



DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam-517 426
DEPARTMENT OF CHEMISTRY
(SCHOOL OF HERBAL STUDIES AND NATURO SCIENCES)

26th November, 2019.

MINUTES OF THE MEETING

The minutes of the meeting of **Board of studies in M.Sc. Chemistry** (Organic Chemistry) held on 26-11-2019 at 11.00 A.M. in the **Department of Chemistry**, School of Herbal Studies and Naturo Sciences with the following members.

1. **Prof. Y. V. Rami Reddy** - Chairman
Dept. of Chemistry,
S.V. University, Tirupati, A.P.
2. **Prof. N. Devanna,** - Member
Director, OTRI,
Professor of Chemistry,
JNTU Ananthapuramu (A.P.), India.
3. **Prof. Siddaramaiah** - Member
Dept. of Polymer Science & Technology,
S.J. College of Engineering,
Mysore – 570 006,
Karnataka, India.
4. **Dr. G. Madhavi** - Member
Associate Professor,
Dept. of. Chemistry,
S. V. University,
Tirupati, Chittoor (Dt),
A.P. India.
5. **Dr. T. Veera Reddy** - Member
Associate Professor,
Department of Chemistry,
Vikrama Simhapuri University,
Nellore-524320, A. P. India.
6. **Dr. T. Shobha Rani** - Ex-Officio Member
Asst. Professor & Head i/C,
Dravidian University,
Kuppam, A. P. India.

7. **Dr. Ramesha G. K.** - Member
Sr. Researcher, Analytical Chemistry,
Shell India markets Pvt., Ltd.,
Shell Technology Center, Bangalore
Karnataka.

Top Ranking Students, Dept. of Chemistry, Dravidian University,

8. **Mr. N. Chakravarthi (Male)** - Member
9. **Ms. A. Nithya (Female)** - Member

Item:




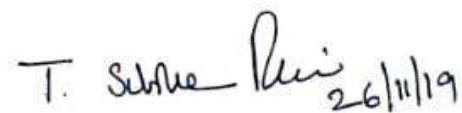


- Revision of M. Sc. Chemistry (Organic Chemistry) Course Structure and Syllabus.
- Included the Dissertation in the final semester of the course.
- Included the Two papers (Option shall be given to the student to choose either the dissertation or two papers).
- Introduction of Certificate and PG Diploma Programme for BOS approval.
- Revision of Ph.D. Syllabus

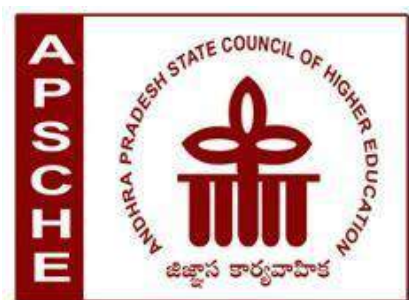
The committee thoroughly revised the contents of the syllabi of I, II, III & IV semesters of M.Sc. Chemistry (Organic Chemistry) course Under CBCS System and also recommended books for the course. The committee finalizes the list of examiners/paper setters for Chemistry course. The committee also finalized the model papers for I, II, III & IV semesters of M.Sc. Chemistry (Organic Chemistry) course.

Resolutions:

- Resolved to approve the modifications in syllabi of I, II, III & IV semesters of M.Sc. Chemistry (Organic Chemistry) Course.
- Resolved to approve the list of examiners/paper setters and also the model question papers for I, II, III & IV semesters of M.Sc. Chemistry (Organic Chemistry) Course.
- Resolved to approve the Papers and syllabi of Two papers as alternate/optional in place of Dissertation.
- Resolved to approve the introduction of Dissertation in the final semester of the Programme,
- Resolved to approve introduction of Certificate and PG Diploma Programme.
- Resolved to approve the Ph.D Syllabus.

- Resolved to recommend the recruitment of sufficient teaching and supporting staff for effective implementation of programmes.

1. Prof. Y. V. Rami Reddy 
2. Prof. N. Devanna AB (not attended)
3. Prof. K. Siddaramaiah
4. Dr. G. Madhavi  26-11-19
5. Dr. T. Veera Reddy  26/11/19
6. Dr. T. Shobha Rani  26/11/19
7. Dr. G. K. Ramesha AB (not attended)
8. Mr. N. Chakravarthi (Male)  26/11/19
9. Ms. A. Nithya (Female)  26/11/19.



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

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REVISED SYLLABUS OF BOTANY UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

BOTANY

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities &
Model Q.P.)*

For Fifteen Courses of 1, 2, 3 & 4 Semesters)

(To be Implemented from 2020-21 Academic Year)

APSCHE/ REVISION OF C.B.C.S – BOTANY COURSE W.E.F.2020-21

S. No.	Semester	Title of the Course (Paper)	Hours /week	Max. Marks (SEE)	Marks in CIA	Credits
1.	Sem.-I/ Course-1	Fundamentals of Microbes and Non-vascular Plants	04	75	25	03
	Course-1 Practical	Fundamentals of Microbes and Non-vascular Plants	03	Max. Marks-50 Internal assessment at Semester end		02
2.	Sem.-II/ Course-2	Basics of Vascular plants and Phytogeography	04	75	25	03
	Course-2 Practical	Basics of Vascular plants and Phytogeography	03	Max. Marks-50 External assessment at Semester end		02
3.	Sem.-III/ Course-3	Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity	04	75	25	03
	Course-3 Practical	Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity	03	Max. Marks-50 Internal assessment at Semester end		02
4.	Sem.-IV Course-4	Plant Physiology and Metabolism	03	75	25	03
	Course- 4Practical	Plant Physiology and Metabolism	03	Max. Marks-50 External assessment at Semester end		02
5.	Sem.- IV Course- 5	Cell Biology, Genetics and Plant Breeding	04	75	25	03
	Course- 5Practical	Cell Biology, Genetics and Plant Breeding	03	Max. Marks-50 External assessment at Semester end		02
6.	Sem.– V Course – 6 & 7	Domain related Skill Enhancement Courses (02)	03	75	25	03
		- Three (3) pairs of courses (each pair has 2 related courses) will be offered, student has to choose a pair of courses.	03	Max. Marks-50 Internal assessment at Semester end		02
			03	75	25	03
			03	Max. Marks-50 Internal assessment at Semester end		02

CBCS / Semester System (w.e.f. 2020-'21 Admitted Batch)

I Semester /Botany Core Course - 1

Fundamentals of Microbes and Non-vascular Plants

(Viruses, Bacteria, Fungi, Lichens, Algae and Bryophytes)

(Total hours of teaching – 60 @ 04 Hrs./Week)

Theory:

Learning Outcomes:

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

- Explain origin of life on the earth.
- Illustrate diversity among the viruses and prokaryotic organisms and can categorize them.
- Classify fungi, lichens, algae and bryophytes based on their structure, reproduction and life cycles.
- Analyze and ascertain the plant disease symptoms due to viruses, bacteria and fungi.
- Recall and explain the evolutionary trends among amphibians of plant kingdom for their shift to land habitat.
- Evaluate the ecological and economic value of microbes, thallophytes and bryophytes.

Unit – 1: Origin of life and Viruses

12Hrs.

1. Origin of life, concept of primary Abiogenesis; Miller and Urey experiment. Five kingdom classification of R.H. Whittaker
2. Discovery of microorganisms, Pasteur experiments, germ theory of diseases.
3. Shape and symmetry of viruses; structure of TMV and Gemini virus; multiplication of TMV; A brief account of Prions and Viroids.
4. A general account on symptoms of plant diseases caused by Viruses. Transmission of plant viruses and their control.
5. Significance of viruses in vaccine production, bio-pesticides and as cloning vectors.

Unit – 2: Special groups of Bacteria and Eubacteria

12Hrs.

1. Brief account of Archaeobacteria, Actinomycetes and Cyanobacteria.
2. Cell structure and nutrition of Eubacteria.

3. Reproduction- Asexual (Binary fission and endospores) and bacterial recombination (Conjugation, Transformation, Transduction).
4. Economic importance of Bacteria with reference to their role in Agriculture and industry (fermentation and medicine).
5. A general account on symptoms of plant diseases caused by Bacteria; Citrus canker.

Unit – 3: Fungi & Lichens

12 Hrs.

1. General characteristics of fungi and Ainsworth classification (upto classes).
2. Structure, reproduction and life history of (a) *Rhizopus* (Zygomycota) and (b) *Puccinia* (Basidiomycota).
3. Economic uses of fungi in food industry, pharmacy and agriculture.
4. A general account on symptoms of plant diseases caused by Fungi; Blast of Rice.
5. Lichens- structure and reproduction; ecological and economic importance.

Unit – 4: Algae

12 Hrs.

1. General characteristics of Algae (pigments, flagella and reserve food material); Fritsch classification (upto classes).
2. Thallus organization and life cycles in Algae.
3. Occurrence, structure, reproduction and life cycle of (a) *Spirogyra* (Chlorophyceae) and (b) *Polysiphonia* (Rhodophyceae).
4. Economic importance of Algae.

Unit – 5: Bryophytes

12 Hrs.

1. General characteristics of Bryophytes; classification upto classes.
2. Occurrence, morphology, anatomy, reproduction (developmental details are not needed) and life cycle of (a) *Marchantia* (Hepaticopsida) and (b) *Funaria* (Bryopsida).
3. General account on evolution of saprophytes in Bryophyte.

Text books:

- Botany – I (Vrukshasastram-I) : Telugu Akademi, Hyderabad
- Pandey, B.P. (2013) *College Botany, Volume-I*, S. Chand Publishing, New Delhi
- Hait,G., K.Bhattacharya&A.K.Ghosh (2011) *A Text Book of Botany, Volume-I*, New Central Book Agency Pvt. Ltd., Kolkata
- Bhattacharjee, R.N., (2017) *Introduction to Microbiology and Microbial Diversity*, Kalyani Publishers, New Delhi.

Books for Reference:

- Dubey, R.C. &D.K.Maheswari (2013) *A Text Book of Microbiology*,S.Chand& Company Ltd., New Delhi
- Pelczar Jr., M.J., E.C.N. Chan &N.R.Krieg (2001)*Microbiology*, Tata McGraw-Hill Co, New Delhi
- Prescott, L. Harley, J. and Klein, D. (2005)*Microbiology, 6th edition*, Tata McGraw –Hill Co. New Delhi.
- Alexopoulos, C.J., C.W.Mims&M.Blackwell (2007) *Introductory Mycology*,Wiley& Sons, Inc., New York
- Mehrotra, R.S. & K. R. Aneja (1990)*An Introduction to Mycology*. New Age International Publishers, New Delhi
- Kevin Kavanagh (2005) *Fungi ; Biology and Applications* John Wiley & Sons, Ltd.,West Sussex, England
- John Webster & R. W. S. Weber (2007) *Introduction to Fungi*,Cambridge University Press, New York
- Fritsch, F.E. (1945)*The Structure & Reproduction of Algae (Vol. I & Vol. II)*Cambridge UniversityPress Cambridge, U.K..
- Bold, H.C. & M. J. Wynne (1984)*Introduction to the Algae*, Prentice-Hall Inc., New Jersey
- Robert Edward Lee (2008)*Phycology*. Cambridge University Press, New York
- Van Den Hoek, C., D.G.Mann&H.M.Jahns (1996)*Algae : An Introduction to Phycology*. Cambridge University Press, New York
- Shaw, A.J.&B.Goffinet (2000)*Bryophyte Biology* .Cambridge University Press, New York.

Practical syllabus of Botany Core Course – 1/ Semester –
I Fundamentals of Microbes and Non-vascular Plants
(Viruses, Bacteria, Fungi, Lichens, Algae and Bryophytes)
(Total hours of laboratory exercises 30 Hrs. @ 02 Hrs./Week)

Course Outcomes: On successful completion of this practical course, student shall be able to;

1. Demonstrate the techniques of use of lab equipment, preparing slides and identify the material and draw diagrams exactly as it appears.
2. Observe and identify microbes and lower groups of plants on their own.
3. Demonstrate the techniques of inoculation, preparation of media etc.
4. Identify the material in the permanent slides etc.

Practical Syllabus:

1. Knowledge of Microbiology laboratory practices and safety rules.
2. Knowledge of different equipment for Microbiology laboratory (Spirit lamp, Inoculation loop, Hot-air oven, Autoclave/Pressure cooker, Laminar air flow chamber and Incubator) and their working principles. (In case of the non-availability of the laboratory equipment the students can be taken to the local college/clinical lab. with required infrastructural facilities or they can enter a linkage with the college/lab for future developments and it will fetch credits during the accreditation by NAAC).
3. Demonstration of Gram's staining technique for Bacteria.
4. Study of Viruses (Corona, Gemini and TMV) using electron micrographs/ models.
5. Study of Archaeobacteria and Actinomycetes using permanent slides/ electron micrographs/diagrams.
6. Study of *Anabaena* and *Oscillatoria* using permanent/temporary slides.
7. Study of different bacteria (Cocci, Bacillus, Vibrio and Spirillum) using permanent or temporary slides/ electron micrographs/ diagrams.
8. Study/ microscopic observation of vegetative, sectional/anatomical and reproductive structures of the following using temporary or permanent slides/ specimens/ mounts :
 - a. Fungi : *Rhizopus*, *Penicillium* and *Puccinia*

- b. Lichens: Crustose, foliose and fruticose
 - c. Algae :*Volvox*, *Spirogyra*, *Ectocarpus* and *Polysiphonia*
 - d. Bryophyta : *Marchantia* and *Funaria*
9. Study of specimens of Tobacco mosaic disease, Citrus canker and Blast of Rice.

Model Question Paper for Practical Examination

Semester – I/ Botany Core Course – 1

Fundamentals of Microbes and Non-vascular Plants

(Viruses, Bacteria, Fungi, Lichens, Algae and Bryophytes)

Max. Time: 3 Hrs.

Max. Marks: 50

1. Take the T.S. of material 'A' (Fungi), make a temporary mount and make comments about identification. 10 M
2. Identify any 2 algae from the mixture (material 'B') given with specific comments about identification. 10 M
3. Take the T.S. of material 'C' (Bryophyta), make a temporary mount and make comments about identification. 10 M
4. Identify the following with specific reasons. 4x 3 = 12 M
 - D. A laboratory equipment of Microbiology
 - E. Virus
 - F. Archaeobacteria /Ascomycete /Cyanobacteria/ Eu-Bacteria
 - G. Lichen
5. Record + Viva-voce 5+3 = 8 M

Suggested co-curricular activities for Botany Core Course-1 in Semester-I:

A. Measurable :

a. Student seminars :

1. Baltimore classification of Viruses.
2. Lytic and lysogenic cycle of T- even Bacteriophages.
3. Viral diseases of humans and animals.
4. Retroviruses
5. Bacterial diseases of humans and animals.
6. Significance of Bacteria in Biotechnology and Genetic engineering.
7. Fungi responsible for major famines in the world.
8. Poisonous mushrooms (Toad stools).
9. Algae as Single Cell Proteins (SCPs)
10. Parasitic algae

11. Origin of Bryophytes through : Algae vsPteridophytes
12. Fossil Bryophytes
13. Evolution of gametophytes in Bryophyta.
14. Ecological and economic importance of Bryophytes.

b. Student Study Projects :

1. Isolation and identification of microbes from soil, water and air.
2. Collection and identification of algae from fresh /estuarine /marine water.
3. Collection and identification of fruiting bodies of Basidiomycetes and Ascomycetes.
4. Collection and identification of Lichens from their native localities.
5. Collection of diseased plants/parts and identification of symptoms.
6. Collection and identification of Bryophytes from their native localities.

c. Assignments: Written assignment at home / during '0' hour at college; preparation of charts with drawings, making models etc., on topics included in syllabus.

B. General :

1. Visit to Agriculture and/or Horticulture University/College/Research station to learn about microbial diseases of plants.
2. Visit to industries working on microbial, fungal and algal products.
3. Group Discussion (GD)/ Quiz/ Just A Minute (JAM) on different modules in syllabus of the course.

II Semester /Botany Core Course – 2
Basics of Vascular plants and Phytogeography
(Pteridophytes, Gymnosperms, Taxonomy of Angiosperms and Phytogeography)
(Total hours of teaching – 60 @ 02 Hrs./Week)

Theory:

Learning Outcomes:

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

- Classify and compare Pteridophytes and Gymnosperms based on their morphology, anatomy, reproduction and life cycles.
 - Justify evolutionary trends in tracheophytes to adapt for land habitat.
 - Explain the process of fossilization and compare the characteristics of extinct and extant plants.
 - Critically understand various taxonomical aids for identification of Angiosperms.
 - Analyze the morphology of the most common Angiosperm plants of their localities and recognize their families.
 - Evaluate the ecological, ethnic and economic value of different tracheophytes and summarize their goods and services for human welfare.
 - Locate different phytogeographical regions of the world and India and can analyze their floristic wealth.
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Unit – 1: Pteridophytes

12 Hrs.

1. General characteristics of Pteridophyta; classification of Smith (1955) into divisions.
2. Occurrence, morphology, anatomy, reproduction (developmental details are not needed) and life history of (a) *Lycopodium* (Lycopsida) and (b) *Marsilea* (Filicopsida).
3. Stellar evolution in Pteridophytes;
4. Heterospory and seed habit.

Unit – 2:Gymnosperms**14 Hrs.**

1. General characteristics of Gymnosperms; Sporneclassification upto classes.
2. Occurrence, morphology, anatomy, reproduction (developmental details are not needed) and life history of (a) *Cycas*(Cycadopsida) and (b) *Gnetum* (Gnetopsida).
3. Outlines of geological time scale.
4. A brief account on *Cycadeoidea*.

Unit – 3:Basic aspects of Taxonomy**13Hrs.**

1. Aim and scope of taxonomy; Species concept: Taxonomic hierarchy, species, genus and family.
2. Plant nomenclature: Binomial system, ICBN- rules for nomenclature.
3. Herbarium and its techniques,BSI herbarium and Kew herbarium; concept of digital herbaria.
4. Bentham and Hooker system of classification;
5. Systematic description and economic importance of the following families:
(a) Annonaceae (b) Curcubitaceae

Unit – 4: Systematic Taxonomy**13 Hrs.**

1. Systematic description and economic importance of the following families:
(a) Asteraceae (b) Asclepiadaceae (c)Amaranthaceae(d) Euphorbiaceae
(e) Arecaceaeand (f) Poaceae
2. Outlines of Angiosperm Phylogeny Group (APG IV).

Unit – 5:Phytogeography**08 Hrs.**

1. Principles of Phytogeography, Distribution (wides, endemic, discontinuous species)
2. Endemism – types and causes.
3. Phytogeographic regions of World.
4. Phytogeographic regions of India.
5. Vegetation types in Andhra Pradesh.

Text books:

- Botany – I (Vrukshasastram-I) : Telugu Akademi, Hyderabad
- Botany – II (Vrukshasastram-II) : Telugu Akademi, Hyderabad
- Acharya, B.C., (2019) *Archchegoniates*, Kalyani Publishers, New Delhi
- Bhattacharya, K., G. Hait&Ghosh, A. K., (2011) *A Text Book of Botany, Volume-II*, New Central Book Agency Pvt. Ltd., Kolkata
- Hait,G., K.Bhattacharya&A.K.Ghosh (2011) *A Text Book of Botany, Volume-I*, New Central Book Agency Pvt. Ltd., Kolkata
- Pandey, B.P. (2013)*College Botany, Volume-I*, S. Chand Publishing, New Delhi
- Pandey, B.P. (2013)*College Botany, Volume-II*, S. Chand Publishing, New Delhi

Books for Reference:

- Smith, G.M. (1971)*Cryptogamic Botany Vol. II.*, Tata McGraw Hill, New Delhi
- Sharma,O.P.(2012)*Pteridophyta*. Tata McGraw-Hill, New Delhi
- Kramer, K.U.&P. S. Green (1990) *The Families and Genera of Vascular Plants, Volume –I: Pteridophytes and Gymnosperms*(Ed.K.Kubitzki) Springe-Verlag, New York
- Bhatnagar, S.P. &AlokMoitra (1996)*Gymnosperms*. New Age International, New Delhi
- Coulter, J.M. &C.J.Chamberlain(1910) *Morphology of Gymnosperms*,The University of Chicago Press, Chicago, Illinois
- Govil, C.M. (2007)*Gymnosperms : Extinct and Extant*. KRISHNA Prakashan Media (P) Ltd.Meerut& Delhi
- Sporne, K.R.(1971)*The Morphology of Gymnosperms*.Hutchinsons Co. Ltd., London
- Arnold, C.A., (1947) *An introduction to Paleobotany*McGraw –Hill Book Company,INC, New York
- Stewart,W.N., and G.W.Rothwell (2005) *Paleobotany and the evolution of plants* Cambridge University Press, New York
- Lawrence, George H.M. (1951) *Taxonomy of Vascular Plants*. The McMillan Co., New York
- Heywood, V. H. and D. M. Moore (1984)*Current Concepts in Plant Taxonomy*. Academic Press, London.

- Jeffrey, C. (1982)*An Introduction to Plant Taxonomy*. Cambridge University Press, Cambridge. London.
- Sambamurty, A.V.S.S. (2005)*Taxonomy of Angiosperms* I. K .International Pvt. Ltd., New Delhi
- Singh, G. (2012). *Plant Systematics: Theory and Practice*.Oxford & IBH Pvt. Ltd., NewDelhi.
- Simpson, M.G. (2006). *Plant Systematics*. Elsevier Academic Press, San Diego, CA,U.S.A.
- Cain, S.A . (1944)*Foundations of Plant Geography*Harper & Brothers, N.Y.
- Good, R. (1997)*The Geography of flowering Plants (2nd Edn.)*Longmans, Green & Co., Inc., London & Allied Science Publishers, New Delhi
- Mani, M.S (1974)*Ecology & Biogeography of India*Dr. W. Junk Publishers, The Haque

Practical syllabus of Botany Core Course – 2/ Semester –

II Basics of Vascular plants and Phytogeography

(Pteridophytes, Gymnosperms, Taxonomy of Angiosperms and Phytogeography)(Total hours of laboratory exercises 30 Hrs. @ 02 Hrs. /Week)

Course Outcomes:

On successful completion of this course students shall be able to:

1. Demonstrate the techniques of section cutting, preparing slides, identifying of the material and drawing exact figures.
2. Compare and contrast the morphological, anatomical and reproductive features of vascular plants.
3. Identify the local angiosperms of the families prescribed to their genus and species level and prepare herbarium.
4. Exhibit skills of preparing slides, identifying the given twigs in the lab and drawing figures of plant twigs, flowers and floral diagrams as they are.
5. Prepare and preserve specimens of local wild plants using herbarium techniques.

Practical Syllabus:

1. Study/ microscopic observation of vegetative, sectional/anatomical and reproductive structures of the following using temporary or permanent slides/ specimens/ mounts :
 - a. Pteridophyta : *Lycopodium* and *Marselia*
 - b. Gymnosperms : *Cycas* and *Gnetum*
2. Study of fossil specimens of *Cycadeoidea* and *Pentoxylon*(photographs /diagrams can be shown if specimens are not available).
3. Demonstration of herbarium techniques.
4. Systematic / taxonomic study of locally available plants belonging to the families prescribed in theory syllabus. (Submission of 30 number of Herbarium sheets of wild plants with the standard system is mandatory).
5. Mapping of phytogeographical regions of the globe and India.

Model Question Paper for Practical Examination

Semester – II/ Botany Core Course – 2

Basics of Vascular plants and Phytogeography

(Pteridophytes, Gymnosperms, Taxonomy of Angiosperms and Phytogeography)

Max. Time: 3 Hrs.

Max. Marks: 50

1. Take T.S. of the material 'A' (Pteridophyta), make a temporary slide and justify the identification with apt points. 10 M
2. Take T.S. of the material 'B' (Gymnosperms), make a temporary slide and justify the identification with apt points. 10 M
3. Describe the vegetative and floral characters of the material 'C' (Taxonomy of Angiosperms) and derive its systematic position. 10 M
4. Identify the specimen 'D' (Fossil Gymnosperm) and give specific reasons. 5 M
5. Locate the specified phytogeographical regions (2x2M) in the world / India (E) map supplied to you. 4 M
6. Record + Herbarium & Field note book + Viva-voce 5 +4+3 = 12 M

Suggested co-curricular activities for Botany Core Course-2 in Semester-II:

A. Measurable :

a. Student seminars :

1. Fossil Pteridophytes.
2. Aquatic ferns and tree ferns
3. Ecological and economic importance of Pteridophytes
4. Evolution of male and female gametophytes in Gymnosperms.
5. Endemic and endangered Gymnosperms.
6. Ecological and economic importance of Gymnosperms.
7. Floras and their importance: Flora of British India and Flora of Madras Presidency.
8. Botanical gardens and their importance: National Botanic garden and Royal Botanic garden.
9. Artificial, Natural and Phylogenetic classification systems.
10. Molecular markers used in APG system of classification.
11. Vessel less angiosperms.

12. Insectivorous plants.
13. Parasitic angiosperms.
14. Continental drift theory and species isolation.

b. Student Study Projects :

1. Collection and identification of Pteridophytes from their native locality/
making
an album by collecting photographs of Pteridophytes.
 2. Collection and identification of Gymnosperms from their native
locality/making an album by collecting photographs of Gymnosperms.
 4. Collection of information on famous herbaria in the world and preparation
of a report.
 5. Collection of information on famous botanic gardens in the world and
preparation of a report.
 6. Collection of data on vegetables (leafy and fruity) plants in the market and
and preparation of a report on their taxonomy.
 7. Collection and identification of fresh and dry fruits plants in the market
and preparation of a report on their taxonomy.
 8. Collection of data on plants of ethnic and ethnobotanical importance from their
native locality.
 9. Preparation of a local flora by enlisting the plants of their native place.
- c. Assignments:** Written assignment at home / during '0' hour at college;
preparation of charts with drawings, making models etc., on topics included in
syllabus.

B. General :

1. Visit to Botanic garden in a Research institute/University to see the live
plants.
2. Virtual tour in websites for digital herbaria and botanic gardens.
3. Acquaint with standard floras like – Flora of Madras Presidency, Flora of
their respective district in Andhra Pradesh.
4. Looking into vegetation of different phytogeographical regions using web
resources.
5. Group Discussion (GD)/ Quiz/ Just A Minute (JAM) on different modules
in syllabus of the course.

III

Semester /Botany Core Course - 3

Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity

(Total hours of teaching – 60 @ 04 Hrs./Week)

Theory:

Learning outcomes:

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

- Understand on the organization of tissues and tissue systems in plants.
 - Illustrate and interpret various aspects of embryology.
 - Discuss the basic concepts of plant ecology, and evaluate the effects of environmental and biotic factors on plant communities.
 - Appraise various qualitative and quantitative parameters to study the population and community ecology.
 - Correlate the importance of biodiversity and consequences due to its loss.
 - Enlist the endemic/endangered flora and fauna from two biodiversity hot spots in India and assess strategies for their conservation.
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Unit – 1: Anatomy of Angiosperms

12 Hrs.

1. Organization of apical meristems: Tunica-carpus theory and Histogen theory.
2. Tissue systems–Epidermal, ground and vascular.
3. Anomalous secondary growth in *Boerhaavia* and *Dracaena*.
4. Study of timbers of economic importance - Teak, Red sanders and Rosewood.

Unit – 2: Embryology of Angiosperms

12 Hrs.

1. Structure of anther, anther wall, types of tapetum. Microsporogenesis and development of male gametophyte.
2. Structure of ovule, megasporogenesis; monosporic (*Polygonum*), bisporic (*Allium*) and tetrasporic (*Peperomia*) types of embryo sacs.
3. Outlines of pollination, pollen – pistil interaction and fertilization.
4. Endosperm - Types and biological importance - Free nuclear, cellular, helobial and ruminate.
5. Development of Dicot (*Capsella bursa-pastoris*) embryo.

Unit – 3: Basics of Ecology**12 Hrs.**

1. Ecology: definition, branches and significance of ecology.
2. Ecosystem: Concept and components, energy flow, food chain, food web, ecological pyramids.
4. Plants and environment: Climatic (light and temperature), edaphic and biotic factors.
5. Ecological succession: Hydrosere and Xerosere.

Unit – 4: Population, Community and Production Ecology**12 Hrs.**

1. Population ecology: Natality, mortality, growth curves, ecotypes, ecads
2. Community ecology: Frequency, density, cover, life forms, biological spectrum
3. Concepts of productivity: GPP, NPP and Community Respiration
4. Secondary production, P/R ratio and Ecosystems.

Unit – 5: Basics of Biodiversity**12 Hrs.**

1. Biodiversity: Basic concepts, Convention on Biodiversity - Earth Summit.
 2. Value of Biodiversity; types and levels of biodiversity and Threats to biodiversity
 3. Biodiversity Hot spots in India. Biodiversity in North Eastern Himalayas and Western Ghats.
 4. Principles of conservation: IUCN threat-categories, RED data book
 5. Role of NBPGR and NBA in the conservation of Biodiversity.
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Text books:

- Botany – III (Vrukshasastram-I) : Telugu Akademi, Hyderabad
- Botany – IV (Vrukshasastram-II) : Telugu Akademi, Hyderabad
- Pandey, B.P. (2013) *College Botany, Volume-II*, S. Chand Publishing, New Delhi
- Pandey, B.P. (2013) *College Botany, Volume-III*, S. Chand Publishing, New Delhi
- Bhattacharya, K., G. Hait & Ghosh, A. K., (2011) *A Text Book of Botany, Volume-II*, New Central Book Agency Pvt. Ltd., Kolkata

Books for Reference:

- Esau, K. (1971) *Anatomy of Seed Plants*. John Wiley and Son, USA.
- Fahn, A. (1990) *Plant Anatomy*, Pergamon Press, Oxford.
- Cutler, D.F., T. Botha & D. Wm. Stevenson (2008) *Plant Anatomy: An Applied Approach*, Wiley, USA.
- Paula Rudall (1987) *Anatomy of Flowering Plants: An Introduction to Structure and Development*. Cambridge University Press, London
- Bhojwani, S. S. and S. P. Bhatnagar (2000) *The Embryology of Angiosperms (4th Ed.)*, Vikas Publishing House, Delhi.
- Pandey, A. K. (2000) *Introduction to Embryology of Angiosperms*. CBS Publishers & Distributors Pvt. Ltd. , New Delhi
- Maheswari, P. (1971) *An Introduction to Embryology of Angiosperms*. McGraw Hill Book Co., London.
- Johri, B.M. (2011) *Embryology of Angiosperms*. Springer-Verlag, Berlin
- Pandey, B.P. (2013) *College Botany, Volume-III*, S. Chand Publishing, New Delhi
- Bhattacharya, K., A. K. Ghosh, & G. Hait (2011) *A Text Book of Botany, Volume-IV*, New Central Book Agency Pvt. Ltd., Kolkata
- Kormondy, Edward J. (1996) *Concepts of Ecology*, Prentice-Hall of India Private Limited, New Delhi
- Begon, M., J.L. Harper & C.R. Townsend (2003) *Ecology*, Blackwell Science Ltd., U.S.A.
- Eugene P. Odum (1996) *Fundamentals of Ecology*, Natraj Publishers, Dehradun
- Sharma, P.D. (2012) *Ecology and Environment*. Rastogi Publications, Meerut, India.
- N.S. Subrahmanyam & A.V.S.S. Sambamurty (2008) *Ecology* Narosa Publishing House, New Delhi

- A. K. Agrawal & P.P. Deo (2010) *Plant Ecology*, Agrobios (India), Jodhpur
- Kumar, H.D. (1992) *Modern Concepts of Ecology (7th Edn.)*, Vikas Publishing Co.,
New Delhi.
- Newman, E.I. (2000): *Applied Ecology* Blackwell Scientific Publisher, U.K.
- Chapman, J.L. & M.J. Reiss (1992): *Ecology - Principles & Applications*. Cambridge
University Press, U.K.
- Kumar H.D. (2000) *Biodiversity & Sustainable Conservation* Oxford & IBH
Publishing Co Ltd. New Delhi.
- U. Kumar (2007) *Biodiversity : Principles & Conservation*, Agrobios (India),
Jodhpur

Practical syllabus of Botany Core Course – 3 /Semester – III
Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity

(Total hours of laboratory exercises 30 Hrs. @ 02 Hrs./Week)

Course Outcomes:

On successful completion of this practical course students shall be able to:

1. Get familiarized with techniques of section making, staining and microscopic study of vegetative, anatomical and reproductive structure of plants.
2. Observe externally and under microscope, identify and draw exact diagrams of the material in the lab.
3. Demonstrate application of methods in plant ecology and conservation of biodiversity and qualitative and quantitative aspects related to populations and communities of plants.

Practical Syllabus

1. Tissue organization in root and shoot apices using permanent slides.
2. Anomalous secondary growth in stems of *Boerhavia* and *Dracaena*.
3. Study of anther and ovule using permanent slides/photographs.
4. Study of pollen germination and pollen viability.
5. Dissection and observation of Embryo sac haustoria in *Santalum* or *Argemone*.
6. Structure of endosperm (nuclear and cellular) using permanent slides / Photographs.
7. Dissection and observation of Endosperm haustoria in *Crotalaria* or *Coccinia*.
8. Developmental stages of dicot and monocot embryos using permanent slides / photographs.
9. Study of instruments used to measure microclimatic variables; soil thermometer, maximum and minimum thermometer, anemometer, rain gauge, and lux meter. (visit to the nearest/local meteorology station where the data is being collected regularly and record the field visit summary for the submission in the practical).
10. Study of morphological and anatomical adaptations of hydrophytes and xerophytes (02 each).
11. Quantitative analysis of herbaceous vegetation in the college campus for frequency, density and abundance.

12. Identification of vegetation/various plants in college campus and comparison with Raunkiaer's frequency distribution law.
13. Find out the alpha-diversity of plants in the area
14. Mapping of biodiversity hotspots of the world and India.

Model paper for Practical Examination

Semester – III/ Botany Core Course – 3

Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity

Max. Time: 3 Hrs.

Max. Marks: 50

1. Take T.S. of the material 'A' (Anatomy), prepare a temporary slide and justify the identification with specific reasons. 10 M
2. Write the procedure for the experiment 'B' (Embryology) and demonstrate the same. 10 M
3. Take T.S. of the material 'C', prepare a temporary slide and justify the identification with specific reasons. 10 M
4. Identify the following with specific reasons. 4 x 3 = 12 M
 - D. Anatomy/Embryology
 - E. Ecology instrument
 - F. Mapping of Biodiversity hot spot
 - G. Endemic/endangered plant/animal
5. Record + Viva-voce 5 + 3 = 8 M

Suggested co-curricular activities for Botany Core Course-3 in Semester-III:

A. Measurable :

a. Student seminars :

1. Anatomy in relation to taxonomy of Angiosperms.
2. Nodal anatomy
3. Floral anatomy
4. Embryology in relation to taxonomy of Angiosperms.
5. Apomictics and polyembryony.
6. Biogeochemical cycles- Carbon, Nitrogen and Phosphorous.
7. Deforestation and Afforestation.
8. Green house effect and ocean acidification.
9. The Montreal protocol and the Kyoto protocol.
10. Productivity of aquatic ecosystems.
11. Mangrove ecosystems in India.
12. Kollerulake – Ramsar site.
13. Biodiversity hotspots of the world.
14. Origin of Crop plants - Vavilov centers
15. Agrobiodiversity
16. International organizations working on conservation of Biodiversity
17. Nagoya protocol – ABS system.
18. Endemic and endangered plants in Andhra Pradesh.

b. Student Study Projects :

1. Stomata structure in plants from college campus/ their native place.
2. Report on xylem elements in plants using maceration technique.
3. Collection of information on famous herbaria in the world and preparation of a report.
4. Microscopic observations on pollen morphology from plants in college Campus/ their native locality.
5. Study report on germination and viability of pollen in different plants.
6. Observation of anthesis time in different plants and their pollinators.
7. A report on autecology and synecology of some plants in college campus or their native place.
8. Collection of photos of endemic/endangered plant and animal species to Make an album.

9. Biodiversity of the college or their own residential/ native area.
10. Collection of seeds/vegetative organs of rare plant species from their localities and to raise/grow in college garden

c. Assignments: Written assignment at home / during '0' hour at college; preparation of charts with drawings, making models etc., on topics included in syllabus.

B. General :

1. Visit to an arboretum / silviculture station/Forest research institute to see the live timber yielding plants or to visit a local timber depot. to observe various woods.
2. Field visit to a nearby ecosystem to observe the abiotic-biotic relationships.
3. Visit to National park/Sanctuary/Biosphere reserve etc., to observe in-situ conservation of plants and animals.
4. Visit to a Botanical garden or Zoo to learn about ex-situ conservation of rare plants or animals.
5. Group Discussion (GD)/ Quiz/ Just A Minute (JAM) on different modules in syllabus of the course.

IV Semester/ Botany Core Course –

4 Plant Physiology and Metabolism

(Total hours of teaching – 60 @ 04 Hrs./Week)

Theory:

Learning outcomes:

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

- Comprehend the importance of water in plant life and mechanisms for transport of water and solutes in plants.
 - Evaluate the role of minerals in plant nutrition and their deficiency symptoms.
 - Interpret the role of enzymes in plant metabolism.
 - Critically understand the light reactions and carbon assimilation processes responsible for synthesis of food in plants.
 - Analyze the biochemical reactions in relation to Nitrogen and lipid metabolisms.
 - Evaluate the physiological factors that regulate growth and development in plants.
 - Examine the role of light on flowering and explain physiology of plants under stress conditions.
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Unit – 1: Plant-Water relations

10 Hrs.

1. Importance of water to plant life, physical properties of water, diffusion, imbibition, osmosis. water potential, osmotic potential, pressure potential.
2. Absorption and lateral transport of water; Ascent of sap
3. Transpiration: stomata structure and mechanism of stomatal movements (K^+ ion flux).
4. Mechanism of phloem transport; source-sink relationships.

Unit – 2: Mineral nutrition, Enzymes and Respiration

14 Hrs.

1. Essential macro and micro mineral nutrients and their role in plants; symptoms of mineral deficiency
2. Absorption of mineral ions; passive and active processes.
3. Characteristics, nomenclature and classification of Enzymes. Mechanism of enzyme action, enzyme kinetics.

4. Respiration: Aerobic and Anaerobic; Glycolysis, Krebs cycle; electron transport system, mechanism of oxidative phosphorylation, Pentose Phosphate Pathway (HMP shunt).

Unit – 3: Photosynthesis and Photorespiration

12 Hrs.

1. Photosynthesis: Photosynthetic pigments, absorption and action spectra; Red drop and Emerson enhancement effect
2. Concept of two photosystems; mechanism of photosynthetic electron transport and evolution of oxygen; photophosphorylation
3. Carbon assimilation pathways (C₃, C₄ and CAM);
4. Photorespiration - C₂ pathway

Unit – 4: Nitrogen and lipid metabolism

12 Hrs.

1. Nitrogen metabolism: Biological nitrogen fixation – asymbiotic and symbiotic nitrogen fixing organisms. Nitrogenase enzyme system.
2. Lipid metabolism: Classification of Plant lipids, saturated and unsaturated fatty acids.
3. Anabolism of triglycerides, β -oxidation of fatty acids, Glyoxylate cycle.

Unit – 5: Plant growth - development and stress physiology

12 Hrs.

1. Growth and Development: Definition, phases and kinetics of growth.
 2. Physiological effects of Plant Growth Regulators (PGRs) - auxins, gibberellins, cytokinins, ABA, ethylene and brassinosteroids.
 3. Physiology of flowering: Photoperiodism, role of phytochrome in flowering.
 4. Seed germination and senescence; physiological changes.
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Text books:

- Botany – IV (Vrukshasastram-II) : Telugu Akademi, Hyderabad
- Pandey, B.P. (2013) *College Botany, Volume-III*, S. Chand Publishing, New Delhi
- Ghosh, A. K., K. Bhattacharya & G. Hait (2011) *A Text Book of Botany, Volume-III*, New Central Book Agency Pvt. Ltd., Kolkata

Books for Reference:

- Aravind Kumar & S.S. Purohit (1998) *Plant Physiology – Fundamentals and Applications*, AgroBotanica, Bikaner

- Datta, S.C. (2007) *Plant Physiology*, New Age International (P) Ltd., Publishers, New Delhi
- Hans Mohr & P. Schopfer (2006) *Plant Physiology*, Springer (India) Pvt. Ltd., New Delhi
- Hans-Walter Heldt (2005) *Plant Biochemistry*, Academic Press, U.S.A.
- Hopkins, W.G. & N.P.A. Huner (2014) *Introduction to Plant Physiology*, Wiley India Pvt. Ltd., New Delhi
- Noggle Ray & J. Fritz (2013) *Introductory Plant Physiology*, Prentice Hall (India), New Delhi
- Pandey, S.M. & B.K. Sinha (2006) *Plant Physiology*, Vikas Publishing House, New Delhi
- Salisbury, Frank B. & Cleon W. Ross (2007) *Plant Physiology*, Thomsen & Wadsworth, Australia & U.S.A
- Sinha, R.K. (2014) *Modern Plant Physiology*, Narosa Publishing House, New Delhi
- Taiz, L. & E. Zeiger (2003) *Plant Physiology*, Panima Publishers, New Delhi
- Verma, V. (2007) *Text Book of Plant Physiology*, Ane Books India, New Delhi

Practical Syllabus of Botany Core Course – 4 / Semester –

IV Plant Physiology and Metabolism

(Total hours of laboratory exercises 30 Hrs. @ 02 Hrs. /Week)

Course outcomes: On successful completion of this practical course, students shall be able to:

1. Conduct lab and field experiments pertaining to Plant Physiology, that is, biophysical and biochemical processes using related glassware, equipment, chemicals and plant material.
2. Estimate the quantities and qualitative expressions using experimental results and calculations
3. Demonstrate the factors responsible for growth and development in plants.

Practical Syllabus

1. Determination of osmotic potential of plant cell sap by plasmolytic method using *Rhoeo/ Tradescantia* leaves.
2. Calculation of stomatal index and stomatal frequency of a mesophyte and a xerophyte.
3. Determination of rate of transpiration using Cobalt chloride method / Ganong's potometer (at least for a dicot and a monocot).
4. Effect of Temperature on membrane permeability by colorimetric method.
5. Study of mineral deficiency symptoms using plant material/photographs.
6. Demonstration of amylase enzyme activity and study the effect of substrate and Enzyme concentration.
7. Separation of chloroplast pigments using paper chromatography technique.
8. Demonstration of Polyphenol oxidase enzyme activity (Potato tuber or Apple fruit)
9. Anatomy of C₃, C₄ and CAM leaves
10. Estimation of protein by biuret method/Lowry method
11. Minor experiments – Osmosis, Arc-auxometer, ascent of sap through xylem, cytoplasmic streaming.

Model Question Paper for Practical Examination

Semester – IV/ Botany Core Course – 4

Plant Physiology and Metabolism

Max. Time: 3 Hrs.

Max. Marks: 50

1. Conduct the experiment 'A' (Major experiment), write aim, principle, material and apparatus/equipment, procedure, tabulate results and make conclusion. 20 M
2. Demonstrate the experiment 'B' (Minor experiment), write the principle, procedure and give inference. 10 M
3. Identify the following with apt reasons. 3 x 4 = 12 M
 - C. Plant water relations / Mineral nutrition
 - D. Plant metabolism
 - E. Plant growth and development
4. Record + Viva-voce 5 + 3 = 8 M

Suggested co-curricular activities for Botany Core Course-4 in Semester-IV:

A. Measurable :

a. Student seminars :

1. Antitranspirants and their significance in crop physiology and horticulture.
2. Natural chelating agents in plants.
3. Criteria of essentiality of elements and beneficial elements.
4. Hydroponics, aquaponics and aeroponics.
5. Mycorrhizal association and mineral nutrition in plants.
6. Non-proteinaceous enzymes.
7. Respiratory inhibitors.
8. Structure of ATPase and Chemiosmotic hypothesis.
9. Transpiration and photosynthesis – a compromise.
10. Amphibolic pathways and bypass pathways in plants.
11. Non-biological nitrogen fixation.
12. Role of Hydrogenase in nitrogen fixation.
13. Plant lectins – their role in plants and use in medicine and medical research.

b. Student Study Projects :

1. Stomatal densities among different groups of plants.
2. Various treatments (salt, cold, high temperature, heavy metals) and their effects on seed germination.
3. Effects of plant hormones (IAA, Gibberellin and Kinetin) on Seed Germination.
4. Diurnal variation of stomatal behavior in CAM and C3 plants found in local area.
5. Effects of nitrogen fertilizer on plant growth.
6. Enumeration of C3, C4 and CAM plants in the local area.
7. Effect of different light wavelengths (red light, green light, blue light) on apparent photosynthesis in terms of growth.
8. Light effects on leaf growth and leaf orientation.
9. Artificial Fruit Ripening Process by various treatments (carbide and ethylene).
10. Study of relative water content and water retention by leaves under different environments.
11. Study of soil nutrients in local agricultural fields.
12. Study of mineral deficiency symptoms of various crops of local area.
13. Study of local weeds in crop fields.
14. Studies on seed storage proteins, oils and starch in local millets and pulse crops.
15. Making a report on LDPs, SDPs and DNPs in their locality.

c. Assignments: Written assignment at home / during '0' hour at college; preparation of charts with drawings, making models etc., on topics included in syllabus.

B. General :

1. Group Discussion (GD)/ Quiz/ Just A Minute (JAM) on different modules in syllabus of the course.
2. Visit to a Plant Physiology laboratory in a University or Physiology division in a Agriculture/Horticulture University/Research station.

IV Semester / Botany Core Course –5
Cell Biology, Genetics and Plant Breeding
(Total hours of teaching – 60 @ 04 Hrs./Week)

Theory:

Learning outcomes:

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

- Distinguish prokaryotic and eukaryotic cells and design the model of a cell.
 - Explain the organization of a eukaryotic chromosome and the structure of genetic material.
 - Demonstrate techniques to observe the cell and its components under a microscope.
 - Discuss the basics of Mendelian genetics, its variations and interpret inheritance of traits in living beings.
 - Elucidate the role of extra-chromosomal genetic material for inheritance of characters.
 - Evaluate the structure, function and regulation of genetic material.
 - Understand the application of principles and modern techniques in plant breeding.
 - Explain the procedures of selection and hybridization for improvement of crops.
-

Unit – 1: The Cell

12 Hrs.

1. Cell theory; prokaryotic vs eukaryotic cell; animal vs plant cell; a brief account on ultra-structure of a plant cell.
2. Ultra-structure of cell wall.
3. Ultra-structure of plasma membrane and various theories on its organization.
4. Polymorphic cell organelles (Plastids); ultra structure of chloroplast. Plastid DNA.

Unit – 2: Chromosomes

12 Hrs.

1. Prokaryotic vs eukaryotic chromosome. Morphology of a eukaryotic chromosome.
2. Euchromatin and Heterochromatin; Karyotype and ideogram.
3. Brief account of chromosomal aberrations - structural and numerical changes
4. Organization of DNA in a chromosome (solenoid and nucleosome models).

Unit – 3: Mendelian and Non-Mendelian genetics**14Hrs.**

1. Mendel's laws of inheritance. Incomplete dominance and co-dominance; Multiple allelism.
2. Complementary, supplementary and duplicate gene interactions (plant based examples are to be dealt).
3. A brief account of linkage and crossing over; Chromosomal mapping - 2 point and 3 point test cross.
4. Concept of maternal inheritance (Corren's experiment on *Mirabilis jalapa*); Mitochondrial DNA.

Unit – 4: Structure and functions of DNA**12 Hrs.**

1. Watson and Crick model of DNA. Brief account on DNA Replication (Semi-conservative method).
2. Brief account on Transcription, types and functions of RNA. Gene concept and genetic code and Translation.
3. Regulation of gene expression in prokaryotes - Lac Operon.

Unit – 5: Plant Breeding**12 Hrs.**

1. Plant Breeding and its scope; Genetic basis for plant breeding. Plant Introduction and acclimatization.
 2. Definition, procedure; applications and uses; advantages and limitations of : (a) Mass selection, (b) Pure line selection and (c) Clonal selection.
 3. Hybridization – schemes, and technique; Heterosis (hybrid vigour).
 4. A brief account on Molecular breeding – DNA markers in plant breeding. RAPD, RFLP.
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Text books :

- Botany – III (Vrukshasastram-I) : Telugu Akademi, Hyderabad
- Pandey, B.P. (2013) *College Botany, Volume-III*, S. Chand Publishing, New Delhi
- Ghosh, A.K., K.Bhattacharya & G. Hait (2011) *A Text Book of Botany, Volume-III*, New Central Book Agency Pvt. Ltd., Kolkata
- Chaudhary, R. C. (1996) *Introduction to Plant Breeding*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi

Books for Reference:

- S. C. Rastogi (2008) *Cell Biology*, New Age International (P) Ltd. Publishers, New Delhi
- P. K. Gupta (2002) *Cell and Molecular biology*, Rastogi Publications, New Delhi
- B. D. Singh (2008) *Genetics*, Kalyani Publishers, Ludhiana
- A.V.S.S. Sambamurty (2007) *Molecular Genetics*, Narosa Publishing House, New Delhi
- Cooper, G.M. & R.E. Hausman (2009) *The Cell – A Molecular Approach*, A.S.M. Press, Washington
- Becker, W.M., L.J. Kleinsmith & J. Hardin (2007) *The World of Cell*, Pearson Education, Inc., New York
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- Robert H. Tamarin (2002) *Principles of Genetics*, Tata McGraw –Hill Publishing Company Limited, New Delhi.
- Gardner, E.J., M. J. Simmons & D.P. Snustad (2004) *Principles of Genetics*, John Wiley & Sons Inc., New York
- Micklos, D.A., G.A. Freyer & D.A. Cotty (2005) *DNA Science: A First Course*, I.K. International Pvt. Ltd., New Delhi
- Chaudhari, H.K. (1983) *Elementary Principles of Plant Breeding*, TMH publishers Co., New Delhi
- Sharma, J.R. (1994) *Principles and Practice of Plant Breeding*, Tata McGraw- Hill Publishers, New Delhi
- Singh, B.D. (2001) *Plant Breeding : Principles and Methods*, Kalyani Publishers, Ludhiana

- Pundhan Singh (2015) *Plant Breeding for Undergraduate Students*, Kalyani Publishers, Ludhiana
- Gupta, S.K. (2010) *Plant Breeding : Theory and Techniques*, Agrobios (India), Jodhpur
- Hayes, H.K., F.R. Immer & D.C. Smith (2009) *Methods of Plant Breeding*, Biotech Books, Delhi

Practical Syllabus of Botany Core Course – 5/IVSemester

Cell Biology, Genetics and Plant Breeding

(Total hours of laboratory exercises 30 Hrs. @ 02 Hrs. /Week)

Course Outcomes: After successful completion of this practical course the student shall be able to:

1. Show the understanding of techniques of demonstrating Mitosis and Meiosis in the laboratory and identify different stages of cell division.
2. Identify and explain with diagram the cellular parts of a cell from a model or picture and prepare models
3. Solve the problems related to crosses and gene interactions.
4. Demonstrate plant breeding techniques such as emasculation and bagging

Practical Syllabus:

1. Study of ultra structure of plant cell and its organelles using Electron microscopic Photographs/models.
2. Demonstration of Mitosis in *Allium cepa*/*Aloe vera* roots using squash technique; observation of various stages of mitosis in permanent slides.
4. Demonstration of Meiosis in P.M.C.s of *Allium cepa* flower buds using squash technique; observation of various stages of meiosis in permanent slides.
4. Study of structure of DNA and RNA molecules using models.
5. Solving problems monohybrid, dihybrid, back and test crosses.
6. Solving problems on gene interactions (at least one problem for each of the gene interactions in the syllabus).
7. Chromosome mapping using 3- point test cross data.
8. Demonstration of emasculation, bagging, artificial pollination techniques for hybridization.

Model paper for Practical Examination
Semester-IV / Botany Core Course – 5
Cell Biology, Genetics and Plant Breeding

Max. Time: 3 Hrs.

Max. Marks: 50

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1. Make a cytological preparation of given material 'A' (mitosis or meiosis in Onion) by squash technique, report any two stages, draw labeled diagrams and write the reasons. 15 M
 2. Solve the given Genetic problem (Dihybrid cross/ Interaction of genes/ 3-point test cross) 'B' and write the conclusions. 15 M
 3. Identify the following and justify with apt reasons. 3 x 4 = 12 M
 - C. Cell Biology (Cell organelle)
 - D. Genetics (DNA/RNA)
 - E. Plant Breeding
 4. Record + Viva-voce 5 + 3 = 8 M

Suggested co-curricular activities for Botany Core Course- 5 in Semester-IV:

A. Measurable :

a. Student seminars :

1. Light microscopy : bright field and dark field microscopy.
2. Scanning Electron Microscopy (SEM).
3. Transmission Electron Microscopy (TEM).
4. Mitosis and Meiosis
5. Cell cycle and its regulation.
6. Cell organelles bounded by single membrane.
7. Prokaryotic chromosomes
8. Special types of chromosomes :Polytene, Lampbrush and B-chromosomes.
9. Different forms of DNA.
10. Gene mutations.
11. DNA damage and repair mechanisms.
12. Reverse transcription.
13. Protein structure.

14. Modes of reproduction in plants.

15. Modes of pollination in plants

b. Student Study Projects :

1. Study of mitotic cell cycle in roots of *Allium cepa*

2. Study of mitotic cell cycle in roots of *Aloe vera*

3. Observation of chromosomal aberrations in *Allium cepa* root cells exposed to industrial effluent(s).

4. Observation of chromosomal aberrations in *Allium cepa* root cells exposed to heavy metal(s).

5. Observation of polyembryony in *Citrus* spp. and *Mangifera indica*.

c. Assignments: Written assignment at home / during '0' hour at college; preparation of charts with drawings, making models etc., on topics included in syllabus.

B. General :

1. Field visit to Agriculture/Horticulture University/ Research station to observe Plant breeding methods.

2. Group Discussion (GD)/ Quiz/ Just A Minute (JAM) on different modules in syllabus of the course.

RECOMMENDED ASSESSMENT OF STUDENTS:

Recommended continuous assessment methods for all courses:

Some of the following suggested assessment methodologies could be adopted. Formal assessment for awarding marks for Internal Assessment in theory.

(a) Formal:

1. The oral and written examinations (Scheduled and surprise tests),
2. Simple, medium and Critical Assignments and Problem-solving exercises,
3. Practical assignments and laboratory reports,
4. Assessment of practical skills,
5. Individual and group project reports,
6. Seminar presentations,
7. Viva voce interviews.

(b) Informal:

1. Computerized adaptive testing, literature surveys and evaluations,
2. Peers and self-assessment, outputs from individual and collaborative work
3. Closed-book and open-book tests,

Common pattern for Question Paper for Theory Examination(s) at Semester end

Max. Time: 3 Hrs.

Max. Marks: 75 M

Section – A

Answer all the following questions.

5 x 2 = 10 M

- ✓ One question should be given from each Unit in the syllabus.

Section – B

Answer any three of the following questions. Draw a labeled diagram wherever necessary

3 x 5 = 15 M

- ✓ One question should be given from each Unit in the syllabus.

Section – C

Answer any five of the following questions. Draw a labeled diagram wherever necessary

5 x 10 = 50 M

- ✓ Two questions (a & b) are to be given from each Unit in the syllabus (internal choice in each unit). Student has to answer 5 questions by choosing one from a set of questions given from a Unit.

Note: Questions should be framed in such a way to test the understanding, analytical and creative skills of the students. All the questions should be given within the frame work of the syllabus prescribed.

Annexure

Objectives and General Outcomes of Programme and Domain Subject

Programme (B.Sc.) Objectives: The objectives of bachelor's degree programme with Botany are:

1. To provide a comprehensive knowledge on various aspects related to microbes and plants.
2. To deliver knowledge on latest developments in the field of Plant sciences with a practical approach.
3. To produce a student who thinks independently, critically and discuss various aspects of plant life.
4. To enable the graduate to prepare and pass through national and international examinations related to Botany.
5. To empower the student to become an employee or an entrepreneur in the field of Botany /Biology and to serve the nation.

Programme Outcomes:

1. Understand the basic concepts of Botany in relation to its allied core courses.
2. Perceive the significance of microbes and plants for human welfare, and structural and functional aspects of plants.
3. Demonstrate simple experiments related to plant sciences, analyze data, and interpret them with the theoretical knowledge.
4. Work in teams with enhanced inter-personal skills.
5. Develop the critical thinking with scientific temper.
6. Effectively communicate scientific ideas both orally and in writing.

Domain Subject(Botany) Objectives :

1. To impart knowledge on origin, evolution, structure, reproduction and interrelationships of microbes and early plant groups.
2. To provide knowledge on biology and taxonomy of true land plants within a phylogenetic framework.
3. To teach aspects related to anatomy, embryology and ecology of plants, and importance of Biodiversity.
4. To explain the structural and functional aspects of plants with respect to the cell organelles, chromosomes and genes, and methods of plant breeding.

5. To develop a critical understanding on SPAC, metabolism and growth and development in plants.
6. To enable the students proficient in experimental techniques and methods of analysis appropriate for various sub-courses in Botany.

Domain Subject (Botany) Outcomes:

1. Students will be able to identify, compare and distinguish various groups of microbes and primitive plants based on their characteristics.
2. Students will be able to explain the evolution of tracheophytes and also distribution of plants on globe.
3. Students will be able to discuss on internal structure, embryology and ecological adaptations of plants, and want of conserving Biodiversity.
4. Students will be able to interpret life processes in plants in relation to physiology and metabolism.
5. Students will be able to describe ultra structure of plant cells, inheritance and cropimprovement methods.
6. Students will independently design and conduct simple experiments based on the knowledge acquired in theory and practicals of the different sub-courses in Botany.

SUBJECT EXPERTS

Prof. C.Sudhakar
Dept of Botany,
Sri Krishnadevaraya University,
Anantapur

Dr.A.Srinivasa Rao
Lecturer in Botany,
Govt Degree College,
Mandapeta

SYLLABUS VETTED BY

Prof.M.Vijaya Lakshmi,
Dept of Botany and Microbiology,
Acharya Nagarjuna University,
Nagarjuna Nagar

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION (**APSCHE**)

Revised syllabus of **B.Sc., Biotechnology** under CBCS framework with effect from 2020-2021

(Syllabus prepared by Sri Venkateswara University :: Tirupati)

B.Sc., Biotechnology Course Structure for the Academic year 2020-21

Semester		Title of the paper
I		Bio-molecules & Analytical Techniques
II		Microbiology, Cell & Molecular Biology
III		Immunology & r-DNA technology
IV	i	Plant & Animal Biotechnology
	ii	Environmental & Industrial Biotechnology

B.Sc., Biotechnology: Choice Based Credit System

B.Sc., I Semester W.E.F. 2020-21

BT-101: Bio-molecules & Analytical Techniques

Course Objectives: To ensure students gain knowledge about the structure, properties and functions of biomolecules and characterization of biomolecules using analytical techniques.

Unit-I- Carbohydrates, Proteins and Lipids

Classification, structure, properties of carbohydrates. Classification, structure and properties of amino acids, peptide bond and peptides. Classification, structure (primary, secondary, tertiary, quaternary) and functions of proteins. Denaturation and renaturation of proteins. Classification structure and properties of saturated and unsaturated fatty acids. Structure and functions of glycolipids, phospholipids, and cholesterol.

Unit-II- Nucleic acids, Vitamins and Bioenergetics

Structure and functions of DNA and RNA. Source, structure, biological role and deficiency manifestation of vitamin A, B, C, D, E and K. Free energy, entropy, enthalpy and redox potential. High energy compounds, Glycolysis, TCA cycle, Electron-Transport System and Oxidative Phosphorylation.

Unit-III-Centrifugation, Chromatography and Electrophoresis

Basic principles of sedimentation and types of centrifugations. Principle, instrumentation and application of partition, absorption, paper, TLC, ion exchange, gel permeation/ gel filtration, affinity chromatography. Introduction to HPLC, GCMS and LCMS. Basic principles and types of electrophoresis, factors affecting electrophoretic migration. PAGE (Native, SDS-PAGE). Introduction to 2D & Isoelectric Focusing.

Unit - IV-Spectroscopy, Microscopy and Laser Techniques

Beer-Lambert law, light absorption and transmission. Extinction coefficient, Design and application of photoelectric calorimeter and UV-visible spectrophotometer. Introduction to crystallography and application. Types and design of microscopes - compound, phase contrast, fluorescent and electron microscopy (TEM, SEM). Introduction to radioisotopes, measurement of radioactivity (scintillation counter and autoradiography).

Unit –V- Biostatistics

Mean, median, mode, standard deviation, One-way Anova, Two-way Anova, t-test, F-test and chi-square.

- **List of Practicals:-**

1. Introduction to basic instruments (Principle standard operation procedure) demonstration and record
2. Calculation of molarity, normality and molecular weight of compounds.
3. Qualitative analysis of carbohydrates (sugars)
4. **Quantitative estimation of Carbohydrates**
5. Quantitative estimation of Protein - Lowery method/ **Biuret method**
6. Estimation of DNA by diphenylamine reagent
7. Estimation of RNA by orcinol reagent
8. Assay of protease activity
9. Preparation of starch from potato and its hydrolyze by salivary amylase
10. Preparation of standard buffer and pH determination
11. Separation of amino acids by paper chromatography
12. Separation of lipids of TLC
13. Agarose gel electrophoresis
14. Calculation of mean, median and mode

➤ **Textbooks for Biomolecules and Analytical Techniques :**

1. Outlines of Biochemistry, 5th Edition, (2009), Erice Conn & Paul Stumpf; John Wiley and Sons, USA
2. Principles of Biochemistry, 4th edition, (1997), Jeffery Zubey; McGraw-Hill College, USA
3. Principles of Biochemistry, 5th Edition (2008), Lehninger, David Nelson & Michael Cox; W.H. Freeman and Company, NY
4. Fundamentals of Biochemistry, 3rd Edition (2008), Donald Voet & Judith Voet; John Wiley and Sons, Inc. USA
5. Biochemistry, 7th Edition, (2012), Jeremy Berg & Lubert Stryer; W.H.Freeman and Company, NY
6. An Introduction to Practical Biochemistry, 3rd Edition, (2001), David Plummer; Tata McGraw Hill Edu. Pvt.Ltd. New Delhi, India
7. Biochemical Methods, 1st Edition, (1995), S.Sadashivam, A.Manickam; New Age International Publishers, India
8. Textbook of Biochemistry with Clinical Correlations, 7th Edition, (2010), Thomas M. Devlin; John Wiley and Sons, USA
9. Proteins: biotechnology and biochemistry, 1st edition, (2001), Gary Walsch; Wiley, USA
10. Biochemical Calculations, 2nd Ed., (1997), Segel Irvin H; John Wiley and Sons, NY

11. Biophysical Chemistry Principles & Techniques Handbook, (2003), A. Upadhyay, K. Upadhyay, and N. Nath
12. Enzymes: Biochemistry, Biotechnology & Clinical chemistry, (2001), Palmer Trevor, Publisher: Horwood Pub. Co., England.
13. Analytical Biochemistry, 3rd edition, (1998), David Holmes, H. Peck, Prentice-Hall, UK
14. Introductory Biostatistics, 1st edition, (2003), Chap T. Le; John Wiley, USA.
15. Methods in Biostatistics, (2002), B. K. Mahajan –Jaypee Brothers.
16. Statistical methods in biology, (1995), Bailey, N. T.; Cambridge university press

B.Sc., Biotechnology: Choice based credit system

B.Sc., -II Semester W.E.F. 2020-21

BT-201: Microbiology, Cell and Molecular Biology

Course Objectives: To acquaint students with concepts of microbiology, cell and molecular biology. This course is aimed to give an understanding of the basics of microbiology, dealing types of microbes, classification and their characterization, structure and function of prokaryotic and eukaryotic cell organelles, cell division and basics of molecular biology including DNA replication, transcription, translation and regulation of gene expression.

Unit-I- Scope and Techniques of Microbiology

History and contribution of Leeuwenhoek, Louis Pasteur, Robert Koch, Joseph Lister and Alexander Fleming. Ultrastructure of bacteria and growth curve. Pure culture techniques. Sterilization techniques, principles and application of physical methods (autoclave, hot air oven, incineration), chemical methods and radiation methods. Simple, gram and acid-fast staining.

Unit-II-Microbial Taxonomy and Metabolism

Concepts of microbial species and strains. Classification of bacteria based on morphology, nutrition and environment. General characteristics, transmission and cultivation of viruses. Structure and properties of plant (tobacco mosaic virus, TMV), animal (Newcastle disease virus, NDV), human (Human immunodeficiency virus, HIV) and bacterial viruses (T4 phage). Emerging and reemerging viruses (dengue virus), zoonotic viruses (rabies, SARS-CoV-2). Introduction to Fungi, Algae and **Mycoplasma**. Microbial production of Penicillin. Bacterial toxins, tuberculosis **and** typhoid.

Unit-III- Cell Structure and Functions

Structure, properties and functions of cellular organelles (E.R, Golgibodies, Mitochondria, Ribosomes and Vacuoles) of eukaryotic cells. Cell cycle and cell division (mitosis and meiosis). Chemical composition and dynamic nature of the membrane, cell signalling and communication and endocytic pathways.

Unit-IV- DNA Replication, Repair and Regulation of Gene Expression

DNA replication in prokaryotes and eukaryotes (semiconservative, dispersive, conservative, uni and bi-direction, rolling circle). Mechanism of DNA replication, enzymes and protein involved in DNA replication. DNA damage and repair. Regulation of gene expression in prokaryotes Lac and **Trp** operon concept.

Unit – V - Central Dogma of Molecular Biology

Genome organization of prokaryotic and eukaryotic organisms. Genetic code, prokaryotic and eukaryotic transcription, enzymes involved in transcription. Post-transcriptional modification (Capping Poly adenylation) and splicing.

Translation: mechanism of translation in prokaryotic and eukaryotic cells (initiation, elongation, termination). Post-translational modification (glycosylation and phosphorylation).

- **List of Practicals:-**

1. Cleaning and preparation of glassware
2. **Sterilization techniques (autoclave, hot air oven, filter)**
3. Preparation of nutrient agar medium for bacteria
4. Preparation of PDA medium for fungi
5. **Preparation of pure culture by slab, slant, streak culture**
6. Isolation of bacteria from soil
7. Simple staining technique
8. Differential staining technique
9. Identification of different bacteria
10. Microbial counting by Haemocytometer
11. Motility test by hanging drop
12. Biochemical identification of bacteria
13. Study of stages of mitotic cell division
14. Study of stages of meiotic cell division
15. Isolation of Chloroplast
16. Extraction and isolation of DNA from bacteria.

➤ **Textbooks for Microbiology, Cell and Molecular Biology:**

1. Microbiology–6th Edition, (2006), Pelczar M.J., Chan E.C.S., Krieg N.R.; The McGrawHill Companies Inc. NY
2. Prescott's Microbiology, 8th edition, (2010), Joanne M Willey, Joanne Willey, Linda Sherwood, Linda M Sherwood, Christopher J Woolverton, Chris Woolverton; McGrawHill Science Engineering, USA
3. Textbook of Microbiology, Anantnarayan and Paniker (2017)

4. Brock biology of microorganisms, 2003, Brock, T. D., Madigan, M. T., Martinko, J. M., & Parker, J.; Upper Saddle River (NJ): Prentice-Hall, 2003.
5. Genes XI, 11th edition, (2012), Benjamin Lewin; Publisher - Jones and Barlett Inc. USA
6. Molecular Biology of the Gene, 6th Edition, (2008), James D. Watson, J. D., Baker T.A., Bell, S. P., Gann, A., Levine, M., and Losick, R.; Cold Spring Harbour Lab. Press, Pearson Pub.
7. Molecular Biology, 5th Edition, (2011), Weaver R.; McGraw Hill Science. USA
8. Fundamentals of Molecular Biology, (2009), Pal J.K. and Saroj Ghaskadbi; Oxford University Press.
9. Molecular Biology: Genes to Proteins, 4th edition (2011), Burton E Tropp Jones& Bartlett Learning, USA.
10. Cell and Molecular Biology: Concepts and Experiments, 6th Edition, Karp, G. 2010.; John Wiley & Sons. Inc.
11. Cell and Molecular Biology, 8th edition. De Robertis, E.D.P. and De Robertis, E.M.F. 2006; Lippincott Williams and Wilkins, Philadelphia.
12. Cell Biology, (2017), De Robertis & De Roberis, Blaze Publishers & Distributors Pvt. Ltd.
13. The Cell: A Molecular Approach. 5th edition. Cooper, G.M. and Hausman, R.E. 2009. ASM Press & Sunderland, Washington, D.C.; Sinauer Associates, MA.
14. The World of the Cell, 7th edition, Becker, W.M., Kleinsmith, L.J., Hardin. J. and Bertoni, G. P. 2009 Pearson Benjamin Cummings Publishing, San Francisco.
15. David A. Thompson. 2011. Cell and Molecular Biology Lab. Manual.
16. P.Gunasekaran. 2007. Laboratory Manual in Microbiology. New Age International.
17. D O Hall, S E Hawkins. 1974. Laboratory Manual of Cell Biology. British Society for Cell Biology, Published by Crane, Russia.
18. Mary L. Ledbetter. 1993. Cell Biology: Laboratory Manual. Edition: 2. Published by Ron Jon Publishing. Incorporated.
19. Gunasekaran, P. 2009. Laboratory Manual in Microbiology. 1st Edition. New Age International Publishers.
20. Dr. T. Sundararaj. Microbiology Laboratory Manual. 2005. Dr.A.L. MPGIBMS, University of Madras, Taramani, Chennai – 600 113.
21. James G. Cappuccino and Natalie Sherman. 2013. Microbiology: A Laboratory Manual. 10th Edition. Benjamin Cummings.
22. Dr. David A Thompson. 2011. Cell and Molecular Biology Lab Manual.
23. George M. Malacinski. 2013. Freifeder's Essentials of Molecular Biology. Narosa Publishing House.

B.Sc., Biotechnology: Choice based credit system

B.Sc., -III- Semester W.E.F. 2020-21

BT-301: Immunology and rDNA technology

Course Objectives: To acquaint students with concepts of immunology and recombinant DNA technology. This course is aimed to give an understanding of the basics of immunology dealing cells and organs of the immune system, types of immune responses, antigen-antibody interactions, vaccines and tools, techniques and strategies and applications of genetic engineering.

Unit- I –Concepts, Cells and Organs of the Immune System

Terminology, antigen, hapten, antibody (types), antigenicity, immunogenicity and types of immunity. Innate and adaptive immunity. Haematopoiesis, organs, tissues, cells and mediators of the immune system (primary and secondary lymphoid organs, lymphocytes and cytokines). Introduction to complement components, MHC. Basic concepts of humoral and cell-mediated immune response.

Unit-II- Vaccines and Clinical Immunology

Live, killed, attenuated, subunit and recombinant vaccines. Role and properties of adjuvants. Hybridoma technology, monoclonal antibodies and their application in immunodiagnosis. Antigen and antibody interactions - precipitation, agglutination, immune diffusion and ELISA. Introduction to hypersensitivity and autoimmunity.

Unit-III – Introduction, Tools and Techniques of rDNA Technology

Introduction to rDNA technology, steps involved in cloning, tools of genetic engineering (Genes, Cloning vectors - plasmids and cosmids, Enzymes – restriction endonucleases and DNA Ligase, Hosts – bacteria and yeast). Principles and application of PCR. Southern, Northern and Western Blotting. Introduction to DNA sequencing (Sanger Sequencing) and Site-directed Mutagenesis.

Unit-IV- Cloning Strategies and Application of rDNA Technology

cDNA library, construction, methods of transformation, recombinant selection and screening methods. Applications of rDNA technology in agriculture (transgenic plants, edible vaccines and antibodies) and medicine (disease diagnosis and DNA fingerprinting).

Unit-V-Bioinformatics

Databases (PubMed, NCBI, EMBL and ExPASy), nucleotide and protein BLAST analysis, CLustal W and phylogenetic tree construction. Introduction to omics (proteomics, genomics and transcriptomics). Introduction to nanotechnology.

• **List of Practicals:-**

1. Determination of Blood Groups
2. Pregnancy test
3. Widal test
4. **Ouchterlony** immunodiffusion
5. Radial immune diffusion
6. ELISA
7. Production of antibodies (theory exercise)
8. Bleeding, separation of serum and storage
9. Lymphoid organs (theory exercise)
10. Isolation of plasmid DNA (alkaline lysis method)
11. Analysis of plasmid DNA by Agarose gel electrophoresis
12. Southern blotting (theory exercise)
13. PCR Amplification (theory exercise)

➤ **Textbooks for Immunology and rDNA technology:**

1. Kuby immunology, Judy Owen, Jenni Punt, Sharon Stranford., 7th edition (2012), Freeman and Co., NY
2. Textbook of basic and clinical immunology, 1st edition (2013), Sudha Gangal and Shubhangi Sontakke, University Press, India
3. Immunology, 7th edition (2006), David Male, Jonathan Brostoff, David Roth, Ivan Roitt, Mosby, USA.
4. Immuno diagnostics, 1996, By S.C. Rastogi, Publ: New Age
5. Introduction to Immunology- 2002, C. V. Rao- Narosa Publishing House
6. Textbook of Biotechnology - 2007, By H.K. Das (Wiley Publications)
7. Principles of Gene Manipulation - 7th edition, 2006, By R.W. Old & S.B. Primrose, Publ: Blackwell
8. Molecular Biology & Biotechnology- 1996, By H.D. Kumar, Publ: Vikas
9. Molecular Biotechnology - 4th edition, 2010, G.R. Click and J.J. Pasternak, Publ: Panima
10. Genes and Genomes – 1991, By Maxine Singer and Paul Berg
11. Genes VII- 2000, By B. Lewin - Oxford Univ. Press

12. Molecular Biology - 4th Edition, 2008, By D. Freifelder, Publ: Narosa Publishing house New York, Delhi
13. Brown TA. (2006). Gene Cloning and DNA Analysis. 5th edition. Blackwell Publishing, Oxford, U.K.
14. Clark DP and Pazdernik NJ. (2009). Biotechnology-Appling the Genetic Revolution. Elsevier Academic Press, USA.
15. Glick, B.R., Pasternak, J.J. (2003). Molecular Biotechnology- Principles and Applications of recombinant DNA. ASM Press, Washington
16. Primrose SB and Twyman RM. (2006). Principles of Gene Manipulation and Genomics, 7thedition. Blackwell Publishing, Oxford, U.K.
17. Sambrook J, Fritsch EF and Maniatis T. (2001). Molecular Cloning-A Laboratory Manual. 3rdedition. Cold Spring Harbor Laboratory Press.
18. Introduction to Bioinformatics – 2007, By V. Kothekar
19. Introduction to Bioinformatics – 2013, By Arthur M. Lesk
20. Bioinformatics: 2001, Sequence and Genome Analysis by David W. Mount, Cold Spring Harbor Laboratory Press
21. Biological Sequence Analysis: 1st Edition, 1998, Probabilistic Models of Proteins and Nucleic Acids by Richard Durbin, Sean R. Eddy, Anders Krogh, Graeme Mitchison, Cambridge University Press
22. Bioinformatics: 2004, A Practical Guide to the Analysis of Genes and Proteins, Andreas D. Baxevanis, B. F. Francis Ouellette, Wiley-Interscience
23. Bioinformatics tools and Resources – free online tools, software packages, Bioinformatics books and Journals, Bioinformatics web-portals

B.Sc., Biotechnology: Choice based credit system

B.Sc., -IV Semester W.E.F. 2020-21

BT-401 (i) Plant and Animal Biotechnology

Course Objectives:

The objectives of this course are to introduce students to the principles, practices and application of animal biotechnology, plant tissue culture, plant and animal genomics, genetic transformation.

Unit – I - Plant tissue culture techniques & secondary metabolites production

Plant tissue culture: totipotency, media preparation – nutrients and plant hormones; sterilization techniques; establishment of cultures – callus culture, cell suspension culture ,applications of tissue culture-micro propagation; Somatic embryogenesis; synthetic seed production; protoplast culture and somatic hybridization - applications.

Cryopreservation,Plant secondary metabolites- concept and their importance

Unit – II - Transgenesis and Molecular markers

Plant transformation technology-- Agrobacterium mediated Gene transfer (Ti plasmid), hairy root features of Ri plasmid,Transgenic plants as bioreactors. Herbicide resistance – **glyphosate**, Insect resistance- Bt cotton, **Molecular markers** - RAPD, RFLP and DNA fingerprinting-principles and applications.

Unit – III - Animal **Cell culture techniques**

Animal cell culture: cell culture media and reagents; culture of mammalian cells, tissues and organs; primary culture, secondary culture, cell lines, stem cell cultures; Tests: cell viability and cytotoxicity, Cryopreservation. Transfection methods (calcium phosphate precipitation, electroporation, Microinjection) and applications.

Unit – IV- Transgenic animals & Gene Therapy

Production of vaccines, diagnostics, hormones and other recombinant DNA products in medicine (insulin,somatostatin,vaccines),IVF, Concept of Gene therapy, Concept of transgenic animals – Merits and demerits -Ethical issues in animal biotechnology.

Unit V - Bioethics, Biosafety and IPR

Bioethics in cloning and stem cell research, Human and animal experimentation, animal rights/welfare. Bio safety-introduction to biological safety cabinets; primary containment for biohazards; biosafety levels; GLP,GMP, Introduction to IP-Types of IP: patents, trademarks & copyrights.

Student Learning Outcomes

Students should be able to gain fundamental knowledge in animal and plant biotechnology and their applications.

- **Plant and Animal Biotechnology-Practicals**

1. plant culture media and composition of MS media
2. Raising of aseptic seedlings
3. Induction of callus from different explants
4. Plant propagation through Tissue culture (shoot tip and Nodal culture)
5. Establishing a plant cell culture (both in solid and liquid media)
6. suspension cell culture
7. Cell count by haemocytometer.
8. Establishing primary cell culture of chicken embryo fibroblasts.
9. Animal tissue culture – maintenance of established cell lines.
10. Animal tissue culture – virus cultivation.
11. Estimation of cell viability by dye exclusion (Trypan blue).
12. ELISA – Demonstration

➤ **List of Reference Books :**

1. Introduction to Plant Tissue Culture, M.K. Razdan ,2003, Science Publishers
2. Plant Tissue Culture, kalyan Kumar De, 199 M7, New Central Book Agency
3. Plant Tissue Culture : Theory and Practice By S.S. Bhojwani and A. Razdan, 1998
4. Biotechnology – By U. Satyanarayana ;1997
5. Plant Cell, Tissue and Organ Culture, Applied and Fundamental Aspects By Y.P.S. Bajaj and A. Reinhard ,2001
6. Introduction to Plant Tissue Culture, M. K. Razdan, 2003, Science Publishers
7. A Textbook of Biotechnology, R C Dubey, S. 2014, Chand Publishing
8. Elements of Biotechnology, P. K. Gupta, 1994, Rastogi Publications
9. R. Ian Freshney, “Culture of animal cells – A manual of basic techniques” 4th edition, John Wiley & Sons, 2000 ,Inc, publication, New York
10. Daniel R. Marshak, Richard L. Gardner, David Gottlieb “Stem cell Biology” edited by Daniel 2001, Cold Spring Harbour Laboratory press, New York
11. M.M. Ranga, Animal Biotechnology; Agrobios (India) ,2006.

B.Sc., Biotechnology: Choice based credit system

B.Sc., -IV Semester W.E.F. 2020-21

BT-401 (ii) Environmental & Industrial Biotechnology

Learning Objective: This course aims to introduce fundamentals of Environmental Biotechnology. The course will also give an insight in introducing major groups of microorganisms and their industrial applications

Unit – I- Pollution Types and Control

Environmental Biotechnology-Environmental Pollution : Types of pollution, air pollution & its control through Biotechnology, Biofilters, Bioscrubbers, Biotrickling filter. Water pollution and its management: Measurement of water pollution, sources of water pollution. Microbiology of wastewater treatment, aerobic processes, activated sludge, oxidation ponds, trickling filters and rotating biological contactors. Anaerobic processes: Anaerobic digesters, upward flow anaerobic sludge blanket reactors.

UNIT-II- Bioremediation

Biodegradation and Bioremediation – Concepts & principles of Bioremediation ,Bioremediation of Hydrocarbons and its applications Degradation of pesticides and other toxic chemicals by microorganism. Role of genetically Engineered microbes, Concept of Phytoremediation **and** environmental safety guidelines.

UNIT III- Biofuels

Bio fuels-biogas, microbial groups involved in biogas production & interactions, factors affecting biogas production. Biofertilizers **and** Vermiculture.

Unit IV- Basic principles of Microbial technology

Industrially important microbes, its screening, selection and identification. Maintenance and preservation of industrially important microbial cultures. Strain Improvement, Basic concepts of fermentation; Design of fermenter and applications.

Unit V- Commercial Production of Microbial products

Microbial technology products and applications; Microbial production of Organic acids (Lactic acid, citric acid), Amino acids(Glutamicacid, Aspartic acid and Lysine). Fermentation by microbes for food additives: dairy products (Cheese & Yogurt), beverages (Beer & Wine) and antibiotics (Streptomycin & Penicillin).

Student Learning Outcomes Students should be able to gain fundamental knowledge in animal and plant biotechnology and their applications.

- **Environmental and Industrial Biotechnology -Practicals**

1. Detection of Coliforms for determination of the purity of potable water.
2. Determination of total dissolved solids of water
3. Determination of Hardness and alkalinity of water sample.
4. Determination of dissolved oxygen concentration of water sample
5. Determination of biological oxygen demand of sewage sample
6. Determination of chemical oxygen demand (COD) of sewage sample.
7. Isolation of industrially important microorganisms from soil.
8. Isolation of amylase producing organisms from soil.
9. Production of α – amylase from Bacillus sp. by shake flask culture.
10. Production of alcohol or wine using different substrates.
11. Estimation of citric acid by titrimetry.

➤ **List of reference books:**

1. K. Vijaya Ramesh, Environmental Microbiology, 2004, MJP Publishers, Chennai.
2. A.G. Murugesan, C. Raja Kumari, Environmental Science & Biotechnology - Theory & Techniques, 2005, MJP Publishers
3. Environmental microbiology by Raina M. Maier Ian L. Pepper & Charles P. Gerba, 2000, Academic press
4. Environmental Chemistry, A.K. De. Wiley Eastern Ltd., 2001, New Delhi
5. Introduction of Biodeterioration, D. Allsopp and K.J. Seal, ELBS/Edward Arnold, 2008
6. Power un seen: How microbes rule the world. By Dixon, B. Freeman/ Spectrum, 1994, Oxford.
7. Environmental Microbiology. by. Mitchell. R. Wiley, 1992, New York
8. Introduction to Environmental Sciences, Y. Anjaneyulu, 2004, BS Publications
9. Industrial Microbiology by A.H. Patel, 2009
10. Prescott & Dum (2002) Industrial Microbiology, Agrabios (India), 2005, Publishers
11. Creueger W. & Crueger A.A Text of Industrial Microbiology, 2000, 2nd Edition, Panima Publishers corp.



Department of English and Communications

The meeting of the Board of Studies in English has been conducted in the Language Lab of the Department on 18th November at 11-30 a.m and resolved the following:

Resolutions:

1. To retain the existing syllabus for the P.G and M.Phil/Ph. D courses.
2. To introduce P.G Diploma in Translation as an evening programme and approve the syllabus. The eligibility shall be: All degree holders.
3. To introduce a certificate course in Academic writing. The eligibility shall be: All degree holders.
4. To introduce a certificate course in Communicative English. The eligibility shall be: All degree holders.
- ✓ 5. To introduce Dissertation component in the fourth semester of M.A English course only to foreign students for the time being.
6. To extend the syllabi of Regular P.G, Diploma and Certificate courses to the DDE courses also.

Members Present:

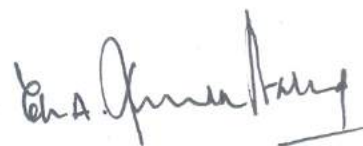
1. Prof. B. Tirupati Rao
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Mobile: 9440408992
Email: btr65@yahoo.com

- Chairman


18.11.19

2. Prof. Ch.A.Rajendra Prasad
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Email id: chilkiprasad@gmail.com

- Ex- Officio Member



3. Dr. R. Dyvadatham
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- Member


18.11.19

4. Prof. Y.M. Sundaravalli - Member
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5. Prof. Ratna Shiela Mani Koppula - Member
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Ushy Jay
18/11/19

6. Prof. N.S Gundur - Member
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Seegundur
18/11/19

7. Dr. Mini Krishnan - Member
Chennai - Based Oxford University
Press Advisor
Renowned Translator
Critic and Scholar
Mobile : 00914428330528
Email: minioup@gmail.com

Mini Krishnan
18 Nov 2019

8. Top Ranking Student (Male)

- Member *Adyella (Ndayi Kengurukiye Eliphase)*

9. Top Ranking Student (Female)

- Member *M. Rajitha (M. Ramjitha)*

B. Tirupati Rao
Prof. B. Tirupati Rao 18/11/19
M.A., Ph.D., D.Litt.,
Dept. of English & Communications
Dravidian University
KUPPAM - 517 426, A.P.




DRAVIDIAN UNIVERSITY
SRINIVASAVANAM, KUPPAM – 517 426

DEPARTMENT OF COMPUTER SCIENCE

Minutes of the Meeting of the Board of Studies (BoS) in Computer Science held on 13-02-2021 at 02:30 p.m. (Online) at the Dept. of Computer Science, Dravidian University, Kuppam.

Members Present:

1. Prof. S. Aquter Babu - Chairman
Dept. of Computer Science
Dravidian University
Kuppam
2. Prof. K. Ammulu - Head of the Department
Dept. of Computer Science
Dravidian University
Kuppam
3. Prof. T. Anuradha - Member
Dept. of Computer Science
Dravidian University
Kuppam
4. Prof. S. Ramakrishna - Member
Dept. of Computer Science
Sri Venkateswara University
Tirupati
5. Prof. Ch. D. V. Subba Rao - Member
Dept. of Computer Science and Engineering
SVU College of Engineering
Sri Venkateswara University
Tirupati
6. Prof. M. Sornam - Member
Dept. of Computer Science
University of Madras
Chennai


13/02/2021
(BoS, Chairman)

7. Mr. M.L. Venkataramana Reddy
Business Operations Leader
IBM, Bangalore


- Member

The members of the BOS have discussed the syllabi thoroughly, and unanimously resolved as under:

Resolutions :

1. Resolved to recommend the syllabi for Two year MCA Programme as given in the annexure to be implemented with effect from the academic year 2020-21.

All the members of BOS have sent the recommendations to the Chairman, BOS through e-mail.


Prof. S. AQUTER BABU
Chairman, BOS in Computer Science
Dravidian University
Kuppam

ANNEXURE

**DRAVIDIAN UNIVERSITY
KUPPAM-517426**

**SCHOOL OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF COMPUTER SCIENCE**



**Two year
Master of Computer Applications (MCA)
Programme w.e.f. the Academic year 2020-21**

**Choice Based Credit System (CBCS)
2020-2021**

S. S. Srinivasan
13/02/2021
(Chairman, BOS)

ANNEXURE

DRAVIDIAN UNIVERSITY – KUPPAM DEPARTMENT OF COMPUTER SCIENCE

Two-Year MCA Programme

PROGRAMME STRUCTURE


First Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT111	Object-Oriented Programming with JAVA	5	5	30	70	100
2	MCACT112	Discrete Mathematical Structures	5	5	30	70	100
3	MCACT113	Computer Organization	5	5	30	70	100
4	MCACT114	Data Structures	5	5	30	70	100
5	MCACT115	Accounting and Financial Management	5	5	30	70	100
6	MCACT116	Probability and Statistics for Computer Applications	5	5	30	70	100
7	MCACP117	JAVA Programming Lab	3	1.5	25	50	75
8	MCACP118	Data Structures Lab	3	1.5	25	50	75
				Total	33		750

Prerequisite Course for the B.Sc./B.A./ B.Com. Students without Computer Science background:


S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
I.	MCAPRC01*	Fundamentals of Computers and Programming	2	2	30	--	30
				Total	2		30

* - A separate Certificate shall be issued for the students who will pass this prerequisite Course.


(Chairman, BOS)

Second Semester:

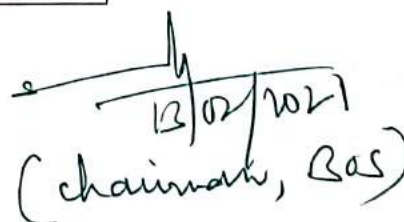
S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT121	Computer Networks	5	5	30	70	100
2	MCACT122	Database Management Systems	5	5	30	70	100
3	MCACT123	Operating Systems	5	5	30	70	100
4	MCACT124	Design and Analysis of Algorithms	5	5	30	70	100
5	MCACT125	Software Engineering	5	5	30	70	100
6	MCAEE126	Open Elective from other departments (External Elective-I)	3	3	20	40	60
7	MCASS126	Open Elective from other departments (Soft Skills-I)	2	2	15	25	40
8	MCACPI27	DBMS Lab	3	1.5	25	50	75
9	MCACPI28	Computer Networks and OS Lab	3	1.5	25	50	75
		Total		33			750


 13/02/2021
 (Chairman, QAS)

Third Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT231	Web Technologies	5	5	30	70	100
2	MCACT232	Artificial Intelligence	5	5	30	70	100
3	MCACT233	Cloud Computing	5	5	30	70	100
4	MCACT234	Internal Elective - I	5	5	30	70	100
5	MCAEE235	Open Elective from other departments (External Elective-II)	3	3	--	60	60
6	MCASS235	Open Elective from other departments (Soft Skills-II)	2	2	--	40	40
7	MCACP236	Web Technologies Lab	3	1.5	25	50	75
8	MCACP237	Internal Elective - I Lab	3	1.5	25	50	75
9	MCACP238	Mini Project Work	3	1.5	25	50	75
		Total		29.5			725

Internal Elective-I
Dot Net Technologies
Computer Graphics
Machine Learning with Python
Mobile Computing


 13/02/2021
 (Chairman, Bas)


Fourth Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCAIT241	Internal Elective – II	5	5	30	70	100
2	MCAIT242	Internal Elective - III	5	5	30	70	100
3	MCACP243	Major Project Work #	--	15	100	200	300
		Total		25			400

- Two months Course work and three months industrial Project Work

Internal Elective-II	Internal Elective-III
Internet of Things	Data Warehousing and Mining
Cryptography and Network Security	Big Data Analytics
Soft Computing	Business Intelligence
Information Retrieval	Black Chain Technology
MOOCs-1 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Data Science • Cyber Security • Any recommended course 	MOOCs-2 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Full Stack Technologies • Neural Networks • Any recommended course

* - Students shall complete the MOOCs Courses before going for Industrial Project Work. They can also complete even in earlier semesters.


 12/02/2021
 (Chairman, BOS)

DRAVIDIAN UNIVERSITY – KUPPAM
DEPARTMENT OF COMPUTER SCIENCE


**Open Electives offered by the Department for the students of other
Departments**

Second Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE01	Web Designing	3
CSTSS01	Office Automation tools	2

Third Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE02	Programming in C	3
CSTSS02	Blogging	2


13/02/2021
(Chairman, BOS)



4

211/24
04/10/2019.

Dravidian University
Srinivasavanam, Kuppam – 517 426

No. DU/DAA/BoS/ 2019

Date: 04.10.2019

From
The Registrar

To
Heads of All Departments
Dravidian University

Sir / Madam,

Sub: Reconstitution of Board of Studies – Panel of Members Sought - reg.
Ref: Vice-Chancellor's Orders dated 3.10.2019

I am by direction to request you to provide a panel of members as per the following categories.

- Chairperson (Name of Internal Senior Professor / Associate Professor with 5 years experience)
- Head of the Department – Ex-officio Member
- One Senior Faculty Member from the Department
- Names of 6 External Members (subject experts) along with their institutional address, contact phone number, and e-mail ID
- Names of 3 Representatives from the Industry / Society / Service Sector / National Research Laboratories, whichever is applicable to your department
- Names of PG students on merit basis (1 male and 1 female)

Please make it convenient to furnish the above information to the undersigned on or before 15.10.2019 by 5.00 p.m.


REGISTRAR I/c

Copy to

- The PS to the Hon'ble Vice-Chancellor, Dravidian University, Srinivasavanam, Kuppam for favour of information.
- The file.


15/10/19

PROCEEDINGS

Sub: Dravidian University, Kuppam - Academic – Re-constitution of Board of Studies in Department of Comparative Dravidian Literature & Philosophy – Orders – Issued.

Read: Vice-Chancellor's Orders dated 10.07.2019.

ORDER:

The Hon'ble Vice-Chancellor is pleased to re-constitute the Board of Studies in **Comparative Dravidian Literature & Philosophy** for the Department of Comparative Dravidian Literature & Philosophy, subject to provisions of the rules of the University, for a term of 3 (three) years, with the following members:

1. Prof. S. Penchalaiah - Chairperson
Dept. of Comparative Dravidian Literature & Philosophy
2. Head - Member
Dept. of Comparative Dravidian Literature & Philosophy
Dravidian University, Kuppam
3. Prof. Asha Jyoti - Member
Dept of Telugu
University of Bangalore
Jnana Bharathi Campus
Bangalore – 56
Ph:080-22961786, 88
E-mail Id: ashajanardan@gmail.com
4. Prof. K. Joshua - Member
Dept. of Philosophy
Madras Christian College
Tambaram East
Chennai – 600 059
5. Dr. Y. Manikandan - Member
Department of Tamil Language
University of Madras
Chennai - 600 005
Ph: 044 28449537
E-mail Id: v.y.manikandan@gmail.com
6. Prof. N. Susheela - Member
Dept. of Comparative Dravidian Literature & Philosophy
7. Dr. T. Vishnu Kumaran - Member
Assistant Professor
Dept. of Tamil Language & Translation Studies
Dravidian University, Kuppam

Handwritten signature and date:
22/7/19

8. Dr. B. Thirupathi - Member
Assistant Professor
Dept. of Telugu Language & Translation Studies
Dravidian University, Kuppam
9. Dr. Jayalalitha - Member
Assistant Professor
Dept. of Kannada Language & Translation Studies
Dravidian University, Kuppam
10. Dr. M. C. Kesava Murthy - Member
Assistant Professor
Dept. of Dravidian and Computational Linguistics
Dravidian University, Kuppam
11. Top scoring students (BOY and Girl) --Nil-- - Members

The term of Chairperson and other members of Board of Studies is 3 (three) years from the date of their nomination, except for the student representatives whose term is so long as he/she is a regular student of the University. A teacher will cease to be a Board of Studies member on superannuation.

The Chairperson and Members are requested to accept the nomination and communicate their consent together with their official Address, Telephone number and E-mail Address, at an early date for record and further correspondence.

//BY ORDER//


REGISTRAR /c

To
All the Members

Copy to Dean, Academic Affairs, D.U. for information and necessary action.
Copy to the Dean, School of Computational Literature & Translation Studies, D.U. for information.
Copy to the Head, Dept. of Tamil & Translation Studies, D.U. for information.
Copy to the Head, Dept. of Telugu & Translation Studies, D.U. for information.
Copy to the Head, Dept. of Kannada & Translation Studies, D.U. for information.
Copy to the Head, Dept. of Dravidian & Computational Linguistics, D.U. for information.
Copy to Finance Officer, D.U. for information and necessary action.
Copy to PS to the Hon'ble Vice-Chancellor/ PA to Registrar, D.U. for information and necessary action.
Copy to File.



ద్రావిడ విశ్వవిద్యాలయం

135/101
08/04/19

శ్రీనివాసవనం, కుప్పం

తెలుగు భాషా & అనువాద అధ్యయన శాఖ

5

డా||ఠాక్య తిరుపతి

Mobile No.9441335123

శాఖాధ్యక్షులు /c

Email Id. thirupathi2612@gmail.com

నం. ద్రా.వి/తె.శా/ఏప్రిల్/2019

తేదీ : 08.04.2019

కులసచివులు /c

ద్రావిడ విశ్వవిద్యాలయం,

కుప్పం.

నిర్దేశిత మార్గంలో

ఆర్యా!

విషయం : ద్రావిడ విశ్వవిద్యాలయం - తెలుగు భాషా & అనువాద అధ్యయన శాఖ - పాఠ్య నిర్ణాయక మండలి (BOS) ప్యానల్ పంపడం - గురించి.

సూచిక : No. DU/ACAd/C2/33/2007 Dated 02.04.2019

-o0o-

మీ సూచనను అనుసరించి తెలుగు భాషా & అనువాద అధ్యయన శాఖలో శాఖాసభ్యుల తీర్మాణం చేసి పాఠ్య నిర్ణాయక మండలి (B.O.S) ప్యానల్ ను సిల్వ్ కవర్ లో పంపిస్తున్నాను.

ధన్యవాదాలతో

జతపరిచినది

1. Panel List

2. శాఖాసభాసభ్యుల జాబితా

Recommended
& Forwarded

DEAN

School of Comparative Dravidian
Literature & Translation Studies
Dravidian University
Kuppam - 517 426

తిరుపతి
శాఖాధ్యక్షులు
తెలుగు & అనువాద అధ్యయన శాఖ
ద్రావిడ విశ్వవిద్యాలయం
కుప్పం-517 426



B.O.S. Panel List Department of Telugu & Ts

S. no	Name and Address	Phone Numbers
1.	Prof. K. Sreedevi Department of Telugu Language &Ts Dravidian University, Kuppam	9441404080
2.	Dr. S. Chinna Reddaiah Department of Telugu Language &Ts Dravidian University, Kuppam	9440611033
3.	Dr. Bhukya Thirupathi Department of Telugu Language &Ts Dravidian University, Kuppam	9441335123
4.	Dr. A. K. Venugopal Reddy Department of Telugu Language &Ts Dravidian University, Kuppam	9441776490
5.	Prof. Peta Sreenivasulu Reddy Department of Telugu S.V. University Tirupati	9849307333
6.	Prof. C. Rajeswari Department of Telugu Sri Venkateswara University Tirupati	9652248978
7.	Prof. G. Balasubramaniam Dept. of Telugu & Comparative Literature Sri Krishna Devaraya University	9490566779
8.	Prof. M. Ramanatham Naidu Department of Telugu Karnataka State Open University Manasa Gangori Mysore	09035363892
9.	Prof. Asha Jyothi Department of Telugu Bangalore University Bangalore	09449672394
10.	Prof. P. Ram Prasad Reddy Depart of Telugu Yogiveman University, Kadapa	9440531520
11.	Prof. M. Ravikumar Department of Telugu S.V. University, Tirupati	9949164358
12.	Prof. T. Ramakrishna Department of Telugu University of Hyderabad Hyderabad	9949055015
13.	Prof. Arunakumari Department of Telugu Central University of Hyderabad Hyderabad	9396503944
14.	Prof. P. Ramulu Department of Telugu University of Hyderabad Hyderabad	9246526627
15.	Prof. B. Venkateswarlu Department of Telugu Central University AP Anantapur	9441330511

Shree
Head I/c 8/4/19.

PROCEEDINGS

Sub: Dravidian University, Kuppam – Academic - Re-constitution of Board of Studies in Department of Library and Information Science – Orders – Issued.

Read: 1. Letter dated 15.10.2019 of the Head, Dept. of Library and Information Science.
2. Vice-Chancellor's Orders dated 24.10.2019.

ORDER:

The Hon'ble Vice-Chancellor is pleased to re-constitute the Board of Studies in Library Science with the following members for the Department of Library and Information Science, subject to provisions of the rules of the University.

1. Dr. M. Doraswamy - Chairman
Professor
Department of Library and Information Science
Dravidian University
Kuppam – 517 426
Mobile: 9440219118
Email: mdoraswamy@gmail.com
2. Dr. A. Kishore - Member
Assistant Professor
Department of Library and Information Science
Dravidian University
Kuppam – 517 426
Mobile: 9490003008
Email: saikishoresvu@gmail.com
3. Dr. V.T. Kamble - Member
Professor
Department of Library and Information Science
Gulbarga University
Gulbarga – 585 105, Karnataka
Mobile: 9449654686
Email: drvtk123@gmail.com
4. Dr. K. Chinnasamy - Member
Professor & Head
Department of Library and Information Science
Madurai Kamraj University
Madurai – 517 512
Mobile: 9443443816
Email: drkchinna@yahoo.co.in

DRAVIDIAN UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
KUPPAM

Dated: 20.11.2019

Minutes of the Meeting of the Board of Studies in Library and Information Science held on 20-11-2019 at 11.30 AM in the Dept. of Library & Information Science, Dravidian University, Kuppam.

List of BoS Members

- | | |
|-----------------------------|-------------------|
| 1. Dr. M. Doraswamy | --- Chairman, BOS |
| 2. Dr. A. Kishore | --- Member |
| 3. Dr. V.T. Kamble | --- Member |
| 4. Dr. K. Chinnasamy | --- Member |
| 5. Dr. D. Ravinder | --- Member |
| 6. Dr. B.R. Doraswamy Naick | --- Member |
| 7. Dr. P. Nageswara Rao | --- Member |
| 8. Mr. M. Vijayananda | --- Member |
| 9. Mr. M. Ananda Naick | --- Member |

Agenda:

1. Changing of the name of regular programme of M.L.I.Sc (CBCS- Two Year Integrated) as M.Lib.I.Sc (CBCS- Two Year Integrated).
2. Changing of the name of B.L.I.Sc programme and M.L.I.Sc. programme as B.Lib.I.Sc & M.Lib.I.Sc which are offered by DDE.
3. Approval of modified syllabi for two year integrated regular M.Lib.I.Sc. Programme as well as B.Lib.I.Sc & M.Lib.I.Sc. programmes of DDE.
4. Approval of introducing one year Post Graduate Diploma in Library Automation & Networking (PGDLAN) course under regular as well as for distance mode.
5. Examination of Model question papers
6. Approval of the list of journals
5. Any other item with the permission of Chair

MINUTES

Minutes of the Meeting of the Board of Studies in Library and Information Science held on 20-11-2019 at 11.30 AM in the Dept. of Library & Information Science, Dravidian University, Kuppam and arrived at the following resolutions.

List of BoS Members

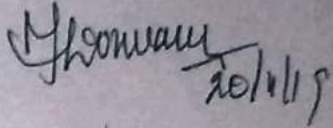
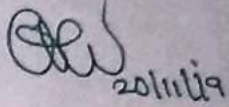



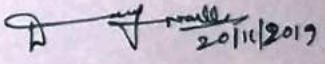
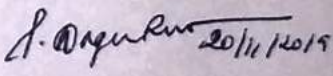
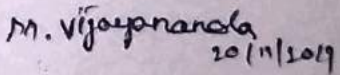
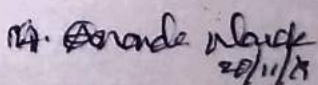
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|-----------------------------|-------------------|
| 1. Dr. M. Doraswamy | --- Chairman, BOS |
| 2. Dr. A. Kishore | --- Member |
| 3. Dr. V.T. Kamble | --- Member |
| 4. Dr. K. Chinnasamy | --- Member |
| 5. Dr. D. Ravinder | --- Member |
| 6. Dr. B.R. Doraswamy Naick | --- Member |
| 7. Dr. P. Nageswara Rao | --- Member |
| 8. Mr. M. Vijayananda | --- Member |
| 9. Mr. M. Ananda Naick | --- Member |


Resolutions:

1. The Board unanimously resolved to approve the change the name of regular programme of MLISc to M.Lib.I.Sc. (CBCS- Two Year Integrated).
2. The Board resolved to change the name of B.L.I.Sc programme and M.L.I.Sc. programme as B.Lib.I.Sc & M.Lib.I.Sc which are offered through DDE.
3. The Board resolved to recommend the modified syllabi for two year integrated regular M.Lib.I.Sc. Programme and B.Lib.I.Sc & M.Lib.I.Sc. programmes for DDE. w.e.f 2020-2021 Academic year (Annexure-A).
4. The syllabi approved for two years M.Lib.I.Sc (Regular CBCS) course may also be adapted for B.Lib.I.Sc & M.Lib.I.Sc programme which are offered under distance mode. Further, it stated that the 1st year M.Lib.I.Sc regular syllabi may be implemented for one year B.Lib.I.Sc programme under distance mode and the 2nd M.Lib.I.Sc regular syllabi may be implemented for one year M.Lib.I.Sc programme under distance mode.
5. The board unanimously resolved and recommend to introduce new one year Post Graduate Diploma in Library Automation & Networking (PGDLAN) and syllabi under regular as well as for distance mode. (Annexure-B)
6. The Board resolved and examined the pattern of question paper depending upon the model approved (Annexure-C)
7. The Board resolved to recommend the list of journals. (Annexure-D)

(Conti....)

Board of Studies Meeting held on 20-11-2019 at 11: 30 AM in the Department of Library and Information Science. The following members are attended to this meeting.

1. Dr. M. Doraswamy - Chairperson  20/11/19
2. Dr. A. Kishore - Member  20/11/19
3. Dr. V. T. Kamble - Member 
4. Dr. K. Chinnasammy - Member 
5. Dr. D. Ravinder - Member  20/11/19
6. Dr. B. R. Doraswamy Naick - Member  20/11/2019
7. Dr. P. Nageswara Rao - Member  20/11/2019
8. Mr. M. Vijayananda - Member  20/11/2019
9. Mr. M. Ananda Naick - Member  20/11/19


CHAIRPERSON 20/11/19

DRAVIDIAN UNIVERSITY:: KUPPAM
DEPARTMENT OF TELUGU & T.S.
C.B.C.S. (SYLLABUS) FOR THE YEAR WITH EFFECT FROM 2020-21

M.A. TELUGU

Annexes-A

SEMESTER - I

SEM	COURSE CODE	COURSE	CREDITS (Instruction Hrs./week)	UNIVERSITY EXAMINATION DURATION (Hrs)	INTERNAL ASSESSMENT	EXTERNAL EXAMINATION	Total Marks
I	001	Textual Study Classical Poetry-I	5	3	30	70	100
I	002	General Linguistics	5	3	30	70	100
I	003	Evolution of Telugu Literature (up to 1900AD)	5	3	30	70	100
I	004	Balavyakaranam (up to Karaka)	5	3	30	70	100
I	005	Folk Literature	5	3	30	70	100
SEMESTER - II							
II	006	Textual Study Classical Poetry -II	5	3	30	70	100
II	007	Literary Criticism	5	3	30	70	100
II	008	Folk & Tribal Arts	5	3	30	70	100
II	009	Balavyakaranam (Samasa to Prakirnaka) & Prosody	5	3	30	70	100
II	EE-I	External Elective -I 1. Mandalika katha sahityam (Telangana, kalingandhra, kosta and Rayala seema) 2. Structure of Modern Telugu	3 3	2 2	20 20	40 40	60 60
II	SS	1. Computer Application to Telugu	2	1	15	25	40
SEMESTER- III							
III	010	Modern Telugu Poetry & Trends	5	3	30	70	100
III	011	Evolution & Structure of Telugu Language	5	3	30	70	100
III	012	Andhrula Charitra - Samskruti	5	3	30	70	100
III	IE	Paper - IV (Internal Electives - 1) 1. Srinadhudu 2. Annamayya	5 5	3 3	30 30	70 70	100 100
III	EE	External Elective-II 1 Journalism & Media writing 2. Telugu Sahityamu vivila Prakriyalu	3 3	2 2	20 20	40 40	60 60
III	SS	1. Basic course in Telugu -II	2	1	15	25	40
SEMESTER- IV							
IV	013	An Introduction to Comparative Dravidian Literature	5	3	30	70	100
IV	014	Introduction of Sanskrit Literature and Grammar	5	3	30	70	100
IV	015	Translation Theory and Practice	5	5	30	70	100
IV	IE-016	Internal Elective -1 1. Drama 2. Manuscriptology	5 5	3 3	30 30	70 70	100 100
V	IE-017	Internal Elective - 2 1. Telugu Navala - Kathanika 2. An Introduction to Indian Literature (OR)	5 5	3 3	30 30	70 70	100 100
IE-016 & 017		Dissertation (For IE 1&2) 1. writing skills and Methodology of Dissertation 2. Journalism and Folklore , Field work	10	-	-	-	200

Dr. S. S. Srinivasulu

ISYLLABUS

M.A. Telugu - I Semester Paper I

New Stream (w. e.f. The academic year 2020-2021)

Core Course: TELC-001 (Textual study) Classical Poetry-I

Time: 3 Hours

Marks: 70

యూనిట్ - I	14 మార్కులు
నన్నయ - శకుంతలోపాఖ్యానం (ఆంధ్రమహాభారతం - ఆదిపర్వం - చతుర్థాశ్వాసం 65-109)	
యూనిట్ - II	14 మార్కులు
పాల్కురికి సోమన - కన్నప్ప కథ (బసవపురాణం - తృతీయాశ్వాసం పుట 47-49)	
యూనిట్ - III	14 మార్కులు
తిక్కన - శ్రీకృష్ణరాయభారం (ఆంధ్రమహాభారతం - ఉద్యోగపర్వం - తృతీయాశ్వాసం 247-285)	
యూనిట్ - IV	14 మార్కులు
నాచన సోమన - నరకాసురవధ (ఉత్తరహరివంశం - ప్రథమాశ్వాసం 138-176)	
యూనిట్ - V	14 మార్కులు
పోతన - గజేంద్రమోక్షం (ఆంధ్రమహాభాగవతం - అష్టమస్కంధం 42-120)	

ఆధార గ్రంథాలు:

1. నన్నయగారి ప్రసన్నకథాకలితార్థయుక్తి - విశ్వనాథసత్యనారాయణ
2. మహాభారతోపన్యాసములు - ఆంధ్రసారస్వత పరిషత్ ప్రచురణ
3. నన్నయభారతము - దివాకర్ల వెంకటాచార్యులు
4. తిక్కన - నండ్లూరి రామకృష్ణమాచార్యులు
5. పోతన ఆంధ్రమహాభాగవతం - తి.తి.దే ముద్రణ
6. పాల్కురికి సోమన కృతులు - ఒక పరిశీలన - A. సూర్యనారాయణమూర్తి.
7. పండితారాధ్యచరిత్ర - బిలుకూరి నారాయణరావు పీఠిక
8. పాల్కురికి సోమన వ్యాససంకలనం - అనుమాండ్లభూమయ్య
9. శతక మంజరి - ఆవంచ శ్రీకంఠుడు

★★★

Handwritten signature
26/11/19

SYLLABUS

M.A., Telugu Semester I Paper II

Academic Year 2020 – 21

Core Course : TELC- 002 : GENERAL LINGUISTICS

Time : 3 Hours

Max. Marks : 70

సామాన్య భాషా శాస్త్రం

- యూనిట్ 1 : 14 మార్కులు
భాషా నిర్వచనం, లక్షణాలు, శాఖలు
భాషాశాస్త్ర అణివృద్ధికి ప్రాచ్య, సాశ్చాత్య పండితుల కృషి
భాషల వర్గీకరణ - జాత్యాశ్రీత, రూపాశ్రీత, ధ్వన్యాత్మక వర్గీకరణలు
- యూనిట్ 2 : 14 మార్కులు
ధ్వని విజ్ఞానం : భాష ధ్వనులు - వాగావయవాలు - ఉత్పత్తి స్థానాలు, ధ్వన్యాత్మక లేఖనం (IPA)
వర్ణ విజ్ఞానం : వర్ణ నిర్ణయ విధానం, వర్ణం - సవర్ణం
- యూనిట్ 3 : 14 మార్కులు
పదాంశం విజ్ఞానం : పదం, పదాంశం, స పదాంశాలు - నిర్వచనం, పదాంశం లోని రకాలు
వాక్య విజ్ఞానం : వాక్య నిర్మాణ సిద్ధాంతాలు, వాక్య భేదాలు
- యూనిట్ 4 : 14 మార్కులు
అర్థ విజ్ఞానం : అర్థ పరిణామం - హేతువులు, లీతులు
- యూనిట్ 5 : 14 మార్కులు
మాండలిక విజ్ఞానం : మాండలికాలు ఏర్పడడానికి కారణాలు, తెలుగులో మండలికాల వైవిధ్యం,
ప్రామాణిక భాష

చదవదగిన పుస్తకాలు

1. భాషభిరిరాజు కృష్ణమూర్తి - సంస్కృతి - సమాజం -
2. భాషా విజ్ఞాన పరిచయం రెడ్డి .యన్.జి -
3. తెలుగు భాషా చరిత్ర భిరిరాజు కృష్ణమూర్తి - (సంపాదకులు)
4. ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు పి ఎన్ సుబ్రహ్మణ్యం -
5. భాషా శాస్త్ర పరిచయం బొడ్డుపల్లి పురుషోత్తం -
6. ఆధునిక తెలుగు భాషా విజ్ఞానం - నేతి అనంతరామ శాస్త్రి
7. తెలుగు వాక్యం చేకూరి రామారావు -
8. భాషా శాస్త్ర సంగ్రహం స్పూర్తిశ్రీ -
9. A course in Modern Linguistics - C.F. Hockett
10. An Introduction to Descriptive Linguistics - H. Gleason
11. Outlines of Linguistic Analysis - B. Block & G.L. Trangen
12. Language - Bloomfield
13. Aspects of the theory of syntax - N. Chomsky
14. Lectures on Linguistics - F.M. Berezin



SYLLABUS

M.A. Telugu - I Semester Paper III

New Stream (w. e. f. The academic year 2020-2021)

Core Course: TELC-003: Evolution of Telugu Literature (up to 1900 A.D)

70 Marks

Time: 3 Hours

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- యూనిట్ -I 14 మార్కులు
తెలుగు సాహిత్య చరిత్ర అధ్యయనంలో యుగ విభజన పద్ధతులు ప్రాబ్లన్నయయుగ కవిత్వం - బాషా
అలంకారాలు - కవిత్రయ భారతం - శైలీ, లక్షణాలు వర్గీకరణ.
- యూనిట్ -II 14 మార్కులు
మౌఖిక, లిఖిత సంప్రదాయాలు, ఇతిహాస పురాణాలు - మార్గదేశి ఉద్యమాలు, కావ్యేతిహాసందేశి పురాణ
- శధక కావ్యం - శతకం ఉదాహరణ కావ్యల ఆవిర్భావం - లక్షణాలు.
- యూనిట్ -III 14 మార్కులు
కావ్యయుగం - శ్రీనాథుడు, పినవీరభద్రుల నూతన ప్రయోగాలు యుగ విశిష్టత - భక్తి కావ్యలు పోతన,
తాళ్ళపాక, కృష్ణమాచార్యులు రచనలు నిర్మాణ శిల్పం.
- యూనిట్ -IV 14 మార్కులు
ప్రబంధ యుగం - నిర్వచనాలు - తెలుగు ప్రబంధ నిర్మాణరీతి కావ్యం నుండి ప్రబంధం వైపు
మొగ్గుటానికి దారితీసిన సాహిత్య ప్రస్థాన నేపథ్యం - ముఖ్య ప్రబంధ కవులు - వారి రచనలు విశేషాలు.
- యూనిట్ -V 14 మార్కులు
దక్షిణాధ్రయుగం - దక్షిణాధ్రయుగ సాంఘిక చరిత్ర
నేపథ్యం - చేమకూర - ముద్దు పళని - రంగజమ్మ
రంనాథ రామాయణం - దక్షిణాధ్ర క్షీణియుగం
ఈ యుగ కావ్యలు - కంకంటి పాపరాజు - ఉత్తర రామాయణం మరియు ఇతర రచనలు.

