The Cry of the Children
 - ☐ The Runway Slave at Pilgrim's Point
8. Christina Rossetti (1830-1894)

Turn of the century 20th Century:

9. Olive Schreiner (1885-1935) –Prose
 - ☐ Women and Labor Prose (Sex-parasitism)
10. Mary Elizabeth Coleridge (1861-1907)

- ☐ The Other Side of a Mirror
- ☐ The Devil's Funeral
- ☐ The White Woman
- 11. Charlotte Mew (1869 – 1928)
 - ☐ The Farmer's Bride
 - ☐ The Quiet House
- Early 20th Century literature:**
- 12. Amy Lowell (1874 – 1925)
 - ☐ The Letter
 - ☐ Venus Transeins
 - ☐ Madonna of the Evening Flowers
 - ☐ Decade
 - ☐ A Critical Fable
- 13. Gertrude Stein (1874 – 1946)
 - ☐ The gentle Lena Prose
 - ☐ Picasso
- 14. Mina Loy (1882-1996) – 1360
 - ☐ Gertrude Stein
 - ☐ Three Moments in Paris
 - ☐ One O' clock at night
 - ☐ Omen of Victory
 - ☐ Photo of Pogrom
 - ☐ Feminist Manifesto prose
- 15. Marianne Moore (1887 – 1972)
 - ☐ Sojourn in the Whale
 - ☐ Those Various Scalpels
 - ☐ POETRY
 - ☐ To a Snail
 - ☐ An Egyptian pulled Glass Bottle in the Shape of a Fish
- 16. Edna St. Vincent Millay (1892-1950)
 - ☐ First Fig
 - ☐ Second Fig
- 17. Elizabeth Bowen (1899-1973)
 - ☐ The Demon Lover - Prose

Later 20th century literature

- 18. Stevie Smith (1902-1971)
 - ☐ Papa Love Baby
 - ☐ This Englishwomen
- 19. Dorothy livesay (1909) –
 - ☐ Green Rain
 - ☐ Eve
 - ☐ The Three Emily's
 - ☐ The Children's Letter
- 20. Elizabeth Bishop (1911-1979)
 - ☐ The Man-moth
 - ☐ Roosters
 - ☐ Invitation to Miss Marianne Moore
 - ☐ In the Waiting Room
 - ☐
- 21. Muriel Rukeyser (1913-1980)
 - ☐ Boy with his Hair Cut Short
 - ☐ More of a Corpse Than a Women
 - ☐ Letter to the Front
- 22. Gwendolyn Brooks (1917-2000)
 - ☐ The mother
 - ☐ The womanhood
 - ☐ We Real Cool
- 23. Anne Sexton (1928-1974)
 - ☐ Her Kind
 - ☐ Housewife
 - ☐ Somewhere in Africa
 - ☐ Consorting with Angels
- 24. Adrienne Rich (1929-)
 - ☐ I Am in Danger –Sir
- 25. Sylvia Plath (1932-1963)
 - ☐ The Disquieting muses
 - ☐ The colossus
 - ☐ Stings
 - ☐ Daddy
 - ☐ Medusa
- 26. Sharon Olds (1942-)
 - ☐ The Language of The Brag
 - ☐ Rite of Passage

Note: Students are required to read the actual poem from prescribed text.

Recommended Readings

1. Gardener, Helen. (1972) *The Art of T.S Eliot*. London: Faber and Faber Ltd.
2. Williamson, G. (1974) *A Readers Guide to T.S Eliot*. London: Thames and Hudson.
3. Moody, A. ed. (1994) *Cambridge Companion to T.S Eliot*. Cambridge University Press
4. Elliot, Bridget and Wallace, Jo Ann. (1994) *Women Artists and Writers: Modernist (Im) positioning*. London and New York: Routledge.
5. Gilbert, Sandra and Gubar, Susan. (1986). *The Female Imagination and the Modernist Aesthetic*. New Haven: Yale University Press

Paper 4 The Bhakti Tradition and Twentieth Century Indian Poetry (201143) Marks: 100 (4 credits)

Objectives:

1. To introduce to the tradition of Bhakti poetry in India and Modern Indian Poetry

Sr.No.	Topic and Details	Marks
1	Dilip Chitre : Says Tuka (Selections) and Speaking of Shiva : A.K. Ramanujan (Selections)	25
2	Women Bhakti Poets: Meerabai, Bahinabai, Akka Mahadevi(Selections)	25
3	Selected Early Modernist poetry(Bangla, Hindi, Gujarati, Marathi and Malayalam)	25
4	Selected Post-1970 Modern Poetry (Bangla, Hindi, Gujarati, Marathi and Malayalam)	25

From An Anthology of Marathi Poetry edited by Dilip Chitre and the Tree of Tongues edited by E V Ramkrishnan

Note-1: The selected poems for study for Unit 1&2 are given below

Unit 1 - Says Tuka Translated and edited by Dilip Chitre

Introduction	Page No.
Part One: Being a Poet	3-12, 18, 27
Part Three: Being a Devotee	69-72, 75, 83-84, 92, 99-101
Part Four: Being in Turmoil	115-123, 128
Part Five: Being in Time and Place.....	139-140, 144-146
Part Seven: Being a Saint.....	181-187, 191- 194
Part Nine: Absolutely Being.....	221-225, 230, 239
From <i>Speaking of Shiva</i>: A. K. Ramanujan	
Introduction	1-37
Basavanna.....	43-73
Allama Prabhu.....	125-150
Mahadeviyakka.....	93-124

Note-2: The names of some of the significant poets of unit 3 and 4 are given below. However students are encouraged also to refer language poets of the same period from lists/collections/anthologies other than those given in the syllabus.

Unit-III: Early Modernist Poets (Before 1960)				
Marathi poetry	Gujarati Poetry	Hindi Poetry	English Poetry:	Bangla Poetry:
B.S. Mardhekar	Uma Shankar Joshi	Agneya	Dom Moraes	Jibanananda Das
Vinda Karandikar	Niranjan Bhagat		Nissim Ezekiel	
Sadananda Rege	Suresh Joshi			
Unit-IV Post 1960 Poetry				
Marathi poetry	Gujarati Poetry	Hindi Poetry	English Poetry:	
Dilip Chitre	Labshankar Thakar	Kedarsath Singh	Kamala Das	
Arun Kolatkar	Sitanshy Yashaschandra	Shrikant Verma	A.K. Ramanujan	
Vasant Dahake	Gulam mohammed Sheikh	Dhoomil	Arun Kolatkar	
Bhalchandra Nemade	Joseph Macwan	Gagan Gil	Dilip Chitre	
Namdeo Dhasal	Saroop Dhruv	Teji Grover	Eunice de Souza	
Mallika Amar Sheikh			Adil Jussawalla	
			Gieve Patel	
			Arundhati Subramaniam	

Recommended Readings

1. Quayum, M (ed) 2011 The Poet and His World: Critical Essays on Rabindranath Tagore. Hyderabad: Orient Blackswan
2. Chitre, Dilip. 1967 An Anthology of Marathi Poetry: 1945-65. Bombay: Nirmala Sadanand Publishers
3. Ramakrishnan, E.V (ed) 1995 Making it New: Modernism in Malayalam, Marathi and Hindi Poetry. Shimla: IAS
4. Seely, C. 1990 A Poet Apart: A Literary Biography of the Bengali Poet Jibanananda Das 1899-1954. Delaware: University of Delaware Press.

Objectives:

1. To study the distinct ways which women writers represent their vision and interpretation of the society and cultural practice in the novel form

Sr.No.	Topic and Details	Marks
1	Love, AAgain. Doris Lessing, Harper Collins, 1996	25
2	Bashai Tudu : Mahasweta Devi	25
3	Beloved : Toni Morrison	25
4	The Penelopiad : Margaret Atwood, Knopf, Canada 2005	25

Recommended Reading:

1. Showalter, Elaine: A Literature of their Own: British Women Novelists from Bronte to Lessing (1977)
Princeton: Princeton University Press
The New Feminist Criticism: Essays on Women, Literature and Theory (1985)
Speaking of Gender (1989)
2. *Spivak, Gayatri Chakravorty.
In Other Worlds: Essays in Cultural Politics (1987)
The Post-Colonial Critic: Interviews, Strategies, Dialogues (1990)
3. Christian, Barbara
Black Feminist Criticism: Perspectives on Black Women Writers (1985) Elmsford, N.Y: Pergamon Press.
Black Women Novelists: The Development of Tradition, 1892-1976.(1980)
4. Jacobus, Mary. (1987) Reading Women: Essays in Feminist criticism.
New York: Columbia Press.
5. Greene, Gayle and Coppelia Kahn. ed (1985) Making a Difference: *Feminist Literary Criticism*. London: Methuen.

M.A. –II English

Semester III

Paper-1 Research Methodology (301007) Marks: 100 (4 credits)

Objectives:

1. To learn about research and different research methodologies used in the ambit of Literature and Language Studies.
2. To be able to apply the methodologies in the student's own research.

Sr.No.	Topic and Details	Marks
1	Definition and types of Research Literary Research Language Research	25
2	Literature Survey	25
3	Critical methodologies	25
4	Preparing and presenting a Research Proposal	25

Recommended Reading:

1. Abdul Rahim, F. (2005), Thesis Writing : A Manual for Researchers (New Delhi : New Age International)
2. Gibaldi, Joseph (6th edn. 2003), MLA Handbook for Writers of Research Papers, New York :MLA Association
3. Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London : Routledge & Open University
4. Miller, R. H. (1995), Handbook of Literary Research, Methuen
5. Lenburg, Jeff (2007), Guide to Research, Viva Books
6. Harner, James L. (2002), Literary Research Guide : An Annotated Listing of Reference Sources in English Literary Studies, New York : MLA of America
7. Gupta, R. K. (1971), American Literature Fundamentals of Research, ASRC Hyderabad
8. Mishra, D. S. (1989), A Grammar of Literary Research, New Delhi : Harman Publishing House
9. Rajannan, B. (1968), Fundamentals of Research, ASRC Hyderabad
10. Bateson, F. W. (1972), The Scholar Critic : An Introduction to Literary Research, London : Routledge
11. Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd
12. Caivary, R. & Nayak V. K. (2005), Research Methodology, S. Chand
13. Kothari, C.R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd
14. Litosseliti, Lia (2000), Using Focus Groups in Research, British Library Cataloguing. Rahim, F. Abdul (1996), Thesis Writing-A Manual for Researchers, New Delhi : New Age International Ltd
15. Rengachari, S. & Rengachari, Sulochna - Research Methodology for English Literature, Bareilly :Prakash Book Depot
16. Seliger (2001), Second Language Research Methods, Oxford University
17. Sinha, M.P. - Research Methods in English
18. Brown, James Dean (2006), Understanding Research in Second Language Learning, New York: Cambridge University Press

Paper-2 Post-Colonial Theory and Practice: Indian Perspectives (301151) Marks: 100 (4 credits)

Objectives:

1. To introduce students to significant ideas and theories that have emerged from India which have questioned and critiqued political and cultural colonialisms
2. To study representative texts which explore issues of the truncated identity, nationhood and the collective past of colonized subjects

Sr.No.	Topic and Details	Marks
1	‘Literary Theory and Third World Literature’ From Aijaz Ahmad : <i>In Theory</i> (Selections)*	25
2	Rabindranath Tagore: <i>Gora</i>	25
3	Amitav Ghosh: <i>Shadow Lines</i>	25
4	Arundhati Roy: <i>The God of Small Things</i>	25

Recommended Reading:

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (1989). *Empire Writes Back: Theory and Practice in Post Colonial Literatures*. London: Routledge
2. *Subaltern Studies* Volumes 1-8. Series Editor: Ranajit Guha
3. Bhabha, H. ed (1990) *Nation and Narration*. London: Routledge
4. Chatterjee, Partha (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse*
5. Devi, G N. 1992 *After Amnesia: Tradition and Change in Indian Literary Criticism*. Hyderabad: Blackswan
6. Mukherjee, Meenakshi (2000). *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford UP.
7. Spivak, G. C. (1985) ‘Three Women’s Text and A Critique of Imperialism.’ *Critical Inquiry* 12(1) pg 43-61 Said, E. (2004) *Culture and Imperialism* (London: Vintage)
8. Nandy, A. (1987) *Traditions, Tyranny, and Utopias: Essays in the Politics of Awareness* (London: Oxford University Press)
9. Viswanathan, G. (1989) *Masks of Conquest: Literary Studies and the British Rule in India*. New York: Columbia University Press

Paper-3 Post-Colonial Voices (301152)

Marks: 100 (4 credits)

Objectives:

1. To introduce students to significant texts that have emerged from third world nations which have questioned and critiqued political and cultural colonialisms

Sr.No.	Topic and Details	Marks
1	J.M. Coetzee: <i>Foe</i>	25
2	Michele Cliff: <i>No Telephone to Heaven</i>	25
3	Gabriel Garcia Marquez : <i>One Hundred Years of Solitude</i>	25
4	Earl Lovelace: <i>Salt</i>	25

Recommended Reading:

1. Achebe, C. (1988) *Hopes and Impediments: Selected Essays 1965-1987*. London: Heinemann
2. Anderson, B (1989). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso
3. Brennan, T (1990). 'National Longing for Form' in Bhabha (ed) *Nation and Narration*. London: Routledge
4. Fanon, F. *Wretched of the Earth*, trans Constance Farrington. Harmondsworth: Penguin
5. Farah, N. (1970) *From a Crooked Rib*, London: Heinemann
6. Hooks, bell (1989). 'On Self Recovery' in *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press
7. Memmi, A. (1965) *The Colonizer and the Colonized*. New York: Orion
8. Ngũgĩ, wa Thiong'o (1981) *Decolonizing the Mind: the Politics of Language in African Literature*. London: James Curry
9. Soyinka, W. (1976) *Myth, Literature and the African World*. Cambridge: Cambridge University Press

Paper-4 Theories of Language Acquisition and Learning and Approaches (301171)
Marks: 100 (4 credits)

Objectives:

1. To acquaint students with the current theories in the field of language acquisition and learning and to familiarize them with the concepts of first language acquisition, and second language acquisition learning in the Indian context.
2. To develop an understanding of the process of syllabus design in second language teaching and to familiarize students with the different types of language teaching syllabi with special focus on the communicative syllabus.

Sr.No.	Topic and Details	Marks
1	Theories of language acquisition particularly behaviorism and cognitivism, Notions of linguistics competence and performance Theories of language acquisition vs. Learning	25
2	Language Acquisition in children, Teaching and learning English as a 2 nd language in the Indian context, The concept of the good language learner.	25
3	Syllabus vs. Curriculum , Product vs. Process Structural, Situational, Notional- Functional Syllabus	25
4	Procedural Syllabus ,Communicative Syllabus design and implementation	25

Recommended Reading:

1. Agnihotri, R.K. & A.L.Khanna. 1994. *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. New Delhi: Sage
2. Alderson, J.C. & Hughes, Arthur (eds.). 1981. *Issues in Language Testing*. ELT Documents 111. The British Council.
3. Bachman, Lyle F. 1990. *Fundamental Considerations in Language Testing*. Oxford University Press.
4. Brown, G. & Yule, G. 1983. *Discourse Analysis*. Cambridge University Press.
5. Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers of other Languages*. Cambridge University Press.
6. Ellis, R. 1985. *Understanding Second Language Acquisition*. London: Oxford University Press.
7. Ellis, R. 1990. *Instructed Second Language Acquisition: Learning in the Classroom*. Oxford: Basil Blackwell.
8. Fletcher, p. & Garman, M. 1986. *Language Acquisition*. (Second Ed.). Cambridge, U.K.:
9. Cambridge University Press. Freeman , Richard 1991. *Mastering Study Skills* London : The Macmillan Press Ltd. Harmer, Jeremy. 1989. *The Practice of English Language Teaching*. Lond. & N.Y.:Longman
10. Hatch, E.M. 1977. *Second Language Acquisition*. New York: Newbury House
11. Heaton, J.B. 1975. *Studying in English: A Practical Approach to Study Skills in English as a Second Language* . London : Longman
12. Holliday, A. 1994. *Appropriate Methodology and Social Context*. Cambridge University Press
13. Hutchinson, Tom and Alan Waters, 1987. *English for Specific Purposes : A Learner Centred Approach*. Cambridge University Press
14. Ingram, D. 1989. *First Language Acquisition*. Cambridge: Cambridge University Press.

15. Krashen, S. 1982. *Second Language Acquisition and Second Language Learning*. Oxford, New York: Pergamon
16. Kroll, Barbara (ed.). 1992. *Second Language Writing*. Cambridge University Press
17. Leech, Geoffrey N. 1983. *Principles of Pragmatics*. Lond. & N.Y.: Longman
18. Mc.Aurthur, T.1983. *A Foundation Course for Language Teachers*. Cambridge University Press
19. Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press.
20. Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford University Press.
21. Pride, J.B.(ed) .1979. *Sociolinguistic Aspects of Learning and Teaching* Oxford University Press.
22. Richards, Jack & Ted Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge University Press.
23. Richards, Jack C. 1972. *An Introduction to Error Analysis*. London: Longman.
24. Ritchie, W. & T. Bhatia (eds.). 1996. *Handbook of Second Language Acquisition*. New York: Academic Press.
25. Spolsky, Bernard. 1989. *Conditions for Second Language Learning*. Oxford University Press.
26. Stern, H.H. 1983. *Fundamental Concepts of Language Teaching* . Oxford University Press.
27. Vygotsky.1972. *Thought and Language*. Massachusetts: MIT
28. Widdowson, H.G. 1978 *Teaching Language as Communication*. Oxford University Press.
29. Widdowson, H.G, 1978. *Teaching Language as Communication*. Oxford University Press.
30. Yalden, Janice. 1987. *Principles of Course Design for Language Teaching*. Cambridge University Press.

Paper-5 Language Teaching Skills and Issues in Language Testing (301172)

Marks: 100 (4 credits)

Objectives:

1. To provide students with essential knowledge and insights into the field of foreign language teaching. It approaches Central language teaching issues will be approached through a series of questions – what to teach? Where to teach? And how to teach? These issues will be related to the aims and contexts of language teaching, the participants, and the materials, which may be utilized for teaching.
2. To help students build on their knowledge of language testing by providing theoretical input on issues Central to language testing and opportunities to develop test items in specific areas.

Sr. No.	Topic and Details	Marks
1	Grammar translation Method, Direct Method Audio-lingual Method, other innovative methods such as communicational method. Approaches to teaching methodology	25
2	Material production and evaluation for the teaching of LSRW. (Listening, Speaking, Reading, Writing)	25
3	Criteria for a good test. : Reliability, concept of proficiency in language, Validity, Feasibility	25
4	Criteria in Evaluation and making of tests; the testing of grammar connective and structure evaluation. , The testing of LSRW. (Listening, Speaking, Reading, Writing	25

Recommended Reading:

1. Heaton, J.B. 1975. Studying in English: A Practical Approach to Study Skills in English as a Second Language. London : Longman
2. Holliday, A. 1994. Appropriate Methodology and Social Context. Cambridge University Press
3. Hutchinson, Tom and Alan Waters, 1987. English for Specific Purposes : A Learner Centred Approach. Cambridge University Press
4. Ingram, D. 1989. First Language Acquisition. Cambridge: Cambridge University Press.
5. Krashen, S. 1982. Second Language Acquisition and Second Language Learning.
6. Oxford, New York: Pergamon
7. Kroll, Barbara (ed.). 1992. Second Language Writing. Cambridge University Press
8. Leech, Geoffrey N. 1983. Principles of Pragmatics. Lond. & N.Y.: Longman
9. McArthur, T. 1983. A Foundation Course for Language Teachers. Cambridge University Press.
10. Nunan, David. 1989. Designing Tasks for the Communicative Classroom. Cambridge University Press.
11. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford University Press.
12. Pride, J.B. (ed) .1979. Sociolinguistic Aspects of Learning and Teaching Oxford University Press.
13. Richards, Jack & Ted Rodgers. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
14. Richards, Jack C. 1972. An Introduction to Error Analysis. London: Longman.
15. Ritchie, W. & T. Bhatia (eds.). 1996. Handbook of Second Language Acquisition. New York: Academic Press.
16. York: Academic Press.

Semester IV

Paper-1 Critical Methodology and skill development for Research and Internship (401008)

Marks: 100 (4 credits)

Objectives:

1. To enable students to choose and areas for research and develop research question.
2. To introduce students to different methodologies, conceptual frameworks and research perspectives that help shape the design, analysis and findings of the dissertation.
3. To inform students about the importance and usefulness and skills required for internship.

Sr.No.	Topic and Details	Marks
1	Starting Research and Developing Research Questions.	25
2	Methodologies, Methods, Skills and Ethics in Literature and language research	25
3	Planning the writing of the Dissertation. Presentation and publishing	25
4	Learning about Internship	25

Recommended Reading

1. Gibaldi, Joseph (6th edn. 2003), Mla Handbook for Writers of Research Papers, New York, MLA Association.
2. Williams, D(2005) The Essential Guide to Postgraduate Study, Thousands Oak :Sage.
3. Murray, R and Moore, S.(2006) The Handbook of Academic Writing, Buckingham: Oxford University Press.
4. Dunleavy, P(2003) Authoring a Ph. D Basingstoke: Palgrave Macmillan.
5. Murray, R(2003) How to Write a Thesis, Buckingham: Open University Press.

Objectives:

1. To introduce students to the development and expression of some fundamental ideas, assumptions, myths and beliefs that influence the construction of American identity

Sr.No.	Topic and Details	Marks
1	William Faulkner: <i>The Sound and the Fury</i>	25
2	Tennessee Williams: <i>A Street Car named Desire</i>	25
3	Sam Shepard: <i>Buried Child</i>	25
4	Selections from <i>The Norton Anthology of Modern and Contemporary Poetry</i> edited by Jahan Ramazani, Richard Ellmann, and Robert O'Clair	25

Recommended Reading:

1. Altieri, Charles F. Modern Poetry. Arlington Heights, IL: AHM Publishing Corporation, 1979.
2. Bain, Robert, ed. Southern Writers: A Biographical Dictionary. Baton Rouge: Louisiana State Univ. Press, 1979.
3. Contemporary Black American Fiction Writers. New York: Chelsea House Publishers, c1995.
4. Contemporary Native American Literature: A Selected & Partially Annotated Bibliography.
5. Metuchen, NJ: Scarecrow Press, 1977.
6. Gerstenberger, Donna and Hendrick, George. The American Novel, 2 vols. Chicago: The Swallow Press, 1961-1970.
7. Greiner, Donald J., ed. American Poetry Since World War II, 2 vols. Detroit: Gale Research Co., 1980.
8. Hassan, Ihab. Contemporary American Literature, 1945-1972: An Introduction. New York: Ungar, 1973.
9. Hassan, Ihab. Radical Innocence: Studies in the Contemporary American Novel. Princeton, N. J: Princeton University Press, 1961.
10. Helterman, Jeffrey and Layman, Richard, ed. American Novelists Since World War II. Detroit: Gale Research Co., 1980.
11. Henderson, Stephen, ed. Understanding the New Black Poetry. New York: William Morrow, 1973.
12. Hoffman, Daniel, ed. Harvard Guide to Contemporary Writing. Cambridge, Mass.: Harvard University Press, 1979.
13. Holman, C. Hugh. The American Novel Through Henry James, 2nd ed. Arlington heights, IL: AHM Publishing Corporation, 1979.
14. Jacobson, Angeline. Contemporary Native American Literature. Metuchen, NJ: Scarecrow Press, 1977.
15. Kernan, Alvin B., ed. The Modern American Theater. Englewood Cliffs, N. J.: Princeton Hall, 1967.
16. Kibler, Jr., James E., ed. American Novelists Since World War II, Second Series. Detroit: Gale Research Co., 1980.
17. Kiernan, Robert F. American Writing since 1945: A Critical Survey. New York: Frederick Ungar, 1983.
18. Lawrence, Shaffer. History of American Literature and Drama. New Delhi: Sarup, 2000.
19. Lewis, Allan. American Plays and Playwrights of the Contemporary Theatre. Rev. Ed. New York: Crown, 1970.
20. Ludwig, Richard M. and Nault, Clifford A. Annals of American Literature, 1602-1983. New York: Oxford Univ. Press, 1986.
21. MacNicholas, John, ed. Twentieth-Century American Dramatists, 2 vols. Detroit: Gale Research Co., 1981.
22. Myerson, Joel, ed. The American Renaissance in New England. Detroit: Gale Research Co. 1978.
23. Myerson, Joel, ed. Antebellum Writers in New York and The South. Detroit: Gale Research Co., 1978.
24. Parker, Patricia L. Early American Fiction: A Reference Guide. Boston: G.K. Hall, 1984.
25. Rock, Roger O. The Native American in American Literature. Westport, CT: Greenwood Press, 1985.
26. Rood, Karen Lane, ed. American Writers in Paris, 1920-1939. Detroit: Gale Research co., 1980.
27. Rush, Theresa Gunnels. Black American Writers Past and Present. 2 vols. Metuchen, NJ: Scarecrow Press, 1975.
28. Scholes, Robert. Radical Sophistication: Studies in Contemporary Jewish American Novelists. Athens: Ohio University Press, 1969.
29. Spiller, Robert E., et. al. Literary History Of The United States, 3rd ed. New York: Macmillan, 1963.
30. Stensland, Anna Lee. Literature by and about the American Indian. Urbana, IL: National Council of Teachers of English, 1979.
31. Van Doren, Carl, et al., eds. The Cambridge History of American Literature. New York: Macmillan, 1917.
32. White, Barbara a., American Women's Fiction, 1790-1870: A Reference Guide. New York: Garland Pub., 1990.
33. Woodress, James. American Fiction, 1900-1950: A Guide to Information Sources. Detroit: Gale Research Co., 1974.

Objectives:

1. To analyze American literary texts with reference to their historical, cultural, ethnic and ideological contexts

Sr.No.	Topic and Details	Marks
1	Toni Morrison: <i>A Mercy or Jazz</i>	25
2	Louise Erdrich: <i>Love Medicine</i>	25
3	Lorraine Hansberry: <i>A Raisin in the Sun</i>	25
4	Selected poems by Black American, Native American and other Immigrant poets	25

Recommended Reading:

1. Abel, Darrel. Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.
2. Barrish, Phillip. American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995. Cambridge: Oxford U P, 2001.
3. Bell, Michael Davitt. The Problem of American Realism. Chicago: U of Chicago P, 1993.
4. Belluscio, Steven J. To Be Suddenly White: Literary Realism and Racial Passing. Columbia, MO: U of Missouri P, 2006.
5. Buell, Lawrence. Literary Transcendentalism: Style and Vision in the American Renaissance. Ithaca, NY: Cornell University Press, 1986.
6. Chase, Richard. The American Novel and Its Tradition. Garden City, N. Y.: Doubleday Anchor, 1957.
7. Elliot, Emory., and Cathy N. Davidson, eds. The Columbia History of the American Novel. New York: Columbia University Press, 1991.
8. Myerson, Joel, ed. The Transcendentalists: A Review of Research and Criticism. New York: Modern Language Association, 1984
9. Lewis, R. W. B. The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century. Chicago: University Chicago Press, 1955.
10. Pattee, Fred Lewis. The Development of the American Short Story. [1966] New York: Harper, 1923.
11. Pizer, Donald. Realism and Naturalism in Nineteenth Century American Fiction. Carbondale: Southern Illinois U P, 1966.
12. Warren, Joyce W., ed. The (Other) American Tradition: Nineteenth-Century Women Writers. New Brunswick, NJ: Rutgers University Press, 1993
13. Winter, Molly Crumpton. American Narratives: Multiethnic Writing in the Age of Realism. Baton Rouge, LA: Louisiana State UP, 2007.

Paper-4 Women's Articulation and Patriarchal Projection (401309)**Marks: 100 (4 credits)****Objectives:**

1. To sensitize students to representations of women in literature.
2. To study representations of women across periods and cultures.
3. To draw from the ongoing debates on politics of representation of women and self-representation from the domains of women's studies and related areas.

Sr.No.	Topic and Details	Marks
1	<i>"The Hand maid's tale"</i> by Margaret Atwood	25
2	<i>Women writing in India</i> vol. 1 (1991, 1993) . Editors-Tharu, Susie J;Lalitha, K; New Delhi: Oxford University Press. Selections	25
3	<i>Women writing in India</i> vol. 2 (1991, 1993) Editors-Tharu, Susie J;Lalitha, K; New Delhi: Oxford University Press. Selections	25
4	<i>Women in Love</i> , D.H. Lawrence. ed. Charles L. Ross (Harmondsworth, Middlesex Penguin, 1982).	25

Paper-5 Innovative Forms in Women's Narratives (401310)**Marks: 100 (4 credits)****Objectives:**

1. To critically study the innovative and experimental forms evolved by women.
2. To enable students to understand and analyze the formal, social, aesthetic strategies and literary devices used by women writers to explore different forms and women's experiences.

Sr.No.	Topic and Details	Marks
1	1) <i>Wide Sargasso Sea</i> Jean Rhys. Penguin. 1966.	25
2	2) <i>For Colored Girls who Considered Suicide</i> Ntozake Shange. 1975.	25
3	3) <i>Norton Anthology of Literature by Women The Tradition in English</i> : ed S.M.Gilbert and Susan Gubar. Norton And Co. 1996. (Selections.)	25
4	4) <i>The Blue Donkey and Other Fables</i> . Suniti Namjoshi. Womens Pr. Ltd. 1998.	25

Unit-1

Chapter-1

Medea: Euripides

Contents

1.1 Introduction	
1.2 Passion and Rage	
1.3 Revenge	
1.4 The position of women	
1.5 Cleverness	
1.6 Manipulation	

1.1 Introduction

In Euripides' Medea, the protagonist abandoned the gender roles of ancient Greek society. Medea defied perceptions of gender by exhibiting both "male" and "female" tendencies. She was able to detach herself from her "womanly" emotions at times and perform acts that society did not see women capable of doing. However, Medea did not fully abandon her role as a woman and did express many female emotions throughout the play.

In ancient Greek society, murder was not commonly associated with women. Throughout the play, however, Medea committed several acts of murder.

We learn that Medea has killed her brother. Medea does not have any guilt about planning and carrying out the murders of king Creon and his daughter Glauke. As the play develops, the reader realizes that Medea plans to commit infanticide. I shall murder my children, these children of mine?if die they must, I shall slay them, who gave them birth

This contradicts society's view that women are the givers of life and that men take it away. It is especially unacceptable because she is the children's mother. To kill a member of your family was frowned upon in ancient Greece, as it is today.

Women's lives are represented by the roles they either choose or have imposed on them. This is evident in the play Medea by Euripides through the characters of Medea and the nurse. During the time period which Medea is set women have very limited social power and no political power at all, although a women's maternal and domestic power was respected in the privacy of the home, "Our lives depend on how his lordship feels". The limited power these women were given is different to modern society yet roles are still imposed on women to conform and be a dutiful wife. Women have always been disempowered due to their gender in modern and ancient times alike. In Corinth they are expected to run the household and conform to social expectations of a dutiful wife. Medea, being an immortal and

descendant from the gods has a certain power in intelligence and sly cleverness. Being a foreigner, Medea's wayward irrational behavior was expected in this play as she was not born in Greece and was seen as an exotic creature. She comes across to the audience as a powerful female character in terms of violence. Some of Medea's reactions and choices appear to be blown out of proportion as authors generally make characters seem larger than life; this creates a better understanding of the text and the issues which are developed through the characters.

Medea's illegitimate marriage and the betrayal of Jason drive Medea to extreme revenge. Medea chooses to act with her immortal self and commit inhumane acts of murder rather than rationalize the outcomes of her actions. Medea sees this option as her only resort as she has been banished and has nowhere to go, "stripped of her place". To create sympathy for Medea, Euripides plays down Medea's supernatural powers until the end of the play. Throughout the play Medea represents all characteristics found in individual women put together, including; love, passion, betrayal and revenge.

1.2 Passion and Rage

Medea is a woman of extreme behavior and extreme emotion. For her passionate love for Jason, she sacrificed all, committing unspeakable acts on his behalf. But his betrayal of her has transformed passion into rage. Her violent and intemperate heart, formerly devoted to Jason, now is set on his destruction. The Greeks were very interested in the extremes of emotion and the consequences of leaving emotion unchecked; they also tended to see strong passion and rage as part and parcel of greatness. Medea is an example of passion carried too far, in a woman perversely set on choosing rage over mercy and reason.

1.3 Revenge

The seductive appeal of revenge is part of the play's enduring popularity. Medea is willing to sacrifice everything to make her revenge perfect. She murders her own children, paradoxically, to protect them from the counter-revenge of her enemies; she also kills them to hurt Jason, although in slaying them she is dooming herself to a life of remorse and grief. But part of Medea's appeal is its power as a revenge fantasy; just like Medea, all have at one time or another been beset by enemies whose power is institutionally protected and unfair. And like Medea, we have fantasized about the satisfaction of a perfect revenge.

1.4 The position of women

Euripides was fascinated by women and the contradictions of the Greek sex-gender system; his treatment of gender is the most sophisticated one to be found in the works of any ancient Greek writer. Medea's opening speech to the Chorus is Classical Greek literature's most eloquent statement about the injustices that befall women. He also recognizes that the position of women, and their subordination to men, is inextricable from the very core of social order in Greece. Greek society functions thanks to injustice. Athens, a city that prided itself as a place more free than the neighboring dictatorships, was nonetheless a city that depended on slave labor and the oppression of women. (The typical apology offered by admirers of Athens is that all ancient societies were sexist and dependent on slave labor;

this generality is untrue. Many societies were more generous in their treatment of women than the Greeks were; and many societies functioned, even in the ancient world, without slave labor.) Euripides was aware of these hypocrisies, and he often pointed out the ways that Greek society attempted to efface or excuse the injustices it perpetrated.

At the same time, Medea is not exactly a feminist role model. Euripides shows the difficulties that befall women, but he does not give us tinny virgin heroines. He gives us real women, who have suffered and become twisted by their suffering. What we see is not a story of female liberation, but a war between the sexes in which all emerge scarred.

1.5 Cleverness

Euripides emphasizes Medea's cunning and cleverness. These traits, which should be admired, also cause suffering for Medea. This theme is linked to the theme of pride and the theme of woman's position. Medea tells Creon that it is better to be born stupid, for men despise the clever. Part of her difficulty is that she has no real outlet for her gifts. Eleanor Wilner calls Medea "a Machiavel without a country to rule" (4). Her force, her intellect, and her strength of will all exceed her station. The Greeks, though they have some respect for her, often treat her smugly because of her sex and her barbarian origins. She is surrounded by people less intelligent and resourceful than she, but social power and respect is theirs. Remember that Aristotle considered the "unscrupulously clever" woman so distasteful as to be a subject unfit for drama; his statement reflects typically Greek attitudes. Medea is despised for talents that should win her praise; she is also terrifyingly free. Because she is an outsider to normal order, she behaves without restraint or morality. Her genius, denied an empire to build, will instead be used on the smaller playing field of personal revenge.

1.6 Manipulation

Manipulation is an important theme. Medea, Jason, and Creon all try their hand at manipulation. Jason used Medea in the past; he now manipulates the royal family of Corinth to secure his own ends. Creon has made a profitable match between his daughter and Jason, hoping to benefit from Jason's fame as the hero of the Golden Fleece. But Medea is the master of manipulation. Medea plays perfectly on the weaknesses and needs of both her enemies and her friends. Medea plays to Creon's pity, and to the old king's costly underestimation of the sorceress. With Aegeus, she uses her skills as a bargaining chip and takes advantage of the king's soft-heartedness to win a binding oath from him. Against Jason, she uses his own shallowness, his unmerited pride, and his desire for dominance. She plays the fawning and submissive woman, to her husband's delight and gratification. Jason buys the act, demonstrating his lack of astuteness and his willingness to be duped by his own fantasies.

citizenship in Greece was based on a sense of belonging, of being an insider to the polis. This basis for the identity of the citizen, therefore, ontologically presupposed the outsider or the Other – it was necessarily premised on difference¹. The citizen, therefore was both not-barbarian and not-woman. Medea's gender and ethnicity put her in the position of the Other with respect to the polis. At the same time, there is also a similarity in the attributes associated with the gender and racial Other : deceit, irrationality, excessive passion and magical powers.

Tragedy also worked through the contradiction between such binaries – of insider and outsider (Greek and Barbarian), the heroic and the civic, man and woman, polis and oikos [When you use Greek terms, explain them] and, most importantly, divine and mortal. While the polis made a clear distinction between these binaries, they would often exist simultaneously in the life or psyche of a character, and tragedy explores the unresolvability and of these contradictory elements of the characters' identity. These conflicting identities play themselves out in Medea's case as well, and this essay seeks to explore the relation of these conflicts with her status as tragic protagonist.

There is a polyphonic construction of Medea and femininity in the play. As a woman in a patriarchal society, Medea is always-ever the Other. In the conflicting constructions of her subjectivity², the main opposition is that between the mythic Medea who is a heroic figure (who is above law, legality and order) on the one hand, and the civic figure of Medea as wife and mother on the other. Roberto Calasso talks of betrayal as woman's heroism³, [Explain the argument in slightly more detail – why is it relevant here?] but Medea also talks of childbirth – of woman's civic role as producers of male heir – as heroic. She is also marked by heroic resolve: she says, "Today three of my enemies I shall strike dead". She is a woman entering male domain of heroic. The conflict between these two appears in the prologue where "mad with love for Jason", she is the heroic figure who helps Jason accomplish the impossible task of getting the golden fleece through her special powers, and the Medea who "has earned/ The *citizen's* welcome to Jason she is all/Obedience". Thus, to meet the standards of femininity of the citizens/chorus, she must play her expected role in the polis and oikos and be the wife who "obediently accepts her husbands' will". In this shift from mythic-heroic to civic, there is a significant reversal of power roles between the subject-positions occupied by Medea and Jason. The inter-textuality between myth and tragedy shows the contrast and continuity between past and present : earlier Jason was supplicant to her – Medea says: "When you were sent/ To master the fire-breathing bulls, yoke them and sow/ The deadly furrow, then I saved your life". Now there is a recognition of reversal of these positions: ("My poor right hand, which you so often clasped! My knees/Which you then clung to!")

Jason, however, denies her any agency in her heroic exploits, by attributing her powers to Aphrodite. In his construction of Medea, therefore, he denies her power by reducing her to a mere instrument of Aphrodite's will to favour Jason. Her heroic identity and role as mother come to a head at the tragic point when she speaks to her heart as a masculine, external force and the Self as mother. Thus, the chorus says, "God grant she strike her enemies and not her friends", hoping she will not harm her *philos* once again. For the Greeks, structures of family and kinship are integral to individual identity. Turning against ones' *philos* is the Othering of oneself to ones' own Self. Medea is marked by this luminal identity – she has killed her own brother before and been sent into exile, and now faces exile and kills her own children. In destroying her children, not only is she Bothering herself from her identity as mother in the polis but also from the continuity of her identity into the future through her children, as family lines did not only extend horizontally in the present but also vertically in the past and future. By destroying her future, she closes off her avenues of mortal survival and steps into the realm of the divine. At this point, all communication between the chorus and her breaks down.



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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. GUJARATI

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This Shreemati Nathibai Damodar Thackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Gujarati " (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Humanities". On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

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Signature

Registrar



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Mumbai - 20.

[Handwritten signature of I/C Director]

I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049

❖ **Vision**

Today we visualize the SNTD Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNTD Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNTD Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. GUJARATI
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination
Credit: 80
Duration: 2 Years
Total Marks: 2000

Index

SEMESTER I

Sr.No.	COURSE NAME	COURSE CODE
1.	મધ્યકાલીન સાહિત્ય સ્વરૂપો અને કૃતિઓનો અભ્યાસ	102001
2.	ભાષા વિજ્ઞાન (ઐતિહાસિક, વર્ણનાત્મક)	102002
3.	અર્વાચીન ગદ્ય કૃતિઓનો અભ્યાસ	102003
4.	સાહિત્યિક સંજ્ઞા સ્વરૂપો અને સંજ્ઞા કેન્દ્રિત કૃતિઓનો અભ્યાસ	102004
5.	ભારતીય સાહિત્ય	102101

Semester II

Sr.No	COURSE NAME	COURSE CODE
1.	અનૂદિત કૃતિઓના અભ્યાસ	202005
2.	ભારતીય સાહિત્ય મીમાંસા.	202006
3.	અર્વાચીન પદ્યકૃતિઓનો અભ્યાસ.	202007
4.	વિવેચનના અભિગમો	202008
5.	આધુનિક અને અનુઆધુનિક સંજ્ઞા ગુજરાતી સાહિત્ય	202104

M.A. II

M.A. II			
Semester - III		Semester-IV	
વિષય અને વિવરણ	વિષય ક્રમાંક	વિષય અને વિવરણ	વિષય ક્રમાંક
અર્વાચીન સાહિત્ય સ્વરૂપ અને કૃતિઓનો અભ્યાસ.	302009	સંશોધકો અને સંશોધનગ્રંથો.	402013
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ગ્રંથકારનો અભ્યાસ	302012	પ્રશિષ્ટ સાહિત્યકૃતિઓનો અભ્યાસ.	402316
ગાંધીવિચાર અને સાહિત્ય	302107	ગુજરાતીમાં નારીલેખન	402317



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

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Syllabus for Distance Education Students

(w.e.f. Year – 2013 – 14)

M.A. GUJARATI I and II

SEMESTER I

Sr.No.	COURSE NAME	COURSE CODE
1.	મધ્યકાલીન સાહિત્ય સ્વરૂપો અને કૃતિઓનો અભ્યાસ	102001
2.	ભાષા વિજ્ઞાન (ઐતિહાસિક, વર્ણનાત્મક)	102002
3.	અર્વાચીન ગદ્ય કૃતિઓનો અભ્યાસ	102003
4.	સાહિત્યિક સંજ્ઞા સ્વરૂપો અને સંજ્ઞા કેન્દ્રિત કૃતિઓનો અભ્યાસ	102004
5.	ભારતીય સાહિત્ય	102101

Semester II

Sr.No	COURSE NAME	COURSE CODE
1.	અનૂદિત કૃતિઓના અભ્યાસ	202005
2.	ભારતીય સાહિત્ય મીમાંસા.	202006
3.	અર્વાચીન પદ્યકૃતિઓનો અભ્યાસ.	202007
4.	વિવેચનના અભિગમો	202008
5.	આધુનિક અને અનુઆધુનિક સંજ્ઞા ગુજરાતી સાહિત્ય	202104

M.A. II**Semester - III**

વિષય અને વિવરણ	વિષય ક્રમાંક	વિષય અને વિવરણ	વિષય ક્રમાંક
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પાશ્ચાત્ય સાહિત્યમીમાંસા	302010	ભક્તિ સાહિત્ય	402314
સંશોધનશાસ્ત્ર	302011	તુલનાત્મક સાહિત્યાભ્યાસ	402315
ગ્રંથકારનો અભ્યાસ	302012	પ્રશિષ્ટ સાહિત્યકૃતિઓનો અભ્યાસ.	402316
ગાંધીવિચાર અને સાહિત્ય	302107	ગુજરાતીમાં નારીલેખન	402317

Paper – 1 મધ્યકાલીન સાહિત્ય સ્વરૂપો અને કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૧

Sr.No.	Topic and Details	Marks
1	આખ્યાન : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો સંદર્ભે સ્વરૂપનો અભ્યાસ. આખ્યાન સ્વરૂપની વિકાસરેખા.	25
2	ફાગુ : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો સંદર્ભે સ્વરૂપનો અભ્યાસ. ફાગુ સ્વરૂપની વિકાસરેખા અને ફાગુના પ્રકારો.	25
3	સુદામા ચરિત્ર - (કવિ પ્રેમાનંદ રચિત) સંદર્ભે સંપા : અનિરૂદ્ધ બ્રહ્મભટ્ટ (સ્વાધ્યાય શ્રેણી પુસ્તક - ૨) નવભારત સાહિત્ય મંદિર.	25
4	વસંત વિલાસ - પ્રાચીન ફાગુ કાવ્ય, સં. કાન્તિલાલ બળદેવરામ વ્યાસ, એન.એમ. ત્રિપાઠી પ્રા.લી., બી.આ. ૧૯૫૭.	25

સંદર્ભ ગ્રંથો :

૧. ગુજરાતી સાહિત્ય (મધ્યકાલીન) : અનંતરાય રાવળ, ગૂર્જર પ્રકાશન, અમદાવાદ, ૧૯૫૪.
૨. ગુજરાતી સાહિત્યના માર્ગસૂચક સ્તંભો : ઝવેરી કૃષ્ણલાલ મોહનલાલ, એન.એમ. ત્રિપાઠી, ૧૯૫૮.
૩. મધ્યકાલીન સાહિત્ય પ્રકારો : ડૉ. ચંદ્રકાંત મહેતા, એન.એમ. ત્રિપાઠી, ૧૯૫૮
૪. અનુક્રમ : જયંત કોઠારી, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, ૧૯૭૫
૫. બાર સાહિત્ય સ્વરૂપો : પ્રસાદ બ્રહ્મભટ્ટ, પાર્શ્વ પબ્લિકેશન, અમદાવાદ, ૨૦૦૧
૬. પ્રેમાનંદજીની આખ્યાન કથાઓ : રમેશ જાની, વોરા એન્ડ કું., અમદાવાદ, ૧૯૬૨.
૭. ગુજરાતી સાહિત્યનો ઇતિહાસ ભાગ ૧ : સંપા. ઉમાશંકર જોશી, અનંતરાય રાવળ, યશવંત શુક્લ, પ્રકા. ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ, ૧૯૭૮.
૮. સાહિત્ય સ્વરૂપસંધાન : સંપા. સુમન શાહ, પાર્શ્વ પ્રકાશન.
૯. સ્વાધ્યાય અને સંશોધન : બળવંત જાની, ગુજરાતી સાહિત્ય અકાદમી.
૧૦. પ્રાચીન ફાગુ કાવ્ય : સંપા. રમણલાલ ચી. શાહ

Paper – 2 ભાષા વિજ્ઞાન (ઐતિહાસિક, વર્ણનાત્મક) ૧૦૨૦૦૨

Sr.No.	Topic and Details	Marks
1	ભાષાનો સામાન્ય પરિચય: ભાષા વિજ્ઞાનનો પરિચય, વિષય અને સ્વરૂપ, અધ્યયનની પદ્ધતિઓ (વર્ણનાત્મક, ઐતિહાસિક, તુલનાત્મક), ભાષાની વ્યાખ્યા, તેનું સામાન્ય સ્વરૂપ, ભાષા અને બોલી વિજ્ઞાન (પ્રાદેશિક, ઇંદાકીય, સામાજિક અને ગુજરાતી ભાષાની બોલીનો પરિચય).	25
2	ઐતિહાસિક ભાષા વિજ્ઞાન (ગુજરાતી ભાષાના સંદર્ભમાં) ભાષાકીય પરિવર્તન : સ્વરૂપ અને પ્રકારો (ધ્વનિ પરિવર્તન, રૂપ પરિવર્તન, શબ્દરેખા પરિવર્તન, અર્થ પરિવર્તન, સાદ્રશ્ય પરિવર્તન), પારિવારિક ભાષાકુળો તેની સમજ, પરિચય. (ભારતના ભાષાકુળોનો અભ્યાસ તેમાં ગુજરાતી ભાષાનું સ્થાન)	25
3	વર્ણનાત્મક ભાષાવિજ્ઞાન : ધ્વનિવિચાર (Phonetics) અને ધ્વનિઘટકવિચાર (Phonemics) ધ્વનિવિચારની ત્રણ શાખાઓનો પરિચય. ઉચ્ચારણમૂલક ધ્વનિ તંત્ર : ઉચ્ચારણ અંગો, ઉચ્ચારણ સ્થાન, ઉચ્ચારિત ધ્વનિઓનું વર્ગીકરણ. ઉચ્ચારણ સ્થાન અને પ્રચલનરીતિને આધારે પડતા ધ્વનિઘટકના પ્રકારોનો પરિચય. ખંડિયધ્વનિઘટક : સ્વર અને તેના પ્રકાર (અગ્ર, મધ્ય, પશ્ચિમ-પૂર્વ) વ્યંજન અને તેના પ્રકાર (સ્પર્શ, અનુનાસિક, પ્રકંપી, પાશ્વિક, સંઘર્ષી વગેરે.) અતિખંડીત ધ્વનિઘટક : અક્ષર, સંઘ્યક્ષર, જંકચર, કાલમાન, સ્વરભાર, કાકુ વગેરેનો પરિચય.	25
4	રૂપવિચાર (Morphology) (ગુજરાતી ભાષાના સંદર્ભમાં) રૂપ, રૂપ ઘટકની ઓળખ રૂપઘટકનાં પ્રકારો (બદ્ધ-મુક્ત/વિચ્છિન્ન - અવિચ્છિન્ન / ધાતુ - અધાતુ / અંગ) વ્યાકરણિક પ્રવર્ગો : લિંગ, વચન, પુરુષ, વિભક્તિ, પ્રયોગ, કાળ, સમાસ, ક્રિયા વિશેષણ, ઉદ્ગાર વાચકો, નિપાતો. વાક્ય વિચાર (Syntax) (ગુજરાતી ભાષાના સંદર્ભમાં) વાક્ય અને તેનાં પ્રકારો (સાદું, સંકુલ કે મિશ્ર, સંયુક્ત વાક્ય) વિધિ વાચક, નિષેધ વાચક, પ્રશ્નાર્થ, સંકેતાત્મક, આદત વાચી. કર્તરિ-કર્મણિ - પ્રેરક રચનાઓ. રૂપાખ્યાનગત અને વાક્યગત સંબંધો. વાક્ય રચનાના નિકટસ્થ અવયવો.	25

દર્ભ ગ્રંથો :

૧. ગુજરાતી ભાષાનું ધ્વનિસ્વરૂપ અને ધ્વનિ પરિવર્તન : ડૉ.પ્રબોધ પંડિત, ગુજરાત યુનિવર્સિટી, અમદાવાદ, ૧૯૭૪
૨. વ્યાકરણ વિમર્શ : ભીમિ દેસાઈ, યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ, ૧૯૯૨

૩.	ભાષાશાસ્ત્રની કેડીએ	:	ભિમિ દેસાઈ, યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ, ૧૯૯૨
૪.	બોલીવિજ્ઞાન અને ગુજરાતની બોલીઓ	:	ચોગેન્દ્ર વ્યાસ, યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ ૧૯૭૪
૫.	બોલીવિજ્ઞાનના કેટલાક પ્રશ્નો	:	શાંતિલાલ આચાર્ય, ગુજ. સાહિત્ય પરિષદ, અમદાવાદ, ૧૯૮૪
૬.	ગુજરાતની ભાષા	:	ટી.એન. દવે, અનુ. મીનાક્ષી પટેલ, યુનિ. ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ, ૧૯૭૨
૭.	ભાષા અને તેનું ભૌતિક સ્વરૂપ	:	ચોગેન્દ્ર વ્યાસ, નંદિતા પ્રકાશન, અમદાવાદ
૮.	ભાષા વ ભાષાશાસ્ત્ર	:	શ્રી. ગજેન્દ્રગડકર, વ્હીનસ પ્રકાશન, પૂણે
૯.	ગુજરાતી ભાષાનું ઐતિહાસિક વ્યાકરણ	:	હરિવલ્લભ ભાયાણી, ગુજરાતી સાહિત્ય અકાદમી, ગાંધીનગર, ૧૯૮૮
૧૦.	વ્યાકરણ : અર્થ અને આકાર	:	સંપા. ડૉ. દયાશંકર જોશી, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, પ્ર.આ. ૧૯૭૮, પુનઃ મુદ્રિત ૧૯૯૫.
૧૧.	ભારતીય ભાષા વિજ્ઞાન	:	આચાર્ય કિશોરીદાસ વાજપાયી, વાણી પ્રકાશન, પ્ર. આ. ૧૯૯૯, દ્વિ.સં.૨૦૦૮
૧૨.	Introductory Linguistics	:	W. P. Lehmann, Oxford and IBH Publishing Co. Mumbai, New Delhi, Calcutta, 1966

Paper 3 અર્વાચીન ગદ્ય કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૩

Sr.No.	Topic and Details	Marks
1	અકૂપાર - ધ્રુવ ભટ્ટ, આર. ગૂર્જર પ્રકાશન, ૨૦૧૦ - યુગ, કર્તા, સ્વરૂપ પરિચય - કૃતિનું ભાવવિશ્વ, ભાષાકર્મ, કલાત્મક તત્વ.	100
2	મીરાં ચાક્ષિકની ડાયરી - બિંદુ ભટ્ટ, પાર્શ્વ પ્રકાશન, બી. આ. ૧૯૯૬ - યુગ, કર્તા, સ્વરૂપ પરિચય - કૃતિનું ભાવવિશ્વ, ભાષાચાર્ય, કલાત્મક તત્વ.	

સંદર્ભ ગ્રંથો :

૧.	ગુજરાતી કથાવિશ્વ	:	સંપા. બાબુ. દાવલપુરા, ગ્રંથાગાર પ્રકાશન.
૨.	ગુજરાતી નવલકથા	:	રઘુવીર ચૌધરી, રાધેશ્યામ શર્મા, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૩.	કથોપકથન	:	સુરેશ જોષી.
૪.	કથાપદ	:	સુમન શાહ, પાર્શ્વ પ્રકાશન, અમદાવાદ.
૫.	કથાચોગ	:	નરેશ વેદ, પાર્શ્વ પ્રકાશન, અમદાવાદ
૬.	નવલકથા - ચર્ચા અને ચિકિત્સા	:	ડૉ. બિપીન આશર, પાર્શ્વ પ્રકાશન, અમદાવાદ.
૭.	રચનારીતિ : સંજ્ઞા અને સમ્રત્યય	:	ડૉ. ભરત પંડ્યા, પાર્શ્વ પ્રકાશન, અમદાવાદ.
૮.	નવલકથા અને હું	:	‘શબ્દ સૃષ્ટિ’ વિશેષાંક, સં. હર્ષદ ત્રિવેદી, ગુજરાત સાહિત્ય અકાદમી, અમદાવાદ

Paper 4 સાહિત્યિક સંજ્ઞા સ્વરૂપો અને સંજ્ઞા કેન્દ્રિત કૃતિઓનો અભ્યાસ-૧૦૨૦૦૪

Sr.No.	Topic and Details	Marks
1	પ્રતીક, પ્રતીકવાદ : સંજ્ઞા સ્પષ્ટીકરણ, ઉદ્ભવ, વિચારણા અને સ્વરૂપનો અભ્યાસ.	25
2	પ્રતીક : સંકલ્પના અને અર્થઘટન. પ્રતીક પ્રયોજનની પદ્ધતિઓ. પ્રતીક અને રૂપકાદિ અલંકારો.	25
3	‘પ્રતીક’ - પ્રિયકાન્ત મણિયાર, વોરા પ્રકાશન, અમદાવાદ.	25
4	‘ફેરો’ - રાધેશ્યામ શર્મા. પ્રકાશક : સૂર્યકાંત પરીખ, અમદાવાદ.	25

સંદર્ભ ગ્રંથો :

૧.	આધુનિક સાહિત્ય સંજ્ઞાકોશ	:	સં. ચંદ્રકાંત ટોપીવાળા, નાયક પરેશ, ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ, પ્ર.આ. ૧૯૮૬, પૃ.૧૩૦
૨.	અનુઆધુનિક સાહિત્ય સંજ્ઞાકોશ	:	સં. જયંત ગાડીત, સરદાર પટેલ, યુનિ. વલ્લભવિદ્યાનગર.
૩.	વિશિષ્ટ સાહિત્ય સંજ્ઞાકોશ	:	ચંદ્રકાંત ટોપીવાળા, ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ પ્ર.આ. ૧૯૮૮.
૪.	કાવ્યની પરિભાષા : (પ્રતીક-કલ્પન-રૂપક)	:	ચશવંત ત્રિવેદી, આર. આર. શેઠની કંપની, મુંબઈ, પ્ર.આ. ૧૯૭૮.
૫.	વાક્યમયવિમર્શ	:	રામપ્રસાદ બક્ષી, એન.એમ. ત્રિપાઠી, મુંબઈ, પ્ર.આ. ૧૯૬૩.
૬.	પૂર્વાપાર	:	ભોળાભાઈ પટેલ, આર. આર. શેઠની કંપની, મુંબઈ, પ્ર.આ. ૧૯૭૬.
૭.	અનુષંગ	:	જયંત કોઠારી, પ્ર. લેખક પોતે, પ્ર.આ. ૧૯૭૮.
૮.	કાવ્યમાં શબ્દ	:	હરિવલ્લભ ભાયાણી, આર. આર. શેઠની કંપની, અમદાવાદ, પ્ર.આ. ૧૯૬૮.

૯.	સીમાંકન અને સીમોલ્લંઘન	:	સિતાંશુ યશસ્વંદ્ર, આર. આર. શેઠની કંપની, અમદાવાદ, પ્ર.આ. ૧૯૭૭.
૧૦.	The Poetic image	:	Lewis C. Day, Janathan Cape. London, 9 th ed., 1958, Pg. 18. London 13 th Edi. 1970, Pg. 158.
૧૧.	Dictionary of World Literary Terms	:	Ed. Shipley Joseph T. Gorge Allen & Unwin Ltd. London 13 th Edi. 1970, Pg.158.
૧૨.	પ્રિયકાન્ત મણિયાર	:	ગુજરાતી ગ્રંથકાર શ્રેણી, સં. જોશી, રમણલાલ ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, ચોથી આવૃત્તિ, ૧૯૯૮.
૧૩.	અધતન કવિતા	:	રઘુવીર ચૌધરી, આર. આર. શેઠની કંપની, મુંબઈ, ૧૯૭૬.
૧૪.	પ્રિયકાન્ત મણિયાર	:	પ્રસાદ બ્રહ્મભટ્ટ, આચાર્ય પ્રકાશન, અમદાવાદ, ૧૯૮૩.
૧૫.	આ નભ ઝૂક્યું (સમગ્ર કવિતા)	:	પ્રિયકાન્ત મણિયાર, નવભારત સાહિત્ય મંદિર, મુંબઈ, પ્ર.આ. ૨૦૦૦.
૧૬.	ગુજરાતી કથા વિશ્વ (લઘુનવલ)	:	સં. બાબુ દવલપુરા, નરેશ વેદ, વલ્લભવિદ્યાનગર, પ્ર.આ. ૧૯૮૫.
૧૭.	સાંપ્રત	:	રાઘેશ્યામ શર્મા, આર. આર. શેઠની કંપની, પ્ર. આ. ૧૯૭૮.

Paper 5. ભારતીય સાહિત્ય- ૧૦૨૧૦૧

Sr.No.	Topic and Details	Marks
1	ભારતીય સાહિત્ય - સંજ્ઞા અને વિભાવના ભારતીયતાની વિભાવના અને નિર્ધારક તત્વો. (ભારતીયતા - પ્રાદેશિકતા, ભારતીયતા - રાષ્ટ્રીયતા, ભારતીયતા - વૈશ્વિકતા)	25
2	ગુજરાતી સાહિત્યમાં ભારતીયતા	25
3	મેઘહૃદય, વસંત બાપટ અનુ. સુરેશ દલાલ, એસ. એન. ડી.ટી. પ્રકાશન, પ્ર. આ. ૧૯૯૨	25
4	કાર્મેલીન, દામોદર માવજો, અનુ. ફ્રાંસા ધોળકિયા, સાહિત્ય અકાદમી, દિલ્લી, ૨૦૦૮	25

સંદર્ભ ગ્રંથો :

૧.	તુલનાત્મક સાહિત્ય : ભારતીય સંદર્ભ	:	ડૉ. ચૈતન્ય દેસાઈ, ગ્રંથનિર્માણ બોર્ડ
૨.	આધુનિક ભારતીય સાહિત્ય	:	અનુ. જયંત બક્ષી, સાહિત્ય અકાદમી, દિલ્લી, ૧૯૭૬
૩.	‘સ્વાધ્યાય’	:	અંક એપ્રિલ-સપ્ટેમ્બર ૧૯૯૬ ડૉ. નરેશ વેદ
૪.	ભારત વર્ષેર ઇતિહાસેર ધારા	:	રવિન્દ્રનાથ ટાગોર, રવીન્દ્ર નિબંધમાળા-૨. સાહિત્ય અકાદમી, દિલ્લી.
૫.	ઇન્ડિયન લિટરેચર	:	કે. સચ્ચિદાનંદ, સાહિત્ય અકાદમી, દિલ્હી.
૬.	એનસાયક્લોપીડિયા ઓફ ઇન્ડિયન લિટરેચર	:	સાહિત્ય અકાદમી, દિલ્હી.
૭.	સાહિત્ય સંદર્ભ વૈશ્વિકતા, ભારતીયતા, ગુજરાતીતા - રચના અને સંરચના	:	હરિવલ્લભ ભાયાણી.
૮.	પૂર્વાપર	:	ભોળાભાઈ પટેલ, આર. આર. શેઠની કં.
૯.	રાષ્ટ્રીય એકતા ઔર ભારતીય સાહિત્ય ઇન્ડિયન લિટરેચર	:	સંપા. ચોગેન્દ્ર ગોસ્વામી.
૧૦.	ભારતીય સાહિત્ય	:	ડૉ. બળવંત જાની અને અન્ય, સૌરાષ્ટ્ર યુનિ. પ્રકાશન.
૧૧.	ભારતીય સાહિત્ય	:	‘સ્વાધ્યાય’ - અંક : એપ્રિલ - સપ્ટેમ્બર ૧૯૯૬ નરેશ વેદ
૧૨.	એન ઇન્ડિયન લિટરેચર - ભા. ૧,૨,૩	:	એ. ક. વોર્ડર, ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર, ૧૯૫૭.

SEMESTER II

Paper 1. અનૂદિત કૃતિઓ (ભારતીય, વૈશ્વિક)- ૨૦૨૦૦૫

Sr.No.	Topics and Details	Marks
1	‘મનોહર છે તો પણ...’ - સુનીતા દેશપાંડે, અનુ. સુરેશ દલાલ, એસ. એન. ડી.ટી. યુનિ. પ્રકાશન, ૧૯૯૨.	25
2	‘આરણ્યક’- બિભૂતિભૂષણ બંદોપાધ્યાય, અનુ. ચંદ્રકાંત મહેતા, સાહિત્ય અકાદમી, દિલ્હી.	25
3	‘ઓથેલો’ - શેક્સપીયર, અનુ. મનસુખલાલ ઝવેરી, ગંગોત્રી ટ્રસ્ટ, ૧૯૭૮	25
4	‘આઉટ સાઈડર’ - અલ્બેર કામૂ, અનુ. રવીન્દ્ર ઠાકોર, આદર્શ પ્રકાશન,	25

સંદર્ભ ગ્રંથો :

૧. બંગાળી સાહિત્યની રૂપરેખા : સુકુમાર સેન, અનુ. ભોળાભાઈ પટેલ, સાહિત્ય અકાદમી, દિલ્હી, ૧૯૮૨.
૨. સુનીતા દેશપાંડે : અરૂણા જાડેજા, ઉદ્દેશ, ૨૦૦૮.
૩. અંગ્રેજી સાહિત્યનું રેખાદર્શન : મધુસુદન પારેખ, પાર્શ્વ પ્રકાશન.
૪. શેક્સપીયર : સંત પ્રસાદ ભટ્ટ, ગુજરાતી સાહિત્ય પરિષદ, ૧૯૯૭.
૫. ઈતરજન : અનુ. ભારતી દલાલ, બુટાલા પ્રકાશન, વડોદરા.

Paper 2. ભારતીય સાહિત્ય મીમાંસા- ૨૦૨૦૦૬

Sr.No.	Topic and Details	Marks
1	- અલંકાર વિચાર - ધ્વનિ વિચાર - ઔચિત્ય વિચાર	50
2	- વક્રોક્તિ વિચાર - રીતિ વિચાર - રસ વિચાર	50

સંદર્ભ ગ્રંથો :

૧. શ્રી મમ્મટાર્ય હત ‘કાવ્યપ્રકાશ’ (ગુજરાતી અનુવાદ ભા. ૧) : અમુવાદક - રા.વિ. પાઠક, રસિકલાલ છોટાલાલ પરીખ, ગુજરાત, પુરાતત્વ મંદિર, અમદાવાદ, સં. ૧૯૮૦, સન ૧૯૨૪
૨. ભારતીય સાહિત્યશાસ્ત્ર : ગણેશ ત્ર્યંબક દેશપાંડે, અનુ. જશવંતી દવે, વોરા એન્ડ કં. અમદાવાદ, ૧૯૭૩.
૩. ભારતીય કાવ્યસિદ્ધાંત : નટુભાઈ રાજપરા, જયંત કોઠારી
૪. સંસ્કૃત કાવ્યશાસ્ત્રમાં રીતિવિચાર : રાજેન્દ્ર નાણાવટી, પ્રકાશક પોતે, સુરત, પ્ર. આ. ૧૯૭૪.
૫. કાવ્યતત્ત્વવિચાર શ્રેણી ‘ધ્વનિ’ : સંપા. સુમન શાહ, લે. રમેશ શુક્લ, પાર્શ્વ પ્રકાશન, અમદાવાદ, પ્ર. આ. ૧૯૮૮.
૬. અભિનવનો રસવિચાર : નગીનદાસ પારેખ, બી. એસ. શાહની કં. અમદાવાદ, ૧૯૬૯.
૭. રસાભાસ : નગીનદાસ પારેખ, સંસ્કૃતિ, ૧૯૬૩, પ્ર. ૪૬૭-૪૭૮
૮. વક્રોક્તિ - કુન્તકનો કાવ્યસિદ્ધાંત : પ્રમોદકુમાર પટેલ, ફાર્જસ ત્રે. જુલાઈ. કિસે. ૧૯૭૩, પૃ. ૫૯-૬૭
૯. ઔચિત્યનો સિદ્ધાંત : પ્રમોદકુમાર પટેલ, ફાર્જસ ત્રે. ઓકટો. કિસેમ્બર. ૧૯૭૨, પૃ. ૧-૧૩.
૧૦. પ્રાચીન કાવ્યશાસ્ત્ર : આર. પી. કંગાલે, અનુ. જશવંતી દવે, જયા મહેતા, વોરા એન્ડ કં. અમદાવાદ, ૧૯૭૮.
૧૧. રમણીયતાનો વાગ્વિકલ્પ : સિતાંશુ યશસ્વીંદ્ર, આર. આર. શેઠની કું. મુંબઈ, અમદાવાદ, ૧૯૭૮.

Paper 3. અર્વાચીન પદ્યકૃતિઓનો અભ્યાસ- ૨૦૨૦૦૭

Sr.No.	Topic and Details	Marks
1	કાવ્ય વિશેષ મણિલાલ દેસાઈ - સં. સુરેશ દલાલ, એસ.એન.ડી.ટી વિ. યુનિ. પ્રકાશન કવિપરિચય, સર્જક વિશેષ, કાવ્યબાની, ભાવવિશ્વ, સર્જકકર્મનો અભ્યાસ.	100
2	વખાર - સિતાંશુ યશસ્વંદ્ર, આર. આર. શેઠની કં., ૨૦૦૬. આધુનિક કવિતા - પરિચય, યુગવિશેષ કાવ્યબાની, ભાવવિશ્વ, સર્જકકર્મનો અભ્યાસ	

સંદર્ભ ગ્રંથો :

૧. સ્વતંત્ર્યોત્તર ગુજરાતી ગીત : સ્વરૂપ અને વિકાસ, પથિક પરમાર, પ્રકાશન પોતે, આદર્શ પ્રકાશન, પ્ર. આ. ૧૯૯૪.
૨. કવિ સિતાંશુ યશસ્વંદ્રની કાવ્યસિદ્ધિ : સાહિત્યસંનિધિ, પૂ. ૨૦-૨૪ ઉષા ઉપાધ્યાય.
૩. ચાર કવિઓ (સિતાંશુ વિશે) : સુરેશ દલાલ, એન. એમ. ત્રિપાઠી, મુંબઈ.
૪. સિતાંશુ યશસ્વંદ્રની કવિતા : ભરત સોલંકી, પાર્શ્વ પ્રકાશન.
૫. મારા સમકાલીન કવિ મણિલાલ દેસાઈ : ચિનુ મોદી, સોનલ પ્રકાશન, અમદાવાદ.
૬. રાનેરી 'લીલો અવાજ' : પ્રવીણ દરજી, વિદ્યાપીઠ, જાન્યુ. ફેબ્રુ. ૬૯, પૂ. ૩૭-૪૨.
૭. રાવજી મણિલાલની કવિતા એક દૃષ્ટિપાત : પ્રત્યુદગાર, પૂ. ૮૮-૯૭.
૮. મણિકાન્તથી મણિલાલ : સિલાસ પટેલિયા, પૂ. ૨૫-૩૧.

Paper 4. વિવેચનના અભિગમો- ૨૦૦૦૮

Sr.No.	Topic and Details	Marks
1	વિવેચન - સંજ્ઞા, સ્વરૂપ, મહત્વ, કાર્યક્ષેત્ર, વિવિધ અભિગમોનો પરિચય.	25
2	સમાજશાસ્ત્રીય અભિગમ સમાજશાસ્ત્રીય અભિગમનો વિગતે અભ્યાસ મનોવિશ્લેષણાત્મક અભિગમ મનોવિશ્લેષણાત્મક અભિગમનો વિગતે અભ્યાસ	25
3	ગર્ભગાથા - હિમાંશી શેલત, અરૂંઓદય પ્રકાશન	25
4	પેરેલિસિસ - ચંદ્રકાંત બક્ષી, નવભારત સાહિત્ય મંદિર, મુંબઈ.	25

સંદર્ભ ગ્રંથો :

૧. વાત આપણા વિવેચનની : શિરીષ પંચાલ, સંવાદ પ્રકાશન, વડોદરા, ૨૦૦૪.
૨. ફલશ્રુતિ : લાભશંકર પુરોહિત, સંવાદ પ્રકાશન, વડોદરા, ૧૯૯૯.
૩. વિવેચનનું વિવેચન : જયંત કોઠારી, ગૂર્જર પ્રકાશન, અમદાવાદ, પ્ર.આ.
૪. વિવેચનના વિવિધ અભિગમો : સંપા. બળવંત જાની, ગુજરાતનો અધ્યાપક સંઘ.
૫. શબ્દલોક : પ્રમોદકુમાર પટેલ, પ્ર. પોતે, સુરત, પ્ર.આ. ૧૯૭૮.
૬. રૂપરચનાવાદ : નીતા ભગત, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૭. વિવેચન : દર્શિની દાદાવાલા, પાર્શ્વ પ્રકાશન.
૮. વિવેચન સંદર્ભ : રમણ સોની, પાર્શ્વ પ્રકાશન.
૯. સમાજશાસ્ત્ર વિશ્વકોષ : હરિકૃષ્ણ રાવત, રાવત પ્રકાશન, દિલ્હી.
૧૦. અર્વાચીન કોશ : ગુજરાતી સાહિત્ય પરિષદ.
૧૧. મનોવિજ્ઞાન માર્ગદર્શિકા : ડૉ. ગિરીશ સોલંકી, પાર્શ્વ પ્રકાશન, પ્ર.આ. ૨૦૧૧.
૧૨. ફોર્મ : હર્ષિદા પંડિત, પરિચય ટ્રસ્ટ, મુંબઈ.
૧૩. ચેતના પ્રવાહાંકિત નવલકથા : ડૉ. અનિલા દલાલ, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ, ૧૯૯૪.
૧૪. બક્ષી એક જીવની : જયંતિલાલ મહેતા, નવભારત સાહિત્ય મંદિર, મુંબઈ, ૧૯૯૨.
૧૫. ચંદ્રકાંત બક્ષીથી ફેરો : સુમન શાહ, પાર્શ્વ પ્રકાશન, ૧૯૭૩, ૧૯૯૩.
૧૬. પરિધિ : દિગ્વીશ મહેતા, આર. આર. શેઠની કં., ૧૯૭૬.
૧૭. જેન્ડર (જાતિલિંગ) ના સામાજિકરણ સંદર્ભે 'ગર્ભગાથા' નો અભ્યાસ : નૂતન જાની, એતદ, જાન્યુ-માર્ચ, ૨૦૧૧.

Paper 5. આધુનિક અને અનુઆધુનિક સંજ્ઞા ગુજરાતી સાહિત્ય ૨૦૨૧૦૪

Sr.No.	Topic and Details	Marks
1	આધુનિક, આધુનિકતા, અનુઆધુનિકતા : સંજ્ઞા, સ્વરૂપ અને સંકલ્પના.	25
2	પરંપરા અને આધુનિકતા પરંપરા અને અનુઆધુનિકતા આધુનિકતા અને અનુઆધુનિકતાને ઘડનારાં પરિબલો.	25
3	ગુજરાતી સાહિત્યમાં આધુનિકતા ઘટ્ટરા - સુરેશ જોશી, બુટાલા પ્રકાશન, બરોડા, સં. ૨૦૨૧ - ચુગ વિશેષ, સર્જક વિશેષ, ભાવવિશ્વ કાવ્યબાની, સર્જકકર્મનો અભ્યાસ	25
4	ગુજરાતી સાહિત્યમાં અનુઆધુનિકતા 'હિમાંશી શેલતની વાર્તાસૃષ્ટિ' સંપા. મણિલાલ પટેલ, વોરા પ્રકાશન, અમદાવાદ, પ્ર. આ. ૧૯૪૮.	25

સંદર્ભ ગ્રંથો :

૧.	આધુનિકતા	: એક સંકુલ સંપ્રત્યય, બિપિન આશર, પાર્શ્વ પ્રકાશન.
૨.	સાહિત્યમાં આધુનિકતા	: સુમન શાહ, પાર્શ્વ પ્રકાશન, પ્ર. આ. ૨૦૦૬.
૩.	ગુજરાતી સાહિત્યમાં આધુનિકતાવાદ	: પ્રમોદકુમાર પટેલ, ગુજરાતી સાહિત્ય અકાદમી, ગાંધીનગર, પ્ર.આ. ૧૯૯૩.
૪.	કિંચિત	: સુરેશ જોશી, બુટાલા પ્રકાશન, વડોદરા, પ્ર. આ. ૧૯૭૩.
૫.	અનુઆધુનિકતાવાદ	: સંપા. ચન્દ્રકાન્ત ટોપીવાલા, ભોળાભાઈ પટેલ, ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ.
૬.	અનુઆધુનિકતા અને આપણે	: સુમન શાહ, પાર્શ્વ પ્રકાશન, પ્ર. આ. ૨૦૦૮.
૭.	અર્ધસમીપ્ત	: ચન્દ્રકાન્ત ટોપીવાલા, પાર્શ્વ પ્રકાશન, પ્ર.આ.૨૦૦૬.
૮.	સુરેશ જોશીથી સુરેશ જોશી	: ડૉ. સુમન શાહ, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૦
૯.	સુરેશ જોશી	: ચન્દ્રકાન્ત ટોપીવાલા, ગ્રંથનિર્માણ બોર્ડ
૧૦.	સુરેશ જોશીનું સાહિત્યવિશ્વ	: ડૉ. શિરીષ પંચાલ, સાહિત્ય અકાદમી, ગાંધીનગર.
૧૧.	આધુનિકતા અને ગુજરાતી આધુનિક કવિતા	: ભોળાભાઈ પટેલ, આર. આર. શેઠ, અમદાવાદ, મુંબઈ, પ્ર. આ. ૧૯૮૭.
૧૨.	કાવ્યબાની	: નીતિન મહેતા - ક્ષિતિજ સંશોધન પ્રકાશન કેન્દ્ર, વડોદરા, ૨૦૦૧.
૧૩.	લીલાવતી મુનશીથી હિમાંશી શેલત	: ભારતી દલાલ.
૧૪.	પરિષ્કૃત વાર્તા અને બીજા લેખો	: મણિલાલ હ. પટેલ, પાર્શ્વ પ્રકાશન, ૨૦૧૦.

MA-II

Semester - III

1 : અર્વાચીન સાહિત્ય સ્વરૂપ અને કૃતિઓનો અભ્યાસ. (302009)

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હેતુ/ઉદ્દેશ્ય :-

- ગુજરાતી અર્વાચીન નિયત સાહિત્ય સ્વરૂપની ભૂમિકાને ધ્યાન રાખી સ્વરૂપગત વિશેષતા, પરંપરા કે પ્રયોગશીલતાની સમજ મેળવવી.
- ભાવ, ભાષા, પ્રયોગની દ્રષ્ટિએ અર્વાચીન સાહિત્ય સ્વરૂપનો ઊંડાણથી અભ્યાસ કરવો.
- ગુજરાતી અર્વાચીન નિયત સાહિત્ય સ્વરૂપની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	ઊર્મિકાવ્ય : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો અને સ્વરૂપ.	25
2	ઊર્મિકાવ્યના પ્રકારો અને વિકાસ	25
3	બાહુક - ચિનુ મોદી, આર. આર. શેઠની કં., બી.આ. ૧૯૯૯.	25
4	કાવ્યવિશેષ - કાન્ત : સં. સુરેશ દલાલ, એસ.એન.ડી.ટી. પ્રકાશન, ૧૯૯૧.	25

સંદર્ભ ગ્રંથો :

૧. ઊર્મિ કાવ્ય : ચિમનલાલ ત્રિવેદી, ચંદ્રશંકર ભટ્ટ, ૨૦૦૦
૨. કાવ્ય નિર્ણય : (ઊર્મિકાવ્ય સ્વરૂપ અને વિકાસ) : પ્રસાદ બક્ષાભટ્ટ, પાર્શ્વપ્રકાશન, ૧૯૮૮.
૩. લિરિક અને લગરિક : ચંદ્રવદન મહેતા, ૧૯૬૫.
૪. લિરિક : બ.ક. ઠાકોર.
૫. ગુજરાતી કાવ્ય પ્રકારો : ડોલરરાય માંકડ
૬. કાન્ત વિશે : બૃગુરાય અંજારિયા, સંપા. જયંત કોઠારી, સુધા અંજારિયા, આર. આર. શેઠની કં., મુંબઈ, ૧૯૮૩.
૭. અનુભાવ (કાન્તના ખંડ કાવ્ય એક દૃષ્ટિકોણ) : નલિન રાવળ, વોરા પ્રકાશન, અમદાવાદ, ૧૯૭૫.
૮. ભારતીય સાહિત્યના નિર્માતા કાન્ત : ચંદ્રકાંત શેઠ, ભારતીય સાહિત્ય અકાદમી, દિલ્હી, ૧૯૯૦.
૯. અદ્યતન કવિતા : રઘુવીર ચૌધરી, આર. આર. શેઠની કં., અમદાવાદ, ૧૯૭૬.
૧૦. સાહિત્યમાં આધુનિકતા : સુમન શાહ, પાર્શ્વપ્રકાશન, અમદાવાદ.
૧૧. ખંડકાવ્ય સ્વરૂપ અને વિકાસ : ચિનુ મોદી, પાર્શ્વપ્રકાશન, ૨૦૦૧.
૧૨. નળ-દમયંતી કથાનો વિકાસ : ર. ચી. શાહ, પ્રકાશક-લેખક પોતે, ૧૯૮૦.