Reference Books:

- 1) సాహిత్య చరిత్రలో చర్చనీయాంశాలు : ఆచార్య జి.వి. సుబ్రహ్మణ్యం
- 2) తెలుగు సాహిత్యంలో మరో చూపు - కె.కె. రంగనాథాచార్యులు (సంపాదకులు)
- 3) సమగ్ర ఆంధ్ర సాహిత్యం - ఆరుద్ర
- 4) ఆంధ్ర సాహిత్య చరిత్ర - పింగళి లక్ష్మీకాంతం
- 5) తెలుగు సాహిత్య సమీక్ష - జి. నాగయ్య
- 6) ఆంధ్ర వాఙ్మయ చరిత్ర సంగ్రహం - కవిత్యవేది కె.వి. నారాయణ


16/11/19.

Time: 3 Hours

70 Marks

యూనిట్ -I

40 Marks

తెలుగు భాషలో వ్యాకరణ పరిణామం - ప్రసిద్ధ వ్యాకరణాలు - వ్యాకరణ బోధనావశ్యకత - బాల వ్యాకరణ స్థానం

చిన్నయ్య సూరి - బాలవ్యాకరణం

1. సంజ్ఞా పరిచ్ఛేదము
2. సంధి పరిచ్ఛేదము
3. తత్సమ పరిచ్ఛేదము
4. ఆచ్ఛిక పరిచ్ఛేదము
5. కారక పరిచ్ఛేదము

యూనిట్ -II

30 Marks

అలంకార శాస్త్ర పరిచయం - శబ్దార్థ అలంకారాలు (25)

(a) శబ్దాలంకారాలు - వృత్త్యనుప్రాసం - ఛేకానుప్రాసం - లాటానుప్రాసం - యమకం - అంత్యానుప్రాసం - ముక్తపదగ్రస్తం.

(b) అర్థాలంకారాలు - ఉపమాలంకారం - రూపకం - ఉత్పేక్ష - ఉల్లేఖం - అపహ్నుతి - అతిశయోక్తి - తుల్యయోగిత - సమాసోక్తి - అప్రస్తుత ప్రశంస - దీపకము - దృష్టాంతము - నిదర్శనం - వ్యతిరేకం - అనన్వయం - స్మరణ - బ్రాంతి - సందేహం - వ్యాజస్తుతి - వ్యాజనింద.

ఆధార గ్రంథాలు:

1. బాలవ్యాకరణం ఘంటాపథవ్యాఖ్య -డా || వంతరాం రామకృష్ణారావు
2. బాలవ్యాకరణం వికాసవ్యాఖ్య బొడ్డుపల్లి - ఆచార్య -పురుషోత్తం
3. బాలవ్యాకరణం ప్రభావ్యాఖ్య ఆచార్య పి. నరసింహా రెడ్డి.
4. బాల ప్రౌఢ వ్యాకరణసర్వస్వము - టి. బాస్కరరావు
5. బాలవ్యాకరణం సంజ్ఞాచంద్రిక - డా || డి. కృష్ణకుమారి
6. వ్యాకరణ దీపిక - కోరాడ మహదేవ శాస్త్రి
7. చంద్రాలోక సమున్నేషము - స్ఫూర్తి శ్రీ
8. సాహిత్య పదకోశం - తెలుగు అకాడమీ ప్రచురణ
9. బాలవ్యాకరణ - ప్రసాధని - పి నరసింహా రెడ్డి

Thiruv
16/11/19

SYLLABUS

M. A. Telugu - I Semester Paper V

New Stream (w. e. f. The academic year 2020-2021)

Core Course: TELC-005: FOLK LITERATURE

Max. Marks: 70

Time: 3 Hours

యూనిట్ I

14 Marks

జానపద పరిచయం - జానపదం - జానపద నిర్వచనాలు - లక్షణాలు జానపద విజ్ఞానం - జానపద సాహిత్యం, జానపదంపై పాశ్చాత్యుల కృషి - బోయల్, C.P. బ్రౌన్ - గ్రీమ్ సాదరులు- ప్రాన్సిస్ - బాగ్స్, అలన్ డండెస్ - చార్లెస్ ఇ గోవర్ - జానపదం పై తెలుగు పరిశోధకులు - కృషి - బిరుదు రాజు రామారాజు - నేడు నూరి గంగాధరం - నాయిని కృషి కుమారి- తంగిరాల, కృష్ణశ్రీ మరియు ఇతర ప్రముఖులు.

యూనిట్ II

14 Marks

జానపద గేయాలు వర్గీకరణ - జానపద గేయ లక్షణాలు - స్త్రీల పాటలు - స్త్రీ, పురుష మానవ సంబంధ గేయాలు - వర్గీకరణ, శ్రామిక గేయాలు - పిల్లల గేయాలు - కథ రహిత - కథ సహిత గేయాలు - శృంగార గేయాలు - పౌరాణిక గేయాలు, పారమార్థిక గేయాలు.

యూనిట్ III

14 Marks

జానపద కథా గేయాలు - లక్షణాలు - వర్గీకరణ -- వీరగాధలు - స్వరూప స్వభావాలు, పల్నాటి వీర చరిత్ర - కాటమరాజు కథ - బొబ్బిలి కథ - పౌరాణిక గేయాలు - అద్భుత కథా గేయాలు - కరుణ రాస గేయాలు - ఊళ్ళిఠాదేవి నిద్ర - లక్ష్మణ దేవర నవ్వు, ధర్మారాజు జూదం - శ్రీకృష్ణ జననం - బాలనాగమ్మ.

యూనిట్ IV

14 Marks

జానపద గద్యాఖ్యానాలు - వర్గీకరణ - లక్షణాలు - పురాగాధలు - ఐతిహ్యాలు - పురాణాలు - అద్భుత కథలు - వినోద కథలు - ప్రాణి కథలు - నీతి కథలు - సమస్యాత్మక కథలు - సామాజిక సాంస్కృతిక అంశాలు.

యూనిట్ V

14 Marks

సామెతలు - పాడుపు కథలు - నుడికారాలు - జాతీయాలు - తిట్లు - వర్గీకరణ - లక్షణాలు, సామాజికాంశాలు - జానపద క్షేత్ర పర్యటనలు - జానపద సాహిత్యం పై విశ్వవిద్యాలయాలలో జరిగిన పరిశోధనలు.

Reference Books

1. తెలుగు జానపద గేయ సాహిత్యం - ఆచార్య జి.రామారాజు
2. ఆంధ్రుల జానపదవిజ్ఞానం - ఆర్.వి.యస్ సుందరం
3. జానపదవృత్తికళలు - డా.బిగిచర్ల క్రిష్ణారెడ్డి
4. తెలుగు స్త్రీల చిత్రలిపి - డా.ఆర్. ప్రేమలత
5. దాక్షిణాత్య జానపదకళారూపాలు - ఆచార్య జి.నాగయ్య
6. జానపద విజ్ఞాన వ్యాసావళి - జి.యస్.మోహన్
7. టి. సుబ్బారావు - తెలుగు వీర గాథా కవిత్వం
8. పి. నర్సింహారెడ్డి - తెలుగు సామెతలు - జన జీవనం.
9. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం - పులికొండ సుబ్బాచారి (సం)

★ ★ ★ ★ ★

Handwritten signature and date
16/11/19

SYLLABUS

M.A. Telugu - II Semester Paper - I

New Stream (w. e. f. The academic year 2020-2021)

Core Course: TELC-006 Textual Study Classical Poetry -II

Time:3Hours

Max.Marks:70

Unit - I	14మార్కులు
గోనబుద్ధారెడ్డి - రంగనాథరామాయణం (1110 - 1340)	
Unit - II	14మార్కులు
శ్రీనాథుడు - హంసదూత్యం (శృంగారనైషధం36 -106)	
Unit - III	14మార్కులు
అనంతామాత్యుడు - గోవాప్రసంవాదం (భోజరాజీయం)	
Unit - IV	14మార్కులు
దూర్జటి - శ్రీకాళహస్తిశ్వరశతకం ()	
Unit - V	14మార్కులు
శ్రీకృష్ణదేవరాయలు - వర్షఋతువర్ణన (ఆముక్తమాల్యద 110-136)	

Reference books

1. సమగ్రాంధ్ర సాహిత్యం - ఆరుద్ర
2. మను, వసుచరిత్రల తులనాత్మక పరిశీలన - పల్లాదుర్గయ్య
3. ప్రబంధాలలో ప్రకృతివర్ణన - అంతటి నరసింహం
4. రంగనాథరామాయణం - ఒక పరిశీలన - యస్. వెంగమాంబ
5. వాల్మీకి, రంగనాథరామాయణం తులనాత్మక పరిశీలన - వి. సూర్యకాంతం
6. హరవిలాసం విమర్శనాత్మక పరిశీలన - యస్. షణ్ముగం
7. అనంతామాత్యుని భోజరాజీయం - పరిశీలన - యస్. తులసీబాయి
8. మనుచరిత్ర - వెంపరాల సూర్యనారాయణశాస్త్రి వ్యాఖ్య
9. భోజరాజీయం కావ్యానుశీలనం - సీతాలక్ష్మి
10. వచన రంగనాథరామాయణం - పి. నరసింహారెడ్డి
11. ఆముక్తమాల్యద వచనానువాదం - పి. నరసింహారెడ్డి


16/11/19.

Time: 3 Hours

యూనిట్ I

14 Marks

విమర్శ - నిర్వచనం - పరిధి - లక్షణాలు - విమర్శ - విమర్శకుడు - విమర్శకుని లక్షణాలు - కావ్య నిర్వచనం - కావ్యాత్మ - భేదాలు రస స్వరూపం - రస సంఖ్య - అలంకారం - రితి, ద్వని, వక్రొక్తి - జోచిత్యం, కావ్య సౌందర్యం - భారతీయ అలంకారిక పరిచయం.

14 Marks

యూనిట్ II

విమర్శ పరిణామం - ప్రాచ్య పాశ్చాత్య పద్ధతులలోని ప్రధాన ప్రస్థానాలు
అరిస్టాటిల్ ప్లేటో, క్వింటిలియన్, ఇలియట్ - రిచర్డ్స్

14 Marks

యూనిట్ - III :

విమర్శ పద్ధతులు

1. చారిత్రక విమర్శ - (Historical criticism)
2. మనోవిశ్లేషణాత్మకవిమర్శ - (Psycho - Analytical Criticism)
3. సాంఘిక విమర్శ - (Sociological Criticism)
4. ప్రాగ్రూప విమర్శ - (Archetypal Criticism)

14 Marks

యూనిట్ - IV :

1. కావ్యకళాసౌందర్యవిమర్శ - (Aesthetic Criticism)
2. తులనాత్మక విమర్శ - (Comparative Criticism)
3. గ్రంథ పరిష్కార విమర్శ - (Textual Criticism)
4. ఆధునికీకరణవాద విమర్శ - (Post Modernism)
5. వలసవాదనంతర సాహిత్యవిమర్శ - (Post- Colonial Theory)

14 Marks

యూనిట్ - V :

Forms of Literature: An Introduction

1. నవల - (Novel)
2. కథ - కథానిక - గల్పిక - స్కెచ్ - (Story - Short Story - Galpika - Sketches)
3. నాటకము (మోదాంతము - విషాదాంతము) - Drama (Tragedy - Comedy)
4. ఏకాంకిక - One act play
5. ఆత్మకథ - జీవిత చరిత్ర - (Biography)

Reference Books:

1. సాహిత్య దర్శనం - డా. కె.వి.ఆర్. నరసింహం
2. సాహిత్య సోపానాలు - డా. దివాకర్ల వేంకటాచార్యులు
3. సాహిత్య శిల్పసమీక్ష - డా. పింగళి లక్ష్మీకాంతం
4. కావ్యాలంకార సంగ్రహం (నరసభూషణీయం) - రాజరాజభూషణుడు (వ్యాఖ్యానం - సన్నిధానం సూర్యనారాయణశాస్త్రి)

అక్షయ
6/11/19.

5. కావ్య ప్రకాశము - మమ్మటుడు (వ్యాఖ్యానం - పుల్లెల శ్రీరామచంద్రుడు)
6. ధ్వన్యాలోకం - ఆనందవర్ధనుడు (వ్యాఖ్యానం - పుల్లెల శ్రీరామచంద్రుడు)
7. ఆంధ్ర ధ్వన్యాలోకం - నేదాల తిరువేంగళాచార్యులు
8. Indian Poetics - శ్రీకంఠయ్య
9. అలంకార శాస్త్రచరిత్ర - పుల్లెల శ్రీరామచంద్రుడు
10. ముదిగొండ వీరభద్రయ్య కళాతత్వ శాస్త్రం అన్నం సుబ్బరావు తెలుగు అకాడమీ
11. పాశ్చాత్య సాహిత్య విమర్శ తెలుగు సాహిత్య సమిక్ష Part -II జి. నాగయ్య.
12. విమర్శ మౌళిక లక్షణాలు - ముదిగొండ వీరభద్రయ్య.
13. పాశ్చాత్య సాహిత్య విమర్శ చరిత్ర - సిద్ధాంతాలు - వడలి మందేశ్వరరావు.

పుల్లెల
శ్రీరామచంద్రుడు

Time: 3 Hours

Max. Marks: 70

యూనిట్-I

14 Marks

జానపద విజ్ఞానం పరిచయం - జానపద - ప్రదర్శన కళలు - పుట్టుక వికాసం కళారూపాలు గ్రామాలలో ప్రదర్శించే కళలు - పండుగల కథలు - ప్రయోజనం - కళల వర్గీకరణ - సంగీతం - జానపద సంగీతం పుట్టు పూర్వోత్తరాలు - వర్గీకరణ, వాద్యాలు - కొలలు - ఒగ్గు- కొమ్మ - నాగస్వరం జమడిక గుమ్మెలు.

యూనిట్-II

14 Marks

వీరగాథలు - పరిచయం - ఒగ్గు కథ - కోలాటం - చెక్క భజనలు - పగటి వేషాలు- వీధి భాగవతం - బుర్ర కథ - తోలు బొమ్మలాట - తప్పెటగుళ్ళు - గొరవయ్యలు - కప్పల కావడి - బోనాలు - తుపాకి రాముని వేషం - పగటి వేషాలు - శారద కాండ్ర - బవసీలు - గొల్లసుద్దులు.

యూనిట్- III

14 Marks

జానపద హస్తకళల పరిచయం - చెనెత - బుట్టలు - కుండలు కలంకారి - గిరిజన పదం - గిరిజన విజ్ఞానం - గిరిజనుల వ్యాప్తి - జానపద గిరిజన ఆదివాసి పదాలు - గిరిజన ఆచారాలు - గిరిజన మౌఖిక సాహిత్యం వర్గీకరణ గిరిజనుల ఆర్థిక సామాజిక అంశాలు - క్షేత్ర పర్యటనలు

యూనిట్-IV

14 Marks

గిరిజనుల ఆచారాలు - సంప్రదాయాలు గిరిజనుల పై జరిగిన పరిశోధనలు - గిరిజనుల గేయ సాహిత్యం వర్గీకరణ గిరిజనుల కళలు - ధింసా - లంబాడి నృత్యం ఇతర గిరిజనుల నృత్యాలు - గిరిజనుల పండుగలు.

యూనిట్-V

14 Marks

గిరిజనుల వస్తు సంస్కృతి - నమ్మకాలు - పురాణాలలో గిరిజనుల ప్రస్థావనలు - శబరి - గుహుడు - ఏకలవ్యుడు - తిన్నడు - హాథిరాం - గిరిజనుల దేవతలు - గిరిజన సామెతలు - పాడుపు కథలు, గిరిజనుల జాతరలు - నాగొబ - తీజ్(మొలకల పున్నమి) - సమ్మక్క సారక్క - ఇతర ప్రసిద్ధ జాతరలు.

Reference books

1. నేడు నూరి గంగాధరం - జానపద విజ్ఞాన వ్యాసాలు
2. మిక్కిలి నేని రాధా కృష్ణ - ఆంధ్ర నాటక రంగ చరిత్ర
3. జి. నాగయ్య - జానపద నృత్యకళ
4. పేట శ్రీనివాసులు రెడ్డి - రాయలసీమ జానపద కళలు
5. పేట శ్రీనివాసులు రెడ్డి - తిరుపతి గంగ జాతర
6. పేట శ్రీనివాసులు రెడ్డి - కోలాటం పాటలు.
7. నదీం హసనైన్ - భారతదేశంలో గిరిజనులు
8. ఆచార్య గోనా నాయక్ - సుగాలి సంస్కృతి సాహిత్యం
9. Dr. N.R. వెంకటేశం - బుడిగె జంగాలు (భాషా సాహిత్యం సాంస్కృతి కాంశాల పరిశీలన)
10. డా. సూర్యధనుంజయ్ - నల్లగొండ జిల్లా బంజారా సాహిత్యం - జీవిన చిత్రణ
11. పిరట్ల శివరామకృష్ణ - తెలుగు గిరిజన గీతాలు
12. Dr. భూక్య తిరుపతి సం. ఆధునిక సమాజంలో గిరిజనులు.

SYLLABUS

M.A. Telugu - II Semester Paper - IV

New Stream (w. e. f. The academic year 2020-2021)

Core Course: TELC-009 : BALAVYAKARANAM (SAMASA TO PRAKIRNAKA) & PROSODY

Max. Marks: 70

Time : 3 Hours

40 Marks

యూనిట్ -I : చిన్నయ సూరి - బాలవ్యాకరణం

సమాస పరిచ్ఛేదము -తద్భిత్ పరిచ్ఛేదము - క్రియా పరిచ్ఛేదము -కృదంత పరిచ్ఛేదము -ప్రకీర్ణక పరిచ్ఛేదము.

30 Marks

యూనిట్ -II చందోలంకార అధ్యయనం

(అ) చందస్సు :

ఉత్పలమాల, చంపకమాల, తరలము, శార్దూలము, మత్తేభము, మత్తకోకిలి, పంచచామరము, మాలినీ, స్వర్గర, మహాస్వర్గర, కవిరాజవిరాజితము, ఇంద్రవజ్ర, ఉపేంద్రవజ్ర మందాకౌంత, శిఖరిణి, అనుష్టుప్తు, మధ్యాక్కర, సీసం, ఉత్సాహము, కందం, తేటగీతి, ఆటవెలిది, భుజంగ ప్రయాతము, వసంత తిలకం, లయగ్రాహి, ద్విపద, మంజరీ ద్విపద, తరువోజ, త్రోటకము, విద్యున్మాల, మంగళమహోత్త్రీ

(ఆ) యతులు :

స్వరయతి, స్వర ప్రధాన యతి, ఋయతి/ఋవళి, లుప్త విసర్గక స్వరయతి, ఋత్య సామ్య యతి, గూడ స్వరయతి, వృద్ధియతి, వర్ణయతి, బిందుయతి, 'ము' విభక్తి యతి/ పాళిక వళి, ప్లతయతి, అఖండయతి, నామాఖండ యతి, ప్లత యుగ యతి, కాకుస్వర యతి, పరరూప యతి/ శకంధుయతి, ప్రాదియతి, నిత్య సమాసయతి, దేశ్య నిత్యసమాస యతి, ప్రాసయతి, రాగమయతి.

(ఇ) ప్రాసలు :

పూర్ణ బిందు ప్రాసము, అర్థబిందు ప్రాసము, సంయుతాక్షర ప్రాసము, సమప్రాసము, ఖండాఖండ ప్రాసము, అనునాసిక ప్రాసము, సుకరప్రాసము, దుష్కర ప్రాసము, ద్విప్రాసము, త్రిప్రాసము, చతుష్ప్రాసము, అనుప్రాసము, ఋప్రాసము, లఘుయకార ప్రాసము, అభేద ప్రాసము, శప్రాసము, ప్రాస వైరము, సంధిగత ప్రాసము, వర్ణ ప్రాసము లేక స్వవర్ణజ ప్రాసము.

అధార గ్రంథాలు:

1. బాలవ్యాకరణం ఘంటాపథవ్యాఖ్యి డా. వంతరాం రామకృష్ణా రావు
2. బాలవ్యాకరణం వికాసవ్యాఖ్యి ఆచార్య బొడ్డుపల్లి పురుషోత్తం.
3. బాలవ్యాకరణం ప్రభావ్యాఖ్యి ఆచార్య పి. నరసింహా రెడ్డి
4. బాల ప్రాథ వ్యాకరణం సర్వస్వము- టి. భాస్కరరావు
5. బాలవ్యాకరణం సంజ్ఞాచంద్రిక - డా || డి. కృష్ణకుమారి
6. వ్యాకరణ దీపిక - కోరాడ మహదేవ శాస్త్రి
7. చంద్రాలోక సమున్నేషము - స్పూర్తి శ్రీ
8. సాహిత్య పదకోశం - తెలుగు అకాడమీ ప్రచురణ


16/11/19.

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SYLLABUS

M.A. Telugu - II Semester Paper -V

New Stream (w. e. f. The academic year 2020-2021)

External Elective -I: Tele-001 : Mandallika Katha Sahityam (Telangana, Kalingandhra, kosta

and Rayala seema)

Time : 2 Hours

Max. Marks: 40

యూనిట్ -I

10 Marks

తెలుగు కథ వికాసం -వర్గీకరణ

యూనిట్-II

10 Marks

మాండలికా - ప్రాంతీయవాద కథ పరిచయం

యూనిట్-III

10 Markss

లంకా పునరుద్ధరణ - కాళోజీ.

నాలుగు కాళ్ళ మండప్పం - పులికంటి

యూనిట్- IV

10 Marks

యజ్ఞం - కారా

బోన్ సాయి బ్రతుకు - అబ్బూరి ఛాయదేవి

ఆధార గ్రంథాలు

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SYLLABUS

M.A. Telugu - II Semester Paper -V

New Stream (w. e. f. The academic year 2020-2021)

External Elective -I Tele-002 : STRUCTURE OF MODERN TELUGU

Time : 2 Hours

Max. Marks: 40

యూనిట్ -I

Marks: 10

1. ఆధునిక తెలుగు భాషా వర్ణాలు - వాటి వ్యాప్తి
2. ఆధునిక తెలుగు భాషా -సంధి స్వరూపం

యూనిట్ -II

Marks: 10

3. ఆధునిక తెలుగు భాషా - నామ నిర్మాణం, సమాస నిర్మాణం, లింగ, వచన విభక్తి నిర్మాణం
4. ఆధునిక తెలుగులో సర్వనామాలు, సంఖ్యావాచకాలు, విశేషణాలు

యూనిట్ -III

Marks: 10

5. ఆధునిక తెలుగులో క్రియా ప్రాతిపదికల నిర్మాణం. అకర్మక, సకర్మక, ప్రేరణార్థక క్రియా నిర్మాణం, సమాపక అసమాపక క్రియా నిర్మాణం.
6. తెలుగు వాక్య నిర్మాణం వాక్యభేదాలు - సామాన్య, సంశ్లిష్ట, సంయుక్త, వాక్యాలు, నామబంధ, క్రియాబంధ నిర్మాణం - కర్మణి, కర్తరిప్రమోగాలు, సంబంధబోధక వాక్యాలు, అనుకృతి వాక్యాలు, నామ్నీ కరణాలు

యూనిట్ -IV

Marks: 10

7. తెలుగు భాష ఆధునీకరణ - ఆవశ్యకత, పద్ధతులు, సమస్యలు.
8. తెలుగు భాష ప్రామాణీకరణ - ఆవశ్యకత పద్ధతులు, సమస్యలు -మండలికాలు
ఆధార గ్రంథాలు

- | | |
|-----------------------------------|----------------------------|
| 1. ఆధునిక ప్రామాణికాంధ్ర వ్యాకరణం | వజ్జల వేంకటేశ్వర్లు - |
| 2. ఈనాడు భాషా స్వరూపం | బూదరాజు రాధాకృష్ణ |
| 3. తెలుగు భాషా చరిత్ర | భద్రిరాజు కృష్ణమూర్తి |
| 4. తెలుగు భాషా తత్వం | కొమర్రాజు వేంకటలక్ష్మణరావు |
| 5. తెలుగులో వెలుగులు | చేకూరి రామారావు |
| 6. తెలుగు వాక్యం | చేకూరి రామారావు - |
| 7. నేటి తెలుగు వేదిక | -గిడుగు వేంకటరామమూర్తి |
| 8. భాష సంస్కృతి-సమాజం - | -భద్రిరాజు కృష్ణమూర్తి |
| 9. భాషాను వర్తనం | చేకూరి -రామారావు |
| 10. వాడుక భాషే రాస్తున్నామా? | - రంగనాయకమ్మ |
| 11. A Grammar of Modern Telugu | B. Krishna Murty |
| 12. Sandhi in Balavyakaranam | J. Pratapa Reddy |

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SYLLABUS

M.A. Telugu - II Semester Paper -V

New Stream (w. e. f. The academic year 2020-2021)

Soft Skills-1 :1: COMPUTER APPLICATIONS TO TELUGU

Time : 1 Hours

Max. Marks: 25

COMPUTER APPLICATIONS TO TELUGU

యూనిట్ - I

10 Marks

కంప్యూటర్ సాధారణ పరిచయం వివిధ రకాల జనరేషన్ల పరిచయం, విడిభాగాలు

యూనిట్ - II

5 Marks

వివిధ రకాల ప్రోగ్రామ్ ల పరిచయం (M.S. OFFICE, PAGEMAKER,PHOTOSHOPEE....etc.)

యూనిట్ - III

5 Marks

వివిధ రకాల తెలుగు సాఫ్ట్ వేర్ ల పరిచయం (ANU, UNICODE, LEAP OFFICE...etc.)

యూనిట్ - IV

5 Marks

తెలుగులోని వివిధ టైపింగ్ పద్ధతులు

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SYLLABUS

M.A. Telugu- III Semester Paper - I

New Stream (w.e.f. The academic year 2020-2021)

Core Course: TELC-010 ఆధునిక సాహిత్య ఉద్యమాలు - కవిత్వం

Time: 3 Hours

Max. Marks: 70

అ - భాగం

1. ఆధునిక సాహిత్య ఉద్యమాలు - కవిత్వం 20మార్కులు
భావకవిత్వం - శాఖలు; అభ్యుదయకవిత్వం, ఆంధ్రోద్యమ కవిత్వం,
దిగంబరకవిత్వం, మైనారిటీవాదం
విప్లవకవిత్వం. స్త్రీవాద, దళితవాద ఉద్యమాలు.

ఆ - భాగం

50మార్కులు

1. దేవులపల్లి కృష్ణశాస్త్రి - కృష్ణపక్షం
2. శ్రీ శ్రీ - 5 ఖండికలు (మహాప్రస్థానం, ప్రతిజ్ఞ, భిక్షువర్షియసి, జయభేరి, దేశచరిత్రలు)
3. జాషువా - గజ్జలం (మొదటిభాగం)
4. తిలక్ - అమృతం కురిసినరాత్రి-2 (తపాలాబంట్లోతు, ఆర్తగీతం , అమృతం కరిసిన రాత్రి)
5. శివసాగర్ - చెల్లీ! చెంద్రమ్మ (గెరిల్లా విప్లవగీతాలు)

ఆధార గ్రంథాలు:

1. ఆధునికాంధ్ర కవిత్వం - సంప్రదాయాలు, ప్రయోగాలు - సి. నారాయణ రెడ్డి
2. తెలుగులో కవితా విప్లవాలు - వెల్చేరు నారాయణరావు
3. రాయప్రోలు కవిత్వతత్వం - లావణ్య సరస్వతి
4. జాషువా కృతుల పరిశీలన - డా. భాస్కర చౌదరి
5. ఆధునికాంధ్ర కవిత్వము ప్రక్రియలు, ధోరణి - యస్.వి.సత్యనారాయణ.
6. తెలుగుసాహిత్యంలో ప్రక్రియలు ధోరణులు - ఆచార్య బూదాటి వేంకటేశ్వర్లు.
7. అమృత వర్షిణి - అవంత్యసోనుసుచరం
8. తిలక్ కవితాతత్వం - యస్.జి.డి. చంద్రశేఖర్

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16/11/19.

SYLLABUS

M.A. Telugu- III Semester Paper - II

New Stream (w.e.f. The academic year 2020-2021)

Core Course: TELC-011: Evolution & Structure of Telugu Language

Time: 3 Hours

Max. Marks: 70

యూనిట్ -I

14 Marks

1. General characteristics of the Dravidian languages – place of Telugu among them.
2. History of the word's Andhra, Tenugu and Telugu.

యూనిట్ -II

14 Marks

- a. History of Telugu Language
 - a) From the earliest to 6th century A.D.
 - b) From 600 A.D. to 1100 A.D.
 - c) From 1100 A.D. to 1600 A.D. (Middle Telugu Period)

యూనిట్ -III

14 Marks

3. Historical Treatment of a Sandhi, Script

యూనిట్ - IV

14 Marks

4. Loan Words – Indo Aryan and Perso-Arabic

యూనిట్ - V

14 Marks

5. Regional and Social dialects in Telugu

Reference Books:

1. Andhra Basha Vikasam – G.J. Somayaji, Machilipatnam: Triveni Publishers.
2. Telugu Bhasha Charitra – Bh. Krishna Murti, (Editor) Hyderabad: A.P. Sahitya Academi.
3. Telugu Verbal Bases – Bh. Krishna Murti, Motilal Banarsidas & Co. New Delhi.

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SYLLABUS

M.A. Telugu Semester III Paper III

Academic Year 2020 – 21

Core Course : TELC- 012 : ANDHRULA CHARITRA – SAMSKRUTI

(UP TO VIJAYANAGARA EMPIRE)

Time : 3 Hours

Max. Marks : 70

ఆంధ్రుల చరిత్ర – సంస్కృతి
(విజయనగర రాజుల వరకు)

- యూనిట్ 1 14 మార్కులు
నాగరికత, సంస్కృతి నిర్వచనం, సంస్కృతిలోని అంశాలు,
తెలుగు చరిత్ర, సంస్కృతి అధ్యయనానికి ఆధారాలు
శాతవాహనుల పూర్వయుగం – ఆంధ్రుల సంస్కృతి
- యూనిట్ 2 14 మార్కులు
శాతవాహన యుగం : సంక్షిప్త రాజకీయ చరిత్ర,
సాంఘిక పరిణామం – సంస్కృతి, వివిధ మతాలు, భాషలు
- యూనిట్ 3 14 మార్కులు
శాతవాహన అనంతర యుగం : ఆంధ్రదేశ రాజకీయ పరిస్థితులు,
ఇక్ష్వాకులు, తొలి పల్లవులు, ఆనంద గోత్రులు, బృహత్పలాయనులు, శాలంకాయనులు,
విష్ణుకుండినులు - సంక్షిప్త రాజకీయ చరిత్ర
సంస్కృత భాషా ప్రాబల్యం, సాంస్కృతిక విశేషాలు
- యూనిట్ 4 14 మార్కులు
పూర్వ మధ్యయుగం : చాళుక్య, చోళ, కాకతీయులు - సంక్షిప్త రాజకీయ చరిత్ర
తెలుగు, సంస్కృత సారస్వతాలు, ఇతర సాంస్కృతిక విశేషాలు
- యూనిట్ 5 14 మార్కులు
ఉత్తరమధ్య యుగము : రెడ్డి, వెలమ, విజయనగర రాజ్యాలు - సంక్షిప్త రాజకీయ చరిత్ర,
రెడ్డి, వెలమ రాజుల సాంస్కృతిక సేవ, విజయనగర రాజుల సాంస్కృతిక కళా వైభవం

చదవదగిన పుస్తకాలు

1. ఆంధ్రుల సాంఘిక చరిత్ర సురవరం ప్రతాపరెడ్డి -
2. ఆంధ్రుల చరిత్ర ఏటుకూరి బలరామమూర్తి -
3. సమగ్రాంధ్ర సాహిత్యం 1,2)సంపుటాలుఆరుద్ర - (
4. ఆంధ్రుల చరిత్రఖండవల్లి లక్ష్మీరంజనం - సంస్కృతి-, ఖండవల్లి బాలేందు శేఖరం
5. ఆంధ్రుల చరిత్ర 1,2,3 భాగాలుబిలుకూరి వీరభద్రరావు - (
6. కాకతీయ చరిత్ర పి వి పరబ్రహ్మశాస్త్రి -
7. కాకతీయ శాసన సాహిత్యము పి వి పరబ్రహ్మశాస్త్రి -


6/11/19.

8. ఆంధ్ర దేశ చరిత్ర పి శ్రీరామశర్మ - సంస్కృతి -
9. ఆంధ్రుల చరిత్ర జి ఎస్ ఎల్ హనుమంతరావు -
10. విజయనగర చరిత్ర 1,2 భాగాలు(- నేలటూరి వెంకటరమణయ్య
11. రెడ్డి రాజుల చరిత్ర
12. తెలుగు సంస్కృతి తెలుగు భాషా సమితి - (ప్రత్యేక సంచిక)
13. తెలుగు సంస్కృతి తరంగాలు సమాచార పౌర సంబంధాల శాఖ -, హైదరాబాద్ (1983)
14. శాతవాహన సంచిక సంపాదకుడు మారేమండ రామారావు -
15. History of Reddy kingdom - M Somasekhara Sharma
16. The vishnukundins - S Sankaranarayanan
17. The history of South India - K. A. Neelakanta shastri

శ్రీ
16/11/19.

SYLLABUS

M.A., Telugu Semester III Paper IV

Academic Year 2020 – 21

Core Course : TELC- 014 : INTERNAL ELECTIVE I TELI : I SRINATHUDU

Time : 3 Hours

Max. Marks : 70

యూనిట్ 1 :

14 మార్కులు

శ్రీనాథ యుగం : చారిత్రక, సాంస్కృతిక విశేషాలు, కావ్యానువాద, కథా కావ్య, ప్రబంధ పూర్వ యుగంగా శ్రీనాథ యుగ విలక్షణత

యూనిట్ 2 :

14 మార్కులు

శ్రీనాథుని కావ్యాలు - కృతి పతులు, కావ్య కర్తృత్వ వివాదాలు - క్రీడాభిరామం, పల్నాటి వీర చరిత్ర

యూనిట్ 3 :

14 మార్కులు

శృంగార నైషధం - ఆంధ్రీకరణ విధానం, హరవిలాసం, భీమేశ్వర పురాణం - శ్రీనాథుని ఈశ్వరార్చన కళాశీలత క్రీడాభిరామం - సమకాలీన జీవనం

యూనిట్ 4 :

14 మార్కులు

కాశీ ఖండం, పల్నాటి వీర చరిత్ర - శ్రీనాథుని మార్గ, దేశి ప్రియత్వం, తదనంతర కవుల పై ప్రభావం

యూనిట్ 5 :

14 మార్కులు

శ్రీనాథుని చాటువులు - శృంగార ప్రియత్వం, పోతన శ్రీనాథుల కవిత్వ, వ్యక్తిత్వాలు - తులనాత్మక వివేచన

పదవదగిన పుస్తకాలు

1. తెలుగు సాహిత్య సమీక్ష (మొదటి సంపుటం) నాగయ్య .జి -
2. సమగ్రాంధ్ర సాహిత్యం (మొదటి సంపుటం) ఆరుద్ర -
3. శ్రీనాథ సాహిత్య సమీక్ష బిలుకూరి పాపయ్యశాస్త్రి -
4. నైషధ కావ్య శిల్పం శాస్త్రి బిలుకూరి లక్ష్మీపతి -రి
5. శృంగార నైషధం వేదం వేంకటరాయశాస్త్రి - సర్వంకష వ్యాఖ్య -
6. కాశీఖండం వ్యాఖ్యానం మల్లంపల్లి శరభేశ్వర శర్మ -
7. హరవిలాసం ప్రభా వ్యాఖ్య యార్లగడ్డ బాలగంగాధర రావు -
8. క్రీడాభిరామము పరిష్కరణ వేటూరి ప్రభాకర శాస్త్రి -


16/11/19

SYLLABUS

M.A. Telugu- III Semester Paper - IV

New Stream (w. e. f. The academic year 2020-2021)

INTERNAL ELECTIVE -II TELU 2 ANNAMAYYA

Time: 3 Hours

Max. Marks: 70

యూనిట్ -I

14 Marks

భక్తి కవితా ఉద్యమం - పదకవిత్యం - ఆవిర్భావ వికాసాలు - పదం నిర్వచనం - పద కనిత్యానికి తాళ్ళపాక కవుల సేవ

యూనిట్ -II

14 Marks

అన్నమయ్య జీవితం - అన్నమయ్య కాలనాటి సాంఘిక, రాజకీయ పరిస్థితులు

యూనిట్ -III

14 Marks

అన్నమయ్య కవిత్యం - సాహిత్య ప్రస్థానాలు - భారతీయ అలంకార శాస్త్రాలకతీతమైన అన్నమయ్య కవితా నిరంకుశత్వం - అన్నమయ్య పద నిర్మాణ రీతి - విశేషాలు (కవి సమయాలు - అలంకారాలు మొదలైనవి)

యూనిట్ -IV

14 Marks

అన్నమయ్య భాషావిశేషాలు (పలుకుబళ్ళు - లోకోక్తులు - తెలుగునుడికారపు సాంపు - ప్రత్యేక పదచర్చ)

యూనిట్ -V

14 Marks

అన్నమయ్య భక్తి తత్వం వైష్ణవానికి చేసిన సేవ; అన్నమయ్య - సూరదాసు / అన్నమయ్య - ఆళ్వారుల తులనాత్మక పరిశీలన

ఆధార గ్రంథాలు :

1. తెలుగులో పదకవిత - ఎన్.గంగప్ప
2. తాళ్ళపాక వారి పలుకుబళ్ళు - కె.రామలిక్ష్మి
3. తాళ్ళపాక కవులు-సాహిత్యసేవ - వేటూరి ఆనందమూర్తి
4. అన్నమయ్య సంకీర్తనలోని వర్ణనలు - గుమ్మాసాంబశివరావు
5. తి.తి.దే. ప్రచురణలు 29 సంపుటములు (అన్నమయ్యసంకీర్తనలు)
6. అన్నమయ్య సంకీర్తనలో కవి సమయాలు - జి.ఉమాదేవి.
7. అన్నమయ్య సంకీర్తనలో ఉపమా - పి. నరసింహా రెడ్డి
8. అన్నమయ్య ఉపమాన చంద్ర ప్రభ - పి. నరసింహా రెడ్డి

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16/11/19.

SYLLABUS

M.A. Telugu- III Semester Paper - V

New Stream (w. e. f. The academic year 2020-2021)

EXTERNAL ELECTIVE -I TELE: 1: JOURNALISM & MEDIA WRITING

Time: 2 Hours

Max. Marks: 40

- యూనిట్ - I : భాష - స్వరూపం. గ్రాంథిక వ్యవహార భాషలు. మాండలిక భాష. భాష - 10 మార్కులు
ఆధునీకరణ, ప్రమాణీకరణ - వీటి ప్రయోగం
శైలి - శైలి భేదాలు, సాధారణ శైలి, ఆలంకారిక శైలి, వర్ణనాత్మక శైలి,
వివరణాత్మక శైలి, విశ్లేషణాత్మక శైలి.
- యూనిట్ - II : రాసే అలవాట్లు - పదప్రయోగం - పదబంధాల ప్రయోగం, చిన్న వాక్యాలు 10 మార్కులు
ప్రయోగం - ఎత్తుగడ - నిర్వహణ - ముగింపు - శీర్షికలు పెట్టడం - పేరాల
విభజన - సరళత, స్పష్టత, విరామ చిహ్నాల గుర్తింపు.
- యూనిట్ - III : పత్రికలకు రాయడం- వార్త రాయడం - ఫీచర్ రాయడం - ఇంటర్వ్యూలు 10 మార్కులు
నిర్వహించడం - రాయడం- గ్రంథ సమీక్షలు రాయడం - కాలమ్స్ రాయడం
సంపాదకీయం రాయడం. శ్రవణ మాధ్యమానికి రాయడం (రేడియోకి
రాయడం) ప్రవచన విభాగం - ఉపన్యాసం, పరిచయం, చర్చలు, గోష్ఠులు,
సంభాషణలు, ముచ్చట్లు, సృజనాత్మక రచనలు - కథ, కవిత, నాటిక, రూపకం,
సంగీత రూపకం.
- యూనిట్ - IV : దృశ్య శ్రవణ మాధ్యమానికి రాయడం (టి.వి.కి రాయడం) సృజనాత్మక రచనలు 10 మార్కులు
- నాటికలు, టెలిఫిల్ములు, సినిమాపాటలతో సన్నివేశాలతో కూర్చిన రచనలు,
జనాకర్షణ కార్యక్రమాలకు స్క్రిప్టురాయడం. ఇతరాలు.

ఆధార గ్రంథాలు:

1. జర్నలిస్టుల కోసం - గోవిందరాజు చక్రధరరావు
2. తెలుగు వాక్యం - చేకూరి రామారావు
3. దిద్దు బాటు - జి.యస్.వరదాచారి
4. ప్రసార మాధ్యమాల కోసం రాయడం - 1,3,4 సంపుటాలు. డా.అంబేద్కర్, సాంస్కృతిక విశ్వవిద్యాలయం, హైదరాబాదు.
5. భాషాను వర్తనం - చేకూరి రామారావు

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16/11/19

SYLLABUS

M.A. Telugu- III Semester Paper - V

New Stream (w. e. f. The academic year 2020-2021)

EXTERNAL ELECTIVE –II TELE: 2: TELUGU SAHITYAMU VIVIDA PRAKRIYALU

Time: 2 Hours

Max. Marks: 40

యూనిట్ - I 10 మార్కులు

ప్రక్రియా నిర్వచనము-వివిధ ప్రక్రియా నిర్ణయాలలో కవిని ప్రభావితంచేసే అంశాలు

యూనిట్ - II 10 మార్కులు

ఇతిహాసము-పురాణము-కావ్యము

యూనిట్ - III 10 మార్కులు

కతకము- పదకవిత్యము- ఉదాహరణ కావ్యము- దండకము

యూనిట్ - IV 10 మార్కులు

నాటకము-యక్షగానము- కథానిక - నవల - వ్యాసము- మొదలైనవి

Reference Books :

1. సమగ్రాంధ్ర సాహిత్యం - ఆరుద్ర
2. ఆధునికాంధ్ర సాహిత్యం - ప్రక్రియలు - ధోరణులు - (సం) యస్. వి. సత్యనారాయణ
3. తెలుగు సాహిత్య ప్రక్రియలు- ధోరణులు - ఆచార్య బూదాటి వేంకటేశ్వర్లు

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15/11/19.

SYLLABUS

M.A. Telugu- III Semester Paper - V

New Stream (w. e. f. The academic year 2020-2021)

Soft Skills -I TELS-II: 2 BASIC COURSE IN TELUGU-II

Time: 1 Hours

Max. Marks: 25

యూనిట్ -I: Difference between Modern & old Telugu	5 Marks
యూనిట్ -II: writing Skills – Beginning of Script	5 Marks
యూనిట్ -III: Nouns – Pronouns – Cases	5 Marks
యూనిట్-IV: Tense – Translation	5 Marks
యూనిట్ -V: Structure of Modern Telugu	5 Marks

Reference books:

1. Peddabalasiksha – Gajula satyanarayana
2. అనువాద సమస్యలు – రాచమల్లు రామచంద్రారెడ్డి
3. అనువాద సిద్ధాంతాలు – డా. ఎస్. అక్కిరెడ్డి.

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16/11/19.

SYLLABUS

M.A. Telugu Semester IV Paper I

Academic Year 2020 – 21

Core Course : TELC- 013 : Introduction to Dravidian Literature
(special reference to Telugu, Tamil, kannada and Malayalam)

Time : 3 Hours

Max. Marks : 70

ద్రావిడ భాషల్లో సాహిత్యం - పరిచయం
(తెలుగు, తమిళ, కన్నడ, మలయాళ భాషల ప్రత్యేకం)

యూనిట్ 1

ద్రావిడ భాషలు - ప్రాచీనత - అస్తిత్వం - సంస్కృతి

14 మార్కులు

దాక్షిణాత్య భాషల్లో సాహిత్యాలు - ప్రారంభ దశలు - పరిచయం

యూనిట్ 2

దాక్షిణాత్య భాషల్లో సాహిత్యాలు - స్వరూప, వికాసాలు

14 మార్కులు

యూనిట్ 3

దాక్షిణాత్య భాషల్లో సాహిత్యాలు - మార్గ, దేశి సాహిత్యం

14 మార్కులు

యూనిట్ 4

దాక్షిణాత్య భాషల్లో సాహిత్యాలు - వివిధ మతాల ప్రభావం - బౌద్ధ, జైన, ఇస్లాం, క్రైస్తవ మతాలు

14 మార్కులు

దాక్షిణాత్య భాషా సాహిత్యంలో భక్తి ఉద్యమం - విశిష్టత - శైవ, వైష్ణవ మతాలు

యూనిట్ 5

దాక్షిణాత్య భాషా సాహిత్యంలో ప్రక్రియలు - వైవిధ్యం

14 మార్కులు

దాక్షిణాత్య భాషా సాహిత్యంలో కొందరు ప్రసిద్ధ కవులు - యుగకర్తలు

చదవదగిన పుస్తకాలు

1. సమగ్రాంధ్ర సాహిత్యం ఆరుద్ర -
2. తెలుగు సాహిత్య సమీక్ష జి నాగయ్య -
3. తమిళ సాహిత్య చరిత్ర అనువాదం - వరదరాజన్ .ము -
4. కన్నడ సాహిత్య చరిత్ర ఆర్బియస్ సుందరం -
5. మలయాళ సాహిత్య చరిత్ర అనువాదం - పరమేశ్వరం నాయర్ -
6. దాక్షిణాత్య భాషా సాహిత్యాలు చల్లా రాధాకృష్ణశర్మ -
7. Indian literature - K M George
8. History of kannada literature - Moglli


16/11/19

SYLLABUS

M.A. Telugu Semester IV Paper II

Academic Year 2020 – 21

Core Course : TELC- 014 : INTRODUCTION OF SANKRIT LITERATURE AND GRAMMAR

Time : 3 Hours

Max. Marks : 70

సంస్కృత సాహిత్య, వ్యాకరణ పరిచయం

యూనిట్ 1 వైదిక వాఙ్మయం – పరిచయం 14 మార్కులు

భారతీయ సంస్కృతిక భాషగా సంస్కృతం

వేదాలు, ఉపనిషత్తులు, వేదాంగాలు, పురాణాలు, స్తుతులు

యూనిట్ 2 లౌకిక వాఙ్మయం – పరిచయం 14 మార్కులు

ఇతిహాసాలు, కావ్యాలు, లఘు కావ్యాలు, నాటకాలు, శతకాలు

ప్రముఖ సంస్కృత వ్యాకరణాలు, నిఘంటువులు

యూనిట్ 3 ప్రత్యేక అధ్యయనం 14 మార్కులు

కుమారసంభవ: - సప్తర్షీణాం దౌత్య వృత్తాంతమ్

భర్తృహారి సుభాషితాః : మూర్ఖ పద్ధతిః, విద్యుత్ పద్ధతిః

యూనిట్ 4 గద్య కథాకావ్య పరిచయం 14 మార్కులు

ప్రత్యేక పరిచయం : కాదంబరి

ప్రత్యేక పరిచయం : పంచతంత్రం

యూనిట్ 5 సుబంత, తిజ్ఞంత, సంధి పరిచయం 14 మార్కులు

శబ్దాలు పరిచయం

పుంలింగ శబ్దాలు : రామ, హరి, శంభు, ధాత్య, పితృ

స్త్రీలింగ శబ్దాలు : రమా, మతి, గౌరీ, ధేను, వదూ, మాతృ

నపుంసకలింగ శబ్దాలు : వన, వారి, మధు

డాతువులు పరిచయం : దశవిధ 'ల' కారాలు - పరస్మై పదులు, ఆత్మనే పదులు

సంధులు : అచ్చంధులు, హల్పంధులు, విసర్గ సంధులు

పఠనీయ గ్రంథాలు :

1. సంస్కృత సాహిత్య చరిత్ర ముదిగంటి గోపాలరెడ్డి -, సుజాత రెడ్డి
2. సంస్కృత వ్యాకరణము దివాకర్ల వేంకటాచార్యుని -
3. కుమార వ్యాకరణము పింగళి లక్ష్మీకాంతం -
4. సంస్కృత వాఙ్మయ చరిత్ర 1,2 భాగాలు మల్లాది సూర్యనారాయణ శాస్త్రి - (
5. సంస్కృత వ్యాకరణ ప్రకాశిక కృష్ణమ .వి.కే - ాచార్యులు
6. శబ్దమంజరి శ్రీ కందాళ తిరుమలాచార్య -



SYLLABUS

M.A. Telugu- IV Semester

New Stream (w. e. f. The academic year 2020-2021)

PAPER-III: CORE CORSE: TELC-015: TRANSLATION THEORY AND PRACTICE

Time: 3 Hours

Max. Marks: 70

A. Theory of Translation : Definition, theories with special reference to Nida and Catford, types of Translation.

B. Practical: submission translation text 10 pages from English to Telugu.

తెలుగు అనువాదం - అధికార భాష

యూనిట్ 1

14 MARKS

అనువాదం - స్వరూప స్వభావాలు, అనువాదం - నిర్వచనం, మూలభాష, లక్ష్యభాష - సమానార్థకం, లిప్యంతరీకరణం - ప్రతిలేఖనం, అనువాదం - శాస్త్రం - కళ.

యూనిట్ 2

14 MARKS

అనువాదం - రకాలు, మూలవిధేయానువాదం, స్వేచ్ఛానువాదం, నుడికారపు అనువాదం, యాంత్రికానువాదం, అనువాదకుడు - లక్షణాలు - రకాలు

యూనిట్ 3

14 MARKS

అనువాద సమస్యలు - భౌగోళిక, భాషా, సాంస్కృతిక సమస్యలు-పరిష్కారమార్గాలు

యూనిట్ 4

14 MARKS

అనువాద ప్రయోజనాలు, వివిధ రంగాల్లో అనువాదం, అనువాదం వివిధ ప్రక్రియలు - పద్యానువాదం, గద్యానువాదం, పరిపాలన న్యాయసంబంధమైన అనువాదాలు - శాస్త్రానువాదం, కథ, నవల, నాటకం, సాహిత్యానువాదాలు, అనువాదం అభ్యసనం, ఇంగ్లీషు నుంచి తెలుగుకు.

యూనిట్ 5

14 MARKS

వ్యావహారిక భాషోద్యమం - వ్యావహారిక భాష రాసే పద్ధతి, వివిధ కార్యాలయాలకు ఉత్తరాలు రాయటం - నోటు రాయటం - ఎండార్పుమెంటు - డ్రాఫ్టు - రిపోర్టు

ఆధారగ్రంథాలు:

1. అనువాద సమస్యలు - రాచమల్లు రామచంద్రారెడ్డి
2. అనువాద సిద్ధాంతాలు - డా.ఎస్. అక్కిరెడ్డి
3. ఈనాడు వ్యవహారకోశం - బూదరాజు రాధాకృష్ణ
4. తెలుగులో లేఖా సాహిత్యం - మలయశ్రీ
5. వ్యావహారిక ఆంధ్రభాషా వికాసం - జె. సూర్యనారాయణ.
6. A Linguistic Theory of Translation - J.C.Catford
7. The art of Translation - Theodar Savory
8. అనువాద సమస్యలు - భార్గవీరావు



★★★★

SYLLABUS

M.A. Telugu- IV Semester

New Stream (w. e. f. The academic year 2020-2021)

PAPER-IV: INTERNAL ELECTIVE -I : TELI: I.DRAMA

Time: 3 Hours

Max. Marks: 70

యూనిట్ -I

14 Marks

దాక్షిణాత్య భాషల్లో నాటక వికాసం - సుప్రసిద్ధనాటకాల పరిచయం
తెలుగులో ప్రసిద్ధ నాటక రచయితలు - పరిచయం

యూనిట్ -II

14 Marks

1. గొల్లపూడి మారుతీరావు - కళ్ళు

యూనిట్ -III

14 Marks

2. విజయభాస్కర్ - జీవనాటకం

యూనిట్ -IV

14 Marks

3. కొలకలూరి ఇనాక్ - ఓట్లాట

యూనిట్ -V

14 Marks

4. మహీధర రామమోహనరావు - పరిష్కారం

కథార గ్రంథాలు :

1. నాటక వికాసం - పి.ఎస్.ఆర్. అప్పారావు

2. తెలుగు నాటకం - ఎన్. గంగప్ప

3. తెలుగు నాటక వికాసం - మొదలి నాగభూషణ శర్మ

4. ఆంధ్ర నాటక రంగ చరిత్ర - మిక్కిలినేని రాధాకృష్ణమూర్తి విజయవాడ, నాగార్జున ఎంటర్ ప్రైజిస్

5. తెలుగు నాటకరంగం - గొల్లపూడి మారుతీ రావు, విజయవాడ అరుణ పబ్లిషింగ్ హౌస్ 1979

6. నూరేళ్ళ తెలుగు నాటక రంగం - మొదలి నాగభూషణ శర్మ, ఆంధ్రప్రదేశ్ సంగీత నాటక అకాడెమి, హైదరాబాద్ -1980.

7. తెలుగు సాంఘిక నాటకం - పి.వి. రమణ, బయ్యారం పబ్లికేషన్స్ - 1988.

3. తెలుగు నాటక రంగం నూతన ధోరణులు ప్రయోగాలు - డా.కంచిమళ్ళ సాంబశివరావు 1995.

Thulasi
16/11/19.

SYLLABUS

M.A. Telugu- IV Semester

New Stream (w. e. f. The academic year 2020-2021)

PAPER-IV: INTERNAL ELECTIVE -I: TELI-II: 2.MANUSCRIPT LOGY

Time: 3 Hours

Max. Marks: 70

యూనిట్ -I

లిఖిత ప్రతులు - రకాలు

14 Marks

యూనిట్ -II

గ్రంథ పరిష్కరణ - ప్రాథమిక దృక్పథాలు

14 Marks

యూనిట్ -III

సంశోధనాత్మక పాఠసేకరణ సమస్య

14 Marks

యూనిట్ -IV

పరంపరాగత ప్రతుల్లో స్థానిత్యాలకు కారణాలు - పరిష్కారాలు

14 Marks

యూనిట్ -V

పరిష్కరణ - పద్ధతులు

14 Marks

Reference Book:

1. An Introduction to Indian Textual Criticism - Dr.S. M. Kathre
2. గ్రంథ పరిష్కరణ - పద్ధతులు - ఆచార్య ఆర్.వి.ఎస్. సుందరం
3. భారతీయ గ్రంథ పరిష్కరణ ప్రవేశిక - ఆచార్య బూదాటి వేంకటేశ్వర్లు

★★★★

Handwritten signature and date
16/11/19.

SYLLABUS

M.A. Telugu- IV Semester

New Stream (w. e. f. The academic year 2020-2021)

PAPER-V: INTERNAL ELECTIVE –II: TELI-I: 1.Telugu Navala - Kathanika

Time: 3 Hours

Max. Marks: 70

యూనిట్-1

14 Marks

నవల - నిర్వచనం - లక్షణాలు - స్వరూప స్వభావాలు - అవిర్భావం - వికాసం - పరిణామం -
వైవిధ్యం - శిల్పం.

యూనిట్-2

14 Marks

విష్ణుశర్మ - ఇంగ్లీషు చదువు - (విశ్వనాథ)
అసమర్థుని జీవయాత్ర - (గోపిచంద్)

UNIT-III

పంచమం - బిలుకూరి దేవపుత్ర

14 Marks

వేర్లు - కేతువిశ్వనాథ రెడ్డి

Unit-IV:

14 Marks

కథానిక - స్వరూప స్వభావాలు - లక్షణాలు - నిర్వచనం - అవిర్భావం - వికాసం -
పరిణామం - శిల్పం - వర్ణకరణ

UNIT-V:

14 Marks

కలుపు మొక్కలు - శ్రీపాద సుబ్రమణ్య శాస్త్రి
అబ్బూరి ఛాయాదేవి - సుఖాంతం
గూటికోసం గువ్వలు - పులికంటి

ఆధార గ్రంథాలు:

తెలుగు నవలా వికాసం - మొదలి నాగభూషణ శర్మ
నవలాశిల్పం - వల్లంపాటి వెంకట సుబ్బయ్య
నవలలో సామాజిక చైతన్యం డా. పి. సంజీవమ్మ
తెలుగు సాహిత్యం - మనోవిశ్లేషణ
కథాశిల్పం - వల్లంపాటి వెంకట సుబ్బయ్య
కథా శిల్పం - వల్లంపాటి వెంకట సుబ్బయ్య
కథాంశం ఆచార్య రాచపాళెం చంద్రశేఖర రెడ్డి
కథా సమయము - సందర్భము - ఆచార్య బి. తిరుపతిరావు.


16/11/19.

SYLLABUS

M.A. Telugu - IV Semester

New Stream (w. e. f. The academic year 2020-2021)

Paper-V: INTERNAL ELECTIVE -II: TELI-I: 2: An Introduction to Indian Literature

Time:3Hours

Max.Marks:70

యూనిట్ I భారతీయ సాహిత్య పరిచయం - వర్ణకరణ - విశ్లేషణ 14 Marks

యూనిట్ II భారతీయ భాషల్లో నవల పరిణామం - చారిత్రక, సామాజికంగా విశ్లేషణ 14 Marks

యూనిట్ III: భారతీయ భాషల్లో కవిత్వం - పరిణామం 14 Marks

1. విశ్వంభర

2. గీతాంజలి

యూనిట్ IV:

భారతీయ భాషల్లో కథా పరిణామం

Short Stories- 4

1. నీక్కు - 2020 - హిందీ కథ - సుషమా జగ్ మోహన్

2. హల్వా గుజరాతి కథ - వర్షా అడాలజ

3. ఓడ మీది ఒంటరి పక్షి - రాజస్థానీ కథ - మనోహర్ సింగ్ రాథోర్

4. శరణాగతులు మైఖిలీ కథ - ప్రదీప్ జీహరి

5. జోడెద్దులు - ప్రేమ్ చంద్

6. అమ్మ - బషీర్ మళయాళ కథ

యూనిట్ V: భారతీయ సాహిత్యం రచయితలు ప్రముఖులు నలుగురు

1. R.K. నారాయణ్

2. ఇందిరా గోస్వామి

3. P.V. నర్సింహారావు

4. మూల్క రాజ్ ఆనంద్

Reference Book:

1. తులనాత్మక సాహిత్య వ్యాసాలు - తులనాత్మక సాహిత్య వ్యాసాలు

2. కథా భారతి అనువాద కథలు - ఆర్ శాంతసుందరి

3. ప్రేమ్ చంద్ కథలు - నవచేతన పబ్లిషింగ్ హౌస్

4. బషీర్ కథలు - హైదరాబాద్ బుక్ ట్రస్టు

5. భారతీయ భాషల్లో నవలా ప్రక్రియ- డా. డి విద్యేశ్వరి

6. భారతీయ సంస్కృతి - తత్వం - పొట్టి శ్రీరాములు తెలుగు విశ్వవిద్యాలయం


16/11/19.



**DEPARTMENT OF DRAVIDIAN
AND COMPUTATIONAL
LINGUISTICS**

**DRAVIDIAN UNIVERSITY,
KUPPAM 517 426**

**MEETING
OF
THE BOARD OF STUDIES**

18-11-2019

CORE PAPERS

Code	Semester I	Code	Semester II
C01	Language and Linguistics	C06	Semantics
C02	Phonetics	C07	Historical and Comparative Linguistics
C03	Phonology	C08	Structure of a Dravidian Language
C04	Morphology	C09	Applied Linguistics
C05	Syntax	EE	
		SS	
	Semester III		Semester IV
C10	Comparative Dravidian Linguistics	C13	Lexicography
C11	Computational Linguistics	C14	Sociolinguistics
C12	Advanced Morphology	C15	Field Linguistics
IE		C 16	Language Endangerment and Documentation
EE		IE	
SS			In lieu of C16 and IE, the student may choose Dissertation(10 credits)

C-Core, IE-Internal Elective, EE-External Elective

External Electives

Code	Semester 2
EE01	Ethno Linguistics
EE02	Natural Language Modeling
EE03	How to Pronounce
EE04	Language of Scientific Writing
EE05	General Linguistics
EE06	Language Teaching

Internal Electives

Code	Semester 3
IE01	Advanced Phonetics
IE02	Morpho-syntax

External Electives

Code	Semester 3
EE07	Computer Applications in Dravidian Languages
EE08	Introduction to Lexicography
EE09	Comparative Dravidian
EE10	Decision making and Management
EE11	Language Families

Internal Electives

Code	Semester 4
IE03	Advanced Syntax
IE04	Dialectology and Bilingualism
IE05	Typology and Structure of a South Asian Language
IE06	Machine Translation
IE07	Corpus Linguistics

Model Marks Memo**FIRST SEMESTER**

Course Code	Course Title	Credits Earned	Marks Secured (Max 100)/ Percentage	Grade Point	Letter Grade	Result
C01	Language and Linguistics	5	70			
C02	Phonetics	5	70			
C03	Phonology	5	70			
C04	Morphology	5	70			
C05	Syntax	5	70			
Credits earned		25				
Grade Point Average						

SECOND SEMESTER

Course Code	Course Title	Credits Earned	Marks Secured (Max 100)/ Percentage	Grade Point	Letter Grade	Result
C06	Semantics	5	70			
C07	Historical and Comparative Linguistics	5	70			
C08	Structure of a Dravidian Language	5	70			
C09	Applied Linguistics	5	70			
EE01	Ethno Linguistics					
EE02	Natural Language Modeling					
EE03	How to Pronounce					
EE04	Language of Scientific Writing					
EE05	General Linguistics					
EE06	Language Teaching					
SS						
Credits earned						
Grade Point Average						

THIRD SEMESTER

Course Code	Course Title	Credits Earned	Marks Secured (Max 100)/ Percentage	Grade Point	Letter Grade	Result
C10	Comparative Dravidian Linguistics	5	70			
C11	Computational Linguistics	5	70			
C12	Advanced Morphology	5	70			
IE01	Advanced Phonetics	5	70			
IE02	Morphosyntax					
EE07	Computer Applications in Dravidian Languages					
EE08	Introduction to Lexicography					
EE09	Comparative Dravidian					
EE10	Decision making and Management					
EE11	Language Families					
Credits earned						
Grade Point Average						

FOURTH SEMESTER

Course Code	Course Title	Credits Earned	Marks Secured (Max 100)/ Percentage	Grade Point	Letter Grade	Result
C13	Lexicography	5	70			
C14	Sociolinguistics	5	70			
C15	Field Linguistics	5	70			
C16	Language Endangerment and Documentation	5	70			
IE03	Advanced Syntax					
IE04	Dialectology and Bilingualism					
IE05	Typology and Structure of a South Asian Language					
IE06	Machine Translation					
IE07	Corpus Linguistics					
	Dissertation (In lieu of C16 and IE, the student may choose Dissertation)					
Credits earned						
Grade Point Average						
Cumulative Grade Point Average						

CORE PAPERS

C-01: LANGUAGE AND LINGUISTICS

It is intended to give a general awareness of linguistic approach to language. The elementary concepts of linguistic science and an overview on the subject are presented here. The course provides sufficient background in the various aspects of the discipline to allow students to pursue more specialized courses and to read independently in the field.

Unit 1: Basic concepts: Definitions of languages- Languages and speech- properties of languages: duality, arbitrariness, productivity, displacement- the origins of languages, all languages are equal. Languages in contact, language-independent and language- dependent semiotic system; Human and animal communication; society and communication; writing system – Units of writing: alphabetic, syllabic and logographic.

Unit 2: Language as a system: Structure of language- The concept of linguistic sign-Langue and Parole, words and word-formation processes: borrowing, compounding, clipping, conversation, acronymy, derivation, prefix and suffixes. Competence and performance; etic and emic. Idiolect, dialect and language.

Unit 3: Levels of Analysis: Linguistics is descriptive not prescriptive. Levels of Linguistic analysis: sounds, words, phrases, sentences. Basic concepts in phonetics -Branches: articulator, auditory and acoustic. Phonetics vs. phonology basic concepts in morphology; morpheme and morphemic processes; inflectional and derivational processes. Syntax-Basics

Unit 4: Branches of Linguistics General Vs Descriptive, - theoretical Vs applied, synchronic Vs diachronic; structural description; Linguistics and philosophy, Anthropological linguistics, sociolinguistics, psycholinguistics, neurolinguistics, bio-linguistics- sociolinguistics, sociology and language, psycholinguistics, Computational linguistics, Forensic linguistics, Applied areas of linguistics

Unit 5: Brief history of Linguistics: Ancient, middle and renaissance- Indian grammarians- European and American Approaches- Historicism, Structure and system. Functionalism, Saussure, Bloomfield, Roman Jakobson, Chomsky and Labov.

Reading List

- Asher, R. (ed.) 2007. *Encyclopedia of Language and Linguistics*. Pargamon: Elsevier
- Bloomfield, L. 1933 (Updated Edition). *Language*. Delhi: MotilalBanarsidass.
- Bolinger, D. L. 1968/1975. *Aspects of Language* 2nd Ed. New York: Harcourt Brace Jovanovich.
- Crystal, David 1997. *The Cambridge Encyclopedia of Language*. Cambridge: CPU.
- Crystal, David. 2010 *A Little Book of language*. Yale: Yale University Press.
- Dixon, R.M.W. 2010/2013. *Basic Linguistic Theory*. Vol.1. Methodology. OUP: Oxford.
- Fasold, R. W. & Connor-Linton, J. (Eds.). 2014. *An introduction to language and linguistics*. CPU: Cambridge.
- Ferdinand de Saussure, 2006 (Ed) Simon Bouquet & Rudolf Engler) *Writings in General Linguistics*. Oxford: OUP.
- Hockett, C. 1958. *A Course in Modern Linguistics*. London: Macmillan.
- Lyons, John. 1981. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.
- Trager, G.L. 1972. *Language and Linguistics*. New York: Chandler Publish Company.
- Trask, R. L. 1995. *Language: The Basics*. London & New York: Routledge.
- Verma, S.K. & N. Krishnaswamy. 1989. *Modern Linguistics: An Introduction*. New Delhi: OUP.
- Yule, George. 1996, 2006. *The Study of Language*. Cambridge: CUP.
- Aronoff & Reese miller, *the hand book of Linguistics*

C-02: PHONETICS

The aim of this paper is to equip the students with the basics of phonetics and its branches so as to enable them to identify the speech sounds, transcription and also explain the speech sounds of any language.

Unit 1: Aim and Scope of Phonetics. The Art and Science of Phonetics. Kinds: Acoustic Phonetics, Articulatory Phonetics, Auditory Phonetics. Speech Organs and their functions. Processes of Speech Production: Airstream Process, Oro-nasal Process and Articulatory Process.

Unit 2: Classification of Speech Sounds: Consonant Production: Description and Production: Places of articulation, manner of articulation, Degree of stricture, Oro-nasal process and State of the glottis. Vowel Production: Description and Classification: Front, back, central; High or close, low or open; Diphthongs; Cardinal Vowels; Articulation, Co-articulation, Secondary and Double articulation.

Unit 3: Prosodic and/or Suprasegmental Features: Length (Quantity and duration), Stress (Accent), Tone and Intonation (Pitch variation and Speech melody), Juncture (pause), Voice Quality and Rhythm.

Unit 4: Principles and Types of Transcription: The IPA, WX, Samba and other standard notations. Suprasegmental transcription

Unit 5: General Phonetic features of Dravidian languages: Exercises in transcription of IPA symbols. Broad and narrow phonetic transcription.

Reading List

- Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
- Catford, J. C. 1988. A Practical Introduction to Phonetics. Oxford: Oxford University Press.
- Collins B and I M Mees. 2005. Practical Phonetics and Phonology: A Resource Book for tudents. London: Rutledge.
- International Phonetics Association. 1999. Handbook of the International Phonetics ssociation. Cambridge: Cambridge University Press.
- Johnson Keith. 1997. Acoustic and Auditory Phonetics. Mass.: Blackwell.
- Jones, Daniel. 1972. An Outline of English Phonetics. Cambridge: Cambridge University Press.
- John Arister Dry (ed.). 1998. Using Computers in Linguistics – A Practical Guide.
- Ladefoged, Peter. 1982. A Course in Phonetics. (2nd Edition).New York: Harcourt Brace Jovanovich.
- . 1996. Elements of Acoustic Phonetics. (2nd Edition).Chicago: University of Chicago Press.
- . 2001. Vowels and Consonants: An Introduction to the Sounds of Languages. Mass.: Blackwell.
- Laver, J. 1992.The Art and Science of Phonetics. In: T. Balasubramanian and V. Prakasam (eds.). Sound Patterns for the Phonetician. Madras: T.R.Publications.
- O'Connor, J. D. 1973. Phonetics.Harmondsworth: Penguin.
- Pike, K. L. 1943. Phonetics. Ann Arbor: University of Michigan Press.

C-03: PHONOLOGY

The aim of this paper is to give a comprehensive picture of Phonology. There are five units. Under each unit, preliminary to advanced concepts are introduced. This paper has five credits

Unit-1: Introduction to Basic concepts: Phone, Phoneme and Allophone. Minimal Pair. Tests of Phones, Phonemes and Minimal Pair from English or mother-tongue.

Unit-2: Principles of Phonemic Analysis – Phonetic Similarity, Contrastive Distribution, Complementary Distribution, Free Variation. Epenthesis.

Unit-3: Prosodic Phonology: Syllable, Foot, Word; Prosody – units and its generalizations. Types of syllable stratification.

Unit-4: Introduction to Generative Phonology: Levels of phonological representation; phonological rules. Distinctive features. Abstractness. Rule ordering.

Unit-5: Introduction to Auto segmental phonology: Tone. Nasal, Vowel Harmony. C-V tier; Feature Hierarchy. Basics of optimality theory: assumptions, constraint rankings

Reading List

- Anderson, S.R. 1974. *The organization of Phonology*. New York: Academic Publishers.
- Chomsky, N and M. Halle. 1968. *The sound pattern of English*. New York: Harper Publishers.
- Durand, Jacques. 1996. *Generative and non-linear phonology*. London: Longman
- Goldsmith, J.1990. *Auto segmental and Metrical Phonology*. Oxford: London.
- 1993. *The Last Phonological Rule: Reflections on Constraints and Derivations*. Chicago: University of Chicago Press.
- Gussen Hover, Carlos and Haike Jacobs. 1998. *Understanding Phonology*. London: Allied Publishers.
- Gussmann, Edmund. 2002. *Phonology: Analysis and Theory*. London: Cambridge University Press.
- Kenstowicz, M. 1995. *Phonology in generative grammar*. New York: Blackwell
- Krishnamurti, Bh. 2003. *The Dravidian Languages*. Cambridge: Cambridge University Press.
- Lass, M. 1999. *Phonology*. Cambridge: Cambridge University Press.
- Odden, David. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.
- Pike, K. L. 1943. *Phonetics*. Ann Arbor: University of Michigan Press
- Subrahmanyam, P.S. 1983. *Dravidian comparative phonology*. Annamalainagar: Annamalai University
- Subrahmanyam, P. S. 2006. *Dravidian languages*. In *Encyclopaedia of Language & Linguistics* vol. 5, ed. Brown, Pp. 99-103. Elsevier: Amsterdam.
- Subrahmanyam, P. S. 2008. *Dravidian Comparative Grammar-I*. Chennai: Central Institute of Classical Tamil.
- Subrahmanyam, P. S. 2013. *The Morphosyntax of Dravidian Languages*. Thiruvananthapuram: Dravidian Linguistics Association.
- Subrahmanyam, P. S. 2015. *The Dravidian Family: Characteristics Features*. In *V.I Subramoniam Commemoration Volume - I, Studies on Dravidian* eds. G.K. Panikkar, B.Ramakrishna Reddy, K. Rangan, B.B. Rajapurohit, Pp. 19-42. International School of Dravidian Linguistics: Thiruvananthapuram
- Zvelebil, K, 1970. *Comparative Dravidian Phonology*. The Hague: Mouton.
- Zvelebil, K. 1990. *Dravidian Linguistics: An Introduction*. Pondicherry: PILC.

C-04: MORPHOLOGY

The aim of this paper is to give a comprehensive picture of morphology. There are five units for five credits. This paper makes gradual progress from preliminary to advanced concepts.

Unit 1: Introduction to Structural morphology: Morph, Morpheme, Allomorph, Portmanteau Morph. Root and Stem. Nida's Six principles.

Unit 2: Major and Minor Lexical categories: Noun, Pronoun, Verb, Adjective, Post-position, Preposition, Adverb, Conjunction, Clitic, article and interjection

Unit:3. Inflection and Derivation: Case, Tense, Aspect, Mood, Person, Gender, Number and Voice. Derivation: affixation – conversion, compounding. Derivational properties of suffixes. Differences between Inflection and Derivation.

Unit 4: Introduction to Generative Morphology: Lexicalist hypothesis. Word formation – Halle's Prolegomena to a theory of Word Formation and Aronoff's model on the Word Formation in Generative Grammar

Unit 5: Lexeme formatives. Lexeme Formative Methods: – 1) affixation deverbal nominalizers, deverbalizers and denominal adjectives. 2) conversion, 3) compounding. endocentric, exocentric and couplative compound, 4) abbreviations, 5) reduplication 6) acronyms.

Reading List

- Aronoff, M. 1975. Word Formation in Generative Grammar. Cambridge: MIT press.
- Bauer, L. 1988. Morphology. Edinburgh University Press: London.
- Beard, R. 1981. The Indo-European Lexicon: A full synchronic Theory. Amsterdam: North Holland.
- Bybee, J.L. 1985. Morphology: A study of relation between Meaning and Form. Amsterdam: Benjamin
- Chomsky, N. 1972. Remarks on Nominalization. In. Jackobs, R and Rosenbaum, P (ed.), Readings in English Transformational Grammar. Waltham, M.A.: Blaisdell Publications.
- Halle, M. 1973. Prolegomena to a theory of Word Formation. Linguistic Inquiry 4, pp 3-16.
- Hippisley, Andrew and Gregory Stump. 2016. The Cambridge Handbook of Morphology. London: CUP
- Krishnaswamy, N and Verma, S.K. 1998. Modern Linguistics: Delhi: Oxford University Press.
- Matthews, P.H. 1998. Inflectional Morphology. London: Cambridge University Press
- , 1998. Morphology. London: Cambridge University.
- Nida, E.A. 1949. Morphology: The Descriptive analysis of Words. Michigan: University of Michigan Press
- Scalise, S. 1984. Generative Morphology. Dordrecht: Foris.
- Shanmugam, S.V. 1969. Dravidian Nouns: a comparative Study. Annamalainagar: Annamalai University

C-05: SYNTAX

The aim of the course is to give comprehensive picture on the developments in the field of Syntax. Beginning from structural syntax to advanced syntax.

Unit 1: Definition and scope of syntax. Phrase, clause, Type of sentences; IC Analysis; Phrase Structure Grammar.;

Unit 2: Transformational Grammar (1957); Limitations of PSG and T-Rules; 1965 - Deep structure, surface structure, competence performance, innateness, Extended standard theory.

Unit 3: Universal Grammar, I-language vs E- Language, X-bar theory, Binding Principles, Bounding theory, Theta Criterion, Movement and Case theory, Principles and Parameters.

Unit 4: Principles of Minimalism, Irrelevance of D-Structure, S- Structure, Merge and Spell out.

Unit 5: Syntactic structure of Indian languages; Indo - Aryan and Dravidian, Software tools for syntactic analysis, Leipzig Glossing Rules.

Reading list

Andrew Caruie 2012. *Syntactic theory: An Introduction*. London: John Wiley & Sons.

Chomsky, N. 1957. *Syntactic Structures*. The Hague: Mouton.

Chomsky. 1965. *Aspects of the Theory of Syntax*. Cambridge: MIT Press.

Chomsky, N. 1981. *Lectures on Government and Binding*. Dordrecht foris Publications.

Chomsky,N: 1985 *Knowledge of Language*. Cambridge: Cambridge University Press.

Chomsky,N: 1992 *Minimalist Programme*. Cambridge: Cambridge University Press.

Hockett, C. 1954. Two models of grammatical description. *Word* 10.210–231.

Krishnamurti, Bh. 2003. *The Dravidian Languages*. Cambridge: Cambridge University Press. 420-468.

Nida, E. A. 1948. The analysis of grammatical constituents. *Language* 24: 168-77.

Radford, A. 1988. *Transformational Grammar*. Cambridge: Cambridge University Press.

Tallerman, Maggie. 2005. *Understanding Syntax*. New York: Oxford University Press.

C-06: SEMANTICS

The main aim of this course is to examine the aspects of linguistic meaning and language use. After the completion of this course students should be able to observe the relation between linguistic expressions and objects in the world and describe the sense properties and sense relations.

Unit 1: Semantics: Word and Meaning; Meaning of Meaning; Alternative approaches to meaning; Meaning as Action; Meaning as Truth; Context, Word Forms and Meanings, Sentences and Utterances; Text; Conversation and Discourse; Theories of Meaning;

Unit 2: Kinds of Meaning: Lexical Meaning and Grammatical Meaning, Semantic Features, Forms and Expressions, Denotative and Connotative Meaning, Sense, Reference, Sense Relations, Homonymy; Polysemy; Synonymy and Hyponymy; Lexical and Grammatical Ambiguity;

Unit 3: Structural Semantics; Componential Analysis; Universal Semantics; Colour Terminology; Idioms and Compositionality;

Unit 4: Sentence Meaning; Sentence and proposition, predicates, arguments and their participant roles, Grammaticality; Entailment; Deictic Expressions; Presupposition and Paraphrase; Tautologies and Contradiction; Sentence Relation and Truth, ericis maxims

Unit 5: Semantics and Pragmatics; Speech act analysis, illocutionary and precautionary acts; hierarchical structure of vocabulary, universe of discourse; social meaning of utterances, politeness and such other variables.

Reading List

- Cann, R. 1993. Formal Semantics: An Introduction. Cambridge University Press. Cambridge.
 Cruse, Alan. 2000. Meaning in Language. OUP
 Jackendoff, Ray. 1990. Semantic Structure. Cambridge, Mass: MIT Press.
 Kemson, Ruth M. 1977. Semantic Theory. CUP
 Leech, G. 1981, Semantics. Penguin Books. London.
 Lyons, J. 1977. Semantics Vol.1. Cambridge University Press. Cambridge.
 Lyons, John. 1995. Linguistic Semantics. Cambridge University Press. Cambridge.
 Saeed, John. 1997. Semantics. Blackwell: Oxford
 Yule George. 2009. The Study of Language, CUP, Chapter 10

C-07: HISTORICAL AND COMPARATIVE LINGUISTICS

The aim of the course is to give comprehensive picture on the comparative methods and issues related there of.

Unit 1: Descriptive vs. Historical linguistics, comparative linguistics vs. contrastive linguistics, synchronic vs. diachronic, family tree model, internal reconstruction vs. comparative reconstruction, cognates, etymology.

Unit 2: History and theoretical paradigms: Sir Willian Jones (1786); origin of comparative method, Franz Bopp & Francis Whyte Ellis (1816); Grimms Brothers (1822); Grimm's Law, Verners Law, Neo-Grammarians (1870s); Neogrammarian hypothesis, Saussure (1916); Saussuriyan paradox, Roman Jakobson (1931); typology and comparative linguistics

Unit 3: Sound change; phonological change; sound change, assimilation, dissimilation, metatheses, apocope, analogy, borrowing, merger, split, replacement, phonological restructuring.

Unit 4: Morphological changes; paradigmatic leveling, contamination, analogy, analogic creation, morphological reanalysis, analogic restoration; conditions for analogical changes,

Unit 5: Changes in grammatical categories; lexicalization and grammaticalisation, lexical innovation, lexical split; semantic changes; syntactical changes; changes in transformational rule, syntactic analogy, word order.

Reading List

Arlotto, Anthony. 1972. *Introduction to Historical Linguistics*. New York: Macmillan.

Bhat, D.N.S. 2001. *Sound Change*. New Delhi: Motilal Banarsidass Publishers.

Bynon, T. 1977. *Historical Linguistics*. Cambridge University Press

Bynon, Theodora. 1977. *Historical Linguistics*. Cambridge: Cambridge University Press, Crowley.

Charles Jones (ed). *Historical Linguistics: Problems and Perspectives*. London: Routledge.

Terry Crowley and Claire Brown. 2010. *An Introduction to Historical Linguistics*. Oxford: Oxford University Press.

Hock, Hans Henrich & Brian D. Joseph. 1996. *Language History, Language Change, and Language Relationship: An introduction to historical and comparative linguistics*. Berlin & New York: Mouton de Gruyter.

Hock, Hans Henrich. 1986. *Principles of Historical Linguistics*. Berlin & New York: Mouton de Gruyter.

Hock, Hans Henrich. 1991. *Principles of Historical Linguistics*. Berlin & New York: Mouton de Gruyter.

Lehmann, Winfred P. 1992a. *Historical Linguistics: An introduction*. 3rd rev. ed. London & New York: Routledge.

Lightfoot, David 1979. *Principles of Diachronic Syntax*. Cambridge: Cambridge University Press.

McMahon, April M. S. 1994. *Understanding Language Change*. Cambridge: Cambridge University Press.

C-08: STRUCTURE OF A DRAVIDIAN LANGUAGE

The aim of this course is to teach a structure of a Dravidian language to the participants of M.A. Linguistics of our university. The focus is on any one of the Dravidian languages, which has written system. Here, structure is given importance. There are five units.

Unit 1: Introduction to Orthographic Systems: Abjad, Abugida, Alphabetic, Logographic, Syllabic and Featural; Directionality: Right to left, Horizontal and Vertical, Bi-Directional and Mirror. Introduction to Phonology: Phone, Phoneme and Allophones of respective Language.

Unit 2: Introduction to Morphology: Nouns, Verbs, Adjectives, Adverbs and other minor categories. Morphological properties of Nouns, Verbs, Adjectives, Adverbs and other minor categories, such as Post Positions and Clitics.

Unit 3: Introduction to Syntax: Verb Base, Tense, Infinitive, Aspect, Modal, PNG marker, conditional marker and negation,

Unit 4: 20 pages of any short stories – Spoken and Reading language exercises

Unit 5: 20 pages of written Literary Prose – Written and Comprehension exercises

Reading List (Tamil)

Asher, R. E and E. Annamalai. 2002. Colloquial Tamil for beginners. Routledge: London

Cokkan. , K. 1990 Tamil poems. Chennai Parrry publishes

Doraiswamy, K and Kumaraswamy Raja, N. 1966. Conversational Tamil. Annamalai Nagar: Chidambaram

Jothimuthu, P. 1956. A guide to Tamil: A direct Method. Chennai: CLS book publishers

Kothandaraman, P. 1975. A course in Modern Standard Tamil. Chennai: Pulamai Publishers

Mart, Kausalya. 1970. A Tamil Reader – Part –I. Madison. University of Wisconsin.

Pattayanak, D.P. and Thirumalai, M.S. 1980. An introduction to Tamil Script and Writing. Mysore: CIIL

Pattayanak, D. P, Rangan, K and Thirumalai, M.S. 1980. Advanced Tamil Readers. Mysore: CIIL

Pillai, Shanmugam, M. 1966. A Tamil Reader for Beginners. Annamalai Nagar: Chidambaram

---, 1968. A Tamil Reader for Beginners – Part II. Annamalai Nagar: Chidambaram

Rajaram, S. 1979. An Intensive Course in Tami. Mysore: CIIL.

C-09: APPLIED LINGUISTICS

This course is designed to give a general outline on how linguistics is useful for practical purpose and to give basics in language teaching, translation, lexicography and computational linguistics.

UNIT 1: Applied Linguistics: Theoretical and applied linguistics; history and growth of applied linguistics ; Areas of Applied Linguistics; Language Policy and Planning; Language teaching, Translation, Lexicography, Clinical Linguistics, Neuro-linguistics, Language Technology and Corpora.

UNIT 2: Language Teaching: Language Teaching and learning; acquisition; Language proficiency listening- speaking-reading-writing; second language learning and teaching; different methods of language teaching, Grammar Translation Method; Direct Method; Audio-lingual method; contrastive analysis-error analysis; Communicative Language Teaching Method; language and communication, Issues of learning disabilities.

UNIT 3: Translation: Need and scope, definition of translation, Types of translation, models of translation: metaphor, imitation, adaptation, recreation; Nida's three stage (Phrase) model; theories of the present age Translation – equivalence; Contrastive analysis and translation; Text analysis; Synonyms, Polysemy; Transfer of text, Machine translation

UNIT 4: Lexicography: Types of Dictionaries- Encyclopedic vs Linguistic synchronic vs diachronic – general vs special;; basic principles of lexicography- lexicography method, components of lexical meaning; Machine Readable dictionaries; collection of material – selection of entries – construction of entries – glosses, labels, subentries– reduced entries – presentation of polysemy; arrangement of entries – types of arrangement, alphabetic – semantic; appendices. Computational lexicology.

UNIT 5: Computer Applications: Ambiguity. Different levels of language Analysis; Language Technology; Machine Translation; Architecture of MT with Direct Method; Transfer Method; Interlingual Method; Introduction to Natural Language parsing-parsing techniques – top-down parsing; Bottom-up parsing MRD; Corpora. e-dictionary.

Reading List

- AksharaBharati, VineetChaitanya, Rajeev Sangal. 1995. Natural Language Processing: A PaniniyanPerspective. Prentice Hall of India.
- Alan Davies. 2007. An Introduction to Applied Linguistics: From Practice to theory. Edinburgh University Press.
- Bell, R.T. 1981. An Introduction to Applied Linguistics. London: Batsford Academic and Educational Limited.
- Gass, S.M. and J. Sachachter, ed. 1989. Linguistic Perspective on Second Language Acquisition. Cambridge: CPU.
- Grabe, W. 2002. Applied Linguistics: An Emerging Discipline for the Twenty-first Century. In B. Kaplan (Ed.) Oxford Handbook of Applied Linguistics (pp. 3-12): OUP.
- Halliday, M.A.K..et al. 1964. The linguistic science and language teaching. London: Longman.
- Halliday. 1988. "Applied Linguistics" In .Concise Oxford Companion to the English Language. Ed. Tom McArthur : OUP.
- Howard Jakson. 2002. Lexicography: An Introduction. London: Roudledge.
- Kaplan, B. 2002. The Oxford handbook of applied linguistics. Oxford :OUP.
- Matthews, P.H. 2007. Oxford Reference Online. Oxford : OUP
- Munday, Jeremy, 2001. **Introducing Translation Studies**. London: Routledge
- Schmitt, N. 2002. An Introduction to Applied Linguistics. London: Arnold.
- Schmitt, R. & Celce-Murcia M. 2002. An Overview of Applied Linguistics. In R. Schmitt (Ed.), An Introduction to Applied Linguistics (pp. 13-21). London: Arnold.
- Singh, R. A. 1980. Introduction to Lexicography. CIIL; Mysore.

C-10: COMPARATIVE DRAVIDIAN LINGUISTICS

The aim of this course is to give the developments of in the field of comparative Dravidian Linguistics.

Unit 1: Introduction to the four major Dravidian Languages: Language families in India; India as linguistic area. Major and minority Dravidian languages; geographical distribution. Native or pre-colonial understanding of the term *Drāvīda*; Development of Comparative Dravidian Studies; pre-Caldwell; Francis Whyte Ellis and post-Caldwell development.

Unit 2: Comparative Dravidian phonology: Reconstruction of Proto-Dravidian phonemic system- vowels, consonants, consonant clusters and their major correspondences-, vowel alternations, syllabic structure, reconstruction of PDr, root and suffixes, principles of etymological analysis, phonemic composition of root and suffixes.

Unit 3: Comparative Dravidian Morphology: Reconstruction of Dravidian form classes, nouns, pronouns (personal, demonstrative and interrogative), number gender system, numerals, case markers, verb (finite and non-finite), tense (past and non- past), transitive causative negative and infinitive suffixes.

Unit 4: Comparative Dravidian syntax: Main types of sentence structures (simple, complex and compound) phrases clauses and infinitive suffixes, agreement features; loss of agreement in Malayalam.

Unit 5: Use of Dravidian Etymological Dictionary and other databases: Sub grouping and relation with other language families: Sub-grouping – geographical and linguistic; principles of sub grouping- different subgroups and their characteristics, Dravidian and Uraltaic, Elamite and Japanese, Dravidian and Indus valley Civilization.

Reading List:

- Krishnamurti, Bh. 2003. *Dravidian Languages*. Cambridge: Cambridge University Press.
- Krishnamurti, Bh[adiraaju]. 2001. *Comparative Dravidian Linguistics: Current perspectives*. Oxford: Oxford University Press.
- Shanmugam, S.V. 1969. *Dravidian Nouns: a comparative Study*. Annamalainagar: Annamalai University.
- Sanford B. Steever (ed) 1998. *The Dravidian Languages*. London: Routledge.
- Subrahmanyam, P.S. 1971. *Dravidian Verb Morphology: a Comparative Study*. Annamalainagar: Annamalai University.
- Subrahmanyam, P.S. 1983. *Dravidian comparative phonology*. Annamalainagar: Annamalai University
- Subrahmanyam, P. S. 2006. *Dravidian languages*. In *Encyclopaedia of Language & Linguistics* vol. 5, ed. Brown, Pp. 99-103. Elsevier: Amsterdam.
- Subrahmanyam, P. S. 2008. *Dravidian Comparative Grammar-I*. Chennai: Central Institute of Classical Tamil.
- Subrahmanyam, P. S. 2013. *The Morphosyntax of Dravidian Languages*. Thiruvananthapuram: Dravidian Linguistics Association.
- Subrahmanyam, P. S. 2015. *The Dravidian Family: Characteristics Features*. In *V.I Subramoniam Commemoration Volume - I, Studies on Dravidian* eds. G.K. Panikkar, B. Ramakrishna Reddy, K. Rangan, B.B. Rajapurohit, Pp. 19-42. International School of Dravidian Linguistics: Thiruvananthapuram
- Zvelebil, K, 1970. *Comparative Dravidian Phonology*. The Hague: Mouton.
- Zvelebil, K. 1990. *Dravidian Linguistics: An Introduction*. Pondicherry: PILC.

C-11: COMPUTATIONAL LINGUISTICS

The aim of this paper is to give a thorough understanding of computers application to language processing. It also introduces the fundamentals in regular expressions, morphological modelling (anlaysia and generators), POS tagging and lexical semantics which are very vital while processing languages using computers.

Unit 1: Nature and scope of Computational Linguistics: Tools and teaching of NLP, NLU, speech processing Knowledge in Speech and Language Processing. Speech Recognition. Speech Corpora. Different levels of language Analysis; Applications of Computational linguistics.

Unit 2: The nature of language data in natural languages and the requirements of a computing environment; needs and demands. Introduction to computer: operating systems and natural language applications. Encoding standards: ASCII, Unicode and ISCII; character coding and glyph coding.

Unit 3: Regular expressions: Basic Regular Expression Patterns; Pattern Matching; Programming in Perl; Modeling of generators and analysers in Indian languages (Telugu) and English.

Unit 4: Word Classes and Part-of-Speech Tagging: English Word Classes; Tagsets for English and Indian Languages (Telugu); Part-of-Speech Tagging: Rule Based POS Tagging, Stochastic POS Tagging, Transformation Based Tagging.

Unit 5: Machine Translation. Ambiguity. Word Sense Disambiguation. WordNet: A Database of lexical relations. Building of WordNets.

Reading List:

- Aksharabharati, V. Chaitanya and Rajeev Sangal. 1996. Natural Language Processing: A Paninian Perspective. New Delhi: Prentice Hall.
- Allen, James: Natural Language Understanding. University of Rochester. New York.
- Bouguraev, B. and Ted Briscoe (ed.). 1989. Computational Lexicography for Natural Language Processing. London: Longman.
- Butler Christopher, S. 1985. Computers in Linguistics. Oxford: Blackwell.
- Fellbaum, Christiane (ed.). 1998. WordNet: An Electronic Lexical Database. Cambridge, Mass: The MIT Press.
- Grishman, R. 1986. Computational Linguistics: An Introduction. Cambridge: Cambridge University Press.
- Hausser. R. 1999. Foundations of Computational Linguistics: A Man-machine Communication in Natural Languages. Springer.
- Jurafsky, D and James H. Martin. 2008 (2 nd .edition). Speech and Language Processing. New Delhi: Person Education Private Limited. Ch. 1, 8, 16
- Mitkov, R. 2003. Oxford Handbook of Computational Linguistics. OUP.
- Sproat, R. 1992. Morphology and Computation. Cambridge, Mass: The MIT Press.
- Wall, Larry., et.al. 2000. Programming Perl. Cambridge: O'really.

C-12: ADVANCED MORPHOLOGY

The aim of this paper is to have a comprehensive picture on the advanced morphology. There are five units. This paper has five credits.

Unit-1: Differences: Item and Arrangement and Item and Process. Usefulness: Item and Arrangement and Item and Process. Degrees: Item and Arrangement and Item and Process.

Unit-2: Differences: Word and Lexeme. Differences: Structural, Generative and Functional approaches on Morphology.

Unit-3: Morphology and Syntax interface: Morphosyntax – syncretism, tense, aspect and gender; Casuative and Clitics.

Unit-4: Morphology and Phonology interface: Morphophonology- sandhi, theories of sandhi.

Unit-5: Morphology and Semantics interface: Morphosemantics: Argument structure, theories of argument stratification.

Reading List

Anderson, S.2005. Aspects of the theory of clitics.London:OUP.

Aronoff. M. 1975. Word Formation in Generative Grammar. Cambridge: MIT press.

Beard, R. 1981. The Indo-European Lexicon: A full synchronic Theory. Amsterdam: North Holland.

Bybee. J.L.1985. Morphology: A study of relation between Meaning and Form. Amsterdam: Benjamin

Halle, M. 1973. Prolegomena to a theory of Word Formation. Linguistic Inquiry 4, pp 3-16.

Krishnaswamy, N and Verma, S.K. 1998. Modern Linguistics. Delhi: Oxford University Press.

Matthews, P.H. 1998. Inflectional Morphology. London: Cambridge University Press

-----, 1998. Morphology. London: Cambridge University.

Roache, Emmanuel. 1997. Finite-state language processing. MIT: New York.

Roark, Brian. 2007. Computational approaches to Morphology and syntax; London:OUP.

Scalise, S. 1984. Generative Morphology. Dordrecht: Foris.

C 13- LEXICOGRAPHY

The objective of this paper is to give the students the basic principles and practice of dictionary making. It also intends to give the technological advancements in the field.

Unit 1: Introduction: Lexicology and lexicography- lexical and grammatical meaning - components of lexical meaning: designation, connotation. and range of application- Leech's Seven types of meaning – Lexicography definition - modern trends in lexicography. Lexeme- componental analysis.

Unit 2: Types of Dictionaries- Criteria of Classification- Encyclopedic **vs** Linguistic-synchronic **vs** Diachronic, general **vs** Restricted. General Dictionaries – lexicography as lexical description - Historical dictionaries- Restricted or special dictionaries. Dictionaries of synonyms etc., Number of languages monolingual, bilingual, multilingual size of the dictionaries - small. medium, big, academic dictionaries.

Unit 3: Purpose of bilingual dictionaries- material: selection- dictionary entry. Specifying Meaning: Semantic analysis: denotative **vs** connotative, synonymy, polysemy. homonymy. Hyponymy etc., dictionary definitions- grammar and meaning.

Unit 4: Structure of Dictionaries: key elements of dictionaries and other language references- Alphabetization- entry- grammatical information- pronunciation abbreviations problems of spelling - etymology- synonymy-usages- collocation and idioms- cross references-sub-entries, description and definition references.

Unit 5: Recent Developments in Semantics and Lexicography- selection of entries - use of computers in dictionary, on field work in lexicography - Practice on different types of dictionary entries- Preparing dictionaries of unwritten Languages – dialect dictionary, Computational Lexicography.

Reading List

- Akins. B.r.S. &Zampolli, A 1994 Computational Approaches to the Lexicon. Oxford: OUP. Droszewski, W. 1973.Elements of Lexicology and Semiotics, Mouton. The Hague.
- Hartmann. R.K.(Ed.) Lexicography: Principles and Practice Academic Press.
- Howard Jackson. 2002. Lexicography: An Introduction. London: Routledge.
- Jackson, H. 1998 I Words and their Meaning London: Longman
- Landau, S.I 1984 Dictionaries: The art and craft of lexicography Cambridge: CUP
- Sharma R.S. 2012. Applied linguistics, Atlantic publisher.
- Singh, R.A. 1982 An Introduction to Lexicography Mysore. CIIL
- Sylviane Granger & Magali Paquot 2012. Electronic Lexicography. Oxford: OUP.
- Zugusta 1971 Manual of Lexicography. The Hague .Mouton.

C14: SOCIOLINGUISTICS

This course is an introduction to sociolinguistics, the study of relationship between language and society. Here, we look at variation at all levels of language and how such variation constructs and is constructed by identity and culture.

Unit-1: Introduction: Sociolinguistics and Sociology of Language - concepts of heterogeneity and varieties of speech community – social networks, verbal repertoire, communicative competence.

Unit-2: Variation in Speech: Language and Variation: Social variables and Types of Linguistic variables: Indicators, Markers and Stereo types. Deficit Hypothesis and Labov's response.

Unit-3: Sociology of Language: Gender and Language. Language and Ethnicity. Language and Power. Theory of politeness, power and solidarity. Religion and Language. Codification.

Unit- 4: Language contact: Different types of contacts- Pidgins and Creoles. Diglossia – with Bilingualism and without Bilingualism. Lingua Franca. Code-mixing and code-switching. Language standardization and Modernization.

Unit-5: Indian Multilingualism – Minority and Minor languages. Tribal bilingualism, Border area Bilingualism. Attitude- linguistic convergence. Maintenance and Shift.

Reading List

- Annamalai, E. 2001. Managing Multilingualism in India: Political and Linguistic Manifestations. Delhi: Sage Publications.
- Annamalai, E 1979 Language Movements in India. Mysore :CIIL
- Annamalai, E. 1986 Language Planning: Proceedings of an Institute. Mysore: CIIL
- Bell, A. 1991. The language of news media. Oxford: Blackwell
- Chambers, J.K., Peter Trudgill, and Natalie Schilling-Estes. (eds) 2002. The Handbook of Language Variation and Change. Oxford: Blackwell.
- Chambers, J.K. 2003. Sociolinguistic Theory: Linguistic Variation and its Social Significance. Oxford: Blackwell.
- Coulmas, Florian (Ed) 1997. The Hand book of Sociolinguistics. Oxford: Blackwell Publishing
- Dua, H.R. 1985 Language Planning in India. New Delhi: Harnamm Publications
- Fasold, R. 1984. The Sociolinguistics of Society. Oxford: Blackwell.
- Fairlough 1989 Language and power Harlow: longman.
- Herk, Gerard Van. 2012. What is Sociolinguistics?. West Sussex: Wiley-Blackwell.
- Holmes, Janet (1992). An introduction to sociolinguistics. London: Routledge Taylor & Francis Group.
- Hudson, R.A. 1980, Sociolinguistics Cambridge: CUP.
- Llamas, Carmen, L Mullany & Peter Stockwell. 2007/2013. The Routledge Companion to Sociolinguistics. London: Routledge.
- Meyerhoff, Miriam. 2011. Introducing Sociolinguistics. London: Routledge.
- Pandit, P.B. 1972 India as a Sociolinguistic Area. University of Poona: Poona.
- Trudgil, Peter 1974, Sociolinguistics: an Introduction Penguin

C-15: FIELD LINGUISTICS

This course is designed to make the students aware about various aspects related to linguistic fieldwork and to introduce the techniques of language documentation retrieval. The goal is to learn how to work with native speakers of a language to conduct linguistic fieldwork.

Unit 1: Introduction to Field Linguistics: Linguistic field work- Different types of Fieldwork: Bilingual and Monolingual Fieldwork, Descriptive Vs Sociolinguistic-preparation for field work, Fieldwork Equipment- Notebook /field diary, camera, audio recorder, Laptops Dilemmas of field work- Getting access, Getting acceptance, maintaining acceptance, Collecting data, richness of data, Ethical concerns, Pains of fieldwork, Cultural shock- Money and Fieldwork.

Unit 2: Study Approaches: Reading the literature and hypothesis, principles of fieldwork– natural settings, holistic, descriptive -types of elicitation- observation, question, respondent - key informant, focus groups, sampling, Test procedures -pilot study, sample survey, Qualitative vs. quantitative, Interrogation techniques, Translation, Techniques for polysemous words, Pictorial representation, Associative interrogation, The paraphrase method, Cross checking, Stimulus response method, Instantiation method, Phonetic transcription.

Unit 3: Observation method: Descriptive observation, Focused observation, Selective observation, Participation - Active & Passive Participation - Participant and Non participant observation, Questionnaire method, Questionnaire Surveys, Combining survey/data collection types Registered data, Non-registered data, Point data, Continuous data.

Unit 4: Interview method: structured or unstructured conversational and informal- Self reporting techniques, Structured and Unstructured Interviews, Open – ended interviewing, Ethnographic Interview, Standardized interview, qualitative interviews- In-depth Interview, Informal conversational, Topical or guided, Standardized open, Ethnographic or micro-ethnographic contextual inquiry, Field notes, , Documentary source method.

Unit 5: Data processing and Language Documentation: Types of media, video, audio, Images, Text, Metadata, Cataloguing, - Linguistic Processing- Tools for linguistic analysis and processing - data formats, data encoding, physical storage medium, software tools, Archiving, text material - Intellectual protocol and access to material.

Reading List

- AnvitaAbbi.2001.*A Manual of Linguistic Field Work and Structures of Indian Languages*. Lincom Europa.
- Austin, Peter, ed. 2004. *Language documentation and description Volume 2*. London: Hans Rausing Endangered Languages Project.
- Brids, S and Gary, S. 2003. "Seven Dimensions of Portability for Language Documentation and Description", *Language* 79: 557 – 582.
- Crowley, Terry. 2013. (reprint). *Field Linguistics: A Beginners Guide*. Oxford: OUP.
- Dixon, RM.W. 2010/2013. *Basic Linguistic Theory. Vol. 1. Methodology*. OUP: Oxford.
- Gippert, J., Himmelmann, N. P. and Mosel, U. 2006. *Essentials of Language Documentation*. New York: Mouton de Gruyter
- Jeanette, S. And Everett, D. L. 2012. *Linguistic Fieldwork*. Cambridge: CPU
- Newman and Ratliff (eds) 2000. Introduction and Chapter 1 from: *Linguistic Fieldwork*. CUP, Cambridge
- Samarin, William J. 1967. *Field Linguistics: A Guide to Linguistic Fieldwork*. New York: Rinehart & Winston
- Wray et al. Arnold, 1998. *Projects in Linguistics, A Practical Guide to Researching Language*, London.

C-16: Language Endangerment and Documentation

The aim of this course is to make aware students about the endangerment of languages, and develop professional skill among them to document endangered languages with advanced technological aids.

Unit 1: Language Endangerment: Concept of Language Endangerment, Type of language endangerment, Tools for endangered-language assessment: Graded Intergenerational Disruption Scale by Fishman 1991, UNESCO's "Nine Factors" (2003), Extended GIDS by Lewis and Simons 2010; UNESCO Atlas of the World's Languages in Danger, Language endangerment in India, Endangerment of Dravidian languages.

Unit 2: Language documentation: Archiving Descriptive and documentary linguistics, Field work in endangered languages, Audio visual documentation, lexical database and dictionary making, grammar and text, documentation of culture and knowledge system. Linguistic standards for interlinear glossing: The Leipzig Glossing Rules.

Unit 3: Technologies for language documentation: Hardware and Software tools for linguistics fieldwork; Say More, ELAN, FLEx, Toolbox, Sven dimension of the portability, metadata and archiving, linguistic standards of documentation.

Unit 4: Ethical issues and support: Ethical issues of language documentation, LSA Ethical Statement, UNESCO' programmes, CIIL's SPPEL.

Unit 5: Revitalisation: Language shift and maintains, attitude of the language community, participatory revitalisation, revitalisation materials; technologies for language revitalisation; community radio and digital technologies.

Reading List

- Ashmore, Louise. 2008. The role of digital video in language documentation. *Language documentation and description* 5: 77-102. Nathan, David. 2009. Audio responsibilities in endangered languages documentation and archiving. *Language Documentation and Description* 6: 101-16.
- Austin, Peter K. 2010a. Applying for a language documentation research grant. *Language Documentation and Description* 7: 285-99. Bower, Claire (2008). Grant Application Writing. In *Linguistic fieldwork: a practical guide*, 170-184. Basingstoke New York : Palgrave Macmillan.
- Crystal, David. 2000. *Language Death*. Cambridge: Cambridge University Press.
- Evans, Nicholas. 2010. *Dying words: Endangered languages and what they have to tell us*. Malden, MA; Oxford, U.K: Wiley-Blackwell.
- Fishman, Joshua A. 1991. *Reversing Language Shift*. Clevedon: Multilingual Matters.
- Fishman, Joshua A., ed. 2001. *Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective*. Clevedon, UK: Multilingual Matters Ltd.
- Hammarström, Harald. 2010. The status of the least documented language families in the world. *Language Documentation and Conservation* 4: 177-212.
- Jost Gippert, Nikolaus P. Himmelmann Ulrike Mosel. 2006. *Essentials of Language Documentation*. Mouton de Gruyter: Berlin .
- Krauss, Michael. 1992. 'The world's languages in crisis.' *Language* 68.1:4-10.
- Lewis, M. Paul and Gary Simons. 2010. *Assessing Endangerment: Expanding Fishman's GIDS*. *Revue Roumaine de Linguistique/Romanian Review of Linguistics*, v. 2.
- Nathan, David, and Peter K. Austin. 2004. Reconceiving metadata: Language documentation through thick and thin. *Language Documentation and Description* 2: 179-189.

- Nettle, Daniel, and Romaine, Suzanne. 2000. *The extinction of the world's languages*. New York: Oxford University Press.
- Rice, Keren. 2006a. Ethical issues in linguistic fieldwork: An overview. *Journal of Academic Ethics* 4 (1): 123-155. Austin, Peter K. 2010b. Communities, ethics and rights in language documentation. *Language Documentation and Description* 7: 34-54.
- Rice, Keren. 2011. Documentary linguistics and community relations. *Language Documentation and Conservation* 5: 187-207.
- Svensén, Bo. 2009. Types of dictionaries. In *A handbook of lexicography: The theory and practice of dictionary-making*, 12-36. Cambridge [U.K.]: Cambridge University Press. Svensén, Bo. 2009. The electronic dictionary. In *A handbook of lexicography: The theory and practice of dictionary-making*, 437-451. Cambridge [U.K.]: Cambridge University Press.
- Chelliah, Shobhana L. and Willem J. de Reuse ed. 2011. *Handbook of Descriptive Linguistic Fieldwork*. Dordrecht: Springer Netherlands
- Woodbury, Anthony C. 2003. Defining documentary linguistics. *Language Documentation and Description* 1: 35-51

INTERNAL ELECTIVES

IE-01: Advanced Phonetics

The aim of this course is to give a comprehensive picture on the advanced sides of developments in the field of Phonetics.

Unit 1: Overview: Relations between processes of speech production, speech acoustics and speech perception. Phonetic universals. Applications.

Unit 2: Speech Acoustics: Intensity, frequency and time domain properties of speech sounds. Formants, transitions, burst, resonance, voice onset time, vowel and consonant duration, spectrum vs wave form. Acoustic features of vowels, consonants and suprasegmentals. Acoustic correlates of phonemes and syllables.

Unit 3: Speech Perception: Fundamentals of auditory system. Speech perception vs discrimination, comprehension, understanding. Factors influencing speech perception. Acoustic cues in the perception of segmental and suprasegmental features. Models of speech perception.

Unit 4: Experimental Phonetics: Instrumental methods to study phonation (e.g. laryngography), articulation (e.g. palatography), acoustics (e.g. spectrography), aerodynamics (e.g. mionography) and pitch intonation .

Unit 5: Practical Aspects: Exercises in phonemic and phonetic transcription using IPA. Exercises in interpreting wave forms and spectrograms.

Reading List:

- Abramson, A. S. 1974. Phonetics: An Overview. Current Trends in Linguistics. Ed. by. T. Sebeok. Vol12. pp.2187-99. The Hague: Mouton.
- Catford, J. C. 1977. Fundamental Problems in Phonetics. Edinburgh University Press. Ch 12.
- Collins B and I M Mees. 2003. Practical Phonetics and Phonology: A Resource Book for Students. London: Routledge. Pp.217-220.
- Clark J. Yallop C and Fletcher J. 2007/ An Introduction to Phonetics and Phonology. III Edition. London & New York: Blackwell. Ch. 2,3,7 and 8.
- Code, C. and Ball M. (eds.). 1994. Experimental Clinical Phonetics. London: Croom Helm.
- International Phonetics Association. 1999. Handbook of the International Phonetics Association. Cambridge: Cambridge University Press.
- Johnson Keith. 1997/2003 (2ndedn.). Acoustic and Auditory Phonetics. Mass.: Blackwell. Ch.2, pp.22-48.
- Kent, R. D. and Reed C. 1995. The Acoustic Analysis of Speech. London: Whurr Publishers.
- Ladefoged, Peter. 2001. Vowels and Consonants: An Introduction to the Sounds of Languages. Mass.: Blackwell.
- Lawrence J. Raphael, Gloria J. Borden, Katherine S. Harris. 2007. Speech Science Primer, 5th ed., Baltimore, MD: Lippincott, Williams & Wilkins
- Lieberman, O. and Blumstein S. 1988. Speech Physiology, Speech Perception and Acoustic Phonetics. Cambridge: CUP.

IE-02: Morphosyntax

The aim of this course is to introduce the morphosyntax and develop the skill among the students to morphosyntactic studies in Dravidian languages.

Unit 1: Introduction: Definition of Morphosyntax; autonomy of word; inflectional and derivational morphology; grammatical categories, features and values; morphosyntactic vs morphosemantic features.

Unit 2: Development of morphosyntax: Lexicalist hypotheses; morphology syntax interface by Anderson (1986); Distributed morphology and amorphous morphology; morpho syntax and grammaticalisation.

Unit 3: Morphosyntactic properties: Agreement properties, inherent properties, configurational properties and phrasal properties; inventory of morphosyntactic properties.

Unit 4: Morphosyntactic features and values: Features and values: agreement, government; Inventory of morphosyntactic features; gender, number, person, definiteness, respect; Inherent and contextual features; Principles of feature classification: participation in agreement and government; Morpho syntax and mirror principle.

Unit 5: Morphosyntax of Dravidian languages: Agglutinating morphology of Dravidian; Morphosyntactic properties of Dravidian languages; Morphosyntactic properties, features and value features of Dravidian languages; grammaticalization and morpho syntax in Dravidian languages.

Reading list

- Anderson, S. 1986. "Disjunctive Ordering in Inflectional Morphology". *Natural Language and Linguistic Theory*: Cambridge, Mass:
- Anderson, S. 1992. *Amorphous Morphology*, Cambridge University Press, Cambridge.
- Anderson, Stephen R. 1992. Where's morphology? *Linguistic Inquiry* 13:571-612.
- Anna Kibort and Greville G. Corbett. 2010. *Features: Perspectives on a Key Notion in Linguistics*. Oxford University Press.
- Baker, M. 1985. "The Mirror Principle and Morphosyntactic Explanation," *Linguistic Inquiry* 16, 373-416.
- Chomsky, N. 1970. "Remarks on Nominalization," in R. Jacobs and P. Rosenbaum, eds., *Readings in English Transformational Grammar*, Georgetown University Press, Washington D.C
- Dixon, R. M. W. 2010b. *Basic Linguistic Theory*, vol. 2. Grammatical topics. Oxford: Oxford University Press.
- Dixon, R. M. W. 2012. *Basic Linguistic Theory*, vol. 3. Further Grammatical Topics. Oxford: Oxford University Press.
- Dixon, R. M. W. 2010a. *Basic Linguistic Theory*, vol. 1. Methodology. Oxford: Oxford University Press.
- Kibort, Anna. 2010. Towards a typology of grammatical features. In: Kibort, Anna & Greville G. Corbett (eds) *Features: Perspectives on a Key Notion in Linguistics*. Oxford: Oxford University Press. 64-106.
- Subrahmanyam, P. S. 2013. *The Morphosyntax of Dravidian Languages*. Thiruvananthapuram: Dravidian Linguistics Association.
- Steever, Sanford B. 1993. *Analysis to synthesis: The development of complex verb morphology in the Dravidian languages*. Oxford: Oxford University Press.
- Steever, Sanford B. 1988. *Serial verb formation in the Dravidian languages*. Delhi: Motilal Banarsidass.
- Reddy, Ramakrishna B. (ed) 2003. *Agreement in Dravidian Languages*: International Institute of Tamil Studies, Chennai
- Thomas E. Payne. 1997. *Describing Morphosyntax: a Guide for Field Linguists*: Oxford University Press.

IE-03: ADVANCED SYNTAX

The aim of the course is to give comprehensive picture on the developments of advanced syntax Chomskian Model and comparison with other models.

Unit 1: Introduction: UG, Innateness hypothesis, Lexicalist hypotheses and Morpho-Syntax

Unit 2: X bar Theory: Head, complement, specifier, binary branching, head to head movement, Adjunction.

Unit 3: Minimalism: Principles and parameters, principle of case binding, trace theory, theta marking, proper government, LIR and projection principle

Unit 4: Other Paradigms in Syntax: Valency grammar, LFG Stratificational grammar, HPSH Case grammar and Cognitive grammar.

Unit 5: Application of Syntax: Major syntactic process in Dravidian languages; Tamil, Telugu Kannada and Malayalam. Exercise with any of the syntactic model, Software tools for syntactic analysis; techniques of advance glossing.

Reading List

Chomsky, N. 1981. Lectures on Government and Binding. Dordrecht: Foris.

Chomsky, N. 1992. Minimalist Programme for Linguistic Theory. MIT Occasional Papers in Linguistics. MIT: Cambridge, Mass.

Dalrymple, Mary. 2001. Lexical Functional Grammar. New York: Academic Press.

Filmore C J. 1965. Towards a Modern Theory of Case. Project on Linguistic Analysis. Ohio State University. 13: 1-24.

Haegeman, Liliane. 1994 [1991]. Introduction to Government and Binding Theory. UK: Blackwell Publishing

Krishnamurti, Bh. 2003. Dravidian Languages. (pages 420-468).

Langacker, R. W. 1987. An Introduction to Cognitive Grammar. Cognitive Science 10: 1-40.

Steever, Sanford B. 1988. The Serial Verb Formation in the Dravidian Languages. Delhi: Motilal Banarsidass (pages 7- 18)

Steever, Sanford B. 1993. Analysis to Synthesis. Oxford: New York and London (page 21-23).

IE-04: DIALECTOLOGY AND BILINGUALISM

The study of dialects which are varieties of a language is useful to understand the basic nature of language, i.e., variation and to make use of it for educational purposes. The aim of this course is to give an idea of the variations of a language mainly based on regions and introduce what happens when languages are in contact viz., bilingualism. The study of bilingualism will help to understand the attitude of the speech communities and educational issues.

Unit 1: Dialectology- Introduction -Aims of Dialectology, History of dialectology, idiolect, dialect, register and style. Language and dialect- Focal area, Relic area, mutual intelligibility, shared and non- common core-shared features between dialects, distances - overall pattern- Historical perspectives of dialects

Unit 2: Different Approaches and techniques to Dialectology: Social and regional dialects, urban vs rural, standard and non standard. Synchronic and Diachronic and comparative Dialectology. Bilingual linguistics Linguistic surveys in India – Types of field methods in dialectology - preparation of questionnaire, selection of informants and localities, elicitation of data, collection and organization of data, preparing isogloss maps, deciding dialect and sub-dialect areas, correlating political and cultural history with regional and social dialects. Dialectical dictionaries.

Unit 3: Bilingualism: Types of Bilingualism-individual and societal aspects of bilingualism, co-ordinate and compound, stable unstable- transitional and incipient- bilingual Child.–Indian multilingualism – Two case Studies of Bilingualism in India.

Unit 4: Outcome of Bilingualism: Theories of interference, kinds of interference measurement and description – patterns of language use- diglossia- Borrowing- code mixing and code switching –Pidgins and Creoles - Lingua Franca. Maintenance and shift - Endangerment –thesis of origin – Inter translatability.

Unit 5: Issues of Bilingualism. Language and identity- attitudes- maintenance and shift-convergence- Indian Bilingualism- census- bilingual education. Bilingualism/multilingualism in India with special reference to Southern States- Functional aspect of Indian Bilingualism. Bilingualism and language Planning.

Reading List

- Agesthalingom, S. and Karunakaran, K. (ed.) 1980. Sociolinguistics and Dialectology. Annamalai Nagar: Annamalai University.
- Bayer, Jenifer M. 1986. Dynamics of language maintenance among linguistic minorities : a sociolinguistic study of the Tamil communities in Bangalore. Mysore: CIIL
- Baker, Colin. 2001/ 2011. Foundations of Bilingual Education and Bilingualism. New York: Multilingual Matters
- Chambers, J.K. and Trudgil, P. 1980. Dialectology. Cambridge: CPU
- Francis, W.N. 1983. Dialectology: An Introduction. Longman: London
- Grosjean F. 1982. Life with two Languages. Cambridge, Massachusetts: Harvard University Press.
- Guperz, J. J. and Wilson R. 1971. “ Convergence and Creolization : a Case Study from Indo-Aryan/Dravidian Border” in Hymes, Dell 1971 (ed). Pidginization and Creolization of Languages. Cambridge: CPU.
- Karunakaran, K. 1978. Linguistic Convergence. Chidambaram: All India Tamil Linguistics Association
- Krishnamurti, Bh. 1962. A Telugu Dialect survey of Occupational Vocabulary, Vol.1. Agriculture Andhra Pradesh Sahitya Academy: Hyderabad.
- Pandit, P.B. 1972. India as a Sociolinguistic Area. Poona: University of Poona
- Subramoniam, V.I 1974. Dialect Survey of Malayalam (Ezava-Thiyya). Tirivandrum: DLA
- Subramoniam, V.I. et al 1973. Dialectology. Dravidian Linguistic Association: Trivandrum
- Romaine, S. 1989. Bilingualism. London: Basil Black Well.
- Weinrich, U. 1953. Languages in Contact: Findings and Problems. The Hague: Mouton.

IE-05: TYPOLOGY AND STRUCTURE OF SOUTH ASIAN LANGUAGE

This paper aims to provide the general nature of typological patterns found in world languages and it also concentrates on giving a fair knowledge of typological aspects of south Asian languages.

Unit 1: Introduction: typology Goals and assumptions; historical development of typology, Methods: language samples; questionnaires; implicational universals, various approaches to language universals and language typology, Categories and comparability: word classes, grammatical relations

Unit 2: Word order Typological types: Basic word order, Word order typology, diachronic and areal typology, Types of universals, Nominal categories, Nominal morphology, Typology of pronouns, Verbal categories, Tense, aspect, mood Morphological typology; Morphological language types, head-marking and dependent-marking grammar, Syntactic Typology

Unit 3: Case and grammatical relations, ergative and accusative alignment; the animacy hierarchy, The notion of subject, grammatical hierarchies and the semantic map model, , Complex sentences, Relativization clauses, Split ergativity; passive and anti-passive constructions, Markedness patterns and explanations

Unit 4: A brief survey of the structural diversity of the world's languages, language families of South Asia, cross linguistic variation, World Atlas of the Language Structure (WALS).

Unit 5: Typology of south Asian languages, India as a linguistic area.

Reading list

- Comrie, B. *Language Universals and Linguistic Typology. Second Edition.* Basil Blackwell. 1989
- Croft, William (2003). *Typology and universals.* 2nd edn. Cambridge UP
- Emeneau, M.B. India as a linguistic area. *Language* 32:3-16
- Greenberg, J.H. (1966a). *Some universals of grammar with particular reference to the order of meaningful elements*, in J H Greenberg (ed.), *Universals of language*, 2nd edn. Cambridge, MA: MIT
- Haspelmath, Martin; Mathews, Dryer; David Gil; and Bernard Comrie (eds.) 2005. *World atlas of language structures.* Oxford: Oxford University Press.
- Greenberg, J.H. (1966b). Chapter 3, Grammar and lexicon, in J H Greenberg, *Language universals with special reference to feature hierarchies.* The Hague: Mouton, 25-55
- Song, Jae Jung (2000). *Linguistic typology: Morphology and syntax.* Pearson Education: Harlow and London
- Subbarao, K.V. 2012. *South Asian Languages: A syntactic typology.* London: CUP.
- Whaley, Lindsay J. (1997). *Introduction to typology: the unity and diversity of language.* Thousand Oaks: Sage

IE-06: MACHINE TRANSLATION

This course aims to equip the students with a basic understanding of Machine Translation systems and related issues. It covers the theories and approaches to Machine Translation, history of MT and also basic techniques for developing MT systems.

Unit 1: Introduction; What Machine can and cannot do? History of Machine Translation; Problems of Machine Translation; State of the Art. Components of an MT System.

Unit 2: Approaches to Machine Translation: Binary MT, Direct and Transfer methods, Interlingua based MT, Example based MT and other approaches; MT systems in Indian languages: Anusaaraka, ILIL MT, Statistical MT and other MT systems.

Unit 3: Requirements for building MT Systems in Indian languages; Components of MT; Lexical Analysis Dictionaries; Analyser and Generator; Local Word grouper; Chunker, Parser; Word Sense Disambiguation.

Unit 4: Key issues in building MT systems; Ambiguity and Ambiguity resolution; knowledge representation; lexical analysis; morphological and syntactic analysis, representation of sentence structure, transfer rules, semantic representation.

Unit 5: Evaluation of MT systems: Traditional evaluation Metrics; Criteria for Automatic Evaluation of MT system; Other methods for Machine Translation Evaluation.

Reading List

- Aksharabharati, V. Chaitanya and Rajeev Sangal. 1996. *Natural Language Processing: A Paninian perspective*. New Delhi. Prentice Hall.
- Arnold, D., Balkan, L., Meijer, S., Humphreys, R., & Sadler, L. 1994. *Machine Translation: An Introductory Guide*. Manchester, UK: NEC Blackwell.
<http://clwww.essex.ac.uk/~doug/book/book.html>.
- Arnold D., Humphreys R:L. & Sadler L. (eds). 1993. Special Issue on Evaluation of MT Systems. *Machine Translation* vol. 8, Nos. 1-2, 1993.
- Brown Ralf D. 1996, "Example-Based Machine Translation in the Pangloss System". 1996. *In Proceedings of the 16th International Conference on Computational Linguistics (COLING-96)*, p. 169-174. Copenhagen, Denmark, August 5-9.
- Hutchins, H., & Somers, H. 1992. *An Introduction to Machine Translation*. Academic Press.
- Hutchins, W. 1986. *Machine Translation: Past, Present, Future*. Ellis-Horwood Limited, Chichester, England.
- Hutchins, W. 1988. Recent Development in Machine Translation. *New Directions in Machine Translation*. D. Maxwell, K. Schubert, T. Witkam, (eds.), Foris, Dordrecht.
- Hutchins, W. J. 1997. From first conception to first demonstration: the nascent years of machine translation, 1947-1954. A chronology. *Machine Translation* 12(3), 195-252.
- Hutchins, W. J. 2000. *Early years in machine translation: memoirs and biographies of pioneers*. John Benjamins, Amsterdam, xii+400 pp.
- Knight, K., 1999. "A Statistical MT Tutorial Workbook." (<http://www.isi.edu/natural-language/mt/wkbk.rtf>).
- Mitkov, R. 2003. *Oxford Handbook of Computational Linguistics*. Oxford. Blackwell.
- Nirenburg Sergei, Harold Somers, and Yorick Wilks (eds.). 2003 *Readings in machine translation*. Cambridge, Mass.: The MIT Press
- Weaver, W., 1955. "Machine Translation of Languages," in *Translation*, W. Locke and A. Donald Booth, eds. New York: John Wiley & Sons.

IE-07: Corpus Linguistics

This course is an introduction to use of corpora in the study of languages. It moves from providing various types of corpora, to the design of a corpora to making of annotation levels and how to analyse a corpus.

Unit 1: Introduction: Types of corpora; History of corpus linguistics; The scope of corpus linguistics; Corpus linguistics and computational linguistics, application of Corpora.

Unit 2: Types of Corpora: Text and spoken corpora: Literary, lexicographical, dialectal, educational, grammatical. Types of Electronic corpora: First generation corpora; Second generation corpora.

Unit 3: Corpus Design: Static or dynamic, representativeness and balance, size; Compilation of corpus: corpus design, storage, text capture, markup; Organizations.

Unit 4: Corpus Annotation: Extracting information, reusability, multifunctionality; Standards of corpus annotation, Levels of annotation: orthographic, phonetic/phonemic, prosodic, part-of-speech and parsing

Unit 5: Corpus Analysis: Procedures: Word lists, n-gram, concordances, statistical techniques Frequency, types of frequency. Softwares.

Reading List

- Aarts, J. and W. Meijs. (ed.). 1984. *Corpus Linguistics I: Recent Developments in the Use of Computer Corpora in English Language*. Amsterdam: Rodopi.
- , 1984. *Corpus Linguistics II: New Studies in the Analysis and Exploitation of Computer Corpora*. Amsterdam: Rodopi.
- , 1990. *Theory and Practice in Corpus Linguistics*. Amsterdam: Rodopi.
- Atwell, E. (ed.). 1993. *Corpus-based Computational Linguistics*. Amsterdam: Rodopi.
- Biber, D., S. Conrad and R. Reppen. 1998. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Dash, N. S. 2005. *Corpus Linguistics and Language Technology (with special reference to Indian languages)*. New Delhi: Mittal Publications.
- Dash, N.S. 2008. *Corpus Linguistics: An Introduction*. Pearson.
- Garside, R. et.al. (ed.). 1997. *Corpus Annotation*. London: Addison Wesley Longman.
- Hockey, S. and J. Martin. 1988. *Micro-OCP*. Oxford: Oxford University Press.
- Kennedy, Graeme. 1998. *An Introduction to Corpus Linguistics*. London: Addison Wesley Longman.
- McEnery, T and A. Wilson. 1996. *Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- McEnery, T and Andrew Hardie. 2012.. *Corpus Linguistics*. Cambridge: CUP.

EXTERNAL ELECTIVES

EE-01 – ETHNO LINGUISTICS

The aim of this paper is to introduce the tribal culture, Language and literature.

Unit-1: Introduction to Tribal concepts: Definition of a tribe – Anthropological Constitution – tribal development, culture and tradition, tribal language and their use in Education. Tribal hood; Classification of Tribes in India a) Linguistic b) culture c) economic.

Unit-2: Language Convergence; Linguistic minorities, contact and convergence: Lexical, Morphological, Phonological; Tribal culture and its Transformation. Language Shift by the Tribals. Indian tribes and issues of Social Inclusion and Exclusion.

Unit-3: Bilingualism: degrees of bilingualism: patterns of bilingualism, Social Structure and process: Structure, function, linguistics; rethinking tribal movements against industrialization.

Reading List:

- Anil Kumar Singh: 1994, Tribal life in India, Discovery publication house. New Delhi.
 Prakash Chandra Mehata: 2006, Development of Indian Tribes, Discovery publication. Discovery Publication house. New Delhi
 G.S. Narwani: 2004. Tribal Law in India, Prem Rawat for Rawat publication. Jaipur India.
 Devendra Thakur D.N. 1997. Thakur: Tribe Education, deep & deep publication, Rajouri. Garra. New Delhi.
 Roy Burman. B. K: 1972 Distribution of the scheduled tribes of India: An exploratory geo-Cultural appraisal. In Chandrashekhar (ed).
 Economic and Socio-cultural Dimensions of Regionalization: An Indo-USSR Collaborative Study. New Delhi. Elwin, Verrier: The tribal art of Middle India. Bombay: Oxford University Press.
 Ishtiaque, M. 1985. Language shift among the tribal communities.
 Imotemsu A.O. Adv. 2011, Rethinking tribal culture and development: published, JananadaPrakashan (P&D), New Delhi.
 PrasannaPattanayak, D. Language and Cultural Diversity .2011, published, JananadaPrakashan (P&D), New Delhi.

EE-02: NATURAL LANGUAGE MODELING

The aim of the course is to give general introduction on modelings of natural languages

UNIT 1: Natural Language Modeling, Computational model of Grammar, Grammar Formalism, Distinctions between Descriptive Grammar and Computational Grammar.

UNIT 2: Morphological Modeling. Issues in building Morphological Analyser. Morphological Analysis and Generation of Plural forms of Nouns; analyzing plural forms and other inflection forms of nouns. Verb inflection; generation and analysis; declensional and conjugational classes of nouns and verbs.

UNIT 3: The concept of lexical categories; criteria for the identification of nouns, verbs, locative nouns, numerals, pronouns and minor categories, the concept of lexicon for natural language processing. word order; Phrase Structure Grammar.

Reading List:

Kiparsky, P. 1987. Morphology and Grammatical Relations. California. Stanford University.

Krishnamurti Bh. & Gwynn JPL. 1985. A Grammar of Modern Telugu. OUP.

Krishnamurti, Bh. 1961. Telugu Verbal Bases: A Comparative and Descriptive Study. Berkeley. UCPL: Vol. 24.

Morphology in Dravidian Languages. New York: OUP.

2002. Telugu Vākyampadavarnasahitam. Hyderabad. Published by Chirunavvu Books.

Ramarao, Chekuri. 1975. Teluguvakyam. Hyderabad: Andhra Pradesh Sahitya Akademi.

Steever, Stanford B. 1993. Analysis to synthesis: The development of complex verb

Subrahmanyam, P.S. 1971. Dravidian Verb Morphology. Annamalainagar: Annamalai University.

EE-03: HOW TO PRONOUNCE?

The aim of this 03 credit course is to teach the importance of pronunciation to the students of Post-Graduation, hailing from Telugu, Kannada, Tamil and Malayalam media. The syllabus has been divided into three units. One of the important aspects of this syllabus is the gradual progress of concepts with bare minimum load of terminologies. At the end of the course, students will be able to pronounce as per the symbols found in Monolingual Dictionaries.

Unit 01: General Introduction to sounds – importance of Sounds; significance of Human Sounds; Letter to Sound System of Telugu, Tamil and Kannada languages. Dialects of English: British, American, Australian and African Englishes.

Unit 02: Representation of Sounds of English – Vowels and Consonants. General Introduction to Indian English. Representation of Sounds of English – Transcription Models – IPA and SAMPA.

Unit 03: General Introduction to Differences between Indian and American Englishes. Patterns and Quality of Presence and absence of Vowels and Consonants between Indian and American Englishes.

Reading List

- 1) Any Monolingual Dictionary of English
- 2) Any or All English- Dictionaries with pronunciation modules.

EE-04: LANGUAGE OF SCIENTIFIC WRITING

The aim of the course is to introduce language of scientific writing techniques.

Unit 1: Principles of scientific writing: Linguistic principles of scientific writing; clarity and conciseness; different types of scientific writing; type and structure of essay punctuation.

Unit 2: Structural competence: Expectation and context, topic position, perceiving logical gaps.

Unit 3: Componential competence: Words, tense, adjective, adverb, preposition, logical connectors and academic phrases, proof reading and editing.

Reading List:

Antoinette M. Wilkinson. 1991 *The Scientist's Handbook for Writing Papers and Dissertations*.

Prentice-Hall

Day, R. A. 1979. *How to Write and Publish a Scientific Paper*. Philadelphia: ISI Press.

Gunning, R. 1968. *The Technique of Clear Writing*. New York: McGraw-Hill.

George D. Gopen and Judith A. Swan. 1990 "The science of scientific writing" *American Scientist*, 78.6: 550-558.

Jordan, J. J. 1987. *English for Academic Writing*. Oxford: Oxford University Press.

Joseph M. Williams. 1990. *Style: Towards Clarity and Grace*. Chicago: Chicago University Press .

Judith Butcher. 1992. *Copy-Editing: The Cambridge Handbook for Editors* 3rd edition Cambridge: Cambridge University Press

Kirkman, A. J. 1980. *Good Style for Scientific and Engineering Writing*. London: Pitman

Michael Alley. 1996. *The Craft of Scientific Writing*. 3rd edition. Springer Publishing Limited.

EE-05: GENERAL LINGUISTICS

It is intended to give a general awareness of linguistic approach to language. The elementary concepts of linguistic science and an overview on the subject, linguistics are presented here.

Unit 1: Basic concepts: Definitions of languages- Languages and speech, - properties of languages: duality, arbitrariness, productivity, displacement- Facts pertaining to all languages: varieties, no primitive languages, all languages are equal. .Language, mind and society; language-independent and language- dependent semiotic system; Human and animal communication; society and communication; Need for communication and uses of language. Writing system – Units of writing: alphabetic, syllabic and logographic.

Unit 2: Language as a system: Knowledge of language (grammar) -Structure of language- The concept of linguistic sign- Langue and Parole, Signifier vs Signified, Syntagmatic and paradigmatic. Levels of Linguistic analysis: sounds: Classification of speech sounds – vowel, consonants – IPA; Phonetics and Phonology- Concept of Phoneme, Phone, allophone and phoneme. Phonemic analysis -Contrast and Complementation - words: Morphology- sentences: Syntax, Meaning: Semantics.

Unit 3: Branches of Linguistics General Vs Descriptive, - theoretical Vs applied, synchronic Vs diachronic; structural description; Linguistics and philosophy, Anthropological linguistics, sociolinguistics, psycholinguistics, neurolinguistics, bio-linguistics- sociolinguistics, sociology and language, psycholinguistics, Computational linguistics, Forensic linguistics, Applied areas of linguistics.

Reading List

- Bloomfield, L. 1933/Updated Edition. *Language*. Delhi: Motilal Banarsidass.
- Bolinger, D. L. 1975/1968 *Aspects of Language* 2nd Ed. New York: Harcourt Brace Jovanovich.
- Crystal, David 1997. *The Cambridge Encyclopedia of Language* Cambridge: Cambridge University press.
- Crystal, David. 2010. *A Little Book of language*. Yale: Yale University Press.
- Dixon, R.M.W. 2010/2013. *Basic Linguistic Theory. Vol.1. Methodology*. OUP: Oxford.
- Fasold, R. W. & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics*. CPU: Cambridge.
- Hockett, C. 1958. *A Course in Modern Linguistics*. London: Macmillan.
- Lyons, John. 1981. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.
- Trager, G.L. 1972, *Language and Linguistics*, New York: Chandler Publish Company.
- Trask, R. L. 1995. *Language: The Basics*. London & New York: Routledge.
- Verma, S.K. & N. Krishnaswamy. 1989. *Modern Linguistics: An Introduction*. New Delhi: OUP.

EE-06: LANGUAGE TEACHING

The primary objective of this course is to introduce the different approaches and methods of teaching a language. It also intends to give an idea of the latest computer aided and internet based language teaching.

Unit 1: Introduction: The role of linguistics in language teaching-relationship between linguistic theories and teaching methods-teaching of mother tongue (first language), second language, third language and foreign language-the primary and secondary skills - LSRW

Unit 2: Learning Theories: Acquisition Vs Learning, acquisition and multilingualism - Behaviorist and mentalist theories of learning - attitude and aptitude - motivation in language leaning –Internal processing, mind, empirical (S-R) theories of learning; cognitive theories; implications for language teaching; second/foreign language learning.

Unit 3: Teaching Methods: Teaching first language, second language and foreign language; Methods of language teaching; Direct, Grammar Translation, Cognate and Audio Lingual, Communicative Methods– contrastive linguistics and error analysis- Evaluation of Learner Output: mistakes and errors; errors as learning Strategies; interlanguage, idiosyncratic dialects and approximate systems - teaching aids and their role in language teaching and learning; merits and demerits of each methods. Influence of first language on second language. Literacy, tribal literacy, mother tongue teaching and ELT in India.

Unit 4: Components of language teaching and Technology in Teaching: Teaching pronunciation, vocabulary, grammar: higher order skills - comprehension, creativity, coherence, cohesions, Language fluency, etc., Materials production- Selection, gradation, presentation, use of laboratory, Computer Aided Language Teaching (CALT) Corpus based language teaching.

Unit 5: Testing and Evaluation: Course content- syllabus- materials- basic concept of language testing and evaluation – aims and purpose of language testing – structural equation modeling approach - testing criteria reliability, validity, simplicity – types of tests and their standardization – evaluating lesson effectiveness - various components in testing- production, pronunciation, intonation, etc., grammatical structure, vocabulary, reading, writing, speaking, translating, etc.,

Reading List

Billows. 1961. *The Techniques of language teaching*. London: Longman.

Brook Nelson. 1960. *Language and Language Teaching: Theory and Practice*. New York: Harcourts, Brace & Co.

Carin, S and Diane Lillo-Martin. 1999. *An Introduction to Linguistic Theory and Language Acquisition*. New York: Balckwell.

Corder,S. Pit 1973 *Introducing Applied Linguistics*. Harmondsworth: Penguin Books

- Glenn Fulcher and Fred Davidson, 2007. *Language Testing and Assessment: An advanced resource book*. London: Routledge
- Ingam, D. 1989. *First Language Acquisition*. Cambridge: CUP.
- Lado, R. 1964 *Language Teaching New York*Tata McGraw Hill
- Mackey, William Francis, 1967. *Language Teaching Analysis*. London: Longman.
- Kumaravadivelu, B. 2006. *Understanding Language Teaching: From Method to Handbook of Second Language Acquisition Postmethod*. London: Roudledge.
- Long, M. H. and Doughty, C. J. (eds). 2009. *The Handbook of Language Teaching* Oxford: Blackwell.
- Mayer, R. E. 2001. *Multimedia Learning*, New york. Cambridge University.
- Richards, C.J and Rodgers, T 1986 *Approaches and Methods in Language Teaching*, Cambridge: CUP
- Sam Mohanlal. 2000. *Aspects of Language Teaching*. Mysore: CIIL.
- Pentcheva, Maya and Shopov, Todor. 2003. *Whole Language, Whole Person: A Handbook of Language Teaching Methodology*.Viseu: PassagemEditores
- Ritchie, W & Bhatia, T. (eds). 1996.. New York: Academic Press.
- Subbaiah, Pon. 2002. *An Introduction to Evaluation Terminology*. Mysore: CIIL
- Stubbs, M 1986 *Educational Linguistics* London: Basil Blackwell

EE-07: COMPUTER APPLICATIONS IN DRAVIDIAN LANGUAGES

The aim of the course is to give a general introduction on the issues of computational applications on Dravidian languages.

Unit 1: Introduction: Data in natural languages and the requirements of a computing environment; Operating systems and natural language applications. Encoding standards: ASCII, Unicode and ISCII; character coding and glyph coding. Localization.

Unit 2: Linguistic Analysis: Generation and analysis of word forms; Use of various recognized software tools in morphology and syntax. Parsers and Chunkers; Computational techniques in lexicon development; Electronic dictionaries, WordNet.

Unit 3: Language Modeling: Pattern matching and regular expressions; Basics in Perl; Practising modeling of morphological analysers and generators in Dravidian languages.

Reading List:

- Bharati, A., V. Chaitanya and Rajeev Sangal. 1996. Natural Language Processing: A Paninian Perspective. New Delhi: Prentice Hall.
- Bouguraev, B. and Ted Briscoe (ed.). 1989. Computational Lexicography for Natural Language Processing. London: Longman.
- Butler Christopher, S. 1985. Computers in Linguistics. Oxford: Blackwell.
- Indhukya, Nitin & Fred J. Damerau (ed.). 2010. Handbook of Natural Language Processing. CRC Press.
- Jurafsky, D and James H. Martin. 2002. Speech and Language Processing. New Delhi: Prentice-Hall.
- Lawler, J and Helen A. Dry. 1998. Using Computers in Linguistics: A Practical Guide. London: Routledge.
- Mitkov, R.(ed.). 2008. Oxford HandBook of Computational Linguistics. Oxford University Press.
- Pustejovsky, J. 1996. The Generative Lexicon. Cambridge, Mass.: The MIT Press.
- Sproat, R. 1992. Morphology and Computation. Cambridge, Mass.: The MIT Press.
- Schwartz L. Randal and T. Christiansen. 1999. Learning Perl. Cambridge: O'really.
- Wall, Larry., et.al. 2000. Programming Perl. Cambridge: O'really.

EE -08- INTRODUCTION TO LEXICOGRAPHY

The paper aims at giving the Students the basic principles and practice of dictionary making it also intends to give the technological advancements in the field

Unit 1: Introduction: Dictionary -Lexicology and lexicography- lexical and grammatical meaning - components of lexical meaning: designation, connotation, and range of application- - Types of Dictionaries- Criteria of Classification- Encyclopedic vs. Linguistic- synchronic vs. Diachronic - general vs. Restricted. field dictionaries - Restricted or special dictionaries. Number of dictionaries - monolingual, bilingual, multilingual, small, medium, big, academic dictionaries.

Unit 2: Making Dictionaries: material: selection- dictionary of human user. Semantic analysis: denotative Vs connotative, synonymy, polysemy, homonymy, hyponymy etc., - dictionary definitions, practical and theoretical dictionaries. Alphabetization- entry- lexicon and grammar - pronunciation abbreviations problems of spelling - etymology- synonymy-usages- collocation and idioms- cross references-sub-entries, description and definition references.

Unit 3: Recent Developments in Semantics and Lexicography- computational Lexicography -use of computers in dictionary Bilingual Dictionaries and Practice – dictionaries of written languages- Preparing dictionaries of unwritten Languages.

Reading List

Hartmann, R.K.(Ed.) Lexicography: Principles and Practice Academic Press.

Howard Jackson. 2002. Lexicography: An Introduction. London: Routledge.

Jackson, H. 1998 I Words and their Meaning London: Longman

Landau.S.I 1984 Dictionaries The art and craft of lexicography Cambridge: CUP

Singh. R.A. 1982 An Introduction to Lexicography Mysore.CIIL.

Sylviane Granger & Magali Paqot 2012. Electronic Lexicography. Oxford: OUP.

Zugusta 1971 Manual of Lexicography. The Hague .Mouton,

EE-09: COMPARATIVE DRAVIDIAN

The aim of the course is to introduce the methodology and general principles of Comparative Dravidian studies.

Unit 1: Introduction to Comparative Dravidian, growth and development of comparative Dravidian, F. W. Ellis and Robert Caldwell.

Unit 2: Dravidian family of languages, enumeration, classification into sub-groups, reconstruction: principles, proto-Dravidian phonemes: vowels, consonants and clusters.

Unit 3: Reconstruction of PDr roots: nouns, pronouns, numerals and verbs.

Reading List:

- Burrow T and Emeneau, M. B. 1961. *Dravidian Etymological Dictionary*. Oxford: Clarendon Press.
- Brain D. Joseph Richard D. Janda. 2017. *The Handbook of Historical Linguistics*. New York: Blackwell Publishing Ltd.
- Caldwell, R. 1856. *A Comparative Grammar of the Dravidian or South Indian Family of Languages*, Madras: Madras University Press.
- Krishnamurti, Bh. 2003. *Dravidian Languages*, Cambridge: Cambridge University Press.
- Sanford B. Steever (ed) 1998. *The Dravidian Languages*. London: Routledge.
- Subrahmanyam, P. S. 2006. Dravidian languages. In *Encyclopaedia of Language & Linguistics* vol. 5, ed. Brown, Pp. 99-103. Elsevier: Amsterdam.
- Subrahmanyam, P. S. 2008. *Dravidian Comparative Grammar-I*. Chennai: Central Institute of Classical Tamil.
- Subrahmanyam, P. S. 2008. *Dravidian Comparative Grammar-I*. Chennai: Central Institute of Classical Tamil.
- Subrahmanyam, P. S. 2013. *The Morphosyntax of Dravidian Languages*. Thiruvananthapuram: Dravidian Linguistics Association.
- Subrahmanyam, P. S. 2015. The Dravidian Family: Characteristics Features. In. *V.I Subramoniam Commemoration Volume - I, Studies on Dravidian* eds. G.K. Panikkar, B.Ramakrishna Reddy, K. Rangan, B.B. Rajapurohit, Pp. 19-42. International School of Dravidian Linguistics: Thiruvananthapuram

EE-10: DECISION MAKING AND MANAGEMENT

The aim of this three credit course is to introduce the importance of decision making side of management to the Students. With this course, the participants will be able to understand the importance of Decision making and use of Language. This is divided into three units

Unit 1: Decision Making: Contexts of static, dynamic, assertive and passive and their combinations.

Unit 2: Conflict: conflict against other social backgrounds. Value Clash, Usability of value clashes.

Unit-3: Importance of Language – assertive language, passive language and their combinations

Reading List

Williams, Chuck. 2008. Management. Mason: South Western Cengage Learning.

EE-11: LANGUAGE FAMILIES

The aim of this course is to give a comprehensive picture on the families of the world languages.

Unit 1: Classification of languages; genetic, language family, linguistic diversity; language diversity, phylogenetic diversity and structural diversity.

Unit 2: Major language families in the world; Indo- European, Sino-Tibetan, Niger-Congo Languages, Afro-Asiatic, Austronesian, Dravidian, Altaic, Japanese-Ryukyuan, Austro-Asiatic, Tai-Kadai

Unit 3: Macro families; linguistic area, India as linguistic area, linguistic diversity; language diversity phylogenetic diversity, and structural diversity

Reading List

Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.), 2013. *Ethnologue: Languages of the World*, Seventeenth edition. Dallas, Texas: SIL International.

Pereltsvaig, Asya. 2012. *Languages of the World: An Introduction*. Cambridge: Cambridge University Press.

Nichols, Johanna. 1996. Linguistic Diversity and the First Settlement of the New World. *Language* 66.3: 475-521.

Brown, Keith & Sarah Ogilvie (eds.). 2009. *Concise Encyclopaedia of Languages of the World*. Amsterdam: Elsevier.

A PANEL OF EXTERNAL EXAMINERS APPROVED FOR EXAMINATIONS

1. Prof. G. Radha Krishna, Dept. Of Linguistics, SV University, Tirupathi – 517202
2. Prof. M. Sreenathan, Dept. Of Linguistics, Malayalam University, Tiruvur –
3. Prof. K. Rajya Rama, CALTS, University of Hyderabad, Hyderabad – 500046
4. Prof. Saranya. Mary, Associate Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
5. Prof. S. Shanavas, Dept. Of Linguistics, University of Kerala, Trivandrum – 695034
6. Dr. K. Parameswari, Assistant Professor CALTS, University of Hyderabad, Hyderabad – 500046
7. Dr. S. Prema, Assistant Professor, Dept. Of Linguistics, University of Kerala, Trivandrum – 695034
8. Dr. S. Themarasu, Asst. Professor, Dept. Of Linguistics, Central University of Kerala, Kasaragod - 671123
9. Dr. Vijaya, Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
10. Dr. Durai, M. Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
11. Dr. K. Kupaswamy, Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
12. Dr. S. Mani Maran, Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
13. Dr. K. Sivakumar, Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
14. Dr. K. Lalitha, Asst. Professor, Dept. of Linguistics, Annamalai University, Annamalai Nagar – 608002
15. Dr. Kunjama, Dept. Of Linguistics, University of Kerala, Trivandrum – 695034
16. 16. Dr. S.Arulmozi, CALTS, University of Hyderabad, Hyderabad- 500046
17. 17. Dr. Swathi, Assistant Professor, Dept.of Linguistics, Osmania University, Hyderabad - 500007
18. 18. Dr. K. Ansari, Assistant Professor, Dept.of Linguistics, Osmania University, Hyderabad - 500007

19. 19. Dr. Sundhara Balu, Assistant Professor, Dept. of Linguistics, Bharathiyar University, Coimbatore - 641046
20. 20. Dr. Sulochana, Assistant Professor, Dept. of Linguistics, ITI, Chennai – 641001
21. 21. Dr. Viswanatha Naidu, Assistant Professor, CALTS, University of Hyderabad, Hyderabad-500046
22. 22. Dr. Praveen, Assistant Professor, Dept. of Linguistics, Banaras Hindu University, Varanasi-
23. 23. Dr. L.Darwin, Assistant Professor, Dept. of Linguistics, University of Kerala, Trivandrum- 695034
24. 24. Dr. Balu Naik, Assistant Professor, Dept. of Linguistics, Osmania University, Hyderabad- 500007
25. Dr. Susheel, Assistant Professor, Dept. of Linguistics, Osmania University, Hyderabad- 500007
26. Dr. Chaitra Puttaswamy, Assistant Professor, Dept. of Humanities and Social Sciences, IIT, Kanpur-

**DIPLOMA COURSE
ON
LANGUAGE AND LAW**

This is a Diploma course. Worth of 05 credits. Weekly five classes. Eligibility: Any first degree holder of any university of our country. Duration: One-semester. The aim of this diploma course is to lay foundations of Contexts of Language and Law. This is divided on to five units.

Unit-01: Introduction: Context – Dynamic and Static. Variables. Language and Law: Maxims.

Unit-02: Meaning of Maxims. Context Maxims. Usage Differences. Importance of Maxims.

Unit- 03: Usages: types, structures and patterns of words and Usages.

Unit- 04: Collocations: Grammatical and non-grammatical collocations

Unit-05: Nature of Language and Law. Reasoning – deduction, inductive and interrelationship between Nature and Reasoning.

Reference:

Collins' Cobuild English Grammar Book. 2017. London: Collins.

Sen, Amit. 1976. Legal Language. Delhi: Bansilal Publications

Tripathi, S.C. 1982. Legal language and General English. Delhi: Bansilal Publishers.

Newman, Richard, K. 1989. Reasoning and Legal Writing. London: OUP

**DIPLOMA COURSE
ON
LANGUAGE IN SCIENCE**

This is a Diploma course. Worth of 04 credits. Weekly five classes. Eligibility: Any first degree holder of any university of our country. Duration: One-semester. The aim of this diploma course is to lay foundations on the importance of contexts of Language and Grammaticality. This is divided on to four units.

Unit -01: Structure 01: Articles – types, Number – types, Adjectives – types. Noun – types.

Unit- 02: Structure 02 Verbs- types. Preposition – types. Adverb – types. Phrasal Verbs – types.

Unit- 03: Combination of Structure 01 and 02. Tense: Types – forms.

Unit- 04: Voice – Types. Active, Passive and their combinations

Reading List

Collins Cobuild Grammar of Modern English. 2015. London: Collins Publishers.



**DEPARTMENT OF DRAVIDIAN
AND COMPUTATIONAL
LINGUISTICS**

**DRAVIDIAN UNIVERSITY,
KUPPAM 517 426**

**MEETING
OF
THE BOARD OF STUDIES**

18-11-2019

MINUTES OF THE BOARD OF STUDIES IN DRAVIDIAN AND COMPUTATIONAL LINGUISTICS HELD AT DRAVIDIAN UNIVERSITY, KUPPAM ON 18-11-2019 AT 11 A.M

MEMBERS PRESENT:

1) Prof. Ganesan Ambedkar -

Ganesan Ambedkar.
18/11/19

2) Prof. M. Hariprasad -

approved by email.

3) Prof. M. Sreenathan -

approved by email.

4) Prof. S. Shanavas -

approved by email.

5) Dr. P. Sreekumar -

[Signature]
18.11.19

6) Dr. P. Sathyanarayana -

7) Dr. M.C. Kesava Murty -

[Signature]
18/11/19

AGENDA

1. Revision of Syllabus for M.A. LINGUISTICS 2019-20 onwards
2. Recognition of External Examiners for examinations
3. Introduction of 02 Diploma courses (1. Language and Law 2. Language in Science)

RESOLUTIONS**The Board of Studies has resolved the following:**

1. 30 marks are assigned to internal assessment and 70 marks to external assessment in all Core and Internal Elective courses.
2. Internal assessment shall have 03 components in all courses. The internal assessment shall consist of 02 assignments (10 marks), 01 test (01 mark questions for 06 (06X01=06), 03 short questions for 03 marks (03X03=09) and 01 Seminar for 05 marks.
3. The internal assessment for the dissertation shall have 02 assignments covering bibliography, review of literature and a topic of the seminar (3X10=30).
4. External Examination for each core courses shall have 02 components, viz..
Part A is of Short answers. There will be 8 questions representing all five units (from the Syllabus) out of which 5 questions should be answered (each carrying 4 marks).
Part B is of Essay Type. There will be 5 questions (with either or options representing all five units) out of which 5 questions should be answered (each carrying 10 marks).
Duration of the exam =3 hours
5. The External Elective (3 Credit Course) shall have 60 marks, out of which 20 marks are assigned to internal assessment (consisting of 5 marks for one assignment, 10 marks for 2 tests and 5 marks for one seminar) and 40 marks to external 01 mark to 05 questions (01X05=05) 04 marks to 05 short answer questions out of 07 (4X5=20) and 02 essays for 15 marks (7.5X02=15) with 'either-or' option.
6. Resolved to empower the internal board of studies consisting of chairperson and one internal member to adjudicate and revise any submitted syllabus in future for the day - today functions of the university.
7. Resolved to approve the panel of external examiners for the Department of Dravidian and Computational Linguistics
8. Resolved to approve duration, eligibility and syllabus of the following diploma courses:
 - a) Language and Law (Diploma Course)
 - b) Language in Science (Diploma Course)



DRAVIDIAN UNIVERSITY
SRINIVASAVANAM, KUPPAM - 517 426.

DEPARTMENT OF BIOTECHNOLOGY
SCHOOL OF HERBAL STUDIES AND NATURO SCIENCES

20-11-2019.

MINUTES OF THE MEETING

The minutes of the meeting of the Board of Studies in Biotechnology held on 20-11-2019 in Department of Biotechnology, Dravidian University, Kuppam with the following members.

1. Prof. C. Varadarajulu Naidu, - Chairman
Department of Biotechnology
Dravidian University
Kuppam - 517426, A.P., India
Ph: 9949632093.
Email: challagundlav@yahoo.co.in
2. Head, - Ex-officio member
Department of Biotechnology
Dravidian University
Kuppam - 517426, A.P., India
Email: dubiotechnology@gmail.com
3. Dr. M.Mastan - Member
Associate Professor
Department of Biotechnology
Dravidian University
Kuppam - 517426, A.P., India
Ph: 9949274182
Email:mastanmadhav@yahoo.co.in
4. Prof. R. Usha - Member
Department of Biotechnology
Sri Padmavathi Mahila University
Tirupati, A.P.
Ph: 9704704646
5. Prof. K.A. Ravisha - Member *Not attended*
Department of Botany
Mysore University
Mysore.K.A.
Ph: 9845481329
Email:karaveesha@gmail.com@gmail.com
6. Prof. Ch. Appa Rao - Member *Not attended*
Department of Biochemistry
Sri Venkateswara University
Tirupati - 517502, A.P., India
Ph: 9448133554
Email: srkbuz@ymail.com

- 7. Mr. B. Gangi Reddy - Member
 Managing Director
 Ratna Biotech Pvt. Ltd.
 Kolamasana Palli Village & Post,
 Palamaner, Chittoor (Dt) - 517432
 Ph: 9347383024
 Email: rathnabiotech@yahoo.co.in
- 8. Special Invitee - Member
 Biocan Bangalore
- 9. Top Ranking Student (Male) - Member
 Mr. R. Thirumalesh
- 10. Top Ranking Student (Female) - Member
 Ms. C. Jhansi Rani

The committee thoroughly prepared the contents of the syllabi for the theory and practicals of I, II, III & IV semesters of M.Sc. Biotechnology course under CBCS System and also recommended books for the course. The committee finalized the list of examiners/ papers for I, II, III & IV semesters of M.Sc. Biotechnology which will be commenced from the academic year 2020-21.

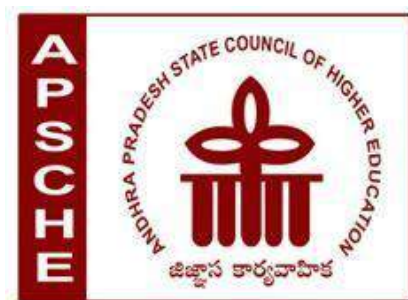
Resolutions:

1. Resolved to approve the syllabi of theory and practicals for M.Sc. Biotechnology course under CBCS system.
2. Resolved to approve the list of examiners/ papers setters, grading systems and also the model question papers for Biotechnology course for the academic year from 2020-21.
3. Resolved to recommended M.Sc. Biotechnology course as independent Department under self-finance mode
4. Resolved to recommend to introduce certificate courses such as Organic farming and Dravidian Herbal Medicine through distance mode.
5. Resolved to recommend to introduce M.Sc. two year Programme through distance mode with same syllabi and practical examinations for all the semesters should be conducted in the Department of Biotechnology, Dravidian University Kuppam only.

[Handwritten signature]
 B. Gangi Reddy

B. Gangi Reddy
 20/11/19

[Handwritten signature]
 20/11/19



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

3rd, 4th and 5th floors, Neeladri Towers, Sri Ram Nagar, 6th Battalion Road,
Atmakur(V), Mangalagiri(M), Guntur-522 503, Andhra Pradesh
Web: www.apsche.org **Email:** acapsche@gmail.com

REVISED SYLLABUS OF B.Sc. (ZOOLOGY) UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

ZOOLOGY

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities &
Model Q.P.)*

For Fifteen Courses of 1, 2, 3 & 4 Semesters)

(To be Implemented from 2020-21 Academic Year)

Structure of ZOOLOGY Syllabus

(Under CBCS for 4-year B.Sc. Hons. Programme)

(With domain subject covered during the first 4 Semesters with 5 Courses)

YEAR	SEM	PAPER	TITLE	MARKS (100)		CREDITS
				MID SEMESTER	END SEMESTER	
I	I	I	Animal Diversity – I Biology of Non-Chordates	25	75	04
			Practical - I	25	75	01
	II	II	Animal Diversity – II Biology of Chordates	25	75	04
			Practical - II	25	75	01
II	III	III	Cell biology, Genetics, Molecular Biology & Evolution	25	75	04
			Practical - III	25	75	01
	IV	IV	Physiology, Cellular Metabolism & Embryology	25	75	04
			Practical - IV	25	75	01
		V	Immunology & Animal Biotechnology	25	75	04
			Practical - V	25	75	01

PROGRAMME: FOUR-YEAR B.Sc. Hons.

(With Chemistry, Botany and Zoology Disciplines)

As per the **National Education Policy, 2019** the **outcomes of Higher Education** include increased critical thinking abilities, higher order thinking and deeper learning, mastery of content, problem solving, team work and communication skills besides general engagement and enjoyment of learning including systematic research in India.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study.

Programme Educational Objectives (PEOs):

PEO1 Higher Education: Empower students to pursue higher studies in various fields of Biology and Chemistry.

PEO2 Career: Enable students to pursue careers in Chemical, Biological and related fields as demonstrated by professional success at positions within industry, government, or academia.

PEO3 Social responsibility: Enable students to exhibit professionalism, ethical attitude, communication skills and team work in their profession.

Program Outcomes (POs):

The Learning Outcomes of the programme could be in consonance with the Bloom's Taxonomy, which includes –

1. Remember (Lower order)
2. Understand (Lower Order)
3. Apply (Lower Order)
4. Analyze (Higher Order)

5. Evaluate & Problem Solving (Higher Order)
6. Create (Higher Order)

PO1 Critical thinking: Able to understand and utilize the principles of scientific enquiry, think analytically, clearly and evaluate critically while solving problems and making decisions during biological study.

PO2 Effective communication: Able to formally communicate Scientific ideas and investigations of the biology discipline to others using both oral and written communication skills.

PO3 Social interaction: Able to develop individual behaviour and influence society and social structure.

PO4 Effective citizenship: Able to work with a sense of responsibility towards social awareness and follow the ethical standards in the society.

PO5 Ethics: Ability to demonstrate and discuss ethical conduct in scientific activities.

PO6 Environment and Sustainability : Able to understand the impact of biological science in societal and environmental contexts and demonstrate the knowledge for sustainable development.

PO7 Self-directed and life-long learning: Able to recognize the need of life-long learning and engage in research and self-education.

Domain Subject: ZOOLOGY

*(Syllabus with Outcomes, Co-curricular Activities, References & Model Q.P
for Five Courses of 1, 2, 3, 4 & 5 Semesters)*

“The domain subject “Zoology”, embracing the fields of Animal diversity, Cell biology, Genetics, evolution, Animal physiology, Biochemistry, Embryology, Immunology, Molecular biology and Ecology gives the student a broad understanding of faunal diversity, various life processes involved in the development of an animal, its functioning, its response to environmental stimuli, molecular basis of life, new technological approach towards life, an insight for the lecturer into research and responsibility of the student towards environment”.

GENERAL CURRICULAR ACTIVITIES

➤ Lecturer-based:

- 1) **Class-room activities:** Organization of Group discussions, question-answer sessions, scientific observations, use of audio-visual aids, guidance programmes, examination and evaluation work (scheduled and surprise tests), quizzes, preparation of question banks, student study material, material for PG entrance examinations etc.
- 2) **Library activities:** Reading books and magazines taking notes from prescribed and reference books and preparation of notes on lessons as per the syllabus; Reading journals and periodicals pertaining to different subjects of study; Making files of news-paper cuttings etc.
- 3) **Lab activities:** Organization of practicals, maintenance of lab attendance registers/log registers, maintenance of glassware and chemicals
- 4) **Activities in the Seminars, workshops and conferences:** Organization of at least one seminar/workshop/conference per academic year either on academic/research aspects and inculcate research spirit among students
- 5) **Research activities:** Student study projects (General / RBPT model), Minor or Major research projects, Research guidance to research scholars, Publication of research articles/papers (at least one in 2 years) in UGC-recognized journals, Registration in Vidwan/Orcid/Scopus/Web of Science
- 6) **Smart Classroom Activities:** Organization of Departmental WhatsApp groups, Ed Modo groups/Google Class Rooms/Adobe Spark groups for quick delivery of the subject; Preparation of Moocs content & presentation tube lessons by trained lecturers; Using smart/digital/e- class rooms (mandarory) wherever present; Utilization of youtube videos (subject to copy rights) etc.

➤ **Student-based:**

- 1) **Class-room activities:** Power point presentations, seminars, assignments
- 2) **Library activities:** Visit to library during library hour and preparation of notes
- 3) **Lab activities:** Maintenance of observation note book and record, keeping lab clean and tidy
- 4) **Activities in the Seminars, workshops and conferences:**
Participation/presentation in seminar/workshop/conference

CO-CURRICULAR ACTIVITIES

OBJECTIVES:

The co-curricular activities are aimed at strengthening the theoretical knowledge with an activity related to the content taught in the class room. The aesthetic development, character building, spiritual growth, physical growth, moral values, creativity of the student.

The different types of co-curricular activities relevant to Zoology domain are listed below:

➤ **Academic - based**

- Preparation of Charts/Clay or Thermocol Models
- Debates, Essay Writing Competitions
- Group Discussions
- Departmental (Zoology) magazine
- Formation of Book clubs
- Animal album-making
- Viva-Voce

➤ **Lab/Research –based**

- Digital dissections
- Field Visit/Excursions/Zoological Tours and submission of report
- Training at research centres (aquaculture/apiculture/sericulture etc.)
- Exposure to scientific instruments and hands-on experience

➤ **Value - based**

- Organization of first-aid camp, swachhbharat, cleanliness week, girl-child importance, Nutrition and health awareness etc.

➤ **Observation of Days of National/International Importance**

World Cancer Day (February 4 th)	International Biological Diversity Day (May 22 nd)
Darwin Day (February 12 th)	World Turtle Day (May 23 rd)
National Science Day (Feb 28 th)	World blood Donor Day (June 14 th)
World Wildlife day (March 3 rd)	World Zoonoses Day (July 6 th)
National Vaccination Day (March 16 th)	World Mosquito Day (August 20 th)
World Health Day (April 7 th)	World Turtle Day (May 23 rd)
Earth Day (April 22 nd)	World Mosquito Day (August 20 th)
Malaria Day (April 25 th)	World Animal day (October 4 th)
World Hepatitis Day (May 19 th)	World Immunization Day (November 10 th)

AP STATE COUNCIL OF HIGHER EDUCATION

w.e.f. 2020-21 (Revised in April, 2020)

ZOOLOGY – SEMESTER I

PAPER – I: ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES

HOURS: 60 (5X12)

Max. Marks: 100

Course Outcomes: By the completion of the course the graduate should able to –

- CO1** Describe general taxonomic rules on animal classification
- CO2** Classify Protozoa to Coelenterata with taxonomic keys
- CO3** Classify Phylum Platy heminthes to Annelida phylum using examples from parasitic adaptation and vermin composting
- CO4** Describe Phylum Arthropoda to Mollusca using examples and importance of insects and Molluscans
- CO5** Describe Echinodermata to Hemi chordata with suitable examples and larval stages in relation to the phylogeny

Learning objectives

1. To understand the taxonomic position of protozoa to helminthes.
2. To understand the general characteristics of animals belonging to protozoa to hemichordata.
3. To understand the structural organization of animals phylum from protozoa to hemichordata.
4. To understand the origin and evolutionary relationship of different phyla from protozoa to hemichordata.
5. To understand the origin and evolutionary relationship of different phylum from annelids to hemichordates.

ZOOLOGY SYLLABUS FOR I SEMESTER

PAPER – I: ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES

HOURS:60 (5X12)

Max. Marks: 100

UNIT I

1.1 Principles of Taxonomy – Binomial nomenclature – Rules of nomenclature

1.2 Whittaker's five kingdom concept and classification of Animal Kingdom.

Phylum Protozoa

1.3 General Characters and classification of protozoa up to classes with suitable examples

1.4 Locomotion, nutrition and reproduction in Protozoans

1.5 *Elphidium* (type study)

UNIT –II

Phylum Porifera

2.1 General characters and classification up to classes with suitable examples

2.2 Skeleton in Sponges

2.3 Canal system in sponges

Phylum Coelenterata

2.4 General characters and classification up to classes with suitable examples

2.5 Metagenesis in *Obelia*

2.6 Polymorphism in coelenterates

2.7 Corals and coral reefs

Phylum Ctenophora :

2.8 General Characters and Evolutionary significance (affinities)

Unit – III

Phylum Platyhelminthes

3.1 General characters and classification up to classes with suitable examples

3.2 Life cycle and pathogenicity of *Fasciola hepatica*

3.3 Parasitic Adaptations in helminthes

Phylum Nemathelminthes

3.4 General characters and classification up to classes with suitable examples

3.5 Life cycle and pathogenecity of *Ascarislumbricoides*

Unit – IV

Phylum Annelida

4.1 General characters and classification up to classes with suitable examples

4.2 Evolution of Coelom and Coelomoducts

4.3 Vermiculture - Scope, significance, earthworm species, processing,
Vermicompost, economic importance of vermicompost

Phylum Arthropoda

4.4 General characters and classification up to classes with suitable examples

4.5 Vision and respiration in Arthropoda

4.6 Metamorphosis in Insects

4.7 *Peripatus* - Structure and affinities

4.8 Social Life in Bees and Termites

Unit – V

Phylum Mollusca

5.1 General characters and classification up to classes with suitable examples

5.2 Pearl formation in Pelecypoda

5.3 Sense organs in Mollusca

Phylum Echinodermata

5.4 General characters and classification up to classes with suitable examples

5.5 Water vascular system in star fish

5.6 Larval forms of Echinodermata

Phylum Hemichordata

5.7 General characters and classification up to classes with suitable examples

5.8 *Balanoglossus* - Structure and affinities

Co-curricular activities (suggested)

- Preparation of chart/model of phylogenic tree of life, 5-kingdom classification, *Elphidium* life cycle etc.
- Visit to Zoology museum or Coral island as part of Zoological tour
- Charts on life cycle of *Obelia*, polymorphism, sponge spicules
- Clay models of canal system in sponges
- Preparation of charts on life cycles of *Fasciola* and *Ascaris*
- Visit to adopted village and conducting awareness campaign on diseases, to people as part of Social Responsibility.
- Plaster-of-paris or Thermocol model of *Peripatus*
- Construction of a vermicompost in each college, manufacture of manure by students and donating to local farmers
- Models of compound eye, bee hive and terminarium (termitaria) by students
- Visit to apiculture centre and short-term training as part of apprenticeship programme of the govt. Of Andhra Pradesh
- Chart on pearl forming layers using clay or Thermocol
- Visit to a pearl culture rearing industry/institute
- Live model of water vascular system
- Phylogeny chart on echinoderm larvae and their evolutionary significance
- Preparation of charts depicting the feeding mechanism, 3 coeloms, tornaria larva etc., of *Balanoglossus*

REFERENCE BOOKS

1. **L.H. Hyman** '*The Invertebrates*' Vol I, II and V. – M.C. Graw Hill Company Ltd.
2. **Kotpal, R.L. 1988 - 1992** Protozoa, Porifera, Coelenterata, Helminthes, Arthropoda, Mollusca, Echinodermata. Rastogi Publications, Meerut.
3. **E.L. Jordan and P.S. Verma** '*Invertebrate Zoology*' S. Chand and Company.
4. **R.D. Barnes** '*Invertebrate Zoology*' by: W.B. Saunders CO., 1986.
5. **Barrington. E.J.W.**, '*Invertebrate structure and Function*' by ELBS.
- 6 **P.S. Dhami and J.K. Dhami.** Invertebrate Zoology. S. Chand and Co. New Delhi.
7. **Parker, T.J. and Haswell**'*A text book of Zoology*' by, W.A., Mac Millan Co. London.
8. **Barnes, R.D. (1982).** *Invertebrate Zoology, V Edition*"

ZOOLOGY MODEL PAPER FOR I SEMESTER

ZOOLOGY - PAPER - I

ANIMAL DIVERSITY – BIOLOGY OF NONCHORDATES

Time : 3 hrs

Max. Marks : 75

I. Answer any FIVE of the following :

5x5=25

Draw labeled diagrams wherever necessary

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II. Answer any FIVE of the following:

5x10=50

Draw labeled diagrams wherever necessary

9.

OR

10.

OR

11.

OR

12.

OR

13.

OR

□□□□□

ZOOLOGY PRACTICAL SYLLABUS FOR I SEMESTER

ZOOLOGY - PAPER - I

ANIMAL DIVERSITY - BIOLOGY OF NONCHORDATES

Periods: 24

Max. Marks: 50

Learning Outcomes:

- To understand the importance of preservation of museum specimens
- To identify animals based on special identifying characters
- To understand different organ systems through demo or virtual dissections
- To maintain a neat, labeled record of identified museum specimens

Syllabus :

1. Study of museum slides / specimens / models (Classification of animals up to orders)

Protozoa: *Amoeba, Paramecium, Paramecium Binary fission and Conjugation, Vorticella, Entamoeba histolytica, Plasmodium vivax*

Porifera: *Sycon, Spongilla, Euspongia, Sycon- T.S & L.S, Spicules, Gemmule*

Coelenterata: *Obelia – Colony & Medusa, Aurelia, Physalia, Velella, Corallium, Gorgonia, Pennatulav.*

Platyhelminthes: *Planaria, Fasciola hepatica, Fasciolalarval forms – Miracidium, Redia, Cercaria, Echinococcus granulosus, Taenia solium, Schistosoma haematobium*

Nemathelminthes: *Ascaris (Male & Female), Dracunculus, Ancylostoma, Wuchereria*

Annelida: *Nereis, Aphrodite, Chaetopterus, Hirudinaria, Trochophore larva*

Arthropoda: *Cancer, Palaemon, Scorpion, Scolopendra, Sacculina, Limulus, Peripatus, Larvae - Nauplius, Mysis, Zoea, Mouth parts of male & female Anopheles and Culex, Mouthparts of Housefly and Butterfly. xiii.*

Mollusca: *Chiton, Pila, Unio, Pteredo, Murex, Sepia, Loligo, Octopus, Nautilus, Glochidium larva*

Echinodermata: *Asterias, Ophiothrix, Echinus, Clypeaster, Cucumaria, Antedon,*
Bipinnaria larva

Hemichordata: *Balanoglossus, Tornaria* larva

2. Dissections:

1. Prawn: Appendages, Digestive system, Nervous system, Mounting of Statocyst

2. Insect Mouth Parts

3. Laboratory Record work shall be submitted at the time of practical examination

4. An “**Animal album**” containing photographs, cut outs, with appropriate write up about the above mentioned taxa. Different taxa/ topics may be given to different sets of students for this purpose

5. Computer - aided techniques should be adopted or show virtual dissections

REFERENCE MANUALS:

1. Practical Zoology- Invertebrates S.S. Lal

2. Practical Zoology - Invertebrates P.S. Verma

3. Practical Zoology - Invertebrates K.P. Kurl

4. Ruppert and Barnes (2006) Invertebrate Zoology, 8th Edition, Holt Saunders International Edition

AP STATE COUNCIL OF HIGHER EDUCATION

w.e.f. 2020-21 (Revised in April, 2020)

ZOOLOGY –SEMESTER II

PAPER – II: ANIMAL DIVERSITY – BIOLOGY OF CHORDATES

HOURS :60 (5X12)

Max. Marks:100

Course Outcomes:

By the completion of the course the graduate should able to -

- CO1** Describe general taxonomic rules on animal classification of chordates
- CO2** Classify Protochordata to Mammalia with taxonomic keys
- CO3** Understand Mammals with specific structural adaptations
- CO4** Understand the significance of dentition and evolutionary significance
- CO5** Understand the origin and evolutionary relationship of different phyla from Protochordata to mammalia.

Learning objectives

1. To understand the animal kingdom .
2. To understand the taxonomic position of Protochordata to Mammalia.
3. To understand the general characteristics of animals belonging to Fishes to Reptilians.
4. To understand the body organization of Chordata.
5. To understand the taxonomic position of Protherian mammals.

ZOOLOGY SYLLABUS FOR II SEMESTER

PAPER – II: ANIMAL DIVERSITY – BIOLOGY OF CHORDATES

HOURS: 60 (5X12)

Max. Marks: 100

Unit - I

- 1.1 General characters and classification of Chordata upto classes
- 1.2 Protochordata- Salient features of Cephalochordata , Affinities of Cephalochordata.
- 1.3 Salient features of Urochordata
- 1.4 Structure and life history of *Herdmania*
- 1.5 Retrogressive metamorphosis –Process and Significance

Unit - II

- 2.1 Cyclostomata, General characters, Comparison of *Petromyzon* and *Myxine*
- 2.2 Pisces : General characters of Fishes
- 2.3 *Scoliodon*: External features, Digestive system, Respiratory system, Structure and function of Heart, Structure and functions of the Brain.
- 2.4 Migration in Fishes
- 2.5 Types of Scales
- 2.6 Dipnoi

Unit - III

- 3.1 General characters of Amphibia
- 3.2 Classification of Amphibia up to orders with examples.
- 3.3 *Rana hexadactyla*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and functions of the Brain
- 3.4 Reptilia: General characters of Reptilia, Classification of Reptilia upto orders with examples
- 3.5 *Calotes*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and function of Brain
- 3.6 Identification of Poisonous snakes and Skull in reptiles

Unit - IV

- 4.1 Aves General characters of Aves
- 4.2 *Columba livia*: External features, Digestive system, Respiratory system, Structure and function of Heart, structure and function of Brain
- 4.3 Migration in Birds
- 4.4 Flight adaptation in birds

Unit - V

- 5.1 General characters of Mammalia
- 5.2 Classification of Mammalia upto sub - classes with examples
- 5.3 Comparison of Prototherians, Metatherians and Eutherians
- 5.4 Dentition in mammals

Co-curricular activities (suggested)

- Preparation of charts on Chordate classification (with representative animal photos) and retrogressive metamorphosis
- Thermocol or Clay models of Herdmania and Amphioxus
- Visit to local fish market and identification of local cartilaginous and bony fishes
- Maintaining of aquarium by students
- Thermocol model of fish heart and brain
- Preparation of slides of scales of fishes
- Visit to local/nearby river to identify migratory fishes and prepare study notes
- Preparation of Charts on above topics by students (Eg: comparative account of vertebrate heart/brain/lungs, identification of snakes etc.)
- Collecting and preparation of Museum specimens with dead frogs/snakes/lizards etc., and/or their skeletons
- Additional input on types of snake poisons and their antidotes (student activity).
- Collection of bird feathers and submission of report on Plumology
- Taxidermic preparation of dead birds for Zoology museum
- Map pointing of prototherian and metatherian mammals
- Chart preparation for dentition in mammals

REFERENCE BOOKS

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- Arumugam, N. Chordate Zoology, Vol. 2. SarasPlublication. 278 pages. 200 figs.
- A.J. Marshall, 1995. Textbook of zoology, Vertebrates. (The McMillan Press Ltd., UK). 852 pages. (Revised edition of Parker & Haswell, 1961).
- M. EkambaranathaAyyar, 1973. A manual of zoology. Part II. (S. ViswanathanPvt. Ltd., Madras).
- P.S. Dhami & J.K. Dhami, 1981. Chordate zoology. (R. Chand & Co.). 550 pages.
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- A.K. Sinha, S. Adhikari & B.B. Ganguly, 1978. Biology of animals. Vol. II. Chordates. (New Central Book Agency, Calcutta). 560 pages.
- R.L. Kotpal, 2000. Modern textbook of zoology, Vertebrates. (Rastogi Publ., Meerut). 632 pages.
- E.L. Jordan & P.S. Verma, 1998. Chordate zoology. (S. Chand & Co.). 1092 pages.
- G.S. Sandhu, 2005. Objective Chordate Zoology. Campus Books, vii, 169 pp.
- Sandhu, G.S. & H. Bhaskar, H. 2004. Textbook of Chordate Zoology. Campus Books, 2 vols., xx, 964 p., figs.
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ZOOLOGY MODEL PAPER FOR II SEMESTER

ZOOLOGY - PAPER - II

ANIMAL DIVERSITY – BIOLOGY OF CHORDATES

Time: 3 hrs

Max. Marks: 75

I. Answer any FIVE of the following:

5x5=25

Draw labeled diagrams wherever necessary

1. *Amphioxus*
2. Placoid scale
3. Quill feather
4. Prototheria
5. Anadromous migration
6. *Draco*
7. Emu
8. Apoda

II. Answer any FIVE of the following:

5x10=50

Draw labeled diagrams wherever necessary

9. Explain the life history of *Herdmania*

OR

Explain the origin and general characters of chordates

10. Compare the characters of *Petromyzon* and *Myxine*

OR

Describe the structure of heart of *Scoliodon*

11. Describe the brain of *Rana hexadactyla*

OR

Explain the external features of *Calotes*

12. Write an essay on flight adaptations in birds

OR

Explain the respiratory system of *Columba livia*

13. Compare the characters of Metatheria and Eutheria

OR

Write an essay on dentition in mammals

□□□□□

ZOOLOGY PRACTICAL SYLLABUS FOR II SEMESTER

ZOOLOGY - PAPER - II

ANIMAL DIVERSITY - BIOLOGY OF CHORDATES

Periods: 24

Max. Marks: 50

Learning Outcomes:

- To understand the taxidermic and other methods of preservation of chordates
- To identify chordates based on special identifying characters
- To understand internal anatomy of animals through demo or virtual dissections, thus directing the student for “empathy towards the fellow living beings”
- To maintain a neat, labeled record of identified museum specimens

OBSERVATION OF THE FOLLOWING SLIDES / SPOTTERS / MODELS

1. Protochordata :*Herdmania, Amphioxus, Amphioxus* T.S through pharynx.
2. Cyclostomata :*Petromyzon and Myxine*.
3. Pisces : *Pristis, Torpedo, Hippocoampus, Exocoetus, Echeneis, Labeo, Catla, Clarius, Channa, Anguilla*.
4. Amphibia :*Ichthyophis, Amblystoma, Axolotl larva, Hyla*,
5. Reptilia: *Draco, Chamaeleon, Uromastix, Testudo, Trionyx, Russels viper, Naja, Krait, Hydrophis, Crocodile*.
6. Aves : *Psittacula, Eudynamis, Bubo, Alcedo*.
7. Mammalia: *Ornithorhynchus, Pteropus, Funambulus*.

Dissections-

1. *Scoliodon* IX and X, Cranial nerves
2. *Scoliodon* Brain
3. Mounting of fish scales

Note: 1. Dissections are to be demonstrated only by the faculty or virtual.

2. Laboratory Record work shall be submitted at the time of practical examination.

REFERENCE BOOKS:

1. S.S.Lal, Practical Zoology – Vertebrata
2. P.S.Verma, A manual of Practical Zoology – Chordata

AP STATE COUNCIL OF HIGHER EDUCATION

w.e.f. 2020-21 (Revised in April, 2020)

ZOOLOGY – SEMESTER III

**PAPER – III: CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND
EVOLUTION**

HOURS:60 (5X12)

Max. Marks:100

Course Outcomes:

The overall course outcome is that the student shall develop deeper understanding of what life is and how it functions at cellular level. This course will provide students with a deep knowledge in Cell Biology, Animal Biotechnology and Evolution and by the completion of the course the graduate shall able to –

- CO1** To understand the basic unit of the living organisms and to differentiate the organisms by their cell structure.
- CO2** Describe fine structure and function of plasma membrane and different cell organelles of eukaryotic cell.
- CO3** To understand the history of origin of branch of genetics, gain knowledge on heredity, interaction of genes, various types of inheritance patterns existing in animals
- CO4** Acquiring in-depth knowledge on various aspects of genetics involved in sex determination, human karyotyping and mutations of chromosomes resulting in various disorders
- CO5** Understand the central dogma of molecular biology and flow of genetic information from DNA to proteins.
- CO6** Understand the principles and forces of evolution of life on earth, the process of evolution of new species and apply the same to develop new and advanced varieties of animals for the benefit of the society

Learning Objectives

- To understand the origin of cell and distinguish between prokaryotic and eukaryotic cell
- To understand the role of different cell organelles in maintenance of life activities
- To provide the history and basic concepts of heredity, variations and gene interaction
- To enable the students distinguish between polygenic, sex-linked, and multiple allelic modes of inheritance.
- To acquaint student with basic concepts of molecular biology as to how characters are expressed with a coordinated functioning of replication, transcription and translation in all living beings
- To provide knowledge on origin of life, theories and forces of evolution
- To understand the role of variations and mutations in evolution of organisms

ZOOLOGY SYLLABUS FOR III SEMESTER
PAPER – III: CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND
EVOLUTION

HOURS: 60 (5X12)

Max. Marks: 100

Unit – I Cell Biology

- 1.1 Definition, history, prokaryotic and eukaryotic cells, virus, viroids, mycoplasma
- 1.2 Electron microscopic structure of animal cell.
- 1.3 Plasma membrane –Models and transport functions of plasma membrane.
- 1.4 Structure and functions of Golgi complex, Endoplasmic Reticulum and Lysosomes
- 1.5 Structure and functions of Ribosomes, Mitochondria, Nucleus, Chromosomes

(Note: 1. General pattern of study of each cell organelle – Discovery, Occurrence, Number, Origin, Structure and Functions with suitable diagrams)
2. Need not study cellular respiration under mitochondrial functions)

Unit – II Genetics - I

2. 1 Mendel's work on transmission of traits
2. 2 Gene Interaction – Incomplete Dominance, Codominance, Lethal Genes
2. 3 Polygenes (General Characteristics & examples); Multiple Alleles (General Characteristics and Blood group inheritance)
2. 4 Sex determination (Chromosomal, Genic Balance, Hormonal, Environmental and Haplo-diploidy types of sex determination)
2. 5 Sex linked inheritance (X-linked, Y-linked & XY-linked inheritance)

Unit – III Genetics - II

- 3.1 Mutations & Mutagenesis
- 3.2 Chromosomal Disorders (Autosomal and Allosomal)
- 3.3 Human Genetics – Karyotyping, Pedigree Analysis (basics)
- 3.4 Basics on Genomics and Proteomics

UNIT IV: Molecular Biology

- 4.1 Central Dogma of Molecular Biology

4.2 Basic concepts of -

- a. DNA replication – Overview (Semi-conservative mechanism, Semi-discontinuous mode, Origin & Propagation of replication fork)
- b. Transcription in prokaryotes – Initiation, Elongation and Termination, Post-transcriptional modifications (basics)
- c. Translation – Initiation, Elongation and Termination

4.3 Gene Expression in prokaryotes (Lac Operon); Gene Expression in eukaryotes

Unit - V

5.1 Origin of life

5.2 Theories of Evolution: Lamarckism, Darwinism, Germ Plasm Theory, Mutation Theory

5.3 Neo-Darwinism: Modern Synthetic Theory of Evolution, Hardy-Weinberg Equilibrium

5.4 Forces of Evolution: Isolating mechanisms, Genetic Drift, Natural Selection, Speciation

Co-curricular activities (Suggested)

- Model of animal cell
- Working model of mitochondria to encourage creativity among students
- Photo album of scientists of cell biology
- Charts on plasma membrane models/cell organelles
- Observation of Mendelian / Non-Mendelian inheritance in the plants of college botanical garden or local village as a student study project activity
- Observation of blood group inheritance in students, from their parents and grand parents
- Karyotyping and preparation of pedigree charts for identifying diseases in family history
- Charts on chromosomal disorders
- Charts on central dogma/lac operon/genetic code
- Model of semi-conservative model of DNA replication
- Model of tRNA and translation mechanism
- Power point presentation of transcription or any other topic by students
- Draw geological time scale and highlight important events along the time line

- Chart on industrial melanism to teach directed selection, Darwin's finches to teach genetic drift, collection of data on weight of children born in primary health centres to teach stabilizing selection etc.

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2. Cell Biology by De Robertis
3. Bruce Alberts, Molecular Biology of the Cell
4. Rastogi, Cytology
5. Varma & Aggarwal, Cell Biology
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17. Douglas, J. Futuyma (1997). Evolutionary Biology. Sinauer Associates.
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20. Jan M. Savage. Evolution, 2nd ed, Oxford and IBH Publishing Co., New Delhi.
21. Gupta P.K., 'Genetics

ZOOLOGY MODEL PAPER FOR III SEMESTER

ZOOLOGY - PAPER - III

CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND EVOLUTION

Time : 3 hrs

Max. Marks : 75

I. Answer any FIVE of the following :

5x5=25

Draw labeled diagrams wherever necessary

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II. Answer any FIVE of the following:

5x10=50

Draw labeled diagrams wherever necessary

9.

OR

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OR

□□□□□

ZOOLOGY PRACTICAL SYLLABUS FOR III SEMESTER

ZOOLOGY - PAPER - III

CELL BIOLOGY, GENETICS, MOLECULAR BIOLOGY AND EVOLUTION

Periods: 24

Max. Marks: 50

Learning Objectives:

- Acquainting and skill enhancement in the usage of laboratory microscope
- Hands-on experience of different phases of cell division by experimentation
- Develop skills on human karyotyping and identification of chromosomal disorders
- To apply the basic concept of inheritance for applied research
- To get familiar with phylogeny and geological history of origin & evolution of animals

I. Cell Biology

1. Preparation of temporary slides of Mitotic divisions with onion root tips
2. Observation of various stages of Mitosis and Meiosis with prepared slides
3. Mounting of salivary gland chromosomes of *Chironomus*

II. Genetics

1. Study of Mendelian inheritance using suitable examples and problems
2. Problems on blood group inheritance and sex linked inheritance
3. Study of human karyotypes (Down's syndrome, Edwards, syndrome, Patau syndrome, Turner's syndrome and Klinefelter syndrome)

III. Evolution

1. Study of fossil evidences
2. Study of homology and analogy from suitable specimens and pictures
3. Phylogeny of horse with pictures
4. Study of Genetic Drift by using examples of Darwin's finches (pictures)
5. Visit to Natural History Museum and submission of report

REFERENCE BOOKS

1. Burns GW. 1972. *The Science of Genetics. An Introduction to Heredity*. Mac Millan Publ. Co.Inc.
2. Gardner EF. 1975. *Principles of Genetics*. John Wiley & Sons, Inc. New York.
3. Harth and Jones EW. 1998. *Genetics – Principles and Analysis*. Jones and BarHett Publ. Boston.
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AP STATE COUNCIL OF HIGHER EDUCATION

w.e.f. 2020-21 (Revised in April, 2020)

ZOOLOGY – SEMESTER IV

**PAPER – IV: ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND
EMBRYOLOGY**

HOURS : 60 (5X12)

Max. Marks: 100

Course Outcomes:

This course will provide students with a deep knowledge in Physiology, Cellular metabolism and Molecular Biology and by the completion of the course the graduate shall able to –

CO1 Understand the functions of important animal physiological systems including digestion, cardio-respiratory and renal systems.

CO2 Understand the muscular system and the neuro-endocrine regulation of animal growth, development and metabolism with a special knowledge of hormonal control of human reproduction.

CO3 Describe the structure, classification and chemistry of biomolecules and enzymes responsible for sustenance of life in living organisms

CO4 Develop broad understanding the basic metabolic activities pertaining to the catabolism and anabolism of various biomolecules

CO5 Describe the key events in early embryonic development starting from the formation of gametes upto gastrulation and formation of primary germ layers.

Learning Objectives

- To achieve a thorough understanding of various aspects of physiological systems and their functioning in animals.
- To instil the concept of hormonal regulation of physiology, metabolism and reproduction in animals.
- To understand the disorders associated with the deficiency of hormones
- To demonstrate a thorough knowledge of the intersection between the disciplines of Biology and Chemistry.
- To provide insightful knowledge on the structure and classification of carbohydrates, proteins, lipids and enzymes
- To demonstrate an understanding of fundamental biochemical principles such as the function of biomolecules, metabolic pathways and the regulation of biochemical processes
- To make students gain proficiency in laboratory techniques in biochemistry and orient them to apply the scientific method to the processes of experimentation and hypothesis testing.

ZOOLOGY SYLLABUS FOR IV SEMESTER
PAPER – IV: ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND
EMBRYOLOGY

HOURS: 60 (5X12)

Max. Marks: 100

UNIT I Animal Physiology - I

1.1 Process of digestion and assimilation

1.2 Respiration - Pulmonary ventilation, transport of oxygen and CO₂

(Note: Need not study cellular respiration here)

1.3 Circulation - Structure and functioning of heart, Cardiac cycle

1.4 Excretion - Structure and functions of kidney urine formation, counter current
Mechanism

UN IT II Animal Physiology - II

2.1 Nerve impulse transmission - Resting membrane potential, origin and propagation of action potentials along myelinated and non-myelinated nerve fibers

2.2 Muscle contraction - Ultra structure of muscle, molecular and chemical basis of muscle contraction

2.3 Endocrine glands - Structure, functions of hormones of pituitary, thyroid, parathyroid, adrenal glands and pancreas

2.4 Hormonal control of reproduction in a mammal

UNIT III Cellular Metabolism – I (Biomolecules)

3.1 Carbohydrates - Classification of carbohydrates. Structure of glucose

3.2 Proteins - Classification of proteins. General properties of amino acids

3.3 Lipids - Classification of lipids

3.4 Enzymes: Classification and Mechanism of Action

UNITIV Cellular Metabolism – II

4.1 Carbohydrate Metabolism - Glycolysis, Krebs cycle, Electron Transport Chain, Glycogen metabolism, Gluconeogenesis

4.2 Lipid Metabolism – β -oxidation of palmitic acid

4.3 Protein metabolism - Transamination, Deamination and Urea Cycle

Unit – V Embryology

- 5.1 Gametogenesis
- 5.2 Fertilization
- 5.3 Types of eggs
- 5.4 Types of cleavages
- 5.5 Development of Frog upto formation of primary germ layers

Co-curricular activities (Suggested)

- Chart on cardiac cycle, human lung, kidney/nephron structure etc.
- Working model of human / any mammalian heart.
- Chart of sarcomere/location of endocrine glands in human body
- Chart affixing of photos of people suffering from hormonal disorders
- Student study projects such as identification of incidence of hormonal disorders in the local primary health centre, studying the reasons thereof and measures to curb or any other as the lecturer feels good in nurturing health awareness among students
- Chart on structures of biomolecules/types of amino acids (essential and non-essential)Chart preparation by students on Glycolysis / kreb's cycle/urea cycle etc.
- Model of electron transport chain
- Preparation of models of different types of eggs in animals
- Chart on frog embryonic development, fate map of frog blastula, cleavage etc.

REFERENCE BOOKS

1. Eckert H. *Animal Physiology: Mechanisms and Adaptation*. W.H. Freeman & Company.
2. Flory E. *An Introduction to General and Comparative Animal Physiology*. W.B. Saunders Co., Philadelphia.
3. Goel KA and Satish KV. 1989. *A Text Book of Animal Physiology*, Rastogi Publications, Meerut, U.P.
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7. Developmental Biology by Balinsky
8. Developmental Biology by Gerard Karp
9. Chordate embryology by Varma and Agarwal
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ZOOLOGY MODEL PAPER FOR IV SEMESTER

ZOOLOGY - PAPER - IV

ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND EMBRYOLOGY

Time : 3 hrs

Max. Marks : 75

I. Answer any FIVE of the following :

5x5=25

Draw labeled diagrams wherever necessary

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II. Answer any FIVE of the following:

5x10=50

Draw labeled diagrams wherever necessary

9.

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ZOOLOGY PRACTICAL SYLLABUS FOR IV SEMESTER

ZOOLOGY - PAPER - IV

ANIMAL PHYSIOLOGY, CELLULAR METABOLISM AND EMBRYOLOGY

Periods: 24

Max. Marks: 50

Learning Objectives:

- Identification of an organ system with histological structure
- Deducing human health based on the information of composition of blood cells
- Demonstration of enzyme activity *in vitro*
- Identification of various biomolecules of tissues by simple colorimetric methods and also quantitative methods
- Identification of different stages of early embryonic development in animals

I. ANIMAL PHYSIOLOGY

1. Qualitative tests for identification of carbohydrates, proteins and fats
2. Study of activity of salivary amylase under optimum conditions
3. T.S. of duodenum, liver, lung, kidney, spinal cord, bone and cartilage
4. Differential count of human blood

II. CELLULAR METABOLISM

1. Estimation of total proteins in given solutions by Lowry's method.
2. Estimation of total carbohydrate by Anthrone method.
3. Qualitative tests for identification of ammonia, urea and uric acid
4. Protocol for Isolation of DNA in animal cells

III. EMBRYOLOGY

1. Study of T.S. of testis, ovary of a mammal
2. Study of different stages of cleavages (2, 4, 8 cell stages)
3. Construction of fate map of frog blastula

REFERENCE BOOKS:

- Harper's Illustrated Biochemistry
- Cell and molecular biology: Concepts & experiments. VI Ed. John Wiley & sons. Inc.
- Lab Manual on Blood Analysis and Medical Diagnostics, S. Chand and Co. Ltd.
- Laboratory techniques by Plummer

AP STATE COUNCIL OF HIGHER EDUCATION

w.e.f. 2020-21 (Revised in April, 2020)

ZOOLOGY – SEMESTER IV

COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY

HOURS : 60 (5X12)

Max. Marks: 100

Course Outcomes:

This course will provide students with a deep knowledge in immunology, genetics, embryology and ecology and by the completion of the course the graduate shall able to –

- CO1** To get knowledge of the organs of Immune system, types of immunity, cells and organs of immunity.
- CO2** To describe immunological response as to how it is triggered (antigens) and regulated (antibodies)
- CO3** Understand the applications of Biotechnology in the fields of industry and agriculture including animal cell/tissue culture, stem cell technology and genetic engineering.
- CO4** Get familiar with the tools and techniques of animal biotechnology.

Learning Objectives

- To trace the history and development of immunology
- To provide students with a foundation in immunological processes
- To be able to compare and contrast the innate versus adaptive immune systems and humoral versus cell-mediated immune responses
- Understand the significance of the Major Histo compatibility Complex in terms of immune response and transplantation
- To provide knowledge on animal cell and tissue culture and their preservation
- To empower students with latest biotechnology techniques like stem cell technology, genetic engineering, hybridoma technology, transgenic technology and their application in medicine and industry for the benefit of living organisms
 - To explain *in vitro* fertilization, embryo transfer technology and other reproduction manipulation methodologies.
 - To get insight in applications or recombinant DNA technology in agriculture, production of therapeutic proteins.

- To understand principles of animal culture, media preparation.

ZOOLOGY SYLLABUS FOR SEMESTER - IV
COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY

HOURS : 60 (5X12)

Max. Marks: 100

Unit – I Immunology – I (Overview of Immune system)

- 1.1 Introduction to basic concepts in Immunology
- 1.2 Innate and adaptive immunity, Vaccines and Immunization programme
- 1.3 Cells of immune system
- 1.4 Organs of immune system

Unit – II Immunology – II (Antigens, Antibodies, MHC and Hypersensitivity)

- 2.1 Antigens: Basic properties of antigens, B and T cell epitopes, haptens and adjuvants; Factors influencing immunogenicity
- 2.2 Antibodies: Structure of antibody, Classes and functions of antibodies
- 2.3 Structure and functions of major histo compatibility complexes
- 2.4 Exogenous and Endogenous pathways of antigen presentation and processing
- 2.5 Hypersensitivity – Classification and Types

Unit – III Techniques

- 2.1 Animal Cell, Tissue and Organ culture media: Natural and Synthetic media,
- 2.2 Cell cultures: Establishment of cell culture (primary culture, secondary culture, types of cell lines; Protocols for Primary Cell Culture); Established Cell lines (common examples such as MRC, HeLa, CHO, BHK, Vero); Organ culture; Cryopreservation of cultures
- 2.3 Stem cells: Types of stem cells and applications
- 2.4 Hybridoma Technology: Production & applications of Monoclonal antibodies (mAb)

Unit – IV Applications of Animal Biotechnology

- 3.1 Genetic Engineering: Basic concept, Vectors, Restriction Endonucleases and Recombinant DNA technology
- 3.2 Gene delivery: Microinjection, electroporation, biolistic method (gene gun), liposome and viral-mediated gene delivery
- 3.3 Transgenic Animals: Strategies of Gene transfer; Transgenic - sheep, - fish; applications
- 3.4 Manipulation of reproduction in animals: Artificial Insemination, *In vitro* fertilization, super ovulation, Embryo transfer, Embryo cloning

Unit - V

- 1.1. PCR: Basics of PCR.
- 4.2 DNA Sequencing: Sanger's method of DNA sequencing- traditional and automated sequencing (2 hrs)
- 4.3 Hybridization techniques: Southern, Northern and Western blotting
- 4.4 DNA fingerprinting: Procedure and applications
- 4.5 Applications in Industry and Agriculture: Fermentation: Different types of Fermentation and Downstream processing; Agriculture: Monoculture in fishes, polyploidy in fishes

Co-curricular activities (suggested)

- Organizing awareness on immunization importance in local village in association with NCC and NSS teams
- Charts on types of cells and organs of immune system
- Student study projects on aspects such as – identification of allergies among students (hypersensitivity), blood groups in the class (antigens and antibodies duly reported) etc., as per the creativity and vision of the lecturer and students
- Visit to research laboratory in any University as part of Zoological tour and exposure and/or hands-on training on animal cell culture.
- Visit to biotechnological laboratory in University or any central/state institutes and create awareness on PCR, DNA finger printing and blot techniques or Visit to a fermentation industry or Visit to a local culture pond and submit report on culture of fishes etc.

REFERENCE BOOKS

1. Immunology by Ivan M. Riott
2. Immunology by Kubey
3. Sreekrishna V. 2005. *Biotechnology –I, Cell Biology and Genetics*. New Age International Publ. New Delhi, India.

ZOOLOGY MODEL PAPER FOR V SEMESTER

COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY

Time: 3 hrs

Max. Marks: 75

I. Answer any FIVE of the following:

5x5=25

Draw labeled diagrams wherever necessary

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

II. Answer any FIVE of the following:

5x10=50

Draw labeled diagrams wherever necessary

9.

OR

10.

OR

11.

OR

12.

OR

13.

OR

□□□□

ZOOLOGY PRACTICAL SYLLABUS FOR V SEMESTER

COURSE – 5: IMMUNOLOGY AND ANIMAL BIOTECHNOLOGY

Periods: 24

Max. Marks: 50

Learning Objectives:

- Acquainting student with immunological techniques vis-à-vis theory taught in the class room
- Interconnect the theoretical and practical knowledge of immunity with the outer world for the development of a healthier life.
- Demonstrate basic laboratory skills necessary for Biotechnology research
- Promoting application of the lab techniques for taking up research in higher studies

I. IMMUNOLOGY

1. Demonstration of lymphoid organs (as per UGC guidelines)
2. Histological study of spleen, thymus and lymph nodes (through prepared slides)
3. Blood group determination
4. Demonstration of
 - a. ELISA
 - b. Immunoelectrophoresis

II. Animal biotechnology

1. DNA quantification using DPA Method.
2. Techniques: Western Blot, Southern Hybridization, DNA Fingerprinting
3. Separation, Purification of biological compounds by paper, Thin-layer and Column chromatography
4. Cleaning and sterilization of glass and plastic wares for cell culture.
5. Preparation of culture media.

REFERENCE BOOKS

1. Immunology Lab Biology 477 Lab Manual; Spring 2016 Dr. Julie Jameson

2. Practical Immunology A Laboratory Manual; LAP LAMBERT Academic Publishing

3. Manual of laboratory experiments in cell biology by Edward, G

4. Laboratory Techniques by Plummer

SUBJECT EXPERTS

Dr. K.Veeraiah
Dept of Zoology
Acharya Nagarjuna University
Nagarjuna Nagar

Dr.G.Srinivas
Lecturer in Zoology
& Co ordinator JKC,
O/o CCE, Vijayawada

SYLLABUS VETTED BY

Dr.P.Padmavathi,
Dept of Zoology
Acharya Nagarjuna University
Nagarjuna Nagar

The following BOS members attended the BOS Meeting.

1. Dr. R. Jeyaraman

Professor,
Department of Tamil,
Thiruvalluvar University .Vellore.632115

R. Jeyaraman
18/11/19

2. Dr. M. Tamilmaran

Professor,
Department of Tamil,
Periyar University . Salem .636011

M. Tamilmaran
18/11/2019

3. Dr. S. Velayuthan

Associate Professor,
Department of Tamil,
Periyar University .Salem -636011

S. Velayuthan
18/11/19

4. Dr. T. Vishnukumaran

Associate Professor and Head,
Department of Tamil Language and Translation Studies,
Dravidian University, Kuppam

T. Vishnukumaran
18-11-19

5. Dr. G. Padmanabhan

Assistant Professor , Department of Tamil Language and Translation Studies,
Dravidian University. Kuppam



6. Ms .M. Shiny,

MA Student, (IInd Year) , Department of Tamil Language and Translation Studies,
Dravidian University, Kuppam

M. Shiny

7. Mr. T. Muniyappan

MA Student , (IInd Year) Department of Tamil Language and Translation Studies,
Dravidian University. Kuppam

T. Muniyappan

DRAVIDIAN UNIVERSITY
SRINIVASAVANAM, KUPPAM – 517 426, A. P.

DEPARTMENT OF TAMIL LANGUAGE AND TRANSLATION STUDIES

BOARD OF STUDIES

MINUTES OF THE MEETING OF BOS IN THE DEPT. OF TAMIL & TRANSLATION STUDIES.

Accordance with the Dravidian University's Proceedings No. DU/Aca/C2/PG-BOS/Tamil & TS/2019 Dated 25-10-2019 the Board of Studies for the Department of Tamil Language and Translation Studies is held today on 18.11.2019 from 10.00 am to 6.00 pm

1. In the meeting the necessary changes are made in MA Tamil (Regular Mode) syllabus accordance with as per the time demand.
2. Also MA Tamil syllabus is prepared for the Distance mode and approved . In the Distance Mode MA Tamil course, the Dissertation is optional. Instead of Dissertation the students may select any one of the Internal Electives offered in the syllabus.
3. All the rules and regulations for the regular MA Tamil course are also applicable to the Distance Mode MA Tamil .
4. The syllabus for Certificate course in Tamil, Diploma Course in Tamil and Certificate course in Granta and NandiNagari are prepared. The syllabus for German A1, A2 level and B1, B2 are prepared. These courses are offered in regular Mode and distance mode.
5. The Tamil Language(Part 1B) Syllabus for UG course is prepared and approved.
6. New Internal Elective subjects for MA Tamil are prepared and approved- They are : 1. Creative Writing in Tamil .2 Manuscriptology

Dravidian University



Srinivasavanam, Kuppam-517426

Department of Kannada Language and Translation Studies

Kannada Language Learning

Six Months Certificate Course

I. Eligibility:

1. Candidates belonging to any sector i.e Govt, Semi Govt, Private Employes, Labors, House wives, Students, General Public, Software developers, Foreigners are eligible for this Course.
2. Candidates with/without any educational background are eligible for this Course.
3. Candidates of any age group are eligible.

II. Duration:

1. Total 6 months, 100 Hours of Teaching
2. Each period will be of 2 Hours
3. During the weekend two hours per day for two days will be allotted for contact classes.

III. Objectives:

- Training in:
1. Conversation
 2. Comprehension
 3. Reading
 4. Writing

IV. Syllabus:

1. Comprehension
2. To Speak
3. To read
4. To write

1. Comprehension:

- 1.1.Family: Food, Dress, House, Family relationships, Traditions-Customs, Emotions, Equipments, Conversation with guests, expressions etc.

- 1.2.Neighbors: Festivals, Habits, incidents of surroundings, Tenses: Past, Present, Future.
- 1.3.Community: Articles of daily usage, Conversation with servants.
- 1.4.Public: Conversations at Post Office, Court, Bus Stand, Railway Station, Hospital, Bank, School-College, Library etc.
- 1.5.Mass Media: To listen, to view and to understand Cinema, Television, Radio, Advertisements, News etc.

2. To Speak:

- 2.1.To listen the Language from following domains of Family, Neighbors, Community, Public, Mass Media and to explain in the simple terms.
- 2.2.To speak and participate in discussions of Kannada Language.
- 2.3.To give small speeches in official occasions.

3. To read

- 3.1.To read the posters, hand bills, advertisements printed in big fonts and to read the headlines of newspapers.
- 3.2.To read the invitations of marriage, naming ceremony and various functions.
- 3.3.To read the news items printed in medium fonts of news papers.
- 3.4.To read the short story, dramas published in the large font size.
- 3.5.To read and to understand the printed applications, letters.
- 3.6.To read and to understand the circulars, notices etc came from public offices.
- 3.7.To read and to understand the handwritten letters.

4. To write:

- 4.1.To copy the letters published in large font.
- 4.2.To answer the dictation
- 4.3.To make a detailed list of daily usage items with quantity and price.
- 4.4.To write the acquired knowledge by listening, reading or by observing the picture in detail or in abridged form.
- 4.5.To write the information of individual's in structured sentences either in small paper or in letters.
- 4.6.To make a brief report of the participated function.
- 4.7.To grasp and write the note or answer in the administrative files.

V. Course Material :

5.1.To Speak.

1. Maatanaaduva Kannada –N.D Krishnamurthy, S.M. Ramachandra Swamy, M. Abdul Rehaman Pasha, Kannada Sahitya Parishat, Bangalore.

2. Conversational Kannada: U.P. Upadhyaya, N.D. Krishnamurthy, N. D. K. Institute of Languages, Bangalore.
3. Intensive Course in Kannada-C.I.I.L. Mysore.

5.2. To read and write:

1. Kannada Nudi Ghatta –Bha. Mallikarjuna C.I.I.L, Mysore.
2. Readings in Kannada – Bangalore University, Bangalore.

VI. **Examination Pattern:**

- 6.1. In the six months duration at the end of each month an internal test for twenty marks to be conducted at class level. In this, ten marks is for conversation skill and ten marks is for reading and writing skills. These monthly tests should be designed so as to evaluate each months learning.
- 6.2. Final exam to be conducted in all the centers at the same time with same question paper. Each question paper should contain both written and oral part.

Written: 50 Marks, 2 Hours.

The questions to be designed through objectives of learning, learning material and addition text material mentioned in syllabus.

Oral: 50 Marks.

This oral test is to evaluate the listening and comprehensive skills, speaking and reading skills of the candidate. The following language activities can be used for this aspect:

To Listen and to Comprehens: To ask the candidate to refer a particular part in text, to recognize the particular part in a picture, to give the comprehension of the speech listened etc.

To Speak: To abridge/comprehend the text read by candidate, to participate in conversation, debate, to make the invocation, introduction, vote of thanks etc, to explain own ideas in structured form etc.

To Read: To read with proficiency and suitable speed, to read and understand the printed or handwritten Kannada writings.

VII. **Fee Structure:** As per the rules of University candidate has to pay the prescribed fee.

ಪಾಠ್ಯಪಾಠೆ

CzÀ aÁ¶õPÀ, Àõ | PÉmi PÉÁ, iõ

I. C°ÀvÉ

1. F ,hõ | PÉmi PÉÁ, iõER è ,ÁgÀaPbÀ AiÀaAzÀ aUõPE CAZbÉ ,PÁõj , CgÉ ,PÁõj , SÁ, N ÉEPbÀ, PÁ«ÀõPbÀ, U»tAiÀgÀ, «zÁyõUÀ, ,ÁõdªPbÀ, vAvÁæÀ vAiÀgPbÀ, «zÁ²AiÀgÀ AiÀgÀ ·ÁPÁzõPE DVgS°ÀzÀ. M¼bÀdà °ÉgõÁdizÀ AiÀaAzÀ ¥zÀ+zP è aÁ¹ ,Áa bÀ EzPE C°õgÁVgÁvÁõÉ
2. AiÀaAzÀ ±EPtPÀ »ÉB- AiÀaPbÀ EzPE C°õgÁVgÁvÁõÉ
3. AiÀaAzÀ aÁvÉÁaÁÉzPbÀ EzPE C°õgÁVgÁvÁõÉ

II. PÀPÉiÀCªÀü

1. MI Àõ6 wAUÀÀ PÁ-Áªü 100 UAmÜMÀ ··ÉÁzÉÉ
2. ¥teCªÀiÀÀ 2 UAmÁiÀzÁVgÁ·ÁPÀ.
3. aÁgÁAvizÀ JgbÀ ÇEUÀP è JgbÀ UAmÉ ··ÉÁzÉÉÉ «ÁÁ, Á ÁVgÁ·ÁPÀ.

III. PÀPÉiÀGzÉ+ÜVÀ

- vÁÁw :
1. aÁvÉÁqªaAzÀ
 2. Cxõª aÁAr-PÉvÁªPÀzÀ
 3. NzªaAzÀ
 4. SgÁiÀªaAzÀ.

IV. ¥ÁPÀÀ

1. PÉ½ w½zÁPÉvÁªPÀzÀ:
 - 1.1. PÀ ÁAS : D°ÁgÀ SmSgÉ aÁÉÉ PÉi ÁAõPÀ ,ASAZUMÀ, DZÁgÀ «ZÁgUMÀ, ··ªEUMÀ, ,ÁzÉÀ ,ÁÁvÉUMÀ, CwyUMÉqÉÉ ,Á·ÁµüÉ ··ªÁõPÁDU EvÁç.

- 1.2. ÉgÉÉgÉ : °Sá °PÁÁ DI -¥ÁoÁ H gÁ-PÁj AiÁ WÁ EUÁ, °°ÉVÁ
 °M°ÁÁÉÁ °kµÁiPÁ° EvÁc.
- 1.3. °ÁÁZÁAiÁ: °ÉÉÁ¥ÁiÉÁV °ÁÁUÁ, °ÁÉU° °ZP gÉqÉÉ °ÁÁVÁPMÉ
- 1.4. °Á°ÁD°PÁ: CAZPbÁj, ÉÁÁiÁÁ°AiÁ, S, i°-ÁYt, gÉ°Á°-ÁYt, D, M°e°ÁÁPi,
 ±Á-Á-PÁ-ÁdÁ, °ÁZÉÁ°AiÁ EvÁc ¥Á±UÁP ÉÁ °ÁÁVÁPMÉ
- 1.5. °ÁME°Á °ÁZÁÁ ZPÉÁvbe zÉgZÁÉÉÁ DPÁ±PÁtÁ eÁ»ÁgÁVÁUÁ,
 °ÁVDUÁ EvÁcUÁÉÁB PÁ½, ÉÉÁr Cx°ÁÁrPÉ½ÁÁZÁ.

2. °ÁVÁÁqÁÁZÁ

- 2.1. PÁI ÁAS, ÉgPÉgÉ °PÁZÁAiÁ, °Á°ÁD°PÁ °PÁE°Á °ÁZPÁ °ÁÁVÁZÁ
 PÁVÁZÁ PÁ½ w½ZÁPÉÁqÁ °gÁPÁZÁ PÉÁqZP é °Á°PÁZÁ ¥ÁUÁÉÁB w½¹
 °ÁÁVÉÁqÁÁZÁ.
- 2.2. PÉÁqZP é ÉÁÁiÁÁÁ ZÉDUÁP é °DÁÁÁV °ÁUR»ÁÁZÁ.
- 2.3. O¥ZÁj PÁ ÁZÁ DUÁP é aPÁÁI °Áµt °ÁÁqÁÁZÁ.

3. NzÁÁZÁ

- 3.1. ZÁÁ CPgUÁP é °ÁÁc°Á ÁVgÁÁ °ÁVÁÁÁ, PÁVÁÁÁ, eÁ»ÁgÁVÁ °ÁÁVÁ
 ¥ÁVÁÁ VÁ SgP UÁÉÁB NzÁÁZÁ EvÁc.
- 3.2. °ÁZÁÁÉ ÉÁÁPÁt, °ÁÉ °PÁÁgÁÁ EvÁcUÁUÉ °ÁSACU° ZÁVPA D°ÁÉÁ
 ¥ÁVÁÁ EvÁc.
- 3.3. °ÁZPÁ UÁVÁ CPgUÁP é °ÁVÁ ¥ÁVÁÁ é °ÁÁc°Á ÁVgÁÁ °ÁUÁÁ EvÁc.
- 3.4. ZÁÁ CPgUÁP é °ÁÁc°Á ÁVgÁÁ °ÁtPÁUÁ, ÉÁI PÁUÁ EvÁc.
- 3.5. °ÁÁc°Á CFÖ, PÁUÁZÁ ¥ÁVÁÁ EvÁc.
- 3.6. °Á°ÁD°PÁ PÁj UÁZÁ SÁZÁ °ÁVÉÁÉ ¥ÁUÉ ¥ÁVÁEvÁc.
- 3.7. PÉ SgPÁZÁ ¥ÁVÁÁ EvÁc

4. SgÁiÁÁZÁ

- 4.1. ZÁÁ CPgUÁP é °ÁÁc°Á ÁZÁZÉÁB ÉPÁÁ °ÁÁqÁÁZÁ
- 4.2. GPÁ-ÁRÉPÉÁB SgÁiÁÁZÁ.
- 4.3. °ÉS°PÁiÁ °ÁÁÁÉUÁÁ ¥ÁÁÁt, °ÉÉ EvÁc «°ÁgÁ»VÁ ¥Áh°ÁÁÁqÁÁZÁ.
- 4.4. PÁ½ w½ZÁZÉÁUR, N° Ube¹ZÉÁUR, avÁZP é ÉÉÁrZÉÁUR °ÁUÁÁV
 CxPÁ «°ÁgPÁV SgÁiÁÁZÁ.
- 4.5. °kZÁgUÁÉÁB aÁNUÁÁ ÁUR Á, ¥ÁVÁÁ ÁUR Á, °ÁPÁVÁ °ÁÁPÁP é
 SgÁiÁÁZÁ.
- 4.6. «ÁQ°ZÁ °PÁÁgÁÁZÁ OgÁ °ÁgÁÁiÁÉÁB VÁiÁÁj ÁÁZÁ.

4.7. Dgā vā Pāvūṃā e Nṣzā «µāiā^a EāB Ube' PĒAqā nṣtā CxPā Pqā Gvā Sgāiā^a Azā.

V. Ēāzā^a Ḷā^a Næ

5.1. ^aḶā^aUāj PÉ

1. ^aḶā^aqPā PĀ^a JĒi.r.PūP^a Ewō, J^ai.JA.gā^a NĀZāzā^a JA.CSĀ^ai gP^a PĀEi^aYāµā PĒqā^a Ḷā^a» vā Yj µā^a Ḷā^aUā^aEgā-560018.
2. *Conversational Kannada*, Aiā. |.GŸāzāAiā, JĒi.r.PūP^a Ewō, JĒi.r.PÉ EĒi^al Ēē^ami DŸi^a Ḷā^aUā^ad^ai, Ḷā^aUā^aEgā-560004
3. *Intensive Course in Kannada*, Ḷā^a Ḷā^a E^ani^al Ēē^ami DŸi^a EArAiā^aEi Ḷā^aUā^ad^ai, ^aĒ^aEgā-570004

5.1. Nzā Sgā^a

1. PĀ^a Ēā^aWā^a Ḷā^a PĀ^aā^aō^a Ḷā^a Ḷā^a E^ani^al Ēē^ami DŸi^a EArAiā^aEi Ḷā^aUā^ad^ai, ^aĒ^aEgā-570004
2. *jĀ^aRUii EĒi^a PĀ^a* Ḷā^aUā^aEgā «±kzā^a Aiā, Ḷā^aUā^aEgā.

VI. Yā^a PĀ^a e Yā^a

- 6.1. Dgā wAUMā C^a Aiā^a è Ybe wAUMā CavzP è EYā^aU CAPUMā Ogā^a Yj ĀPĀi^aĒAzēāB Daiā^a vĠ^aUvāiā^a Ḷā^a Ḷā^a EĠ^a Ā^a. °^aU CAPUMā^a Ḷā^aĒEāqā^a PĒ^a P^a P^a KEI, °^aU CAPUMā Nzā-SgPā PĒ^a P^a KEI «Ā^a Ḷā^aqā^a Ā^a. Ybe wAUM^a Eā Yj ĀPĀiā^a è C^a Aiā vĒPā P^a 1gā^a YbPā^a EāB Daiā^a Yj ĀPUMā M^aUĒEargā^a Ā^a.
- 6.2. CAw^a Yj ĀPĀiā J^a Ēe PĀZā^a PĀiā^a KPPā^a PĒ EĠ^a Aiā^a Ā^a. KPĠ^a Yzā Yj ĀPĀiā^a EāB EĠ^a Ā^a. Ḷā^aU KPĠ^a Yzā Yb^a Yb^a Aiā^a EāB M^aUĒEargā^a Ā^a. Yb^a Yb^a Aiā^a SgPā Ḷā^aU Ḷā^aĒTP^a PĀS Ḷā^a Eā Ḷā^aU^a EāB M^aUĒEargā^a Ā^a.

Sgā^a 50 CAPUMā Ḷā^a Aiā^a 2 UAmÉ

P^a PĀiā Gzā^a U^aUā, P^a P^a S^a gā^a Ybā Ḷā^a Næ P^a P^a S^a gā^a YĒgPā Ybā Ḷā^a U^a EāB Dzj^a 1 Yb^a U^a EāB vĀiā^a j^a Ā^a.