2 : પાશ્ચાત્ય સાહિત્યમીમાંસા (302010)

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હેતુ/ઉદ્દેશ્ય :-

- પશ્ચિમનાં સાહિત્ય મીમાંસકોનો અભ્યાસ કરતાં પહેલાં પશ્ચિમનાં વિવેચન સાહિત્યનો આછો નકશો આપો.
- પાશ્ચાત્ય કાવ્યતત્ત્વમીમાંસાના અગત્યના મીમાંસકોની કાવ્યવિચારણાઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	- લોન્ગ્ઝનસ - ઉદાત્તતત્ત્વવિચાર - કોલરિજ - કલ્પનાવિચાર અને કાવ્યવિચાર - આઈ.એ. રિચર્ડસ - પ્રત્યાયનવિચાર અને કાવ્યવિચાર	50
2	- મેથ્યુ આર્નલ્ડ - જીવનસમીક્ષાવિચાર ટી. એસ. એલિયટ - કાવ્યવિચાર - ગ્રાક હેરિદા - કલાવિચાર	50

સંદર્ભ ગ્રંથો :

૧. પ્લેટો, એરિસ્ટોટલ, લોન્ગાઇનસની : જયંત કોઠારી, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, ૨૦૦૪.
કાવ્યવિચારણા
૨. પશ્ચિમનું સાહિત્ય વિવેચન ભાગ -૧,૨ : શિરીષ પંચાલ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ, ૧૯૯૨
૩. મેથ્યુ આર્નલ્ડ : ભરત મહેતા, પાર્શ્વપ્રકાશન, અમદાવાદ, ૨૦૦૨.
૪. કવિવિવેચક એલિયટ : સુમન શાહ, પાર્શ્વ પ્રકાશન, અમદાવાદ
૫. ઉદાત્તતત્ત્વ : અનુ. ચન્દ્રશંકર ભટ્ટ, ગુજરાત યુનિ. અમદાવાદ.૩૩
૬. ટી. એસ. એલિયટ વિશેષાંક : સં. ધીરુ પરીખ, કવિલોક પ્રકાશન, અમદાવાદ, ૧૯૮૯.
૭. ફલશ્રુતિ : લાભશંકર પુરોહિત, સંવાદ પ્રકાશન, વડોદરા, ૧૯૯૯.
૮. બહુસંવાદ : ચન્દ્રકાન્ત ટોપીવાળા, પાર્શ્વપ્રકાશન, અમદાવાદ, ૨૦૦૧.
૯. સિધ્ધાન્તે કિમ્ : સુમન શાહ, પાર્શ્વ પ્રકાશન, અમદાવાદ.
૧૦. A History of Modern Criticism : Rene Wellek, Jonathan Cope Lqss. 1955
૧૧. Literature Theory and Criticism : Noeton Anthology, Oxford Uni. London, 2006

- 3 : સંશોધનશાસ્ત્ર (302011) :100 (4)

હેતુ/ઉદ્દેશ્ય :-

સંશોધન વિશેની સમજ આપી તેના શાસ્ત્રીય જ્ઞાન વિશે વિદ્યાર્થીનીઓને સજ્જ કરવા.

સંશોધન અને સાહિત્યિક સંશોધન, તેની ઉપયોગિતા અને તેથી થતાં લાભો વિશે જણાવવું.

સંશોધનની પદ્ધતિનું મહત્ત્વ તથા તેના સોપાનોની જાણકારી મેળવવી.

Sr.No.	Topic and Details	Marks
1	કાર્યક્ષેત્ર (કાર્યક્ષેત્રો, કૃતિ, કર્તા, યુગ, સાહિત્ય સ્વરૂપો)	25
2	સંશોધન પૂર્વેનો અભ્યાસ અને સંશોધનની સજ્જતા માહિતી એકત્રીકરણ, ક્ષેત્રકાર્ય, ગ્રંથાલય, વગેરેનો અભ્યાસ.	25
3	સાહિત્યિક સંશોધનની પદ્ધતિઓ, નિરીક્ષણ પદ્ધતિ, પ્રશ્નાવલી પદ્ધતિ, મુલાકાત પદ્ધતિ, વૈજ્ઞાનિક પદ્ધતિ ગ્રંથાલય પદ્ધતિ	25
4	પૂર્વધારણા, સામગ્રીચયન, નિરીક્ષણ, પરીક્ષણ, મૂલ્યાંકન, સૂચન, પરિશિષ્ટ, સંદર્ભસૂચિ, પાદટીપ અને સારલેખન	25

સંદર્ભ ગ્રંથો :

૧. સાહિત્ય સંશોધનની પદ્ધતિ : ચંપૂ વ્યાસ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ૧૯૮૧.
૨. સાહિત્ય સંશોધન વિશે : સુમન શાહ, પાર્શ્વપ્રકાશન, ૨૦૦૦.
૩. સંશોધનની પ્રવિધિ : સી. વી. મહેતા, પાર્શ્વ પ્રકાશન, ૧૯૯૮.
૪. સંશોધન પદ્ધતિ અને હરિભાષ દેસાઈ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ૧૯૭૩.
૫. Introduction to Research, Tyrus Hillway, 1956.
૬. The Craft of Research, Wayne C., Booth and others, Uni. of Chicago Press, 2nd ed. 2003.
૭. તુલનાત્મક સાહિત્ય : ધીરુ પરીખ, ગુજરાત યુનિ. ૧૯૮૪.
૮. તુલનાત્મક સાહિત્યભ્યાસ : અશ્વિન દેસાઈ
૯. તત્ત્વસંદર્ભ : પ્રમોદકુમાર પટેલ.
૧૦. તુલનાત્મક સાહિત્યભ્યાસ : વસંત બાપટ, અનુ. જયા મહેતા, એસ. એન. ડી. ટી. યુનિ. ૧૯૮૬.

-4 : ગ્રંથકારનો અભ્યાસ (302012)**:100 (4)**

હેતુ/ઉદ્દેશ્ય :-

- સાહિત્યના વિકાસમાં મહત્વનું યોગદાન આપનારા ગ્રંથકારનો અભ્યાસ કરવો.
- સાહિત્યવિશ્વમાં તેના સાહિત્યિક પ્રદાનથી માહિતગાર થવું.
- ગ્રંથકારના સાહિત્યનો અભ્યાસ કરતી વખતે તેની પાશ્ચાત્યમાં રહેલા સાહિત્યિક, સાંસ્કૃતિક પરિબલો અને પ્રવાહોનો પરિચય મેળવવો.
- ગ્રંથકારે પ્રયોજેલ વિવિધ સ્વરૂપોનો પરિચય મેળવી કૃતિઓનો સવિગત અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	રા. વિ. પાઠક - વ્યક્તિ અને યુગસંદર્ભ.	25
2	રા. વિ. પાઠકની સાહિત્યિક વિવેચના	25
3	કવિ રા. વિ. પાઠકનો અભ્યાસ	25
4	વાર્તાકાર રા. વિ. પાઠકનો અભ્યાસ.	25

સંદર્ભ ગ્રંથો :

- રા. વિ. પાઠક - વ્યક્તિગત અને વાકમ્ય : હસમુખ દોશી, આદર્શ પ્રકાશન.
- રા. વિ. પાઠક : જયંત પાઠક, આદર્શ પ્રકાશન.
- ધૂમકેતુ અને દ્વિરેફની વાતો : સંપા. સુરેશ દલાલ, જયા મહેતા, એસ.એન.ડી.ટી. પ્રકાશન પ્ર. આ. ૧૯૯૨.
- વાત આપણા વિવેચનની : શિરીષ પંચાલ, સંવાદ પ્રકાશન, વડોદરા, ૨૦૦૫.
- રા. વિ. પાઠક - પરિશીલન ગ્રંથ : સંપા. હીરા પાઠક અને અન્ય, ગુજરાત સાહિત્ય અકાદમી, ગાંધી નગર, પ્ર. આ. ૧૯૯૫.
- દ્વિરેફની વાતો - ૧, ૨, ૩ - રા. વિ. પાઠક : ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, પ્ર. આ. સં. ૧૯૯૧.
- શેષનાં કાવ્યો : રા. વિ. પાઠક, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, પ્ર. આ. ૧૯૩૮.
- સાહિત્યલોક : રા. વિ. પાઠક, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, પ્ર. આ. ૧૯૫૪.
- અર્વાચીન કાવ્યસાહિત્યનાં વહેણો : ૧, ૨ : રા. વિ. પાઠક.
- સાહિત્ય પ્રાણ અને પ્રવર્તન : ચંદ્રકાંત શેઠ, પ્રકા. આર. આર. શેઠ, મુંબઈ,

-5 : ગાંધીવિચાર અને સાહિત્ય (302107)**:100 (4)**

હેતુ/ઉદ્દેશ્ય :-

- વિશ્વ પ્રસિદ્ધ ચિંતક મહાત્મા ગાંધીનો ગુજરાતી સાહિત્ય સંસ્કૃતિ અને સમાજ પરના પ્રભાવનો અભ્યાસ કરવો. ગાંધીવિચારની વ્યાપકતા, પ્રસ્તુતાનો અભ્યાસ કરવો.
- ગાંધીજી અને ગાંધી વિચારધારા તેમજ આ વિચારધારાને આગળ ધપાવનારા ચિંતકો અને
- કૃતિઓનો અભ્યાસ કરવો. ગાંધીચિંતન પ્રેરિત સુદીર્ઘ પરંપરાથી અને ગાંધી વિચારણાથી વિદ્યાર્થીઓ અવગત થાય તે દ્રષ્ટિએ અભ્યાસ ધ્યાનમાં લેવો.

Sr.No.	Topic and Details	Marks
1	ગાંધીજી : વ્યક્તિત્વ અને વાકમ્ય : ગાંધી વિચારધારા : સામાજિક, આર્થિક, રાજકીય, સાંસ્કૃતિક વિચારો.	25
2	ગુજરાતી સાહિત્ય અને ગાંધી વિચારધારા ગાંધી યુગની કવિતા સાહિત્યનો અભ્યાસ.	25
3	સમૂળી કાંતિ - કિશોરીલાલ મશરૂવાળા, નવજીવન પ્રકાશન, ૧૯૪૮.	25
4	'હિંદ સ્વરાજ' - ગાંધીજી, નવજીવન પ્રકાશન	25

સંદર્ભ ગ્રંથો :

- ગુજરાતી સાહિત્ય પર ગાંધીજીનો પ્રભાવ : હરીશ વ્યાસ.
- ગાંધીજી : કેટલાક સ્વાધ્યાય લેખો : નગીનદાસ પારેખ, શ્રી ના. દા. મ. વિ. મું.
- ગાંધી જેવા મેં જોયાં, જાણ્યાં : વિનોબા ભાવે.
- ગુજરાતી સાહિત્યમાં ગાંધીજી : કાકાસાહેબ કાલેલકર.
- ગુજરાતી સાહિત્યનો ઇતિહાસ (ગાંધી યુગ) : ધીરુભાઈ ઠાકર, ગુજરાતી સાહિત્ય પરિષદ.
- હિંદ સ્વરાજ : કાન્તિ શાહ.
- હિંદ સ્વરાજ : કનક તિવારી.
- હિંદ સ્વરાજ : ત્રિદીપ સુર્હેદ.
- સમૂળી કાન્તિ અને બીજા લેખો : નગીનદાસ પારેખ.
- ગાંધીજીનો સાહિત્ય કળાવિચાર : બુદ્ધિપ્રકાશ, ડિસેમ્બર, ૧૯૬૯, ફેબ્રુઆરી, ૧૯૭૦, માર્ચ, ૧૯૭૦.
- ગાંધીજી : ચી. ના. પટેલ, કુમકુમ પ્રકાશન, પ્ર. આ. ૧૯૭૯, બી.આ. ૧૯૮૩.
- ગાંધીજી : જીવન અને વિચાર : આચાર્ય કૃપલાની.
- મહાત્મા ગાંધી શતાબ્દી ગ્રંથ : નગીનદાસ પારેખ.
- ગાંધી જ્ઞાન કોશ : ચંદુલાલ પટેલ, પ્રવીણ પ્રકાશન

Semester: IV

-1 : સંશોધકો અને સંશોધનગ્રંથો. (402013) : 100 (4)

હેતુ/ઉદ્દેશ્ય :-

- સંશોધનકાર્ય માટે આવશ્યક જ્ઞાન પ્રાપ્ત થાય તે હેતુ સંદર્ભે ગુજરાતી ભાષાસાહિત્યના સંશોધકો અને
- સંશોધનગ્રંથોનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	સંશોધક ઝવેરચંદ મેઘાણી (લોકસાહિત્યક્ષેત્રે પ્રદાન)	25
2	સંશોધક હરિવલ્લભ ભાયાણી (ભાષાસાહિત્યક્ષેત્રે પ્રદાન)	25
3	ગુજરાતી અને મરાઠી સામાજિક નાટકો (૧૮૫૦ થી ૧૯૦૦) ડૉ. જગદીશ દવે. નવભારત સાહિત્ય મંદિર, મુંબઈ, ૨૦૦૦	25
4	કાવ્યબાની - ડૉ. નીતિન મહેતા, 'ક્ષિતિજ' સંશોધન પ્રકાશન કેન્દ્ર, મુંબઈ, ૨૦૦૧.	25

સંદર્ભ ગ્રંથો :

૧. સાહિત્યકાર પરિચયકોશ : સંપા. રમણ સોની અને અન્ય.
૨. મેઘાણી ગ્રંથ - ૧, ૨ : ઉમાશંકર જોશી, શારદા મુદ્રણાલય, અમદાવાદ, ૧૯૪૮.
૩. શબ્દનો સોદાગર : સંપા. કનુભાઈ જાની.
૪. મેઘાણી વિવેચન સંદોહન : સંપા. જયંત કોઠારી
૫. મેઘાણીનું સાહિત્ય : વિભિન્ન પરિપ્રેક્ષ્યમાં : ડૉ. બિપિન આશર, પાર્શ્વપ્રકાશન, અમદાવાદ.
૬. લોકસાહિત્ય : તત્વદર્શન અને મૂલ્યાંકન : ડૉ. બળવંત જાની, ગુજરાત સાહિત્ય અકાદમી, અમદાવાદ.
૭. સર્જક ચેતના : સુમન શાહ, પાર્શ્વપ્રકાશન, અમદાવાદ.
૮. હરિવલ્લભ ભાયાણી : ડૉ. બળવંત જાની, ગ્રંથ નિર્માણ બોર્ડ.
૯. કાવ્યનું સંવેદન : હરિવલ્લભ ભાયાણી, આર. આર. શેઠની કં., અમદાવાદ. પ્ર. આ. ૧૯૭૬.
૧૦. The Credit of Research : Wayne C. Booth & others. Uni. of Chicago, Press 2nd Edi., 2003.

-2 : ભક્તિ સાહિત્ય (402314) : 100 (4)

હેતુ/ઉદ્દેશ્ય :-

- મધ્યકાલીન ભારતીય સાહિત્યમાં પ્રાપ્ત થતાં સમયથી માહિતગાર થવું.
- મધ્યકાલીન સમયના સાંસ્કૃતિક પરિવેશની જાણકારી મેળવવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ જાણવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	મધ્યકાલીન યુગ : પરિવેશ અને યુગપ્રવર્તક પરિબળો, ભક્તિ આંદોલન.	25
2	મધ્યકાલીન ગુજરાતી સાહિત્ય : પદ્યસાહિત્ય., મધ્યકાલીન ગુજરાતી સાહિત્ય : કથાસ, ાહિત્ય.	25
3	(નરસિંહ મહેતા અને મીરાંબાઈની કવિતાનો અભ્યાસ કરવો) કાવ્યવિશેષ - નરસિંહ મહેતા, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૨. કાવ્યવિશેષ - મીરાં, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૧.	25
4	પદ્યવાર્તાકાર શામળનો અભ્યાસ, “મદનમોહન” - શામળ, સંપા. હરિવલ્લભ ભાયાણી, પાર્શ્વપ્રકાશન, અમદાવાદ, ૨૦૧૧.	25

સંદર્ભ ગ્રંથો :

૧. ગુજરાતી સાહિત્યનો ઇતિહાસ ગ્રંથ - ૧, : સંપાદક : ઉમાશંકર જોશી, અને અન્ય.
૨. સાહિત્યકોશ (મધ્યકાળ) : સં. જયંત કોઠારી અને અન્ય, ગુજરાતી સાહિત્યપરિષદ, અમદાવાદ, ૧૯૯૬.
૩. ગુજરાતી સાહિત્ય (મધ્યકાલીન) : અનંતરાય રાવળ, ગૂર્જર પ્રકાશન, અમદાવાદ, ૧૯૯૨.
૪. ગુજરાતી સાહિત્યની વિકાસરેખા-૧(મધ્યકાળ) : ધીરુભાઈ ઠાકર, ગૂર્જર પ્રકાશન, અમદાવાદ.
૫. કલાસિકલ પોએટ્સ ઓફ ગુજરાત : ગો.મા. ત્રિપાઠી, એન. એમ. ત્રિપાઠી, મુંબઈ.
૬. મધ્યકાળના સાહિત્યપ્રકારો : ચન્દ્રકાન્ત મહેતા, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૧૦. મધ્યકાલીન ગુજરાતી પ્રેમભક્તિની : જયંત કોઠારી, ગૂર્જર પ્રકાશન, અમદાવાદ. કવિતાધારા (અનુષંગ)
૧૧. નરસિંહ મહેતાની કાવ્યકૃતિઓ : સં. શિવલાલ જેસલપુરા
૧૨. મીરાંના પદો : સં. કે. કા. શાસ્ત્રી, આદર્શ પ્રકાશન, ૨૦૦૧.
૧૩. રામ રતનધનપાઓ : સં. પ્રતિભા મ. દવે, આર. આર. શેઠની કંપની, પ્ર. આ. ૧૯૯૩

હેતુ/ઉદ્દેશ્ય :-

- તુલનાત્મક સાહિત્ય, સંજ્ઞાનો ઉદ્ભવ, મતમતાંતર અને સિદ્ધાંતોનો સવિસ્તર અભ્યાસ કરો. તુલનાત્મક સાહિત્યમાં અનિવાર્યતા, સિદ્ધિ-મર્યાદાની જાણકારી મેળવવી.
- અન્ય ભારતીય ભાષાઓની અનુદિત કૃતિઓના તુલનાત્મક અભ્યાસ દ્વારા જ્ઞાનક્ષિતિજનો વિસ્તાર કરવો.

Sr.No.	Topic and Details	Marks
1	તુલનાત્મક સાહિત્યાભ્યાસ : હેતુ, વ્યાખ્યા, કાર્યક્ષેત્ર, સ્વરૂપચર્યા, પ્રજ્ઞાદ્ભૂમિકા (વ્યાખ્યા : હેની રિમાર્ક, એલ્ફિંગ, પિકોઈસ, કુસો, એસ. એસ. પ્રેવર, એફ. શબલ્યુ એંડલર અને વસંત બાપટે આપેલી વ્યાખ્યાને આધારે)	25
2	તુલનાત્મક સાહિત્યની વિભાવના (મેથ્યુ આર્નોલ્ડ, મેકોલે, ગ્યૂઘથે અને ટાગોરના મતે)	25
3	તુલનાત્મક સાહિત્યાભ્યાસ અને અનુવાદનું મહત્વ. અસર, સાદૃશ્ય તથા પરંપરા. વિષયવસ્તુ શાસ્ત્ર, શાસ્ત્ર તથા એસ. એસ. પ્રેવરનો વિષયવસ્તુ શાસ્ત્ર વિશેનો મત.	25
4	(કૃતિઓનો તુલનાત્મક અભ્યાસ) : ૧. ગીતાંજલિ : રવીન્દ્ર ઠાકુર, અનુ. નગીનદાસ પારેખ, આર. આર. શેઠની કંપની, મુંબઈ ૧૯૭૧. સમ્પ્રક પ્રકાશન, ૧૯૯૦. ૨. વિદાયવેળાએ : ખલિલ જિબ્રાન, અનુ. કિશોરલાલ મશરૂવાળા, નવજીવન ટ્રસ્ટ, મુંબઈ, પાંચમી આવૃત્તિ, ૧૯૯૪. ૩. ગોપીગીત : ભાવાત્મક આસ્વાદ, સુરેશ દલાલ, ઇમેજ પબ્લિકેશન પ્રા. લિ. મુંબઈ, ૧૯૯૮	25

સંદર્ભ ગ્રંથો :

- તુલનાત્મક સાહિત્ય સ્વરૂપ, પદ્ધતિ, હેતુ : ગુજરાતી સાહિત્યના સંદર્ભમાં, : પરબ, ફેબ્રુ. ૧૯૮૧, લોકભારતી જ્ઞાનસત્ર વિશેષાંક.
- તુલનાત્મક સાહિત્ય : ડૉ. ધીરૂ પરીખ, ગુજરાત યુનિવર્સિટી, અમદાવાદ, ૧૯૮૪.
- તુલનાત્મક સાહિત્યાભ્યાસ : વસંત બાપટે, અનુ. જયા મહેતા, જશવંતી દવે, શ્રીમતી નાથીબાઈ દામોદર ઠાકરશી મહિલા વિદ્યાપીઠ, મુંબઈ, ૧૯૮૭.
- તુલનાત્મક સાહિત્યાભ્યાસ : અશ્વિન દેસાઈ
- તુલનાત્મક સાહિત્ય : ભારતીય સંદર્ભ : ડૉ. ચૈતન્ય દેસાઈ, ગ્રંથનિર્માણ બોર્ડ.
- આધુનિક ભારતીય સાહિત્ય : અનુ. જયંત બક્ષી.
- ભારતીય સાહિત્ય : ડૉ. બળવંત જાની અને અન્ય સૌરાષ્ટ્ર યુનિ. પ્રકાશન.

હેતુ/ઉદ્દેશ્ય :-

- પ્રશિષ્ટ અને પ્રશિષ્ટતાવાદ વિશેની જાણકારી મેળવવી.
- ગુજરાતી સાહિત્યની પ્રશિષ્ટ કૃતિઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	સરસ્વતીચંદ્ર (જૂહતસંક્ષેપ) (નવલકથા) ગોવર્ધનરામ માધવરામ ત્રિપાઠી સંક્ષેપકાર : ઉપેન્દ્ર પંડ્યા ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, પ્ર. આ. ૧૯૬૦, પુનર્મુદ્રણ ૧૯૯૯.	50
2	-પરિત્રાણ (નાટક) - મનુભાઈ પંચોળી 'દર્શક'.	50

સંદર્ભ ગ્રંથો :

૧. નવલકથા : ચર્ચા અને ચિકિત્સા : ડૉ. બિપિન આશર, પાર્શ્વપ્રકાશન.
૨. ગુજરાતી નાટ્યસાહિત્યનો ઉદ્ભવ અને વિકાસ : મહેશ ચોકસી, ગુજરાત સંગીત અને નૃત્ય એકેડમી.
૩. નાટ્યનાન્દી : ભરત મહેતા, પાર્શ્વપ્રકાશન, અમદાવાદ, ૨૦૦૩.
૪. 'ગોવર્ધનરામ' સમાજશાસ્ત્રીય અભ્યાસ : સં. સુધીરચંદ્ર, સુરત સોશયલ સ્ટડી સેન્ટર, દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત.
૫. દર્શકના દેશમાં : રઘુવીર ચૌધરી, આર. આર. શેઠની કંપની, મુંબઈ, ૧૯૮૦.
૬. દર્શક અધ્યયન ગ્રંથ : સં. રમેશ દવે, બાલગોવિંદ પ્રકાશન, અમદાવાદ, ૧૯૮૪.
૭. પુરાણકથા કૌમુદી : સં. રઘુનાથ બંધુ, નેશનલ પબ્લિશીંગ હાઉસ, ન્યૂ દિલ્હી, ૧૯૬૪.
૮. Mythology : રોલાં બાર્થ.

- 5 : ગુજરાતીમાં નારીલેખન (402317) : 100 (4)

હેતુ/ઉદ્દેશ્ય :-

- સ્ત્રી અભ્યાસ સંદર્ભે નારીલેખનનો વિભાવ અને તેની અગત્યતાનો અભ્યાસ કરવો.
- સ્ત્રીજીવન, સમાજ અને સંસ્કૃતિ સંદર્ભે નારી લેખનનો અભ્યાસ કરવો.
- નારીલેખનની સાહિત્યિક ગતિવિધિ, તેની વિશેષતાઓ અને મર્યાદાઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	ગુજરાતી નારીલેખનનો ઐતિહાસિક સંદર્ભ. ગુજરાતી નારીલેખનની વિશેષતાઓ અને મર્યાદાઓ	50
2	ઘૂંઘટકાપટ ખોલ - સં. ઉષા ઠક્કર, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૨ પરલોકેપત્ર - હીરાબેન પાઠક, પ્ર. આ. ૧૯૭૦, સંવર્ધિત ૧૯૮૯, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ.	50

સંદર્ભ ગ્રંથો :

૧. વીસમી સદીનું નારીલેખન : રઘુવીર ચૌધરી, અનિલા દલાલ, ગુજરાતી સાહિત્યપરિષદ.
૨. સરોજ પાઠકની શ્રેષ્ઠ વાર્તાઓ : સં. દિલાવરસિંહ જાડેજા, આદર્શ પ્રકાશન, ૨૦૦૧.
૩. વર્ષા અડાલજની શ્રેષ્ઠ વાર્તાઓ : સં. ઘલા આરબ મહેતા, આદર્શ પ્રકાશન, ૨૦૧૧.
૪. કાવ્યસ્પંદ : ગીતા પરીખ.
૫. ચિરપ્રતીક્ષિતા : જૂતન જાની, પાર્શ્વપબ્લિકેશન, પ્ર. આ. ૨૦૦૯.
૬. સંવાદ : જૂતન જાની, પાર્શ્વપ્રકાશન.
- ૭.
૧૦. ટૂંકી વાર્તા અને હું : 'શબ્દ સૃષ્ટિ' વિશેષાંક, સં. હર્ષદ ત્રિવેદી, ગુજ. સાહિત્ય અકાદમી, અમદાવાદ.
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૧૩. કવિતાની સમજ : હેમંત દેસાઈ, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
૧૪. ગુજરાતી કથાપ્રશસ્તિ કાવ્ય

ઘટક ૨

પાઠ- ૧ મીરાં યાજ્ઞિકની ડાયરી

અનુક્રમણિકા

૧.૦ હેતુ - ઉદ્દેશ્ય

૧.૧ પ્રસ્તાવના

૧.૨ બિંદુ ભટ્ટનો પરિચય

૧.૩ અનુઆધુનિક લઘુનવલનું સ્વરૂપ ---વિકાસ

૧.૪ નારીવાદ અને નારી પ્રશ્નો

૧.૫ સમાપન

૧.૬ પ્રશ્નો

૧.૭ સંદર્ભગ્રંથો

૧.૦ હેતુ ઉદ્દેશ્ય

- અર્વાચીન ગુજરાતી સાહિત્યપ્રવાહને ધ્યાનમાં રાખી નિયત કૃતિઓનો સમગ્રલક્ષી અભ્યાસ કરવો
- અર્વાચીન ગુજરાતી ગદ્યમાં નિયત કૃતિઓના સ્વરૂપ વિકાસને પ્રાસ્તાવિક ભૂમિકારૂપે જાણવો.
- નિયત કૃતિઓના અભ્યાસ દ્વારા અર્વાચીન અને અનુઆધુનિક ગદ્યપ્રવાહની જાણકારી મેળવવી.

૧.૧ પ્રસ્તાવના

પ્રિય વિદ્યાર્થી બહેનો,

સાહિત્યસર્જનમાં સ્ત્રીઓનું પ્રદાન અને સ્ત્રી દ્વારા રચાયેલ સાહિત્યનો અભ્યાસ માત્ર કળાના નિયમોને આધારે ન કરતાં તત્કાલીન સામાજિક, સાંસ્કૃતિક, રાજકીય, આર્થિક બાબતો સંદર્ભે સ્ત્રીજીવનને ધ્યાનમાં રાખીને કરવો વધુ આવશ્યક જણાય છે. જે પ્રકારે અનુઆધુનિક યુગ અભિધેયાત્મક હોવા છતાં પુનરુક્તિપ્રચુર હોવા છતાં તત્કાલીન સમય સંદર્ભે એની ગરીમા

સ્વીકારાઇ છે તે જ પ્રકારે સ્ત્રી દ્વારા રચાયેલ લઘુનવલને તેની ગુણવત્તા કે મર્યાદાને પણ તેની રચનાકાળના પરિવેશને માહોલને આધારે જ મૂલવવી રહી.

સ્ત્રીઓ શિક્ષણ મેળવતી થઇ પણ પુરુષોની સરખામણીએ એ સંખ્યા ઓછી, વિકાસશીલને ભદ્ર કુટુંબની સ્ત્રીઓને વહેલી શિક્ષણની તક મળી પણ પ્રમાણમાં વાંચન ઓછું તેથી લેખનકાર્ય પણ એ સમયે સુધારકયુગમાં ઓછું થયું. ક્રમશઃ પંડિતયુગ અને ત્યારબાદ ગાંધીયુગ, અનુઆધુનિકયુગ સુધીમાં સ્ત્રીજાગૃતિ, સ્ત્રી શિક્ષણ, સ્ત્રી લેખનનો વ્યાપ વધ્યોને પ્રમાણમાં ગત સમય કરતાં વધુ સારું કહી શકાય તેવું સાહિત્ય ઉપલબ્ધ થવા માંડ્યું. સ્ત્રીઓ માટે સવાયતત્વ વ્યક્તિત્વ ઘડતર માટેની શરૂઆતનો આ સમય હતો અત્યાર સુધીમાં સાહિત્ય સર્જનક્ષેત્રે જાણે કે સ્ત્રી મુખ્યત્વે એક વર્ણવિષય હતી હવે પછી તે સ્વયં સર્જકની ભૂમિકાએ ઊભી રહી અને સ્ત્રી ઉપરાંત અનેક વર્ણવિષયો પર તે લખતી થઇ.

આપણે ત્યાં કથાસાહિત્યનો આરંભ થયો ત્યારથી લઘુનવલ જેવી ટૂંકી કથારચનાઓ થતી રહી છે એ સમયે લેખકોમાં સાહિત્ય સ્વરૂપ વિશે પૂરી સૂઝબૂઝ કે સભાનતા હતી નહીં એટલે સાહિત્યનાં એક વિશિષ્ટ સ્વરૂપ તરીકે એ સમયે લઘુનવલનું ખેડાણ થવું શક્ય હતું નહીં. છતાં કદમાં ટૂંકી ઓછી પૃષ્ઠ સંખ્યાવાળી અનેક કથારચનાઓને આપણાં વિવેચને લઘુનવલ કહીને ઓળખાવી.

પ્રિય વિદ્યાર્થી બહેનો, પ્રસ્તુત પાઠમાં આપણે બિંદુ ભટ્ટની લઘુનવલ ‘મીરાં યાજ્ઞિકની ડાયરી’ વિશે અભ્યાસ કરવાના છીએ. તે પ્રથમ લેખિકા બિંદુ ભટ્ટનો ટૂંકમાં પરિચય મેળવીએ.

૧.૨ બિંદુ ભટ્ટનો પરિચય

બિંદુ ભટ્ટને આપણે મુખ્યત્વે નવલકથાકાર તરીકે ઓળખીએ છીએ. ‘મીરાં યાજ્ઞિકની ડાયરી’ અને ‘અખેપાતર’ બંને કથાઓએ ગુજરાતી સાહિત્યમાં વિશિષ્ટ સ્થાન પ્રાપ્ત કરેલું છે.

બિંદુ બેન બંડખોર નારીવાદી આલેખન કરતાં નથી. એમની નાયિકાઓ જિંદગીનો સંઘર્ષ એટલી જ મજબૂતાઇથી કરીને સમોવડાપણું સિધ્ધ કરે છે. ક્યારેક વેદનાઓને ઝૂરવવામાં, પરિસ્થિતિઓને અનુકૂળ થવામાં જે શક્તિઓ ખરે છે તે આશ્ચર્ય પમાડે તેવી છે. ઘરેલું બાબતો, સર્વિસ કરતી સ્ત્રીઓની આસપાસનું વાતાવરણ એને કેવાં નાનાં સંઘર્ષમાં ઘસેડતી રહે છે તે મોટાભાગની વાર્તાઓને જિવંત

બનાવનારું બળ બની રહે છે. કશાય સ્થાપન માટે કે એવા કોઈ વૈચારિક સત્યને સ્થાપિત કરવા વાર્તાઓ લખાયેલી નથી હોતી.

૧.૩ લઘુનવલનું સ્વરૂપ અને વિકાસ

પ્રિય વિદ્યાર્થી બહેનો,

ટૂંકીવાર્તા અને નવલકથાની વચ્ચે, લાંબીટૂંકી વાર્તાથી સ્વતંત્રરૂપે વિકસેલું લઘુનવલનું સ્વરૂપ કથાસાહિત્યનું એવું સ્વરૂપ છે જેનો સાહિત્યના અભ્યાસીઓ અને વિવેચકોએ ખાસ વિચાર કે અભ્યાસ કર્યો નથી. એ તો નવલકથાનો જ એક પ્રકાર છે. એ તો ટૂંકાવેલી નવલકથા છે અથવા લંબાવેલી ટૂંકીવાર્તા છે, એને પોતાનું વિશિષ્ટ રચનાતંત્ર કે કલાસંવિધાન નથી - એવા જાતજાતના ભ્રામક ખ્યાલો આ સ્વરૂપ વિશે ફેલાયેલા છે આપણે જ્યાંથી આયાત કર્યું છે એ પશ્ચિમી જગતમાં પણ એનો હજુ ખાસ અભ્યાસ થયો નથી. જોવાની ખૂબી એ છે કે આ સ્વરૂપમાં વિશ્વના કેટલાક ખ્યાતનામ સર્જકોએ ખૂબ ધ્યાનપાત્ર રચનાઓ આપી છે. છતાં આ સ્વરૂપ અભ્યાસથી વંચિત રહી ગયું છે. જેવાં કે દોસ્તોએવસ્કી, હેન્રી જેમ્સ, આલ્બેર કામૂ, ફ્રાન્ઝ કાફ્કા, કોબો આબે જેવા ખ્યાતનામ સર્જકોએ આ સ્વરૂપની ક્ષમતા ચકાસી જોઈ છે, તેમ છતાં આમ બન્યું છે.

લઘુનવલનો ઉદભવ નવલકથાની સાથોસાથ થયો છે. યુરોપ અમેરિકાનું કથાસાહિત્ય જોઈએ છીએ ત્યારે આ વાત અત્યંત સ્પષ્ટ રૂપમાં સમજાય છે. ત્યાર પછી પણ, નવલકથાના સ્વરૂપની સમાન્તરે લઘુનવલના સ્વરૂપનો વિકાસ થતો રહ્યો છે. પરંતુ એની કલાગત વિશિષ્ટતા કે સ્વરૂપગત લાક્ષણિકતા તરફ સર્જકો કે મીમાંસકોનું ધ્યાન એ ગાળામાં ગયું જણાતું નથી. યુરોપ - અમેરિકામાં ઓગણીસમી સદીના ઉત્તરાર્ધમાં અને આપણે ત્યાં વીસમી સદીના ઉત્તરાર્ધના આરંભમાં આ બાબત તરફ સૌનું લક્ષ ખેંચાયું જણાય છે. આમ લઘુનવલનું સ્વરૂપ જન્મ્યું છે તો વહેલું પરંતુ એને સ્વીકૃતિ અને લોકપ્રિયતા મોડાં સાંપડ્યા છે. જ્યારે આ સ્વરૂપ સર્જક ભાવકો અને પ્રકાશકો સૌનું માનીતું બન્યું ત્યારે એના તરફ અભ્યાસીઓની નજર વળી. ત્યારબાદ આ સ્વરૂપની લાક્ષણિક રચનાઓ એકત્ર કરવાના, એના સંચયો અને અભ્યાસપૂર્ણ સંપાદનો કરવાનાં, એની સ્વરૂપગત ખૂબીઓ સમજવાના પ્રયાસો આરંભાયા છે. અમેરિકાન ડાયલ પ્રેસે આ સદીના છઠ્ઠા દાયકા દરમિયાન દેશ દેશની આ સ્વરૂપની રચનાના સંકલનો તૈયાર કરાવી પ્રસિધ્ધ કર્યા છે. આજ અરસામાં ગ્રાન્ટ ઓવરટોને ‘World’s 50 Best Short Novel’s’ ના દસ ખંડો બહાર પાડ્યા છે.

ટૂંકીવાર્તા, લાંબી - ટૂંકીવાર્તા અને નવલકથાના કેટલાક અંશોને પોતાનામાં સમાવતું છતાં આ બધાથી સ્વતંત્ર અને વિશિષ્ટ એવું આ સ્વરૂપ છે. સંકુલ ભાવસંવેદનોની ક્ષમતા ધરાવતી એકાદ વિશિષ્ટ

પરિસ્થિતિ સરજી એ પરિસ્થિતિમાં મુકાયેલા મનુષ્યનાં જીવન અને મનોગતનું મર્મદર્શન કરાવવાનો લઘુનવલનો પ્રયાસ હોય છે. આથી એકાદ અનન્ય અને વિલક્ષણ ભાવપરિસ્થિતિ એમાં વસ્તુ તરીકે સ્થાન પામે છે. એનો રચનાપિંડ કોઈ એક ચરિત્રની આસપાસ બંધાતો હોય છે. આરંભથી અંત સુધી સતત પ્રવાહિત રહેતી કેન્દ્રસ્થ ચરિત્રની સંવિત્ ધારા જ સર્જક અને ભાવકના આકર્ષણનો પ્રધાન અંશ તેમાં બને છે. કથા હોવાને કારણે લઘુનવલમાં મુખ્ય ચરિત્ર ને પુષ્ટ કરવા આવતાં સંકેતો કે સંદર્ભો જેવાં જ હોય છે. એ બધા પાત્રોનું વિગતમુખર વિકાસશીલ ચિત્રણ એમાં સ્થાયી થતું નથી. એમને નિમિત્તે સામાજિક કે ભૌતિક વાસ્તવનું તેની સંકુલતા કે સમગ્રતાનું નિરૂપણ કરવાની અપેક્ષા પણ હોતી નથી એટલે કે એમાં કેન્દ્રસ્થ ચરિત્રની આસપાસ અન્ય પાત્રોની જે કોઈ વસ્તી સર્જવામાં આવે છે તે માટે (Presentational selves) ની વસતી હોય છે. (personalities) નહીં, એમાં સ્થળ, કાળ પરિવેશ કે પર્યાવરણનું વિગતપૂર્ણ ચિત્રણ થતું નથી, લઘુનવલ સામાન્ય રીતે વ્યક્તિના આત્મગ્રહરને અવલોકવાનું પસંદ કરે છે તેથી એમાં કેન્દ્રીય ચરિત્રનું ભાવવિશ્વ જ આલેખનનો વિષય બનતો હોય છે. આ કારણે લઘુનવલમાં બાહ્ય સપાટી પરનાં Locale કે Landscapeનું ચિત્રણ ખાસ થતું નથી, પરંતુ કથાનાયકના પ્રાતિભાષિક વિશ્વ (Phenomenon logical Universe)નું ચિત્રણ પૂરી ક્ષમતા સાથે થયેલું હોય છે. તેમાં ભાષાનો ચુસ્ત, સર્જનાત્મક અને પારદર્શક વિનિયોગ હોય છે. ઘટના વિરલતા, એક જ ચરિત્રની સંવિત્ ધારાનું આલેખન લઘુ સમય ફલક વગેરે બાબતોને લઈને લઘુનવલ ચુસ્ત અને દ્રઢ રૂપ ધરે છે. રચનાગત સુબદ્ધતા અને રૂપની સુઘડતાને કારણે આ સ્વરૂપ પોતાનો આગવો પ્રભાવ ઊભો કરી શકે છે. આંતર વાસ્તવની અભિજ્ઞતા, વૈયક્તિક ઋતુનો મહિમા, સમયનું સંગ્રથન (Telescoping of Time) કસાવદારભાષા (Spare Language) વગેરે એના વ્યાવર્તક લક્ષણો છે. લઘુનવલના સ્વરૂપ વિશેની સૂઝ સમજનો ઉદય તો આપણે ત્યાં છેક આ સદીના છઠ્ઠા સાતમા દાયકામાં થાય છે. આવી સૂઝસમજનો અભાવ છતાંય અગાઉ ‘ઉષા’ (જ્ઞાનાલાલ કવિ), ‘પૃથ્વીવલ્લભ’ (મુનશી), ‘ધરતીનો અવતાર’ (પેટલીકર) જેવી આ સ્વરૂપની રચનાઓ અપવાદ રૂપે મળી આવે છે. પરંતુ એમાં સ્વરૂપની ક્ષમતા કે કોઈ શક્યતા ચકાસી શકાઈ ન હોય એમ સમજી શકાય તેમ છે.

પન્નાલાલ પટેલ, મોહમ્મદ માંકડ, રઘુવીર ચૌધરી, શિવકુમાર જોશી, ચંદ્રકાન્ત બક્ષી, પિનાકિન દવે, ચિનુ મોદી, ધીરુબહેન પટેલ, વર્ષા અડાલજા, ઇલા ડેવ, જયંત ગાડીત, બિન્દુ ભટ્ટ વગેરે લેખકો પાસેથી પણ સંખ્યાની દ્રષ્ટીએ સારા પ્રમાણમાં લઘુનવલો મળી છે.

૧.૪ નારીવાદ અને નારીના પ્રશ્નો

પ્રિય વિદ્યાર્થી બહેનો,

અગાઉ આપણે લઘુનવલનું સ્વરૂપ અને વિકાસ વિશે વિગતે ચર્ચા કર્યા બાદ કયા લેખકોએ લઘુનવલ પર હાથ જમાવ્યો છે કે પ્રયત્ન કર્યો છે તે પણ નામ જાણ્યા. હવે આ પ્રકરણમાં આપણે નારીવાદ અને નારીના પ્રશ્નો વિશે થોડી ચર્ચા કરીશું.

આજે નારીવદના ઉગ્રતાભર્યા આંદલનો ભલે સમી ગયા હોય પણ એના કેન્દ્રમાં રહેલા પ્રશ્નોએ પ્રસ્તુતતા ગુમાવી નથી. સમાજમાં ખાસ કરીને દુનિયાના વિકસીત અને વિકાસશીલ દેશોમાં નારીનાં પરંપરાગત દરજ્જામાં ખાસો બદલાવ જોવા મળે પણ દુનિયાના કેટલાય એવા દેશો છે, એવા સમાજો અસ્તિત્વમાં છે ત્યાં હજી નારીચેતના કે નારીવાદ અને એની પાછળની એક મજબૂત ભૂમિકાનો હરફ પણ ઉચ્ચારાયો નથી. સ્ત્રીને હજી પણ ત્યાં આજથી બે સદી પહેલા જે સ્વરૂપે આ વિકસીત - વિકાસશીલ દેશોમાં જોવામાં આવતી હતી તે જ અવસ્થામાં આજે જીવે છે.

દુનિયાની પ્રાચીન સંસ્કૃતિઓથી માંડી આજના આધુનિક યુગ સુધી પહોંચતા સુધીમાં સ્ત્રીનું સ્થાન સતત બદલાતું રહ્યું હોવાનું સમાજશાસ્ત્રીઓ નોંધે છે. વિવિધ સમાજોના અભ્યાસો કર્યા પછી કેટલાક તથ્યો સામે આવ્યાં છે. તે પણ જોવા જેવા છે. આદિમ અવસ્થાથી માંડીને ભવ્ય સભ્યતાઓના મોટા વિસ્તારમાં કમનસીબે સ્ત્રીઓને સાવ સામ - સામા છેડાની અવસ્થાઓનો સામનો કરવાનો આવ્યો. એક બાજુ એને દેવી કે મહાદેવીના રૂપે સ્વીકારવામાં આવી તો બીજી બાજુ એને ખરાબમાં ખરાબ નીચલા સ્થાન પર હડસેલી દેવામાં આવી હોવાની હકીકતથી કોઈ અજાણ નથી.

સૃષ્ટિ પરના સર્વ જીવનોમાં મનુષ્યજીવન સર્વશ્રેષ્ઠ મનાયું છે. માનવજીવનની પ્રત્યેક બાબતોમાં સ્ત્રી તથા પુરુષને પૃથક દ્રષ્ટિએ જોવાનો અભિગમ અનાદિકાળથી ચાલ્યો આવે છે. નારાયણ અર્થાત પરમાત્મા સાથે, પરમાત્માની સમકક્ષ નરનું નામ જોડાયું છે. નારી નરને , પરમ લક્ષ્યને પ્રાપ્ત કરવાનું સાધન મનાઈ છે., તો નારી જ પરમ લક્ષ્યની પ્રાપ્તિ આડે આવતું વિઘ્ન પણ મનાઈ છે. સૃષ્ટિના આરંભે પ્રાગવૈદિક તેમ જ વૈદિક સમયમાં સ્ત્રી- પુરુષ બંને સમાન સ્તરે જીવતા હતા. શ્રમવિભાજન, શારીરિક ભેદ, પ્રજનન આદિને કારણે સમયાંતરે સ્ત્રીનું વિશ્વ સીમિત થતું ગયું. સ્ત્રીઓ પ્રતિ અન્યાય, ઉપેક્ષા , ઉદાસીનતાનું વલણ પ્રવર્તતું થયું. સ્ત્રી અભ્યાસ એક વિશાળ અભ્યાસક્ષેત્ર છે એમાં સ્ત્રી અને સમાજ, સ્ત્રી અને શિક્ષણ, સ્ત્રી અને આર્થિક પરિસ્થિતિ, સ્ત્રી અને રાજકારણ, સ્ત્રી અને પારંપારિક રૂઢિગત વલણો. સ્ત્રી અને જાહેર વિસ્તારો, સ્ત્રી અને સાહિત્ય વગેરે અનેક પેટા વિષયોનો સમાવેશ કરવામાં આવે છે. આ દરેક પેટા વિષયોમાં એક કેન્દ્રસ્થ બાબત બને છે તે છે સ્ત્રી. આ સંદર્ભે સ્ત્રી અભ્યાસ એટલે સ્ત્રી તરીકે ઓળખાતી માનવ વ્યક્તિને સ્પર્શતાં વિવિધ પાસાંઓનો અભ્યાસ. સ્ત્રીલેખન અને સર્જકતાનો સંબંધ પણ અગત્યની બાબત છે. સ્ત્રીની સર્જકતાની જનનનાળ સ્ત્રીજીવન સાથે જ જોડાયેલી હોવાની ને તેથી સ્ત્રી લિખિત સાહિત્યને મૂલવવાનાં માપદંડો પણ જુદા હોય તે આવશ્યક નથી જે વ્યક્તિ સ્ત્રી નથી, સમાજ

પર મોટે ભાગે પોતાનું આધિપત્ય ભોગવે છે. જેની પાસે પોતીકો સ્ત્રીત્વનો, સંવેદનશીલતાનો, સહિષ્ણુતાનો, સમર્પણનો અનુભવ જ નથી તે સ્ત્રીલિખિત સાહિત્યનું મૂલ્યાંકન કઈ રીતે કરી શકવાનો ? સાહિત્યને મૂલવવાના માપદંડો બનાવનારમાં સ્ત્રીઓ કેટલી ? ને સાહિત્ય વાસ્તવમાં સાહિત્ય બને છે કે નહીં તેવું નક્કી કરવામાં પણ સ્ત્રીઓ કેટલી ?

એક ખાસ વાત નોંધવા જેવી એ છે કે આ સદીઓના સમયગાળા દરમિયાન ભારતીય સ્ત્રીઓએ પોતે કોઈ મોટા પાયે ચળવળ કરી હોય કે વિરોધ કર્યો હોય - જે આંદોલનરૂપ ધરે એવું ક્યારેય નોંધાયું નથી. ભારતીય સ્ત્રી જાણે રાજકીય, સામાજિક, ધાર્મિક, સાંસ્કૃતિક પાસાઓથી દોરવાતી જ રહી, પોતે કોઈ પ્રકારના પ્રતિકારમાં કે સંઘર્ષમાં ઉતરવાનું કેમ મુનાસિબ માન્યું જ નહીં એ મોટો પ્રશ્ન છે. નાના વિદ્રોહ હશે, પણ એ વિદ્રોહમાંથી કોઈ વિચારસરણીનું ધરાયું નથી કે વ્યાપક આંદોલન સર્જાયું હોવાની કોઈ માહિતી વિશે ઇતિહાસ ચૂપ છે. આવું થવા પાછળ કયા કારણો જવાબદાર હોઈ શકે તો બે બાબતો સમજાય છે.

૧) ભારતીય સ્ત્રીને પોતાના થતાં અન્યાય પ્રત્યે સભાનતા જ નથી એવી સભાનતા આવે તે માટે જે માનસિક વિકાસ જોઈએ તેવો વિકાસ રોકવામાં આવ્યો હોય તેવું બની શકે

અથવા

૨) જે પ્રકારનું જીવન એને જીવવા મળ્યું એનાથી એ ખુશ છે. જ્યારે ચિત્ત સંઘર્ષનો અનુભવ જ ન કરતું હોય તેવી સ્થિતિમાં એ પ્રતિકાર ન કરે તે પણ હકીકત છે.

એ હકીકત સ્વીકારવી જ રહી કે ભારત હોય કે વિશ્વમાં સ્ત્રીને એના અસ્તિત્વ વિશે, અધિકારો વિશે અને સામાજિક દરજ્જા વિશે સભાન કરવામાં પુરુષોનો હાથ રહેલો છે. જો કે ફોર્બ્સ જેવા કેટલાક વિધ્વાનો ભારતીય નારીવાદી ચળવળને સ્વતંત્ર ગણે છે. એ પશ્ચિમથી પ્રેરાઈને થઈ હોવાનો સ્વીકાર કરતા નથી. ભારતમાં કેટલાક વિચારક સંતો, કવિઓ અને ખાસ તો પાશ્ચાત્ય કેળવણી અને સમજ પામેલા ભારતીય સમાજ સુધારકોએ અંગ્રેજ અમલદારો દ્વારા સ્ત્રીઓની બદતર હાલત વિશે વિચારવાનું શરૂ કરેલું. સતીપ્રથા, બાળવિવાહ, વિધવા પુનર્લગ્ન જેવી બાબતોને કેન્દ્રમાં રાખીને કાયદાઓ દ્વારા, ચળવળો દ્વારા સ્ત્રીશોષણ સામે વિરોધ ઉઠાવવામાં આવ્યો. ભારતીય સાહિત્યમાં નારી - ચેતના તો સદીઓથી કેન્દ્રમાં રહી છે. નારીના વ્યાપક રૂપોનું આલેખન સદીઓથી થતું આવ્યું છે. પણ નારીવાદી આલેખન નવી બાબત છે. જેમાં સમાનતા, સમ્માન અને સ્વતંત્રતા કેન્દ્રમાં હોય. આરંભમાં દહેજ, બળાત્કાર, ધરેલું હિંસા, રોજબરોજના પ્રશ્નો, જાહેર સ્થળોએ થતી છેડખાની, ધર્મ કે રિવાજના આધારે થતી હિંસા, વૈવાહિક જીવનના પ્રશ્નો, બાળકીથી લઈને વૃદ્ધત્વ સુધીના વિવિધ તબક્કાઓને કેન્દ્રિત કરતી સમસ્યાઓને લઈને ભારતની વિવિધ ભાષાઓમાં કેટલાય પુરુષ અને સ્ત્રી લેખકો દ્વારા નારીવાદને પોષક

સાહિત્યની રચનાઓ થવાની શરૂઆત થઈ. ગુજરાતી સાહિત્યમાં મધ્યકાળથી જ ઓછું પણ નારીઓ દ્વારા રચાતું સાહિત્ય મળતું રહ્યું છે. પણ કમનસીબે એમાં વ્યાપક ધારાના અનુકરણથી વિશેષ છાપ ઊભી કરે એવું સાહિત્ય ઓછું છે. ‘સાત પગલાં આકાશમાં’ એ ગુજરાતી સાહિત્યમાં વ્યાપકરૂપે સ્વીકારાયેલી નારીવાદી રચના છે.

જો કે એમાં જે આકોશ છે તેની પછીથી ઘણી આલોચના પણ થઈ છે. કવિતા અને વાર્તાઓમાં નારીવાદ વધારે અસરકારક રીતે અને બોલકા સ્વરૂપે ઝીલાયેલો જોઈ શકાય છે. સ્વસ્થ રીતે નારીવાદ કહી શકાય એવી રચનાઓ હિમાંશી શેલત, સરોજ પાઠક, બિંદુ ભટ્ટ, વર્ષા અડાલજા, ભારતી દલાલ, જયા મહેતા, દક્ષા વ્યાસ, વસુભેન ભટ્ટ, ગીતા નાયક, પન્ના ત્રિવેદી જેવાએ સર્જન દ્વારા તો શરીફ વીજળીવાળા, રંજના હરીશે અનુવાદ સંપાદનો અને સેમિનાર દ્વારા ગુજરાતમાં નારી કેન્દ્રીસાહિત્યની આબોહવા સર્જી આપી છે. આ યાદીમાં કેટલાય નામ રહી ગયા હશે પણ એ પાછળનો આશય ગુજરાતી નારીવાદી સાહિત્યની આછેરી છબિ ઉપસાવવાનો જ રહ્યો છે. નારીવાદી કૃતિઓ વિશે સ્પષ્ટ કરતાં શરીફ વીજળીવાળા એ લખ્યું છે. મને લાગે છે કે ‘સ્ત્રી કે પુરુષ કોઈના પણ હાથેલખાયેલી કૃતિમાં જો નારીના આંતરિક વિશ્વમાં ડોકિયું થયું હોય એના સંવેદના જગતને સ્પર્શી શકાયું હોય. સ્ત્રી હોવાના કારણે જ એના ભાગે સહન કરવાનું આવ્યું હોય તો એવી કૃતિને આપણે નારીવાદી કૃતિ કહી શકાયે’. નારીવાદી કૃતિએ પણ કળાના ધોરણે તો પાર ઊતરવું જ પડે. પ્રતિબદ્ધ રહીને પણ નારીવાદી કૃતિએ કલાત્મકતા તરફ વળવાનું છે. પ્રચારાત્મક બની બેસવાના જોખમને સર્જકે અતિક્રમવું જ રહ્યું. શરીફભેનનું આ કથન નારીવાદી સાહિત્ય અને વિવેચન બંનેની દિશાનો અણસાર આપી દે છે.

૧.૫ સમાપન



પ્રિય વિદ્યાર્થી બહેનો,

આ પ્રકરણમાં આપણે લઘુનવલના સ્વરૂપ અને વિકાસ વિશેની સમજણ લીધા બાદ નારીના પ્રશ્નો અને નારીવાદ એટલે શું નારીવાદની વિભાવના ક્યારે શરૂ થઈ તેની શરૂઆત કોણે કરી તેમ જ તેની વ્યાખ્યા વિશેની બહુ લાંબી ચર્ચા કરી સમજી લીધું છે. પરંતુ એટલું યાદ રહે કે લઘુનવલ એ ટૂંકીવાર્તા કે નવલકથા નથી, પરંતુ સ્વતંત્ર એવો સાહિત્યનો પ્રકાર છે. એક કે બે મુખ્ય પાત્રોની આંતરીક - ચૈતસિક અવસ્થાની આસપાસ લઘુનવલની કથા મંડાયેલી હોય છે. બીજી અન્ય પાત્રો કે

પરિસ્થિતિ તેને ટેકો આપવા માટે હોય છે.

૧.૬ પ્રશ્નો



પ્રશ્નોના ઉત્તર લખો

- ૧) લઘુનવલના સ્વરૂપ અને વિકાસ વિશે તમારા શબ્દમાં લખો.
- ૨) નારીના પ્રશ્નોની સવિસ્તાર ચર્ચા કરો.
- ૩) નારીવાદનો ઉદ્ભવ કયારે થયો અને કેવી રીતે વિસ્તાર પામ્યો તે વિશે લખો
- ૪) 'પ્રતિબદ્ધ રહીને પણ નારીવાદી કૃતિએ કલાત્મક તરફ વળવાનું છે' તે વિશે ઉત્તર લખો.

એક વાક્યમાં ઉત્તર લખો

- ૧) લઘુનવલનો ઉદ્ભવ કોની સાથે થયો છે ?
- ૨) લઘુનવલમાં શું શું ઉપસતું હોય છે ?
- ૩) કયા લેખકો પાસેથી સારા પ્રમાણમાં લઘુનવલો મળી છે ?
- ૪) સ્વસ્થ નારીવાદ રચનાઓ કહી શકાય તેવી કઈ લેખિકાઓએ રચના આપી છે ?
- ૫) નારીવાદી કૃતિઓ વિશે સ્પષ્ટ કરતાં શરીફા વીજળીવાળાએ શું લખ્યું છે ?

ખાલી જગ્યા પૂરો

- ૧) કૃતિએ પણ કળાના ધોરણે તો પાર ઊતરવું જ પડે
- ૨) ફોર્બ્સ જેવા વિધ્વાનો ચળવળને સ્વતંત્ર ગણે છે.
- ૩) ભારતીય સાહિત્યમાં તો સદીઓથી કેન્દ્રમાં રહી છે.
- ૪) એ ગુજરાતી સાહિત્યમાં વ્યાપકરૂપે સ્વીકારાયેલી નારીવાદી રચના છે.
- ૫) લઘુનવલના સ્વરૂપ વિશેની સૂઝ સમજનો ઉદય તો છેક આ સદીના.....દાયકામાં

થાય છે.

૬) ઓવરટોને.....ના દસ ખંડો બહાર પાડ્યા છે.

૭) બિંદુ ભટ્ટને આપણે મુખ્યત્વે.....તરીકે ઓળખીએ છીએ.

જવાબો

(નવલકથાકાર, છઠ્ઠા- સાતમા, સાત પગલાં આકાશમાં, નારીવાદી, નારીચેતના, ભારતીય નારીવાદી,
World's 50 best short novel's)

૧.૭ સંદર્ભ ગ્રંથ



૧ કથા સાંપ્રત, બાબુ દાવલપુરા

૨ કથાયોગ, નરેશ વેદ, પાર્શ્વ પ્રકાશન, અમદાવાદ

૩ કથાસર્ગ, નરેશ વેદ

૪ 'મીરાં યાજ્ઞિકની ડાયરી', બિંદુ ભટ્ટ, પ્રથમ આવૃત્તિ, ૧૯૯૨, પાર્શ્વ પ્રકાશન, અમદાવાદ

સંદર્ભ ગ્રંથ



૧) કથા સાંપ્રત, બાબુ દાવલપુરા

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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. HINDI

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Hindi " (New) (Revised 2012 - Regular) under the " Faculty of Humanities ".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

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Registrar



H. Kadam

[Handwritten Signature]

**Registrar
SNDT Women's University
Mumbai - 20.**

**In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049**

❖ **Vision**

Today we visualize the SNTD Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNTD Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNTD Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. HINDI

Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

MA HINDI-I

सत्र पहले		सत्र दूसरा	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
हिंदी साहित्य का इतिहास भाग- १(स्वतंत्रता पूर्व)	१०३००१	हिंदी साहित्य का इतिहास भाग- २(स्वातंत्र्योत्तर)	२०३००५
भाषा विज्ञान	१०३००२	काव्यशास्त्र	२०३००६
मध्यकालीन काव्य	१०३००३	आधुनिक हिंदी कविता	२०३००७
आधुनिक हिंदी गद्य	१०३००४	हिंदी महिला गद्य लेखन	२०३००८
प्रयोजनमूलक हिंदी	१०३१०२	अनुवाद कला एवं तकनीक	२०३१०४

MA HINDI-II

सत्र तिसरा		सत्र चौथा	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
लोकसाहित्य तथा साहित्य में लोकभाषा	303009	हिंदीवर भारतीय साहित्य	403013
आलोचना और आलोचक	303010	छायावाद	403314
हिंदी साहित्य में दलित लेखन	303011	सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य	403315
अनुसंधान प्रविधि एवं प्रक्रिया :	303012	हिंदी का आत्मकथा साहित्य	403316
जनसंचार माध्यम	303106	रचनाकार प्रेमचंद	403408



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

Sir. Vithaldas Vidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049

Phone : 26607758, 26608193, 26609829, 26608493, 26608462 Ext- 223, Fax : 26604759

Email : cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. HINDI

MA HINDI-I

सत्र पहले		सत्र दूसरा	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
हिंदी साहित्य का इतिहास भाग- १(स्वतंत्रता पूर्व)	१०३००१	हिंदी साहित्य का इतिहास भाग- २(स्वातंत्र्योत्तर)	२०३००५
भाषा विज्ञान	१०३००२	काव्यशास्त्र	२०३००६
मध्यकालीन काव्य	१०३००३	आधुनिक हिंदी कविता	२०३००७
आधुनिक हिंदी गद्य	१०३००४	हिंदी महिला गद्य लेखन	२०३००८
प्रयोजनमूलक हिंदी	१०३१०२	अनुवाद कला एवं तकनीक	२०३१०४

MA HINDI-II

सत्र तिसरा		सत्र चौथा	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
लोकसाहित्य तथा साहित्य में लोकभाषा	303009	हिंदीवर भारतीय साहित्य	403013
आलोचना और आलोचक	303010	छायावाद	403314
हिंदी साहित्य में दलित लेखन	303011	सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य	403315
अनुसंधान प्रविधि एवं : प्रक्रिया	303012	हिंदी का आत्मकथा साहित्य	403316
जनसंचार माध्यम	303106	रचनाकार प्रेमचंद	403408

नं.	विषय	गुण
ईकाई १	दरबार साहित्य एवं साहित्यकार वीर तथा रीति कवियों के अस्तित्व में दरबार की भूमिका वीर एवं रीति काव्य की दरबारी स्थिति : ऐतिहासिक परिदृश्य वीर एवं रीति काव्य की प्रवृत्तियों का तुलनात्मक अध्ययन दरबारी साहित्य का प्रवृत्तिगत अध्ययन (आश्रयदाता का गुणमान, जीवनी परकता, अतिरंजनापूर्ण चित्रण, वीरता एवं रीति चित्रण आदि)	२५
ईकाई २	भक्ति आंदोलन एवं भक्ति साहित्य भक्ति आंदोलन : उद्भव और विकास साहित्यिक परिचय : कबीर, जायसी, सूर, तुलसी, मीरा भक्ति काव्य में तत्कालीन जीवन की अभिव्यक्ति भक्ति काव्य की प्रासंगिकता भक्ति काव्य की प्रमुख विशेषताएँ	२५
ईकाई ३	पुनर्जागरण और सुधार काल पुनर्जागरण की मूल अवधारणा और विकास यात्रा सामाजिक, सांस्कृतिक नवजागरण एवं हिंदी साहित्य पुनर्जागरण और भारतेंदु युगीन साहित्य पुनर्जागरण और द्विवेदी युगीन साहित्य	२५
ईकाई ४	छायावाद एवं उत्तर छायावाद छायावाद कालीन परिवेश छायावादी कविता के सामाजिक सरोकार छायावाद युगीन गद्य साहित्य उत्तर छायावाद एवं प्रगतिशील आंदोलन और साहित्य	२५

संदर्भग्रंथ :

- हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी
- हिन्दी साहित्य का बृहत् इतिहास भाग ३, ६, ७, ८ एवं १३- सं. ना. प्र. स. वाराणसी
- हिन्दी साहित्य का इतिहास- सं. डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाऊस, २/३५, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
- हिन्दी साहित्य का आदिकाल - आचार्य हजारी प्रसाद द्विवेदी, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली ०२
- हिन्दी साहित्य : उद्भव और विकास- आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली - ११०००२
- हिन्दी साहित्य की भूमिका - आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली - ११०००२
- हिन्दी साहित्य का अतीत (भाग १ तथा २) - विश्वनाथ प्रसाद मिश्र, वाणी- विज्ञान प्रकाश, ब्रह्मनाल, वाराणसी-२
- हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग १ तथा २)- डॉ. गणपतिचंद्र गुप्त, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१.
- हिन्दी साहित्य का इतिहास- डॉ. लक्ष्मीसागर वाष्णीय, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१
- हिन्दी साहित्य का मानक इतिहास - डॉ. लक्ष्मीसागर वाष्णीय, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१
- हिन्दी साहित्य का आलोचनात्मक इतिहास- डॉ. राजकुमार वर्मा, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१.

१२. हिंदी साहित्य की प्रवृत्तियाँ- डॉ. जयकिशन खण्डेलवाल, विनोद पुस्तक मन्दिर, रांगेय राघव मार्ग, आमरा-२.
१३. हिंदी साहित्य : युग और प्रवृत्तियाँ- शिवकुमार शर्मा, अशोक प्रकाशन, नई सड़क, दिल्ली.
१४. हिंदी साहित्य : संक्षिप्त इतिवृत्त- शिवकुमार मिश्र, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ११०००२२
१५. स्वातंत्र्योत्तर हिंदी साहित्य - डॉ. बेचन, सन्मार्ग प्रकाशन, १६- यु. बी., बैंगलो रोड, जवाहर नगर, दिल्ली- ७
१६. भारतेन्दु हरिश्चंद्र और हिन्दी नवजागरण की समस्याएँ - डॉ. रामविलास शर्मा, राजकमल प्रकाशन प्रा. लि. १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
१७. महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण - डॉ. रामविलास शर्मा, राजकमल प्रकाशन प्रा. लि. १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
१८. राष्ट्रीय नवजागरण और साहित्य- वीर भारत तलवार, हिमाचल पुस्तक भंडार, गांधी नगर, दिल्ली-३१.
२२. छायावाद का रचनालोक - रामदरश मिश्र, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
२३. छायावाद युगीन काव्य - डॉ. अविनाश भारद्वाज, तक्षशीला प्रकाशन, २३य४७६१, दरियागंज, नई दिल्ली-०२
२४. भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पाण्डेय, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२

पेपर २. भाषाविज्ञान - १०३००२

नं.	विषय	गुण
ईकाई १	भाषा का स्वरूप एवं क्षेत्र भाषा विकास की वैज्ञानिकता एवं प्रयोग की कलात्मकता भाषा अध्ययन की विविध प्रणालियाँ (वर्णनात्मक, तुलनात्मक, ऐतिहासिक, व्यतिरेकी, अनुप्रयुक्त) भाषा परिवर्तन : कारण एवं दिशाएँ	२५
ईकाई २	भाषा भाषा और व्याकरण भाषा का ज्ञान-विज्ञान की अन्य शाखाओं से संबंध भाषा और बोली में अंतर भाषा और साहित्य का अंतःसंबंध	२५
ईकाई ३	भाषाविज्ञान ध्वनियंत्र ध्वनि विज्ञान : स्वर एवं व्यंजन का वर्गीकरण ध्वनि परिवर्तन के कारण एवं दिशाएँ वाक्य विज्ञान : शब्द और पद का संबंध, वाक्य के प्रकार, वाक्य परिवर्तन के कारण	२५
ईकाई ४	भाषा विज्ञान रूप विज्ञान : संबंध तत्त्व एवं अर्थ तत्त्व का संबंध रूप परिवर्तन के कारण और दिशाएँ अर्थ विज्ञान : शब्द और अर्थ का संबंध, अर्थ बोध के कारण अर्थ विज्ञान : अर्थ परिवर्तन के कारण और दिशाएँ	२५

संदर्भग्रंथ :

- हिन्दी भाषा का इतिहास - भोलानाथ तिवारी, किताब महल, इलाहाबाद
- भाषा विज्ञान - भोलानाथ तिवारी, किताब महल, इलाहाबाद
- भाषा विज्ञान की भूमिका - देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, ७/२३, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
- भाषा विज्ञान और हिंदी भाषा - डॉ. सुधाकर कलावडे, साहित्य रत्नालय, ३७य५०, गिलिस बाजार, कानपुर-०१
- भाषा विज्ञान और हिन्दी भाषा की भूमिका - डॉ. त्रिलोचन पाण्डेय
- सामान्य भाषा विज्ञान - बाबूराम सक्सेना, हिन्दी साहित्य संमेलन, प्रयाग
- आधुनिक भाषा विज्ञान - डॉ. राजमणि शर्मा, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली- ११०००२
- ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा - डॉ. रामविलास शर्मा

९. भारत की भाषा समस्या - राजकमल प्रकाशन प्रा. लि. १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
१०. भाषा का समाजशास्त्र - राजेन्द्र प्रसाद सिंह
११. शब्दों का जीवन - भोलानाथ तिवारी, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
१२. हिन्दी भाषा- भोलानाथ तिवारी, किताब महल, इलाहाबाद.
१३. हिन्दी शब्द सम्पदा- विद्यानिवास मिश्र.
१४. भाषा विज्ञान और हिंदी- शरयुप्रसाद अग्रवाल, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद- २११००१
१५. भाषा विज्ञान - शिवबालक द्विवेदी एवं अवधेशकुमार चतुर्वेदी, ग्रन्थम, रामबाग, कानपूर- २०८०१२.
१६. भाषा विज्ञान एवं भाषा शास्त्र- डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, चौक, वाराणसी- ०१
१७. भाषा विज्ञान - रामस्वरूप खरे, सरस्वती प्रकाशन, १२८/१०६, जी. ब्लाक, किदवई नगर, कानपूर-११.
१८. भाषा विज्ञान और हिंदी भाषा - डॉ. लक्ष्मीकांत पाण्डेय, आशीष प्रकाशन, कानपूर- ०१.
१९. आधुनिक भाषा विज्ञान- डॉ. रामविलास शर्मा, वाणी प्रकाशन, २१ए, दरियागंज, नई दिल्ली - ०२
२०. हिंदी भाषा : कल और आज -डॉ. पूरनचंद टंडन एवं डॉ. मुकेश अग्रवाल, किताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२

पेपर ३. मध्यकालीन काव्य - १०३००३

नं.	विषय	गुण
ईकाई १	कबीर संतकालीन जीवन एवं कबीर का काव्य कबीर काव्य में दर्शन कबीर काव्य का प्रस्तुति पक्ष कबीर के काव्य की प्रासंगिकता संसंदर्भ व्याख्या हेतु चयनित पद संख्या : १, २, ३, ५, ११, १२, १५, २२, ३०, ४१, ७७, ७९, ८५, ९२, ९४, १०९, १४१, १५१, १६८, १८०, १९१, २०९, २२४, २२८, २३६.	२५
ईकाई २	सूरदास कृष्ण भक्ति काव्य और सूरदास सूर काव्य में श्रृंगार एवं वात्सल्य रस सूर काव्य में अभिव्यक्ति कौशल संसंदर्भ व्याख्या हेतु चयनित पद संख्या : १०, २३, ४२, ५२, ६१, ६४, ६५, ८५, ९५, ९७, ११६, १७१, २१०, २७८, २८९, २९९, ३०६, ३६५, ३८४, ४००.	२५
ईकाई ३	तुलसीदास सगुण भक्ति काव्य एवं उसके सरोकार : तुलसीदास के संदर्भ में तुलसी काव्य में चित्रित समकालीन समाज बनाम तुलसी का परिकल्पित समाज तुलसी की भक्ति भावना एवं दर्शन तुलसी की भाषा और अभिव्यंजना कौशल के निकष संसंदर्भ व्याख्या - 'अयोध्या काण्ड'	२५
ईकाई ४	बिहारी सामंती परिवेश और बिहारी की कविता बिहारी के काव्य में प्रेम (श्रृंगार वर्णन, नायिका भेद आदि) बिहारी के काव्य में अभिव्यक्त भक्ति, नीति और तत्कालीन समाज बिहारी की काव्य - कला के विविध आयाम संसंदर्भ व्याख्या हेतु चयनित पद संख्या : १, १३, २०, ३२, ३७, ३८, ५२, ६०, ८०, ९४, १२९,	२५

१६१, १८८, २५५, २५६, ३००, ३४७, ३६३, ३७७, ७१३	

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१. कबीर : एक अनुशीलन - डॉ. रामकुमार वर्मा, साहित्य भवन, इलाहाबाद.
२. कबीरदास : विविध आयाम - प्रभाकर श्रोत्रिय, भारतीय भाषा परिषद, ३६ ए, शेक्सपीयर सरणी, कलकत्ता.
३. भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पाण्डेय, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
४. कृष्णभक्ति काव्य और सूर - डॉ. प्रेमशंकर
५. भक्ति काव्य का समाजदर्शन - डॉ. प्रेमशंकर, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
६. महाकवि तुलसीदास और युग संदर्भ- डॉ. भगीरथ मिश्र, भारतीय ग्रंथ निकेतन, २७१३ कूचा चेताना, दरियागंज, नई दिल्ली-०२
७. तुलसी का काव्य सौंदर्य - चंद्रभूषण तिवारी, भारतीय ग्रंथ निकेतन, २७१३ कूचा चेताना, दरियागंज, नई दिल्ली-०२
८. बिहारी एक अध्ययन - अश्विनी पाराशर, भारतीय ग्रंथ निकेतन, २७१३ कूचा चेताना, दरियागंज, नई दिल्ली-०२
९. हिन्दी साहित्य का बृहत् इतिहास भाग ४ तथा ५- सं. डॉ. निर्मला जैन, नागरी प्रचारिणी सभा, वाराणसी.
१०. बिहारी का नया मूल्यांकन - बच्चन सिंह, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद- २११००१.
११. मध्यकालीन हिंदी काव्य भाषा - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद- २११००१.
१२. वैष्णव भक्ति आंदोलन - डॉ. मलिक मुहम्मद
१३. मध्यकालीन कविता के सामाजिक सरोकार - डॉ. सत्यदेव त्रिपाठी, शिल्पायन, दिल्ली.
१४. भक्ति आंदोलन एवं भक्ति काव्य - डॉ. शिवकुमार मिश्र
१५. हिन्दी साहित्य की भूमिका - आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
१६. भक्ति काव्य की प्रासंगिकता - डॉ. संजयकुमार शर्मा, विद्या प्रकाशन, सी-४४९, हंस गुजैनी, कानपुर- ७२
१७. तुलसी की साहित्य साधना - डॉ. लल्लन राय, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
१८. भक्त काव्य में लोक जीवन - शिवकुमार मिश्र, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
१९. मध्यकालीन कवियों के काव्य - सिद्धांत - डॉ. छविनाथ त्रिपाठी, विश्वभारती पब्लिकेशन्स, ४३७८/४ बी, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
२१. भक्ति आंदोलन के सामाजिक आधार - सं. गोपेश्वर सिंह, किताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२.

पेपर ४. आधुनिक हिंदी गद्य १०३००४

नं.	विषय	गुण
ईकाई १	हिंदी निबंध परंपरा और ललित निबंध ललित निबंध परंपरा और आचार्य हजारीप्रसाद द्विवेदी आचार्य हजारीप्रसाद द्विवेदी का निबंध संसार 'अशोक के फूल' में सांस्कृतिक चेतना	२५
ईकाई २	'अशोक के फूल' : निबंधों का विषय वैविध्य, 'अशोक के फूल' में लालित्य योजना 'अशोक के फूल' में प्रकृति, 'अशोक के फूल' का भाषा और शिल्प. अध्ययन हेतु चयनित निबंध : १. अशोक के फूल २. वसंत आ गया है ३. घर जोड़ने की माया ४. मेरी जन्मभूमि ५. सावधानी की आवश्यकता ६. आपने मेरी रचना पढ़ी? ७. भारतवर्ष की सांस्कृतिक समस्या ८. पुरानी पोथियां ९. एक कुत्ता और एक मैना १०. मनुष्य की साहित्य का लक्ष्य हैं	२५
ईकाई ३	समकालीन हिंदी उपन्यास में 'मुझे चांद चाहिए' की इयत्ता, 'मुझे चांद चाहिए' की लोकप्रियता 'मुझे चांद चाहिए' : नारी संघर्ष, मीडिया और जीवन	२५

ईकाई ४	‘मुझे चांद चाहिए’ : सफलता और मूल्यवत्ता का द्वंद्व, नाटक का उपन्यास और उपन्यास में नाटक, ‘मुझे चांद चाहिए’ का शिल्प - विधान, ‘मुझे चांद चाहिए’ : कथ्य विमर्श	२५

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- हिन्दी उपन्यास : समकालीन विमर्श - सत्यदेव त्रिपाठी, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर - २०८०१२
- समीक्षा और साहित्य की विधाएँ - हरिमोहन
- हिंदी उपन्यास : सृजन और सिद्धांत - नरेंद्र कोहली, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
- हिंदी उपन्यास : स्वातंत्र्य संघर्ष के विविध आयाम - डॉ. डी. डी. तिवारी, तक्षशीला प्रकाशन, नई दिल्ली
- नये उपन्यासों में नये प्रयोग - दंगल झाल्टे, परिदृश्य प्रकाशन, सोहराबजी सन्तुक लेन, अनमोल बिल्डिंग, मरीन लाईन, मुंबई -२.
- मुझे चाँद चाहिए एक : समीक्षात्मक अध्ययन - डॉ. सीमा वैश्य, आर. डी. पाण्डेय, सत्यम पब्लिशिंग हाऊस, एन- ३/२५, मोहन गार्डन, नई दिल्ली - ११०००५९
- हिन्दी उपन्यास - बदलते परिवेश - सुदेश बत्रा
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- विविध विधाओं के प्रतिनिधि साहित्यकार : डॉ. हजारीप्रसाद द्विवेदी- विनोदिनी सिंह, कैपिटल, पब्लिशिंग हाऊस, ३५८, कटरा शेख रंझा, हौज काजी, दिल्ली-०६
- हिंदी निबंध साहित्य का सांस्कृतिक अध्ययन- डॉ. बाबूराम, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
- हजारीप्रसाद द्विवेदी- सं. विश्वनाथ प्रसाद तिवारी, नेशनल पब्लिशिंग हाऊस, २/३५, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
- निबंधकार हजारीप्रसाद द्विवेदी- उषा सिंहल, किताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
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- हजारीप्रसाद के निबंध - राखी उपाध्याय, अनंग प्रकाशन, बी- १/१०७, उच्चरी घोडा, दिल्ली - ११०००२
- निबंधकार आचार्य हजारीप्रसाद द्विवेदी - डॉ. रवि कुमार, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर - २०८०१२.