^aĒTPā 50 CAPUMā

F Yj ĀPĀiā^a è PĀ^a 1/2 w^a 1/2 ZĀPĒE^a PĀ^a Ḷā^aĒEāqā^a °^a U^a Nzā^a PĒ^a P^a PĀiā^a Ḷā^a Eā^a PĀiā^a PĀiā^a PĀiā^a w^a 1gā^a Ḷā^a Zā Ḷā^a PĀiā^a S^a PĒE^a S^a Zā. PĒ^a 1/2 w^a ZĀPĒE^a PĀ^a

„KEZÉÉ PÉEI AÖ PÁWAIÁ° è „KEA „PÁ °Á¼ÁªÁZÁ, PÁ½ZÁ CA±PÉAB avÉP è UÁGÁW „PÁ °Á¼ÁªÁZÁ, PÁ½ZÁª ÁÁWÉÁ „ÁGÁÁ±PÉAB °Á½ªÁªÁZÁ EVÁÇUMÉAB F WÁ PPA M¼UÉARGÁVÉÉ

ªÁVÁÁQÁªÁZÁ:

NÇZÁZÉAB „AUBÉ¹ °Á¼ÁªÁZÁ, „AªÁMÚÉZIZÁIÁ° è VÉQUÁªÁZÁ, „AZÁ DPÉ VPIAVÉ „ÁUWÁ ¥J ZÁIÁ, DªÁGÁªÁÉBUÉ EVÁÇUMÉABªÁÁQÁªÁZÁ, „AVÁ «ZÁGUMÉAB «ªJªÁZÁ EVÁÇ «ªUUMÉAB F WÁ PPA M¼UÉARGÁVÉÉ

NZÁªÁZÁ:

„IÁ GZÁGÁZÁ „KEPIªÁUWÉªÁÁÇªÁ CXPÁ PÉ SGPÁZÁ PÉIQAªÁÁZJ UUMÉAB NÇ CXDªÁÁR PÉVÁªÁZÁ.

VII. ±Á®IZÁªÁGÁVÁ

«±ÁZÁªÁÁIÁZÁªÁIÁªÁÁÉÁ „ÁGÁ ±Á®PÉAB ¥ÁªÁVªÁÁPÁUÁVÉÉ

Pattern of Model Question Paper

2. $\frac{1}{2} \times 4 \times 5 = 10$

MI $\frac{1}{2} \times 4 \times 5 = 10$

I. $\frac{1}{2} \times 4 \times 5 = 10$

$\frac{1}{2} \times 4 \times 5 = 10$

1. $\frac{1}{2} \times 4 \times 5 = 10$

1. 2. 3. 4.

2. $\frac{1}{2} \times 4 \times 5 = 10$

1. 2. 3. 4.

3. $\frac{1}{2} \times 4 \times 5 = 10$

1. 2. 3. 4.

4. $\frac{1}{2} \times 4 \times 5 = 10$

1. 2. 3. 4.

5. $\frac{1}{2} \times 4 \times 5 = 10$

1. 2. 3. 4.

II. $\frac{1}{2} \times 4 \times 5 = 10$

$10 \times 1 = 10$

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.

III. $\frac{1}{2} \times 4 \times 5 = 10$

$1 \times 10 = 10$

1. $\frac{1}{2} \times 4 \times 5 = 10$
2. $\frac{1}{2} \times 4 \times 5 = 10$
3. $\frac{1}{2} \times 4 \times 5 = 10$
4. $\frac{1}{2} \times 4 \times 5 = 10$

IV. $\frac{1}{2} \times 4 \times 5 = 10$

$5 \times 2 = 10$

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.

V. $\frac{1}{2} \times 4 \times 5 = 10$

$5 \times 2 = 10$

DRAVIDIAN  **UNIVERSITY**
Srinivasavanam, Kuppam – 517426.(A.P.)

No. KAN TS/ DU/L226/2019.

Date: 15.04.2019

From
Dr. Jayalalitha
Head i/c
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
The Registrar
Dravidian University
Kuppam.

// Through Proper Channel //

Sir,

Sub: Submission of panel of experts- BOS- Dept. of Kannada –Reg.
Ref: No.DU/Acad./C2/33/2007 dated: 02.04.2019

With reference to the subject cited above here with I am submitting the panel of experts for constituting the new Board of Studies for Department of Kannada Language and Translation Studies along with the Department resolution. I request you to do the needful in this regard.


Thanking you,

Yours faithfully,

(Jayalalitha)

Encl:

1. Panel of Experts.
2. Copy of the Department resolution.

DRAVIDIAN  **UNIVERSITY**
Srinivasavanam, Kuppam – 517 426

Date: 14.05.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Registrar
Dravidian University
Kuppam

//Through Proper Channel //

Sir

Sub: Submission of resolutions of BoS Meeting of Department of Kannada Language and Translation Studies, held on 09-05-2019–reg
Ref: DU/R/Circular/2019 dated 10.05.2019

With reference to the subject and reference cited as above the BoS Meeting of Department of Kannada Language and Translation Studies was held on 09.05.2019, 02.00 pm at the Chamber of HOD, Department of Kannada Language and Translation Studies. In this meeting Dr. Jayalalitha, Head i/c, Ex-Officio member was present and it was fruitful.

Herewith I am enclosing the resolutions of BoS meeting. I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Encl:

1. Resolutions of BoS Meeting, Department of Kannada Language and Translation Studies, held on 09-05-2019

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426

Date: 02.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Registrar
Dravidian University
Kuppam

//Through Proper Channel //

Madam,

Sub: Board of Studies Meeting for Kannada Language and Translation Studies-
Scheduled on 11-11-2019–reg

Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.11.2019

With reference to the subject and reference cited above the BoS Meeting of Department of Kannada Language and Translation Studies is going to be held on 11.11.2019, Monday at 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies. In this meeting the three internal members, Prof. K. Sharada, BoS Chairperson, Dr. M.S. Durga Praveena, Head i/c, Ex-Officio member, Dr. Jayalalitha, member and three external members i.e Dr. N.Y.Mattihal, Dr. Gangadaraiah S.M., and Dr. Suchetha Navaratna, are attending the meeting. So I request you to permit me to conduct meeting and also request you to arrange TA, DA for External members as per the University rules.

I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426

Date: 02.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Dr. N.Y.Mattihal, Professor,
R.C. Heremath, Institute of Kannada Studies,
Pavate Nagara, Karnataka University,
Dharawad, Pin: 580 003
Mob: 9448444004
E-mail ID: nymattihal@gmail.com

Sir,

Sub: Board of Studies Meeting for Kannada Language and Translation Studies,
Dravidian University, Kuppam-Scheduled on 11-11-2019-reg
Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.11.2019

With reference to the subject and reference cited above the BoS Meeting of Department of Kannada Language and Translation Studies is going to be held on 11.11.2019, Monday at 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies, Dravidian University, Kuppam. The agenda of the meeting is to take suitable steps for making modifications in the existing curricula of P.G-(MA-Kannada), M.Phil/Ph.D Courses and design new Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus, evaluation etc. Hence I request you to attend the meeting without fail. TA, DA for External members will be paid as per the University rules.

I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Note:-

The BOS members are requested to bring model Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus.

DRAVIDIAN UNIVERSITY

Srinivasavanam, Kuppam – 517 426

Date: 02.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Dr. Gangadaraiah S.M., Professor,
Dept. of Classical Kannada Studies,
Rani Channamma University,
Vidya Sangama, P B R H - 4, Belagavi,
Karnataka 591156
Mob: 9483539123
E-mail ID: gsmatad@gmail.com

Sir,

Sub: Board of Studies Meeting for Kannada Language and Translation Studies,
Dravidian University, Kuppam-Scheduled on 11-11-2019-reg
Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.11.2019

With reference to the subject and reference cited above the BoS Meeting of Department of Kannada Language and Translation Studies is going to be held on 11.11.2019, Monday at 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies, Dravidian University, Kuppam. The agenda of the meeting is to take suitable steps for making modifications in the existing curricula of P.G-(MA-Kannada), M.Phil/Ph.D Courses and design new Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus, evaluation etc. Hence I request you to attend the meeting without fail. TA, DA for External members will be paid as per the University rules.

I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Note:-

The BOS members are requested to bring model Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus.

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426

Date: 02.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Dr. Suchetha Navaratna, Professor,
Kannada University,
Hampi, Hospet TQ, Vidyanaraya,
Bellary Dist, Pin: 583278, Karnataka State.
Mob:9449134560
E-mail ID: suchetanavaratna@gmail.com

Madam,

Sub: Board of Studies Meeting for Kannada Language and Translation Studies,
Dravidian University, Kuppam-Scheduled on 11-11-2019-reg
Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.11.2019

With reference to the subject and reference cited above the BoS Meeting of Department of Kannada Language and Translation Studies is going to be held on 11.11.2019, Monday at 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies, Dravidian University, Kuppam. The agenda of the meeting is to take suitable steps for making modifications in the existing curricula of P.G-(MA-Kannada), M.Phil/Ph.D Courses and design new Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus, evaluation etc. Hence I request you to attend the meeting without fail. TA, DA for External members will be paid as per the University rules.

I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Note:-

The BOS members are requested to bring model Certificate /Diploma/PG Diploma Programmes with complete rules and regulations, Syllabus.

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426

Date: 05.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Registrar
Dravidian University
Kuppam

//Through Proper Channel //

Madam,

Sub: Request to provide an advance amount- to conduct -Board of Studies Meeting
for Kannada Language and Translation Studies on 11-11-2019–reg
Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.11.2019

With reference to the subject and reference cited above the BoS Meeting of Department of Kannada Language and Translation Studies is going to be held on 11.11.2019, Monday at 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies. In this meeting the three external members i.e Dr. N.Y.Mattihal, Dharawad, Dr. Gangadaraiah S.M., Belagavi and Dr. Suchetha Navaratna, Hampi and three internal members, Prof. K. Sharada, BoS Chairperson, Dr. M.S. Durga Praveena, Head i/c, Ex-Officio member, Dr. Jayalalitha, member are attending the meeting. Hence I request you to provide an advance amount of Rs.3000/- (Rupees Three Thousand Only) for hospitality arrangements (including breakfast, lunch, dinner, coffee, snacks). As per the University rules all the bills will be submitted for this advance amount drawn.

I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

DRAVIDIAN  **UNIVERSITY**
Srinivasavanam, Kuppam – 517 426

Date: 11.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University
Kuppam

To
Registrar
Dravidian University
Kuppam

//Through Proper Channel //

Sir

Sub: Submission of resolutions of BoS Meeting of Department of Kannada Language
and Translation Studies, held on 11-11-2019–reg
Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.10.2019

With reference to the subject and reference cited as above the BoS Meeting of Department of Kannada Language and Translation Studies was held on 11.11.2019, 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies. In this meeting the three external members i.e Dr. N.Y.Mattihal, Dharawad, Dr. Gangadaraiah S.M., Belagavi and Dr. Suchetha Navaratna, Hampi and three internal members, Prof. K. Sharada, BoS Chairperson, Dr. M.S. Durga Praveena, Head i/c, Ex-Officio member, Dr. Jayalalitha, member, Top Ranking Student (Male) Mr. N.H.Hulugappa, member, Top Ranking Student (Female), Ms. K. N. Anitha, member were present and it was fruitful.

Herewith I am enclosing the resolutions of BoS meeting. I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Encl:

1. Resolutions of BoS Meeting, Department of Kannada Language and Translation Studies, held on 11-11-2019

DRAVIDIAN UNIVERSITY



Srinivasavanam, Kuppam – 517 426

Date: 23.11.2019

From
Prof.K.Sharada
Chairperson (BoS)
Department of Kannada Language and Translation Studies
Dravidian University,Kuppam

To
The Dean Academic Affairs,
Dravidian University, Kuppam

//Through Proper Channel //

Sir

Sub: Submission of resolutions of BoS Meeting of Department of Kannada Language and Translation Studies, held on 11-11-2019–reg

Ref: DU/Aca/PG-BoS/Kannada &T.S/2019 dated 25.10.2019

With reference to the subject and reference cited as above the BoS Meeting of Department of Kannada Language and Translation Studies was held on 11.11.2019, 11.00 am at the Chamber of HOD, Department of Kannada Language and Translation Studies. In this meeting the three external members i.e Dr. N.Y.Mattihal, Dharawad, Dr. Gangadaraiah S.M., Belagavi and Dr. Suchetha Navaratna, Hampi and three internal members, Prof. K. Sharada, BoS Chairperson, Dr. M.S. Durga Praveena, Head i/c, Ex-Officio member, Dr. Jayalalitha, member, Top Ranking Student (Male) Mr. N.H.Hulugappa, member, Top Ranking Student (Female), Ms. K. N. Anitha, member were present and it was fruitful.

Herewith I am enclosing the resolutions of BoS meeting held on 11-11-2019 and Updated Syllabus Copy for UG/PG/M.Phil/Ph.D/Six Months Certificate Course/P.G. Diploma Course Department of Kannada Language and Translation Studies. I request you to do the needful in this regard.

Thanking you,

Yours Faithfully,

(K.Sharada)

Encl:

1. Resolutions of BoS Meeting
2. Updated Syllabus Copy for UG/PG/M.Phil/Ph.D/Six Months Certificate Course/P.G. Diploma Course Department of Kannada Language and Translation Studies, held on 11-11-2019

M.A. Comparative Dravidian Literature
 Pattern of (CBCS) Papers and Credits

Total Papers : 20		Total Credits : 100	
Semester 01			
CDLC001: Panchena Tulanadhika (Navala Sahityam)	5 Credits	ಪಿಂಡಿ ನುಲಾಧಿಕಾ ಐವಿಡ ನಾಲ್ಯಾ	
CDLC002: Bhasha Vignana	5	ಭಾಷಾ ವಿಜ್ಞಾನ	
CDLC003: Tulanadhika Sahityam: Tavam narye Vidhana	5	ತುಲಾಧಿಕಾ ಸಾಹಿತ್ಯಂ ತವಮ್ ನರಿಯೆ ವಿಧಾನಂ	
CDLC004: Tulanadhika Sahityam: Kamada Tejga-Tamilam	5	ತುಲಾಧಿಕಾ ಸಾಹಿತ್ಯಂ ಕಮದಾ ತೇಜಗಾ-ತಮಿಳಂ	
CDLC005: Tulanadhika Sahityam: Pachayyilaveva	5	ತುಲಾಧಿಕಾ ಸಾಹಿತ್ಯಂ ಪಚಾಯಿಲಾವೇವಾ	
Semester 02			
CDLC006: Tulanadhika Kavya Minamsa	5 Credits	ತುಲಾಧಿಕಾ ಕಾವ್ಯ ಮಿನ್ಮಾಸಂ	
CDLC007: Tiranadhika Madhyakalita Sahityam -	5	ತಿರಾಧಿಕಾ ಮಧ್ಯಕಾಲಿತ ನಾಲ್ಯಾ	
CDLC008: Davida Basha Shastram	5	ದಾವಿಡ ಭಾಷಾ ಶಾಸ್ತ್ರಂ	
EF: E Sahitya Vimanha	5	ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ	
EF: F: Janapada Sahityaadyamam	5	ಜನಪದ ನಾಲ್ಯಾಡಿಯೊಂ	
Semester 03			
CDLC009: Davida Sanskrit narye Shasrala	5 Credits	ದಾವಿಡ ಸಾಂಸ್ಕ್ರೀತ ನರಿಯೆ ಶಾಸ್ತ್ರಂ	
CDLC0010: Tulanadhika navala Sahityam	5	ತುಲಾಧಿಕಾ ನವಲ ನಾಲ್ಯಾ	
CDLC0011: Sabharyadyamali	5	ಸಾಬಾರ್ಯಾಡಿಯಾಲಿ	
CDLC0012: Chandassu	5	ಚಂದಾಸ್ಸು	

M.A. Comparative Dravidian Literature
Pattern of (CBCS) Papers and Credits

SEMESTER - I

Paper - I Pracheena Thulanathmakha Dravida Sahityam

- 1. சிவிவ குடவகாசும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 2. மூன்று மூன்று குடவகாசும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 3. மூன்று பாடலும் : நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 4. சிவிவ குடவகாசும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 5. கிண்டல் மூன்று பாடலும் : நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 6. மூன்று பாடலும், கிண்டல் மூன்று பாடலும்.

7. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.

காந்தியம்:

1. மூன்று பாடலும், நயரம்

2. சிவிவ குடவகாசும், நயரம்

3. மூன்று பாடலும், புறம்

4. சிவிவ குடவகாசும், நயரம்

5. மூன்று பாடலும், நயரம்

6. சிவிவ குடவகாசும், நயரம்

7. மூன்று பாடலும், நயரம்

8. மூன்று பாடலும், நயரம்

9. மூன்று பாடலும், நயரம்

10. மூன்று பாடலும், நயரம்

11. மூன்று பாடலும், நயரம்

Paper - II - Bhasba Vijnanam - பாஷா விஜ்ஞானம்

- 1. சிவிவ குடவகாசும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 2. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 3. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 4. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 5. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 6. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 7. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 8. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 9. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 10. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.
- 11. மூன்று பாடலும், நயரம், புறம், கிண்டல் மூன்று பாடலும்.

M.A. (Comparative Dravidian Literature
Pattern of (CBCS) Papers and Credits

SEPARATE - I

Paper - I Pracheem Thulanakavaka Pravida Sahityam

ಪ್ರವಿದ ಕವನಗಳಿಗೆ ಪ್ರವಿದ ಪಾಠ್ಯ

1. ಪ್ರವಿದ ಪ್ರವಿದಪಾಠ್ಯ : ಸ್ವರಾಜ, ಭರಣ, ಭರಣು ಮತ್ತು ಭರಣು.

2. ಅಥವಾ ಮಯ್ಯು ಸ್ವದ ಪಾಠ್ಯಗಳಿಗೆ ಪ್ರವಿದ, ಭರಣ, ಭರಣು ಮತ್ತು ಭರಣು.

3. ಮಯ್ಯು ಪಾಠ್ಯ : ಸ್ವರಾಜ, ಭರಣು, ಪ್ರವಿದ.

4. ಪ್ರವಿದ ಸ್ವದ, ಅಥವಾ ಪಾಠ್ಯಗಳಿಗೆ ಪ್ರವಿದ, ಭರಣು.

5. ಪ್ರವಿದ (ಸ್ವರಾಜ, ಭರಣ, ಭರಣು, ಭರಣು, ಭರಣು, ಭರಣು, ಭರಣು, ಭರಣು).

6. ಅಥವಾ, ಸ್ವದ ಪ್ರವಿದಪಾಠ್ಯ.

7. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವರಾಜ, ಭರಣು, ಭರಣು.

ಅಥವಾ:

1. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

2. ಪ್ರವಿದ ಪ್ರವಿದಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

3. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

4. ಸ್ವದ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

5. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

6. ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

7. ಭರಣು ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

8. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

9. ಸ್ವದ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

10. ಅಥವಾ ಪಾಠ್ಯ ಸ್ವದ - ಭರಣು.

11. ಅಥವಾ ಪಾಠ್ಯ

Paper - II Bhasha Vignanam - ಭಾಷಾ ವಿಜ್ಞಾನ

1. ಭಾಷಾ-ವಿಜ್ಞಾನ, ಸ್ವರಾಜ, ಭರಣು, ಭರಣು, ಭರಣು.

2. ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ.

3. ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ.

4. ಭಾಷಾ-ವಿಜ್ಞಾನ - ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ.

5. ಭಾಷಾ-ವಿಜ್ಞಾನ - ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ, ಭಾಷಾ-ವಿಜ್ಞಾನ.

1. ಉಗ್ರ, ಕನ್ನಡ, ಮರೆಯು ರಹಸ್ಯ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
2. ಉಗ್ರ-ಮರೆಯು ರಹಸ್ಯ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
3. ಕನ್ನಡ - ಕರೆಯು ರಹಸ್ಯ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
4. ಕನ್ನಡ-ಕರೆಯು ರಹಸ್ಯ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.

Paper - IV Tulu Athmakavya Sahityam : Kannada - Telugu-Tamilam

1. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
2. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
3. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
4. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
5. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
6. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
7. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
8. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
9. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.

1. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
2. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
3. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
4. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
5. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.

Paper - III Tulu Athmakavya Sahityam: Uthasam, Tarama naryu Vidhanam

1. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
2. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
3. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
4. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
5. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
6. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.
7. ಕನ್ನಡ ನಿರೀಕ್ಷಿಸಿ ಕರೆಯಿರಿ.

ಅಧ್ಯಯನ ವಿಷಯ:

1. ಭಾರತೀಯ ಸಾಹಿತ್ಯದ ಮೂಲ

2. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

3. ಸಾಹಿತ್ಯದ ಮೂಲ

4. ಸಾಹಿತ್ಯದ ಮೂಲ

5. ಸಾಹಿತ್ಯದ ಮೂಲ

6. ಸಾಹಿತ್ಯದ ಮೂಲ

7. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

8. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

Paper - II Tulanaathakana Madyakalina Sahityam - ತುಲನಾತ್ಮಕ ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯ

ಅಧ್ಯಯನ ವಿಷಯ:

1. ಮಧ್ಯಕಾಲೀನ ತೆಲುಗು ಸಾಹಿತ್ಯ - ಶಿವರಾಜು, ಲೀಲಾ, ವಾಗ್ಗೇಯಕಾರರು (ಅನ್ನಿಮಯ್ಯ, ಆಗ್ನೇಯ್ಯ, ಸಾರಂಗಸಾಣಿ.

2. ತೆಲುಗು ಲೀಲಾ

3. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ (ನಾಯನಾಥರು, ಆರ್ಯವರ್ಮರು, ಆರ್ಯವರ್ಮರು, ಪುರಾಣಸಾಹಿತ್ಯ)

4. ಕಾವ್ಯಸಾಹಿತ್ಯ, ಜೀವನವಿಷಯ - ಜೀವನವಿಷಯ, ಜೀವನವಿಷಯ, ಜೀವನವಿಷಯ, ಜೀವನವಿಷಯ

5. ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯದ ಮೂಲ

6. ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯದ ಮೂಲ

Paper - III Dravida Basha Shastram - ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರ

ಅಧ್ಯಯನ ವಿಷಯ:

1. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

2. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

3. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

4. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

5. ತೆಲುಗು ಸಾಹಿತ್ಯದ ಮೂಲ

1. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ, ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ, ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ, ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

2. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

3. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

4. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

5. ದ್ರಾವಿಡ ಭಾಷಾಶಾಸ್ತ್ರದ ಮೂಲ

1. ಉಗು, ಕನ್ನಡ ಸಹಜ ಸ್ವರೂಪ; ಲಕ್ಷಣಗಳು.

Paper - II Tulanarilamaka Navala Sahityam - ತುಲನಾತ್ಮಕ ಸಹಜ ಸಾಹಿತ್ಯ

5. ಅಧ್ಯಯನ ಮಾಡಿ ಸಾಹಿತ್ಯ - ಸುಂದರ ಪ್ರಕಾರಕ್ಕೆ.

4. ಕನ್ನಡ ಕನ್ನಡ - ಸಹಜ.

3. ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಉದಾಹರಣೆ ಕೊಡಿ.

2. ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಉದಾಹರಣೆ ಕೊಡಿ.

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಉದಾಹರಣೆ ಕೊಡಿ.

ಉದಾಹರಣೆಗಳು:

ವಿಭಿನ್ನವಾದ, ಉಗು ಸಹಜ ಸ್ವರೂಪ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ.

3. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ, ಉದಾಹರಣೆ ಕೊಡಿ, ಉದಾಹರಣೆ ಕೊಡಿ, ಉದಾಹರಣೆ ಕೊಡಿ, ಉದಾಹರಣೆ ಕೊಡಿ.

4. ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಉದಾಹರಣೆ ಕೊಡಿ.

3. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ, ಉದಾಹರಣೆ ಕೊಡಿ.

2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ - ಉದಾಹರಣೆ ಕೊಡಿ.

1. ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ, ಉಗು, ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ.

Paper - I Dravida Sanskrita Navala Sahityam - ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

SEMESTER - 03

10. ಕನ್ನಡ ಸಾಹಿತ್ಯ

9. ಕನ್ನಡ ಸಾಹಿತ್ಯ

8. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

7. ಕನ್ನಡ ಸಾಹಿತ್ಯ

6. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

5. ಕನ್ನಡ ಸಾಹಿತ್ಯ

4. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

3. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ

ಉದಾಹರಣೆಗಳು:

3. ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಉದಾಹರಣೆ ಕೊಡಿ.

4. ಉಗು ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ.

3. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

- ಕ. ಸಾ. ಸಹಜ ಸ್ವರೂಪ.

4. ಅಂಕಗಳು
3. ಪ್ರಸಲು
2. ಯುಟು

1. ಭಾವಾರ್ಥರಣಂ- ಸಂಕ್ಷೇಪ ಪರಿಷ್ಕರಣೆ, ಸಂಕಲನ ಪರಿಷ್ಕರಣೆ

Paper-IV: Chandassu - ಪಂದಸ್ಸು

5. ಅಂಕ ಯುಟುಗಳ ವಾಚನ ಪರಿಷ್ಕರಣೆ - ಎಸ್.ವಿ.ಜಿ.ಎಸ್.
4. ಸಂಕಲನ ಸಂಪಾದನೆ - ಅಂಕ ಯುಟುಗಳ ಸಂಪಾದನೆಯು.
3. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಎಸ್.ಎಂ.
2. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಎಸ್.ಜಿ.ಎಂ.
1. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ

ಅಂಕ ಯುಟುಗಳು:

5. ಸಂಪಾದನೆ ಪ್ರಕ್ರಿಯೆ (ಭಾಗ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ)
4. ಅಂಕ ಯುಟುಗಳು
3. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
2. ಅಂಕ ಯುಟುಗಳು

1. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ (ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ, ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ)

Paper-III: Sabithyodhyamalu - ಸಾಪಿತ್ಯೋದ್ಯಮಗಳು

5. ಅಂಕ ಯುಟುಗಳು - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
4. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
3. ಅಂಕ ಯುಟುಗಳು - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
2. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
1. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ

ಅಂಕ ಯುಟುಗಳು:

6. ಅಂಕ ಯುಟುಗಳು - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
5. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
4. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ
3. ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ - ಅಂಕ ಯುಟುಗಳ ಪರಿಷ್ಕರಣೆ

1. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
2. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
3. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
4. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
5. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.

ಅರ್ಥವೇನು:

1. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
2. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
3. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
4. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.
5. ಯಾಕೆಂದರೆ - ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಅನಿರೀಕ್ಷಿತವಾಗಿ ಬಹಳಷ್ಟು ಸಮಸ್ಯೆಗಳನ್ನು ಉಂಟುಮಾಡುತ್ತವೆ.

RE.II: Basics of Yoga - ಭಕ್ತಿ ಆಧಾರದ ಯೋಗ

1. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
2. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
3. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
4. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
5. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.

ಅರ್ಥವೇನು:

1. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
2. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
3. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
4. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.
5. ಯೋಗ - ಯೋಗ ಸಂಸ್ಕೃತದ ಪದವು.

LE. II: RagaBhumi - ರಾಗಭೂಮಿ

1. ರಾಗಭೂಮಿ - ರಾಗಭೂಮಿ.
2. ರಾಗಭೂಮಿ - ರಾಗಭೂಮಿ.
3. ರಾಗಭೂಮಿ - ರಾಗಭೂಮಿ.
4. ರಾಗಭೂಮಿ - ರಾಗಭೂಮಿ.
5. ರಾಗಭೂಮಿ - ರಾಗಭೂಮಿ.

ಅರ್ಥವೇನು:

1. ಅಡುನಿಕ ನಾಟಕೋ ಅಭಿಂ, ಲೀಲಾಯಂ (ಕವಿತೆ, ಅಭಿಂ)

2. ಅಡುನಿಕ ಪದ್ಯಂ ಕಿಂಠಿಯುಲು

3. ಕವಿತೆ-ಪದ್ಯಂ-ಕಿಂಠಿಯುಲೆ ಕವಿತೆ

4. ಅಡುನಿಕ-ನಾಟಕೋ

ಅಧಿಕಾರಂ:

1. ಅಡುನಿಕ ಪದ್ಯಂ - ಕವಿತೆಯುಲಂ - ಅಡುನಿಕ ನಾಟಕೋ

2. ನಾಟಕೋ ನಾಟಕೋ ವಿಧಯಂ - ಅಡುನಿಕ ನಾಟಕೋ

3. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ ನಾಟಕೋ

4. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

5. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

Paper -II Prasannaadhyamulu Anuvada Adhyamulu

ಶಿವರಾಜನಾಟಕೋ ಅಡುನಿಕ ಅಡುನಿಕ

1. ಶಿವರಾಜನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

2. ಶಿವರಾಜನಾಟಕೋ ಅಡುನಿಕ (ಕವಿತೆ, ಅಭಿಂ, ಕವಿತೆ)

3. ಶಿವರಾಜನಾಟಕೋ ಅಡುನಿಕ ಅಡುನಿಕ ಅಡುನಿಕ

4. ಅಡುನಿಕ ನಾಟಕೋ ಅಡುನಿಕ

5. ಅಡುನಿಕ ನಾಟಕೋ ಅಡುನಿಕ

6. ಶಿವರಾಜನಾಟಕೋ - ಅಡುನಿಕ

ಅಧಿಕಾರಂ:

1. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

2. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

3. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

4. The art of Translation - KAVI, Rao

5. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

6. ಅಡುನಿಕ ನಾಟಕೋ - ಅಡುನಿಕ ನಾಟಕೋ

Paper -III Tulunathiyam -ಅಡುನಿಕ ನಾಟಕೋ

1. ಅಡುನಿಕ ನಾಟಕೋ ಅಡುನಿಕ

2. ಅಡುನಿಕ ನಾಟಕೋ ಅಡುನಿಕ

3. ಅಡುನಿಕ ನಾಟಕೋ ಅಡುನಿಕ

ಆಧಾರಿಂಥಾಲು:

1. ಡಾ. ಎನ್. ಸ್ವಯಂಸಿದ್ಧಾಂತ - ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

2. ಡಾ. ಕಿ. ಎಂ. - ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

3. ಡಾ. ಎನ್. ಎಸ್. - ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

4. ಡಾ. ಎಸ್. ಎಸ್. - ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

5. ಡಾ. ಎನ್. ಎಸ್. - ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

Paper - IV Parishodhana Vidhanam - ಪರಿಷತ್ ಪ್ರಕಟಣೆ

1. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

2. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

3. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

4. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

5. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

ಆಧಾರಿಂಥಾಲು:

1. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

2. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

3. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

4. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

5. ಪರಿಷತ್ ಪ್ರಕಟಣೆ.

Project Work - ಪ್ರಾಜೆಕ್ಟ್ ವರ್ಕ್

DEPARTMENT OF COMPARATIVE DRAVIDIAN LITERATURE AND PHILOSOPHY
Srinivasavanam, Kuppam - 517 426
DRAVIDIAN UNIVERSITY

Minutes of the Meeting of the board of studies held on Date : 22-11-2019

Members of the Board of Studies met on 22-11-2019 in the Department Comparative Dravidian Literature & Philosophy at 11-30 a.m. to discuss and approve the revised syllabus P.G. in CDL & Philosophy (Common Core syllabus approved by the State Council of Higher Education, Andhra Pradesh).

Unanimously resolved the following items:

1. Resolved to approve the revised M.A. Course in CDL & Philosophy-CBCS (2 years)
2. Resolved to approved Diploma In Yoga (1 year)
3. Resolved to approved PG. Diploma In Comparative Dravidian Literature (1 year)
4. Resolved to approved the M.Phil / PhD Course in CDL & Philosophy.
5. Resolved to approved the M.Phil / PhD Course in Comparative Dravidian Literature.
6. Resolved to approved the certificate courses in Comparative Dravidian Literature.
7. Resolved to approved the panel of Examiners.

The following Members are Present :

MEMBERS PRESENT

1. Prof.N.Susheela
Dept. of CDL & Philosophy
Dravidian University,
Kuppam
2. The Head
Dept. of CDL & Philosophy
Dravidian University,
Kuppam
3. Prof. P.Chinnaiyah
Dept. of Philosophy
S. V. University
TIRUPATI 517 502
Phone : 9440492172
e-mail: chinnaiah.svu@gmail.com

Chairman 22/11/19

Ex. Officio Member 22/11/19

Member P. Chinnaiyah 22/11/2019

Members - Cent:

1. Prof. Asha Jyothi
Dept. of Telugu
Jana Bharathi Campus
Bangalore University
Bangalore - 560056
Ph.No.09449672394
E-mail: asha.janardana@gmail.com
2. Prof. Ashu Jyothi
Dept. of Telugu
Jana Bharathi Campus
Bangalore University
Bangalore - 560056
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E-mail: asha.janardana@gmail.com
3. Prof. Tamil Selvi
Head, Dept. of Kannada
University of Madras
Marina Campus,
Chennai - 600 005
Phone No. 9840239321
E-mail: tmselective@unim.ac.in
4. Prof. B.M. Punnaiah
Sahitya Kannada Adhyaya Vibhaga
Kannada Vidyapeethaya Hampi
Ballari Hill
Ph.No. 09448980105
E-mail: bhmpunnaiah@gmail.com
5. Prof. Gangadhar
Dept. of Kannada
Jana Bharathi Campus
Bangalore University
Bangalore - 560056
Ph.No. 9448160388
E-mail: kannadagangadhar@gmail.in
6. Prof. K. Srinivas
Dean, Faculty of Humanities
Lead, Dept of Philosophy
Pondicherry University
Pondicherry
Mobile : 9442086276
e-mail: krsr155@yahoo.com

Member

Member

Member

Member

Member

K. Janardana
22-0-19

The proceedings of BOS members approved, accepted and suggested particularly to the subject which relates to COMPARATIVE DRAVIDIAN LITERATURE – M.A. PG COURSE held on 22.11.2019 in the dept of Comparative Dravidian Literature & Philosophy.






Item 01 :

The board suggested to incorporate Comparative Dravidian Literature course for PG Course for academic year 2020 onwards.

Item 02 :

The board framed the syllabus for M.A. Comparative Dravidian Literature to start from academic year 2020 onwards.

Members Present:

- | | | | |
|----------------------|-------------------------|-------------------------------------------------------------------------------------|------------|
| 1. Prof.N.Susheela | Chairman |  | 22/11/19 |
| 2. Prof.N.Susheela | Head, Ex.Officio Member |  | 22/11/19 |
| 3. Prof.P.Chinnaiyah | External Member |  | 22/11/2019 |
| 4. Prof.K.Asha Jyoti | External Member |  | 22.11.19 |
| 5. Prof. TamilSelvi | External Member |  | 22/11/19 |

Department	Programms	Courses introduced during the year	Title of Courses and Code number semester wise	BoS Conducted on (During 2018-23)	Additional information BoS if conducted during 2017-18 give details
Department of Library and Information Science	UG/PG/M.Phil/Ph.D	M.Lib.I.Sc., Mphil, Ph.D	Master of Library and Information Science	2019	

Semester - I

LIS 101

LIS 102

LIS 103

LIS 104

LIS 105

Semester - II

LIS 201

LIS 202

LIS 203

LIS 204

LIS 205 (A)

LIS 205 (B)

Semester - III

LIS 301

LIS 302

LIS 303

LIS 304 (A)

LIS 304 (B)

LIS 305 (A)

LIS 305 (B)

Semester - IV

LIS 401

LIS 402

LIS 403 (A)

LIS 403 (B)

LIS 404 (A)

LIS 404(B)



DRAVIDIANUNIVERSITY

SRINIVASAVANAM, KUPPAM – 517 426
CHITTOOR DISTRICT, ANDHRA PRADESH

Curriculum for Two-year B.Ed. (Regular) Programme

(with effect from the academic year 2017-2019 onwards)
based on the APSCHE's Two-year B.Ed. syllabus - 2015

BOARD OF STUDIES MEETING HELD ON 17th December – 2016

Board of Studies Members

- 1. Prof. G. LokanadhaReddy, Chairman, BoS in Education and HRD**
Dean, School of Education & Human Resource Development, Dravidian
University, Kuppam, Chittoor Dist.
- 2. Prof. M.S. Talwar, Professor and Dean, Faculty of Education, Bangalore**
University, Jnanabharathi, Bangalore.
- 3. Prof. V. Rajeswari, Professor and Head, Department of Education**
Mather Theresa Womens University, Kodaikenal, Tamil Nadu – 624101
- 4. Prof. V. Dayakara Reddy, Professor and Head, Dept. of Education**
S.V. University, Tirupati – 517 502
- 5. Dr. T.G. Amuthavalli, Professor and Head, Dept. of Education, Sri**
Padmavathi Mahila University, Tirupati
- 6. Dr. S. Rajaguru, Professor, Dept. of Education, Sri Ramakrishna**
Mission Vidyalaya, College of Education, Coimbatore, Tamil Nadu –
641020
- 7. Dr.G.Viswanathappa, Professor and Head, Dept. of Extension**
Education,
Regional Institute of Education –NCERT, Manasagangothri, Mysore –
570006
- 8. Prof. D. Srinivas Kumar, Professor and Head Dept. of Education &**
HRD, Dravidian University, Kuppam – 517426
- 9. Head Dept. of Education & HRD, Dravidian University, Kuppam – 517426**

**CURRICULUM FOR
TWO YEAR SECONDARY TEACHER EDUCATION PROGRAMME (B.Ed.)
(Effective From the academic year 2017-19)**

INTRODUCTION

The Ministry of Human Resources Development, Government of India after prolonged deliberations with all the stake holders of Teacher Education across the Country has decided to increase the duration of B.Edprogramme from the present one Year to two years. The MHRD directed National Council for Teacher Education (NCTE) to develop Curriculum framework for Two Year B.Edprogramme. Accordingly the NCTE developed the curriculum framework for Two Year B.Edprogramme after having a series of consultative meetings with the experts in the field of Teacher Education across the Country. All the States and UnionTerritories in the country are advised to develop a detailed syllabus for the two year B.Edprogramme on the basis of curriculum framework suggested by NCTE. Consequently the Curriculum for Two-year B.EdProgramme has been prepared under the aegis of the Andhra Pradesh State Council of Higher Education (APSCHE) for the utility of various universities and their affiliated colleges located in Andhra Pradesh State and the aforesaid syllabus keeping in view the Curriculum Framework suggested by the NCTE, New Delhi. Hence, the APSCHE's Two-Year B.Ed Curriculum has been adopted by the Dravidian University, Srinivasavanam, Kuppam after making a few minor modifications as per the requirements of the University.

A) RULES AND REGULATIONS

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

- 1. The Bachelor of Education (B.Ed)** is a professional course that prepares teachers for Secondary Schools.
- 2. Duration:** The B.Edprogramme shall be of duration of two academic years(four semesters) which can be completed in a maximum of three years from the date of admission to the programme.

2.1. Working Days:

- a. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions.
- b. The institution shall work for a minimum of 36 hours in a week (six working days), during which physical presence in the institution of all the faculty is necessary for instruction, advice, guidance, dialogue and consultation as and when required.
- c. The minimum attendance of student-teachers shall have to be 80% for theory and 90% for practicum and school internship.

3. Admission Procedure:

A candidate for admission into two year B.Ed. programme has to qualify at the B.Ed. Common Entrance Test (Ed.CET) conducted by APSCHE, Government of Andhra Pradesh for the respective academic year. The candidates will be admitted strictly in accordance with the rank secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats to different categories. The candidates will be admitted strictly as per the allotments made to the Dravidian University by the Convener, Ed-CET every year. No separate admissions shall be made to the B.Ed Course in this regard.

4. Working Hours / Instructional Hours

- a. The working hours of the institution / college shall be
 - i. Forenoon Session: 10.00 a.m. to 1.00 pm or 9.00 am. to 1.00 pm.
 - ii. Afternoon Session: 2.00 p.m. to 5.00. pm or 2.00 pm. to 4.00 pm.
- b. The B.Ed. Programme shall not be run on shift system basis and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to withdrawal of recognition by the State Government and NCTE.

5. Selection of Methods of Teaching

- a. Every candidate is expected to select two methods of teaching under B.Ed. programme.
- b. Method –I shall be based on the group subjects, the candidate has studied in Degree course (eligibility qualification) and also in the subject in which the candidate appeared at the entrance test. If Method-I is English, the second methodology subject should be offered in any subject relating to their group subjects/ subjects studied at Intermediate / +2.
- c. Method –II also shall be based on the group subjects in the qualifying examination and will be allotted by the institute/ college where the candidate is admitted. In case of BCA, BBM, B.Tech candidates, the selection of methodology subject shall be based on their Intermediate study as per Ed-CET norms. However, candidates who have studied

restructured courses may be allowed to opt the second methodology close to the subjects studied in the qualifying examination or a language.

Note:

- i. No candidate is allowed to select two language methods.
- ii. Candidate may select one Language and one Non-language methodology or two Non-language methodologies.

7. Rules of Attendance

- a. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
- b. The Minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum and School Internship. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the college notice board on 5th of every month and the same may be sent every month to the Head, Department of Education/ Dean, Faculty of Education.
- c. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fail to report to the college immediately.
- d. If any candidate likes to seek readmission in the subsequent academic year he/she should put in minimum of 40% attendance. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
- e. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the college or any other government or quasi government agency.
- f. Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.

8. General Rules for Examination

- a. All B.Ed (theory) Examinations of the University shall be held at Headquarters of the University at Srinivasavanam, Kuppam on such dates as notified by the Controller of Examinations, DravidianUniversity.
- b. A candidate who fails to present himself for the examination due to any reason

whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.

- c. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
- d. A candidate after he / she has been declared successful in an examination shall be awarded a degree stating the year of the examination, the subjects in which he / she was examined and the division / grade in which he / she was placed.
- e. No candidate shall be allowed to put in attendance for or appear at two examinations at the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses offered by the University.
- f. However, the candidate has to complete the course within four years. Otherwise he/she has to seek fresh admission notwithstanding the fact that new subjects might have been introduced.
- g. Whenever a course or a scheme of examination in the University changes, one more examination in the following year shall be conducted according to the old syllabus/ regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus/ regulations.
- h. Instruction in various subjects shall be provided by the College of Education as per the scheme of instruction and syllabi prescribed.
- i. The programme of instruction, examination and vacation shall be notified by the Dravidian University.
- j. The medium of instruction shall be English.
- k. University examinations shall be held as prescribed in the scheme of the examination.
- l. The course of study shall consist of class Lectures, Tutorials, Seminars, Teaching Practice, Project work, Record work, School Internship, etc.
- m. The University examination in the theory courses will be a written examination. Besides the written examination there will be practical examinations in the two methods of teaching studied by the candidate.
- n. The HOD / Dean of Education should depute their teachers for B.Ed Examination work as and when required by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

9. Improvement of Division / Grade

A candidate is permitted to appear for improvement only once i.e., in the immediate following examination. The candidate who is desirous to improve the class/ grade should appear at all the theory courses. No provision for improvement in practicals.

10. Appearance and Reappearance for the Examination

- a. Candidates who have put in the required attendance both in Theory and Practical and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of B.Ed course. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
- b. The Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
- c. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
- d. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
- e. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

11. Miscellaneous Guidelines

a) Teaching Faculty as Mentors

It is envisaged to continue the practice of mentorship in the Department of Education, Dravidian University. Each faculty member will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship

and his overall participation in the programme. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the B.Ed. Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student–teachers and conduct of various projects of the B.Ed. Programme.

The trainees shall follow uniform dress code as prescribed the Department of Education, DravidianUniversity.

b) Guidelines for School Head Masters / Head Mistresses

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

- a. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school.
- b. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
- c. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
- d. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
- e. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.
- f. Sign on the records / project reports carried out by the student teachers during their stay in the school.

Note: The Head, Dept of Education, Dravidian University shall address letters to the Headmasters of High Schools concerned by furnishing a copy of the above guidelines soliciting their cooperation while allotting the trainees for the Practice Teaching and Internship Programme.

c) Transitory Provisions

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted with the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

B) SCHEME AND STRUCTURE OF THE PROGRAMME

I. SCHEME AND STRUCTURE

SEMESTER - 1

<i>Course</i>	<i>Title</i>	<i>Theory (External)</i>	<i>Theory/Practicum (Internal)</i>	<i>No. of Internal Tests/ Assignments</i>	<i>Transaction Plan L+T+P per week</i>	<i>Contact Hours per Week</i>	<i>Credits</i>	<i>Total Marks</i>
I	Philosophical Foundations of Education	80	20	2	4+2+0	8	4	100
II	Perspectives in Child Development	80	20	2	4+2+0	8	4	100
III	ICT for enriching Teaching and Learning	80	20	2	4+2+0	8	4	100
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences – Pedagogy 1 (Pg1)	40	10	1	2+1+1	6	2	50
V	Pedagogy Physical Sciences/ English/ Telugu/ Urdu - Pedagogy 2(Pg2)	40	10	1	2+1+1	6	2	50
S1P	Practicum (Activities/ Projects/ Records)		100*	-	-	-	4	100
	Total (I Semester)	320	180	8	16+8+2	36	20	500

L=Lecture (1= One contact hour/ period);
T=Tutorial (1= Two block hours/ periods);
P=Practicum (1= Two block hours/ periods)

*In each of the five courses dealt in this semester, there are 25 activities - out of which 20 activities will be completed during this semester, which will be assessed for 100 marks by the concerned teacher educators and the remaining five school / society related activities will be completed by the end of second semester (During the four weeks of Internship).

See Schedule of Activities for various courses in page nos. 13-20.

SEMESTER - 2

<i>Course</i>	Title	<i>Theory (External)</i>	<i>Theory/Practicum (Internal)</i>	<i>No. of Internal Tests/ Assignments</i>	<i>TransactionP lanL+T+Pper week</i>	<i>ContactHour perWeek</i>	<i>Credits</i>	<i>Total Marks</i>
VI	Sociological Foundations of Education	80	20	2	4+2+0	8	4	100
VII	Learning and Teaching	80	20	2	4+2+0	8	4	100
VIII	Classroom Management, Leadership and Action Research	40	10	1	2+1+1	6	2	50
IX	Art Education	40	10	1	2+1+1	6	2	50
S2P	Practicum (Activities/ Projects/ Records) Completion of school & community activities specified in courses of I & II semesters	-	125*	-	-	-	5	125
	Micro Teaching –five lessons in each pedagogy to develop micro skills of teaching among student Teachers in a simulated situation (college)	-	Pg1 - 25 Pg2 - 25	-	2+2+2+2	8	2	50
	School & Community Experience of 4 weeks 1. Observation of 5 lessons in each pedagogy taught regular school teachers	-	Pg1 - 25 Pg2 - 25	-	-	-	2	50
	2. Report on School Activities & Report on Achievement & Attendance	-	25	-	-	-	1	25
	Total (II Semester)	240	310	16	16+8+2	36	22	550

Pg = Pedagogy

* The 20 activities relating to four courses in this semester and five school/ society related activities carried forward to second semester from semester – I are to be assessed for 125 marks, which will be assessed by the concerned teacher educators. See Schedule of Activities for various courses in page nos. 13-20.

SEMESTER – 3

<i>Course</i>	Title	<i>Theory(External)</i>	<i>Theory/Practicum(Internal)</i>	<i>No.ofInternalTests/Assignments</i>	<i>TransactionPlanL+T+Practicumrweek</i>	<i>ContactHoursPerweek</i>	<i>Credits</i>	<i>Total Marks</i>
X	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	40	10	1	3+2+1	9	2	50
XI	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	40	10	1	3+2+1	9	2	50
XII	Learning Assessment	40	10	1	3+2+1	9	2	50
XIII	Understanding the Self	40	10	1	3+2+1	9	2	50
S3P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship-8 Weeks. Practice Teaching of Twenty lessons for 6 th &7 th Classes in each pedagogy subject	-	Pg1– 100* Pg2 – 100*	-	-	-	8	200
	Observation of five lessons by peer group in each pedagogy subject	-	Pg1 – 25 Pg2 – 25	-	-	-	2	50
	Total (III Semester)	160	390	-	12+8+4	36	22	550

Pg = Pedagogy

* These 100 marks will be awarded by the teacher educator concerned.

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks.

See Schedule of Activities for various courses in page nos. 13-20.

SEMESTER - 4

<i>Course</i>	Title	<i>Theory(External)</i>	<i>Theory/Practicum (Internal)</i>	<i>No. of Internal Tests/ Assignments</i>	<i>Transaction Plan L+T+P per week</i>	<i>Contact Hours Per week</i>	<i>Credits</i>	<i>Total Marks</i>
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	School Internship- 8 Weeks Practice Teaching of twenty lessons for 8 th , 9 th & 10 th classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
	Total (IV Semester)	160	440	24	8+10+4	36	24	600

Pg = Pedagogy

* These 100 marks will be awarded by the teacher educator.

** 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for various courses in page nos. 13-20

Practical Examination will be conducted by the two examiners – one Internal and one External appointed by the University.

II. SCHEDULE OF ACTIVITIES FOR VARIOUS COURSES

Course	Semester – I Title	Activities Suggested	College (C) / School & Society (S)	Marks	Semester
I	Philosophical Foundations of Education	1. Critically review a selected book written by Contemporary Educationalist in India.	C	5	S1
		2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report	C	5	S1
		3. Identify the different roles played by an ideal teacher in the classroom, school and community and report	C	5	S1
		4. Visit nearby schools under different managements and describe the functioning of the schools	S	5	S2
		5. List out the values which make an individual a righteous human being	C	5	S1
II	Perspectives in Child Development	1. Visit a balwadicentre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers	S	10	S1
		2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society	S	5	S1
		3. Describe the salient features of Child Rights Act 2005	C	5	S1
		4. Interact with five adolescents and collect Information about their attitudes, interests, aspirations in respect of their educational and occupational choices .	S	5	S1
III	ICT for Enriching Teaching and Learning	1. Use various visual aids in the classroom and report their effectiveness on learning of the students	S	5	S2
		2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning	C/S	10	S1/S2
		3. Observe and analyse classroom Interaction and report the dynamics of classroom	S	5	S2
		4. Prepare a computer assisted lesson of your choice from school curriculum	C	5	S1

IV	Pedagogy of School Subject – I (Part A) Mathematics/ Biological Sciences/ Social Sciences	Mathematics	C	5	S1	
		1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes	C	5	S1	
		2. Each student has to collect and present history and contributions of one Indian or Western mathematician				
		3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics	C	5	S1	
		4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics	C	5	S1	
		5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)	C	5	S1	
		Social Sciences:				
		1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report	C	5	S1	
		2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit	C	5	S1	
		3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report	S	10	S1	
		4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.	S	5	S2	
		Biological Sciences:				
		1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.	S	5	S1	
		2. Identify and write the objectives and specifications under the three domains on any topic of your choice	C	5	S1	
		3. Sketch the life history and write his/her contributions of any one Biologist	C	5	S1	
		4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.	C	5	S1	

		5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.	S	5	S1
V	Pedagogy of School Subject – II (Part A) English/ Telugu/ Physical Sciences	<p>Physical Sciences:</p> <ol style="list-style-type: none"> 1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete. 2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report 3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge 4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry 5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them <p>English</p> <ol style="list-style-type: none"> 6. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992. 1. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills. 2. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials. 3. Critically analyse the writing activities given in the text books of classes VI to X and report. 4. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective and psychomotor domains and report. 	C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
			C	5	S1
		Telugu As mentioned at the end of the syllabus			
		Urdu As mentioned at the end of the syllabus			

VI	Sociological Foundations of Education	1. Study the cultural practices prevailing in the local community and submit a report	S	5	S2
		2. Study the diversities existing in the community and describe the root causes for such diversities.	S	5	S2
		3. Study the social stratification in a village/ward and prepare a report on it.	S	5	S2
		4. Education and social mobility – Conduct a survey in a village/ward and prepare a report	S	10	S2
VII	Learning and Teaching	1. Prepare a list of study habits prevailing among students of a particular class through interaction of students	S	5	S2
		2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation	S	5	S2
		3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report	S	5	S2
		4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report	S	5	S2
		5. Prepare a detailed report on different roles of an ideal teacher in the existing circumstances.	C	5	S2
VIII	Classroom Organisation and Management	1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.	S	5	S2
		2. Identify a problem for action research and prepare a proposal for action research	C	5	S2
		3. Collection of articles from newspapers relating to classroom management problems	C	5	S2
		4. Collection of cases of indiscipline and corporal punishment from newspapers	C	5	S2
		5. Observe a minimum of five school teachers and describe their leadership characteristics	S	5	S2

IX	Art Education	<ol style="list-style-type: none"> 1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report 2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan 3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama 	C	5	S2
X	Pedagogy of School Subject – I (Part B) Mathematics/ Biological Sciences/ Social Sciences	<p>Mathematics</p> <ol style="list-style-type: none"> 1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report 2. One case study of gifted child and slow learner with interventions suggested. 3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities. 4. Preparing two types of assessment tests – Formative, Summative type of tests. 5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus. <p>Social Sciences</p> <ol style="list-style-type: none"> 1. Observe a day's proceedings in house of assembly or parliament and report 2. Collect News paper clippings on any social issue and write a report on the issue with your comments 3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report. 4. Observe the functioning of any local body office and report 5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report <p>Biological Sciences</p> <ol style="list-style-type: none"> 1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report 2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach. 	S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3

		3. Prepare laboratory instructional cards for any two experiments of your choice.	C/S	5	S3
		4. Prepare a herbarium based on a certain theme.	C	5	S3
		5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.			
XI	Pedagogy of School Subject – II (Part B) English/ Telugu/ Physical Sciences	<p>Physical Sciences</p> <p>1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry</p> <p>2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit</p> <p>3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report</p> <p>4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented</p> <p>5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report</p> <p>English</p> <p>1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment: To what extent the language clearly convey the meaning of the topic being discussed? Is the language learner-friendly? Is the language too technical in nature?</p> <p>2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.</p> <p>3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.</p> <p>4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.</p> <p>5. Develop a question paper for classes VI to X to assess all the aspects of language learning.</p>	C	5	S3
			C	5	S3
			S	5	S3
			S	5	S3
			S	5	S3
			C	5	S3
			C	5	S3
			C	5	S3
			C	5	S3

		Telugu As mentioned at the end of the syllabus			
		Urdu As mentioned at the end of the syllabus			
XII	Learning Assessment	1. Plan and construct an achievement test in one of the methodology subjects 2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report 3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years) 4. Administer an intelligence test on students of any class and interpret the results 5. Conduct a survey to find out occupational choices of 9 th Class students and prepare a report	C S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XIII	Understanding the Self	As mentioned in the syllabus			
XIV	Contemporary India and Education	1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report 2. Conduct a Survey of schools of different quality in different milieu and make a presentation 3. A critical review of school textbooks based on socio-cultural and economic exclusion 4. Conduct a survey on street children / Orphanchildren and make a presentation 5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report	S S C S S	5 5 5 5 5	S3 S3 S3 S3 S3
XV	Gender, School and Society	1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report 2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.	S S	5 5	S3 S3

		3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your	C	5	S3
		mandal and report			
		4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)	S	5	S3
		5. Text Book Analysis and gender equity – A report.	C	5	S3
XVII	Environment Education	1. Make a survey of your area and document all the environmental problems found along with photographs	S	5	S4
		2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.	S	10	S4
		3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5 th June) and report	S	5	S4
		4. Conduct elocution and essay writing competitions for students on environmental issues and report	S	5	S4

Note: However, the teacher educators may create additional activities to provide practical experience in other theoretical aspects not covered by the activities mentioned above without disturbing the evaluation scheme.

III. CURRICULUM TRANSACTION

The group of experts who participated in the development of curriculum for two year B.Ed Programme felt that the following points are to be kept in mind to realize the objective of preparing quality Teachers to serve in school system with all required employable skills.

1. The primary aspect of this curriculum is mostly interactive in nature. The Student-teachers, Teacher Educators, (College Faculty), the Head of the Institution (Principal of the College) should work in tandem with proper interpersonal relationship. Mere lecturing does not help to transact the new curriculum. The teacher Educators have to create various innovative activities where in the student-teachers develop appropriate skills required for their effective teaching by performing different activities. Half of the time in the College of Education is to be used for instruction and the remaining half of the time is to be allocated to attend individual and group projects and activities, library including E-Library activities to inculcate the habit of self learning. Yoga and physical Education activities are to be regularly organized and evaluated under continuous and comprehensive evaluation (CCE). Apart from the above, internal assessment tests are to be conducted. Thus throughout the semester the process of Student – teachers participation in all the activities – cognitive related (Knowledge) conative / affective related (wisdom) and psychomotor related (performance) are to be assessed.
2. Out of two years of the programme duration, the student-teachers will be in the field (Schools and community) for 20 weeks i.e. for about 5 months. In a professional teacher preparation programme, field experience in school has to be a vital component as it provides a platform to integrate theory learnt to a real situation. The field experience intends to expand the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During school visit, student teachers interact with the teachers, students, administrators and community including parents and try to understand the issues problems faced, which helps in their process of becoming a teacher. They are also exposed to multicultural context of our society, which has a strong influence on the school environment and its functioning. The practice teaching in real classroom

situations, student teachers are provided with opportunities to participate and organize various programmes which help to develop positive attitude, interest in teaching, abilities and appreciate teaching as a profession. The Teacher Educator should monitor the activities regularly assigned to the student-teachers. These activities are also to be evaluated by the Teacher Educators. To fulfil all these and to realise the objectives of 2-Year B.Ed Programme the first and the foremost pre-requisite condition is that both the faculty and student- teachers should be regular and punctual throughout the course duration of the programme.

3. It is also necessary to get the support from the State department of School Education to allow student –teachers to participate in all functional activities of the school, from assembly prayer to the long bell in the evening. If the school conducts remedial teaching classes for backward (academically) children after the school hours, the student teachers should associate in such activities too. In a word, the student teacher should feel that this period is apprentice ship for getting confidence in conducting all kinds of functional activities of the school under the guidance of the Head of the Institute, Subject-teachers (guide teachers) and teacher educators. In this regard the State Council of Higher Education, will take appropriate action to see that the State Department of School Education issues appropriate orders to all the District Educational Officers in the State that no school should object the student-teachers to participate in school functional activities during their internship.
4. As the Head of the School (HMs) and Guide Teachers (School Teachers) are also involved in assessing the performance of student-teachers along with teacher educators (college teachers). Further, there should be complete harmony among all these people and provide proper guidance to the student–teachers in shaping them as future teachers with more confidence and commitment. The 20 week period is very important in the sense that they learn many things practically and nullify the gap between theory and practice.

If all the concerned systematically transact on this Curriculum for 2-Year B.Ed Programme with a vision, we are sure to improve the quality of our school education in the years to come by having a well trained, effective and committed teachers in our schools.

IV. CONTINUOUS AND COMPREHENSIVE EVALUATION

Part A: Credits, Marks and Internal Assessment

The Two-Year B.Ed. Programme is aimed at bringing total change in student teachers – their attitude towards teaching profession, children, school, community and society as a whole, their personality, behavior, communication skills, innovation and other life skills. Hence, it is proposed to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year B.Ed. Programme.

There are 17 courses mentioned earlier, out of which 5 courses are with 4 credits and the remaining 12 courses with 2 credits. The courses with 4 credits carry 100 marks each, out of which 20 marks for internal assessment and 80 marks are earmarked for semester-end examinations conducted by the university and the courses with 2 credits carry 50 marks each, 10 marks for internal assessment and 40 marks for semester-end examinations. Thus the total credits for theory examinations in all the four semesters put together is 44 and 1100 marks.

Under the practicum – activities, group and individual projects, reports and records, etc. carry 17 credits (1 credit in each course). The total marks for about 80-85 activities relating to 17 courses offered in B.Ed. programme carry 425 marks –in Semester-I 100 marks, in Semester-II 125 marks, in Semester-III 100 marks and in Semester-IV 100 marks. Thus, the practical component in Semester-I carries 4 credits and 100 marks.

During Semester-II each student teacher has to practice 5 Micro Lessons (for 25 marks) in each methodology subject in the college, which will be assessed by the respective methodology teacher educator the weightage is (1+1) 2 credit covers 50 marks for two pedagogy subjects. In Semester-II, the student teachers will be provided school experience for four weeks, in which they have to observe 5 lessons given by the regular school teachers under each pedagogy subject and prepare two observation records which carry (1+1) 2 credits (50 marks). Further, they have to prepare a school record which carries 1 credit (25 marks). Thus, the total practical component in Semester-II carries 10 credits and 250 marks.

During Semester-III, the student teachers will be attached to schools for a period of 8 weeks. During this period they have to do teaching practice by completing 20 lessons in each methodology for 6th and 7th Classes. These lessons are observed by the (guide) teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks by the teacher educator concerned. Apart from teaching practice, the student teachers have to observe 5 lessons in each methodology given by their peer student teachers and prepare two observation records, which will carry (1+1) 2 credits and 50 marks. Thus, the total practical component in Semester-III with 14 credits covers 350 marks.

In Semester-IV, the student teachers are attached to schools for another period of 8 weeks. During this period, the student teachers have to undertake teaching practice by giving 20 lessons in each methodology for 8th, 9th and 10th (if possible) Classes. These lessons are observed by the guide teachers and one of the faculty members of the college of education. The teaching practice record is to be submitted by the student to the college with the signatures of the guide teacher at the end of each lesson. The performance assessment of the student teacher will be done for 100 marks by the teacher educator. Further, the student teachers have to give two final lessons for the purpose of Practical Examination, one in each methodology in the school other than where they had school internship. These lessons will be assessed by two examiners – one Internal and one External Examiner appointed by the University. Thus, the total practical component in Semester-IV with 16 credits carries 400 marks.

On the whole, the practical component in the Two-Year B.Ed. Programme carries 44 credits and 1100 marks.

Part B: Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the Principals of Colleges of Education through the Chairperson, Board of Studies in Education for B.Ed., the Examination Branch of the Dravidian University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the

student teachers should obtain at least 32 marks (out of 80) in courses which carry 100 marks and 16 marks (out of 40) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 80 marks and Two Short Answer Questions from Each Unit in case of courses which carry 40 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

MODEL QUESTION PAPER

Course- : _____

Time: 3 Hours

Marks: 80

PART – A (10 X 5 = 50 Marks)

Note: Answer TEN Questions following internal choice. Each question carries Fivemarks. The candidate is expected to answer each question in about one and half page or 30 lines.

1. (a)
or
(b)
2. (a)
or
(b)
3. (a)
or
(b)
4. (a)
or
(b)
5. (a)
or
(b)
6. (a)
or
(b)
7. (a)
or
(b)
8. (a)
or
(b)
9. (a)
or
(b)
10. (a)
or
(b)

PART – B (2 X 15 = 30 Marks)

Note: Answer TWO Questions following Internal Choice. Each Question carries 15 Marks. The Candidate is expected to answer each question in about four pages or 80 lines.

11. (a)
or
(b)
12. (a)
or
(b)

MODEL QUESTION PAPER

Course- : _____

Time: 1 1/2 Hours

Marks: 40

PART – A (5 X 5 = 25 Marks)

Note: Answer FIVE Questions following internal choice. Each question carries Fivemarks. The candidate is expected to answer each question in about one and half page or 30 lines.

1. (a)
or
(b)
2. (a)
or
(b)
3. (a)
or
(b)
4. (a)
or
(b)
5. (a)
or
(b)
(b)

PART – B (1 X 15 = 15 Marks)

Note: Answer the following Question which carries 15 Marks. The Candidate is expected to answer the question in about four pages or 80 lines

6. (a)
or
(b)

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

Range of Total Marks Obtained	Grade Points	Category
> 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
< 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

As the credits are already fixed by the expert committee for all the theory courses and all aspects under practicum as mentioned under Scheme and Structure of the Two Year B.Ed. Programme, it will be very easy now to prepare the SGPA memos for the student teachers as illustrated below.

Illustration:-

Consolidated Marks / Grade Points Table

<i>Course</i>	<i>Title</i>	<i>Course Credit(C)</i>	<i>Theory(Sem-End Exams)80/40</i>	<i>Theory/Practicum(Internal)20/10</i>	<i>Total Marks100/50</i>	<i>Grade Point</i>	<i>Grade Obtained (G)</i>	<i>Points Obtained G×C</i>
1	2	3	4	5	6	7	8	9
I	Philosophical Foundations of Education	4	48	16	64	7	C	28

II	Perspectives in Child Development	4	41	17	58	6	D	24
III	ICT for enriching Teaching and Learning	4	35	15	50	6	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	22	8	30	7	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	19	7	26	6	D	12
	Practicum (Activities/ Projects/ Records)	4			78	8	B	32
Total								134

Semester Grade Point Average (SGPA) = $134/20 = 6.7$

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below.

Semester Grade Point Average Memo for Semester-I

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained
I	Philosophical Foundations of Education	4	C	28
II	Perspectives in Child Development	4	D	24
III	ICT for enriching Teaching and Learning	4	D	24
IV	Pedagogy of Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	C	14
V	Pedagogy of Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	D	12
S1-P	Practicum (Activities/ Projects/ Records)	4	B	32
Semester Grade Point Average				6.7

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Similarly for other semesters the Semester Grade Point Average Memos are prepared as shown below.

Semester Grade Point Average Memo for Semester-II

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
VI	Sociological Foundations of Education	4	B	32	
VII	Learning and Teaching	4	C	28	
VIII	Classroom Management, Leadership and Action Research	2	D	12	
IX	Art Education	2	C	14	
S2-P	Practicum (Activities/ Projects/ Records)	5	B	40	
	1. Micro Teaching	Pg1	1	C	7
		Pg2	1	B	8
	2. Observation Record	Pg1	1	B	8
		Pg2	1	B	8
3. School Record	1	A	9		
Semester Grade Point Average				7.5	
Cumulative Grade Point Average				6.8	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-III

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
X	Pedagogy Mathematics/ Social Sciences/ Biological Sciences (Pg1)	2	C	14	
XI	Pedagogy Physical Sciences/ English/ Telugu/ Urdu (Pg2)	2	D	12	
XII	Learning Assessment	2	A	18	
XIII	Understanding the Self	2	E	10	
S3-P	Practicum (Activities/ Projects/ Records)	4	B	32	
	1. Teaching Practice	Pg1	4	B	32
		Pg2	4	B	32
	2. Observation / Criticism Record	Pg1	1	C	7
		Pg2	1	B	8
Semester Grade Point Average				7.5	
Cumulative Grade Point Average				7.3	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-IV

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
XIV	Contemporary India and Education	2	C	14	
XV	Gender, School and Society	2	A	18	
XVI	Inclusive Education	2	B	16	
XVII	Environmental Education	2	A	18	
S4-P	Practicum (Activities/ Projects/ Records)	4	C	28	
	1. Teaching Practice	Pg1	4	C	28
		Pg2	4	B	32
	2. Practical Examination	Pg1	2	B	16
		Pg2	2	A	18
Semester Grade Point Average				7.8	
Cumulative Grade Point Average				7.4	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

C)SYLLABUS OF DIFFERENT COURSES

Course-I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the concepts of Education and Philosophy
2. understand the Indian Philosophical thought on Education
3. understand the Implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.

Course Content

Unit-1: Introduction to Philosophy and Education

- 1.1 Concept and Scope of Philosophy
- 1.2 Concept and Scope of Education
- 1.3 Types and Functions of Education
- 1.4 Relationship between Philosophy and Education.
- 1.5 Philosophy and aims of Education

Unit-2: Indian Education: Historical Perspective

- 2.1 Education during Ancient Period (Vedic Education, Buddhist Education and Jains)
- 2.2 Education during Medieval Period (Including Islamic Education)
- 2.3 Education during Modern Period (Pre-Independent and Post Independent era)
 - i. Rabindranath Tagore
 - ii. Sri Aurobindo Gosh
 - iii. Mohandas Karamchand Gandhi
 - iv. Jiddu Krishna Murthy
 - v. Dr.BR.Ambedkar
 - vi Moulana Abdul Kalam Azad

Unit-3: Eastern Systems and Western Schools of Philosophy

- 3.1 Eastern Systems of Philosophy
 - i. Sankhya ii. Yoga iii. Nyaya iv. Vedanta
- 3.2 Western Schools of Philosophy
 - i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

Unit-4: Value Education

- 4.1 Concept of Value
- 4.2 Classification of Values
- 4.3 Value Crisis
- 4.4 Approaches to inculcate Values
- 4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession

- 5.1 Teacher: Professional Competencies and Commitments.

- 5.2 Teacher as a Nation Builder
- 5.3 Teacher as a Creator and Facilitator of Knowledge
- 5.4 Professional ethics of teachers
- 5.5 Teacher and the Future Society

Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. List out the values which make an individual a righteous human being

Text Books

Foundations of education, TeluguAcademy publications,2014,Hyderabad.

Foundations of education,Neelkamal publications, 2013,Hyderabad

Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.

Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.

Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

Reference Books

Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.

M. Keynes, 5th Edition. Cambridge: CambridgeUniversity

Press.Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha

Books. Introduction to history of Philosophy, FrankThilly.

History of Philosophy, R S Peters, Orient Longman, New York

Thakur, A. S. &Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: National Publishing House.

Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.

John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.

Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.

Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.

Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.

Nurullah& Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.

Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.

M.L. Dharam, Philosophy of Education, Delhi Esha Books

History of Indian Education, Mumbai (Mc Millan and Co)

Course-II

PERSPECTIVES IN CHILD DEVELOPMENT

Objectives

After completion of the course, the student-teacher will be able to

1. compare relative merits and applications of different Approaches of Human Development
2. recognize that childhood is a period of socialization and how socialization practices affect their development
3. critically analyze developmental variations among children placed and exposed to different socio-cultural contexts
4. appreciate the process of development with special focus on childhood and adolescence
5. recognize that adolescence as a period of transition and threshold of adulthood
6. examine characteristics of adolescents and reflect on how their needs act as genesis of certain unique problems
7. illustrate different factors influencing on child development and their applications to education
8. examine different theories of development and their relevance to understand the nature of child

Course Content

Unit-1: Approaches of Human Development

- 1.1 Concept of Growth, Development and Maturation
- 1.2 Principles of Development
- 1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
- 1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
- 1.5 Longitudinal and cross sectional approaches of understanding development

Unit-2: Theories of Development

- 2.1 Cognitive theory of Development (Piaget)
- 2.2 Psycho-social theory of development (Erikson).
- 2.3 Theory of Moral Development (Kohlberg).
- 2.4 Theory of psycho- sexual development (Freud).
- 2.5 Theory of Emotional Development (Goleman).

Unit-3: Childhood as a period of Socialization

- 3.1 Characteristics of childhood – developmental tasks.
- 3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
- 3.3 Child in different socio-cultural contexts.
- 3.4 Process of socialization – conflicts resolution and social development.
- 3.5 Stages of Social development – Isolated play, parallel play and social play. Characteristics of socially matured person.

Unit-4: Adolescence as a period of transition

- 4.1 Characteristics and needs in Adolescence
- 4.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development.

4.3 Adolescent Groups – Gangs

4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development

4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Unit-5: Individual Differences

5.1 Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values

5.2 Theory of multiple intelligence (Gardner) – Implications for understanding differences in children

5.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)

5.4 Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of “differences” rather than “deficits” perspective.

5.5 Fostering creativity among children.

Activities

1. Visit a balwadicentre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society
3. Describe the salient features of Child Rights Act 2005
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices

Text Books

Mangal, S.K.(2002). *Advanced Educational Psychology*, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Reference Books

Beggie, H.L. and Hunt M. P: *Psychological Foundations of Education*

Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton

Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books

Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman

Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi

Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books

Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.

Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*. Ludhiana: Kalyani Publishers.

Course-III
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR
ENRICHING TEACHING AND LEARNING

Objectives

After completion of the course, the student-teacher will be able to

1. explain the concept of educational technology
2. explain the concept of ICT in education
3. appreciate the influence of ICT for improving the professional competencies
4. comprehend communicative skills and effective classroom interaction
5. use different approaches of ICT integration in education
6. appreciate the application of E-learning in education
7. explain the instructional strategies in instructional strategies and models
8. explain the fundamentals of the operating systems and application software
9. use internet for effective classroom teaching and maintain the ethical values
10. utilize the ICT for professional development of teachers

Course Content

Unit-1: Information and Communication Technology (ICT)

- 1.1 Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact
- 1.2 Information Technology - Knowledge Explosion, Preservation and Retrieval
- 1.3 Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication - Communication Technology – Its application in Education
- 1.4 Instructional Media and Aids – Aural, Print, Visual and multimedia
- 1.5 Concept, Importance, Characteristics and Scope of Information and Communication Technology (ICT)

Unit-2: ICT in Education

- 2.1 Knowledge Acquisition and Multi-sensory approach
- 2.2 Classroom Communication and Communicative Skills for Teachers and Students - Flander's Interaction Analysis Category System
- 2.3 Individualised Instruction – Concept, Need, Principles and Techniques
- 2.4 Programmed Learning - Principles, Types, modes of presentation, development, application and role of teacher
- 2.5 Changing roles of the learner and the teacher in ICT-Integration and Challenges

Unit-3: Computer Fundamentals and Applications

- 3.1 Types, Characteristics and features of Computers
- 3.2 Components of Computers – Hardware, Software, Memory and Maintenance of computers
- 3.3 Operating Systems - DOS, Windows and Macintosh and Mobile Apps for Teaching
- 3.4 Software for Word Processing, Presentation, Statistical & Graphical, Page Layout, multimedia and webpage creator
- 3.5 Concept, Applications and Challenges of Computer networks, Internet, E-mail and Digital Space

Unit-4: ICT Enriched Learning Experiences

- 4.1 Application of ICT for Enriching Classroom Experiences
- 4.2 Application and use of Multimedia Educational Software for classroom situations
- 4.3 Use of Internet based media for teaching and learning enrichment - Acknowledgement
- 4.4 Project based learning using computers, Internet and Activities
- 4.5 Collaborative learning using group discussion, projects, field visits, blogs, etc.

Unit-5: Application of Computers in Education

- 5.1 Computer as a learning tool – Concept of E-learning
- 5.2 Web 2.0 Technologies-characteristics, types and examples
- 5.3 Virtual Classroom, Smart Boards, Tools and Opportunities
- 5.4 Open Educational Resources – Concept and Significance
- 5.5 Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards

Activities

1. Use various visual aids in the classroom and report their effectiveness on learning of the students
2. Prepare Self Instructional Material on any one topic and analyse its effectiveness for individualized learning
3. Observe and analyse classroom Interaction and report the dynamics of classroom
4. Prepare a computer assisted lesson of your choice from school curriculum

Text Books

- Agarwal J P (2013) – Modern Educational Technology – Black Prints, Delhi
- Barton R (2004) – Teaching Secondary Science with ICT – McGrawhill International
- Das R C (1993), Educational Technology – A Basic Text, Sterling Publishers, New Delhi
- Intel® - Teach to the Future – Pre-service Binder Version 2.0
- Kirwadkar A and Karanam P.(2010) E-Learning Methodology – New Delhi- Sarup Book Publishers

Reference Books

- Agarwal J P (2013) – Modern Educational Technology – Delhi Black Prints – Douglas, E C, Computer Networks and Internet, Prentice Hall
- Imison T and Taylor PH (2001) – Managing ICT in Secondary Schools Heinman-Oxford
- Jones, B Technology and Future of Works, OxfordUniversity Press
- Kumar, K L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
- Norton P (2000) Introduction to Computers, New Delhi, Tata McGraw Hill Publications
- Sampath K (1981) Introduction to Educational Technology, Sterling Publishers, New Delhi
- Sharma, R A (1983) Technology of Teaching, IPH, Meerut
- Shukla, Satish S (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad, VarishanPrakashan
- Venkataiah, N (1996), Educational Technology, New Delhi: APH Publishing Corporation

Course-IV PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course the student will be able to

1. develop insight into the meaning, nature, scope and objectives of mathematics education
2. appreciate the role of mathematics in day to day life
3. understand history, development of mathematics and the contributions of Indian mathematicians to mathematics
4. understand aims and objectives of different branches of mathematics
5. identify the role of branches of mathematics and their implications on the society.
6. understand and practice various methods and approaches of teaching mathematics
7. understand the selection, preparation and uses of learning resources

Course Content

Unit-1: Meaning, Nature, and Scope of Mathematics

- 1.1 Meaning, Nature, and scope of mathematics.
- 1.2 History of Mathematics with special emphasis on teaching of mathematics.
- 1.3 Contributions of Indian Mathematicians a) Aryabhatta b) Brahmagupta c) Varahamihira d) Bhaskaracharya e) Srinivasa Ramanujan.
- 1.4 Contributions of Western Mathematicians a) Euclid b) Pythagoras c) Renedescarte d) Geroge Cantor.
- 1.5 Correlation of Mathematics with other school subjects and with other branches of mathematics.

Unit-2: Aims and objectives of Teaching Mathematics

- 2.1 Need for establishing general objectives for teaching mathematics.
- 2.2 Aims, Values and general objectives of teaching mathematics.
- 2.3 Specific objectives and teaching points of various content areas in different branches of secondary school mathematics.
- 2.4 Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.
- 2.5 Meaning and Concept of Academic Standards of CCE.
- 2.6 Linking Blooms Taxonomy with Academic Stands.

Unit-3: Methods, Approaches and Strategies in Teaching and Learning of Mathematical Concepts

- 3.1 Nature of Concepts, types of Concepts, Concept Formation and concept assimilation; distinguishing and stating necessary and sufficient conditions in the process of teaching concepts. Comparing and contrasting. Giving counter example and non example in teaching concepts. Planning and implementation strategies in teaching concepts.
- 3.2 Creating awareness among student teachers on various concepts of Arithmetic, Algebra, Geometry, Trigonometry and Probability and Statistics from classics VI to X.
- 3.3 Methods of Teaching Mathematics: Inductive and Deductive : Analytic and Synthetic: Laboratory. Heuristic, Project Method and Activity Based Teaching.

- 3.4 Problem solving- Stages and Steps in problem solving; Discovering or Exploring various options for solving a given problem in Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics.
- 3.5 Concept Attainment Model of Jerome Bruner.

Unit-4: Planning for Teaching – Learning Mathematics

- 4.1 Microteaching: Concept, Definition, Microteaching cycle, Components of Microteaching, Merits and Limitations.
- 4.2 Microteaching Skills: Introducing a lesson, Explaining a Concept, Stimulus Variation, Illustrating with Examples, Probing Questioning, Reinforcement, Structuring Classroom Questions, and Blackboard writing.
- 4.3 Planning of Instruction: Unit plan, Period plan based on Blooms Taxonomy and academic standards.
- 4.4 Technology Integrated Lesson-Planning the Lesson by digital technology.

Unit-5: Learning Resources in Mathematics

- 1.1 Mathematics Text Book – Importance and Criteria of good Mathematics text book.
- 1.2 A Critical Analysis of existing Secondary School Mathematics Text Books.
- 1.3 Audio, Visual and Multimedia resources – Selection and designing.
- 5.4 On line Resources – ICT based Pedagogical tools.
- 5.5 Using community resources for mathematics learning. Visits, mathematical field trips and excursions.
- 5.6 Handling hurdles in utilizing resources.

Activities

1. Create different activities to realize concept attainment by children in any unit from Mathematics Text books of 6-10 classes
2. Each student has to collect and present history and contributions of one Indian or Western mathematician
3. Preparation of T.L.M. for any one topic from classes 6-10 mathematics
4. Preparation of power point presentation (PPP) for any one topic from a different branch of mathematics
5. Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning)

Text Books

Davis, David R. The Teaching of Mathematics. New Delhi: Surjeet Publications
 Mangal, S.K. (1993). Teaching of Mathematics. New Delhi: Arya Book Depot.
 NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT
 Siddu, K.S. (1990). Teaching of Mathematics. New Delhi: sterling Publishers.

Reference Books

- Benjamin, S. Bloom, Ed. (1958). Taxonomy of Educational Objectives – Handbook 1 – Cognitive Domain. New York: Harcourt Brace & World Inc.
- James, Anice. Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.,
- Kulshrestha, A.K. & Puneetha Kumar. Teaching of Mathematics. Meerut: R. Lal Book Depot.
- NCERT (2000). National Curriculum Framework for Teacher Education. New Delhi: NCERT
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT
- NCTM (1970). The Teaching of Secondary School Mathematics, XXXIII Yearbook Washington: NCTM.
- Packiam, S. Methods of Teaching Mathematics.
- Rao, N.M. Mathematics Projects and Mathematics Laboratory, New Delhi: NCERT
- SCERT (2011) Andhra Pradesh Curriculum Framework, Hyderabad: SCERT, Government of AP
- SCERT (2011). Position papers for Mathematics. Hyderabad: SCERT, Government of A.P

Course-IV
PEDAGOGY OF SOCIAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the meaning and scope of Social Sciences
2. develop general and specific aims of teaching social sciences
3. inculcate values through teaching of Social Sciences
4. understand major concepts and develop critical thinking through teaching inter disciplines of Social Sciences
5. acquire knowledge on different strategies and approaches of teaching and developing skills in connection of resources.

Course Content**Unit-1: Social Sciences as an integrated area of Study**

- 1.1 Meaning, Nature and Scope of Natural and Social Sciences
- 1.2 Distinction between Natural and Social Sciences
- 1.3 Meaning, History, Nature, Scope and Development of Social Studies
- 1.4 Distinction between social sciences and social studies
- 1.5 Understanding society through various social sciences

Unit-2: Aims Objectives and Academic Standards of Social Sciences

- 2.1 Major aims and objectives of teaching Social Sciences
- 2.2 Bloom's taxonomy of Educational Objectives
- 2.3 Academic Standards and Learning outcomes of teaching Social Sciences
- 2.4 Recommendations of NPE 1986, NCF 2005, APSCF 2011
- 2.5 Values of Teaching Social Sciences

Unit-3: Approaches, Methods, Strategies and Techniques of Teaching Social Sciences

- 3.1 Meaning, need and significance of various approaches, methods, strategies and techniques of Teaching Social Sciences
- 3.2 Teacher Centred Approaches – Lecture, Lecture-demonstration, Source and Supervisory Study
- 3.3 Learner centered approaches –Project, Problem Solving, Discussion, Inductive and Deductive, Observation, Constructivistic Approach
- 3.4 Strategies / Techniques - Brain Storming, Team Teaching, Mind Mapping, Questioning
- 3.5 Activities – Dramatisation, Role play, Field Trips, Social Science Clubs, Exhibitions

Unit-4: Planning in Teaching Social Sciences

- 4.1 Microteaching – Meaning, Concept and Steps
- 4.2 Microteaching Skills - Introduction, Explanation, Questioning, Reinforcement, Stimulus Variation
- 4.3 Year Plan and Unit Plan
- 4.4 Need and Importance of Lesson Planning (Period Planning)
- 4.5 Technology Integrated Lesson Planning

Unit-5: Teaching Learning Resources in Social Sciences

- 5.1 Community Resources – Human and Material
- 5.2 Social Science Library, Laboratory and Museum
- 5.3 Need and Significance of Current and Controversial issues in teaching social sciences
- 5.4 Handling hurdles in utilizing resources
- 5.5 Professional Development of Social Sciences Teacher

Activities

1. Identify values in depicted in the lessons of social sciences of any one class and prepare a report
2. Select and plan appropriate strategies for teaching a lesson of social science of your choice and submit
3. Identify any village/ward/ colony and make social survey and find out the literacy rate, adult education programmes, electricity, toilets, sanitary and water facilities, maintenance of roads, etc and submit village/ward description report
4. Organise a programme in the school in connection with celebration of national festivals, birthdays of social scientists/ National leaders, etc.

Text Books

- TeluguAcademy – 2002 – B.Ed. Methods of Teaching Social Studies – Hyderabad
- Aggarwal J.C(1993) – Teaching of Social Studies – a practical approach, second edition, New Delhi, Vikas Publishing House
- Aggarwal J.C (1983) - Teaching of History New Delhi, Vikas Publishing House
- Kochhar, SK(1988) Teaching of Social Studies, New Delhi, Sterling Publishers Private Ltd
- Bining, A.C and Bining BH (1952) Teaching of Social Studies in Secondary schools. 3rd Ed., Bombay, TATA Mc Graw- Hill publishing Company Ltd.

Reference Books

- Aggarwal D.D (2008) – Modern Methods of Teaching Geography new Delhi current publications
- Edwin, Fenton (1967) – The New Social Studies in Secondary Schools – An Inductive Approach – New York – Holt Binchart and Winston Inc.
- Martorella, Peter M (1976) – Social Studies Strategies – Theory into Practice, New York, Harper and Row Publishers Inc.
- Mechlinger M D (1981) – UNESCO Handbook of Teaching Social Studies – London – Croom Helm
- Moffat, M P (1955) – Social Studies Instruction – 2nd Ed. New York – PHI
- NCERT (1990) – Teaching History in Secondary Schools – New Delhi
- Ruhela, S P (2009) – Techniques of Teaching Social Sciences – Hyderabad – Neelkamal Publications
- Edgar B W &Stareky, P W (1958) – Teaching Social Studies in High Schools – Health and Company, Boston 11C
- Dr Rambhai N Patel, Educational Evaluation – Himalaya Publishing House, Mumbai
- Srinivas Kumar, D. (2011). Sharpen Your Lecture. Prasaaranga (Publications Bureau, Dravidian University, Srinivasavanam, Kuppam

Course-IV
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

- 1.1 develop an insight on the meaning, scope, nature and aims of biological science
- 1.2 identify and relate everyday experiences with the learning of biological science
- 1.3 integrate the knowledge of biological science with other school subjects
- 1.4 facilitate the development of scientific attitude in the learners of biological science
- 1.5 develop competencies for teaching and learning biological science through Herbartian and Constructivist approaches
- 1.6 stimulate curiosity, creativity and inventiveness in the learners towards biological science

Course Content**Unit-1: Introduction to Science**

- 1.1. Meaning and Functions of Science
- 1.2. Nature and Scope of Science
- 1.3. Structure of Science
- 1.4. Branches of Science
- 1.5 History of Biological Science

Unit-2: Aims and Values of Biological Science

- 2.1. Aims of Teaching Biological Science
- 2.2. Values of Teaching Biological Science
- 2.3. Competences of a Biological Science Teacher
- 2.4. Correlation of Biological Science with other school Subjects

Unit-3: Objectives of Teaching Biological Science

- 3.1. Meaning and Importance of objectives
- 3.2. Revised Blooms Taxonomy of Educational Objectives.
- 3.3. Instructional Objectives and specifications with examples
- 3.4. Academic Standards mentioned in the school biological science text Book published by government of Andhra Pradesh

Unit-4: Methods and Techniques of Teaching Biological Science

- 4.1 Micro Teaching Techniques
- 4.2 Lecture Method, lecture Demonstration Method, and Laboratory Method
- 4.3 Scientific Method (Inductive and Deductive Method)
- 4.4 Project Method

Unit-5: Planning for Teaching Biological Science

- 5.1 Year Plan
- 5.2 Lesson Plan
- 5.3 Period Plan (Herbartian and Constructivist approach and CCE Model)
- 5.4 Learning Experiences
- 5.5 Planning ICT Applications in Learning Biology

Activities

1. Visit any zoological park/Botanical Garden/Agro based industry/ food park/ institution of scientific interest or Science and Technological Museum in your vicinity and report.
2. Identify and write the objectives and specifications under the three domains on any topic of your choice
3. Sketch the life history and write his/her contributions of any one Biologist
4. Name any common branch of both Botany and Zoology and explain how you integrate the pedagogy in dealing with the content.
5. Organize an event on Earth Day/ Environment Day/ Population Day, etc. in the school during the internship and report.

Text Books

Agarwal,D.D.(2001). Modern Methods of teaching Biology.Newdelhi: Sarup& Sons

Ahmed,J.(2011). Teaching of Biological Science .New Delhi:PHI Learning Pvt.Ltd.

Benjamin,S.Bloom,Ed.(1958). Taxonomy of educational objectives- handbook I –Cognitive Domain, New York: Harcourt Brace & World Inc.

Chikara,M.S. and S. Sarma (1985) Teaching of Biology ,Ludhiana: prakesh Brothers.

Gupta,S.K.(1983) technology of science Education, New Delhi: Vikas Publishing House Pvt.Lt

Reference Books

Hassard,J. (2000) science as Inquiry , New Jersey: Good Year Books.

Krathwohl, David R.,Ed (1964) Taxonomy of Educational Objectives , Hand Book II – Affective Domain, New York: David Mckay.

Mohan,R.(2004)Innovative Science Teaching for Physical Science teachers. New Delhi: Practice-Hall India Ltd.

New UNESCO Source Book for science teaching (1978).NewDelhi: Oxford & IBH Publishing House.

Srinivas Kumar, D. (2011). Sharpen Your Lecture. Prasaaranga (Publications Bureau, Dravidian University, Srinivasavanam, Kuppam

Course-V
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. know the nature of science, structure, value and correlation with other school subjects.
2. draw the attention on development of science and the contributions of western and Indian scientists.
3. understand the aims and objectives of teaching physical sciences.
4. develop the skill of organizing science curriculum and critique on the present secondary school physical sciences curriculum.
5. organize the content into plan of action and practice the micro and macro teaching skill.
6. cope up with adoption of methods of teaching physical sciences and use the learning experiences.

Course Content**Unit-1: Introduction to Science and Physical Sciences**

- 1.1 Science and Physical Sciences – Meaning, Nature, Scope and Importance
- 1.2 Structure of Science – Syntactic Structure (Process of Science – Domain of Inquiry), Substantive Structure - Product of Science-Facts, Concepts, Theories, Laws and Principles – characteristics in the context of Physical sciences (citing examples)
- 1.3 Values of Learning Physical Sciences
- 1.4 Correlation of Physical Sciences with Mathematics, Biological Sciences, Social Studies, Languages, Fine Arts, Environment, Health, Development, Peace and Equity
- 1.5 Analysis of selected concepts of Physics and Chemistry from 6-10 classes

Unit-2: Development of Science - Physical Sciences

- 2.1 Milestones in the Development of Sciences – Physics and Chemistry
- 2.2 Contributions of Western and Indian Scientists
- 2.3 Landmarks, Status and Development Indian Science and Technology
- 2.4 Physical Science and Human Life
- 2.5 Rationale in Inspiring Students to study Physical Science

Unit-3: Aims, Objectives and competencies of Teaching Physical Sciences

- 3.1 Aims and Objectives of Teaching Physical Sciences
- 3.2 Taxonomy of Educational Objectives – Bloom, Krathwohl, Simpson, et al – Revised Bloom's Taxonomy and Higher Order Thinking Skills
- 3.3 Instructional Objectives of Teaching Physical Sciences
- 3.4 Behavioural or Specific Objectives of Teaching Physical Sciences
- 3.5 Competencies for Teaching of Physical Sciences

Unit-4: Approaches, Methods and Techniques of Teaching Physical Sciences

- 4.1 Concept of Teaching with special reference to Physical Science – Approaches and Methods – Student Participation in Learning
- 4.2 Teacher-centred Methods - Lecture, Lecture-cum-Demonstration, Historical
- 4.3 Student-centred Methods - Heuristic, Project, Scientific and Laboratory (Illustration of each method by taking examples from specific contents of Physics and Chemistry)

- 4.4 Modern Teaching Techniques - Brainstorming, Team Teaching and Models of Teaching – Concept Attainment Model and Enquiry Training Model
- 4.5 Microteaching - Concept and Meaning, Skills of Microteaching, Practice of Microteaching Skills

Unit-5: Planning for Teaching Physical Sciences

- 5.1 Importance of Planning for Teaching
- 5.2 Year Plan
- 5.3 Unit Plan
- 5.4 Period Plan (Lesson Plan) – Herbertian Steps vs. Constructivist Approach
- 5.5 Teaching Strategies and Academic Standards, CCE model period plan for classroom teaching

Activities

1. Identify the most abstract concepts (difficult topics) from any class physical science textbook suggest ways and means to make it easy to understand and concrete.
2. Identify Concrete and Abstract Concepts in Physics and Chemistry of any class and suggest the appropriate Teaching methods and approaches to teach them and report
3. Prepare an assignment on any physical sciences and its application and implications with other branches of knowledge
4. Prepare biographical sketch of and scientist and his/her contributions to Physics/ Chemistry
5. List out different content aspects of a unit in Physics/ Chemistry and write down the objectives and specifications under Cognitive Domain associated with them

Text Books

- BhouthikaRasayanaShasthraBodhanaPaddhatulu (Methods of Teaching Physical Science) – TeluguAcademy
- Vaidya, Narendra (1989) *The Impact of Science Teaching*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Sharma, R.C. (1987). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
- Vanaja, M. (2004). *Methods of Teaching Physical Sciences*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Das, R.C. (1990). *Science Teaching in Schools*. New Delhi: Sterling Publications Pvt. Ltd.

Reference Books

- Siddiqui and Siddiqui (1998). *Teaching of Science Today and Tomorrow*. New Delhi: Doaba House.
- Kumar, Amit (1999). *Teaching of Physical Sciences*. New Delhi: Anmol Publications Pvt. Ltd.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
- Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical Sciences - Methods and Techniques*. New Delhi: Kanishka Publishers and Distributors.
- Mohan, Radha (2004) – Innovative Science Teaching for Physical Science Teachers, New Delhi, PHI
- UNESCO - Teaching of School Physics – Penguin Books
- UNESCO – Teaching of School Chemistry – Penguin Books
- Srinivas Kumar, D. (2011). *Sharpen Your Lecture*. Prasaaranga (Publications Bureau, Dravidian University, Srinivasavanam, Kuppam

Course-V
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the place of English Language Teaching in India
2. understand the different roles of language
3. understanding the importance of home language, school language and the role of mother tongue in education.
4. understand different skills of English language
5. identify different Methods, Approaches and Techniques needed for teaching different skills of ELT in the Indian context
6. improve their ability in planning a lesson in Prose, Poetry and Supplementary Reader
7. develop integrated skills in ELT
8. prepare different activities and tasks for learners

Course Content

Unit-1: Introduction to ELT

- 1.1 Meaning, nature and scope of ELT
- 1.2 Status of English Language in the global and Indian contexts
- 1.3 Aims and Objectives of Teaching English in India
- 1.4 Language and Education Policy in India
- 1.5 Teaching English in Bilingual/Multi-lingual contexts

Unit-2: Methods and Approaches in ELT

- 2.1 Method, Approach and Technique
- 2.2 Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
- 2.3 Oral, Situational and Structural Approaches
- 2.4 Communicative Language Teaching
- 2.5 Micro skills in ELT

Unit-3: Listening and Speaking Skills

- 3.1 Types and Sub-skills of Listening
- 3.2 Techniques of and materials for teaching Listening
- 3.3 Sub-skills of Speaking
- 3.4 Techniques of and materials for teaching Speaking
- 3.5 Activities to develop Listening and Speaking skills.

Unit-4: Reading and Writing Skills

- 4.1 Types and Sub-skills of Reading; Methods of Teaching Reading
- 4.2 Reading and Reflecting on text
- 4.3 Mechanics of Writing
- 4.4 Sub-skills and techniques of Writing
- 4.5 Activities to develop Reading and Writing skills.

Unit-5: Developing integrated skills and use of ICT in English Language Teaching

- 5.1 Teaching of Prose
- 5.2 Teaching of Poetry
- 5.3 Use of Multi-media in ELT
- 5.4 Online resources for ELT
- 5.5 ELT and Social Networking

Activities

1. Prepare a report on Language policies given in the reports of Kothari Commission, NPE 1986 and POA 1992.
2. Prepare a detailed report on how, when and why you are going to use various methods, approaches and techniques in teaching the English language skills.
3. Enumerate ten activities (5 for listening and 5 for speaking) from the text books of classes VI to X. Suggest your own activities using supplementary materials.
4. Critically analyse the writing activities given in the text books of classes VI to X and report.
5. Analyze the tasks given at the end of any one unit in the textbook and check their relevance to cognitive, affective

Text Books

- Graham Butt (2008): *Lesson Planning*. New York: Continuum International Publishing Group.
- Grillet, F. (1983): *Developing Reading Comprehension*. Cambridge, CUP.
- Krishnaswamy, N. and Sriraman, T. (1994): *Teaching English in India*. Chennai: T.R. Publishers
- M. L. Tickoo (2003): *Teaching and Learning English*. Hyderabad: Orient Longman.
- Makey, Sandra L. (1985): *Teaching Grammar*. Oxford: Pergamon Press

Reference Books

- Doff, A. (1981): *Teach English*. London: Cambridge University Press (CUP)
- Parrott, M. (1993): *Developing Reading Comprehension*, Oxford: Pergamon Press.
- Richards, J.C. and T. Rogers (1998): *Approaches and Methods to Language Teaching*. London: CUP
- Allen, Virginia French (1983): *Techniques in Teaching Vocabulary*. New York: Oxford University Press (OUP)
- Cruttenden Allan (VII Ed.) (2008): *Pronunciation of English*. Hodder Education, UK
- Frank, C. and Rinovoluceri Mario (1983): *Grammar in Action*. Oxford: Pergamon Press
- Mario (1984): *Grammar Games*. Cambridge: Cambridge University Press (CUP)
- Roach Peter (III Ed.) (2007): *English Phonetics and Phonology*. Cambridge: CUP

Course-V
PEDAGOGY OF TELUGU

భాషా విద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్రోపాధ్యాయులు:

- 1) సమాజంలో భాష పాత్రను అర్థం చేసుకుంటారు, ప్రాధాన్యతను గుర్తిస్తారు.
- 2) భాషకు, సాహిత్యానికి మధ్య గల సంబంధాన్ని గుర్తిస్తారు.
- 3) వివిధ భాషా రూపాలను ప్రశంసిస్తారు, సొంతం చేసుకుంటారు.
- 4) భాషల మధ్య అనువాదం యొక్క ప్రధాన్యతను గుర్తించి తమ విద్యార్థులను అనువాదం చేయమని ప్రోత్సహిస్తారు.
- 5) సాహిత్య, శాస్త్ర, భాషా గ్రంథాలను సంప్రదిస్తారు, ప్రశంసిస్తారు, విశ్లేషిస్తారు.
- 6) సందర్భానుగుణ భాషోపయోగాన్ని అలవర్చుకుంటారు, తమ విద్యార్థులకు అలవర్చుస్తారు.
- 7) పిల్లల భాష - ఇంటి భాష, జన వ్యవహార భాషలను ప్రశంసిస్తారు.
- 8) భాషా బోధన - అభ్యాసన పై భారతీయ - ప్రాశ్చాత్య దృక్పథాలను తులనాత్మకంగా అనుగుణంగా పరిశీలిస్తారు.

I. భాష, సమాజం భావనలు

భాష మరియు సమాజం - సమాజంలోని వివిధ వర్గాల భాష- భాష మరియు లింగ వివక్ష - భాష మరియు అస్తిత్వం - భాష మరియు సాధికారత, సామాజిక విధులు.

భాష వివిధ భావనలు

గృహ భాష (ఇంటి భాష) వైయక్తిక, కుటుంబ భాషలు- పరిసరాల్లోని-భాషలు - పాఠశాలల్లో భాష- పాఠశాలేతర వ్యవహారాల్లో భాష - పిల్లల భాష - తెలుగు వాచకాల్లో భాష - భాషేతర వాచకాల్లో భాష- ఒక పాఠ్యాంశంగా భాష మాధ్యమ భాష (ప్రాధాన్యత, పరిమితులు)-భాష మరియు మాధ్యమ భాషల మధ్యగల సంబంధాలు.

భాషావిద్య- రాజ్యాంగ అధికరణాలు - నిబంధనలు, సిఫార్సులు

భారత రాజ్యాంగం అధికరణాలు 343 - 351, 350 (A)

ముదలియాల్ కమిషన్ (1952), కొఠారి విద్యాసంఘం (1964-66)

జాతీయ విద్యావిధానం (1986) కార్యచరణ పథకం (1992)

జాతీయ విద్యా ప్రణాళిక చట్రం (2005) సిఫార్సులు

ఇతర కమిటీలు - కమిషన్ల సిఫార్సులు - అధికార భాష - త్రిభాషా సూత్రం.

II తెలుగు భాష-ఆంధ్రప్రదేశ్ రాష్ట్రంలో తెలుగు భాష

1) స్వాతంత్ర్యానికి పూర్వపు తెలుగు భాష - స్వాతంత్ర్యానంతర కాలంలో తెలుగు భాష
శాసన భాష-గ్రాంథిక భాష - వ్యవహారిక భాష - ఆధునిక ప్రామాణిక భాష

2) తరగతిలో భాషోపయోగం - సహవిద్యార్థులతో ఉపాధ్యాయులు తల్లిదండ్రులు
ఇతర పెద్దలు అధికారులతో భాషా వ్యవహారం, మెలకువలు

3) జాతీయ స్థాయిలో, అంతర్జాతీయస్థాయిలో తెలుగు భాషాస్థితి, తెలుగు భాషకు ప్రాచీన
హోదా కల్పన - ప్రయోజనాలు

4) ప్రథమ, ద్వితీయ, తృతీయ భాషలుగా తెలుగు - మాతృభాషగా తెలుగు

III భాషాభ్యసనం - భాషా బోధన

1) భాషా సంపాదన - పిల్లల భాషా సంపాదన

తాత్విక, మనోవైజ్ఞానిక, సామాజిక దృక్పథాలు

2) భాష - ఆలోచన - జ్ఞాన నిర్మాణం - అభివ్యక్తి-సృజన

3) భాషాభ్యసనం - అనుమానోపపత్తి, నిగమోపపత్తి ఉపగమాలు

జ్ఞాన నిర్మాణవాద ఉపగమాలు

భాషా బోధన - అభ్యసనాలు భారతీయ దృక్పథం.

భాషా బోధన - అభ్యసనాలు పాశ్చాత్యులు దృక్పథాలు.

పాణిని, పతంజలి, కాత్యాయనుడు, జాన్ డ్యూయూ-బ్రూనర్

పియాజీ, వైగాటస్కీ, చోమ్స్కీ ప్రభృతుల ఆలోచనలు.

4) భాషాభ్యసన - బోధన పద్ధతులు- విమర్శణాత్మక విశ్లేషణము-ప్రాచీనుల, ఆధునికుల
అభిప్రాయాలు.

➤ పద్ధతి - వ్యూహం: అంటే - ఎందుకు - వ్యూహాల ప్రయోజనాలు - పరిమితులు

➤ వ్యాకరణానువాదపద్ధతి, ప్రత్యక్షపద్ధతి - పఠనపద్ధతి - సందర్భపద్ధతి

వాక్యపద్ధతి, పద పద్ధతి, సంభాషణా పద్ధతి-ప్రశ్నోత్తర పద్ధతి

వివరణ పద్ధతి - విశ్లేషణ పద్ధతి - వ్యాఖ్యన పద్ధతి - విమర్శనా పద్ధతి

నాటకీకరణ పద్ధతి - కథన పద్ధతి - పూర్ణపద్ధతి - ఖండ పద్ధతి - ప్రతి పదార్థ పద్ధతి,

తాత్పర్యపద్ధతి - ప్రశంసా పద్ధతి.

➤ పరస్పరచర్యాపద్ధతి, అన్వేషణ పద్ధతి, ప్రాజెక్టుపద్ధతి

➤ సంయుక్త అభ్యసనం, సహకార అభ్యసనం , వనరుల ఆధారిత అభ్యసనం

➤ స్వీయనిర్దేశితఅభ్యసనం, పరిశీలనాత్మక అభ్యసనం

➤ మేథోమధన పద్ధతి - ఆప్తవాక్యపద్ధతి

IV భాష - స్వరూపం - స్వభావం

1) ఒక నియమ బద్ధ వ్యవస్థగా భాష-భాషా ప్రవర్తన - భాషాస్పృహ-భాషా వైఖరి-భాషా విషయ వైవిధ్యత.

2) భాషా మాండలికాలు, కళింగాంధ్ర మాండలికం, ఉభయగోదావరి జిల్లాల మాండలికం, కృష్ణామాండలికం, నెల్లూరు మాండలికం, రాయలసీమ మాండలికం (స్థానిక మాండలికాలు) పద, వాక్య రూపాల్లో సాదృశ్య భేదాలు

3) భాషేతర పుస్తకాల్లో తెలుగుభాష - పరిభాషా కల్పన

4) భాషావ్యవస్థ : భాషాత్పత్తి విధం - నిర్వచనాలు - లక్షణాలు- స్వభావం - ధ్వనివ్యవస్థ - వాగింద్రియ వ్యవస్థ (ఉచ్ఛారణ)-ధ్వని విజ్ఞానం - వర్ణవిజ్ఞానం - పద విజ్ఞానం, వాక్య విజ్ఞానం, అర్థ విజ్ఞానం - అర్థవిపరిణామం.

5) భాష - వ్యాకరణం : పాత్యపుస్తకాలలోని వ్యాకరణాంశాలు-సంధులు - సమాసాలు - చందస్సు- ఆలంకారాలు - రూపం-వర్ణాంశ వదాలు - ప్రకృతి - వికృతులు, నానార్థాలు-పుష్పత్పర్యర్థాలు- జాతీయాలు (నుడికారాలు), సామెతలు, మహితోక్తులు (Quotations)-సంప్రదాయ వ్యాకరణం - విశ్వవ్యాకరణం

6) భాషాసాధ్యాయుని సన్నద్ధత: విశిష్ట లక్షణాలు సాధారణ లక్షణాలు- మూర్ఖ సన్నద్ధత బోధనానంతర సమీక్ష - భాషాసాధ్యాయుల తరగతి గది ప్రవర్తన-తరగతిలో భాషాపయోగం - పరిమితులు-పుష్పత్పర్యర్థత (Resourcefulness) -సూక్ష్మబోధన-నైపుణ్యాల సంపాదన, ఆచరణ.

7) భాషాభ్యసనం- భాషాబోధన: ప్రథమ ద్వితీయభాషలుగా తెలుగు బోధన గమ్యాలు- ఆశయాలు -ఉద్దేశాలు- లక్ష్యాలు - కనిష్ట ఆభ్యసన ప్రమాణాలు సామర్థ్యాలు (కమీషన్లు NCF- SCF ల ఆధారంగా)

జ్ఞానం- విషయజ్ఞానం - భాషాజ్ఞానం - సాహిత్య జ్ఞానం-అవగాహన - శ్రవణమూలక అవగాహనం - పఠనమూలక అవగాహనం-అభివ్యక్తి-వాగ్రూప అభివ్యక్తి - లిఖితరూప అభివ్యక్తి, స్వీయ అభివ్యక్తి,-సృజనాత్మక అభివ్యక్తి

భాషాభిరుచి - ఆసక్తి: పఠనాసక్తి, అన్వేషణాసక్తి, రచనాసక్తి

రసానుభూతి: సృజనాత్మకత

నముచితమనోవైఖరులు: భాషాంతరీకరణం.

ప్రకల్పనా కృత్యాలు, నిర్వాహణ-పరిశోధన, పరిశీలనా సామర్థ్యాలు.

V. భాషాకౌశలాల సంపాదన:

1. కౌశలం - సామర్థ్యం - నైపుణ్యం శక్తియుక్తులు భావనలు

2. శ్రవణం

శ్రవణం అంటే-శ్రవణం ప్రయోజనాలు-వక్త్రశ్రోతుసంబంధాలు-అవధానం-గ్రహణం - సూక్ష్మ పరిశీలన-వివేచన - అవగాహన- శ్రవణం- అరోధాలు - నివారణోపాయాలు-మౌఖిక భాష సంకేతాలు ధ్వనులను వినుట- శ్రవణ అభ్యాసాలు క్రమీకృత అభ్యాసాలు

3. భాషణం:

భాషణం అంటే - భాషణం ప్రయోజనాలు - ఉత్తమ భాషణం లక్షణాలు-భాషణంలో వక్త్రశ్రోత్రు సంబంధాలు - భాషణంలో అవధానం (ఏకాగ్రత), గ్రహణం, సూక్ష్మ పరిశీలన, వివేచన - ఆవగాహన-భాషణం - అవరోధాలు-నివారణోపాయాలు.

భాషణం - మౌన భాష, సంకేత భాషణం - భాషణాశైలులు - భాషణ అలవాట్లు
భాషణం-వక్త్రత్వం-వాదప్రతివాదాలు - ఉపన్యాసం - చర్చ- మేధోమధనం-భాషాణాభ్యాసాలు
-భాషణ బోధన-సంభాషణ, కథాకథనం-సందర్భోచిత భాషణం - నాటకీకరణం.
భాషణ దోషాలు ఉచ్ఛారణ దోషాలు - పదాల ఎంపిక దోషాలు - వాక్యనిర్మాణ దోషాలు
భావదోషాలు - వ్యాకరణ దోషాలు

4. పఠనం:

పఠనం అంటే-పఠనం ప్రయోజనాలు - లిపి పఠనం - చిత్రపఠనం - పటాల పఠనం
పఠనం లక్షణాలు - పఠన అలవాట్లు - వాచక పఠనం - పత్రికా పఠనం - గ్రంథ పఠనం -
సాహిత్య పఠనం.

పఠనం పద్ధతులు: క్షుణ్ణపఠనం - విస్తార పఠనం

పఠనం-భేదాలు: మౌన పఠనం మరియు ప్రకాశ పఠనం-పఠనం-అవధానం - గ్రహణం -
పరిశీలన - పఠనావగాహన- పఠనం - అవరోధాలు-పఠన సన్నద్ధత - పఠన పరిణితి - పద్యపఠనం.

పఠనాభ్యాసం - బోధన పద్ధతులు - పద పద్ధతి - వాక్యపద్ధతి.

5. లేఖనం:

భాషాలిపి - తెలుగు లిపి పరిణామ క్రమం - తెలుగు లిపి లక్షణాలు,

లేఖనం - దృష్టలేఖనం - ఉక్తలేఖనం - దస్తూరీ

లేఖనాభ్యాసం -సంప్రదాయపద్ధతి - ఆధునిక పద్ధతులు - లేఖనం లక్షణాలు -

లేఖనం-అవరోధాలు.

లేఖనరూపాలు: వినతి పత్రం - అభ్యర్థన పత్రం - ప్రకటన కర పత్రం - పోస్టరు-పత్రికలకు లేఖ - తల్లిదండ్రులకు, స్నేహితులకు లేఖ - వ్యాపార లేఖ - ఆహ్వాన పత్ర రచన, స్వాగత పత్ర రచన , నివేదికా రచన, అభినందనరచన - వ్యాపార రచన, కృతజ్ఞత/ వందన సమర్పణ రచన ప్రశంసా రచన - ప్రజ్ఞాత్మకరచన - దినచర్య రచన, స్వీయ వివరాల రచన.

లేఖనం -అనువాదం : మూల విధేయానువాదం - వాక్యవిధేయానువాదం- భావానువాదం - అనువాదంలో పరిభాష.

తెలుగు - హిందీ - ఆంగ్లభాషల మధ్య అనువాదం.

లేఖనం- శైలి, ప్రాచీన శైలి, మాండలిక శైలి, ప్రామాణిక శైలి -

6. భాషాకౌశలాల మధ్యగల అంతర సంబంధాలు.

బోధనా సంబంధ కృత్యాలు:

1. 6, 7 తరగతుల సామాన్య, సాంఘిక శాస్త్ర పుస్తకాల్లోని.

1) భాషారూపం - భావస్పష్టతలు

2) అభ్యాసకుని అవగాహనకు అనువైన భాషారూపం

3) భాష - పరిభాష కారిన్యస్థాయిలు

4) భాషాభ్యసనానికి తోడ్పాటుకు పరిశీలించుట, నివేదిక రాయుట.

2. పరిసరాల్లోని ఐదు పాఠశాలల సందర్శన

తెలుగు బోధన తీరు తెన్నులు

తెలుగు బోధనకు పాఠశాలల్లో లభ్యమగు వనరులపై నివేదిక తయారు చేయుట.

3. ఏదైనా ఒక పాఠ్యాంశమునకు

జ్ఞాన నిర్మాణవాదం అనుసరణకు తగిన కృత్యాలు రూపొందించుట.

4. 6 నుండి 10 తరగతులు పాఠ్యాంశాలనుండి ఏదైనా ఒక తరగతి వాచకంలోని

వ్యాకరణాంశాలని పట్టికగా కూర్చుట.

5. పిల్లల సంభాషణల్లోని మాండలిక భాషా రూపాల గుర్తింపు పట్టికను తయారు చేయుట

పరామర్శ గ్రంథాలు

1. Kadambari Sharma & Tripat Tuteja- Teaching of Language and Linguistics
- Common wealth Publishers.
2. U.K. Singh & K.N. Sudharsan - Lanugage Education,
D.P.H. Publications
3. Instructional approaches - Dr. Santosh Areekkuzhigil.
Neelkamal publications
4. Santosh Sharma (Ed) - Constructivist Approaches to Teaching and
Learning (NCERT 2006)
5. NCERT - Teaching Reading- A Challenge - NCERT
6. తెలుగు బోధన పద్ధతులు - డా॥ దహగాం సాంబమూర్తి
నీల్కమల్ ప్రచురణలు
7. డా॥ శివరత్నం రెడ్డి & డా॥ డి. సాంబమూర్తి (సంపాదకీయలు) - తెలుగు బోధన పద్ధతులు (బి.ఎడ్).
తెలుగు అకాడమి)
8. డా॥ ఆర్. వెంకటేశ్వరరావు & డా॥ డి. సాంబమూర్తి - తెలుగు బోధన పద్ధతులు (డి.ఎడ్) తెలుగు
అకాడమీ)
9. Cameron, L.(2001)-Teaching Lanugages to Young Learners - Cambridge University Press
10. NCERT - National curriculum frame work (2005)
11. SCERT - AP - AP State Curriculum Frame work (2011)
12. NCERT - Position Paper on Teaching Indian Languages (2006)
13. SCERT - AP - భాషాబోధన ఆధారపత్రం (2011)
14. Butler, A and Turbill, J. (1984) - Towards Reading - Writing in Class Room.
New Yark : Cormel University
15. Tompkins, Gail E (1994) Teaching writing - Macwillon
16. డా॥ షోరంకి రక్షిణామూర్తి - భాష ఆధునిక దృక్పథం- నీల్కమల్ ప్రచురణలు
17. డా॥ భద్రరాజు కృష్ణమూర్తి - భాష, సమాజం, సంస్కృతి - నీల్కమల్ ప్రచురణలు
18. డా॥ పి.యస్. సుబ్రహ్మణ్యం, ఆధునిక భాషా శాస్త్ర సిద్ధాంతాలు- తెలుగు విశ్వవిద్యాలయం.
19. Noam Chomsky - Syntactic Structures
20. Atkinson - Teach yourself Linguistics
21. చేకూరి రామారావు- తెలుగు వాక్యం-తెలుగు విశ్వవిద్యాలయం
22. డా॥ డి. చంద్రశేఖర్ రెడ్డి - మన భాష - మీడియా ప్రచురణలు.

Course-VI
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Course Content**Unit-1: Sociology and Education**

- 1.1 Meaning, nature and scope of sociology
- 1.2 Relationship between sociology and Education
- 1.3 Agencies of socialization (Family, peer group, school, Media, Religion)
- 1.4 Role of Teacher in Socialisation process
- 1.5 Impact of Socialisation on Education

Unit-II: Culture and Education

- 2.1 Meaning and definitions of culture
- 2.2 Characteristics of culture
- 2.3 Dimensions of culture, cultural lag, cultural pluralism
- 2.4 Impact of culture on Education
- 2.5 Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education

- 3.1 Meaning and factors responsible for Social change
- 3.2 Concept and attributes of Modernization
- 3.3 Social stratification, Social Mobility and Education
- 3.4 Education as a facilitator for social change
- 3.5 Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education

- 4.1 Concept and Principles of Democracy
- 4.2 Equality and equity in Education
- 4.3 Preamble of the Constitution in relation to Education
- 4.4 Role of Education in strengthening democracy and democratic citizenship
Teacher as a democrat

Unit-V: Education and National Integration

- 5.1 Concept, Need for National Integration
- 5.2 Education as an instrument for national integration
- 5.3 Programmes to promote National Integration and International understanding,
- 5.4 Peace education in schools
- 5.5 Social Crisis and its Management

Activities

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Text Books

The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983

Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966

Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979

Aggrawal, J C – Sociological Foundations of Education – New Delhi

Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – TeluguAcademy, Hyderabad

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Sandeep.P. &C.Madhupati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd.

Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon

Thakur A S &Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House

Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat

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Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press

Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon

Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi

Coombs, Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H Wheeler & Co.

Vaizey John (1967) – Education in the Modern World: WorldUniversity Library – London

Course-VII

LEARNING AND TEACHING

Objectives

After completion of the course, the student-teacher will be able to

1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Unit-1: Process of Learning

- 1.1 Concept of learning, types of learning and factors influencing learning
- 1.2 Learning process: Attention, sensation, perception, and concept formation
- 1.3 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
- 1.4 Transfer of learning: concept, theories and types(Horizontal and Vertical)
- 1.5 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning

- 2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
- 2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications
- 2.3 Operant Conditioning – Skinner, concept and principles and classroom implications
- 2.4 Compare these perspectives in terms of their merits and applicability to classroom learning

Unit-3: Cognitive and Humanist Perspectives of Learning

- 3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
- 3.2 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process

- 4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
- 4.2 Distinction between Instruction, training and teaching
- 4.3 Phases of teaching: planning, execution and reflection
- 4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
- 4.5 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement

- 5.1 Meaning of learning environment and learning engagement

- 5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
- 5.3 Development of emotional intelligence
- 5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
- 5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report

Text Books

- Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
- Mangal, S.K.(2002). *Advanced Educational Psychology*, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Reference Books

- Beggie, H.L. and Hunt M. P: *Psychological Foundations of Education*
- Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
- Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi
- Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
- Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology- A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.
- Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press
- Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*. Ludhiana: Kalyani Publishers.

Course-VIII
CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of classroom organization
2. understand the importance of classroom Management
3. develop ability to face the problems in managing the classroom.
4. understand the role of leadership of a teacher
5. undertake different action research projects to improve professional practices

Course Content

Unit-1: Classroom Organization

- 1.1 Classroom organization – Meaning and purpose
- 1.2 Classroom Seating Arrangement for different purposes
- 1.3 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
- 1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
- 1.5 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

- 2.1 Classroom management – concept, need and approaches .
- 2.2 Managing with different types of students – Leader, Follower, passive
- 2.3 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
- 2.4 Violation of rights of children – legal consequences.
- 2.5 Strategies to manage behavior problems- preventive, supportive and corrective.
- 2.6 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

- 3.1 Teacher as a facilitator of learning
- 3.2 Perspective planning and coordination with authorities for support.
- 3.3 Accountability and self assessment of teachers and feedback mechanisms.
- 3.4 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

- 4.1 Concept, Nature and Characteristics of a Leader
- 4.2 Types of Leadership
- 4.3 Strategies to develop leadership qualities
- 4.4 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education

- 5.1 Action Research – Meaning, Need and Scope
- 5.2 Steps in Action Research
- 5.3 Action Research Cycle
- 5.4 Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristics

Text Books

- Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi
- Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and Deep Publications Pvt. Ltd. Delhi
- John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books

- Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi
- Mishra R C (2007) History of Educational Administration, APH Publishing Corporation, New Delhi
- Meenakshi Sundaram, A (2012), Educational Innovations and Management ,Kavyamala Publishers, Chinnalpathi, Tamilnadu
- Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), PathasalaNirvahanaVidyamsalu, TeluguAcademy, Hyderabad
- Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad
- Srinivas Kumar, D. (2011). Elements of Action Research. Prasaaranga (Publications Bureau, Dravidian University, Srinivasavanam, Kuppam

Course-IX ART EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. integrate Art with Education and become better communicator.
2. develop creative thinking through different Art forms.
3. realize that liberal arts help in making better professionals.
4. understand Art as a medium of expression.
5. understand the role of Art as a medium of Education.
6. deepen students ability for perception and reflection.
7. use Art as an alternative languages to experience and communicate concepts in teaching-learning.

Course Content

Unit-1: Art and Aesthetics

- 1.1 Aesthetics – as a branch of Philosophy.
- 1.2 Aesthetics – its meaning, dimensions and constituents.
- 1.3 Art as a form of Aesthetics.
- 1.4 Indian Art and Rasa principle.
- 1.5 Importance of Arts in Education

Unit-2: Art and Education

- 2.1 Art as a medium of education.
- 2.2 Art as a unifying principle in education.
- 2.3 Art and Society.
- 2.4 Art and Human development.
- 2.5 Art for self- expression, keen observation, and sense of appreciation.

Unit-3: Place of Visual Art and Performing Arts in Teaching

- 3.1 Different forms of visual and performing Arts.
- 3.2 Teaching as an Art.
- 3.3 Drama as a form of Teaching.
- 3.4 Identification of local Art forms and their integration to teaching – learning.
- 3.5 Evaluation strategies; assessing the different forms of Art.

Unit-4: Contributions made by Contemporary thinkers on Art and Education

- 4.1 Rabindranath Tagore
- 4.2 A.K. Coomara Swamy
- 4.3 Herbert Read
- 4.4 Elliot Eisener

Unit-5: Art and Craft in Education

- 5.1 Art in Craft
- 5.2 Craft in Art
- 5.3 Traditional Craft and their relevance to Education
- 5.4 Local Craft and their place in SUPW
- 5.5 Indian Festivals and its Artistic significance

Activities

1. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public and prepare a report
2. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan
3. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama

Text Books

John Dewey, Art as Experience, New York, 1934, Minton

Herbert Reed, Education through Art – Faber and Faber, New York, 1968

Esner Elliot W, Educating Artistic Vision – New York, Macmillan, 1972

Reference Books

John, B., Yogin, C., & Chawla, R.(2007). Playing for real: Using drama in the classroom. Macmillan

Jefferson B, Teaching Art to Children – Continental View Point – Boston, Allyn Bacon, 1969

Rabindranath Tagore, Lectures and Addresses – Macmillan, New Delhi, 1962

A.K. Coomara Swamy, Christian and Oriental Philosophy of Art,

MunshiramManoharlal, Delhi, 1974

Course-X
PEDAGOGY OF MATHEMATICS

Objectives

After completion of the course, the student-teacher will be able to

1. Appreciate Mathematics as a tool to engage the mind of the student
2. Appreciate mathematics to strengthen the students resource
3. See mathematics as something to talk about to communicate through to discuss among themselves to work together on.
4. Construct appropriate assessment tools for evaluating mathematics learning.
5. Stimulate curiosity, creativity and inventiveness of mathematics
6. Develop Competencies to develop gifted and slow learners.
7. Develop language of mathematics; engage with research on children's learning in specific areas.

Course Content**Unit-1: Mathematics Curriculum:**

- 1.1 Meaning and objectives of curriculum
- 1.2 Principles for designing and Organizing Curriculum
- 1.3 Approaches for Organizing Curriculum
- 1.4 Meaning of syllabus and difference between syllabus and curriculum
- 1.5 Recommendations and critical appraisal of NCFSE- 2005, APSCF – 2011 and other commissions on Mathematics curriculum.
- 1.6 Discussion of important concepts, principles and processes from the topics of the branches as specified below.
 - i. Arithmetic : Development of number system, Ratio and Proportion, Percentages and other topics based on them.
 - ii. Algebra: Sets and Operations on them, Systems of Linear Equations and their graphical solutions, Quadratic Equations, theory of Indices and Logarithms, Remainder and factor theorems.
 - iii. Probability and Statistics: Basic concepts of Probability, Representation of data, Measures of Central Tendencies.
 - vi. Geometry: Theoretical, Practical and Co-ordinate Geometry, Distance formula, section formula.
Menstruation ; Areas and Volumes
 - v. Trigonometry: Trigonometrical Ratios, Identities. Composite Angles, Multiple and Sub multiple angles, Heights and Distances.

Unit-2: Language and Aesthetic sense of Mathematics

- 2.1 Aesthetic Sense in Mathematics; three aesthetic experience variables identified by Brikhoof and their relation.
- 2.2 Co-existence of Precision and beauty in Mathematics- order pattern, structure and symmetry
- 2.3 Recreational Mathematics – Mathematical games, puzzles, and riddles.
- 2.4 Language of Mathematics

Unit-III: Assessment and Evaluation

- 3.1 Testing of Mathematical abilities of children
- 3.2 Meaning of Assessment, measurement and evaluation in mathematics

- 3.3 Achievement test in mathematic- Arithmetic, Algebra, and Geometry.
- 3.4 Speed test in Mathematics - Arithmetic, Algebra, and Geometry.
- 3.5 Preparation of test items – Precautions to be taken while preparing test items in different branches of mathematics
- 3.6 Concept of CCE and measurement of different behavioral changes like interest attitude, and aptitude in learning mathematics.

Unit-IV: Mathematics for all

- 4.1 Speed and accuracy in Mathematics
- 4.2 Understanding Learners – Gifted slow, backwardness and dyscalculia
- 4.3 Activities enriching Mathematics learning- Mathematical Clubs, fairs and its activities, Olympiad, Recreational activities
- 4.4 Mathematic Laboratory and its effective use
- 4.5 Teaching learners with special needs - Co-operative learning, Peer learning, Reciprocal learning – Breur, using technology to meet diverse needs of learners.

Unit-V: Professional Development in Mathematics Teacher

- 5.1 In-service programmes for Mathematics Teacher
- 5.2 Mathematics Teachers Associations – Role, and Uses
- 5.3 Journals and other resource material in Mathematics Education
- 5.4 Professional Growth – Participation in conferences/Seminars/ Workshops and E-Learning

Activities

- 1. During Internship, conduct of Essay writing/ quiz competitions in mathematics and report
- 2. One case study of gifted child and slow learner with interventions suggested.
- 3. Preparation of Mathematical Puzzles, Games, riddles and other recreational activities.
- 4. Preparing two types of assessment tests – Formative, Summative type of tests.
- 5. Preparing Diagnostic test in Algebra, Arithmetic and Geometry from VIII to X class mathematic syllabus.

Text Books and Reference Books

As given in Course IV- Pedagogy of Mathematics

Course-X
PEDAGOGY OF SOCIAL SCIENCES

Objectives

This course will enable the student teachers to

1. understand the teaching and learning of geography, economics, history, political science and identify the difference among them
2. understand the importance of social science curriculum and its organization
3. understand various teaching aids for social sciences
4. understand the assessment process through CCE
5. sensitize and equip teachers to handle social issues and concerns in a responsible manner
6. inculcate qualities and competencies required for a good social sciences teacher

Course Content**Unit-1: Teaching and Learning of Geography and Economics**

- 1.1 Fundamental concepts of Geomorphology - Latitudes, longitudes, earth movements, climatology, temperature, pressure, wind, humidity; Hydrology and Oceanography – Hydrological Cycle, Ocean and Ocean deposits
- 1.2 Indian Geography-Political divisions, Rivers and Landforms
- 1.3 Meaning, Nature and Scope of Economics; Key concepts in Economics
- 1.4 Classification of Economic Systems
- 1.5 Teaching strategies of geography and economics

Unit-2: Unit-VII: Teaching Learning of History and Political Science

- 2.1 Periodisation of World History, Indian History – Ancient, Medieval, Modern and Contemporary society with special reference to Secondary School Social Studies Textbooks
- 2.2 Capitalism, Democracy and Citizenship – American and French Revolutions
- 2.3 Nature and Scope of Political Science; Key concepts and current trends
- 2.4 Indian Constitution – Fundamental Rights and Duties; Organs of Government- Legislature, Executive and Judiciary
- 2.5 Teaching Strategies of Teaching History and Political Science

Unit-3: Social Science Curriculum

- 3.1 Curriculum – Meaning, Nature and Scope
- 3.2 Principles of Social Sciences Curriculum Construction
- 3.3 Approaches of organizing social studies curriculum – concentric, spiral, chronological, topical and correlation
- 3.4 Qualities and Characteristics of Good Social Science Textbook
- 3.5 Analysis of Social Science Textbook of State Board and CBSE

Unit-4: Teaching Learning Material in Social Sciences

- 4.1 Need and significance of Teaching Learning Material in Teaching Social Sciences
- 4.2 Globe and Maps – Types of Maps – Map Language, Map Reading and Map Making
- 4.3 Charts and Graphs – Types of Charts – Chronology, Tabular, Diagrammatic and Pictorial; Types of Graphs – Bar, Pie, Line and Pictorial
- 4.4 Models – Working, Still and Diorama
- 4.5 Objects, Specimens and Scrap book

Unit-5: Evaluation in Learning Social Sciences

- 5.1 Meaning, Nature and Characteristics of Evaluation
- 5.2 Forms of Evaluation
- 5.3 Quantitative and Qualitative Tools of Evaluation in Social Sciences
- 5.4 CCE Model of assessment in social sciences
- 5.5 Analysis and Interpretation of test scores

Activities

1. Observe a day's proceedings in house of assembly or parliament and report
2. Collect News paper clippings on any social issue and write a report on the issue with your comments
3. Organise any one of the social awareness programme on Swatch Bharath/ Water and Plant/ Aids Awareness/ Vanamahotsavam, etc in a village/ward and report.
4. Observe the functioning of any local body office and report
5. Critically analyse the characteristics of Social Science text book of any class and prepare a detailed report

Text Books and References

As given in Course IV- Pedagogy of Social Sciences

Course-X
PEDAGOGY OF BIOLOGICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the curriculum development issues in biological science
2. Identify the role and use of laboratory, ICT, and TLM in the teaching of biological science teaching effectively
3. Develop the skill of writing lesson plan period plan
4. Develop micro teaching skills
5. Develop the skill of constructing test papers

Course Content**Unit-1: Biological Science Curriculum and Textbooks**

- 1.1 Meaning and Definitions of curriculum
- 1.2 Principles of Curriculum Construction
- 1.3 Organizational Approaches of Curriculum: Logical, Psychological,
- 1.4 Topical concentric and spiral
- 1.5 Steps involved in the development of science curriculum
- 1.6 Basic Criteria of Validity of a Science Curriculum context, - Cognitive, Process, Historical, Environmental Science and Ethical Validity
- 1.7 Curriculum at upper Primary, Secondary and Higher secondary stages.
- 1.8 National Curriculum Framework, 2005 – Position paper on Science
- 1.9 AndhraPradeshState Curriculum Framework 2011- Science
- 1.10 Qualities of good biological science text books
- 1.11 Analysis of Secondary School Biological Science text book

Unit-2: Biological Science Laboratory

- 2.1 Importance of practical work in Biological Science
- 2.2 Planning of science laboratories, Lecture cum laboratory, all-purpose laboratory, mobile science laboratory
- 2.3 Procurement, care and maintenance of laboratory equipment
- 2.4 First Aid

Unit-3: Teaching Learning Materials

- 3.1 Edgar Dale's Cone of experience
- 3.2 Audio, visual Instructional aids
- 3.3 Activity aids (Aquarium, Vivarium, Terrarium, Herbarium), Electronic Teaching Aids
- 3.4 Improvisation of Teaching aids

Unit-4: Resources for Teaching Biological Science

- 4.1 Science Kit
- 4.2 Science library
- 4.3 Science club
- 4.4 Science exhibition and science fair
- 4.5 ScienceMuseum
- 4.6 Community Resource

Unit-5: Evaluation in Biological Science

- 5.1 Concept of test, measurement and evaluation
- 5.2 Evaluation- meaning, types, Process, and tools
- 5.3 Qualities of a Good test and types of tests
- 5.4 Preparation of Continuous Comprehensive Evaluation (CCE) Record
- 5.5 Analysis and interpretation of test scores.
- 5.6 Assessment of performance of the student, electronic assessment
- 5.7 Preparation of portfolio

Activities

1. Make a survey on the problems of environmental pollution in your locality and record the observations and submit a report
2. Select any topic of your choice and prepare a lesson plan on the lines suggested in constructivistic approach.
3. Prepare laboratory instructional cards for any two experiments of your choice.
4. Prepare a herbarium based on a certain theme.
5. Analyze recent public examination X class Biological Science question paper and compare with the pre-final question paper and record your observations.

Text Books and References

As given in Course IV- Pedagogy of Biological Sciences

Course-XI
PEDAGOGY OF PHYSICAL SCIENCES

Objectives

After completion of the course, the student-teacher will be able to

1. understand the importance of physical science curriculum and its organisation
2. develop the skill, procurement and maintenance of the science laboratory.
3. equip the resources for effective teaching of physical sciences.
4. utilize the applications of science and technology on society.
5. construct the achievement test on CCE model and analyse the results

Course Content**Unit-1: Science Curriculum and Textbooks**

- 1.1 Curriculum - Concept and Meaning, Principles of Curriculum Construction
- 1.2 Different Approaches of Curriculum Organisation: Concentric, Topical, Psychological & Logical – Learner Centred curriculum
- 1.3 Curriculum organisation in terms of NCF-2005, RTE-2009, NCFTE-2009, APSCF-2011
- 1.4 Characteristics of a Good Physical Sciences Text Book
- 1.5 Learning Resources for Physical Science – Exploring alternative resources

Unit-2: Instructional Material for Physical Sciences Teaching

- 2.1 Importance of Practical Work in Physics and Chemistry
- 2.2 Planning and Organisation of Science Laboratories, Procurement and Care of Laboratory Equipment, Registers, Safety and First-Aid – Conduct of Laboratory experiments
- 2.3 Development of Improvised Apparatus for concrete and abstract concepts
- 2.4 ICT and multimedia resources for teaching Physical Sciences - Simulated computer based laboratory activities
- 2.5 Self Learning Material (SLM) – Characteristics and Functions - Preparation of Self Learning Material on one lesson – Analysis of its Effectiveness by Classroom Discussion and Preparation of SLM by each student for their classroom use

Unit-3: Lifelong Physical Sciences Learning

- 3.1 Science Clubs, Science Exhibition, Science Museums, Science Fairs and Olympiads
- 3.2 Role of Government and Non-Governmental Organizations in the Propagation of Science
- 3.3 Utilizing Knowledge Resources – Identification of online and offline resources – context and challenges in Utilization
- 3.4 Science Communication in India – DST-NCSTC Network – National Children Science Congress, National Teachers Science Congress, Initiative for Research and Innovation in Science
- 3.5 Development of Scientific Temper and encouraging and inspiring students to choose science as career and to become scientists

Unit-4: Professional Development of Physical Sciences Teachers

- 4.1 Professional development of Physical Sciences Teachers
- 4.2 Participation in Seminars, Conferences, Workshops and In-service Training Programmes
- 4.3 Membership in Professional Organisations; Teachers as a community of learners
- 4.4 Role of reflective practices in professional development of physical science teachers
- 4.5 Teacher as a researcher: Action Research in Physical science - Learning to understand how children learn science

Unit-5: Evaluation in Physical Science

- 5.1 Evaluation of Learning Outcomes in Physical Sciences
- 5.2 Qualities of a good test - Written and Practical
- 5.3 Planning, Preparation and Conduct of Achievement Test in CCE model
- 5.4 Evaluation of Responses, Scoring and Tabulation
- 5.5 Analysis and Interpretation of Test Scores

Activities

1. Prepare different steps involved for demonstration of an experiment one each in Physics and Chemistry
2. Prepare two improvised apparatus / teaching gadgets with locally available material resources for Physics and Chemistry and submit
3. Visit a Science Centre or Science-Museum (District/ State/ National) and prepare a report
4. Participate in a District / State Level Science Fair and prepare a report on the exhibits and activities presented
5. Celebrate National Science Day/ Earth Day/ Water Day / any important day related to science in the school during the internship and submit a report

Text Books and References

As given in Course V- Pedagogy of Physical Sciences

Course-XI
PEDAGOGY OF ENGLISH

Objectives

After completion of the course, the student-teacher will be able to

1. get acquaintance with skills of communication for classroom teaching
2. develop creativity among learners
3. use multilingualism as a strategy in the classroom situation
4. understand the basics of English grammar
5. develop the skills of presentation of vocabulary
6. get acquaintance with different sounds in English and use correct pronunciation in the classroom teaching
7. understand constructivist approach to language teaching and learning
8. assess and Evaluate the student skills of language learning

Course Content**Unit-1: Language across Curriculum**

- 1.1 Need for Communication
- 1.2 Communication for classroom teaching
- 1.3 Classroom interaction patterns
- 1.4 Interpersonal skills
- 1.5 Individual/Pair/Group activities

Unit-2: Teaching of Grammar

- 2.1 Need and importance of teaching Grammar
- 2.2 Types of Grammar and Techniques of Teaching Grammar
- 2.3 Using Authentic materials to teach Grammar
- 2.4 Grammar Games and the related activities
- 2.5 Remedial teaching in Grammar

Unit-3: Teaching Vocabulary, Study and Reference skills

- 3.1 Selecting and Grading vocabulary items
- 3.2 Techniques of teaching vocabulary
- 3.3 Vocabulary games
- 3.4 Techniques of teaching Study Skills: Note-making/Note-taking/Mind mapping/Brain-storming
- 3.5 Techniques of teaching Reference Skills: Dictionary, Thesaurus, Encyclopedia and Bibliographies

Unit-4: Introduction to Phonetics

- 4.1 Vowels and Diphthongs
- 4.2 Consonants
- 4.3 Stress
- 4.4 Intonation
- 4.5 Techniques of using Language Laboratory

Unit-5: Language Assessment and Evaluation

- 5.1 Concept of Evaluation and Characteristics of a good test in English
- 5.2 Progress and assessment of development of language skills; CCE; techniques of evaluation – oral and written; self evaluation; peer evaluation; group evaluation.
- 5.3 Typology of questions: activities and tasks reflecting - problem solving, creative and critical thinking and enhancing imagination.

- 5.4 Preparing tests for different skills of language – Listening, speaking, reading, writing, study skills and reference skills
- 5.5 Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

Activities

1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:
 - a. To what extent the language clearly convey the meaning of the topic being discussed?
 - b. Is the language learner-friendly?
 - c. Is the language too technical in nature?
2. Select 10 examples of grammar activities listed in English Readers of classes VI to X and analyse.
3. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
4. Prepare 3 activities for practicing pronunciation and spelling of 15 words from a lesson in any text book of classes VI to X.
5. Develop a question paper for classes VI to X to asses all the aspects of language learning.

Text Books and References

As given in Course V- Pedagogy of English

**Course-XI
PEDAGOGY OF TELUGU**

భాషావిద్య (తెలుగు)

లక్ష్యాలు:

రెండేళ్ళ శిక్షణ పూర్తి చేసుకున్న ఛాత్ర్ పాఠ్యాయులు:

- 1) పద్యం, గద్యం, వ్యాకరణం, వ్యాసం, కథ నాటిక మున్నగు ప్రక్రియల బోధనను సమర్థంగా నిర్వహిస్తారు.
- 2) పాఠ్యబోధనకు అనువైన వ్యాహాలు, భోదన సామాగ్రిని ఎంపిక చేసుకుంటారు.
- 3) విద్య ప్రణాళిక, విషయ ప్రణాళిక, పాఠ్యపుస్తకాల మద్యగల సంబంధాలను అవగతం చేసుకుంటారు.
- 4) భాషా మూల్యాంకనం భావనలను అర్థం చేసుకొని, తమ విద్యార్థుల ఉప లబ్ధిని వివిధ మూల్యాంకన విధానాల్లో అంచనావేస్తారు.
- 5) భాషాభ్యాసనం/భోధనల్లో భాషా ప్రయోగశాల, కంపూటర్ల ప్రధాన్యతను గుర్తిస్తారు. తమ బోధనలో వినియోగిస్తారు.
- 6) తెలుగు భాషాసాహిత్యాలు, ప్రజల సంస్కృతి వారసత్వాల ఎడ స్పృహను పెంపొందించుకొని తమ విద్యార్థులలో సంస్కృతీస్పృహను పెంపొందిస్తారు.

1. భాష - సాహిత్యం - సౌందర్య శిల్పము

భాష - ఆలోచనలు-సృజనాత్మకత

భాష వివిధ సాహిత్య పక్రియలు - లక్షణాలు (1వ తరగతి నుండి 10వ తరగతి తెలుగు

ప్రథమ ద్వితీయ భాషా వాచకాల్లో పరిచయమైన పక్రియలు)

పద్యపక్రియలు - ఇతిహాస కవిత - పురాణ కవిత - కావ్యకవిత - ఆధునిక పద్యం

వచన పక్రియలు - గద్యం - లేఖ - వ్యాసం - సంపాదకీయం - జీవిత చరిత్ర, ఆత్మకథ

- దినచర్య - యాత్రాకథనం - కథానిక

నాటక పక్రియలు - సంభాషణ - నాటిక

బాల సాహిత్యం - బావ కవిత్యం - అభ్యుదయ కవిత్యం - విప్లవ కవిత్యం - స్త్రీవాద

సాహిత్యం - దళిత వాద సాహిత్యం - మైనారిటీ వాద సాహిత్యం, జాతీయోద్యమ కవిత్యం -

ఆంద్రోద్యమ కవిత్యం - శాస్త్ర సాహిత్యం.

ఇతర ప్రధాన పక్రియలు - నవల, నవలిక ఇత్యాదులు

తెలుగు సాహిత్య చరిత్రలో ప్రముఖ రచయితలు - కవులు - కవయిత్రులు

II. భాషాసాహిత్యాలు - బోధనాప్రక్రియలు:

గద్య బోధన - వాచకబోధన - ఉపవాచక బోధన -పద్యబోధన-సంభాషణ/నాటక బోధన-వ్యాకరణ బోధన-వ్యాస రచన బోధన- కథా బోధన.

(యునిట్ - III లో పొందుపరచిన పద్ధతులు అన్వయం చేసుకోవాలి)

* భాషా సాహిత్యాల బోధనలో ప్రాధాన్యతలు - భాష - పరిసరాలు విద్యార్థుల అనుభవాలు ఆసక్తులతో సమన్వయం.

* ప్రశంసా శక్తిని, సృజనాత్మకతలను పెంపొందించుటకు ప్రక్రియల బోధన

III. భాషాభ్యసనం, బోధన ప్రణాళికలు, బోధన సామాగ్రి నిర్మాణం.

* విద్యా ప్రణాళికలు:

విద్యా ప్రణాళికల్లో తెలుగు భాషా స్థానం (మాతృభాషగా మాద్యమ భాషగా)

డిజిటల్ మాధ్యమాలు:

* పాఠ్యపుస్తకం- నిర్మాణం - లక్షణాలు.

* తగరతి బోధన ప్రణాళికలు - వార్షిక పథకం - సమగ్ర పాఠ్యపథకం - దైనిక పాఠ్యపథకం. ఆవశ్యకత- మౌళిక భావనలు - తయారీలో మెలకువలు.

* భాషా సహ పాఠ్య కార్యక్రమాలు - భాషా క్రీడలు - రచనా క్రీడలు - భాషణ క్రీడలు - భాషా సాహిత్య యాత్రలు - సాహిత్య సభలు.

* గ్రంథాలయాలు : పరామర్శ గ్రంథాలు - నిఘంటువులు - విజ్ఞాన సర్వస్వాలు-మూల గ్రంథాలు- వినియోగం.

* భాషా బోధనాభ్యసన ఉపకరణాలు: భాషా ప్రయోగ శాల - కంప్యూటర్లు, దృశ్యశ్రవ్య, శ్రవ్య దృశ్య - ద్వీమితీయ, త్రిమితీయా ఉపకరణాలు.

* మాధ్యమాలు: ఆచుమాధ్యమాలు-దృశ్యమాధ్యమాలు (ప్రింట్ అండ్ విజువల్ మీడియా)

IV. భాషాభ్యసనం - బోధన - ఆధునిక ధోరణులు.

* కార్యక్రమయుత బోధన - బృంద బోధన, నియోజనాల బోధన (వ్యక్తి పద్ధతి) కంప్యూటర్ సహాయక బోధన/ అభ్యసనం-లోపనివారణ - బోధన కృత్యాధార బోధన, స్వయం అధ్యయనం పర్యావేక్షనాత్మక అధ్యయనం - మౌళిక భావనలు - పరిమితులు.

భాషా సాహిత్య కృషిలో వివిధ సంస్థలు :

తెలుగు అకాడమీ - ఆంధ్రసాహిత్య పరిషత్ (కాకినాడ), వేటపాలెం గ్రంథాలయం -సి.పి. బ్రౌను అకాడమీ, కడప-తెలుగు విశ్వవిద్యాలయం, తిరుపతి ప్రాచ్యలిఖిత పుస్తక భాండాగారము ఆంధ్రప్రదేశ్ సాహిత్య అకాడమీ, లలిత కళా అకాడమీ, నాటక అకాడమీలు, తదితర సంస్థలు

V. భాషాభ్యసనం - బోధన - మూల్యాంకనం:

మూల్యాంకనం - పరీక్ష - నికష - పరిగణన, భావనలు- సామర్థ్యాధారిత మూల్యాంకనం - నిరంతర సమగ్ర మూల్యాంకనం- రూపణ మూల్యాంకనం - సంకనల మూల్యాంకనం - లోప నిర్ధారణ మూల్యాంకనం - ప్రొగ్రెస్టిక్ మూల్యాంకనం-మూల్యాంకనానికి ప్రశ్నాపత్రాలు - ప్రశ్నల తయారీ- వివిధ ప్రశ్నారూపాలు, ప్రశ్నల లక్షణాలు - మెలకువలు- పాఠాంత నికషలు - అంతర్గత మూల్యాంకనం - బాహిర మూల్యాంకనం, విద్యార్థులు/అభ్యాసకుల స్వీయ మూల్యాంకనం- మూల్యాంకనం - భాషా కౌశల నికషలు - శ్రవణ నికష - పఠన నికష - భాషణ నికష - లేఖన నికష - అభిరుచి నికష-ఆసక్తి నికష - సృజనాత్మక నికష, ప్రశంసానికష, భాషా స్పృహ నికష - నిర్మాణం - విశ్లేషణ - మెలకువలు - మాదిరి సమాధాన పత్రాలు- ప్రశ్నపత్రాల సమాధానాలను సరిచూచుట - ఫలితాల నివేదన -గ్రేడింగ్ - ఫలితాల వ్యాఖ్యానం

బోధన సంబంధ కృత్యాలు:

1. ఏవేని మూడు స్థానిక వార్తాపత్రికల్లోని - సంపాదకీయ వ్యాసాలు, వార్తా వ్యాఖ్యలను సమీక్షించి, ముఖ్యభావనలను, భాషా లక్షణాలను క్రోడీకరించి, వ్యాసరూపంలో నివేదిక తయారు చేయుట.
2. నచ్చిన ఒక కవి/రచయితల ఒక కవిత/కథను ప్రశంసిస్తూ రాయుట.
3. కార్యక్రమయుత బోధనపై ఒక పాఠం సిద్ధం చేయించుట.
4. బాలల పత్రికలు - భాషాభ్యసనానికి వాటి తోడ్పాటుపై పిల్లల అభిప్రాయ సేకరణ.
5. స్థానిక భాషా విశేషాలు - జాతీయాలు - సామెతలు - పొడుపు కథలు - సేకరణ.

పరామర్శ గ్రంథాలు:

కోర్సు V నందు పొందుపరచబడినవి.

Course-XII LEARNING ASSESSMENT

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realize the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners' performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners' performance in schools
9. Develop indicators to assess learners' performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology based assessment practices and other trends at the international level

Course Content

Unit-1: Perspectives on Assessment and Evaluation

- 1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- 1.2 Purpose(s) and principles of Assessment, characteristics of quality assessment
- 1.3 Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment
- 1.4 Classification of assessment: based on *purpose* (prognostic, formative, diagnostic and summative), *scope* (teacher made, standardized), *attributemeasured* (achievement, aptitude, attitude, etc.), *nature of information gathered* (qualitative, quantitative), *mode of response* (oral and written; selection and supply), *nature of interpretation* (self-referenced, norm-referenced, criterion-referenced) and *context* (internal, external)
- 1.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks- continuous and comprehensive assessment

Unit-2: Formative and Summative Assessment

- 2.1 Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments,

- 2.2 Observation, questioning, reflection on learning as strategies for using assessment in the process of learning;
- 2.3 Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- use of rubrics,
- 2.4 Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test
- 2.5 Aligning formative and summative assessments

Unit-3: Tools of Assessment

- 3.1 Assessment of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making;
- 3.2 Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring
- 3.3 Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation
- 3.4 Assessment of Performance/ project-based assessment- meaning, characteristics, scope; using rubrics to grade a performance-based assessment
- 3.5 Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios

Unit-4: Planning, Construction, Administration and Reporting of assessment

- 4.1 Planning: Deciding on what, why and how to assess- difference between instructional, learning and assessment objectives, stating of assessment objectives , deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print
- 4.2 Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure – manual and electronic; Development of Rubrics
- 4.3 Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning
- 4.4 Analysis and Interpretation of Students' Performance
Processing test data: graphical representations; calculation of measures of central tendency and variability, and derived scores- percentiles, percentile rank, percentage score, grade point averages, z-scores; and Frame of reference for interpretation of assessment data: norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation;

- 4.6 Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house; Using feedback for reporting to different stakeholders – students, parents, and administrators
- 4.7 Use of Feedback for teachers’ self-improvement and curriculum revision

Unit-5: Issues, Concerns and Trends in Assessment and Evaluation

- 5.1** Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys; Management of assessment and examinations; Use of question bank
- 5.2** Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching and learning – the menace of coaching.
- 5.3** Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
Standards- based assessment – international practices

Activities

1. Plan and construct an achievement test in one of the methodology subjects
2. Survey the assessment practices followed in different schools – Zilla Parishad/ Government, Private and a Residential and prepare a report
3. Prepare a report by undertaking question paper analysis of two school subjects (Public Examinations of Previous Years)
4. Administer an intelligence test on students of any class and interpret the results
5. Conduct a survey to find out occupational choices of 9th Class students and prepare a report

Text Books

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.) (2000). How people learn: Brain, mind, experience, and school. Washington, DC: NationalAcademy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., &Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. &Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

Reference Books

- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin.
- McMillan, J. (2013). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*, 6th ed. Boston, MA: Pearson
- Natrajan V. and Kulshreshta SP (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
- NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Parker Boudett, K., et. al. (2013). *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

Course-XIII UNDERSTANDING THE SELF

Objectives

After completion of the course, the student-teacher will be able to

1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the unknown causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Purpose of the Course

It aims at student-teachers understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended *to transact through a workshop mode* by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

Course Content

Unit-1: Self as a human resource:

- 1.1 Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.
- 1.2 Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.
- 1.3 Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.

- 1.4 Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

Unit-2: Self in relation to social identities:

- 2.1 Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,
- 2.2 Self-critical understanding of the basic realities of the man- made divisions over the time-scale.
- 2.3 Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.
- 2.4 Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

Unit-3: Self (person) as a part of the Nature:

- 3.1 Nature, harmony in existence and co-existence
- 3.2 Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.
- 3.3 Responsibility of self towards conservation, protection and enrichment of plant and animal life.
- 3.4 Responsibility of self towards other human beings in the family, society, and people across the globe.

Unit-4: Self in relation to profession:

- 4.1 Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- 4.2 Self-critical awareness of one's attitudes towards students, teaching, teaching material , interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.
- 4.3 Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- 4.4 Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

Unit-5: Self- development through self-learning (Self-knowledge):

- 5.1 Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.
- 5.2 Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.
- 5.3 Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and

outside.

5.4 Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Activities

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.
4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.
5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Reference Books

1. Delors, Jaquis. (1996) Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
2. Goel, D.R. Co-ordinator. (2005-06) Quality Concerns in Education. Center for advanced study in Education- M. S. University of Baroda
3. UNICEF (2006) Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
4. Venkateshamurthy C. G. and A.V. Govinda Rao (2005) Life Skills Education Training Package. R.I.E., Mysore
5. Swami Vivekananda (1988) Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita ashrama.
6. Krishnamurti J (1998) On Self- knowledge. Chennai, Krishnamurti

Foundation India.

7. Krishnamurti J. (2000) Education and Significance of Life. Chennai, Krishnamurti Foundation India.
8. Dalal A.S. (ed) (2001) A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

Course-XIV
CONTEMPORARY INDIA AND EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education/

Course Content

Unit-1 Normative Vision of Indian Education: Indian Constitution

- 1.1 Constitution of India Basic Features
 - i. Fundamental Rights
 - ii. Directive principles of state policy
 - iii. Federal Structure
- 1.2 Preamble of the Constitution : The ideals
 - i. Sovereign Nation
 - ii. Democratic and Secular polity
 - iii. Liberty equality and fraternity
 - iv. Justice : Social, Economic and political

Unit- 2 Education as Fundamental Right

- 2.1 Human Rights; Meaning Nature , and Classification;
- 2.2 Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009
- 2.3 Issues in Implementing RTE-2009: A critical understanding
 - i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
 - ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Unit-3 Contemporary Indian Schooling: Concerns and Issues

- 3.1 Equality of Educational Opportunity : Meaning and nature : Forms of inequality : Religion, Regional, Caste, Gender and other marginalized groups.
- 3.2 Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

3.3 Schooling: Quality concerns and issues

- i. Universal access
- ii. Universal Enrollment
- iii. Universal retention
- iv. Universal success

Unit-4 Understanding Exclusion in schooling

- 4.1 Exclusion: Meaning and Nature
- 4.2 Forms of Exclusion: a) physical / Psychological Exclusion
- 4.3 Different types of differently-abled children: Nature of problems and their impact on learning
- 4.4 Measure to address the issue of learning of differently-abled children and professional preparedness of Institutions;
- 4.5 Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Unit- 5 Secondary Education: Concerns and Issues

- 5.1 Secondary School stage: its linkages with primary and higher secondary stages of education;
- 5.2 Aims of Secondary School Stages of Education
- 5.3 Universalisation of Secondary School stages of Education: Its Status
 - i. Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;
 - ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
 - iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;
- 5.4 Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Reference Books

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- Anand, C.L.et.al. (1983) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Coombs, Philip H.(1985). The World Crisis in Education, OxfordUniversity Press, New York.
- Govt. of India(1986), National policy on Education, Min. of HRD, New Delhi. Govt. of India(1992), Programme of Action(NPE) Min.of HRD. New Delhi. Koontz, Harold et al. Management, Mc Graw Hill, Auckland(1981)
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- Sykes, Marjorie,(1988) The story of NaiTalim, NaiTalim Samithi, Wardha
- UNESCO(1997). Learning the Treasure Within.

Course-XV
GENDER, SCHOOL AND SOCIETY

Objectives

After completion of the course, the student-teacher will be able to

1. understand the gender related issues
2. develop sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. create an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. create the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provide the knowledge about legal provisions related to Women's Rights and Education
8. know the Trends in girls Education and Women empowerment
9. know Benefits of Women / Girls Education
10. estimate the level of change in the Status.

Course Content

Unit-1: Basics of Gender

- 1.1 Concept, Meaning, Scope of gender,
- 1.2 The difference between sex and Gender - Gender discrimination
- 1.3 The characteristics of patriarchal system and its impact on Women's status
- 1.4 The need and importance of Women's Education – its benefits

Unit-2: Factors affecting gender Discrimination

- 2.1 Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.
- 2.2 Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc.
- 2.3 Socialisation process and its impact on decision making Women / Girls Education
- 2.4 Rural / Urban /Tribal Societies in relation to girls Education
- 2.5 Women and Girls status at present in our Society

Unit-3: Historical Perspectives and changing status of Women

- 3.1 Epic . Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
- 3.2 Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.
- 3.3 British Age – Victoria, Elizebeth, Noorjahan
- 3.4 Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala, Prathibapatil, Meerakumar.

Unit-4: Legal issues of Gender

- 4.1 Women's Rights
- 4.2 Legal Provisions
- 4.3 Equality of Sexes
- 4.4 Education and division of Labour – Home, School, Society, work place

Unit-5: Gender and Education

- 5.1 Educational provisions specially meant for girls Education
- 5.2 Emerging trends in the field of girls Education – Reservations
- 5.3 Gender as an influencing factor in course choices
- 5.4 Women empowerment through girls education – its need – National Development

Activities

1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
5. Text Book Analysis and gender equity – A report.

Reference Books

PurbaDas,, Sociological Foundations of Education Authors Press. Lakshmi Nagar, Delhi, Rs.600

Adelson Rachel K Daring – DO for Digital Daughters, Association for Women in computing – Live wire Communications (1996)

Currid Cheryl” Bridging the gender gap” information work, (1996)

Klein, Reva “ Girls friendly”, Times Educational supplement (1991)

Koch, Melissa” Opening up Technology to both genders” Education Digest Vil.601 n3, (1994)

Lehmann – Haupt, Rachel “ Girls Schools seeks to overcome Tech gender gap” wired News (1997)

United Nations children’s fund” Focus on Girls Education Needed to Break Apartheid of Gender, Unicef Press release (1995)

Course-XVI
INCLUSIVE EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. Acquire knowledge about the concept of inclusive education for different types of special needs children.
2. Able to identify the different types of special needs children and their characteristics.
3. Develop understanding in identification and assessment of children with special needs.
4. Critically evaluate the policy perspectives emerged at national and international levels for empowering children with special needs.
5. To develop the required skills for teaching children with special needs in regular schools.
6. To develop adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs.

Course Content

Unit-1: Concept of Inclusive Education

- 1.1 Inclusive Education – concept, meaning, definition and importance.
- 1.2 Concept of Impairment, Disability and Handicap
- 1.3 Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education
- 1.4 Need for Inclusive Education in India for children with special needs.

Unit-2: Types and Characteristics of Children with Special Needs

- 2.1 Concept, types and characteristics of different types of children with special learning needs:
- 2.2 Children with Physical challenges– Visual, Hearing, Loco-motor and Neurological.
- 2.3 Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).
- 2.4 Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- 2.5 Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

Unit-3: Identification, Assessment and Educational Provisions

- 3.1 Identification, assessment and education of Children with physical challenges – Visual, Hearing, Loco-motor and Neurological.
- 3.2 Identification, assessment and education of Children with Intellectual challenges – Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).

3.3 Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

3.4 Identification, assessment and education of Children with Socio- cultural deviations and Linguistic minorities.

3.5 Challenges and prospects in Identification and assessment of children in inclusive education.

Unit-4: Policy Perspectives for Children with Special Needs

4.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD

4.2 National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009

4.3 Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

Unit-5: Educating Children in Inclusive Classrooms

5.1 Need for creation of physical, psychological, sociological barriers free environment within and outside the classroom

5.2 Assistive devices and technologies required for education of children with special needs in inclusive classroom

5.3 Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs

5.4 Need for multi-disciplinary approach to address the educational needs of children with special learning needs

5.5 Challenges and prospects in providing education in inclusive classrooms.

Activities

1. Prepare case studies of two differently-abled children (with different disabilities)
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently-abled children and prepare a report
4. Visit any one NGO offering vocational training for special children and prepare a report
5. Critically analyse the needs, strengths and issues of differently-abled children – mentally, visually and hearing challenged

Reference Books

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- Das, A.K. and Pillay, A.N. (1999). Inclusive education for disability students: Challenges for education. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
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- Reddy, G.L,Ramar, R and Kusuma, A (2000) Education of children with special needs. Discovery publishers, New Delhi.
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- Umdevi, M.R. (2010). Special Education: A Practical approach to education children with special needs. Hyderabad: Neelkamal Publications Pvt. Ltd.

Course-XVII
ENVIRONMENTAL EDUCATION

Objectives

After completion of the course, the student-teacher will be able to

1. recognizes the concept and importance and participate in various activities of Swatch Bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develop strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country.

Course Content**Unit-1: Swatch Bharath- an Environmental Awakening**

- 1.1 Meaning, concept, definition of Swatch Bharath
- 1.2 Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
- 1.3 Integration of Swatch Bharath campaign with educational institutions
- 1.4 Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

Unit-2: Objectives, Scope and Nature of Environmental Education

- 2.1 Meaning, importance, definition, characteristics and objectives of environmental education
- 2.2 Importance, objectives, scope and guiding principles of environmental education.
- 2.3 Factors of degradation of environment – adverse socio –economic impacts of degradation of environment.
- 2.4 Types of pollution: Land, Air, Water, Noise, and Radiation
- 2.5 Green house effect - Ozone layer depletion.
- 2.6 Importance of need and scope of environmental conservation and regeneration.
- 2.7 Impact of industry/mining/transport on environment

Unit-3: Environmental Management and Protection

- 3.1 Need for environmental management – functions and characteristics of environmental management
- 3.2 Dimensions of environmental management. Factors responsible for flora and fauna extinction
- 3.3 Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

- 3.4 Major environmental problems in India – Environmental protection and polices in India.
- 3.5 Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests.
- 3.6 Constitutional amendments made and Environmental laws,

Unit-4: Environmental Movements and Developments

- 4.1 Environmental movements in India: SilentValley movement, Chipko movement, Narmada Bachao, Andolan, NationalTestRange at Balipal, Orissa.
- 4.2 Conditions for achieving the goals of sustainable development
- 4.3 Strategies for sustainable development in India.
- 4.4 The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992
- 4.5 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration
- 4.6 Kyoto conference and part on Global Warming 1997.

Unit-5: Environmental Education in the School Curriculum and Means to Sensitize the Students

- 5.1 Environmental education at Primary, Secondary and Higher Education level
- 5.2 Major constraints for its implementation at these levels.
- 5.3 Teacher's role – national resource center for environmental education.
- 5.4 Characteristics of good teaching method.
- 5.5 Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.
- 5.6 Relative efficiency of teaching methods, Role of IT and media in environment and human health.

Activities

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
4. Conduct elocution and essay writing competitions for students on environmental issues and report

Text Books

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
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- Joy, P., & Neal, P. (1994). The Handbook of environmental education: London, New Fetter Lane
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Reference Books

- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, R. G. (1986). Environmental Education. New Delhi: Metropolitan Book Co., Pvt. Ltd.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing.



Department of Education
DRAVIDIAN UNIVERSITY

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Two-Year M.Ed (Regular) Course – Revised Curriculum
(Choice Based Credit System)
(with effect from the academic year 2020-21 onwards)
(based on UGC Guidelines for CBCS, 2015 and NCTE Regulations, 2014)

Two-Year M.Ed (2020-21) (Regular Mode) Programme

(to be implemented w.e.f., the academic year 2020-21 onwards)

I. Rules and Regulations

1. **Title of the Degree:** The degree shall be known as Master of Education (M.Ed). It will be offered through Regular Mode through choice based credit system under semester scheme. It shall be implemented with effect from the academic year 2020-21 onwards. The curriculum has been framed in conformity with the NCTE Regulations, 2014 and UGC Guidelines for CBCS, 2015.
2. **Eligibility and Admission:** Candidates shall be admitted into Two year M.Ed. degree course strictly in accordance with the rank secured at the entrance test, if any, or the rank determined on the basis of the marks secured as the qualifying examination or on the basis of any other criteria determined by the University from time to time, following the rules of reservation of seats for various categories of students. The applicants possessing the following qualifications are eligible for entrance test and admission:
 1. B.Ed. degree of 1 year **or** 2 years duration
 - or**
 2. 4-years Integrated Teacher Education Degree Programme (B.El.Ed / BSc.Ed /BA.Ed).
3. No candidate shall be admitted to the course of the two-year Degree of Master of Education (Regular), unless he/she has taken the B. Ed. degree in Dravidian University or an equivalent degree from other University recognized by the Dravidian University.
4. **Duration:** The normal duration of the M.Ed. course is two academic years. Each academic year is divided into two semesters. The two semesters in the first academic year are referred to as semester I and semester II and the two semesters in the second academic year are referred to as semester III and semester IV. Every semester comprises of 100 working days of course work including continuous internal assessment.
5. No student shall be eligible for the Degree of Master of Education- Regular / unless he/she has completed the prescribed courses of study in the University or in an affiliated college extending over Four semesters / two years comprising 100 days in each semester, ordinarily consecutive, and has passed the qualifying theory examination and has prepared a dissertation on an approved topic duly examined and approved by a panel of examiners.
6. **Time-frame for the Completion of the Programme:** The candidates have to complete the M.Ed. Programme in two years and a maximum period of 5 years from the date of joining in the Programme. Such provision includes appearance and pass in all relevant courses wherever there is a backlog. A Candidate shall not be permitted to appear for the M.Ed. Degree Examination after five years from the date of admission.

7. **Attendance:** Candidates shall put in attendance not less than 75% of the total instructional days in the prescribed course in each semester including field work, practicum, internship, project work, seminars, assignments, extension work & dissertation work etc. Shortage of attendance to the maximum extent of 10% may be condoned by the university authority if such candidates who have put in attendance of 65% and / or above on medical grounds. Such candidate/s shall submit a certificate from a Registered Medical Practitioner besides payment of fees prescribed by the University to condone the shortage of attendance.
8. Candidates who have put in less than 65% of attendance are not eligible for grant of condonation on shortage of attendance and also they are not eligible to appear for the University examination of that semester. Such candidates shall have to repeat the regular course of study of the corresponding semester in the subsequent academic year, in order to become eligible to appear for the examination. The seats of candidates admitted for repetition of the semester are treated as extra seats, over and above the sanctioned strength.
9. Attendance shall be reckoned from the date of commencement of instruction as per the academic calendar. However, in the case of candidates admitted later (but within the stipulated time), the attendance will be reckoned from the date of admission.
10. Participation in N.C.C./ N.S.S. Special Camps or Inter Collegiate or Inter–University or Inter–State or National or International competitions or Debates, Youth Festivals or Educational tours approved by the University, form integral part of the curriculum. Participation in such activities is considered official and however, the total period of such participation shall not exceed two weeks in a semester.
11. Instruction in various subjects shall be provided by the department as per the scheme of instruction and syllabi prescribed.
12. At the end of each semester, University Examinations shall be held as prescribed in the Scheme of Examination. The medium of instruction shall be only in English.
13. Each theory paper carries 100 marks of which 70 marks are earmarked for Semester –end Examination and 30 marks are earmarked for internal assessment to be awarded by the teacher concerned. On the basis of two internal tests for 10 marks, 10 marks for assignments, 5 marks participation in seminars and group discussion, and 5 marks for attendance. Two internal tests are conducted and the performance of the better of two will be taken into consideration. However, it is mandatory for a student to take the tests / seminar and group discussion and assignment. The minimum qualifying marks for the internal assessment in theory papers shall be 15 out of 30 and 50% in other practicum.
14. There will be double valuation of theory papers of semester–end examination, that is, by one internal examiner (subject teacher) and one external examiner. The average of two valuations will be taken into consideration for award of marks in a particular course (subject). In case of difference of more than 20% of marks between the two valuations, such answer scripts will be sent for third valuation. In such cases, the average of the two nearest marks of three independent valuations will be taken will be taken for the purpose of declaring the results.
15. Question Paper Setting for Semester-End Theory Examinations: Question Paper in every Course shall comprise two sections, namely, Section-A, and Section-B. Section-A consists of 12 questions out of which a student is expected answer 8

questions and each question carries 5 marks. Such answer may be attempted in 1 to 2 pages. Section-B comprises 4 questions out of which the student is expected to answer 2 questions and each question carries 15 marks. Such answer may be attempted in 3 to 4 pages.

16. Dissertation: Every student shall submit a dissertation in a topic approved by the department. The dissertation shall be prepared under the direction of a teacher-educator and submitted one month before the commencement of the university examinations for the fourth semester.

a) Dissertation work should start during the first semester of first year.

b) It must be satisfactory in respect of literary presentation as well as in other respects and should be suitable for publication. Report should be written only in English except for the Telugu Language Topics.

c) It shall have a bearing on some aspect of education and embody either, (i) a record of original investigation, or (ii) a critical analysis of existing data or (iii) a combination of both.

d) The candidate shall indicate generally in his preface to the dissertation and in notes the source from which his/her information is taken, the extent to which he/she has availed himself of the work of others and the portion of the dissertation which he/she claims as his/her original work.

e) Every dissertation shall be accompanied by a certificate signed by the teacher educator who guided the student in the preparation of dissertation stating that the dissertation is bonafide and is based on his / her genuine work and that it is worthy of examination.

f) Break-up of marks for dissertation work: 40 (proposal seminar presentation) + 60 (data collection, analysis and interpretation) + 80 (report writing) + 20 (viva-voce) = 180 marks (total)

f) There shall be a viva-voce examination (20 marks) for the dissertation to be conducted by a panel of examiners comprising an (a) External Examiner from outside Dravidian University, (b) Head of Department (Coordinator), (c) Guide teacher.

17. There shall be no supplementary examinations under the CBCS.

18. Passing Standards: A student should secure a minimum of 40% of marks in each semester-end theory paper of University examination and an aggregate of 50% of marks of all the papers of the semester for a pass. Further, a student should secure a minimum of 50% marks in seminar / project work / field work / dissertation / internship any such other assignment for a pass. A Candidate shall be declared to have passed in the examination, if he obtains 40% of the marks in each paper and in dissertation 50% and also on aggregate.

19. If a student fails to secure an aggregate of 50% of marks for a pass in theory paper of a semester he/she has to secure 50% marks in such individual paper/papers (Semester-end examination + Internal assessment marks put together) in the subsequent opportunity of the examination.

20. Award of Division: At the end of each semester after evaluation of theory, practicum, internship and dissertation marks will be converted into grade letter and grade point (G.P) to every paper. From the grade points semester grade point average (SGPA) at the end of each semester and Cumulative grade point average

(CGPA) at the end of all four semesters will be calculated. The results will be given in semester grade point averages (SGPA) and finally in cumulative grade point averages (CGPA) candidates who have passed all the examinations of the M.Ed. Degree shall be awarded Classes / Divisions in accordance with the total aggregate marks secured by them in all the semester examinations taken together.

21. Grade Point and Letter Grade: Letter Grade and Grade Points are awarded as per the following table.

S.No.	Range of Marks	Letter Grade	Grade Point
1	91-100	O (Outstanding)	10
2	81-90	A+ (Excellent)	9
3	71-80	A (Very Good)	8
4	61-70	B+ (Good)	7
5	51-61	B (Above Average)	6
6	41-50	C (Average)	5
7	40	P (Pass)	4
8	Below 40	F (Fail)	0
9	Ab (absent)	Ab (Absent)	0

The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, sciences, commerce etc, is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly, cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (UGC, NCTE etc.,) of the relevant disciplines.

22. Award of Ranks

Only those candidates who appear and pass all the examination papers of each semester at the first appearance are eligible for the Award of Ranks.

23. General Rules

1. Filled-in Examination applications shall be submitted by the students to the Controller of Examinations, Dravidian University through the HOD-Education along with the prescribed examination fees challan and other required documents on or before the prescribed dates.
2. Before applying for the examination, the student shall clearly know his/her eligibility for the examination. SMP / debarred students will not be allowed to sit for the examination until clearance is received.
3. Students who have not put-in the required attendance during year / semester will not be permitted to sit for the examinations.

4. Hall tickets issued shall be carefully preserved by the students.
5. A candidate who fails in Part II Dissertation shall be permitted to present a revised dissertation on the same subject without being required to produce any additional certificate of attendance.

**Model Question Paper for Semester-End Theory Examinations
(for all courses)**

M.Ed Semester-End Examinations, (Month and Year to be mentioned)

Title of the Course along with the Code
Paper Number

Maximum Marks: 70

Time: 3 hours

Section-A (8 x 5 = 40 marks)

Instructions: Answer any 8 of the following. Each question carries 5 marks.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section-B (2 x 15 = 30 marks)

Instructions: Answer any 2 of the following. Each question carries 15 marks.

- 13.
 - 14.
 - 15.
 - 16.
-

Scheme of Courses and Assessment

Semester – I

Paper Number	Course Code	Title of the Course	CT / GE / TC	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
I	MEDC001	Perspectives of Educational Psychology	CT	5	30	70	100
II	MEDC002	Educational Philosophy	CT	5	30	70	100
III	MEDC003	Fundamentals of Educational Research	CT	5	30	70	100
IV	MEDC004	Curriculum Studies	CT	5	30	70	100
V	MEDGE01 (choose any one)	Teaching Strategies for Teachers	GE	5	30	70	100
		Educational Studies	GE				
Tool Courses							
VI	MEDTC01	Academic Writing	TC	2	40	-	40
Total (S-I)				27	190	350	540

CT: Core Theory / GE: Generic Elective / TC: Tool Course

Semester – II

Paper Number	Course Code	Title of the Course	C T / G	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
VII	MEDC005	Teacher Education	CT	5	30	70	100
VIII	MEDC006	Advanced Educational Research	CT	5	30	70	100
IX	MEDC007	Educational Sociology	CT	5	30	70	100
X	MEDGE02 (Choose any one)	(A) Environmental Education	GE	5	30	70	100
		(B) Cognitive Styles and Learning Styles					
XI		Every student has to opt for one External Elective Course offered by any other department	EE	3	20	40	60
XII		Every student has to opt for one Soft Skills Course offered by any other department	SS	2	10	30	40
Tool Courses							
XIII	MEDTC02	Communication and Expository Writing	TC	1	20		20
XIV	MEDTC03	Internship-1 (Schools)	TC	4	80		80
Total (S-II)				30	250	350	600

CT: Core Theory / GE: Generic Elective / TC: Tool Course

EE: External Elective / SS: Soft Skills

Semester – III

Paper Number	Course Code	Title of the Course	C T / G E	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
XV	MEDC008	ICT in Education	CT	5	30	70	100
XVI	MEDC009	Educational Planning and Management	CT	5	30	70	100
XVII	MEDC010	Inclusive Education	CT	5	30	70	100
XVIII	MEDGE03	Secondary Teacher Education	GE	5	30	70	100
XIX		Every student has to opt for one External Elective Course offered by any other department	EE	3	20	40	60
XX		Every student has to opt for one Soft Skills Course offered by any other department	SS	2	10	30	40
Tool Courses							
XXI	MEDTC04	Internship -2 (Teacher Education Institutions)	TC	4	80	-	80
Total (S-III)				29	230	350	580

CT: Core Theory / GE: Generic Elective / TC: Tool Course

EE: External Elective / SS: Soft Skills

Semester – IV

Paper Number	Course Code	Title of the Course	CT / CF / EF / CP / SC	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
XXII	MEDC011	Perspectives of 21 st Century Skills	CT	5	30	70	100
Specialization Cluster: Secondary Teacher Education							
XXIII	MEDCS01	Secondary Education in India – Status, Issues and Concerns	SC	5	30	70	100
XXIV	MEDSC02	Reflective Teaching and Innovative Practices at Secondary Level	SC	5	30	70	100
XXV	MEDSC03	Life Skills Education at Secondary Level	SC	5	30	70	100
Dissertation							
XXVI	MEDD01	Dissertation Work - a) Proposal Seminar Presentation: 40 b) Data Collection, Analysis and Interpretation: 60 c) Report: 80 d) viva-voce: 20	D	10	200		200
Total (S-IV)				30	320	280	600

CT: Core Theory / SC: Specialization Core / D: Dissertation

Complete Statement of Credits and Marks

Semester	Credits	Internal Assessment	External Assessment	Total
I	27	190	350	540
II	30	250	350	600
III	29	230	350	580
IV	30	320	280	600
Total	116	990	1330	2320

External Elective Courses offered for other department students under Semester - II

S. No.	Course Code	Title of the Course	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
1.	MEDEE01 (Choose any one)	(A) Personality Development	3	20	40	60
		(B) Yoga Education				
		(C) Education for International Peace				

EE – External Elective**External Elective Courses offered for other department students under Semester – III**

S. No.	Course Code	Title of the Course	No. of Credits	Internal Assessment Marks	Semester-End Examination Marks	Total
2.	MEDEE02 (Choose any one)	(A) Strategies of Teaching	3	20	40	60
		(B) Value Education				
		(C) Human Rights Education				

EE – External Elective**Transaction Mode (for all courses):**

Teacher are advised to transact the course work by the use of Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory. Integration of ICT is also advised in this regard.

Semester-I
Course Title- PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY
(Core Course)

Course Code: MEDC001
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. understand concepts and principles of Educational Psychology as an applied science.
2. understand implications of Psychological theories for education.
3. understand different types of cognitive styles.
4. develop theoretical perspectives about learning.
5. understand various types learning styles.
6. acquaint with the process of development and assessment of various abilities and traits.
7. develop conceptual clarity on personality development.
8. gain insights into mental health and hygiene
9. emphasize the students wholistic development

Course Contents

Unit 1: Concepts of Educational Psychology

Educational Psychology: Concept and Scope of Educational Psychology, contribution of psychology to education

Human Development: Concept, principles, sequential stages - characteristics and problems of each stage

Unit 2: Theories of Learning

Concept Formation – Tolman’s theory of learning – Robert Gagne’s theory of learning - Kurt Lewin’s field theory

Unit 3: Intelligence

Concept of Intelligence – Convergent thinking – Divergent thinking – Theories of Intelligence – Guilford’s Structure of Intellect – Gardener’s theory of multiple intelligences – Sternberg’s triarchic theory of intelligence

Unit 4: Critical Thinking

Concept of Critical Thinking - Qualities of a Critical Thinker - Benjamin Bloom's Taxonomy of Critical Thinking - Teaching Strategies for Critical Thinking

Unit 5: Personality Development of the Learner

Concept and nature of personality – Theories of personality - Erik Erikson, Eyesenck, Maslow – Tri-guna theory of personality - Stress and coping techniques - Mental health and hygiene – process of adjustment - conflicts and defence mechanisms - Need and Importance of Guidance and Counselling to the learner

Practicum

1. One Seminar
2. One Assignment

Suggested Activities for Seminar / Assignment:

1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
2. Use of local knowledge and children \ out of the school experience in learning.
3. Multiple ways of organising learning individualised, self-learning, group learning / cooperative learning, learning through electronic media.
4. Generation of knowledge is a continuously evolving process of reflective learning
5. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
6. Identification of various types of cognitive styles / learning styles among learners.
7. Identification of strategies for motivating the learner in study of a subject and practicing in schools - a report.
8. Analysis of a case of maladjusted adolescent learner.
9. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
10. Analysis of learning situations through case study, presentation before a group followed by discussion.
11. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
12. Suggest structures of classroom environment in which all students can learn.

Reference Books:

1. Gibson Janice T (1976): Psychology for the Classroom – Prentice Hall of India, New Jersey.
2. Hurlock E.B., (1974): Personality Development – Tata Mc Graw Hill publishing Company Ltd., New Delhi.
3. Hurlock E.B. (1999): Developmental Psychology Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
4. J.C Agarwal (2004): Psychology of learning and Development. hipla publication, New Delhi.
5. John P. De Cecco and William Crawford (1998): The Psychology of learning and Instruction; Educational Psychology, 2nd Edition, Prentice- Hall of India Pvt. Ltd., New Delhi.
6. Mangal S.K (2002): Advanced Educational Psychology, prentice – Hall of India. Pvt. Ltd., New Delhi.
7. Narayana Rao. S (1990): Educational Psychology, Wiley Eastern Limited, New Delhi.
8. Splinth Hall Norman.A and Sprinath Hall, Richard. C (1990): -Educational Psychology a Development approaches – 5th Edition – International Edition., Mc. Graw Hill. New Delhi.
9. Stephen L. Yelon and Grace W. Wein Steen (1977): A Teacher's world – Psychology in the classroom- International Student Edition – Mc Graw Hill- New Delhi.
9. Woolfolk A. (2004): Educational Psychology. PHI, Delhi.

10. Brown, R. 2000. Group Processes: Dynamics Within and Between Groups (2nd Edition). Blackwell Publishers.
11. Bruner. J.S. 1966. Towards a Theory of Instruction, Harvard University Press Cambridge.
12. Chauhan. S.S., 1978, Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd., Bombay.
13. Christian, Jyothi., 1984., Classroom Group Dynamics. Anu Books, Meerut.
14. Freud. S. 1935, A General Introduction to Psycho analysis, New York, Liveright.
15. Garrett. A.E. 1971, General Psychology, Eurasia Publishing House Pvt. New Delhi.
16. Guilford, J.P. 1973, Personality McGraw Hill Book Company
17. Lindgren, H.C.,1980., Educational Psychology in the Classroom (6th Edition), New York: Oxford University Press.
18. Mangal. S.K. 1997, Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd., New Delhi.
19. Maslow, A.,1970., Motivation and Personality., 2nd Edition., New York: Harper & Row.
20. Mitra. S.K. 1972, Psychology of Teaching, Center of Advanced Study in Education, Baroda.
21. Piaget. J. 1952, The Origins of Intelligence in Children, New York, International Universities Press, 1952.
22. Skinner, C.E. 1996, Educational Psychology, Asia Publishing House, Bombay.
23. Srinivas Kumar, D., 2011., Introduction to Cognitive Styles and Learning Styles., Dravidian University Publications., Kuppam (AP)
24. Srinivas Kumar, D., 2010., Elements of Critical Thinking., Dhaatri Pustaka., Bangalore.
25. Thompson. G.G. 1969, Child Psychology, The Times of India Press, Bombay.
26. Thorndike, E.L. 1931, Human Learning, New York, Cornell University.
27. Sprinthall and Sprinthall (1990), Educational Psychology, McGraw Hill, USA

Semester – I
Course Title: EDUCATIONAL PHILOSOPHY
(Core Course)

Course Code: MEDC002
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. To enable the student to understand the nature and functions of Philosophy of Education.
2. To enable the student to understand the important Philosophies of Education
3. To enable the student to understand Indian Philosophical suppositions and their contribution to Education.
4. To enable the student to understand and use Philosophical methods in studying educational data.
5. To sensitize the student for critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
6. To enable the student to understand concepts and process of social organization, social stratification and institution in relation to education.
7. To enable the student to understand relationship among culture, society and education.
8. To enable the student to know issues of equality and inequality in education.

Course Content

Unit 1: Philosophy and Education

Definition, meaning, nature, scope and branches of Philosophy - Relationship between Philosophy and Education - Educational Philosophy and its functions - Speculative, Normative and Critical - Definition, meaning and nature of Education - Types, Processes and Aims of Education.

Unit 2: Philosophical Bases of Education

Utility of the subject Educational Philosophy to the prospective teacher educators - Contributions made to educational thought and practice by Plato, Gandhi, Dewey, Rousseau and Tagore.

Unit 3: Epistemology

Meaning of Epistemology - Kinds and Instruments of knowledge - Metaphysical problems and Education with reference to nature of man, problem of freedom and the concept of God.

Unit 4: Democracy and Education

Education for citizenship - Nature of inequalities and measures to address them - Constitutional Provisions - Equity, Equality and Democratization of Education - Secularism- contribution of Bhagavad Gita, Islam, Buddhism and Christianity to value formation.

Unit 5: Current Issues in Education and their Implications

Poverty, Unemployment and Education - Violence and Peace Education - Problems of Nation and solutions through Education - National Integration and International Understanding

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), *Philosophies of Education*; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), *Introduction to Philosophy*; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
5. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Kagan Paul, London
9. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
10. Morsy Zaghloul (1997), *Thinkers on Education*, UNESCO Publishing / Oxford and IBH Publishing
11. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation*, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
15. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
17. Rama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
18. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
19. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

Semester - I
Course Title: FUNDAMENTALS OF EDUCATIONAL RESEARCH
(Core Course)

Course Code: MEDC003
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Describe the nature, purpose, scope and types of research in education.
2. Understand the important features of different types of research.
3. Explain the characteristics of qualitative and quantitative research in education.
4. Conduct a literature search and select a problem for a research study.
5. Select a sampling technique appropriate for a research study.
6. Explain the procedure for construction of tool for a research study.
7. Select and apply suitable statistical techniques for the analysis of data.

Course Contents

Unit 1: Introduction to Educational Research

Meaning, Purpose, Nature and Scope of Educational Research - Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research

Unit 2: Sources of Problems and Review of Literature

Definition of the research problem - Research Problem: Sources of research problem, characteristics of good research problem - evaluation of the research problem - Related Literature – Purposes of Review - conducting the literature search using Internet and databases

Unit 3: Variables, Hypotheses and Sampling of Educational Research

Meaning and Classification of Variables - Meaning, Types/Forms of hypotheses and characteristics of good hypothesis - Population, Sample and characteristics of good sample - Sampling Techniques

Unit 4: Tools and Techniques of Data Collection

Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, Uses and merits and limitations - Methods and Techniques of Data Collection: Observation and Interview, their types, merits and limitations - Principles of Construction of tools and techniques, Administration of tools and techniques - Basic attributes of a good Research tool – Reliability, Validity and Usability

Unit 5: Descriptive Analysis of Quantitative Data

Scales of Measurement – Nominal, Ordinal, Interval and Ratio Scales - Measures of Central tendencies – Mean, Median, Mode - Measures of Dispersion – Range, Q.D., A.D. and S.D. - Graphical Representation of Data – Bar Graph, Histogram, Frequency Polygon, Cumulative frequency curve, Ogive and Pi-diagram

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
6. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
7. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
8. Guilford, J.P., and Benjamin Fruchter (1982). Fundamentals of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
9. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
10. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
11. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
12. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Routledge.
13. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
14. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
15. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
16. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
17. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

Semester - I
Course Title: CURRICULUM STUDIES
(Core Course)

Course Code: MEDC004
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. To understand the meaning, need, scope, foundations and issues of curriculum.
2. Know about Planning of curriculum, principals, consideration and trends in curriculum planning.
3. Develop awareness about Development of curriculum – approaches, process, role of teachers and administrators in curriculum development, implementation and evaluation.
4. Acquire theoretical bases about curriculum evaluation, different aspects and approaches of curriculum evaluation.

Course Content

Unit 1: Introduction to Curriculum

Meaning, Nature and Scope of Curriculum – Brief history of curriculum development – Salient features of NCF (National Curriculum Framework) 2005; NCFTE, 2009

Unit 2: Foundations of Curriculum Development

Philosophical Foundations – Philosophy as a curriculum source – features of major philosophies – idealism, realism, pragmatism, existentialism
 Sociological foundations – society, education and schooling
 Psychological foundations – features of behaviourism (Thorndike) – Cognitive development (Piaget) – Humanism (Maslow)

Unit 3: Curriculum Design and Development

Component of curriculum design – horizontal and vertical organization – Subject-centred design – Learner-centred design – Problem-centred design - Technical – Scientific approach for curriculum development (a) Tyler Model (b) Taba Model
 Components of curriculum development – curriculum content, conceptions of content, organization of content, criteria for selecting content, curriculum experience, educational environments

Unit 4: Curriculum Evaluation

Meaning, nature and purpose of evaluation – measurement vs. evaluation – Approaches to evaluation – scientific and humanistic approaches to evaluation Intrinsic and pay-off evaluation

Unit 5: Latest Trends for curriculum development

Bilingual Education – multicultural education – hidden curriculum – compensatory curriculum – fixed curriculum - factors affecting curricular changes

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal, J.C. (1990). Curriculum Reforms in India. Delhi: Doaba House.
2. Mamidi, M.R. and Ravishankar, S. (1984). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers.
3. Kelly, A.V. (1989). Theory and Practice. London; Paul Chapman Publishing.
4. Cronback, J.Lee (1964). Evaluation for Course Improvement in New Curriculum. New York : Harper & Row.
5. John Dewey (1966). The Child & the Curriculum – The School & Society.
6. Ornstein, C. & Hunkins, P. (1988). Curriculum, Foundations, Principles and Issues.
7. D.Warwick (1975) : Curriculum Structure & Design, University of London Press.
8. Bhatt,B.D and Sharma,S.R. (1992) : Principles of Curriculum Construction, Delhi: Kanishka Publishing House.
9. Bloom, B.S (1977). Try-out and Revision of Educational Materials and Methods. In Lewy, A. (ed). Handbook of Curriculum Evaluation, Paris: UNESCO
10. Doll, R.C. (1986). Curriculum Improvement. Boston: Allyn and Bacon
11. Jenkins, D. (1976). Curriculum Evaluation. Milton Keynes: The Open University Press.
12. Malhotra, M.M. (1985). Curriculum Evaluation and Renewal. Manila : CPSC Publication.
13. Robert, M. & Mary, J. (1983). Curriculum Evaluation. In Pinchas, Tamir (ed) (1985). The Role of Evaluators in Curriculum Development. London: Croom Helm.
14. Stephen, W. & Douglas, P. (1972). Curriculum Evaluation. Bristol: NFER Publishing Co. Ltd.

Semester-I
Course Title- TEACHING STRATEGIES FOR TEACHERS
(Generic Elective Course)

Course Code: MEDGE01(A)
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Acquire competency in different teaching skills
2. Understand the context of application of different strategies of teaching and also implement them
3. Understand and appreciate the role of communication in effective teaching
4. Understand the impact of teacher communication on student's personality development

Course Contents

Unit 1: Fundamentals of Teaching

Concept, Nature, and Scope of Teaching – Its relationship with Learning and Learner – Preparation of Learners for Learning – Functions of Teaching

Unit 2: Essential Teaching Skills

Essential Teaching Skills: The Foundation for Teaching Effectiveness - Beyond Effective Teaching: The Model Approach to Teaching - Information Processing.

Unit 3: The Inductive Model: A Constructivist View of Learning

The Inductive Model: An Overview, Goals for the Inductive Model - Planning Lessons with the Inductive Model - Implementing Lessons Using the Inductive Model - Assessing Student Learning.

Unit 4: Teaching Organized Bodies of Knowledge

The Integrative Model : An Overview, Goals for the Integrative Model - Planning Lessons with the Integrative Model and Implementing Lessons Using the Integrative Model, Assessing Integrative – Model Activities - Lecture Model – Discussion Model – An Overview - Theoretical Perspectives - Planning for Lecture – Planning for Discussion - Implementing Lecture – Implementing Discussion - Assessment of Students.

Unit 5: The Direct-Instruction Model

Direct Instruction : An Overview, Direct Instruction : Theoretical Perspective - Planning Lessons with the Direct – Instruction Model - Implementing Lessons Using the Direct – Instruction Model - Assessing Student Understanding.

Practicum

1. One Seminar
2. One Assignment

References Books

1. Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
2. Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.
3. Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.

Semester-I
Course Title- EDUCATIONAL STUDIES
(Generic Elective Course)

Course Code: MEDGE01(B)
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. acquaint with the general development and progress of education prior to independence.
2. acquaint with general development and progress of education after independence.
3. to understand the concept and meaning of problems of Education (social, economic, political)
4. understand the various problems of education at different stage Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped etc.
5. find out the reasons and evaluate the solutions to the education for different stages.
6. understand the problems related to the policies of Government and to find out remedies.

Course Contents

Unit – 1: Indian Systems of Education

Indian Systems of Education with special reference to the aims, ideals, curriculum, methodology, teacher-pupil relationship, freedom and discipline - Vedic philosophy – Buddhism – Jainism – Islam.

Unit – 2: Secondary Education in India

Concept of Secondary Education – Salient Features of Secondary Education Commission (1952-53) – Educational Planning and Quality Education – Role of KVS, NVS, CBSE, and State Boards – Role of Sarva Shiksha Abhiyan.

Unit – 3: Emerging Issues in Higher Education

Concept of Higher Education - Issues and Challenges in Higher Education - Centre - State relationship on Education - Problem of protective discrimination - The language problem - Learning without burden - Religion and Education.

Unit – 4: Education and Issues in Development

Health Education, Education for Rural development, Girls' Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal - Role of UNO.

Unit – 5: Value Education

Value-oriented education – meaning and objectives - Value-oriented education in India and role of the teacher in value-oriented education - Classification of Values – spiritual, moral, social, biological, health, recreational, aesthetic - Strategies for inculcation of values among children.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Arnstine, Donald (1967), Philosophies of Education; Harper and Row Publishers, Incorporated, New York
3. Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
4. Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
5. Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
6. Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
7. Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.
8. Connor, DJO (1975), An Introduction to the Philosophy of Education, Routledge & Keegan Paul, London
9. Dash, BN (1986), Educational Philosophy and Teaching Practice, Kalyani Publishers, New Delhi.
10. Morsy Zaghoul (1997), Thinkers on Education , UNESCO Publishing/Oxford and IBH Publishing
11. Pandey R.S., (1983) Principles of Education; Vinod Pustak Mandir, Agra.
12. Radha Krishna S. (1983), Indian Philosophy, Blackie and Son publishing, New Delhi.
13. Ranji Sharma G. (1987), Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation, Nirmal Publishing, New Delhi.
14. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
15. Schultz M (1985), Hindu Philosophy, Classical Publishing Company, New Delhi.
16. Seetharamu A.S. (1989), Philosophy of Education, Ashish Publishing House, New Delhi.
17. Ramakrishna A.S. (2002), Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
18. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
19. Ulrich Robert, History of Educational Thought, Eurasia Publishing House, New Delhi.

Semester-I
Course Title- Academic Writing
(Tool Course)

Course Code: MEDTC01

No. of Credits: 2

Maximum Marks (internal assessment): 40

Course Outcomes:

The student teachers will be able to:

1. Understand the process of academic writing
2. Get the clarity while writing with respect to the parts of speech
3. Get insights into the common errors committed in punctuation and grammar.
4. Understand tips in writing
5. Understand the concept of Plagiarism in writing.

Course Content:

Unit: I Understanding the process of academic writing

Concept of academic writing - Features of academic writing - complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility - Essay: Introduction, Title, Main Body, Conclusion, References, Layout

Unit II: Academic writing: Parts of Speech

Verb – Adverb – Noun – Preposition – Pronoun – Adjective

Unit III: Academic writing: Punctuation and Grammar & Plagiarism

Appropriate usage of : Syntax, Tense, Prepositions, Colons and semi-colons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns, Definite article, Capital letters, ‘and’ and ‘to’, Reasoning, Structure, Referencing techniques, Generalizations, Speculations and assertions, Metaphor - Proof-reading - Teacher Evaluation: Plagiarism and how to avoid it - Academic writing assessment criteria.

Activities:

1. Write an essay on a topic of your choice
2. Find the appropriate use of language items in a sentence
3. Correct the language with the help of guidance
4. Finalize draft of writing using tips
5. Check the draft with the features of academic writing
6. Finalize the script / document.

References:

1. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.
2. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.

3. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
4. John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
5. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8..
6. Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
7. Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.
8. Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.
9. Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.
10. Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

Internal Assessment – Components:

1. Identify different parts of the speech from a given passage. (10 marks)
2. Correct a given paragraph with punctuation and grammar. (10 marks)
3. Write one paragraph on a topic of your choice. (10 marks)
4. An short essay on plagiarism. (10 marks)

Semester-II
Course Title- TEACHER EDUCATION
(Core Course)

Course Code: MEDC005
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with existing practices regarding structure, curriculum and evaluation in the education.
3. understand teaching and training techniques.
4. organize various types of student teaching programme.
5. know the concept and practice of evaluation in teacher education.
6. acquaint with the innovative practice in teacher education.
7. understand professional ethics and to develop in the student the commitment to the profession.
8. To acquaint the student with different agencies of teacher education in India and their rules and functions.
9. To acquaint the student with the role of professional organization of teacher educators.
10. To help the student to understand major issues and problems of teacher education.

Course Content

Unit 1: Teacher Education

Concept, Nature, Scope and Need of Teacher Education - Structure and Objectives of Teacher Education Programme at Primary, Secondary and Senior Secondary Levels - Changing context of teacher education in National and International Scenario.

Unit 2: Historical Development of Teacher Education

Teacher Education in pre-independent India with reference to Hunter's Commission and Macaulay's Minutes - Teacher Education in post-independent India with specific reference to Indian Education Commission (1964-66); National Policy Education (1986) and POA (1992); National Curriculum Framework for Teacher Education (NCFTE), 2009 and their implications - Competency based, commitment oriented quality teacher education.

Unit 3: Teacher Education as a Profession

Concept of Profession and Professionalism - Developing Professionalism, Professional Ethics among Teacher Educators - Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators - Relationship between Teacher Effectiveness and Professional Ethics.

Unit 4: Teacher Education – Issues and Challenges

Quality concerns in teacher education - Agencies for quality assessment of teacher education – Role of NCTE, NAAC, UGC - Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level - Current trends in teacher education – interdisciplinary approach, internship, field engagement etc.

Unit 5: Research in Teacher Education

Nature and Scope of Research in Teacher Education – Areas of Research: Teaching, Teacher Characteristics, Teacher Performance, Accountability, Teacher Effectiveness, Ethics – Current Trends of Research in Teacher Education.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Altekar, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
2. Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
3. Chaurasia, G., Innovations and Challenges in Teacher Education, Vikas Publications, New Delhi, 19773
4. Devgowda, A.C. Teacher Education in India, Bangalore Book Bureau, Bangalore, 1973.
5. Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agra, 1972.
6. Ebel, R.L. (ED), Teacher Education, American Association of Colleges, for Teacher Education, Queenta, 1956.
7. Goodigs R, et al. Changing Priorities in Teacher Education Nicholos Publication Co., New York, 1982.
8. Government of India Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
9. Government of India University Commission, Government of India, New Delhi, 1947.
10. Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
11. Government of India Report of the Working Group to Review Teachers Training programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
12. Hilgased, FH (ED) Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
13. Harvilas, S. and Naik, J.P.A History of Education in India, Macmillan and Co. Bombay, 1951.
14. Jangire, N.K., Technology of Classroom Questioning, National Publication House, Daryaganj, New Delhi, 1982.
15. Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
16. Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Book worth of India, New Delhi, 1984.
17. Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
18. Mitzal H.E., Encyclopedia of Educational Research (Section of Teacher Educational Programme), The Force press New York, 1982.

19. Nyjirhu S.N, (ed), Education of teacher of India (Vol.1)S.Chand and Co. Delhi.1968
20. N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
21. NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
22. NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
23. Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
24. Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
25. Sabharwal N. Innovative Practice in Elementary Education institution in Indai. Vol.1 NCERT New Delhi, 1979
26. Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
27. Singh I.C., Micro Teaching: An Innovation in Teacher Education, National Psychological Corporation, Kacheri Ghat, Agra 1979.

Semester-II
Course Title- ADVANCED EDUCATIONAL RESEARCH
(Core Course)

Course Code: MEDC006
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Describe the characteristics of different research methods in education.
2. Understand the difference between quantitative and qualitative research procedures.
3. Select a research method appropriate for a research study.
4. Prepare a research proposal for a research study.
5. Select and apply suitable correlation technique in a research study.
6. Select and use appropriate inferential statistical technique for a research study.
7. Prepare a research report in an appropriate format for a research study.

Course Contents

Unit 1: Methods of Educational Research

Phenomenology, Philosophical and Ethnological Research - Historical Research and Case Studies - Survey Research, Analytical Studies, Correlation Studies and Causal-Comparative Studies - Experimental Research and Action Research

Unit 2: Preparation of Research Proposal

Concept and Importance of a Research Proposal – Characteristics of a good research proposal - Steps in writing a Research Proposal.

Unit 3: Examining Relationship or Association

Correlation Techniques: Rank order - Product moment – Biserial - Point Biserial - Measures of Relative Position – Percentile, Percentile Rank and Standard Scores: Z-Score - T-Score
 Chi-Square Test: Properties and Uses of Chi-Square Test – Chi-square test of independence (or association) - Contingency coefficient and its uses – Computerised Data Analysis.

Unit 4: Inferential Analysis of Data

Normal Distribution – Characteristics and Uses of Normal Probability Curve - Applications of NPC - Deviations of Normality - Skewness and Kurtosis - Fundamentals of Inferential Statistics – Concept and uses of Inferential statistics - the ‘t’ distribution - Sampling distribution - Standard error - Levels of Significance - Degrees of freedom - Two-tailed and One-tailed tests of significance - Testing the Significance of difference between independent and correlated Sample Means – t-test and F-test - Errors in testing of hypothesis - Type-I and Type-II errors

Unit 5: Report Writing

Format of Research Report - Style of writing the Report, References and Bibliography - Evaluation criteria for Research Report and Research Paper.

Practicum:

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
7. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
8. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
9. Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
10. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
11. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research - A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
13. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
14. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
15. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
16. Shank, G.D. (2002). Qualitative Research. Columbus, Ott: Merill, Prentice Hall.
17. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
18. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
19. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
21. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill

Semester-II
Course Title- EDUCATIONAL SOCIOLOGY
(Core Course)

Course Code: MEDC007
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. understand the nature and functions of Educational Sociology
2. understand concepts and process of social organization, social stratification and institution in relation to education.
3. understand relationship among culture, society and education.
4. develop sociological imagination about the ramifications of culture, socialization, social change and education.
5. understand the determinants of Socialization

Course Contents

Unit - 1: Sociology and Education

Meaning, Nature and Scope of Sociological Foundations of Education - Functions of Sociology and utility of Sociology to Teachers - Sociological Aims of Education

Unit - 2: Social Organization

Concept and Characteristics of Social organization - Social Groups and Characteristics - Social Stratification and Education

Unit - 3: Education and Social Change

Social Change - Definition, concept and Factors leading to Social Change - Education and Social Mobility - Determinants of Socialization - family, school, peer group and media - Concept of Equality in Education and Need for equality of Educational Opportunities to All.

Unit 4: Education and Modernization

Modernization – meaning and characteristics, relationship between education and modernization - Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism - Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities).

Unit - 5: Sociological Determinants of Education

Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization - Social Problems: Poverty, Unemployment and Crime - Functions of Society towards Education.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
2. Bhatia K.K. (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
3. Brent.A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
4. Pandey R.S. (1983) Principles of Education ; we know Pustak Mandir, Agra.
5. Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
6. Rama Krishna A.S.(2002) , Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
7. Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
8. Ulrich Robber, History of Educational Thought, Eurasia Publishing House, New Delhi.
9. Sociological Philosophy of Education. Y.K Sharma
10. Philosophical and Sociological Foundations of Education. S.K Murthy
11. Philosophical and Sociological Perspectives on Education . Dr. S.Arul Swamy
12. Philosophical Foundations of Education. Dr. T. Mrunalini
13. Philosophical and Sociological Foundations of Education. Raghunatha Safaya
14. Sociological Perspectives in Education. Suresh Chandra
15. Modernization and Social Change. Rajendra Pandey
Inequality of Social Change.
Andrebetille

Semester-II
Course Title- ENVIRONMENTAL EDUCATION
(Generic Elective Course)

Course Code: MEDGE02(A)
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Understand the relationship between Human Beings and their Environment.
2. Develop sensitivity towards Environmental Disaster Management.
3. Acquire an understanding of the process of Environmental Education.
4. Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

Course Contents

Unit 1: Environment – Concept and Scope

Concept, importance, scope of environment, Concept of Environmental Education - Relationship between man and environment – human beings as part of environment and their adaptation to environment

Unit 2: Environment and Ecosystem

Concept of ecology and ecosystem – biotic and a- biotic concepts - Natural resources – renewable and non-renewable resources - Concept of Biodiversity – India as mega biodiversity Nation – Values in biodiversity

Unit 3: Environmental issues and concerns

Environmental pollution – types of pollution – air, water, noise, nuclear or radiation - Extinction of flora and fauna, deforestation, soil erosion - Conservation of natural resources – refuse, reuse, recycle, reduce, replace, restore, regenerate and reshape - Need for conservation and preservation of environmental heritage

Unit 4: Curriculum of Environmental Education

Aims and Objectives of Environmental Education - Components of Environmental Education - Structure of Environmental Education in India - Curriculum of environmental education at primary and secondary education levels

Unit 5: Approaches to Environmental Education

Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches - Methods - discussion, seminar, workshop - Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films and TV

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Desh Bandhu & R.Dayal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
2. Purushotham Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd.Hyderabad.
3. Singh R.B.& Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
4. Trivedi P.R.Sharma P.L.& Sudershan K.N.(1994): Natural environment and constitution of India. Ashish Publishing house,New Delhi.
5. Deshbandhu and G.Berberet (1987): Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
6. Gregory, K.J.and walling, D.E.(1981) Man and Environment Process, Butterworths,London.
7. Kumar, V.K.(1982) A study of Environmental pollution, Tara Book Agency,Varanasi.
8. Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
9. Saxena, A.B. (1986) Environmental Education, National Psychological corporation,Agra.
10. Dani,H.M.(1986): Environmental Education, Chandigarh, Publication Bureau, Punjab University .
11. Nanda,K.v.(1997), Environmental Education, New Delhi: APH Publishing Corpn.
12. Saxena,A.B.(1986), Environmental Education,Agra : National Psychological corpn.
13. Sharma, R.C.(1981), Environmental Education, NewDelhi : Metropolitan Book Co.,
14. NCERT,(2000) National Curriculum Framework 2000.New Delhi.NCERT Press.
15. NCTE,(2005), Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press.

Semester-II
Course Title- COGNITIVE STYLES AND LEARNING STYLES
(Generic Elective Course)

Course Code: MEDGE02(B)
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. define the meaning of cognition and learning
2. interpret the importance of cognition and learning
3. define the concepts of cognitive style and learning style
4. differentiate models of cognitive style and learning style and their importance
5. interpret the difference between cognitive style and learning style

Course Contents

Unit 1: Cognition and Learning

Concept, nature, and scope of Cognition and Learning

Unit 2: Cognitive Style and Learning Style

Concept, Nature of Cognitive Style and Learning Style Importance of cognitive styles and learning styles for students - Difference between cognitive style and learning style

Unit 3: Classification of Cognitive Styles

Field Dependence and Field Independence - Sternberg's Classification of Cognitive Styles - Martin's Classification of Cognitive Styles - Implications

Unit 4: Models of Learning Styles

Models of Learning Styles – Sudbury's model – VARK model - Merrill's model - Implications

Unit 5: Importance of Cognitive Styles and Learning Styles

Matching Approach – Training for Cognitive Flexibility – Recognizing Learning Styles

Practicum

1. One Seminar
2. One Assignment

Reference Books:

1. Anita Woolfolk. Educational Psychology. Pearson Edition. (12th Edition).
2. Srinivas Kumar, D. (2011). Introduction to Cognitive Styles and Learning Styles. Dravidian University's Publications Bureau, Kuppam
3. Effective Teaching, Effective Learning - Making the Personality Connection in Your
4. Classroom by Alice M. Fairhurst, Lisa Fairhurst. (328 pages Paperback). 1995. CAPT Publications. ISBN 0-89106-078-2
5. Looking at Type® and Learning Styles by Gordon D. Lawrence (63 pages Paperback) 2004, CAPT Publications. ISBN 0-935652-33-7, ISBN 13 978-0-935652-33-8 (<https://www.capt.org/catalog/MBTI-Book-10153.A.htm>)

6. Looking at Type® Series. 5 Booklets. CAPT Publications
7. <https://www.capt.org/catalog/MBTI-Book-10153.A.htm>

Semester-II
Course Title- Communication and Expository Writing
(Tool Course)

Course Code: MEDTC02

No. of Credits: 1

Maximum Marks (Internal Assessment): 20

Course Outcomes:

The student will be able to:

1. Observe the intricacies of communication
2. Critically reflect on self reading
3. Develop skills of listening.
4. Understand the process of writing
5. Understand the process of Expository writing.
6. Distinguish different patterns of expository writing
7. Select popular texts
8. Develop skill of expository writing
9. Develop self-confidence and able to write independently.

Course Contents

Section – A (Communication)

Activity 1: Improving Speaking Skills

Converse with English speakers - Read a passage - Create opportunities for speaking through seminars, talks etc.

Activity 2: Improving Listening Skills

Listening to different Talks – Walk a talk, speeches, recorded exercises - Watch TV, Movies, Podcasts, conversations, News in English, Interviews, Lectures in YouTube and Interactive Conversations

Activity 3: Improving Writing Skills

Write a Paragraph; write a comprehensive view on story, an article, text - Get it checked & identify errors, feedback on writing - Add phrases to your vocabulary and enrich text - Don't forget to refine the text - Styles of writing: Utilize the internet - Correct your writing

Section – B (Expository Writing)

Activity 1: Understanding the process of Expository Essay Writing

Pre-Writing – Drafting – Revising - Editing - Publishing

Activity 2: Patterns of Expository Writing.

Descriptive - Sequential - Compare/contrast - Cause and effect - Problem /solution

Activity 3: Popular subject-based expository writing

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces).

Record Work: Two activities from each section shall be written in a record and to be submitted for assessment.

Reference Books

1. Francis M Peter S J, et.al (2006): Communicative English. Tamilnadu Textbook Corporation, Chennai.
2. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.
3. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
4. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
5. John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.
6. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8..
7. Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.
8. Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.
9. Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.
10. Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.
11. Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

Semester-II / III
Course Title - Internship
(Tool Course)

Internship-1: Course Code: MEDTC04
 No. of Credits: 4
 Maximum Marks (Internal Assessment): 80
 &
 Internship-2: Course Code: MEDTC05
 No. of Credits: 4
 Maximum Marks (Internal Assessment): 80

Students have to complete two internships. Internship-1 (schools) is in 2nd semester (80 marks) while internship-2 (teacher education institutions) is in 3rd semester (80 marks).

During Internship-1, the students have to visit secondary schools. It is planned to coincide with the internship of B.Ed. students. M.Ed. students will guide the B.Ed. students and extend support to succeed in the completion of teaching practice. M.Ed. students work in tandem with teacher educators for providing support in terms of supervising activities such as – writing period plans, preparation of teaching aids, classroom management, and discipline in and outside the school.

M.Ed. students maintain a record of their day to day activities in the Reflective journal. During the 1st week, they acquaint with the school environment and develop rapport with B.Ed. students and teachers. During the 2–4 weeks, they help B.Ed. students write period plans, prepare teaching learning material; maintain observation record for supervising 5 lessons. All these activities they compile in the Reflective journal.

The students will visit different institutions of teacher education—pre-primary, elementary & secondary and schools like pre-primary schools, primary schools, government schools, corporate schools, international schools, innovative schools, concept schools, inclusive schools, special schools, etc. They will observe different practices, innovative practices and the same is reported before the jury for assessment.

Activities similar to that in Internship-1 are advised to be performed in Internship-2, however, in specialization cluster courses.

The proforma for marking their observations is given below:

Observation Record

Every student teacher has to observe 3 lessons of a regular teacher working in school. This is a component of Pre-internship so that the intern would get acquaintance with the nature of teaching duties. The format for recording their observations is given below:

Proforma of Evaluation

Name of the Teacher:

Name of the School:

Subject:

Class:

Medium:

Period:

Date:

S.No.	Aspects	Criteria	Rating
I. Period plan & Preparation	Statement of Academic standards	<ul style="list-style-type: none"> • Appropriateness • Attainability • Adequacy • Clarity 	1 2 3 4 5 6 7 8 9 Marks awarded out of ____ 5
	Selection of topic	<ul style="list-style-type: none"> • Adequacy • Organization • Relevance • Accuracy • Richness (Depth) 	1 2 3 4 5 6 7 8 9
	Selection of activity	<ul style="list-style-type: none"> • Appropriateness • Adequacy • Effectiveness • Originality (Novelty) • Variety 	Marks awarded out of ____ 10
	Teaching aids	<ul style="list-style-type: none"> • Appropriateness • Innovation (Originality) 	
	Previous knowledge	<ul style="list-style-type: none"> • Relevance • Sufficiency 	
	Output procedure	<ul style="list-style-type: none"> • Structuring • Accuracy • Brevity 	1 2 3 4 5 6 7 8 9 Marks awarded out of ____ 5
	Evaluation	<ul style="list-style-type: none"> • Suitability of the tool • Continuity sequence • Comprehensiveness 	
II. Execution	Subject competence (Teacher behavior)	<ul style="list-style-type: none"> • Accuracy • Relevance to the need of the situation • Richness (Depth) 	1 2 3 4 5 6 7 8 9 Marks awarded out of ____ 10
	Communication	<ul style="list-style-type: none"> • Expression • Language • Speech • Voice (Modulation, Audibility) 	1 2 3 4 5 6 7 8 9 Marks awarded out of ____ 15
	Questions & Answers Questions (Teacher behavior) Answers	<ul style="list-style-type: none"> • Simple • Precise • Relevant • Thought provoking • Distribution <p>Effective dealing with pupils answers</p>	1 2 3 4 5 6 7 8 9 Marks awarded out of ____ 10
	Class management	<ul style="list-style-type: none"> • Interaction • Cooperativeness 	1 2 3 4 5 6 7 8 9

		<ul style="list-style-type: none"> • Handling of pupils • Sympathy • Budgeting of time 	Marks awarded out of _____ 20
	Participation of students	<ul style="list-style-type: none"> • Active • Minimum • Passive • Suitable to situation 	1 2 3 4 5 6 7 8 9 Marks awarded out of _____ 10
	Use of aids	<ul style="list-style-type: none"> • Handling • Effectiveness 	1 2 3 4 5 6 7 8 9 Marks awarded out of _____ 5
	Teacher	<ul style="list-style-type: none"> • Appearance • Movements • Manners 	1 2 3 4 5 6 7 8 9 Marks awarded out of _____ 10

Note: Example for figural conversion of rating: Aspect – Communication , Rating = 4, Maximum marks for the aspect is 15; Marks awarded $4 / 9 \times 15 = 6.6$ If there is no scope for the use of teaching aids in lesson, the marks may be added to methods of teaching i.e., $10 + 5 = 15$.

Signature of the M.Ed. Student

The format for recoding their activities in the Reflective journal is given below:

Day	Date	Activities	Reflections	Future promise to act/revise
1		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				
24				

Semester-III
Course Title- INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
IN EDUCATION
(Core Course)

Course Code: MEDC008
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Understand the nature and scope of ICT in Education.
2. Appreciate the applications of ICT in Education.
3. Understand the process of ICT integration in teaching and learning.
4. Appreciate the scope of ICT for improving the personal and professional competence of teachers.
5. Understand the components and basic functions of computer.
6. Know the instructional applications of internet and Web resources.
7. Understand the process of locating research studies available in the Internet and the use of online Journals and books.
8. Develop various skills to use computer technology for sharing information and ideas through the E-mail etc.

Course Content

Unit 1: Introduction to Information and Communication Technology

Meaning, Nature, Scope and Significance of ICT - ICT resources for teaching and learning - Uses of ICT in Teaching-learning process, Evaluation, Research and Administration - Role of ICT in personality development and professional development.

Unit 2: Fundamentals of Computer

Fundamentals of Computer – Concepts of hardware and software – Components of computer – input and output devices - Computer memory and its types – RAM and ROM - Meaning, types and functions of Operating System - Computer VIRUS and protection measures.

Unit 3: Internet and World Wide Web

Concepts of Internet and World Wide Web - Applications of Internet in Education - Educational Multimedia and its significance - Elements of Multimedia - Development of Multimedia Courseware.

Unit 4: Information Storage and Management

Data and Information: Types of data, File management - Data storage and Data base management - Meaning of cloud computing and its uses - Management Information System in the field of education.

Unit 5: ICT in Education

Meaning, nature and characteristics of E-learning – its advantages and limitations -
 Meaning, principles and categories of Web based learning – its merits and limitations -
 Meaning, types, salient features of E-journals and E – Books - Integration of ICT with
 Education – Preparation of E-portfolio etc.,

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Arulsamy, S. & Sivakumar, P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Barton, R. (2004). *Teaching Secondary Science with ICT*. Mc. Graw Hill International.
4. Bhaskara Rao, Digumarti (2013). *Vidya Samachara Sankethica Sastram (ICT in Education)*. Guntur: Master minds Publications.
5. Cambridge, D. (2010). *E-Portfolios for Lifelong learning and assessment*. John Wiley and Sons.
6. Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). *Developing a professional Teaching Portfolio: A Guide for Success*. New Delhi: Pearson.
7. Imison, T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
8. Intel Teach to the Future – Pre-Service Binder – Version 2.0.
9. Kirwadkar, A. & Karanam, P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
10. Mangal, S.K. & Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
11. Norton, P. (2011). *Introduction to Computers*, 7th Edition. New Delhi: Tata McGraw-Hill Education Private Limited.
12. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
13. Sharma, R.A. (1991). *Technology of Teaching*. Meerut: Loyal book depot.
14. Shukla, Satish, S. (2005). *Basics of Information Technology for Teacher Trainees*. Ahmedabad: Varishan Prakashan.
15. Simmons, C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
16. Sinha, P.K. & Sinha, P (2011). *Computer Fundamentals*, 6th Edition. New Delhi: B.P.B Publications.

Semester-III
Course Title- EDUCATIONAL PLANNING & MANAGEMENT
(Core Course)

Course Code: MEDC009
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. To enable the students to understand basic concepts of educational administration and management
2. To enable the students to acquire necessary knowledge and expertise of the principles and procedures of educational administration and management
3. To develop an understanding and appreciation of the role of different agencies of educational administration
4. To enable the students to understand how different branches of education are managed and administered and appreciate various aspects of educational planning and finance
5. To enable them to understand contemporary developments in educational management, planning and finance

Course Contents

Unit 1: Principles and Practices of Educational Management

Meaning, scope and importance of educational management - Growth of educational management – Historical perspective - Objectives and Principles of educational management - Educational Administration at various levels: a. Centre b. State c. Local bodies and d. Private agencies.

Unit 2: Concepts and Approaches of Educational Planning

Need, Importance and Goals of educational planning - Micro and macro models of educational Planning, Approaches of educational planning - Social demand approach - Rate of return approach - Man power requirement approach.

Unit 3: Process of Educational Planning

Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages - Sources of finance for Education in India – (a) Public funding of education (b) Fees (c) Student loans (d) Education cess (e) External aid for education - Budgeting: control of funds, grant in –aid policy at National & State levels.

Unit 4: Educational Finance

Importance of financing education, Effects of educational financing - Demand factors for finance in education, Budgetary control, management and reforms - Theoretical basis of educational finance - Issues in the finance of education - Financing elementary, secondary and higher education.

Unit 5: Quality Management in Education

Meaning and importance of Quality - Quality in Higher Education - Accreditation Concept - Meaning, parameters - Role of NAAC.

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
2. Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
3. Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
4. Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
5. Fowceet Glade-W. , School Personnel Admn. Macmillan, New York.
6. Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
7. International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.
8. Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
9. Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
10. Blaug Mark: Economics of Education, Penguin, London (1970).
11. Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)
12. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
13. Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
14. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
15. Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
16. Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
17. Thurow Laster C.: Investment in Human Capital, Belmont: Wordsworth Publishing Co. (1970)
18. John Vaizey, Economics of Education NCERT, Pandit Ed
19. Economics of Education Vol I & II – M. Blaug, Pengiun, London
20. Education – Man power – Economic growth – Horbison and Mayer
21. Economics of Education, John Sheeham
22. Investment in Education, V.K.R.V. Rao.

Semester-III
Course Title- INCLUSIVE EDUCATION
(Core Course)

Course Code: MEDC010
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and Inclusive Education practices,
6. Identify and utilize existing resources for promoting inclusive practice.

Course Content

Unit 1: Introduction to Inclusive Education

Definition, Concept and Importance of Inclusive Education - Difference between special education, integrated education and Inclusive Education - Advantages of Inclusive Education for all children

Unit 2: Inclusive Education – International Initiatives

Historical perspectives on education of children with diverse needs - International Initiatives of IE - The World Declaration on Education for all - The UNICEF World Summit for Children, 1990

Unit 3: Inclusive Education – National Level Initiatives

National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PWD Act, 1995, and SSA - Initiatives for the gifted and talented children - Current Laws and Policy Perspectives supporting Inclusive Education

Unit 4: Children with Diverse Needs

Sensory (hearing, visual, physically challenged and multiple disabilities) - Intellectual (gifted, talented and intellectually challenged children) - Developmental disabilities (autism,

cerebral palsy, children specific learning disabilities) - Slow learners and underachievement

Unit 5: Preparation for Inclusive Education

Educational approaches: concept of remedial education - Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion - Utilization of Resources: Human and Material resources and Community resources for supporting Inclusion of children with diverse needs

Practicum

1. One Seminar
2. One Assignment

Reference Books

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
3. Dr. A.S. Ramakrishna, M. Srinivasa Reddy, & P. Vinay Kumar: *Perspectives in primary Education and Inclusive Education, (D.Ed)*. New Era Publications Guntur. (Telugu Version)
4. Dr.Digumarthi Bhaskar Rao, Dr.B. Prasad Babu: *Perspectives in primary Education and Inclusive Education, (D.Ed)*. Sri Nagarjuna Publishers, Guntur. (Telugu Version)
5. Jangira N.K. and Mani, M.N.G (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjmandi, Academic Press.
6. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
7. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
8. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
9. Daniels Harry, & Garner Philip, (1999) (Inclusive Education (World Yearbook of Education).ISBN.07494 2237 8 (hb).
10. Jitender Kumar ,(2013) *Inclusive Education*. Twenty first Century Publication; First Edition. ISBN-10: 9380144423; ISBN-13: 978-9380144429.
11. Tim Loreman, Joanne Deppeler & David Harvey, (2010). *Inclusive Education: Supporting diversity in the classroom –9781741759860*, Allen & Unwin Publisher; 2nd edition. <http://www.allenandunwin.com/>.
12. SSA (2006): *Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan*, MHRD, Department of Elementary Education and Literacy, MHRD, Govt. of India. Available on http://www.ssa.nic.in/childspl/ssa_plan_manual.pdf.
13. *Status of Disability in India – 2000*, published by Rehabilitation Council of India.PP.445.
14. Ujala – III (2006): *Five days teachers training Module for Teachers of Upper primary classes*. P. 22 – 23. 21.
15. UNESCO (2006): *Inclusive Education*. Available on http://portal.unesco.org/education/en/ev.php-URI_ID

Semester-III
Course Title- Elementary Teacher Education
(Generic Elective Course)

Course Code: MEDGE03(A)
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes:

The student will be able to:

1. Probe into policies & perspectives of elementary education
2. Understand nature of the child.
3. Explore various issues & challenges related to elementary education.
4. Understand curriculum and pedagogy of elementary teacher education
5. Critically read & reflect on Position papers of National Curriculum Framework on Teacher Education
6. Understand the need for development of elementary teacher education.

Course Content:

Unit-1: Perspectives and Policies of Elementary Teacher Education:

Meaning, Nature and Scope of Elementary Teacher Education – Features of Elementary Teacher Education – RTE 2009 – Recommendations of Indian Education Commission (1964-66) and NPE (1986) on Elementary Teacher Education

Unit-2: Nature of the Child and Teaching Learning Process at Elementary Level:

Understanding Nature of the Child at Elementary level - Teaching learning process at Elementary level - Understanding the Child's Social, Psychological, Culture and Economical context - Instructional Designs for Teaching at Elementary Level.

Unit-3 : Issues, Challenges and Concerns of Elementary Teacher Education.

Preparation of Pre-Service and In-Service Teacher Education - Competencies of Elementary School Teacher - Competences of Elementary Teacher Educators - Quality in Elementary Teacher Education - Implementation of Programmes and addressing and Challenges of Elementary Teacher Education

Unit- 4: Curriculum and Pedagogy for Elementary Teacher Education:

Nature of Elementary Teacher Education Curriculum and Pedagogy - Guiding Principles for the Development of Curriculum - Components of Elementary Teacher Education Curriculum and its relevance in the present context – NCF-2005 - Pedagogic Practices and Strategies at Elementary School

Unit-5 : Assessment of Learning at Elementary Level:

Need and Importance of Assessment - Types of Assessment - Continuous Comprehensive Evaluation (CCE) and Grading - Sharing performance with Parents and Community.

Practicum:

1. One seminar
2. One assignment

Suggested Activities:

1. Select and visit any one Government Elementary Teacher Education Institution and prepare a Report on the following Issues.
 - a) Styles of Institutional functioning.
 - b) Work culture of the Institution.
 - c) Students Participation in TLP and Other Activities.
 - d) Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
2. Community Participation, School Internship and School Experience Programme.
 - a) Critical Study of Existing Elementary Teacher Education Curriculum in connection with elementary school curriculum.
 - b) Evaluation of any one Teacher Training Programme.
 - c) Critically review various programmes stipulated at elementary schools.
 - d) Conduct surveys to collect opinions of teachers, students & community on quality of elementary teacher education.
 - e) Critical analysis of National and state position papers – Examination Reforms and Assessment for Learning

References:

1. Altikar A S (1944): Education in Ancient India. Nand Kishore & Bros. Delhi.
 2. Ed.CIL Study.
 3. National Policy on Education (1986). GOI, New Delhi.
 4. Ishwarbhai Patel Committee Report (1976)
 5. Programme of Action (1992). GOI, New Delhi.
 6. Acharya Ramamurthi Committee, GOI, New Delhi.
 7. The Constitution of India, 1965. GOI, New Delhi.
 8. Learning Without Burden, Report of the National Advisory Committee, GOI, New Delhi.
 9. Human Development Report, 2014.
 10. Kurien J. (1983): Elementary Education in India. Vikas Pub Pvt. Ltd. New Delhi.
 11. Development of Education in India, 1993 - 94. MHRD, New Delhi.
 12. Education For All – Summit of the Nine High Population Countries. MHRD, New Delhi.
 13. Sixth All India Educational Survey (1997). NCERT, New Delhi.
 14. Report of the Study group on Resource Mobilization for Education, 1970. NIEPA, New Delhi.
 15. School Education in India, 1991, NIEPA, New Delhi. Education For All, 1991, NIEPA, New Delhi.
 16. Education For All, 1995, SCERT, AP, Hyderabad.
 17. Tilak J B G (1996): Education in India: Towards Improving Equity and Efficiency in India – Development Policy Imperatives (eds. V.L. Kelkar and V.V. Bhanoji Rao). Tata Mc Graw Hill Pub. New Delhi.
 18. Human Development Report, 1992, UNDP Oxford University press. New York.
 19. Primary Education in India, 1997. World Bank. Washington D.C.
- M.Ed (2020-21) Revised Curriculum, Dravidian University, Srinivasavanam, Kuppam (AP)

June 28, 1996 Document, World Bank. Washington D.C.