पेपर ५. प्रयोजनमूलक हिंदी - १०३१०२

नं.	विषय	गुण
ईकाई १	हिंदी के विविध रूप : साहित्यिक भाषा, संचार भाषा, राजभाषा तथा माध्यम भाषा लिपि और भाषा का संबंध, देवनागरी लिपि : वैज्ञानिकता तथा दोष, देवनागरी लिपि : वर्तनी का मानकीकरण तथा सुधार के प्रयास	२५
ईकाई २	राजभाषा के प्रकार्य : प्रारूपण एवं पत्रलेखन, राजभाषा के प्रकार्य : संक्षेपण, पल्लवन और ठिपण पारिभाषिक शब्दावली निर्माण के सिद्धांत, प्रशासनिक क्षेत्र की पारिभाषिक शब्दावली (नमूना सूची संलग्न पृष्ठ २३ से २८ तक)	२५
ईकाई ३	पत्राचार : व्यापारिक पत्र तथा व्यावहारिक पत्र, पत्राचार : सरकारी पत्र, अर्द्ध सरकारी पत्र एवं प्रेस विक्षा, कम्प्यूटर : उपयोगिता, इंटरनेट सर्व, हिंदी सॉफ्टवेयर एवं हिंदी संबंधी वेबसाइट्स कम्प्यूटर : शिक्षण, अनुवाद और कोश रचना	२५
ईकाई ४	विज्ञापन : अर्थ, स्वरूप एवं प्रकार, विभिन्न माध्यमों में विज्ञापन की प्रकृति विज्ञापनों में हिंदी, विज्ञापन की उपयोगिता एवं कार्य	२५

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- हिन्दी भाषा - भोलानाथ तिवारी, किताब महल, इलाहाबाद
- हिन्दी शब्द सम्पदा - विद्यानिवास मिश्र
- भाषा विज्ञान और हिंदी भाषा - डॉ. सुधाकर कलावडे, साहित्य रत्नालय, ३७/५०, गिलिस बाजार, कानपुर -०१
- भाषा विज्ञान और हिन्दी भाषा की भूमिका - डॉ. त्रिलोचन पाण्डेय

५. शब्दों का जीवन - भोलानाथ तिवारी, राजकमल प्रकाशन प्रा.लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
६. प्रयोजनमूलक हिंदी - डॉ. कमल कुमार बोस, बी.के. वनेजा क्लासिकल पब्लिशिंग कंपनी, २८ शॉपिंग सेंटर, करमपुरा, नई दिल्ली- १५
७. प्रयोजनमूलक हिंदी : अधुनावन आयाम -डॉ. अम्बादास देशमुख, शैलजा प्रकाशन, ५७ पी. कुंज विहार II, यशोदा नगर, कानपुर- ११
८. प्रयोजनमूलक हिंदी : विविध स्वरूप - डॉ. विजय कुलश्रेष्ठ एवं डॉ. बीना रुस्तगी, नमन प्रकाशन, ४२३१/१, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
९. प्रयोजनमूलक हिंदी - डॉ. विनोद गोदरे, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
१०. प्रयोजनमूलक हिंदी - सिद्धांत और प्रयोग - डॉ. दंगल झाल्टे, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
११. प्रयोजनमूलक हिंदी : विविध परिदृश्य-डॉ. रमेशचंद्र त्रिपाठी एवं डॉ. पवन अग्रवाल, अलका प्रकाशन, १२८/१०६, जी. ब्लॉक, किदवई नगर, कानपुर- ११
१२. प्रयोजनमूलक व्यावहारिक हिंदी- डॉ. ओमप्रकाश सिंहल, जगताराम एण्ड सन्ज, IX/२२१, सरस्वती भण्डार, गांधी नगर, दिल्ली- ११००३१
१३. अनुवाद- कला- भोलानाथ तिवारी, शब्दाकार प्रकाशन, १५९, गुरु अंगद नगर (वेस्ट), दिल्ली- ११००९२
१४. अनुवाद की व्यावहारिक समस्याएँ - डॉ. भोलानाथ तिवारी एवं डॉ. ओमप्रकाश गाबा, शब्दाकार, २२०३, गली डकौवान, तुर्कमान गेट, दिल्ली- ११०००६
१५. अनुवाद चिंतन- डॉ. अर्जुन चव्हाण, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर- २०८०१२
१६. अनुवाद : समस्याएँ एवं समाधान - डॉ. अर्जुन चव्हाण, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर- २०८०१२
१७. मीडिया कालीन हिंदी : स्वरूप एवं संभावनाएँ- डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, ७/२३, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
१८. प्रयोजनमूलक हिंदी व्याकरण - डॉ. विद्वजराम यादव, साहित्य रत्नाकर, १०४ ए/ ११८, रामबाग, कानपुर- १२.
१९. प्रयोजनमूलक हिंदी : संरचना और प्रयोग - डॉ. माधव सोनटक्के, छाया पब्लिशिंग हाऊस, सरस्वती छाया, २०, न्यू समर्थ नगर, निराला बाजार, औरंगाबाद- ४३१००१
२०. व्यावहारिक हिन्दी - डॉ. लक्ष्मीकान्त पाण्डेय, साहित्य रत्नालय, ३७/५०, गिलिस बाजार, कानपुर- ०१
२१. सामयिक प्रशासनिक कोश (अंग्रेजी - हिंदी तथा हिंदी- अंग्रेजी)- गोपीनाथ श्रीवास्तव, सामयिक प्रकाशन, ३३२०-२१, जटवारा, एन. एस. मार्ग, दरियागंज, नई दिल्ली- ११०००२
२२. आधुनिक विज्ञापन - प्रेमचन्द पातंजली, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२

सत्र दुसरे

पेपर १. हिंदी साहित्य का इतिहास भाग- २ -२०३००५

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नं.	विषय	गुण
ईकाई १	स्वातंत्र्योत्तर साहित्य : कविता एवं कहानी: कविता और कहानी का आंदोलनात्मक विकास कविता तथा कहानी : उत्साह एवं मोहभंग की अभिव्यक्ति, कविता तथा कहानी : आधुनिक बोध की अभिव्यक्ति, कविता तथा कहानी : संस्कृति और संबंधों में बदलात की अभिव्यक्ति	२५
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१. स्वतंत्रता और साहित्य - सं. आर. शशिधरन

२. द्वितीय महायुद्धोत्तर हिंदी साहित्य का इतिहास - लक्ष्मीसागर वाष्णीय, राजपाल एन्ड सन्स, कश्मीरी गेट, नई दिल्ली- २११००१
३. स्वातंत्र्योत्तर हिंदी साहित्य - डॉ. बेचन, सम्मार्ग प्रकाशन, १६- यु. बी., बैंगलो रोड, जवाहर नगर, दिल्ली- ७
४. कविता के नए प्रतिमान - नामवर सिंह, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
५. बीसवीं सदी की हिंदी कविता - डॉ. महेन्द्र, नारायण प्रकाशन, धनततिया, बरवां, भदोई, वाराणसी
६. अधुरे साक्षात्कार - नेमिचंद्र जैन
७. वर्तमान परिप्रेक्ष्य में हिंदी साहित्य- डॉ. हीरालाल शर्मा एवं डॉ. महेन्द्र, नारायण प्रकाशन, धनततिया, बरवां, भदोई, वाराणसी.
८. नयी कविता - जगदीश गुप्त
९. नयी कहानी की भूमिका - कमलेश्वर, शब्दकार, १५९, गुरु अंगद नगर (वेस्ट), दिल्ली- ११००९२
१०. भाषा और संवेदना - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१
१३. हिंदी उपन्यास : समकालीन विमर्श - डॉ. सत्यदेव त्रिपाठी, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर- २०८०१२
१४. अंतिम दो दशकों का हिंदी साहित्य- मीरा गौतम, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
१५. उत्तर शदी का हिंदी साहित्य - डॉ. सुरेश कुमार जैन, अन्नपूर्णा प्रकाशन, १२७/१००, डब्ल्यू- १, साकेत नगर, कानपुर- २०८०१४
१६. समकालीन सृजन संदर्भ- भारत भारद्वाज, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली- ०२
१७. हिंदी साहित्य का दुसरा इतिहास- बच्चन सिंह, राधाकृष्ण प्रकाशन, ७/२३, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
१८. स्वातंत्र्योत्तर कथासाहित्य और ग्राम जीवन - विवेकी राय, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - २११००१
१९. आधुनिक हिंदी साहित्य का इतिहास- डॉ. सूर्यनारायण रणसुभे, विकास प्रकाशन, ३११ सी, विश्व बैंक बर्रा, कानपुर- २७
२०. हिंदी साहित्य का इतिहास - डॉ. हरिश्चन्द्र वर्मा तथा डॉ. रामनिवास गुप्त, मंथन पब्लिकेशन, ३४ -एल, मॉडल टाउन, रोहतक - १२४००१ (हरियाणा)
२१. हिंदी साहित्य की प्रवृत्तियाँ - डॉ. जयकिशन खण्डेलवाल, विनोद पुस्तक मन्दिर, रांगेय राघव मार्ग, आमरा-२

पेपर २. काव्यशास्त्र- २०३००६

नं.	विषय	गुण
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१. समीक्षा शास्त्र के मानदण्ड - रामसागर त्रिपाठी
२. काव्यशास्त्र - भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
३. पाश्चात्य काव्यशास्त्र - पं. देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाऊस, २/३५ अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
४. भारतीय समीक्षा और आचार्य शुक्ल - नगेंद्र, नेशनल पब्लिशिंग हाऊस, २/३५ अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
५. पाश्चात्य काव्यशास्त्र के सिद्धांत - डॉ. शांतिस्वरूप गुप्त
६. रस सिद्धांत - नगेंद्र, नेशनल पब्लिशिंग हाऊस, २/३५ अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
९. भारतीय काव्यशास्त्र के सिद्धांत - डॉ. कृष्णदेव झारी, अशोक प्रकाशन, दिल्ली
१०. भारतीय काव्यशास्त्र के सिद्धांत - डॉ. सुरेश अग्रवाल - अशोक प्रकाशन, दिल्ली
११. पाश्चात्य साहित्यालोचन के सिद्धांत - श्री. लीलाधर गुप्त, हिंदुस्तानी एकेडमी, इलाहाबाद

१२. साहित्यानुशीलन - डॉ. राकेश गुप्त तथा ऋषिकुमार चतुर्वेदी, सरस्वती प्रेस, ५ सरदार पटेल मार्ग, इलाहाबाद
१३. पाश्चात्य काव्यशास्त्र के सिद्धांत - डॉ. मैथिली प्रसाद भारद्वाज, हरियाणा साहित्य अकादमी, १५६३, सेक्टर १८- डी, चण्डीगढ़ - १६००१८
१४. भारतीय साहित्य सिद्धांत - डॉ. वारकनाथ बाली, किताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोज, दरियागंज, नई दिल्ली- ११०००२

पेपर ३. आधुनिक हिंदी कविता- २०३००७

नं.	विषय	गुण
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२२. प्रयोगवाद, नयी कविता और अकविता- डॉ. सुरेंद्र विक्रम, जनार्दन प्रकाशन, ४९/१७, जनरल गंज, कानपुर
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४२. हिंदी गजल के प्रमुख हस्ताक्षर - डॉ. मधु खराटे
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३. मैत्रेयी पुष्पा : तथ्य और सत्य - सं. दया दीक्षित, सामायिक प्रकाशन, ३३२०-२१, एन. एस. मार्ग, दरियागंज, नई दिल्ली - ११०००२
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७. वर्तमान हिंदी महिला कथा लेखन : दाम्पत्य जीवन- साधना अग्रवाल, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली- ११०००२
८. मन्नू भंडारी की कहानियों में आधुनिकता बोध - केवल राम, भारतीय ग्रंथ निकेतन, २७१३ कूचा चेलान, दरियागंज, नई दिल्ली-२
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१०. स्त्रीत्ववादी विमर्श : समाज और साहित्य- क्षमा शर्मा, राजकमल प्रकाशन प्रा. लि., १ बी, नेताजी सुभाष मार्ग, नई दिल्ली- ११०००२
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१८. अनुवाद सिद्धांत की रूपरेखा - डॉ. सुरेश कुमार, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली- ११०००२
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२५. अनुवाद चिंतन : दृष्टि और अनुदृष्टि - डॉ. सु. नागलक्ष्मी, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर-१२
२६. अनुवाद शिल्प : समकालीन संदर्भ - कुसुम अग्रवाल, भारतीय ग्रंथ निकेतन, २७१३, कूचा चेतान, दरियागंज, नई दिल्ली- ०२
२७. अनुवाद के विविध आयाम - किशारी लाल व्यास, नेशनल पब्लिशिंग हाऊस, २/३५, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
२८. अनुवाद और मीडिया- कृष्ण कुमार रत्न, नेशनल पब्लिशिंग हाऊस, २/३५, अंसारी रोड, दरियागंज, नई दिल्ली.

एम. ए (हिंदी) भाग - 2

सत्र तिसरा		सत्र चौथा	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
लोकसाहित्य तथा साहित्य मे लोकभाषा	303009	हिंदीवर भारतीय साहित्य	403013
आलोचना और आलोचक	303010	छायावाद	403314
हिंदी साहित्य मे दलित लेखन	303011	सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य	403315
अनुसंधान प्रविधि एवं प्रक्रिया :	303012	हिंदी का आत्मकथा साहित्य	403316
जनसंचार माध्यम	303106	रचनाकार प्रेमचंद	403408

सत्र तिसरा

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उद्देश:

- हिंदी और उनके क्षेत्र के लोक साहित्य से अवगत करना
- लोक भाषा की प्रयुक्ति से साहित्य कि समृद्धि व सौंदर्य से परिचित कराना

अनु. क्रं.	विषय विवरण	गुण
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	चरनदास चोर , (हबीब तलवीर) माठी की मुरतें , बच्चन) त्रीभांगिमा (रामवृक्ष बेजीपुरी) आदी के साथ अन्य उपयुक्त रचनाएँ भी.....कि शायरी (नजीर अकाबरवादी	

संदर्भ ग्रंथ :

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- मध्ययुगीन हिंदी साहित्य का लोकातात्विक अध्ययन - डॉसत्येंद्र .
- द साहंस ऑफ फोकलोर - ए फेकी.एच.
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पेपर २ आलोचना और आलोचक ३०३०१०

उद्देश्य :

- समीक्षाशास्त्र के आधुनिक आयामों से अवगत कराना
- हिंदी आलोचन के लगभग सौ वर्षों से विकास के मानकों से अवगत कराना
- प्रमुख हिंदी आलोचकों की आलोचना दृष्टि से अवगत कराना

अनु. क्रं.	विषय विवरण	गुण
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ईकाई २	- रूपवादी एवं संरचनात्मक समीक्षा - प्रभाववादी समीक्षा - पुस्तक समीक्षा - समीक्षा में सुजन एवं सुजन में समीक्षा	२५
ईकाई ३	भारतेंदु युगीन समीक्षा एवं समीक्षक	२५

	➤ द्विवेदी युगीन समीक्षा एवं समीक्षक ➤ हिंदी समीक्षा को रामचंद्र शुक्ल की देन ➤ दूसरी परंपरा की खोज : हजारी प्रसाद द्विवेदी का समीक्षा कर्म	
ईकाई ४	➤ हिंदी की मार्क्सवादी आलोचना ➤ मुक्तिबोध और रामविलास शर्मा की समीक्षा दृष्टि ➤ हिंदी समीक्षा में दलित एवं स्त्री ➤ आलोचना की नयी भूमिका	२५

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हिंदी आलोचना -विश्वनाथ त्रिपाठी , राजकमल प्रकाशन प्रा. लि. , 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली -02
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दलित साहित्य : विविध आयाम - डॉ. सुनीता साखरे , अमन प्रकाशन , 104 ए/118 , राम बाग , कानपुर - 12
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हे सामाजिक - सिरेश अवस्थी
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22. दिल्ली - 110002

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१. हिंदी दलित साहित्य से परिचित कराना
२. दलित जीवन की त्रासदी से अवगत कराना

अनु. क्रं.	विषय विवरण	गुण
ईकाई 1	➤ दलित साहित्य अवधारणा एवं स्वरूप : ➤ दलित साहित्य के मानक और उनके विमर्श ➤ हिंदी दलित साहित्य सहानुभूति से स्वानुभूति तक : ➤ दलित साहित्य की प्रासंगिकता	25
ईकाई 2	➤ हिंदी के प्रमुख दलित लेखकों का साहित्यिक परिचय , मोहनदास नैमिशराय , जयप्रकाश कर्दम : श्यराजसिंह बेचैन आदि , सुशीला टांकभौर , कौशल्या बैसंत्री ➤ समकालीन हिंदी दलित साहित्य की विकास यात्रा कविता तथा , कहानी , उपन्यास)आत्मकथा(➤ समकालीन दलित आलोचना का परिदृश्य ➤ दलित साहित्य की शिल्पगत प्रवृत्तियाँ)_भाषा (प्रतीक तथा मिथक, बिम्ब ,	25
ईकाई 3	➤ ओमप्रकाश वाल्मीकी व्यक्तिव एवं कृतित्व : ➤ समकालीन दलित कविता और 'सदियों का संताप' ➤ - का कथ्य 'सदियों का संताप' विश्लेषण ➤ सदियों का 'संतापका शिल्प विवेचन '	25
ईकाई 4	➤ सूरजपाल चौहान व्यक्तिव एवं कृतित्व : ➤ समकालीन दलित कहानी लेखन और 'नया ब्राम्हण' ➤ - का कथ्य 'नया ब्राम्हण' विश्लेषण ➤ का शिल्प विवेचन 'नया ब्राम्हण'	25

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१५. दलित साहित्य - एक मूल्यांकन : चमन लाल 01 नई दिल्ली , कश्मीरी गेट , राजपाल एन्ड सन्ज,
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२१. दलित साहित्य और समसामयिक संदर्भ - श्रवण कुमार मीणा 104 ,ए208012 - कानपुर , राम बाग , 118/
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२८. हिस्सेदारी के प्रश्न प्रतिप्रश्न - स्वप्न और यथार्थ (2: दलित विमर्श) संअनामिका पब्लिशर्स एन्ड , उमाशंकर चौधरी. 110002 - नई दिल्ली , दरियागंज , अंसारी रोड , ए 21 ,3/4697 , .लि.डिस्ट्रीब्यूटर्स प्रा

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३०. हिंदी दलित कथा साहित्य अवधारणाएँ और विधाएँ – रजत रानी मीनू अनामिका पब्लिशर्स एन्ड डिस्ट्रीब्यूटर्स , 21 ,3/4697 , .लि.प्राए 110002 – नई दिल्ली , दरियागंज , अंसारी रोड ,
३१. नवें दशक की हिंदी दलित कविता नई दिल्ली , दलित साहित्य प्रकाशन , रजत रानी मीनू -
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३८. दलित साहित्य रचना और विचार – डॉ , 19 पाकर एक , अन्तिम प्रकाशन , पुरुषोत्तम सत्यप्रेमी .बी .ए.डी.डी. 8- जी ,फ्लैट्सएरिया 64 1100 – दिल्ली , हरिनगर ,
३९. दलित हस्तक्षेप – रमणिका गुप्ता 32 – दिल्ली , शाहदरा , वैस्ट गोरख पार्क ,11 .लेन नं , 10292 , शिल्पायन ,
- निर्धारित पाठ्यपुस्तकें :
४०. सदियों का संताप - ओमप्रकाश वाल्मीकि , फ़िलहाल प्रकाशन , देहरादून
४१. नया ब्राम्हण - सूरजपाल चौहान , वाणी प्रकाशन , 21 ए , दरियागंज , नई दिल्ली -

पेपर नं. ४ प्रविधि एवं प्रक्रिया : अनुसंधान ३०३०१२

उद्देश्य :

१. अनुसंधान कि प्रविधि एवं प्रक्रिया से परिचित कराना
२. शोध कार्य के प्रति रुचि पैदा करना
३. शोध कार्य की तकनीक अवगत करना
४. अनुसंधान – पद्धति के तहत अनुसंधान हेतु छात्राओं को समक्ष बनाना

अनु. क्रं.	विषय विवरण	गुण
ईकाई 1	<u>अनुसंधान का स्वरूप</u> ➤ अनुसंधान स्वरूप एवं महत्व : ➤ अनुसंधान के मूल तत्व ➤ अनुसंधान का उद्देश्य ➤ अनुसंधानकर्ता तथा निर्देशक की योग्यताएँ	25
ईकाई 2	<u>अनुसंधान के प्रकार</u> ➤ साहित्यिक अनुसंधान और साहित्येतर अनुसंधान साम्य तथा वैषम्य : ➤ अनुसंधान और आलोचना ➤ साहित्यिक अनुसंधान के प्रकार तुलनात्मक आदि ,ऐतिहासिक , वर्णनात्मक : ➤ अंतर्विद्या शाखीय अनुसंधान का सामान्य परिचय	25
ईकाई 3	<u>अनुसंधान के प्रक्रिया</u> ➤ विषय संकलन-चयन एवं सामग्री- ➤ संदर्भ कार्ड तथा टिप्पणियाँ बनाना	25

	➤ सर्वेक्षण और साक्षात्कार ➤ सामग्री का विवेचनविश्लेषण तथा निष्कर्ष की स्थापना-	
ईकाई 4	<u>शोध प्रबंध की लेखन प्रणाली एवं कम्प्यूटर</u> ➤ शीर्षक भूमिका तथा अध्याय विभाजन , अनुक्रम , निर्धारण- ➤ संदर्भ सूची परिशिष्ट तथा प्रबंध प्रस्तुतीकरण , पाद टिप्पणी , ➤ कम्प्यूटर युनिकोड , वर्ड . एस .एम , कम्प्यूटर की कार्य प्रणाली : एवं मायक्रोसॉफ्ट पॉवर पॉइंट ➤ इंटरनेट मेल प्रेषण-ई , सर्च , वेबसाईटस् :एवं प्राप्ति और ईजर्नलस्-	25

संदर्भ ग्रंथ :

1. शोध कैसे करें - ? पुनीत बिसारिया , .लि.अंटलांटिक पब्लिशर्स अँड डिस्ट्रीब्यूटर्स प्रा ,बी ,2विशाल एन्क्लेव , 27 - नई दिल्ली , राजौरी गार्डन के सामने
2. शोध - प्रविधि - विनयमोहन शर्मा - नई दिल्ली , दरियागंज , अंसारी रोड , 35/2 , नेशनल पब्लिशिंग हाऊस , 110002
3. अनुसंधान प्रविधि - विजयपाल डॉमहात्मा गांधी ,दरबारी बिल्डिंग , पहली मंजिल , लोकभारती प्रकाशन , गणेशन . 211001 - इलाहाबाद , मार्ग
4. शोध और सिद्धांत - डॉनेशन , नगेन्द्र .ल पब्लिशिंग हाऊस - नई दिल्ली , दरियागंज , अंसारी रोड , 35/2 , 110002
5. शोध - स्वरूप एवं मानक व्यवहारिक कार्यविधि : बैजनाथ सिंहल , २१ ए , वाणी प्रकाशन ,दरियागंज नई , 110002 - दिल्ली
6. शोध प्रस्तुती - उमा पाण्डेय दरि , अंसारी रोड , 35/2 , नेशनल पब्लिशिंग हाऊस ,यागंज 110002 - नई दिल्ली ,
7. हिंदी अनुसंधान - विजयपाल सिंह , महात्मा गांधी मार्ग ,दरबारी बिल्डिंग , पहली मंजिल , लोकभारती प्रकाशन , 211001 - इलाहाबाद
8. साहित्यिक अनुसंधान के प्रतिमान - सं , नेशनल पब्लिशिंग हाऊस , देवराज उपाध्याय एवं रामगोपाल शर्मा . अंसा , 35/2री रोड 110002 - नई दिल्ली , दरियागंज ,
9. सर्वेक्षण - अनुसंधान और सांख्यिकी , सत्यपाल रुहेला अंसारी , दरियागंज 5 , .लि .विकास पब्लिशिंग हाऊस प्रा , 110006 - दिल्ली , रोड
10. शोध - प्रविधि और प्रक्रिया : डॉसदर , जवाहर पुस्तकालय , रामकुमार खंडेलवाल .चन्द्रभान रावत एवं डॉ . (प्र.3) मथुरा , बाजार
11. हिंदी अनुसंधान का स्वरूप - सं , अंसारी रोड , 35/2 , नेशनल पब्लिशिंग हाऊस , राजूरकर एवं राजमल बोरा.ह.भ. 110002 - नई दिल्ली , दरियागंज
12. अनुसंधान की समस्याएँ - डॉओमप् .रकाश 30 , आर्य बुक डिपो ,नाईवाला 110005 - नई दिल्ली , करोलबाग ,
13. अनुसंधान का व्यावहारिक रूप - डॉ , .लि.हिंदी ग्रंथ रत्नाकर प्रा , सूरति .उर्वशी जे .हीराबाग 4 - बम्बई ,
14. साहित्यिक अनुसंधान के आयाम - रविन्द्र कुमार जैन अंसारी र , 35/2 , नेशनल पब्लिशिंग हाऊस ,ोड , 110002 - नई दिल्ली , दरियागंज
15. अनुसंधान प्रविधि - डॉ , महात्मा गांधी मार्ग ,दरबारी बिल्डिंग , पहली मंजिल , लोकभारती प्रकाशन , गणेशन . 211001 - इलाहाबाद
16. हिंदी अनुसंधान - डॉ211001 - नई दिल्ली , कश्मीरी गेट , राजपाल एन्ड सन्ज , विजयपाल सिंह .

उद्देश:

१. समाचार पत्र की कार्यप्रणाली.उपयोगिता व समाज पर उसके असर से अवगत करना ,
२. दृश्य – श्राव्य माध्यम की कार्यप्रणाली तथा समाज के समक्ष शक्ति व सीमाओं से अवगत करना .
३. फिल्म कला व उसके सरोकार तथा प्रमुख फिल्मकारों के कार्यों से अवगत करना

अनु. क्रं.	विषय विवरण	गुण
ईकाई १	<u>मुद्रित माध्यम</u> ➤ सामाचारों के स्रोत चयन एवं संपादन , ➤ समाचार पत्र पृष्ठ योजना और स्तंभ लेखन : ➤ समाचार लेखन के विविध रूप ,फिचर ,रिपोर्ट ,अग्रलेख)साक्षात्कार (➤ समाचार पत्र कि आचारसंहिता	२५
ईकाई २	<u>श्राव्य माध्यम</u> ➤ रेडीओ – इलेक्ट्रॉनिक माध्यम स्वरूप और प्रयोग : ➤ कार्य पद्धति रेकॉर्डिंग प्रसारण एवं श्रोताओं की भागीदारी : ➤ संचार माध्यम के रूप में रेडीओ की शक्ति और सीमाएँ ➤ रेडीओ का वर्तमान और भविष्य	२५
ईकाई ३	<u>दृश्य – श्राव्य माध्यम</u> ➤ संचार माध्यम के रूप में दूरदर्शन की शक्ति और सीमाएँ ➤ दूरदर्शनस्पर्धात्मक ,साक्षात्कार ,विज्ञापन ,समाचार ,धारवाहिका) प्रस्तुती के विविध रूप : (शैक्षणिक आदि ,हास्य ,कार्यक्रम ➤ दूरदर्शन लेखन कला : ➤ दूरदर्शन भाषा और समाज :	२५
ईकाई ४	<u>सिनेमा माध्यम</u> ➤ हिंदी सिनेमा (व्यावसायिक और सार्थक सिनेमा) ऐतिहासिक परिदृश्य : ➤ सिनेमा साहित्य और समाज , ➤ हिंदी सिनेमा के प्रमुख विषय सांप्रदायिक ,व्यवस्था से समक्षता ,प्रेम ,नारी ,स्री पुरुषसंबंध) (शहर व गांव ,एवं दलित चेतना परिवार ➤ कुछ प्रमुख सिनेमा – आनंद ,आजम-ए-गर्म हवा मुगल ,गंगाजल ,इजाजत ,आविष्कार , , (मुजफ्फर अली) उमराव जान ,परिणीता ,सुरज का सतावां घोडाशोले आदि .	२५

संदर्भ ग्रंथ :

१. समाचार लेखन – पीर-नई दिल्ली ,दरियागंज ,कुचा दाखनिराय,१६६० ,विद्या विहार ,आर्य.के.
२. लोक संचार माध्यम ,118/१०४ ए ,अमन प्रकाशन ,सत्यदेव त्रिपाठी .डॉ -प्रस्तुती के रचनात्मक आयाम :राम बाग , २०८०१२ -कानपुर

३. मिडीया कालीन हिंदी ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन ,अर्जुन चव्हाण.डॉ -स्वरूप एवं संभावनाएँ :
.११०००२ -नई दिल्ली ,दरियागंज
४. मिडीया मै करियर – पुष्पेंद्र कुमार आर्य.२ -नई दिल्ली ,पुराना दरियागंज ,१६५९,ग्रंथ अकादमी ,
५. मिडीया लेखन .११०००२ -दरियागंज नई दिल्ली ,ए-२१ ,नवोदय सेल्स ,सुमित मोहन :
६. मिडीया लेखन और संपादन कला – डॉ०२१ ,३/४८३१ ,डिस्कवरी पब्लिशिंग हाउस ,गोविंद प्रसाद एवं अनुपम पांडेय .
,ए अंसारी रोडदरियागंज.११०००२ -नई दिल्ली ,
७. मीडिया के सामाजिक सरोकार – काळुराम परिहार ,.ली.अनामिका पब्लिशिंग एन्ड डिस्ट्रीब्यूटर्स प्रा ,४६९७२१ ए ,३/
,अंसारी रोडदरियागंज -नई दिल्ली ,११०००२.
८. इलेक्ट्रॉनिक मिडीया – टी ,.ली.अनामिका पब्लिशर्स एन्ड डिस्ट्रीब्यूटर्स प्रा ,आलोक.एस.डी.४६९७२१ ए अंसारी ,३/
,रोडदरियागंज.११०००२ -नई दिल्ली ,
९. इलेक्ट्रॉनिक मिडीया – डॉ/विश्वभारती पब्लिकेशन ४३७८ ,सुधीर सोनी .२४ अंसारी रोड -नई दिल्ली ,दरियागंज ,
.११०००२
१०. इलेक्ट्रॉनिक मिडीया लेखन – डॉनई ,दरियागंज ,अंसारी रोड ,२४/४८५५ ,१०९,पब्लिकेशन .के.के ,हरीश अरोडा .
.११०००२ -दिल्ली
११. मिडीया और साहित्य – डॉ ,११८/१०४ ए ,अमन प्रकाशन ,साहि ,योगेंद्र प्रताप सिंह .राम बाग २०८०१२ -कानपुर ,
१२. मिडीया कानून एवं नीतिशास्त्र स .डॉ -सुधीर सोनी/विश्वभारती पब्लिकेशन ४३७८ ,२४ अंसारी रोडनई ,दरियागंज ,
.११०००२ -दिल्ली
१३. मिडीया और हिंदी साहित्य – संनई ,दरियागंज ,अंसारी रोड ,२४/५६/४८५५ ,किताबघर प्रकाशन ,राजकिशोर.
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१४. मिडीया और साहित्य – डॉउत्तरी घ ,१०७/१-बी ,अनंग प्रकाशन ,महेंद्र .ोडा- दिल्ली , ११०००२.
१५. मिडीया भाषा और संस्कृति – कमलेश्वर.२ नं-१/१०७५ ,प्रविण प्रकाशन ,१ओल्ड पोस्ट ऑफिस ,प्रथम तल ,
.११०१३० -नई दिल्ली ,महरौली ,बिल्डिंग
१६. मीडिया की परख – सुधीर पचौरी.२ नं-१/१०७५ ,प्रविण प्रकाशन ,१ ,ओल्ड पोस्ट ऑफिस बिल्डिंग ,प्रथम तल ,
.११०१३० -नई दिल्ली ,महरौली
१७. साइबर स्पेस और मिडीया .२ नं-१/१०७५ ,प्रविण प्रकाशन ,सुधीर पचौरी -१ओल्ड पोस्ट ऑफिस ,प्रथम तल ,
.११०१३० -नई दिल्ली ,महरौली ,बिल्डिंग
१८. समाचार लेखन के सिद्धांत एवं तकनीक – डॉ/विश्वभारती पब्लिकेशन ४३७८ , संजीवनी भानावत .२४ अंसारी रोड ,
दरियागंज.११०००२ -नई दिल्ली ,
१९. संपादन कला /विश्वभारती पब्लिकेशन ४३७८ , संजीवनी भानावत .डॉ -२४ अंसारी रोड -नई दिल्ली ,दरियागंज ,
.११०००२
२०. समकालीन भारत एवं जनसंचार माध्यम डॉ/विश्वभारती पब्लिकेशन ४३७८ ,सुधीर सोनी .२४ अंसारी रोड ,
.११०००२ -नई दिल्ली ,दरियागंज
२१. मिडीया विमर्श – रामशरण जोशी.११०००२ -नई दिल्ली ,दरियागंज ,मार्ग.एस.एन ,२१-३३२० ,सामायिक प्रकाशन ,
२२. मिडीया और जन संवाद – वर्तिका नन्दा तथा उदय सहाय ,मार्ग.एस.एन ,२१-३३२० ,सामायिक प्रकाशन ,
.११०००२ -नई दिल्ली ,दरियागंज
२३. उत्तर आधुनिक मीडिया तकनीक – हर्षदेववाणी , प्रकाशन.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,
२४. समाचार संपादन – कमल दीक्षित तथा महेश दर्पणनई ,दरियागंज ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन ,
.११०००२ -दिल्ली
२५. समाचार बाजार की नैतिकता – किमूद शर्मा -नई दिल्ली ,दरियागंज ,मार्ग.एस.एन ,२१-३३२० ,सामायिक प्रकाशन ,
११०००२.
२६. पत्रकारिता की लक्ष्मण रेखा – आलोक मेहता -नई दिल्ली ,दरियागंज ,मार्ग.एस.एन ,२१-३३२० ,सामायिक प्रकाशन ,
.११०००२
२७. एक्कीसवी सदी और हिंदी पत्रकारिता – सं ,दरियागंज ,मार्ग.एस.एन ,२१-३३२० ,सामायिक प्रकाशन ,अमरेंद्र कुमार.
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२८. हिंदी पत्रकारिता :स्वरूप और संदर्भ – विनोद मोरे.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,

२९. पत्रकारिता के उत्तर आधुनिक चरण – कृपाशंकर चौबे.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,
३०. फिल्म पत्रकारिता – विनोद तिवारी.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,
३१. प्रसार भारती प्रसारण नीती – सुधीश पाचौरी.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,
३२. प्रयोजनमूक हिंदी – अधुनातन आयाम : डॉ -७५ पी ,शैलजा प्रकाशन ,अम्बदास देशमुख .कुंज विहार ,IIयशोदा नगर.११-कानपुर ,
३३. प्रयोजनमूक हिंदी – विविध स्वरूप : डॉ/तमण प्रकाशन ४२३१ ,बीना रुस्तगी .विजय कुलश्रेष्ठ एवं डॉ .अंसारी , नई दिल्ली ११०००२ ,रोड दरियागंज
३४. रेडीओ नाट्य शिल्प सिद्धनाथ कुमार.डॉ :
३५. रेडीओ और दूरदर्शन पत्रकारिता – डॉ हरिमोहन .
३६. आजादी के पचास वर्ष और हिंदी पत्रकारिता – डॉ महेंद्र गुप्त .
३७. टेलिविजन लेखन – असगर वजाहत.११०००२ -नई दिल्ली ,दरियागंज ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन ,
३८. रेडीओ नाटक की कला -नई दिल्ली ,दरियागंज ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन ,सिद्धनाथ कुमार.डॉ - ११०००२
३९. दूरदर्शन और टेलिफिल्म – सविता चड्ढा
४०. सिनेमा और संस्कृति – राही मासूम रजा.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,
४१. सिनेमा और साहित्य – हरीश कुमार
४२. पटकथा लेखन – मनोहर श्याम जोशी
४३. समकालीन हिंदी सिनेमा के आईने में समाज – सत्यदेव त्रिपाठी ,वेस्ट गोरख पार्क ,१-लेन-१०२९५ ,शिल्पायन , दिल्ली ,शाहदरा
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४५. फिल्में कैसे बनती हैं – हरमल सिंह
४६. सिनेमा- समकालीन सिनेमा , अजय ब्रह्मात्मज.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,
४७. सिनेमा की सोच .११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,अजय ब्रह्मात्मज -
४८. हिंदी सिनेमा का सच – सं.११०००२ -नई दिल्ली ,ए दरियागंज/२१ ,वाणी प्रकाशन ,शाम्भुनाथ.
४९. लोकप्रिय सिनेमा और सामाजिक यथार्थ – जबरीमल पारख ,.ली.अनामिका पब्लिशर्स एन्ड डिस्ट्रीब्यूटर्स प्रा , ४६९७ ,२१ ए अंसारी रोड ,३/दरियागंज नई ,दिल्ली.११०००२ -
५०. हिन्दी सिनेमा के १०० वर्ष – दिलचस्प.११०००२ -नई दिल्ली ,दरियागंज ,मार्ग.एस.एन ,२१-३३२०,सामयिक प्रकाशन ,

सत्र चौथा

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उद्देश

१. अखिल भारतीय स्तर पर महिला लेखन से अवगत करना
 २. बनागी के तौर पर यहाँ वैचारिक लेखन व नाट्य लेखन से अवगत करना
- निर्धारित पाठ्यपुस्तकें :
१. युगांतदिल्ली ,सस्ता साहित्य मंडल प्रकाशन,इरावती कर्वे
 २. तुगलक – गिरीश कर्नाड११०००२ -नई दिल्ली ,दरियागंज ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन ,

अनु. क्रं.	विषय विवरण	गुण
ईकाई १	<u>‘युगांत’</u> ➤ अभिधान के आधार पर : युगांत ➤ इरावती कर्वे की व्याख्या आधारभूत मान्यताएँ : ➤ : ‘युगांत’चारीत्रों के नए विमर्श ➤ : ‘युगांत’स्त्री एवं पुरुष पात्रों का नारी विषयक दृष्टिकोन	२५
ईकाई २	<u>‘युगांत’</u>	२५

	➤ की शोधपरकता व तार्किकता 'युगांत' ➤ : 'युगांत' में चिंतन की मौलिकता व प्रामाणिकता ➤ के विवेचन की सिमाएँ 'युगांत' ➤ का रचना विधान 'युगांत'	
ईकाई ३	<u>तुगलक</u> ➤ गिरीश कर्नाड का नाट्य संसार ➤ कालीन परिवेश 'तुगलक' ➤ : 'तुगलक' इतिहास और कल्पना ➤ - में तत्कालीन जीवन 'तुगलक' वास्तव	२५
ईकाई ४	<u>तुगलक</u> ➤ : 'तुगलक' कथा के विविध आयाम ➤ चरित्र योजना और 'तुगलक' ➤ नाट्यालेख के निकष पार 'तुगलक' ➤ मंचीय दृष्टी से 'तुगलक'	२५

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३. महाभारतकालीन समाज - सुखमय भट्टाचार्य इलाहाबाद ,लोकभारती प्रकाशन ,
४. आधुनिक भारतीय रंगलोक - जयदेव तनेजा .पो बॉ ,लोदी रोड ,इन्स्टीट्यूशनल एरिया ,१८ ,भारतीय ज्ञानपीठ ,
- नई दिल्ली ,३११३ ११०००३
५. रंग कोलाज - देवेंद्र राज अंकुर ,.लि .राजकमल प्रकाशन प्रा ,१ बीनई दिल्ली ,नेताजी सुभाष मार्ग ,
६. भारतीय नाट्य परंपरा और रंगभूमि - मदन मोहन भारद्वाज ,अंसारी रोड ,३५/२ ,नेशनल पब्लिशिंग हाऊस ,
- नई दिल्ली ,दरियागंज ११०००२
७. भारतीय भाषाओं का नाट्य साहित्य - शांती मलिक नेशनल ,पब्लिशिंग हाऊसनई ,दरियागंज ,अंसारी रोड ,३५/२ ,
- दिल्ली ११०००२
८. अनुदित हिन्दी नाटक - एक रंगदृष्टी : डॉ ,२१ दयानंद मार्ग/४७१५ ,प्रकाशन संस्थान ,अनवर अहमद सिद्दीकी .
दरियागंज- नई दिल्ली , ०२

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उद्देश्य

१. छायावादी काव्य की विशेषताओं से परिचित कराना
२. छायावादी कावियों की काव्यकला से अवगत कराना
३. छायावादी काव्य में व्यक्त चिंतन के अवगत कराना

निर्धारित पाठ्यपुस्तकें :

१. आंसू – जयशंकर प्रसाद अंसारी र , ३५/२ , नेशनल पब्लिशिंग हाऊस , ७०२- नई दिल्ली , दरियागंज ,
२. तारापथ – सुमित्रानंदन पंत इलाहाबाद , महात्मा गांधी मार्ग , दरबारी बिल्डिंग , लोकभारती प्रकाशन ,
३. राग विराग – सुर्यकांत त्रिपाठी , 'निराला' लोकभारती प्रकाशन , महात्मा गांधी मार्ग , दरबारी बिल्डिंग , पहली मंजिल ,
– इलाहाबाद २११००१

४.

अनु. क्रं.	विषय विवरण	गुण
ईकाई १	<u>जयशंकर प्रसाद</u> ➤ कवि जयशंकर प्रसाद व्यक्तित्व एवं कृतित्व : ➤ प्रसाद – काव्य में व्यक्त चिंतन और दृष्टि ➤ : 'आंसू' संवेदना और वैशिष्ट्य ➤ प्रसाद की काव्य – कला ➤ संदर्भ हेतु समग्र – काव्य 'आंसू' संग्रह	२५
ईकाई २	<u>सुमित्रानंदन पंत</u> ➤ कवि सुमित्रानंदन पंत – व्यक्तित्व एवं कृतित्व ➤ पंत के काव्य का वैशिष्ट्य ➤ पंत की काव्य – कला ➤ : 'तारापथ' प्रतिपाद्य विषय ➤ संदर्भ हेतु चयनित कविताएँ ' : युगांत 'ग्राम्या' तथा 'परिवर्तन' ,	२५
ईकाई ३	<u>सुर्यकांत त्रिपाठी 'निराला'</u> ➤ सुर्यकांत त्रिपाठी निराला ' : व्यक्तित्व एवं कृतित्व ➤ निराला के काव्य में प्रेम व सौंदर्य ➤ निराला के काव्य में व्यंग्य एवं विद्रोह ➤ : 'राग विराग' कलात्मक सौंदर्य ➤ संदर्भ हेतु चयनित कविताएँ ' : सरोज स्मृतिवन ' तथा 'कुरुरमुत्ता ' , 'बेला	२५
ईकाई ४	<u>छायावादी आलोचना</u> ➤ छायावादी रचनाकारों की आलोचना एक परिचय : ➤ छायावाद के संदर्भ में छायावादी आलोचना ➤ छायावादी रचनाकारों की छायावादेतर आलोचना ➤ छायावादी आलोचना का प्रदेय	२५

संदर्भ ग्रंथ :

१. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल काशी , नागरी प्रचारिणी सभा ,

२. हिन्दी साहित्य का इतिहास - संनई दिल्ली ,दरियागंज ,अंसारी रोड ,३५/२ ,नेशनल पब्लिशिंग हाऊस ,नगेन्द्र .डॉ .
- ११००२
३. हिन्दी साहित्य का अतीत - (भाग १ तथा २) विश्वनाथ प्रसाद मिश्र- वाणी , वितान प्रकाशन वाराणसी ,ब्रम्हनाल ,
- २
४. हिन्दी साहित्य का वैज्ञानिक इतिहास- (भाग १ तथा २) डॉ ,पहली मंजिल ,लोकभारती प्रकाशन ,गणपतिचंद्र गुप्त .
- इलाहाबाद ,महात्मा गांधी मार्ग ,दरबारी बिल्डिंग २११००१
५. हिन्दी साहित्य का इतिहास - डॉ ,दरबारी बिल्डिंग ,पहली मंजिल ,लोकभारती प्रकाशन ,लक्ष्मीसागर वाष्णेय .
- इलाहाबाद ,महात्मा गांधी २११००१
६. हिन्दी साहित्य का नामक इतिहास ,दरबारी बिल्डिंग ,पहली मंजिल ,लोकभारती प्रकाशन ,लक्ष्मीसागर वाष्णेय .डॉ -
- इलाहाबाद ,महात्मा गांधी २११००१
७. हिन्दी साहित्य की प्रवृत्तियाँ - डॉ- आगरा ,रंगेय राघव मार्ग ,विनोद पुस्तक मन्दिर ,जयकिशन खन्डेलवाल . २
८. हिन्दी साहित्य - संक्षिप्त इतिवृत्त : शिवकुमार मिश्र ,२१ ए ,वाणी प्रकाशन ,दरियागंज नई दिल्ली ,
९. बीसवीं सदी की हिन्दी कविता - डॉ वाराणसी ,भदोई ,बरवा ,धनवतिया ,नारायण प्रकाशन ,महेंद्र .
१०. छायावाद - नामवर सिंह ,.लि .राजकमल प्रकाशन प्रा ,१ बी० -नई दिल्ली ,नेताजी सुभाष मार्ग ,२
११. छायावाद का रचनालोक - रामदरश मिश्र ,२१ ए ,वाणी प्रकाशन ,दरियागंज- नई दिल्ली , ०२
१२. छायावाद युगीन काव्य - डॉ ०२ - नई दिल्ली ,दरियागंज ,४७६१/२३ ,तक्षशीला प्रकाशन ,अविनाश भारद्वाज .
१३. छायावाद की परीकमा - डॉदरब ,पहली मंजिल ,लोकभारती प्रकाशन ,श्याम किशोर मिश्रा .ारी बिल्डिंगमहात्मा ,
- इलाहाबाद ,गांधी मार्ग २११००१
१४. छायावादी काव्य का मनोवैज्ञानिक विश्लेषण - सोगांधी ,सरस्वती भांडार ,आर्य प्रकाशन मंडल ,श्याम नंदन किशोर .
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१५. छायावाद की प्रासंगिकता - रमेशचंद्र शाहवाग्देवी प्रकाश ,वाग्देवी पॉकेट बुक्स ,न ,४ बी/४३७८ ,सुगम निवास ,
अंसारी रोड- बीकानेर ,चन्दन सागर , ३३४००१
१६. छायावाद का रचनालोक - रामदरश मिश्र , २१ ए ,वाणी प्रकाशन ,दरियागंज ११०००२ - नई दिल्ली ,
१७. छायावाद की सही परख पहचान - डॉ- कानपूर ,रामबाण ,११८/२ ,साहित्य रत्नाकर ,सूर्यप्रसाद दीक्षित . ०२
१८. छायावादी कविता की आलोचना - स्वरूप और मुल्यांकन : डॉ ,१५२१५२/१२४ ,आराधना ब्रदर्स ,ओमप्रकाश शिंह .
- कानपूर ,गोविंद नगर ,ब्लाक .सी २०८००६
१९. छायावादी स्तंभ - प्रकाश कुमार नई दिल्ली ,दरियागंज ,विश्वभारती पब्लिकेशन ,
२०. छायावाद - आधुनिक हिन्दी कविता वयसक्ता : हंसराज त्रिपाठी ,४० ए ,राका प्रकाशन ,मोतीलाल नेहरू रोड ,
- इलाहाबाद २
२१. छायावाद - शब्द और संवेदना : डॉनई ,दरियागंज ,दयानंद मार्ग ,२१/४७१५ ,प्रकाशन संस्थान ,मंजुरानी सिंह .
- दिल्ली ०२
२२. हिन्दी के रचनाकार आलोचन - योगेंद्र प्रताप शेखर- ४२६८ ,प्रकाशन संस्थान , बी १३अंस ,ारी रोड ,दरियागंज ,
- नई दिल्ली ०२
२३. हिन्दी साहित्य का दुसरा इतिहास - बच्चन शिंह ,२३ अंसारी रोड/७ ,राधाकृष्ण प्रकाशन ,दरियागंज- नई दिल्ली ,
११०००२
२४. आधुनिक हिन्दी साहित्य का इतिहास - डॉ ,३११ सी ,विकास प्रकाशन ,सूर्यनारायण रणसुभे .विश्व बैंक बर्रा कानपूर ,
- २७

पेपर ३ सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य - ४०३३१५

उद्देश्य

१. सांप्रदायिक चेतना के विविध रूपों से परिचित कराना
२. सांप्रदायिक सद्भावना की समझ पैदा करना

निर्धारित पाठ्यपुस्तकें :

१. टोपी शुक्ला – राही मासूम रजा ,१ बी .लि .राजकमल प्रकाशन प्रा ,नेताजी सुभाष मार्ग नई दिल्ली ,
२. जिस लहौर न देख्या ओ जम्याइ नइ – असगर वजाहत ,२१ ए ,वाणी प्रकाशन ,दरियागंज नई दिल्ली ,

अनु. क्रं.	विषय विवरण	गुण
ईकाई १	➤ सांप्रदायिकता अवधारणा एवं स्वरूप : ➤ सांप्रदायिकता के विभिन्न रूप ➤ सांप्रदायिकता और राजनीति ➤ सांप्रदायिकता का जनजीवन पर प्रभाव	२५
ईकाई २	➤ विभाजन की त्रासदी और हिन्दी साहित्य ➤ के असर में सुजित हिन्दी साहित्य 'बाबरी मस्जिद' ➤ सांप्रदायिक दंगे और हिन्दी साहित्य ➤ सांप्रदायिक सद्भावना और हिन्दी साहित्य	२५
ईकाई ३	➤ राही मासूम रजा व्यक्तित्व एवं कृतित्व : ➤ टोपी का चरित्र (बलभद्र नारायण शुक्ला बनाम टोपी शुक्ला) ➤ – का कथ्य 'टोपी शुक्ला' विश्लेषण ➤ की शिल्पगत चेतना 'टोपी शुक्ला'	२५
ईकाई ४	➤ असगर वजाहत व्यक्तित्व : एवं कृतित्व ➤ विभाजन की त्रासदी और मानवीय संवेदना 'जिस लहौर न देख्या ओ जम्याइ नइ' (के संदर्भ में) ➤ नाटक के चरित्र 'जिस लहौर न देख्या ओ जम्याइ नइ' ➤ : 'जिस लहौर न देख्या ओ जम्याइ नइ' नाट्य और रंगचेतना	२५

संदर्भ ग्रंथ :

१. धर्म और सांप्रदायिकता – नरेंद्र मोहन- नई दिल्ली ,आसफ अली रोड ,१९/४ ,प्रभात प्रकाशन , १९०००२
२. सांप्रदायिकता- आंतवाद और जनमाध्यम , जगदीश्वर चतुर्वेदी ,.लि .अनामिका पब्लिशर्स एन्ड डिस्ट्रीब्यूटर्स प्रा , ४६९७ ,२१ ए ,३/अंसारी रोड- नई दिल्ली ,दरियागंज , १९०००२
३. सांप्रदायिक राजनीति तथ् :य एवं मिथक – राम पुनियानी ,२१ ए ,वाणी प्रकाशन ,दरियागंज- नई दिल्ली , १९०००२
४. सांप्रदायिकता के बदलते चेहरे – रमणिका गुप्ता ,२१ ए ,वाणी प्रकाशन ,दरियागंज- नई दिल्ली , १९०००२
५. सांप्रदायिक दंगे और भारतीय पुलिस – विभूतीनारायण राय ,दरियागंज ,अंसारी रोड ,२३/७ ,राधाकृष्ण प्रकाशन , – नई दिल्ली १९०००२
६. विभाजन की असली कहानी – नरेंद्र सिंह सरीला ,.लि .राजकमल प्रकाशन प्रा ,१ बीनई ,नेताजी सुभाष मार्ग , १९०००२- दिल्ली
७. भारत विभाजन की त्रासदी – भारतीय कथादृष्टी : प्रियंवदलोदी ,इन्स्टीट्यूशनल एरिया ,१८ ,भारतीय ज्ञानपीठ , – नई दिल्ली ,३११३ .पो बाँ ,रोड १९०००३
८. प्रेमचंदोत्तर कथा साहित्य और सांप्रदायिक समस्याएँ- ओमप्रकाश सिंह ,अंसारी रोड ,१/४२३१ ,नमन प्रकाशन , – नई दिल्ली ,दरियागंज १९०००२

९. देश- साहित्य-विभाजन और हिन्दी कथा- सूर्यनारायण रणसुभे- दिल्ली ,नई सडक ,सूर्य भारती प्रकाशन , ११०००६
 १०. दसवे दशक के हिन्दी उपन्यासों में सांप्रदायिक सौहार्द – प्रोवा ,मंजुला राणा .णी प्रकाशन ,२१ ए ,दरियागंजनई ,
 – दिल्ली ११०००२

पेपर ४ हिंदी का आत्मकथा साहित्य ४०३३१६

उददेश्य आत्मकथा के स्वरूप .१ :से अवगत कराना

२ हिंदी के प्रमुख आत्मकथाकारों से अवगत कराना .

३ हिंदी आत्मकथा लेखन की विशेषताओं से परिचित करना .

निर्धारित पाठ्यपुस्तके :

१. नीड का निर्माण फिर – हरिवंशराय बच्चन- नई दिल्ली ,काश्मिरी गेट ,राजपाल एन्ड सन्ज , २११ ००१
२. मुर्दहिया – डॉ .लि .राजकमल प्रकाशन प्रा .तुलसी राम .१ बी ०२ - नई दिल्ली ,नेताजी सुभाष मार्ग ,

अनु. क्रं.	विषय विवरण	गुण
ईकाई 1	आत्मकथा ➤ आत्मकथा स्वरूप और उपयोगिता : ➤ आत्मकथा साहित्य कि प्रवृत्तियाँ : ➤ आत्मकथा प्रस्तुति विधान : ➤ हिंदी आत्मकथा साहित्य एक परीचय :	२५
ईकाई 2	आत्मकथा और साहित्य – विधाए ➤ आत्मकथा और कविता – सरोज स्मृती) जिराला- मधुप गन कर कह जाता , जयशंकर प्रसाद काव्य संग्रह में संकलीत 'लहर' ➤ आत्मकथा और उपन्यास – भाग १ : शेखर एक जीवनी) अज्ञेय- छीन्नमस्ता , प्रभा खेतान (➤ आत्मकथा और कहानी – एक और जिंदगी) मोहन राकेश – नमो अंधकररम् , दुधनाथ सिंह (➤ आत्मकथा और अन्य विधाएँ – मुड के देखता हूँ-मुड) राजेंद्र यादव कुटज – (निबंध) डॉ हरिप्रसाद , (द्विवेदी	२५
ईकाई 3	'नीड का निर्माण फिर' ➤ हरिवंशराय बच्चन की आत्मकथा परिचयात्मक अध्ययन : ➤ कथावस्तु का विश्लेषण : 'नीड का निर्माण फिर' ➤ – में बच्चन का आत्म 'नीड का निर्माण फिर' संघर्ष ➤ भाषा और शिल्प 'नीड का निर्माण फिर' प	२५
ईकाई ४	'मुर्दहिया' हिंदी दलित आत्मकथा लेझान और 'मुर्दहिया ' की कथावस्तु का विश्लेषण 'मुर्दहिया' – तुलसी राम का आत्म .में डॉ 'मुर्दहिया' संघर्ष : 'मुर्दहिया' भाषा और	२५

संदर्भ ग्रंथ :

१. हिंदी का आत्मकथा- साहित्य- डॉ , 'विद्यालंकार' विश्वाबन्धु शास्त्री .राधा प्रकाशनसीताराम ,आर्य समाज गली ,१५२८ ,
- दिल्ली , बाजार ६
२. आत्मकथा की संकृती - पंकज चतुर्वेदी ,२१ ए ,दरियागंज- नई दिल्ली , ०२
३. साहित्यिक विधाए - पुनर्विचार : डॉ हरिमोहन ,२१ ए ,वाणी प्रकाशन ,दरियागंज- नई दिल्ली , ०२
४. हिंदी आत्मकथा नई ,दरियागंज ,अंसारी रोड ,३५/२ ,नेशनल पब्लिशिंग हाउस ,डॉ हरिमोहन - स्वरूप और साहित्य :
- दिल्ली ११० ००२.
५. दलित साहित्य का सौंदर्यशास्त्र - शरण कुमार - शरणकुमार लिंबाले,वाणी प्रकाशन , २१ ए- नई दिल्ली ,दरियागंज ,
०२
६. दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मिकी२३/७ ,राधाकृष्ण प्रकाशन ,, अंसारी रोड नई दिल्ली ,दरियागंज ,
- ११० ००२.
७. दलित साहित्य - विविध आयाम : डॉ / १०४ए ,अमन प्रकाशन ,सुनिता साखरे .११८- कानपूर ,राम बाग , १२
८. हिंदी और मराठी का दलित साहित्य - एक मुल्यांकन : डॉ .
९. हिंदी दलित आत्मकथाए - एक अनुशीलन : अभय परमार ,किदवई नगर ,ब्लॉक .जी ,९०/१२८ ,ज्ञान प्रकाशन ,
- कानपूर २०८ ०११
१०. आत्मकथा लेखन और बच्चन - डॉवि .

उद्देश्य :

१. प्रेमचंद के कथासाहित्य में व्यक्त आदर्शवादी सोच व प्रतुफलन से अवगत कराना
२. कथाकार प्रेमचंद के आदर्शान्मुख यथार्थवादी होने के कारणों व परिणामों से अवगत कराना
३. प्रेमचंद की यथार्थवादी मंजिल के महत्त्व व उसके विमर्श रूपों से अवगत कराना
४. प्रेमचंद के कथेतर लेखन के विविध रूपों से अवगत कराना

अनु. क्रं.	विषय विवरण	गुण
ईकाई १	प्रेमचंद आदर्शान्मुख लेखन :में आदर्शवाद की परंपरा एवं प्रयोग, प्रेमचंद की आदर्शवाद संबंधी मन्यताएं व उस परंपरा में उनके योगदान का मुल्यांकन, आदर्शवाद और प्रेमचंद के सामाजिक सरोकार, आधार रचनाएं – उपन्यास , 'गबन' कहानियाँ बड़े घर की बेटी, और 'पंच परमेश्वर'	२५
ईकाई २	प्रेमचंद आदर्शान्मुख यथार्थवादी लेखन :आदर्शान्मुख यथार्थवाद अवधारण एवं प्रयोजन :आदर्श और यथार्थ को लेकर प्रेमचंद का द्वंद्व – लेखन के साक्ष्य, आदर्शान्मुख यथार्थवादी सोच सृजन में प्रतिफलन : , की प्रक्रिया व परिणाम का समीक्षात्मक विश्लेषण आधार रचनाएं – उपन्यास , 'रंगभूमि' कहानियाँ 'नमक का दरोगा' और 'ईदगाह'	२५
ईकाई ३	प्रेमचंद यथार्थवादी लेखन :यथार्थवाद अवधारणा एवं स्वरूप :प्रेमचंद के यथार्थवाद तक आने की सामाजिक एवं साहित्यिक व्याख्या, शिल्प के यथार्थवादी विधान , आधार रचनाएँ – उपन्यास , 'गोदान' कहानियाँ 'ठाकूर का कुआँ' और 'कफन'	२५
ईकाई ४	प्रेमचंद कथेतर लेखन :नाटककार एवं पत्रकार प्रेमचंद, पत्रों के आईने में प्रेमचंद, साहित्य व समाज के चिंतक प्रेमचंद, आधार रचना कुछ विचार : प्रेमचंद –	२५

संदर्भ ग्रंथ :

१. प्रेमचंद और उनका युग – रामविलास शर्मा, लि. राजकमल प्रकाशन प्रा , १ बी – नई दिल्ली ,नेताजी सुभाष मार्ग , ११० ००२
२. प्रेमचंद की कला – नन्ददुलारे वाजपेयी ,
३. प्रेमचंद विरासत का सवाल – शिवकुमार मिश्र , २१ ए , वाणी प्रकाशन ,दरियागंज- नई दिल्ली , ११० ००२
४. प्रेमचंद – विगत महत्ता व वर्तमान अर्थवत्ता : सं, मुरली मनोहर प्रसाद सिंह .
५. प्रेमचंद के आयाम – सं अविदाक्षण .ए .
६. आलोचनात्मक यथार्थवाद और प्रेमचंद – सत्यकाम,
७. प्रेमचंद – खाणी का रहनुमा : डॉ, जाफर रजा .
८. गोदान – संवेदना और शिल्प : चंद्रेश्वर कर्ण,
९. प्रेमचंद के विचार – (तीन भागों में) प्रेमचंद, दयानंद मार्ग , २१/४७१५ , प्रकाशन संस्थान , दरियागंज- नई दिल्ली , ०२
१०. प्रेमचंद कि विरासत – राजेंद्र यादव, समाधिक प्रकाशन ३३२०- नई दिल्ली ,दरियागंज ,मार्ग.एस.एन ,जटवारा ,२१- ११० ००२.
११. प्रेमचंद – कला और कृतीत्व, जीवन : हंसराज रहबर ,दरियागंज ,अंसारी रोड ,२४/५६-४८५५ ,किताबघर प्रकाशन , – नई दिल्ली ११० ००२.
१२. प्रेमचंद – एक विवेचन : इंद्रनाथ मदान/७ , राधाकृष्ण प्रकाशन ,२३- नई दिल्ली ,दरियागंज ,अंसारी रोड , ०२

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इकाई १

स्वातंत्र्योत्तर साहित्य : क वता एवं कहानी

पाठ १ क वता और कहानी का आंदोलनात्मक विकास

अनुक्रम

१.० उद्देश	
१.१ प्रस्तावना	
१.२ स्वातंत्र्योत्तर हिन्दी साहित्य	
१.३ क वता और कहानी का आंदोलनात्मक विकास	
१.४ स्वयं अध्ययन के लिए प्रश्न	

१.० उद्देश

इस पाठ का अध्ययन करने के बाद छात्राएँ ...

- स्वातंत्र्योत्तर हिन्दी क वता का स्वरूप वर्णन कर सकेंगी।
- 'नई क वता' की विशेषताएँ स्पष्ट कर सकेंगी।
- स्वातंत्र्योत्तर हिन्दी क वता के क वयों का परिचय स्पष्ट कर सकेंगी।

१.१ प्रस्तावना

हिन्दी साहित्य के इतिहास लेखकों ने स्वतंत्रापूर्व के इतिहास को अलग-अलग ढंग से ववेचना करने का सफल प्रयास किया है। स्वतंत्रता के पश्चात के हिन्दी साहित्य पहली पीढ़ी के इतिहासकारों के लिए काल्पनिक वषय या परवर्ती इतिहास लेखनों ने भी मात्र संकेतित किया है। अलग-अलग वधाओं पर स्वतंत्र रूप से तो समीक्षा और शोध ग्रंथ उपलब्ध होते हैं ले कन स्वतंत्र इतिहास ग्रंथ बहुत कम लखे गए हैं। जिनमें स्वातंत्र्योत्तर हिन्दी साहित्य का प्रवृत्ति परक वश्लेषण ववेचन किया गया हो। इस दृष्टि से वद्या र्थयों या अध्ययन कर्ताओं की सुगमता के लिए स्वातंत्र्योत्तर हिन्दी साहित्य एवं साहित्यकारों के बारे में लखना एक महत्त्वपूर्ण प्रयास है।

१.२ स्वातंत्र्योत्तर हिन्दी साहित्य

स्वातंत्र्योत्तर इतिहास लेखन एक कठिन प्रक्रिया है। इतिहास ग्रंथों में जिस आधुनिक साहित्य के अन्तर्गत स्वातंत्र्योत्तर हिन्दी साहित्य को समायोजित किया गया है, उसका काल निर्धारण ही विवादास्पद है। ईस्ट इंडिया कंपनी के शासनकाल से प्रारम्भ आधुनिक काल देश की स्वतंत्रता के साथ समाप्त हो जाता है। ईस्ट इंडिया कंपनी के एकाधिकार और उपनिवेशवाद की समाप्ति के पश्चात स्वतंत्रता और विविध साहित्ययुगों के बाद प्रजातांत्रिक मूल्यों की स्थापना ने पुरे आधुनिक काल के घटनाक्रम को ही बदल दिया है।

अतः दोनों कालों को एक काल में रखना ऐतिहासिक भ्रम पैदा करता है। किन्तु इतिहास लेखकों ने इस दृष्टि से नामकरण का प्रयास शायद इसी लिए नहीं किया कि आधुनिक शब्द की आधुनिकता आड़े आती है।

इसी प्रकार स्वातंत्र्योत्तर शब्द की भ्रम पैदा करता है। १९४७ के बाद अर्थात् स्वतंत्रता के पश्चात केवल अंग्रेजों ने इस देश को छोड़ा बल्कि स्वातंत्र्योत्तर भारत की सम्पूर्ण व्यवस्था ही बदल गयी। ऐसी स्थिति में स्वतंत्रतापूर्व और स्वातंत्र्योत्तर शब्द अर्थहीन हो जाते हैं। अतः इसे हम राष्ट्रीय आन्दोलन काल और लोकतंत्र काल के नाम से अभिव्यक्त करें तो अधिक उपयुक्त होगा।

१.३ कविता और कहानी का आन्दोलनात्मक विकास

१.३.१ कविता का आन्दोलनात्मक विकास

हिन्दी साहित्य की जिस विधा में स्वतंत्रता सर्वाधिक प्रतिफलित हुई, वह हिन्दी कविता। यद्यपि यह स्वतंत्रता काव्य के शिल्प के स्तर पर अधिक प्रतिफलित हुई है तथापि यह नहीं कहा जा सकता कि उसकी विषय विषय प्रभावों से नितांत अछूता रहा हो।

स्वतंत्रता से हमने अनेक आशा-आकांक्षाएँ थीं। हमने स्वातंत्र्योत्तर भारत के अनेक मधुर स्वप्न संजोए थे पर वह धराशायी होने लगे, आर्थिक विषमता कम होने के बजाय बढ़ने लगी और आंतरिक सांस्कृतिक क्षेत्र में विघटन शून्यता एवं विसंगति के स्वर सुनाई देने लगे, तो स्वातंत्र्योत्तर कविता में भी निराशा कुंठा, अनास्था, आत्ममंथन और क्रांति की गूँज सुनाई देने लगी। जिसने कविता के विविध आन्दोलनों को जन्म दिया।

नई क वता

सन १९५० के बाद की क वता को (काव्य धारा को) 'नई क वता' के नाम से जाना जाने लगा। 'नई क वता' का नामकरण प्रयोगशील क व असेय की देन हैं। इस नाम को स्वीकार कर लेने के प्रमुख तीन कारण हैं :

१. प्रयोगवाद को बदनामी से बचने का प्रयास हैं। अपनी नकारात्मक मान्यताओं के कारण प्रयोगवाद प्रायः बदनाम हो गया था और जीवनमूल्य व काव्यगत मूल्यों के प्रति आस्था रखने वाले क व 'प्रयोगवाद' से अपने आपको दूर रखना चाहते थे।
२. पूर्ववर्ती क वयों से वषय वस्तु और शैली की भन्नता के द्योतन का प्रयत्न हैं। 'नई क वता' का क व व तो प्राचीन क वयों के समान अपने आपको कसी वर्ग वशेष अथवा जीवन के पक्ष वशेष से संबंध रखना चाहता था और न वह प्रयोगवाद की गहन निराशा, असंबद्ध अनुभव की प्रयोगशीलता आदि को साग्रह ग्रहण करने वाले क वयों की पंक्ति में खड़ा होना चाहता था।
३. समसामायिक युगबोध वाली क वता की प्रवृत्ति-वशेष के साथ कदम से कदम मलाकर चलने की इच्छा, जिससे दुनिया की दौड़ में हम पीछे न रह जायें।

नई क वता की मुख्य उपलब्धि भाषाशैली व शल्प पक्ष (कला-पक्ष) अ धक हैं। गद्य का काव्यात्मक परिमार्जन इसकी मुख्य वशेषता हैं। रुपों और बिबों की योजना की इसका एक क्रयाशील पक्ष हैं। सन १९५० के आसपास वदेश में समसामायिक क वता को 'न्यू पोयट्री' कहने का फैशन निकल पड़ा।

इस संदर्भ में डॉ. बच्चन संहने लखा हैं - 'वास्तव में नई क वता प्रगतिवाद और प्रयोगवाद के अतिछोरो को मलाने वाली रेखा के कसी बिन्दु पर होती हैं। यह बिन्दु मध्य बिन्दु के इधर भी हो सकता हैं और उधर की।' हिन्दी क वता के क्षेत्र में १९५० के आसपास एक बदलाव की दिशा दिखाई देती हैं। उसी समय क वता को 'नई क वता' का नाम दिया गया। यह वस्तुतः 'प्रयोगवादी क वता' के वकास का ही अगला चरण हैं। सत्य तो यह हैं क जब प्रयोगवादी काव्य काफी बदनाम हो रहा था तो उसके समर्थकों ने अपनी क वताओं को नई क वता कहना आरंभ कर दिया। जो 'प्रयोगवादी क वता' का ही दुसरा नाम था।

वस्तुतः 'नई क वता' उस सम्पूर्ण मश्र काव्यधारा को माना जा सकता हैं, जो स्वतंत्रता के बाद व वध रुपों में प्रवाहित होती चला आ रही हैं। उसमें छायावादी, प्रगतिवादी, प्रयोगवादी, वैयक्तित्वाप्रधान, समाजवादी, अच्छी बुरी सभी काव्य रचनाएँ आ जाती हैं। जो अपनी नई भाव भूम, नवीन शल्प वधान, नई भाषा और नए वचारों के कारण अपनी पूर्ववर्ती काव्यधाराओं से भन्न प्रतीत होती हैं। इसी कारण उसे 'नई क वता' कहा गया।

- 'नई क वता' से हिन्दी साहित्य जगत में दो प्रकार के अर्थ ग्रहण कर जाते हैं।

१. वह प्रयोगवादी क वता जो पहले प्रयोगवादी कहलाती थी, फर बाद में 'नई क वता' कहलाने लगी।
२. नई क वता का दुसरा अर्थ उस क वता से हैं, जो देश की आजादी के आसपास लखी जाने लगी तथा जिसमें हिन्दी साहित्य की नई पुरानी सारी काव्य धाराएँ अपनी अ भव्यक्ति पा रही थी। अर्थात आजादी के बाद से आन तक संपूर्ण हिन्दी क वता को 'नई क वता' कहा जा सकता हैं।

इसे 'नई क वता' क वता कहना इस लए उ चत हैं क वह अपनी पूर्ववर्ती काव्यधाराओं के समान कसी एक वाद तक सी मत न रहकर अब तक के सम्पूर्ण वादों और वचारधाराओं को अपने भीतर समेटकर बहुमुखी होकर आगे बढ़ती जा रही हैं। इसमें प्रगतिवादी, प्रयोगवादी, रोमांसपरक हाळावादी, परम्परावादी, प्रतीकवादी, सौष्ठववादी आदि व भन्न धाराओं से प्रभा वत होकर एक मली-जुली काव्यधारा का सृजन हो रहा हैं। इसी कारण इसे 'नई क वता' कहा गया हैं।

नई क वता की वशेषताएँ (प्रवृत्तियाँ)

नई क वता की प्रमुख वशेषताएँ निम्न ल खत हैं।

१. जीवन के प्रति आस्था

नई क वता की प्रमुख वशेषता वही हैं जो क वता को प्रयोगवादी काव्य से अलग करती हैं। नई क वता में जीवन के प्रति पूर्ण आस्था और उसे अंतिम क्षण तक भोगने का संकल्प अ भव्यवक्त हुआ हैं। नई क वता में जीवन व नगण्य, दीन, अ कंचन या एकांगी नहीं स्वीकार किया गया हैं। जीवन चाहे व्यक्ति का हो या वर्ग का, चाहे समाज का ही क्यों न हो, उसे जीवन के रूप में देखा गया हैं। भवानी प्रसाद मश्र ने इस संदर्भ में कहा हैं :

‘इस दुःखी संसार में जितना बने, हम सुख लुटा दें।
बन सके तो निष्कपट मृदु हास के दो कण जुटा दे।’
‘अभी न हारो अच्छी आत्मा,
मैं हूँ, तुम हो और मेरी आस्था हैं (अज्ञेय)

२. समसामायिक जीवन के प्रति जागरूकता

नई क वता आज के जीवन की क वता हैं। आधुनिक जीवन सम्बन्धी वस्तुओं और व्यापारों ने इस क वता को प्रभा वत किया हैं।

सहारा का रे गस्तान,
आपद मस्तक सुनसान
न नदियाँ न पर्वत
न कॉफी न शरबत
प्रतिध्वनि भी नहीं न कलख

हवा का लटका हुआ पुराना शव हैं (रणधीर सन्हा)

नई क वता ने क्षण को सत्य मान लिया हैं, मनो वज्ञान में अपनी स्थापना से यह सत्य उद्घाटित किया हैं। क्षण निरंतरता में बाधा नहीं डालते वरन व संपूर्ण जीवन को एक शृंखला में जोड़ते हैं। क्षणों को सत्य मान लेने का अर्थ होता हैं- ‘जीवन के एक-एक अनुभूति को एक-एक व्यथा को, एक-एक सुख को सत्य मानकर, जीवन को साधन रूप में स्वीकार करना।’ नई क वता में क्षणों की अनुभूतियों को लेकर काफी मर्म स्पर्शी क वताएँ लखी गयीं हैं।

३. सामान्य मानव की प्रतिष्ठा

नई क वता में सामान्य से सामान्यतम् मानव के व्यक्तित्व को सत्रादर रूप में प्रस्तूत किया गया हैं। नई क वता में सामान्य मानव की लघुता या हीनता को स्वीकार करके प्रस्तूत करने का प्रयास किया हैं, साथ ही उसे सहानुभूति व सम्मान देने का भी प्रयत्न किया हैं।

‘तो यह नगण्य आस्तित्व एक
कसी के कंधे पर भार नहीं होगा
थरमस से हम सब, प्यासे
हर भावी यात्री के क्षणों का,

अ भलाष थाळ चुमेंगे’ (सर्वेश्वर दयाळ सक्सेना)

मानव लघु हैं, कन्तु सृष्टि की बेहतर इकाई हैं।

‘मैं रथ का टूटा पहिया हूँ,
ले कन मुझे फेंको मत
इतिहास की सामूहिक गति
सहसा झूठी पड जाने पर, क्या जाने,
सच्चाई टूटे पहिए का आश्रय ले’ (धर्मवीर भारती)
अन्यत्र भी धर्मवीर भारती मानव की क्षमता व सामर्थ्य का बोध कराते हुए कहते हैं। -
‘हारो मत साहस मत छोड़ो
इससे की अथाह शून्य में
बौनों ने तीनों पगों में धरती नापी हैं’

४ वैयक्तिकता

नई क वता में वैयक्तिकता के दो रूप हैं

- नए मानवीय मूल्यों में बंधे रहने से यह प्रवृत्ति अनुभूति के प्रति ईमानदारी ले आयी हैं। जैसे ‘अज्ञेय’ की ‘जितना सच हैं’ क वता को दे खए -

‘जितना तुम्हारा सच हैं
उतना ही कहो
पीठ से टोह कर नहीं, मन के उन्मेष से
उसे जानो, उसे पकड़ो मत।
उसी के ही हो लो,
तुम नहीं व्याप सकते, तुमने जो व्यापा हैं
उसी को निवाहों’

यह वैयक्तिकतापूर्ण दायित्व हैं। इसका सामाजिकता से वरोध नहीं हैं। नई क वता में जीवन का दृढ संकेत हैं,
कन्तु वैयक्तिकता का ‘अहं’ भाव का प्राधान्य होने से वह दुर्बोध हो गयी हैं।

- वैयक्तिक स्वतंत्रता ने उच्छृंखल मनोवृत्तियों की सर्जना की हैं। यह नई क वता का अपवादात्मक अंग हैं। ऐसी क वताएँ पत्र-पत्रिकाओं में ‘निरंतर’ प्रकाशित होती रही हैं।

नये क वर्यों ने अपने व्यक्तिगत जीवन के सुख-दुःख को काव्य का वषय बनाकर सर्जना का प्रयास किया हैं।
इसी लए व्यक्तिगत जीवन का सत्य नई क वता में दिखाई देता हैं। जैसे ‘भारत भूषण’ की पंक्तियाँ दृष्टण्य हैं -

‘साधारण नगर के, एक साधारण घर में
मेरा जन्म हुआ,
बचपन बीता अति साधारण
साधारण रहन-सहन
साधारण खान-पान’ (भारत भूषण)

नई क वता के क वर्यों ने अपने वक्षोभ, निराशा कुण्ठा, सफलता-असफलता को काव्य का वषय बनाकर आत्मतृप्ती का अनुभव किया हैं।

५ नवीन मूल्यों की पुकार

सर्वत्र बढ़ती हुई व्यक्तिगत स्वार्थ साधन, बेईमानी, चोरबाजारी, घूसखोरी एवं अनैतिक आचरण आदि ने परम्परागत मानवमूल्यों की जड़े हिला दी हैं। ईश्वर के अस्तित्व के सम्मुख वज्ञानने पहिले से ही प्रश्न चन्ह लगा रखा हैं, तथा मार्क्सवादी दर्शन की तार्किक कसौटी पर खर नहीं उतर सका हैं। इस वघटित अवस्था में क व परम्परा के वश्वासों और मूल्यों के प्रति वद्रोह कर बैठा हैं। कथनी और करनी के बीच छद्म को सर्वेश्वर दयाल सक्सेना ने निर्भीकता से उजागर किया हैं-

हम ले चलेंगे
हम ले चलेंगे
चल्लाते मलते हैं
बस अड्डे पर कुली
और मंच पर नेता
देखते ही देखते
सर पर से बक्स गायब हो जाता हैं।
और मंच पर से जबाब।

६. क्षणवादिता

नई क वता के क व क्षणवादिता का अं गकार करते हैं। उसे काल पर वश्वास नहीं भ वष्य पर भरोसा नहीं। इसी लए वह वर्तमान को ही सब कुछ समझकर उसे पुरी तरह भोगने की आकांक्षा करता हैं। निम्न ल खत पक्तियों का केन्द्रीय स्वर यही क्षणवादिता हैं-

‘आओं हम उस अतीत को भूलें
और आज की अपनी रग-रग के अंतर को छूलें
छूलें इसी क्षण
क्यों क कल के वे नहीं रहे
क्यों क कल हम भी नहीं रहेंगे।’ (अज्ञेय)

मानव मूल्यों के वघटन, सामाजिक वषमताओं एवं युद्ध की वभी षकाओं के कारण निराशा के स्वर नई क वता में व्याप्त हैं। नई क वता का यह निराशावादी एवं तदजनित क्षणवाद कुछ तो व्यक्तिगत कारणों से हैं और कुछ सामाजिक कारणों से उसका दृष्टिकोण इस दृष्टिमान जगत के प्रति क्षणवादी हैं। अतः वह हर क्षण को पूर्णतः भोगने का आकांक्षी हैं।

७ अश्लीलता का नग्न चित्रण (भोगवाद एवं वासना)

नई क वता में अश्लीलता के स्वर वद्यमान हैं। ये क व प्रत्येक ‘क्षण’ को भोग की दृष्टि से भोगने के लए उत्सुक दिखाई देता हैं। सम्भवतः इसी कारण नई क वता में दु षत मनोवृत्तियों का चित्रण अपनी चरम सीमा पर दिखाई देता हैं। कहीं-कहीं तो प्रतीकों के माध्यम से ‘वासना’ की अ भव्यक्ति हुई हैं। उदाहरण के लए ‘अज्ञेय’ ने ‘सावन मेघ नामक क वता में प्रतीकों के माध्यम से अपनी बात कहीं हैं।

‘वासना के पंक सी फैली हुई थी,
धारयित्री सत्य सी निर्लज्ज, नंगी

‘औं सम र्पता’ (अज्ञेय)

‘अज्ञेय’ ने यह स्वीकार किया है कि ‘आधुनिक युग का साधारण व्यक्ति सेक्ससंबंधी वर्जनाओं से आक्रांत है।’ ये कुण्ठाएँ काव्य के माध्यम से अभिव्यक्ति पाती हैं। उनकी अन्य एक कविता में वासनानुभूति पुरुष का दृश्य प्रस्तुत है -

‘आह मेरा श्वास है उत्तप्त
धमनियों में उमड़ आयी है लहू की धार
प्यार है अभिशप्त
तुम कहाँ हो नारि?’