20. World Declaration on Education for All, 1990.

21. National Focused Group (2005), Position paper on Examination Reforms APSCF-2011, position paper On Assessment for Learning, Hyderabad.

Semester-III
Course Title- Secondary Teacher Education
(Generic Elective Course)

Course Code: MEDGE03(B)

No. of Credits: 5

Maximum Marks: 100

Internal Assessment: 30 Marks

University Examination: 70 Marks

Examination Duration: 3 Hrs

Course outcomes:

The student teachers will be able to:

1. Understand secondary teacher education in India.
2. Comprehend the procedures related to curriculum development and assessment to deal with secondary teacher education.
3. Understand conceptual framework of secondary teacher education.
4. Look into the challenges of secondary teacher education.

Course Content:

Unit-2: Concept of Secondary Teacher Education:

Concept of Secondary Teacher Education - Understanding Nature of the students at secondary school level - Teaching learning process at secondary level - Understanding the student's Social, Psychological, Culture and Economical context - Instructional Designs for Teaching at Secondary Level.

Unit-3 : Issues, Challenges and Concerns of Secondary Teacher Education.

Preparation of Pre-Service and In-Service Teacher Education - Competencies of Secondary School Teacher - Competences of Secondary Teacher Educators - Quality in Secondary Teacher Education - Implementation of Programmes and addressing and Challenges of Secondary Teacher Education

Unit- 4: Curriculum and Pedagogy for Secondary Teacher Education:

Nature of Secondary Teacher Education Curriculum and Pedagogy - Guiding Principles for the Development of Curriculum - Components of Secondary Teacher Education Curriculum and its relevance in the present context – NCFTE-2009 - Pedagogic Practices and Strategies at Secondary School

Unit-5 : Assessment of Learning at Secondary Level:

Need and Importance of Assessment - Types of Assessment - Continuous Comprehensive Evaluation (CCE) and Grading - Sharing performance with Parents and Community.

Practicum:

1. One Seminar
2. One Assignment

Suggested Activities:

1. Select and visit any one Government Secondary Teacher Education Institution and prepare a Report on the following Issues.
 - a) Styles of Institutional functioning.

- b) Work culture of the Institution.
 - c) Students Participation in TLP and Other Activities.
 - d) Observation of Physical, Human Resources and Instructional Strategies and prepare a critical report.
 - e) Community Participation, School Internship and School Experience Programme.
2. Critical Study of Existing Secondary Teacher Education Curriculum in connection with secondary school curriculum.
- 1. Evaluation of any one Teacher Training Programme.
 - 2. Critically review various programmes stipulated at secondary schools.
 - 3. Conduct surveys to collect opinions of teachers, students & community on quality of secondary teacher education.

References:

1. Education Commission Report (1964-66). Government of India, New Delhi.
2. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
3. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
4. Chadha S. S. (2005): Teacher in Emerging Indian Society. International Publishing House, Meerut.
5. Aggarwal J.C (1998): Teacher education, theory and practices, Doaba Home ,New Delhi.
6. Anderson.L.W.et al (1997): International Encyclopedia of Teaching and Training education, Pergmon press.
7. Altekar. A.S (1944): Education in ancient India, Nand kishore Bros, Banaras.
8. Buch.M.B (1979): Second survey of research on Education, SERD, Baroda.
9. Buch.M.B(1947): Reading in inservice education, Sardar Patel Palasane, M.M. university, Anand.
10. Buch.M.B(1971): First survey of research in Education, SERD ,Baroda.
11. Dunkin Michael J. (1987): The international encyclopaedia of teaching and teacher education, Pergmon education forum, vol 4 no 12, New York.
12. Harvilas,S and Naik .J.P (1951): A history of education in India, Macmillan and co. Bombay.
13. Hittlilman, Daniel. R.(1976) : A model for a competency based teacher preparation in Program-teacher education Forum, vol 4 no 12, New York.
14. Jangira N.K. (1979): Teacher training and teacher effectiveness an experience in Teaching, National Publishing House, New Delhi.
15. NCERT 1968: The Third Indian year book on education NCERT, New Delhi.
16. NCTE, Teacher education curriculum (1978), A Framework, NCERT, New Delhi.
17. Pradeep kumar T.(2010): Teacher education APH Publishing corporation.
18. Shrimali. K.L Better teacher Education, Ministry of Education Govt.of India, New Delhi.

Semester-IV
Course Title – Perspectives of 21st Century Skills (Core Course)

Course Code: MEDC011
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes

The student will be able to:-

1. To list the 21st century skills
2. To identify the key subjects and themes required for 21st century
3. To recognise the essential learning and innovation skills
4. To enlist the importance of information, media and technology skills
5. To understand essential life and career skills

Course Content

Unit 1: Concept of 21st Century Skills

Concept and Scope of 21st Century Skills – Implications

Unit 2: Key Subjects and 21st Century Themes

Key Subjects – Native Language, World Language, Mathematics, Language, Science, Arts, Geography, History, Government and Civics.

Themes – Global awareness – Financial, economic, entrepreneurial literacy - Civic literacy – Health literacy – Environmental literacy

Unit 3: Learning and Innovation Skills

Creativity and Innovation - Critical Thinking and Problem Solving - Communication - Collaboration

Unit 4: Information, Media and Technology Skills

Information Literacy - Media Literacy - ICT (Information, Communications and Technology) Literacy

Unit 5: Life and Career Skills

Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills
 Productivity and Accountability - Leadership and Responsibility

Practicum

1. One Seminar
2. One Assignment

References / E-Resources

1. <https://www.aeseducation.com/careercenter21/what-are-21st-century-skills>
2. <http://www.p21.org/our-work/p21-framework>
3. https://en.wikipedia.org/wiki/21st_century_skills

4. <https://www.envisionexperience.com/blog/13-essential-21st-century-skills-for-todays-students>
5. <https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills>
6. <https://www.oecd.org/site/educeri21st/40756908.pdf>
7. <https://globaldigitalcitizen.org/21st-century-skills-every-student-needs>
8. <https://www.edglossary.org/21st-century-skills/>
9. <https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/learn-21st-century-skills-in-english/>

Semester-IV
Course Title- Secondary Education in India – Status, Issues and Concerns
(Specialization Cluster Course)

Course Code: MEDSC01
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course outcomes:

The student teachers will be able to:

1. understand the context of secondary education
2. understand the concept, objectives, rationale and context of secondary education
3. Learns the challenges and extent of success of Universal Elementary
4. Education (UEE) and their influence on secondary education
5. discuss the development of Secondary education in India since independence
6. reflect on the relevance of strategies and programmes of RMSA..

Course Content:

Unit- 1: Secondary Education in India

Historical perspective of Secondary Education in India - Administrative structures, system and institutions at Secondary level - Organization and Management of Secondary Education - Signification of Secondary stage in Education.

Unit-2: Emerging Perspectives of Secondary Education

Understanding the Secondary School Child - Knowledge and curriculum at Secondary level - Policies and programmes for secondary level - RMSA, Model Schools, yoga Education - Skill Development - Reflections on NCF 2005 and APSCF 2011 - ICT at secondary level

Unit-3: Issues and Challenges of Secondary Education

Status of Secondary Education in India Andhra Pradesh State - Vocationalization of Secondary education - Quality concerns of Secondary education - Challenges in Enrolment and retention with special reference to girls' education at secondary level.

Unit-4: Secondary Education – Preparation for Citizenship Life / Future

Connecting life to world of work - dignity of labour - Life skills Education at secondary level - Work as a pedagogic tool - Understanding diversity, hospitality and better communication skills

Unit- 5: Innovations in Secondary Education

Innovative Resource management – Human and Material resources (Labs, Libraries) - Art and Craft as a pedagogic tool - ICT mediation at secondary level - Centre and state initiatives - Exploring E-resource for teaching and learning at Secondary level – Open School System

Practicum:

1. One Seminar
2. One Assignment

Suggested Activities:

1. Preparation of data tables related to secondary education
2. Visits to various secondary schools – Private, Corporate, Aided Government and write a report.
3. Comparison of secondary curricula of CBSE, SSC, JCSE, Cambridge etc.
4. Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
5. Review of RTE and SCF with reference to knowledge and curriculum
6. Collecting district wise data of secondary school children enrolment & School Teachers.
7. Visit to technical / Setwin / Institutions.
8. Critical review on Examination system at secondary level.
9. Observation review on CCE at secondary level.
10. Visits to worksites and documentation of the process
11. Preparation of portfolios.

Reference Books

1. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Aggarwal J.C (1998): Teacher education, theory and practices, Doaba Home ,New Delhi.
3. Altikur.A.S (1944): Education in ancient India, Nand kishore Bros, Banaras.
4. Anderson.L.W.et al (1997): International Encyclopedia of Teaching and Training education, Pergmon press.
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18. NCERT 1968: The Third Indian year book on education NCERT, New Delhi.
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20. Pradeep kumar T.(2010): Teacher education APH Publishing corporation.

21. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
22. Rita C (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
23. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
24. Shrimali .K.L Better teacher Education, Ministry of education Govt.of India, New Delhi.
25. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
26. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
27. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
28. UNESCO- Economic and Social aspects of Educational Planning,1963
29. Position papers of NCF- 2005, NCERT, New Delhi
30. Position papers of APSCF-2011, SCRT, Hyderabad.

Semester-IV
Course Title - Reflective Teaching and Innovative Practices at Secondary Level
(Specialization Cluster Course)

Course Code: MEDSC02
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes:

1. To enable the students to understand the, meaning and Concept of Reflective Teaching.
2. To enable the students to understand the theoretical perspective of reflective teaching.
3. To make students understand the conceptual views of Innovative practices in education
4. To acquaint students the different innovative practices and its successful implementation.

Course Contents:

Unit 1: Introduction to Teaching

Nature and characteristics of teaching, principles and functions of teaching, structure and phases of teaching, teaching operations at different stages, levels of teaching - memory level, understanding level and reflective level of teaching.

Unit 2: Reflective Teaching

Concept, meaning, nature and scope, principles, characteristics and components, need and importance of reflective teaching for different subjects at school level, teacher roles, issues and challenges during reflective teaching

Unit 3: Reflective Teaching - Models

Conceptual analysis of Reflective Teaching, Reflective models- Kolb's Reflective Cycle, Gibb's Reflective Model, Schon Reflective Model, Five temporal Dimensions of reflection-implications to training of teachers

Unit 4: Innovative Practices - An Introduction

Innovative Practices- meaning and scope, principles, need and significance of innovative practices of school organization, Principles and Characteristics-Flexibility, Versatility and Complexity, Types-Non-gradedness, Self-contained versus departmental organization, Cooperative teaching plans-Team teaching, Dual progress plan and Flexible scheduling, Qualitative improvement of school Education

Unit 5: Latest Teaching Methods

Latest Methods - Flipped Classroom – Design thinking – Brainstorm – Blended Learning - Self-learning – Gamification – Social media – Free online learning tools - Innovative assignments - on-line assignments and project method - Mechanism, issues and challenges

Practicum

1. One Seminar
2. One Assignment

Suggested Activities:

1. Critical appraisal/analysis of secondary school text books of different subjects and suggest reflective teaching for selected topics.
2. Students will prepare an observation schedule based on reflective teaching in any one school subject.
3. Students will develop lesson plans using various innovative practices for a particular school subject/or course in teacher education
4. Student will integrate innovative practices for particular unit in teacher education course to transact the same.
5. Engaging learner's in the process teaching a school subject area following constructivist approach and presentation of paper in a seminar.

Reference Books:

1. Sharma, R.A., "Technology of Teaching," Loyal Book Depot, Meerut, 1901.
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4. NCERT, Educational Technology-Progress and Promise", NCERT, New Delhi,1973.
5. Fry Edward, "Teaching Machines and Programmed Instruction" New York, McGraw Hill Book Co., Inc., 1963.
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7. Rehera S.C., "Educational Television Programme", Deep and Deep Publications, New Delhi, 1991.
8. Chatterji, P.C., "Broadcasting in India", Sage Publications, New Delhi, 1991.
9. Chauhan, S.S., "Innovations in Teaching-learning Process". Vikas Publishing House Pvt. Ltd., New Delhi,1983.
10. Joyce Bruce and Marsha Weil, "Models of Teaching" Prentice Hall Inc., Englewood
11. Skinner, B.F, "Technology of Teaching", International Publishing House, Meerut, 1988.
12. Polard Andrew, "Reflective Teaching in Primary Schools-A Handbook for the Classroom," Open University Set Book, New York,1994.
13. Bolton Gillie, "Reflective Practice-Writing and Professional Development," 4th Edition, SAGE Publications India Pvt. Ltd. New Delhi, 2014.
14. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, Inc. (A Sage Publication Company) Thousand Oaks: California.
15. <https://www.goconqr.com/en/examtime/blog/teaching-techniques/>
16. <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Semester-IV
Course Title- Life Skills Education at Secondary School Level
(Specialization Cluster Course)

Course Code: MEDSC03
 No. of Credits: 5
 Maximum Marks: 100
 Internal Assessment: 30 Marks
 University Examination: 70 Marks
 Examination Duration: 3 Hrs

Course Outcomes:

On completion of this course the students will be able to:

1. Understand the concept of core life skills and their types.
2. Develop understanding of theories of life span development and wellness of society.
3. Explain four pillars of education and their relevance in fast changing socio-economic order of India.
4. Understand the role of secondary school in imparting life skills to children in the age-group 15-18 years.
5. Explain the role of teacher education- pre-service and in-service in equipping secondary school teachers to be professional and humane.

Course Contents

Unit 1: Life Skills Concept

Life Skills concept, scope and importance; Core Life Skills: Social and Negotiation Skills, Thinking Skills and Coping Skills

Unit 2: Theories of Life Span Development

Theories of Life Span Development - Piaget's cognitive development theory; Erick Ericson's psycho-social development theory; Vygotsky's socio-cultural theory of development; Urie Bronfenbrenner biological theory

Unit 3: Pillars of Education and Life Skills

Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be - Life Skills in Social Context: media influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups

Unit 4: Life Skills in School Settings

Life skills in school settings at secondary level with special reference to children prone to exclusion and children at risk - Life skills and wellbeing: implications from Positive psychology in childcare at secondary stage.

Unit 5: Life skills training

- programmes for imparting skills
- challenges for achieving quality learning outcomes at secondary stage
- Social and Negotiation Skills, Thinking Skills and Coping Skills.
- evaluation of programmes

Practicum

1. One Seminar
2. One Assignment

Practicum (any one of the following)

- i) Develop a project on imparting core skills to young children.
- ii) Preparing a flow chart depicting linkage of pillars of education with different life skills.
- iii) Observation of teacher behaviour in classroom interacting with children with adverse socio-economic background and head/principal of the school.

Reference Books:

1. Baron. A.Robert, (2007). Psychology. New Delhi: Prentice-Hall of India Private Ltd.
2. Baumgardner. R. Steve., Crothers.K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
3. Carr Alan, (2004). Positive Psychology. New York: Routledge.
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5. Hilgard, E, Atkinson, R C & Atkinson, R L (1976). Introduction to Psychology (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
6. Nair, .V. Rajasenan (2010). Life Skills, Personality and Leadership. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
7. Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
8. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India.
9. Santrock, W.J., (2006). Adolescence (11th Edn.).New Delhi: Tata McGraw Hill Publishing Company.
10. UNESCO (2005). Quality Education and Life Skills: Darkar Goals. Paris: UNESCO.
11. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting. Geneva: WHO.

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Semester-II
Course Title - PERSONALITY DEVELOPMENT
(External Elective-offered for other department students)

Course Code: MEDEE01
 No. of Credits: 3
 Maximum Marks: 60
 Internal Assessment: 20 Marks
 University Examination: 40 Marks
 Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. Develop a positive attitude in life
2. Keep in good mental health
3. Reduce stress in life
4. Process dynamic and vibrant life
5. Enable them to improve their communicative behaviour performance
6. Build capacity for introspection and facilitate development
7. Lead to effective performance in communication and develop self-confidence

Course Contents

UNIT I: PERSONALITY DEVELOPMENT AND LEADERSHIP

1. Personality Development – Concept, Nature and Scope;
2. Development of positive thinking - Leadership – Concept, Nature and Scope;
3. Types of Leadership;
4. Motivating the followers.

UNIT II: STRESS MANAGEMENT

1. Stress Management – Concept of Stress and its scope.
2. Components of Stress; Techniques of Stress Management.
3. Conflict and its Causes – Conflict Management.
4. Time Management – Concept and Scope; Principles of time management – Techniques for time management.

UNIT III: EMOTIONAL INTELLIGENCE

1. Emotion – Concept, Nature and Types
2. Emotional Intelligence – Concept and Scope
3. Components of Emotional Intelligence
4. Strategies for inculcation of Emotional Intelligence

Practicum

1. One seminar
2. One assignment.

Reference Books:

1. Jeanne Segal (2002): Raising Your Emotional Intelligence – Manga Books.
2. John C.Maxwell (2002): Developing the Leader within You – Manga Books.
3. Barbara Moses (2002): Career Intelligence – Manga Books.
4. Dale Carnegie (2002): How to Develop Self Confidence and Influence People by Public Speaking – Vermilion London.

Semester-II
Course Title - YOGA EDUCATION
(External Elective-offered for other department students)

Course Code: MEDEE02

No. of Credits: 3

Maximum Marks: 60

Internal Assessment: 20 Marks

University Examination: 40 Marks

Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. Comprehend the metaphysical concepts which support the yoga philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana Yoga. Bhakti yoga and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

Course Contents

UNIT I: The Philosophy of yoga and its relationship to individual and social upliftment.

1. The meaning and definitions of Yoga.
2. Yoga as a way to healthy and integrated living.
3. Yoga as a way to socio-moral upliftment of man.
4. Yoga as a way to spiritual enlightenment

UNIT II: Different Types of Yoga Systems and Characteristics of Yoga Practitioner.

1. Ashtanga Yoga of Patanjali
2. Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwadgita
3. Internal Yoga of Aurobindo and modern off shoots of Yoga
4. Characteristics of a practitioner of Yoga.

UNIT III: The instrumentals of yoga (Sadhana pad), Scientific basis of yoga – yoga and mental health.

1. The Ashtangamaarga: The Yama (observances). The Niyama (abstinences). Asana – The right postures, Pranayam – controlling the breath. Pratyahara – controlling the senses. Dharana (concentration) and its methods. Dhyana (meditation) and its kinds. Samadhi – its various types.
2. Therapeutic values of yoga, Dhyana, and its therapeutic value.
3. Different Asana and their effects to promote a sound physical and mental health.

Practicum

1. One seminar
2. One assignment.

References

1. Aggarwal J.C. (1985), *Theory and Principles of Education*, Vikas Publishing House, New Delhi.
2. Bali D.R. (1989), *Introduction to Philosophy* ; Sterling Publishers, New Delhi.
3. Bhatia KK (1977), *Principles and Practice of Education*, Kalyani Publishers, New Delhi.
4. Brent, A (1978), *Philosophy and Educational Foundations*, George Allen and Unwin, Boston.
5. Brubacher John S. (1983), *Modern Philosophies of Education*, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
6. Chaube S.P. (1993), *Educational Philosophies in India*, Vikas Publishing House Pvt. Ltd., New Delhi.
7. Connor, DJO (1975), *An Introduction to the Philosophy of Education*, Routledge & Keegan Paul, London
8. Dash, BN (1986), *Educational Philosophy and Teaching Practice*, Kalyani Publishers, New Delhi.
9. Morsy Zaghloul (1997), *Thinkers on Education* , UNESCO Publishing/Oxford and IBH Publishing
10. Pandey R.S., (1983) *Principles of Education*; Vinod Pustak Mandir, Agra.
11. Radha Krishna S. (1983), *Indian Philosophy*, Blackie and Son publishing, New Delhi.
12. Ranji Sharma G. (1987), *Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation*, Nirmal Publishing, New Delhi.
13. Ruhela S.P. (1986), *Human Values and Education*, Sterling Publishers, New Delhi.
14. Schultz M (1985), *Hindu Philosophy*, Classical Publishing Company, New Delhi.
15. Seetharamu A.S. (1989), *Philosophy of Education*, Ashish Publishing House, New Delhi.
16. Sreerama Krishna A.S. (2002), *Teacher and Education in Emerging Indian Society*, New Era Publications, Guntur.
17. Taneja, V.R. (1990), *Socio-Philosophical Approaches to Education*, Atlantic Publishing, New Delhi.
18. Ulrich Robert, *History of Educational Thought*, Eurasia Publishing House, New Delhi.

Semester-II
Course Title - EDUCATION FOR INTERNATIONAL PEACE
 (External Elective-offered for other department students)

Course Code: MEDEE03
 No. of Credits: 3
 Maximum Marks: 60
 Internal Assessment: 20 Marks
 University Examination: 40 Marks
 Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. Understand the theory and practice of peace education.
2. Create frameworks for achieving Peaceful and Nonviolent societies.
3. Promote awareness about the nature of conflicts and their resolution.
4. Investigate the causes of conflicts and violence within social and political structures of society.
5. Equip children and adults with personal conflict resolution skills.

UNIT - I Peace Education

1. Meaning, Need, and importance, Aims and Objectives of Peace Education.
2. Impact of Globalization, Terrorism, Media and Development of New Technological Communication and Mass Destruction.
3. Peace Education in India: Gandhi's vision of Peaceful World Order and New Education - Basic Education, Adult Education, Education for Health and Hygiene
4. Education for Holistic Development, Satyagraha for Constructive Work.

UNIT - II Concept of Peace

1. Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development.
2. Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.
3. Peace as absence and abolition of war, as the minimization and elimination of violence, as removal of structural violence.

UNIT - III Peace Education for 21st Century

1. Multidimensional aspect of Peace Education: Value clarification, analysis and creation.
2. Peace as New Life Style, Interpersonal relationship and Intercultural Peace.
3. Peace with Nature and Environment - Education for International Understanding and peace - Resolution and Transformation of Conflict – Education for the Promotion of Culture of Peace and Nonviolence.

Practicum

1. One seminar
2. One assignment.

REFERENCES

1. Adams.D (Ed.,) 2005. UNESCO and a Culture of Peace: Promoting a Global Movement, Paris: UNESCO.
2. Andrews. M. L, 1998. Educating for Peacemaking abilities, Cambridge: Harvard.
3. Fountain .S, 1999. Peace Education in UNICER, New York: UNICER.
4. Grewal,J.S and Nirmal Sabharwal, 2004. Peace Education: Self-Instructional Package for Teacher Educators, New Delhi: NCERT.
5. Kruba Charles, 2012. Peace and Value Education, New Delhi; Neelkamal Publication.
6. Patel.R.S, 1956. Educational Philosophy of Mahatma Gandhi, Ahmadabad.
7. Patric, Meyer, 2009. Culture of Peace, A Challenge for Schools, Paris: UNESCO.
8. Reardon, Betty A., 1997. Tolerance the Threshold of Peace, The Teacher's Library, Paris: UNESCO.
9. UNESCO. Learning to Live Together in Peace and Harmony, Bangkok: UNESCO APNIEVE Source Books, 1998.

Semester-III
Course Title - STRATEGIES OF TEACHING
 (External Elective-offered for other department students)

Course Code: MEDEE04
 No. of Credits: 3
 Maximum Marks: 60
 Internal Assessment: 20 Marks
 University Examination: 40 Marks
 Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. Acquire competency in different teaching skills
2. Understand the context of application of different strategies of teaching and also implement them
3. Understand and appreciate the role of communication in effective teaching
4. Understand the impact of teacher communication on student's personality development

Course Contents

Unit 1: Fundamentals of Teaching

Concept, Nature, and Scope of Teaching – Its relationship with Learning and Learner – Preparation of Learners for Learning – Functions of Teaching - Essential Teaching Skills

Unit 2: Methods of Teaching

Lecture Model – Discussion Model – An Overview - Theoretical Perspectives - Planning for Lecture – Planning for Discussion - Implementing Lecture – Implementing Discussion - Assessment of Students

Unit 3: The Direct-Instruction Model

Direct Instruction: Theoretical Perspective - Planning Lessons with the Direct – Instruction Model - Implementing Lessons Using the Direct – Instruction Model - Assessing Student Understanding

Practicum

1. One Seminar
2. One Assignment

References Books

1. Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
2. Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.
3. Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.

Semester-III
Course Title - VALUE EDUCATION
(External Elective-offered for other department students)

Course Code: MEDEE05
 No. of Credits: 3
 Maximum Marks: 60
 Internal Assessment: 20 Marks
 University Examination: 40 Marks
 Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. To enable the students understand the need, nature and scope of Value Education.
2. To enable the students understand the importance of values and classification of values.
3. To enable the students understand the role of different people and media in fostering values.
4. To enable the students understand the approaches, teaching strategies and models of Value Education.
5. To enable the students understand the importance of Value Education and the different ways to execute the syllabus at various levels.

Course Content

Unit 1: Need, Nature and Concept of Value Education

1. Concept, Need and Nature of values.
2. Meaning and Classification of Values.
3. Sources of Values.
4. Values and Education – Their relationship and Significance of Value Education.

Unit 2: Models of Value Education

1. Value Clarification Model.
2. Social Action Model.
3. Consideration Model.
4. Rationale Building Model.

Unit 3: Role of different Social Agencies in Value Formation

1. Role of Parents and Peer Group
2. Role of School and Teachers
3. Role of Religion and Media
4. Need of Orientation in Value Education to Prospective Teachers

Practicum

- (1) One Seminar
- (2) One Assignment

Reference Books

1. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.

2. Prof.S.P Ruhela,Prof.Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.
3. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi
4. Tilak Raj, Bharadwaj (1992). Education of Human Values, Mittal Publications, New Delhi.
5. S.R Sharma (2006). Moral and Values in Education, COSMO Publications, New Delhi.
6. Dr.Kiruba Charles, V.Arul Selvi (2012). Peace and Value Education, Neelkamal Publications Pvt, Ltd. Hyderabad.
7. Yogesh Kumar Singh, Ruchika Nath (2008). Value Education, A P H Publishig Corporation, New Delhi.
8. Mohit Chakrabarthy (2007). Value Education. Changing Perspectives, Kanishka Publishers, Distributors.
9. Somanath Saraf (2002), Education in Human Values, Vikas Publishing House, Delhi.
10. Vedanta Kesari (2001), Values; The Key to a Meaningful life, Sri Ramakrishna Math, Chennai.
11. Peter Tomlison and Margret Quinton (1986), Values Across the Curriculum, The Falmer Press, Philadelphia.
12. Mujjeb.M. (1971), Education and Traditional Values, Meenakshi Prakashan, Delhi.
13. Avivashilingam.T.S. (1983), Inculcation of Social, Ethical and Spiritual Values in Education, Sri Ramakrishna Mission Vidya, Coimbatore.

Semester-III
Course Title - HUMAN RIGHTS EDUCATION
(External Elective-offered for other department students)

Course Code: MEDEE06

No. of Credits: 3

Maximum Marks: 60

Internal Assessment: 20 Marks

University Examination: 40 Marks

Examination Duration: 1 ½ Hrs

Course Outcomes

The student will be able to:-

1. understand the concept, meaning of human rights
2. understand the need for human rights education
3. select and use the appropriate methods of teaching with respect to human rights education
4. understand the evolution of human rights movement at the international and national level
5. understand the role and functions of international and national level institutions to enforce human rights
6. understand and analyze the issues related to human rights violations with regard to the marginalized sections

Course Content

Unit 1: Concept, Meaning and History of Human Rights

1. Concept, Need, Objectives of human rights education,
2. Classification of Human Rights.
3. Historical Development of Human Rights in the global context.

Unit 2: Indian Constitution and Commissions on Human Rights

- 1 . Human Rights in Indian constitution: Constitutional provisions of Human Rights Fundamental Rights, Directive Principles of State Policy.
2. Human Rights Commissions: NHRC, SHRC.
3. International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross.

Unit 3: Human Right Violations and Emerging Issues

1. Ragging - Eve Teasing, Human Trafficking – War and Terrorism, Child Labour – Exploitation of Labour, Patriarchism – Domestic Violence – Sexual Harassment Female Infanticide
2. Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions
3. Environmental issues and sustainable development.
4. Traditions, culture and Human Rights.

Practicum

- (1) One Seminar
- (2) One Assignment

Internship

Building a human rights garden on the school grounds and giving a case study based report as a required project by each student

Reference Books

1. Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
2. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
3. Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
4. Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : Authors Press.
5. Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
6. Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
7. Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
8. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd
9. Peter, U. (2005). Human rights and development. India: Kumarian Press.
10. Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.
11. Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian
12. Institute of Human Rights Education.
13. Gopal, B. (2001).Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
14. Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
15. Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
16. Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
17. Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
18. Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
19. National Council for Teacher Education, (1996). Human Rights and National Values: Self Learning Module. New Delhi: NCTE Publication.
20. Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian Constitution. New Delhi: Deep and Deep Publications.
21. Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
22. Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and Deep Publications.
23. Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: Health Education Authority and UNICEF, U.K.
24. Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep and Deep Publications.
25. Agarwal ,J.C, Education for values, environment and Human Rights, Shipra Publications, New Delhi.

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.1 – Ancient Kannada Literature (Core Course-I)
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ
(Syllabus)

ಭಾಗ-1

- ಘಟಕ-1:** ಪಂಪಪೂರ್ವಯುಗ : ಹಲ್ಮಿಡಿ ಶಾಸನ, ಬಾದಾಮಿ ಶಾಸನ, ರವಿಕೀರ್ತಿಯ ಐಹೊಳೆ ಶಾಸನ ಮತ್ತು ಕವಿರಾಜಮಾರ್ಗೋಕ್ತ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣಗಳು.
- ಘಟಕ-2:** ಪಂಪಯುಗದ ಸ್ವರೂಪ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯಗಳು: ಮಾರ್ಗ-ದೇಶಿ, ಲೌಕಿಕ-ಆಗಮಿಕ, ವಸ್ತುಕ-ವರ್ಣಕ, ಪ್ರಯೋಗಗಳು ಮತ್ತು ವೈಶಿಷ್ಟ್ಯಗಳು.
- ಘಟಕ-3:** ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮೇಲೆ ಅನ್ಯಭಾಷಾ ಪ್ರಭಾವ ಮತ್ತು ಪ್ರೇರಣೆಗಳು: ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತ.
- ಘಟಕ-4:** ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಧೋರಣೆ ಮತ್ತು ವಸ್ತು ವೈವಿಧ್ಯತೆ.

ಭಾಗ-2

ಘಟಕ-5: ಪಠ್ಯಗಳು :

1. ವಿಕ್ರಮಾರ್ಜುನ ವಿಜಯಂ (9-12 ಅಶ್ವಾಸಗಳು): ಸಂ:ಬಸವಾರಾಧ್ಯ ಮತ್ತು ಇತರರು,
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
2. ವಡ್ಡಾರಾಧನೆ (ವಿದ್ಯುಚ್ಛೋರ ರಿಸಿಯ ಕಥೆ ಮತ್ತು ಸುಕುಮಾರ ಸ್ವಾಮಿಯ ಕಥೆ):
ಸಂ:ದೊ.ಲ.ನರಸಿಂಹಾಚಾರ್, ಡಿವಿಕೆಮೂರ್ತಿ, ಮೈಸೂರು

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

1. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು : ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 2008
2. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು : ಕನ್ನಡ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಬೆಂಗಳೂರು
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು, 2014
3. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು : ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 2018
4. ಅನಂತರಂಗಾಚಾರ್ ಎನ್(ಸಂ) : ಪಂಪಭಾರತ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು,
ಬೆಂಗಳೂರು, 1977
5. ಎಂ.ಆರ್. ಉಮಾದೇವಿ : ಪೊನ್ನ ಮತ್ತು ಆತನ ಕೃತಿಗಳು, ಕರ್ನಾಟಕ
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಧಾರವಾಡ, 1979
6. ಕಲಬುರ್ಗಿ ಎಂ. ಎಂ : ಕವಿರಾಜಮಾರ್ಗ ಪರಿಸರದ ಕನ್ನಡ ಸಾಹಿತ್ಯ,
ಸಪ್ನಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 2004
7. ಕಲಬುರ್ಗಿ ಎಂ. ಎಂ : ಮಾರ್ಗ ಸಂಪುಟಗಳು, ಸಪ್ನ ಬುಕ್ ಹೌಸ್,
ಬೆಂಗಳೂರು, 2018
8. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ : ಸಾಹಿತ್ಯ ಸಂಗಾತಿ,
ಕುರ್ತಕೋಟಿ ಮೆಮೋರಿಯಲ್
ಟ್ರಸ್ಟ್, ಧಾರವಾಡ, 2012
9. ಕೇಶವಭಟ್ಟ (ಸಂ) : ಮುಳಿಯ ತಿಮ್ಮಪ್ಪಯ್ಯನವರ ನಾಡೋಜ ಪಂಪ,
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು,
2011
10. ಕೇಶವಭಟ್ ಟಿ (ಗದ್ಯಾನುವಾದ) : ಶಿವಕೋಟ್ಯಾಚಾರ್ಯನ ವಡ್ಡಾರಾಧನೆ,
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2015
11. ನರಸಿಂಹಾಚಾರ್ ಡಿ. ಎಲ್ : ಪಂಪಭಾರತ ದೀಪಿಕೆ, ಪ್ರಸಾರಾಂಗ,
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 1971

12. ನರಸಿಂಹಾಚಾರ್ ಡಿ. ಎಲ್ (ಸಂ) : ವಡ್ಡಾರಾಧನೆ,
ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1991
13. ನರಸಿಂಹಾಚಾರ್ ಡಿ. ಎಲ್. : ಪೀಠಿಕೆಗಳು ಮತ್ತು ಲೇಖನಗಳು
ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2015
14. ನರಸಿಂಹಾಚಾರ್ ಆರ್ : ಕರ್ನಾಟಕ ಕವಿಚರಿತೆ ಸಂಪುಟಗಳು
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2011
15. ನರಸಿಂಹಶಾಸ್ತ್ರಿ ಕೆ. ಎಲ್ (ಗದ್ಯಾನುವಾದ) : ಆದಿಪುರಾಣ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2018
16. ನಾಗರಾಜಯ್ಯ ಹಂಪ (ಸಂ) : ಪೊನ್ನನ ಶಾಂತಿಪುರಾಣ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 1982
17. ನಾಯಕ್ ಜಿ. ಹೆಚ್ : ಮತ್ತೆ ಮತ್ತೆ ಪಂಪ
ಅರ್ಹನಿಶಿ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ, 2008
18. ಪುಟ್ಟಯ್ಯ ಬಿ. ಎಂ (ಸಂ) : ವಡ್ಡಾರಾಧನೆ, ಸಾಂಸ್ಕೃತಿಕ ಮುಖಾಮುಖಿ,
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಹಂಪಿ, 2001
19. ಬಸವರಾಜು ಎಲ್ : ಸರಳ ಪಂಪಭಾರತ
ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, 1999
20. ಬಸವರಾಜು ಎಲ್ : ರನ್ನನ ಸರಳ ಗದಾಯುದ್ಧ
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 2018
21. ಬಸವರಾಜು ಎಲ್ : ಪಂಪನ ಸಮಸ್ತ ಭಾರತ ಕಥಾಮೃತ
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 2019
22. ಮುಗಳಿ ರಂ. ಶ್ರೀ : ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು,
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1997
23. ಮುಗಳಿ ರಂ. ಶ್ರೀ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, 2012
24. ರಹಮತ್ ತರೀಕೆರೆ (ಸಂ) : ಕವಿರಾಜಮಾರ್ಗ : ಸಾಂಸ್ಕೃತಿಕ ಮುಖಾಮುಖಿ
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಹಂಪಿ, 2000
25. ರಾಘವೇಂದ್ರರಾವ್ ಎಚ್. ಎಸ್ (ಸಂ) : ರಂ. ಶ್ರೀ. ಮುಗಳಿ ಸಮಗ್ರ ಸಾಹಿತ್ಯ
ಸಂಪುಟ-2 ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಗಳು
ಭಾಗ-2 : ಕನ್ನಡ ಸಾಹಿತ್ಯದ
ಇತಿಹಾಸ, ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು,
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
2013
26. ರಂಗಸ್ವಾಮಿ ಎ (ಪ್ರ.ಸಂ) : ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯ : ಸ್ಥಿರತೆ ಮತ್ತು
ಚಲನಶೀಲತೆ, ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ
ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 2010
27. ವೀರಣ್ಣ ಸಿ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚಾರಿತ್ರಿಕ ಬೆಳವಣಿಗೆ
ಸಂಪುಟಗಳು,
ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2011
28. ಶಟ್ಟರ್ ಷ : ಶಂಗಂ-ತಮಿಳುಗಂ ಮತ್ತು ಕನ್ನಡ ನಾಡು-
ನುಡಿ, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2011
29. ಶಾಂತಿನಾಥ ದಿಬ್ಬದ : ಮಹಾಕವಿ ಪಂಪ ಮತ್ತು ಅವನ ಕೃತಿಗಳು,
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಹಂಪಿ, 2017
30. ಶಾಮರಾಯ ತ. ಸು ಮತ್ತು : ಆದಿಪುರಾಣ ದೀಪಿಕೆ, ಚಂದ್ರಗುಪ್ತ ಗ್ರಂಥಮಾಲೆ,
ನಾಗರಾಜಯ್ಯ ಹಂಪ : ಶ್ರವಣಬೆಳಗೊಳ, 1991
31. ಶಾಮರಾಯ ತ. ಸು : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ, ತಳುಕಿನ ವೆಂಕಣಯ್ಯ

32. ಶಿವರುದ್ರಪ್ಪ ಜಿ. ಎಸ್ (ಸಂ) : ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, 2014
ಪಂಪ ಒಂದು ಅಧ್ಯಯನ, ಪ್ರಸಾರಾಂಗ,
ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಬೆಂಗಳೂರು, 1974
33. ಶಿವರುದ್ರಪ್ಪ ಜಿ. ಎಸ್ : ಕನ್ನಡ ಕವಿಗಳ ಕಾವ್ಯಕಲ್ಪನೆ,
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,
ಮೈಸೂರು, 1989
34. ಶಿವರುದ್ರಪ್ಪ ಜಿ. ಎಸ್ : ಕನ್ನಡ ಕಾವ್ಯ ತತ್ವಚಿಂತನೆ,
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಹಂಪಿ, 2007
35. ಶ್ರೀಮತಿ ಎಚ್. ಎಸ್ : ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯಾಧ್ಯಯನ ಸಮೀಕ್ಷೆ,
ಕೆ.ಬಿ. ಪ್ರಗತಿ ಬರಹ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್,
ಬೆಂಗಳೂರು, 2010
36. ಸಣ್ಣಯ್ಯ ಬಿ. ಎಸ್ ಮತ್ತು ರಾಮೇಗೌಡ (ಸಂ) : ರನ್ನ ಕವಿಯ ಸಾಹಸಭೀಮ ವಿಜಯಂ,
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,
ಮೈಸೂರು, 2006
37. ಸೀತಾರಾಮಯ್ಯ ವಿ : ಮಹಾಕವಿ ಪಂಪ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್,
ಬೆಂಗಳೂರು, 1977
38. ಸುಬ್ಬಣ್ಣ ಕೆ. ವಿ : ಕವಿರಾಜಮಾರ್ಗ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು,
ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2010
39. ಪಂಪ : ತೀ.ನಂ.ಶ್ರೀಕಂಠಯ್ಯ
40. ಪಂಪಭಾರತ : ಎಲ್.ಅನಂತರಾಮಯ್ಯ
41. ಶಾಂತಿನಾಥ ದಿಬ್ಬದ : ವಿಕ್ರಮಾರ್ಜುನ ವಿಜಯ : ಒಂದು ಸಾಂಸ್ಕೃತಿಕ
ಅಧ್ಯಯನ
42. ಅನಂತರಂಗಾಚಾರ್ : ವಡ್ಡಾರಾಧನೆ (ಗದ್ಯಾನುವಾದ)
43. ಜಿ.ಎಚ್.ನಾಯಕ್ : ಪಂಪ : ಹೊಸ ಓದು
44. ಹೆಚ್.ವಿ.ಶ್ರೀನಿವಾಸಶರ್ಮ(ಗದ್ಯಾನುವಾದ) : ಪಂಪಕವಿಯ ವಿಕ್ರಮಾರ್ಜುನ ವಿಜಯಂ

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.1- Ancient Kannada Literature (Core Course-I)
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ
(Model Question Paper)

ಸಮಯ: 3 ಗಂಟೆ.

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. 'ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯವೇ ಪ್ರೇರಕ, ಪೋಷಕ, ಗುರು'—ಈ ಮಾತನ್ನು ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಧೋರಣೆಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
2. ಪಂಪಪೂರ್ವ ಯುಗದ ಸಾಹಿತ್ಯದ ಬಗೆಗೆ ಪ್ರಬಂಧ ಬರೆಯಿರಿ.
ಅಥವಾ
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ರಾಜಾಶ್ರಯದ ಕುರಿತು ಪರಾಮರ್ಶಿಸಿ.
3. ಪಂಪನ ಮಾರ್ಗ-ದೇಶಿ ಧೋರಣೆಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಗದ್ಯ ಸಾಹಿತ್ಯದಲ್ಲಿ ವಡ್ಡಾರಾಧನೆಯ ಮಹತ್ವವನ್ನು ಗುರುತಿಸಿ.
4. ಪಂಪನ ಧರ್ಮ ಮತ್ತು ಕಾವ್ಯಧರ್ಮದ ಪರಿಕಲ್ಪನೆಯನ್ನು ಪರಾಮರ್ಶಿಸಿ.
ಅಥವಾ
ಸುಕುಮಾರಸ್ವಾಮಿ ಕಥೆಯ ಸಾಹಿತ್ಯಿಕ ಮಹತ್ವವನ್ನು ಕುರಿತು ವಿವೇಚಿಸಿ.
5. ವಸ್ತುಕ ಮತ್ತು ವರ್ಣಕಗಳನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.
ಅಥವಾ
ಜೈನಧರ್ಮ ಹತ್ತನೇ ಶತಮಾನದ ಸಾಹಿತ್ಯದ ಮೇಲೆ ಬೀರಿದ ಪರಿಣಾಮಗಳೇನು? ವಿಶ್ಲೇಷಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

4X5=20

1. ಕವಿರಾಜಮಾರ್ಗದ ಚಾರಿತ್ರಿಕ ಮಹತ್ವವನ್ನು ಕುರಿತು ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.
2. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಜೈನಧರ್ಮಕ್ಕಿರುವ ಸಂಬಂಧದ ಸ್ವರೂಪವನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.
3. ಪಂಪನ ಮಾರ್ಗ-ದೇಶಿ ಸಮನ್ವಯತೆಗಳು ಪಂಪನ ಕಾವ್ಯಕ್ಕೆ ಔನ್ನತ್ಯವನ್ನು ತಂದುದು ಹೇಗೆ? ವಿವರಿಸಿ.
4. 'ವ್ಯಾಸಮುನೀಂದ್ರರುಂದ್ರವಚನಾಮೃತವಾರ್ಧಿಯನೀಸುವೆಂ'— ಈ ಮಾತನ್ನು ಸಮರ್ಥಿಸಿ.
5. ವಡ್ಡಾರಾಧನೆಯ ಕಥೆಗಳ ಕಥನ ತಂತ್ರದ ಕುರಿತು ವಿಶ್ಲೇಷಿಸಿ.
6. 'ವಿದ್ಯುಚ್ಛೀರ ರಿಸಿ' ಕಥೆಯಲ್ಲಿನ ಜೈನಮತೀಯ ಅಂಶಗಳನ್ನು ಗುರುತಿಸಿ.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.2- Sanskrit and Kannada Poetics (Core Course II)
ಸಂಸ್ಕೃತ ಮತ್ತು ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ
(Syllabus)

- ಘಟಕ-1: ಸಂಸ್ಕೃತ ಮತ್ತು ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಇತಿಹಾಸ, ಕವಿ, ಕಾವ್ಯ, ಸಹೃದಯ
ಘಟಕ-2: ಕಾವ್ಯ ಪರಿಕಲ್ಪನೆ : ಕಾವ್ಯದ ಲಕ್ಷಣಗಳು, ಕಾವ್ಯದ ಆಕರ- ಪರಿಕರ, ಪ್ರತಿಭೆ, ವ್ಯುತ್ಪತ್ತಿ, ಕವಿಸೃಷ್ಟಿ, ಕಾವ್ಯ ಪ್ರಯೋಜನ.
ಘಟಕ-3: ಸಂಸ್ಕೃತ ಕಾವ್ಯ ಮೀಮಾಂಸೆಯ ಪ್ರಮುಖ ಸಿದ್ಧಾಂತಗಳು: ರಸ, ಅಲಂಕಾರ, ಗುಣ, ರೀತಿ, ಧ್ವನಿ, ಔಚಿತ್ಯ, ವಕ್ರೋಕ್ತಿ
ಘಟಕ-4: ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ : ಕವಿರಾಜಮಾರ್ಗ, ಛಂದೋಂಬುಧಿ
ಘಟಕ-5: ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ : ಪುತಿನ, ಕುವೆಂಪು, ಬೇಂದ್ರೆ, ಜಿ.ಎಸ್.ಶಿವರುದ್ರಪ್ಪ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | | |
|-------------------------------------------|---|-------------------------------------------------------------------|
| 1. ಆದ್ಯ ರಂಗಾಚಾರ್ಯ | : | ಭರತನ ನಾಟ್ಯಶಾಸ್ತ್ರ
ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಸಾಗರ, 1984 |
| 2. ಬಾಲಸುಬ್ರಹ್ಮಣ್ಯಂ ಎಸ್. | : | ಅರಿಸ್ವಾಟಲ್‌ನ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಕಾವ್ಯಾಲಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2010 |
| 3. ಇನಾಂದಾರ್ ವಿ. ಎಂ. | : | ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 2012 |
| 4. ಇನಾಂದಾರ್ ವಿ. ಎಂ. | : | ಪಾಶ್ಚಾತ್ಯ ವಿಮರ್ಶೆಯ ಪ್ರಾಚೀನ ಪರಂಪರೆ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 2012 |
| 5. ಹಿರೇಮಠ ಎಸ್. ಎಂ. | : | ಭಾರತೀಯ ಕಾವ್ಯತತ್ವಚಿಂತನೆ
ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 1991 |
| 6. ಕಾರ್ಲೋಸ್ | : | ತಮಿಳು ಕಾವ್ಯಮೀಮಾಂಸೆ
ಹೆಗ್ಗೋಡು ಪ್ರಕಾಶನ, 1992 |
| 7. ಕುವೆಂಪು | : | ತಪೋನಂದನ
ಉದಯರವಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2012 |
| 8. ಕುವೆಂಪು | : | ರಸೋವೈಸಹಃ
ಉದಯರವಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2012 |
| 9. ಕೃಷ್ಣಮೂರ್ತಿ ಕೆ. | : | ಕಾವ್ಯಾಲಂಕಾರಗಳು
ಶಾರದಾ ಮಂದಿರ, ಮೈಸೂರು, 1995 |
| 10. ಕೃಷ್ಣಮೂರ್ತಿ ಕೆ. | : | ಕಾವ್ಯಾದರ್ಶ
ಶಾರದಾ ಮಂದಿರ, ಮೈಸೂರು, 1975 |
| 11. ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಆರ್. | : | ವಕ್ರೋಕ್ತಜೀವಿತ
ಸಂವಹನ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2014 |
| 12. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ | : | ಕನ್ನಡ ಕೈಪಿಡಿ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿವಿ, ಮೈಸೂರು, 1975 |
| 13. ಮಾಸ್ತಿ ವೆಂಕಟೇಶ್ ಅಯ್ಯಂಗಾರ್ | : | ಸಾಹಿತ್ಯ ಲಾಲನೆ
ಜೀವನ ಕಾವ್ಯಾಲಯ, ಬೆಂಗಳೂರು, 1999 |
| 14. ನಾರಾಯಣ ಕೆ.ವಿ &
ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. | : | ಕಾವ್ಯಾರ್ಥ ಪದಕೋಶ
ಕಾಮದೇನು ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1999 |

15. ನಾಗಭೂಷಣಸ್ವಾಮಿ ಓ.ಎಲ್ : ವಿಮರ್ಶೆಯ ಪರಿಭಾಷೆ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2011
16. ಪು.ತಿ.ನ. : ಕಾವ್ಯ ಕುತೂಹಲ
ಕರ್ನಾಟಕ ಸಹಕಾರಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1966
17. ರಹಮತ್ ತರೀಕೆರೆ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮೀಮಾಂಸೆ
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2001
18. ಶ್ರೀಕಂಠಯ್ಯ ಬಿ.ಎಂ. : ಭಾರತೀಯ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1953
19. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. : ಕಾವ್ಯಾರ್ಥ ಚಿಂತನ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2009
20. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. : ವಿಮರ್ಶಾ ಪೂರ್ವ ಪಶ್ಚಿಮ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2009
21. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. : ಸೌಂದರ್ಯ ಮೀಮಾಂಸೆ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2009
22. ಶಿವರಾಮಯ್ಯ ಬಿ.ಕೆ. : ಅಲಂಕಾರಶಾಸ್ತ್ರ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿವಿ, ವಿಶ್ವವಿದ್ಯಾಲಯ, 1986
23. ಶೇಷಗಿರಿರಾವ್ ಎಲ್. ಎಸ್. : ಇಂಗ್ಲೀಷ್ ಭಾಷೆಯಲ್ಲಿ ಆಧುನಿಕ ವಿಮರ್ಶೆ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1972
24. ಸುಬ್ಬಣ್ಣ ಕೆ. ವಿ. : ಕವಿರಾಜಮಾರ್ಗ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು
ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಸಾಗರ, 2009
25. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ ಎಚ್. : ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1985
26. ವೀರಣ್ಣ ದಂಡೆ : ಕನ್ನಡ ಶಿಷ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಕವಿಮಾರ್ಗ ಪ್ರಕಾಶನ, ಕಲಬುರ್ಗಿ, 2006
27. ವೆಂಕಟೇಶ್ ಜಿ. ಮಲ್ಲೇಪುರಂ : ಭಾರತೀಯ ಕಾವ್ಯ ಶಾಸ್ತ್ರ ಪರಿಭಾಷೆ
ತುಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, 2000
28. Davida daiches : critical approaches to literature
Orient Black wan, 1984
29. Winsatt and Brooks : A Short History of Literary Criticism
Routledge and Kegan Paul, 1970

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.2-Sanskrit and Kannada Poetics (Core Course-II)
ಸಂಸ್ಕೃತ ಮತ್ತು ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ
(Model Question Paper)

ಸಮಯ:3 ಗಂಟೆ.

ಒಟ್ಟು ಅಂಕಗಳು :70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ಭಾರತೀಯ ಕಾವ್ಯಮೀಮಾಂಸೆಯ ಪರಂಪರೆಯ ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಕಾವ್ಯ ಎಂದರೇನು? ವಿವಿಧ ವಿದ್ವಾಂಸರ ಹೇಳಿಕೆಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಪರಾಮರ್ಶಿಸಿ.
2. ಭರತನ ರಸ ಸಿದ್ಧಾಂತವನ್ನು ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ಅಲಂಕಾರ ಪ್ರಸ್ಥಾನವನ್ನು ಪರಿಶೀಲಿಸಿ.
3. ಕಾವ್ಯದ ಆಕರ-ಪರಿಕರಗಳನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.
ಅಥವಾ
ರೀತಿ ಪ್ರಸ್ಥಾನವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
4. ಕಾವ್ಯ ಪ್ರಯೋಜನಗಳಾವುವು? ಮೀಮಾಂಸಕಾರರ ಅಭಿಪ್ರಾಯಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ವಿವರಿಸಿ.
ಅಥವಾ
ಧ್ವನಿಯ ಪ್ರಕಾರಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
5. ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆಗೆ ಕವಿರಾಜಮಾರ್ಗ ಹಾಗೂ ಭಂದೋಂಬುಧಿಗಳ ಕೊಡುಗೆ ಏನು? ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ಭವ್ಯತೆ ಎಂದರೇನು? ಮಹೋನ್ನತಿಗೆ ಅದರ ಕೊಡುಗೆಗಳೇನು? ವಿವರಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಕವಿ-ಸಹೃದಯರ ಕುರಿತು ವಿಸ್ತೃತವಾಗಿ ಚರ್ಚಿಸಿ.
2. ಕವಿಸೃಷ್ಟಿ
3. ವ್ಯಂಜನ ಸಾಮಗ್ರಿ ಎಂದರೇನು? ವಿವರಿಸಿ.
4. ಗುಣ ಪ್ರಸ್ಥಾನವನ್ನು ಪರಿಚಯಿಸಿ.
5. ಶಾಂತರಸವನ್ನು ಕುರಿತು ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.
6. ಚಿತ್ರತುರಗನ್ಯಾಯ.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.3- General Linguistics (Core Course-III)
ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ
(Syllabus)

- ಘಟಕ-1:** ಭಾಷೆ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ : ಭಾಷೆ ಎಂದರೇನು?, ಭಾಷೆಯ ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು, ಭಾಷೆಯ ಅಧ್ಯಯನದ ಪಾರಂಪರಿಕ ಇತಿಹಾಸ, ಭಾಷಾವಿಜ್ಞಾನ-ಸ್ವರೂಪ, ಭಾಷಾವಿಜ್ಞಾನ-ವ್ಯಾಕರಣ.
- ಘಟಕ-2:** ಭಾಷಾ ವರ್ಗೀಕರಣ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನದ ಪ್ರಮುಖ ಶಾಖೆಗಳು: ಭಾಷಾ ವರ್ಗೀಕರಣದ ತತ್ವಗಳು, ಭಾಷಾ ವಿಜ್ಞಾನದ ಪ್ರಮುಖ ಶಾಖೆಗಳು: ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ, ತೌಲನಿಕ ಭಾಷಾವಿಜ್ಞಾನ, ಅನ್ವಯಿಕ ಭಾಷಾವಿಜ್ಞಾನ.
- ಘಟಕ-3:** ಧ್ವನಿ ಮತ್ತು ಧ್ವನಿಮಾ ವಿಜ್ಞಾನ-ಧ್ವನ್ಯಂಗಗಳು, ಧ್ವನಿ, ಉಪಧ್ವನಿ, ಧ್ವನಿಮಾ ವಿಜ್ಞಾನ- ಧ್ವನಿಮಾ ನಿರ್ಣಯ, ಕನಿಷ್ಠಯುಗ್ಮ-ಸಂದಿಗ್ಧಯುಗ್ಮ ಧ್ವನಿಮಾ ವ್ಯತ್ಯಾಸ.
- ಘಟಕ-4:** ಆಕೃತಿಮಾ ವಿಜ್ಞಾನ-ಆಕೃತಿ, ಆಕೃತಿಮಾ, ಉಪಾಕೃತಿ, ಆಕೃತಿಮಾ ನಿರ್ಣಯ ತತ್ವಗಳು, ಪ್ರಕಾರಗಳು.
- ಘಟಕ-5 :** ವಾಕ್ಯ ಮತ್ತು ಅರ್ಥವಿಜ್ಞಾನ-ವಾಕ್ಯದ ಸ್ವರೂಪ, ಪ್ರಕಾರಗಳು. ಅರ್ಥದ ಸ್ವರೂಪ, ಲಕ್ಷಣಗಳು

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕುಳ್ಳಿ ಜೆ.ಎಸ್ : ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಅಂಬಾರಿ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು, 2019
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8. ಚಿದಾನಂದಮೂರ್ತಿ.ಎಂ : ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1982
9. ಧಾರವಾಡಕರ ರಾ.ಯ : ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ, ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, 1950
10. ಬಿಳಿಗಿರಿ ಎಚ್.ಎಸ್ : ವರ್ಣನಾತ್ಮಕ ವ್ಯಾಕರಣ, ಪ್ರಸಾರಾಂಗ ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು, 2013
11. ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ : ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 2003
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13. ಸೋಮಶೇಖರಗೌಡ : ಭಾಷಾರಚನೆ ಮತ್ತು ಬಳಕೆ, ತುಳುಕಿನ ವೆಂಕಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ ಮೈಸೂರು, 2000
14. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ದ್ರಾವಿಡ ಭಾಷಾ ವ್ಯಾಸಂಗ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, 1976
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16. ನಾರಾಯಣ ಕೆ.ವಿ (ಸಂ), : ಕನ್ನಡ ವಿ.ವಿ.ಭಾಷಾ ವಿಶ್ವಕೋಶ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ

- ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2000
17. ಶಂಕರಭಟ್ ಡಿ.ಎನ್ : ಕನ್ನಡ ವಾಕ್ಯಗಳು ಮತ್ತು ಅರ್ಥವ್ಯವಸ್ಥೆ, 1978
18. ಶಂಕರಭಟ್ ಡಿ.ಎನ್ : ಕನ್ನಡ ವಾಕ್ಯಗಳ ಒಳರಚನೆ, ಭಾಷಾ ಪ್ರಕಾಶನ ರೂಪಾನಗರ
ಮೈಸೂರು, 2004
19. Hocket C.F : A Course in Modern Linguistics, Macmillan, 1964
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, First Semester (CBCS)
Paper: 1.3- General Linguistics (Core Course-III)
ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ
(Model Question Paper)

ಸಮಯ: 3 ಗಂಟೆ.

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ಭಾಷೆ ಎಂದರೇನು? ಬ್ಲಾಕ್ ಮತ್ತು ಟ್ರೈಗರ್‌ರ ವ್ಯಾಖ್ಯೆಯೊಂದಿಗೆ ವಿವರಿಸಿ.
ಅಥವಾ
ಭಾಷೆಯ ಪಾರಂಪರಿಕ ಅಧ್ಯಯನದ ಇತಿಹಾಸವನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಪರಿಚಯಿಸಿ.
2. ಮಾನವ ಭಾಷಾ ವೈಲಕ್ಷಣಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಭಾಷಾವಿಜ್ಞಾನ ಮತ್ತು ವ್ಯಾಕರಣಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸಗಳನ್ನು ಚರ್ಚಿಸಿ.
3. ಭಾಷಾ ವರ್ಗೀಕರಣದ ತತ್ವಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಭಾರತೀಯ ಭಾಷೆಗಳನ್ನು ವರ್ಗೀಕರಿಸಿ.
4. ವರ್ಣನಾತ್ಮಕ ಭಾಷಾ ವಿಜ್ಞಾನವನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಆಕೃತಿಮಾ ಎಂದರೇನು? ಆಕೃತಿಮಾದ ಪ್ರಕಾರಗಳನ್ನು ವಿವರಿಸಿ.
5. ವಾಕ್ಯ ಎಂದರೇನು? ಬಗೆಗಳನ್ನು ತಿಳಿಸಿ.
ಅಥವಾ
ಧ್ವನ್ಯಂಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ತೌಲನಿಕ ಭಾಷಾವಿಜ್ಞಾನ ಎಂದರೇನು?
2. ಕನಿಷ್ಠಯುಗ್ಮ-ಸಂದಿಗ್ಧಯುಗ್ಮಗಳನ್ನು ಉದಾಹರಣೆ ಸಮೇತ ವಿವರಿಸಿ.
3. ಧ್ವನಿಮಾ ವಿಜ್ಞಾನವನ್ನು ಪರಿಚಯಿಸಿ.
4. ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಪರಿಚಯಿಸಿ
5. ವಾಕ್ಯ ಎಂದರೇನು? ಪ್ರಕಾರಗಳನ್ನು ವಿವರಿಸಿ.
6. ಸಾಮಾಜಿಕ ಜೀವನದಲ್ಲಿ ಭಾಷೆಗಿರುವ ಮಹತ್ತ್ವವನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.

Dravidian University, Srinivasavanam, Kuppam

M.A. Kannada First Semester (CBCS)

Paper:1.4- Folk Literature (Core Course-IV)

ಜಾನಪದ ಸಾಹಿತ್ಯ

(Syllabus)

ಘಟಕ-1: ಜಾನಪದದ ವ್ಯಾಖ್ಯಾನಗಳು, ಸ್ವರೂಪ, ವರ್ಗೀಕರಣ,

ಘಟಕ-2: ಕ್ಷೇತ್ರಕಾರ್ಯ: ಜನಪದ ಸಾಹಿತ್ಯ ಸಂಗ್ರಹಣೆ : ದೇಶಿ-ವಿದೇಶಿ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ,

ಘಟಕ-3: ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು: ಪುರಾಣ ಮೂಲ ಸಿದ್ಧಾಂತ, ಭಾರತ ಮೂಲ ಸಿದ್ಧಾಂತ, ಮಾನವಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತ, ಮನೋವಿಶ್ಲೇಷಣಾತ್ಮಕ ಸಿದ್ಧಾಂತ, ಪ್ರದರ್ಶನ ಸಿದ್ಧಾಂತ, ಸಾಂದರ್ಭಿಕ ಸಿದ್ಧಾಂತ, ಚಾರಿತ್ರಿಕ ಸಿದ್ಧಾಂತ, ಭೌಗೋಳಿಕ ಸಿದ್ಧಾಂತ, ರಾಜನಿಕ ಸಿದ್ಧಾಂತ, ದೇಶೀ ಸ್ತೀವಾದ.

ಘಟಕ-4: ಜನಪದ ಸಾಹಿತ್ಯ ಕಾವ್ಯ ಪ್ರಕಾರಗಳು: ಗೀತೆಗಳು, ಲಾವಣಿಗಳು, ಕಥನಗೀತೆಗಳು, ಮಹಾಕಾವ್ಯ, ಜನಪದ ಗದ್ಯ ಪ್ರಕಾರಗಳು: ಜನಪದ ಕಥೆಗಳು, ಐತಿಹ್ಯ, ಪುರಾಣ, ಗಾದೆ, ಒಗಟು, ಒಡಪು

ಘಟಕ-5: ಪಠ್ಯ : 'ಗರತಿಯ ಹಾಡು' ಸಂ:ಹಲಸಂಗಿ ಗೆಳೆಯರು

ಪರಾಮರ್ಶನ ಕೃತಿಗಳು

- | | | |
|---------------------------|---|-----------------------------------------------------------------------------------|
| 1. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ | : | ಜನಪದ ಕೆಲವು ವಿಚಾರಗಳು
ಪ್ರಜ್ವಲ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1984 |
| 2. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ | : | ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು ಮತ್ತು ವಿಧಾನಗಳು,
ಶಕ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1996 |
| 3. ಆರ್ವಿಯಸ್ ಸುಂದರಂ | : | ಜನಪದ ಸಾಹಿತ್ಯದ ಮೂಲತತ್ವಗಳು
ಅರ್ಕಾವತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1997 |
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ಅಜ್ಜಿ ಹೊತ್ತಗೆ, ಕ್ಯಾತನಹಳ್ಳಿ, 1997 |
| 5. ಖಂಡೋಬಿ ಪಿ. ಕೆ | : | ಜಾನಪದ ಮುನ್ನೋಟ,
ಸಂಗೀತ ಪಬ್ಲಿಕೇಶನ್, ಹುಲಿದುರ್ಗ, 1993 |
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ಎನ್.ಆರ್.ವಿ.ಎಂ.ಎಚ್.ಕೋಟೀಶ್ವರ, 1997 |
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ಗುಪ್ತ ಆಫ್ ಸೆಟ್ ಪ್ರಿಂಟರ್ಸ್,
ಮೈಸೂರು, ನಾಲ್ಕನೆ ಮುದ್ರಣ 2015 |
| 8. ನಾಯಕ ದಾಮಾ | : | ಜಾನಪದ ಸ್ವರೂಪ
ತ.ವೆಂ. ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, 1993 |
| 9. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. | : | ಕರ್ನಾಟಕ ಜಾನಪದ ಸಮೀಕ್ಷೆ,
ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಇಲಾಕೆ, ಬೆಂಗಳೂರು, 1982 |
| 10. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ | : | ಜಾನಪದ ಕ್ಷೇತ್ರಕಾರ್ಯ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 1993 |
| 11. ರಾ.ಗೌ.ದಿ.ವಿ.ಕೆ ಮೂರ್ತಿ | : | ಅವಲ್ ಕೂಡಿದ ಗಾದೆಗಳು
ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು, 1969 |
| 12. ರಾಮಚಂದ್ರಗೌಡ ಹಿ.ಶಿ(ಸಂ) | : | ಜಾನಪದಗ್ರಹಿಕೆ ಪರಿಕಲ್ಪನೆ,
ಕರ್ನಾಟಕ ಜಾನಪದ
ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2004 |

13. ಲಕ್ಷಪ್ಪಗೌಡ ಹೆಚ್,ಜಿ : ಒಗಟುಗಳು - ಮೈಸೂರು
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ಮಂಗಳಗಂಗೋತ್ರಿ, 1985
15. ಲಿಂಗಯ್ಯ ಡಿ ಮತ್ತು
ಸಂಧ್ಯಾರೆಡ್ಡಿ.ಆರ್ : ಕನ್ನಡ ಜಾನಪದ ಸ್ವರೂಪ ಮತ್ತು ಸಾಹಿತ್ಯ,
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ಮೂರನೇ ಮುದ್ರಣ, 2000
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ರವಿ ಗ್ರಾಫಿಕ್ಸ್, 1999
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ಬಸವ ಪ್ರಕಾಶನ, ಕಲ್ಬುರ್ಗಿ, 1996
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ಪುತ್ತೂರು ಕರ್ನಾಟಕ ಸಂಘ, ಪುತ್ತೂರು, 1995
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ವೆಂಕಟೇಶ್ ಎಂ ಎನ್ ವಿನಾಯಕ ಆಫ್‌ಸೆಟ್ ಪ್ರಿಂಟರ್ಸ್, ಬೆಂಗಳೂರು
21. ಶ್ರೀಮತಿ ಹೆಚ್.ಎಸ್(ಸಂ) : ಕನ್ನಡ ಮಹಿಳಾ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ,
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ಕರ್ನಾಟಕ ಜಾನಪದ ಸಮ್ಮೇಳನ, ಕಲ್ಬುರ್ಗಿ
27. ಸೋಮಶೇಖರ ಇಮ್ಮಾಪುರ : ಜನಪದ ಸಾಹಿತ್ಯ ದರ್ಶನ-15
ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ,
ಧಾರವಾಡ ಕರ್ನಾಟಕ ವಿ ವಿ - 1994
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2003

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada First Semester (CBCS)
Paper: 1.4- Folk Literature (Core Course-IV)
ಜಾನಪದ ಸಾಹಿತ್ಯ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಜಾನಪದದ ಸ್ವರೂಪ ಮತ್ತು ಲಕ್ಷಣಗಳನ್ನು ವ್ಯಾಖ್ಯಾನಿಸಿ ಸಹಿತ ವಿವರಿಸಿ.
ಅಥವಾ
ಜಾನಪದ ಗೀತೆಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
2. ಜಾನಪದ ವರ್ಗೀಕರಣದ ವಿವಿಧ ಮಾದರಿಗಳಾವುವು? ತಿಳಿಸಿ.
ಅಥವಾ
ಐತಿಹ್ಯ ಮತ್ತು ಪುರಾಣಗಳ ನಡುವಿನ ಸಾಮ್ಯ-ವ್ಯತ್ಯಾಸಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
3. ಜಾನಪದ ಕ್ಷೇತ್ರಕಾರ್ಯದ ವಿಧಿ-ವಿಧಾನಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಿರಿ.
ಅಥವಾ
ರಾಚನಿಕ ಸಿದ್ಧಾಂತರ ಸ್ವರೂಪವನ್ನು ವಿವರವಾಗಿ ಬರೆಯಿರಿ.
4. ಮಹಾಕಾವ್ಯಗಳ ಲಕ್ಷಣ ಮತ್ತು ಸ್ವರೂಪವನ್ನು ವಿವರಿಸಿ.
ಅಥವಾ
ಜಾನಪದ ಕಥೆಗಳು ಮತ್ತು ಅವುಗಳ ವರ್ಗೀಕರಣವನ್ನು ಪರಿಚಯಿಸಿ.
5. ಕರ್ನಾಟಕದಲ್ಲಿ ಜಾನಪದ ಅಧ್ಯಯನ ನಡೆದು ಬಂದ ಹಾದಿಯನ್ನು ವಿವರಿಸಿ.
ಅಥವಾ
'ಗರತಿಯ ಹಾಡು'ಗಳಲ್ಲಿ ಮೂಡಿರುವ ಸ್ತ್ರೀಸಂವೇದನೆಯನ್ನು ವಿಶದೀಕರಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಆಶಯ
2. ಜನಪದ ಭಾಷೆ
3. ಹಲಸಂಗಿ ಗೆಳೆಯರು
4. ಮನೋವಿಶ್ಲೇಷಣಾ ಸಿದ್ಧಾಂತ
5. ಲಾವಣಿ
6. ಮಾದರಿ

Dravidian University, Srinivasavanam, Kuppam

M.A. Kannada First Semester (CBCS)

Paper: 1.5- Kannada Theatre (Core Course-V)

ಕನ್ನಡ ರಂಗಭೂಮಿ

(Syllabus)

ಘಟಕ-1: ರಂಗಭೂಮಿ : ಉಗಮ, ವಿಕಾಸ, ಸ್ವರೂಪ, ಪರಂಪರೆ-ವೈಶಿಷ್ಟ್ಯಗಳು, ಸಂವಹನ ಕಲೆಯಾಗಿ ರಂಗಭೂಮಿ, ಕನ್ನಡ ರಂಗಭೂಮಿಯ ಮೇಲೆ ಗ್ರೀಕ್, ಸಂಸ್ಕೃತ, ಪಾರ್ಸಿ ಹಾಗೂ ಆಂಗ್ಲ ರಂಗಭೂಮಿಯ ಪ್ರಭಾವ, ಮರಾಠಿ ಮತ್ತು ಬೆಂಗಾಲಿ ರಂಗಭೂಮಿಗಳ ನೇಪಥ್ಯದಲ್ಲಿ ಕನ್ನಡ ರಂಗಭೂಮಿ, ಅನುವಾದಿತ ನಾಟಕಗಳು.

ಘಟಕ-2: ರಂಗಭೂಮಿಯ ಪ್ರಕಾರಗಳು: ಮೌಖಿಕ, ಪೌರಾಣಿಕ, ಐತಿಹಾಸಿಕ, ದುರಂತ, ವೈನೋದಿಕ, ಸಾಮಾಜಿಕ, ಗೀತ, ಸಂಗೀತ, ನೃತ್ಯನಾಟಕ, ಅಸಂಗತ, ಬೀದಿ, ಏಕಾಂಕ, ಪ್ರಸಾರ, ಹವ್ಯಾಸಿ, ಏಕವ್ಯಕ್ತಿ, ಮಕ್ಕಳ ನಾಟಕಗಳು, ಇತರೆ ನಾಟಕ ಪ್ರಕಾರಗಳು.

ಘಟಕ-3: ವೃತ್ತಿ ರಂಗಭೂಮಿ, ಹವ್ಯಾಸಿ ರಂಗಭೂಮಿ, ತಂತ್ರಜ್ಞರು, ರಂಗಸಜ್ಜಿಕೆ, ಪ್ರಸಾಧನ, ವೇಷಭೂಷಣಗಳು, ಇತರೆ ನೇಪಥ್ಯಗಳು.

ಘಟಕ-4: ರಂಗಭೂಮಿಯ ನಿರ್ದೇಶಕ, ನೇಪಥ್ಯಕಾರ, ನಟ-ಪ್ರೇಕ್ಷಕ-ರಂಗಭೂಮಿ, ನಟ-ನಟಿಯರು.

ಘಟಕ-5: ಪಠ್ಯ: ಶ್ರೀಕೃಷ್ಣ ಪಾರಿಜಾತ ಸಂ:ಎಂ.ಎಸ್.ಸುಂಕಾಪುರ.

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada First Semester (CBCS)
Paper: 1.5- Kannada Theatre (Core Course-V)
ಕನ್ನಡ ರಂಗಭೂಮಿ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ನಾಟಕ ಸಾಹಿತ್ಯ ಬೆಳೆದು ಬಂದ ಬಗೆಯನ್ನು ತಿಳಿಸಿ.
ಅಥವಾ
ವೃತ್ತಿ ನಾಟಕರಂಗ ಎಂದರೇನು? ನಾಟಕ ಕ್ಷೇತ್ರಕ್ಕೆ ಅದರ ಕೊಡುಗೆಗಳೇನು?
2. ಅನುವಾದ ನಾಟಕಗಳ ಪರಂಪರೆ ಮತ್ತು ಇತಿಹಾಸವನ್ನು ವಿಷದೀಕರಿಸಿ.
ಅಥವಾ
ರಂಗಭೂಮಿಯ ಪ್ರಕಾರಗಳಾವುವು? ವಿಶ್ಲೇಷಿಸಿ.
3. ಕನ್ನಡ ಹವ್ಯಾಸಿ ರಂಗಭೂಮಿ ಕುರಿತು ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ
ಅಥವಾ
ರಂಗಭೂಮಿ ಮತ್ತು ಸಂವಹನ ಕಲೆಗಳಿಗಿರುವ ಸಂಬಂಧವೇನು? ಪರಾಮರ್ಶಿಸಿ.
4. ಕನ್ನಡ ರಂಗಭೂಮಿಯು ಬೆಳೆದು ಬಂದ ಬಗೆ ಹೇಗೆ? ವಿವರಿಸಿ.
ಅಥವಾ
ರಂಗಭೂಮಿಯ ಬೆಳವಣಿಗೆಗೆ ಕಾರಣರಾದ ಪ್ರಾರಂಭಿಕ ನಾಟಕಕಾರರಾರು? ಚರ್ಚಿಸಿ.
5. ಉತ್ತರ ಕರ್ನಾಟಕದ ಬಯಲಾಟ ಪ್ರಕಾರಗಳಲ್ಲಿ ಶ್ರೀಕೃಷ್ಣ ಪಾರಿಜಾತದ ಮಹತ್ವವನ್ನು ಗುರುತಿಸಿ.
ಅಥವಾ
'ಶ್ರೀಕೃಷ್ಣ ಪಾರಿಜಾತದ ' ಜನಪ್ರಿಯತೆಗೆ ಕಾರಣಗಳೇನು?ವಿವರಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ವೃತ್ತಿರಂಗಭೂಮಿಯ ಸವಾಲುಗಳು.
2. ಕರ್ನಾಟಕದ ಪ್ರಮುಖ ರಂಗ ತಂಡಗಳು.
3. ಹವ್ಯಾಸಿ ರಂಗಭೂಮಿಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನಟ-ನೇಪಥ್ಯ-ನಿರ್ದೇಶನ
4. ದೊಡ್ಡಾಟ.
5. ಬಯಲಾಟ-ಯಕ್ಷಗಾನ.
6. ಬೀದಿ ನಾಟಕಗಳು.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.1-Medieval Kannada Literature (Core Course-VI)
ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ

(Syllabus)

ಭಾಗ-1

- ಘಟಕ-1:** ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ : ಸ್ವರೂಪ, ಲಕ್ಷಣ, ಧಾರ್ಮಿಕ, ರಾಜಕೀಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಹಿನ್ನೆಲೆಗಳು
- ಘಟಕ-2:** ಈ ಯುಗದ ಸಾಹಿತ್ಯ ರೂಪಗಳು: ಸ್ವರೂಪ, ವೈಶಿಷ್ಟ್ಯ (ವಚನ, ರಗಳೆ, ತ್ರಿಪದಿ, ಸಾಂಗತ್ಯ, ಷಟ್ಪದಿ, ಕೀರ್ತನೆ, ಕಂದ)

ಭಾಗ-2

ಪಠ್ಯಗಳು

- ಘಟಕ-3:** ವಚನ ಕಮ್ಮಟ, ಸಂ: ಕಿ.ರಂ ನಾಗರಾಜ, ಕೆ.ಮರುಳಸಿದ್ದಪ್ಪ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
- ಘಟಕ-4:** ಜನಪ್ರಿಯ ಕನಕ ಸಂಪುಟ: ಕೀರ್ತನೆಗಳು, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ
- ಘಟಕ-5:** ಕುಮಾರವ್ಯಾಸ : ಕರ್ಣಪರ್ವ, ಸಂ:ತ.ಸು.ಶ್ಯಾಮರಾಯ
ಹರಿಹರ : ಮಾದಾರ ಚನ್ನಯ್ಯ ರಗಳೆ, ಸಂ: ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ
ರತ್ನಾಕರ : ಆಸ್ಥಾನ ಸಂಧಿ, ಸಂ: ಜಿ.ಬ್ರಹ್ಮಪ್ಪ
ಜನ್ನ : ವಸಂತಯತು ವರ್ಣನೆಯ ಭಾಗ, ಸಂ:ಕ.ವೆಂ.ರಾಘವಾಚಾರ್ಯರು

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ : ಹರಿಹರನ ರಗಳೆಗಳು, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ಮೊದಲ ಮುದ್ರಣ 1999.
2. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ, ಕುರ್ತಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ, ಮೊ.ಮು 1995.
3. ಚೆನ್ನಪ್ಪ ಉತ್ತಂಗಿ : ಸರ್ವಜ್ಞನ ವಚನಗಳು ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2004.
4. ತರಿಕೆರೆ ರಹಮತ್(ಸಂ) : ಕುಮಾರವ್ಯಾಸ ಭಾರತ - ಸಾಂಸ್ಕೃತಿಕ ಮುಖಾಮುಖಿ, ಪ್ರಸಾರಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2004.
5. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ ಹೆಚ್ : ವಚನಗಳಲ್ಲಿ ವೀರಶೈವಧರ್ಮ ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ಮೊದಲ ಮುದ್ರಣ 1969.
6. ತೆಕ್ಕುಂಜಿ ಗೋಪಾಲ ಕೃಷ್ಣ(ಗದ್ಯ) : ಜನ್ನ ಕವಿಯ ಯಶೋಧರ ಚರಿತೆ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಚಾಮರಾಜಪೇಟೆ ಬೆಂಗಳೂರು, ಮರುಮುದ್ರಣ 2001.
7. ನರಸಿಂಹಚಾರ್. ಆರ್ : ಕರ್ನಾಟಕ ಕವಿಚರಿತೆ ಸಂಪುಟ- 1,2,3, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಚಾಮರಾಜಪೇಟೆ ಬೆಂಗಳೂರು, 2005.
8. ನಾಗರತ್ನಟಿ. ಎನ್ : ದಾಸ ಸಾಹಿತ್ಯ ಸುಧೆ ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ, ಮೈಸೂರು.

9. ನಾಗರಾಜಪ್ಪ ಕೆ.ಜೆ : ಮರುಚಿಂತನೆ,
ಪ್ರಣತಿ ಪ್ರಕಾಶನ, ತುಮಕೂರು, 1985.
10. ನಾಗರಾಜಯ್ಯ ಹಂಪಾ : ಸಾಂಗತ್ಯ ಕವಿಗಳು
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 1975.
11. ನಾರಾಯಣ ಪಿ.ವಿ : ವಚನ ಸಮಗ್ರ
ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2005.
12. ನಾಯಕ.ಹಾ.ಮಾ : ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ,
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1975.
13. ಮೃತ್ಯುಂಜಯರುಮಾಲೆ(ಸಂ) : ಬಸವ ಸಾಹಿತ್ಯ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2004.
14. ಮುಗಳಿ.ರಂ.ಶ್ರೀ : ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು
ಹೇಮಂತ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು, 1973.
15. ಮುಗಳಿ ರಂ.ಶ್ರೀ : ಸಮಗ್ರ ಸಾಹಿತ್ಯ ಸಂಪುಟ 1,2
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
16. ರತ್ನಮ್ಮ ಕೆ.ಎಸ್ : ಸಂಚಿ ಹೊನ್ನಮ್ಮನ ಹದಿಬದೆಯ ಧರ್ಮ,
ತನುಮನ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2007.
17. ರತ್ನಕರವರ್ಣಿ : ಕವಿ, ಕಾವ್ಯ, ವಿಚಾರ,
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು,
ಬೆಂಗಳೂರು, 1980.
18. ವೀರಣ್ಣ ರಾಜೂರ : ಕನ್ನಡ ಸಾಂಗತ್ಯ ಸಾಹಿತ್ಯ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 1935.
19. ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ ವಿ : ಶಾಸ್ತ್ರೀಯ ಸಂಪುಟ :3,
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 1991.
20. ವೆಂಕಟೇಶ ಮೂರ್ತಿ ಹೆಚ್.ಎಸ್ : ಕೀರ್ತನಕಾರರು
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 1975.
21. ಶಾಮರಾಯರು ತ.ಸು : ಕುಮಾರವ್ಯಾಸ ಭಾರತ
ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ದೆಹಲಿ, ಮೊದಲ ಮುದ್ರಣ 1972.
22. ಶಿವಕುಮಾರ್ ಕೆ.ವೈ : ಜನ ಒಂದು ಅಧ್ಯಯನ
ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
23. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್. : ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ 1 ರಿಂದ
ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1972.
24. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಕನ್ನಡ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಬೆಂಗಳೂರು
ವಿಶ್ವವಿದ್ಯಾಲಯ, 1982.
25. ಸೀತಾರಾಮಯ್ಯ. ವೀ : ಕವಿಕಾವ್ಯ ಪರಂಪರೆ
ವಿ. ಸಿ. ಸಂಪದ, ಬೆಂಗಳೂರು, 2003.
26. ಗುರುಲಿಂಗ ಕಾಪಸೆ : ಅಕ್ಕಮಹಾದೇವಿ
27. ವೃಷಭೇಂದ್ರಸ್ವಾಮಿ.ಎಸ್.ಎಂ : ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಅಲ್ಲಮಪ್ರಭು
28. ಕನ್ನಡದಲ್ಲಿ ಷಟ್ಪದಿ ಸಾಹಿತ್ಯ : ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ
29. ಕೀರ್ತನಕಾರರು :
30. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಚಾರಿತ್ರಿಕ ಅಂಶಗಳು
31. ಗುರುಪಾದ ಮರಿಗುದ್ದಿ : ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿವೇಷ
32. ವಸಂತ ಕುಷ್ಟಗಿ : ಪುರಂದರದಾಸರ ಪದಗಳು

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper-2.1: Medieval Kannada Literature (Core Course-VI)
ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10 X5=50

1. ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರೇರಣೆ, ಧೋರಣೆಗಳೇನು? ವಿವರಿಸಿ.
 ಅಥವಾ
 ಕೀರ್ತನೆಗಳಲ್ಲಿ ಕಂಡುಬರುವ ಸಾಮಾಜಿಕ ಚಿತ್ರಣದ ಕುರಿತು ಬರೆಯಿರಿ.
2. ನಡುಗನ್ನಡ ಕಾಲಘಟ್ಟಕ್ಕಿಂತ ಹಿಂದೆ ಇದ್ದ ಸಾಹಿತ್ಯ ರೂಪಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
 ಅಥವಾ
 ವಚನಗಳ ಚರಿತ್ರೆ ಮತ್ತು ಸಾರ್ಥಕವನ್ನು ವಿವರಿಸಿ.
3. ಹರಿಹರನ ರಗಳೆಗಳ ಕಾವ್ಯಾತ್ಮಕತೆಯನ್ನು ಗುರುತಿಸಿ.
 ಅಥವಾ
 ಹರಿಹರನ ರಗಳೆಗಳಲ್ಲಿ ಮಾದಾರ ಚೆನ್ನಯ್ಯನ ರಗಳೆಯ ಮಹತ್ವವನ್ನು ವಿಶ್ಲೇಷಿಸಿ.
4. ಭರತೇಶ ವೈಭವದಲ್ಲಿ ಕಂಡು ಬರುವ ಯೋಗ-ಭೋಗ ಸಮನ್ವಯದ ಸ್ವರೂಪವೆಂಥದ್ದು? ವಿವರಿಸಿ.
 ಅಥವಾ
 ಆಸ್ಥಾನ ಸಂಧಿಯ ವಿಶೇಷತೆಗಳೇನು? ವಿವರಿಸಿ.
5. ಜನ್ನನ 'ಯಶೋಧರ ಚರಿತೆ'ಯಲ್ಲಿ ಪ್ರಕೃತಿಯ ವರ್ಣನೆ ಹೇಗೆ ಬಂದಿದೆ? ಪರಾಮರ್ಶಿಸಿ.
 ಅಥವಾ
 ಅಮೃತಮತಿಯ ಪಾತ್ರವನ್ನು ಸ್ತ್ರೀವಾದಿ ನೆಲೆಯಲ್ಲಿ ಪರಿಚಯಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ವಚನ ರೂಪದ ಉಗಮ.
2. ಸಾಂಗತ್ಯ ಕವಿಗಳು.
3. ಭಾಮಿನಿ ಷಟ್ಪದಿ.
4. ಭರತೇಶ ವೈಭವದಲ್ಲಿ ಸ್ತ್ರೀ ಪಾತ್ರಗಳು.
5. ಮಾದಾರ ಚೆನ್ನಯ್ಯನ ವೈಕಿತ್ಯ.
6. ವಸಂತಯುತುವಿನ ಆಗಮನ.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper-2.2. : Western Poetics (Core Course -VII)
ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ

(Syllabus)

- ಘಟಕ-1:** ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ : ಪರಂಪರೆ ಮತ್ತು ಸ್ವರೂಪ
- ಘಟಕ-2:** ಪ್ರಾಚೀನ ಮತ್ತು ಆಧುನಿಕ ಮೀಮಾಂಸಕರು : ಪ್ಲೇಟೋ, ಅರಿಸ್ಟಾಟಲ್, ಹೆರೇಸ್, ವರ್ಡ್ಸ್‌ವರ್ತ್, ಕೋಲರಿಜ್, ಷೆಲ್ಲಿ, ಕ್ರೋಚೆ.
- ಘಟಕ-3:** ಪ್ಲೇಟೋ: ಅನುಕರಣ ಸಿದ್ಧಾಂತ, ಅರಿಸ್ಟಾಟಲ್: ಭಾವವಿರೇಚನ ಸಿದ್ಧಾಂತ.
- ಘಟಕ-4:** ಲಾಂಜಿನಸ್: ಮಹೋನ್ನತಿ ಸಿದ್ಧಾಂತ, ಎಡ್ಜರ್ಡ್ ಬುಲ್ಲೋ: ಮಾನಸಿಕ ದೂರ ಸಿದ್ಧಾಂತ, ಕೋಲ್ರಿಜ್: ಕಲ್ಪನಾ ಸಿದ್ಧಾಂತ.
- ಘಟಕ-5:** ಕ್ರೋಚೆ: ಅಭಿವ್ಯಕ್ತಿ ಸಿದ್ಧಾಂತ, ಟಿ.ಎಸ್. ಎಲಿಯಟ್: ವ್ಯಕ್ತಿ ನಿರಪೇಕ್ಷ ಸಿದ್ಧಾಂತ ಮತ್ತು ವಸ್ತುಪ್ರತಿರೂಪ ಸಿದ್ಧಾಂತ. ಐ.ಎ. ರಿಚರ್ಡ್ಸ್: ಸಂವಹನ ಸಿದ್ಧಾಂತ ಮತ್ತು ಮೌಲ್ಯ ಸಿದ್ಧಾಂತ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | | |
|-------------------------|---|----------------------------------------------------------------------------------|
| 1. ಇನಾಂದಾರ್ ವಿ.ಎಂ | : | ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಉಷಾ ಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು, 1982 |
| 2. ಕೇಶವ ಶರ್ಮ ಕೆ. | : | ವಿಮರ್ಶೆಯ ತತ್ವಗಳು
ದ್ರಾವಿಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕುಪ್ಪಂ, 2018 |
| 3. ಕೃಷ್ಣಮೂರ್ತಿ ಕೆ. | : | ಕನ್ನಡ ಔಚಿತ್ಯ ವಿಚಾರ ಚರ್ಚೆ
ಶಾರದಾ ಮಂದಿರ ಮೈಸೂರು, 1960 |
| 4. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ | : | ನವ್ಯ ವಿಮರ್ಶೆ
ಅಕ್ಷರ ಪ್ರಕಾಶನ ಸಾಗರ, 1973 |
| 5. ನಾಗಭೂಷಣ ಸ್ವಾಮಿ ಓ.ಎಲ್ | : | ವಿಮರ್ಶೆಯ ಪರಿಭಾಷೆ
ಪರಿಸರ ಸಾಹಿತ್ಯ ಶಿವಮೊಗ್ಗ, 1983 |
| 6. ಬಾಲಸುಬ್ರಹ್ಮಣ್ಯಂ ಎನ್ | : | ಲಾಂಜಿನಸ್‌ನ ಔನ್ನತ್ಯ ವಿಚಾರ ಚರ್ಚೆ
ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಪ್ರಸಾರಾಂಗ, ಮೈ.ವಿ.ವಿ. 1992 |
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ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಪ್ರಸಾರಾಂಗ, ಮೈ.ವಿ.ವಿ. 1980 |
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper- 2.2: Western Poetics (Core Course-VII)
ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆಯ ಸ್ವರೂಪ ಮತ್ತು ಲಕ್ಷಣಗಳನ್ನು ವಿಶದಪಡಿಸಿ.
ಅಥವಾ
ಪ್ಲೇಟೋನ ಅನುಕರಣ ಸಿದ್ಧಾಂತವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
2. ಭವ್ಯತಾತ್ಪದ ಸ್ವರೂಪವೇನು? ವಿವರಿಸಿ.
ಅಥವಾ
ಪಾಶ್ಚಾತ್ಯ ವಿಮರ್ಶಕರ ದೃಷ್ಟಿಯಲ್ಲಿ ಸಹೃದಯನ ಸ್ಥಾನವೇನು? ವಿಶ್ಲೇಷಿಸಿ.
3. ಎಲಿಯಟ್‌ನ ವ್ಯಕ್ತಿ ನಿರಪೇಕ್ಷವಾದದ ಪ್ರಮುಖ ಅಂಶಗಳನ್ನು ಗುರುತಿಸಿ.
ಅಥವಾ
ಕಾವ್ಯ ಪ್ರಯೋಜನವನ್ನು ಕುರಿತು ಪಾಶ್ಚಾತ್ಯ ಮೀಮಾಂಸಕರ ನಿಲುವೇನು? ಸ್ಪಷ್ಟಪಡಿಸಿ.
4. ಪರಂಪರೆ ಮತ್ತು ವ್ಯಕ್ತಿಪ್ರತಿಭೆ ತತ್ಪದ ಬಗೆಗೆ ಎಲಿಯಟ್‌ನ ಅಭಿಪ್ರಾಯಗಳೇನು? ಪರಾಮರ್ಶಿಸಿ.
ಅಥವಾ
ಕೊಲ್‌ರಿಜ್‌ನ ಕಲ್ಪನಾ ಸಿದ್ಧಾಂತದ ಸ್ವರೂಪದ ಕುರಿತು ಬರೆಯಿರಿ.
5. ಭಾವವಿರೇಚನೆ ಎಂದರೇನು? ಕಾವ್ಯ ಸಂದರ್ಭದಲ್ಲಿ ಅದನ್ನು ಹೇಗೆ ಪ್ರತಿಪಾದಿಸಲಾಗುತ್ತದೆ? ವಿವರಿಸಿ.
ಅಥವಾ
ಸಂವಹನ ಸಿದ್ಧಾಂತ ಎಂದರೇನು? ಪರಾಮರ್ಶಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಕವಿ, ಸಹೃದಯ, ವಿಮರ್ಶಕ
2. ಹೋಮರ್‌ನ ಒಡಿಸ್ಸಿ
3. ಐ.ಎ.ರಿಚರ್ಡ್‌ನ ಮೌಲ್ಯಸಿದ್ಧಾಂತ
4. ಹೋರೇಸ್
5. ಕ್ರೋಚಿಯ ಅಭಿವ್ಯಕ್ತಿ ಸಿದ್ಧಾಂತ
6. ಲಾಂಜಿನಸ್‌ನ ಔನ್ನತ್ಯ ವಿಚಾರ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper-2.3: Epigraphy (Core Course-VIII)
ಶಾಸನಶಾಸ್ತ್ರ
(Syllabus)

- ಘಟಕ-1: ಶಾಸನ ನಿರ್ವಚನ:** ಕನ್ನಡ ಶಾಸನಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ, ವೈಶಿಷ್ಟ್ಯ, ಶಾಸನಗಳ ರೂಪಾಂಶಗಳು ಮತ್ತು ಕವಿಗಳು.
- ಘಟಕ-2: ಶಾಸನಗಳ ವರ್ಗೀಕರಣ:** ದಾನ ಶಾಸನ, ಪ್ರಶಸ್ತಿ ಶಾಸನ, ವೀರಗಲ್ಲುಗಳು, ಮಾಸ್ತಿಕಲ್ಲುಗಳು, ನಿಷಿದಿಗಲ್ಲು, ಯೂಪಗಲ್ಲುಗಳು.
- ಘಟಕ-3: ಶಾಸನಗಳ ಮಹತ್ವ:** ಧಾರ್ಮಿಕ, ಸಾಮಾಜಿಕ, ಭಾಷಿಕ, ರಾಜಕೀಯ ಹಾಗೂ ಸಾಂಸ್ಕೃತಿಕ.
- ಘಟಕ-4: ಶಾಸನಗಳ ಪಠ್ಯ:** 1. ಹಲಿಡಿ ಶಾಸನ, 2. ಬದಾಮಿಯ ಕಪ್ಪೆ ಅರಭಟ್ಟನ ಶಾಸನ, 3. ಅತಕೂರು ಶಾಸನ, 4. ಗಂಗಾಧರಂ ಶಾಸನ, 5. ಬುಕ್ಕರಾಯನ ಶ್ರವಣಬೆಳಗೊಳ ಶಾಸನ.
- ಘಟಕ-5: ಕನ್ನಡ ಶಾಸನಗಳ ಅಧ್ಯಯನದ ಇತಿಹಾಸ ಮತ್ತು ಅಧ್ಯಯನ ನಡೆಸಿದ ವಿದ್ವಾಂಸರು:** ಮೆಕೆಂಜಿ, ರೈಸ್, ಫ್ಲೀಟ್, ಆರ್.ನರಸಿಂಹಾಚಾರ್, ಜಿ.ಎಸ್.ಗಾಯಿ, ಬಿ.ಆರ್.ಗೋಪಾಲ್, ಎಚ್.ಎಂ.ಕೃಷ್ಣ, ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

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|-------------------------------|---|--------------------------------------------------------------------------------------------------|
| 1. ಅಣ್ಣಿಗೇರಿ ಎಂ.ಎಂ. | : | ಶಾಸನ ಸಂಗ್ರಹ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು,
ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು, 1999 |
| 2. ದೇಸಾಯಿ ಪಿ.ಬಿ. | : | ಕನ್ನಡ ನಾಡಿನ ಶಾಸನಗಳು
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1971 |
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ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1975 |
| 4. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ. | : | ಶಾಸನಗಳಲ್ಲಿ ಶಿವಶರಣರು
ವೀರಶೈವ ಅಧ್ಯಯನ ಅಕಾಡೆಮಿ, ಗದಗ, 1978 |
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ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2003 |
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ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು, 1977, 2015 |
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ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು, |
| 8. ಕೃಷ್ಣಕುಮಾರ್ ಸಿ.ಪಿ. | : | ಶಾಸನಶಾಸ್ತ್ರ ಪ್ರವೇಶ |

- ಚೀತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು 2001
9. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. : ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು,
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ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ವಿದ್ಯಾರಣ್ಯ, ಹಂಪಿ, 1999
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ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 2015
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper-2.3. : Epigraphy (Core Course-VIII)
ಶಾಸನಶಾಸ್ತ್ರ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ಕನ್ನಡ ಶಾಸನಗಳ ಅಧ್ಯಯನದ ಇತಿಹಾಸವನ್ನು ತಿಳಿಸಿ.
ಅಥವಾ
ಗಂಗಾಧರಂ ಶಾಸನದ ವೈಶಿಷ್ಟ್ಯವೇನು? ವಿಶದಪಡಿಸಿ.
2. ಆತ್ಮಬಲಿಯ ಪ್ರಕಾರಗಳನ್ನು ವಿವರಿಸಿ.
ಅಥವಾ
ಶಾಸನಶಾಸ್ತ್ರ ಎಂದರೇನು? ಲಿಪಿಶಾಸ್ತ್ರದೊಡನೆ ಇದು ಹೊಂದಿರುವ ಸಂಬಂಧವೇನು? ವಿಶ್ಲೇಷಿಸಿ.
3. ಪ್ರಾಚೀನ ಭಾರತದ ವಿದ್ಯಾಭ್ಯಾಸ ಪದ್ಧತಿಯನ್ನು ಕುರಿತು ಶಾಸನಗಳು ನೀಡುವ ವಿವರಣೆ ಏನು?
ಪರಾಮರ್ಶಿಸಿ.
ಅಥವಾ
ಕರ್ನಾಟಕದ ಆರ್ಥಿಕ ವ್ಯವಸ್ಥೆಯನ್ನು ಅರಿಯಲು ಶಾಸನಗಳು ಒದಗಿಸುವ ಮಾಹಿತಿಗಳೇನು? ಚರ್ಚಿಸಿ.
4. ಶಾಸನಗಳ ಆಧಾರದ ಮೇಲೆ ಶೈವಧರ್ಮದ ಪರಂಪರೆಯನ್ನು ತಿಳಿಸಿ.
ಅಥವಾ
ಶಾಸನಗಳಿಂದ ತಿಳಿದುಬರುವ ಸಾಂಸ್ಕೃತಿಕ ವಿವರಗಳನ್ನು ಪರಿಚಯಿಸಿ.
5. ಶಾಸನಗಳಲ್ಲಿ ವ್ಯಕ್ತವಾಗುವ ಸಾಮಾಜಿಕ ಹಾಗೂ ರಾಜಕೀಯ ಅಂಶಗಳನ್ನು ಚರ್ಚಿಸಿ.
ಅಥವಾ
ಬದಾಮಿಯ ಕಪ್ಪೆ ಅರಭಟ್ಟನ ಶಾಸನದ ವೈಶಿಷ್ಟ್ಯಗಳೇನು? ವಿಶ್ಲೇಷಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ತುಱುಗೋಳ್
2. ಕೂಟ ಶಾಸನ
3. ನಿಷಿದಿಗಲ್ಲು
4. ಗ್ರಾಮಾಡಳಿತ ವ್ಯವಸ್ಥೆಯ ಚಿತ್ರಣ
5. ಶಾಸನ ಮತ್ತು ಮಹಿಳೆ
6. ಮಹಾಸತಿಕಲ್ಲು

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.4- Translation Studies (Core Course IX)
ಭಾಷಾಂತರ ಅಧ್ಯಯನ
(Syllabus)

- ಘಟಕ-1: ಭಾಷಾಂತರ:** ಅರ್ಥ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಖ್ಯೆಗಳು, ಭಾಷಾಂತರಕಾರನ ಅರ್ಹತೆಗಳು ಮತ್ತು ಆದರ್ಶ, ಭಾಷಾಂತರದ ಪರಿಕಲ್ಪನೆ. ಭಾಷಾಂತರದ ಮಹತ್ವ ಮತ್ತು ಪ್ರಯೋಜನಗಳು.
- ಘಟಕ-2: ಭಾಷಾಂತರದ ಪ್ರಕಾರಗಳು:** ಶಬ್ದಾನುವಾದ, ಭಾವಾನುವಾದ, ಸಂಗ್ರಹಾನುವಾದ, ಸರಳಾನುವಾದ, ಅರ್ಥಾನುವಾದ, ರೂಪಾಂತರ, ನಿಕಟಾನುವಾದ, ವಿಸ್ತಾರಾನುವಾದ.
- ಘಟಕ-3: ಭಾಷಾಂತರದ ವಿವಿಧ ತತ್ವಗಳು/ಸಿದ್ಧಾಂತಗಳು:** ವಿಧೇಯತಾ ತತ್ವ, ಆನಂದ ತತ್ವ, ಅನುರೂಪತಾ ತತ್ವ, ಪರಿಹಾರ ತತ್ವ, ಮೂಲಾಭಾಸತಾ ತತ್ವ.
- ಘಟಕ-4: ಭಾಷಾಂತರದ ಇತ್ತೀಚಿನ ಹೊಸ ಬೆಳವಣಿಗೆಗಳು, ಹೊಸ ಸಾಧ್ಯತೆಗಳು:** ವೃತ್ತಿಪರ ಪ್ರವೃತ್ತಿಗಳು, ಸಾಹಿತ್ಯಿಕ ಪ್ರವೃತ್ತಿಗಳು, ಸಾಹಿತ್ಯೇತರ ಪ್ರವೃತ್ತಿಗಳು, ಭಾಷಿಕ ಪ್ರವೃತ್ತಿಗಳು, ಯಂತ್ರಾನುವಾದ.
- ಘಟಕ-5: ಭಾಷಾಂತರ ಮತ್ತು ವಸಾಹತು ಸಂದರ್ಭ:** ಮಿಶನರಿಗಳು ಮತ್ತು ಭಾಷಾಂತರ, ದೇಶೀ ವಿದ್ವಾಂಸರು, ಹೆಚ್ಚಿಯಂಗಡಿ ನಾರಾಯಣರಾವ್, ಎಸ್.ಜಿ.ನರಸಿಂಹಾಚಾರ್, ಗಳಗನಾಥ, ಬಿ.ವೆಂಕಟಾಚಾರ್ಯ, ಬಸವಪ್ಪ ಶಾಸ್ತ್ರಿ, ಎಂ.ಎಲ್. ಶ್ರೀಕಂಠೇಶಗೌಡ, ಬಿ.ಎಂ.ಶ್ರೀ, ಎ.ಕೆ.ರಾಮಾನುಜಂ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

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ಎಚ್.ಎಲ್. ನಾಗೇಗೌಡ ಸನ್ಮಾನ ಸಮಿತಿ,
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ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ, 2004
12. ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಅರೋರ : ಭಾಷಾಂತರ ಸೌರಭ,
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ಶ್ರೀ ಲಲಿತಾ ಬುಕ್ ಬ್ಯೂರೊ ಮೈಸೂರು, 2009
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15. ಮಹೇಶ್ವರಯ್ಯ ಹೆಚ್.ಎಂ : ಭಾಷೆ ಮತ್ತು ಸೃಜನಶೀಲತೆ
16. ರಾಮಚಂದ್ರ ದೇವ : ಷೇಕ್ಸ್ಪಿಯರ್ ಎರಡು ಸಂಸ್ಕೃತಿಗಳಲ್ಲಿ
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.4- Translation Studies (Core Course IX)
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. 'ಭಾಷಾಂತರ ಎಂಬುದು ವೈಜ್ಞಾನಿಕ ಕಲೆ' ಚರ್ಚಿಸಿ.
 ಅಥವಾ
 ಭಾಷಾಂತರಕಾರನ ಅರ್ಹತೆಗಳ ಬಗೆಗೆ ಬರೆಯಿರಿ.
2. ಭಾಷಾಂತರದ ಸಮಸ್ಯೆಗಳು ಯಾವುವು? ವಿವರಿಸಿ.
 ಅಥವಾ
 ಯಂತ್ರಾನುವಾದ ಎಂದರೇನು? ಇತ್ತೀಚಿನ ಬೆಳವಣಿಗೆಗಳೊಂದಿಗೆ ವಿಶದೀಕರಿಸಿ.
3. ಮಾಧ್ಯಮಗಳಲ್ಲಿ ನಡೆಯುವ ಭಾಷಾಂತರ ಪ್ರಕ್ರಿಯೆಯ ಸಾಧ್ಯತೆಗಳನ್ನು ಪರಿಶೀಲಿಸಿ.
 ಅಥವಾ
 ಶಬ್ದಾನುವಾದ ಎಂದರೇನು? ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಿವರಿಸಿ.
4. ಭಾಷಾಂತರದ ಮಹತ್ವ ಮತ್ತು ಪ್ರಯೋಜನಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
 ಅಥವಾ
 ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮೊದಲ ಘಟ್ಟದಲ್ಲಿ ಕಂಡುಬರುವ ಭಾಷಾಂತರ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವಿವರಿಸಿ
5. ಭಾಷಾಂತರದ ಸಿದ್ಧಾಂತಗಳನ್ನು ಸ್ಥೂಲವಾಗಿ ಪರಿಚಯಿಸಿ.
 ಅಥವಾ
 ಹತ್ತೊಂಬತ್ತನೇ ಶತಮಾನದ ಭಾಷಾಂತರ ಚಟುವಟಿಕೆಗಳ ಕುರಿತು ಬರೆಯಿರಿ

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಲಿಪ್ಯಂತರ
2. ವಿಧೇಯತಾ ತತ್ವ
3. ರೂಪಾಂತರ
4. ಬಿ.ಎಂ.ಶ್ರೀಯವರ ಇಂಗ್ಲೀಷ್ ಗೀತೆಗಳು
5. ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಭಾಷಾಂತರದ ಮಹತ್ವ
6. ವಿಸ್ತಾರಾನುವಾದ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.5. - Kannada Journalism (External Elective-I)
ಕನ್ನಡ ಪತ್ರಿಕೋದ್ಯಮ

(Syllabus)

- ಘಟಕ-1:** ಪತ್ರಿಕೋದ್ಯಮ: ಪರಿಚಯ, ಭಾರತದಲ್ಲಿ ಪತ್ರಿಕೋದ್ಯಮದ ಆರಂಭಿಕ ಘಟ್ಟ, ಮುದ್ರಣ ಕಲೆ.
- ಘಟಕ-2:** ಪತ್ರಿಕೋದ್ಯಮದ ಸ್ವರೂಪ: ಸುದ್ದಿಯ ಮೂಲಗಳು, ಲಕ್ಷಣ, ವ್ಯಾಖ್ಯೆ -ವರದಿಗಾರನ ಅರ್ಹತೆಗಳು ಮತ್ತು ಜವಾಬ್ದಾರಿಗಳು.
- ಘಟಕ-3:** ಪತ್ರಿಕೆ: ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ತಾಂತ್ರಿಕ ವಿನ್ಯಾಸ: ಪತ್ರಿಕಾ ಕಛೇರಿ ಮತ್ತು ಪತ್ರಿಕಾ ವಿನ್ಯಾಸ, ಆಡಳಿತವರ್ಗ, ಸಂಪಾದಕರ ಮಂಡಳಿ, ಮುದ್ರಣ ವಿಭಾಗ, ಡಿ.ಟಿ.ಪಿ., ಕರಡು ತಿದ್ದುಪಡಿ, ಪತ್ರಿಕೆ ಮತ್ತು ಜಾಹೀರಾತು, ಅಂಕಣ ಬರಹಗಳು, ತಲೆಬರಹ, ಪತ್ರಿಕಾ ಸಾಹಿತ್ಯ, ಪತ್ರಿಕಾ ಕಾನೂನು.
- ಘಟಕ-4:** ಕನ್ನಡದ ಪ್ರಮುಖ ಪತ್ರಿಕೆಗಳು: ಕನ್ನಡದ ಪ್ರಮುಖ ಪತ್ರಿಕೆಗಳು, ಪತ್ರಿಕೆಗಳ ವಿವಿಧ ಬಗೆಗಳು; ದಿನ ಪತ್ರಿಕೆ, ವಾರಪತ್ರಿಕೆ, ಪಾಕ್ಷಿಕ ಪತ್ರಿಕೆ ಮತ್ತು ಮಾಸಪತ್ರಿಕೆ, ಪತ್ರಿಕಾ ಬರವಣಿಗೆ-ಭಾಷೆ, ಶೈಲಿ ಇತ್ಯಾದಿ.
- ಘಟಕ-5:** ಸುದ್ದಿ ಮಾಧ್ಯಮ ಮತ್ತು ಆಧುನಿಕ ಸಂದರ್ಭ: ಮಾಧ್ಯಮ ಮತ್ತು ಆಧುನಿಕ ಸವಾಲುಗಳು, ಎಲೆಕ್ಟ್ರಾನಿಕ್ ಮಾಧ್ಯಮ, ಮಾಧ್ಯಮ ಮತ್ತು ಸಮಾಜ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಅರ್ಜುನದೇವ ಎನ್ : ವಾರ್ತಾ ಪೂರ್ವೋತ್ತರ ಧಾತ್ರಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2011
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ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ,
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ಒಂದು ಅವಲೋಕನ
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.5.- Kannada Journalism (External Elective-I)
ಕನ್ನಡ ಪತ್ರಿಕೋದ್ಯಮ
(Model Question Paper)

ಸಮಯ : 2 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 40

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಎರಡಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x2=20

1. ವೃತ್ತಪತ್ರಿಕಾ ಲೋಕದ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಮಹತ್ವದ ಕುರಿತು ಚರ್ಚಿಸಿ.
ಅಥವಾ
ಪತ್ರಿಕೆಯ ವಿಧಗಳಾವುವು? ವಿವರಿಸಿ.
2. ಪ್ರಾರಂಭಿಕ ಘಟ್ಟದ ಸುದ್ದಿ ಪತ್ರಗಳ ಬಗ್ಗೆ ಬರೆಯಿರಿ.
ಅಥವಾ
ಕನ್ನಡದಲ್ಲಿ ಪತ್ರಿಕೋದ್ಯಮ ಬೆಳೆದು ಬಂದ ಬಗೆಯನ್ನು ವಿಶದಪಡಿಸಿ.
3. ಭಾರತದಲ್ಲಿ ಮುದ್ರಣ ಕಲೆಯ ಉಗಮದ ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಸುದ್ದಿ ಎಂದರೇನು? ಸುದ್ದಿಯ ಮೂಲಗಳಾವುವು? ವಿವರಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಅಂಕಣದ ಅರ್ಥ
2. ಲಾರ್ಡ್ ಹೇಸ್ಟಿಂಗ್ಸ್ ಕಾಲದ ಪತ್ರಿಕಾಲೋಕ
3. ಸ್ವಾತಂತ್ರ್ಯ ಸಂಗ್ರಾಮಕ್ಕೆ ಪತ್ರಿಕಾಲೋಕದ ಕೊಡುಗೆ
4. ಜಾಹೀರಾತು
5. ಕನ್ನಡದ ಪ್ರಮುಖ ಮಾಸಪತ್ರಿಕೆಗಳು
6. ಮಕ್ಕಳ ಪತ್ರಿಕೆಗಳು

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester
Paper: 2.6.- History of Tamil Literature (External Elective-I)
ತಮಿಳು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ

(Syllabus)

ಘಟಕ-1: ತಮಿಳು ಭಾಷೆಯ ಇತಿಹಾಸ: ಸಂಗಂ ಸಾಹಿತ್ಯದ ಭಾಷೆ, ಮಧ್ಯಕಾಲೀನ ತಮಿಳು ಭಾಷಾ ರೂಪಗಳು.

ಘಟಕ-2: ಆರಂಭ ಕಾಲದ ತಮಿಳು ಸಾಹಿತ್ಯ : ತೊಲ್‌ಗಾಪ್ಪಿಯಂ, ಸಂಗಂ ಸಾಹಿತ್ಯದಲ್ಲಿ ಅಗಮ್-ಪುಱಮ್ ಪರಿಕಲ್ಪನೆ, ನೀತಿ ಸಾಹಿತ್ಯದ ಬೆಳವಣಿಗೆ, ಅವಳಿ ಕಾವ್ಯಗಳು : ಶಿಲಪ್ಪದಿಗಾರಂ ಮತ್ತು ಮಣಿಮೇಗಲೈ.

ಘಟಕ-3: ತಮಿಳಿನ ಭಕ್ತಿ ಸಾಹಿತ್ಯ: ಆಳ್ವಾರ್ ಮತ್ತು ನಾಯನ್ಮಾರ್ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯ, ಕಿರು ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು: ತೂದು, ಉಲಾ, ಪರಣಿ, ಕುರವಂಜಿ.

ಘಟಕ-4: ಆಧುನಿಕ ತಮಿಳು ಸಾಹಿತ್ಯ : ಪ್ರೇರಣೆ, ಧೋರಣೆಗಳು.

ಘಟಕ-5: ಆಧುನಿಕ ತಮಿಳು ಸಾಹಿತ್ಯ: ಕಾವ್ಯ, ಕತೆ, ಕಾದಂಬರಿ, ನಾಟಕ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

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|--------------------------------------|---|--------------------------------------------------------------------|
| 1. ಅನಂತರಂಗಾಚಾರ್ಯ | : | ತಿರುವಯ್‌ಮೋಳಿ
ಶ್ರೀರಂತ ಶ್ರೀಮಾದಾಂಡವನ್ ಆಶ್ರಮ, ಬೆಂಗಳೂರು, 1997 |
| 2. ಕಾರ್ಲೋಸ್ | : | ತಮಿಳು ಕಾವ್ಯಮೀಮಾಂಸೆ
ಹೆಗ್ಗೋಡು ಪ್ರಕಾಶನ, 1992 |
| 3. ಕೃಷ್ಣಭಟ್ಟ ಕುಕ್ಕಲ | : | ಶಿಲಪ್ಪದಿಗಾರಂ
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2000 |
| 4. ಕೃಷ್ಣಭಟ್ಟ ಕುಕ್ಕಲ | : | ದ್ರಾವಿಡ ಛಂದಸ್ಸು
ರಾಷ್ಟ್ರಕವಿ ಗೋವಿಂದಪೈ ಸಂಶೋಧನಾ ಕೇಂದ್ರ, ಉಡುಪಿ, 2002 |
| 5. ಶ್ರೀನಿವಾಸ ಪಾ.ಶ | : | ಕನ್ನಡ ತಿರುಕ್ಕುರುಳ್
ಬಿ.ಎಂ.ಶ್ರೀ ಪ್ರತಿಷ್ಠಾನ, ಬೆಂಗಳೂರು, 2004 |
| 6. ವನ್ನಿಕನಾಥನ್ ಜಿ. | : | ಅಪ್ಪರ್
ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ನವದೆಹಲಿ, 1983 |
| 7. Veradarajnan .MU | : | History of Tamil Literature
Sahitya academi, New Delhi, 1988 |
| 1. ತಮಿಳು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | : | ಎಲ್.ಗುಂಡಪ್ಪ |
| 2. ತಮಿಳು ಪಾಠಗಳು | : | ಎಲ್.ಗುಂಡಪ್ಪ |
| 3. ಶಿಲಪ್ಪದಿಗಾರಂ | : | ಅನು: ಎಲ್.ಗುಂಡಪ್ಪ |
| 4. ತಮಿಳ್ ಇಲಕ್ಕಿಯ ವರಲಾರು | : | ಮು.ವರದರಾಜ್ |
| 5. ತಮಿಳ್ ಇಲಕ್ಕಿಯ ವರಲಾರು | : | ಸುಬ್ರಹ್ಮಣ್ಯ ಪಿಳ್ಳೈ |
| 6. ದ್ರಾವಿಡ ಛಂದಸ್ಸು | : | ಸಂ: ಆರ್.ಗಣೇಶ್ |
| 7. ತಮಿಳು ಭಾಷಾ ಬಾಂಧವ್ಯ | : | ಎಲ್.ಗುಂಡಪ್ಪ |
| 8. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಾರತಿಯಾರ್ ಪ್ರಬಂಧಗಳು : | : | ಎಲ್.ಗುಂಡಪ್ಪ |
| 9. History of Tamil Literature | : | Mu.Vardaraj |

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester (CBCS)
Paper: 2.6- History of Tamil Literature (External Elective-I)
ತಮಿಳು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
(Model Question Paper)

ಸಮಯ : 2 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 40

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಎರಡಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x2=20

1. ದ್ರಾವಿಡ ಭಾಷಾವರ್ಗದ ಮೂಲ ಲಕ್ಷಣಗಳು ತಮಿಳಿನಲ್ಲಿವೆಯೇ ಚರ್ಚಿಸಿ.

ಅಥವಾ

ಸಂಗಂ ಕಾಲದ ಸಾಹಿತ್ಯದ ಭಾಷೆಯ ವೈಶಿಷ್ಟ್ಯಗಳೇನು? ವಿಶ್ಲೇಷಿಸಿ.

2. ತಮಿಳಿನ ನೀತಿ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪವೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ತೋಲ್‌ಗಾಪ್ಪಿಯಂ ಕೃತಿಯ ಪರಿಚಯ ಮತ್ತು ವಿಶಿಷ್ಟತೆ ಕುರಿತು ವಿಶದಪಡಿಸಿ.

3. ಅವಳಿ ಕಾವ್ಯಗಳೆಂದರೇನು? ತಮಿಳಿನ ಅವಳಿ ಕಾವ್ಯಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.

ಅಥವಾ

ಜಯಕಾಂತನರವರನ್ನು ಸಣ್ಣಕಥಾ ಯುಗದ ಪ್ರವರ್ತಕ ಎನ್ನಬಹುದೆ? ವಿವೇಚಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಅಗಮ್-ಪುಟಮ್
2. ಪರಣಿ ಪ್ರಕಾರದ ಸ್ವರೂಪ
3. ಸಂಗಂ ಕಾಲದ ಕವಯತ್ರಿಯರು
4. ಮಾಣಿಕ್ಯ ವಾಚಗರ್
5. ತಿರುಕ್ಕುರಳನ ಛಂದಸ್ಸು
6. ತಮಿಳು ಕಾದಂಬರಿ ಸಾಹಿತ್ಯ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester
Paper: 2.7- Kannada Language Learning (Soft Skills-I)
ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆ

(Syllabus)

ಘಟಕ-1: ಕನ್ನಡ ವರ್ಣಮಾಲೆ

ಘಟಕ-2: ಕನ್ನಡ ವಾಕ್ಯ ರಚನಾ ವಿಧಾನಗಳು

ಘಟಕ-3: ನಿತ್ಯ ಬಳಕೆಯ ಕನ್ನಡ ಶಬ್ದಗಳು:

1. ದೈನಂದಿನ ವ್ಯವಹಾರ
2. ವ್ಯಾಪಾರ
3. ಶಿಕ್ಷಣ
4. ಸಾರಿಗೆ

ಘಟಕ-4: ಪ್ರಾಯೋಗಿಕ ಕನ್ನಡ

1. ಬರವಣಿಗೆ
2. ಸಂಭಾಷಣೆ
3. ಪತ್ರ ರಚನೆ
4. ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಕನ್ನಡ

ಘಟಕ-5: ಅಭಿವ್ಯಕ್ತಿ ರಚನೆ: ಪ್ರಬಂಧ, ಕಥೆ, ಕವನ, ಆಶು ಕವನ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

- | | |
|---------------------|----------------|
| 1. ವ್ಯಾವಹಾರಿಕ ಕನ್ನಡ | : ಬಸವರಾಜ ಸಬರದ |
| 2. ವ್ಯಾವಹಾರಿಕ ಕನ್ನಡ | : ಎಚ್.ಎಸ್.ಕೆ. |
| 3. ಸಂವಹನ ಕನ್ನಡ | : ಪರಮಶಿವಮೂರ್ತಿ |

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Second Semester
Paper: 2.7- Kannada Language Learning (Soft Skills-I)
ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆ

(Model Question Paper)

ಸಮಯ : 1 ಗಂಟೆ

ಅಂಕಗಳು: 25

I. ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5x1=5

1. ಕನ್ನಡದಲ್ಲಿ ಹಸ್ತಸ್ವರಗಳೆಷ್ಟು?
2. ಕನ್ನಡದಲ್ಲಿ ವಚನಗಳೆಷ್ಟು?
3. ವಾಕ್ಯ ಎಂದರೇನು?
4. ಕನ್ನಡ ವರ್ಣಮಾಲೆಯಲ್ಲಿರುವ ಅಕ್ಷರಗಳೆಷ್ಟು?
5. ಇಂಜಿನಿಯರ್ ಎಂಬುದಕ್ಕೆ ಸಂವಾದಿಯಾದ ಕನ್ನಡ ಪದ ಯಾವುದು?

II. ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

5x2=10

1. ವರ್ಗೀಯ ವ್ಯಂಜನಗಳನ್ನು ಬರೆಯಿರಿ.
2. ಸಂಧಿ ಎಂದರೇನು?
3. ಅನುಸ್ವರ ವಿಸರ್ಗ ಎಂದರೇನು?
4. ಸರಳ ವಾಕ್ಯ ಎಂದರೇನು?
5. ವ್ಯವಹಾರದಲ್ಲಿ ಬಳಸುವ ಐದು ಕನ್ನಡ ಶಬ್ದಗಳನ್ನು ಬರೆಯಿರಿ.

III. ಕೆಳಗಿನ ಎರಡು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

2x5=10

1. ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಕನ್ನಡ ಬಳಕೆಯ ಕುರಿತು ಬರೆಯಿರಿ.
2. ನಿಮ್ಮ ಗ್ರಾಮದಲ್ಲಿನ ನೀರಿನ ಸಮಸ್ಯೆಯ ಕುರಿತು ಸಂಬಂಧಿಸಿದ ಅಧಿಕಾರಿಗೆ ಮನವಿ ಪತ್ರವನ್ನು ಬರೆಯಿರಿ.
3. ಕನ್ನಡ ಅಕ್ಷರ ಮಾಲೆಯನ್ನು ಬರೆಯಿರಿ.
4. ನಿತ್ಯ ಬಳಕೆಯ ಕನ್ನಡ ಶಬ್ದಗಳ ಬಗ್ಗೆ ಟಿಪ್ಪಣಿಯೊಂದನ್ನು ಬರೆಯಿರಿ.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper:3.1- Modern Kannada Literature, Part-I, (Poetry & Drama)
(Core Course X)

ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ, ಭಾಗ-1 (ಕಾವ್ಯ ಮತ್ತು ನಾಟಕ)

(Syllabus)

ಘಟಕ-1: ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ: ಪ್ರಭಾವ, ಪ್ರೇರಣೆ, ಕ್ರೈಸ್ತ ಮಿಷನರಿಗಳ ಸೇವೆ, ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ದೇಶಿ ಸಾಹಿತ್ಯ ಧೋರಣೆ.

ಘಟಕ-2: ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯ : ಪ್ರೇರಣೆ, ಧೋರಣೆಗಳು. ಭಾವಗೀತೆ, ಸುನೀತ, ಸರಳ ರಗಳೆ, ಕಥನಗೀತೆ, ಮುಕ್ತಕ, ಪ್ರಗಾಧ, ಮಹಾಕಾವ್ಯ.

ಘಟಕ-3: ಆಧುನಿಕ ಕನ್ನಡ ನಾಟಕ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳು: ಅಭಿಜಾತ ನಾಟಕ, ಪೌರಾಣಿಕ ನಾಟಕ, ಐತಿಹಾಸಿಕ ನಾಟಕ, ಗೀತೆ ನಾಟಕ, ಸಾಮಾಜಿಕ ನಾಟಕ, ಬೀದಿ ನಾಟಕ, ರೇಡಿಯೋ ನಾಟಕ, ಏಕಾಂಕ ನಾಟಕ, ಅಸಂಗತ ನಾಟಕ.

ಘಟಕ-4: ವಿಶೇಷ ಅಧ್ಯಯನ: ಕವನ ಸಂಕಲನ: ನಾದಲೀಲೆ: ದ.ರಾ.ಬೇಂದ್ರೆ

ಘಟಕ-5: ವಿಶೇಷ ಅಧ್ಯಯನ: ನಾಟಕ: ಗುಣಮುಖಿ : ಪಿ.ಲಂಕೇಶ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

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|------------------------------------------------------------|---|------------------------------------------------------------------------------|
| 1. ಮೈಸೂರು ವಿ.ವಿ, ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು :
(ಪರಿಷ್ಕೃತ) | : | ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ ಮೈಸೂರು
ವಿಶ್ವವಿದ್ಯಾಲಯ ಮೈಸೂರು, 2008 |
| 2. ಬೆಂಗಳೂರು ವಿ.ವಿ, ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು:
(ಪರಿಷ್ಕೃತ) | : | ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು,
2014 |
| 3. ಅನಂತನಾರಾಯಣ ಎಸ್ | : | ಹೊಸಗನ್ನಡ ಕಾವ್ಯದ ಮೇಲೆ ಇಂಗ್ಲಿಷ್
ಕಾವ್ಯದ ಪ್ರಭಾವ,
ಗಂಗಾತರಂಗ ಮೈಸೂರು, 1962 |
| 4. ಆಮೂರ ಜಿ.ಎಸ್ | : | ಭುವನದ ಭಾಗ್ಯ
ಸ್ನೇಹ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 1991 |
| 5. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ | : | ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ
ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ ಧಾರವಾಡ, 2002 |
| 6. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ | : | ಕನ್ನಡ ನಾಟಕ ಸಾಹಿತ್ಯ
ಅಕ್ಷರ ಪ್ರಕಾಶನ ಸಾಗರ, 1989 |
| 7. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ (ಸಂ) | : | ಕನ್ನಡ ನವೋದಯ ಕಾವ್ಯ: ಮಂಗಳೂರು ಕೇಂದ್ರ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2001 |
| 8. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ | : | ಸಮಗ್ರ ಸಂಪುಟಗಳು
ಸಪ್ನ ಬುಕ್ ಹೌಸ್ ಬೆಂಗಳೂರು, 2012 |
| 9. ಧಾರವಾಡಕರ ರಾ ಯ | : | ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯದ ಉದಯಕಾಲ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು ಬೆಂಗಳೂರು, 2013 |
| 10. ನರಹಳ್ಳಿ ಬಾಲಸುಬ್ರಹ್ಮಣ್ಯ | : | ನವ್ಯತೆ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 11. ನಾಯಕ ಜಿ.ಎಚ್ (ಸಂ) | : | ಶತಮಾನದ ಕನ್ನಡ ಸಾಹಿತ್ಯ
ಶ್ರೀ ರಾಘವೇಂದ್ರ ಪ್ರಕಾಶನ ಅಂಕೋಲಾ,
ಉತ್ತರ ಕನ್ನಡ, 2000 |
| 12. ಪ್ರಭುಶಂಕರ್ ಎಸ್ | : | ಕನ್ನಡದಲ್ಲಿ ಭಾವಗೀತೆ
ಡಿ.ವಿ.ಕೆ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2015 |
| 13. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ | : | ಬಂಡಾಯ-ದಲಿತ ಸಾಹಿತ್ಯ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |

14. ಬಸವರಾಜ ಸಬರದ : ಬಂಡಾಯ ಸಾಹಿತ್ಯ
ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2001
15. ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ (ಸಂ) : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2017
16. ಮರುಳಸಿದ್ಧಪ್ಪ ಕೆ : ಆಧುನಿಕ ಕನ್ನಡ ನಾಟಕ
ಅಂಕಿತ ಪುಸ್ತಕ ಬೆಂಗಳೂರು, 2009
17. ರಾಘವೇಂದ್ರರಾವ್ ಎಚ್.ಎಸ್ : ಪ್ರಗತಿಶೀಲತೆ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1999
18. ವಿನಯಾ(ಸಂ) : ಭಾರತೀಯ ಮಹಿಳಾ ಸಾಹಿತ್ಯ
ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ ಪ್ರಾಧಿಕಾರ
ಬೆಂಗಳೂರು, 2017
19. ವಿಜಯಲಕ್ಷ್ಮೀ ಕೆ.ಎಂ : ಸ್ತ್ರೀವಾದ-ಸಾಹಿತ್ಯ ಒಂದು ಚಳುವಳಿ
ಗೀತಾಂಜಲಿ ಪಬ್ಲಿಕೇಷನ್ಸ್ ಬೆಂಗಳೂರು, 2005
20. ಶಾಮರಾವ್ ತ.ಸು : ಕನ್ನಡ ನಾಟಕ
ಪ್ರತಿಭಾ ಪ್ರಕಾಶನ ಮೈಸೂರು, 2007
21. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್ : ಹೊಸಗನ್ನಡ ಕಾವ್ಯದ ಎರಡು ಮಾರ್ಗಗಳು,
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ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2000
30. ಸುಮಿತ್ರಾಬಾಯಿ ಬಿ.ಎನ್ : ಸ್ತ್ರೀವಾದ
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ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು ಬೆಂಗಳೂರು, 2004
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ದ.ರಾ.ಬೇಂದ್ರೆ ಅಭಿನಂದನಾಗ್ರಂಥ,
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1977
33. ಸಿ.ಪಿ.ಕೆ (ಅನು), ಹೆನ್ರಿ ಹಡ್ಸನ್(ಮೂಲ) : ಸಾಹಿತ್ಯ ಪ್ರವೇಶ
ಕರ್ನಾಟಕ ಸಹಕಾರಿ ಪ್ರಕಾಶನ ಮಂದಿರ
ಬೆಂಗಳೂರು, 1964

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper:3.1- Modern Kannada Literature Part-1 (Poetry & Drama)
(Core Course X)
ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಭಾಗ:1 (ಕಾವ್ಯ ಮತ್ತು ನಾಟಕ)
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ಹೊಸಗನ್ನಡ ಕಾವ್ಯದ ಪ್ರಮುಖ ಘಟ್ಟಗಳನ್ನು ಪರಿಚಯಿಸಿ
ಅಥವಾ
ನವೋದಯ ಕಾವ್ಯದ ಪ್ರೇರಣೆಗಳು ಯಾವುವು?ವಿವರಿಸಿ
2. ಆಧುನಿಕ ಕನ್ನಡ ನಾಟಕ ಪರಂಪರೆಯನ್ನು ಪರಿಚಯಿಸಿ
ಅಥವಾ
ಆಧುನಿಕ ಕನ್ನಡ ನಾಟಕ ಸಾಹಿತ್ಯದ ವೈಶಿಷ್ಟ್ಯತೆಗಳಾವುವು? ವಿವರಿಸಿ
3. ಕನ್ನಡದ ನಾಟಕ ಪ್ರಕಾರಗಳನ್ನು ಉದಾಹರಣೆಗಳೊಡನೆ ಸ್ಪಷ್ಟಪಡಿಸಿ.
ಅಥವಾ
ಭಾವಗೀತೆ ಎಂದರೇನು? ಭಾವಗೀತೆಯ ಪ್ರಕಾರಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
4. ಕನ್ನಡ ಭಾವಗೀತಾ ಪ್ರಕಾರದಲ್ಲಿ 'ನಾದಲೀಲೆ'ಯ ಮಹತ್ವವನ್ನು ಗುರುತಿಸಿ.
ಅಥವಾ
ನಾದಲೀಲೆಯಲ್ಲಿ ಕಂಡುಬರುವ ಪ್ರಕೃತಿಯ ಸ್ವರೂಪವನ್ನು ವಿಶ್ಲೇಷಿಸಿ.
5. ಗುಣಮುಖ ಶೀರ್ಷಿಕೆಯ ಔಚಿತ್ಯವೇನು? ವಿವರಿಸಿ.
ಅಥವಾ
'ಗುಣಮುಖ' ನಾಟಕದಲ್ಲಿ ಪಾಪಪ್ರಜ್ಞೆಯ ಸ್ವರೂಪ ಹೇಗೆ ಮೂಡಿ ಬಂದಿದೆ? ವಿಶ್ಲೇಷಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಆಧುನಿಕ ಕಾವ್ಯ ರಚನೆಯ ಸಂದರ್ಭ.
2. ನವೋದಯ ಕಾವ್ಯ.
3. ಅಸಂಗತ ನಾಟಕಗಳು.
4. ಐತಿಹಾಸಿಕ ನಾಟಕಗಳು.
5. ದ.ರಾ.ಬೇಂದ್ರೆ.
6. ಪಿ.ಲಂಕೇಶ್.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.2- Literary Criticism (Core Course-XI)

ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ

(Syllabus)

- ಘಟಕ-1:** ವಿಮರ್ಶೆ: ಸ್ವರೂಪ-ವ್ಯಾಪ್ತಿ, ವಿಮರ್ಶೆ ಮತ್ತು ಮೀಮಾಂಸೆ, ಸಹೃದಯ ಮತ್ತು ವಿಮರ್ಶಕ, ವಿಮರ್ಶಕನ ಅರ್ಹತೆಗಳು, ಮೌಲ್ಯನಿರ್ಣಯ, ವಿಮರ್ಶಾ ಮಾನದಂಡಗಳು.
- ಘಟಕ-2:** ಪ್ರಮುಖ ವಿಮರ್ಶಾ ಪ್ರಸ್ಥಾನಗಳು-1: ಕರ್ತೃನಿಷ್ಠ ವಿಮರ್ಶೆ, ಮನೋವೈಜ್ಞಾನಿಕ ವಿಮರ್ಶೆ, ಚಾರಿತ್ರಿಕ ವಿಮರ್ಶೆ, ಮಾರ್ಕ್ಸ್‌ವಾದಿ ವಿಮರ್ಶೆ, ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆ.
- ಘಟಕ-3:** ಪ್ರಮುಖ ವಿಮರ್ಶಾ ಪ್ರಸ್ಥಾನಗಳು-2: ಪ್ರಬೇಧ/ಸ್ವರೂಪ ವಿಮರ್ಶೆ, ಚಿರಂತನ ಪ್ರತೀಕ ವಿಮರ್ಶೆ, ರೂಪನಿಷ್ಠ ವಿಮರ್ಶೆ, ಶೈಲಿಶಾಸ್ತ್ರ, ನಿರಚನ ವಿಮರ್ಶೆ, ವಾಚಕ ಕೇಂದ್ರಿತ ವಿಮರ್ಶೆ, ಸ್ವೀಕರಣ ಸಿದ್ಧಾಂತ.
- ಘಟಕ-4:** ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ವಿಮರ್ಶಾ ಪ್ರಸ್ಥಾನಗಳು: ನವೋದಯ ಸಂದರ್ಭ, ನವ್ಯ ವಿಮರ್ಶೆ, ಎಡಪಂಥೀಯ ವಿಮರ್ಶೆ, ಅಂತರಶಿಸ್ತೀಯ ಮಾರ್ಗ, ಸಾಂಸ್ಕೃತಿಕ ವಿಮರ್ಶೆ, ಆಧುನಿಕೋತ್ತರ ವಿಮರ್ಶೆ, ವಸಾಹತೋತ್ತರ ವಿಮರ್ಶೆ.
- ಘಟಕ-5:** ಕನ್ನಡದ ಕೆಲವು ಪ್ರಮುಖ ವಿಮರ್ಶಕರು: ಎ.ಆರ್.ಕೃಷ್ಣಶಾಸ್ತ್ರಿ, ಎಸ್. ವಿ.ರಂಗಣ್ಣ, ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಜಿ.ಎಚ್.ನಾಯಕ, ಎಲ್.ಎಸ್.ಶೇಷಗಿರಿರಾವ್, ಯು.ಆರ್.ಅನಂತಮೂರ್ತಿ, ಜಿ.ಎಸ್.ಆಮೂರ, ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ, ಡಿ.ಆರ್.ನಾಗರಾಜ್, ಸಿ.ಎನ್.ರಾಮಚಂದ್ರನ್, ಬಿ.ಎನ್.ಸುಮಿತ್ರಾಬಾಯಿ, ವಿಜಯಾ ದಬ್ಬೆ, ಎಂ.ಎಸ್.ಆಶಾದೇವಿ, ಪ್ರೀತಿ ಸೀಮಂಧರ ಕುಮಾರ್.

ಪರಾಮರ್ಶನ ಕೃತಿಗಳು

- | | | |
|-------------------------------------------------|---|----------------------------------------------------------------------|
| 1. ಕುವೆಂಪು | : | ಸಮಗ್ರಗದ್ಯ (ಸಂಪುಟ-1)
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ಮೊದಲ ಮುದ್ರಣ, 2003 |
| 2. ಕುವೆಂಪು | : | ಸಮಗ್ರಗದ್ಯ (ಸಂಪುಟ-2),
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, ಮೊದಲ ಮುದ್ರಣ, 2004 |
| 3. ಕೇಶವಶರ್ಮ.ಕೆ | : | ಮಾರ್ಕ್ಸ್‌ವಾದಿ ಪರಿಕಲ್ಪನೆಗಳು
ದೇಸಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2013 |
| 4. ಕೇಶವಶರ್ಮ.ಕೆ | : | ಸಾಂಸ್ಕೃತಿಕ ಪರಿಕಲ್ಪನೆಗಳು
ದೇಸಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು 2013 |
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ದೇಸಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು 2013 |
| 6. ಕೇಶವಶರ್ಮ.ಕೆ | : | ವಸಾಹತುಶಾಹಿ ಪರಿಕಲ್ಪನೆಗಳು
ದೇಸಿ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2013 |
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ಗೀತಾಂಜಲಿ ಪುಸ್ತಕ, ಶಿವಮೊಗ್ಗ 2015 |
| 8. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ | : | ನವ್ಯ ವಿಮರ್ಶೆ
ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಸಾಗರ, 1973 |
| 9. ಗಿರಡ್ಡಿ ಗೋವಿಂದರಾಜ | : | ಸಾಹಿತ್ಯ ಮತ್ತು ಪರಂಪರೆ
ಅಭಿಜಾತ ಗ್ರಂಥಮಾಲೆ, ಬೆಂಗಳೂರು, 1981 |
| 10. ವಿ.ಕೃ.ಗೋಕಾಕ್ | : | ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಕೆಲವು ತತ್ವಗಳು
ಐ.ಬಿ.ಹೆಚ್ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು 1988 |
| 11. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ ಹೆಚ್
(ಸಂ.ಶೈಲಜ,ಹೆಚ್.ಟಿ) | : | ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ತತ್ವಗಳು
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು, 2010 |

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ಕಾಮಧೇನು, ಬೆಂಗಳೂರು 1999
15. ಡಿ.ಆರ್.ನಾಗರಾಜ : ಅಮೃತ ಮತ್ತು ಗರುಡ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು 1990
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ಪಲ್ಲವಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ, 2005
17. ಬೇಂದ್ರೆ : ಸಾಹಿತ್ಯ ವಿರಾಟ್ ಸ್ವರೂಪ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ - 1963
18. ಮುಗುಳಿ ರಂ.ಶ್ರೀ. : ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಮಾರ್ಗದರ್ಶನ ಸೂತ್ರಗಳು
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 1969
19. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎಸ್ : ವಸಹತ್ತೋತ್ತರ ಚಿಂತನೆ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು 2002
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ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2010
21. ವಿಜಯಲಕ್ಷ್ಮಿ ಕೆ.ಎಂ : ಸ್ತ್ರೀವಾದ
ಗೀತಾಂಜಲಿ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಬೆಂಗಳೂರು, 2005
22. ಶಂಕರಯ್ಯ : ಪಾಶ್ಚಿಮಾತ್ಯ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಪಕ್ಷಿನೋಟ,
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು 2003
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ಲಕ್ಷ್ಮಿ ಮುದ್ರಣಾಲಯ, ಬೆಂಗಳೂರು, 14ನೇ ಮುದ್ರಣ 2016
24. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್ : ಕಾವ್ಯಾರ್ಥಚಿಂತನ
ಪ್ರಿಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1983
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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1972
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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1961
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ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2003
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* * *

Dravidian University, Srinivasavanam, Kuppam

M.A. Kannada Thir

d Semester (CBCS)

Paper: 3.2- Literary Criticism (Core Course-XI)

ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ

(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ವಿಮರ್ಶೆ ಎಂದರೇನು? ವಿಮರ್ಶಾ ಮಾನದಂಡಗಳಾವುವು? ವಿಶ್ಲೇಷಿಸಿ.

ಅಥವಾ

ರೂಪನಿಷ್ಠ ವಿಮರ್ಶೆ (Formalism) ಎಂದರೇನು? ವಿವರಿಸಿ.

2. ವಿಮರ್ಶಕನ ಅರ್ಹತೆಗಳ ಕುರಿತು ಚರ್ಚಿಸಿ.

ಅಥವಾ

ನಿರಚನ ವಿಮರ್ಶೆ (Deconstruction) ಯನ್ನು ಪರಿಚಯಿಸಿ.

3. ವಾಚಕ ಕೇಂದ್ರಿತ ವಿಮರ್ಶೆ (Reader Response Theory) ಎಂದರೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ಕರ್ತೃನಿಷ್ಠ ವಿಮರ್ಶೆ (Biographical Criticism) ಯ ಕುರಿತು ಬರೆಯಿರಿ.

4. ಮಾರ್ಕ್ಸ್‌ವಾದಿ ವಿಮರ್ಶೆ (Marxist Criticism) ಯ ಪ್ರಮುಖ ಲಕ್ಷಣಗಳನ್ನು ವಿವರಿಸಿ.

ಅಥವಾ

ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆ (Feminist Criticism) ಯ ಕುರಿತು ವಿಶ್ಲೇಷಿಸಿ.

5. ವಿಮರ್ಶೆಯ ಪ್ರಯೋಜನಗಳಾವುವು? ಅವುಗಳನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.

ಅಥವಾ

ವಿಮರ್ಶಕನ ಲಕ್ಷಣಗಳಾವುವು? ವಸ್ತು ನಿಷ್ಠ ವಿಮರ್ಶೆಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಚರ್ಚಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ

2. ವಿಮರ್ಶೆ ಮತ್ತು ಮೀಮಾಂಸೆ

3. ಮನೋವೈಜ್ಞಾನಿಕ ವಿಮರ್ಶೆ (Psychological Criticism)

4. ಎಲ್.ಎಸ್. ಶೇಷಗಿರಿರಾವ್

5. ಶೈಲಿಶಾಸ್ತ್ರ (Stylistics)

6. ಚಾರಿತ್ರಿಕ ವಿಮರ್ಶೆ (Historical Criticism)

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.3- Prosody (Core Course-XII)

ಛಂದಸ್ಸು
(Syllabus)

ಘಟಕ-1: ಛಂದಸ್ಸು	: ನಿಷ್ಪತ್ತಿ, ಲಕ್ಷಣ, ಪ್ರಯೋಜನ, ಛಂದಶಾಸ್ತ್ರದ ಪಾರಿಭಾಷಿಕಗಳು: ಲಘು, ಗುರು, ಪ್ಲುತ, ಗಣ, ಪ್ರಾಸ, ಲಯ, ಯತಿ, ವಡಿ.
ಘಟಕ-2: ಅಕ್ಷರ ಛಂದಸ್ಸು	: ವೈದಿಕ ಮತ್ತು ಲೌಕಿಕ.
ಘಟಕ-3: ಮಾತ್ರಾ ಛಂದಸ್ಸು	: ಕಂದ, ರಗಳೆ.
ಘಟಕ-4: ಅಂಶ ಛಂದಸ್ಸು	: ಷಟ್ಪದಿ, ತ್ರಿಪದಿ, ಏಳೆ, ಸಾಂಗತ್ಯ.
ಘಟಕ-5: ಆಧುನಿಕ ಛಂದಸ್ಸು	: ಮಾತ್ರ, ಮುಡಿ, ಪದ್ಮಗಣ, ಅನಾಗತ, ಗಣ ಪರಿವೃತ್ತಿ, ಸರಳ ರಗಳೆ, ಮಹಾಛಂದಸ್ಸು.

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ಮೂಲ: ವಾಮನ
ಶಾರದಾ ಮಂದಿರ, ಮೈಸೂರು, 1967.
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ಮೂಲ: ಮಮ್ಮಟ
ಶಾರದಾ ಮಂದಿರ, ಮೈಸೂರು, 1973.
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ಶಾರದಾ ಮಂದಿರ, ಮೈಸೂರು.1975
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ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, 1970.
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ಮೂಲ: ಜಯಕೀರ್ತಿ
ಮುಂಬಯಿ, 1949
22. ವೇಲಣಕರ್, ಎಚ್.ಡಿ.ಜಯದಾಮನ್(ಸಂ): ಭಂದೋನುಶಾಸನ
ಮೂಲ: ಹೇಮಚಂದ್ರ, ಸಿಂಘಿ
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ಮೂಲ: ಶ್ರೀವಿಜಯ,
ಕರ್ನಾಟಕ ಸಂಘ, ಸರ್ಕಾರದ ಆರ್ಟ್ಸ್ ಮತ್ತು ಸೈನ್ಸ್ ಕಾಲೇಜು,
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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.3- Prosody (Core Course-XII)
 ಛಂದಸ್ಸು

(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10 X5=50

1. ಛಂದಶಾಸ್ತ್ರ ಅಧ್ಯಯನದ ಪ್ರಯೋಜನ ಕುರಿತು ವಿವಿಧ ವಿದ್ವಾಂಸರ ಅಭಿಪ್ರಾಯಗಳೇನು ವಿಶದೀಕರಿಸಿ.
ಅಥವಾ
ಕನ್ನಡಕ್ಕೆ ಸಂಪೂರ್ಣವಾಗಿ ಹೊಂದುವ ಆರು ಮುಖ್ಯ ಲಯಗಳಾವುವು? ಚರ್ಚಿಸಿ.
2. ರಗಳೆಯ ಸಾಮಾನ್ಯ ಲಕ್ಷಣಗಳನ್ನು ವಿವರಿಸಿ.
ಅಥವಾ
ಖ್ಯಾತಕರ್ನಾಟಕಗಳನ್ನು ಕುರಿತು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಬರೆಯಿರಿ.
3. ಲಯವು ಛಂದಸ್ಸಿನ ಮುಖ್ಯ ಅಂಗವೇ ವಿಶದೀಕರಿಸಿ.
ಅಥವಾ
ಅಂಶ ಛಂದಸ್ಸಿನಲ್ಲಿ ಕಂಡುಬರುವ ಛಂದೋರೂಪಗಳಾವುವು? ವಿವರಿಸಿ.
4. ಆಧುನಿಕ ಛಂದಸ್ಸಿನ ಲಕ್ಷಣಗಳ ಕುರಿತು ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ಕಂದದ ಮೂಲ ಹಾಗೂ ಲಕ್ಷಣವನ್ನು ಗುರುತಿಸಿ.
5. ಸಾಂಗತ್ಯದ ಲಕ್ಷಣಗಳಾವುವು? ಸ್ಪಷ್ಟಪಡಿಸಿ.
ಅಥವಾ
ಮಾತ್ರಾ ಷಟ್ಪದಿಗಳನ್ನು ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಿವರಿಸಿ.

II. ಈ ಕೆಳನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5 X4=20

1. ತ್ರಿಮೂರ್ತಿ ಗಣಗಳಾವುವು?
2. ರಗಳೆ ಪದದ ನಿಷ್ಪತ್ತಿ ತಿಳಿಸಿ.
3. ವಡಿ ಎಂದರೇನು?
4. ವರ್ಣ ಗಣಗಳ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಬರೆಯಿರಿ.
5. ಯತಿ ಎಂದರೇನು?
6. ಷಡ್ವಿದ ಪ್ರಾಸಗಳ ಸ್ವರೂಪ ತಿಳಿಸಿ.

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.4: Lexicography (Internal Elective-I)

ನಿಘಂಟು ವಿಜ್ಞಾನ

(Syllabus)

- ಘಟಕ-1:** ನಿಘಂಟು ವಿಜ್ಞಾನ: ಸ್ವರೂಪ ಮತ್ತು ಇತಿಹಾಸ.
- ಘಟಕ-2:** ನಿಘಂಟುಗಳ ರಚನೆಯ ಸಿದ್ಧತೆ: ನಿಘಂಟುಗಳ ಮಾಹಿತಿ ಸಂಗ್ರಹ, ಕ್ಷೇತ್ರಕಾರ್ಯದ ಅಗತ್ಯತೆ, ನಿಘಂಟುಗಳ ಆಯ್ಕೆ, ಪಟ್ಟಿಕೆಗಳ ಸಿದ್ಧತೆ.
- ಘಟಕ-3:** ನಿಘಂಟುಗಳ ಪ್ರಕಾರಗಳು: ಏಕಭಾಷಿಕ, ದ್ವಿಭಾಷಿಕ, ಬಹುಭಾಷಿಕ ನಿಘಂಟುಗಳು, ನಾನಾರ್ಥ ನಿಘಂಟು, ವೃತ್ತಿಪದಕೋಶಗಳು, ಕಂಪ್ಯೂಟರ್ ಪದಕೋಶಗಳು, ಬ್ಯಾಂಕಿಂಗ್ ನಿಘಂಟು.
- ಘಟಕ-4:** ನಿಘಂಟುಗಳ ಮಹತ್ವ: ನಿಘಂಟು ವಿಜ್ಞಾನದ ಅವಶ್ಯಕತೆ, ಉಪಯೋಗ, ಭಾಷಾ ನಿಘಂಟುಗಳ ಪರಿಚಯ.
- ಘಟಕ-5:** ನಿಘಂಟುಗಳ ಪ್ರಾಯೋಗಿಕ ಅಧ್ಯಯನ:
 ಕನ್ನಡ-ಕನ್ನಡ ನಿಘಂಟು
 ಕನ್ನಡ-ಇಂಗ್ಲಿಷ್ ನಿಘಂಟು
 ತುಳು ನಿಘಂಟು
 ಪುರಾಣನಾಮ ಚೂಡಾಮಣಿ
 ಜೈನಪಾರಿಭಾಷಿಕ ಪದಕೋಶಗಳ ವಿವರ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

1. ಅಂಗಡಿ ಎಸ್.ಎಸ್ : ಕನ್ನಡ ನಿಘಂಟು ರಚನೆ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2003.
2. ಎನ್ಕೆ(ಸಂ) : ಕುಮಾರವ್ಯಾಸ ನಿಘಂಟು
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1974.
3. ಕಬ್ಬಿನಾಲೆ ವಸಂತ ಭಾರದ್ವಜ : ಬ್ಯಾಂಕಿಂಗ್ ನಿಘಂಟು
ಕನ್ನಡ ಬಳಗ.
4. ಕಲಬುರ್ಗಿ.ಎಂ.ಎಂ : ರನ್ನಕಂದ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
5. ಕೃಷ್ಣಕುಮಾರ್ .ಸಿ.ಪಿ : ಸಾರ್ಥಕ
ವಾಗ್ದೇವಿ ಪುಸ್ತಕಗಳು, ಮೈಸೂರು, 1990.
6. ಕೆಂಪೆಗೌಡ.ಕೆ : ಭಾಷಾ ವಿಜ್ಞಾನ ಕೋಶ (ಭಾಗ-1,2,3),
ವಿಜಯಲಕ್ಷ್ಮಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2013.
7. ಚಿದಾನಂದಮೂರ್ತಿ.ಎಂ : ವಾಗರ್ಥ
ಬಾಪ್ಪೋ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1981.
8. ನಾರಾಯಣ ಪಿ.ವಿ : ಚಂಪೂ ನುಡಿಗನ್ನಡಿ
ವಿಲ್ಯಂ ಮಾಡ್ಡ, 2011.
9. ನಾರಾಯಣ ಪಿ.ವಿ : ಪಂಪನ ನುಡಿಗನ್ನಡಿ
ಕಾಮಧೇನು ಪುಸ್ತಕಭವನ, ಬೆಂಗಳೂರು, 1991.
10. ಬೆನಗಲ್ ರಾಮರಾವ್,
ಪಾನ್ಯಂ ಸುಂದರಶಾಸ್ತ್ರಿ ಮತ್ತು ವಿದ್ವಾನ್ : ಪುರಾಣನಾಮ ಚೂಡಾಮಣಿ,
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1941.
11. ವಿಲ್ಯಂ ಮಾಡ್ಡ : ನಿಘಂಟು ರಚನಾ ವಿಜ್ಞಾನ

12. ವೆಂಕಟಚಲಶಾಸ್ತ್ರಿ ಟಿ.ವಿ : ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ,1994.
ಶಾಸ್ತ್ರೀಯ ಸಂಪುಟ-1,
ಸಪ್ತ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 1999.
13. ವೆಂಕಟಚಲಶಾಸ್ತ್ರಿ ಟಿ.ವಿ : ಶ್ರೀವತ್ಸ
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು, 2009.
14. ವೆಂಕಟಸುಬ್ಬಯ್ಯ.ಜಿ : ಕನ್ನಡ ನಿಘಂಟು ಪರಿವಾರ
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು, 2002.
15. ಶಾಮರಾಯರು.ತ.ಸು : ಕುಮಾರವ್ಯಾಸ ಭಾರತ ನಿಘಂಟು,
ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ,
ಮೈಸೂರು, 1981.
16. ಸರಸ್ವತಿ ವಿಜಯಕುಮಾರ ಮತ್ತು : ಜೈನ್ಯ ಪಾರಿಭಾಷಿಕ ಪದವಿವರ ಕೋಶ
ಬಾ.ವೆ. ಶ್ರೀಧರಾ : ಮೈಸೂರು, 2006.
17. Zygusta, Academia : Mannual of lexicography
publishing house of the
CZECHOSLOVAK ACADEMY of sciences,
PRAGUE, 1962.
18. M B Emeneou and T Barrow : Dravidian Etymological Dictionary
oxford elearendon press,1961.
19. R A singh : Interducation to lexicography
Central Institute of Indian Languages,1982.
20. ಕುಲಕರ್ಣಿ ಆರ್. ವಾಯ್. : ಕನ್ನಡದಲ್ಲಿ ವೃತ್ತಿ ಪದಕೋಶಗಳು
21. ಕೃಷ್ಣಭಟ್ಟ ಆರ್ತಿಕ ಜೆ. : ಸಾರ್ಥಕ
22. ಬಸವಾರಾಧ್ಯ.ಎನ್ : ನಿಘಂಟು ಶಾಸ್ತ್ರ ಮತ್ತು ಕನ್ನಡ ನಿಘಂಟು
23. ವಿಲ್ಯಂ ಮಾಡ್ಡ : ಕನ್ನಡ ನಿಘಂಟು ಶಾಸ್ತ್ರ
24. ವಿಲ್ಯಂ ಮಾಡ್ಡ : ಕ್ಷೇತ್ರ ಭಾಷ ವಿಜ್ಞಾನ ಮತ್ತು ಭಾಷಕ್ಷೇತ್ರ
25. ವೆಂಕಟಸುಬ್ಬಯ್ಯ.ಜಿ : ನಿಘಂಟು ವಿಜ್ಞಾನ.
26. ಶಿವರಾಮ ಕಾರಂತ : ಕನ್ನಡ-ಕನ್ನಡ ನಿಘಂಟು.

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.4.: Lexicography (Internal Elective - I)
ನಿಘಂಟು ವಿಜ್ಞಾನ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ಕನ್ನಡ ವಾಚ್ಯಯದಲ್ಲಿ ರಚಿತವಾಗಿರುವ ನಿಘಂಟುಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಶಾಸ್ತ್ರ ವಿಷಯಗಳ ನಿಘಂಟುಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
2. ನಿಘಂಟು ಮತ್ತು ವಿಶ್ವಕೋಶ ಎರಡರ ವ್ಯತ್ಯಾಸಗಳನ್ನು ಗುರುತಿಸಿ.
ಅಥವಾ
ಪಾರಿಭಾಷಿಕ ನಿಘಂಟುಗಳನ್ನು ಪರಿಚಯಿಸಿ ಅವುಗಳ ವಿಶಿಷ್ಟತೆಗಳನ್ನು ಸಾದರಪಡಿಸಿ.
3. ನಿಘಂಟು ವಿಜ್ಞಾನಕ್ಕೆ ದೇಶಿ ಮತ್ತು ವಿದೇಶಿ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆಗಳೇನು? ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ವಿವಿಧ ಬಗೆಯ ನಿಘಂಟುಗಳನ್ನು ಕುರಿತು ಪ್ರಬಂಧ ಬರೆಯಿರಿ.
4. ಆಧುನಿಕ ಕಾಲದಲ್ಲಿ ರಚಿತವಾಗುತ್ತಿರುವ ನಿಘಂಟುಗಳ ಸ್ವರೂಪ ತಿಳಿಸಿ.
ಅಥವಾ
ನಿಘಂಟಿನ ರಚನೆಯಲ್ಲಿ ಕ್ಷೇತ್ರಕಾರ್ಯದ ಅಗತ್ಯತೆ ಕುರಿತು ಚರ್ಚಿಸಿ.
5. ನಿಘಂಟುಗಳ ಆಯ್ಕೆ ಪಟ್ಟಿಕೆಯ ಸಿದ್ಧತಾ ಕ್ರಮಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಜೈನಪಾರಿಭಾಷಿಕ ಪದಕೋಶಗಳ ವಿವರಗಳನ್ನು ತಿಳಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಕಂಪ್ಯೂಟರ್ ಪದಕೋಶ
2. ಶಬ್ದಮಣಿದರ್ಪಣದಲ್ಲಿ ನಿಘಂಟು
3. ಬೊಮ್ಮರಸನ ಚತುರಾಸ್ಯ ನಿಘಂಟು
4. ವೃತ್ತಿ ಪದಕೋಶಗಳು
5. ಕಿಟೆಲ್ ಕೋಶ
6. ಸಂಸ್ಕೃತ-ಕನ್ನಡ ನಿಘಂಟು

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.5- Textual Criticism and Manuscriptology (Internal Elective-I)
ಗ್ರಂಥಸಂಪಾದನೆ ಮತ್ತು ಹಸ್ತಪ್ರತಿ ಶಾಸ್ತ್ರ

(Syllabus)

ಭಾಗ-1: ಗ್ರಂಥ ಸಂಪಾದನಶಾಸ್ತ್ರ

- ಘಟಕ-1: ಗ್ರಂಥ ಸಂಪಾದನೆ:** ಅರ್ಥ, ಸ್ವರೂಪ, ಇತಿಹಾಸ.
- ಘಟಕ-2: ಗ್ರಂಥಸಂಪಾದನೆಯ ಕಾರ್ಯವಿಧಾನ:** ಸ್ಥಾಲಿತ್ಯ, ಸ್ಥಾಲಿತ್ಯದ ಲಕ್ಷಣಗಳು, ಗ್ರಂಥ ಸಂಪಾದಕನ ವ್ಯಾಸಂಗ ವ್ಯಾಪ್ತಿ, ಸಂಪಾದನೆಯ ಮಹತ್ವ, ಉನ್ನತ ವಿಮರ್ಶೆ.
- ಘಟಕ-3: ಗ್ರಂಥ ಸಂಪಾದಕರ ಪರಿಚಯ :** ಬಿ.ಎಲ್.ರೈಸ್, ಕಿಟ್ಟೆಲ್, ಮೋಗ್ಲಿಂಗ್, ಫ.ಗು.ಹಳಕಟ್ಟಿ, ಎಂ.ಎ. ರಾಮಾನುಜಯ್ಯಂಗಾರ್, ಡಿ.ಎಲ್.ಎನ್., ಎಲ್.ಬಸವರಾಜು, ಆರ್.ಸಿ.ಹಿರೇಮಠ, ಗೊರೇಬಾಳ ಹನುಮಂತರಾಯ, ಎನ್. ಬಸವರಾಧ್ಯ.

ಭಾಗ-2 : ಹಸ್ತಪ್ರತಿ ಶಾಸ್ತ್ರ

- ಘಟಕ-4: ಹಸ್ತಪ್ರತಿ:** ಸ್ವರೂಪ, ಲಕ್ಷಣ ಮತ್ತು ಪ್ರಕಾರಗಳು. ಹಸ್ತಪ್ರತಿಗಳ ವಂಶ ಸಂಬಂಧ. ಹಸ್ತಪ್ರತಿಗಳ ಸಿದ್ಧತೆ ವಿಧಾನ: ಲೇಖನಪೂರ್ವ ಹಂತ, ಲೇಖನ ಹಂತ, ಲೇಖನೋತ್ತರ ಹಂತ; ಹಸ್ತಪ್ರತಿ ಲೇಖನ ಸಾಮಗ್ರಿಗಳು. ಹಸ್ತಪ್ರತಿ ಲಿಪಿಕಾರರು: ಲಿಪಿಕಾರರ ಆದರ್ಶ, ಗುಣ-ದೋಷಗಳು, ಹಸ್ತಪ್ರತಿ ಘೋಷಣೆ ಮತ್ತು ಪ್ರಸಾರಣ, ಹಸ್ತಪ್ರತಿ ಪ್ರಶಸ್ತಿಗಳು.
- ಘಟಕ-5: ಹಸ್ತಪ್ರತಿಗಳ ಪರಿವೀಕ್ಷಣೆ ಮತ್ತು ಸಂರಕ್ಷಣೆ :** ಹಸ್ತಪ್ರತಿ ಸರ್ವೇಕ್ಷಣೆ ಮತ್ತು ಕ್ಷೇತ್ರಕಾರ್ಯ. ಹಸ್ತಪ್ರತಿ ಸಂಗ್ರಹ ಮತ್ತು ಸಂರಕ್ಷಣಾ ವಿಧಾನಗಳು, ಪ್ರಯೋಜನಗಳು, ಹಸ್ತಪ್ರತಿ ಮತ್ತು ಗಣಕೀಕರಣ, ಕನ್ನಡ ಹಸ್ತಪ್ರತಿ ಸೂಚಿಗಳು ಪ್ರಾಚೀನ ಮತ್ತು ಆಧುನಿಕ ಹಸ್ತಪ್ರತಿ ಭಂಡಾರಗಳು.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಅಂಗಡಿ ಎಸ್. ಎಸ್. : ಕನ್ನಡ ಗ್ರಂಥ ಸೂಚಿ, ಕನ್ನಡ ಅಧ್ಯಯನ ಕೇಂದ್ರ ಮೈಸೂರು ವಿ.ವಿ, ಮೈಸೂರು, 1971
2. ಅಂಗಡಿ ಎಸ್.ಎಸ್., ನಾವಡ ಎ.ವಿ. : ಹಸ್ತಪ್ರತಿ ವ್ಯಾಸಂಗ ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2002
3. ಕತ್ತೆ ಎಂ.ಎಸ್ (ಮೂಲ), : ಭಾರತೀಯ ಗ್ರಂಥಸಂಪಾದನ ಶಾಸ್ತ್ರ, ಲಕ್ಷ್ಮೀನಾರಾಯಣಭಟ್ ಎನ್.ಎಸ್ (ಅನು) : ಹರ್ಷವರ್ಧನ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2009
4. ಗೀತಾಚಾರ್ಯ ನಾ : ಹಸ್ತಪ್ರತಿ ಅಧ್ಯಯನ ಶಾಸ್ತ್ರ, ಬಿ.ಎಂ.ಶ್ರೀ ಪ್ರತಿಷ್ಠಾನ, ಬೆಂಗಳೂರು, 2009
5. ನರಸಿಂಹಾಚಾರ್ ಡಿ.ಎಲ್ : ಕನ್ನಡ ಗ್ರಂಥ ಸಂಪಾದನೆ ಶಾರದಾ ಮಂದಿರ ಮೈಸೂರು, 1964
6. ಸಣ್ಣಯ್ಯ ಬಿ.ಎಸ್ : ಪ್ರಾಚೀನ ಕನ್ನಡ ಗ್ರಂಥ ಸಂಪಾದನೆ ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು, 2002
7. ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ : ಕನ್ನಡ ಗ್ರಂಥಸಂಪಾದನ ಶಾಸ್ತ್ರ
8. ಎಂ.ಎಂ.ಕಲಬುರ್ಗಿ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಶಾಸ್ತ್ರ
9. ಸೀತಾರಾಮ ಜಾಗೀರದಾರ : ಗ್ರಂಥ ಸಂಪಾದನಶಾಸ್ತ್ರ ಪರಿಚಯ
10. ಸಂ:ಎಂ.ವಿ.ಸೀತಾರಾಮಯ್ಯ ಮತ್ತು : ಮಣಿಹ ಆರ್.ಶೇಷಶಾಸ್ತ್ರಿ
11. ಹೆಚ್.ದೇವೀರಪ್ಪ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಗಳ ಇತಿಹಾಸ
12. ಎಂ.ವಿ.ಸೀತಾರಾಮಯ್ಯ ಮತ್ತು

- ಎಂ. ಚಿದಾನಂದಮೂರ್ತಿ :
13. ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಶಾಸ್ತ್ರ ಅಧ್ಯಯನದ ನೆಲೆಗಳು : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಶಾಸ್ತ್ರ
14. ಬಿ.ಆರ್.ಹಿರೇಮಠ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿ : ಲಿಪಿಕಾರರು ಪ್ರಶಸ್ತಿಗಳು
15. ಬಿ.ಆರ್.ಹಿರೇಮಠ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಗಳು : ಒಂದು ಅಧ್ಯಯನ
16. ಬಿ.ಎಸ್.ಸಣ್ಣಯ್ಯ : ಹಸ್ತಪ್ರತಿ ಸಂರಕ್ಷಣೆಯ ವಿಧಾನಗಳು
17. ಎಚ್.ಎಲ್.ಎನ್.ಭಾರತಿ : ಪ್ರಾಚೀನ ಹಸ್ತಪ್ರತಿಗಳು
18. ಬಿ.ಕೆ.ಹಿರೇಮಠ : ಹಸ್ತಪ್ರತಿ ಪ್ರಶಸ್ತಿಗಳು
19. ಎಸ್.ಎಸ್.ಅಂಗಡಿ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿ ರಚನೆ-ಭಾಷಿಕ ವಿವೇಚನೆ
20. ವೈ.ಸಿ.ಭಾನುಮತಿ(ಸಂ) : ಗ್ರಂಥಸಂಪಾದನ ಸಂಕಥನ
21. ವೀರೇಶ ಬಡಿಗೇರ : ಕನ್ನಡ ಹಸ್ತಪ್ರತಿಗಳ ಬಹುಪ್ರಯೋಗ ನೆಲೆಗಳು

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper:3.5-Textual Criticism and Manuscriptology (Internal Elective-I)
ಗ್ರಂಥ ಸಂಪಾದನೆ ಮತ್ತು ಹಸ್ತಪ್ರತಿ ಶಾಸ್ತ್ರ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಗ್ರಂಥಸಂಪಾದನೆಯ ಇತಿಹಾಸವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.

ಅಥವಾ

ಲಿಪಿಕಾರರರು ಅವರ ಆದರ್ಶಗಳನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.

2. ಹಸ್ತಪ್ರತಿಗಳ ಸ್ವರೂಪವನ್ನು ವಿವರಿಸಿ.

ಅಥವಾ

ಪಾಠಪರಿಷ್ಕರಣದ ಸಾಮಾನ್ಯ ತತ್ವಗಳನ್ನು ತಿಳಿಸಿ.

3. ಪಾಠಾಂತರ ಸ್ವರೂಪವನ್ನು ವಿವರಿಸಿ

ಅಥವಾ

ಹಸ್ತಪ್ರತಿಗಳ ವರ್ಗೀಕರಣವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.

4. ಸ್ಥಾಲಿತ್ಯ ಎಂದರೇನು? ಅವುಗಳ ವಿಧಗಳನ್ನು ಗುರುತಿಸಿ.

ಅಥವಾ

ಹಸ್ತಪ್ರತಿಗಳ ಸಂರಕ್ಷಣಾ ವಿಧಾನಗಳನ್ನು ವಿವರಿಸಿ.

5. ಕರ್ನಾಟಕದ ಇಬ್ಬರು ಗ್ರಂಥಸಂಪಾದಕರನ್ನು ಪರಿಚಯಿಸಿ

ಅಥವಾ

ಗ್ರಂಥ ಸಂಪಾದನೆಯ ಮಹತ್ವವೇನು? ಅದರ ವಿಧಿ ವಿಧಾನಗಳಾವುವು? ವಿವರಿಸಿ.

27. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಲೇಖ್ಯ ವಸ್ತುಗಳು

2. ಅಂತಸ್ಸಂಭಾವ್ಯತೆ

3. ಪಾಠಗ್ರಂಥಿ

4. ಹಸ್ತಪ್ರತಿ ಭಂಡಾರಗಳು

5. ಪರಂಪರಾಗತ ಪ್ರತಿಗಳು

6. ಊಹಾತ್ಮಕ ಪರಿಷ್ಕರಣ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.6- Structure of Kannada Language (Internal Elective-I)
ಕನ್ನಡ ಭಾಷಾ ರಚನೆ

(Syllabus)

- ಘಟಕ-1:** ಭಾಷೆ : ಅರ್ಥ-ಪ್ರಭೇದ-ಉಪಭಾಷೆ ಹಾಗೂ ಭಾಷೆ- ಇವುಗಳ ಸ್ವರೂಪ-ಸಂಬಂಧ.
- ಘಟಕ-2:** ಕನ್ನಡ ಭಾಷೆ : ಉಗಮ-ವಿಕಾಸ-ದ್ರಾವಿಡ ಭಾಷಾ ಕುಟುಂಬ, ದಕ್ಷಿಣ ದ್ರಾವಿಡ ಭಾಷಾ ವರ್ಗ, ಕನ್ನಡ ಭಾಷೆಯ ಪ್ರಾಚೀನತೆ ಹಾಗೂ ಐತಿಹಾಸಿಕ ಹಿನ್ನೆಲೆ, ಸಂಶೋಧಿತ ಆಧಾರಗಳು.
- ಘಟಕ-3:** ಪಾರಂಪರಿಕ ಕನ್ನಡ ಭಾಷಾಧ್ಯಯನ ಪರಿಚಯ : ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ-ಕವಿರಾಜಮಾರ್ಗ ಪೂರ್ವಕಾಲ. ಕವಿರಾಜಮಾರ್ಗ, ನಾಗವರ್ಮ, ಕೇಶಿರಾಜ, ಭಟ್ಟಾಕಳಂಕ. ಪ್ರಮುಖ ವ್ಯಾಕರಣ ಕೃತಿಗಳು: ಶಬ್ದಸ್ಮೃತಿ, ಕರ್ಣಾಟಭಾಷಾಭೂಷಣ, ಶಬ್ದಮಣಿದರ್ಪಣ, ಶಬ್ದಾನುಶಾಸನ-ಮಿಷನರಿ ರಚನೆಗಳು, ದೇಶಿ ವಿದ್ವಾಂಸರ ರಚನೆಗಳು.
- ಘಟಕ-4:** ಕನ್ನಡ ಭಾಷೆಯ ರಚನೆ (ಆಧುನಿಕ ಭಾಷಾ ವಿಜ್ಞಾನಿಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ): ಧ್ವನಿಮಾ-ಆಕೃತಿಮಾ, ಧ್ವನಿ, ಧ್ವನ್ಯಂಗಗಳ ವಿವರ, ಸಮಗ್ರ ಹಾಗೂ ತಿರುಳು ಧ್ವನಿಮಾಗಳು, ಆಕೃತಿಮಾ ಪ್ರಕಾರಗಳು, ವಾಕ್ಯ, ವಾಕ್ಯ ಪ್ರಕಾರಗಳು-ಋಕಾರ, ಸಂಧ್ಯಾಕ್ಷರ, ಬಿಂದು, ಮಹಾಪ್ರಾಣಗಳು/ಅ/ಮತ್ತು/ಆ/ಕಾರಗಳು, ಕನ್ನಡ ಸಂಧಿಗಳು, ಪದಮಧ್ಯ, ಪದಾಂತ್ಯ, ಲಿಂಗ, ವಿಭಕ್ತಿ, ಸರ್ವನಾಮಗಳು, ವಿಶೇಷಣ, ಸಮಾಸ-ಅಂತಕೇಂದ್ರೀಯ ಸಮಾಸಗಳು.
- ಘಟಕ-5:** ಕನ್ನಡ ಉಪಭಾಷೆಗಳು: ಉತ್ತರ ಕನ್ನಡ, ದಕ್ಷಿಣ ಕನ್ನಡ, ಕರಾವಳಿ ಕನ್ನಡ, ಕರ್ನಾಟಕದ ಉಪಭಾಷೆಗಳು, ಸಾಮಾಜಿಕ ಉಪಭಾಷೆಗಳು-ಬ್ರಾಹ್ಮಣ, ಲಿಂಗಾಯತ, ದಲಿತ, ಮುಸ್ಲಿಂ, ಸೋಲಿಗ ಇತ್ಯಾದಿ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕುಲಕರ್ಣಿ ಪ್ರಗೋ. : ಕನ್ನಡ ಭಾಷಾಚರಿತ್ರೆ
ಹಿಂದವಾಡಿ ಪ್ರಕಾಶನ, ಬೆಳಗಾವಿ, 1967
2. ಕುಶಾಲಪ್ಪ ಕೆ. : ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ವ್ಯಾಕರಣಗಳ ಒಂದು ಅಧ್ಯಯನ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1986
3. ಕೃಷ್ಣರಾವ್ ಕೆ.ಎಂ. : ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ
ಉಷಾ ಸಾಹಿತ್ಯಮಾಲೆ, ಮೈಸೂರು, 1964
4. ಕೆಂಪೇಗೌಡ ಕೆ. : ಕನ್ನಡ ಉಪಭಾಷೆಗಳ ಅಧ್ಯಯನ
ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2003
5. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. : ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1965
6. ನಾಯಕಎಸ್.ರಾಜೇಂದ್ರ : ಉಪಭಾಷಾವಿಜ್ಞಾನ
ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1999
7. ನರಸಿಂಹಾಚಾರ್ ಡಿ.ಎಲ್. : ಶಬ್ದಮಣಿದರ್ಪಣ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1973, 1986
8. ಧಾರವಾಡಕರರಾಯ. : ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ
ಗೀತಾ ಬುಕ್‌ಹೌಸ್, ಮೈಸೂರು, 1974
9. ದೊಡ್ಡಸ್ವಾಮಿ : ಪ್ರಾಚೀನ ವ್ಯಾಕರಣಗಳ ತೌಲನಿಕ ಅಧ್ಯಯನ
ಶ್ರೀಮತಿ ದೊಡ್ಡಸ್ವಾಮಿ ಪ್ರಕಾಶನ, ದುಂಡನಹಳ್ಳಿ,
ಮದ್ದೂರು ತಾಲ್ಲೂಕು, 1980
10. ಪೂಜಾರ ವಿ.ಜಿ. : ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ
ಗುಲ್ಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ, 2005
11. ಪೂಜಾರ ವಿ.ಜಿ. : ಕನ್ನಡ ಭಾಷಾ ವಿವೇಚನೆ
ಚೇತನ ಪ್ರಕಾಶನ

12. ಬಿಳಿಗಿರಿ ಎಚ್.ಎಸ್. : ಆಲೋಕ
ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಸಾಗರ, 1970
13. ಭಟ್ಟ ಕೆ.ಪಿ. : ಉಪಭಾಷೆ
ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಬೆಂಗಳೂರು, 2012
14. ರಾಮಚಂದ್ರರಾವ್.ಬಿ : ಕನ್ನಡ ಭಾಷೆಯ ಇತಿಹಾಸ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1998
15. ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ : ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1982
16. ಶಾಲಿನಿ ರಘುನಾಥ : ಉಪಭಾಷಾಧ್ಯಯನ
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1979
17. ಶಂಕರಭಟ್ಟಡಿ.ಎನ್. : ಕನ್ನಡ ಭಾಷೆಯ ಕಲ್ಪಿತ ಚರಿತ್ರೆ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 1995
18. ಸೀತಾರಾಮಯ್ಯ ಎಂ.ವಿ. : ಪ್ರಾಚೀನ ಕನ್ನಡ ವ್ಯಾಕರಣಗಳು
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1988
19. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾವಿಜ್ಞಾನ,
ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ, 2004
20. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಕನ್ನಡ ಭಾಷಾ ವ್ಯಾಸಂಗ
ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ, 1979, 2006
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ಅಂತರಾಷ್ಟ್ರೀಯ ದ್ರಾವಿಡ ಭಾಷಾವಿಜ್ಞಾನ ಸಂಸ್ಥೆ,
ತಿರುವನಂತಪುರಂ, 1991
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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1976
23. ಭಟ್ಟ ಕೆ.ಪಿ. : ಭಾಷಾ ಪ್ರಬೇಧ
24. ಸುಂಕಾಪುರ ಎಸ್.ಎಂ. : ಕರ್ನಾಟಕ ಭಾರತಿ(ಕರ್ನಾಟಕ ಭಾರತಿ ವಿಶೇಷ ಸಂಚಿಕೆ)
25. ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ : ಕನ್ನಡ ಭಾಷೆಯ ಸ್ವರೂಪ
26. Caldwell : A Comparative Grammar of Dravidian
or
South Indian Family of Language

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.6- Structure of Kannada Language (Internal Elective-I)
ಕನ್ನಡ ಭಾಷಾ ರಚನೆ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಕನ್ನಡದ ಪ್ರಮುಖ ವ್ಯಾಕರಣ ಕೃತಿಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಕನ್ನಡದ ಐತಿಹಾಸಿಕ ಉಪಭಾಷೆಗಳ ಕುರಿತು ಬರೆಯಿರಿ.
2. ಕನ್ನಡದ ಪ್ರಾದೇಶಿಕ ಉಪಭಾಷೆಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಕನ್ನಡ ಸಂಧಿಗಳ ಕುರಿತು ಚರ್ಚಿಸಿ.
3. ಕನ್ನಡದ ಪ್ರಾಚೀನ ಉಲ್ಲೇಖಗಳಾವುವು? ಭಾಷೆಯ ಪ್ರಾಚೀನತೆಯಲ್ಲಿ ಇವುಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಏನು?
ಅಥವಾ
ಕರಾವಳಿ ಕನ್ನಡದ ಉಪಭಾಷೆಗಳ ವೈಶಿಷ್ಟ್ಯತೆಯನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.
4. ಕನ್ನಡ ಭಾಷೆಯ ಪ್ರಾಚೀನತೆಯನ್ನು ತಿಳಿಯುವಲ್ಲಿ ಐತಿಹಾಸಿಕ ಮತ್ತು ತೌಲನಿಕ ಅಧ್ಯಯನಗಳು ಎಷ್ಟು ಪೂರಕವಾಗಿವೆ ವಿವರಿಸಿ.
ಅಥವಾ
ಪ್ರಮುಖ ಸಾಮಾಜಿಕ ಉಪಭಾಷೆಗಳನ್ನು ಪರಿಚಯಿಸಿ.
5. ದ್ರಾವಿಡ ಭಾಷಾ ಪರಿಸರದ ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಅಂತಃಕೇಂದ್ರಿತ ಸಮಾಸ ಮತ್ತು ಬಹುಕೇಂದ್ರಿತ ಸಮಾಸಗಳ ಕುರಿತು ಬರೆಯಿರಿ

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಕನ್ನಡ ವರ್ಣಮಾಲೆ
2. ಕನ್ನಡದ ವಿಭಕ್ತಿಗಳು
3. 19 ಹಾಗೂ 20ನೆಯ ಶತಮಾನದ ವ್ಯಾಕರಣಗಳು
4. ಸರ್ವನಾಮಗಳು
5. ಕರಾವಳಿ ಕನ್ನಡ
6. ಕನ್ನಡ ಧ್ವನಿಮಾಗಳು

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.7 : Computer Study (Internal Elective-I)
ಗಣಕಯಂತ್ರ ಅಧ್ಯಯನ
(Syllabus)

- ಘಟಕ-1: ಗಣಕಯಂತ್ರ:** ಉಗಮ, ವಿಕಾಸ ಮತ್ತು ಪ್ರಕಾರಗಳು, ಭಾಗಗಳು, ಯಂತ್ರಾಂಶ-ತಂತ್ರಾಂಶಗಳ ಪರಿಕಲ್ಪನೆ.
- ಘಟಕ-2: ಕನ್ನಡದಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಬಳಕೆ ಮತ್ತು ಇತಿಹಾಸ:** ಕನ್ನಡ ಕೀಲಿಮಣಿ ವಿವರಣೆ, ಪೆಂಟ್, ನೋಟ್ ಪ್ಯಾಡ್, ವರ್ಡ್‌ಪ್ಯಾಡ್ ಮುಂತಾದವು.
- ಘಟಕ-3: ಕನ್ನಡ ತಂತ್ರಾಂಶಗಳು (ಸಾಫ್ಟ್‌ವೇರ್):** ನುಡಿ, ಬರಹ, ಶ್ರೀಲಿಪಿ ಮತ್ತು ಕುವೆಂಪು ತಂತ್ರಾಂಶ.
- ಘಟಕ-4: ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ:** ಬೆಳವಣಿಗೆ ಪ್ರಕಾರಗಳು, ಲಕ್ಷಣಗಳು, ಇಮೇಲ್, ಇ-ಜರ್ನಲ್, ಇ-ಪುಸ್ತಕ, ಯುನಿಕೋಡ್ ಪರಿಕಲ್ಪನೆ, ಅಂತರ್‌ಜಾಲದ ಮಾಹಿತಿ, ಕಡತ ವಿನಿಮಯ ಮತ್ತು ಪಡೆಯುವ ವಿಧಾನಗಳು, ಬ್ಲಾಗ್‌ಗಳನ್ನು ಸಂದರ್ಶಿಸುವುದು.
- ಘಟಕ-5: ಕಂಪ್ಯೂಟರ್ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಶೋಧನೆ:** ಭಾಷಾಂತರ ಸಾಮಗ್ರಿ ಸಂಗ್ರಹ, ಸ್ಟ್ಯಾನಿಂಗ್(ನೆರಳಚ್ಚು), ಹಸ್ತಪ್ರತಿಗಳ ಪ್ರತಿ ಮಾಡಿಕೊಳ್ಳುವಿಕೆ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | | |
|-------------------|---|---------------------------------------|
| 1. ಆರ್.ಶ್ರೀಧರ್ | : | ಆಧುನಿಕ ಕಂಪ್ಯೂಟರ್ ಮೂಲ ಶಿಕ್ಷಣ |
| 2. ಎಂ.ಸುರೇಶ | : | ಕನ್ನಡದಲ್ಲಿ ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ |
| 3. ಶ್ರೀಧರ್ | : | ಕಂಪ್ಯೂಟರ್ ಕೈಪಿಡಿ |
| 4. ಪಿ.ಬಿ.ಕೊಟ್ಟೂರ | : | ಕಂಪ್ಯೂಟರ್ ತಿಳುವಳಿಕೆ |
| 5. ಬಿ.ನಾರಾಯಣಪ್ಪ | : | ಇಂಟರ್‌ನೆಟ್ ಪರಿಚಯ |
| 6. ಶ್ರೀಧರ್ | : | ಕಂಪ್ಯೂಟರ್ ಶಿಕ್ಷಣ: ವಿಂಡೋಸ್ ಮತ್ತು ಆಫೀಸ್ |
| 7. ಪುಸ್ತಕ ಪ್ರಕಾಶನ | : | ಕಂಪ್ಯೂಟರ್ ಕಲಿಕೆ |

* * *

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper: 3.7.- Computer Study (Internal Elective-I)
ಗಣಕಯಂತ್ರ ಅಧ್ಯಯನ
(Model Question Paper)

ಸಮಯ : 2 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಗಣಕಯಂತ್ರದ ಉಗಮ ಮತ್ತು ವಿಕಾಸವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಗಣಕಯಂತ್ರದ ಪೀಳಿಗೆಗಳನ್ನು ಪರಿಚಯಿಸಿ.
2. ಗಣಕಯಂತ್ರದ ವಿವಿಧ ಮಾದರಿಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಯಂತ್ರಾಂಶ-ತಂತ್ರಾಂಶಗಳನ್ನು ಕುರಿತು ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.
3. ಗಣಕಯಂತ್ರದ ಪ್ರಮುಖ ಭಾಗಗಳನ್ನು ವಿವರಿಸಿ.
ಅಥವಾ
ಗಣಕಯಂತ್ರದಲ್ಲಿ ಕನ್ನಡ ಬಳಕೆಯ ವಿಧಾನವನ್ನು ತಿಳಿಸಿ.
4. ಕನ್ನಡ ತಂತ್ರಾಂಶಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ಪ್ರಮುಖ ಕನ್ನಡ ಬ್ಲಾಗ್‌ಗಳನ್ನು ಕುರಿತು ಚರ್ಚಿಸಿ.
5. ಇ-ಪುಸ್ತಕ ಎಂದರೇನು? ಕನ್ನಡದ ಇ-ಪುಸ್ತಕ ತಾಣಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಸಾಹಿತ್ಯ ಸಂಶೋಧನೆಯಲ್ಲಿ ಅಂತರ್ಜಾಲದ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಕನ್ನಡ ಕೀಲಿಮಣಿ ವಿನ್ಯಾಸ
2. ಮಿಂಚಂಚೆ(ಇ-ಮೇಲ್)
3. ಸಿ.ಪಿ.ಯು.
4. ಯುನಿಕೋಡ್ ಪರಿಕಲ್ಪನೆ
5. ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ
6. ಕನ್ನಡ ವೆಬ್ ಪತ್ರಿಕೆಗಳು

Dravidian University, Srinivasavanam, Kuppam

M.A. Kannada Third Semester (CBCS)

Paper-3.8:History of Classical Telugu Literature(External Elective-II)

ಪ್ರಾಚೀನ ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ

(Syllabus)

- ಘಟಕ-1: ನನ್ನಯ ಪೂರ್ವಯುಗ:** ಶಾಸನಗಳು, ಗಣಿತಸಾರಸಂಗ್ರಹ, ಮಲ್ಲಿರೇಚನ, ಕವಿಜನಾಶ್ರಯಮು, ಸರ್ವದೇವ.
- ಘಟಕ-2: ನನ್ನಯ ಯುಗ:** ನನ್ನಯ, ಭೀಮಕವಿ. **ಶಿವಕವಿಯುಗ:** ನನ್ನಯಚೋಡ, ಪಾಲ್ಕುರಿಕೆ ಸೋಮನಾಥ, ಮಲ್ಲಿಕಾರ್ಜುನ ಪಂಡಿತ.
- ಘಟಕ-3: ತಿಕ್ಕನಯುಗ:** ತಿಕ್ಕನ, ಕೇತನ, ಮಾರನ, ಮಂಚನ. **ಎರನ್ನಯುಗ:** ನಾಚನಸೋಮನಾಥ, ಎರನ್ನ, ಶ್ರೀನಾಥಯುಗ: ಶ್ರೀನಾಥ, ಪೋತನ, ಜಕ್ಕನ್ನ, ಅನಂತಾಮಾತ್ಯುಡು, ನಂದಿಮಲ್ಲಯ್ಯ, ಘಂಟಸಿಂಘನ.
- ಘಟಕ-4: ಪ್ರಬಂಧಯುಗ:** ಅಲ್ಲಾಸಾನಿ ಪೆದ್ದನ, ನಂದಿ ತಿಮ್ಮನ, ದೂರ್ಜಟಿ, ಮಾದಯ್ಯಗಾರಿ ಮಲ್ಲನ, ಅಯ್ಯಲರಾಜು, ರಾಮಭದ್ರುಡು, ರಾಮರಾಜು ಭೂಷಣುಡು, ಪಿಂಗಲಿಸೂರನ, ತೆನಾಲಿ ರಾಮಕೃಷ್ಣುಡು.
- ಘಟಕ-5: ದಕ್ಷಿಣಾಂಧ್ರ ವಾಚ್ಚಿಯ ಯುಗ:** ಮೈಸೂರು ಮಹಾರಾಜರು, ನಾಯಕರಾಜರು, ಮಹಾರಾಷ್ಟ್ರ ರಾಜರು, ಸೆಂಜಿಪುದುಕೋಟೈ ರಘುನಾಥ, ಅಚ್ಚುತಪ್ಪ ನಾಯಕ್, ವಿಜಯರಾಘವ ನಾಯಕ, ಮಧುರವಾಣಿ, ರಂಗಾಜಮ್ಮ, ಮುದ್ದುಪಳನಿ, ಲಿಂಗನಮಳ್ಳಿಕಾಮೇಶ್ವರಕವಿ, ಚಾಮಕೂರು ವೆಂಕಟಕವಿ, ಅಪ್ಪಕವಿ. **ಸಂಕೀರ್ತನಕಾರರು:** ಕ್ಷೇತ್ರಯ್ಯ, ರಾಮದಾಸು, ತ್ಯಾಗರಾಜು, ಶ್ಯಾಮಶಾಸ್ತ್ರಿ, ಘನಂಸೇನಯ್ಯ, ಮುತ್ತುಸ್ವಾಮಿ ದೀಕ್ಷಿತ, ಶೇಷಾಚಲ ಅಯ್ಯಂಗಾರ್, ಶುಂಠಿ ವೆಂಕಟರಮಣಯ್ಯ, ವೆಂಕಟಾಚಲಕವಿ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಆಚಾರ್ಯ ಕೊರ್ರಪಾಟಿ ಶ್ರೀರಾಮಮೂರ್ತಿ : ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಾಲು ರಮಣಶ್ರೀ ಪ್ರಚುರಣ, ವಿಶಾಖಪಟ್ಟಣಂ, 1998
2. ಆಚಾರ್ಯ ಜಿ. ನಾಗಯ್ಯ : ತೆಲುಗು ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ ನವ್ಯ ಪರಿಶೋಧಕ ಪ್ರಚುರಣಲು, ತಿರುಪತಿ, 2009
3. ಆಚಾರ್ಯ ಪಿಂಗಲಿ ಲಕ್ಷ್ಮೀಕಾಂತಂ : ಆಂಧ್ರ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ವಿಶಾಲಾಂಧ್ರ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, 2012
4. ಆಚಾರ್ಯ ಭದ್ರಿರಾಜುಕೃಷ್ಣಮೂರ್ತಿ : ತೆಲುಗು ಭಾಷಾಚರಿತ್ರೆ ಆಂಧ್ರಪ್ರದೇಶ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಹೈದರಾಬಾದ್, 1974
5. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ತೆಲುಗು ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಗೃಹ ಸರಸ್ವತೀ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, 1982
6. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ಆಂಧ್ರಲ ಜಾನಪದ ವಿಜ್ಞಾನಂ ಪೊಟ್ಟಿ ಶ್ರೀರಾಮುಲು ತೆಲುಗು ವಿಶ್ವವಿದ್ಯಾಲಯಂ, ಹೈದರಾಬಾದ್, 2015
7. ಆರುದ್ರ : ಸಮಗ್ರಾಂಧ್ರ ಸಾಹಿತ್ಯ ಸಂಪುಟಗಳು ತೆಲುಗು ಅಕಾಡೆಮಿ, ಹೈದರಾಬಾದ್, 2007
8. ಕತ್ತಿ ಪದ್ಮಾರಾವು : ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಲೋಕಾಯತ ಪ್ರಚುರಣಲು, ಹೈದರಾಬಾದ್, 2016
9. ಐದು ಉಪನ್ಯಾಸಗಳು : ಕರ್ನಾಟಕಾಂಧ್ರ ಸಾಹಿತ್ಯ ಬಾಂಧವ್ಯ ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1973
10. ಗಂಗಾನಾಯಕ್ ಕೆ. ಎನ್ (ಪ್ರ.ಸಂ) : ತಮಿಳು, ತೆಲುಗು ಮತ್ತು ಮಲಯಾಳಂ ಸಾಹಿತ್ಯ ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 2011

11. ದ್ವಾನಾ ಶಾಸ್ತ್ರೀ : ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
ಪ್ರಗತಿ ಪಬ್ಲಿಷರ್ಸ್, ಹೈದರಾಬಾದ್, 2011
12. ನೇತಿ ಅನಂತರಾಮಶಾಸ್ತ್ರೀ : ಆಧುನಿಕ ತೆಲುಗು ಭಾಷಾಶಾಸ್ತ್ರ ವಿಜ್ಞಾನಂ,
ಓರಿಯೆಂಟಲ್ ಲಾಂಗ್ವೇಜ್ಸ್ ಲಿಮಿಟೆಡ್,
ಹೈದರಾಬಾದ್, 2001
13. ಬೂದಾಟಿ ವೆಂಕಟೇಶ್ವರರು : ತೆಲುಗು ಸಾಹಿತ್ಯ ಪ್ರಕ್ರಿಯೆ ಧೋರಣೆ
ಹಿಮಕರ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಹೈದರಾಬಾದ್, 2012
14. ಬೂದಾಟಿ ವೆಂಕಟೇಶ್ವರರು : ತೆಲುಗು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ
ಹಿಮಕರ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಹೈದರಾಬಾದ್, 2012
15. ಮಠದ ಎಫ್. ಜಿ (ಅನು),
ದಿವಾಕರ್ಲ ವೆಂಕಟಾವಧಾನಿ (ಮೂಲ) : ಆಂಧ್ರ ವಾಚ್ಯಯ ಚರಿತ್ರೆ
ಆಂಧ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, 1965
16. ರಾಮಾರಾವ್ ಎಸ್.ವಿ. : ತೆಲುಗು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ
ಶ್ರೀ ಕಳಾ ಪ್ರಿಂಟರ್ಸ್, ಹೈದರಾಬಾದ್, 2007
17. ವೆಲಮಲ ಸಿಮ್ಮನ್ನ : ತೆಲುಗು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ ಸಿದ್ಧಾಂತಗಳು
ದಳಿತ ಸಾಹಿತ್ಯ ಪೀಠಂ, ವಿಶಾಖಪಟ್ಟಣಂ, 2012
18. ವೆಂಕಟೇಶ ಸಿ (ಅನು), ಚಲ್ಲಾರಾಧಕೃಷ್ಣಶರ್ಮ (ಮೂಲ): ತೆಲುಗು-ದಾಕ್ಷಿಣಾತ್ಯ ಸಾಹಿತ್ಯ,
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 1999
19. ಶಾಮರಾಜು ಬಿ : ತೆಲುಗು ಜಾನಪದ ಗೇಯ ಸಾಹಿತ್ಯಮು,
ಜಾನಪದ ವಿಜ್ಞಾನ ಪ್ರಚುರಣೆ, ಹೈದರಾಬಾದ್,
1990
20. ಶಿಷ್ಣು ರಾಮಕೃಷ್ಣಶಾಸ್ತ್ರೀ : ಆಂಧ್ರವಾಚ್ಯಯ ಚರಿತ್ರೆ ಸರ್ವಸ್ವಮು
ಮದ್ರಾಸ್ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮದ್ರಾಸ್, 1976
21. ಸುಬ್ರಹ್ಮಣ್ಯಂ ಪಿ.ಎಸ್ : ದ್ರಾವಿಡ ಭಾಷೆ
ಪೊಟ್ಟಿ ಶ್ರೀರಾಮುಲು ತೆಲುಗು ವಿಶ್ವವಿದ್ಯಾಲಯಂ,
ಹೈದರಾಬಾದ್, 2015
22. ಆಚಾರ್ಯ ಖಂಡವಲ್ಲಿ ಲಕ್ಷ್ಮೀರಂಜನಂ : ಆಂಧ್ರ ಸಾರಸ್ವತ ಚರಿತ್ರೆ
23. ಆಚಾರ್ಯ ದಿವಾಕರ್ಲ ವೆಂಕಟಾವಧಾನಿ : ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
24. ಆಚಾರ್ಯ ಜಿ.ನಾಗಯ್ಯ : ತೆಲುಗು ಕಾವ್ಯವತಾರಿಕೆಲು
25. ಆಂಧ್ರ ವಿಜ್ಞಾನ ಸರ್ವಸ್ವಂ, 3ನೇ ಸಂಪುಟ
26. ಆಚಾರ್ಯ ಕಾರ್ಕಲ ವೆಂಕಟರಾಮ ನರಸಿಂಹ : ಆಧುನಿಕಾಂಧ್ರ ಕವಿತಾ ಸಮೀಕ್ಷೆ
27. ಆಚಾರ್ಯ ಸಿ.ನಾರಾಯಣರೆಡ್ಡಿ : ಆಧುನಿಕಾಂಧ್ರ ಕವಿತ್ವಂ
28. ವೇಟೂರಿ ಅನಂದಮೂರ್ತಿ : ತಾಳಪಾಕ ಕವುಲ ಕೃತುಲು-ಸಾಹಿತಿ ವಿಶೇಷಾಲ
29. ಎಸ್.ಗಂಗಪ್ಪ : ಸಾರಂಗಪಾಣಿ ಪದ ಸಾಹಿತ್ಯಂ
30. ಬಾಲಾಂತ್ರಪು ರಜನೀಕಾಂತರಾವ್ : ಆಂಧ್ರ ವಾಗ್ಗೇಯಕಾರ ಚರಿತ್ರೆಮು
31. ಮೊದಲಿ ನಾಗಭೂಷಣಶರ್ಮ : ತೆಲುಗು ನವಲಾ ವಿಕಾಸಂ
32. ಸಂ ಚಿನವೀರಭದ್ರಪು : ವಂದೇಳ್ಳ ತೆಲುಗು ಕಥೆ
33. ಸಿ. ನಾರಾಯಣರೆಡ್ಡಿ : ಆಧುನಿಕಾಂಧ್ರ ಕವಿತ್ವ ಸಂಪ್ರದಾಯಲು,
34. ಬಿ. ರಾಮರಾಜು : ತೆಲುಗು ಜಾನಪದ ಗೇಯಾಲ
35. ಆಚಾರ್ಯ ಪೋಣಂಗಿ ಶ್ರೀರಾಮ ಅಪ್ಪಾರಾವ್ : ತೆಲುಗು ನಾಟಕ ವಿಕಾಸಂ
36. ಆರ್.ಎಸ್.ಸುದರ್ಶನ : ತೆಲುಗು ಸಾಹಿತ್ಯ ದೃಕ್ಪಥಾಲ
37. ಎಲ್.ಎಸ್.ಶೇಷಗಿರಿರಾವ್ : ಭಾರತೀಯ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.8:History of Classical Telugu Literature(External Elective-II)
ಪ್ರಾಚೀನ ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
(Model Question Paper)

ಸಮಯ : 2 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 40

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಎರಡಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X2=20

1. ತೆಲುಗು ಸಾಹಿತ್ಯಕ್ಕೆ ನನ್ನಯ ಹಾಗೂ ಪೂರ್ವಯುಗದ ಕೊಡುಗೆಗಳೇನು? ವಿವರಿಸಿ.
ಅಥವಾ
ಶ್ರೀನಾಥನ ಕವಿತಾ ಶೈಲಿ ಎಂತಹುದು? ವಿಶದೀಕರಿಸಿ.
2. ಅನ್ನಮಯ್ಯನ ಭಕ್ತಿಯ ಕುರಿತು ಚರ್ಚಿಸಿ.
ಅಥವಾ
ತೆಲುಗು ಸಾಹಿತ್ಯಕ್ಕೆ ವಾಗ್ಗೇಯಕಾರರ ಕೃಷಿ ಎಂತಹುದು? ವಿವರಿಸಿ.
3. ಅಷ್ಟದಿಗ್ಗಜ ಕವಿಗಳಾರು? ಅವರ ಕೊಡುಗೆಗಳೇನು? ಪರಾಮರ್ಶಿಸಿ.
ಅಥವಾ
ಕ್ಷೀಣಯುಗವೆಂದರೇನು? ಕ್ರೈಸ್ತಮಿಷನರಿಗಳ ಸೇವೆಗಳನ್ನು ವಿವರಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ನನ್ನಯನ ಸಮಕಾಲೀನ ಕವಿಗಳು
2. ಶಿವ ಕವಿಗಳು
3. ಕಾವ್ಯದಲ್ಲಿ ಅಲಂಕಾರಗಳು
4. ಕೃಷ್ಣದೇವರಾಯನ ಕಾಲದ ತೆಲುಗು ಸಾಹಿತ್ಯ
5. ಪಾಲ್ಕುರಿಕೆ ಸೋಮನಾಥ
6. ರಂಗಾಜಮ್ಮ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.9 : Introduction to Kannada Culture (Soft Skills-II)

ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಪರಿಚಯ

(Syllabus)

ಘಟಕ-1: ಕರ್ನಾಟಕದ ಪ್ರಾಚೀನ ಸಂಸ್ಕೃತಿ: ಸ್ವರೂಪ, ವೈಶಿಷ್ಟ್ಯಗಳು.

ಘಟಕ-2: ಕರ್ನಾಟಕದ ಪ್ರಾಚೀನ ಧಾರ್ಮಿಕ ಪರಂಪರೆ : ಜೈನ, ಬೌದ್ಧ, ಶೈವ, ಕಾಳಮುಖಿ, ವೀರಶೈವ, ವೈಷ್ಣವ.

ಘಟಕ-3: ಕರ್ನಾಟಕದ ರಾಜಮನೆತನಗಳು: ಕದಂಬರು, ಚಾಲುಕ್ಯರು, ಗಂಗರು, ರಾಷ್ಟ್ರಕೂಟರು,
ವಿಜಯನಗರದ ಅರಸರು

ಘಟಕ-4: ಪ್ರಮುಖ ಧಾರ್ಮಿಕ ಕೇಂದ್ರಗಳು : ಶ್ರವಣಬೆಳಗೊಳ, ಸನ್ನದಿ, ಬಳ್ಳಿಗಾವೆ.

ಘಟಕ-5: ಪ್ರಮುಖ ಐತಿಹಾಸಿಕ ಸ್ಥಳಗಳು : ಐಹೊಳೆ, ಪಟ್ಟದಕಲ್ಲು, ಹಂಪಿ, ಬಿಜಾಪುರ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | |
|-----------------------------------|--------------------------------------------|
| 1. ವಿಷಯ ವಿಶ್ಲೇಷಣೆ | : ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ |
| 2. ಕರ್ನಾಟಕದ ಧರ್ಮಗಳು | : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ |
| 3. ಚರಿತ್ರೆ ಸಂಪುಟ | : ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ. |
| 4. ಕರ್ನಾಟಕ ಸಾಂಸ್ಕೃತಿಕ ಸಮೀಕ್ಷೆ | : ಎಚ್.ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ |
| 5. ಸಂಸ್ಕೃತಿ | : ಡಿ.ವಿ.ಜಿ. |
| 6. ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ | : ಎಂ.ಚಿದಾನಂದ ಮೂರ್ತಿ. |
| 7. ಕಾಪಾಲಿಕ ಮತ್ತು ಕಾಳಮುಖರು | : ಡೆವಿಡ್ ಲಾರೆನ್‌ಜೆನ್, ಅನು:ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ |

* * *

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Third Semester (CBCS)
Paper-3.9 : Introduction to Kannada Culture (Soft Skills-II)
ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಪರಿಚಯ
(Model Question Paper)

ಸಮಯ : 1 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 25

I. ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

5x1=5

1. ಕರ್ನಾಟಕದ ಮೊತ್ತಮೊದಲ ಶಾಸನ ಯಾವುದು?
2. ಕರ್ನಾಟಕದಲ್ಲಿ ಅತ್ಯಂತ ಎತ್ತರವಾದ ಗೊಮ್ಮಟಶಿಲ್ಪ ಎಲ್ಲಿದೆ?
3. ವಿಜಯನಗರವು ಯಾವ ನದಿಯ ದಂಡೆಯ ಮೇಲೆ ರೂಪುಗೊಂಡಿದೆ?
4. ಕರ್ನಾಟಕದ ಮೊದಲ ರಾಜಮನೆತನವನ್ನು ಹೆಸರಿಸಿರಿ.
5. ಭೂತಾರಾಧನೆ ಎಲ್ಲಿ ಪ್ರಚಲಿತದಲ್ಲಿದೆ?

II. ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

5x2=10

1. ಬಸವಕಲ್ಯಾಣದ ಮಹತ್ವವನ್ನು ಎರಡು ವಾಕ್ಯಗಳಲ್ಲಿ ತಿಳಿಸಿ.
2. ಕರ್ನಾಟಕದ ಎರಡು ಪ್ರಸಿದ್ಧ ಶೈವ ಕೇಂದ್ರಗಳನ್ನು ಹೆಸರಿಸಿ.
3. ಕರ್ನಾಟಕದ ಎರಡು ಪ್ರಸಿದ್ಧ ರಾಜಮನೆತನಗಳು ಯಾವುವು?
4. ಪಂಪನ ಎರಡು ಕೃತಿಗಳನ್ನು ಹೆಸರಿಸಿ.
5. ಇಬ್ಬರು ಪ್ರಮುಖ ವಚನಕಾರರನ್ನು ಹೆಸರಿಸಿ.

III. ಕೆಳಗಿನ ಎರಡು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

2x5=10

1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿಗೆ ಜೈನಧರ್ಮದ ಕೊಡುಗೆ ಏನು?
2. ಕರ್ನಾಟಕದ ಪ್ರಮುಖ ಧಾರ್ಮಿಕ ಕೇಂದ್ರಗಳನ್ನು ಪರಿಚಯಿಸಿ.
3. ಕರ್ನಾಟಕದ ಶಿಲ್ಪಕಲೆಗೆ ರಾಷ್ಟ್ರಕೂಟರ ಕೊಡುಗೆಗಳೇನು?
4. ಕರ್ನಾಟಕದ ಸಂಸ್ಕೃತಿಗೆ ವಿಜಯನಗರ ಅರಸರ ಕೊಡುಗೆ ಏನು?

Resolutions :

SEMESTER I

1. In the paper MSW 102 : Individual and Society, under unit-IV, the sociological theories by eminent Social Thinkers is omitted.

SEMESTER-II

- i. In the paper MSW 201 : Community Organization, in Unit – IV : Application of PRA : Scope – Concerns. Different PRA methods – Classification; Space-related, Time-related and Relation- related added.

2. SEMESTER III

3. In the present syllabus , the paper 'Medical and psychiatric social work' of 3rd semester is repeated in IV semester
4. Hence the paper MSW 403IE (b) Medical & Psychiatric Social work is replaced with new paper '**Industrial Relations and Trade Unions**', while retaining the paper MSW 303 IE (c) 'Social Medicine and psychiatry in Third semester.

Semester IV

5. The paper MSW402: Social work with Elderly and Differently abled' is changed as Internal Elective of 404 IE(b)
6. The paper 404 IE(b): Criminology and Correctional Administration is made as Core paper MSW 402

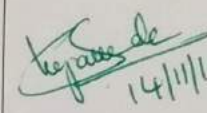
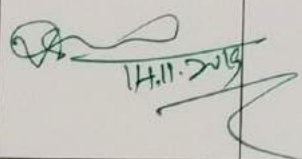
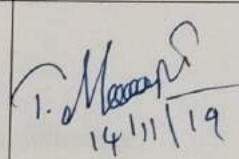
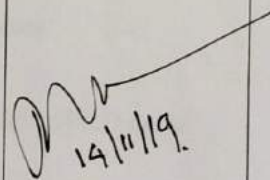
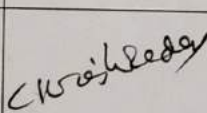
M. Lakshmi

Prof. I.V. Lakshmi Kumari
Chairperson, BOS,
Master of Social Work

- MSW
Dravidian University
Kuppam - 517 422

Board of Studies Meeting in Folklore & Tribal Studies

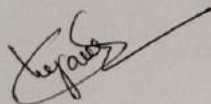
A meeting of the Board of Studies in Folklore & Tribal Studies is held at 11.30 a.m on 14-11-2019 and the following members are present.

1	Dr. K. Shyamala Associate Professor Head – Folklore & Tribal Studies Dravidian University, Kuppam	-	Chairperson	 14/11/19.
2	Dr. M.N. Venkatesha Associate Professor (On lien) Dept. of Folklore & Tribal Studies Dravidian University Kuppam-517426	-	Member	 14.11.2019
3	Dr. T. Maneppa Asst. Professor Dept. of Folklore & Tribal Studies Dravidian University Kuppam-517426	-	Member	 14/11/19
4	Dr. V. Armugam Associate Professor Dept. of Performing Arts Subramania Bharathi School of Tamil Language & Literature School of Performing Arts Pondicherry	-	Member	 14/11/19.
5	Prof. C. Krishna Reddy (Retd.) G-5, SS Grandeur KPHB, 5 th Phase Hyderabad	-	Member	 C. Krishna Reddy

1

(Folklore, Tribal Lore and Cultural Tourism) Programme.

- II. Resolved to introduce two Diploma Programmes titled a) **Diploma in Folk Performing Arts** (2 Semesters) and b) **Diploma in Tribal Culture and Development** (2 Semesters).



2

AGENDA

- I. M.A. in Folklore and Tribal Studies
- II. M.A. in Folklore, Tribal lore and Culture Tourism
- III. Updating M.Phil & Ph.D syllabi of Folklore, and Tribal Studies
- IV. Syllabus for M.Phil/Ph.D Entrance Examination
- V. Eligibility of interdisciplinary/Allied subjects for pursuing M.Phil./Ph.D in the Department.
- VI. Introducing Diploma in Folk Performing Arts
- VII. Introducing Diploma in Tribal Culture and Development
- VIII. Introducing P.G. Diploma in Folklore and Culture studies
- IX. Offering new courses/papers as External electives in II and III Semesters
- X. Submitting list of UGC CARE approved list of Journals
- XI. Panel of Examiners/Experts for Appointment

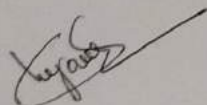
Minutes:

- The meeting started with a welcoming note by the Chairperson
The esteemed members thoroughly discussed each item of the following:
 - I. M.A. in Folklore and Tribal Studies
 - II. M.A. in Folklore, Tribal lore and Culture Tourism
 - III. Updating M.Phil. & Ph.D syllabi of Folklore, and Tribal Studies
 - IV. Syllabus for M.Phil./Ph.D Entrance Examination
 - V. Eligibility of interdisciplinary/Allied subjects for pursuing M.Phil./Ph.D in the Department.
 - VI. Introducing Diploma in Folk Performing Arts •
 - VII. Introducing Diploma in Tribal Culture and Development •
 - VIII. Introducing P.G. Diploma in Folklore and Culture studies •
 - IX. Offering new courses/papers as External electives in II and III Semesters
 - X. Submitting list of UGC CARE approved list of Journals
 - XI. Panel of Examiners/Experts for Appointment

Resolutions:

The Board unanimously resolved to approve the following

- I. Resolved to introduce two new external electives viz., a) *Cultural History and Folklore of Women in South India* in II Semester and b) *Environmental Folklore* in the place of External Elective paper titled 'Facets of Tourism' in III Semester under M.A. (Folklore, Tribal Lore and Cultural Tourism) Programme.
- II. Resolved to introduce two Diploma Programmes titled a) **Diploma in Folk Performing Arts** (2 Semesters) and b) **Diploma in Tribal Culture and Development** (2 Semesters).



- III. Also resolved to offer a '**Certificate course in Folk Performing Arts**' of one-year duration with SSC as Eligibility
- IV. Updated the M.Phil. / Ph.D. Syllabi.
- V. Resolved *to consider the disciplines of Social Work, Rural Tribal Economics and Business Management, Sociology, Performing Arts, Languages, History, Tribal Linguistics and Cultural Anthropology as approved allied subjects* for pursuing of M.Phil./ Ph.D. in the Department.
- VI. Resolved to continue the offering of P.G. programs viz., M.A. (Folklore and Tribal Studies) and M.A. (Folklore, Tribal Lore and Cultural Tourism).
- VII. Resolved to submit the list of selected journals from the UGC-CARE list.
- VIII. With the permission of the chair resolved: i) To publish a Bi-annual Research Journal from the Department of Folklore and Tribal Studies.
- IX. The Enclosed list of Panel of Examiners is approved.
- X. Resolved *to consider 'English language' for the submission of Research Thesis/Dissertation in the Department.*



Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.1- Modern Kannada Literature
Part-II: Short Story and Novel (Core Course-XIII)

ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ.

ಭಾಗ-2 : ಕಥೆ ಮತ್ತು ಕಾದಂಬರಿ

(Syllabus)

ಘಟಕ-1: ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ: ಪ್ರಭಾವ, ಪ್ರೇರಣೆ, ಧೋರಣೆ, ಆಶಯಗಳು.

ಘಟಕ-2: ನವೋದಯ ಪೂರ್ವ ಸಾಹಿತ್ಯ ಚಟುವಟಿಕೆಗಳು: ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ದೇಶಿ ವಿದ್ವಾಂಸರು.

ಘಟಕ-3: ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಘಟ್ಟಗಳು: ನವೋದಯ, ಪ್ರಗತಿಶೀಲ, ನವ್ಯ, ನವ್ಯೋತ್ತರ.

ಘಟಕ-4: ಪಠ್ಯಗಳು : 1. ಸಣ್ಣಕಥೆ(ಪಠ್ಯ): ಕನ್ನಡ ಸಣ್ಣಕಥೆಗಳು : ಜಿ.ಎಚ್.ನಾಯಕ

ಘಟಕ-5: 2. ಕಾದಂಬರಿ (ಪಠ್ಯ): ಒಡಲಾಳ : ದೇವನೂರು ಮಹಾದೇವ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | | |
|--------------------------|---|--------------------------------------------------------------------------------------------|
| 1. ಆಮೂರ ಜಿ. ಎಸ್. | : | ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ: ಸಣ್ಣಕಥೆ
ಪ್ರಿಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2013 |
| 2. ಆಮೂರ ಜಿ. ಎಸ್. | : | ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ: ಕಾದಂಬರಿ
ಶ್ರೀಹರಿ ಪ್ರಕಾಶನ, ದಾರವಾಡ, 1994 |
| 3. ಅನಂತರಮಣ ಎನ್ | : | ಹೊಸಗನ್ನಡ ಕವಿತೆಯ ಮೇಲೆ ಇಂಗ್ಲೀಷ್ ಕವಿತೆಗಳ ಪ್ರಭಾವ
ಗಂಗಾತರಂಗ, ಮೈಸೂರು, 1996 |
| 4. ಬಾಲಸುಬ್ರಮಣ್ಯಂ ನರಹಳ್ಳಿ | : | ನವ್ಯತೆ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು, 1996 |
| 5. ಧಾರವಾಡಕರ ರಾ.ಮಾ | : | ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯದ ಉದಯ ಕಾಲ
ಪ್ರಸಾರಾಂಗ, ಧಾರವಾಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, 1975 |
| 6. ಗಂಗಾಧರ ಬಿ.(ಸಂ) | : | ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟ-6
ಐಸಿರಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು |
| 7. ಗುಂಡಪ್ಪ ಎಲ್. | : | ಸುಬ್ರಹ್ಮಣ್ಯ ಭಾರತಿಯಾರ್ ಪ್ರಬಂಧಗಳು
ಸಪ್ನ ಬುಕ್‌ಹೌಸ್, ಬೆಂಗಳೂರು |
| 8. ಗೋವಿಂದರಾಜು ಗಿರಡ್ಡಿ | : | ಕಾದಂಬರಿ ವಸ್ತು ಮತ್ತು ತಂತ್ರ
ಬಾಪ್ಪೋ, ಬೆಂಗಳೂರು, 1976 |
| 9. ಹಿರೇಮಠ ಎಸ್. ಎಂ. | : | ಕನ್ನಡ ಕಾವ್ಯಮೀಮಾಂಸೆ
ಪ್ರಿಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು |
| 10. ಕರೀಗೌಡ ಬೀಜನಹಳ್ಳಿ | : | ಶತಮಾನದ ಸಣ್ಣಕತೆಗಳ ಸಮೀಕ್ಷೆ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಮಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2003 |
| 11. ಕೀರ್ತಿನಾಥ ಕುರ್ತುಕೋಟಿ | : | ನೂರುಮರ ನೂರುಸ್ವರ
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 1998 |
| 12. ಕೀರ್ತಿನಾಥ ಕುರ್ತುಕೋಟಿ | : | ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ
ಕುರ್ತುಕೋಟಿ ಮೆಮೋರಿಯಲ್ ಟ್ರಸ್ಟ್, ಧಾರವಾಡ, 2015 |
| 13. ಮುಗಳಿ ರಂ.ಶ್ರೀ. | : | ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಮಾರ್ಗದರ್ಶಕ ಸೂತ್ರಗಳು
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2011 |
| 14. ಮುತ್ತಣ್ಣ ಐ.ಮ. | : | ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಪಾಶ್ಚಾತ್ಯ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ
ಶ್ರೀಶಕ್ತಿ ಎಲೆಕ್ಟ್ರಿಕ್ ಪ್ರೆಸ್, ಮೈಸೂರು, 1984 |
| 15. ನಾಯಕ ಜಿ. ಹೆಚ್. | : | ಶತಮಾನದ ಕನ್ನಡ ಸಾಹಿತ್ಯ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು |

16. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ : ಬಂಡಾಯ-ದಲಿತ ಸಾಹಿತ್ಯ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1990
17. ರಾಘವೇಂದ್ರರಾವ್ ಹೆಚ್. ಎಸ್. : ಪ್ರಗತಿಶೀಲ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1999
18. ಸೀತಾರಾಮಯ್ಯ ಎಂ. ವಿ. : ಕನ್ನಡ ಕವಿಗಳ ಕಾವ್ಯ ವಿಚಾರ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2011
19. ಶಿವರುದ್ರಪ್ಪ ಜಿ. ಎಸ್. : ಕನ್ನಡ ಕವಿಗಳ ಕಾವ್ಯ ಕಲ್ಪನೆ
ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 2011
20. ಶಿವರುದ್ರಪ್ಪ ಜಿ. ಎಸ್. : ನವೋದಯ
ಶರತ್ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1976
21. ಶೇಷಗಿರಿರಾವ್ ಎಲ್.ಎಸ್. : ಭಾರತೀಯ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ
ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2019
22. ಶೇಷಗಿರಿರಾವ್ ಎಲ್.ಎಸ್. : ಸ್ವಾತಂತ್ರ್ಯೋತ್ತರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿ
ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2015
23. ಶೇಷಗಿರಿರಾವ್ ಎಲ್.ಎಸ್. : ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
ಅಂಕಿತ ಪುಸ್ತಕ, ಬೆಂಗಳೂರು, 2015
24. ಶ್ರೀನಿವಾಸ ಹವನೂರು : ಹೊಸಗನ್ನಡದ ಅರುಣೋದಯ
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
25. ಯರವಿನತಲೆಮಠ ಸಿ. ಆರ್. : ಪಾಶ್ಚಾತ್ಯ ಸಾಹಿತ್ಯ ವಾದಗಳು
ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2000

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.1- Modern Kannada Literature
Part-II : Short Story and Novel (Core Course XIII)
ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ
ಭಾಗ-2: ಕಥೆ ಮತ್ತು ಕಾದಂಬರಿ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಕನ್ನಡದ ಸಣ್ಣಕಥಾ ಪರಂಪರೆಯ ಕುರಿತು ಬರೆಯಿರಿ.

ಅಥವಾ

ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಪ್ರೇರಣೆ ನೀಡಿದ ಅಂಶಗಳಾವುವು? ಚರ್ಚಿಸಿ.

2. ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಪಾಶ್ಚಾತ್ಯ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆಗಳೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ಪ್ರಗತಿಶೀಲ ಕಾದಂಬರಿಗಳ ಇತಿಮಿತಿಗಳನ್ನು ಗುರುತಿಸಿ.

3. ಒಡಲಾಳ ಕಾದಂಬರಿಯ ವೈಶಿಷ್ಟ್ಯಗಳನ್ನು ಗುರುತಿಸಿ.

ಅಥವಾ

ಕನ್ನಡದ ಪ್ರಗತಿಶೀಲ ಸಾಹಿತ್ಯ ಚಳವಳಿಯ ಸಾಧನೆ ಮತ್ತು ಮಿತಿಗಳನ್ನು ಗುರುತಿಸಿ.

4. ನಿಮಗಿಟ್ಟಿರುವ ಪಠ್ಯದ ಎರಡು ಕಥೆಗಳ ಕಥನಶಿಲ್ಪ ಮತ್ತು ಆಶಯಗಳ ಕುರಿತು ಚರ್ಚಿಸಿ.

ಅಥವಾ

ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಂದರ್ಭದಲ್ಲಿ ಸಣ್ಣಕಥೆ ಹಾಗೂ ಕಾದಂಬರಿಗಿರುವ ಮಹತ್ತ್ವವೇನು? ವಿಶ್ಲೇಷಿಸಿ.

5. ನವ್ಯ ಸಾಹಿತ್ಯದ ಮಿತಿಗಳನ್ನು ಕನ್ನಡ ಕಥಾ ಸಾಹಿತ್ಯದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಚರ್ಚಿಸಿ.