निःसन्देह नए कवियों ने कहीं-कहीं तो कविता के नाम पर ‘अश्लील’ टिप्पणियाँ मात्र की हैं। जो सभ्य समाज में पढ़े जाने योग्य नहीं हैं। शकुंतला माथुर की कुछ पंक्तियाँ इस संदर्भ में दृष्टव्य हैं-

‘बढ़ रही हैं परिध मेरे स्तनों की
हसरतें जवान हैं।
आज कह दो इन उँगलियों से
पेश आएँ मुना सब बेरहमी से।’ (शकुंतला माथुर)

८. यथार्थवादिता

नई कविता के कवियों का दृष्टिकोण यथार्थवादी है। जीवन को उसके वास्तविक रूप में प्रस्तुत करना नए कवियों का उद्देश्य रहा है। यही कारण है कि नई कविता का वषय वस्तु प्रतीक, उपमान, वम्ब, भाषा आदि यथार्थ पर आधारित हैं। सीधे-सादे सरल शब्दों में सहज अभिव्यक्ति करते हुए इन कवियों ने अपने यथार्थवादी रुझान का ही परिचय दिया है। ‘शरद देवडा’ की कविता की निम्न पंक्तियाँ जीवन के एक यथार्थ को प्रस्तुत करती हैं -

‘बन्द कमरे की गरमाई फजा में
गठरी सा गुडमुड है
दुबका रजाई में सुन रहा
खडकी की संकरी दरारों से आती
नल पर झगड़ती औरतों की चख-चखा’ (शरद देवडा)

उद्योग प्रधान वैज्ञानिक युग की झलक भी इन कविताओं में है। जो यथार्थवादिता का चित्रण करती हैं। जिनमें प्रतिस्पर्धा, भय, घृणा आदि की वद्वपता प्रस्तुत है। जगदीश गुप्त की निम्न पंक्तियों में ये सब देखा जा सकता है-

‘इस युग के सया-राम क्षुधा - काम।
... मानव के तिमर ग्रस्त चन्तन के भानु इन्दु
यंत्र बाहु, यंत्र-चरण, यंत्र-हृद्, यंत्र-बुद्ध
सब कुछ यंत्रित, केवल इच्छाएँ अनियंत्रित।’ (जगदीश गुप्त)

यांत्रिक सभ्यता वर्तमान युग धर्म है, जिसकी अभिव्यक्ति यथार्थ रूप में नई कविता में हुई है।

९. आधुनिक युग बोध

नई कविता में आधुनिक मानव जीवन में वद्यमान यातना, घुटन, संक्रास, कुण्ठा, वद्वन्द और निराशा को अपने काव्य का वषय बनाया है। इस कविता में ब्रह्मसत्ता के स्थान पर मानव सत्ता की स्थापना हुई है। इसमें अंध विश्वासों रुढ़ियों का खण्डन है तथा वर्तमान जीवन के कटु सत्य को ईमानदारी से अभिव्यक्त किया है। परम्परागत मूल्यों की नवीन संदर्भों में जाँच परज की गयी है। आधुनिक युग बोध के परिणाम स्वरूप नई कविता में एक ओर जीजी वषा मुखरित हुई

हैं। तो दूसरी ओर उसमें यथार्थवादिता एवं लघु मानव की प्रतिष्ठा की हुई है। इन कवयों की यह धारणा रही है कि क्यों न हम यथार्थ को अ भव्यक्ति दें, जिसे हम भोगते हैं, अनुभव करते हैं, अर्थात् जिसे हम आत्मसात कर लेते हैं। व्यापक जीवन की बड़ी-बड़ी सैद्धांतिक बातें और कड़वेपन के बड़े-बड़े फलसफे कला के क्षेत्र में कोई महत्त्व नहीं रखते। दुःख जीवन का कटु सत्य है, कन्तु सत्य का मानव जीवन पर क्या प्रभाव पड़ता है, इसे अज्ञेय ने सटीक शब्दों में व्यक्त किया है-

‘दुःख सबको मांजता है

और

चाहे सबको मुक्ति देना वह न जाने कन्तु

जिनको मांजता है

उन्हें यह सीख देता है कि सबको मुक्त रखें।’ (अज्ञेय)

युगबोध हमें दूसरों से जोड़ता है, सम्भवतः कव ने इसी लए अपने दर्द के माध्यम से सबके दर्द का अहसास करता है। आँखों में चुभती दर्द की अनुभूति मन को बेचैन करती है -

‘वही परि चत दो आँखे दी

चर माध्यम हैं, सब आँखों से सब सूदों से

मेरे चर परिचय का’ (अज्ञेय)

जिजी वषा के स्वर भी नई कवता में आधुनिक युग बोध का परिणाम है। अभावों, संत्रासों एवं कुष्ठाओं में की मानव जीना चाहता है। नए कव ने इसी जिजी वषा को वाणी दी है। अज्ञेय ने ‘सागर में उछलती मछली के प्रतीक से मानव की जिजी वषा को व्यक्त किया है -

‘उछली हुई मछली

जिसकी मरोड़ी हुई देह में

उसकी जिजी वषा की उत्कृष्ट आतुरता मुषर है।’ (अज्ञेय)

संक्षेप में नई कवता आधुनिक युग बोध को भी अपना वषय बनाया है। आधुनिक युग बोध के अन्तर्गत ही ‘लघु मानव की प्रतिष्ठा’ भी नई कवता में हुई है। लघुमानव का अर्थ है- ‘वह सामान्य मनुष्य जो अपनी सारी संवेदना, भूज-प्यास और मान सक आँच को लए-दिए उपे क्षत है।’ जैसे भारत-भूषण अग्रवाल की निम्नपंक्तियों लो जा सकती हैं, जिनमें कव ने उस लघु प्राण मानव को सर्व समर्थ मानकर उसे कुछ नया कर दिखाने के लए प्रेरित किया है।

‘उठो,

सोच क्या, गई ज्योति का

तुम आस्था का दीप जलाओ

अंधकार की हर्दें खींच दो

लौ का यह छोटा-सा घेरा

नई करण का बने पांवड़ा।’ (भारत भूषण अग्रवाल)

१०. प्रणयानुभूति

नई कवता के कवयों ने प्रणयभावना निरूपण पर्याप्त मात्रा में किया है। प्रेम को वे यौवनाकर्षण मानते हैं, जो शरीर के स्तर पर जन्म लेता है। अज्ञेय की अनेक कवताओं में प्रेम का यही स्वर दिखाई देता है। कव ने मांसल प्रणयानुभूति व्यक्त करने में कहीं भी संकोच का अनुभव नहीं किया है। प्रेम को परिभाषित करते हुए वे कहते हैं -

‘क्या हैं प्रेम? धनीभूति इच्छाओं की ज्वाला हैं।

क्या हैं वरह? प्रेम की बुझती राख भरा प्याला हैं।’ (अज्ञेय)

‘सावन मेघ’ क वता में क व प्रकृति के माध्यम से अपने हृदय की वासना का उन्मुक्त चित्रण किया हैं। प्रकृति में काम भाव को देखकर क व कामातुर होकर कहता हैं -

‘आह, मेरा स्वास है उत्तप्त

धमनियों में उमड़ आयी हैं लहू की धार

प्यार हैं अ भशप्त

तुम कहाँ हो नारी? (अज्ञेय)

नई क वता के क वयों ने कही- कहीं प्रया की छ व का अंकन छायावादी पद्धति पर भी किया हैं। जैसे गरिजाकुमार माथुर की निम्न पंक्तियाँ देखी जा सकती हैं -

‘अब सूनी पलकों पर उतरा

वही तुम्हारा सस्मित आनन

वे काली सलज्ज सी आँखे

भटकी भोली सी नत चतवना’ (गरिजाकुमार माथुर)

नई क वता के क वयों ने यौनाकर्षण की अ भव्यक्ति करते हुए अश्लील चित्र भी अंकित किए हैं। जो कदा प सराहनीय नहीं हैं-

‘नंगी धूप चूमते पुष्ट वक्ष

दू धयाँ बाहें रसती केसर फूल

चौड़े कर्पूरी कुल्हों से दबती

सोफे की एक वर्गी चादर

रेशमी जाँघों से उकसी

टाँगों की चंदन डालो’ (श्याम परमार)

नई क वता के पक्षधर भोगवाद, नैतिकता, मर्यादा के किसी प्रकार का सामंजस्य स्वीकार नहीं करते हैं। इसी कारक नई क वता में मांसलता और स्थूल शृंगारिकता आ गयी हैं। ‘पूर्णमासी की रात’ में क वयित्री ‘शकुंतला माथुर’ का अनुभव दृष्टव्य हैं -

‘पूर्णमासी की रात भर

पीती रही सुधा

अंक में श श समटकर

धोती रही श्यामल वदन

सुध- बुध वसारा’

नई क वता में अ भव्यक्त अश्लीलता पर टिप्पणी कसे हुए डॉ. कुमार वमल ने लिखा हैं - ‘आज की अमर्याद यौन परिकल्पनाओं ने एक कुत्सित भोगवाद और ऐंद्रिक सुखवाद को जन्म दिया हैं। अतः कृत्रिम यौन उत्तेजना और कुत्सित कामोद्दिपन के द्वारा संस्कृति को अनिष्ट ‘वल्गराइजेशन’ की ओर ले जाने वाले कलाकार अथवा साहित्यकार, कला और साहित्य को ‘कॉमर्स सयल पोनोग्राफी’ (व्यावसायिक नग्नता) के स्तर पर उतारते जा रहे हैं।’

नई क वता का शल्प परम्परागत काव्य से भन्न हैं, नए उपमान, नए प्रतीक और नए बिम्बों के प्रति इन क वयों का विशेष मोह दिखाई देता हैं। पुराने प्रतीकों का जादू और उनकी अर्थवत्ता अब कम हो गयी हैं। अतः अब नए उपमानों की आवश्यकता हैं- ऐसी घोषणा अज्ञेय ने 'कलगी बाजरे की' नामक क वता में की हैं -

‘देवता अब इन प्रतीकों के कर गए हैं कूंच

कभी वासन अ धक धसने से मुलम्मा छूट जाता हैं।’ (अज्ञेय)

निरन्तर प्रयुक् होते रहने से जैसे बर्तन की कलई उतर जाती हैं, उसी प्रकार एक ही उपमान या शब्द का निरन्तर प्रयोग उसके जादू को समाप्त कर देता हैं। सम्भवतः नए क वयों ने कुछ ऐसे उपमान दिए हैं जो सर्वथा नवीन हैं। निम्न ल खत कुछ उदाहरण दृष्टव्य हैं।

इंजन के हेडलाइट सा शोरगुल के बीच

सूरज निकल गया।

प्यार का बल्ब फ्यूज हो गया।

ऑपरेशन थियेटर सी जो हर काम

करते हुए चूप हैं।

प्यार का नाम लेते ही, बिजली के स्टोव सी

जो एकदम सुर्ख हो जाती हैं।

तुम्हारा छलछलाता प्रखर निर्मल प्यार

छिछली नदी सा।

बिम्ब वधान की दृष्टि से नई क वता ने काफी उपलब्धियाँ अर्जित की हैं, बिम्बों के व्दारा दृश्य को साकार करने में इन क वयों का पूर्ण सफलता मली हैं। जैसे-

बूँद टपकी एक नभ से

कसी ने झुक कर झरोखे से

क जैसे हँस दिया हो। (भवानी प्रसाद मश्र)

यह जिन्दगी जैसे बम्बई मेल की तीव्र रफ्तार हो। (वचनदेव कुमार)

शरद चाँदनी बरसी

अंजूरी भरकर पीलो (अज्ञेय)

नई क वता में युक्त इन्द्र का प्रयोग किया गया हैं, जिससे क वता गद्यात्मक बन गई हैं। युक्त व्दन्द होने पर भी उसमें भाव एवं लय का अभाव नहीं हैं। जैसे -

‘उड गयी च डया

काँपी, फर

थर हो गयी पत्ती।’ (अज्ञेय)

संक्षेप में यह कहा जा सकता हैं क नई क वता हिन्दी काब के वकास का एक महत्त्वपूर्ण सोपान हैं। इसकी उपलब्धियाँ महत्त्व पूर्ण हैं। कन्तु नई क वता के नाम पर उलजलूल शब्दों को एकत्र कर देना और उसे इतना दुरुह बना देना, थोडा खटकता हैं। अतिबौद्धकता, छन्दहीनता, अश्लीलता, मुक्त यौन चित्रण को नई क वता का दोष ही माना जाएगा।

काव्य रुच का इतना वकृत हो जाना कि यह यौ वासनाओं के नग्न चित्रण, कृष्ठाओं की अभ्यक्ति, निराशा एवं अश्लीलता की थौड़ी एवं अस्वस्थ दृश्यावली तक सीमा रह गयी है। फिर भी नई कविता में सत्य की अभ्यक्ति के साथ नवीन युगबोध समन्वित है। उसका लक्ष आधुनिक परिस्थितियों के अनुरूप बनाकर शक्तिशाली एवं चेतनाशील बनाना है। कहीं-कहीं उसमें पुराने वषयों की नई व्याख्या मिलती है।

इस संदर्भ में 'हरिचरण शर्मा' 'समीक्षा और मूल्यांकन' में लिखते हैं- 'वस्तुतः नई कविता कोई ऐसी वादात्मक धारा नहीं है जो राजनीतियाँ किसी दर्शन के जोर में पड़कर अपने कलात्मक रूप को खो बैठे जैसा कि प्रयोगवादी काव्यधारा में मिलता है। यह तो वह धारा है जिसका सहज स्वाभाविक विकास हुआ है। ठीक एक कविता की भाँति। अतः यह एक साहित्यिक धारा है जो कविता को पुरानी लीक से हटाकर नई लीक में ले जा रही है। इस प्रकार नई कविता हिन्दी काव्य के विकास में अपना महत्त्वपूर्ण स्थान रखती है।

नई कविता के प्रमुख कवि इस प्रकार हैं- अज्ञेय, मुक्तिबोध, धर्मवीरभारती, नरेश महेता, रामशेर बहादुर सिंह, गरिजाकुमार माथुर, भवानी प्रसाद मश्रूम, कुवर नारायण, जगदीश गुप्त आदि।

नई कविता के प्रमुख कवि (संक्षेप में)

१. अज्ञेय (सच्चिदानंद हीरानंद वात्सायन)

अज्ञेय का जन्म कसया (देवरिया) में हुआ था। बी. एस. सी. तक शिक्षा पाने के बाद इन्होंने अंग्रेजी तथा हिन्दी साहित्य का अध्ययन किया। इसके अतिरिक्त संस्कृत का भी अध्ययन किया। अज्ञेय का जीवन यायावरी और क्रांतिकारी रहा है। इसी लिए वे किसी व्यवस्था के बंधन में नहीं रह सके। व. सं. २००० से २००३ तक इन्होंने सेना में नौकरी की। सांस्कृतिक कार्यों के दौरान इन्होंने कई बार अमेरिका की यात्रा की। जौधपुर विश्व विद्यालय से भी कुछ काल के लिए सम्बद्ध रहे।

अज्ञेय जी हिन्दी जगत के उच्च कोट के कवि के रूप में प्रख्यात हैं। ये हिन्दी की प्रयोगवादी काव्यधारा के प्रवर्तक माने जाते हैं। इन्हें मूलतः अन्तर्मूषी प्रकृति का व्यक्तिवादी कलाकार माना जाता है। कवि के साथ-साथ में प्रख्यात कथाकार, समीक्षक, चिन्तक, विचारक की थे। पत्रकारिता के क्षेत्र में इन्हें 'दिनयान' और 'प्रतीक' के संपादक के रूप में ख्याति प्राप्त हुई। अज्ञेय जी के काव्यसंग्रह इस प्रकार हैं- भग्नदूत, चिन्ता, इत्यलम, हरी घास पर क्षण भर, बावरा अहेरी, इन्द्रधनु वौंटे हुए ये, अरी वो करुणा प्रभामय, आंगन के पार द्वार सुनहले रौवाल आदि। तार सप्तक १, २, ३ और रुपाम्बरा आपके द्वार सम्पादित काव्य संकलन हैं।

हिन्दी साहित्य को अज्ञेय की सबसे बड़ी न उनकी अत्यंत समर्थ भाषा है। नए विचारों के अनुरूप ही अज्ञेय ने हिन्दी को एक नई भाषा दी है। जनवादी कविताओं में अज्ञेय ने मानव के प्रेम, रूप, यौवन, आनंद, भोग, तथा वरह का वर्णन किया है। अतः वे हिन्दी साहित्य और भाषा को नई शैली प्रदान करनेवाले समर्थ साहित्यकार हैं।

२. गरिजाकुमार माथुर

नई कविता में गरिजाकुमार माथुर का स्थान महत्त्वपूर्ण है। इनका जन्म मध्यप्रदेश में व. स. १९७६ में हुआ था। एम. ए. अंग्रेजी, एल. एल. बी. तक शिक्षा पाने के बाद प्रारंभ में कालांतर और

तत्पश्चात् दिल्ली सेक्रेटरिएट में नौकरी की। इसके बाद ये आकाशवाणी एवं दूरदर्शन में उपमहानिदेशक रहे, तथा 'गगनाँचल' नामक पत्रिका के संपादक भी रहे।

गरिजाकुमार की कवता का प्रमुख स्वर प्रेम और वरह हैं। कभी-कभी वे प्रकृति और राष्ट्रीयता का भी अन्वेषण करते दिखाई देते हैं। इसके अलावा छन्द, भाषा और बिम्ब-वधान सभी क्षेत्रों में प्रयोग कए हैं। इनकी प्रमुख स्वनाएँ इस प्रकार हैं- मंजीर, नाश और निर्माण, धूप के धान, शला पंख चमकीले आदि।

३. गजानन माधव 'मुक्तिबोध'

गजानन माधव 'मुक्तिबोध' का जन्म मध्य प्रदेश के ग्वालियर जिले में हुआ था। इनकी शिक्षा मानवा के प्राकृतिक वातावरण में हुई। बी. ए. तक शिक्षा प्राप्त करने के पश्चात्, ये, अध्यापक, पत्रकार, व शष्ट वचारक, कव, कथाकार और समीक्षक के रूप में प्रसिद्ध हुए। मुक्तिबोध एक ऐसे कव हैं जिनका अनुभव वश्य अत्यन्त व्यापक हैं। जो अपने परिवेश के जीवन से बहुत गहराई के साथ जुड़ा हुआ हैं। इनकी प्रगतिवादी दृष्टि परिवेश बोध, सामाजिक

चंतन और अनुभव वैवध्य को बल देती हैं। अतः यह कहा जा सकता हैं वे बहुवध छव को लेकर वकसत होनेवाली नई कवता के अग्रज कव हैं। इनकी प्रमज रचनाएँ इस प्रकार हैं- चाँद का मुँह टेढ़ा, काठ का सपना, एक साहित्यिक की डायरी, नए साहित्य का सौन्दर्यशास्त्र तथा कामायनी : एक पुनर्वचार आदि।

४. भवानी प्रसाद मश्र

भवानी प्रसाद मश्र का जन्म व. सं. २००१ में और मृत्यू व. सं. २०४२ में हुई। हिन्दी के प्रयोगशील कव्यों और गीतकारों में भवानीप्रसाद मश्र का महत्त्वपूर्ण स्थान रहा हैं। अपने १५-१६ वर्ष की आयु से ही लेखन प्रारंभ कर दिया था। मश्रजी छायावादी काव्य से प्रभावित होने के कारण प्रकृति के प्रति सजग रहे रहे हैं। इनकी कवताओं पर रवीन्द्रनाथ टैगोर का काफी प्रभाव रहा हैं।

मश्रजी अपनी 'गीत फरोश' नामक एक ही कवता से सम्पूर्ण हिन्दी जगत में ख्याति पाने वाले हिन्दी के एकमेव कव हैं। मश्रजी के काव्य की मुख्य विशेषता मानव अन्तःकरण की ईमानदारी, जीवन के प्रति गहरी आस्था, सहज संवेदना, सहज अनुभूति तथा अभव्यक्ति की सहजता हैं। बोली भाषा में लिखने वाले अपने ढंग के निराले कव हैं। अपनी कवता को कला विशेष में बांधने के बजाय इन्होंने उसे घर परिवार और देश से जोड़ने का यथासंभव प्रयास किया हैं। इनका का संघर्ष का स्वर लए हुए राष्ट्रीय भावना को उजागर करता हैं। इनकी काव्य रचनाएँ इस प्रकार हैं- गीत फरोश, चकत हैं दुःख, त्रिकाळ संध्या, बुनी हुई रस्सी, खुशबु के शलालेख, अंधेरी कवताएँ, गांधी पंचशक्ती आदि। 'कालजयी' आपका खंडकाव्य हैं।

५. रामशेर बहादूर सिंह

रामशेर बहादूर सिंह का जन्म व. सं. १९६८ में देहरादून में हुआ था। बी. ए. करने के बाद आप साहित्यिक पत्रकारिता के क्षेत्र में आए। 'कहानी' और 'नया साहित्य' के संपादक मंडल में रहे। हिन्दी के अलावा उर्दू भाषा पर की आपका समान अधिकार था। वचारों से मार्क्सवादी रामशेर अपनी कविताओं के शिल्प के लिए अधिक चर्चित हुए।

१.४ स्वयं अध्ययन के लिए प्रश्न



- निम्न लखत प्रश्नों के उत्तर लखीये।

प्र. स्वरूप का कविता हिन्दी स्वातंत्र्योत्तर .१.वर्णन कीजिये।

प्र. .२.नई कविता विशेषताएँ की स्पष्ट कीजिये।

प्र.परिचय का कवियों के कविता हिन्दी स्वातंत्र्योत्तर .३. लखए।

नई कविता के प्रमुख कवियों का संक्षेप में परिचय लखए।

- टिप्पणी लखए

१. अज्ञेय

२. गरिजाकुमार माथुर

३. भवानी प्रसाद मश्र

संदर्भग्रंथ :

१. हिन्दी उपन्यास : समकालीन वमर्श - सत्यदेव त्रिपाठी, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर - २०८०१२
२. समीक्षा और साहित्य की वधाएँ - हरिमोहन
३. हिन्दी उपन्यास : सृजन और सद्वांत - नरेंद्र कोहली, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
४. हिन्दी उपन्यास : स्वातंत्र्य संघर्ष के व वध आयाम - डॉ. डी. डी. तिवारी, तक्षशीला प्रकाशन, नई दिल्ली
५. नये उपन्यासों में नये प्रयोग - दंगल झाल्टे, परिदृश्य प्रकाशन, सोहराबजी सन्तुक लेन, अनमोल बिल्डिंग, मरीन लाईन, मुंबई -२.
६. मुझे चाँद चाहिए एक : समीक्षात्मक अध्ययन - डॉ. सीमा वैश्य, आर. डी. पाण्डेय, सत्यम पब्लिशिंग हाऊस, एन- ३/२५, मोहन गार्डन, नई दिल्ली - ११०००५९
७. हिन्दी उपन्यास - बदलते परिवेश - सुदेश बत्रा
८. सामाजिक परिवर्तन में कथा साहित्य की भूमिका - डॉ. हीरालाल शर्मा एवं डॉ. महेन्द्र, अनंग प्रकाशन, बी-१/१०७, उत्तरी घोडा, दिल्ली - ११०००२
९. व वध वधाओं के प्रतिनिध साहित्यकार : डॉ. हजारीप्रसाद द्विवेदी- वनोदिनी संह, कै पटल, पब्लिशिंग हाऊस, ३५८, कटरा शेख रंझा, हौज काजी, दिल्ली-०६
१०. हिन्दी निबंध साहित्य का सांस्कृतिक अध्ययन- डॉ. बाबूराम, वाणी प्रकाशन, २१ ए, दरियागंज, नई दिल्ली - ०२
११. हजारीप्रसाद द्विवेदी- सं. वश्वनाथ प्रसाद तिवारी, नेशनल पब्लिशिंग हाऊस, २/३५, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
१२. निबंधकार हजारीप्रसाद द्विवेदी- उषा संहल, कताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोड, दरियागंज, नई दिल्ली- ११०००२
१३. आकाशधर्मी आचार्य पं. हजारीप्रसाद द्विवेदी - हीरालाल बाछोटिया, कताबघर प्रकाशन, ४८५५-५६/२४, अंसारी रोड, दरियागंज, नई दिल्ली - ११०००२
१४. हजारीप्रसाद के निबंध - राखी उपाध्याय, अनंग प्रकाशन, बी- १/१०७, उच्चरी घोडा, दिल्ली - ११०००२
१५. निबंधकार आचार्य हजारीप्रसाद द्विवेदी - डॉ. र व कुमार, अमन प्रकाशन, १०४ ए/११८, राम बाग, कानपुर - २०८०१२.

S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. MARATHI

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Marathi" (New) (Revised 2012 - Regular) under the " Faculty of Humanities ". On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signature

Registrar


Registrar
SNDT Women's University
Mumbai - 20.




I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049

❖ **Vision**

Today we visualize the SNTD Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNTD Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNTD Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 5475/- (S.N.D.T. University)
M.A. I – Rs. 5725/- (Other University)
M.A. II – Rs.5475/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. Marathi
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

एम. ए. मराठी

सत्र पहिले		
अनु. क्रं..	वषय	वषय क्रं.
१.	मध्ययुगीन गद्य-पद्य	१०४००१
२.	साहित्यविचार- १	१०४००२
३.	मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)	१०४००३
४.	ऐतिहासिक भाषाविज्ञान	१०४००४
५.	नाटक	१०४१०१
सत्र दुसरे		
अनु. क्रं..	वषय	वषय क्रं.
१.	वाङ्मयप्रकार (सैद्धान्तिक)	२०४००५
२.	साहित्यविचार -२	२०४००६
३.	मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)	२०४००७
४.	वर्णनात्मक भाषाविज्ञान	२०४००८
५.	लोकसाहित्य	२०७१०७
सत्र तिसरे		
अनु. क्रं..	वषय	वषय क्रं.
१.	अर्वाचीन गद्य पद्य	३०४००९
२.	समीक्षा	३०४०१०
३.	लेखकाचा अभ्यास (सैद्धान्तिक)	३०४०११
४.	संशोधनशास्त्र	३०४०१२
५.	संस्कृती – २ सांस्कृतिक इतिहास	३०४११२
सत्र चौथे		
अनु. क्रं..	वषय	वषय क्रं.
१.	समकालीन वाङ्मयीन प्रवाह	४०४३१४
२.	उपयोजित समीक्षा	४०४३१५
३.	मराठी कवितेचे प्रवर्तक	४०४३१६
४.	कथनात्मक साहित्य	४०४३१७
५.	विनोदी साहित्य	४०४४१५



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

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Phone : 26607758, 26608193, 26609829, 26608493, 26608462 Ext- 223, Fax : 26604759

Email : cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. I MARATHI

दूरस्थ शिक्षण विभाग
एस. एन. डी. टी. महिला विद्यापीठ
सर विठ्ठलदास विद्याविहार,
जुहू तारा रोड, सांताक्रुझ (प)
मुंबई- ४९

नवा अभ्यासक्रम
एम. ए. (मराठी)
सत्र पहिले

मराठी			
सत्र पहिले		सत्र दुसरे	
अभ्यासविषय	कोड नं.	अभ्यासविषय	कोड नं.
मध्ययुगीन गद्य-पद्य	१०४००१	वाङ्मयप्रकार (सैद्धान्तिक)	२०४००५
साहित्यविचार-१	१०४००२	साहित्यविचार-२	२०४००६
मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)	१०४००३	मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)	२०४००७
ऐतिहासिक भाषाविज्ञान	१०४००४	वर्णनात्मक भाषाविज्ञान	२०४००८
नाटक	१०४१०१	लोकसाहित्य	२०४१०७

पेपर १. मध्ययुगीन गद्य-पद्य

नं.	विषय	नेमलेले गुण
१.	अ. मध्ययुगीन भक्तिसंप्रदायांचे साहित्यातील प्रतिबिंब आ. मध्ययुगातील सामाजिक स्थितीचे कवितेत पडलेले प्रतिबिंब इ. मध्ययुगातील स्त्रीचे सांस्कृतिक, धार्मिक व सामाजिक रूप	२५
२.	सोयराबाईंचे अभंग (६२ अभंग)	२५
३.	ए. मध्ययुगातील राजकीय स्थित्यंतरे, स्वराज्याची स्थापना व विस्तार ऐ. मध्ययुगातील गद्यलेखनाच्या प्रेरणा व स्वरूप	२५
४.	पेशव्यांची बखर	२५

- संदर्भग्रंथ : १. श्रीसंतचोखामेळा : चरित्र व अभंग ; सं. स. भा. कदम
 २. महाद्वाराच्या पायरीशी : ल. रा. नसीराबादकर
 ३. पेशव्यांची बखर : संपादक : भीमराव कुलकर्णी
 ४. प्राचीन मराठी वाङ्मयाचा इतिहास : ह. श्री. शेणोलीकर

पेपर २. साहित्यविचार-१

नं.	विषय	नेमलेले गुण
१	ध्वनिसिद्धान्त	२५
२	रीतिविचार	२५
३	रसचर्चा	२५
४	काव्यानंदमीमांसा	२५

- संदर्भग्रंथ : १. भारतीय साहित्यशास्त्र : ग. त्र्यं. देशपांडे
 २. प्राचीन काव्यशास्त्र : र. प. कंगले

पेपर ३. मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)

नं.	विषय	नेमलेले गुण
१	निबंध (प्रेरणा, निबंधकार, प्रकार इ.)	२५
२	कविता	२५
३	नाटक	२५
४	कथा-कादंबरी व इतर	२५

संदर्भग्रंथ :

१. वाङ्मयेतिहासाची संकल्पना : द. द. पुंडे
२. आधुनिक मराठी वाङ्मयाचा इतिहास भाग १ व २ : अ. ना. देशपांडे (वहीनस, पुणे)
३. मराठी वाङ्मयाचा इतिहास खंड ६ : भाग १ : सं. गो. म. कुळकर्णी व व. दि. कुळकर्णी (मसाप, पुणे)
४. मराठी वाङ्मयाचा इतिहास खंड ५ भाग १ व २ : सं.- रा. श्री. जोग (मरासासं मंडळ)
५. धार आणि काठ : नरहर कुरुंदकर
६. मराठी कादंबरी – पहिले शतक : कुसुमावती देशपांडे

पेपर ४. ऐतिहासिक भाषाविज्ञान

नं.	विषय	नेमलेले गुण
१	ऐतिहासिक भाषाविज्ञानाचे स्वरूप ध्वनीचे स्थान व प्रयत्न यावर आधारित वर्गीकरण	२५
२	भाषिक परिवर्तन व आदान	२५
३	भाषाकुल संकल्पना व भारतातील भाषाकुलांचा परिचय	२५
४	मराठी भाषेची उत्पत्ती मराठीचे कालिक भेद	२५

संदर्भग्रंथ : १. भाषाविज्ञान : वर्णनात्मक व ऐतिहासिक : सं. डॉ. स. गं. मालशे व इतर.
२. मराठीचे ऐतिहासिक भाषाशास्त्र : प्रा. रा. रा. गोसावी

पेपर ५. नाटक

नं.	विषय	नेमलेले गुण
१	नाटक : वाङ्मयप्रकार, प्रयोगप्रकार : रूपभेद	२५
२	नाटकाचे प्रकार : गद्य, संगीत, एकांकिका, शोकान्तिका, सुखांतिका, विनोदी, नाटक, फार्स, एकपात्री नाटक, एकपात्री प्रयोग इत्यादी प्रकारांचा आशय व अभिव्यक्तीच्या संदर्भात रूपविचार काही लोकप्रयोज्यकला : कीर्तन, तमाशा, जागरण व गोंधळ	२५
३	शांतता ! कोर्ट चालू आहे – विजय तेंडुलकर	२५
४	महानिर्वाण : सतीश आळेकर	२५

संदर्भ : १. मराठी नाटक : माधव मनोहर
२. मराठी नाट्यसृष्टी : गो. म. कुळकर्णी
३. मराठी नाटक आणि मराठी रंगभूमी : वा. ल. कुळकर्णी
४. नाटक आणि मी : विजय तेंडुलकर
५. तेंडुलकरांची नाट्यप्रतिभा : वसंत दावतर
६. महानिर्वाण : समीक्षा व संस्मरणे : संपा.- रेखा इनामदार-साने

सत्र दुसरे
पेपर १. वाङ्मयप्रकार (सैद्धान्तिक)

नं.	विषय	नेमलेले गुण
१	सिद्धांतस्वरूप : साहित्यप्रकारनिश्चितीची सैद्धान्तिक भूमिका. वाङ्मयप्रकार, लेखनप्रकार व प्रयोगप्रकार	२५
२	रूपभेद : साहित्याचे मूलद्रव्य, साधन व माध्यम. साहित्यकृतीच्या वर्गीकरणाचे निकष (उदा. ग्रामीणकथा, प्रेमकविता) कविता, नाटक, कथा, कादंबरी यातील मुलभूत भेद	२५
३	विशेष प्रकार : कविता, गीत व गीतकाव्य शोकान्तिका, सुखान्तिका, संगीत नाटक संस्कृतिभेदानुसार स्तुतिगीताची रूपे :- आदिम- स्तोत्र, लोक- भारूड, जनप्रिय- पोवाडा, नागर-आरती, भक्ती- अभंग	२५
४	कथात्म साहित्यातील घटनाक्रम : कथा, लघुकथा व नवकथा. दीर्घकथा व लघुकादंबरी : साम्यभेद सत्याधिष्ठित गद्याचे रूप : वस्तुस्थिती, वास्तव, तथ्य व सत्य	२५

संदर्भग्रंथ : १. रूपनिरूपण : डॉ. शिरीष गोपाळ देशपांडे

२. वा. ल. कुलकर्णी गौरवग्रंथ : संपादक श्री. पु. भागवत व इतर

पेपर २. साहित्यविचार-२

नं.	विषय	नेमलेले गुण
१	साहित्याचे स्वरूप : अनुकृतिसिद्धान्त- प्लेटो, अरिस्टॉटल रूपबंध - सेंद्रिय एकात्मता, संघटना हेतुपूर्णता	२५
२	साहित्याचे प्रयोजन : लौकिकतावादी विचारसरणी, ज्ञान व नीती - कॅथार्सिस अलौकिकतावादी विचारसरणी, स्वायत्तवादी भूमिका, निरपेक्ष आनंद (पाश्चिमात्य व भारतीय)	२५
३	साहित्याची निर्मिती : चमत्कृती, स्फूर्ती, कल्पनाशक्ती, प्रतिभाशक्ती यासंबंधीचा विचार (कोलरीज, इलियट, बी. सी. मर्ढेकर, कुसुमावती देशपांडे)	२५
४	साहित्याचे माध्यम : भाषेचे स्वरूप, अनेकार्थता, विरोधाभास, अपरिचितीकरण, नियमोल्लंघन इ.	२५

- संदर्भग्रंथ : १. सौंदर्यमीमांसा : रा. भा. पाटणकर : (मौज)
२. सौंदर्यानुभव : प्रभाकर पाध्ये
३. (लेख : साहित्याभ्यास व शैली विज्ञान (प्रकरण ७वे) आधुनिक
भाषाविज्ञान : सिद्धांत व उपयोजन : मिलिंद मालशे (लोकवाङ्मय गृह)

पेपर ३. मराठी वाङ्मयाचा इतिहास (१९२०-७५)

नं.	विषय	नेमलेले गुण
१	कविता	२५
२	नाटक व कादंबरी	२५
३	कथा	२५
४	वैचारिक व ललित गद्य	२५

संदर्भग्रंथ :

१. वाङ्मयेतिहासाची संकल्पना : दा. दि. पुंडे
२. आधुनिक मराठी वाङ्मयाचा इतिहास भाग १ व २ : अ. ना. देशपांडे (व्हीनस, पुणे)

३. मराठी वाङ्मयाचा इतिहास खंड ६ : भाग १ : सं. गो. म. कुळकर्णी व व. दि. कुळकर्णी (मसाप, पुणे)
४. मराठी वाङ्मयाचा इतिहास खंड ५ भाग १ व २ : सं. रा. श्री. जोग (मरासासं मंडळ)
५. प्रदक्षिणा : ५वी आवृत्ती (कॉण्टि, पुणे)
६. अर्वाचीन मराठी काव्यदर्शन : अक्षयकुमार काळे

पेपर ४. वर्णनात्मक भाषाविज्ञान

नं.	विषय	नेमलेले गुण
१	वर्णनात्मक भाषाविज्ञानाचे स्वरूप स्वनिमविन्यास	२५
२	पदिमविन्यास भाषिक रचना	२५
३	अर्थविन्यास	२५
४	वज्हाडी व अहिराणी बोलींचा वर्णनात्मक अभ्यास	२५

- संदर्भग्रंथ : १. भाषाविज्ञान : वर्णनात्मक व ऐतिहासिक : सं. डॉ. सा. गं. मालशे व इतर.
 २. आधुनिक भाषाविज्ञान : संपादक : डॉ. अंजली सोमण व डॉ. कल्याण काळे
 ३. आधुनिक भाषाविज्ञान : सिद्धान्त व उपयोजन : डॉ. मिलिन्द मालशे
 ४. ध्वनिविचार : डॉ. ना. गो. कालेलकर

पेपर ५ लोकसाहित्य

नं.	विषय	नेमलेले गुण
१	लोकसाहित्याचे स्वरूप	२५
२	लोकसाहित्याच्या अभ्यासपद्धती	२५
३	लोकाविष्काराची रूपे व लोकप्रयोज्य कला	२५
४	लोकसंस्कृतीचे विशेष	२५

- संदर्भग्रंथ : १. लोकसाहित्याचे अंतःप्रवाह : प्रभाकर मांडे
 २. लोकसाहित्याचे स्वरूप : दुर्गा भागवत
 ३. लोकसंस्कृतीचा अंतःप्रवाह : शरद व्यवहारे
 ४. लोकसंचित : तारा भवाळकर

नवा अभ्यासक्रम

एम. ए. मराठी

एम. ए. (मराठी)

सत्र तिसरे		
अनु. क्रं.	वषय	वषय क्रं.
१.	अर्वाचीन गद्य पद्य	३०४००९
२.	समीक्षा	३०४०१०
३.	लेखकाचा अभ्यास (सैद्धांतिक)	३०४०११
४.	संशोधनशास्त्र	३०४०१२
५.	संस्कृती – २ सांस्कृतिक इतिहास	३०४११२
सत्र चौथे		
अनु. क्रं.	वषय	वषय क्रं.
१.	समकालीन वाङ्मयीन प्रवाह	४०४३१४
२.	उपयोजित समीक्षा	४०४३१५
३.	मराठी कवितेचे प्रवर्तक	४०४३१६
४.	कथनात्म साहित्य	४०४३१७
५.	विनोदी साहित्य	४०४४१५

सत्र तिसरे (३)

३.१ अर्वाचीन गद्य पद्य (३०४००९)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. गद्य पद्याचे रूप समजून घेणे.
२. अर्वाचीन साहित्यनिर्मिती मागील प्रेरणा समजून घेणे.
३. आशय आणि अभिव्यक्तीतील अभेद समजून घेणे.
४. अर्वाचीन कविता व गद्याची रूप समजून घेणे.

अभ्यासघटक :

१. साहित्यातील सत्य व सौंदर्य : मूलद्रव्याचा वेध व रूपभेद
२. अर्वाचीन साहित्य व आधुनिक दृष्टी : वाङ्मयीन महात्माता
३. माझी जन्मठेप : (आत्मकथन) वि.दा. सावरकर
४. जोगवा : (कवितासंग्रह) आरती प्रभू

क्र.	विषय आणि विवरण	नेमलेले गुण
१	अ. अर्वाचीन मराठी साहित्याची स्थूल रूपे : कविता, नाटक, कथानात्म ललितसाहित्य, सत्यधिष्ठीत गद्य:रूपभेद आ. साहित्यकृतीतील सत्य व सौंदर्य : साहित्यच्या मूलद्रव्याचा वेध.	२५
२	माझी जन्मठेप : विनायक दामोदर सावरकर	२५
३	जोगवा : आरती प्रभू	२५

४	अर्वाचीन साहित्य: आधुनिक दृष्टी, प्रयोजन, भाषा, रचनाविशेष व नेमलेल्या साहित्यकृतींची वाडमयीन महात्मात	२५

संदर्भ ग्रंथ :

१. रूपनिरूपण : शिरीष गोपाळ देशपांडे
२. पहिली परंपरा : दि. भि.कुलकर्णी
३. दूसरी परंपरा : दि. भि.कुलकर्णी
४. वा.ल. कुलकर्णी गौरव ग्रंथ : सं.: श्री. पु.भागवत
५. साहित्यातील वाद (अतिवास्तववाद): राशं वालिबें

३.२ समीक्षा (३०४०१०)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. साहित्यसमीक्षेचे स्वरूप व कार्य समजून घेणे.
२. समीक्षाप्रक्रिया ध्यानात घेणे.
३. समीक्षापद्धतीचा स्थूल परिचय करून घेणे.
५. नेमलेल्या पद्धतीची मूलतत्त्वे व निकष समजून घेणे.

अभ्यासघटक :

१. साहित्यसमीक्षेचे स्वरूप व साहित्यसमीक्षेची प्रक्रिया
२. रूपवादी समीक्षा : शैलीलक्षी समीक्षा
३. ऐतिहासिक , चारित्रात्मक, आस्वाद समीक्षा,
४. मानसशास्त्रीय समीक्षा.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	साहित्यसमीक्षेचे स्वरूप: समीक्षेचे संकल्पना : विज्ञान संशोधन, इतिहास इ.याहून वेगळेपण साहित्यसमीक्षेची प्रक्रिया : आस्वाद, आकलन, विश्लेषण, अर्थनिर्णयन व मूल्यमापन समीक्षेची भाषा	२५
२	रूपवादी समीक्षा : वैचारिक भूमिका, 'न्य' टिसिझम मधील मूलतत्त्वे, रशियन रूपवादातील मूलतत्त्वे, शैलीलक्षी समीक्षा : वैचारिक भूमिका, शैलीचे स्वरूप व प्रकार	२५
३	ऐतिहासिक , चारित्रात्मक, आस्वाद समीक्षा : वैचारिक भूमिका व स्थूल परिचय समाजशास्त्रीय समीक्षा : वैचारिक भूमिका (तेन व मार्क्स यांच्या विचारांसह)	२५
४	मानसशास्त्रीय समीक्षा : वैचारिक भूमिका, फ्रॉइड (मानवी मन , कार्यप्रेरणा व स्वप्न यांजविषयी सिद्धांत) युग (समूहमन व आदिबंध यांजविषयीच्या संकल्पना) उपयुक्तता व मर्यादा	२५

संदर्भ ग्रंथ :

१. नवसमीक्षा : सं.गोम.कुलकर्णी
२. उपयोजित समीक्षा : व. आ. डहाकी
३. आधुनिक भाषाविज्ञान : सिद्धांत व उपयोजन : मिलिंद मालशे
४. साहित्याची भाषा : भालचंद्र नेमाडे
५. साहित्य, समाज आणि संस्कृती : दिगंबर पाध्ये

३.३ लेखकाचा अभ्यास (सैद्धांतिक) (३०४०११)

गुण : १०० (४ श्रेयांक)

२०१३ व २०१४ या २ वर्षांतील परिक्षांत, सिद्धांत निश्चितीसाठी उदाहरण म्हणून, लेखक शाहीर अण्णा भाऊ साठे यांचा अभ्यास करावयाचा आहे.

उद्दिष्टे :

१. एखादा लेखक कोणत्या परिस्थितीत साहित्यनिर्मिती करतो याचा वेध घेणे.
२. परिस्थितीवादानुषंगाने प्रेरणांचा शोध घेणे.
३. परिस्थितिनिरपेक्ष अक्षर साहित्यनिर्मिती होण्यामागील सिद्धांत निश्चिती तपासणे.
४. लेखकाची जाणीव व नेणीव यांची साहित्यनिर्मितीमधील भूमिका समजून घेणे.

अभ्यासघटक :

१. लेखकाची जन्मापासून साहित्यनिर्मितीपर्यंतच्या कालखंडातील समग्र परिस्थितीचे अध्ययन
२. शाहीर अण्णा भाऊ साठे यांचे निवडक पोवाडे
३. एक साहित्यकृती : कांदबरी : “माकडीचा माळ” (व त्यावरील आधारित चित्रपट : ‘डोंगराची मैना’)
४. लेखकाच्या लेखनामागील प्रेरणाबाबत निष्कर्ष

क्र.	विषय आणि विवरण	नेमलेले गुण
१	परिस्थिती : जन्म व बालपण, काळ, प्रदेश, शिक्षण, व्यवसाय, परिसर वातावरण : कौटुंबिक, सामाजिक, सांस्कृतिक, राजकीय, राष्ट्रीय इत्यादी वातावरणाची लेखकाच्या जडणघडण भूमिका	२५
२	पोवाडे : बंगालची हाक, पंजाब दिल्लीचा दंगा, तेलंगाचा संग्राम, महाराष्ट्राची परंपरा, अमळनेरचे अज्ञात हुतात्मे, मुंबईचा कामगार, काळ्या बाजाराचा पोवाडा	२५
३	‘ माकडीचा माळ ’(व त्यावरील आधारित चित्रपट : ‘डोंगराची मैना’)	२५
४	प्रेरणा व मूल्यमापण : लेखकाच्या प्रेरणा आदिकरण व निष्कर्ष : लेखकाने लेखनासाठी केलेली वाङ्मयप्रकाराची निवड : प्रस्तुत लेखकाच्या लेखनकृतीचे माहात्म्य : वाङ्मयीन सामर्थ्य : प्रस्तुत लेखकाचे वाङ्मयीन योगदान	२५
	क्रेडिट क्रमांक १ व ४ यात सदर लेखकाच्या सर्वच साहित्यकृतींचा परिचय अपेक्षित आहे.	

संदर्भ सूची :

१. लोकशाहिर अण्णा भाऊ साठे : निवडक वाङ्मय : महाराष्ट्र शासन
२. युगांतर : प्र. के.अत्रे, विदा करंदीकर यांचे लेख
३. अण्णा भाऊ साठे : बजरंग कोरडे
४. अण्णा भाऊंचे कथाविश्व : सदा क-हाडे
५. अण्णा भाऊ साठे : समाजविचार आणि साहित्यविवेचन : बाबूराव गुरव
६. अण्णा भाऊंच्या गीतकवनांची वैशिष्ट्ये : जननायक : केशव मेश्राम

३.४ संशोधनशास्त्र (३०४०१२)**गुण : १०० (४ श्रेयांक)****उद्दिष्टे :**

१. वाङ्मयाच्या विद्यार्थिनींना वाङ्मयीन संशोधनाचा परिचय करून देणे.
२. वाङ्मयीन संशोधनाची रूपरेषा समजून घेणे.
३. संशोधनाचे विविध प्रकार व प्रकृती समजून घेणे.

अभ्यासघटक :

१. संशोधनाचे स्वरूप
२. परिचय, परिक्षण, समीक्षा, संशोधन
३. संशोधनविशेष
४. संशोधनाचा रूपबंध

क्र.	विषय आणि विवरण	नेमलेले गुण
१	संशोधनाचे स्वरूप व व्याख्या गृहिते प्रमेय : स्वरूप व मांडणी शक्यता (possibility) व संभाव्यता (probability) : निवडप्रक्रिया	२५
२	साहित्यपरिचय, परिक्षण, समीक्षा व संशोधन : व्याख्या साम्यभेद साहित्यकृतींचे संपादन	२५
३	विशिष्ट लेखक विशिष्ट कालखंड विशिष्ट साहित्यप्रकार विशिष्ट साहित्यकृती	२५
४	शोधलेखनाची पूर्वतयारी साधनसामग्रीचे समायोजन व उपकल्पनांचे विवरण प्रकरणशः लेखन व निष्कर्ष सूचि, तळटिपा, व परिशिष्टे : प्रयोजन, आवश्यकता व कार्य	२५

संदर्भ ग्रंथ : भाषा साहित्य संशोधन : वसंत जोशी
शोधनिबंधाची लेखनपद्धती : स. गं. मालशे

३. ५. संस्कृती – २ (३०४११२)**गुण : १०० (४ श्रेयांक)**

सांस्कृतिक इतिहास (+ बहिःस्थ विद्यार्थिनीसाठीही)

उद्दिष्टे :

१. मराठी भाषा साहित्य संस्कृती यांचे शिक्षण घेताना मराठी संस्कृतीचेही अध्ययन करणे निकडीचे आहे.
२. मराठी संस्कृतीची विशेषता समजून घेणे
३. मराठी संस्कृतीचे संशोधन करण्यासाठी उद्युक्त करणे.

अभ्यासघटक :

१. महाराष्ट्रातील धार्मिक संप्रदाय
२. मराठी भाषिक काळातील राजकीय परिवर्तनांचा व घडामोडींचा मराठी संस्कृतीवरील परिणाम
३. ज्ञान आणि शिक्षण यांचा संस्कार
४. साहित्यिकांचे सांस्कृतिक कार्य

क्र.	विषय आणि विवरण	नेमलेले गुण
१	महाराष्ट्रातील धार्मिक संप्रदाय : नाथ, वारकरी, महानुभाव, दत्त, रामदासी इ.	२५
२	महाराष्ट्रातील राजकीय परिवर्तने व जनांची राजकीय मानसिकता: यादव, बहीमनी, पारतंय, शिवाजी महाराज, पेशवे, इंग्रजी राजवट, १८५७ चे स्वातंत्र्यसमर, स्वातंत्र्यचळवळी, स्वातंत्र्यप्राप्ती, आक्रमणे, संयुक्त महाराष्ट्राची चळवळ व महाराष्ट्र राज्य निर्मिती आणीबाणी इ.	२५
३	विज्ञानयुगाची आळख, वर्तमानपत्रे, वैचारिक पुनरुत्थान, स्त्रीस्वातंत्र्य व शिक्षण, जातिभेदाविरुद्ध विद्रोह,	२५
४	साहित्यिकांचे सांस्कृतिक कार्य	२५

महत्वाची सूचना : अंतर्गत परीक्षेचा एक भाग हा 'साहित्यिकांचे सांस्कृतिक कार्य' ह्या घटकांतर्गत असेल व त्यात महाराष्ट्रातील कोणत्याही साहित्यिकाचे सांस्कृतिक कार्य, प्रत्येक विद्यार्थिनीसाठी स्वतंत्र विषय योजून, प्रकल्पासाठी देण्यांत यावे. (उदाहरणार्थ ज्ञानेश्वर, तुकडोजी, डॉ. आंबेडकर दुर्गा भागवत इ.)

संदर्भग्रंथ :

१. महाराष्ट्राचा सांस्कृतिक इतिहास : पु. ग. सहस्त्रबद्धे
२. सांस्कृतिक इतिहासाची पार्श्वभूमी : सदा कऱ्हाडे
३. भारतीय संस्कृती : साने गुरुजी

सत्र चौथे (४)

४.१ समकालीन वाङ्मयीन प्रवाह (४०४३१४) गुण : १०० (४ श्रेयांक)

स्त्रीवादी साहित्य व विज्ञानसाहित्य

उद्दिष्टे :

१. आजच्या काळात म्हणजे इस १९७५ सला पासून पुढे, मराठी काय नवीन चालले आहे, याचा अंदाज घेणे
२. विद्यमान सर्व नव्या प्रवाहाबाबत अवगत होणे
२. काही प्रवाहांचा अभ्यास पदवी वर्गात झाला आहे. इतर दोन प्रवाहांचा विशेषत्वाने अभ्यास करणे

अभ्यासघटक :

१. विज्ञान साहित्य प्रवाह व त्यांतील विविध आकृतिबंध व साहित्यकृतींचा अभ्यास
२. एक साहित्य कृती
३. स्त्रीवादी साहित्य प्रवाह व त्यांतील विविध साहित्यकृतींचा अभ्यास
४. एक साहित्य कृती

क्र.	विषय आणि विवरण	नेमलेले गुण
१	वैज्ञानिक प्रगती, विज्ञान दृष्टी व विज्ञान संगती; विश्वमन व मानवी मन यांतील नाते.	२५
२	यंत्रमानव (वेगवेगळ्या विज्ञानकथांचा कथासंग्रह) : संपादक - सुबोध जावडेकर	२५
३	स्त्रीवाद : संकल्पना, स्वरूप व प्रवाह स्त्रीवादी समीक्षा : स्वप व प्रकार	२५
४	रिटा वेलिणकर : शांता गोखले	२५

संदर्भ:

१. “युगवाणी” (विज्ञान साहित्य विशेषांक) : मे १९८५.
२. मराठी विज्ञान साहित्य : सं. अ. पां. देशपांडे, व. दि. कुळकर्णी
३. प्रस्तावना - यक्षाची देणगी : जयंत नारळीकर
४. प्रस्तावना ‘एप्सिलान’ : दिलीप डबीर, शिरीष देशपांडे
५. फेमिनिस्ट क्विटिसिझम अँड ओव्हरव्यू : शिरीन कुडचेडकर
६. स्त्रीवादी समीक्षा : स्वरूप आणि उपयोजन : अश्विनी धोंगडे

४.२ उपयोजित समीक्षा (४०४३१५) गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. तिसऱ्या सत्रापर्यन्त सौंदर्यविचार, साहित्यविचार, समीक्षा व संशोधन इत्यादी विषयांचे अध्ययन झाले आहे त्याचा उपयोग करून पाहणे.

अभ्यास घटक:

१. रूपवादी समीक्षा उपयोजन
२. आस्वादक रूपवादी समीक्षा उपयोजन
३. समाजशास्त्रीय रूपवादी समीक्षा उपायोजन
४. मानसशास्त्रीय रूपवादी समीक्षा उपयोजन

क्र.	विषय आणि विवरण	नेमलेले

		गुण
१	रूपवादी समीक्षा : 'पेशव्यांची बखर' , 'शीळ'	२५
२	आस्वादक समीक्षा : 'जोगवा' , 'शांतता! कोर्ट चालू आहे'	२५
३	समाजशास्त्रीय समीक्षा : 'माझा प्रवास' , 'रिटा वेलीणकर'	२५
४	समाजशास्त्रीय समीक्षा : 'माहानिर्वाण' , 'स्मृतिचित्रे'	२५

संदर्भ: यथापूर्व (सौंदर्यविचार, साहित्यविचार, समीक्षा व संशोधन यांजविषयी असलेल्या पत्रिकांनुसार)

४.३. मराठी कवितेचे प्रवर्तक (४०४३१६)

(ज्ञानेश्वर, तुकाराम, केशवसूत, मढेकर)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. साहित्यातील प्रमुख प्रकार कविता; व मराठी प्राचीन काळापासून परंपरा आहे ती कवितेची. तीत कशी परिवर्तने घडून आली ते समजून घेणे
२. जी परिवर्तने घडून आलीत त्यांतील सिद्धांत समजून घेणे
३. जे प्रवाह निर्माण झाले वा प्रवाह निर्मितीचे समर्थ्य ज्या कवितेने दाखवून दिले तिचे माहात्म्य जोखणे.

अभ्यासघटक :

१. ज्ञानेश्वर (शब्दक्रमाच्या अद्वितीयतेची कविता.)
२. तुकाराम (विधानांच्या क्रमाच्या अद्वितीयतेची कविता.)
३. केशवसुत (आधुनिक कविता)

क्र.	विषय आणि विवरण	नेमलेले गुण
१	ज्ञानेश्वर अ. 'ज्ञानेश्वरी' : प्रारंभीचे मंगलाचरण (५ ओव्या), पसायदान (९ ओव्या), श्रोतृसंवाद ९ वा अध्याय- ३३ ओव्या) ब. अभंग व पदे : घनूवाजे घुणघुणा, मोगरा फुलला, आजि सोनियाचा दिनु गे काऊ कोकताहे, रूप पाहता लोचनी, 'हरिपाठा'चा पहिला अभंग ('देवाच्या दारी')	२५
२	तुकाराम अभंगवाणी प्रसिद्ध तूकयची (अभंगसंग्रह)(प्रत्येक विभागातील पहिले तीन अभंग): संपादक गं. बा. सरदार	२५
३	'हरपले श्रेय' (कविता संग्रह)(प्रत्येक स्तबकातील पहिल्या तीन कविता; शिवाय 'तुतारी', 'हरपले श्रेय', 'रांगोळी घालताना पाहून', 'दुर्मुखलेला', 'आम्ही कोण', 'क्षणत नाहीसे हाणारे दिव्य भास', 'सतारीचे बोल' - केशवसुत : (संपादक : रा. श्री. जोग)	२५
४	मढेकर	२५

	‘आणखी काही कविता’ (कविता संग्रह) बा. सी. मर्ढेकर	
		१००

मर्ढेकर (नवकविता)

संदर्भ टीप : (मान्यवर लेखकांनी लिहिलेले वाचावे. तसेच; वरील चार कवीबाबत मुबलक उपलब्ध आहे. जेवढे वाचावे : डॉ पेठे यांनी ज्ञानश्वरांवरील संदर्भसूचीचे पस्तकच तयार केले आहे. शिवाय लरा पांगारकर, शदा पेंडसे, शंगो तुळपुळे, सोनोपंत दांडेकर यांनी लिहिलेले वाचावे. तुकाराचंच्या संदर्भात गंबा सरदार, शदा पेंडसे, दिपु चित्रे यांचे लेखन वाचावे. केशवसुवांच्या संदर्भात राश्री जोग, ‘प्रदक्षिणा’ इत्यादी; मर्ढेकरांच्या कवितेवर विजया राजाध्यक्ष यांचे वाचावे; तसेच त्यांच्या पुस्तकात सर्व संदर्भही उपलब्ध आहेत. शिवाय दभि कुळकर्णी यांची, परंपरांवरील, पुस्तके व अक्षयकुमार काळे यांचा आधुनिक कवितेवरील विवेचक ग्रंथ पाहावा.)

४. ४ कथनात्म साहित्य (४०४३१७)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. गोष्ट सांगणे हे मानवी संस्कृतीच्या प्रारंभापासून चाललेले कृत्य आजच्या मराठीत कितपत समर्थतेपावेतो येऊन पोचले ते तपासणे
२. कथा व कादंबरी या दोन कथनपद्धतींतील अंतर समजून घेणे
३. कथा व कादंबरी यातील गुणात्म फरक सिद्धांतानुरूप अभ्यासणे
४. लेबलांमागील वर्गीकरणाचा नियम समजून घेणे

अभ्यासघटक :

१. कथनमिमांसा व कथेची भूमी
२. लघुकादंबरी
३. कथा
४. दीर्घकथा

क्र.	विषय आणि विवरण	तसिकांची संख्या	नेमलेले गुण
१	कथा व कादंबरी : कथन मीमांसा, घटना व घटनाक्रम, कथावस्तू व कलावस्तू, वस्तुभूमी-स्वप्नभूमी-मनोभूमी लघुकादंबरी व दीर्घकथा यांतील भेद कथा-लघुकथा-नवकथा कादंबरी-कथेचे वर्गीकरण (उदा. ग्रामीण इ.)	१५	२५
२	रणांगण (कादंबरी) : विश्राम बेडेकर	१५	२५
३	जरा जाऊन येतो (कथासंग्रह) : दि. बा. मोकाशी (संपा. माधुरी पणशीकर)	१५	२५
४	रमलखुणा (कथासंग्रह) : जी. ए. कुळकर्णी	१५	२५
		६०	१००

संदर्भ ग्रंथ :

१. तिस-यांदा रणांगण : द.भि. कुळकर्णी
२. पार्थिवतेचे उदयास्त : द.भि. कुळकर्णी

३. जीए कुळकर्णी : धों. वि. देशपांडे
४. रूपनिरूपण : शिरीष गोपाळ देशपांडे
५. वालकुळकर्णी गौरव ग्रंथ : सं. श्रीपुभागवत व इतर

४.५ विनोदी साहित्य (४०४४१५)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. गद्य व पद्य लेखनात विनोदाचे माहात्म कोणते आहे, त्याचा अभ्यास करणे
२. विनोदाचे तत्त्वज्ञाकन समजून घेणे.
३. विनोदाची प्रक्रिया व रूप समजून घेणे.

अभ्यासघटक :

१. विनोदाचे तत्त्वज्ञान, पद्धती, प्रकार
२. झेंडूची फूले : प्र के अत्रे
३. नाटक व नाटयबाह्य लेखन प्रकार:
४. चिमणरावांचे चन्हाट : चिं. वि. जोशी

क्र	विषय आणि विवरण	बेमलेले गुण
१	विनोदाचे तत्त्वज्ञान, विनोदाची आदिकरणे व पद्धती, प्रकार, विडंबन, उपहासिका, प्रहसनात्मकता.	२५
२	झेंडूची फूले : प्र के अत्रे	२५
३	नाटक व नाटयबाह्य लेखन प्रकार: कॉमेडी, लो कॉमेडी, फार्स, बर्लेस्क, डार्क कॉमेडी	२५
४	चिमणरावांचे चन्हाट : चिं. वि. जोशी	२५
		१००

संदर्भग्रंथ :

१. “ दर्पण ” : दिवाळी अंक विनोद विशेषांक (मुंबई पत्रकार संघ)
२. विनोदाचे तत्त्वज्ञान : प्र के अत्रे

.....

(टीप : चरित्रवाङ्मय : ४०४४१४ आणि स्त्रियांचे साहित्य व स्त्रीवादी समीक्षा ४०४४१६ या पत्रिका रद्द करण्यांत आलेल्या आहेत. बहिःस्थ विद्यार्थिनींनी याची स्पष्ट नोंद घ्यावी. सत्र क्रमांक ४ साठी केवळ वरील अभ्यासक्रमच लागू आहे.)

घटक-१

प्रकरण-१

ऐतिहासिक भाषा विज्ञानाचे स्वरूप

अनुक्रम णका

१.१ उद्दिष्टे

१.२ प्रास्तावक

१.३ ऐतिहासिक भाषा विज्ञान संकल्पना

१.४ ऐतिहासिक भाषा विज्ञानाचे स्वरूप

१.५ ऐतिहासिक भाषा अभ्यासाची परंपरा

१.६ ऐतिहासिक भाषा अभ्यासाच्या पद्धती

१.७ भाषाकुल कल्पना व मूळ भाषेचे पुनर्रचन

१.८ अंतर्गत अथवा एकभाषक पुनर्रचन

१.९ ऐतिहासिक पद्धतीच्या मर्यादा

१.११ कठीण शब्दार्थ

१.१२ स्वाध्याय

१.१३ संदर्भ ग्रंथ

१.१ उद्दिष्टे

या पाठाचा अभ्यास केल्या नंतर तुम्हाला-

- भाषा वज्ञानाची संकल्पना व त्याचे स्वरूप समजून घेता येईल.
- भाषा वज्ञानाची ऐतिहासिक परंपरा स्पष्ट करता येईल.
- ऐतिहासिक भाषा वज्ञानाच्या पद्धती स्पष्ट करता येतील.

१.२ प्रास्तावक

ऐतिहासिक भाषा वज्ञान या पाठात ऐतिहासिक भाषा वज्ञानाची संकल्पना व त्याचा परिचय करून घेणार आहोत. भाषेचा शास्त्रीय पद्धतीने अभ्यास केला जातो. कोणत्याही भाषेचे लखत व बोली असे स्वरूप असते. काही भाषा फक्त बोली स्वरूपातच प्रचलत असतात. भाषेतील ध्वनी परिवर्तन हे नियमानुसारी असतात. भाषाशास्त्राला प्रारंभी **philology** हे नाव होते. त्याचे नंतर **linguistics** म्हणजे भाषाशास्त्र हे नाव करते पडले. भाषेच्या अभ्यासात व दृष्टिकोणात कसकसा बदल होत गेला. भाषेची शास्त्रशुद्ध अभ्यासाची परंपरा कशी होती. हे जाणून घेणार आहोत. तसेच एखाद्या भाषेत ध्वनि परिवर्तन कसे घडून आले. भाषेचे मूळ स्वरूप जर उपलब्ध नसेल तर जुने हस्त लखत..... शलालेख मोठ्या आधारे भाषेचा अभ्यास करावा लागतो. सर वल्यम जोन्स यांनी साम्य आढळणारी भाषा कोणत्या तरी एका भाषेतून कशा उद्भवल्या. त्यांच्या मताचा परामर्श व सोस्यूरने एक काळक व कालक्रमक असे भेद केल्यावर ऐतिहासिक भाषा वज्ञानाला कशी चालना मळाली. तसेच प्राचीन भाषेची परंपरा तिचे स्वरूप समजून घेण्यासाठी भाषेचे पुनर्रचना पुरावे लागते. भाषेच्या व वध अभ्यासपद्धती आवश्यक ठरतात. तौलनिक कालक्रमक कंवा एककाळक संरचनात्मक एकभाषक पद्धतीचा परिचय व ऐतिहासिक भाषा वज्ञानाची मर्यादा यांचा अभ्यास या पाठात करणार आहोत.

१.३ ऐतिहासिक भाषा वज्ञान संकल्पना

भाषा ही स्वतंत्र सामाजिक संस्था आहे. असे मानून भाषा वज्ञान तिचा अभ्यास करते. बोली व लखत भाषा यांचे निरीक्षण करून तिचे पृथक्करण केले जाते. या पृथक्करणात ध्वनी, शब्द, वाक्य, अर्थ हे घटक येतात. या घटकांचा परस्पर संबंध, त्यांचे कार्य व त्यांची रचना कशी होते याचा वस्तुनिष्ठ वचार भाषा वज्ञानात केला जातो. भाषा शास्त्रासाठी सुरुवातीला व्याकरण व भाषाशास्त्र हे नाव सुचवण्यात आले होते. (**Comparative Grammar**) परंतु भाषा वज्ञान म्हणजे तुलनात्मक व्याकरण नाही. त्यामुळे **Comparative Philology** हे नाव रुढ झाले. युरोपीय परंपरेत जर्मनीत फिलॉलॉजी (**Philology**) हे नाव मळाले. इंग्लिश परंपरेत मात्र **Comparative Linguistics** तुलनात्मक भाषा अभ्यास या मर्यादित अर्थाने वापरले जाते. **Philology** च्या ऐवजी **Linguistics** हे नाव पुढे आले. **Linguistics** म्हणजेच भाषाशास्त्र. भाषाशास्त्र म्हणजे भाषेचा शास्त्रशुद्ध अभ्यास अशी भाषाशास्त्राची व्याख्या करण्यात येते.

१.४ ऐतिहासिक भाषा वज्ञानाचे स्वरूप

सर वल्यम जोम्स यांनी ऐतिहासक भाषा वज्ञानाचा पाया घातला. इ. स. १७८६ मध्ये कलकत्ता येथे झालेल्या ए श्याटिक सोसायटीच्या अधवेशनात सर वल्यम जोन्स यांनी एक निबंध सादर केला. त्यात ते म्हणाले की संस्कृत ग्रीक व लॅटिन या भाषात जे साम्य आढळते ते इतके घनिष्ठ आण खोलवर रुजलेले आहे की ते साम्य केवळ यादृच्छेने घडून आलेले नाही. याचाच अर्थ असा की, वरील साम्य आढळणाऱ्या भाषा कोणत्या तरी एका भाषेपासून उद्भवल्या असल्या पाहिजेत असे मानावे लागते. १८ व्या शतकात वल्यम जोन्स यांनी काढलेल्या निष्कर्षामुळे पाश्चात्य भाषा अभ्यासाला एक नवीन महत्त्वाची दिशा मळाली. सर वल्यम जोन्स यांनी काढलेल्या निष्कर्ष पुढीलप्रमाणे आहे. त्यांच्या मते संस्कृत, ग्रीक व लॅटिन या भाषांमध्ये बऱ्याच प्रमाणात साम्य आहे. त्यामुळे या भाषा एकाच भाषेपासून निर्माण झाल्या असाव्यात. जोन्स यांनी मांडलेल्या वचाराच्या आधारावर ऐतिहासक भाषा वज्ञान वक सत झाले.

भाषा वज्ञानाच्या वर्णनात्मक भाषा वज्ञान व ऐतिहासक भाषा वज्ञान या दोन महत्त्वाच्या शाखा आहेत. भाषेला वर्तमान व भूतकाळ असतो. या दोन्ही दृष्टीने भाषेचा अभ्यास करणे महत्त्वाचे असते. ऐतिहासक भाषा वज्ञान व वध भाषांचा तौलनिक पद्धतीने अभ्यास करून त्यांना मूळ भाषेपर्यंत नेऊन पोहोचवतात. वर्णनात्मक भाषा वज्ञान वर्तमानकालीन भाषांचा अभ्यास करते तर ऐतिहासक भाषा वज्ञान भाषेच्या गतकालीन रूपाचा अभ्यास करते. ऐतिहासक काळातील भाषेच्या उच्चारणाचे स्वरूप व ध्वनि फत उपलब्ध नसल्यामुळे ऐतिहासक काळातील नाणी, शलालेख आण ताम्रपट या वरील भाषक लेखन व प्राचीन काळातील साहित्य इत्यादींवर अवलंबून राहावे लागते. ऐतिहासक भाषा वज्ञानात भाषेचा कालक्रमक अभ्यास करावा लागतो. भाषेच्या दोन कंवा अधिक रूपांचा परस्पर संबंध शोधणे हे त्यांचे उद्दिष्ट असते. संस्कृत - प्राकृत - अपभ्रंश - मराठी या क्रमाने मराठी भाषा कशी निर्माण झाली याचा शोध घ्यावा लागतो. तसेच यादवकालीन मराठी शककालीन मराठी आण अर्वाचीन मराठी यांचा परस्परसंबंध काय आहे या प्रश्नांचा ऐतिहासक भाषा वज्ञानाला शोध घ्यावा लागतो. भाषांचे कुलनिष्ठ वर्गीकरण करणे, काळानुसार शब्दांचे ध्वनिपरिवर्तन कसे बदलते, शब्दांचा अर्थ कसा बदलत जातो या वषयांचे नियम शोधण्याचे महत्त्वाचे कार्य भाषा वज्ञानाला करावे लागते.

१.५ ऐतिहासक भाषाअभ्यासाची परंपरा

मध्ययुगीन युरोपमध्ये भाषा वषयीचा दृष्टिकोन धार्मिक स्वरूपाचा होता. याचे मूळ जूना करार (Old testament) या हिब्रू धर्मग्रंथात होते. जुन्या करारातील जेनि सस हे प्रारंभीचे पुस्तक आहे. जेनिससनुसार भाषा ही माणसाला लाभलेली दैवी देणगी आहे. तिच्यामध्ये नामकरणाची यातुशक्ती आहे. अगोदर ज्या गोष्टींची उत्पत्ती झालेली आहे. त्या सर्व गोष्टींना जाब देण्याची शक्ती देवाने माणसाला दिली. जेनिसमध्ये बेबम्रच्या मनोन्याची कथा सांगतली आहे. ती म्हणजे मानवाने स्वर्गात पोहोचण्यासाठी एक मनोरा बांधायला सुरुवात केली. देवाला वाटले हे आपल्याला एक प्रकारे आव्हानच आहे. म्हणून हा मनोरा पूर्ण होणार नाही अशी युक्ती शोधून काढली. सर्व माणसांना जोडणारी एक भाषा होती. तिच्या जागी देवाने अनेक भाषा माणसाला दिल्या. त्यातून गोंधळ निर्माण होऊन मनोन्याचे काम पूर्ण होऊ शकले नाही. मध्ययुगीन युरोपातील भाषक समजूतीचा आधार म्हणजे ही मध्यकथा आहे. हिब्रू ही जुन्या कराराची भाषा म्हणून सर्व भाषांची जननी होय.

ग्रीक लॅटिन या भाषा संस्कृतीचा विकास करणाऱ्या म्हणून श्रेष्ठ दर्जाच्या आहेत. तर इंग्रजी ही भाषा प्राचीन भाषांचीच भ्रष्ट व अपभ्रष्ट रूप आहे इत्यादी समजूती त्यावेळी प्रचलित होत्या. इतिहास समजून घेताना त्यातील सत्यता पडताळून पाहण्याची त्यावेळेला आवश्यकता वाटली नाही. मात्र पंधराव्या व सोळाव्या शतकात आधुनिक वचारांच्या प्रभावामुळे धार्मिक चातुर्वर्षिक समजूतींचा प्राबल्य कमी होऊ लागले. धर्मग्रंथ प्राचीन महाकाव्य जुनी हस्तलिखिते इत्यादींची चकत्सा होऊ लागली. ही चकत्सा शैलीच्या अंगाने करून त्याची कालनिश्चिती अधिक नेमकेपणाने होऊ लागली. या संहिता चकत्सेला फिलॉलॉजी (Philology) असे युरोपियन व जर्मन परंपरेमध्ये नाव मळाले.

इंग्लिश परंपरेमध्ये मात्र philology ही संज्ञा Comparative Linguistics तुलनात्मक भाषाशास्त्र या मर्यादित अर्थाने वापरली जाते. संस्कृत ग्रीक लॅटिन या भाषामागे ख्रि. पू. सुमारे ३०० वर्षांपूर्वी आदि-इंडो-युरोपियन ही जनक भाषा असावी. या पद्धतीला इंडो-युरोपीय भाषाकुलातून उत्पन्न झालेल्या आहेत असे सिद्ध करता येते. त्यामुळे या भाषाभगिनी ठरतात. ऐतिहासिक भाषा विज्ञानाच्या अभ्यास परंपरेत वल्यम जोन्स यांनी एकका लक भाषेचा वचार मांडला. बॉप याने इंडो-युरोपियन भाषांचा अभ्यास केला.

कॉलवेलने द्रविड भाषांचा अभ्यास केला. ग्रीक्सनने भारतीय भाषांचे वर्गीकरण केले तर व्हिट्टने शब्दशास्त्र व भाषाशास्त्र यामधील फलक सांगतला. ग्रीमने ध्वनि परिवर्तनाचे नियम मांडून ऐतिहासिक भाषा विज्ञानात भर घातली. तसेच ऐतिहासिक व तौलनिक भाषाभ्यास पद्धतीपेक्षाही वेगळी पद्धती असू शकते व ती भाषा विज्ञानात अधिक महत्त्वाची ठरते. याची जाणीव सोस्यूरने प्रथम निर्माण केली. एकका लक आणि कालक्रमिक पद्धतीने सोस्यूरने भेद केल्यानंतर भाषा विज्ञानाचे स्वरूपच पूर्णपणे बदलून गेले. एकका लक पद्धतीमध्ये कोणताही एक कालबिंदू निश्चित करून त्या ठिकाणच्या भाषेच्या स्थितीचे वर्णन केले जाते. उदा. ज्ञानेश्वर कालीन मराठीचा अभ्यास हा एकका लक होऊ शकतो तसेच इतर कालखंडातील मराठीचा उगम व विकास या संबंधीचा अभ्यास केला तर तो कालक्रमिक पद्धतीचा ठरू शकतो. भाषा विज्ञानात एकका लक पद्धत प्रमुख पद्धत म्हणून भाषावैज्ञानिकांनी तिचा स्वीकार केला.

१.६ ऐतिहासिक भाषा अभ्यासाच्या पद्धती

भाषेचा शास्त्रशुद्ध व वस्तुनिष्ठ अभ्यास करण्यास तसेच भाषेचे अधिक ज्ञान मिळवण्यासाठी भाषा विज्ञान एकका लक वर्णनात्मक किंवा संरचनात्मक कालक्रमिक व तुलनात्मक या पद्धतींचा अवलंब करणे. या पद्धतींच्या आधारे भाषेचे मूळ रूप तिची ध्वनिव्यवस्था, तिचे रूप एखाद्या कालखंडामध्ये कोणते होते किंवा एकाच भाषेतून इतर भाषा कशा निर्माण झाल्या याचा शोध या पद्धतीतून घेता येतो.

१.६.१ समका लक किंवा एकका लक :

समका लक किंवा एकका लक म्हणजे एका विशिष्ट काळातील असा आहे. भाषेच्या कोणत्याही एका विशिष्ट कालखंडातील स्वरूपाचा अभ्यास या पद्धतीत करता येतो. भाषा परिवर्तनशील असल्यामुळे वेगवेगळ्या कालखंडात तिचे वेगवेगळे रूप दिसून येते. त्यातील एका विशिष्ट कालखंडातील स्वरूपाचे व रूपाचे वर्णन या पद्धतीने केले जाते. विशिष्ट कालखंडातील भाषेचे स्थिर रूप केंद्रित करून त्या कालखंडातील भाषेतील ध्वनी शब्द अर्थ शब्दसंग्रह व व्युत्पत्ती या व वध घटकांचे विश्लेषण केले जाते. त्याचे सांगोपांग वर्णनात्मक विश्लेषण करणे हे ध्येय असते. यालाच भाषेचा स्थित्यात्मक अभ्यास असेही म्हणतात. कारण विशिष्ट कालखंडातील भाषेच्या स्थिर स्थितीचे वर्णन या अभ्यास पद्धतीत केले जाते.

१.६.२ संरचनात्मक अभ्यासपद्धती :

भाषा ही संरचनात्मक पद्धती आहे. ध्वनी, वर्ण, शब्द, अर्थ, वाक्य हे भाषेचे घटक आहेत. त्यांच्यातील परस्पर संबंध प्रत्येक भाषेत वेगवेगळे असतात. त्यामुळे प्रत्येक भाषेची संरचना स्वतंत्र असते. वरील भाषा घटकांच्या स्वतंत्रपणे वचार न करता त्यांच्या परस्परसंबंधातून निर्माण झालेल्या संरचनांच्या अभ्यास या पद्धतीने केला जातो. या पद्धतीमुळे भाषेची प्रकृती व तिच्या वास्तवस्वरूपाची कल्पना येते. संरचनेमुळे भाषेची अंतरिक व्यवस्था कळते. संरचनात्मक भाषाशास्त्र हेच खरे भाषाशास्त्र आहे. असा आग्रह अनेक भाषावैज्ञानिक घेतात. मात्र ध्वनि वचार ऐतिहासिक व तौलनिक भाषा पद्धती वक सत झालेल्या आहेत ऐतिहासिक अभ्यासासाठी भाषेचाच पूर्णावस्थेतील लखत रूपावर अवलंबून राहावे लागते. परंतु भाषेचे बोलीरूप हेच भाषेचे खरे ज्ञान होण्यासाठी उपयोगी पडू शकते असे संरचनात्मक भाषाशास्त्राला वाटते.

१.६.३ ऐतिहासिक कंवा व्दैकात्मक पद्धती :

ऐतिहासिक पद्धती कालक्रमाने भाषेत घडणाऱ्या परिवर्तनाचा इतिहास लहिते. मात्र या अभ्यासाला दोन कालबिंदूची मर्यादा असते. एका ठरा वक काळापासून दुसऱ्या व शष्ट काळापर्यंत भाषा व वध अंगांनी कशी परिवर्तन होत गेली याचे स वस्तर वर्णन असते. सामाजिक संस्थांचा इतिहास लहिन्यासाठी ऐतिहासिक भाषा अभ्यासपद्धती उपयोगी पडते. दीर्घ कालखंडात एकाच भाषेच्या दोन रूपात फरक दिसून येतो. त्यात आधीचे रूप व नंतरचे रूप यामध्ये तुलना करून या परिवर्तनास कोणते कोणती कारणे असतील याचा शोध घेता येतो. भाषक परिवर्तनाला कारण ठरलेल्या घटकांचे क्रमवार मांडणी करून बदललेल्या रूपाचा परिचय करून घेता येतो. भाषेचा इतिहास लहिन्यासाठी प्रत्यक्ष पुरावा म्हणजे त्या भाषेची लेखन सामग्री होय. भाषेचे प्राचीन काळातील लखत रूपावरून त्या भाषेचा इतिहास लहिता येतो. बोलीभाषेचे पूर्वरूप व ध्वनिसाम्यतेचा इतिहास जाणून घेण्यासाठी लखत दर्जा ध्वनिमूल्य ठरवणे आवश्यक असते. दोन भाषक अवस्थांमधील इतिहास लहिताना ध्वनी, व्याकरण व शब्दसंग्रह यांचे तपशीलवार वर्णन करणे आवश्यक असते. भाषांची तुलना अंतर्गत पुनर्घटना कालनिर्णय पद्धती यांच्या अभ्यासाने ऐतिहासिक भाषा वज्ञान निर्माण होते.

१.६.४ तौलनिक पद्धती :

तौलनिक भाषा अभ्यासात एकच वंशाच्या दोन कंवा अधिक भाषांचा तुलनात्मक अभ्यास केला जातो. १८८६ मध्ये कलकत्ता येथे रॉयल एशियाटिक सोसायटीच्या सदस्यांसमोर सर वल्यम जोन्स यांनी संस्कृत-लॅटिन-ग्रीक-कॅल्टिक या भाषांमध्ये आढळून येणारे साम्य स्पष्ट केले. या भाषा एकाच परिवारातल्या असून त्यांचे मूळ एकच असावे असा निष्कर्ष त्यांनी मांडला. तौलनिक पद्धतीत एकाच भाषावंशातील अनेक भाषा तुलनेसाठी घेतल्या जातात व या अभ्यासातून अनेक भाषांचे मूळ शोधले जाते. त्या भाषेतील ध्वनींचे मूळ रूप व भाषेच्या स्वरूपाचाही अंदाज करता येतो. ज्या भाषांमध्ये साम्य आहे. त्यांचा एक गट तयार करून त्यांचा वचार करता येतो. त्यातील साम्य कोणत्या घटकात आहे व वेगळेपण कोणते आहे हे स्पष्ट होते. तौलनिक पद्धतीत ध्वनि वचाराबरोबर व्याकरणाचाही वचार केला जातो. तसेच एकाच परिवारात नसणाऱ्या भाषाही तुलनेसाठी घेतल्या जातात. तौलनिक अभ्यासाने एकाच मूळ भाषेपासून व वध भाषांची उत्क्रांती कशी झाली याची कल्पना येऊ शकते.

१.७ भाषाकुल कल्पना व मूळ भाषेचे पुनर्रचन

एखाद्या भाषेची वाटचाल सुरू असताना त्या भाषेच्या ध्वनि व्यवस्थेत रूपव्यवस्थेत व शब्दकोशात फरक पडत जातात. याचाच अर्थ असा की भाषेला इतिहास असतो. याची जाणीव सर वल्यम जोन्स यांच्या पूर्वकाळातील भाषावैज्ञानिकांना होती. परंतु दोन कंवा त्याहून अधिक भाषेत साम्यस्थळे आढळली तर त्या भाषांचे मूळ कोणत्या तरी एका भाषेत आहे असे मानावे लागते. ती साम्य स्थळे दर्शवणाऱ्या भाषा कोणत्यातरी एका भाषेतून उद्भवल्या आहेत. ही नवीन कल्पना सर वल्यम जोन्सने मांडली.

एखाद्या भाषाकुलात ज्या भाषा आपण समा वष्ट करतो त्यांची पूर्णावस्था माहीत नसेल, पूर्णावस्थेचे नमुने उपलब्ध नसतील कंवा असतील जसे मराठी गुजराती, हिंदी इ. उत्तर भारतीय भाषांची पूर्णावस्था कंवा जननी संस्कृत भाषा आहे हे असे समजते. तसेच फ्रेंच, इटालियन, स्पॅनिश इ. रॉमन्स भाषाकुलांची लॅटिन ही पूर्वावस्था आहे. परंतु इंग्रजी, जर्मन, डच इ. जरमॅनिक कुलातील भाषांची मूळ पूर्णावस्था माहीत नाही. तसेच संस्कृत, ग्रीक, लॅटिन इ. इंडोयुरो पयन भाषा, कुलातल्या भाषांची मूळ अवस्थाही माहीत नसेल तर कुलदृष्ट्या साम्य असलेल्या भाषांच्या आधारे त्यांचे पुनर्रचन करावे लागते. पुनर्रचना करण्याच्या दोन पद्धती आहेत.

१. तौलनिक अथवा बहुभाषक (Comparities)

२. अंतर्गत अथवा एकाभाषक (Internal)

१.७.१ पुनर्रचन पद्धतीचे आधारभूत अभ्युपगम :

नियमानुसारी ध्वनिपरिवर्तन : इतिहासात जी ध्वनिपरिवर्तन घडून येतात. ती नियमानुसारी असतात. ही ध्वनिपरिवर्तने वाेल तसे घडून येत नाहीत. म्हणून भाषेचे पुनर्रचन करणे शक्य होते. म्हणजेच भाषेचे मूळ रूप, तिची परंपरा समजून घेता येते.

१.७.२ आधारभूत अभ्युपगम :

या गृहितकावर भाषाशास्त्रज्ञांमध्ये बरेच मतभेद आहेत. ब्लूम फील्डच्या मते भाषेत जी ध्वनिपरिवर्तने घडून येतात. ती भाषा बोलणाऱ्यांच्या उच्चारण करण्याच्या सवयीमुळे फरक पडत असल्यामुळे होतात. उच्चारण पद्धतीत फरक झाला तर व शष्ट वर्णांचा उच्चार करताना अवयवांची जी हालचाल होते ते सर्वच शब्दांत व शष्ट वर्णांचा उच्चार करताना होते. या परिवर्तनाला लॉ म्हटले आहे. म्हणजेच ती एक ऐतिहासिक घटना आहे. उदा. संस्कृत 'म'चा मराठीत 'व' होतो. जसे ग्राम-गाव, नाम-नाव तर संस्कृत 'क'चा हिंदीत 'ग' होतो. उदा. लोक-लोग, शाक-साग इ.

१.७.३ तौलनिक अथवा बहुभाषक पुनर्रचन :

भाषाकुल कल्पनेचा अर्थ :

आज प्रचलित असलेल्या कंवा प्राचीन काळातील कोणत्याही दोन कंवा अधिक भाषांत शब्दकोश व रूप व्यवस्था या दृष्टीने साम्य असेल तर केवळ भाषक उसनवारीमुळे दोन कंवा अधिक भाषांत साम्य नसले तर त्या-त्या भाषा एकाच भाषाकुलातील आहेत हे मानावे लागते. ज्या भाषा एका कुलातील मानतो त्या सर्व इतिहास काळात कोणत्या तरी एका भाषेपासून निर्माण झालेल्या असतात. मूळ भाषा जर माहीत नसेल तर ती माहीत करून घेण्यासाठी भाषेचे पुनर्रचन करावे लागते. मराठी, गुजराती, हिंदी इ. अर्वाचीन भाषेचे मूळ संस्कृत भाषा आहे व त्यांचे नमुने उपलब्ध असल्यामुळे मूळ संस्कृत भाषेचे पुनर्रचन करण्याची गरज नाही. परंतु ता मळ, तेलगू इ. दक्षिण भारतीय भाषा ज्या मूळ भाषेपासून निर्माण झाल्या. त्या मूळ भाषेचे स्वरूप माहीत नसल्यामुळे ती मूळ भाषा समजून घेण्यासाठी तिचे पुनर्रचन करावे लागते.

तौलनिक पुनर्रचन पद्धतीचे स्वरूप

मूळ भाषेचे पुनर्रचन ज्या प्रमुख पद्धतीने करण्यात येते. त्या पद्धतीला तौलनिक पुनर्रचन पद्धती म्हणतात. या पद्धतीत एकापेक्षा अधिक भाषेचे पुरावे वापरत असल्याने तिला बहुभाषक पुनर्रचन असेही म्हणतात. या पद्धतीत दोन कंवा अधिक भाषांमून पुनर्रचनासाठी सामग्री गोळा करावी लागते. मराठीत माती व गुजरातीत माटी हे शब्द घेऊन पुनर्रचन करता येते. सामा सक शब्द व उसनवारीने घेतलेले शब्द पुनर्रचन करताना निवडू नयेत. उदा. गुजरातीतील दिवासळी (आगपेटीतील काडी) आण हिंदी दिलसलाई हे सामा सक शब्द असल्यामुळे यांच्या आधारे पुनर्रचन करू नये. एखादा सामा सक शब्दांपैकी पहिला शब्द स्वतंत्र असेल तर त्याचे पुनर्रचन होऊ शकते. उदा. वरील सामा सक शब्दांपैकी गुजरातीतील दीपी व हिंदीतील दिया (संस्कृत दीप) हे शब्द पुनर्रचनासाठी घ्यायला हरकत नाही.

ध्वनी अर्थसाम्य

एखाद्या भाषाकुलातील भाषात ध्वनिसाम्य व अर्थसाम्य असणाऱ्या शब्दांच्या कंवा पदांच्या जोड्यांच्या आधारे पुनर्रचन करता येते या तआहे समा वष्ट भाषा इ लॅटिन, ग्रीक, अवस्था संस्कृत भाषाकुलात युरोपियन-इंडो. उदा. भाषांच्या सर्व त्या जोड्यांवरून शब्दांच्या भाषांतील मुळाशी जी एक इंडो येते कल्पना असल्याची भाषा युरोपियन-शाखेची इराणी-इंडो मुळाशी भाषांच्या दोन आधारे त्यांच्या आढळतील जोड्या ज्या भाषांत या अपेस्ता व संस्कृत कंवा इराणी शाखे-ते. उदा. संस्कृत व अपेस्ता यांच्या आधारे इंडोभाषेचे कल्पना करून पुनर्रचन करावे लागच्या मूळ भाषेचे पुनर्रचन पुढीलप्रमाणे करता येईल, (मातर अवेस्ता मातर (आई संस्कृत .नामजानामन (नाव) - इराणात ही अवेस्ता व कालांतराने संस्कृत ही भारतात या उदाहरणावरून ज्या मूळ इंडो इराणी उपशाखेपासून असले शब्द असे नमन व मात अर्थी या नाव व आई शाखेत त्या लीउद्धव पाहिजेत असे पुनर्रचन करीत येते.

१.८ अंतर्गत अथवा एकभा षक पुनर्रचन

भाषेच्या इतिहासात अनेक प्रकारची ध्वनी परिवर्तने घडून येतात. काही रूपात वेगळेपण नसते. उदा. घोडा हा शब्द घेतला तर घोडा- घोड्याला, घोड्यांना या रूपात ध्वनि वै चत्र्य आढळत नाही. परंतु ससा या शब्दात ससा सशाला, सशांना अशी सअ व सश ही दोन रूपे आढळतात. रूपाच्या या फरकामुळे ध्वनिपरिवर्तन झालेले आहे. ते एक भा षक पुनर्रचनेचे मुलभूत तत्त्व आहे. पूर्वकाळी सशा- सशे, मासा- माशे अशा जोड्या होत्या. आता त्यांचे ससा-सशे झाले. ससा- ससे, माशा- मासे असे ध्वनिपरिवर्तन झालेले दिसते.

१.९ ऐतिहा सक पद्धतीच्या मर्यादा

वर्णनात्मक भाषाभ्यास पद्धतीचा विकास होऊ लागल्यानंतर ऐतिहा सक भाषा वज्ञानाच्या मर्यादा लक्षात येऊ लागल्या. ऐतिहा सक अभ्यासाला केवळ ल खत पुराव्यावरच अवलंबून राहावे लागते. यामुळे इतिहास काळातील भाषेच्या उच्चाराने स्वरूप कळत नाही. भाषेतील बोलीभाषेतील स्तर कळत नाही. नाणी- शलालेख, ग्रंथ हे पुरावे भाषेच्या अभ्यासाच्या दृष्टीने पुरेसे ठरत नाही. नवीन पुरावे उपलब्ध झाल्यामुळे जे निष्कर्ष काढलेले असतात. त्यांना भक्कम आधार मळतो. तर काही वेळेला नवीन पुरावे उपलब्ध झाल्यामुळे पूर्वी मांडलेले निष्कर्ष बदलण्याची शक्यता असते. या मर्यादा लक्षात आल्यानंतर ऐतिहा सक पद्धतीच्या वैज्ञानिकतेचे ठामपणे मांडलेले दावे आपोआप कमी होतात. भाषाकुलांच्या आकृत्या कागदावर सुटसुटीतपणे दाखवता येत असल्या तरी प्रत्यक्ष भाषा व्यापारातील बरेचसे भाग आकृत्यांतून दाखवता येत नाही. मूळ भाषेचा शोध घेणे तसेच अस्तित्वात नसलेल्या मूळ भाषेचे पुनर्रचन करणे या पद्धतीचे पूर्ण खात्री देता येत नाही. याची जाणीव ऐतिहा सक भाषा वज्ञानाचा अभ्यास करताना अभ्यासकांना झालेली आहे.

१.१० उपसंहार

ऐतिहा सक भाषा वज्ञान हे बोली व ल खत भाषेचे शास्त्रशुद्ध पद्धतीने अभ्यास करणारे शास्त्र आहे. ध्वनी शब्द वाक्य व अर्थ या घटकांचे कार्य व परस्पर संबंधाचा वस्तुनिष्ठ वचार केला जातो. प्रारंभी भाषा वज्ञानाला **comparative philology** हे नाव होते. नंतर **Linguistics** हे नाव रुढ झाले. सर वल्यम जोन्स यांच्या संशोधनातून भाषा वज्ञानाला चालना मळाली. संस्कृत, ग्रीक व लॅटिन या भाषांमध्ये साम्य आहे. त्यामुळे त्या एकाच भाषेपासून निर्माण झालेल्या असाव्यात असा त्यांचा निष्कर्ष होता. ऐतिहा सक काळातील भाषेच्या उच्चारणाचे स्वरूप उपलब्ध नसल्यामुळे ऐतिहा सक काळातील नाणी, शलालेख, ताम्रपट व प्राचीन काळातील लेखन यांचा आधार घेऊन भाषेचा कालक्रमिक अभ्यास केला जातो. कुलनिष्ठ वर्गीकरण, काळानुसार शब्दांचे ध्वनिपरिवर्तन व शब्दांचा अर्थ कसा बदलतो याचे नियम शोधण्याचे कार्य भाषा वज्ञान करते. मध्ययुगीन युरोपमध्ये भाषा वषयीचा दृष्टिकोण, धर्मक व परंपरागत स्वरूपाचा होता. आधुनिक वचारांच्या प्रभावामुळे सर्व समजुतीची च कत्सा होऊ लागल्यामुळे भाषेकडे च कत्सा दृष्टीने पाहिले जाऊ लागले.

वल्थम जोन्स यांनी ँकका लका भाषेचा वचार मांडल्यामुळे संस्कृत, ग्रीक व लॅटिन या इंडो-युरो पयन भाषाकुलातून उत्पन्न झालेल्या असाव्यात. त्यामुळे त्या भाषा भ गनी ठरतात. या पद्धतीने भाषेचे पुनर्रचन करता येते. सोस्यूरने ँकका लक व कालक्र मक यात भेद केला. कोणताही ँक कालबिंदू निश्चित करून भाषेच्या स्थितीचे वर्णन केले. ऐतिहा सक भाषा वज्ञानाच्या ँकका लक, संरचनात्मक, व्दैका लक, तौलनिक इ. अभ्यास पद्धती आहेत. भाषेचे पुनर्रचन करून ऐतिहा सक भाषा वज्ञानाने भाषेचा अभ्यास केला जातो. ऐतिहा सक भाषा वज्ञानाला मर्यादा आहेत. ऐतिहा सक भाषेच्या उच्चारणाचे स्वरूप उपलब्ध नसल्यामुळे केवळ ल खत पुराव्यावरच अवलंबून राहता येते. बोली भाषेतील स्तरभेद कळत नाही. नाणी, शलालेख व ग्रंथ हे पुरावे भाषेच्या अभ्यासाच्या दृष्टीने पुरेसे ठरत नाही.

मूळ भाषेचा शोध घेणे व अस्तित्त्वात नसलेल्या मूळ भाषेचे पुनर्रचन करणे या पद्धतीची पूर्ण खात्री देता येत नाही.

१.११ कठीण शब्दार्थ

अभ्युपगम - गृहितक, अनुमान

पुनर्रचन - नवीन मांडणी, पुनर्रचना



प्रश्न. खालील प्रश्नाची थोडक्यात उत्तरे लहा.

१. ऐतिहासक भाषा वज्ञानाचे स्वरूप सांगा.
२. वल्यम जोन्सचा सद्धांत
३. ऐतिहासक भाषा वज्ञानाच्या अभ्यास पद्धतीचा परिचय करून द्या.
४. मूल भाषेचे पुनर्रचन करा



१. भाषा वज्ञान वर्णनात्मक आण ऐतिहासक - संपा. डॉ. स. ग. मालशे व इतर - पद्मगंधा प्रकाशन- पुणे तृतीय आवृत्ती
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संदर्भ ग्रंथ



१. स. रा. गाडगीळ - काव्यशास्त्रप्रदीप
२. रा. श्री. जोग - अ भनव काव्यप्रकाश
३. द. के. केळकर - काव्यालोचन
४. रा. शं. वा लंबे - साहित्यमीमांसा

S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. ECONOMICS

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Economics " (New) (Revised 2012 - Regular) under the "Faculty of Humanities". On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

**Shreemati Nathibai DamodarThackersey Women's University,
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Signature

Registrar



**Registrar
SNDT Women's University
Mumbai - 20**

**I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
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Mumbai - 400 049**

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. ECONOMICS
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

Index

M.A. I		
Semester - I		
Paper No.	Name of the Course	Course Code
1.	Microeconomics – I	106001
2.	Economics of Growth and Development –I	106002
3.	Industrial Economics	506101
4.	Demography	506105
5.	Economics of Gender and Development	506107
Paper No.	Name of the Course	Course Code
1.	Microeconomics – II	206003
2.	Economics of Growth and Development –II	206004
3.	Agricultural Economics	506106
4.	Financial Institutions and Markets	506108
5.	Public Economics	506110

M.A. II		
Semester - III		
Paper No.	Name of the Course	Course Code
1.	Macroeconomics – I	306005
2.	Indian Economy	306006
3.	Research Methodology	306007
4.	Labour Economics	506102
5.	Rural Economics	506113
Paper No.	Name of the Course	Course Code
1.	Macroeconomics – II	406008
2.	International Economics	506111
3.	Urban Economics	506114
4.	Economics of Social Infrastructure	506117
5.	Indian Agriculture	506118



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

Sir. Vithaldas Vidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049

Phone : 26607758, 26608193, 26609829, 26608493, 26608462 Ext- 223, Fax : 26604759

Email : cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. Part - I & II

ECONOMICS

Economics Syllabus

Index

M.A. I			
Semester - I			
Paper No.	Name of the Course	Course Code	Page No.
1.	Microeconomics – I	106001	03 - 04
2.	Economics of Growth and Development –I	106002	05 - 08
3.	Industrial Economics	506101	09 - 11
4.	Demography	506105	12 - 15
5.	Economics of Gender and Development	506107	16 - 21
Semester - II			
Paper No.	Name of the Course	Course Code	Page No.
1.	Microeconomics – II	206003	22 - 23
2.	Economics of Growth and Development –II	206004	24 - 27
3.	Agricultural Economics	506106	28 - 31
4.	Financial Institutions and Markets	506108	32 - 33
5.	Public Economics	506110	34 - 37
M.A. II			
Semester - III			
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1.	Macroeconomics – I	306005	38 - 41
2.	Indian Economy	306006	42 - 44
3.	Research Methodology	306007	45 - 46
4.	Labour Economics	506102	47 - 49
5.	Rural Economics	506113	50 - 51
Semester - IV			
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1.	Macroeconomics – II	406008	52 - 54
2.	International Economics	506111	55 - 58
3.	Urban Economics	506114	59 - 60
4.	Economics of Social Infrastructure	506117	61 - 62
5.	Indian Agriculture	506118	63 - 65

Semester I

1. Microeconomics – I (106001)

Marks: 100 (4 credits)

PREAMBLE

This paper analyses the economic behavior of individuals, firms and markets. It is mainly concerned with objectives of equipping the students in rigorous and comprehensive manner with the various aspects of consumer behaviour and demand analysis, production theory and behaviour of costs, the theory of traditional markets and equilibrium of firm in modern non-profit maximizing framework. The paper also deals with the welfare economics and general equilibrium in closed and open systems and analysis of economic behaviour under uncertainty

Unit	Course Content	Marks
Unit 1	1.Introduction and Consumer behavior : Basic Concepts-Economic Models, Exogenous and endogenous variable, Optimization and equilibrium. Demand curve, Supply curve, Market equilibrium, comparative statics- Market structures. Extension of demand and supply analysis - Elasticity of demand and supply- Income elasticity- concept , methods of measurement-empirical estimation, relationship between individual demand and market demand, application of elasticity of demand. Consumer behavior-The problem of optimization; budget constraints, consumer preference, utility, choice, derivation of law of demand. Revealed preference- The weak and strong ordering-axioms of revealed preference-law of demand-from revealed preference to index numbers. Revision of demand theory by Hicks- Consumer's surplus.	33
Unit 2	2.Production and Costs: law of variable proportions and returns to scale ;Production function: Cobb-Douglas , CES, VES and Translog functions, Cost of production – concepts - Costs in the short run-long run, cost minimization input choices, isoquants – iso-cost, Least cost combination of inputs ; production with two outputs – economies of scope, learning curve.	25
Unit 3	3.Partial and General Equilibrium: The competitive firm (partial equilibrium); General equilibrium, efficiency in exchange – equity and efficiency, efficiency in production, the gains from trade, market failures – marketpower, incomplete information, externalities, public goods.	25
Unit 4	4.Welfare economics: Pareto optimality; criteria for value judgments, social welfare function, Pareto criterion, Kaldor-Hicks criterion, Bergson Criterion, Arrow's Impossibility Theorem	17

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2. Economics of Growth and Development –I (106002)

Marks: 100 (4 credits)

PREAMBLE

The study of economic development has gained importance because of sustained interest of the development countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. While few success stories can be counted, many have grappled with chronic problems of narrow economic base, inefficiency and low standard of living. For this and other reasons, there have been many approaches to economic development. This paper exposes the students to diverse theories, models and views on development.

Unit	Course Content	Marks
Unit 1	1.Basic Concepts: Economic growth and development- Measurement of Development-Indices of development – PQLI, HDI, Gender Adjusted HDI - Inter country comparisons of development-Development Gap.	17
Unit 2	2.Economic Growth Models:- Neo- classical – Solow and Meade- Joan Robinson’s Growth Model-Hicks-Harrod-; learning by doing approach, Harrod-Domar Model, Technological progress- embodied and disembodied technical progress-Kaldor and Pasinetti- Two sector model – Endogenous growth.	17
Unit 3	3.Economic Growth Theories : Theories of growth and development : Circular Causation, Unlimited Supply of Labour, Ranis and Fei model, Big Push, Balanced and Unbalanced Growth, Critical Minimum Effort, Low Level Equilibrium Trap, Dualism	16
Unit 4	4.Theories of Development: Classical theory of development- contributions of Adam Smith, Ricardo, Malthus and James Mill, Karl Marx and development of capitalistic economy- theory of social change, surplus value and profit; Schumpeter and capitalistic development, innovation- role of credit, profit and degeneration of capitalism, Structural analysis of development.	33
Unit 5	5.Views of Development: Dr. BabasahebAmbedkar -state socialism, - Mahatma Gandhi-Trusteeship; AmartyaSen- entitlements.	17

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3. Industrial Economics (506101)

Marks: 100 (4 credits)

PREAMBLE

In the contemporary world with globalization and liberalization more and more attention is being given to industry. This course intends to provide knowledge to the students on the basic issues such as productivity, efficiency, capacity utilization and debates involved in the industrial development of India. The objective is to provide a through knowledge about the economics of industry in a cogent and analytical manner, particularly in the Indian context.

Unit	Course Content	Marks
Unit 1.	1.Industrial Organisation: Market – Structure – Conduct – Performance – Theories of Product Pricing – Administered prices - Theories of Location – Theories of Growth of firms – Financial Ratios – Methods of Investment Appraisal – Depreciation	17
Unit 2.	2.Industrial Policy and Development: Overview of industrial policy prior to 1991-Industrial policy resolution of 1991 and changes thereafter – Trends and pattern in Industrial Development – Regional Development – Problems Industrial sicknessand remedial measures	17
Unit 3.	3.Industrial Finance: Types and Sources of industrial finance, sources and trends of institutional finance (IFCI, SFCs, IDBI, SIDBI) Commercial Banks.	16
Unit 4.	4.Private, Public and Small Scale Sectors Role, Performance and Problems of Private, Public and small scale Sectors – Privatization and Disinvestment.	16
Unit 5.	5.External Sector: Trends and pattern of FDI in India-Trends and pattern of Indian industry abroad-M&A- Export and import component of Indian industrial sector.	17
Unit 6.	6.Selected Industries: Iron and Steel –Cement -Coal - and engineering goods; Cotton textiles- Jute- IT industry.	10

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4. Demography (506105)

Marks: 100 (4 credits)

PREAMBLE

The main objectives of this paper are to gain a clear understanding of demographic concepts, theories, and processes to make students aware of the importance of population in economic development. The paper also enlightens the student on the quantitative and qualitative aspects and characteristics of the population through various demographic techniques. The issues pertaining to sex ratio, increasing urbanization and components of urbanization like migration and natural increase, changing age structure which are of contemporary importance are also the focus of this paper. The study of this paper is expected to enable the student to understand the population dynamics that leads to the evolution of economic and population policies

Unit	Course Content	Marks
Unit 1	1.Introduction and Sources of Population data: Scope and relevance of Demography- Demographic Analysis and Population Studies- Demography and other disciplines Demographic data base – Sources of Population data in India - Population Census – Vital Registration – Sample Registration System and Large Scale Demographic Surveys – National Family Health Surveys (NFHS), District level Household Surveys (DLHS) - Quality of Demographic data .	18
Unit 2	2.Population Size and Growth: Population Size and Trends in the World population-Trends in population in India, states in India Components of Population Growth-Demographic Balancing Equation – Natural Growth - Net Migration Population Growth Rate: Ratios and rates- Linear Growth Rate, Geometric Growth Rate, Exponential Growth Rate	08
Unit 3	3.Population Processes Basic Measures of Mortality - Crude Death Rate, Age Specific Death Rate, Standardization of Death Rates, Life Table- Life Expectancy, Special measures- Infant Mortality Rates, Maternal Mortality Rates, Trends in Mortality and Infant mortality and Maternal Mortality Rates in India-factors influencing Mortality Basic Measures of Fertility – Period and Cohort Measures – Child Woman	25

	Ratio, Crude Birth Rate, General Fertility Rate, Age Specific Fertility Rate, Total Fertility Rate, Gross Reproduction Rate, Net Reproduction Rates- Cohort Rates – Trends in Fertility in India- Bongaart’s models of fertility- socio economic determinants of fertility Nuptiality Analysis –Mean Age at Marriage, Singulate Mean Age at Marriage – Indian Experience Migration- Types of Migration, Measures of Migration-Trends of Migration Theories of migration Demographic transition- India’s experience	
Unit 4.	4.Composition and characteristics of population Population Composition by age and sex- mean age, median age, dependency ratio, child dependency ratio, old age dependency ratio, population ageing Age pyramids- determinants of age structure, Age pyramids in India- demographic dividend- demographic social and economic implications of changing age structure Population Ageing and its socio-economic consequences Sex structure- sex ratio- sex ratio of child population - factors determining sex ratio Sex ratio imbalance in India and future scenario- Factors responsible for declining sex ratio in India Characteristics of population Religion, marital status, education, economic status- employments and occupation	22
Unit 5	5.Population Distribution and Urbanization: Geographic Distribution of the World Population – Urbanization – Growth and distribution of rural and urban population in developed and developing countries, level of urbanization and rate of urbanization – Urbanization in India, components of urban growth - determents and consequences of urbanization.	07
Unit 6	6.Population and Development Theories of population: Malthusian theory, Marx’s views on population, Boserup’s thesis Contemporary debates on population, environment and development- population and sustainable development	13

	Gender issues in the population, environment, development Demographic dimension of well being	
Unit 7.	7.Population Policy and programmes in India Evolution of Population Policies in India – The shift in population control to family welfare, to women empowerment: Role of ICPD Evolution of population programmes-Family planning programmes, Reproductive Health Programme, National Rural Health Programme Family Planning Strategies and their outcomes : Reproductive Health, maternal nutrition and child health policies, population and strategies for human development of different social groups: Social impact of new reproductive technologies and their regulation –The New Population Policy, Tasks before the National Population Commission.	07

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www.cwsc2011.gov.in/papers/demographic_transition/paper_4/pdf

5. Economics of Gender and Development (506107)

Marks: 100 (4 credits)

PREAMBLE

This course would provide students an understanding of the nature of the economic role of women and their contribution to the national economy on the basis of a scientific and non-sexist analysis. The modules incorporated in this course provide an analysis of issues at the theoretical level and also with regard to specificity of issues prevailing in the Indian context.

Unit	Course Content	Marks
Unit 1.	1.Introduction to Gender Studies: Importance of Women's Studies Concepts- 'Sex' Versus 'Gender', Oppression and Exploitation, Socialisation, Social Construction, Deconstruction, Patriarchy, Trends in Feminism, Gender Based Division of labour Economic Basis and Functioning of Patriarchy and Matrilineal societies, structures and systems Gender and the Process of Economic Development: Feminist Criticism of Development Indices and WID-WAD-GAD, Human Development Approach, Gender and Development Indices- Mainstreaming Gender into Development Policies, Gender Planning Techniques and Gender Sensitive Governance, Paradigm Shifts from 'Women's Wellbeing' to 'Women's Empowerment'- Addressing Practical Gender Needs and Strategic Gender Needs of Women	17
Unit 2.	2.Women: Demographic Aspects: Age structure, Mortality rates and Sex ratio. Causes of Declining Sex Ratios and Fertility Rates in LDCs with Special Reference to India Theories and Measurement of Fertility and Its Control. Gender and Population Control Policy with Special Reference to India. Reproductive Rights Women, Health and Nutrition Women and Education Economic Status of Women- Work Participation Rate of women	17

Unit 3.	3.Women in Decision Making: Factors Affecting Decision-making by Women Role of Voluntary Organizations, Self-help Groups-Women's Leadership in Micro Finance Review of Legislation for Women's Entitlements, Protection of Property Rights and Social Security. Schemes for Safety-net for Women. Social Structure and Social Security of Women - Entitlements, Access to Control over Economic Resources, Ensuring Economic Independence and Risk Coverage. Power of Decision-Making at Household Levels, Class and Community Levels- Role of Kinship in Allocation of Domestic and Social Resources Economic Status of women and its Effect on work Participation Rate, Income Level, Health and Education in Developing Countries and India. Democratic decentralization and Women's Empowerment in India	17
Unit 4.	4.Conceptualization of Women's Work: Concept and Analysis of Women's Work-Paid and Unpaid Work-Valuation of Productive and Unproductive Work Visible and Invisible Works: Visibility of Women in Statistics and Indicators- Economically Productive and Socially Productive Work Economic Status, Private Property and Participation of Women in Pre-industrial and Industrial societies, Women's Contribution to National Income. Women and Labour Markets- Factors Affecting Women's Entry in Labour Market-Supply and Demand of Women's Labour in the Developed and Developing Countries Work participation of women in agriculture and non-agricultural activities (with reference to India) - Work Efficiency and Women Women in the Informal Sector, Small Scale and Cottage Industries-Women in the Organised and Service Sector Wage Differentials in Female Activities- Determinants of Wage Differentials: Gender, Education, Skill, Productivity, Efficiency, Opportunities. Structures of Wages Across Regions and Economic Sectors	16
Unit 5.	5.Women, Technology and Environment Impact of Technological Development and Modernisation on Women's Work Participation Industrial Technologies and Women Agricultural Technologies-Mechanisation, High Yielding Varieties-Green Revolution Horticulture and Floriculture	

	Animal Husbandry, Dairy Development Poultry Development Women in Sericulture Women in the Fisheries Female Activities and Ecological and Environmental Concerns-The Two Way Relationships Role of New Technologies for Helping women Provision of Information and training for Simple Harvesting of Economic Services	17
Unit 6.	6.Social Security and Social Protection for Women Social Security of Women Entitlements, Ensuring Economic Independence and Risk Coverage Access to Credit and Insurance Markets Role of Voluntary Organisations and SHGs in Providing Social Security. Labour Market Biases and Gender Discrimination Effectiveness of Collective Bargaining Review of Legislations for women's Entitlements Protection of Property Rights and Social Security Schemes for Safety Net for Women Need for Women Workers' Union Affirmative Action for women and Improvement in Their Economic and Social Status	16

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Semester II

1. Microeconomics– II (206003)

Marks: 100 (4 credits)

PREAMBLE

This paper analyses the economic behavior of individuals, firms and markets. It is mainly concerned with objectives of equipping the students in rigorous and comprehensive manner with the various aspects of consumer behaviour and demand analysis, production theory and behaviour of costs, the theory of traditional markets and equilibrium of firm in modern non-profit maximizing framework. The paper also deals with the welfare economics and general equilibrium in closed and open systems and analysis of economic behaviour under uncertainty

Unit	Course Content	Marks
Unit 1.	1.Game theoretic approach: Basic concepts, Zero sum game, pure strategy – pay off matrix – Nash Equilibrium.	13
Unit 2.	2.Price output determination: Price-output determination under different market structures – Monopoly – price discrimination under monopoly – welfare aspects of monopoly – monopolistic competition – short run and long run equilibrium – excess capacity, Chamberlin's approach – Oligopoly – Non-collusive models (Cournot, Bertrand, Edgeworth, Chamberlin, kinked demand curve and Stackelberg's solution) Collusive Models (Cartels, Price Leadership).	25
Unit 3.	3.Alternative Theories of Firm: Critical evaluation of marginal analysis; Baumol's Sales revenue maximization model – full cost pricing rule, Bain's limit pricing – Sylos-Labini model.	17
Unit 4.	4.Markets for factor input: Factor pricing with perfect competition and imperfect competition in both the markets; Monopsony power and monopoly power, product exhaustion theorem.	16
Unit 5.	5.Market with asymmetric information: Markets for lemons, market signaling, moral hazards, principal agent problem.	12
Unit 6.	6.Choice under uncertainty: Describing risk – expected value, decision making under uncertainty, Neumann-Morgenstern Index, preferences towards risk – reducing risk-diversification-insurance. The demand for risky assets-the trade off between risk and return-mean variance model of asset choice.	17

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2. Economics of Growth and Development-II (206004)

Marks: 100 (4 credits)

PREAMBLE

The study of economic development has gained importance because of sustained interest of the development countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. While few success stories can be counted, many have grappled with chronic problems of narrow economic base, inefficiency and low standard of living. For this and other reasons, there have been many approaches to economic development. This paper exposes the students to diverse theories, models and views on development.

Unit	Course Content	Marks
Unit 1.	1.Social ,Institutional and Infrastructure Aspects: Role of Infrastructure in economic development and its importance- Population as limits of growth and as ultimate resource- Population , Poverty and Environment, Human Resource Development (HRD)- Development and Quality of Life- Education, Health, Nutrition Development and Underdevelopment - Perpetuation of Underdevelopment- Poverty, Absolute and Relative.	25
Unit 2	2.Sectoral Aspects of Development: Agriculture- Role of agriculture in economic development, Productivity in Agriculture, New technology and sustainable agriculture. Industry- Rationale and pattern of industrialization in developing countries, The choice of techniques and appropriate technology. Labour- Labour markets and their functioning in developing countries.	25
Unit 3	3.Trade and Economic Development: International trade as engine of growth- Prebisch, Singer and Myrdal thesis- Free vs. Protective trade- Export-led growth, Dual Gap analysis- Balance of Payments – Protective policies- WTO and developing countries.	17
Unit 4	4.Macro Policies and Development: Monetary and fiscal policy- Foreign Direct Investment (FDI) – Multi-National Corporations (MNCs)- IMF and World Bank and Developing Countries.	17
Unit 5	5.Planning and Development: Role of planning – Types of planning – Review of Indian Plans.	16

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3. Agricultural Economics (506106)

Marks: 100 (4 credits)

PREAMBLE

The objective of this course is to provide a detailed treatment of issues in agricultural economics to those intending to specialize in this area; its objective is to familiarize students with policy issues that are relevant to Indian agricultural economics and enable them to analyze the issues, using basic micro-economic concepts.

Unit	Course Content	Marks
Unit 1	1.Agriculture and Economic Development: Nature and Scope of agriculture economics, Role of agriculture in economic development, Interdependences between agriculture and Industry, Models of interaction between agriculture and rest of the economy.	25
Unit 2	2.Agriculture Production and productivity: Economics of agriculture production, Production function analysis in agriculture, Size of farms and productivity, Size of the farm and profitability, Farm budgeting and cost concepts, ; Land reform measure and performance; Women and land reforms, Problems of marginal and small farmers.	25
Unit 3	3.Agriculture Finance and agriculture prices Characteristics and sources of agricultural credit- Institutional and non institutional, Reorganization of agriculture credit- Co-operative, Regional rural banks, and NABARD. Behavior of agricultural prices- Cobweb Model, Term of trade between agriculture and non agriculture. Agricultural price policy-\ and evaluation.	25
Unit 4	4.Agricultural Growth and External sector Agricultural development in India under the plans,Recent trends in agricultural growth in India, Inter regional variations in growth of output and productivity; Cropping pattern shifts, Role of public investment and capital formation in Indian agriculture; Strategy of agricultural development.New economic policy and Indian agriculture.Role of MNCs, Globalization of Indian economy and problems and prospects of Indian agriculture. WTO and Indian agriculture	25

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4. Financial Institution and Market (506108)

Marks: 100 (4 credits)

PREAMBLE

The positive and significant role of financial institutions in the process of growth and development has been very well recognized in the literature and indeed has become more important during the last two decades as the financial systems of different countries have become integrated in the process of globalization. India is no exception and has taken far reaching measures since 1991 in this direction. It is, therefore, essential that the student of economics should be well conversant with the theory and practice of different financial institutions and markets to understand and analyse the interconnection between the monetary forces and real forces, their developmental role and limitations in shaping and influencing the monetary and related policies both at the national and international levels.

Unit	Course Content	Marks
Unit 1	1.Nature and Role of Financial System : Money and finance – Money and near-money – Financial intermediation and financial intermediaries – The structure of the financial system – Functions of the financial sector – Role of financial system in economic development, Indicators of financial development – Criteria to evaluate assets; Risk and financial assets, types of risk – Valuation of Securities, Financial development Ratios ;(Finance ratio, Financial Inter-relation Ratio, Intermediation Ratio)	25
Unit 2	2. Financial institutions Financial institutions- Banks- Central and commercial banks, non-bank financial institutions-financial intermediaries and non-intermediaries- Development banks – role and functions Regulatory role of central bank- Function of Central Bank – The aims and objectives of the monetary policy in developed and developing countries – Instruments of monetary policy- relationship between monetary policy and financial markets Productivity and efficiency of banking system-Financial sector reforms in India	25
Unit 3	3. Financial Markets: Role and Structure of money market and capital market – Call money market, Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Discount market – Government securities market – Markets for derivatives : futures and options, and other derivatives: types, uses and pricing of derivatives, SEBI : its impact on the working of capital market in India.	25

Unit 4	4. International Financial Markets: Nature, organization and participants – Exchange rates – devaluation, and depreciation – Risk hedging and futures in exchange rates –Lending operation of World bank and its affiliates – Working of IDA and IFC. Asian Development bank and its lending activities; Asian Development Bank and India. Euro-dollar and Euro-Currency markets: their developmental role and regulation at the International level.	25

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5. Public Economics (506110)

Marks: 100 (4 credits)

PREAMBLE

Role and functions of the Government in an economy have been changing with the passage of time. The term 'Public Finance' has traditionally been applied to the package of those policies and operations which involve the use of tax and expenditure measures while budgetary policy is an important part to understand the basic problems of use of resources, distribution of income, etc. There are vast array of fiscal institutions – tax systems, expenditure programmes, budgetary procedures, stabilization instruments, debt issues, levels of government, etc., which raise a spectrum of issues arising from the operation of these institutions. Further, the existence of externalities, concern for adjustment in the distribution of income and wealth, etc. require political processes for their solution in a manner which combines individual freedom and justice. This paper combines a thorough understanding of fiscal institutions with a careful analysis of the issues which underline budgetary policies in general and Indian experience in particular.

Unit	Course Content	Marks
Unit 1	Nature and scope of public economics. Role of government in mixed economy, private, merit and public goods, structure and growth of public expenditure, reforms in expenditure, public goods and market failure	20
Unit 2	Theory of incidence and its types, division of incidence of tax in proportion to elasticity of demand and supply, Benefit principle and ability to pay approaches to taxation, meaning of optimal taxation, excess burden of indirect taxes over direct tax.	20
Unit 3	Public debt: meaning, sources of public debt, effects of public debt, burden of debt, principles of debt repayment and management. Objectives of fiscal policy: full-employment, anti-inflation and economic growth, redistribution of income and wealth, Compensatory finance, measures of resource mobilization and their impact	20
Unit 4	Public budget: kinds of Public budget, zero-base budgeting, different concepts of budget deficits, trends in revenue and expenditure of government of India	20
Unit 5	Fiscal federalism in India, vertical and horizontal imbalance, constitutional provisions of transfer of resources through Finance Commission, direct and indirect taxes and non-tax revenues, reforms in direct and indirect taxes, fiscal crisis and fiscal reforms in India.	20

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Semester III

1. Macroeconomics – I (306005)

Marks: 100 (4 credits)

PREAMBLE

Macroeconomics or aggregative economics analyses and establishes the functional relationship between the large aggregates. The aggregate analysis has assumed great significance in recent times. It is necessary to have a prior understanding of macroeconomic theoretical structure for the proper comprehension of different issues and policies. Macroeconomics now is not only a scientific method of analysis, but also a body of empirical economic knowledge. This paper equips the students at the postgraduate level to understand systemic facts and latest theoretical developments for empirical analysis.

Unit	Course Content	Marks
Unit 1	Macroeconomic variables: GDP-GNP-NNP- Potential output-Actual Output-Okun's Law- Price Indices-Real income-Nominal income- Per capita income- Disposable income –Some key identities-National income accounts-Flow of funds accounts	20
Unit 2	Income Determination: Macroeconomic equilibrium-Simple Keynesian Model- - IS-LM Analysis-Impact of fiscal and monetary policies-Aggregate supply and Aggregate demand model	20
Unit 3	Consumption Function and Investment Function: Absolute income hypothesis-Relative income hypothesis – Permanent income hypothesis -Life Cycle hypothesis- Neo-classical and Keynesian approaches-MEC-Accelerator-Multiplier	20
Unit 4	Demand for Money: Cambridge approach-Keynesian approach-Friedman's approach-Tobin's portfolio approach-Tobin and Baumol's approach to transactions demand for money-Patinkin's real balance approach	20
Unit 5	Supply of money: Constituents of money supply-High-powered money-Money multiplier-RBI approach to supply of money	20

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2. Indian Economy (306006)

Marks: 100 (4 credits)

PREAMBLE

The objective of this Paper at the postgraduate level would be to sharpen the analytical faculty of the student, by highlighting an integrated approach to the functioning aspects of the Indian economy, keeping in view the scope for alternative approaches. Such an analysis is essential because the Indian economy is a unique amalgam of alternative competing and often conflicting theories and a proper understanding of its working is imperative if the student is to comprehend the ramifications that underlie most of the observed phenomena in the Indian economic set-up. The emphasis of the paper is on overall social, Political and economic environment influencing policy decisions. To develop all these themes, the course is divided into specific modules.

Unit	Course Content	Marks
Unit 1	Historical Perspective and Macro-Economic Indicators: Review of Five Year plans and policies. National Income– GDP – SDP – NNP - Sectoral Composition– Regional Variations. Analysis of price behavior – Review of monetary policy in post reform period – reforms in banking sector – SEBI	17
Unit 2	Demographic features: Age composition-Sex ratio-Population policy – Literacy – Sectoral pattern of employment	16
Unit 3	Agricultural and Industrial Sector: Land holding pattern – Land Reforms – Crop Pattern – Agricultural Labour – Technological change in agriculture – Agricultural cost and prices commission – impact of reforms. Industrial Policy – Private and public sector –Small scale industries – Disinvestment – Industrial growth.	17
Unit 4	Public Finance: Trends in revenue and expenditure – Centre-State financial relations – Recommendations of Finance Commissions – Fiscal Sector Reforms	17
Unit 5	External Sector: Structure and direction of foreign trade – Foreign Direct Investment – Balance of Payments – Export-Import policy – Trade Reforms.	16
Unit 6	Infrastructure: Physical Infrastructure –Transport – Energy – Telecommunication – Public Utilities – Water, Electricity, Gas; Social Infrastructure – Health, Education, Social sectors.	17

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3. Research Methodology (306007)

Marks: 100 (4 credits)

PREAMBLE

The objective of this paper is to orient the students in basic research methodology. This paper is a background for the core research component introduced in the syllabus. This paper will enable the students to prepare proposals for the research and conduct research projects. The students will also be equipped in the elementary Quantitative Techniques required in the processing and analysis of the data used in the research.

Unit	Course Content	Marks
Unit 1	Introduction: Meaning – Objectives – Types – Significance - Research Process – Formulation of Research Problem	16
Unit 2	Research Design and Hypothesis: Meaning of Research Design – Types – Exploratory or formulative – Descriptive – Diagnostic – Experimental Meaning of Hypothesis- Types – Sources – Characteristics Basic Concepts – Testing of Hypothesis (in regression analysis)	17
Unit 3	Sample Design: Basic Concepts – Theory – Sampling methods – Probability and non- probability – Sample size	16
Unit 4	Sources and Methods of data Collection: Sources of data – Primary and secondary – Important secondary sources of data for Indian Economy Primary sources of data – methods of collection of primary data – Observation, Interview, Questionnaire, Schedule, Case study.	17
Unit 5	Processing and Analysis of Data: Processing operations – problems – Statistical tools – Proportion and Percentage – Measures of Central Tendency – Dispersion – Asymmetry – Relationship – Correlation – Regression – Chi Square Test	17
Unit 6	Interpretation of data and Report Writing: Meaning and technique of interpretation – Precaution in interpretation – Significance of Report – Steps in Report Writing – Layout of the report - Presentation	17

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4. Labour Economics (506102)

Marks: 100 (4 credits)

Preamble

Issues pertaining to labour markets, employment and unemployment of labour, wages, industrial relations in the globalizing world have become very important for the developing countries. These issues are important for large sections of labour force that is in the organized sector. This paper exposes the students to the theoretical and empirical issues relating to various aspects of labour such as the extent, conditions of work, remuneration and social security.

Unit	Course Content	Marks
Unit 1	Labour Markets: Features of Labour markets in developed and developing Economies – Demand and Supply of Labour – Role of Migration – Outsourcing - Employment Exchanges	17
Unit 2	Employment - Unemployment: Employment and Development –Measurement of unemployment Nature, types and magnitude of Unemployment – Measures to promote employment – Labour Market rigidity and flexibility	17
Unit 3	Wages: Wage determination in different markets – organized and unorganized -Concepts – Components of wages - Wage Legislations – Wage Boards - Profit sharing schemes and practices including bonus.	16
Unit 4	Industrial Relations, Trade Unions and State: Industrial Disputes-Meaning-Causes-Trends— Industrial Disputes Act, 1947 - Collective bargaining –Workers’ participation in management Trade Unions: Emergence – Growth – Characteristics – Problems – Challenges before the Trade Unions in 21 st Century, ILO – decent work and Labour Standards – Labour Flexibility Role of State in Labour Market under Globalisation – Labour Commissions	17
Unit 5	Social security: Components of Social Security – ESIC Act, 1948 – Adequacy of security system in developing Countries – Improving Social Security	16
Unit 6	Special Categories of workers: Women workers-child labour-agricultural workers-bonded labour Urban informal sectors - trends-wages-conditions of work-remedial measures	17

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5. Rural Economics (506113)

Marks: 100 (4 credits)

PREAMBLE

The significance of rural economy in terms of its size, its role in overall economic development necessitates the study of this sector of the economy. The rural economy has undergone changes in terms of size, industrial and occupational composition in response to policy mix adopted during planning period in India. The objective of this course is to make students understand this transformation and the analytics of rural development.

Unit	Course Content	Marks
Unit 1	Rural Economics Rural Economy of India – size and structure – agricultural sector – non agricultural sector employment - Rural economy in economic development – Intrinsic and instrumental value of rural development	15
Unit 2	The concepts of rural development : Concept- Rural development, Basic elements of rural development, Theories and approaches for rural development, Gandhian approach, technology centered approach, Marxian approach, Rural development with social justice, rural- urban dichotomy- Determinants of rural development.	30
Unit 3	Agricultural development in India: Agricultural development as a pre condition for rural development, green revolution, droughts and their impact, community development programme, land reforms, agrarian unrest, farmers movement in India, agricultural based rural development programme, Poverty, unemployment and agricultural development, , dimensions of rural poverty, Various poverty alleviations programmes, Programmes for self employment generation (IRDP) Programmes for wage employment, NREGA, planning for rural development.	30
Unit 4	Rural industrialization in India: Rural industrialization- typology, location, spread and growth in rural industrialization, Role of the allied agricultural sector in rural development, forestry and logging animal husbandry and dairy, sericulture and other allied activities, Decentralized rural administration, Panchayat Raj System- evolution and experience across states.	30
Unit 5	Infrastructure and rural development: Role of infrastructure in rural development, issues in rural banking, education and rural development, Irrigation and drinking water, rural electrification, cooperatives in rural development.	25

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Semester IV

1. Macroeconomics - II (406008)

Marks: 100 (4 credits)

PREAMBLE

Macroeconomics or aggregative economics analyses and establishes the functional relationship between the large aggregates. The aggregate analysis has assumed great significance in recent times. It is necessary to have a prior understanding of macroeconomic theoretical structure for the proper comprehension of different issues and policies. Macroeconomics now is not only a scientific method of analysis, but also a body of empirical economic knowledge. This paper equips the students at the postgraduate level to understand systemic facts and latest theoretical developments for empirical analysis.

Unit	Course Content	Marks
Unit 1	Rate of interest: Real and nominal rate of interest- Theories of interest rates –Classical- Neo-classical-Lonable Funds and liquidity Preference	20
Unit 2	Macroeconomics in Open economy: Balance of payments-Exchange rates regime-Mundell-Fleming model under fixed and flexible exchange rates- Exchange rates overshooting-Purchasing power and interest rate parities	20
Unit 3	Inflation: Classical, Keynesian and monetarist approaches to inflation-Structuralist approach to inflation-Philips' curve analysis-Short run and long run Philips curve-Natural rate of unemployment-Tobin's modified Philips' curve-Policies to control inflation	20
Unit 4	Business cycles: Theories of Schumpeter-Kaldor-Samuelson and Hicks-Goodwin's Model-Control of business cycles-Relative efficacy of monetary and fiscal policies	20
Unit 5	Macroeconomic policy Issues: Lags in the effects of policy, Automatic stabilizers, Targets, Indicators and instruments- Activist Policy- Gradualism versus shock therapy-Rules versus discretion- Role of Cerdibility- Dynamic Inconsistency Problem – Inflation targeting	20

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2. International Economics (506111)

Marks: 100 (4 credits)

PREAMBLE

The objective of this course is to provide a deep understanding about the broad principles and theories, which tend to govern the free flow of trade in goods, services and capital – both short term and long-term – at the global level. Besides, preparing the students about the relevance and limitations of these principles, the paper also lays stress on examining the impact of the trade policies followed both at the national and international levels and also their welfare implications at macro level and the distribution of gains from trade with particular reference to India.

Unit	Course Content	Marks
Unit 1	Theory of International Trade: The classical theory – absolute and comparative advantage – real cost and opportunity cost approaches, modern theory of international trade – Heckscher-Ohlin theorem – factor endowment and factor price approaches, Theorem of factor price equalization, empirical testing of theories of comparative cost and Heckscher-Ohlin model and measurement of gains from trade.	20
Unit 2	New Theories of Trade: The product cycle hypothesis, the vent-for-surplus approach, the Rybezynski theorem, imitation gap theories of trade, increasing returns to scale, intra industry trade, the Neo-Heckscher-Ohlin model, Neo-Chamberlinian models, Neo-Hotelling models, oligopolistic model – Brander-Krugman model, the reciprocal dumping model, empirical work in intra-industry trade - Balassa index and Grubel-Lloyed index.	20
Unit 3	Terms of Trade and Interventions: Concept of terms of trade – their uses and limitations, hypothesis of secular deterioration of terms of trade – its empirical relevance and policy implications for less developed countries. Nominal, effective and optimum rates of tariff, Tariffs and non-tariff barriers, economic effect of tariff under partial equilibrium (price effect, terms of trade effect, competitive effect, income effect, revenue effect), effect of tariff under general equilibrium, Stolper-Samuelson theorem,	20
Unit 4	Balance of Payments and Trade Policies in India:: Meaning and components of balance of payments, disequilibrium in balance of	20

	payments, adjustment mechanisms – elasticity approach, absorption approach, monetary approach and portfolio balance approach, internal and external balance – Swan model, foreign trade multiplier. Trade policies in India during last five decades with emphasis on post reform policies, rationale and impact of trade reforms since 1991 on balance of payments, employment and growth; convertibility of rupee.	
Unit 5	The Theory of Regional blocks: Optimum currency area theories, Forms of economic cooperation - rationale and economic progress of SAARC/SAPTA and ASEAN regions, regionalism (EU, NAFTA), multilateralism and WTO, IMF and World Bank. Rise and fall of gold standard and Bretton-Woods system, emerging international monetary system, reform of international monetary system.	20

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3. Urban Economics (506114)

Marks: 100 (4 credits)

PREAMBLE

Historically inexorable urbanization has been concomitant of economic development. The study of urban economy thus forms important component of the domain of development economics particularly in developing world which has been experiencing 'second wave of urbanization'. The objective of this course is to introduce the students to the analytics of the trends in urbanization, main economic forces that lead to existence of cities, their effect on economic development, urban amenities and congestion, poverty in urban India. The policies to combat the problems like urban poverty and unemployment, environmental degradation will be also are the focus of this course.

Unit	Course Content	Marks
Unit 1	Urbanization Urbanization: Definition and basic concepts, Process of urbanization, Indicators of urbanization- Level of urbanization- Rate of urbanization- Size of million plus cities. Industrialization- Urbanization nexus. Urbanization- a global view, Urbanization in developed and developing countries. Urbanization in India	20
Unit 2	Migration and urban growth Components of urban growth- Natural growth, migration, Addition of net new towns, Migration and urban growth, Migration, active and passive migration, Push and Pull factor of migration. Theories of migration-1. Lewis, Fei and Ranis, 2. Revenstein, 3. Everest and 4.Todaro. Contribution of migration in urban growth in India.	25
Unit 3	Theories of Urban Growth Central place theory, Economic base theory: base ratio and concept of economic base multiplier, Dependency theories, Agglomeration economics, Rank size distribution of cities.	25
Unit 4	Urban problems and policies Urban employment and poverty_ Urban informal economy- Urban poverty-migration-urbanization- informal work- poverty nexus- urban poverty alleviation policies- Urban infrastructure- Problem of urban housing and transportation, Urban basic services. Environmental problems in urban area, Finances of urban local bodies- policy measures to urban issues. Jawaharlal Nehru National Urban Renewal Mission (JnURM)	30

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4. Economics of Social Infrastructure (506117)

Marks: 100 (4 credits)

PREAMBLE

This elective course covers theoretical foundations of economics of health and education and also techniques of economic evaluation will be covered for both the sectors. These two aspects of social infrastructure are clubbed together because there is an interdependence of output and existence of large externalities in both health and education sectors. Also these are important components having critical linkages to human development through improving human capabilities and empowerment. This course aims to equip students with skills to understand and analyze the development of health and education sectors. The emphasis will be on policy options and issues for developing countries like India but will also draw on the experience of other countries wherever relevant.

Unit	Course Content	Marks
Unit 1	Economics of Health Distinction between health and health care- Nature of health care as an economic commodity- Demand for health and Supply of health- Opportunity costs and problems of rationing health care. Costs and efficiency- Costs: fixed, marginal and average costs. Efficiency - technical and allocative efficiency, and of various types of equity. Market System and health care needs- Market failure and the role of government – how insurance markets work, and how they can fail for health care Health programmes like RCH programme, ICDS scheme, nutrition programmes- their cost and benefits (economic benefits direct and indirect)-.	25
Unit 2	Financing health care, delivery of health care The economics of financing health care and different approaches taken by governments in different countries-Options for financing health care in developing countries- The rationale of government funding and regulation of health care- examining the potential role of user charges and community financing schemes. Delivery of health care - decentralization and the role of the private/public mix.-health system reforms. The future of Health Sector reforms in developing countries like India.	25

Unit 3	Economics of Education Formal and non-formal education-Special characteristics of education- Implications for economic analysis- Role of the state – Education, Productivity and Employment- Investment in education: Costs and benefits, Private and social rates of return (Human capital and Signaling theories of education).	25
Unit 4	Indian Education System Indian Education system –Rationale of government funding and regulation of education- Alternative method of financing education- Resource allocation to primary, secondary and higher education- Efficiency, equity and distributional aspects: Implications for gender and social groups- Role of private and public sectors, Union and State governments- Special programmes for education.	25

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5. Indian Agriculture (506118)

Marks: 100 (4 credits)

PREAMBLE

The objective of this course is to introduce the students to the main issues of Indian agriculture. Agriculture plays a very important role in Indian economy. Agricultural sector is undergoing tremendous changes over the years. The focus of this paper is to enlighten the students on various issues in Indian agriculture. The study of this paper is expected to enable the students to understand and analyse the problems of Indian agriculture and various policy measures.

Unit	Course Content	Marks
Unit 1	Role of Agriculture in Indian Economy Role of agriculture in economic development – Agriculture in Indian economy – Agricultural policy and programmes	10
Unit 2	Production and Productivity Cropping pattern in Indian agriculture –Trends in production and productivity – Causes of low agricultural productivity – Remedial Measures – Food security – PDS – TPDS - Other govt. measures	20
Unit 3	Landholding patterns and tenurial systems Landholding pattern – Systems of land tenure – Land reforms – Cooperative farming – Contract farming and corporate farming – Agrarian labour – Size and structure - Problems and remedial measures – Feminisation of Agriculture and Land Rights	20
Unit 4	Agricultural Prices, Marketing and Finance Agricultural price policy – ACPC – Trends in prices – Terms of trade between agriculture and industry – Nature of agricultural markets – Measures – Sources of agricultural finance – NABARD -	20
Unit 5	Agricultural Inputs and Subsidies Agricultural inputs : seeds, irrigation – fertilisers – pesticides – Green revolution – Technological developments	17
Unit 6	Globalisation and Indian Agriculture New economic policy and Indian agriculture - WTO and Indian agriculture – Role of MNCs – International Initiatives	13

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Unit 1

Industrial Organisation

Chapter 1

Market Structure

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1.0 Objectives

At the end of this chapter, you will be able to:

- Understand what is meant market structure, market conduct and market performance.
- Know the relationship between market structures, market conduct and market performance.

1.1 Introduction

In this lesson we will understand the relationship that exist between three main concepts, market structure, market conduct and market performance. Before understanding the relationship that exists between them let us define the three concepts.

1.2 Market and Market Structure

Market is defined as a closely interrelated group of sellers and buyers for commodity. Whereas market structure is generally defined in terms of a) the number and importance of individual buyers and sellers in the market b) the degree of differentiation of product being bought and sold. A more sophisticated classification of market was given by J.S. Bain. He has classified the market on the basis of four main features of the market structure

- The degree of seller concentration: This is the number and size distribution of firms producing a particular commodity or types of commodities in the market.
- The degree of Buyer Concentration: This shows the number and size distribution of buyers for the commodities in the market
- The degree of Product Differentiation: This shows the difference in the product of different firms in the market
- The condition of entry to the market: This shows the relative ease with which new firms join the category of sellers (i.e. firms) in the market.

Each of the characteristics of the market structure has an influence on the behaviour of the firm which in turn impacts the performance of the firm as well as the industry as a whole. On the basis of the number of sellers in the market the market structure can be classified into perfect competition, monopoly, duopoly and oligopoly. If there is only one seller then we get the form of monopoly, if there are two sellers in the market then it is a duopoly form, if there are few sellers we get oligopolistic market and finally if there are many sellers we get perfectly competitive market. Also if there are large numbers of sellers and the goods produced by the sellers are heterogeneous it generates the conditions for monopolistic competition. In each case the processes of output and price determination will be different. The other characteristic of the market structure is the absolute size of the seller and size distribution of the sellers in the market both these characteristics has an impact on the efficiency of the firm. Similarly Buyers Concentration in the market degree of Product Differentiation and conditions of entry to the market also has considerable impact on the actions of the sellers and their performance. Apart from these characteristics the other factors which are present in the market such as psychological, technological, geographical or institutional factors also affect the performance and behaviour of the firms. The above mentioned are significant features of the market which affect the behaviour of the firms supplying the market.

1.3 Market Conduct

This is defined as the patterns of behaviour that firms follow in adjusting to the market in which they operate to achieve the well defined goal or goals. Given the market conditions and the goals to be pursued, the firm will be deciding alone or consulting other sellers regarding the price levels for the products, the types of products and their quantities, product design and quality standards, advertisement etc. Also, the firm has to devise ways and means how it is going to interact with its competitors in the market. All these are the elements of the market conduct. For example in a duopoly market form where there are two

sellers and the goal of the firms are to maximise profit. The question is how they would conduct their business. Given the conditions, the firm has to take decision regarding the price levels for the products, the types of products and their quantities, product design and quality standards, advertisement etc. Also they have to decide are they collaborating with their competitor or pursue the objective alone or they may be involved in the dirty games of competing with each other such as indiscriminate price cuts, disturbing the supply line of raw material of each other etc. This entire process of reacting to the market situation in pursuit of the desired goal is called the market conduct. Just like the firms, buyers of the industry may adopt some behavioural pattern depending upon the market situations. This will define the market conduct from the buyer's side. Consumerism – a social movement meant to protect the interest of the consumers can be taken as an example of the market conduct of the consumers.

1.4 Market performance

Market performance is the end result of the activities undertaken by the firms in pursuits of their goals. High profitability, high rate of growth of the firm, increase in the sales, increase in the capital turnover, increase in the employment etc are some of the variables on the basis of which one can judge the market performance of the individual firms depending on their respective goals. For the society as a whole the performance of an industry may be assessed on the basis of its contribution in increasing the welfare of the masses. How to measure the welfare of the masses, we can take a stand that if industry has generated satisfactory level of output at reasonably low prices then it has contributed to the improvement of the social welfare. Another measure to look at the performance of the industry is its ability to generate employment in the economy.

1.4.1 Market Structure- Market Conduct – Market Performance Scheme

In the following paragraphs we will look at the relationship that exist between the market structure, market conduct and market performance. J.S Bain and others have used a framework of analysis, the market structure- market conduct – market performance scheme to study the economics of the firm. As per the scheme the market structure of an industry determines or strongly influences the crucial aspects of the market conduct which directly or on directly determine the performance of the firm. The scheme basically provides the basic framework for the study of the economic behaviour of the firms and industry in the market. The link between market structure, market conduct and market performance need not be straightforward link running from the structure to the performance. It can also be reverse.

For eg in a monopoly there is only one seller in the market with zero or almost negligible cross elasticity of demand for its products. As the seller is having full market power over the price and quantity decisions. It will set up the price and decide on the quantity in such a way that it is able to earn profits at the highest possible level. This is an example of straightforward link running from the structure to the performance. As against it, if the monopolist is enjoying excess profit this may invite government attention. The authorities may initiate steps which may bring change in the market structure by introducing some type of competition. Now this is a reverse case because excess profitability (i.e. market performance) has caused a change in the market structure. The basic framework discussed above has been depicted in the flow diagram. (Fig.1.1 Framework for Industrial Economics)

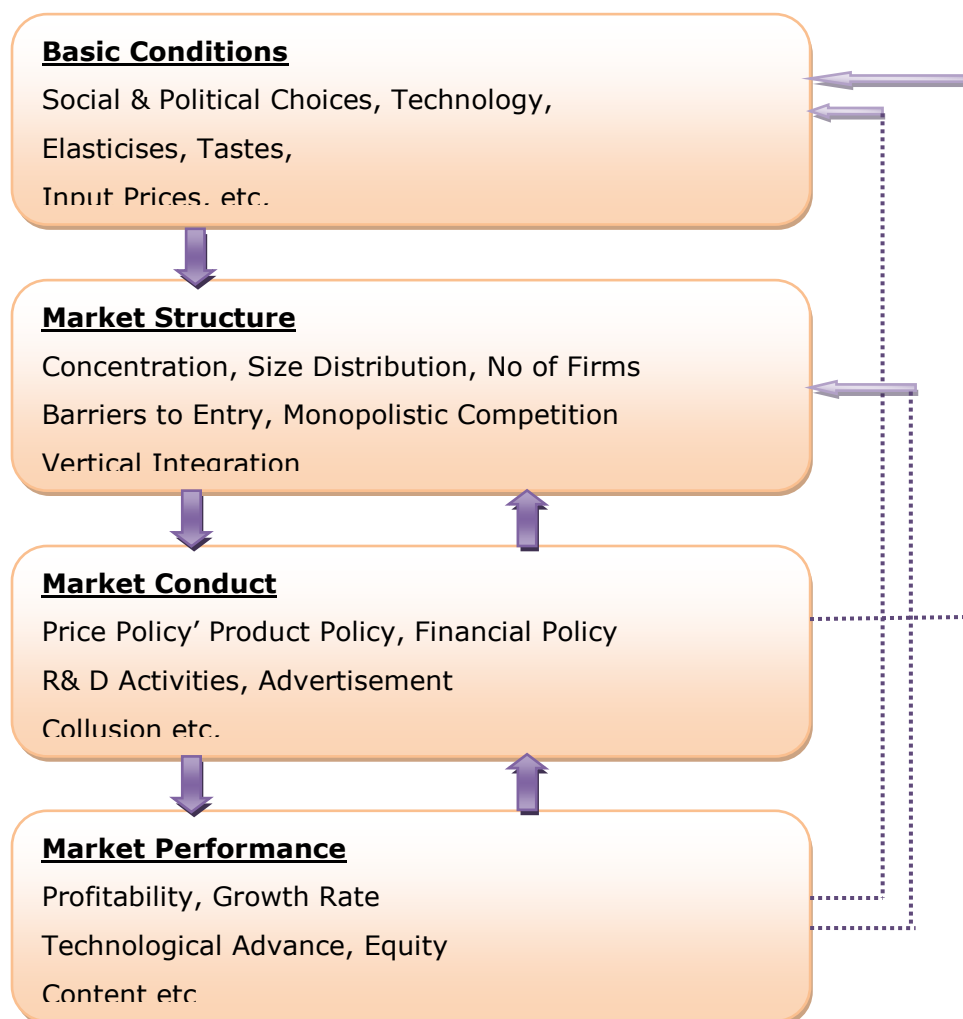


Fig1.1 Framework for Industrial Economicsⁱ

In the top box all the variables which influence the market structure has been listed which includes social and political preferences, technological alternatives, business attitudes, input prices demand and supply elasticities, product durability and so on. The second block

describes the various characteristics of the market structure as mentioned above .The third and fourth block is showing market conduct and market performance and their respective elements. The two way possible linkages between the blocks are shown with different lines- thick and broken. The task of industrial economics is to find how strong these linkages are. Once this is known, the next step would be to use them independently or jointly in a model form for policy purposes.

1.5 Exercises



Now let us check what we have learnt so far.

- Q1.What is meant by market structure
- Q2.Explain market classification given by J.S. Bain
- Q3.Explain the concept of market conduct and market performance
- Q4.Discuss market structure- market conduct – market performance scheme as provided by J,S.Bain.

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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. HISTORY

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in History " (New) (Revised 2012 - Regular) under the " Faculty of Humanities ".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signature

for Mrs
Registrar
Registrar
NDT Women's University
Mumbai - 20.



Scanned with
CamScanner

J. H. Kadam
I/c Director
In-charge Director
Centre for Distance Education
S.N.D.T. Women's University
Sir Vithaldas Vidyavihar,
Juhu Tara Road, Santacruz (W)
Mumbai - 400049.

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)

- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revised by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is assessed, reviewed and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI**CENTRE FOR DISTANCE EDUCATION****M.A . History****Course Outline****Eligibility: Students must have passed Degree or Equivalent Examination****Credit: 80****Duration: 2 Years****Total Marks: 2000****Index****M.A. I****Semester - I**

Sr. No.	Name of the Course	Course Code	Page No.
1.	Historiography: Concepts and Tools	108001	03 - 04
2.	Historiography: Methods and Approaches	108002	05 - 06
3.	Indian National Movement	108003	07 - 09
4.	19 th Century Maharashtra	108111	10 - 12
5.	20 th Century Maharashtra upto 1960	108112	13 - 14

Semester - II

Sr. No.	Name of the Course	Course Code	Page No.
1.	History of Contemporary World: 1946 - 1992	208004	15 - 17
2.	History of Contemporary India: 1947 - 1984	208005	18 - 19
3.	Women's History: Problem and Procedures	208006	20 - 21
4.	History of Ideas upto 1900	208151	22 - 23
5.	20th Century Thought	208152	24 - 25

M.A. II**Semester - III**

Sr. No.	Name of the Course	Course Code	Page No.
1.	Research Methodology	308007	26 - 27
2.	Economic History of India up to 1200	308171	28 - 30
3.	Socio – Cultural History of India up to 1200	308172	31 - 33
4.	Economic History of Medieval India from 1200 to 1757	308181	34 - 37
5.	Socio – Cultural History of Medieval India from 1200 to 1757	308182	38 - 41

Semester - IV

Sr. No.	Name of the Course	Course Code	Page No.
1.	Women in Modern India	408008	42 - 43
2.	Urban History of Mumbai (1853 – 1947)	408102	44 - 46
3.	Cultural History of Mumbai (1818 – 1960)	408103	47 - 49
4.	History of Public Health and Medicine in Modern India	408104	50 - 52
5.	Debates in Indian History	408105	53 - 54



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

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Email : cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. Part - I & II

HISTORY

History Syllabus

Index

M.A. I			
Semester - I			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Historiography: Concepts and Tools	108001	03 - 04
2.	Historiography: Methods and Approaches	108002	05 - 06
3.	Indian National Movement	108003	07 - 09
4.	19 th Century Maharashtra	108111	10 - 12
5.	20 th Century Maharashtra upto 1960	108112	13 - 14
Semester - II			
Sr. No.	Name of the Course	Course Code	Page No.
1.	History of Contemporary World: 1946 - 1992	208004	15 - 17
2.	History of Contemporary India: 1947 - 1984	208005	18 - 19
3.	Women's History: Problem and Procedures	208006	20 - 21
4.	History of Ideas upto 1900	208151	22 - 23
5.	20th Century Thought	208152	24 - 25
M.A. II			
Semester - III			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Research Methodology	308007	26 - 27
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3.	Socio – Cultural History of India up to 1200	308172	31 - 33
4.	Economic History of Medieval India from 1200 to 1757	308181	34 - 37
5.	Socio – Cultural History of Medieval India from 1200 to 1757	308182	38 - 41
Semester - IV			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Women in Modern India	408008	42 - 43
2.	Urban History of Mumbai (1853 – 1947)	408102	44 - 46
3.	Cultural History of Mumbai (1818 – 1960)	408103	47 - 49
4.	History of Public Health and Medicine in Modern India	408104	50 - 52
5.	Debates in Indian History	408105	53 - 54

M.A. I
Semester I

1. Historiography: Concepts and Tools (core) (108001)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The meaning and scope of History.
2. The sources of History.
3. The methods of writing of History.
4. The major theories in History.

Unit	Course Content	Marks
Unit 1	1. Meaning and Scope of History – 1. Meaning of History – Importance of its Study : 2. Nature of History 3. Scope of History	25
Unit 2	2. Sources of History – 1. Their Nature and classification; Comparative importance. History and other Disciplines. History and Interdisciplinary Research 2. Testing the authenticity and credibility of sources; Forgery in historical sources.	25
Unit 3	3. Writing of History 1. Evidence and its transmission 2. Theory of Causation. 3. Bibliography and foot- notes, Importance, Uses and abuses.	25
Unit 4	4. Major Theories of History – 1. Cyclical, Materialist and Structural.	25

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2. Historiography: Methods and Approaches (108002)

Marks: 100 (4

credits)

Objectives: The students will learn:

1. The Traditions of Historical writing.
2. The approaches to Western History in different periods.
3. The approaches to Indian History.
4. The recent trends in Indian History

Unit	Course Content	Marks
Unit 1	1.Traditions of Historical writings : a.Ancient : Graeco Roman, Chinese, Indian b. Medieval – Western, Islamic, Indian	25
Unit 2	2.Approaches to Western History: a. Theological, Cyclical b. Ranke, Toynbee, Marxist, Orientalist, Annales School c.Post Modern	25
Unit 3	3 .Major Approaches in Indian Historiography: a. Orientalist b. Imperialist c. Nationalist d. Marxist	25
Unit 4	4. Recent Trends in Indian History: a. Subaltern b. Gender c. Regional	25

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3. Indian National Movement (108003)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The 'Indian National Movement' and the various forces, debates and movements that contributed to the shaping of it.
2. The multi-dimensionality of the Indian National movement.
3. The various "nationalisms" evolved in India.
4. The approaches to Indian Nationalism: Conceptual Debates.

Unit	Course Content	Marks
Unit 1	1.Evolution of nationalism in India: a. Nationalism : A theoretical Interpretation b. Genesis of Indian Nationalism: Emergence and Development of political associations in Bengal, Bombay and Madras Presidencies c. Formation of Indian National Congress.	25
Unit 2	2.Growth of Nationalism in India: a. Programme and work of Early Nationalists: Economic critique of British Imperialism: Dadabhai Naoroji, M.G. Ranade, Gopal Krishna Gokhale and R.C. Dutt. b. Extremist politics in India: Contribution of Lala Lajpat Rai, Bipin Chandra Pal and Bal Gangadhar Tilak. c. Era of Cultural Nationalism: Manifestation of nationalism in various fields such as literature, theatre, Press Music, Painting etc. d. Revolutionary Nationalists: i) Contribution of men and women ii) Techniques and philosophy.	25
Unit 3	3.Indian National Movement as Mass Movement: a.Gandhian Movement: 1920-1947 i) Non-Cooperation, Civil disobedience and Quit India Movement. ii) Nature, Programme and Philosophy b. Participation of women, peasant and workers in the National movement.	25
Unit 4	4.Parallel Developments: a.Communal Rift: Establishment of the Muslim League-Khilafat Movement-Two-Nation Theory-Partition. b. Constitutional Developments: Reform Act of 1909, 1919, 1935.	25

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4. Group 'A': 19th Century Maharashtra (108111)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The stream of "Regional History".
2. The process of "Modernisation" in Maharashtra.
3. The origin and growth of national movement in Maharashtra.

Unit	Course Content	Marks
Unit 1	1. Maharashtra on the eve of the British conquest: a. Political and economic conditions. b. Socio- cultural Conditions	25
Unit 2	2. Administrative Transition Under British Rule: a. Administrative Set- up b. Land Tenures and Revenue Settlements c. Judiciary and Law	25
Unit 3	3. Renaissance in Maharashtra: a. Nature of renaissance in Maharashtra b. Its various manifestations in the various fields such as Education, Press, Literature and arts. c. Socio-religious reform movements- Paramahansa Sabha, Prarthana Samaj, Satyashodhak Samaj, Depressed Classes Mission, Shahu Maharaj and Vedokta Episode	25
Unit 4	4. Resistance, Insurrection and Political Associations: a. Resistance and Insurrections: Ramoshis, Bhills, Koli Risings, Revolt of Vasudeo Balwant Phadke, Peasant Unrest. b. Political Associations: The Bombay Association, Pune Sarvajanik Sabha, Indian National Congress and Maharashtra.	25

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4. Group 'A': 20th Century Maharashtra Upto 1960 (108112)

Marks: 100 (4 credits)

Objectives: The students will learn

1. The stream of “Regional History”.
2. The multi-dimensionality of National Movement in Maharashtra.
3. The various ideologies, debates concerning the political and social movements in Maharashtra.
4. The post-independence developments in Maharashtra.

Unit	Course Content	Marks
Unit 1	1. Growth of Nationalism: a.G. K.Gokhale and the Moderates. b.Lokamanya Tilak and the Extremist politics. c.V. D. Savarkar and Militant Nationalism d. National Movement in Maharashtra (1920-1947) e. Dr. B.R. Ambedkar and Non-Brahmin politics	25
Unit 2	2. Economic Development: a.Agriculture b.Transport and Communication c.Industry	25
Unit 3	3. People's Movements: a.National Movements in Vidharbha and Marathwada b.. Samyukta Maharashtra Movement	25
Unit 4	4.Cultural Development : a.Education and Literature b. Press c.Fine Arts and Performing Arts d.Historical Research	25

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Semester – II

1. History of Contemporary World (1946-1992) (208004)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The developments in the world after Second World War.
2. The birth of international organizations and their role in contemporary world.
3. The origins of cold war and its impact on world politics in the later half of the 20th Century.
4. The events of world in the last decade.

Unit	Course Content	Marks
Unit 1	1.Post War World : a.Nationalist Movements and Decolonisation. b.Communist Revolution in China and its impact on World Politics. c.UNO in World Politics: Its strength and limitations: (Palestine, Kashmir, Cuba, Korea, Vietnam)	25
Unit 2	2. Cold War : a.Ideological and Political basis of cold war, Pacts and Treaties, Tensions and rivalries. b.Non-Aligned movement and the Third World. c.Cultural Revolution, Civil Rights Movement, Apartheid d.Feminism	25
Unit 3	3.Disintegration of Socialist Bloc and the end of cold war: a.Genesis and process of disintegrationIts impact on society and politics. b.Changes in the Political Order: From Bipolar to Unipolar World System.	25
Unit 4	4.World in the last Decade Globalization and its impact.	25

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2. History of contemporary India (1947-1984) (208005)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The politics in post-independence India.
2. The processes in nation building.
3. The economic changes in post-independence India.
4. The social movements in post-independence India.

Unit	Course Content	Marks
Unit 1	1.Emergence of Of India as a Nation a.Legacy of the National Movement b.Constitution: Evolution and its basic features c.The Communal Holocaust: Rehabilitation of the Refugees d.Accession of the Princely States e.Formation of states on Linguistic basis f.Integration of tribals	25
Unit 2	2.The Nehru Era(1951-1964)Internal Policy a.Five Year Plans: Analysis b.Development of five year plans c.Political parties (1947-1964) Foreign Policy a.Non-alignment b.Role of India in many International issues c.Relations with USA and Soviet Union d.Relations with neighbours-Pakistan and China	25
Unit 3	3.Post-Nehru Era(1964-1984) a. From Lalbahaddur Shastri to Indira Gandhi (1964-69) b. Indira Gandhi (1969-1973) c. Jayaprakash Narayan movement and EmergencyThe Janata Interregnum and Indira Gandhi's return	25
Unit 4	4.Social Movements and the State: a. Land Reforms- Bhoodan movement-Peasant movements. b, Organised labour movements and Unionism. c.The Dalit movement- B. R. Ambedkar- The RPI and Buddhism-Rise of Dalit Panthers and New Dalit movement-identity politics. d.Women's movements-Anti-price rise movement-Chipko movement –Anti-dowry agitations.	25

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3. Women's History Problems and Procedures (208006)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The theory and concept of Feminism.
2. Available sources and historiography of Women.
3. The Status of Women in Indian Traditions.
4. To enable them to undertake their research in the field of women's history.

Unit	Course Content	Marks
Unit 1	1.Feminism : a.Definition b.Origins and Evolution. c.Theories and Concepts	25
Unit 2	2.Sources: a.Archival: Government files, official reports, Census, Private papers. b. Non archival Sacred and non-sacred texts, Epigraphs, Diaries, Memoirs, Autobiographies, Fiction, Songs, Folklore, Photographs, Paintings, Oral History.	25
Unit 3	3.Women's History: a.Women's History as a discipline: Origin and Evolution b.Various stages in the Feminist Historiography: Women's History to Feminist history	25
Unit 4	4.Women in Indian Tradition: a.Brahmanical Tradition - Vedic times to the modern period b.Non-brahmanical Tradition-Buddhist, Jaina, Charvak, Tantrik c.Islam d.Bhakti Movement	25

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4. History Of Ideas Upto 1900 (208151)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The current of thought that have shaped the modern world.
2. Certain key concepts –their exact meaning, scope and historical importance.

Unit	Course Content	Marks
Unit 1	1.Intellectual History as a Discipline	25
Unit 2	2.The Renaissance and Reformation: 1. Humanism and Secularism 2. The Enlightenment 3. Rationalism, Romanticism and Positivism	25
Unit 3	3. Economic Thought: Mercantilism, Capitalism and Colonialism	25
Unit 4	4.The origin of the concept of Democracy/ Modern Nation-state: Liberalism and Nationalism 1. Socialist Thought: Utopian Socialism, Communism	25

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5. 20th Century Thought (208152)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The current of thought that have shaped the 20th century modern world.
2. Certain key concepts, their exact meaning, scope and historical importance.
3. The various ideas and ideologies that have shaped the modern world.

Unit	Course Content	Marks
Unit 1	1. 1.Fascism 2.Feminism 3.Existentialism	25
Unit 2	2. 1.Thought of M.K. Gandhi 2.Thought of Dr. B. R. Ambedkar	25
Unit 3	3. 1.Structuralism and Post structuralism-Michael Foucault and Derrida 2.Postmodernism Post-colonialism and Orientalism	25
Unit 4	4: Fundamentalism and Terrorism: A) Hindu Fundametalism B) Islamic Fundamentalism	25

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M.A. II
Semester – III

1. Research Methodology (308007)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. Meticulous and scientific methods of writing history
2. Analytical concepts in studying the socio-economic-cultural dimensions in the subject of history
3. Co-relating methodology for historical research with those of other disciplines.
4. The use of various tools and its proper use in writing history

Unit	Course Content	Marks
Unit 1	1.Beginning of research Selection of topic, formation of hypothesis, historical method, preparation of research design and making a research proposal Review of Literature Preparation of the outline of the thesis-scheme of chapters	25
Unit 2	2.Data Collection and Documentation Collection of historical data, unexplored sources or new interpretation of the existing sources; secondary sources from various repositories Primary- archival sources, private papers, letters, memoirs, pamphlets, leaflets, reports, parliamentary papers, autobiographies, oral transcripts and standard secondary sources, Documentation- technique of notes-making, self-regulated card system and use of technology as a tool	25
Unit 3	3.Citation and Bibliography Art of writing history with proper documentation Use of foot-notes, charts, tables, statistics, maps etc Appendices, glossary, abbreviation and index	25
Unit 4	4. Synthesis, interpretation and presentation Logical arrangement of chapters and appropriate title Analytical methods of writing, chronology, consistency and uniformity Objectivity in writing history with evidence, constructive reasoning cogent and logical exposition and valid conclusion	25

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2. Economic History of India up to 1200 (308171)

Marks: 100 (4 credits)

Objectives: The students will learn :

- a) The stages of economic development in early India.
- b) The nature content and changes in industrial production and commercial intercourse
- c) The role played by Guilds and Banking system in the economic life of the people.
- d) The processes of urban decay and feudal formations

Unit	Course Content	Marks
Unit 1	1.Urbanization 1.First and Second Urbanization in India. 2.Transition from the Pastoral to Agrarian Economy.	25
Unit 2	2.Mauryan Economy- 1.Revenue System 2.Trade	25
Unit 3	3.Post-Mauryan India till Gupta Age 1.Trade and Commerce 2.Guilds 3.Banking and Currency	25
Unit 4	4.From Gupta Age to Harshavardhan 1.Urban Decay 2.Role of Land-grants 3.Feudal formation.	25

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3. Socio- Cultural History of India up to 1200 (308172)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The forces and factors behind social stratification and the processes involved in the formation of varna and Jati in India.
2. The developments in religion and philosophy of the period.
3. The rise and growth of languages and literature therein.
4. The origin, evolution and spread of art and architecture.

Unit	Course Content	Marks
Unit 1	1. Ancient Indian Social order, Varna, Jati, Family; Women, Shudras.	25
Unit 2	2. Ancient Indian Education and Literature: 1.Education: Elementary and Higher 2.Literature: Vedic, Canonical- Brahmanical, Buddhist and Jaina Classical- Sanskrit, Prakrit and Tamil.	25
Unit 3	3. Ancient Indian Religion and Philosophy: Brahmanical, Buddhism and Jainism: 1.Concept of Brahmana Dharma 2. Brahmanical Philosophy- Philosophy of Bhagawadgeeta 3.Buddhism as a Religion And Philosophy 4.Jainism As a Religion And Philosophy	25
Unit 4	4. Ancient Indian Art and Architecture : A Survey North and South India: 1. Fine Arts 2. Performing Arts 3. Cave Architecture 4. Temple Architecture and Fortifications	25

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4. Economic History of Medieval India from 1200 to 1757 (308181)

Marks: 100 (4credits)

Objectives: The students will learn:

1. The nature of Agrarian Economy in Medieval India.
2. The nature and structure of Trade, Commerce and Banking in Medieval India.
3. The nature of Production technology in Medieval India.
4. The growth of cities and towns in the Medieval India.

Unit	Course Content	Marks
Unit 1	1.Agrarian Economy and State: 1. Land Tenure and Revenue System 2.Agricultural Production 3.Taxation Famines and their Impact	25
Unit 2	2.Trade, Commerce and Banking: 1.Inland and Maritime Trade- Transport and Communication 2.Role of Arab, European traders and Indian Merchants. 3.Medium of exchange, currency, coinage. Indigenous structures and methods of banking.	25
Unit 3	3. Industries and Production Technology : 1.Textiles 2.Agro Industries - Salt, Sugar and Paper Industry 3.Metal Technology and Artisans Ship- Building	25
Unit 4	4. Process of Urbanisation: 1.Emergence of Towns and Cities 2.Demographic Changes Urban Communities	25

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5. Socio-Cultural History of Medieval India from 1200 to 1757 (308182)

Marks: 100 (4 credits)

Objectives: The students will learn:-

1. The nature and structure of Urban and Rural Society and the
2. Emergence of composite culture in Medieval India.
3. The nature and functioning of Patriarchy in Medieval India.
4. The origin and nature of Bhakti and Sufi movements in India.

Unit	Course Content	Marks
Unit 1	1. Social Structure and composite culture: 1. Urban society 2. Rural society 3. Emergence of composite culture (This should be studied with special emphasis on classes, castes, Untouchability, and women nature and functioning of Patriarchy, slavery, communities, life styles, village communities, relations between two societies, resistance, conflict and mechanism of resolution).	25
Unit 2	2. Bhakti and Sufi Movements: 1. Bhakti Movement – Bhakti cult as a Reformatory Movement and its impact, Nathpanthi, Kabir, Sant Tradition, Nanak, Chaitanya, Tulsidas, Namdev, Acharya and Ramdas. 2. Sufi Movement – Its origins, Nature, Concepts and Silsilas; Relations with other religious groups.	25
Unit 3	3. Education and Literature: 1. Education : Formal and informal Institutional structure 2. Literature : Persian, Sanskrit, Regional Literature	25
Unit 4	4. Art and Architecture: 1. Under Delhi Sultanate 2. Early Phases of Mughal rule, 3. Provincial variations in Architecture, Sculpture, Paintings and Music	25

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Semester IV

1. Women in Modern India (408008)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. The women question in Social Reform movements.
2. The contribution of women in Freedom Movement and Politics.
3. The nature and structure of women's organizations in pre –independence and post independence periods.
4. The politics of gender issues in the second half of twentieth century in India

Unit	Course Content	Marks
Unit 1	1.Women in Social Reform Movements in 19th Century: 1.Colonial State and women 2.Women's reform movement: Brahmo Samaj, Satyashodhak Samaj, Arya Samaj, Aligarh Movement, Arya Mahila Samaj 3.Contribution of Social Reformers: Mahatma Phule, Savitribai Phule, Tarabai Shinde, Badruddin Tayyabji, Gopal Ganesh Agarkar, Pandita Ramabai, Vithhal Ramaji Shinde, Ramaswami Periyar.	35
Unit 2	2.Women's Participation in Freedom Movement and Politics: 1.Gandhian Satyagraha 2.Dalit Movements 3.Revolutionary Movements 4.Peasants and Workers Movements 5.Feminist Movements	25
Unit 3	3.Women's Organizations: 1.Colonial: Local and National 2.Post Independence.	15
Unit 4	4.Women in Contemporary India: Landmark cases leading to serious debates on gender issues: 1. Mathura Case 2. Shahabano Controversy 3. Self immolation of Roopkanwar	25

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2. Urban History of Mumbai (1853 – 1947) (408102)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. To get the students acquainted with Local History
2. To make the students aware of the urban development of the city
3. To motivate the students to utilise the local sources of history -writing

Unit	Course Content	Marks
Unit 1	1.Town-Planning in Mumbai: 1.Settlement of Communities 2.Necessity of Space; the Work of Rampart Removal Committee 3.Bombay City Improvement Trust and the Expansion of Bombay; Emergence of Slums	25
Unit 2	2.Emergence of Municipality and Bombay Municipal Corporation 1.Establishment of Bombay Municipal Corporation 2.Civic Administration- - Housing: Challenges and Solutions - Roads - Development of Drainage and Sanitation - Water Resources - Lighting and Electricity	25
Unit 3	3.Transport and Communication 1.Means of Transport- Trams, Buses and motor-cars 2.Railways 3.Docks and Ports 4.Means of Communication- Postal Services, Telegraphs and Telephones	25
Unit 4	Unit 4:- Trade, Commerce and Industry 1.Rise of Indigenous Entrepreneurs 2.Mills of Mumbai 3.Establishment of Banks and Chamber of Commerce 4.Industrial and Business Houses	25

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3. Cultural History of Mumbai (1818 – 1960) (408103)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. To get the students acquainted with Local History
2. To make the students aware of the culture of the city
3. To motivate the students to utilise the local sources
4. To generate consciousness among the students to preserve the heritage of the city

Unit	Course Content	Marks
Unit 1	1.Communities and Social Life in Mumbai 1.The Life-styles 2.Festivals 3.Social life reflected in Literature	25
Unit 2	2.Forms of Entertainment and Eateries 1.Theatres in Mumbai -Parsi Theatre, Prithvi Theatre -Opera and Musical Plays -Marathi Theatre- Plays and Tamasha Houses 2.Hotels in Mumbai	25
Unit 3	3.Trends of Architecture 1.Specimens of Indigenous Architecture 2.Colonial Architecture and Its Styles 3.Art Deco Buildings	25
Unit 4	4.Bombay to Bollywood 1.Early Phase - Silent Movie - Documentaries 2.Films Division and Film Studios 3.Commercial and Art Cinemas	25

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4. History of Public Health and Medicine in Modern India (408104)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. To get the students acquainted with the introduction of western medicines in Modern India
2. To make the students aware of army health in British India
3. To make the students to generate the consciousness of Public Health under Colonial Rule
4. To make the students aware of the women's health in Modern India

Unit	Course Content	Marks
Unit 1	1. Western Medical Education in India 1. Introduction of Western Medical Education in India 2. Medical Schools and Medical Colleges 3. Foundation of Indian Medical Service (IMS) 4. Indigenous Systems of Medicine under British in India	37
Unit 2	2. Army Health 1. Army Health 2. Soldiers' Barracks and Army Hospitals Ward 3. Contagious Diseases	13
Unit 3	3. Public Health in Modern India 1. Establishment of the Dispensaries and Hospitals 2. Sanitation 3. Epidemics : Responses of Nationalist Leaders 4. Vaccination : a) Prejudice against Vaccination b) Small Pox, Cholera, Plague, Tuberculosis, Malaria	25
Unit 4	4. Women's Health in Modern India 1. Medical Education for Women 2. Maternal Health : Role of Dai, Infanticide, Women's Welfare Services 3. Birth Control Movement: Gandhi, Margaret Sanger, R. D. Karve	25

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5. Debates in Indian History (408105)

Marks: 100 (4 credits)

Objectives: The students will learn:

1. To understand the various intellectual content as articulated by various thinkers
2. To understand the critical writings on political, economic and social debates in Indian History.

Unit	Course Content	Marks
Unit 1	1. Debates as Intellectual Process: Study of various Schools of Historiography in India	25
Unit 2	2. Indian Feudalism: A Debate 1.Feudalism 2.Feudalism in India: Various Dimensions 3.Origin and decline of Feudalism 4.Interpretation of Marxist School	25
Unit 3	3. 18th Century Debate 1.18 th Century Debate-various Views 2.Dark Age : An Interpretation over Patronage, Economic Change and Art 3.Interpretation of Imperialist and Marxist Schools of Thought	25
Unit 4	4. Debates in Modern Indian History 1.Revolt of 1857 : Various Interpretations 2.Communalism 3.Two- Nation Theory and Partition of India	25

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Unit 1

Evolution of Nationalism in India

Chapter 1

Nationalism : A theoretical Interpretation

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1.0 Objectives

At the end of this chapter, you will be able to...

- Define the term Nationalism
- Explain the approaches to Indian Nationalism
- Illustrate the Conceptual Debates of Indian Nationalism

1.1 Introduction

When we study the political conquest of a vast country like India by a small country England the first point that strikes one is how such a feat could at all be possible. But if one knew the Indian temperament and traditions, it would not be difficult to understand. India had been ruled by foreigners from the 10th century onwards. But though they came as foreigners, they settled down and made India their home against the foreigners. And understanding soon effected and they became members of great Indians of great Indian family. As long as the British were mainly trading concerned, they did not excite any hostility. But when they became the masters, their loyalty was with their mother country not with India. They never indianize themselves. Thus Indian people recognized the British rule as an alien rule. Amongst the most important result of British rule in India were the emergence of Indian nationality and the growth of nationalism.

The Second half of the 19th Century saw the birth of a new consciousness in India as a result of growth of English education, Press, Railways and Communication. This consciousness expressed itself in socio religious reform movements, Publications of Journals

and Books and Formation of political associations. The English educated middle class worked as the harbinger of this consciousness. Though initially loyal to the British government, this class realized the exploitative and discriminatory character of the colonial rule and raised its voice of protest. Consequently the spirit of nationalism grew, this ultimately culminated in the foundation of the Indian National Congress.

1.2 Definition of Nationalism

Nationalism is a spirit, an elemental force, which derived its inspiration from the natural desire of man to be free, expressing itself in political institutions and activities. The desire to be free is in-born in every people and expresses itself in the form of political action, whenever they became conscious that the evils from which they are suffering are the direct outcome of the political system under which they live. Aurobindo Ghose said that Nationalism is a religion that has come from God. Nationalism is a creed in which you shall have to live. It is an attitude of heart, of the soul. On the whole nationalism is a political sentiment where as for the people of India it is both a religion and a creed. The Nationalist Movement in India revolved round in overthrowing of British Colonial Power from India and making the country free from the clutches of British Imperialism.

Another Definition mentioned in the encyclopedia is, nationalism, political or social philosophy in which the welfare of the nation-state as an entity is considered paramount. Nationalism is basically a collective state of mind or consciousness in which people believe their primary duty and loyalty is to the nation-state. Often nationalism implies national superiority and glorifies various national virtues. Thus love of nation may be overemphasized; concern with national self-interest to the exclusion of the rights of other nations may lead to international conflict.

Nationalism is a comparatively recent phenomenon, probably born with the French Revolution, but despite its short history, it has been extremely important in forming the bonds that hold modern nations together. Today it operates alongside the legal structure and supplements the formal institutions of society in providing much of the cohesiveness and order necessary for the existence of the modern nation-state.

The meaning of nationalism is a sentiment based on common cultural characteristics that binds the population and often produces a policy of national independence.

Nationalism can be defined as combination of common culture and ideology brought together by the common will of the people. Although, since times people of India held a notion that the country was one, the concept of India as a nation was non-existence. The concept aroused after the British occupation of the country like other colonial states, nationalism in the country was marked by the negative feelings against the British and the rise of national consciousness in the 19th century.

The term 'nationalism' is very difficult to define several attempts have been made by various scholars, but the term Nationalism remains conceptually evasive. The variable nature of nationalism is perhaps responsible for this conceptual confusion.

The challenge of nationalism in Colonial India was twofold: to forge a national unity and to claim its rights to self determination. India has been a plural society with various

forms of diversity, such as region, language, religion, and ethnicity and so on. It was from this diversity the building of a nation, agreement among the historians, however, stops here. How did the Indians imagine their nation is a matter of intense controversy and ongoing debate?

1.3 Early Nationalist School

The early nationalist school, while studying the process of nation building, focused on the supremacy of nationalist ideology and national consciousness. This awareness based on antipathy towards Colonial rule, a feeling of patriotism and an ideology rooted in a sense of pride in India's ancient traditions. But this school ignored the inner conflicts within the Indian society which led to its division into two nations.

1.4 Neo Traditionalist School

In opposition to this, a new interpretation emerged in the Anglo- American academia. Rajat Ray labelled it as the 'Neo traditionalist school'. According to this school the most important change of the Colonial rule was the introduction of western education and political representations. This created new group i.e. western educated elite. The decision in 1835 to provide English rather than vernacular education, from that time onwards, the best brain of India drank deeply at the well springs of the British liberal thoughts. The Indian learned from Edmund Burke and John Stuart Mill the meaning of liberty, they shared the sympathy of England with the struggle of Mazzini and Cavour, and they read the French Revolution and the struggle of Ireland for freedom. Their political consciousness was aroused and they began to apply the ideas of the rights of individuals and of peoples to their own country. There was nothing unexpected about the growth of nationalism and ultimately gain of independence. Even British administrator denied the existence of any feeling of nationality in India. In 1883, J.R. Seelay described India as a mere 'geographical expression with no sense whatever of national unity. In 1884 John Starchey, an ex-Indian Civil servant told the alumni of Cambridge university, "This is the first and last essential thing to learn about India that there is not, and never was an India. He further forecast that India will never become a united nation.

1.5 The Marxist School

The orthodox Marxist School sought to analyze the Class Character of the nationalist movement. They explained in terms of the economic development of the Colonial period, i.e. the rise of industrial capitalism and the development of a market society in India. It identified the bourgeois leadership, which directed this movement to suit their own class interests and neglected the interests of the masses. These narrow class approaches of the early Marxists were qualified in later Marxist writings of S.N. Mukherjee, Sumit Sarkar and Bipan Chandra.

S.N. Mukherjee pointed out the complexities of nationalism, its multiple layers and meanings, the importance caste along with class and use of traditional and modern language of Politics. Sumit Sarkar in his book, *Modern India* (1983), has warned us that

Class and class consciousness are analytical tools which have to use more skillfully and flexibly. He recognizes the legitimacy of nationalism, but does not ignore the internal tension within it.

Bipan Chandra and his colleagues have given Marxist interpretation differently. They argue that Indian nationalist movement was a popular movement of various classes. In Colonial India they showed two types of contradictions, one was between the interests of the Indian people and those of the British rule and India contradiction within the Indian society, between classes, castes and religious communities. This view is not accepted because the nationalist movement was not the movement of single class or caste or a religious community. Our leaders like Mahatma Gandhi and Pt. Jawaharlal Nehru had recognized that India was not a structured nation but a nation in making.

1.6 The Subaltern Views

A new intervention in this debate came in 1982 when the first volume of the *Subaltern Studies*, edited by Ranajit Guha, was published with this statement "the historiography of Indian nationalism has for a long time been dominated by elitism." He further said that it cannot explain Indian nationalism, because it neglects the contribution made by the people on their own. This radical Marxist school thinks that organized national movement which led to the formation of the Indian nation- state was hollow nationalism of the elites, while real nationalism was that of the masses, which it calls the Subaltern. Although the subaltern from time to time participated in political movements initiated by the bourgeoisie, the later failed to speak for nation.

1.7 Summary



So friends let's sum up what we have discussed till now.

After going through this debate on nationalism, we will focus on the different levels at which this consciousness was developing and try to analyze how such various focus of consciousness intersected and interacted with each other, how they viewed contradictions within India Society. In the closing decade of the 19th century and first decade of the 20th century nationalism had grown and was gaining strength, the British scholars struck a new posture. The Mont ford report claimed credit that British rule was the harbinger of nationalist upsurge in India. R.Coupland said that Indian Nationalism was the child of the Raj. Such a view belittles the role of Indians, particularly the Indian middle class, in the development of nationalism. We can conclude that Indian nationalism was the product of the wide upsurge of the concepts of nationalism and right of self- determination initiated by the French Revolution, the result of Indian Renaissance; the modernization initiated by the British in India and developed a strong reaction to British imperial policies in India

1.8 Exercise



Now let us check what we have learnt so far.

Q1. Define Nationalism and discuss the views of the Early Nationalist School, Neo Traditional School and Marxist School.

Q2. What do you understand by the term Nationalism? Discuss the views of various schools on the term Nationalism.

Q3. What do you mean by Nationalism? Point out the various conceptual debates of Indian Nationalism.



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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. POLITICAL SCIENCE

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Political Science " (New) (Revised 2012 - Regular) under the "Faculty of Humanities". On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

**Shreemati Nathibai DamodarThackersey Women's University,
1, Nathibai Thackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signature

Registrar



**Registrar
SNDT Women's University
Mumbai - 20.**



**I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049**

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. Political Science
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

Political Science Syllabus

Index

M.A. I			
Semester - I			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Political Theory	109001	03 - 05
2.	Administrative Theory	109002	06 - 07
3.	Theoretical Aspects of International Politics	109003	08 - 09
4.	Theoretical Aspects of Comparative Politics	109004	10 - 11
5.	Indian Political System	109005	12 - 13
Semester - II			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Political Philosophy	209006	14 - 15
2.	Issues in Administration	209007	16 - 17
3.	Issues in World Politics	209008	18 - 19
4.	Issues in Comparative Politics	209009	20 - 21
5.	Politics and Society in India	209010	22 - 23
M.A. II			
Semester - III			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Research Methods for Political Enquiry	309011	24 - 25
2.	Modern Political Ideologies	309111	26 - 27
3.	Political Process in Maharashtra	309124	28
4.	Social Movement in India	309122	29
5.	India and the World	309133	30
Semester - IV			
Sr. No.	Name of the Course	Course Code	Page No.
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2.	Themes in Indian Political Thought	309114	33 - 34
3.	State Politics in India	309121	35
4.	Development Administration	309132	36
5.	Human Right in International Politics	309134	37



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

Sir. Vithaldas Vidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049

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Email : cde@sndt.ac.in website: www.sndt.ac.in

Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. Part - I & II

POLITICAL SCIENCE

Political Science Syllabus

Index

M.A. I			
Semester - I			
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2.	Administrative Theory	109002	06 - 07
3.	Theoretical Aspects of International Politics	109003	08 - 09
4.	Theoretical Aspects of Comparative Politics	109004	10 - 11
5.	Indian Political System	109005	12 - 13
Semester - II			
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3.	Issues in World Politics	209008	18 - 19
4.	Issues in Comparative Politics	209009	20 - 21
5.	Politics and Society in India	209010	22 - 23
M.A. II			
Semester - III			
Sr. No.	Name of the Course	Course Code	Page No.
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Semester - IV			
Sr. No.	Name of the Course	Course Code	Page No.
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2.	Themes in Indian Political Thought	309114	33 - 34
3.	State Politics in India	309121	35
4.	Development Administration	309132	36
5.	Human Right in International Politics	309134	37

M.A. I

Semester I

1. Political Theory (109001)

Marks: 100 (4 credits)

Objective:

This Course gives a broad overview of the essential character and role of political theory within the larger discipline of Political Science. Student gets an historical overview of the fundamental concerns of the discipline of Political Science. She is equipped with the basic conceptual framework of the discipline.

Unit	Course Content	Marks
Unit 1	1. Nature and Significance of Political Theory a. What is theory?: Difference between theory, thought, philosophy and ideology b. Changes in nature of the term 'theory': Little Theories, Grand Theories c. Changes in the content of the term 'political' d. Why do we study political theories?	10
Unit 2	2. Importance and Limitations of the Classical Tradition a. Essential characteristics of Classical Tradition b. Overview of the Contribution of Ancient Political Philosophers to Political Theory with reference to Plato, Aristotle, Polybius, Cicero c. Significance of value based approach d. Medieval Period: Emergence of Christianity and its impact on the Political Theory e. Advent of Positivism and its impact on Political Theory	20
Unit 3	3. Modern Approaches: Behaviouralism, Post-behaviouralism and Marxism a. Positivist Social Sciences, Vienna Circle and Institutionalisation of the discipline of Political Science in the West b. Chicago School and the Search for Universal Theory c. Essential tenets of Behaviouralism d. Post Behaviouralism and Critique of Behavioural assumptions e. Beyond post - behaviouralism f. Behaviouralism vis-à-vis Marxism: Stability versus change & scientism versus humanism debates. g. Decline and Revival of Political theory	30

	h. Marxist approach to Political Theory: i. Variations in Traditional Marxist Approach: Marx, Engels, Lenin & Gramsci j. Introduction to the Frankfurt school	
Unit 4	4. Civil Society and the State a. Historical Evolution of the idea of Civil Society: - Liberal idea, - Political Economy & Civil society, - Hegelian Civil Society, - Marx, Gramsci & Civil Society. b. Contemporary Revival of Civil Society: Global Civil Society c. Difference between State and Civil Society, Difference between State and Nation d. Social Contract and State e. Neutral State, Class State and Patriarchal State f..Challenges to the Sovereignty of State	20
Unit 5	5. Citizenship & Nation a. Historical Evolution of the concept of Citizenship b. Idea of Equal and Universal Citizenship: Marshall & His Critique c. Limits of Liberal Citizenship d. Citizenship in the New Context: Multiculturalism & Globalization e. Objective & Subjective Criteria of Nation.	20

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2. Administrative Theory (109002)

Marks: 100 (4 credits)

Objective:

Student is exposed to the evolution of and major approaches prevailing in the sub-field of Public Administration. She is familiarised with the theoretical debates pertaining to the dynamics of bureaucracy and public policy.

No	Course Content	Marks
Unit 1	1.The Study of Administration: Its Nature and Development a. Changing nature of administration – Art Science or Profession, Political nature b.Development of administration – Paradigm by Nicholos Henry c. New Public Management, Public Choice Approach, Governance, Entrepreneurial Government	15
Unit 2	2. Ecological, Decision-Making and Political Economy Approaches a. Modern Approached to Public Administration b. Ecological Approach – Riggs Contribution, Riggs typology and Sala Model c. Decision Making Approach – Simon’s Contribution, Garbage Can Model, Muddling Through Model, Mix Scanning Model d. Political Economy Approach – Meaning, contributions by Anthony Downs	25
Unit 3	3. Development Administration a. Development Administration – Meaning, Emergence, b. Approaches c. Riggs contribution	15
Unit 4	4. Bureaucracy and Society: Weberian, Marxist and Feminist Perspectives a. Weberian argument – Ideal Type Bureaucracy by Weber, Context and Characteristics of Bureaucracy, Criticism of Weberian Model b. Marxist understanding of Bureaucracy c. Feminist Perspective – Feminist argument against bureaucracy, Arguments by Cathy Fergusson, Camilla Stivers	25
Unit 5	5. Public Policy: Theories and Processes a.Stages of Public Policy Making b.Role of Parties c. Role of Pressure Groups d. Role of Public Opinion	20

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- Arora, K. Ramesh and Kaushik, S.L., The Universe of Public Administration: Essays in Honour of Prof. Sudhes K. Sharma, New Delhi, Associated, 1994.
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3. Theoretical Aspects of International Politics (109003)

Marks 100 (4 credits)

Objective:

This Course focuses on the study of International Politics as a sub-field of Political Science. Student is exposed to the major approaches and concepts in the sub-field. She is familiarised with different perspectives on the organization of the international political system. Student is equipped to explore and analyse the power dynamics at international level.

No	Course Content	Marks
Unit 1	1.The Study of International Politics: Its Nature and Scope a. Evolution of the Discipline: Major Stages b. Sub – disciplines of the discipline of International Politics	15
Unit 2	2. Major Approaches: Realism, Idealism, Systems Theory, Marxism and Feminism a. Realism and Neo - Realism: Basic Assumptions b. Idealism: Major Debates c. Systems Theory: Contribution and Limitations d. Marxism: Nature of the International System, International Political Economy and Dependency Theory e. Feminism: Interrogations about the prevailing conceptual framework of IR	25
Unit 3	3. The Concept of National Power: Its Constituents and Limitations 1. Debates about the constituent of the National Power 2. Limitations of the National Power in the contemporary scenario	15
Unit 4	4. The Management of Power: Balance of Power and Collective Security a. Hans Morgenthau: Basic Assumptions of the Balance of Power b. Types of Balance of Power system c. Debates about the efficacy of Balance of Power d. Essential tenets of Collective security system e. Efficacy of the Collective security	25
Unit 5	5. The Concept of Non-alignment: Bases, Role and Relevance a. Principle Assumptions of Non Alignment b. Role Played by the NAM in the Cold War period c. Relevance of NAM in a the post-Cold War world	20

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4. Theoretical Aspects of Comparative Politics (109004)

Marks: 100 (4 credits)

Objective:

Student is exposed to the evolution of and major approaches within the sub-field comparative politics. Student is equipped to compare various political systems by using different approaches and parameters of comparative inquiry.

No	Course Content	Marks
Unit 1	1.The Study of Comparative Politics: Its Nature and Development a.Origins of Comparative Politics b. Development of Comparative Analysis: Renaissance, Enlightenment, Historicism, c. Emergence of Formal and Legal studies, Evolutionalism, Political Sociology d. Distinction between Traditional and Modern Comparative Politics	20
Unit 2	2. Systems and Structural-Functionalist Approaches a. David Easton's Theory of Political System: Input - Out Put Model b. Gabriel Almond's Theory of Structural Functionalism (Meaning of Political Structure, Functions of Political Systems – Capabilities Functions, System Maintenance and Adaptation Functions and Conversion Functions)	20
Unit 3	3. Marxist and Feminist Approaches a. Class approaches to Comparative Analysis: Stages of Capitalist Development, Dependency Theories b. Gender in Comparative Politics: Patriarchy & State in Comparative perspective	20
Unit 4	4. Strategies for Comparison a. Levels of Analysis & Causal Theories b. Themes for Comparative Analysis: State – Economy – Democratic Ideas – Collective Identity	15
Unit 5	5. Typology of Political Systems a. Almond's Typology (Primitive, Traditional, Modern Systems) b. Blondel's Typology (Liberal Democratic, Authoritarian, Conservative, Radical & Populist Systems) c. Macormiks' Typology (Liberal Democracies, Communist & Post – Communist States, New Democracies, Less Developed States, Islamic States & Marginal States)	25

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- Ball, R. Alan and Peters, B. Guy, **Modern Politics and Government**, Houndmills, MacMillan, 2000.
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5. Indian Political System (109005)

Marks: 100 (4 credits)

Objective:

Students is exposed to the historical and structural dimensions of Indian Political System. She is familiarised with the major debates about the structural set up of Indian politics. She is equipped with the terms of reference for analysing contemporary Indian Politics.

No	Course Content	Marks
Unit 1	1.The Colonial Legacy of the Indian Political System a. Contribution of British Acts and Legislations b. Continuity and Change – Constitutional Framework, Administration, Political Structures	15
Unit 2	Salient Features of the Indian Political System a. Democracy – Substantive or Procedural? b. Secularism and Pseudo Secularism c. Federalism – From Cooperative Federalism to Competitive Federalism d. Independent Judiciary – Issues : Politicization, Judicial	25
Unit 3	Changing Nature of Party and Electoral Politics a. Era of One Party Dominance – ‘Congress System’ b. Decline of Congress System c. National Parties and Regional Parties, d. Post 90s Electoral Politics – Fragmentation of Party System, Impact of Mandir,Market, Mandal issues e. Emergence of Coalition politics	25
Unit 4	4. Contemporary Challenges: Terrorism, Corruption and Regionalism a. Challenges posed by Terrorism and responses of Indian Political System b. Challenges posed by Corruption and response of Indian Political System c. Regionalism – Language Politics, Punjab and Assam Crises, Emergence of regional parties	20
Unit 5	5. India’s Role in World Politics a. Changing nature of World Politics and Changing role of India b. UNO and India’s Role c. Indian’s Role in the developing countries	15

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- Brass, Paul, **The Politics of India since Independence**, New Delhi, Cambridge University Press, 1992.
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Semester II

1. Political Philosophy (209006)

Marks: 100 (4 credits)

Objective:

Student is introduced to the debates about the compulsions and predicaments of collective human life as well as to the debates about individual's relationship with the collectivity. She is familiarised with the various patterns of organising collective life. Student is equipped to explore the moral roots of political problems.

Unit	Course Content	Marks
Unit 1	1. Grounds of Political Obligation a. Justifications for Authority b. Moral & Prudential Obligations c. Grounds of Political Obligation: Contract, Consent, General Will, Justice & Common Good)	15
Unit 2	2. Political Disobedience and Resistance a. Intellectual Foundations of Political Disobedience: Thoreau, Gandhi, Martin Luther King (Jr.), Russell b. Debate over the objections to the idea of disobedience: Majority rule, Participation in Democratic Rule, Lawful channels of Protest c. Difference between Conscientious Resister and Civil Disobedient d. Theories of Resistance: Althusser, Foucault, Feminist view	15
Unit 3	3. Democracy, Liberty and Rights a. Aspects of Liberal Democracy b. Democracy: Procedural Democracy and Substantive Democracy Debate c. Two concepts of liberty: Positive & Negative d. Isaiah Berlin's concept of liberty e. Theories of Rights: (Theory of Natural Rights, Utilitarian Theory of Rights, Libertarian Theory of Right, Human Rights) f. Individual Rights - Group Rights Debate: Communitarian & Multicultural Perspectives.	25
Unit 4	4. Equality and Justice a. Equality: Evolution of the Concept b. Liberal, Marxist and Feminist understanding of Equality c. Rawls's Libertarian critique of Distributive Justice d. Amartya Sen's views on justice e. Interdependence of Equality and Justice	20
Unit 5	5. Recent trends: Post Modernism & Feminism a. Post Modernism and Changed nature of Knowledge b. Post modernism and Late Capitalism c. Issues raised by Feminism with reference to the nature of Political Theory	25

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- Ball, Terrence and Bellamy, Richard, **The Cambridge History of Twentieth-Century Political Thought**, Cambridge, Cambridge University Press, 2003.
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2. Issues in Administration (209007)

Marks: 100 (4 credits)

Objective:

Student is introduced to the key issues pertaining to administrative structures and processes. She is familiarised with the problems that emerge from the interaction of administration with politics and economics.

Unit	Course Content	Marks
Unit 1	1. Administration and Politics: Civil Service Neutrality and Integrity a. Relation between Administration and Politics – types of administration and type of political culture b. Neutrality – meaning, Concept of Representative Bureaucracy, Committed Bureaucracy c. Integrity – meaning, administrative corruption, measures to maintain integrity	15
Unit 2	2. Economic Administration in a Planned Economy and Free Market Economy a. Features of Planned System, Role of state in the Planned System, Role of administration in it, Planning Commission b. Planned System – Role of administration in the Russia, Post-Soviet Communist Countries c. Features of Free Market System, Role of state in the Free Market System, Role of Administration in it, Independent Regulatory Commission d. Free Market system – Role of administration in the U.S.A., Advanced Industrialist States	15
Unit 3	3. Administrative Ethics and Accountability a. Importance of Administrative Ethics b. Code of Administrative Ethics c. Ethics as a tool of accountability d. Difference between responsibility and accountability e. Agencies of ensuring accountability	25
Unit 4	4. Governance: Issues and Challenges a. Concept of Governance b. Administrative Reforms and Governance c. Good Governance	20
Unit 5	5. Recent Trends: a. Modernisation of Administration, b. Partnership with Industry c. Non – Governmental Organisations (NGOs), Disaster Management	25

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3. Issues in World Politics (209008)

Marks:100 (4 credits)

Objective:

Student is introduced to the mechanism with which nations pursue their interests. She is familiarised with the way they compete, conflict and compromise with each other. She is equipped to analyse and explain the politics at international level.

Unit	Course Content	Marks
Unit 1	1.Foreign Policy and Diplomacy a. Role of Foreign Policy b. Determinants of Foreign Policy c. Determinants of Diplomacy d. Limitations of Diplomacy	15
Unit 2	2. War, Arms Race and Disarmament a. War: Meaning, Causes, Changes in the nature b. Feminist critique of war c. Arms Race: Causes and Impact d. Disarmament: Means and Efforts	25
Unit 3	3.International Law and Organisation a. Achievements b. Limitations c. Prospects	15
Unit 4	4.Regional Organisations a. Patterns: Economic, Cultural, Strategic, Regional b. Role played in International Relations c. Importance of Regional Organisations	20
Unit 5	5. Contemporary Challenges: Terrorism, Human Rights, Globalisation and Clash of Civilisations a. Terrorism: Phases & Impact on International Relations b. Human Rights: Mechanisms to assure Human Rights, Impact on IR c. Globalisation: Changes in the International Political Economy and consequent implications for international Relations d. Clash of Civilisation: Context, argument and Implications	25

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4. Issues in Comparative Politics (209009)

Marks:100 (4 credits)

Objective:

This Course provides a broad overview of the various conceptual frameworks that have been used over the years for comparative political analysis across the paradigms. Student is introduced to the various classificatory schemes that have resulted from such analysis. She is thus equipped to with conceptual tools to undertake comparative political analysis.

Unit	Course Content	Marks
Unit 1	1.Political Culture and Socialisation a. Types of Political Culture: Parochial, Subject, Participatory b. Levels of Political Culture: System, Process, Policy c. Agents of Political Socialisation.	20
Unit 2	2. Political Elites and Classes a..Elite Theories: Organisational Approach, Institutional Approach, Economic Approach & Psychological Approach b. Class: Economic class & Social Class: Marxist view & Nicos Poulantzas's views	20
Unit 3	3.Political Parties and Elections a. Determinants & Functions of Political Party b.Typologies of Political Parties: Blondel's Typology, Sartori's Typology & Duverger's Typology c. Electoral Systems for Parliaments & for Presidents d. Elections in Authoritarian Regimes & in Liberal Democracies	20
Unit 4	4.Interest Groups and People's Movements a. Forms of Interest Groups: Anomic, Non – associational, Institutional & Associational. b.Interest Group Systems: Pluralist Interest Group Systems, Democratic Corporatist interest group systems, Controlled Interest Group Systems c. Determinants of People's Movement d. Issues raised by People's Movements	20
Unit 5	5. Political Development and Revolution a. Modernisation as development: Apter's view b. Lucian Pye's view on Political development c. Samuel Huntington's view on Political Development d. Revolution as systemic problem e. Marxist Theory of Revolution f. Skocpol's Theory of Revolution	20

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5. Politics and Society in India (209010)

Marks:100 (4 credits)

Objective:

This Course highlights the dynamics of politics-society interaction in India. Students is familiarised with the impact of social stratification on politics and new forms of popular mobilisation in India. She is equipped with an analytical insight into the political history of the post – independence India.

Unit	Course Content	Marks
Unit 1	1. Salient Features of Indian Political Culture a. People's Participation b. Secularism c. Nationalism d. Voting culture – Political Symbols	15
Unit 2	2. Political Economy of Development in India a. Nehruian Model of Development b. Political Economy of Development in the post – liberalisation period	20
Unit 3	3. Role of Class, Caste and Gender a. Role of Working Class, Agricultural Classes and Middle Class in India b. Dalit Politics & O. B. C. Politics: Pre and Post – Mandal Caste Politics, Regional variations in caste mobilisation c. Issues raised by Women's Movement, Women in Power & Politics of Women's Reservation	25
Unit 4	4. Role of Ethnicity and Religion a. Ethnicity as an aspect of the politics in the North – East b. Factors responsible for communalism, causes of riots & Phases of communal politics.	20
Unit 5	5. Rise of People's Movements a. Context of the rise of people's movement b. Agenda before the people's movements c. Challenges before the people's movements	20

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M.A. II

Semester III

1. Research Methods for Political Enquiry (309011)

Marks: 100 (4 credits)

Objective:

This Course encompasses the important steps involved in carrying out a research project in political science. It will expose students both to the quantitative and qualitative methods of research, introduce them to the basic techniques of data analysis and also to write reports and theses. Student is equipped to undertake a research project.

Unit	Course Content	Marks
Unit 1	Scientific Method of Political Enquiry a. Meanings of Methodology b. Positivist, Interpretative & Critical Paradigms & Ensuing research Methods c. Basic Assumptions of Quantitative Methodology d. Basic Assumptions of Qualitative Methodology	20
Unit 2	Sampling and Research Design a. Terminology of Sampling b. Types of Sampling c. Essential aspects of Quantitative Research Design d. Essential aspects of Qualitative Research Design	15
Unit 3	Techniques of Data Collection a. Observation: Types & Essential considerations b. Interview: Types & Essential considerations c. Questionnaire: Types & Essential consideration	20
Unit 4	Content Analysis & Hermeneutics a. Content Analysis: Usage & Preparing of coding schedule & coding manual b. Hermeneutics: Types – Conservative, Moderate, Critical & Radical	20
Unit 5	Techniques of Data Analysis a. Dealing with Quantitative Data: Coding, Entering, Cleaning b. Frequency Distribution, Central Tendency and Measures of Variation c. Introduction to Qualitative Data Analysis	15
Unit 6	Report Writing a. Writing Process b. Essential aspects of a Research Report	10

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2. Modern Political Ideologies (309111)

Marks: 100 (4 credits)

Objective:

Student is introduced to the emergence and nature of ideological thought and is familiarised with the major debates on the continued relevance of ideologies. Student is equipped to analyse the role played by modern ideologies in shaping political life.

Unit	Course Content	Marks
Unit 1	Nature and Significance of Ideologies - Meaning of the term Ideology - Characteristics of Ideologies - Perspectives on Ideology - Ideology and Utopia - End of Ideology and End of History Debates	20
Unit 2	Liberalism - Emergence and doctrinal basis: Natural Rights, Principal of Utility, Social Contract theory - Central themes: Individualism, tolerance, liberty, equality, justice, fraternity, Constitutionalism - Salient features of classical & modern liberalism - Contribution of John Rawls - Neo-liberalism & libertarianism	20
Unit 3	Socialism - Origins of Socialism - Core Themes: Opposition to Private Property, Economic equality, Opposition to exploitation, Opposition to Capitalism - Types of Socialism: Utopian Socialism, Scientific Socialism, Democratic Socialism - Major Debates in Socialism: Base – Super – Structure Relations, Revolution versus Reform, Issue of violence, Role of Party	20
Unit 4	Nationalism - Types of Nationalism: Progressive Nationalism, Ethnic Nationalism, Religious Nationalism, Reactionary Nationalism - Relation between Nationalism and Internationalism - Debates within Nationalism: - Nationalism as Bourgeois ideology - Modernist - Perennialist debate, Ethnic versus Civic nationalism - Nation as Imagined Community - Nationalism as Derivative Discourse - The Post Nation Debate	20
Unit 5	Environmentalism - Origin and Development - Core themes of environmentalism - Environmentalism and Ecologism - Development and Environmentalism: Sustainable Development - Ecofeminism	20

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3. Political Process in Maharashtra (309124)

Marks: 100 (4 credits)

Objective:

This course aims to introduce the student to the interface between state and society in the State of Maharashtra. It orients her towards the major issues in Maharashtra politics. The student is equipped to analyze the unfolding of the political process in contemporary times.

Unit	Course Content	Marks
Unit 1	Pre - 1960 Maharashtra a. Legacy of the Freedom Movement b. Impact of the Non - Brahmin and Dalit Movement c. Rise of Hindutva Politics d. Samyukta Maharashtra Movement	25
Unit 2	Issues of Regionalism and Sub - Regionalism a. Politics of Marathi identity b. Issue of backwardness and regional imbalance c. Demand for separate Vidarbha State.	25
Unit 3	Caste in Maharashtra Politics a. Politics of Dominant Caste b. Patterns of Dalit Politics c. Rise and Impact of O. B. C. Politics	25
Unit 4	Political Economy of Development in Maharashtra a. Co - operatives b. Agrarian Interests c. Rise of Urban Interests	25
Unit 5	Local Politics in Maharashtra a. Patterns of Rural local Politics b. Issues in Urban Politics c. Politics in Mumbai	

4. Social Movements in India (309122)

Marks: 100 (4 credits)

Objective:

The study of social movements throws light on the input aspect of political system. Student is introduced to various types of social movements in India. She is equipped to analyze the interlinks between social movements and politics.

Unit	Course Content	Marks
Unit 1	Social Movements as a Framework of understanding Indian Politics a. Meaning and Nature of Social Movements b. Social Movements: Old and New c. Interlinks between social movements and politics	
Unit 2	Movements of Linguistic State Formation a. Movement for Andhra Pradesh: Origin, Development & Impact on politics b. Movement for Maharashtra State: Origin, Development & Impact on politics	
Unit 3	Peasant and Working Class Movements a. Origin b. Development c. Issues d. Decline	
Unit 4	Dalit Movements a. Origin b. Development c. Issues	
Unit 5	Tribal Movements a. Origin b. Development c. Issues	
Unit 6	Women's Movement a. Origin b. Development c. Issues	

5. India and the World (309133)

Marks: 100 (4 credits)

Objective:

This course acquaints student with how India views the world vis – a vis international politics. It introduces her to India's perception of her role in the world politics. Student is equipped to analyse and explain how India balances global concern with her national interest.

Unit	Course Content	Marks
Unit 1	Nature of India's Foreign Policy a. Evolution b. Domestic Compulsions & External Determinants c. Non – alignment d. Post-Cold War Shifts in India's Foreign policy	
Unit 2	India and her Neighbours a. India – China Relations b. India – Pakistan Relations c. India – Sri Lanka Relations d. India's Relations with Bangladesh, Bhutan and Nepal	
Unit 3	. India's Security Concerns a. Changing Security Perspective: Internal and External Dimensions b. Trans – national dimensions: Ethno – cultural, demographic and terrorism c. Disarmament & Nuclearization	
Unit 4	India and the International Economy a. Foreign Economic Policy b. India and WTO c. India, IMF and World Bank	
Unit 5	India and United Nations a. NIEO b. UN Reforms c. India and Peace keeping missions	

Semester IV

1. Main Currents of Feminist Thought (409012)

Marks: 100 (4 credits)

Objective:

This Course provides an overview of the various political strands within feminist thought. Student is introduced to recent debates within the global currents. She is equipped to within depth knowledge about the issues raised by various feminist streams in recent times.

Unit	Course Content	Marks
Unit 1	Liberal Feminism a. Evolution b. Issues raised	20
Unit 2	Socialist Feminism a. Evolution b. Issues raised	20
Unit 3	Radical Feminism a. Evolution b. Issues raised	20
Unit 4	Black Feminism a. Evolution b. Issues raised	12
Unit 5	Eco Feminism a. Evolution b. Issues raised	10
Unit 6	Post Feminism a. Major arguments b. Implications for women's liberation	8

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2. Themes in Indian Political Thought (309114)

Marks: 100 (4 credits)

Objective:

Indian Political Thought is often explored with reference to western categories and conceptual frameworks. This course offers exploration of Indian Political Thought in the context of the conceptual framework that evolved in India. Student is introduced to the Indian ideas of organising polity and society. She is equipped with in depth understanding of the nuance differences within various ideological streams.

Unit	Course Content	Marks
Unit 1	Sarvodaya: MohandasKaramchand Gandhi & VinobaBhave a. Origin and development of Sarvodaya b. The doctrine of satyagraha c. Doctrine of Bhudan and Gram – dan d. Gandhi’s critique of Westminster model of democracy and Vinoba’s doctrine of Lokniti	25
Unit 2	Anti – Caste Discourse: E. V. RamaswamyPeriyar&BhimraoRaojiAmbedkar a. Origin of anti-caste discourse: The Colonial context b. Analysis of Caste system & ways to annihilate the caste system c. Critique of Brahminism d. Contribution to equality discourse	25
Unit 3	Hindutva: VinayakDamodarSavarkar& M S Golwalkar a. Construction of Hindutva: The Colonial Context – Hindu Mahasabha&RashtriyaSwayamsevakSangh b. Ideology of Hindu nationalism c. View regarding Varna and Caste system d. Views regarding Muslims, Dalit and Women	25
Unit 4	Muslim Political Thinking: Syed Ahmed Khan &AbulKalam Azad a. Construction of Muslim Political Identity: The Colonial Context b. Responses to Modernization c. Views on State and Nation d. Views on Liberty, Equality & Fraternity	25

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3. State Politics in India (309121)

Marks: 100 (4 credits)

Objective:

A comprehensive understanding of Indian politics necessitates in depth study of the politics within the states. This study reveals various patterns of political mobilization, electoral politics and overall democratic politics. This course introduces the student to the diversity of democratic politics in India as well as the nature of Indian federalism. She is equipped to analyze the politics in Indian states.

Unit	Course Content	Marks
Unit 1	State as Unit of Politics a. Formation of States b. Linguistic States c. Politics of Regional identity d. Sub – regionalism	20
Unit 2	Issues in Centre – State and Inter – State Relations a. President’s Rule b. Issues of Autonomy and Allocation of resources c. water and border disputes	20
Unit 3	Caste and State Politics a. Role of Dominant Caste b. Rise of O.B.C. c. Patterns of Dalit Politics d. Role of Caste associations	20
Unit 4	Political Economy and State Politics a. Regional Imbalance and the Issue of Development b. Responses to the liberalisation of economy	20
Unit 5	Nature of Electoral Politics a. Factors affecting electoral politics b. Parties and Party alliances c. Elections and Coalition Politics	20

4. Development Administration (309132)

Marks: 100 (4 credits)

Objective:

This course acquaints student with the role administrative machinery plays in the development of society. It informs her about the changing role of state and public administration in the process of development in the post – globalisation period. It prepares her to function as administrator.

Unit	Course Content	Marks
Unit 1	Nature and Significance of Development Administration a. Understanding Administration as an instrument of development b. Evolution of Development Administration	
Unit 2	Development Programmes: Planning and Implementation a. Bloc Development Programme b. Development Programmes for Weaker Sections of the Society c. Development Programmes for Rural Development d. Development Programmes for Urban population	
Unit 3	Machinery of Development Administration a. Machinery at the Centre b. Machinery at the State Level c. Machinery at the local level	
Unit 4	New Trends in People's Self – Development and Empowerment a. From Welfarism to People's Self Development b. Empowerment of women. Tribal and minorities c. Citizen's Participation in Development	
Unit 5	Development Administration in the Era of Globalization a. Changing role of the State viz – a – viz development b,. International Aid and technical Assistance Programmes c. Role of Voluntary agencies in development Administration.	

5. Human Rights in International Politics (309134)

Marks: 100 (4 credits)

Objective:

This course acquaints student with the evolution of the concept of human rights and various mechanisms available for the protection of human rights. It introduces her to the tensions within the notion of human rights as well as to the contemporary challenges.

Unit	Course Content	Marks
Unit 1	Concept of Human Rights a. Meaning and Historical Development b. Human Rights: One or Many c. Internationalisation of Human Rights	
Unit 2	. Human Rights and United Nations a. Universal Declaration of Human Rights b. UN Conventions on Human Rights	
Unit 3	. Human Organisations a. International Human Rights Commission b. Amnesty International c. Human Rights Commission at national and state level	
Unit 4	Human Rights, Good Governance and Development a. Development and Human Rights of Project affected people b. Tension between Right to Development and Right to be Human c. Good Governance practices and Protection of Human Rights	
Unit 5	Challenges to Human Rights a. Poverty and Global Inequities b. Discrimination c. Armed Conflict and Violence d. Knowledge gap, capacity gap and security gap	

Unit 1

LESSON NO.1

NATURE AND SIGNIFICANCE OF POLITICAL THEORY

CONTENTS

- 1.1 Introduction
- 1.2 Meaning and Definition of Political Theory
- 1.3 Nature of Political Theory
- 1.4 Classics of Political Theory
- 1.5 Political Theory and other Related concepts
- 1.6 Significance of Political Theory
- 1.7 Let us sum-up
- 1.8 Questions for self-study
- 1.9 References

OBJECTIVES OF THE LESSON:-

After studying this lesson, you will be able to:-

- Write the meaning & definition of Political Theory.
- Bring out the classics of political Theory.
- Distinguish Political Theory from any other related Political concept.
- Explain in detail the significance of Political Theory.

1.1 INTRODUCTION:-

The term political theory is often used interchangeably with the terms like "Political Thought", Political philosophy, Political ideas, Political analysis, and Political ideology and so on. Political Theory is that branch of political science which attempts to arrive at generalization, inferences or conclusions to be drawn from the data gathered by other specialists, not only in political science, but throughout the whole range of human knowledge and experience.

Political theory is the most important branch of political science in view of the fact that here we study the, momentous theme of man in relation to his fellow beings under some form of control exercised by those in 'authority roles' Moreover, as the dimension of such a relationship changes from time to time and , moreover, as these have different images in the mind of different students of this subject, Political theory comes to have its different forms. It leaves to the emergence of its different varieties ranging from purely abstract and hypothetical on the one side to perfectly causal and empirical on the other. Taking such a consideration of this view, prof. C.W.Coker incisively sums up the meaning of political theory in these words:" when political government and its forms and activities are studied not simply as facts to be described and compared, or judged in reference to their immediate and temporary effect, but as facts to be understood and appraised in relation to the constant need desires and opinions of men- then we have political theory."

1.2 MEANING AND DEFINITION OF POLITICAL THEORY:-

The English word 'Theory' is originated from a Greek word 'theoria' which suggests a well-focused mental look taken at something in a state of contemplation with intent to grasp it. According to Webster's Dictionary, Theory is the analysis of a set of facts in their relation to one another. In this sense, it covers an understanding of being (ontology) as well as causal explanation that may be in the

nature of a theological, philosophical, empirical, or logical thought. If so, the term 'Theory' may be studied in wider as well as narrower senses. In the former sense, it may be taken as a proposition or a set of proposition designed to explain something with reference to data or interrelations not directly observed or not otherwise, manifest . Mere description is not theory, nor is the proposals of goals ,policy or evaluations .Only the explanations , if any offered for descriptions or proposals may be theoretical; the descriptions or the proposals as such do not make theory. On the other hand ,theory does include 'prediction provided it so follows from an explanation. Then, in the latter sense ,it comprises a thinkers entire teaching on a subject (his Lehrer) including his description of the facts ,his explanations of history, his value –judgment's, and his proposals of goals of policy and of principles."

1.3 NATURE OF POLIYTICAL THEORY:

1.3.1 PoliticalTheory explains a phenomenon:-

In simple terms , (theory " is always used to designate attempts to 'explain' phenomena especially when that is done in general and abstract terms ." But isis also usual to admit that it may be scientific or non-scientific according to whether or not scientific rules are followed. It is true that scientific or non-scientific according to whether or not scientific rules are followed .It is true that scientific theorizing may be differentiated from non-scientific theorizing. But theory in either of its forms may not be identified with 'law'. The term 'law' connotes something clear ,fixed and binding, while a theory is just an explanation of some phenomenon. It may suggest the existence of a law without being itself identifiable by law. As Norman Campbell says, it may try to explain a law fcourse ,but if that is the intention the theory must refer to some more general law. Exactly speaking a law can never be deducted from a theory ;it can be deducted only from a more general law offered in other facts are associated either as a rule or in general .In another sense ,it may refer to a legal, moral aesthetic or procedural norm.'

1.3.2 Theory covers both value and facts :-

It implies that theory covers both values and 'facts ' that determine it normative or speculative and casual or empirical character . It is the field where the investigations and findings of a writer or a researcher are tied together ,cross –referenced , weighed , contemplated and churned so as to lay down certain conclusions in regard to the

Proper relationship between man and authority (power). An investigator may be mainly a politicalscientist, or an economist, or a psychologist ,or a sociologist, or historian even an anthropologist; what is essential is that his conclusions must touch the fundamental issue of man in relation to authority under which he has to survive, or his association, with a community in which he desires to seek power or his struggle for, what hobbies calls, some future apparent good . Here it should be stressed that facts – even if demonstrably incontrovertible, do not by themselves, point to aysingle, inescapable course of action. The function of the political theorist is to consider facts-even if demonstrably incontrovertible – do not by them, point to any single, inescapable course of action. The function of the political theorist is to consider facts in all their varied ramifications and at least suggestconclusions, remedies and public policies..'

1..3.3 It is history of Political ideas:-

It stands for the history of political ideas .starting with Plato, these ideas are regarded as contributions to an intellectual tradition. They are studied with due regard for the historical circumstances which produced them, and their influence on political practice is a constant matter for speculation. This understanding of political theory is the more traditional of the two and an honorable tradition of scholarship supports it.

1.3.4 Study of Political Behavior:-

The other conception of the theory is newer and in consequence, less sure of its methods and purposes. Nevertheless it can be said that this approach calls for the systematic study of political behavior in the modern world.

1.3.5 Traditional and modern sphere:-

The field of political theory includes both the traditional and modern spheres of the fact that two may be distinguished from each other on certain vital grounds. Thus Hacker continues, whereas the older conception has its subject matter the historical texts and the conditions which surround their writing, the more recent approach to theory sees as its subject the actual behavior of men and institutions in our own times. Systematic theory is then concerned to create generalizations which describe and explain contemporary political phenomena. By and large, it places great importance on the method of collecting data for systematic knowledge must be founded on evidence rather than intuition. On the whole, his approach to theory tries to avoid making value judgments or enter into ethical controversies.

1.3.6 It stands for an abstract model of political order:-

Political order stands for an abstract; model 'of the political order which a professional student of this subject 'is examining, a guide to systematic collection and analysis of political data. 'Second it as it is today has become like a blend of philosophical aspects that to strictly scientific ones. 'Keeping all these points in view, the term political theory is trying to weld together the insights, data and understandings of those who study the actuality of political life into a coherent explanatory theory of the theories of political behavior capable, even of generating predictions.

1.3.7 Political theory is the study of power:-

As such political theory is concerned not only with the study of 'state' and government' as conceived till the first half of the present century. It is also (as of now understood) the study of power. It covers all those activities that have their bearing on or connection with the 'struggle for power. 'Obviously the new meaning of political theory covers within its fold all activities that, in the words of Easton are related to the authoritative allocation of values' in a society, or, which in the words of Lasswell and Dahl are related to the exercise of 'influence in the process, and situation of making and implementing decisions.

1.4 Classis of Political Theory:-

According to Oxford English dictionary, a classic is a work that is a 'class' by itself, or it is a work of the first rank and of acknowledged excellence. Plato's republic, Aristotle's politics, Machiavelli's prince, Hobbes's Leviathan, Locke's second treatise of civil government, Rousseau's social contract, Hegel's philosophy of history and philosophy of right, Mill's essay on liberty and considerations on representative government, Green's lectures on the principles of political obligation, Montesquieu spirit of the laws, and Marx's capital may be referred to at this stage in particular. In other words, we may say that any work of lasting significance may be ranked in the category of a 'classic'. Such a work must be notable for its depth and penetration of insight, conceptual luminosity, freshness of vision and quality of thought."

1.5 POLITICAL THEORY AND OTHER RELATED CONCEPTS:-

Many scholars and writers have used the concept of political Theory interchangeably with the concept like political thought, political inquiry or political ideology. It therefore becomes necessary to distinguish political theory with each of them.

(A) Political Thought and Political Theory:-

It is widely believed that Political thought is the study of the Political speculations of a whole community, over a certain period. By the whole community we mean its articulate section consisting of

the leaders, statesmen, commentators, writers, poets, publicists, social reformers litterateurs and the like who react to the events of the time in their own ways. So is the factor of age. The time-span may not be specified or categorized in a rigid way, Though one may earmark some loose contours in which certain event of great public importance have taken place. Thus, we have the Greek and roman political thoughts of the ancient period followed by the thoughts of about 1000 years (5th – 15 th century) known as middle ages. It is also possible that the time span may be short as we see in the case of England in the seventeenth century, or of France and America in the eighteenth century and the like.

(B) The difference between political philosophy and political theory may be stressed on this point that while a philosopher may be a theorist, A theorist may not necessarily be a philosopher. For instance, eminent American writers like Charles Merriam and Harold Lasswell are leading analyst and theorist. They are not great philosophers like Hobbes and Locke. It is true that both political theorists and political authority, liberty, equality, rights, justice, political obligation and resistance etc., the difference between the two things on the point that a philosopher is concerned with the how and why of things so as to offer a rational explanation that, in his view, seems to be the best of all. Different from this, the field of political theorist is wider. He may be a philosopher like Plato or Hegel; he may be much more in explaining the nature and dimensions of 'political reality' like Laski and Lasswell. As such, the scope of political theory is wider than that of political philosophy.

(c) Political ideology and political Theory:

Ideology means a set of ideas in the nature of a belief or a conviction for the application or implementation of which people fight and go to the extent of making any sacrifices. For this reason, ideology is also known by the name of 'political religion.' It embraces the whole system of ideas by which the people allow themselves to be governed. They may struggle for the sake of particular patterns of ideas. Thus, ideology is regarded as an action- oriented belief system. It may also assume the form of the final or perfect model of political community that has to be established at any cost. Obviously an ideology inheres the characteristic of dogmatism. It is something rigid so much so that it adherents do not want to change the lines of their commitments; It may also be called by the name of 'Political doctrine' to which the leaders and their followers are fully committed. it demands complete intellectual acceptance and emotional allegiance from those who choose to follow its any variety (like Fascism & Communism). Obviously it, " generates a kind of fanaticism and blind faith for which any sacrifice on the part of the individual is not too great ."

1.6 Significance of political Theory:

1.6.1 Construction of the scientific laws and public policy:

The study of past political theories and the creation of new theories can be valuable both in constructing scientific laws and in proposing public policy. The need is that the political Theorists should clarify what they are trying to do, and then to employ the methods necessary for fulfilling their objectives. An historian of political thought who contributes to something new in this area has produced a great achievement. But the historian of political ideas should broaden their role to become historians of political institutions too.

Such research can be used in contemporary political policy-making and in contemporary Political science in many of the same ways as can the findings made by historians of Political ideas. Ethical or empirical theories that are logically valid may then be used as Modern ethical guides or as scientific models.

1.6.2 Study of Entire socio-political History of a period:

A theorist may take benefit from the sociology or knowledge technique. That is, he may Survey the entire socio-political history of a period; summarize all of that period's political Ideas and state broad correlations between the two. There are two ways in which this technique in intellectual history can furnish valuable assistance to the political scientist when he constructs laws about the relationships

between the content of thought and socio-political phenomena. First, it can suggest hypothesis which the political scientist can verify in the current world. Second it can furnish data which support or cast doubt upon the scientific laws that the political scientist independently derives from analysis of the current world.

1.6.3 Casual inferences related to certain socio-political phenomenon:

Some historians of political philosophy attempt to make casual inferences relating to certain socio-political phenomena with certain ideas. The scholar may cite the ideas either as the cause as exclusive, he may designate one particular Cause as primary, or he may demonstrate the operation of many equally important causes. Such causal imputations go a step beyond the sociology of knowledge, which merely establishes correlations between the occurrence of specific content of ideas and socio-political phenomena. Some intellectual historians identify a single universal causal law recurring throughout history and in some way relating all political ideas to all socio-political phenomena.

1.6.4 Study of past ideas and phenomena.

A historian of political philosophy can profitably select and, adapt certain past ideas; and then he can analyze precisely how much normative idea might prescribe what should not be done at present. Thus, certain enduringly valid ethical norms from the past after any necessary revision-would help modern men evaluate and solve their practical problems. In this area the historian of political theory would be helping the political policy maker rather than helping the political scientist. Some intellectual historians have actually attempted to show how the ideas of past writers contain suggestive implications for the present.

1.6.5 Political Theory and Scientific Analysis:

The political theorist can also furnish concepts for a scientific analysis. Every scientist requires clear and precisely defined concepts according to which the data can be qualified and arranged in an intelligent and

manageable fashion. There are many questions that must be satisfactorily answered before concepts can be scientifically useful and the political theorist – who is a specialist in imaginative construction – could make

a great contribution in solving them. For instance, we may refer to terms like 'political party', 'pressure group', political behavior of a non-political group', role of 'power' or 'influence' in the decision making

process etc. Many other concepts can be exhaustively classified and clarified and made scientifically operational in political science."

1.7 LET US SUM – UP

After reading this lesson, you have now understood the meaning, scope and significance of political theory.

Political theory in other words is a way of comprehending describing and explaining political reality. To some extent, it has the capacity to make predictions about things to come.

1.8 QUESTIONS FOR SELF STUDY

- . Give meaning of political theory and discuss its nature.
- . Explain political theory in detail. Give its significance.
- . Explain the relation of political theory with that of other related Concepts.
- . Bring out the significance of political theory.

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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar,Juhu Tara Road, Santacruz (W),Mumbai - 400 049

PROGRAM PROJECT REPORT

M.A. SOCIOLOGY

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Sociology " (New) (Revised 2012 - Regular) under the "Faculty of Humanities". On behalf of the University, I thank experts and authorities of the University for the Interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signature

Registrar



**Registrar
SNDT Women's University
Mumbai - 20. 2**



I/C Director

**In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049**

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. I – Rs. 6620/- (S.N.D.T. University)
M.A. I – Rs. 6920/- (Other University)
M.A. II – Rs.6420/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.A. Sociology
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

M.A. I			
Semester - I			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Classical Sociological Tradition	111001	03 - 04
2.	Sociology of Indian Society	111002	05 - 07
3.	Social Anthropology	111101	08 - 09
4.	Environment and Society	111102	10 - 11
5.	Political Sociology	111105	12 - 13
Semester - II			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Sociology of Modernization and Development	211003	14 - 15
2.	Theoretical Perspectives in Sociology	211004	16 - 17
3.	Social Demography	211107	18 - 19
4.	Globalization and Society	211108	20 - 21
5.	Sociology of Disaster Management	211109	22
M.A. II			
Semester - III			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Recent Trends in Sociological Theory	311005	23 - 24
2.	Research Methodology	311006	25 - 26
3.	Sociology of Marginalized Communities	311111	27 - 28
4.	Criminology	311114	29 - 30
5.	Sociology of Agrarian Society	311115	31
Semester - IV			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Gender and Society	411007	32 - 33
2.	Sociology of Tourism	411116	34 - 35
3.	Rural Society in India	411117	36
4.	Sociology of Information Society	411118	37 - 38
5.	Industry and Society in India	411119	39 - 40



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

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Syllabus for Distance Education Students (w.e.f. Year – 2013 – 14)

M.A. Part - I & II

SOCIOLOGY

Sociology Syllabus

Index

M.A. I			
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3.	Social Anthropology	111101	08 - 09
4.	Environment and Society	111102	10 - 11
5.	Political Sociology	111105	12 - 13
Semester - II			
Sr. No.	Name of the Course	Course Code	Page No.
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2.	Theoretical Perspectives in Sociology	211004	16 - 17
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Sr. No.	Name of the Course	Course Code	Page No.
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2.	Research Methodology	311006	25 - 26
3.	Sociology of Marginalized Communities	311111	27 - 28
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5.	Sociology of Agrarian Society	311115	31
Semester - IV			
Sr. No.	Name of the Course	Course Code	Page No.
1.	Gender and Society	411007	32 - 33
2.	Sociology of Tourism	411116	34 - 35
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4.	Sociology of Information Society	411118	37 - 38
5.	Industry and Society in India	411119	39 - 40

M.A. I
Semester I

1. Classical Sociological Tradition (111001)

Marks: 100 (4 credits)

Objectives:

1. To equip the students with theoretical insights to know, analyse and interpret the social scenario around them.
2. To familiarize students with the different sociological perspectives and theories.

Unit	Course Content	Marks
Unit 1	I Introduction Social and Intellectual forces responsible for Development of sociology.	25
Unit 2	II Karl Marx Dialectical materialism, Historical materialism, Class, Class formation, Class Conflict, Concept of Surplus Value, Alienation, Role of the State	25
Unit 3	III Emile Durkheim 1.Division of Labour Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour. 1. Types of suicide. 2. Views on Religion 3. The methodology of Sociology	25
Unit 4	IV Max Weber 1. Concepts of status, class and power. 2. Theory of social action 3. Protestant ethic and emergence of capitalism. 4. Theory of Authority, Authority and power, Types of authority 5. Views on Bureaucracy. 6. Contribution to the methodology of social science	25

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2. Sociology of Indian society (111002)

Marks 100 (4 credits)

Objectives:

1. To acquire students with adequate and comprehensive understanding of Indian Society.
2. To acquaint with the Development of Sociology in India.

Unit	Course Content	Marks
Unit 1	I Introduction: Unity in Diversity Culture and Civilization Varna and Caste Race & Ethnicity Religious & Language diversities in India Segments of Indian Society; Tribal, Rural, Urban.	25
Unit 2	II Approaches to the study of Indian Society: Indological: G.S. Ghurye, Louis Dumant Structural Functionalism: M.N.Shrinivas of S.C.Dube. Marxist: D.P. Mukharji, A.R.Desai.	25
Unit 3	III History and Development of Sociology in India: Proto-Sociologists-Sociologists-Non-Sociologists, Colonial period Post Independence.	25
Unit 4	IV Subaltern Perspectives: Ranjeet Guha, David Hardiman. Phule, Dr. Ambedkar	25

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3. Social Anthropology (111101)

Marks 100 (4 credits)

Objectives:

1. To introduce the students the history and contemporary changes in Anthropological theory and to understand the growth of Anthropology in India.

Unit	Course Content	Marks
Unit 1	I Introduction Meaning and scope of Anthropology, Distinction between Social and Cultural Anthropology, Ethnography, Ethnology. Theories of Culture, Attributes of Culture, Cultural Traits, Culture complex, Culture Area, Integration of Culture, Paradoxes of Culture.	25
Unit 2	II Contemporary Anthropological Theories <u>From Functionalism to Structuralism:</u> Levi Strauss and Edmund Leach <u>Marx and Marxist Anthropology:</u> Terry, Godelier, Meillassoux <u>Cultural Anthropology to Postmodern Ethnography:</u> Clifford Geertz and James Clifford.	25
Unit 3	III Art, Aesthetics, Culture and Language Forms of Music, Musical Instruments, Ritualistic and Symbolic Painting and Types of Artifacts. Origin and Evolution of Human Language, Phonology Morphology, Syntax, Semantics, Importance of language in Anthropological Research, and Applied Linguistics.	25
Unit 4	IV Social Economic and Political Organisation Family, Marriage, Kinship, Kingroup, Kinship terminology, Kinship behavior, Primitive communism, value in primitive economy, property, stages of economy, subsistence surplus in market economy, system of trade exchange. Law and Social control, Authority and Leadership. Types of political organization band, Tribe and State, kingship and chiefdom, Primitive law and justice, Type of punishment. Religion, Primitive religion, Animism, Bongaism, Totemism, Types and functions of magic, Magic religious functionalists like shaman, priest, medicine man, sorcerer, witch-symbolism in religion and rituals.	25

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- Radcliffe Brown, A.R. Structure and Function in Primitive Society
- Roger Keesing Cultural Anthropology
- Rogers, E.M. Diffusion of Innovation

4. Environment & Society (111102)

Marks 100 (4 credits)

Objectives:

1. To make students aware of current environmental issues, local, national & global.
2. To encourage critical & analytical thinking of these issues through the in depth study of specific cases.
3. To develop independent research skills in the students & help them to develop an analytical understanding of current issues & problems through the application of theory.
4. To work towards developing the sub- field of sociology of environment with an Indian perspective, utilizing theory to elucidate current issues & debates.

Unit	Course Content	Marks
Unit 1	I Approaches to the study of Environment Marxian Gandhian Ecofeminist Environmental History	25
Unit 2	II Environmental & Social Outcomes: Pre-Colonial, Colonial & Post- Colonial India <u>Pre-Colonial India</u> : Ecology, Settlement Patterns & Social Organisation. <u>Colonial India</u> : Development of State policies & their consequences <u>Post- Colonial India</u> : Nehruvian Development State Policies	25
Unit 3	III Social & Environmental Issues in India Impact of Big Infrastructure & Natural resources Development projects, Issues of Displacement, Rehabilitation, & Resistance movements (Chipko, Narmada, Tehri, Baliapal, Chilika Lake, Enron) <u>Issues of Urban Environment</u> : pertaining to population, water, sanitation, pollution & health outcomes especially for women. (Eg. Bhopal Gas Tragedy & its consequences)	25
Unit 4	IV Global Environmental Issues & Initiatives of the State & International Agencies Debate on Sustainable Development; Intellectual Property Rights & Patenting of Traditional Knowledge; Biodiversity; Climate change. Initiatives of International Agencies- Stockholm to Rio Conference Global Environmental Movements- North & South	25

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5. Political Sociology (111105)

Marks 100 (4 credits)

Objectives:

1. To acquaint the students with the nature and functioning of political system, and the political processes.
2. To generate in the minds of students an awareness of their status and role as citizens of the state.
3. To make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Unit	Course Content	Marks
Unit 1	I Introduction Definition and subject matter of Political Sociology Interrelationship between political system and society. Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability.	25
Unit 2	II Political culture Meaning and significance. Political socialization – meaning, significance and agencies. Intellectuals – Political role of intellectuals – significance. <u>Pressure groups and interests groups:</u> Nature, bases, political significance.	25
Unit 3	III Political Bureaucracy in India Bureaucracy: its Characteristics, Types, Significance in Political development. Political Parties : Characteristics, Social composition of parties, Recruitment, Mass participation, Political apathy, its causes and consequences.	25
Unit 4	IV Political Process in India Role of caste, Religion, Regionalism and language in Indian Politics. Public opinion: Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.	25

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Semester II

1. Sociology of Modernization and Development (211003)

Marks:100 (4 credits)

Objectives:

1. To understand the concepts & theories of modernization & change.
2. To understand the process of modernization in India.
3. To know the various concepts of development.

Unit	Course Content	Marks
Unit 1	. I Introduction: Meaning & concept of Social Modernization Characteristics of Modernization. Attributes & Pre-conditions to Moernization.	25
Unit 2	II Theories of Modernization: Contributions of Daniel Learner – Passing of Traditional Society. Marion Levy – Modernization & the structure of societies. Parsons & Smelsor- Theory of Social Action & Pattern Variables. Huttington – The clash of Civilizations.	25
Unit 3	III Theories of Development & Underdevelopment: Dependency theory Centre – Periphery analysis Imperialism & Under-development of Third – World Countries. Theory of World Capitalist System Women & Development.	25
Unit 4	IV Alternative World Views: M.K.Gandhi E.F.Schumacher Sustainable Development.	25

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2. Theoretical Perspectives in Sociology (211004)

Marks: 100 (4 credits)

Objectives:

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
2. To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change

Unit	Course Content	Marks
Unit 1	I Introduction Historical & Intellectual background of Sociological Theory Structuralism : C. Levi-Strauss. Structural-Functional approach: Malinowski, Radcliffe-Brown, T. Parsons, R.K. Merton. Critique of Structural- Functional approach — C.W. Mills, Dahrendorf & Gouldner.	25
Unit 2	II Conflict theory: R.Dahrendorf, L.Coser, R.Collins.	25
Unit 3	III Symbolic interactionis: G.H.Mead and H.Blumer	25
Unit 4	IV Ethnomethodology: H.Garfinkel. Phenomenological Sociology: A.Schutz , Husserl	25

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3. Social Demography(211107)

Marks 100 (4 credits)

Objectives :

1. To understand the basic concepts in demographic studies.
2. To introduce the students with various dimensions of Indian and world population.
3. To acquaint students with the demographic features & trends in India.
4. To understand Population Control in terms of Social needs.

Unit	Course Content	Marks
Unit 1	I Nature of Demographic Studies Meaning, Nature and Importance of Social Demography. Development of Demography. Sociology of Demography. Demography and Population Studies.	25
Unit 2	II Theories of Population growth Malthusian theory of population Biological theories of population Theory of Optimum population Theory of Demographic Transition.	25
Unit 3	III Population Growth World Population growth and current trends. Population growth in Asian countries and current trends. Population growth in India: Past and Present. Factors responsible for population growth in India. <u>India's Population Structure</u> : Age, Sex, Literacy, Rural- Urban, Caste and Religion, Economic Status..	25
Unit 4	IV Demographic Trends and Population Policy in India Population dynamics: Fertility, Mortality and Migration Population policy: Meaning and Objectives. Population policy of the Government of India after Independence. Performance appraisal of Family Welfare Programmes. .	25

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4. Globalization and Society (211108)

Marks 100 (4 credits)

Objectives:

1. To delineate the characteristics of and the issues relating to globalization.
2. To explain the various agencies involved in the process of globalization.
3. To examine its socio-economic and cultural impact.
4. To examine the Indian experience of globalization and reflects on its problems and prospects

Unit	Course Content	Marks
Unit 1	I The nature and dynamics of globalization The historical and social context of globalization World capitalism, modernization and globalization Distinctive characteristics of globalization The role of information and communication technology Benefits and disadvantages of globalization.	25
Unit 2	II Agencies of globalization Political economy of globalization- Agencies of Globalization: Multinational Corporations (MNCs), Nation-State, Media, Market, Non- Governmental Organizations (NGOs), International agencies- (International Monetary Fund, World Bank, etc.).	25
Unit 3	III Globalization & Culture Cultural Homogenization, Hegemony and Dominance Globalization and the Resurgence of Ethnic Consciousness: Global Tourism, Diasporic Communities, Transnational Ethnic and Religious Movements, Religious Fundamentalism.	25
Unit 4	IV Social Consequences of Globalization & the Indian Experience Inequality within and among nation states Differential perception of globalization among nations and their populations — Socio-economic impact of globalization — Impact on individual and group identities. Globalization and public policy Debate on globalization -Impact of globalization: Trends and prospects.	25

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5. Sociology of Disasters & Disaster Management (211109)

Marks 100 (4 credits)

Objectives:

1. To familiarize students with the concepts, theories related to disaster management.
2. To understand the role of the state & civil society in disaster management

Unit	Course Content	Marks
Unit 1	I Concepts, Definitions, & Nature of Disasters.	25
Unit 2	II Causes, Types & Effects of Disasters: Famines, Floods, Earthquakes, Tsunami, Nuclear, Industrial disaster, Wars. Victims & Survivors of disasters.	25
Unit 3	III Welfare State & Disasters: Role of State in preventing, apprehending & managing disaster	25
Unit 4	IV Disasters & Civil Society: Role of Voluntary Organisations, Political Organisations, Citizens Associations & International bodies.	25

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M.A. II
Semester III

1. Recent Trends in Sociological Theory (311005)

Marks: 100 (4 credits)

Objectives:

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
2. To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Unit	Course Content	Marks
Unit 1	Introduction The Frankfurt school: J.Habermas. Contemporary Marxist Theory: L.Althusser, A.Gramsci. Neofunctionalism: J.Alexander.	25
Unit 2	Central Issues in Sociological Theory Agency & Structure integration: Anthony Giddens , Margaret Archer, Bourdieu. Macro- Micro debate.	25
Unit 3	Post-structuralism & Post- modernism Poststructuralist: M.Foucault. Postmodern Theory: Jameson, Baudrillard	25
Unit 4	Feminist Theory Radical, Libaral, Marxist, Psychoanalytical, Post-Modern.	25

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- Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

2. Research Methodology (311006)

Marks: 100 (4 credits)

Objectives:

1. To provide exposure to the fundamentals of various research techniques and methods.
2. To introduce certain philosophical ideas underlying the emergence of different methodologies in social sciences.
3. To sensitize students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research.

Unit	Course Content	Marks
Unit 1	Positivism & Methods of research The nature of scientific method Concepts Measurement Reliability and Validity Hypothesis	25
Unit 2	Research design Survey techniques Sampling techniques Techniques of Data collection Content Analysis	25
Unit 3	Participant observation, Ethnography, Field- work. Encounters and experiences in field work. Subjectivity & Objectivity Value neutrality in research.	25
Unit 4	Report Writing Statistics in Social Research: Measures of central tendency: Mean, median, mode. Measures of Dispersion: Standard/Quartile Deviation Correlational Analysis: Tests of Significance and Covariance Regression Analysis	25

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3. Sociology of Marginalized Communities (311111)

Marks: 100 (4 credits)

Objectives:

1. To sensitize students to the significance of the sociological study of Dalits, Tribal communities and Nomadic Castes and Tribes.
2. To understand the groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Unit	Course Content	Marks
Unit 1	Marginalization and its socio-economic indices: Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality. A critical view of the caste system; untouchability: historical and social roots, dysfunctions.	25
Unit 2	The social structure and culture of marginalized communities: the status of SC, ST, Nomadic Castes and Tribes and De-notified Tribes; problems; social mobility; identity formation	25
Unit 3	Perspectives on marginalization: Views of Jotirao Phule, Periyar, Dr. Babasaheb Ambedkar, Ram Manohar Lohiya	25
Unit 4	Marginalization and affirmative action: Constitutional provisions; implementation; impact on marginalized communities; limitations; critical review.	25

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4. Criminology (311114)

Marks: 100 (4 credits)

Objectives:

1. To acquaint the students with recent advances in criminology; changing profile of crime and criminals, particularly in India.
2. To prepare the students for professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Unit	Course Content	Marks
Unit 1	The Concept of Crime Definition of Crime <u>Conceptual Approaches to Crime</u> : Legal, Behavioral and Sociological. Types of crime, Classification of Criminals.	25
Unit 2	Theoretical Perspectives & Sociological Explanations on Crime Causation <u>Perspectives on Crime Causation</u> : Classical, Geographical, Positivist & psychological. <u>Sociological Explanations</u> : Social Disorganization theory, Multiple Factors theory, Control theory, Differential Association theory, Anomie theory, Differential Opportunity theory & Labeling theory.	25
Unit 3	Changing Profile of Crime and Criminals Juvenile Delinquency Organized Crimes White- Collar Crime Female Criminality	25
Unit 4	Correctional Administration <u>Prison Administration</u> : Role of prisons in modern Penology, Problem of overcrowding in prisons, Problem of Under-trial prisoners, Prison Reforms in India. <u>Alternatives to Imprisonment</u> : Probation, Parole, Open prisons. New Delhi Model of Correction. <u>Criminal Justice System</u> : Process of Criminal Justice System. <u>Crime Prevention</u> : Distinction between Crime prevention & Treatment. Perspective of Crime Prevention.	25

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5. Sociology of Agrarian Society (311115)

Marks: 100 (4 credits)

Objectives:

1. To familiarize students to the concepts of Agrarian Sociology.
2. To make the students aware of contemporary agrarian issues & protests.

Unit	Course Content	Marks
Unit 1	The Concept of Peasant Society Features of Agrarian, Tribal & Peasant society. Approaches to study of Peasant society. Women in Agriculture, Agricultural Labour.	25
Unit 2	Growth of Agrarian Structure in India Colonial and Post- colonial era. Caste and Class relations in Agrarian society. Land Reforms in India.	25
Unit 3	Development Programme Community Development Programmes. Green Revolution IRDP, NREP, EGS, Poverty Alleviation programme. Globalization and Agriculture. Farmers' Displacement.	25
Unit 4	Agrarian Movements in India Peasant Movement Agricultural Labour Movement Farmers Movement , Women's Struggle.	25

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Semester IV

1. Gender and Society (411007)

Marks: 100 (4 credits)

Objectives:

1. To familiarize students with the basic concepts developed in gender studies.
2. To understand the linkages between state policies & gender issues in Indian Society.
3. To trace the evolution of gender as a category of social analysis in the late twentieth century.

Unit	Course Content	Marks
Unit 1	Basic Concepts in Gender Studies & Theories Gender vs. Biology Women in the family: Socialization, Nature vs. Gender, Gender Roles, Private–Public dichotomy, Sexual division of labour. Patriarchy as ideology and practice.	25
Unit 2	Gender & Sociological Analysis Feminism, Feminist Methodologies as Critique, Theorising women & subordination. Emergence of women's studies	25
Unit 3	Women in India: The changing profile Pre-colonial, colonial and post-colonial. Demographic profile. <u>Alternative conceptions of gender</u> – caste and gender; class and gender. The role of the state and the NGOs. Gender and Society in India	25
Unit 4	Contemporary Trends in Sociology <u>Issues affecting the quality of life of women:</u> Ecology, Development, Health, Communalism & Violence. Development and Women's Empowerment.	25

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2. Sociology of Tourism (411116)

Marks: 100 (4 credits)

Objectives:

1. To understand Tourism from a sociological perspectives.
2. To explore the changing Tourism practices and its significance.

Unit	Course Content	Marks
Unit 1	Introduction: Emergence and history of tourism Sociology of tourism – Modern Tourism The psychology of tourism; need and motivation.	25
Unit 2	Tourism and development : Development of tourism in India. Tourism and economy. Relation between tourism and development. Communities and occupation. The Role of India tourism development corporation.	25
Unit 3	Changing Trends in Tourism. Tourism and pilgrimage. Tourism and Pseudo events. Eco Tourism, Medical Tourism, Cultural Tourism.	25
Unit 4	Impact of Tourism Changing life style. Impact on cultural identity. Impact on Environment.	25

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3. Rural Society in India (411117)

Marks: 100 (4 credits)

Objectives

1. To understand rural social structure and change and development in rural India.
2. To realize the issues related to contemporary rural economy.

Unit	Course Content	Marks
Unit 1	Rural social structure: Basic characteristics of peasant and agrarian society: Family, Caste, religion, habitat and settlement.	25
Unit 2	Issues related to rural economy: Debates on mode of production and Agrarian relation. Tenancy lands and labour Agrarian legislations. Rural poverty, migration and landless labour, Rural artisans	25
Unit 3	Rural Society change and development. Panchayat raj, Local self govt. Community development programs , Rural development strategies.	25
Unit 4	Globalisation and rural society- Globalisation and impact on agriculture Agrarian Reforms , Water and agriculture, Irrigation management practices.	25

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4. Sociology of Information Society(411118)

Marks: 100 (4 credits)

Objectives:

1. To understand the role of technology in shaping social structure and institutions, Social life and relationship.
2. To know the interface between revolution of information and communication technology and society.

Unit	Course Content	Marks
Unit 1	Technology society and historical change. – Capitalism Industrialism and Informationalism.	25
Unit 2	IT revolution Enterprise: The culture, institutions and Organisations of the Informational economy. Transition from industrialism to informationalism – i.e. (From mass production to flexible production) (From Fordism to post Fordism)	25
Unit 3	The transformation of work and employment: Networkers, jobless and flexi timers. Service economy and the information society The new occupational structures. Informational Technology and the restructuring of capital. Labor relationships, Social dualism or fragmented societies	25
Unit 4	Computer mediated communication: Social networkers and virtual communities. Rise of media culture and institutional control. ICT and Industry, education, Public health and governance.	25

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5. Industry and Society in India (411119)

Marks: 100(4 credits)

Objectives:

1. To understand the nature of work and work culture of industrial society.
2. To know the contemporary realities in the context of globalization.

Unit	Course Content	Marks
Unit 1	Nature of work, Work culture, Work ethics. Division of labour, production relations.	25
Unit 2	Organization : Structure and Function. Concept of Organization (Formal – Informal) Structure and function of organization. Organizational skills.	25
Unit 3	Industrialization and contemporary realities. Impact of globalization on family, Stratification and environment. Impact of globalization on labour: Feminization of labour, casualization / Contract utilization of labour. Rise of service sector.	25
Unit 4	Industrial Relations – Industrial relations – Industrial conflict – causes. Resolution of conflict. Trade unions and their role in industrial organization.	25

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Unit 1

Introduction

Chapter 1

Nature and Scope

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1.0 Objectives

At the end of this Chapter, you will be able to:

- Explain the meaning of Political Sociology
- Describe the nature of Political Sociology
- Understood the scope and subject matter of Sociology

1.1 Introduction

As you know the scope of sociology is very vast. Political sociology is one of the branches of sociology. There are two important words – political and sociology first we will see the meaning of sociology and then politics.

1.2 Sociology and Politics

Sociology is the base and mother of all social sciences. It is the study of society. It encourages us to examine various aspects of our social environment that we might otherwise ignore, neglect or take for granted, and it allows us to look beneath the surface of everyday life. Sociology is a social science with which it is informally synonymous that uses various methods of empirical investigation and critical analysis to develop and refine a body of knowledge and theory about human social activity often with the goal of applying such knowledge to the pursuit of social welfare.

Sociology is the youngest of the recognized social sciences. Auguste Comte, the French Philosopher coined the word sociology in his book Positive Philosophy published in 1839. The term sociology refers to the science of social phenomena. Sociology is the study of the general processes and laws of social life as well as of the society, in practice it is the 'study of society from a particular point of view'. Both Comte and Herbert Spencer, the two founding fathers of sociology, observed that the 'society is the basic Chapter of sociological analysis'. Various social institutions (such as the family and political, economic and religious etc.) and

the interrelationship between these institutions form the 'sub Chapter of analysis. While emphasizing this sociological context, modern sociologist defines sociology as, the science that deals with social groups' and 'the study of human interactions and interrelations'. Thus human behaviour is the Focus of Sociology. Sociology is concerned with human behaviour – both individual and collective, but more often collective – and its relation to society. It is therefore the study of human behaviour within a social context.

Unlike sociology, Political science, as a term is not that comprehensive, sociology is all embracing as it is the study of human behavior from the social point of view. But Politics is concerned only with certain aspects of society. Political Science deals with certain aspects of human behavior like electoral behavior or legislative process as well as the activities and functioning of the legislatures, executives, political parties, interest groups etc.

The main aim of politics is to resolve human conflict. It is a process by which society formulates policies and makes decisions. It is the exercise of power and influence in the society and the authoritative allocation of values and resources. Politics depends on some settled order. Small groups are part of that order. They may help to create politics, but their internal behaviour is not political simply because their individual function is different from that of the state itself. According to Creek, this refers to a conciliation process within states. There is a problem that, if this conception is accepted then it makes no sense to refer to the politics of a stateless society, the politics of the business firm, or to the politics of any other non-state organization. Thus the job of political sociology would be 'the analysis of the institutions of the state. In the words of Greer and Orleans, "the major empirical problem of political sociology today would seem, then to be the description, analysis, and sociological explanation of the peculiar social structure called the state".

This view has been accepted since long. There is one more alternative view It gives emphasis upon the fact that almost all social relations are characterized by politics. This view holds that politics is nothing but utilization and development of power and since every social group envoys and exercise power, politics is thus more comprehensive than earlier view.

Harold Laswell gives an extreme opposite view to that of Crick by observing means 'influence and the influential power and the powerful'. This view is prevalent in sociology as power, authority and influence are the characteristics of every social process and they are not unique to any particular type of social group. In a family father exercises his power over his wife and children, as a foreman over his workers. As Dah defines it, "A Political System is any persistent pattern of human relationships that involves to a significant extent, power, rule or authority. Max Weber who defines power as the "chance of a man or a number of men to realize their own will in a communal action even against the resistance of other who are participating in action" observed that state is a special kind of institution that successfully possesses a monopoly of the legitimate use of power within a given territory".

Precisely speaking the study of politics is concerned with the exercise of power in social situations with understanding all the problems pertaining to power and its use in societal contexts, its relative 'amounts' its structuring and legitimating within groups of various kinds and so on. 'Power' is thus the focal point of political studies.

Political sociology as a discipline of inter disciplinary study is born by mere accident, rather it has been the result of a forward thrust in the realm of political analysis that stood for Chaptery and integrity of social sciences. The discipline is the product of the behavioral revaluation that gave and eye catching momentum to the shifting trends in political analysis.

1.3 Definitions

Political Sociology is that branch of sociology which is concerned with the social cause and consequences of given power distributions within or between the societies and with the social and political conflicts that lead to changes in the allocation of power.

- Lewis A Coser

While political science starts with state and examines how it affects the society, political sociology starts with society and examines how it affect the state.

- Bendix and Lipset

Political sociology is the study of political behaviour with in a sociological perspective of framework.

- Robert E. Dowse and John A Hugher

Political sociology is a discipline that examines the link between politics and society and as such it is a theoretical and methodological bridge between political science and sociology.

- Michael Rush and Phillip AIH Thoft

Political Sociology, an interdisciplinary hybrid, is only born when the sociological and political approaches are combined at their of intersection.

- Giovanni Savtori

Political Sociology is the product of a cross fertilization between sociology and political science that studies the impact of society on politics and also the reverse, although viewing the substance of politics in a social form.

- A.K. Mukhopadhyaya

In short Political Sociology is the study of the relationship between state and society. It looks at how major social trends can affect the political process as well as exploring how varies social force work together to change political policies.

1.4 The Nature of Political Sociology

Political sociology is a forward thrust in the realm of political analysis, so the nature of political sociology can best be delineated in understanding the shifting trends in political analysis. The shifting trend shows that the traditional political science explained all political phenomena in relation with state. But with the advent of behavioural revolution analysis began to explain politics not in terms of state and its related components, but in terms of observed and observable behaviours of individuals that exert a deep influence in the actual functioning of these institutions. Political Sociology is the product of these behavioural revolutions in politics; the discipline as such assumes this non-political aspect while keeping touch with the political aspect. For example – Political Science studies Indian Parliament in terms of its formal rule making power, but political sociology studies Indian Parliament in terms of the actual behavior of its members and their actual performance inside the Indian Parliament while rule making. Hence instead of being state centered Political Sociology become society centres.

According to Bendix and Lipset Political sociology studies political behaviour. It consists of the following patterns:

- Voting behaviour in communities and in nations.
- Concentration of economic power and political decision making process.
- Ideologies of Political movements and interest groups.
- Government and the problem of bureaucracy.

R.K. Merton, L. Bluhm and L.S. Cottrell, have clarified that Political Sociology consists of the following:

- Social foundations of the Political order – it deals with specially the way political arrangements depend upon social organization and cultural values. That is the underlying support of political institutions rather than formal aspects of Government.
- The social bases of political behaviour – it refers to the behaviour associated with voting, holding political opinion, membership political association and participation of the people in politics by supporting political movements.
- Social aspect of political process, it includes the study of the interest groups, political parties and movements and stability of the political order. It studies the interaction between the pattern of organized groups in politics.

1.5 Scope and Subject matter

It is not easy to delineate precisely the scope of political science or sociology despite the fact that they have a vast literature of their own and have been enriched by the writings of leading political scientists and sociologists. And it is still more difficult to discuss the scope of political sociology as it is not only a newly emerged discipline but also its literature is quite limited. Despite these limitations attempts have been made to locate the main threads that often compose the rubric of political sociology.

According to Greer and Orleans, Political sociology is mainly concerned with

- the structure of the state
- the nature and conditions of legitimacy
- the nature of the monopoly of force and its use by the state
- the nature of the sub-structures and their contention with the state in other words, we can say that the discipline is concerned with consensus and legitimacy, participation and representation and the relationship between economic development and political change.

It has been argued that whatever the political sociologists do, that becomes the subject matter of political sociology. Lipset observed that – if the stability of society is a central issue for sociology as a whole, the stability of a specific institutional structure or political regime the social conditions of democracy is the prime concern of Political sociology.

According to **Lipset** and **Bendix** the subject matter of Political Sociology is as follows:

- Voting behaviour in communities and in the nation (Attitude and opinion research)
- Concentration of economic power and political decision making
- Ideologies of Political movements and interest groups

- Political parties, voluntary associations, the problem of oligarchy and psychological correlates of political behavior and
- Government and the problem of the bureaucracy.

Lipset also includes the following areas to be covered by political sociology- as – politics of bureaucracy, electoral behavior, the concept of power, extremist political movements and internal government of voluntary organizations, the concept of legitimacy and effectiveness (Legitimacy refers to the capacity of the government to create an impression among the people that the existing institutions are the most effective ones).

Maurice Duverger considered political sociology as the science of power of authority relationship. According to him following is the scope of political sociology.

- Political structures in which the dialectic of antagonism and integration unfolds, that is to say, the context of Political phenomena.
- Dialectic itself in its primary manifestation, the existence of antagonisms and
- How antagonisms are resolved and integrated as well as the apparent limits to this procedure. In other words we can say that political sociology is the study of power in every human association, not just in the nation state. Each of these associations serves as a structure in which conflicts and integration take place. Political structure include physical structures (geographical and demographic), and social structures (Technical skills, institutions and cultures), Political sociology seeks to analyse the cause of political antagonisms and conflicts which occur not only between individuals but also between groups. It is also the study of conflict and integration.

1.6 Summary



So friends let's sum up what we have discussed till now.

The very nature of political sociology has much to recommend itself stability of the political system, its central concern, political sociology tries to find out a solution to the problem of social order by reconciling it with political obedience. It manages an authoritative solution to conflicts and also provides the bases for a disciplined social order. It studies political system and also analyses and compares the various political systems in terms of its functions, roles, structures, capability, autonomy, political culture and political socialization. It has added precision to political analysis by offering systematic explanation of social phenomena. In short political sociology has brought about order, reliability and manipulation to political analysis.

1.7 Exercise



Now let us check what we have learnt so far.

Q1.Explain the meaning of political sociology.

Q2.Define 'Political Sociology' and write its scope and subject matter.

Q3.Explain nature and scope of sociology.

Q4.Write short notes on

- a. Nature of Political Sociology
- b. Subject matter of Political Sociology

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PROGRAM PROJECT REPORT

M.A. EDUCATION

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Education " (New) (Revised 2012 - Regular) under the "Faculty of Interdisciplinary Studies ". On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

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Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signature

Registrar

Registrar
SNDT Women's University
Mumbai - 20.



I/C Director
In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049

❖ **Vision**

Today we visualize the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

❖ **Mission**

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

❖ **Goals:**

The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with arational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

❖ **About Center for Distance Education (CDE)**

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of **Women from All Strata** of Indian Society, who is not and would not have had access to education. The **CDE** is offering several certificate/ diploma/ degree/ post-graduate programmes in various disciplines to lakhs of girl's/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

❖ **Objectives:**

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be an Education Resource Centre for Distance Education.

❖ **Features of CDE:**

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- of well-established library facility by University.
- Personal Contact Programmes by subject experts
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University.
- Formative and summative assessment

❖ **Target Group of Learners:**

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. In our society most of women are still uneducated to undereducated. Due to various family, financial and personal constraints Women are not able to complete their education. The women from rural area and from particular community are striving for education. To build confident within them SNDT women university is reaching to them by offering education through Distance Mode. Apart from women in general, currently we have also reached to Transgender women and the under trial women from the Kalyan jail in Mumbai.

❖ **Academic Programmes:** we are providing Following programmers:

- **B.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- **B. Com**
- **M.A**
(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- **M.com**

❖ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format and related work by board of studies (BOS) and academic council (AC) and related statutory bodies of the university. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will have prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinized by the content experts, supervised by the instructor's/Unit designers and edited by the language experts,

❖ **Process of Admission, curriculum transaction and evaluation:**

a) Admission:

Admissions are conducted online as per the time period specified by UGC through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc. validity of enrollment is valid for 05 years.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is along with same units, total marks, and credits to all the programmes offered through Distance mode. The University follows the 'Choice Based Credit System' for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Bachelor's Degree	03	144
Master's Degree	02	80

c) Evaluation:

At Degree level intern and end term evaluation is done, at post-Graduation Level only end term evaluation is implemented. Degree Level First year evaluation is done at Department (CDE) Level however Degree part II and III examinations and All PG levels Examinations are conducted by University Director, board of Examinations and Evaluations. Class improvement facility is also available to the students.

❖ **Fees structure:**

M.A. Education I – Rs. 9460/- (S.N.D.T. University)
M.A. Education I – Rs. 9760/- (Other University)
M.A. Education II – Rs.9260/-

Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNTD WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, the newly established Centre for Internal Quality Assurance is performing the same role.

**SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION**

M.A. EDUCATION

Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

M.A. Education Part- I

Objectives of M.A. Programme:

- To acquire advance knowledge about philosophy, sociology and psychology of education.
- Develop knowledge and understanding of the process of educational research and skill in conducting research in the field of education.
- Explore, reflect on and develop one's own teaching practice.
- Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
- Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

Name of the Programme: Master of Arts in Education

Faculty: Education

Duration: 2 years

Semester: Four

Credits: 80 **Total marks:** 2000

Major components:

- Core Courses
- Special Courses
- Internship/field attachment: (200 marks /8 credits)
- Action research/project (100 marks /4 credits)

Mode: Distance

Course Structure: All courses are 4 credits

M.A. Education – PART I

SEMESTER I	CODE	SEMESTER-II	CODE
COURSE NAME		COURSE NAME	
Advance Philosophy of Education	122001	Research Methodology	222001
Advanced Sociology of Education	122002	Methods of Data Analysis	222002
Learner and Process of Learning	122003	Instructional Strategies	222003
Pedagogy, Andragogy and Heutagogy	122004	Instructional Media and ICTs in Education	222004
Human Rights Education	122005	Process of Communication (in education)	222005

M.A. Education Part- II

SEMESTER-III	CODE	SEMESTER-IV	CODE
COURSE NAME		COURSE NAME	
Curriculum Development	322001	Inclusive Education- I	422401
Management Of Education	322201	Inclusive Education – II	422402
Educational Leadership And Administration	322202	Inclusive Education - III	422403
Quality Management In Education	322203	Internship (8 Credits)	422999
Action Research/Project (4 Credits)	322888		



CENTRE FOR DISTANCE EDUCATION

SNDT Women's University

Sir. Vithaldas Vidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049

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Syllabus for Distance Education Students

(w.e.f. Year – 2015 – 16)

M.A. Education

M.A.Education Part- I

Objectives of M.A. Programme:

- To acquire advance knowledge about philosophy, sociology and psychology of education.
- Develop knowledge and understanding of the process of educational research and skill in conducting research in the field of education.
- Explore, reflect on and develop one's own teaching practice.
- Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
- Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

Name of the Programme: Master of Arts in Education

Faculty: Education

Duration: 2 years

Semester: Four

Credits: 80 Total marks: 2000

Major components:

- Core Courses
- Special Courses
- Internship/field attachment: (200 marks /8 credits)
- Action research/project (100 marks /4 credits)

Mode: Distance (ICT enabled ode)

Course Structure: All courses are 4 credits

M.A. Education – PART I

COURSE NAME	CODE	COURSE NAME	CODE
Advance Philosophy of Education	122001	Research Methodology	222001
Advanced Sociology of Education	122002	Methods of Data Analysis	222002
Learner and Process of Learning	122003	Instructional Strategies	222003
Pedagogy, Andragogy and Heutagogy	122004	Instructional Media and ICTs in Education	222004
Human Rights Education	122005	Process of Communication (in education)	222005

M.A. Education Part- II

COURSE NAME	CODE	COURSE NAME	CODE
Curriculum Development	322001	Inclusive Education- I	422401
Management Of Education	322201	Inclusive Education – II	422402
Educational Leadership And Administration	322202	Inclusive Education - III	422403
Quality Management In Education	322203	Internship (8 Credits)	422999
Action Research/Project (4 Credits)	322888		

SEM- I
Core Course I (Group A)
Advanced Philosophy of Education- 122001
(100 Marks, 4 credits)

Module 1: Fundamentals of Educational Philosophy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the meaning of educational philosophy.
- Explain the relationship between education and philosophy.
- Explain the philosophical terms related to education.

Content:

- Meaning and Scope of educational philosophy
- Relationship between education and philosophy
- Need and importance educational philosophy
- Meaning of drill, training, indoctrination, instruction and its role in learning
- Meaning of Ontology, Epistemology, Metaphysics and Axiology

Module 2: Understanding Values

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the concept of values.
- Explain the relativity of values.
- Explain the reasons for disfunctionality of values.
- Suggest ways for developing values.

Content:

- Meaning, Origin and types of Values
- Relativity and characteristics of Values
- Disfunctionality of Values
- Development of Values
- Values needed in India in the context of globalization

Module 3: Indian philosophies and Thinkers

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain Indian philosophies.
- Explain the educational implications of Indian philosophies

Content:

- a) Indian Philosophies
 - Vedic
 - Jain
 - Buddhist
 - Islamic
- b) Thinkers
 - Aurobindo
 - J. Krishanmurty
 - Osho Rajneesh

Module 4: Western philosophies and Thinkers

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the different Western philosophies.
- Explain the educational implications of Western philosophies

Content:

- a) Thinkers
 - Russell
 - Plato
 - Dewey
- b) Western Philosophies
 - Logical positivism
 - Existentialism
 - Essentialism
 - Humanism

Assignments:

- Examine the philosophical basis of any formal education program and write report (25 marks).
- Identifying one's own philosophy on the basis of Student Content Inventory (10marks)
- Reflective writing in about 1000 words on educational thought of any one educationist such as Gandhiji, Swami Vivekanand, Rousseau, Spencer, Pestalozzi, J.P.Naik (15 marks)

Suggested Readings:

- Chakraborty, A. K.: Education in Emerging Indian Society, R. Lall Book Depot, Meerut, 2008.
- Chakraborty, A. K.: Principles & Practice of Education: Philosophy & Sociological Foundation, Surya Publication, Meerut, 2003.
- Chandra, Soti S. & Sharma, R.: Philosophy of Education, Atlantic Publisher & Distributor, New Delhi, 2004
- Chaube, S. P. & Chaube, A.: Western Educational Thinkers, Concept Publication, New Delhi, 2002
- Ghosh, S.: Education in Emerging Indian Society: Challenges & Issues, PHI learning Pvt. Ltd., New Delhi, 2009.
- Khanna, S.: Educational Philosophy, Maxford Books, New Delhi, 2009.
- Pflug, Bernd: The modern Conditions of Educational Thought, Gyan Publishing House, New Delhi, 2000.
- Rathor, Kusum Lata: Existentialism in Education, Sanjay Prakashan, New Delhi, 2005
- Shrivastava, K. K.: Philosophical Foundation of Education, Kanishka Publishers & Distributors, 2003
- Sudarshan, N.: Right to Education Emerging Scenario, The ICFAI University Press, Hyderabad, 2007.
- Vaidya, N. & Vaidya, S.: Encyclopedia of Educational Foundation & Development, Deep & Deep Publisher, New Delhi, 2002
- Winch, C. & Gingell, J.: Key concepts in Philosophy of Education, Routledge, London, 2004

Core Course II (Group A)
Advanced Sociology of Education- 122002
(100 Marks, 4 credits)

Module 1: Fundamentals of Education & Sociology

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

Content:

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

Module 2: Role of Education in changing society

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

Content:

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification

- Equality of opportunity: Meaning and Constitutional provisions:
Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization
- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

Module 3: Gender and Education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

Content:

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

Module 4: Social concerns related to education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

Content:

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. Babasaheb Ambedkar

Assignments:

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyse any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

Suggested Reading:

- Ballantine, J: Sociology of Education, 7th edition, Prentice Hall, 2011
- Bhattacharya, S.: Sociological Foundation of Education, Atlantic Publisher & Distributor, New Delhi, 2003.
- Chandra S. S. & Sharma, R.: Sociology of Education, Atlantic Publishers & Distributors, New Delhi, 2004
- Meighan, R & Harber C.: A Sociology of Educating, Continuum International Publishing group: Newyork, 2007
- Sadovnik, A: Sociology of Education, Tylor & Francis Group, 2010
- Saha, L.(ed.), International Encyclopedia of Sociology of Education, Elsevier Science Inc.: Newyork,1997
- Sharma, Yogendra: Sociological Philosophy of Education, Kanishka Publishers & Distributors, New Delhi, 2003.

Core Course III (Group A)
Learner and Process of Learning – 122003
(100 Marks, 4 credits)

Module 1: Understanding Learner

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain phases in cognitive development of a person as given by Piaget
- Explain the facets of cognitive development
- Discuss the role of attitude in individual's behaviour
- Apply the Theory of Multiple intelligences in classroom situation

Content:

- Piaget's theory of cognitive development and its educational implication
- Problem Solving: Steps, Heuristic and algorithmic methods, development of problem solving skill
- Creativity: Meaning and phases of creativity(by Wallas); Role of a creative person in society; Factors of creativity, Identification and measurement of creativity, Techniques for development of creativity
- Attitudes: Meaning, Nature, Function and formation of attitudes; Attitude change: Festinger's theory, persuasive communication
- Theory of Multiple intelligence

Module 2: Reflecting on learning process

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the theories of learning
- Apply theories of learning in classroom situation.

Content:

- Theories of Learning
- Ausubel's meaningful verbal learning theory: Concept of cognitive structure, Types of learning, educational implication
- Hebb's neurophysiological theory of learning
- Bandura's social learning theory: 4 steps of observational learning and educational implication
- Connectivism: a learning theory of digital age

- Roger's theory of experiential learning

Module 3: Reflecting on teaching process

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be:

- Explain theories of teaching
- Discuss implications of brain research in teaching
- Explain the Concept and characteristics of children with special needs
- Explain Concept and need of inclusive education.

Content:

- Teacher and teaching
- Teaching process: meaning
- Theories of teaching: Formal theory, Descriptive theory and Normative theory; Difference between theories of learning and theories of teaching
- Carroll's model of Mastery Learning – need, assumptions, components, and implications.
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instruction
- Implications of brain research in teaching
- Teaching children with special needs:
 - a) Concept and characteristics of :
 - i) Children with ADHD and AD
 - ii) Children with learning disabilities, slow learners
 - iii) Children with behavioural and emotional disorder
 - b) Concept and need of inclusion; teaching techniques for inclusive classrooms

Module 4: Personality and adjustment (Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain theories of personality
- Suggest application of theories for personality development

Content:

- Types of personality theories
- Freud's psychoanalytic theory and defense mechanism
- Big 5 model of personality
- Roger's humanistic theory with specific reference to REBT
- Jung's theory with specific reference to MBT

Assignment:

- Prepare a session plan based on any learning theory.(15 marks)
- Administer any one psychological test to 10 persons and write a report. (20 marks)
- Visit to special school and writing a report. (15 marks)

Suggested Reading:

- Agarwal, J. C.: Psychology of learning & Development, Shipra Publications, Delhi, 2004.
- Bhattacharya, S.: Psychological Foundation of Education, Atlantic Publisher & Distributors, New Delhi, 2003
- Mangal, S. K.: Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Mangal, S. K.: Educating Exceptional Children, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Pandey, R. S.: Advanced Educational Psychology, Vinay Rakheja Publishers, Lall Book Depot, Meerut, 2008.
- Prakash, P.: Psychological Foundation of Education, Kanishka Publisher & Distributor, New Delhi, 2007.
- Rao, Usha: Advanced Educational Psychology, Himalaya Publishing, Mumbai, 2008.
- Skinner, Charles: Educational Psychology, 4th ed., PHI learning Pvt. Ltd., New Delhi, 2009
- Williams, R. B.: Multiple Intelligences for differentiated learning, Growth Press & Sage Pub. Co., Thousands OAKS, CA, 2002.
- Woolfolk, A.: Educational Psychology, 9th ed., Pearson Education, New Delhi, 2004.

Core Course IV (Group A)
Pedagogy, Andragogy and Heutagogy - 122004
(100 Marks, 4 credits)

Module 1: Understanding Pedagogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Explain the meaning, need and importance of pedagogy.
- Prepare instructional plan for teaching students.

Content:

- Meaning development of concept of pedagogy
- Need and importance,
- Principles of teaching
- Understanding teaching – learning process. (elements and its relationship)
- Classroom management
- Characteristics of learner
- Media for children
- Instructional strategies for school students
- Education implication

Module 2: Understanding Andragogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss the meaning, need and importance of andragogy.
- Develop instructional plan for adult learner.

Content:

- Meaning and development of concept andragogy
- Need and importance,
- Principles of andragogy
- Instructional strategies for adult learner

- Models of Self directed learning (Grow's Instructional model, Tough's sequential model, Brockett and Hiemstra's interwoven model)
- Transformative learning.
- Educational implications

Module 3: Understanding Heutagogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- explain and reflect on development of concept of heutagogy

Content

- Meaning and development of concept heutagogy
- Need and importance,
- Principles of heutagogy
- Applying heutagogy in distance learning
- Heutagogy and lifelong learning
- Transition from pedagogy to heutagogy
- Educational implications

Module 4: Assessment and evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss types of evaluation.
- Suggest appropriate tool of evaluation.
- Develop evaluation tool.

Content:

- Meaning of assessment and evaluation
- Need and importance of evaluation
- Types of evaluation: Purposive, formative, summative
- Assessment tools for school student, adult learner, distance learner (achievement tests, examination, Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars)

Assignments:

- Develop two activities for school students for face to face mode.(10 marks)
- Prepare a session plan for adult learner(10 marks)
- Develop a instructional plan based on principles of heutagogy.(15 marks)
- Prepare a rubric to assess a seminar or project/discussion/presentation (15 marks)

References:

- Michael W. Bridges, Michele P, Marie K. Norman (2010) How Learning Works: Seven Research-Based Principles for Smart Teaching. Jossey –Bass
- Malcolm S , Elwood F, Holton III , Swanson R.(2005) The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development
- Kenyon, C., & Hase, S. (2010). Andragogy and heutagogy in postgraduate work. In T. Kerry (Ed.), Meeting the challenges of change in postgraduate education. London: Continuum Press.
- Knowles M.(1984) The Modern Practice of Adult Education: from Pedagogy to Androgogy. New York: Cambridge
- Hase S, Kenyon C. (2013)Self-Determined Learning: Heutagogy in Action. London; bloomsburry
- <https://heutagogy.wordpress.com/2013/03/04/the-pah-continuum-pedagogy-andragogy-heutagogy/>
- http://books.google.co.in/books?id=RtHdC2RSThAC&pg=PA45&source=gbs_toc_r&cad=3#v=onepage&q&f=falsePedagogy
- <https://usergeneratededucation.wordpress.com/2013/05/13/education-3-0-and-the-pedagogy-andragogy-heutagogy-of-mobile-learning/> (IMP)
- <http://cat-udc.blogspot.in/2012/05/understanding-pedagogy-andragogy-and.html>

Core Course V (Group A)
Human Rights Education - 122005
(100 Marks, 4 credits)

Module 1: Understanding Human Rights

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain origins of Human rights
- Elaborate the Historical context of Human Rights
- Explain Concept of Human Rights
- Explain the Need and Importance of human right in Contemporary context
- Compare various types of human rights
- Elaborate the Universal declaration of human rights
- Bring out issues and challenges towards human rights

Content:

- Origin and History of Human rights (2)
- Concept of human rights :Meaning ,definitions ,nature (2)
- Need and importance of human rights in contemporary context (Socio ,political, Economic and cultural) (3)
- Types of rights :Universal Human rights ,Constitutional fundamental rights, General civil rights(its nature features)(2)
- Universal declaration of Human rights and Indian constitutional fundamental rights (3)
- Issues and Challenges in Human rights (Castism, child marriages ,gender discriminations, terrorism ,Fundamentalism (3)

Module 2: Understanding Human Rights education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the concept of Human rights education.
- Elaborate the aims and objectives of human rights education
- Evaluate the human rights education at secondary and higher secondary levels
- Use Constructivist and Interdisciplinary approach

- Develop various teaching strategies for human rights education.
- To evaluate the role of educational institutions and NGO'S in human right education

Content:

- Concept of human rights education :Meaning ,definitions , nature.(2)
- Need and importance of human rights education.(1)
- Aims and objectives of Human rights education.(1)
- Human rights education at various levels(secondary and higher secondary).(2)
- Pedagogical strategies for human rights education.(6)
 - a. Approaches: Constructivist approach, Interdisciplinary approach
 - b. Methods: Role play, project, dramatization, brain storming
 - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
 - d. Resources : e-resources, organizations, commissions,
- Role of educational institutions (teacher, management, student councils), NGO's ,(3)

Module 3: Organization efforts toward RTE

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

Content:

- Nature, need and importance of RTE in India.(2)
- History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009.(3)
- Objectives and Features of RTE Act2009.(2)
- Provisions of RTE Act 2009(3)
- Teaching learning and evaluation strategies in RTE (2)
- Duties and responsibilities of school and teachers(2)
- Role of stakeholder, parents, media (1)

Module: 4 Organizational efforts towards RTE

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

Content:

- Organizational effort to implement RTE:(5)
 - a. Central organization MHRD,NCTE , NCERT,KVS
 - b. State organization: Education Ministry of state, SCERT, Balbharti.
 - c. Local organization: Z.P., Municipal corporation, corporation
- Special Schemes to implement RTE:SSA, midday meal,(2)
- Various Types of schools and its function: Sakhar shala, kuran shala , Tambu shala, vasti shala . (3)
- The role of school management committee and local supervisory authorities.(2)
- Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

Assignments:

- To celebrate international human rights day and write a brief report on it. (5)
- Content analysis of any text book of secondary level in perspectives of human rights. (10Marks).
- Case study of any one school regarding RTE implementation. (10 Marks)

References:

- Agrawal J.C. (2010)Right to Education and revitalizing education: Shipra publication, Merrat
- Bajpeyi asha (2006).Child Rights in India: law, policy and practices. Oxford university press ,New Delhi
- Convention on education as a fundamental right –background material department of education university of Delhi 1997
- Constitution of India
- Jack Dollely. (2014) Universal human rights in Theorty and practice, Third edition :Rawat publication
- Lata kaushal (2009).child labour and human Rights M.D. publications PVT LTD new Delhi
- RTE Act 2009 Government of India Gazette
- Sachar R. (2004).Human Rights Perspectives and challenges, New Delhi
- Singh.P. (2011).Human Rights education in 21st century Delhi: Discovery publishing house PVT LTD
- Universal declaration of human rights UNO

Semester-II
Core Course VI (Group A)
Research Methodology- 222001
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: concept and nature of research in education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research
- Differentiate between approaches to research

Content:

- Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research
- Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables-types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action
- Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved

Module 2: Quantitative research methods

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the quantitative methods of research
- Apply appropriate methods of research

Content:

- Research Methods:
 - i) Case study
 - ii) Causal comparative
 - iii) Survey Method
 - iv) Co- relational
 - v) Ethnography
- Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi experimental
- (One group pre test design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre test post test non equivalent group design, time series design—with single group, with two groups, factorial design)

Module 3: Qualitative research methods

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the qualitative methods of research
- Apply appropriate methods of research In education
 - i) Case study
 - ii) Grounded theory
 - iii) Ethnography
 - iv) Phenomenology
 - v) Participatory action research

Module 4: Data collection procedures

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concepts of & difference between sample & population,
- Select sample by proper sampling methods

Content:

- Techniques of data collection: Observation, Interview, projective & sociometric

- Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and reliability
- Sampling: Sample & population -- Meaning, Need, sampling error, determining sample size
- Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
- Non probability sampling methods (incidental, purposive)
- Features of Qualitative data collection

Assignments for internal assessment:

- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks)
- Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks)
- Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10marks)

References:

- Best J (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, W and Gall, M (1983) Educational Research – An Introduction, New York: Longman, Inc
- Christensen, L (2007) Experimental Methodology Boston: Allyn & Bacon
- Fraenkel, JR, Wallen, NE (1996) How to Design and Evaluate Research in Education New York: McGraw Hill
- Kaul, Lokesh (1984) Methodology of Educational Research New Delhi: Vikas Publications
- Kerlinger, FN (1986) Foundations of Behavioural Research Fort Worth, TX: Harcourt Bmce Jovanovich
- Kirkpatrick, DL (2005) Evaluating training Programmes: The four Levels San Francisco: Brrett-Kochler
- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, ott: Merill, Prentice Hall
- Sharma, Bharti (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors
- Sharma, SR (2003) Problems of Educational Research New Delhi: Anmol Publications Pvt Lt

Core Course VII (Group A)
Methods of Data Analysis- 222002
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Select appropriate type of scale
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: Descriptive analysis of data (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different types of scale
- Use different types of graph to present data

Content:

- Normal Probability curve: properties and uses
- Types of scales (nominal, Ordinal, Interval, Ratio)
- Uses of graphs in the analysis of data,
- Measures of Central tendency (concept & uses)
- Measures of variability (concept & uses)
- Percentile and percentile rank

Module 2: Inferential Analysis

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different terms related to inferential analysis
- Select appropriate techniques of data analysis

Content:

- Levels of significance, Degree of freedom,
- Type I & Type II error, Standard error of mean

- One tailed & two tailed test
- Power of Statistical test and effect size
- Parametric tests—t test, analysis of variance, co-variance, coefficient of correlation
- Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test

Module 3: Qualitative data analysis (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Select appropriate techniques of data analysis
- Carry out analysis of data in qualitative form.

Content:

- Types of Qualitative Data: Structured text, (writings, stories, survey comments, news articles, books etc) Unstructured text (transcription, interviews, focus groups, conversation) Audio recordings, music Video recordings (graphics, art, pictures, visual)
- Approaches in analysis: Deductive and Inductive
- Principles of Qualitative data analysis
- The Process of Qualitative data analysis
-

Module 4: Report Writing (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Prepare list of references using APA style
- Evaluate a research report.

Content:

- Elements of report of qualitative and quantitative research
- format, style, content organization & chapterization
- References, appendices
- Characteristics of a good research report

Assignments for internal assessment:

- Presentation of given data in different graphical forms(10 marks)
- Computer training in data analysis (15marks)
- Collect data from ten students in qualitative form and analyze it.(20 marks)
- Prepare a reference list of your topic (5marks)

References:

- Best JW (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, WR and Gall, MD (1983) Educational Research – An Introduction, New York: Longman, Inc
- Garrett, H (2008) Statistics in Psychology and Education, Surjeet Publications, Delhi.
- Mangal, S.K (2002) Statistics in Psychology and Education, PHI Learning Pvt. Ltd, Delhi.
- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage Publications.
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, OH: Merrill, Prentice Hall
- Sharma, B (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors.

Core Course VIII (Group A)
Instructional Strategies- 222003
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

Module 1: Large group instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synectics model

Content:

- Lecturette, Demonstration, Story-telling
- Techniques of questioning, narration, board-writing, use of media
- Learner-centred large group strategies: Brain-storming
- Models of teaching: families, syntax
- Concept-attainment Model,
- Role-play Model,
- Inquiry training Model,
- Assertiveness training Model,
- Synectics Model

Module 2: Co-operative instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with Co-operative instructional strategies

- Write procedures for conducting Co-operative instructional strategies

Content:

- Psychological foundation for constructivist strategies
- Psychological foundation for co-operative learning strategies
- Classification of co-operative learning strategies
- Procedure of at least 10 Strategies
- Planning for co-operative learning strategies

Module 3: Individualised learning strategies

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

Content:

- Individualised learning: characteristics
- Programmed Instruction
- Computer-Assisted Learning
- Self-learning material: Overview

Module 4: Planning Workshop

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Design workshop planning template
- Write a workshop session plan

Content:

- Workshop plan template design
- Analysis of Content
- Designing Objectives
- Identification of strategies
- Planning of session
- Material Development for Workshop

Assignment for internal assessment:

- Prepare a session plan with any one large group instructional method Write procedures for conducting sessions with any two models of teaching.(10 marks)
- Write procedures of at least 2 co-operative strategies other than discussed in the class Conduct a co-operative instructional strategy (15 Marks)
- Compare Programmed Instruction, Interactive Multimedia Packages and Self-learning modules Write a few screens of any one type of programmed instruction(10 marks)
- Design your own workshop planning template Write a workshop session plan for any one target group on a topic of your choice(15 Marks)

References:

- Moore Kenneth (2012) Effective Instructional Strategies: From Theory to Practice Third Edition, SAGE Publications, Inc
- Reiser Robert, Dempsey John (2012) Trends and Issues in Instructional Design and Technology Pearson Education, Limited
- Romiszowski Alexander (1988) The Selection Guide and Use of Instructional Media. Kogan Page, London.
- Tucker Catlin (2012) Blended Learning in Grades 4–12: Leveraging the Power of Technology to Create Student-Centered Classrooms, Windsor Unified School District

Core Course IX (Group A)
Instructional Media and ICT in Education- 222004
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain role of mass media in formal and non formal education
- Prepare presentation and learning material
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Module 1: Instructional media (Credits: 2, Hours: 15, Marks 25)

Objectives: Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain Factors affecting selection of instructional media
- Explain characteristics of learning material

Content:

- Meaning, need and importance of Instructional media in teaching learning process
- Classification of instructional media (Audio, video, audio-video, Teaching vs learning)
- Factors affecting selection of instructional media
- Characteristics of learning material

Module 2: Instructional Media in teaching and learning (Credits: 1, Hours 15, Marks: 25)

Objectives:

The learners will be able to

- Explain types of instructional media
- Explain Strengths and weaknesses of instructional media
- Explain role of mass media in formal and non formal education

Content:

- Student workbook, worksheets, teacher handbook
- Strengths and weaknesses of instructional media
- Precautions to be taken while using media
- Mass media- newspaper, TV, Radio, Internet

- Role of mass media in formal and non formal education

Module 3: Preparation of presentation material for classroom teaching

(Credits: 2, Hours: 15, Marks 25)

Objectives:

Learners will be able to

- Prepare presentation material
- Prepare learning material

Content:

- Preparation of presentation material- Charts, posters, models, maps, OHP transparencies, PPTs
- Preparation of Learning material- worksheets, puzzles, quizzes, games

Module 4: Integration of ICT in Education (Credits: 1, Hours 15, Marks: 25)

Objectives:

Learner will be able to

- Explain meaning need and importance of ICT
- Explain role of ICT in creation of knowledge
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Content:

- Meaning , need and ,importance of Information and communication technology
- Role of information and communication technology in 'construction of knowledge'.
- Use of social Media in education
- Challenges to integrate I C T in Indian Classrooms and strategies to overcome them

Assignments for internal assessment:

- Prepare worksheet/ puzzle/ game/quiz for teaching any topic of your choice (15 marks)
- Prepare teacher handbook (10 marks)
- Prepare power point presentation for teaching any topic of your choice (15 marks)
- Create blog and send 5 educational posts.(10 marks)

References:

- Mangal, S.K (2011) Essentials of Educational Technology, PHI learning, new Delhi.
- Pathak, R and Choudhary, J (2012) Educational Technology, Pearson, Delhi.
- Saxena and Oberoi (2005) Essentials of Educational Technology management, Lall book depot, Meerut.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.
- Taj, H (2006) Educational Technology, Vedant publications, Lukhnow.

Core Course X (Group A)
Process of Communication in Education- 222005
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain communication process
- Apply various models of communication in communication process
- Apply communication networks in classroom and online setting
- Explain role of teacher and learner in Internet based Communication process
- Apply communication networks in distance education
- Explore Synchronous and Asynchronous communication tools

Module 1: Communication Process and Models (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain communication process
- Explain modes of communication
- Explain barriers in communication
- Apply various models of communication in communication process

Content:

- Communication process- concept, components and characteristics.
- Modes of communication- Verbal- non verbal , Written- oral, Text- non text
- Barriers in communication, Distortion in communication, noise in communication
- Models of communication – Simple model, Osgood and Schramm, Newcomb,
- Gerbner, Shanon Weaver's model of communication
- Mass Communication

Module 2: Communication Networks (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Apply communication networks in classroom setting
- Apply communication networks in online setting
- Review researches done on communication

Content:

- Communication Networks in Classroom Setting – nature and examples

- Teacher-students
- Teacher-students
- Student - student
- Student - student
- Student - student
- Communication networks in online Setting – nature and examples
 - Teacher-students (virtual classroom)
 - Student - student (blog)
 - Student - student (hang out)
 - Student - material (e- content)
- Ethics of Communication,
- Research in communication

Module 3- Internet-based communication process (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain nature of Internet based Communication process
- Explain role of teacher in Internet based Communication process
- Explain various roles of learner in Internet based Communication process
- Apply communication networks in distance education

Content:

- Nature of Internet based Communication process
- Modes of Internet based Communication – virtual class, email, LMS, blog .
- Role of teacher in Internet based Communication
- Role of learner as communicator- participant of a community
- Initiator of a community
- Leader of community
- Netiquettes

Module 4- Synchronous and Asynchronous communication tools

(Credits: 2, Hours: 15, Marks: 25)

Objectives:

The learners will be able to

- Explain characteristics of online learners
- Explore Synchronous communication tools
- Explore Asynchronous communication tools

Content:

- Components of online learning Environment, Characteristics of online learners,
- Facilitator's role in online learning Environment

- Asynchronous communication tools-
- e- tutoring through discussion forums,Co- operative Learning strategies for group work,
- Synchronous communication tools –
- e- tutoring through chats, video-conferencing, virtual classrooms, Co- operative Learning strategies.

Assignments for internal assessment:

- Prepare activities for developing a component of basic communication skills. (15 marks)
- Conduct a small session of 15 minutes using any synchronous communication tool.(15 marks)
- Analyze pattern of communication network in given classroom setting. (10 marks)
- Analyze pattern of communication network in a given online setting. (10 marks)

References:

- Batestegies ,T Sangra ,A(2011) managing technology in Higher Education: strategies for transforming teaching and learning, Jossey-Bass, cop.,San Francisco
- Mangal, S.K (2011) Essentails of Educational Technology, PHI learning, new Delhi.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.

CURRICULUM DEVELOPMENT (322001) (100 Marks, 4 Credits)

Course Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

Module 1: Curriculum Development: An Introduction

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum. Explain the foundations of curriculum.

Content:

- Meaning and concept of curriculum
- Understanding curriculum as a
Body of knowledge to be transmitted
 - as a product.
 - as a process.
 - as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its
- Role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

Module 2: Models of Curriculum Development

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum development.
- Apply models in the development of curriculum.

Content:

- Hilda Taba's model

- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision- Making model
- Weinstein and Fantini model
- Fink's model of integrated course design

Module 3: Curriculum Transaction

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the principles and criteria for developing learning opportunities.
- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction

Content:

- Planning curriculum implementation.
 - Criteria for selecting learning opportunities
 - Use of Learner-centred methods and media with their strength and limitation.
 - ICT as a mode of curricular transaction with their strengths and limitation:
- Computer based learning
 - Online learning
 - Blended learning
 - Models of curriculum implementation
 - ORC mode I(overcoming resistance to change)
 - Linkage model
 - Factors influencing effective curriculum implementation

Module 4: Curriculum Evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

Content:

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
 - Tyler's Goal attainment model.
 - Stufflebeam's CIPP model

Scriven's Goal free model

- Kilpatrick's 4 level model

- Curriculum improvement through problem solving model

Assignments:

- Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
- Observe one lesson to study the effectiveness of curriculum implementation.(10)
- Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- SaritaKumari (2005) Curriculum and Instruction, Isha Books, Delhi
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Wiles, J.W. & Joseph
- Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication
- http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf
- <http://www.brad.ac.uk/educational-development/course-and-module-design/characteristics/>

Education Management

Special Course – I

MANAGEMENT OF EDUCATION-322201 (Credits: 1, Hours: 15 Marks: 25)

Course Objectives: At the end of this course student teachers will be able to:

1. Explain the functions of management
2. Describe the role, functions and skills of education manager
3. Apply theories of motivation for managing people in the organization
4. Suggest strategies for managing stress, conflict and time
5. Explain the process of performance management
6. Suggest ways of enhancing institutional climate

MODULE 1: UNDERSTANDING CONCEPTS IN MANAGEMENT OF EDUCATION

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of and need for management of education
2. Describe the role, functions and skills of education manager
3. Explain the functions of management.

Content:

- Concept of Administration, Management and Organization.
- Need and objectives of Education Management.
- Role and functions of Education manager: Mintzberg's managerial roles)
- Skill required: Technical, Conceptual and Human.
- Management Functions: Planning, Organizing, Staffing, Controlling, Directing, Delegating

MODULE 2: MANAGING PEOPLE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

Objectives:

1. Explain concept, need principles of human resource management
2. Apply theories of motivation for managing people in the organization
3. Suggest strategies for managing stress, conflict and time

Content:

- Human resource management: Concept, Need and principles
- Motivation : Meaning need and importance
- Theories of motivation and their application.[Maslow', Hertzberg's, Vroom's, Equity, McClelland's].
- Conflict management: Meaning, Sources and Strategies.

- Stress management: Meaning, sources and strategies
- Time management: Need, importance and strategies

MODULE 3: PERFORMANCE MANAGEMENT

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the process of performance management
2. Suggest strategies to create learning organization

Content:

- Performance Management : Meaning , Need and Importance
- Staff development: Meaning, objective, process and methods of staff development
- Performance appraisal: Meaning, objectives, and stages of performance appraisal.
- Performance measurement: tools and techniques for measuring performance. its strengths and limitations
- Learning organization: - Meaning, characteristics need of learning organization
- Strategies for creating learning organization.

MODULE 4: INSTITUTIONAL CLIMATE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of resource management in education
2. Describe need and importance of resource management in education
3. Explain the dimensions of institutional climate
4. Suggest ways of enhancing institutional climate

Content:

- Meaning of institutional climate and culture
- Importance and dimension of institutional climate.
- Team building: Nature of organizational group, group processes.
- Halpin and Croft's theory of institutional climate
- Impact of Institutional climate on performance and satisfaction of staff and students
- Measures for creating conducive institutional climate

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Prepare a plan for any one activity to be carried out in school (such as Annual Day, Unit test) (10 marks)
2. Administer tool to measure performance of teacher (at least 2 teachers) and write a report with the suggestions on the areas of improvement (15 marks)
3. Analyze own time management skill and prepare plan for improvement. Administer motivational tool on self and prepare motivational profile (10 marks)

4. Study the climate of an educational institute and write a report.(15 marks)

References:

- Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999) Educational Management. London: Paul Chapman Publishing Ltd.
- Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
- Harigopal, K. (2001) Management of Organizational Change. New Delhi: Response Books.
- Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.
- Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: Himalaya Publishing House.
- Luthans, F. (2005) Organisational Behaviour. New York: McGraw – Hills Inc.
- Nair, S.R. (2004) Organisational Behaviour, Texts and Cases. Mumbai: Himalaya Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001) Organisational Behaviour in Education. Boston: Allyn and Bacon
- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books, Sage Publications.

Education Management

Special Course – II

Educational Leadership and Administration-322202 (100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

1. Discuss factors influencing leadership
2. Discuss the importance of communication
3. Suggest the improvement for performance of staff
4. Discuss the role of leader in the development of school
5. Design organization development plan

MODULE 1: INTRODUCTION TO EDUCATIONAL LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

5. Explain the concept of leader
6. Discuss factors influencing leadership
7. Discuss the qualities of good leader

Content:

- Concepts of leadership
- Difference in educational leadership and management
- Power and Authority
- Factors influencing leadership
- Leadership for Inclusive Education
- Competencies of leader
- Qualities of good leader

MODULE 2: THEORIES OF LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the different models of leadership
2. Discuss the implications of leadership theories

Content:

- Charismatic leaders (Characteristics and need in situation)
- Transformational leader (Characteristics and need in situation)
- Participative leadership theory [theory X, theory Y Situational leadership]
- Distributed Leadership Model

MODULE 3: COMMUNICATION IN ORGANIZATION

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the communication process
2. Suggest the ways for effective communication
3. Analyses style of communicator
4. Analyses decision making style of leader

Content:

- Structure of organization (vertical, Horizontal)
- Communication (process and types)
- Barriers to effective communication
- Styles of communicator and its application (active, Logical ,connector, Thinker)
Characteristics of each type of communicator
- Decision making style (Decisive, flexible, Hierarchic, integrative)

Module 4 : ORGANIZATION DEVELOPMENT

To enable learner to

- Explain the need, importance of organization development
- Prepare a plan for OD

Content:

- Types of resources in education: physical, material (instructional), human, financial
- Need for resource management in education.
- Resource utilization and resource allocation
- Organization development: Concept, need, importance, process of OD
- Organization development intervention techniques: (sensitivity training, Process consultation, Survey feedback, Management by objectives)
- Team building: Process of team building
- Role of leader in team building

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)
- Collect data from five student teachers using Myers-Briggs scale and prepare profile. (15 marks)
- Identify a leadership style of principal by using tool and write a report (10 marks)
- Visit one school,collect information about resources to study institutional climate and write a report with area of improvement . (15 marks)

References:

- [Blandford S.](#)(1997)Resource Management in Schools
- Vurnum G(2000) [Transformational Leadership: 92 Tips For Using The Different Types Of Leadership To Identify Leadership Traits That Uncover Your Leadership Strengths](#) by incomplete
- Taher Z (2011) Fundamental Concepts of Educational Leadership and Management Allyn& Bacon, Pennsylvania State University
- McKerlich, R., & Anderson, T. (2007). Community of inquiry and learning in immersive environments 11 (4). Journal of Asynchronous Learning Networks

Special Course – III

QUALITY MANAGEMENT IN EDUCATION-322203 (100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

6. Explain the conceptual development of quality management
7. Discuss the dimensions of Total Quality Management
8. Apply appropriate tool of quality control
9. Explain strategic plan models
10. Prepare strategic plan for institution
11. Explain the indicators of effective Institution
12. Suggest ways of making Institution effective

MODULE 1: CONCEPTS RELATED TO QUALITY

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Understand the concept of Quality in education
2. Explain the conceptual development of quality management
3. Discuss the views of Deming and Juran on Total Quality Management

Content:

- Concepts of Quality and Quality in Education: Indian and Western Perspective
- Dimensions and Characteristics of Quality
- Evolution of Quality management: Inspection, Quality control, Quality Assurance, Total Quality management.
- Meaning of Quality learning environment, quality curriculum, quality processes, quality teaching.
- Deming and Juran's principles of Quality.

MODULE2: QUALITY CONTROL IN EDUCATION

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain approaches for quality improvement
- Explain the role of agencies in maintaining quality
- Apply appropriate tool of quality control

Content:

- Meaning of and Difference Between: Quality Assurance, Quality Control and Quality Improvement
- Quality Management system in Education: International Organization for Standardization (ISO)
- National Assessment Accreditation Council (NAAC): Performance Indicators
- The National Accreditation Board for Education and Training (NABET)

- Approaches to Quality Improvement: Kaizen, Six sigma, system thinking

MODULE 3: STRATEGIC PLANNING FOR TOTAL QUALITY MANAGEMENT (TQM)

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the concept of TQM
- Explain strategic plan models
- Prepare strategic plan for institution.

Content:

- Strategic planning: Meaning and Need
- Strategic plan models : Murgatroyd and Morgan's Four generic models (Basic-Open, Enhanced-Open, Basic- Niche, Enhanced- Niche)
- Kaufman's four stage model of Strategic planning
- SWOC analysis of an educational institution
- Crawford's Eight stages in implementing TQM

MODULE 4: INSTITUTIONAL EFFECTIVENESS

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the indicators of effective Institution
- Suggest ways of making institution effective

Content:

- Institutional Effectiveness : Meaning, Need and Importance
- Institutional Effectiveness cycle
- Key elements of Institutional Effectiveness
- Strategic plan and assessment plan for institutional effectiveness
- Model of institutional effectiveness

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Analyze the learning environment in teacher education institute. (10 marks)
2. Map the competencies of two teachers using appropriate tool and prepare a profile(12 Marks)
3. Using MIPQ (Mukhopadhyay Institutional profile questionnaire) collect data from 5 teachers from one school and prepare profile (13 marks)
4. Conduct SWOC analysis of institution and write a report (15marks)

References:

- Arcaro, J.(1997): Quality in Education: An Implementation Handbook, Vanity Books International New Delhi
- Basterfield, D.et.al.(2010): Total Quality Management, Pearson Education Asia, Third Edition. New Delhi: prentice Hall
- Burt Scanlan, B. K. (1987). Management & Orgnizational Behavior, Second Edition. Florida: Roberte Krieger Publishing Company.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Frank M. Gryna, R. C. (2007). Juran's Quality Planning And Analysis,fifth edition. New Dilhi: Tata McGraw-Hill Publishing.
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- Mukhopadhaya, M. (2000): Total Quality in Education, NIEPA, New Delhi.
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- Prasad, A. (2007). University Education Administration and the Law. New Delhi: Deep & Deep Publications.
- R.Kesavan, C. B. (2008). Total Quality Management. New Delhi: I.K.International.
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- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi:Association of Indian Universities.
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- Stella, A. &Gnanam, A. (2003): Making the most of Accreditation, New Delhi.Concept Publishing Company

SEM-IV

INCLUSIVE EDUCATION- I (422401) (100 Marks, 4 Credits)

MODULE 1: INTRODUCTION TO INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the diverse learner
- Understand the concept of inclusion
- Understand the meaning and importance of inclusive education
- Differentiate between special education, integrated education and inclusive education

Content:

- Diverse learners in education: culturally, socially and biologically diversity
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Foundations of inclusive education:
 - Meaning, concept, need and evolution of inclusion
- Definition, concept and importance of inclusive education
 - Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for education for all children
- Comparison between mainstreaming, integration and inclusion

MODULE 2: POLICIES AND PRACTICES FOR PROMOTING INCLUSIVE EDUCATION (Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the policies for inclusion
- Understand the implications of policies for inclusion

Content:

- Policies prior to SSA: IEDC, 1974; NPE, 1986 & 1992; PIED, 1987; DPEP, 1994; PWD Act, 1995; National Trust Act (1999)
- SarvaShikshaAbhiyan (SSA, 2000) with respect to inclusive education
- National Curriculum Framework for School Education (NCFSE, 2000)
- Constitutional Amendment (2001)
- Comprehensive Plan of Action for Children and Youth with Disabilities (2005)
- National Policy for Persons with Disabilities (2006)
- UN - Convention on the Rights of Persons with Disabilities (UNCPRD India, 2007)

- Right to education (2009)
- Concessions and facilities for children with special needs: Academic and Financial

MODULE 3: INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the children with special needs
- Understand the needs of children with special needs

Content:

- Definition and characteristics of children with:
 1. Sensory motor needs: hearing, visual and physically challenged
 2. Intellectual needs: (gifted, talented and mentally challenged children)
 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
 5. Children with special health problems, environmental/ecological difficulties and
 6. Children belonging to other marginal groups
- Importance of early detection, Functional assessment for development of Compensatory skills

MODULE 4: RESOURCES FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the resources require for inclusion
- Identify the role of various personnel involved
- Describe the managerial skills required for resource mobilization

Content:

- Concept and importance of human and material resources
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities
- Resources in inclusive schools: material resources and human resources, Exploring and utilizing the services and resources available in the community

- Mobilization of Resources for inclusion
- Identifying the required resources for children with varied special needs

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct a interview of one special educator and write a report (15 marks)
2. Read a policy document for person with disability and present a seminar (10 marks)
3. Visit to special/integrated/inclusive classrooms and write a report with reflections (15 marks)
4. Visit a school and study the resources available and write a report on school readiness for inclusion (10 marks)

References:

- Ainscow, M, Booth T (2003): The Index for Inclusion: Developing Learning and Participation in Schools Bristol: Center for Studies in Inclusive Education
- Ahuja A, Jangira, NK (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002
- Jangira NK and Mani, MNG (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press
- Jha M (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India
- Sharma, PL (1990) Teachers handbook on IED-Helping children with special needs N C E R T Publication
- Sharma PL (2003) *Planning Inclusive Education in Small Schools*, R I E Mysore

INCLUSIVE EDUCATION- II (422402) (100 Marks, 4 Credits)

MODULE 1: CREATING ENVIRONMENT FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the barrier free environment
- Identify the barriers for inclusion
- Suggest strategies to overcome barriers

Content:

- Concept and meaning of barrier free environment
- Barriers to inclusive education: attitudinal, infrastructure
- Strategies to Overcome the barriers:
- Role of ICT in special educational needs
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- Strategies for Capacity building and collaborative working of human resources

MODULE 2: CLASSROOM PRACTICES AND MANAGEMENT OF INCLUSIVE CLASSROOM

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the principles of differentiated instruction
- Understand the needs of children with special needs

Content:

- Concept and Principles of differentiated instruction
- Use of different teaming models and teaching styles
- Evaluation for inclusive education
- Techniques and Tools of evaluation, Interpretation of Evaluation Reports and their Educational Implication
- Preparation of teaching learning material for inclusive classrooms
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

MODULE 3: CURRICULUM ADAPTATIONS FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the concept of curriculum adaptation
- Understand the adaptation in curricular, co-curricular activities
- Suggest modification in existing curricular plan for adaptation

Content:

- Overcoming curricular barrier
- Concept meaning and need for curriculum adaptations for children with special needs
 1. Sensory motor needs: hearing, visual and physically challenged)
 2. Intellectual needs: (gifted, talented and children mentally challenged children)
 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
 5. Children with special health problems, environmental/ecological difficulties and
 6. Children belonging to other marginal groups
- Nine types of adaptations for inclusion
- Approaches & Technique for adaptation

MODULE 4: TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the facts and myths about inclusive education
- Understand the ethical issues in inclusive education
- Identify research areas in inclusive education

Content:

- Facts and myths of inclusive education with reference to India
- Current Status and Issues of inclusive education in India: Present status of inclusive education with reference to India
- Problems and issues related to: Admission, Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring Evaluation
- Ethical Issues in Inclusive Education: ethics for different personnel involved in inclusion

- Research trends in Inclusive Education in India and abroad

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct a survey of existing school and prepare a plan to create barrier free environment for inclusion (15 marks)
2. Prepare a lesson plan for inclusive classroom (10 marks)
3. Select one disability & prepare plan of evaluation (15 marks)
4. Prepare a report on research trends in inclusive education (10 marks)

References:

- Sadavainich, A.R. (2007): *Sociology of Education*. Routledge, New York.
- Bank, B.J. (2007): *Gender and Education: An Encyclopedia*. Praeger, Westport, London.
- Bhatt, B.D. & Sharma, S.R. (1992): *Women's' education and social Development*. Delhi: Economics and Political Weekly
- Kanishka. Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Case study: India, Bangkok, UNESCO.
- Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. *International Journal of Educational Development*, July. 115

INCLUSIVE EDUCATION- III (422403) (100 Marks, 4 Credits)

TEACHING CHILDREN IN INCLUSIVE CLASSROOM

MODULE 1: TEACHING OF LANGUAGE

(15 Hrs.)

Objective: To enable students to:

- Explain the objectives and maxims of Language teaching.
- Describe the approaches to language teaching
- Use appropriate method of language teaching in inclusive classrooms

Content:

- Aims, objectives and maxims of teaching language
- Approaches to language teaching: structural, communicative, language experience, phonetics
- Methods of language teaching: Direct, translation, grammar
- Teaching language in inclusive classrooms

MODULE 2: TEACHING OF SOCIAL STUDIES

(15 Hrs.)

Objectives: To enable students to:

- explain the aims and objectives of teaching social studies
- describe the approaches to teaching social studies
- demonstrate the methods of teaching of social studies
- describe the process of teaching of Social studies in inclusive classroom

Content:

- Aims and objectives of teaching and maxims of teaching of social studies at various levels
- Approaches to teaching of social studies: co-ordination, co relational, concentric, special, Integrated, and regressive.
- Methods of teaching of social studies: Lecture method, project method, role play, field study, story telling
- Teaching of social studies in inclusive classrooms.

MODULE 3: TEACHING OF MATHS

(15 Hrs.)

Objectives: To enable students to:

- explain the aims and maxims of teaching maths
- describe the approaches to teaching of math teaching
- demonstrate the various methods of math teaching
- describe the process of teaching math in inclusive classroom

Content:

- Aims, objectives and maxims of teaching maths

- Approaches to math teaching: Inductive- deductive, Analytic, Synthetic, Problem Solving, Programmed learning.
- Methods of teaching math: cooperative learning, guided discovery, and simulations
- Teaching of maths in an inclusive classroom.

MODULE 4: TEACHING OF SCIENCE

(15 Hrs.)

Objective: To enable students to:

- Explain the objectives and maxims of teaching maths
- Describe the approaches to teaching of science.
- Demonstrate the methods of teaching science.
- Describe the process of teaching science in an inclusive classroom.

Content:

- Objective and maxims of teaching science
- Approaches to teaching of science: Heuristic, Project, Inductive-deductive
- Methods of teaching science: explanation, demonstration, collaboration, activities
- Teaching of science in an inclusive classroom

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Preparation of differentiated instruction for a given unit in (40 marks)
 - (1) Maths
 - (2) Science
 - (3) Language
 - (4) Social studies
- Preparation of teaching learning aids for a given learner in Primary or Upper primary or Secondary level (10 marks)

References:

- [Armstrong](#), C.A, [Armstrong](#), D. [Spandagou](#), I. (2009) Inclusive Education: International Policy & Practice, Sage Publications.
- [Clough](#) P., [Corbett](#) J., (2000) Theories of Inclusive Education: A Student's Guide, Sage Publication
- [Hamill](#), L.E., [Everington](#) C.T. (2003) Teaching students with moderate to severe disabilities: an applied approach for inclusive environments, Merrill/Prentice Hall
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- **[Karnes F.A.](#) , [Bean S.M.](#), (2009) [Methods and Materials for Teaching the Gifted](#) Prufrock Press**
- [Kendall](#) F. E., (1996), Diversity in the Classroom: New Approaches to the Education of Young Children, teachers College Press,
- [Lenz](#) K.B., [Deshler](#) D.D., [Kissam](#) B. R. , (2003) Teaching content to all: evidence-based inclusive practices in middle and secondary schools, Pearson/Allyn and Bacon, publishing.
- [Loreman](#) T., [Deppeler](#) J., [Harvey](#) D. (2005) Inclusive Education: A Practical Guide To Supporting Diversity In The Classroom, Routledge
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- [Smith](#) C, (2005) Teaching Gifted and Talented Pupils in the Primary School
- A Practical Guide, *SAGE Publications Ltd*
- **[Smutny J.F.](#) , [Walker S.Y.](#), [Meckstroth E.A.](#), (2007), [Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9](#), Free Press Inc.**
- [Tomlinson](#) C.A. (2004) How to Differentiate Instruction in Mixed Ability Classrooms (2nd Edition), ASCD Publications.

Module 1: Understanding Learner

Chapter 1: Piaget's Theory of Cognitive Development and its Educational Implication

1.0 Objectives

At the end of this chapter you will be able to:

- List Piaget's Stages of Cognitive Development
- Discuss the differences between Piaget's stages of Cognitive Development
- Connect behaviors and actions of children with Piaget's stages of Cognitive Development
- Explain phases in cognitive development of a person as given by Piaget

1.1 Introduction

Jean Piaget (1936) was a Swiss developmental psychologist and philosopher known for his epistemological studies with children. His theory of cognitive development and epistemological view are together called "genetic epistemology". He (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.



Jean Piaget

1.2 Piaget's Cognitive Theory

It is concerned with children, rather than all learners.

- It focuses on development, rather than learning
- It proposes discrete stages of development

1.2.1 Three Basic Components to Piaget's Cognitive Theory:

1. Schemas

2. Cognitive functioning
3. Stages of Development

1. Schemas

According to Piaget, Child grows with various schemas defined a schema as '*a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning*'. Schema is the basic building block of intelligent behavior – a way of organizing knowledge. Indeed, it is useful to think of schemas as “units” of knowledge, each relating to one aspect of the world, including objects, actions and abstract (i.e. theoretical) concepts.

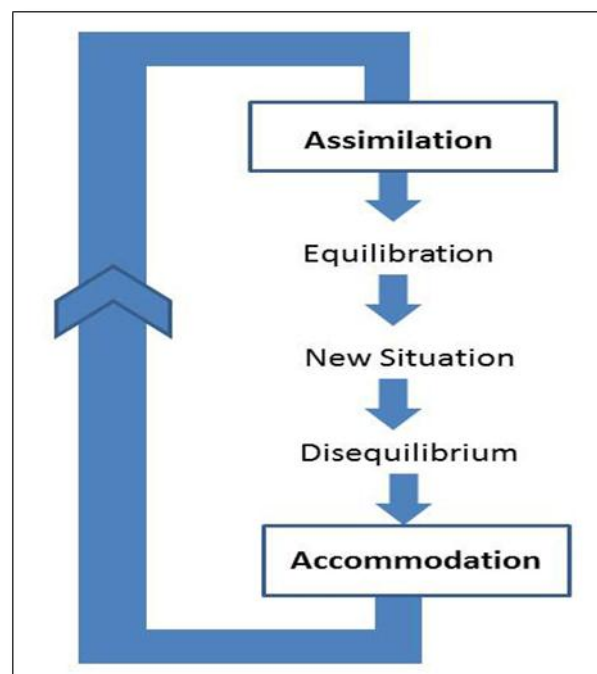
A schema can be defined as a set of linked mental representations of the world, which we use both to understand and to respond to situations. The assumption is that we store these mental representations and apply them when needed.

Newborn babies have a small number of innate schemas - even before they have had much opportunity to experience the world. These neonatal schemas are the cognitive structures underlying innate reflexes. These reflexes are genetically programmed into us.

For example, babies have a sucking reflex, which is triggered by something touching the baby's lips. These initial abilities are called schema E.g. sucking schema

- Schema represents ones cognitive structure in the shape of a general potential to perform a particular class of behavior.
- Simple schema providing child with a general potential to perform certain class of behavior whatever he sees he begins to realize that objects around him are separate from himself.

2. Cognitive functioning



- **Assimilation:**

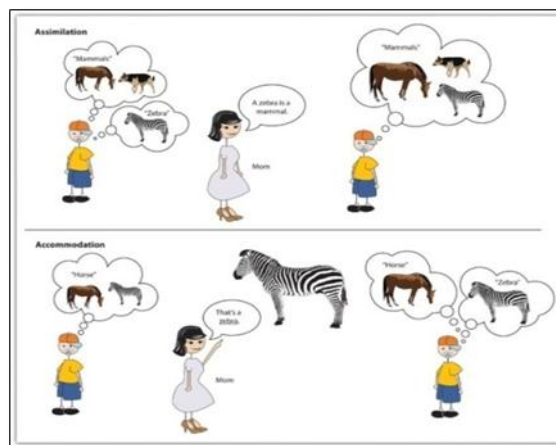
It is kind of matching between the already existing cognitive structures and the environmental need.

- **Accommodation:**

It is adjustment to new ways of thinking and behaving responses are based on already existing information one has to learn new ways of thinking and behaving by making changes in existing cognitive structure.

Now let us see the difference between the Assimilation and Accommodation with the help of below given example:

For Example, when children employ *assimilation*, they use *already developed schemas to understand new information*. If children have learned a schema for horses, then they may call the striped animal they see at the zoo a horse rather than a zebra. In this case, children fit the existing schema to the new information and label the new information with the existing knowledge.



Accommodation, on the other hand, involves *learning new information, and thus changing the schema*. Example When a mother says, "No, dear, that's a zebra, not a horse," the child may adapt the schema to fit the new stimulus, learning that there are different types of four-legged animals, only one of which is a horse.

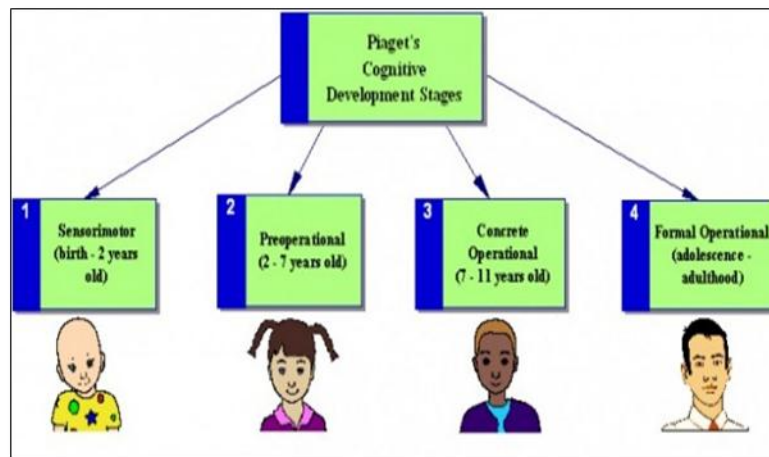
- **Equilibration:**

It is a concept of the process of assimilation and accommodation. This helps the organism to adjust with environment this adjustment process is called equilibration. This helps to obtain optimal adaptation to the changing demands of its environment by attaining balance between changing environment and cognitive structure.

1.3 Piaget's Stages of Cognitive Development

Piaget's four stages of development occur in infancy, preschool, childhood, and adolescence. Each stage is characterized by a general cognitive structure that affects all of the child's

thinking. Each stage represents the child's understanding of reality during that period, and each but the last is an inadequate approximation of reality. Development from one stage to the next is dependent upon the child's understanding of the environment in that particular stage. This phenomenon eventually causes such a degree of cognitive disequilibrium that thought structures require reorganizing.



1. Sensorimotor Development: Birth to 2 Years

During the first 2 years of life the child's world is in the here and now, because it cannot yet be represented mentally. Objects only exist when the child can actually sense them and interact with them. When objects are not being sensed, then they cease to exist to the child. This shows the idea of object permanence; a realization of the permanence of objects.

The Sensorimotor stage is characterized by the child experiencing their world through movement and senses. During this stage, the children's thoughts are exceptionally egocentric, meaning they cannot perceive the world from another's perspective or viewpoint other than their own.



2. The Sensorimotor Stage is divided into 6 Sub-Stages:

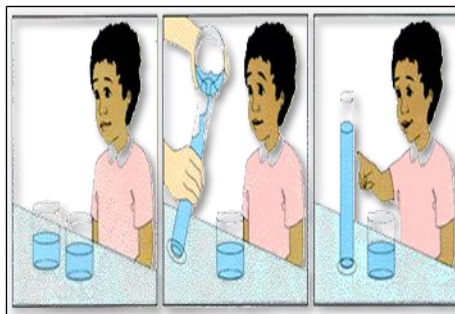
- (i) **Simple reflexes** (Birth - 1 Month Old) Characterized by reflexes such as rooting and sucking.
- (ii) **Primary circular reactions** (1-4 Months Old) Infants learn to coordinate sensations. A primary circular reaction is when the infant tries to reproduce an event that happened by accident (ex: sucking thumb)

- (iii) **Secondary circular reactions** (4-8 Months Old) Children become aware of things beyond their own body and become more object oriented example accidentally shaking a rattle and continuing to do so for the sake of satisfaction
- (iv) **Coordination of secondary circular reactions** (8-12 Months Old) Children start to show intentionality (ex: using a stick to reach something)
- (v) **Tertiary circular reactions** (12-18 Months Old) They start to explore new possibilities of objects
- (vi) **Internalization of schemes** (18-24 Months Old) A shift to symbolic thinking

3. Pre Operational Stage (2 to 7 years)

This stage begins around age two as children start to talk and last until approximately age seven. During this stage, children begin to engage in symbolic play and learn to manipulate symbols. However they do not yet understand concrete logic.

They cannot mentally manipulate information, and are unable to take the point of view of other people, which Piaget termed egocentrism. Gradually during this stage, a certain amount of 'decentering' occurs. This is when someone stops believing that they are the centre of the world, and they are more able to imagine that something or someone else could be the centre of attention.



4. Concrete Operational Stage (7yrs-11yrs)

During this stage, the thought process becomes more rational, mature and 'adult like', or more 'operational', although this process most often continues well into the teenage years. The process is divided by Piaget into two stages, the Concrete Operations, and the Formal Operations stage, which is normally undergone by adolescents.

In the Concrete Operational stage, the child has the ability to develop logical thought about an object, if they are able to manipulate it. By comparison, however, in the Formal Operations stage, the thoughts are able to be manipulated and the presence of the object is not necessary for the thought to take place.

Property	Stage 1 The child agrees that the two objects are the same with respect to the property	Stage 2 The objects are rearranged and the child is then asked whether they are still the same with respect to the property
Volume (of liquid in each beaker)		
Number (of counters in each row)		
Length (of each rod)		

Before the beginning of this stage, children's ideas about different objects, are formed and dominated by the appearance of the object...

During the Concrete Operational Stage, children gradually develop the ability to '**conserve**', or learn that objects are not always the way that they appear to be.

This occurs when children are able to take in many different aspects of an object, simply through looking at it. Children are able to begin to imagine different scenarios, or 'what if' something was to happen. This is because they now have more 'operational' thought. Children are generally first able to conserve ideas about objects with which they are most comfortable.

5. Formal Operations Stage (11yrs-16yrs)

In the formal operational stage of adolescence, the structures of development become the abstract, logically organized system of adult intelligence. When faced with a complex problem, the adolescent speculates about all possible solutions before trying them out in the real world.

The formal operational stage begins around age 11 and is fully achieved by age 15, bringing with it the capacity for abstraction. This permits adolescents to reason beyond a world of concrete reality to a world of possibilities and to operate logically on symbols and information that do not necessarily refer to objects and events in the real world.

Characteristics of formal operational Stage

- **Hypothetic-deductive reasoning:**

When faced with a problem, adolescents come up with a general theory of all possible factors that might affect the outcome and deduce from it specific hypotheses that might occur. They then systematically treat these hypotheses to see which ones do in fact occur in the real world. Thus, adolescent problem solving begins with possibility and proceeds to reality.

- **Propositional in nature:**

Adolescents can focus on verbal assertions and evaluate their logical validity without making reference to real-world circumstances. In contrast, concrete operational children can evaluate the logic of statements by considering them against concrete evidence only.



1. What stage is a child mostly likely in when he or she can do algebra problems?
Hint... Algebra uses abstract thought
2. During which of Piaget's stages might a child start learning, and using many new words?
3. Which stage of children might benefit from visual demonstrations with concrete objects when a teacher describes and explains new concepts?
4. What stage of Piaget's Cognitive Development do you think you are in and why?

1.4 Educational Implication

- The presentation of ready-made knowledge is deemphasized, and children should be encouraged to discover for themselves through spontaneous interaction with the environment. Therefore, instead of teaching didactically, teachers provide a rich variety of activities that permit children to act directly on the physical world
- Premature teaching could be worse than no teaching at all, because it leads to superficial acceptance of adult formulas rather than true cognitive understanding).
- Students often need support to learn new concepts in terms of contextualization, breaking down concepts, etc. Effective support can include practice, repetition, and experience which aide in generalizing a concept.
- A student's ability to repeat a concept does not mean the student understands it. Students can memorize language without understanding what it really means. When a student can answer questions spontaneously about the concept, or can show that he understands, there is better evidence that the student has learned.
- Understanding a concept and being able to talk about a concept are not the same. Being able to talk about a concept often helps a student understand it.
- Students learn a great deal from exploration, making mistakes, and self-correction.
- Behavioral approaches to learning propose that positive behavior can be increased by the use of positive re-enforcers. Negative behavior can be decreased by the use of punishment or withdrawal of privileges. Strict behaviorism does not recognize the active cognitive construction on the part of the student.
- Teachers must understand the process children use to gain an answer, not just the correctness of the answer. When teachers can appreciate a child's method of arriving at a particular answer, they are then in the position to provide the appropriate learning

environment for that child. Thus, building on the child's current level of cognitive functioning

- Plan activities to develop observation skill
- Activities to develop creativity
- Encourage lateral thinking /logical thinking
- Use problem solving method inductive thinking problem base learning methods
- While planning activities teacher should consider child's age intellectual level experiences
- New knowledge should be based on previous experiences

1.5 Exercise



Now let us check what we have learnt so far.

1. Ms. Rehana teaches science to grade 8th and grade 9. what activities you will suggest her for development of formal operational stage of the students.
 2. "A child who has not learnt language could not think logically.'Do you agree with the statement justify it with example.
 3. Ms Neeta believes that the teacher should observe the way a child manipulates play dough but her colleague Mr. Ram gives importance to concentrating on a finished shape. You agree with whose point of view and why.
-

References



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- Williams, R. B.: Multiple Intelligences for differentiated learning, Growth Press & Sage Pub. Co., Thousands OAKS, CA, 2002.
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S.N.D.T Women's University



Centre For Distance Education

Sir. VithaldasVidhyavihar, Juhu Tara Road, Santacruz (W), Mumbai - 400 049

PROGRAM PROJECT REPORT

M.Com

A.Y. 2020 – 2021

Beginning from January, 2021 Onwards

Publisher's Note

This Shreemati Nathibai Damodar Thackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as " Masters of Commerce " (New) (Revised 2014 - Regular) under the "Faculty of Commerce and Management" .On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2014 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and on behalf of

Board of Management and Academic Council

**Shreemati Nathibai Damodar Thackersey Women's University,
1, Nathibai Thackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signature

Registrar

**Registrar
SNDT Women's University
Mumbai - 20.**



I/C Director

**In-charge Director
Centre for Distance Education
SNDT Women's University,
Juhu Road, Santacruz (West),
Mumbai - 400 049**

1) Vision

Today we visualize the SNTD Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

2) Mission

SNTD Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with **"Quality in every Activity"**

3) Goals

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

4) Center for Distance Education (CDE) and its Objectives:

The Centre for Distance Education was Established in 1979 with The Objective of giving access to Education to a Large number of Women from all Strata of Indian Society, who is not and would not have had access to education. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance

Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives:

- To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning) to all the women.
- To Be an Education Resource Centre, for Distance Education in India.

5) Student support and other features of CDE:

- Continuous, Flexible and Open Education for disadvantaged people, especially women.
- Education as per the Social, Geographical and Contemporary needs: Specialized, need based Programmes.
- Student Support Services: Self Learning Material (SLM) in book form, support through WhatsApp group, email, bulk SMS/Email.
- Well-established library facility by University.
- Personal Contact Programmes.
- Student friendly web portal (e-facilities) Online Admission Procedure, online payment download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Syllabus is as same as regular/face to face mode Programmes run by SNDT University. □
Formative and summative assessment

6) Nature of prospective Target Group of Learners:

The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. The women from rural area and from particular community are striving for education CDE is catering their needs. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai.

7) Instructional Design:

This programme is of three years, student's enrolment of each year is valid for 05 years at each level. The curriculum of this programmes is developed by statutory authority of The SNDT Women's University, Mumbai. The syllabus and credits are same as regular mode.

Contact sessions are optional and provided to the interested students. Self-learning material in book form is made available. The SLM are also made available to the students through Moodle.

Students are provided counselling through different ways i.e WhatsApp, phone calls, email and letter.

8) Process of Admission, curriculum transaction and evaluation:

a) Admission:

The basic qualification for admission is Graduate in Commerce from this university or any other Recognized University as equivalent thereto. This programme is of two years, the validity of student's enrollment at each level is 05 years. Admissions as per the time period specified by UGC, through online develop Student friendly portal (e-facilities). online hall tickets, online payment, etc. are available to the students.

b) Curriculum:

Curriculum is developed by the University Statutory Authorities. Guidelines of UGC for the same are followed. it is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with same units, total marks, and credits. The University follows the „Choice Based Credit System” for all programmes. The same is implemented for the programmes offered through Distance Mode as under:

Level of the program	Duration	No. of credits
Master's Degree	02Years	80

c) Evaluation: there are 10 papers of 100 marks for each year. Examination is

Conducted annually by Director, Board of Examinations and Evaluations, SNDT Women's

University, Mumbai. Facility of class improvement is available. **d) Fees structure:**

M.Com. I – Rs. 6620/- (S.N.D.T. University)

M.Com. I – Rs. 6920/- (Other University)

M.Com. II – Rs.6420/-

9) Quality Assurance Mechanism and Expected Programme Outcomes:

All the curriculum is approved and revise by the statutory authorities of the SNDT WOMENS UNIVERSITY. The quality of the Programmes offered through Distance Mode is been assessed, reviews and monitored by the statutory committees of the University, as well as Centre for Internal Quality Assurance (CIQA)

SNDT WOMEN'S UNIVERSITY, MUMBAI
CENTRE FOR DISTANCE EDUCATION

M.Com
Course Outline

Eligibility: Students must have passed Degree or Equivalent Examination

Credit: 80

Duration: 2 Years

Total Marks: 2000

M.Com-I			
Semester- I			
Sr.No	Paper Name	Paper Code	Page No.
1	Financial Management	100001	5
2	Strategic Management	100002	6
3	Corporate Accounting	100003	7
4	Economic and Business Environment	100004	8
5	Basics of Finance and Accounts	100005	9
Semester- I			
Sr. No	Paper Name	Paper Code	Page No
1	Economic and Business Policies	200001	10
2	Accounting and Managerial Decisions	200002	11
3	Financial Services	200003	12
4	Organizational Behavior	210301	13
5	Talent Management and Reward System	210302	15
M.Com - II			
Semester - III			
Sr.No	Paper Name	Paper Code	Page No
1	Research Methodology	300001	22
2	Consumer Behaviour	300002	23
3	International Business	300003	24
4	Leadership Skill and Change Management	310303	26
5	Key People Management Retention and Human Audit	310304	28

Semester-IV			
Sr. No	Paper Name	Paper Code	Page No.
1	Retail Banking	400001	35
2	Dynamics Of Entrepreneurial Development	420001	36
3	Recent Trends in Commerce and Business	420002	38
4	Advanced Research Methodology and Statistical techniques	420003	39
5	Digitalization of Business and E-Commerce	420004	40

w.e.f. 2015-2016			
M.Com-I Semester- I			
Sr.No	Paper Name	Paper Code	Page No.
1	Financial Management	100001	5
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2	Accounting and Managerial Decisions	200002	11
3	Financial Services	200003	12
4	A. Optional Group Finance		13
	Financial Institutions & Markets	210101	13
	Security Analysis & Portfolio Management	210102	15
	B. Optional Group Marketing		16
	Introduction to Marketing Management	210201	16
	Integrated Marketing Communication	210202	17
	C. Optional Group HRM		18
	Organizational Behavior	210301	18
	Talent Management and Reward System	210302	19
	F. Optional Group Advanced Management Accounting & Auditing		20
	Advanced Accountancy Paper I	210601	20
	Advanced Cost Accounting & Auditing Paper I	210602	21

M.Com - II			
Semester - III			
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3	International Business	300003	24
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	Treasury & Risk Management	310103	26
	Financial Instruments & Derivatives	310104	28
	B. Optional Group Marketing		29
	Product and Brand Management	310203	29
	Service Marketing and Customer Relationship Management	310204	30
	C. Optional Group HRM		31
	Leadership Skill and Change Management	310303	31
	Key People Management Retention and Human Audit	310304	32
	F. Optional Group Advanced Management Accounting & Auditing		33
	Advanced Accountancy Paper II	310603	33
	Advanced Cost Accounting & Auditing Paper II	310604	34

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CENTRE FOR DISTANCE EDUCATION

SNDT Women's University Juhu Tara

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**Syllabus for Distance Education Students
(w. e. f. Year-2013-14)**

M.Com. Part I/II – (80 credits)

w.e.f. 2013-2014

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	Advanced Cost Accounting & Auditing Paper I	210602	21

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	Advanced Cost Accounting & Auditing Paper II	310604	34

Semester-IV			
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SEM – I

FINANCIALMANAGEMNET Computer Code- 100001

Objective:

The objective of this course is

- To help students to understand the conceptual framework of financial management
2. To understand the applications of Financial Management under various environmental constraints.
 3. To understand the management of cash, receivables and inventory.

Unit	Topic	Weightage %
1.	Concept of Financial Management – Meaning & scope – Capital Structure theories: traditional & M.M hypothesis –without taxes & with taxes – determining capital structure in practice.	25
2.	Cost of capital: Meaning & significance of cost of capital; calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted) ; cost of equity & CAPM.	25
3.	Dividend Policies; Issues in dividend decisions – Walter’s model – Gordon’s model – M.M Hypothesis – dividend & uncertainty – relevance of dividend – dividend policy in practice - forms of dividends – stability in dividend policy	25
4.	Management of cash – receivables & inventory.	25
	Total	100

References:

1. Bhattacharya, Hrishikas (2010), Working Capital Management; Strategies & techniques, Prentice Hall, New Delhi.
2. Brealey Richard A & Steward C, Meyers (2008): Corporate Finance, Tata Mcgraw Hill, New Delhi.
3. Hampton, John (2010): Financial decision making, Prentice Hall, New Delhi.
4. Pandey, I M(2010), Financial Management, Vikas Publishing House, New Delhi.
5. Khan M Y, Jain P K(2009), Financial Management, Tata Mcgraw Hill, New Delhi

STRATEGIC MANAGEMENT

Computer Code -100002

Objective:

The objective of this course is

1. To enhance the ability of students to understand business strategies, strategy formulation.
2. To enhance decision making abilities of students in situations of uncertainty in a dynamic business environment.

Unit	Topic	Weight age %
1.	Concept of strategy – defining strategy – levels at which strategy operates – approaches to strategic decision making – mission & purpose – objectives & goals – strategic business unit (SBU) – functional level	25
2.	Environmental analysis & diagnosis – concept of environment and its components – environment scanning & appraisal – organizational appraisal –	25
3.	Strategy formulation & choice of alternative strategies – modernization – diversification – integration – merger – takeover & joint strategies –turnaround – disinvestment & liquidation strategies – process of strategic choice – industry – competitor & SWOT analysis – factors affecting strategic choice – generic competitive strategies – cost leadership – differentiation – focus – value chain analysis – bench marking – service blue printing.	25
4.	Functional strategies – marketing – production / operations & R & D plans and policies.	25
	Total	100

References:

1. Bhattacharya, S K & Venkataramini N(2009)- Managing Business Enterprises: Strategies, Structures & Systems, Vikas Publishing House, New Delhi
2. Bhudhiraja S B & Athreya M B(2009): Cases in Strategic Management, McGraw Hill, New Delhi.
3. Coulter, Mary K (2008)– Strategic Management in Action, Prentice Hall, New Jersey.
4. Kazmi, Azhar(2006) – Business Policy, Tata McGraw Hill, New Delhi.

CORPORATE ACCOUNTING- I

Computer Code- 100003

Objectives:

1. Analysis of financial statements with accounting ratios.
2. Cash Flow statements as per AS 3
3. International Financial Reporting Standards

Unit	Topic	Weightage
1.	Holding & Subsidiary Companies (Practical) Problems with consolidation of Balance sheets including profit prior and post acquisition, revaluation of	25
2.	Accounting Ratios – Preparation of balance Sheet and	25
3.	Cash Flow Statement as per AS 3 issued by ICAI (Practical)	25
4.	(IFRS) International Financial Reporting Standards 1 - 20	25
	Total	100

References:

1. Arora M. N. (2010) Cost Accountancy, , Himalaya Publication, Mumbai.
2. Dr. Maheshwari S. N (2008) , S. Chand Publication, New Delhi.
3. Ravi Kishore(2010), Students Guide to Cost Accounting, Taxman Publication, New Delhi.
4. Gupta R. L. (2007), Advanced Accountancy Vol. 2, S. Chand & Sons, New Delhi.
5. Vij Madhu (2007), Management Accounting ,MacMillan Publishers, New Delhi.
6. Arora M. N. (2010), Accounting for managers, Himalaya Publication, Mumbai.
7. Arora M. N. (2010),Cost and management Accounting, Himalaya Publication, Mumbai.
8. Haniff and Mukherjee(2006), Corporate Accounting, Tata McGraw Hill Publication, New Delhi.

ECONOMIC AND BUSINESS ENVIRONMENT

Computer Code- 100004

- Objective:** 1. To understand economic System in India.
2. To understand the changing environment of business in India.

Unit	Topic	Weightage
1.	Economic Systems and Business: a. Overview of Economic Systems- Capitalism, Socialism and Mixed Economy- Meaning and basic features. b. Changing Economic Systems in the Context of Globalization. c. Changes in Indian business in the post liberalization period. d. Gandhiji's Trusteeship Concept	25
2.	Macro Policy Environment: a. Objectives of Monetary Policy and Fiscal Policy b. Recent Changes in Monetary Policy and Fiscal Policy. c. Fiscal Responsibility d. Analysis of union Government Budget	25
3.	Regulatory Framework of Business a. Role of SEBI as a Regulator of the Capital Markets. b. Role of IRDA as a Regulator of the Insurance Sector. c. Role of Competition commission. d. Role of TRAI	25
4.	Social Responsibility of Business: a. Meaning and Importance of Social Responsibility of Business. b. Code of Business Ethics. c. Corporate Governance. d. CSR in Indian Business	25
	Total	100

References:

- Dewett K.K. (2008), "Modern Economic Theory", S.Chand, New Delhi (refer Part 6),
- Desai Vasant (2006), "Banks & Institutional Management", Himalaya Publishing House, Mumbai. (refer IRDA)
- Bhole L.M. (2007), "Financial Investments & Markets", Tata McGraw Hill Publishing Co. Ltd, N Delhi.
- Sarkar A.N (2005), "Strategic Business Management & Banking", Deep & Deep Publication Pvt Ltd, New Delhi.
- Dr. Guruswamy S (2004), "Financial Investments & Markets", Thomson Business Information India Pvt Ltd, , (refer Chp 46).
- Bhatia S.K (2003), "Business Ethics & Managerial Values", Deep & Deep Publication, New Delhi

BASICS OF FINANCE AND ACCOUNTS

Computer Code– 100005

- Objective:** 1.To provide basic knowledge of finance and accounts disciplines to the students.
2. To make the students to understand principles of finance and accounts.
3. To make the students to understand the cost of finance

Unit	Topic	Weightage
1.	Introduction to Financial Accounting, its importance, Accounting principles-concepts and conventions , journal, ledger, Trial balance, preparation of final accounts and balance Sheet, Financial Vs management Accounting.	25
2.	Adjustments valuation of stock & depreciation. Other adjustments, provisions & preparation of final accounts with adjustment. Corporate financial statements vertical form.	25
3.	Basic of cost accounting, introduction, types of cost, cost statement. Valuation of work in progress, finished goods stock, Concepts of normal loss, abnormal loss. Materials- Organizations,. Labour- Labour Cost control, Methods of remuneration, Overheads-Classification allocation, appointment & absorption. Activity Based Costing (ABC).	25
4.	Cost of capital: calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted)(practical problems)	25
	Total	100

References:

1. Khan M Y, Jain P k, Financial Management, Tata Mcgraw Hill, New Delhi
2. M. N. Arora (2010) Cost Accountancy, Himalaya Publication, Mumbai.
3. Dr. Maheshwari S. N. (2008), Advanced Accountancy, S. Chand Publication, New Delhi.
4. Ravi Kishore(2010), Students Guide to Cost AccountingTaxman Publication, New Delhi.
5. Gupta R. L. (2007), Advanced Accountancy Vol. 2, S. Chand & Sons, New Delhi.
6. Arora M. N. (2010), Accounting for managers, Himalaya Publication, Navi Mumbai.
7. Arora M. N. (2010), Cost and management Accounting, M. N. Arora, Himalaya Publication,Mumbai.

SEM- II
ECONOMIC AND BUSINESS POLICIES

Computer Code– 200001

Objective:

1. To Understand the Policy changes introduced by the government of the India in recent years
2. To prepare the Indian economy to face challenges of the globalizing world

Unit	Topic	Weightage %
1.	Sectoral Policies 1-Agriculture Introduction to food crisis –Policy Measures Agri-Business- Importance-Trends and Government Measures. Agricultural Price Policy	25
2.	Sectoral Policies 2 - Industry Overview of Industrial Policy for period 1948-1991- Broad policy Trends post 1991 with respect to small Scale Industries, FDI, Mergers & Acquisitions Location and Environment	25
3.	3-Trade a-Overview of trade Policy For Period 1951-1991 b-Trade Policy post 1991 c-SEZs	25
4.	4-Infrastructure Infrastructure Policy- a-Energy Policy b-Transport Policy-Road Rail, Water and Air c-Telecommunication Policy	25
	Total	100

References:

1. Misra S K & Puri V K " Indian Economy" Himalaya Publishing House, 2008.
2. Dutt Rudra & Sundaram K P M,"Indian Economy",S Chand & Co N Delhi 2008.
3. "India Infrastructure Report",2007 & 2008,Oxford University Press.
4. K Narinder Jetli & Vishal Sethi,"Infrastructure Development in India:Post Liberlisation initiatives and challenges", New Century Publication N Delhi.

ACCOUNTING FOR MANAGERIAL DECISIONS

Computer Code– 200002

Unit	Topic	Marks
1.	Capital Budgeting (Practical)	25
2.	Marginal Costing and Break Even Analysis (Practical)	25
3.	Standard Costing – Material and Labour Variances (	25
4.	Theory- A) Responsibility Accounting B) Price level Accounting i) Inflation Accounting ii) Current Cost Accounting iii) Methods of Accounting of Changing Prices	25
	Total	100

References:

1. Arora M. N. (2010), Cost Accountancy, Himalaya Publication, Mumbai.
2. Dr Maheshwari. S. N. (2008), Cost Accountancy, S. Chand Publication, New Delhi.
3. Ravi Kishore (2009), Students Guide to Cost Accounting , Taxman Publication, New Delhi.
4. Madhu Vij, Management Accounting, MacMillan Publishers, New Delhi.
5. Arora M. N. (2010), Accounting for managers, Himalaya Publication, Mumbai.
6. Arora M. N. (2010), Cost and management Accounting, Himalaya Publication, Mumbai.

FINICAL SERVICES

Computer Code– 200003

To introduce students to concept and importance of financial services.

2. To acquaint students about working of factoring, forfeiting.

3. To make students of credit rating in India.

Unit	Topic	Weightage
1.	Financial services: need for financial services – various types of financial services –fund based & non-fund based	25
2.	International Capital Flows A. FDI – Meaning, Role & Determinants of FDI. B. MNCs – Motives for MNCs, Problems of MNCs for host & Home country. C. FII - Meaning, Role & Determinants of FII. Trends in FDI & FII.	25
3.	International Capital Flows A. Factoring - Meaning, origin & types of factoring – factoring mechanism & benefits. B. International Financial Institutions - IMF, IBRD, IFC – Objectives & Performance	25
4.	Credit rating – meaning – origin and importance of credit rating – rating methodology & rating symbols – credit rating agencies in India.	25
	Total	100

References:

1. Bhole L. M (2009), Financial Institutions & markets, , Tata McGraw Hill Publications, New Delhi.
2. Avadhani V A. (2008),Marketing of Financial Services & Markets: Investment Management by V A Avadhani, Himalaya Publications, Mumbai.
3. Avadhani V A. (2008), Investment & Securities Market in India: Investment Management, Himalaya Publications, and Mumbai.
4. Avadhani V A. (2009), Studies in Indian Financial System, by V A Avadhani, Himalaya Publications, Mumbai.
5. Salvatore Dominick (2005); International Economics, Macmillan Publishing Company, New York.
6. Rao, Subba P (2009); International Business, Himalaya Publishing House, Mumbai.
7. Jain Arun Kumar & Charles W L Hill (2008); International Business, Tata McGraw Hill Publishing Co.
8. Cherunilum Francis; Global Economy & Business Environment, Himalaya Publishing House

A. Optional Group: HRM
ORGANIZATIONAL BEHAVIOUR
Computer Code – 210301

Objectives:

1. Understand the context of Organizational Behaviour and its role within the business world.
2. Understand how individual attributes contribute to Organizational Behaviour.
3. Understand how group attributes and organizational contribute to Organizational Behaviour.
4. Forecast the future of Organization Development.

Unit	Topic	Weightage %
1.	Fundamentals of Organizational Behavior □ Understanding Organizational Behavior: Definition of Organizational Behaviour, Challenges and Opportunities for Organizational Behaviour; Environmental Challenges-Globalization, Information Technology, Total Quality and Diversity and Ethics; Models of Organizational Behavior. □ Understanding People and Organization: Uniqueness of Human Beings; Influence of Internal and External Factors of Human Behaviour; Understanding Behavior; the Social Aspect of Organizations. □ Diversity and Ethics: Concept and Nature of Diversity; Managing Diversity of Organizations; Developing the Multicultural organization; Ethics and Ethical Behaviour in Organizations. □ International Organizational Behaviour: Conditions Affecting Multinational Operations, How Culture Influences International OB; Differences in Managerial Leadership Across Cultures; Cultural Contingencies and Productivity.	25
2.	Dynamics of Organizational Behaviour □ Empowerment and Participation: Empowerment, Participation; Programs for Participation; Limitations of Participation. □ Conflict, Negotiations and Intergroup Behaviour: Sources of Conflict, Classification of Conflict, Conflict Process; Negotiations – Process & Issues; Intergroup Relations. □ Foundations of Group Behavior: Nature and Types of Groups; Stages of Group Development; Group Structure; Group Tasks and Processes.	25
3.	The Organization System: □ Foundations of Organization Structure: Key Elements in Designing	25

	an Organizational Structure; Types of Organizational Designs, Organizational Designs and Employee Behaviour. ☐ Decision Making: Nature and Types of Decisions, Behaviorally Oriented Decision-Making Techniques; Group Decision Making. ☐ Power and Politics: Definition and Bases of Power; Contingency Approaches to Power; Power in Groups Coalitions; Organizational Politics; the Ethics of Power and Politics. ☐ Organizational Culture: Definition and Characteristics of Organizational Culture; Types of Culture; Learning Culture; Changing Organizational Culture	
4.	Organizational Change and Organizational Development: ☐ Organizational Change: Forces of Change; the Change Process; Innovation; the Learning Organization. ☐ Fundamentals of Organization Development: Definition and History of Organizational Development; Nature and Organizational Development; Client-Consultant Relationship. ☐ Organization Development Interventions: Meaning and Types of Organization Development Interventions. ☐ Future of Organizational Development: Strengths of Organizational Development (OD); The Future of OD; Possible Changes in OD Processes and Practices.	25

References:

1. Nelson, Debra L & James C. (2010), Organizational Behavior Inver. 1st ed. Ceneage Learning India Pvt Ltd.
2. Parrek, Udai. (2010), Understanding Organizational Behaviour. 2nd ed. Oxford University Press.
3. Luthans, Fred. (2011). Organizational Behavior - 12th Edition. Mcgraw Hill.
4. Hellriegel, D & J.W.Slocam. (1997), Organizational Behavior. 8th rev.ed. South-Western, Division of Thomson Learning.
5. Singh B. P. & Chhabra T. N. (2012), Organisation Theory and Behaviour. Dhanpat Rai & Co. (p) Ltd.

A. Optional Group: HRM

TALENT MANAGEMENT & REWARD SYSTEM

Computer Code – 210302

Objectives:

1. Understanding need and importance of talent management and its relationship with compensation practices, strategies and reward.
2. Being able to institute talent management system that ensures identification, management and development of talent portfolio that accelerates performance improvements.

Unit	Topic	Weightage %
1.	Talent Management a) Meaning and process of human resource planning b) Concept and importance of talent management, factors creating need for vast talent. c) Interrelation between talent management and reward system d) Return on talent, talent measurement, developing talent management information system	25
2.	Building Blocks Of Talent Management a) Meaning and methods of competency mapping b) Concept and importance of assessment centre, Assessment centre activities-psychometric testing, interviews, group discussions, presentation, management games, in basket activities. c) Training and development- objectives and process of training programmes (need analysis, instruction design, validation through sample testing, implementation of programme, evaluation.)	25
3.	Reward System a) Strategies of reward system-employee incentives and recognition programs b) Elements of compensation structure-fixed, cash benefits, retrials and social security, valuable pay/ incentives/ stock options. c) Designing salary template with understanding of provident fund, ESIC, gratuity, annuation, bonus etc.	25
4.	Compensation of Various Groups a) CEO and corporate directors b) Chief executives c) Professional managers, Skilled employees(blue collared job employees)	25

References:

1. Berger, Lance A and Dorothy Berger (2010), 'The talent management handover', 2nd ed TataMc Graw Hill, New Delhi.
2. Bhatia S.K.,(2008) 'Emerging Human Resource Management', Deep and Deep Publication Pvt. Ltd.
3. Dr. Deolekar, (2008) 'The Strategic competency management Indian Perspective', LabourLaw Agency, Mumbai.
4. Singh B.D. Avinash,(2009) 'Compensation Reward Management', Excel Books, New Delhi.

B. Optional group: Finance

FINANCIAL INSTITUTIONS & MARKETS

Computer Code - 210101

4 credits

Objectives:

This course aims at providing students

1. To provide an understanding of the structure, organizations and working of financial markets and institutions in India.
2. To provide knowledge about working of financial markets and institutions in India.

Unit	Topic	Weightage %	
1.	Commercial Banking – meaning – functions – management and investment policies of commercial banks – present structure – E-banking and E-trading – recent developments in commercial banking.	25	
2.	Non-banking institutions and development of banks – concept and role of non-banking financial institutions – Money market mutual funds – Assassination of mutual funds in India	25	
3.	Merchant Banking – concept – functions and growth – government policy on merchant banking services – SEBI guidelines – future of merchant banking in India.	25	
4.	Interest rate structure – determinants of interest rate structure – differential interest rate – recent changes in interest rate structure.	25	
Total		100	60

References:

1. Avdhani(2008)Investment and Security Markets in India, Himalaya Publications, Mumbai
2. Bhole, L.M.(2009): Financial markets and Institutions, Tata McGraw Hill, Delhi.
3. Ghosh, D(2008): Banking Policy in India Allied Publications, Delhi.
4. Giddy, H(2007): Global Financial Market, A.I.T.B.S., Delhi.
5. Khan M.Y.(2009): Indian Financial System, Tata McGraw Hill, Delhi.
6. Srivastava R.M. (2010): Management of Indian Financial Institutions, Himalaya Publications, Mumbai.

B. Optional group: FINANCE

SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Computer Code - 210102

Objectives:

The objective of this course is to help students understand various issues in security analysis and portfolio management.

Unit	Topic	Weightage %	
1.	Investment – Nature and scope of investments – analysis – elements of investment – avenues of investment – approaches to investment analysis.	25	
2.	Concept of return and risk – security return and risk analysis – measurement of return and risk – financial assets – types and their characteristics – sources of financial information.	25	
3.	a. Fundamental Analysis: economic analysis – industry analysis – company analysis. Technical analysis: trends – indicators and moving averages applied in technical analysis. b. Efficient marketing hypothesis: weak – semi strong and strong market and its testing techniques.	25	
4.	Portfolio analysis : estimating rate of return and standard deviation of portfolio – effect of combining the securities – markowitz risk – return optimization – single index model or market model – portfolio total risk – portfolio market risk and unique risk, simple Sharpe's optimization solution.	25	
	Total	100	60

References:

1. Bhalla: (2008), Investment Analysis, S. Chand & Co. Delhi.
2. Chandrasekhar, K.R.(2008).: Capital Issue, SEBI & Listing, Bharat Publishing, New Delhi.
3. Clark, James Francis(2007), Investment Analysis and Management, McGraw Hill, International Edition , New Delhi, N.
4. Fabozzi, Frank J(2008): Investment Management, Prentice Hall, New Delhi.
5. Gupta, L.C(2008).: Stock Exchange Trading in India: Society for Capital Market Research and Development, Delhi.

C. Optional group: Marketing

INTRODUCTION TO MARKETING MANAGEMENT

Computer Code - 210201

Objectives:

- The objective of this course is to facilitate understanding of the conceptual framework of marketing and its applications in decision making.
- To impart knowledge about the significance of market segmentation, elements of marketing and marketing strategy.
- To provide a deep insights into the significance of Pricing and distribution concepts.

Unit	Topic	Weightage %
1.	Introduction: Concept, nature, scope and importance of marketing; Marketing concept and its evolution; Marketing mix; Marketing in the Indian Economy and its implications. Market Environment and Selection: Marketing environment – macro and micro components and their impact on marketing decisions; Market segmentation; Buyer behaviour; Consumer decision making process.	25
2.	Product Decisions: Concept of a product; Classification of products; Major product decisions; Packaging and labeling; Product life cycle – strategic implications. Pricing Decisions: Factors affecting price determination; Pricing policies and strategies.	25
3.	Distribution Channels and Physical Distribution Decisions: Nature, functions, and types of distribution channels; Distribution channel intermediaries; Distribution system and Logistic Management. Promotion Decisions: Promotion mix – advertising, personal selling, sales promotion, publicity and public relations; Determining advertising budget.	25
4.	Issues and Developments in Marketing: Social, ethical and legal aspects of marketing; International marketing; Green marketing; Cyber marketing; Guerrilla Marketing, Online Marketing, Database marketing. B2C, B2B and C2C.	25
	Total	100

References:

1. Kotlar, Philip (2008), Marketing Management, Prentice Hall Publications, New Delhi.
2. Stanton, Etzel, Walker (2006), Fundamentals of Marketing, Tata-McGraw Hill Publishers, New Delhi.
3. Saxena, Rajan (2006), Marketing Management, Tata-McGraw Hill, New Delhi.
4. McCarthy, E.J. (2008), Basic Marketing: A managerial approach, Irwin Publishers, New York.
5. Philip Kotler and Gary Armstrong (2009), Principles of Marketing, Pearson Education Inc., 10th edition.
6. Stanton William J. (2010), Fundamentals of Marketing Pearson Education, 11th Edition.
7. Ramaswamy V.S. and Namakumari S. (2009), Marketing Management: Planning, Implementation and Control, Macmillian Publishers, 3rd Edition.
8. Etzel M.J., Walker B.J. and Stanton William J.(2008) Marketing concept & Cases- special Indian Edition ,Tata McGraw Hill, 13th Edition.
9. Kotler & Koshy, (2007), Marketing Management – A South Asian Perspective, Pearson Education.

C. Optional group: Marketing

INTEGRATED MARKETING COMMUNICATION

Computer Code – 210202

Objectives:

- With severe competition, it has become necessary for every Company to undertake effective Marketing Communication. This syllabus will provide a deep insight to the students on various tools and techniques of effective integrated marketing communication.
- Media play an important role in making or breaking a product. Hence this syllabus stresses on the various aspects of media planning and scheduling.
- The later half of the syllabus gives a deep insight into PR and its significance in the corporate world.

Unit	Topic	Weightage %
1.	Role of IMC- in marketing process, IMC planning model, Communication process, Elements of IMC & steps involved in developing IMC programme, Effectiveness of marketing communications Concept.	25
2.	Marketing Communications (IMC): 1. Advertising – Classification of advertising, types, advertising campaigns. 2. Sales Promotion – Different types of Sales Promotion, relationship between Sales promotion and advertising. 3. Publicity – Types of Publicity, relationship between advertising and publicity. 4. Personal Selling. 5. Direct marketing and direct response methods. 6. Event Management. 7. E-Commerce. 8. Corporate Communication. 9. Public Relations – Types of PR. 10. Media relations. 11. Government relations. 12. Employee relations (House Journals / Newsletter)	25
3.	Integrated Advertising, Promotion, and Marketing: Media Management - Media Selection - Media Speed - Media Effectiveness, Developing an effective media plan, media scheduling strategies and media objectives – Reach, frequency and GRP Media planning. Media in advertising Comparative analysis of Media options for advertising – Television (cable / satellite / DD), Radio (special reference to FM), Internet, Print, Film (Product Placement) and Outdoor advertising.	25
4.	Public relations:- Meaning, Objectives, tools of public relations, Public relation strategies, Corporate Advertising – Role, Types, Limitations, PR Vs Publicity.	25

References:

1. Belch and Belch, (2003), Advertising and Promotions IMC Perspectives, Tata Mc Graw Hill.
2. S. N. Murthy, U.Bhojanna, (2007), Advertising 'An IMC Perspective', Excel Books.
3. O'Guinn, Allen, Semenik, Thomson,(2007), Advertising & Integrated Brand Promotion, Pearson Education.
4. Clow, Baack,(2007), Integrated Advertising, Promotion & Marketing Communications,Pearson Education.
5. Singh Sanjaya, (2003), Event marketing and management, Vikas Publication, New Delhi.
6. Vilanilam, Varghese, (2007), Advertising Basics, Response Books, New Delhi.
7. Kenneth Clown& Donald Bach, (2006), Integrated Marketing Communications, Pearson Education, New Delhi.
8. Rajeev Batra, John G.Myers & David A Aaker, (2007) Advertising Management, Tata McGraw Hill, New Delhi.
9. S.A.Chunawalla & K.C.Sethia, (2007), Foundations of Advertising Theory & Practice- Himalaya Publishing.

D. Optional group: Advanced Management Accounting and Auditing

Advanced Accountancy: Paper I

Computer Code – 210601

Objectives:

1. To lay a theoretical foundation of IFRSs.
2. To understand Accounting in computerized Environment.
3. To gain ability to solve problems relating to accounts of Insurance companies and special types of situations.

Unit	Topic	Weightage %
1.	Final Accounts of Insurance Companies: (Practical problems)	25
2.	Service Sector Accounting: Practical problems on Hospital Accounting and Hotel Accounting	25
3.	Foreign Currency Transactions (as per AS-11): Practical problems	25
4.	A] International Financial Reporting Standards (Theory) Meaning of IFRSs, Concepts under IFRSs, Structure of IASC Foundation and IASB, Process of IFRSs, IFRSs Based Financial Statements, Evolution of IFRSs, Global Developments in IFRSs Adoption – Organisational Frame work for IFRSs Adoption and Continuation with IFRSs, List of IFRSs – IFRS-1, IFRS-2, IFRS-4, IFRS-8, IFRS-9. B] Accounting in Computerised Environment and Software (Theory) Meaning and features of Computerised Environment, Difference between Computerised and Manual Accounting, Advantages and Disadvantages of Computerised Accounting, Computerisation-Scope and Experiences in Banking, Functions performed by Computerised Accounting Software available in the market: Tally Versions 4, 4.5, 5, 5.4, 6.3, 7.2, 8.2 and 9 Ex Accounting Software Bank 2000 for Accounting needs of banks B@NKS – 24 – core banking solution A.U.D.I.T.O.R. & A.U.D.I.T.I.M.E. Cash basis software for professionals and their accounts MEFCOMP accounting software for professionals. Quick FA	25
	Total	100

References:

1. Haniff and Mukherjee(2010),Corporate Accounting, Tata McGraw Hill Publication, New Delhi.
2. Shukla and Grewal(2008), Advanced Accountancy-Vol. 1 & 2, S. Chand Publication, New Delhi.
3. Maheshwari. S. N. (2009),Corporate Accounting,
4. Gupta R. L. (2008), Advanced Accountancy, S. Chand, New Delhi
5. Vijay Kumar M. P., (2010, 2nd Edition), IFRS-Beginners Guide, Prime Knowledge Series, New Delhi.
6. Ghose T. P. (2010),IFRSs for Finance Executives, Taxman Publication, New Delhi.
7. A Complete Guide for International Financial Reporting Standards, Snow White Publication, New Delhi..
8. MacMillan(2010),Accounting and Finance for Bankers, Indian Institute of Banking and Finance.

F. Optional group: Advanced Management Accounting and Auditing

Advanced Cost Accounting and Auditing Paper I

Computer Code – 210602

Objectives:

1. To provide adequate knowledge on methods of Financial Analysis.
2. To provide knowledge on Cost and Audit practices.

Unit	Topic	Weightage %
1.	Financial Analysis – Comparative and Common size Statements: (Practical Problems)	25
2.	Reconciliation between Cost and Financial Records	25
3.	Government System of Audit (Theory) and Corporate Social Responsibility- Case Studies.	25
4.	A] Activity Based Costing (ABC) (Theory): Meaning and Importance, Characteristics of ABC, Elements involved in ABC, Steps involved in ABC, ABC v/s Traditional Costing, Requirements of ABC System, Uses of AB Information, Problems with the ABC Approach. B] Auditing in Computerized Environment (Theory): Approach to Computer Auditing – Types of Computer Systems, Characteristics of a CIS Environment, Internal Controls in a CIS Environment, Computer Assisted Audit Technique Approaches to Auditing in a CIS Environment, Special Consideration in case of Audit of E-Commerce Transactions.	25
Total		100

References:

1. Arora M. N. (2010), Accounting for managers, Himalaya Publication, Mumbai.
2. Management Accounting, Manmohan Goel (Unit 1).
3. Arora M. N. (2010), Cost Accountancy, Himalaya Publication, Mumbai.
4. Maheshwari S. N. (2009), Cost Accountancy, , S. Chand Publication, New Delhi.
5. Ravi Kishore(2010), Students Guide to Cost Accounting, Taxman Publication ,New Delhi.

SEM III
RESEARCH METHODOLOGY
Computer Code – 300001

Objectives:

1. To develop the awareness of research in social sciences among M. Com. Students.
2. To make the students to understand various components of Research Methodology.

Unit	Topic	Weightage %
1.	Introduction to Research Methodology Meaning, Definition, Research Methods and Methodology, Social Science Research, Types of Research, Ethics in Social Science Research.	25
2.	Planning of Research Selection of problem of research, essentials of good research problem, review of literature, research design, meaning, definition, types,	25
3.	Census survey and sample survey Meaning and of nature Census survey and sample survey , Sampling methods – probability and non probability	25
4.	Methods of data collection Types of Data – Primary and Secondary data, Observation method, Experimentation, Simulation, Interview and	25
	Total	100

References:

1. Rajendra Kumar C. (2008), Research Methodology, APH Publisher, New Delhi.
2. Krishnaswamy O. R (2010), Methodology of Research in Social Science, Himalaya Publication, Mumbai.
3. Kothari C. R. (2012), Research Methodology: Methods and Techniques, New Age International, New Delhi.

Consumer behaviour

Computer code - 300002

Objectives:

1. To make the students aware about the basic concepts of consumer behaviour.
2. To develop understanding about various concepts related to consumerism.
3. To acquaint the students about the various marketing strategies affecting consumer behavior.

Unit	Topic	Weightage %
1.	Consumer Behaviour and its need:- Concept – need – buying motives (types)- factors influencing Maslow's	20
2.	Market segmentation:- Implementing segment strategies – scope and need – benefits – bases of effective segmentation – geographic – demographic – economic – psychographic – socio – cultural segmentation	25
3.	Internal factors affecting consumer behaviour:- Perception – meaning – perceived risk – attitudes –	25
4.	External factors affecting consumer behaviour: - Group influences – when do reference groups exert influence? Types of reference groups. Household consumption behaviour: Husband-wife influences – Parent-child influences – Children's socialization – Sub- cultural influences: Characteristic of Indian culture – Influence of culture on consumer behaviour.	25
	Total	100

References:

1. C.L. Tyagi, Arun Kumar, (2008), Consumer Behaviour, Atlantic Publishers & Distributors, New Delhi.
2. P.C. Jain, Monika Bhatt, (2006), Consumer Behaviour in India context, S.Chand & Co.Ltd., New Delhi.
3. Leon G.Schiffman, Leslie Lazar Kanuk, (2000), Consumer Behaviour, Prentice Hall of India Pvt.Ltd., New Delhi, 6th Edition.
4. Hawkins, Best, Coney, (2008), Consumer Behaviour,-Applications for Marketing Strategy, Pearson Education, 6th Edition.
5. Raju M.S., Xardel Dominique, (2005), Consumer Behaviour-Concepts, Applications & Cases, Vikas Publishing House, New Delhi.
6. Chunawalla S.A., (2000), Commentary on Consumer Behaviour, Himalaya Publishing House, New Delhi.

INTERNATIONAL BUSINESS

Computer Code – 300003

Objectives:

To enable students to understand and to get an insight into:

1. International Marketing and the environment
2. Market selection process and market strategies
3. International market promotion and quality control.

Unit	Topic	Weightage %
1.	International marketing: Introduction, Meaning and concept, Motives of international marketing, Factors affecting international marketing, International marketing environment, Economic, social and cultural, political and government, technological Issues of international marketing, Dominance of MNC's	25
2.	Developing international marketing strategy: International marketing intelligence, Market selection process, Market entry strategies, Organizational structure, Market research and risk management	25
3.	Product strategy and promotion: Product strategy, Product mix, Packaging and labeling, Marketing of services, Factors affecting international pricing, International marketing promotion, Promotion mix and communication mix	25
4.	International Distribution and quality control: Distribution strategies, International channel system, International logistics, Trade procedure and documentation, International retailing: Quality control and inspection, Indian international marketing: control and regulation	25
Total		100

References:

1. Francis Cherunilam, (2007), International Marketing, Himalaya publishing house.
2. Hari Govind Mishra, (2008), International Marketing Management, RBSA publishers, Jaipur.
3. Czinkota Michael R. Ronkainen Iikka A., (2007), International Marketing 8e, New Delhi, Cengage Learning India. Pvt.Ltd.
4. Onkvisit Sak., Shaw John J., (2009), International Marketing: Strategy and Theory, New York: Routledge Taylor & Francis Group, 5th edition.
5. Joshi Rakesh Mohan, (2010), International Marketing, New Delhi, Oxford University Press.

A. Optional group: HRM

LEADERSHIP SKILL AND CHANGE MANAGEMENT

Computer Code – 310303

Objectives:

1. Define and compare the differences between leadership and management.
2. Assess, analyze and discuss one's own leadership abilities, attributes and foundation for leading.
3. Examine the leader's role as it relates to bringing about constructive change to an organization.
4. Evaluate the learner's own leadership style.
5. Evaluate and discuss change management efforts related to one's own organization and/ or team.

Unit	Topic	Weightage %
1.	Concept of Leadership ☐ Understanding Leadership: The difference between Leadership and Management; Evolution of Leadership Theories; Attributes of Effective Leaders. ☐ Leadership Styles: Leadership Styles; Likert's Four Styles; Tannenbaum & Schmidt Continuum of Leader's Behaviour; the impact of Leadership Styles on Work Climate. ☐ Leadership Skills and Tactics: Persuasion Skills; Motivational Skills; Conflict Resolution Skills; Leadership Tactics. ☐ The Making of a Leader: Making of a leader, Developing Next Generation Leaders, Tying Leadership Development to Organizational Goals.	25
2.	Role of a Leader ☐ Leading a Learning Organization: Learning; The Learning Organizations; Leading a Learning Organization. ☐ Coaching Leaders: Demystifying Coaching; The Leader as a Coach; Improving as a Coach. ☐ Developing Performing Teams: Moving from Command and Controls of Team works, Understanding Teams and Teamwork; Principles of Great Teams; Team Size and Skills;	25
3.	Leadership Succession: ☐ Leadership Succession: An overview; Importance of the Right CEO; Insider V/s. Outsider for CEO Job; Choosing The Right CEO; Women CEOs. ☐ Level 5 Leadership: Classification of leaders; Characteristics of Level 5 Leaders; Operating Style of Level 5 Leaders. ☐ Narcissistic Leaders: Understanding Narcissism; Characteristics of Narcissistic Leaders; Balancing a Narcissistic Leader.	25

4.	Change Management: Leadership Challenges: Challenges of Knowledge Work; Realities of E-Commerce Environment; Men Diversity. Understanding Change: Factors that Inhibit Change; Classification of Change; Mode of Change. Implementing Change: Transforming an Organization; Understanding Organizational Culture; The Need to Change Culture; Changing the Culture. Change Agents: CEOs as Change Agents; Middle – Level Managers as Change Agents; HR Personnel as Change Agents; Consultant as Change Agents.	25

References:

1. Beerel, Annabel, (2009), Leadership and Change Management, 1st ed, New Delhi: Sage Publication.
2. Friendman, Stewart D. (2011), Leadership Succession.1st ed, Transaction Publishers.
3. Herold, David M. & Fedor, Donald B. (2009), Leading Change Management: Leadership Strategies That Really Work.1st ed, Kogan Page Special Priced Titles.
4. Lussier, Robert N. & Christopher F. Achua. (2009), Leadership: Theory, Application, & Skill Development.4th ed, South-Western Division of Thomson Learning.
5. Northouse, Peter, (2009), Leadership theory and practice.5th ed, New Delhi: Sage Publication.
6. Townsend, Patrick L. &, Gebhardt, Joan E. (1999), Five-Star Leadership: The Art Strategy of Creating Leaders at Every Level. John Wiley & Sons

A. Optional group HRM

KEY PEOPLE MANAGEMENT RETENTION AND HR AUDIT Code – 310304

Computer

Objectives:

1. Learning to identify key people and developing them for organizational growth.
2. Understanding the importance of retention and developing the ability of creating retention strategies for stability and growth.
3. To study the concept and methodology of HR audit in the organization and determine the excellence.

Unit	Topic	Weightage
1.	Career planning, succession planning and Key people identification a. Concept and Importance of career planning b. Concept and objectives of succession planning c. Definition of key people, categories of key people (high potential employees, critical skill employee) d. Process of identification of key people:	25
2.	Key people management a. Assessment and review for grooming (to explore potential, interest of employee through assessment center, interviews, feedback) b. Compensation and career development to key people c. Retention strategy (periodic review, one to one coaching/mentoring,) d. Individual development plan(IDP) and communication to employee e. Recognition and motivation program to avoid volatility of individuality f. Case studies of Toyota and GE	25
3.	Retention a. Employee Engagement-meaning, elements and benefits b. Importance/benefits of retention c. Strategies/plans /tips	25
4.	HR Audit a. Organizational HR strategies, goals, plans and issues related to HR audit b. Concept, objectives and broad view about various areas of HR audit. c. HR audit methodology -Interviews, observation, questionnaires, HRD score cards	25

References:

1. Rao T.V., Verma K.K., Khandelwal A.K, E. Abraham, S.J. (1997), Alternatives Approaches and Strategies of Human Resource Development, Rawat Publication, Jaipur.
2. Rao T.V., 'HRD Audit' ,Response Books, (2000), A division of sage publications, New Delhi/Thousand Oaks/London.
3. Subha, Rao P. (1990), 'Personnel and Human Resource Management', New Century, New Delhi

B. Optional group: FINANCE

TREASURY AND RISK MANAGEMENT

Computer Code – 310103

Objectives:

1. To make the students to understand about instruments in money market and capital market.
2. To get the students acquainted with risk management in financial markets.

Unit	Topic	Weightage %
1.	Concept of treasury – objectives of treasury structure and organization – functions of treasury – liquidity management – objectives – sources and development.	25
2.	Regulation – supervision and compliance of treasury functions – integrated treasury – role of IT in treasury management.	25
3.	Definition of risk – risk process – risk organization – creditors liquidity risk – legal and operational risk – risk measurement and control.	25
4.	Risk hedging – instruments and mechanism – significance of system audit in risk management	25
Total		100

References:

1. Bhalla(2008) : Investment Analysis, S. Chand & Co. Delhi.
2. Chandrasekhar(2008), K.R.: Capital Issue, SEBI & Listing, Bharat Publishing, New Delhi.
3. Bhole L. M. (2009), Financial institutions and markets, Tata McGraw hill, fourth Edition.
4. Fabozzi, Frank J(2008): Investment Management, Prentice Hall, New Delhi.
5. Gupta, L.C(2008).: Stock Exchange Trading in India: Society for Capital Market Research and Development, Delhi.

B. Optional group: FINANCE

FINANCIAL INSTRUMENTS AND DERIVATIVES

Computer Code – 310104

Objectives:

1. To acquaint students about financial instruments.
2. To introduce students with working of Mutual Funds and Derivative markets.
3. To make students aware of financial regulations in India.

Unit	Topic	Weightage %
1.	Financial instruments – Meaning – types – financial instruments of capital market – financial instrument of money market – new financial instrument.	25
2.	Futures and options, types of options, hedging contracts	25
3.	Derivatives – meaning – economic benefits – history of derivatives trading – types of financial derivatives – derivatives markets in India.	25
4.	Financial regulation – regulation of capital market – role and functions of SEBI – role and functions of RBI.	25
Total		100

References:

1. Pathak Bharti (2009), The Indian Financial system market, institutions and services Bharti Pathak. Pearson publications, New Delhi.
2. Bhole L.M. (2009), Financial institutions and markets, Tata McGraw Hill Publications, New Delhi.
3. Avadhani V.A. (2009), V.A. Avadhani, Marketing of financial services & markets Himalaya Publications, Mumbai.
4. Avadhani V.A. (2009), Investment and securities markets in India ; investment management, Himalaya publications, Mumbai.
5. Pandey I. M. (2009), Financial Management, Vikas publication, Mumbai .

C. Optional group: Marketing
PRODUCT AND BRAND MANAGEMENT
Computer Code – 310203

Objectives:

- The objective is to give in-depth knowledge about managing a product and creating a dependable brand.
- To increase the understanding of important issues in planning and evaluating branding strategies across goods and services.
- To give a deep insight into important concepts like reinforcing and revitalizing of brands.
- To acquaint the students with brand building strategies and celebrity endorsements.

Unit	Topic	Weightage %
1.	Product Concepts: Product concepts, Product Classification, Role of product in Marketing and Communication, Market Potential, Product Market Strategies. Product Life Cycle: Product Life Cycle Stages and corresponding Strategies. Product Mix - A strategic choice. Product Mix decisions, Product Line decisions - strategic decision involving adding or pruning product lines.	25
3.	Product Positioning: Concept, Positioning Strategies, New Product Categories, Product Innovation, prototyping, New Product Development Process, test marketing Developing Product Strategy: Setting objectives & alternatives. Market Potential & Sales Forecasting: Forecasting target market potential and sales, Methods of sales forecasting.	25
3.	Understanding Brands: Brands Vs Products, Benefits of branding; Brand attributes, Significance of branding to consumers & firms, selecting brand names. Brand extensions, merits and demerits, line extensions, co- branding and licensing brands. Reinforcing and revitalization of brands -need, methods, line, range, umbrella brands. Brand portfolio management. Concept of a Brand-Evolution.	25
4.	Brand Awareness -Types of Brand Awareness, Brand Identity, Brand Personality, Brand Positioning, Creating Core Brand Values; sustaining Brand equity- Customer Based Brand Equity, Managing Brands: Building Branding Strategies, Brand Extensions. Celebrity endorsement.	25

References:

1. Sengupta, Subroto, (2004), Brand Positioning, Tata McGraw-Hill Co., New Delhi.
2. Donald Lehmann, (2008), Product Management, Tata Mac Graw Hill., New Delhi.
3. Keller, Kevin Lane, (2004), Strategic Brand Management: Building, Measuring and Managing Brand Equity, Pearson Education.
4. Urban, Hauser, and Dholakia, N., (2004), Essentials of New Product Management, Prentice Hill Publications, New Delhi.
5. Donal R. Lehmann, Russel S. Winer, (2004), Product Management, Tata Mc-Graw Hill Co., New Delhi.
6. Kevin Lane Keller, (2004), Strategic Brand Management, Sultan Chand & Sons, New Delhi.
7. Phillips Kotler, (1991), Marketing Management, Prentice of India, New Delhi.
8. Ramaswamy V.S., Namakumari S., (2004), Marketing Management-Planning, Implementation & Control, Macmillan, 3rd Edition.
9. Rajan Saxena, (2004), Marketing Management, Tata McGraw Hill Publishing Co., New Delhi,

C. Optional group: Marketing

SERVICE MARKETING AND CUSTOMER RELATIONSHIP MANAGEMENT

Computer Code- 310204

Objectives:

- Since Services have emerged to be as important as Products, it is important to acquaint the students with the Marketing of Services.
- As we all know Customers are called as a king, Companies have realized that it is important to value Long Term Relationships with Individual Customers and therefore the need for CRM. The Course aims at providing tools and techniques of CRM.
- To get the students acquainted with CRM in service sector.
- To provide knowledge about various steps that can be taken to sustain customer loyalty.

Unit	Topic	Weightage %
1.	Marketing of Services - Introduction - Growth of the Service Sector -The Concept of Service - Characteristics of Services- Classification of Services - Designing the Service-Blueprinting, Using Technology, Developing Human Resources, Building Service Aspirations. Distinctive Characteristics of Service - Four I's of services - Intangibility, Inconsistency, Inseparability and Inventory.	25
3.	Marketing Mix In Services Marketing - The Seven Ps - Product Decisions, Pricing Strategies and Tactics, Promotion of Services and Placing or Distribution Methods for Services - Additional Dimensions in Services Marketing - People, Physical Evidence and Process. Marketing of Services with especial reference to Health Services, Travel & Tourism, Airlines, Educational Institutes.	25
3.	CRM- Emerging Concepts; Significance, Growing Need for CRM; winning over customers-need, methods, Types of business requiring CRM.	25
4.	Sustaining Customer Loyalty -Need and significance of sustaining customers, Relationship building with customers-need, retaining customers.	25

References:

1. Valerie Zeithaml & Mary Jo Bitner, (2008), Services Marketing, Mcgraw Hill, New Delhi.
2. Christopher H. Lovelock, (2009), Services Marketing: People, Technology, Strategy, Pearson Education Asia.
3. Zeithaml, Parasuraman & Berry, (2009), Delivering Quality Service; the Free Press, Macmillan.
4. Audrey Gilmore, (2008), Services Marketing and Management, Response Books, Sage Publications.
5. Ron Zemke & Dick Schaaf, (2008), Services Marketing, The Service Edge, New Delhi.
6. Raghu & Vasanthi Venugopal, 920080, Services Marketing, Vikas Publishing House, New Delhi.
7. Valerie Zeithaml. Services Marketing: Integrating Customer Focus across the Firm, Sage Publications.
8. Mohammed, H. Peeru and A. Sagadevan (2004), CRM, Vikas Publishing House, Delhi.
9. Paul Greenberg (2005). CRM-Essential Customer Strategies for the 21st Century. Tata Mcgraw Hill.

10. William, G. Zikmund, Raymund Mcleod Jr.; Faye W. Gilbert (2003). Customer Relationships Management. Wiley.

D. Optional group: Advanced management Accounting auditing

ADVANCED ACCOUNTANCY: PAPER II

Computer Code –310603

Objectives:

1. To lay a theoretical foundation of Indian and Global Accounting Standards.
2. To gain ability to solve problems relating to accounts of Nonprofit organizations and special types of situations.

Unit	Topic			Weightage %
1.	Accounts of Non-Profit Organization-Educational Institution: (Practical problems)			25
2.	Profit prior to and after Incorporation: (Practical problems)			25
3.	Buyback of Shares: (Practical problems)			25
4.	Comparative study of Global Accounting Standards and Converged Indian Accounting Standards (Theory)			25
	Title	IAS	Converged AS	
	Accounting policies, Changes in Accounting Estimates and Errors	IAS-8	AS-5	
	Accounting for Government Grants and Disclosure of Government Assistance	IAS-20	AS-12	
	Accounting and Reporting by Retirement Benefit Plans	IAS-26	AS-36	
	Financial Instruments - Presentation	IAS-32	AS-31	
	Agriculture	IAS-41	AS-38	
	Total			100

References:

1. Haniff and Mukherjee(2010),Corporate Accounting, Tata McGraw Hill Publication, New Delhi.
2. Shukla and Grewal(2008), Advanced Accountancy-Vol. 1 & 2, S. Chand Publication, New Delhi.
3. Maheshwari. S. N. (2009),Corporate Accounting,
4. Gupta R. L. (2008), Advanced Accountancy, S. Chand, New Delhi
5. Vijay Kumar M. P., (2010, 2nd Edition), IFRS-Beginners Guide, Prime Knowledge Series, New Delhi.
6. Ghose T. P. (2010),IFRSs for Finance Executives, Taxman Publication, New Delhi.

D. Optional group: Advanced management Accounting auditing

ADVANCED COST ACCOUNTING AND AUDITING: PAPER II

Computer Code – 310604

Objectives:

1. To provide knowledge on cost accounting practices at advanced level.
2. To equip the students with the knowledge of special areas of Accounting and Auditing

Unit	Topic	Weightage %
1.	Operating Costing: Practical problems on Transport and Hotel Costing	25
2.	Contract Costing: (Practical problems)	25
3.	Audit of Limited Companies (Theory) Qualification – Disqualification of an Auditor of a Ltd. Company Classes of Auditor, Powers, Duties, Appointment of an Auditor. Audit Report: Contents of Audit Report. Basic elements of Auditor's Report – Types of Opinion/Reporting Requirements under section 227(IA) 227(4A), Reasons to be stated for unfavorable or qualified opinion, Events occurring after Balance Sheet date.	25
4.	A] Human Resource Accounting and Inflation Accounting (Theory) Meaning of Human Resource Accounting, Methods of Accounting Human Resource, Determination of Human Value, Importance of Human Resource Accounting. Meaning of Inflation Accounting, Methods of Accounting for Inflation. B] Environmental Accounting (Theory) Concept of Environmental Accounting Forms of Environmental Accounting, Scope and Limitations of Environmental Accounting, Legal Framework for Environmental Accounting in India, Practice of Environmental Accounting in India.	25
	Total	100

References:

1. Arora M. N. (2010), Cost Accountancy Himalaya Publication, Mumbai.
2. Maheshwari S. N. (2009), Cost Accountancy, S. Chand Publication, New Delhi.
3. Ravi Kishore (2010), Students Guide to Cost Accounting, Taxman Publication, New Delhi.
4. Tondon B. N. (2008), Practical Auditing, S. Chand Publication, New Delhi.
5. Sharma S. D. (2009), Auditing: Principles and Practice, Taxman Publication, New Delhi.
6. Gupta Kamal, Contemporary Auditing, Tata McGraw Hill Publication, New Delhi.
7. Gupta R. L. (2009), Advanced Accountancy Vol. 2, , S. Chand & Sons , New Delhi.
8. Vij Madhu, Management Accounting, MacMillan Publishers, New Delhi.
9. Kundu Amitabh (2008), Environmental Accounting, Manak Publication, New Delhi.
10. Pramanik, Kumar Alok (2011), Contemporary Environmental Accounting: Issues and Practices, New Indian Books, New Delhi.

SEM- IV**RETAIL BANKING****Computer Code: 400001****Objective:**

1. To provide an introduction to retail banking services
2. To enable the students to study trends in present day Retail Banking.

Unit	Topic	Weightage %
1.	History, Definition, Role within the banking operation, Distinction between Retail and Corporate/Wholesale Banking Deposits and types of accounts, Payments services, Bill Pay, EFT, VISA, Smart Payment etc Remittance Services Collection and Clearance services.	25
2.	Loans- Personal, Home, Vehicle, Education, Farm Equipment etc., Documentary Billing Collection Interbanking settlement for multiple accounts	25
3.	Forex and Trade Services- Travelers Cheques, Foreign Currency Cash/ Drafts NRI Bank Accounts Distribution channels DEMAT operations	25
4.	Trends in Retailing ATMs, Internet Banking, Mobile banking Credit Cards, Debit Cards, Prepaid Cards Private Banking and Wealth Management, Reverse Mortgage	25
	Total	100

References:

1. Joseph A. DiVanna(2004), The Future of Retail Banking: Delivering Value to Global Customer (Hardcover), Palgrave Macmillan.
2. Hugh Croxford , Frank Abramson, Alex Jablonowski(2005), The Art of Better Retail Banking: Supportable Predictions on the Future of Retail Banking (Hardcover), Wiley.
3. Shelagh Heffernan(, 2005), Modern Banking (Paperback) Wiley).
4. Retail Banking(2010), Institute of banking and Finance (IIBF), McMillan Publishers, India,

DYANMICS OF ENTREPRENURIAL DEVELOPMENT**Computer Code- 420001****Objectives:**

1. To give rationale behind developing entrepreneurial business in the country.
2. To facilitate understanding of what a prospective entrepreneur must know.
3. To provide various dimensions of sustaining competitiveness in Entrepreneurship.
4. To help students learn about project development process.
5. To identify challenges and prospects faced by women entrepreneurs.
6. To impart deeper understand of the subject through case studies.
7. To acquaint the students about various central and state government policies towards developing and promoting various business enterprises in the country.
8. To introduce the concept of social entrepreneurship.
9. Entrepreneurship Development – Role of Government
10. Role of Central Government in promoting Entrepreneurship- with especial reference to export oriented units.

Unit	Topic	Weight age %
1	The Entrepreneurial Development Perspective - Evolution and concept of Entrepreneurship Development - Entrepreneurship as a creative & dynamics process (Creativity & Innovation). - Traits / Characteristics and Myths of Successful Entrepreneur. - Entrepreneurial Development Programme (EDP), Managing the problems faced by entrepreneurs.	25
2	Sustaining Competitiveness – Maintaining Competitive Advantage - Concept of Entrepreneurial Competencies – knowledge, skills, achievement motivation. - External Influence on Entrepreneurship Development (Socio-cultural, Political, Economical & Personal). - Theories of Entrepreneurship (Innovation theory by Schumpeter, Theory of High Achievement by Mc Clelland, Theory of Profit by Knight, Theory of Social Change by Everett Hagen). - Creating Entrepreneurial Venture (Idea Generation, Environmental Scanning & SWOT Analysis, Project Report Preparation, Project Appraisal).	25
3	Women Entrepreneurs -Reasons for Low / No Women Entrepreneurs (Challenges) -Why do women entrepreneurs fail (The FOUR Entrepreneurial Pitfalls (Peter Drucker). -Development of Women Entrepreneurs – with reference to SHGs. -Case Studies of Successful / Failed Women Entrepreneurial Ventures and Turn around Ventures.	25

4	- Role of State Government in promoting Entrepreneurship – various incentives, subsidies and grants. - Role of the following agencies in the Entrepreneurship Development – District Industries Centres (DIC), Small Industries Service Institutes (SISI-DI), National Institute of Entrepreneurship Development (EDII), National Institute of Entrepreneurship and Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB). - Social Entrepreneurship – Definition, importance and social responsibilities.	25
	Total	100

References:

1. Desai,Vasant : The Dynamics Of Entrepreneurship Development Management, Himalaya Publishing House.(2010)
2. Ducker Peter: Innovation and Entrepreneurship, Butterworth-Heinemann, rev.ed
(2007)
3. Holt, David: Entrepreneurship: New Venture Creation. Phi Learning, 1st ed (2009)
4. Khanka,S. S Enterprenereural Development, S. Chand Publication, 9 th Ed (2007)
5. Nalinaksha Mutsuddi: You too can become an entrepreneur, A H Wheeler Publishing
Co Ltd, (2000)
6. Shepherd Dean, Peter Michael & Hisrich Robert: Entrepreneurship, Tata McGraw- Hill Education, 6th Ed (2006).
7. Thornberry Neal: Lead like an Entrepreneur, McGraw-Hill Education,. 1st ed.(2006)

RECENT TRENDS IN COMMERCE AND BUSINESS

Computer code- 420002

- . Students will develop knowledge and understanding about emerging trends in E-

- Commerce.
- Students will develop ability to understand the concepts, technologies and future of Mobile Commerce in India.
 - Students will develop skill to analysis the current trend in SCM and how green SCM and how it helps to save environment
 - Students will learn the selection process used in planning for global work force and how collaborative talent mobility practices can be a key driver for economic growth.

Unit	Topic	Weightage
1	Trends in E-Commerce	25
	E-Business strategy Business to Business E-Commerce and EDI (Electronic Data Interchange) Data warehousing and data mining	
2	Trends in M-Commerce	25
	Growth of Mobile Commerce Technologies for Mobile Commerce Mobile Commerce and banking sector Future of Mobile Commerce in India	
3	Trends in SCM (Supply Chain Management)	25
	Role of SCM in business SCM in emerging market Green Supply Chain Management and its opportunities	
4	Globalisation and Human Resource Management	25
	Global workforce planning Human Resource outsourcing Collaborative talent mobility practices	
	Total	100

References:

1. Shree Charam Agarwal and Sakshi Aora (2011), Ecommerce, RBSA publishers, Jaipur.
2. S. Jaiswal, Doing Business on the Internet and E-Commerce (Electronic Commerce for Business), Galgotia Publications.
3. P. T. Joseph and S. J. PHI, E-Commerce – An Indian Perspective.
4. Kenneth C. Laudon and Carol Guerico Traver, E-Commerce Business, Technology, Society, Pearson Education.
5. Schneider, E-Commerce, Thomson Publication
6. Prof. Mukesh Bhatia and N. J. Kumar (2012), Supply Chain Management, Regal Publications, New Delhi
7. S. C. Gupta (2011), International Human Resource Management - Text and Cases, Macmillan Publishers India Ltd., Delhi
8. Dennis R. Briscoe and Randall S. Schuler, International Human Resource Management, Atlantic Publishers and Distributors.
9. S. K. Bhatia (2005), International Human Resource Management – A Global Perspective, Deep and Deep Publications pvt Ltd., New

ADVANCED RESEARCH METHODOLOGY AND STATISTICAL TECHNIQUES**Computer Code - 420003****Objectives:**

1. To know how important research is hypothesis for conducting research on a particular topic and to learn the sources from where it can be derived.
2. To know how important is sampling design and research design for conducting research in social sciences.
3. To understand concepts of random and non-random sampling and to know the methods for the selection of a random sample.
4. To know calculation of various measures of central tendency and dispersion and to study their relative importance.
5. To learn various steps in the hypothesis testing.
6. To make application of chi-square test, Z-test and t-test for large and small sample sizes.

Unit	Topic	Weightage %
1	Research Hypothesis: Meaning of hypothesis, criteria for constructing research hypothesis, types of hypothesis, difficulties in its formulation,	25

2	Research and Sampling design: Research design: Importance and features of a good design, concepts relating research design, difference in designing qualitative and quantitative research, Stages for outlining research proposal, pilot study. Sampling Design: importance and steps in sampling design, characteristics of a good sample design, types of sample	25
3	Measures of central tendency and dispersion: Calculation of Mean, Median and Mode in discrete and continuous series, their relative merits and demerits: Absolute and relative measures of dispersion: Quartile deviation, Mean deviation, Standard Deviation, Variance and Coefficient of	25
4	Hypothesis Testing: Steps in testing of research hypothesis, null and alternative hypothesis, level of significance and confidence interval. Hypothesis testing using Z-test for large sample sizes and students t- test for small sample sizes. Chi-square as a test of independence and goodness of fit, solving illustrative examples.	25
	Total	100

References:

1. Kothari, C.R., Research Methodology, New Age International Pvt. Ltd, Publishers, New Delhi, 2011
2. Ahuja, Ram., Research Methods, Rawat publications, New Delhi, 2010
3. Krishnaswamy O R., Methodology of Research in Social Sciences, Himalaya Publication, Mumbai (2010)
4. Levin I Richard & Rubin S David., Statistics for Management, Pearson Prentice Hall, New Delhi, 2006

DIGITALISATION OF BUSINESS AND E-COMMERCE

Computer Code: 420004

Objectives:

1. To know what is E-business and how action plans are prepared to boost E-commerce in our country
2. To have a deep insight into technology trends that have enabled IT based innovations in business
3. To know understand the nature & organization of E-business
4. To have knowledge of threats, challenges & impediments of E-business
5. To know how various business transactions are carried out through internet
6. To understand various business strategies which help in evolving challenges to meet international standards
7. To enable students to have basic knowledge of cyber laws

8. To make them understand about cyber crimes, how they are detected and application of security measures to prevent such crimes

Unit	Topic	Weightage
1	Moving towards E-business Definitions and concepts of E-business, action plans which boosts E-commerce in the country Themes of E-business (work system, information systems & E- business systems) E-business models Obstacles while applying IT in business world	25
2	E-business : E-business Enterprise Nature of E-business, organization of business in digital form (E-business, E-commerce, E-communication & E- collaboration) Real time E-enterprise – Technology aspects for becoming a real time enterprise Challenges, threats faced by E-enterprises Management of challenges in E-Enterprise	25
3	E-business Applications E-business transactions : E-marketing, E-purchasing, E-HR, E-trade documents Online trading & stock market/ buying & selling using online platform Internet banking & electronic funds transfer system (EFT) & (NEFT), E-filing of Returns Elements of IT opportunity segments (corporate websites, corporate portals & kiosk transactions (like ATM)	25
4	Cyber-Laws in India Need for legal framework Issues under Indian law affecting E-commerce Computer crime – Essentials of computer crime, digital signature & how it works (process) IT Act 2000 – issues need to be dealt, various clauses of IT Act 2000	25
	Total	100

References:

1. Aswathappa.K :International Business, Tata McGraw Hill publication, 4th Edition (2010)
2. Bartels, Andrew :The differences between E-business and E-commerce, computer world publication, 2nd Edition (2000)

3. Landon, Kenneth C.,: Essentials of management information system : organization & technology,
4. and Jane, P.Landon : in the networked enterprised, Upper Sadle River, NJ : Prentice Hall, 4th Edition (2001)
5. Kalakota, Ravi and:E-business : Road map for success, Reading MA : Addison – Wesley Edition Maria Robison 1999.
6. Dr. Srivastava P.K. : Banking Theory and practice, Himalaya publication house, 7th Edition (2003)
7. Mr.Toor N.S. :Hand Book of Banking Information, Sky Lark publication, 18th Edition (2009)
8. Mr. Agarwar O.P. :Basics of Banking & finance, Himalaya publications, 1st Edition (2006)
9. Mr. Mehta Dewang : E-commerce & E-business/ Background & reference Resource.
 1. (NASS Com's Hand Book),
10. E-mail : nasscom@nasscom.org
 1. Internet : www.nasscom.org

Economics & Business Policies

CODE: 200001

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Module 1

Unit 1

Agriculture

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1.0 Objectives

At the end of this unit, you will be able to:

- Identify the Govt. measures to solve the problem of food-crisis
- Explain the importance & trends of agribusiness
- Evaluate the Govt.'s price policy

1.1 Food Crisis: Introduction

Food is the basic need and right of all the human beings. It is the responsibility of a state to provide the masses with food and other basic needs.

Food crisis can be defined as “When all the people at all times do not have physical and economic access to sufficient, safe and nutritious food to meet the dietary needs and food for performance of an active and healthy life.”

Agriculture was and is one of the largest employment sectors in the world, especially in India. More number of workers is employed in agriculture in compare to other sectors. In India, 70 % earn their livelihood through agriculture. Although there has been a large number involved in agriculture, still there is a food crisis.

In India, agriculture got its dimension during green revolution. This introduced several new scientific methods, which increased food production several folds. But still, In India, 26 % live below poverty line and hundreds die due to malnutrition. The main reason for food crisis in India and the world is increase in population. India is the second populated country with more than billion living in it. It is projected that the population will increase to 1.3 billion in 2020, and would leave behind China in 2050 if the population growth remains unchanged. To feed the large population we require millions of tons of food grain. It is estimated that India would require 343.0 million metric tons of food grains in 2020 to feed the whole population. There

are only two ways to increase the productivity- by increasing the land under agriculture and by using scientific methods of agriculture.

To increase food production, area under agriculture should be increased. But rather than increasing, agricultural land is now being converted into industrial land. The recent example is of Singur, where thousand acre of agricultural land is converted into a car factory. Urbanization is another problem. Agricultural lands are now being converted into housing plots and are converted into cities and towns. This has increased the pressure on agriculture.

The prices of important commodities are rising. Two-digit inflation rate has affected agriculture. Prices of commodities such as fertilizers and others used in agriculture have considerably gone up. So income from agriculture has been reduced and farmers are forced to leave agriculture.

1.1.1 Policy Measures

To solve the problem of food crisis in India, Govt. of India is trying & using the following measures:

A. Agricultural subsidies:

It is essential to maintain & sustain the food security system & ensure a safety net for the poor. On the other hand, subsidies on agricultural inputs such as irrigation, power & fertilizers are necessary to enable the poor & marginal farmers. If it is not done, the poor farmers will not be able to use them & this will lead to decline in the production. Subsidy on fertilizers is provided by central govt., while subsidy on water is provided by the state govts.

B. Food security programme:

Food security implies access by all people at all times to sufficient quantities of food to lead an active & healthy life. To tackle the food security problem, the Government of India has relied on the following three programmes:

- **Public Distribution System(PDS):**

The basic objective of PDS in India is to provide essential consumer goods at cheap & subsidized prices to the consumers to maintain the minimum nutritional status of population. To run this system, the govt. resorts to levy purchases of a part of the marketable surplus with traders/millers & producers at procurement prices. The grain thus procured is used for distribution to the consumers through a net work of ration/fair price shops. PDS has also been used for the distribution of edible oils, sugar, coal, kerosene & cloth. It covers the whole population. PDS distributes commodities worth more than RS.30,000/- crore annually to about 160 million families. The main agency providing food grains to the PDS is Food Corporation of India (FCI). The primary duty of the FCI is to undertake the purchase, storage, movement, transport, distribution & sale of food grains.

- **Integrated Child Development Services (ICDS):**

It is one of the largest child intervention programmes in the world with a package of six basic services for children upto six years of age & for pregnant & nursing mothers. These services are:

- Supplementary feeding
- Immunization
- Health check-up
- Referral services
- Health & nutrition education to adult women
- Non formal pre-school education to 3-6 years old

The ICDS is implemented through one platform i.e. Anganwadi centre.

- **Mid-Day-Meal Programme (MDM):**

To improve the enrolment & regular attendance & reduce dropout in schools it is also intended to improve the nutritional status of primary school children. MDM is the largest school nutritional programme in the world. It is meant to provide at least 450 calories & 12 grams of protein to 12 crore children in over 9.5 lakh primary schools. It has helped to improve the

nutritional status of children considerably. Thousands of women in grampanchayat's are cooking & serving hot food to children in their villages.

C. Targeted Public Distribution system (TPDS):

It aims at providing food grains to people below the poverty line at highly subsidized prices from the PDS & food grains to people above the poverty line at much higher prices. TPDS focused the people below the poverty line.

D. To stabilize the prices of food grains:

The govt. is trying to control the food prices. Releasing public stocks and providing consumer subsidies are among the most common measures applied to control the problem of rising food prices. e.g. A record purchase of rice and wheat by the Food Corporation of India for the PDS purpose. Therefore, people who are living below the poverty line can purchase food grains at subsidized prices.

1.2 Agricultural business

"Agri-business is the sum total of all operations involved in the manufacture and distribution of farm supplies, production activities on the farm, storage, processing and distribution of farm commodities and items made from them"

- John David and Gold Berg

1.2.1 Importance of Agricultural business

At present agri. besides farming includes forestry, fruit, cultivation, dairy, poultry, mushroom, bee-keeping etc. Today marketing, processing, distribution of agricultural products etc. are all accepted as a part of modern agribusiness. Agriculture plays a crucial role in the economy. It is the backbone of economic system. Agriculture not only provides food & raw material, but also employment opportunities to a very large proportion of population.

The following facts clearly highlight the importance of agribusiness.

- Source of livelihood:

In India, main occupation of our working population is agriculture. About 60% population is directly engaged in agri. In advanced countries this ratio is very small such as 5% in U.K., 4% in U.S.A., 16% in Australia, 14% in France etc. This high proportion in agri. is due to the fact that, the non-agricultural activities have not been developed to absorb the rapidly growing population.

- Contribution to national income:

Agriculture is the premier source of national income. According to the National Income Committee & C.S.O., in 1960-91, 52% national income was contributed by agri. & allied industries. Now today in 2012, this share has reduced upto 17%, which is comparatively more than other advanced countries. The proportion of agri. in U.K. is 3.1%, in U.S.A. 3%, 2.5% in Canada, 6% in Japan etc.

- Supply of food & fodder:

Agriculture also provides fodder for livestock (35.33). Cow & buffalo provide protective food in the form of milk; they also provide draught power for farm operation. It also meets the food requirements of the people. Import of food grain has been very small in recent years.

- Provision of employment:

In 1951, 69.5% of the working population was engaged in agri. This % fell to 66.9% in 1991 & to 56.7% in 2001 of the workforce. Development of other sectors of the economy has not been sufficient to provide employment to the increasing working population.

- Contribution to capital formation:

Agribusiness is the largest industry in developing countries. It can play an important role in increasing the rate of capital formation. It depends on the productivity of agriculture sector.

- Provision of raw material:

Agri. provides raw materials to industries. Sugar, jute, cotton textile, vanaspati industry are examples of some such industries which depend on agri. for their development.

- Market for industrial product:

Increasing income of the farmers increases the purchasing power of them. Therefore, the demand for industrial product in rural market increases. This demand is of consumer goods as well as capital goods such as tractors, ploughs etc.

- Importance in international trade:

Many agricultural products like tea, sugar, oilseeds, tobacco, spices contribute the major share in export. In addition to this, we are exporting fruits, some vegetables and flowers to the other countries. Now days we are exporting basmati rice to foreign countries.

1.2.2 Trends in Agribusiness

As the economy increases, the share of primary sector in GDP declines. Accordingly, the contribution of agri. to GDP declines. But due to increasing population, the burden of workforce on agri. has increased in India. Less investment in agri. means, less growth of infrastructural facilities like irrigation, rural roads, market power cold storage etc. & this would affect agriculture adversely. Before the globalization, agri. sector was used only to sustain the lives of farmers. After the globalization, 'agribusiness', this concept becomes more important. Now, with the help of govt. different programmes, agri. production is taken for market purpose.

1.2.3 Government. Measures:

The new agriculture strategy was introduced in selected regions of the country to the growth of agribusiness from institutional reforms, the focus of agriculture policy shifted to technology. The following important policy measures introduced in the rural sector in India:-

- Technological Measures:

New agriculture strategy was introduced in the form of a package programme in 1966. As a result of this, agriculture production & productivity increased substantially.

- Institutional credit:

Another important measure was the expansion of institutional credit to farmers, especially through co-operatives & commercial banks. Regional Rural Banks were set up to deal specially with the needs of agriculture credit. NABARD was also set-up.

- Procurement & support prices:

The govt. has started to declare the procurement & support prices to ensure fair returns to the farmers.

- Input subsidies to agri.:

The govt. has provided subsidies to farmers on agriculture inputs like irrigation, fertilizers & power. Under the govt. policy, various inputs to the farmers are supplied at prices which are below than the market prices.

- Agriculture Marketing:

The govt. has improved the system of agriculture marketing through the establishment of regulated markets 7 introduced a variety of measures like standardization of weights & measures, grading & standardization of farm output, providing information regarding market prices to farmers, etc.

- Provision of storage facilities:

The govt. has provided & expanded the storage & warehousing facilities to enable the farmers to wait till better prices for their product.

- Agriculture. Research:

The govt. has discovered new high-yielding varieties of seeds, avoid wastages of grains in storage, develop techniques for increasing productivity of soil, etc.

- Pulses programme:

In order to increase the production of pulses, a centrally sponsored National Pulses Development Programme was launched in 1986-87 to increase the production of pulses.

- Increase Export:

Most of the restrictions on agriculture exports have been removed. Export Oriented Units in the floriculture sector are set up.

- Insurance:

The govt. introduced a scheme of insurance, known as National Agriculture. Insurance Scheme, in the country from 1999-2000. The scheme covers all the food crops, oil-seeds & annual horticultural/commercial crops.

1.3 Agricultural Price Policy

Prices of agri. commodities have increased more or less continuously over the planning period. Only in the period of First Plan agri. prices actually fell. Prices of most of the agri. crop have shown a rising trend. Moreover, there have been wide fluctuations from year to year in the prices of different agri. commodities. This causes uncertainty & instability in the markets, which leads to speculative activities.

1.3.1 Need for Agriculture Price Policy

Rapid & violent fluctuations in agri. prices have many harmful effects. For example, steep decline in prices of a particular crop in some year can cause heavy losses to the farmers. On the other hand, prices of a particular crop rise very high in a particular year, the consumers are likely to suffer.

It becomes necessary to develop the agri. prices policy to safeguard the interests of both producers & consumers. In years of surplus, the minimum support prices fixed by the govt. should cover all costs of farmers. In years of scarcity, the govt. should release the buffer stocks to save the interest of the consumers. Agricultural Prices Policy of the govt. should serve a dual purpose- not allowing the prices to rise extremely & not allowing them to fall below a certain minimum level.

1.3.2 Agricultural Price Policy in India

The basic objective of the agriculture. price policy is to assure the farmers a reasonable return & instill an element of certainty & confidence in them. At the time of Independence, the initial price policy was based on the controls exercised during the Second World War. It included rigid controls on movement of crops from one state to the other, procurement of food grains through a compulsory levy on producers, open market purchases & rationing in all the states. Following the recommendations of the Food grain Policy Committee of 1947 for progressive decontrol, restrictions were relaxed.

- Organization of food zones:

To introduce an element of stability in agri. prices, food zones were organized in March 1964. The country was divided in to eight wheat zones. Rice zones were formed in South India. On the failure of this experiment, each state was made a separate zone. Movement of food grains within a zone was free but restrictions were imposed on movements from one zone to the other.

- Fixation of minimum support prices & procurement prices:

The Agricultural Prices Commission was setup in January 1965. It was renamed Commission for Agricultural costs & Prices (CACP) in 1985. The Commission has been announcing minimum support prices, procurement prices & issue prices for a number of agricultural commodities. Accordingly, the govt. has been fixing these prices for different agricultural commodities. Minimum prices are in the nature of a long term guarantee to the producers, so that prices are not allowed to fall below these announced minimum prices. Procurement prices are fixed at a higher level as compared to the minimum support prices. Issue prices indicate the prices at which the govt. supplies food grains through fair price shops & ration depots.

- Rationing & sale through fair price shops:

The public distribution system in India operates through a network of ration shops & fair price shops. Fair price shops meet the minimum needs of the vulnerable sections of the society. For their extra need of food grains, the consumers can buy from the free market. But the PDS system is unable to meet the total requirements of food grains of all vulnerable sections of the society.

- Other steps:

The govt. initiated a number of other steps to ensure favourable returns to farmers & reasonable prices to consumers. These included state trading, nationalization of wholesale trade in wheat & rice, imports of food grains, etc.

1.3.3 Evaluation of Government Agricultural Price Policy

Govt. agriculture price policy has succeed in achieving some objectives to a certain extent, but it has also contributed to the inflationary trends in the economy & has some adverse effects on the economy

- Creation of certainty & confidence:

There were wide fluctuations in agriculture. prices before the establishment of CACP (Commission for Agricultural costs & Prices). The Commission started to announce minimum support prices (MSP) & procurement prices. The MSP are the support prices, at which prices will not be allowed to fall below this level. This could create certainty in agriculture. prices & confidence among farmers. The procurement prices are the prices at which the govt. purchases food grains for PDS.

- Contribution to inflationary trend:

CACP has recommended an increase in procurement prices every year. Accordingly, MSP also increases. In recent years, large farmers have become very powerful in rising the procurement prices higher than of recommended by CACP. This increase in procurement price increases the general price level in the economy.

- Bias attitude:

The MSPs benefited farmers in only few states. FCI procures approx. 95% of wheat from three states- Punjab, Haryana & Western Uttar Pradesh. approx. 85-90% of rice is procured from five states-Punjab, Andhra Pradesh, Haryana, Uttar Pradesh & Tamil Nadu. Farmers in these five states received more advantage than others.

- Adverse impact on investment:

High procurement prices increase the expenditure of the govt. Therefore, govt.'s fixed investment has reduced. This results in a decline in non-agriculture. GDP. Thus a hike in procurement prices has an adverse effect on overall GDP growth.

- Distortions in cropping pattern:

The agriculture. price policy of the govt. has led to distortions in cropping pattern because the MSP of rice & wheat has been higher than their cost of production. But the MSP of coarse cereals & pulses has been less than the cost of production. This has made the cultivation of rice & wheat more attractive than coarse cereals & pulses.

- Bias in favour of large farmers:

Most of the advantages of MSP & procurement prices are gained by the large farmers. In each state the average income transfer to large farmers is approx. 10 or more times greater than those received by marginal farmers.

- Defects in PDS:

There are many drawbacks of PDS. They are:-

- It is restricted mainly to wheat & rice only. Other inferior grains, which are main food of the poor, were ignored.
- PDS is limited only to the urban areas & the coverage of rural areas was very insufficient.
- PDS supplies are inadequate in regions with high rate of population below the poverty line.

- Impact on rural people:

Benefits of high prices hardly accrue to the landless labourers & small farmers because they do not supply much marketed surplus. Increase in MSP leads to a worsening of the welfare of the bottom 80% of the rural population.

1.4 Exercises



Now let us check what we have learnt so far.

- Q1.** Explain the govt. measures to solve the problem of food-crisis.
- Q2.** Define food-crisis. How govt. is trying to solve the problem of food-crisis?
- Q3.** Discuss the policy measures of food-crisis problem.
- Q4.** Explain agribusiness support it with appropriate example.
- Q5.** Discuss the govt. measures to develop the agribusiness.
- Q6.** Explain the agriculture price policy of India. Evaluate it.

1.5 References



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