ಅಥವಾ

ನಿಮಗಿಟ್ಟಿರುವ ಕಥಾಸಂಕಲನದಲ್ಲಿ ಇಬ್ಬರು ಲೇಖಕಿಯರ ಕಥಾ ಸಾಹಿತ್ಯವನು ತೌಲನಿಕವಾಗಿ ಪರಾಮರ್ಶಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಸಾಕವ್ವ

2. ಪತ್ತೇದಾರಿ ಕಾದಂಬರಿಗಳು

3. ಅನಕೃ

4. ನವೋದಯ ಕಾದಂಬರಿಗಳು

5. ದಲಿತ-ಬಂಡಾಯ ಸಾಹಿತ್ಯಕ್ಕೆ ಒದಗಿಬಂದ ಸಾಹಿತ್ಯೇತರ ಪ್ರೇರಣೆಗಳು

6. ದೇವನೂರು ಮಹಾದೇವ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper:4.2. Modern Kannada Literature and Western Literary Movements
(Core Course -XIV)

ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಪಾಶ್ಚಾತ್ಯ ಸಾಹಿತ್ಯ ಚಳವಳಿಗಳು
(Syllabus)

- ಘಟಕ-1:** ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಪಾಶ್ಚಾತ್ಯ ಸಾಹಿತ್ಯ ಸಂಬಂಧ: ಆಧುನಿಕಪೂರ್ವ ಸಂದರ್ಭದ ಬೆಳವಣಿಗೆಗಳು, ವಸಾಹತುಶಾಹಿ ಆಡಳಿತ, ಶಿಕ್ಷಣ, ಪ್ರಭಾವ ಸಂಬಂಧಗಳು.
- ಘಟಕ-2:** ಪರಿಕಲ್ಪನೆಗಳು: ಅಭಿಜಾತವಾದ, ನವ ಅಭಿಜಾತವಾದ, ಮಾನವತಾವಾದ, ಅಭಿವ್ಯಕ್ತವಾದ.
- ಘಟಕ-3:** ಪಾಶ್ಚಾತ್ಯ ಸಾಹಿತ್ಯ ಚಳವಳಿಗಳು: ರಮ್ಯವಾದ, ವಾಸ್ತವವಾದ, ಅಸ್ತಿತ್ವವಾದ, ಕಲೈಕನಿಷ್ಠೆ, ನವ್ಯತೆ, ಸಮಾಜವಾದ, ಮಾರ್ಕ್ಸವಾದ, ಪೌರಾಸ್ತ್ರವಾದ, ಸ್ತ್ರೀವಾದ, ದೇಶಿವಾದ.
- ಘಟಕ-4:** ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಘಟ್ಟಗಳು: ನವೋದಯ, ಪ್ರಗತಿಶೀಲ, ನವ್ಯ, ಬಂಡಾಯ, ದಲಿತ.
- ಘಟಕ-5:** ಎಂಬತ್ತರ ದಶಕದ ನಂತರದ ಬೆಳವಣಿಗೆಗಳು: ಸಾಹಿತ್ಯ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಚಟುವಟಿಕೆಗಳು, ಆಧುನಿಕ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಸಾಹಿತ್ಯ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

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|---------------------------|---|---------------------------------------------------------------------------------|
| 1. ಅನಂತನಾರಾಯಣ ಎಸ್ | : | ಹೊಸಗನ್ನಡ ಕಾವ್ಯದ ಮೇಲೆ ಇಂಗ್ಲಿಷ್ ಕಾವ್ಯದ ಪ್ರಭಾವ ಗಂಗಾತಂರಗ ಮೈಸೂರು, 1962 |
| 2. ಅಶೋಕ ಟಿ.ಪಿ | : | ವಾಸ್ತವವಾದ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1999 |
| 3. ಆಮೂರ ಜಿ.ಎಸ್ | : | ರೊಮ್ಯಾಂಟಿಸಿಜಮ್ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 4. ಉಷಾ ಎಂ | : | ಸಾಂಸ್ಕೃತಿಕ ಚಿಂತನೆ ಮತ್ತು ದೇಶಿ ಸ್ತ್ರೀವಾದ ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2001 |
| 5. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ | : | ರೊಮ್ಯಾಂಟಿಸಿಜಂ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 6. ಕೇಶವಶರ್ಮ ಕೆ | : | ಮಾರ್ಕ್ಸವಾದ ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2008 |
| 7. ತಿರುಮಲೇಶ ಕೆ.ವಿ | : | ಅಸ್ತಿತ್ವವಾದ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 8. ನರಹಳ್ಳಿ ಬಾಲಸುಬ್ರಹ್ಮಣ್ಯ | : | ನವ್ಯತೆ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 9. ನಾಗಭೂಷಣಸ್ವಾಮಿ ಓ.ಎಲ್ | : | ಪ್ರಜ್ಞಾಪ್ರವಾಹ ತಂತ್ರ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 10. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ | : | ಬಂಡಾಯ-ದಲಿತ ಸಾಹಿತ್ಯ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2005 |
| 11. ಬಸವರಾಜ ನಾಯ್ಡ್ | : | ಅಸಂಗತ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 12. ಬಸವರಾಜ ನಾಯ್ಡ್ | : | ಸಂರಚನಾವಾದ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 |
| 13. ಯರವಿನ ತಲಿಮಠ | : | ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಸಿದ್ಧಾಂತಗಳು ಸಮಾಜ ಪುಸ್ತಕಾಲಯ ಪ್ರಕಾಶನ, ಧಾರವಾಡ |
| 14. ಯರವಿನ ತಲಿಮಠ | : | ಪಾಶ್ಚಾತ್ಯ ಸಾಹಿತ್ಯ ವಾದಗಳು ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂದರ್ಭ, |

15. ರಹಮತ್ ತರೀಕೆರೆ	:	ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ, 2000 ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ
16. ರಾಘವೇಂದ್ರರಾವ್ ಎಚ್.ಎಸ್	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2004 ಪ್ರಗತಿಶೀಲತೆ
17. ರಾಜೇಂದ್ರ ಚೆನ್ನಿ	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1999 ದೇಶೀವಾದ
18. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 ಎಡ್ಜರ್ಡ್ ಸೈದ್
19. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್	:	ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ ಬೆಂಗಳೂರು, 2003 ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ
20. ರಾಜರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್ (ಅನು)	:	ಅಂಕಿತ ಪುಸ್ತಕ ಬೆಂಗಳೂರು, 2013 ಪೂರ್ವಾವಲೋಕನ
21. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್	:	ವಂಸತ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು, 2016 ವಸಾಹತೋತ್ತರ ಚಿಂತನೆ
22. ಶಿವರುದ್ರಪ್ಪ ಜಿ.ಎಸ್	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2016 ನವೋದಯ
23. ಶ್ರೀನಿವಾಸ ಹಾವನೂರ	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1972 ಹೊಸಗನ್ನಡದ ಅರುಣೋದಯ
24. ಶ್ರೀಮತಿ ಎಚ್.ಎಸ್.(ಸಂ)	:	ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ ಬೆಂಗಳೂರು, 1974 ಮಹಿಳಾ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
25. ಶೇಷಗಿರಿರಾವ್ ಎಲ್.ಎಸ್	:	ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2006 ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
26. ಸಿ.ಪಿ.ಕೆ (ಅನು), ಹೆನ್ರಿ ಹಡ್ಸನ್(ಮೂಲ):	:	ಅಂಕಿತ ಪುಸ್ತಕ ಬೆಂಗಳೂರು, 2002 ಸಾಹಿತ್ಯ ಪ್ರವೇಶ
27. ಸುಮಿತ್ರಾಬಾಯಿ ಬಿ.ಎನ್	:	ಕರ್ನಾಟಕ ಸಹಕಾರಿ ಪ್ರಕಾಶನ ಮಂದಿರ, ಬೆಂಗಳೂರು, 1964 ಸ್ತ್ರೀವಾದ
28. ಬಾಪು ಹೆದ್ದೂರ ಶೆಟ್ಟಿ	:	ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1999 ಸಮಾಜವಾದ : ಅಂದಿನಿಂದ ಇಂದಿನವರೆಗೆ ಜನ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1982

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper:4.2. Modern Kannada Literature and Western Literary Movements
(Core Course -XIV)
ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಪಾಶ್ಚಿಮಾತ್ಯ ಸಾಹಿತ್ಯ ಚಳವಳಿಗಳು
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ರಮ್ಯತೆ ಎಂದರೇನು? ಕನ್ನಡದ ನವೋದಯದ ಅನನ್ಯತೆಯನ್ನು ರೋಮ್ಯಾಂಟಿಸಿಜಮ್ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ವಿವರಿಸಿ.

ಅಥವಾ

ಕನ್ನಡದ ನವೋದಯ ಸಾಹಿತ್ಯದ ಪ್ರಮುಖ ಲಕ್ಷಣಗಳನ್ನು ಪರಿಚಯಿಸಿ.

2. ವಾಸ್ತವತಾವಾದ ಎಂದರೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ಕನ್ನಡದ ವಾಸ್ತವವಾದಿ ಕಾದಂಬರಿಗಳ ಪರಂಪರೆಯ ಕುರಿತು ಚರ್ಚಿಸಿ.

3. ಕನ್ನಡದ ಸ್ತ್ರೀ ಸಂವೇದನೆಯ ಬರವಣಿಗೆಗಳ ಅನನ್ಯತೆಯ ಕುರಿತು ಚರ್ಚಿಸಿ.

ಅಥವಾ

ಕನ್ನಡದ ದಲಿತ ಬಂಡಾಯ ಸಾಹಿತ್ಯದ ತಾತ್ವಿಕ ನೆಲೆಗಟ್ಟನ್ನು ವಿವರಿಸಿ.

4. ಪೌರಾಸ್ತ್ರವಾದ ಎಂದರೇನು?

ಅಥವಾ

ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಎಂಬತ್ತರ ದಶಕದ ನಂತರದ ಬೆಳವಣಿಗೆಗಳನ್ನು ವಿವರಿಸಿ.

5. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಆಧುನಿಕಪೂರ್ವ ಸಂದರ್ಭದ ಬೆಳವಣಿಗೆಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಿ.

ಅಥವಾ

ಆಧುನಿಕ ಮಾಧ್ಯಮಗಳು ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಂಬಂಧವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ನವ್ಯ ಸಾಹಿತ್ಯದ ಲಕ್ಷಣ
2. ಕಲೈಕನಿಷ್ಠೆ
3. ಸಮಾಜವಾದ
4. ಮಾರ್ಕ್ಸವಾದ
5. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಇತ್ತೀಚಿನ ಬೆಳವಣಿಗೆಗಳು
6. ಅಭಿಜಾತ ಮತ್ತು ನವ ಅಭಿಜಾತ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.3: Research Methodology (Core Course-XV)
ಸಂಶೋಧನಶಾಸ್ತ್ರ
(Syllabus)

- ಘಟಕ-1:** ಸಂಶೋಧನೆ: ಅರ್ಥ, ಸ್ವರೂಪ, ವ್ಯಾಪ್ತಿ, ಪ್ರಯೋಜನಗಳು, ಸೃಜನ-ಸಂಶೋಧನೆ-ವಿಮರ್ಶೆ.
- ಘಟಕ-2:** ಸಂಶೋಧನೆಯ ವಿವಿಧ ಹಂತಗಳು: ಸಂಶೋಧಕನ ಅರ್ಹತೆಗಳು, ಗುಣಲಕ್ಷಣಗಳು, ವಿಷಯದ ಆಯ್ಕೆ, ಊಹನಾಸಿದ್ಧಾಂತ, ಸಂಶೋಧನೆಯ ರೂಪರೇಷೆ.
- ಘಟಕ-3:** ಆಕರ ಸಾಮಗ್ರಿ ಮತ್ತು ಕ್ಷೇತ್ರಕಾರ್ಯ: ಮೂಲ ಆಕರಗಳು, ಅನುಷಂಗಿಕ ಆಕರಗಳು, ಕ್ಷೇತ್ರಕಾರ್ಯದ ಪೂರ್ವಸಿದ್ಧತೆ, ಕ್ಷೇತ್ರಕಾರ್ಯಾಚರಣೆ, ಸಂಗ್ರಹಾಲಯಗಳು, ಪ್ರಶ್ನಾವಳಿ, ಸಂದರ್ಶನ, ಅವಲೋಕನ.
- ಘಟಕ-4:** ಸಂಶೋಧನೆಯ ವಿವಿಧ ಪ್ರಕಾರಗಳು : ವಿವರಣಮುಖಿ ಸಂಶೋಧನೆ, ವಿಶ್ಲೇಷಣಮುಖಿ ಸಂಶೋಧನೆ, ಐತಿಹಾಸಿಕ ಸಂಶೋಧನೆ, ತುಲನಾತ್ಮಕ ಸಂಶೋಧನೆ, ಮನೋವೈಜ್ಞಾನಿಕ ಸಂಶೋಧನೆ, ಬಹುಶಿಸ್ತೀಯ ಸಂಶೋಧನೆ, ಅಂತರ್ ಶಿಸ್ತೀಯ ಸಂಶೋಧನೆ, ಸಾಂಸ್ಕೃತಿಕ ಸಂಶೋಧನೆ, ಮಾರ್ಕ್ಸ್‌ಸಿದ್ಧಾಂತ.
- ಘಟಕ-5:** ಸಂಶೋಧನಾ ಲೇಖನ, ನಿಬಂಧ, ಮಹಾಪ್ರಬಂಧ: ಸ್ವರೂಪ ಮತ್ತು ವ್ಯತ್ಯಾಸ, ಸಂಶೋಧನ ಭಾಷೆ, ಉದ್ಧರಣೆ ಮತ್ತು ಅಡಿಟಿಪ್ಪಣಿ, ಪರಾಮರ್ಶನ ಗ್ರಂಥಸೂಚಿ, ಗ್ರಂಥಮುಣ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು:

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|------------------------|---|----------------------------------------------------------------------------|
| 1. ಅಮರೇಶ ನುಗಡೋಣ | : | ಸಂಶೋಧನೆಯ ವೈಧಾನಿಕತೆಗಳು
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2008 |
| 2. ಆರ್ವಿಯಸ್ ಸುಂದರಂ | : | ಸಂಶೋಧನ ಪಥ
ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು |
| 3. ಆರ್ವಿಯಸ್ ಸುಂದರಂ | : | ಸಂಶೋಧನೆಯ ತತ್ವ ಮತ್ತು ವಿಧಾನ,
ಅಲ್ಲಮ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2013 |
| 4. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ. | : | ಕನ್ನಡ ಸಂಶೋಧನ ಶಾಸ್ತ್ರ
ಸಪ್ತ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 8ನೇ ಮುದ್ರಣ 2016 |
| 5. ಚಂದ್ರಪೂಜಾರಿ. ಎಂ | : | ಸಂಶೋಧಕರು ಮತ್ತು ಕ್ಷೇತ್ರಕಾರ್ಯ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2005 |
| 6. ಚಂದ್ರಪೂಜಾರಿ. ಎಂ | : | ಸಂಶೋಧನ ಜವಾಬ್ದಾರಿ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 2008 |
| 7. ಚಂದ್ರಪೂಜಾರಿ. ಎಂ | : | ಸಮಾಜ ಸಂಶೋಧನೆ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ - 2005 |
| 8. ಚಿದಾನಂದಮೂರ್ತಿ. ಎಂ | : | ಸಂಶೋಧನೆ
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು, 2ನೇ ಮುದ್ರಣ 1984 |
| 9. ತಾರಾನಾಥಎನ್.ಎಸ್ | : | ಶತಮಾನದ ಸಂಶೋಧನೆ
ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 2001 |
| 10. ಪುಟ್ಟಪ್ಪ ಎಂ | : | ಸಂಶೋಧನೆಯ ತಾತ್ವಿಕ ಆಯಾಮಗಳು
ಯಶ ಪ್ರಿಂಟರ್ಸ್, ಬೆಂಗಳೂರು - 2010 |
| 11. ಪುರುಷೋತ್ತಮ ಬಿಳಿಮಲೆ | : | ಜಾನಪದ ಕ್ಷೇತ್ರಕಾರ್ಯ
ಆಧುನಿಕ ವಿಧಾನಗಳು, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 1993 |
| 12. ಮಹಾಬಲೇಶ್ವರರಾವ್ | : | ಸಂಶೋಧನಾ ಮಾರ್ಗ
ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಷನ್ಸ್ |
| 13. ರಹಮತ್ ತರೀಕೆರೆ | : | ಕನ್ನಡ ಸಂಶೋಧನೆಯ ತಾತ್ವಿಕ ವಿಚಾರ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ, 3ನೇ ಮುದ್ರಣ 2018 |
| 14. ರಹಮತ್ ತರೀಕೆರೆ | : | ಸಂಶೋಧನ ಮೀಮಾಂಸೆ
ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ 2014 |

15. ಶಿರೂರ ಬಿ.ವಿ. : ಸಂಶೋಧನ ಸ್ವರೂಪ
ತೈರಿತಆಫ್ ಸೆಟ್ ಪ್ರಿಂಟರ್ಸ್, ಗದಗ 8ನೇ ಮುದ್ರಣ 2016
16. ಸದಾನಂದ ನಾಯಕ : ಸಾಹಿತ್ಯ ಸಂಶೋಧನೆ ಮತ್ತು ಸಮಾಲೋಚನೆ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ 1974
17. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಸಾಹಿತ್ಯ ಸಂಶೋಧನ ಮಾರ್ಗ
ರೂಪ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗಾ 2ನೇ ಮುದ್ರಣ 1998
18. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಸಾಹಿತ್ಯ ಸಂಶೋಧನ ಮಾರ್ಗ
ರೂಪ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗಾ 2ನೇ ಮುದ್ರಣ 1998
19. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಶೋಧನ ಮಾರ್ಗ ಮತ್ತು
ಇತಿಹಾಸ,
ರೂಪ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗಾ 2ನೇ ಮುದ್ರಣ 2006
20. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಶೋಧನೆಯ ಇತಿಹಾಸ
ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು 2003
21. ರಾಜೂರ (ಸಂ) : ಮಹಾಮಾರ್ಗ
ವೀರಶೈವ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಗದಗ 1998
22. ಸಿದ್ಧಲಿಂಗಯ್ಯ, ಕೃಷ್ಣಯ್ಯ : ಸಾಲು ದೀಪಗಳು
5ನೇ ಮುದ್ರಣ 2016
23. ಹರಿಕೃಷ್ಣ ಭರಣ್ಯ, ಸದಾಶಿವ ಪಿ.ಕುಲಕರ್ಣಿ : ಸಂಶೋಧನ ವಿಧಾನ
ಪ್ರಭಸ ಬಿಡುಗಡೆ, ಮಧುರೈ 1989
24. ಎಸ್.ಎಂ. ಹಿರೇಮಠ : ಸಂಶೋಧನೆಯ ತ್ರಿಮುಖ
ಸ್ನೇಹ ಪ್ರಿಂಟರ್ಸ್, ಬೆಂಗಳೂರು 2013
25. ಹೊಸೈರೆ ಶಿವಸ್ವಾಮಿ : ಸಂಶೋಧನಶಾಸ್ತ್ರ
ತ. ವೆಂ.ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.3 : Research Methodology (Core Course-XV)
ಸಂಶೋಧನಶಾಸ್ತ್ರ

(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10 x5=50

1. ಸಂಶೋಧನೆ ಎಂದರೇನು? ವಿದ್ವಾಂಸರ ಹೇಳಿಕೆಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ವಿಶ್ಲೇಷಿಸಿ.

ಅಥವಾ

ಕನ್ನಡ ಸಂಶೋಧನೆ ಬೆಳೆದು ಬಂದ ಬಗೆಯನ್ನು ವಿಶದಪಡಿಸಿ.

2. ಆಕರಗಳ ಪ್ರಕಾರಗಳನ್ನು ಗುರುತಿಸಿ.

ಅಥವಾ

ಪಾರಂಪರಿಕ ಸಂಶೋಧನೆ ಎಂದರೇನು? ವಿವರಿಸಿ.

3. ಸಂಶೋಧನಾ ವಿಧಾನ ಮತ್ತು ವಿನ್ಯಾಸಗಳನ್ನು ವಿಶದಪಡಿಸಿ.

ಅಥವಾ

ಸಂಶೋಧನಾ ಪ್ರಕಾರಗಳನ್ನು ಕುರಿತು ವಿಶ್ಲೇಷಿಸಿ.

4. ಸಂಶೋಧಕನ ಅರ್ಹತೆಗಳಾವುವು? ಚರ್ಚಿಸಿ

ಅಥವಾ

ಅಂತರ್‌ಶಿಸ್ತೀಯ ಸಂಶೋಧನೆ ಎಂದರೇನು? ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ಸ್ಪಷ್ಟಪಡಿಸಿ.

5. ಮಹಾಪ್ರಬಂಧದ ವಿನ್ಯಾಸದ ಕುರಿತು ಬರೆಯಿರಿ.

ಅಥವಾ

ಜಾನಪದ ಅಧ್ಯಯನದಲ್ಲಿ ಕ್ಷೇತ್ರಕಾರ್ಯದ ಮಹತ್ವವನ್ನು ಗುರುತಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5 x4=20

1. ಊಹನಾ ಸಿದ್ಧಾಂತ
2. ಉದ್ಧರಣೆ, ಅಡಿಟಿಪ್ಪಣಿ
3. ಸೃಜನ-ಸಂಶೋಧನೆ-ವಿಮರ್ಶೆ
4. ಸಾಂಸ್ಕೃತಿಕ ಸಂಶೋಧನೆ
5. ಸಾರಲೇಖ
6. ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.4. Comparative Dravidian Linguistics (Internal Elective-II)
ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾವಿಜ್ಞಾನ

(Syllabus)

- ಘಟಕ-1: ದ್ರಾವಿಡ:** ದ್ರಾವಿಡ ಪದ ನಿಷ್ಪತ್ತಿ, ದ್ರಾವಿಡ ಜನಾಂಗ ಮತ್ತು ದ್ರಾವಿಡ ಭಾಷೆಗಳು, ದ್ರಾವಿಡ ಭಾಷಾ ಪರಿವಾರ, ಪ್ರಮುಖ ದ್ರಾವಿಡ ಭಾಷೆಗಳು- ತಮಿಳು, ಕನ್ನಡ, ತೆಲುಗು, ಮಲಯಾಳಂ.
- ಘಟಕ-2: ದ್ರಾವಿಡ ವ್ಯಾಕರಣ:** ಪ್ರಮುಖ ಪ್ರಕ್ರಿಯೆಗಳು, ಧ್ವನಿ: ಇ>ಎ, ಉ>ಒ ಪ್ರಕ್ರಿಯೆ, ಕ್ ಕಾರ ತಾಲವ್ಯೀಕರಣ, ಚ್> ಸ್ ಲೋಪ, ಘೋಷ-ಅಘೋಷ ಧ್ವನಿಮಾಗಳು, ವ್ಯಂಜನ ಪಲ್ಲಟ/ಸ್ವರಾನುರೂಪ್ಯತೆ.
- ಘಟಕ-3: ಆಕೃತಿಮಾಗಳು:** ಲಿಂಗ, ವಚನ, ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು, ಸರ್ವನಾಮಗಳು, ಸಂಖ್ಯಾವಾಚಿಗಳು, ವಿಶೇಷಣಗಳು.
- ಘಟಕ-4: ದ್ರಾವಿಡ ಭಾಷೆಗಳ ಬೆಳವಣಿಗೆ ಮತ್ತು ವರ್ಗೀಕರಣ:** ಮೂಲ ದ್ರಾವಿಡ, ದ್ರಾವಿಡ ಭಾಷೆಗಳ ಬೆಳವಣಿಗೆ, ದ್ರಾವಿಡ ಭಾಷೆಗಳ ವರ್ಗೀಕರಣ - ಉತ್ತರ ದ್ರಾವಿಡ, ಮಧ್ಯ ದ್ರಾವಿಡ, ದಕ್ಷಿಣ ಮಧ್ಯ ದ್ರಾವಿಡ ಮತ್ತು ದಕ್ಷಿಣ ದ್ರಾವಿಡ, ವರ್ಗೀಕರಣದ ಸಮಸ್ಯೆಗಳು.
- ಘಟಕ-5: ದ್ರಾವಿಡ ಭಾಷಾ ವೈಶಿಷ್ಟ್ಯಗಳು:** ಮೂಲ ದ್ರಾವಿಡದ ಸ್ವರೂಪ ಮತ್ತು ಮೂಲದ್ರಾವಿಡದ ಪುನರ್ ರಚನೆ. ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾಧ್ಯಯನ ಪರಂಪರೆ, ಪ್ರಮುಖ ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾಧ್ಯಯನಕಾರರು.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಕೆಂಪೇಗೌಡ, ಕೆ : ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾ ವಿಜ್ಞಾನ ಪರಿಚಯ
ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1987.
2. ಕೆಂಪೇಗೌಡ, ಕೆ : ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾ ವಿಜ್ಞಾನ
ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1990.
3. ಕೆಂಪೇಗೌಡ, ಕೆ : ಸಾಮಾನ್ಯ ಭಾಷಾ ವಿಜ್ಞಾನ
ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1993
4. ಕೆಂಪೇಗೌಡ, ಕೆ : ಭಾಷಾ ವಿಜ್ಞಾನ ಪರಿಚಯ
ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2015.
5. ನಾಗರಾಜಯ್ಯ, ಹಂಪ : ದ್ರಾವಿಡ ಭಾಷಾ ವಿಜ್ಞಾನ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು, 2015.
6. ನಾಗರಾಜಯ್ಯ, ಹಂಪ : ದ್ರಾವಿಡ ಭಾಷೆಗಳು
ಗುರುದೇವ ಪ್ರಕಾಶನ, 1965.
7. ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ : ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ
ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1996
8. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ
ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, 2005.
9. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ : ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾ ವಿಜ್ಞಾನ
ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, 2013.
10. Bhadriraju Krishnamurthi : The Dravidian Languages
Cambridge University Press, 2003.
11. Coldell, Robert : Historical Grammar of Dravidian or South Indian
Languages

- Trubner & Co. London, 1875.
12. Shanmugam, S.V : Dravidian Nouns : A Comparative Study
Dept. of Linguistics, Annamalai University,
Annamalainagara.1971.
13. Subramanyam, P.S. : Dravidian Verb Morphology, Dept. of
Linguistics, Annamalai University,
Annamalainagara.1971.

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper: 4.4. Comparative Dravidian Linguistics (Internal Elective-II)
ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾವಿಜ್ಞಾನ

(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ದ್ರಾವಿಡ ಭಾಷೆಗಳ ಸಂಖ್ಯಾವಾಚಿಗಳನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಲಿಂಗ ವಚನ ವ್ಯವಸ್ಥೆಯ ಕುರಿತು ಚರ್ಚಿಸಿ.
2. ದ್ರಾವಿಡ ಭಾಷೆಗಳ ವರ್ಗೀಕರಣವನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಪ್ರಮುಖ ದ್ರಾವಿಡ ಭಾಷೆಗಳ ವೈಶಿಷ್ಟ್ಯವನ್ನು ವಿವರಿಸಿ.
3. ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಕ್ ಕಾರ ತಾಲವ್ಯೀಕರಣದ ಕುರಿತು ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಘೋಷ-ಅಘೋಷ ಧ್ವನಿಮಾಗಳನ್ನು ಪರಿಚಯಿಸಿ.
4. ಮೂಲ ದ್ರಾವಿಡದ ಸ್ವರೂಪವನ್ನು ಪರಿಚಯಿಸಿ.
ಅಥವಾ
ದ್ರಾವಿಡ ಭಾಷೆಗಳ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳ ವೈಶಿಷ್ಟ್ಯವನ್ನು ಗುರುತಿಸಿ.
5. ಪ್ರಮುಖ ದ್ರಾವಿಡ ಭಾಷಾಧ್ಯಯನಕಾರರ ಕೊಡುಗೆಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
ಅಥವಾ
ಮೂಲದ್ರಾವಿಡದ ಪುನರ್ ರಚನೆಯ ಕುರಿತು ಚರ್ಚಿಸಿ.

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ದ್ರಾವಿಡ ಪದ ನಿಷ್ಪತ್ತಿ
2. ಚ್ > ಸ್ ಲೋಪ
3. ತೌಲನಿಕ ದ್ರಾವಿಡ ಭಾಷಾಧ್ಯಯನ ಪರಂಪರೆ
4. ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಕಾಲ ವ್ಯವಸ್ಥೆ
5. ರಾಬರ್ಟ್ ಕಾಲ್ಡವೆಲ್
6. ಇ > ಎ, ಊ > ಓ ಪ್ರಕ್ರಿಯೆ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, Fourth Semester (CBCS)
Paper: 4.5 : Village Deities (Internal Elective-II)
ಗ್ರಾಮ ದೇವತೆಗಳು

(Syllabus)

- ಘಟಕ-1: ಗ್ರಾಮದೇವತೆಗಳು :** ಉಗಮ ಮತ್ತು ವಿಕಾಸ, ಮಾತೃ ಪ್ರಧಾನ ಕುಟುಂಬ ವ್ಯವಸ್ಥೆ, ಸಾಮಾನ್ಯ ಸ್ವರೂಪ, ಭೌಗೋಳಿಕ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಹಿನ್ನೆಲೆ, ವರ್ಗೀಕರಣ, ಪುರಾಣ, ನಂಬಿಕೆ, ಐತಿಹ್ಯ.
- ಘಟಕ-2 ಗ್ರಾಮದೇವತೆಗಳು ಮತ್ತು ಉಪದೇವತೆಗಳು:** ಸಂಬಂಧ-ವ್ಯತ್ಯಾಸಗಳು, ಸಾಮ್ಯ-ಭೇದಗಳು, ಹಿಂದೂ ದೇವಾಲಯಗಳು: ಪ್ರಾಚೀನ ನಾಗರಿಕತೆಗಳ ಸಂಸ್ಕೃತಿ, ಸಾರಥ್ಯ, ಮಹತ್ವ.
- ಘಟಕ-3: ಗ್ರಾಮದೇವತೆಗಳು ಮತ್ತು ಶಿಷ್ಟ ದೇವತೆಗಳು:** ಗ್ರಾಮ ಆಚರಣೆಗಳು-ಶಿಷ್ಟ ಆಚರಣೆಗಳು-ಸಾಮ್ಯ ಭೇದಗಳು.
- ಘಟಕ-4: ಗ್ರಾಮದೇವತೆಗಳ ಸಾಂಸ್ಕೃತಿಕ ಮಹತ್ವ:** ಅಧ್ಯಯನದ ಮಹತ್ವ-ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ ಪಲ್ಲಟಗಳು.
- ಘಟಕ-5: ಆಧುನಿಕತೆಯ ಪ್ರಭಾವ ಗ್ರಾಮದೇವತೆಗಳ ಪ್ರಸ್ತುತತೆ:** ಜಾತ್ರೆ, ಹಬ್ಬ, ಉತ್ಸವ, ವಿಧಿ, ನಿಷೇಧಗಳು.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ : ಜಾನಪದ ಸಾಹಿತ್ಯ ದರ್ಶನ, ಭಾಗ-22
ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.
2. ಚಿದಾನಂದಮೂರ್ತಿ.ಎಂ : ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ
ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು, 1966.
3. ಚೆಣ್ಣನ್ನ ವಾಲೀಕಾರ : ಹೈದರಾಬಾದ್ ಕರ್ನಾಟಕದ ಗ್ರಾಮದೇವತೆಗಳು
ದಲಿತ ಬಂಡಾಯ ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ,ಗುಲ್ಬರ್ಗ,1998
4. ನಾಗಾರಾಜಯ್ಯ ಹಂಪಾ : ಕರ್ನಾಟಕದ ಜಾತ್ರೆಗಳು
ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
5. ನೇಗಿನ ಹಾಳ.ಎಂ.ಬಿ : ಜಾನಪದ ಸಾಹಿತ್ಯ ದರ್ಶನ, ಭಾಗ-23
(ಜನಪದ ನಂಬಿಕೆಗಳು), ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.
6. ಬಾಲಗೋಪಾಲ್.ಕೆ(ಮೂಲ) : ಪ್ರಾಚೀನ ಭಾರತ ಚರಿತ್ರೆ:ಡಿ.ಡಿ.
ಶ್ರೀಮತಿ.ಹೆಚ್.ಎಸ್.(ಅನು) ಕೊಸಾಂಬಿಯವರ ಚಿಂತನೆಗಳು, ಪ್ರಗತಿ ಗ್ರಾಫಿಕ್ಸ್,2012.
7. ಮಂಜುನಾಥ.ಸಿ.ಯು : ಶಾಸನಗಳು ಮತ್ತು ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ
ಚಿತ್ತಲಾ ಪ್ರಕಾಶನ, ಕುಪ್ಪಂ,2012.
8. ರಾಮಚಂದ್ರರಾವ್,ಎಸ್.ಕೆ : ಭಾರತೀಯ ದೇವಾಲಯಗಳ ಜಾನಪದ ಮೂಲ
ಐ.ಬಿ.ಹೆಚ್. ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1981.
9. ರಾಮಚಂದ್ರರಾವ್,ಎಸ್.ಕೆ : ಭಾರತೀಯ ದೇವಾಲಯಗಳ ನೆಲೆ ಹಿನ್ನೆಲೆ
ಸುರಮಾ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2010.
10. ಲಕ್ಷ್ಮೀದೇವಿ.ಎಸ್ : ಗ್ರಾಮ ಮತ್ತು ಶಿಷ್ಟ ದೇವತೆಗಳು
ಚಿತ್ತಲಾ ಪ್ರಕಾಶನ, ಕುಪ್ಪಂ,2007.
11. ಲಿಂಗಯ್ಯ.ಡಿ : ಕರ್ನಾಟಕದ ಗ್ರಾಮದೇವತೆಗಳು
ಐ.ಬಿ.ಹೆಚ್. ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 1994.
12. ವೃಷಭೇಂದ್ರಸ್ವಾಮಿ(ಸಂ) : ಜಾನಪದ ಸಾಹಿತ್ಯ ದರ್ಶನ,
ಭಾಗ-15-ಐತಿಹ್ಯ, ಪವಾಡ, ದಂತಕಥೆ,
ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಧಾರವಾಡ.
13. ಸಿದ್ದಲಿಂಗಯ್ಯ : ಗ್ರಾಮದೇವತೆಗಳು

- ಅಂಕಿತ ಪುಸ್ತಕ, ಬಸವನಗುಡಿ, ಬೆಂಗಳೂರು, 1997.
14. ಸುಂಕಾಪುರ.ಎಂ.ಎಸ್ : ಜಾನಪದ ಸಾಹಿತ್ಯ ದರ್ಶನ-
ಕರ್ನಾಟಕದ ಸ್ತ್ರೀ ದೇವತೆಗಳು,
ಕನ್ನಡ ಅಧ್ಯಯನ ಪೀಠ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಧಾರವಾಡ.
15. ಸಂಪದ್ಗಿರಾಜ್.ಕೆ(ಸಂ) : ಕರ್ನಾಟಕ ಪರಂಪರೆ ಸಂಪುಟ-2
ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು, 1970
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ಸಮತ ಪ್ರಕಾಶನ, ಹೊಸಪೇಟೆ.
17. ಬಸವರಾಜ ನೆಲ್ಲಿರಸ : ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆಯ ಗ್ರಾಮದೇವತೆಗಳು.
18. ಅನಂತರಂಗಾಚಾರ್ಯ.ಎನ್ : ಭಾರತೀಯ ದೇವಾಲಯಗಳು ಮತ್ತು ಸಂಸ್ಕೃತಿ.
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Leopold classic Library.

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, Fourth Semester (CBCS)
Paper: 4.5 : Village Deities (Internal Elective-II)
ಗ್ರಾಮ ದೇವತೆಗಳು
(Model Question Paper)

ಸಮಯ:3 ಗಂಟೆ.

ಒಟ್ಟು ಅಂಕಗಳು:70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಹಿಂದೂ ಸಂಸ್ಕೃತಿಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಗ್ರಾಮದೇವತೆಗಳ ಮಹತ್ವವೇನು?
ಅಥವಾ
ಗ್ರಾಮದೇವತೆಗಳ ವರ್ಗೀಕರಣದ ಕುರಿತು ಬರೆಯಿರಿ.
2. ಪ್ರಾಚೀನ ನಾಗರೀಕತೆಗಳ ಸಂಸ್ಕೃತಿಗೆ ಶಿಷ್ಟ ಹಾಗೂ ಗ್ರಾಮದೇವತೆಗಳ ಕೊಡುಗೆಗಳೇನು? ವಿಶದೀಕರಿಸಿ.
ಅಥವಾ
ಜಾನಪದ ಆಚರಣೆಗಳನ್ನು ವೈಜ್ಞಾನಿಕವಾಗಿ ಅರ್ಥೈಸಲು ಸಾಧ್ಯವೆ? ಉದ್ಭೂತಗಳೊಂದಿಗೆ ಸ್ಪಷ್ಟಪಡಿಸಿ.
3. “ಮಾತೃಪ್ರಧಾನ ವ್ಯವಸ್ಥೆಯ ಪಳಯುಳಿಕೆಗಳು ಗ್ರಾಮದೇವತೆಗಳು”- ಚರ್ಚಿಸಿ.
ಅಥವಾ
ಗ್ರಾಮದೇವತೆಗಳನ್ನು ಗ್ರಾಮದ ರಕ್ಷಣೆಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಆರಾಧಿಸಲಾಗುತ್ತದೆಯೇ? ಏಕೆ? ವಿವರಿಸಿ.
4. ದಲಿತ ಸಮುದಾಯಗಳು ಗ್ರಾಮದೇವತೆಗಳನ್ನು ಆರಾಧಿಸುವ ಪರಿಯೆಂತು? ವಿವರಿಸಿ.
ಅಥವಾ
ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಗ್ರಾಮದೇವತೆಗಳ ಸಂಸ್ಕೃತೀಕರಣ ಪ್ರಕ್ರಿಯೆಗೆ ಒಳಗಾಗುತ್ತಿವೆಯೇ? ಹೇಗೆ? ಚರ್ಚಿಸಿ.
5. ಬಲಿ ಆಚರಣೆಯ ಮಹತ್ವವನ್ನು ಗ್ರಾಮದೇವತೆಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಚರ್ಚಿಸಿ
ಅಥವಾ
ಗ್ರಾಮದೇವತೆಗಳ ಸಾಂಸ್ಕೃತಿಕ ಮಹತ್ವಕ್ಕೆ ಅಡ್ಡಿಯನ್ನುಂಟು ಮಾಡುವ ಸಾಮಾಜಿಕ ಸವಾಲುಗಳಾವುವು?
ವಿವರಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಗ್ರಾಮದೇವತೆಯ ಮಹತ್ವ
2. ಸಿಡಿ ಆಚರಣೆ
3. ಶಿಷ್ಟ ದೇವತೆಗಳು
4. ನಂಬಿಕೆ, ಐತಿಹ್ಯ ಹಾಗೂ ಪುರಾಣ
5. ಆಧುನಿಕತೆ ಮತ್ತು ಜಾತ್ರೆ
6. ವಿಧಿ-ನಿಷೇಧ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper-4.6: Comparative Dravidian Literature (Internal Elective-III)
ತೌಲನಿಕ ದ್ರಾವಿಡ ಸಾಹಿತ್ಯ

(Syllabus)

- ಘಟಕ-1: ತೌಲನಿಕ ಸಾಹಿತ್ಯ :** ಪರಿಕಲ್ಪನೆ, ತೌಲನಿಕ ಅಧ್ಯಯನದ ಬೆಳವಣಿಗೆಯ ಸ್ಥೂಲ ಪರಿಚಯ. ತೌಲನಿಕ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನದ ಮುಖ್ಯ ಪ್ರಕಾರಗಳು: ವಸ್ತು ಸಮಾನತೆಯನ್ನಾಧರಿಸಿದ ಅಧ್ಯಯನ, ಪ್ರಭೇದ ಅಧ್ಯಯನ, ಪ್ರಭಾವ ಅಧ್ಯಯನ, ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ, ಭಾಷಾಂತರ ಅಧ್ಯಯನ; ಈ ಕಲ್ಪನೆಗಳ ಸ್ಥೂಲ ಪರಿಚಯ.
- ಘಟಕ-2: ತೌಲನಿಕ ದ್ರಾವಿಡ ಸಾಹಿತ್ಯ :** ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅಧ್ಯಯನದ ಸಾಧ್ಯತೆಗಳು : ಪ್ರಮುಖ ದ್ರಾವಿಡ ಭಾಷೆಗಳು: ಕನ್ನಡ, ತಮಿಳು, ತೆಲುಗು, ಮಲಯಾಳಂ, ತುಳು- ಈ ಭಾಷೆಗಳು ಸ್ವತಂತ್ರವಾಗಿ ಬೆಳೆದ ಬಗೆ, ಭಾಷಿಕ ವೈಶಿಷ್ಟ್ಯಗಳು-ಪರಸ್ಪರ ಸಂಬಂಧ.
- ಘಟಕ-3: ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ:** ಆರಂಭಿಕ ಕಾಲ, ಲಿಖಿತ ಸಾಹಿತ್ಯ, ಸಾಹಿತ್ಯ ಪರಂಪರೆ ಬೆಳೆದು ಬಂದ ಬಗೆ, ಆಯಾ ಭಾಷೆಗಳ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ವಿಭಾಗ ಕ್ರಮ, ಪ್ರಾಥಮಿಕ ಪರಿಚಯ, ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ, ಕಾಲಘಟ್ಟ, ರಾಜಕೀಯ ಸನ್ನಿವೇಶ, ಸಾಮಾಜಿಕ ಸಂದರ್ಭಗಳ ಪ್ರಾಥಮಿಕ ಪರಿಚಯ.
- ಘಟಕ-4: ದ್ರಾವಿಡ ಭಾಷೆಗಳ ಆರಂಭದ ಸಾಹಿತ್ಯ :** ತಮಿಳು ಸಂಗಂ ಸಾಹಿತ್ಯ, ಕನ್ನಡದ ಕವಿರಾಜಮಾರ್ಗ-ಪಂಪಯುಗ, ತೆಲುಗು ನನ್ನಯ ಯುಗ, ಮಲಯಾಳಂ ಪಾಟ್ಟು ಪರಂಪರೆ-ರಾಮಚರಿತಂ, ತುಳು-ಆರಂಭಿಕ ಸಾಹಿತ್ಯ ಪರಿಚಯ.
- ಘಟಕ-5 : ಪ್ರಭಾವ, ಪ್ರೇರಣೆ, ಧೋರಣೆ (ಆರಂಭದಿಂದ ಮಧ್ಯಕಾಲೀನ ಸಾಹಿತ್ಯದವರೆಗೆ) :**
- ಭಾಷೆ :** ಸಂಸ್ಕೃತ ಮತ್ತು ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ: ರಾಮಾಯಣ, ಮಹಾಭಾರತ, ಭಾಗವತ, ಗದ್ಯ ಸಾಹಿತ್ಯ, ಶಾಸ್ತ್ರ ಸಾಹಿತ್ಯ, ಪ್ರಾಕೃತ ಮತ್ತು ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ; ಸಂಸ್ಕೃತ, ಪ್ರಾಕೃತಗಳ ಪ್ರೇರಣೆ-ಪಡೆದೂ ಸ್ವೋಪಜ್ಞ ಪರಂಪರೆ; ದ್ರಾವಿಡ ಭಾಷೆಗಳೊಳಗೆ ಪರಸ್ಪರ ಪ್ರೇರಣೆ ಪ್ರಭಾವ, ಸಮಾನ ಅಂಶಗಳು; ಕನ್ನಡ-ತೆಲುಗು, ತಮಿಳು-ಮಲಯಾಳಂ, ಕವಿರಾಜಮಾರ್ಗ-ತೊಲ್ಕಾಪ್ಪಿಯಂ; ಪಂಪ-ನನ್ನಯ; ಕಂಬರಾಮಾಯಣ-ರಾಮಚಂದ್ರಚರಿತ ಪುರಾಣ; ಅಲ್ಲಮ-ತಿರುಮೂಲರ್; ಆಂಡಾಳ್-ಅಕ್ಕಮಹಾದೇವಿ.
 - ಧರ್ಮ :** ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಮತ್ತು ಜೈನಧರ್ಮ; ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಮತ್ತು ಬೌದ್ಧಧರ್ಮ; ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಮತ್ತು ಶೈವಧರ್ಮ. ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯ ಮತ್ತು ವೈಷ್ಣವ ಸಮಾಜ, ಸಂಸ್ಕೃತಿ, ರಾಜಕೀಯ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ದಕ್ಷಿಣ ಭಾರತೀಯ ಸಾಹಿತ್ಯ ಮೈಸೂರು ವಿ ವಿ, 1980
2. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ತೆಲುಗು ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಪ್ರಸಾರಾಂಗ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, 1982
3. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ಭಾರತೀಯ ಸಾಹಿತ್ಯ ಸಮೀಕ್ಷೆ ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
4. ಆರ್ವಿಯಸ್ ಸುಂದರಂ : ಆಂಧ್ರ ವಾಚ್ಯಯ ಪ್ರಸಾರಾಂಗ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು
5. ತಮಿಳು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ದೆಹಲಿ
6. ಮಲಯಾಳಂ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕೇಂದ್ರ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ದೆಹಲಿ
7. ಮುಗಳಿ ರಂ.ಶ್ರೀ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ, 1996

8. ಆರುದ್ರ : ತೆಲುಗು ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ
9. ಮಲ್ಲೇಪುರಂ ಜಿ.ವೆಂಕಟೇಶ : ತೌಲನಿಕ ಸಾಹಿತ್ಯ ಪರಿಕಲ್ಪನ
10. ಸೂಸನ್ ಬಾಸ್‌ನೆಟ್ : ತೌಲನಿಕ ಸಾಹಿತ್ಯ
ಅನು:ಕೆ.ಸಿ.ಶಿವಾರೆಡ್ಡಿ &
ರಾಮಲಿಂಗಪ್ಪ ಟಿ.ಬೇಗೂರು
11. ಭಾರತೀಯ ಸಾಹಿತ್ಯ ಸಂಕಲನ : ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ
12. ಕೆ.ವೆಂಕಟರಾಮಪ್ಪ : ಪಂಪ-ನನ್ನಯ ಒಂದು ಸಮೀಕ್ಷೆ

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada Fourth Semester (CBCS)
Paper-4.6: Comparative Dravidian Literature (Internal Elective-III)
ತೌಲನಿಕ ದ್ರಾವಿಡ ಸಾಹಿತ್ಯ
(Model Question Paper)

ಸಮಯ : 3 ಗಂಟೆ

ಒಟ್ಟು ಅಂಕಗಳು: 70

I. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10x5=50

1. ತೌಲನಿಕ ಸಾಹಿತ್ಯಾಧ್ಯಯನ ಎಂದರೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

“ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯದ ಅನನ್ಯತೆಯನ್ನು ತೌಲನಿಕ ಅಧ್ಯಯನದ ಮೂಲಕ ಕಂಡುಕೊಳ್ಳಬಹುದು”- ಪರಾಮರ್ಶಿಸಿ.

2. “ದ್ರಾವಿಡ ಭಾಷೆಗಳಲ್ಲಿ ಸಂಸ್ಕೃತದಿಂದ ಪ್ರೇರಣೆ ಪಡೆದು ಸ್ವೋಪಜ್ಞ ಸಾಹಿತ್ಯ ಪರಂಪರೆಯೊಂದು ಬೆಳೆದಿರುವುದನ್ನು ತೌಲನಿಕ ದ್ರಾವಿಡ ಸಾಹಿತ್ಯಾಧ್ಯಯನದ ಮೂಲಕ ಕಂಡುಕೊಳ್ಳಬಹುದು” ಪರಾಮರ್ಶಿಸಿ.

ಅಥವಾ

ದ್ರಾವಿಡ ಭಾಷೆಗಳ ಆರಂಭಘಟ್ಟದ ಸಾಹಿತ್ಯವನ್ನು ತೌಲನಿಕವಾಗಿ ಪರಿಚಯಿಸಿ.

3. ಕನ್ನಡ ಸಾಹಿತ್ಯವನ್ನು ಸಮೃದ್ಧಗೊಳಿಸುವಲ್ಲಿ ಜೈನಧರ್ಮದ ಪಾತ್ರವೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ಕಂಬ ರಾಮಾಯಣ ಮತ್ತು ರಾಮಚಂದ್ರಚರಿತ ಪುರಾಣದ ತೌಲನಿಕ ಪರಿಚಯವನ್ನು ನೀಡಿರಿ.

4. ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯದ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ರಾಜಾಶ್ರಯದ ಪಾತ್ರವೇನು? ವಿಶ್ಲೇಷಿಸಿ.

ಅಥವಾ

ತೌಲನಿಕ ಅಧ್ಯಯನಕ್ಕೆ ಪೂರಕವಾಗಿ ತುಳು ಭಾಷಾ ಸಾಹಿತ್ಯದ ಪರಿಚಯವನ್ನು ನೀಡಿರಿ.

5. ದ್ರಾವಿಡ ಭಾಷಾ ಸಾಹಿತ್ಯದ ಪರಸ್ಪರ ಸಂಬಂಧಕ್ಕೆ ಕಾರಣವಾದ ಅಂಶಗಳೇನು? ವಿವರಿಸಿ.

ಅಥವಾ

ತೌಲನಿಕ ಅಧ್ಯಯನದ ಮೂಲಕ ಲಭ್ಯವಾಗುವ ಪಂಪ ಮತ್ತು ನನ್ನಯರ ಕುರಿತ ವಿವರಗಳೇನು?

II. ಕೆಳಗಿನವುಗಳಲ್ಲಿ ಬೇಕಾದ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5x4=20

1. ಪಾಟ್ಟು ಪರಂಪರೆ ಮತ್ತು ರಾಮಚರಿತಂ
2. ಪ್ರಭಾವ ಅಧ್ಯಯನ
3. ಕವಿರಾಜಮಾರ್ಗ ಮತ್ತು ತೋಲ್ಕಾಪಿಯಂ
4. ಸಂಘಂ ಸಾಹಿತ್ಯದ ವಿಶಿಷ್ಟತೆ
5. ಆಂಡಾಳ್ ಮತ್ತು ಅಕ್ಕಮಹಾದೇವಿ
6. ತುಳು ಮಹಾಭಾರತೋ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, Fourth Semester (CBCS)
Paper: 4.7. Folk Epics (Internal Elective-III)
ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು

(Syllabus)

- ಘಟಕ-1: ಮಹಾಕಾವ್ಯ:** ಲಕ್ಷಣ, ಸ್ವರೂಪ-ಪರಂಪರೆ, ರಚನಾ ವಿನ್ಯಾಸ, ವಸ್ತು, ಶೈಲಿ, ಭಾಷೆ.
- ಘಟಕ-2: ಜಾಗತಿಕ ಮಹಾಕಾವ್ಯಗಳ ಪರಿಚಯ:** ಕಲೇವಾಲ, ಇಲಿಯಡ್, ರಾಮಾಯಣ, ಮಹಾಭಾರತ
- ಘಟಕ-3: ಜನಪದಮಹಾಕಾವ್ಯ:** ಸ್ವರೂಪ-ಲಕ್ಷಣಗಳು, ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ ವಿದ್ವಾಂಸರ ವ್ಯಾಖ್ಯಾನಗಳು, ಮಹಾಕಾವ್ಯಗಳ ಸಂಗ್ರಹಣೆಯಲ್ಲಿ ಫಿನ್‌ಲ್ಯಾಂಡ್‌ನ ಪಾತ್ರ.
- ಘಟಕ-4: ಶಿಷ್ಟ ಮತ್ತು ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು ಸಾಮ್ಯ-ವ್ಯತ್ಯಾಸ.**
- ಘಟಕ-5: ದ್ರಾವಿಡ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಪರಿಚಯ**
ಕನ್ನಡ : ಮಲೆಮಾದೇಶ್ವರ, ಮಂಟೇಸ್ಸಾಮಿ ಕಥಾಪ್ರಸಂಗ, ಹಾಲುಮತ ಮಹಾಕಾವ್ಯ, ಸಿರಿಪಾಡ್ಡನ, ಜಾನಪದ ರಾಮಾಯಣ, ನೀಲಗಾರಕಾವ್ಯ-ಮೈಲಾರಲಿಂಗ-ಜುಂಜಪ್ಪ, ಜಾನಪದ ಮಹಾಭಾರತ.
ತೆಲುಗು : ಕಾಟಮರಾಜು ಕಥಾ.
ತಮಿಳು : ಅಣ್ಣನ್‌ಮಾರ್ ಸ್ವಾಮಿಕದೈ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

- | | | |
|----------------------------|---|-----------------------------------------------------------------------------------------|
| 1. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ | : | ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1992 |
| 2. ಜವರೇಗೌಡ ದೇ. | : | ಜಾನಪದ ಅಧ್ಯಯನ
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 1976, 2015 |
| 3. ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. | : | ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು
ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು, 1979, 1996 |
| 4. ಮುಗಳಿ ರಂ.ಶ್ರೀ | : | ಮಹಾಕೃತಿ
ಉಷಾ ಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು, 1980 |
| 5. ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ ಟಿ.ವಿ. | : | ಮಹಾಕಾವ್ಯದ ಲಕ್ಷಣಗಳು
ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2001 |
| 6. ಶಿವರುದ್ರಪ್ಪ | : | ಮಹಾಕಾವ್ಯದ ಸ್ವರೂಪ
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1976 |
| 7. ಶಂಕರನಾರಾಯಣ ತೀ.ನಂ. | : | ಕಾಡುಗೊಲ್ಲರ ಸಂಪ್ರದಾಯಗಳು ಮತ್ತು ನಂಬಿಕೆಗಳು
ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1982 |
| 8. ಶಂಕರನಾರಾಯಣ ತೀ.ನಂ | : | ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು
ಕರ್ನಾಟಕ ಸಂಘ, ಪುತ್ತೂರು, ದಕ್ಷಿಣ ಕನ್ನಡ, 1996 |
| 9. ಸಿ.ಪಿ.ಕೆ.(ಅನು) | : | ಮಹತ್ ಕಾವ್ಯಕಲ್ಪನೆ
ತನುಮನ ಪ್ರಕಾಶನ, ಮೈಸೂರು, 2009 |
| 10. ಕೃಷ್ಣಮೂರ್ತಿ | : | ಭಾರತೀಯ ದೃಷ್ಟಿಯಲ್ಲಿ ಮಹಾಕಾವ್ಯ |
| 11. ನಾಗಾಬಾಯಿ ಬುಳ್ಯಾ(ಸಂ) | : | ಮಹಾಕಾವ್ಯಚಿಂತನೆ |
| 12. ಶ್ರೀಕಂಠ ಕೂಡಿಗೇ | : | ಪಾಶ್ಚಾತ್ಯ ಮಹಾಕಾವ್ಯಗಳು |
| 13. ಲಕ್ಷ್ಮಪ್ಪಗೌಡ ಎಚ್.ಜಿ. | : | ಪಾಶ್ಚಾತ್ಯರ ದೃಷ್ಟಿಯಲ್ಲಿ ಮಹಾಕಾವ್ಯ |
| 14. ಸಂಧ್ಯಾರೆಡ್ಡಿ | : | ಕಲೇವಾಲ |

15. ನೇಗಿನಾಳ ಎಂ.ಬಿ. : ಮೈಲಾರಲಿಂಗ
16. ನಾವಡ ಎ.ವಿ. : ಕಾಡ್ಯನಾಟಿ
17. ಚೆನ್ನಪ್ಪಗೌಡ ಕೆ. : ಭೂತಾರಾಧನೆ
18. ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ : ಕನ್ನಡ ಶಿಷ್ಟ ಸಾಹಿತ್ಯದಲ್ಲಿ ಜಾನಪದ
19. ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ : ಶ್ರೀರಾಮಾಯಣ ದರ್ಶನಂ
20. ಸೀತಾರಾಮಾಚಾರ್ : ಹೊಸಬೆಳಕು
21. ಕುವೆಂಪು ಅಭಿನಂದನಾ ಗ್ರಂಥಗಳು : ಗಂಗೋತ್ರಿ

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Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, Fourth Semester (CBCS)
Paper: 4.7: Folk Epics (Internal Elective-III)
ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು
(Model Question Paper)

ಸಮಯ:3 ಗಂಟೆ.

ಒಟ್ಟು ಅಂಕಗಳು :70

I. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ಐದಕ್ಕೆ ಉತ್ತರಿಸಿ.

10X5=50

1. ಮಹಾಕಾವ್ಯಗಳ ಸ್ವರೂಪ ಹಾಗೂ ಲಕ್ಷಣಗಳನ್ನು ಗುರುತಿಸಿ.
ಅಥವಾ
ಮಹಾಕಾವ್ಯಗಳ ವಸ್ತು, ಶೈಲಿ ಹಾಗೂ ಭಾಷೆಯ ಬಗ್ಗೆ ಚರ್ಚಿಸಿ.
2. ಶಿಷ್ಣು ಮಹಾಕಾವ್ಯಗಳಿಗೂ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳಿಗೂ ಇರುವ ಸಾಮ್ಯ-ಭಿನ್ನತೆಗಳೇನು? ವಿವರಿಸಿ.
ಅಥವಾ
ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಅಧ್ಯಯನದ ಅಗತ್ಯತೆ ಮತ್ತು ನೆಲೆಗಳನ್ನು ಕುರಿತು ಬರೆಯಿರಿ.
3. ದ್ರಾವಿಡ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಪರಿಚಯ ನೀಡಿ.
ಅಥವಾ
ಶಿಷ್ಣು ಮಹಾಕಾವ್ಯಗಳನ್ನು ಕುರಿತು ವಿವರಿಸಿ.
4. ಕರ್ನಾಟಕದಲ್ಲಿ ನಡೆದಿರುವ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಅಧ್ಯಯನದ ಬಗ್ಗೆ ಚರ್ಚಿಸಿ.
ಅಥವಾ
ಜಾಗತಿಕ ಮಟ್ಟದ ಪ್ರಮುಖ ಕಾವ್ಯಗಳಾವುವು? ಚರ್ಚಿಸಿ.
5. ಮೈಲಾರಲಿಂಗ ಕಾವ್ಯದ ವೈಶಿಷ್ಟ್ಯತೆ ಏನು? ಮೈಲಾರಗುಡ್ಡದ ವಿಭಿನ್ನ ಆಚರಣೆಗಳಾವುವು? ವಿಶ್ಲೇಷಿಸಿ.
ಅಥವಾ
ಮಂಟೇಸ್ವಾಮಿ ಕಾವ್ಯದ ವೈಶಿಷ್ಟ್ಯತೆ ಏನು? ಚರ್ಚಿಸಿ.

II. ಈ ಕೆಳಕಂಡವುಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರಿಸಿ.

5X4=20

1. ಶಿಷ್ಣು ಮಹಾಕಾವ್ಯಗಳು
2. ಏಕಕರ್ತೃ ಮಹಾಕಾವ್ಯಗಳ ಸ್ವರೂಪ
3. ಸಿರಿಪಾಡ್ಡನದ ವಸ್ತು
4. ರಾಷ್ಟ್ರೀಯ ಮಹಾಕಾವ್ಯಗಳು
5. ಆಧುನಿಕ ಮಹಾಕಾವ್ಯಗಳು
6. ಜನಪದ ಮಹಾಕಾವ್ಯಗಳ ಸಂಪಾದನೆ

Dravidian University, Srinivasavanam, Kuppam
M.A. Kannada, Fourth Semester (CBCS)
Paper: 4.8: Dissertation (Internal Elective-IV)

The structure of Dissertation [Internal Electives – 4(KANI 008)] is as follows:

- I. Dissertation topics should be related to Dravidian Language, literature and culture. The emphasis should be given to translation studies and comparative studies.
- II. Title should be given in Kannada and the transliteration of the title in English should be given.
- III. Front page should contain Title, Name of the Student, Reg. No., Name of the supervisor, Department Name and year.
- IV. ‘Nudi’ font should be used. The title and chapter title should be of 15 font size, subtitles is of 14 font size, foot notes is of 11 font size and matter should be in 13 font size, line spacing is 1.5. Front page should contain Dravidian University Logo.
- V. Dissertation must contain minimum 100 pages and maximum 150 pages and it should not be dedicated to any one.
- VI. Student who opts Dissertation [Internal Electives-4(KANI 008)] will get total 10 credits.

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**Kannada Language Paper for four Semesters
(CBCS) BA/BSc/BCom/BBM 2016-2017**

Model Question Paper – Pattern

Time: 3Hours

Total Marks: 75

ಆಚಾರ್:

01. ಸುಲಭವಾಗಿ ಸಂಗ್ರಹಿಸಿ ಕೊಡುವುದು ಅಥವಾ ಸಂಗ್ರಹಿಸುವುದು
02. ಸಂಸ್ಕೃತದಿಂದ ಕನ್ನಡಕ್ಕೆ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದಿಂದ ಸಂಸ್ಕೃತಕ್ಕೆ ಅನುವಾದಿಸುವುದು
03. ಕನ್ನಡದ ಉಚಿತವಾದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು

I. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು.

1. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು 10
ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
2. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು 10
ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
3. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು 10
ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
4. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು 10
ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು

II. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು. 5X3=15

1. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
2. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
3. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
4. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
5. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
6. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
7. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
8. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು

III. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು. 4X5=20

1. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
2. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
3. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
4. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
5. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು
6. ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು ಅಥವಾ ಕನ್ನಡದ ಅನುವಾದಿಸುವುದು

M.A. Folklore Triballore & Cultural Tourism

SEMESTER – I

Course Code	Papers	Course Title	No. of Credits	Exam. Duration	Written Exams	IA*-30 marks			Total Marks
						Internal Assessment	Assignment	Seminar	
						10*	10*	10*	
FTCT-101	Paper-1	Introduction to Folklore	5	3hrs	70	30			100
FTCT-102	Paper-2	Introduction to Tribal Studies	5	3hrs	70	30			100
FTCT-103	Paper-3	Introduction to Indian Folklore	5	3hrs	70	30			100
FTCT-104	Paper-4	Introduction to Folklore of Andhra Pradesh	5	3hrs	70	30			100
FTCT-105	Paper-5	Introduction to Tourism	5	3hrs	70	30			100

***I.A. 30: Internal Test 10+Assignment10+Seminar10=30**

M.A. Folklore Triballore & Cultural Tourism

Course Code	Course title	C/E/S	No of Credits	I.A	E.S .E	Total Marks
Semester -1						
FTCT 101	Introduction to Folklore	C	5	30	70	100
FTCT 102	Introduction to Tribal Studies	C	5	30	70	100
FTCT 103	Introduction to Indian Folklore	C	5	30	70	100
FTCT 104	Introduction to Folklore of Andhra Pradesh	C	5	30	70	100
FTCT 105	Introduction to Tourism	C	5	30	70	100
Semester -2						
FTCT 201	Introduction to Folklore Theories	C	5	30	70	100
FTCT 202	Facets of Tourism	C	5	30	70	100
FTCT 203	Folk Performing Arts of Andhra Pradesh	C	5	30	70	100
FTCT 204	a) Folk games of Andhra Pradesh Or b) Oral Literature of Folk & Tribal Communities	IE	5	30	70	100
FTCT 205	a) Performing Arts of Tribes of Andhra Pradesh Or b) Folklore & Gender Studies	EE	3	20	40	100
	soft skills-I	S	2	10	30	
Semester-3						
FTCT 301	Indigenous knowledge systems	C	5	30	70	100
FTCT 302	Cultural Tourism Organization and Hospitality	C	5	30	70	100
FTCT 303	Environmental History & Folklore of South India	C	5	30	70	100
FTCT 304	a) Languages study of Folk & Tribal Communities Or b) Theory & Practice of Dappu Performance	IE	5	30	70	100
FTCT 305	a) Folklore of Andhra Pradesh or b) Folklore Research & Computer Applications	EE	3	20	40	100
	Soft skills - II	S	2	10	30	
Semester -4						
FTCT 401	Cultural Tourism in Andhra Pradesh	C	5	30	70	100
FTCT 402	Cultural History & Folklore of Women in South India	C	5	30	70	100
FTCT 403	Folklore Research Methodology & Dissertation	C	5	30(Dissertation)	70	100
FTCT 404	a) Folk Religion Or b) Tribal Development in India	IE	5	30	70	100
FTCT 405	a) Folk Museum and Archival Management Or b) Theory and Practice of Kolatam performance	IE	5	30	70	100

C-Core; E- External Elective; I- Internal Electives; S-Soft skills
Total credits: 100

Dravidian University
Department of Folklore and Tribal Studies
M.A- Folklore-Tribal-lore and Cultural Tourism
Detailed syllabus

Semester 1

FTCT 101: Introduction to Folklore
(Duration 90 periods- paper for 100 marks)

Unit-1 : General introduction to the subject: Folklore as a Discipline – A brief history – Definitions of 19th Century – Definitions of early 20th Century – Definitions of Modern Folkloristics – Alan Dundes – Don Ben Amos- Other important Concepts

Unit-2 : Popular Antiquities- Folk-lore and Folklore-W J Thomas' Letter and his conceptions- Folklore and Folklife- Scope of the subject - Folklore and Fakelore- Discrimination made by Dorson -- The concept of Folk Vis-à-vis the concept of group in Sociology: Primary, Secondary and Reference Groups – Caste, Tribe as primary groups - Folk in Urban setting.

Unit-3: Classification of Folklore- Dorson's classification- R S Baggs' Classification- others Classifications- Concept of Folk-expressive genres and non-expressive genres .

Unit-4: The concept of folk literature – free phrased and fixed phrased genres – the concept of fixity and spontaneity – the concept of text, texture and context – various dynamics of contexts

Unit-5: Functions of Folklore – Meta folklore and Oral literary criticism – Folk exegesis – Folklore and worldview - Folklore and Identity

Recommended Readings:

Ben, Amos, Dan, 1982, "Towards a definition of folklore" in *Folklore in context*, New Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

_____ 1964, "Text, Texture and Context", in *Southern Folklore* (quarterly), vol.28, pp 251-265

_____ 1975, *Analytical essays in Folklore*, The Hague, Mouton

_____ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, "Folklore the pulse of the people" in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

FTCT 102: Introduction to Tribal Studies

(Duration 90 periods- paper for 100 marks)

Unit-1: Concept of Tribe: Definition – Demographic and Geographic aspects of Tribals in India – Linguistic classification- Racial Classification – Classification based on Levels of Integration

Unit-2: Social Structure and Organization of Tribes –Tribe as a Community – Sub-tribe - Moiety - Phratry – Clan – Lineage , Marriage and forms of marriage, Family.

Unit-3: Modes of Production. Exchange: Barter, Ceremonial Exchange, Reciprocity and redistribution, Subsistence Economy and Market Economy; Types of Economy; Hunting, Food-gathering, pastoralism and settled agriculture.

Unit-4: The Realm of Belief: Features of tribal religion: Animism, Naturalism, Totemism, Taboo, Magic, Witchcraft, Ancestor worship and spirit world

Unit- 5: Political life of the Tribals: The political structure, System of Governance and tribal leaders.

Recommended Readings:

Elvin, Verrier, 1943, *The Aboriginal*, Oxford University Press

Fried, Morton, 1967, *The Notion of Tribe*, Mento park Camming Publishing company,

Ghurye, G S , 1959, *The Scheduled Tribes*, Popular Book Depot, Bombay

Gisbert. P, 1978, *Tribal India*, Rawuut Publications, Jaipur

Gordon, P R, 1975 *The Khasis: Cosmo publications*, Delhi

Guha. B S , 1952, *The Tribals of India(Vol.2)*, Bharathiya Adima Jaathi Sevak Sangh, New Delhi

John J. Honigmann: 1997. *Hand book of Social and Cultural Anthropology Vol. I &II* . Rawat Publications, Jaipur and New Delhi.

John J. Bodley: 1994. *Cultural Anthropology, Tribes, States and the Global system*, May Field, Publishing Company, California.

Raza, Moonis and A. Ahmed, 1990, *An Atlas of Tribal India*, Concept publishing company, New Delhi

Roy Burman, B. K. 1994. *Tribes in Perspective*, Mittal publications, New Delhi

Singh K Suresh, 2002, *Tribal situation in India*, Indian Institute of Advanced studies, Simla,

Vidhyarthi, L P., 1977, *Tribal Culture of India*, Concept Publishing Company, New Delhi

FTCT 103: Introduction to Indian Folklore
(Duration 90 periods- paper for 100 marks)

Unit-1: Indian Folklore an Introduction: Folklore in Various indian Languages and its diversity- Uitory features of folklore in varied regions of India on linguistic basis- Folklore as cultural heritage of Indian nation.

Unit-2: Folklore Commonality –Pan Indian Folk Epics – Folk mythology - Folktales and motifs appeared at pan indian level - folk religious practices in general.

Unit-3: Dravidian Folklore. Dravidian Folk and tribal Epics – Folktales of South India – Riddles and proverbs in South Indian languages. Song narratives in South Indian Languages. Dravidian Cult Practices.

Unit-4: Folklore in Nort and South: Homogenity and heteroginity in folklore of Southern and Northern States of India.

Unit-5: Indian Folk Performing arts: Folktheatre in India (yakshaganam- vidhinataka- pandvani-) Puppetry in various states.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy.

Gopai B.R. and Nayak H.M. (ed): *South Indian studies*, Mysore, Geetha Books .

Gopal Panikkar.T.K. 1995: *Malabar and its folk*, Madras, Asian Educational Services.

Sadhana Naitani 1996 (?) *Folklore Research in Colonial India*.

FTCT 104: Introduction to Folklore of Andhra Pradesh
(Duration 90 periods- paper for 100 marks)

Unit-1: Andhra Folklore an Introduction: Telugu Folklore in general- the Age old Telugu Folk Forms- Important Folk Epics in Telugu – Important tales cycles in Telugu.

Unit-2: Telugu Folklore its historical picture –Folklore mentioned in Telugu Classical Works- Kavyas and so on- Nannechoda's Kumara Sambhava – Palkuriki Somana's Basavapurana- Panditharadhya Charitra- Hansa Vimshathi and othr books of late classical literature.

Unit-3: Important Telugu Folk Performing arts. Tolubommalata – Pitchukunti Katha – Sharada Katha- Chindu Yakshaganam- Gosangi Vesham – Tappeta Gullu- Vidhi natakam – Bindla katha or Asadi katha.

Unit-4: Telugu Proverbs and Riddles: A Study of Telugu proverbs in general- classification of Telugu proverbs- the narratives of Telugu proverbs- proverbs in finction-Riddles in Telugu.

Unit-5: Telug Folk Songs: Classification of Telugu Folk songs – nature of Telugu Folk songs- Song narratives in Telugu- Various other Folk genres in Telugu very brief introduction.

Recommended Readings:

- రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము.
 హైదరాబాదు. జానపద ప్రచురణలు.
కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాథలు. హైదరాబాదు.
 స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.
సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు.
 తెలుగు విశ్వవిద్యాలయం.
దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం.
 కరీంనగర్.
నరసింహారెడ్డి పి. తెలుగు సామెతలు.
వెంకట రెడ్డి కసిరెడ్డి. 1990. తెలుగు పొడుపుకథలు- హైదరాబాదు.

FTCT 105: Introduction to Tourism
(Duration 90 hrs-100 marks)

Unit-I: Tourism Meaning and Significance – Types of Tourism – Growth of Tourism in India and Abroad – Factors Influencing Growth of Tourism – Tourism Planning and Development – Need for Planning – Government’s Role in Planning – Tourism under Five Year Plans.

Unit-II: Tourism Industry – Components of Tourism – Tourism and National Economy
Social Significance of Tourism – Social and Economic Factors in Tourism

Unit-III: Tourism Marketing – Concepts and Importance-Marketing Functions in Tourism.

Unit- IV: Tourism Promotion – Advertising – Costs and Steps in Planning-Advertisin Campaign – Tourist Publicity – Functions of a Tourist Guide.

Unit-V: Tourism Organizations in India and their Relationship with the International Tourism Organisations – Marketing Efforts of Advanced Countries like U.K, France and U.S.A.

Suggested Reading

1. Pran Nath Seth : *Successful Tourism Management*. Vol.-I&II.
2. Ram Acharya : *Civil Aviation and Tourist Administration in India*.
3. A.K. Bhatia : *Tourism Development*.
4. Philip Kotler : *Marketing Management*.

SEMESTER - II

FTCT 201: Introduction to Folklore Theories

(Duration 90 periods- paper for 100 marks)

Unit-1: Cultural Evolution Theories: Synchronic and diachronic- Cultural Evolution- Myth -Ritual Theory, comparative mythology- Anti-evolutionism- -New evolutionism by Leslie White, Julian Steward etc.,

Unit- 2 : Devolution and Diffusion Theories:

- a. Devolutionary theory- Marxism- Elicitism- Cultural materialism.
- b. Concept of diffusion- Monogenesis and Poly genesis- Indianistic theory -Egyptianistic theory -Finnish Method.

Unit-3: Functional Theory: Malinowsky, influence of Durkheim- Functionalism by Radcliffe Brown- criticism on Functionalism – Functional approaches in Folklore.

Unit-4: Psychoanalytical Theory:

Folklore and psycho analysis- Contribution of Freud and Jung- Psychoanalysis and analytical psychology by Earnest Jones and Alan Dundes -A.K.Ramanujam on Indian data -Application on Dravidian folklore.

Unit-5: Oral Formulaic Theories : Concept of Formula in oral Composition- Composition Techniques of oral epic: ideas of Milmann parry and Albert B lord- Different types of formulae- Louri Honko's Concept of Multi forms- Application on South Indian Oral epics.

Recommended Readings:

Abraham, Karl, 1948: *Selected Papers on psycho Analysis*, London , Emerson Press.

Bascom William. R. 1981: *"Four Functions of Folklore" and "Myth-ritual Theory" in Contribution to Folkloristics*, Delhi, Folklore Institute.

Ben, Amos, Dan, 1982: *Folklore in Context, New Delhi*; South Asian Publishers.

_____, 1993: *"Context in Context"* in *Western Folklore* 52: p-209-226.

_____, 1976: *Folklore Genres*, Austin, University Of Texas Press.

Black Burn H.Stuart & Ramanujam A.K. 1986: *Another Harmony: New essays and the Folklore of India*, Berkely, University of California Press.

Boas,Franz .1896: *The Growth of Indian Mythologies* in *Journal of American Folklore*, Vol., 9. Pp 109-134.

BrunVand,Jan 1978: *The Study of American Folklore-An Introduction*, New York.

Burn,Tomas.A, 1977: *"Folkloristics: A Conception of theory"* in *Westren Folklore XXVI Vol.2. pp 109-134.*

Claus, Peter,J and Frank .J. Korom 1991: *Folkloristics and Indian Folklore*, Udupi; Regional Resources centre.

Dorson, Richard.M(ed),1972: *Folklore and Folklife; An Introduction*, Chicago, University of Chicago Press.

Dundes, Alan 1964: *"Text ,Texture and Context" in Essays in Folkloristics*, Meerut, Folklore Institute.

_____, (ed) 1965: *The study of Folklore*, Englewood Cliffs N.J. Prentice Hall.

- _____, 1975: *Analytical Essays in Folklore*, the Hague. Mouton.
- _____, 1989: *Folklore Matters*, Knoxville, The University of Tennessee Press.
- _____, 1987: *Cracking Jokes*, California, Ten Speed Press.
- _____, 1988: *Sacred Narratives, Reading on the Theory of Myth*, Berkely, University of California Press.
- Freud, Sigmund, 1935: *A General Introduction to Psychoanalysis*, New York: Washington Square press.
- _____, 1949: *An Outline of Psycho-analysis* (Trans) London: the Hogarth press.
- _____, 2001: *Totem and Taboo*, New York, Routledge.
- _____, 1965: *The Interpretation of Dreams*, (trans) New York: Avon Books.
- Fromm, Erich, 1951: *The Forgotten Language: An Introduction to the Understanding of Dreams, Fairy Tales and Myths*, New York: Grove Press inc.
- Handoo, Jawaharlal, 1978: *Current Trends in Folklore*, Mysore: Institute of Kannada Studies.
- Harris, Marvin, 1968: *The Rise of Anthropological Theory*, New York. Honko, Lauri, 1989: *Folkloristic Theories of Genre*, Helsinki, Studia Fennica.
- James, Frederic. 1971: *Marxism and Form: Twentieth Century Dialectical Theories of Literature* N.J, Princeton.
- Jones, Ernest, 1948: *What is Psycho Analysis?* New York. International Universities Press.
- Jung Carl Gustav, 2001: *On the Nature of the Psyche*, New York, Routledge.
- _____, 1958: *Psychology and Religion: West and East*. Vol. II Collected works. (Trans). New York, Pantheon Books Inc.
- _____, 1956. *Symbols of Transformation* (Trans), New York Pantheon Books Inc.
- Krohn, Karl, 1977: *Folklore Methodology* (Trans) Austin. The University of Texas press.
- Kardinar, Abraham, 1939: 'The Individual and his Society' in the Psycho Dynamics of Primitive Social Organisation, New York. Columbia University press.
- Legman, G. 1975: *Rationales of Dirty Jokes*, Analysis of Sexual Humours. New York, Breaking Point.
- _____, 1978: *No Laughing Matter. An Analysis of Sexual Humour* Vol.1 & 2 Bloomington: Indiana University.
- Lowie, Robert H. 1936: *The History of Ethnological Theory*: New York: Holt Rinehart Winston.
- Malinowski, Bronislaw A. 1944: *A Scientific Theory of Culture and other Essays*, California. University of North California Press.
- Marx, Karl, 1970 (1859): *A Contribution to the Critique of Political Economy*. New York, International Publishers.
- Morgan, Litt, 1997: *Ancient Society*. New York.
- Muller Max. F. 1872: *Chips from a German Workshop*, New York, Scribner Armstrong and Co.
- _____, 1881: *Selected essays on language, Mythology and Religion*, London.
- Neto, Paulo de Carvalho, 1972: *Folklore and psychoanalysis* (Trans). Florida, University of Miami Press.
- Prichard, Evans E.E., 1965 Oxford University press. : *Theory of Primitive Religion*

- Radcliffe-Brown, A.R. 1952: *Structure and Function In Primitive Society*, London. Cohen & Wert.
- Sebeok, Thomas ` 1972: *Myth: A Symposium*: Indiana University Press.
- Thompson, Stith, 1977: *The Folk tale* Berkeley; University of California Press.
- Tylor, E.B.1874: *Primitive Culture*, U.S.A. Chicago Press. Wortis, Joseph, 1950: *Soviet Psychiatry*. Baltimore: The Williams and Wilkins co.
- Ziper, Jack, 1979: *Breaking the Magic spell: Radical Theories of Folk and Fairy Tales*. Austin. University of Texas Press.

FTCT 202 : Facets of Tourism

(Duration: 90 hrs;100 marks)

Unit- I: Natural Resources – Rivers as Tourism Products – Beach Resorts-Hill Resorts-Mountain Resorts – Holiday Packages-Forests and Climatic Zones.

Unit-II: Archaeological and Historical Resources-Archaeological Sites-Pre-Historic and Proto-Historic Caves-Historical Sites – Ancient, Medieval and Modern Structures.

Unit-III: Cultural Resources : Indian Dance Forms-Music-Classical and Folk-Paintings-Fairs and Festivals-Holiday Packages-Entertainments and Recreations-Boat Races-Bull Fights-Kite Flying-Games and Sports., etc.

Unit-IV: Handicrafts as a Tourism Products – Types of Handicrafts-Modern Handicrafts-Cane Work-Pottery-Terracotta Works-Carpets-Textiles-Kalankari-Arts of Crockery-Varities of Food-North Indian Dishes and South Indian Dishes.

Unit- V: Religious and other Resources – Important Religious Centres and Shrines – Pilgrimage Centers – Centres of Yoga and Meditation – Art Galleries-Museums-Libraries-Wild Life Sanctuaries-Zoos-Gardens-Public Projects-Nagarjunasager-Srisailam-Bakra Nangal etc.

Suggested Readings

1. Daredy Tourism : Indian Architecture – Hindu & Buddhist Period.
2. Harie, J.C. : The Art & Architecture of Indian Sub-continent.
3. Bharatiya Vidya Bhavan : Imperial Guptas.
4. Bharatiya Vidya Bhavan : Classical Age.
5. Acharya Rao: Tourism & Cultural Heritage of India, Rose, Pub.
6. Basham A.J. : The Wonder that was Indian Rupa & Com. Delhi-1988.
7. Basham A.L. : The Gazeteer of India-History & Culture Vol-II, Pub. Div.
8. Hussain, A.A. : The National Culture of India, N.B.T. Delhi-1959.
9. Mukherji R.K. : The Culture & Art of India, London, 1959.
10. The Treasure of Indian Museums, Marg Publication, Bombay.

FTCT 203 : Folk Performing Arts of Andhra Pradesh
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Art Tradition: Telugug Folk Performing Arts- history of Telugu folk artforms- folk performing arts vis-à-vis Dependent performing castes of andhra Pradesh and their inter and intra relations.

Unit-2: Classifications – Characteristics of Folk performance- Folk palay- Folk artforms and the corresponding folk rituals- folk performances and Gender relations and the role of women in performing arts.

Unit-3: Yakshaganam. Yakshaganam- Turpubhagavatham- Kangundi Vidihnatakam- Telangana Yakshaganam- Chirutala Yakshaganam- Chindu Yakshaganam- Tolubommalata- Chekkabommalata- General charectaries of all forms given.

Unit-4: Original and Developed forms: Sharadakatha – Burrakatha- Runjakatja- Harikatha- Bindla Katha-Asadikatha- Jamukula katha-

Unit- 5: Scroll Performances: Dakkali patam katha- Chakali Patamkatha- Gouda Jetti Patam katha- Terachiral patam katha.

Recommended Readings:

Ben, Amos, Dan, 1982, “Towards a definition of folklore” in *Folklore in context*, New Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

_____ 1964, “Text, Texture and Context”, in *Southern Folklore* (quarterly), vol.28, pp 251-265

_____ 1975, *Analytical essays in Folklore*, The Hague, Mouton

_____ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

వెంకన్న గడ్డం. 2011. పటంకథలు అధ్యయనం. వరంగల్. స్వీయప్రచురణ.

సుందరం ఆరీయన్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆశ్రిత వ్యవస్థ.

హైదరాబాదు. ప్రజాశక్తి బుక్ హౌస్.

సుబ్బాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2008. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం.

ద్రావిడ విశ్వవిద్యాలయం.

రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 204(IE-a) : Folk Games of Andhra Pradesh
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Games: What is folk game - basic concepts- folk games of A.P and their classification- games of children – games of adults and- games of women.

Unit-2: Games of Telugu Girl child – The nature of folk games of girls – Tokkudu billa- Astha Chemma – Ginnara – Chendu Ata- Dagudumuthalu – Achana gayala ata - the structure of games of the girls.

Unit-3: Games of Telugu boys. Godibilla – Uppu cherra ata – Golila Ata – Dadi - Ongudu Dukullu- kabadi or chedugudu- Vennekuppalu

Unit-4: Folk games of men and women: Kobbari kaya pandalu – Kabadi – Dadi – Pulijudam – Pachisu – vikuntha pali.

Unit-5: Performance Theory: Performance theory and folk games- study of games and symbolism in various folk games- life and death in folk games.

Recommended Readings:

- Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts
- Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press
- Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall
- Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,
- _____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy
- Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

- ప్రతాప రెడ్డి సురవం. 1982. ఆంధ్రుల సాంఘిక చరిత్ర. హైదరాబాదు. సాహిత్య వైజయంతి ప్రచురణ.
- సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.
- సుబ్రహ్మణ్యం వడ్డా. 1987. తెలుగు సాహిత్యంలో క్రీడావిన్దాలు . నరసరావు పేట. స్వీయప్రచురణ.
- సుబ్బాచారి పులికొండ. 2011. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.
- సుబ్బాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.
- రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 204 (IE-b) : Oral Literature of Folk and Tribal Communities

(Duration 90 periods- paper for 100 marks)

Unit-1: Folk literature: Folk literary genres in general- Classification of Folklore verbal genres- Characteristics of Folk literature.

Unit-2: Folk Songs –Characteristics of Folk Songs- Oral formulaic structure of folk songs- classification of Folk songs- Song narratives- Characteristics of Ballads.

Unit-3: Folktales and Oral Prose narratives. Various categories of folktales- legends- myths- personal experience narratives.

Unit-4: Tribal Literature: Tribal origin myths- tribal songs- tribal epics- proverbs and riddles- tales.

Unit- 5: Bards and singers: The creators of Folk and Tribal literature- Bards and singers- dependent performers- professional singers and performers in tribal communities.

Recommended Readings:

Ben, Amos, Dan, 1982, “Towards a definition of folklore” in *Folklore in context*, New Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

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Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము. హైదరాబాదు. జానపద ప్రచురణలు.

కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాధలు. హైదరాబాదు. స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.

సుందరం ఆర్యయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం. కరీంనగర్. నరసింహారెడ్డి పి. తెలుగు సామెతలు.

వెంకట రెడ్డి కసిరెడ్డి. 1990. తెలుగు పొడుపుకథలు. హైదరాబాదు.

సుబ్బాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆశ్రిత వ్యవస్థ.
 హైదరాబాదు. ప్రజాశక్తి బుక్ హౌస్.
 సుబ్బాచారి పులికొండ. 2008. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం.
 ద్రావిడ విశ్వవిద్యాలయం.
 సుబ్బాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.
 రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు
 విశ్వవిద్యాలయం.

FTCT 205 (EE-a): Performing Arts of Tribes in Andhra Pradesh

(60 marks)

**Unit-1: Tribal performers: Bhats- Thotis- Pandavulvaru- Pradhans – Gottikoyalu-
 Yerukalas- Yanadis- Chenchus.**

**Unit-2: Some performing traditions – Gussadi- Thimsa- Lambada Dappu and other
 Dances- Samantha's Nemali natyam- Chenchu and Yanadi Bhagotams.**

Unit-3: Theatre forms I. Chenchu Bhagotam .

Unit-4: Theatre forms II. Yanadi Bhagotam .

Unit- 5: Performance Theory: The Study of Performances- Performance theory it's
 application to tribal performances.

Recommended Readings:

Ben, Amos, Dan, 1982, "Towards a definition of folklore" in *Folklore in context*, New
 Delhi, South Asian publisher

_____ (ed) 1976, *Folklore Genres*, Austin, University of Texas press

_____ 1982, *Folklore in context*, New Delhi, South Asian Publisher,

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi,
 Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

_____ 1964, "Text, Texture and Context", in *Southern Folklore* (quarterly), vol.28, pp
 251-265

_____ 1975, *Analytical essays in Folklore*, The Hague, Mouton

_____ 1978, *Essays in Folkloristics*, Meerut, Folklore Institute

Islam, Mazharul, 1985, "Folklore the pulse of the people" in *The context of Indic folklore*,
 New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh.
 Hyderabad. Telugu University.

వెంకన్న గడ్డం. 2011. పటంకథలు అధ్యయనం. వరంగల్. స్వీయప్రచురణ.

సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు
 విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2000. తెలుగులో కులపురాణాలు ఆశ్రిత వ్యవస్థ.
 హైదరాబాదు. ప్రజాశక్తి బుక్ హౌస్.

సుబ్బాచారి పులికొండ. 2008. జానపద విజ్ఞానం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2011. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ
 విశ్వవిద్యాలయం.

రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 205 (EE-b): Folklore & Gender Studies

(60 marks)

Unit-1 : Introduction: Historical Overview of Folklore and Basic Concepts in the Field. Importance of Gender Studies-Introduction to Feminist theories-Feminist ethnography

Unit-2 Feminist Folklore Scholarship:- Contemporary Studies in Men's folklore Gender Issues in Folklore Research – Gender problems in Field Work.

Unit-3: Women's folklore-Gender in Rituals and Beliefs-Riddles Proverbs and Gender Gender in performances

Unit-4: Women and identity: Role of suffering in Women's performance-Dhavallo Paddanas

Unit-5: Gender: Voice and lives-Towards a counter system-Women's Tales-songs personal Narratives

Reference:

- Dundes, Allan. 1977. "Who are the Folk?" In *Frontiers of Folklore*, edited by William Bascom, 17-35. Boulder: Westview Press.
- Ben-Amos, Dan. 1972. "Toward a Definition of Folklore in Context." In *Towards New Perspectives in Folklore*, ed. Americo Paredes and Richard Bauman, 3-15. Austin: University of Texas Press.
- Dorson, Richard. 1971. "Is There a Folk in the City?" In *The Urban Experience and Folk Tradition*, ed. Americo Paredes and Ellen Stekert, 185-216 Austin: University of Texas Press.
- Ben-Amos, Dan. 1976. Analytical Categories and Ethnic Genres, In *Folklore Genres*, ed. D. Ben-Amos, pp. 215-42. Austin: University of Texas Press,
- De Beauvoir, Simone. 1989 [1949]. *The Second Sex*, trans. and ed. H.M. Parshley. New York: Vintage.
- Dorson, Richard. 1972 Introduction: Concepts of Folklore and Folk life Studies. In *Folklore and Folklife, and Introduction*, ed. Richard M. Dorson, pp. 1-50. Chicago: University of Chicago Press.
- Jordan, Rosan and Susan Kalcik, eds. 1985. *Women's Folklore, Women's Culture*. Philadelphia: University of Pennsylvania Press.
- Mills, Margaret. 1993. Feminist Theory and the Study of Folklore: A Twenty year Trajectory Toward theory. *Western Folklore* 52:157-83.
- Handoo, Lalitha. Gender and Folklore. Zooni publications, Mysore.
- Raghavaiah V. 1971. *Tribal Revolts*, Andhra Rashtra Adimajati Sevak Sang, Nellore, A.P.

Singh, K.S. (ed.) 1972. *Tribal Situation in India*, Simla: Indian Institute of Advanced Study.

Vidyarthi, L.P. (ed.). 1987. *Applied Anthropology in India*, Allahabad: Kitab Mahal.

Semester -III

FTCT 301 : Indigenous Knowledge Systems

(Duration 90 periods- paper for 100 marks)

Unit-1: Knowledge Systems: The Concept of Indigenous Knowledge System- knowledge system vis-à-vis the concept of folk-specific characteristics of indigenous knowledge systems.

Unit-2: Some knowledge systems: – Knowledge of atmosphere retained by the folk-agriculture as a knowledge- the knowledge of various kinds of aspects of agricultural practices – making seeds- the agricultural knowledge system vis-à-vis the folk belief system.

Unit-3: Some knowledge systems: Vastu and architecture of folk- Vastu and the folk belief system- knowledge system and the professional castes – the knowledge of weaving- the profession of traditional leather work and cheppal making.

Unit-4: Some knowledge systems: Cooking and culinary practices- home making as a knowledge system – child rearing as a knowledge system and the age old practices of child rearing from generation to generation.

Unit-5: Artisans and the knowledge systems: Artisan castes in India and in Andhra Pradesh – Carpentry – Gold smithy- Black and Bronze smithy- Sculpting as a traditional knowledge system- the professions and the folk belief systems.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Dundes, Alan, (ed), 1965, *The Study of folklore*, Prentice Hall

Islam, Mazharul, 1985, “Folklore the pulse of the people” in *The context of Indic folklore*, New Delhi, Concept Publishing Company,

_____, 1998, *The Theoretical study of Folklore*, Dhakha Bangla Academy

Nagbhushana Sharma Modali. 1998. *Folk Performing arts of Andhra Pradesh*. Hyderabad. Telugu University.

ప్రతాప రెడ్డి సురవం. 1982. ఆంధ్రుల సాంఘిక చరిత్ర. హైదరాబాదు. సాహిత్య వైజయంతి ప్రచురణ.

సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2011. *దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం*. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

సుబ్బాచారి పులికొండ. 2008. *జానపద విజ్ఞానం*. కుప్పం. ద్రావిడ విశ్వవిద్యాలయం.

రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు
విశ్వవిద్యాలయం.

FTCT 302: Cultural Tourism Organization and Hospitality

(Duration 90 periods- paper for 100 marks)

Unit- I: Natural Resources – Rivers as Tourism Products – Beach Resorts-Hill Resorts-Mountain Resorts – Holiday Packages-Forests and Climatic Zones.

Unit-II: Archaeological and Historical Resources-Archaeological Sites-Pre-Historic and Proto-Historic Caves-Historical Sites – Ancient, Medieval and Modern Structures.

Unit-III:Cultural Resources : Indian Dance Forms-Music-Classical and Folk-Paintings-Fairs and Festivals-Holiday Packages-Entertainments and Recreations-Boat Races-Bull Fights-Kite Flying-Games and Sports., etc.

Unit-IV:Organizational Structure of the Hotel – Departments – Facilitates and Services – Different Forms of Organisation Structure.

Unit-V: Accommodation Department – International Symbols – Room Revenue Front of the House – Reception – The Lobby – Housekeeping – Food and Beverage Department – Beverages – Sales and Service – Production of Food Restaurant Organisation.

1. Professional Hotel Management, Jagmohan Negi; S. Chand Co., New Delhi, 2002.
2. Gray and Ligouri : Hotel Management & Operations (Delhi : PHI)
3. Andrews : Hotel Front Office Training Manual (Bombay : Tata Mc Graw Hill)
4. Negi : Hostels for Tourism Development (Delhi : Metropolitan India)
5. A. rhu-r & Gladwell : Hotel Assistant Manager (London communicall, - Bai Til, Jenkins)
6. Negi : Professional Hotel Management (Delhi S. Chand)
7. Text Book of Hotel Maintenance : N.C. Goyal & K.C. Arora: Standard Publishers.

FTCT 303 : ENVIRONMENTAL HISTORY AND FOLKLORE OF SOUTH INDIA

(for 100 marks)

Objectives: This paper focuses on Environmental Folklore of South India, filling an important gap in Folkloristics. A noteworthy scholarship has grown on the Historical and paleo-botanical findings on Environment of South India. So also, in recent years, there has been a spectacular growth in public consciousness about the forms of Environmental degradation in India. This awareness is being translated into substantial media coverage and on the other, into the creation of new Government Departments concerned with different aspects of Environmental Management. The causes and consequences of Environmental degradation are within the purview of Sciences and also Social sciences. After several debates at various levels, many analytical devices were set by the social scientists to study Environment. But even before these Academic inventories, the Folk IE. Tribes and castes have developed a cumulative body of knowledge, practice and belief evolving by adaptive processes and handed down through generations by cultural transmission about the relationships of living beings with one another and with their environment. This treasure trove in the form of Knowledge systems is embedded in Folklore and it is yet to be explored by the researchers. Keeping this in view, this paper introduces the concept of Environment and the importance of studying Social Ecology and various Folk cultural mechanisms that speak about the conservation of Environment.

<u>Course code</u>	<u>Title</u>	<u>credits</u>	<u>Marks</u>
FKLC016	Environmental Folklore	3	60

Detailed syllabus

Unit-I: Environment History and Folklore: Concept of Environment- Multidisciplinary Nature- Scope-Approaches-Importance of Environment -- Introduction of Environmental History of South India Environment and Folklore - relationship

Unit: II:-Social Ecology-concept - Basic categories - Ecology and Social structure- ecology and - Folk life-culture as an adaptive Mechanism- Space and Habitat- Nature, culture, Gender and Livelihood relations

Unit:III:- Environment and Traditional knowledge: Hunter-Gatherers, Pastorals and environment-traditional knowledge systems-Traditional Agriculture-methods and Techniques-sustainability - water and soil conservation-**Materiality and identity:** Forests, Trees and sense of Belonging-symbiotic relation between Forests & Humans- Knowledge of seasons and climatic adaptation – Forests as community property - Management of forests - Tribes, castes and environmental conservation - case studies

Unit: IV:- Folklore of environment: Folk religion:-Sacred Groves - Sacred Geography - Totems and Taboos related to Nature; **Nature worship** - Mother Goddess/Earth Goddess Tradition & rituals - Ecofeminism and Folklore : women and ecosystem services - Ecofeminist thought as a constructive Approach to life; Bird and Animal folklore-River Folklore- Tribes, castes and environmental conservation - case studies

Unit: V:- Nature and culture in Folk literature: Folk Tales- Riddles - Proverbs - Songs-personal narratives of Humans interaction with nature-Studying Environmental Folk language in respective regions.

References:

- Kumkum Roy Naina Dayal (ed.) *Questioning Paradigms Constructing Histories – A Festschrift for Romila Thapar*, Replika Press Pvt. Ltd, New Delhi, 2019.
- Anuba Daushik & C. P. Kaushik, *environmental science* New Age International (p) limited, New Delhi, 2011.
- Ramachandra Guha (ed.), *Social ecology*, Oxford India paper backs, New Delhi, 2010.
- Nandini Sinha Kapur, *Environmental History of India*, Oxford University press, New Delhi, 2011.
- Ramachandra Guha, *India after Gandhi,-The History of the World’s largest Democracy*, Picadr India, New Delhi, 2017.
- Riley e.Dunlap & Wiliam Michelson (ed.), *Handbook of environmental sociology*, Rawat publications, 20018.
- D.N. Tripathi (ed.), *The Indian Historical Review – Adivasis in colonial India*, ICHR, New Delhi, 2006.
- G.N. Devy, Geoffry V. Davis, K.K. Chakravarthy, (ed.), *Indignity – Culture and Representation*, Orient Blackswan Private Limited, Hyderabad.
- Indira Munshi, *the Adivasi Question – Issues of Land, Forest, and livelihood*, Orient Blackswan, Private Limited, 2012.
- K.M. Metry (ed.), *Forest Blossoms and the concrete Jungle – An Insight into Indian Tribal Studies*, Prasaranga Kannada University, Hampi 2011.
- L.P. Vidyarthi & Binary Kumar Rai, *the Tribal Culture of India*, concept publishing house, New Delhi, 1976.
- Diane P. Mines and Nicolas Yazgi (ed.) *village Maters – Relocating villages in the contemporary Anthropology of India*, Oxford India Press, New Delhi, 2010.

FTCT 304 (IE-a): Language Study of Folk and Tribal Communities
(Duration 90 periods- paper for 100 marks)

Unit-1: Folk Speech: The Concept of folk speech- language and dialect – the characteristics of dialect and the relation of folk and folk speech.

Unit-2: Folk speech and castes: – Dialects- castes- and folk groups- dialects and the folk performances of various castes- role of language in folk performances.

Unit-3: Language and folk communication: language as a tool of communication among various folks- folk performing arts as a medium of communication and the role of language.

Unit-4: Folk speech and verbal folk genres: Folktales and the folk speech- the aspect of folk speech and the genre of proverbs and riddles- folk narratives and folk speech.

Unit-5: language of Elite and Folk: Standard language and the dialect and idiolect a comparison.

Recommended Readings:

Bloom field. Language.

Krishna Murthy Bhadri Raju. 1966. *Mandalika Vrithi Pada Kosham*. Hyderabad. Sahitya Akademi.

కృష్ణకుమారి నాయని. 1979. జానపద గేయగాథలు. హైదరాబాదు. స్వీయ ప్రచురణ.
(తర్వాతి కాలంలో దీన్ని తెలుగు అకాడమీ ప్రచురించింది. ఇందులో జానపద భాషకు సంబంధించిన విస్తృత చర్చ ఉంది)

కృష్ణమూర్తి భద్రరాజు. 1980. తెలుగు భాషాచరిత్ర. హైదరాబాదు. సాహిత్య అకాడమి.
సాహిత్య అకాడమి ప్రచురించిన వివిధ వృత్తి పదకోశాలు.

సుందరం ఆర్వీయస్. 1983. *ఆంధ్రుల జానపద విజ్ఞానం*. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2011. *దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం*. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

FTCT 304 (IE-b) : Theory and Practice of Dappu performance
(100 marks)

Unit-1: The place of Dappu in Folk Musical performances: Name of the instrument- The Madigas and the instrument of Dappu – the Making of Dappu-The Rituals in the making of Dappu The traditional Dappu and the modern Dappu instrument.

Unit-2: The method and Description of Dappu Performance: – The method and performanceance tradtion of Dappu- leader of the Dappu Circular Performance – the guru of Dappu- Garidi and its Structure- the Madigas and the Dappu learning tradition.

Unit-3: Various kinds of performances of Dappu Daruvus: Various Daruvus or patterns or formations of Dappu Darvus . **Dappu as a Ritual instrument and Dappu as a Communication Instrument. The Dandora daruvus and its tradition.**

Unit-4: Practicle training in Dappu: Thre will be four training hours in practices of Kolatam two hours in the morning and two hours in the evening hours- The guru teaches theory too in the mean time – Training on basics of Dappu- Training on various Daruvu-Training Dappu dances and songs related to Dappu dances.

Unit-5: Practicle training in Dappu Music and performances by the students: Learning of various other Daruvus- Performances by Students- Marks are given as an internal assesments and end semester paper based on the performances of Dappu by studentsl.

Recommended Readings:

Claus, Peter. J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972, *Folklore and Folklife*, Chicago, Chicago University press

Nagbhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh. Hyderabad. Telugu University.

ప్రతాప రెడ్డి సురవం. 1982. ఆంధ్రుల సాంఘిక చరిత్ర. హైదరాబాదు. సాహిత్య వైజయంతి ప్రచురణ.

సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

సుబ్బాచారి పులికొండ. 2011. దక్షిణ భారతీయ జానపద విజ్ఞాన కోశం. కుప్పం. ద్రావిడ విశ్వవిద్యాలయ ప్రచురణ.

రాధాకృష్ణమూర్తి మిక్కిలినేని. తెలుగు వారి జానపద కళలు. హైదరాబాదు. తెలుగు విశ్వవిద్యాలయం.

FTCT 305 (EE-a) : Folklore of Andhra Pradesh

(60 marks)

Unit-1: Andhra Folklore an Introduction: Telugu Folklore in general- the Age old Telugu Folk Forms- Important Folk Epics in Telugu – Important tales cycles in Telugu.

Unit- 2: Telugu Folklore its historical picture –Folklore mentioned in Telugu Classical Works- Kavyas and so on- Nannechoda's Kumara Sambhava – Palkuriki Somana's Basavapurana- Panditharadhya Charitra- Hansa Vimshathi and othr books of late classical literature.

Unit-3: Important Telugu Folk Performing arts. Tolubommalata – Pitchukunti Katha – Sharada Katha- Chindu Yakshaganam- Gosangi Vesham – Tappeta Gullu- Vidhi natakam – Bindla katha or Asadi katha.

Unit-4: Telugu Proverbs and Riddles: A Study of Telugu proverbs in general- classification of Telugu proverbs- the narratives of Telugu proverbs- proverbs in finction-Riddles in Telugu.

Unit-5: Telgug Folk Songs: Classification of Telugu Folk songs – nature of Telugu Folk songs- Song narratives in Telugu- Various other Folk genres in Telugu very brief introduction.

Recommended Readings:

రామరాజు బిరుదరాజు. 1968. తెలుగు జానపద గేయ సాహిత్యము.

హైదరాబాదు. జానపద ప్రచురణలు.

కృష్ణకుమారి నాయని. 1978. తెలుగు జానపద గేయగాధలు. హైదరాబాదు.

స్వీయ ప్రచురణ. తెలుగు అకాడమి ప్రచురణ.

సుందరం ఆర్వీయస్. 1983. ఆంధ్రుల జానపద విజ్ఞానం. హైదరాబాదు.

తెలుగు విశ్వవిద్యాలయం.

దామోదరరావు. ఆర్. 1986. తెలుగు సామెతలు సాంస్కృతిక అధ్యయనం.

కరీంనగర్.

నరసింహారెడ్డి పి. తెలుగు సామెతలు.

వెంకట రెడ్డి కసిరెడ్డి. 1990. తెలుగు పొడుపుకథలు- హైదరాబాదు.

FTCT 305 (EE-b) Folklore Research and Computer Applications

(60 marks)

Unit-1 : General introduction to Computers: Parts of Computer, Brief History of computers, Operating systems Basic concepts : M S Dos, MS Windows, Linux, Open source code

Unit-2: Folklore and Computer Usage : Data preservation – Websites on Research Centres – Information on Folk arts etc

Unit-3: Folklore Data Base and Word Processing; introduction to database packages- introduction to word processors- Electronic word processing: Creating Documents–Formatting Texts- Editing- printing Power point Presentation : Creating – Formatting – Spread sheets- Internet- its usage- websites.

Unit-4: Practical hands on training on computers.

Unit-5 : Practical hands on training on computers in Telugu language

Recommended Readings:

Word 2000, Heslok and Angell

Visual Basic, 6.0, Will Train

An Introduction to Data Base system- C J Date

Windows 98 Bible – Alan Simpson

Fundamentals of Computers – V Raghavan

MiFke wolverton, *How to make documentaries*

Lyver and Graham Swainson, *Basics of Video production*

Peter Pollock, *History of Photography*

Keval J Kumar, *Mass communication in India*

F K Barkett and Scissors- *The Art of Editing*

Goldstein Kenneth, 1964, *A guide for Field workers in folklore*, Pennsylvania
The American Folklore Society

Semester-IV

FTCT 401 : Cultural Tourism in Andhra Pradesh (100 marks)

- Unit- 1:** Concepts of Tourism: Nature – Scope – Definition – Tourists & Excursionists – Domestic & International Tourists.
- Unit-II:** Types of Tourism: Heritage Tourism – Pilgrimage Tourism - Recreation Tourism – Sports & Adventure Tourism - Advance Tourism – Health Tourism – Environment Tourism.
- Unit-III:** History and Tourism – Heritage Sites – Definition – Ancient Monuments Preservation Act of 1904, Act of 1958 and Act of 1972 - Archaeological Survey of India – State Museums.
- Unit-IV:** Planning and Development of A.P. Tourism: APTDC – Aims & Objectives – Fairs & Festivals – Andhra Cuisine – Restaurants - Eco Tourism – Beaches & Hill Resorts – Mountaineering – Tourist Places in A.P.
- Unit-V:** Modalities of Conducting Tourism: Field Work - Visit to a Site – Conduct of Research – Preparation of Project Report

References

1. APTDC Publications
2. Ashorth G.J, Marketing in Tourism Industry
3. Bhatia A.K., Tourism Development
4. Clare, Gunn, Tourism Planning
5. Khan, Nafees A, Development Tourism in India
6. Krishna K Karama, Basics of Tourism
7. Marrison A.M, Hospitality and Travel Marketing
8. RangaMukesh, Tourism Potential in India
9. Sarkar H, Museums and Protection of Monuments and Antiquities in India
10. Vijayalaxmi K.S., History of Tourism

Field Trip: Compulsory field trip to destinations of architectural, archaeological, historical and cultural importance is to be conducted. Students should be made to prepare detailed reports on the hand-on experience they gained in such trips.

Students should be encouraged to create **blogs** for local site seeing places and to write and organize articles on those spots.

FTCT 402 : Cultural History and Folklore of Women in South India

(100 marks)

Women's folklore—discourse that women not only create about themselves but also about others—is too often presumed to be identical to women's culture. Women's folklore does not relate exclusively to domestic life—motherhood, children, and food—the conventional domain of women. The discourses women create, communicate, and negotiate extend over the entire range of human experience; traditional and popular culture reveals the diversity of modes and forms by which we manage our lives and experiences. Women's folklore also demonstrates women's power and resistance. Despite often negative evaluations of women's cultures by academics and in the social mainstream, the centrality of women is evident in Folklore. Women's traditional and popular culture is found in, and pertains to, both public and private spheres of society, and is as diverse as the women who create and maintain it. Women's folklore is characterized by multiplicity of meaning, as evidenced in feminist coding, as well as ambivalence about and resistance to patriarchy. Some distinctive aspects of women's folklore include collaboration, assemblage from diverse elements, and recycling. Much feminist or women-centered scholarly research also has the latter qualities.

Women have been the source of much of what has been collected and published about traditional folklore genres. Women also have been the unacknowledged source of much of what we know about ballads and other folksongs. Women are the subject of a great many traditional and popular ideas, beliefs, and practices. Folklore contributes greatly to the process of turning biologically sexed beings into symbolically and culturally gendered ones—both female and male—hence, much folklore about women serves to create, recreate, and reinforce ideas about the differences between women and men.

For women, folk arts have been especially important because women traditionally have had far fewer avenues than men for expression and participation in the public sphere. Through their cultural expressive traditions, women define alternative social ideas and knowledge, articulate opposition to social injustice, and give voice to their creativity and aesthetic values culture often involves subversion, which can be understood in several ways. First, women have used their folk genres to define an alternative cultural space and to critique and subvert patriarchal gender relations. Second, women have used their traditions to subvert oppression against other identity groups to which they belong. Third, women's subversive use of folk practices is sometimes a coded or individual struggle for recognition or change in the face of oppressive gender relations.

Unit-1: Women's Cultural History in South India: History of women in South India- Historical References to women- Position and status through the ages- Cultural identities and subordination of women-Social evils and reforms- Eminent reformers and Cultural Activists- Women Legislations and Socio-cultural change.

Unit- II:Women & Folklore:Media for Women's Folklore-Folklore genre as an alternative paradigm of subversive identities-Woman's Legends, Ballads, Proverbs, Riddles, etc-'*Personal in political*' – Her personal Experience Narratives-woman's life story as an autobiography -Erotic Folklore on Woman-Female Heroes in Folklore-Witches & Ugly women in Folklore

Unit-III : Women as Custodians of Folklore – Grandma's Role-Eminent women Folk Performers-Women's subversive use of Folk Practices & Expressive traditions to face oppression-Eco-feminism & Folklore-Women Folklorists-Folkloristic studies on women

Unit- IV: Women's Folklore:-Women and Rites De passage-Folk Woman's Space & Geography in Domestic life-Folk Religion & Women – Deified women-Divination Practices- Devadasi system-Festivals- Rituals- Customs, etc.- Women as Fortune Tellers, Numerologists & Palm Readers- Belief system-

Evil eye & Woman etc.-Folklore on Women Saints -Myths of Menstrual Blood- *Taboo vs. Feminine strength* -Women's Folk games- Folk Women & Diet culture.-Women centered spirituality- Folk Perspectives of *Tilaka*- Red dot on woman's forehead-Women as Primary Medical Practitioners – Folk Traditional Dais/Mid-Wives

Unit-V :Feminine Aesthetics:Folk Art as Feminine Art: Quilt Making, Rangoli, Weaving, Needlework etc-.Gendering material Culture -Folk Aesthetics in House Keeping- Oral tradition of women's wisdom on Beauty-Notions of Beauty & Personality

References

- Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
- Kabir, Humayun, Our Heritage, National Information and Publications Ltd., Mumbai, 1946.
- Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
- Mukerji, D. P., Sociology of Indian Culture, Rawat Publications,Jaipur,1948/1979.
- Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books,New Delhi, 1984
- Dube, S.C. 1990.Indian Society New Delhi: National Book Trust, India.
- Dubois, Abbe J.A. 1906. Hindu manners, customs and ceremonies, Oxford: Clarendon Press.
- Dutt, N.K.1986. Origin and Growth of Caste in India, Calcutta : Firma KLM.
- Kapadia, K.M.. 1958. Marriage and Family in India. London. : Oxford.
- Majumdar, R.C. (ed.).1951. The Vedic Age, London.
- Romila Thapar, Cultural Pasts: Essays in Early Indian History.
- Shirin Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley.
- Bridget and Raymond Allchin, The Rise of Civilization in India and Pakistan. • Cultural Heritage of India, Vol.1, The Ramkrishna Mission Institute of Culture, Golpark, Kolkata.
- S. Radhakrishnan, Indian Philosophy, Vol.1.
- A.K. Warder, Indian Buddhism. J.E. Cort, Jains in the World: Religious Values and Ideology in India.
- Beck, Brenda. 1976. "The Symbolic Merger of Body, Space, and Cosmos in Hindu Tamil Nadu." Contributions to Indian Sociology 10(2): 213–43.
- Bharata (1967). The Natyashastra [Dramaturgy], 2 vols., 2nd. ed. Trans. by Manomohan Ghosh. Calcutta: Manisha Granthalaya.
- Boulanger, Chantal; (1997) Saris: An Illustrated Guide to the Indian Art of Draping, Shakti Press International, New York. ISBN 0-9661496-1-0
- Craddock, Norma. 1994. Anthills, Split Mothers, and Sacrifice: Conceptions of Female Power in the Mariyamman Tradition. Dissertation, U. of California, Berkeley.

Danielou, Alain, trans. 1965. *Shilappadikaram (The Ankle Bracelet) By Prince Ilango Adigal*. New York: New Directions. [ISBN 0-8112-0001-9](#)

Dehejia, Vidya, Richard H. Davis, R. Nagaswamy, Karen Pechilis Prentiss (2002) *The Sensuous and the Sacred: Chola Bronzes from South India*. [ISBN 0-295-98284-5](#)

Hart, George, ed. and trans. 1979. *Poets of the Tamil Anthologies: Ancient Poems of Love and War*. Princeton: Princeton U. Press

Kallarasa Virachita Janavasya Ed: G.G. Manjunathan. *Kannada Adhyayana Samsthe*, University of Mysore, Mysore 1974.

Gover, Charles. 1983 (1871). *Folk-songs of Southern India*. Madras: The South India Saiva Siddhanta Works Publishing Society.

Nagaraju, S. 1990. "Prehistory of South India." In *South Indian Studies*, H. M. Nayak and B. R. Gopal, eds., Mysore: Geetha Book House, pp. 35–52.

Trawick, Margaret. 1990a. *Notes on Love in a Tamil Family*. Berkeley: U. of California Press.

Wadley, Susan, ed. 1980. *The Powers of Tamil Women*. Syracuse: Syracuse U. Press.

Zvelebil, Kamil. 1975. *Tamil Literature*. Leiden: Brill. [ISBN 90-04-04190-7](#)

Caldwell, R (1998) "A comparative grammar of the Dravidian or South-Indian family of languages" 3rd ed. rev. and edited by J.L. Wyatt, T. Ramakrishna Pillai. New Delhi : Asian Educational Services. [ISBN 81-206-0117-3](#)

FTCT 403 : Folklore Research Methodology and Dissertation

(Duration 90 periods- paper for 100 marks)

- Unit-1 : Introduction:** Introduction to folklore fieldwork Motives of Social Research: Principles and Objectivity in Social Research- Ethics in Social Research; Representativeness.
- Unit- 2 : Elements of Research Methodology:** Concepts and Definitions ; Hypothesis, Theory and Model; Inductive and Deductive Approaches; Emic and Etic Perspectives; Micro and macro methods; Holistic Perspective Operationism; Contextualization; scientific Method; Comparative Method; Geneology.
- Unit- 3 : Research Design:** Review of Literature; Aims and Objectives; Hypotheses, Research Question and Conceptual Model; Types of Research Design; Evaluation Research. **Art and Science in Field Work:** Field Work Tradition; Strategies in the Art of Field Work; Hazards and Punishments of Field Work; Sources of Tensions in Field Work; Elements of Community Study; Team Research; Inter – disciplinary Research
- Unit- 4 :** Writing culture – various methods – Notes – Journal writing – Ethnographic descriptions – the concept of cultural translation – subjectivity, relativity in ethnographic writing – Examples from the Indian experience of ethnography.
- Unit- 5 : Methods and Techniques of Data Collection:**
- a) **Primary Sources:** Observation, Sampling, Structured Interviews; Key – informant Interviewing; Schedule and Questionnaire, Collection of Life Histories, Projective Techniques, Usage of Ethnographic (Electronic) Equipment.
 - b) **Secondary Sources:** Census, National Sample Survey, Documents and Records, Maps, National and International Reports.

Recommended Readings:

- Bernard, H.R. 1988. *Research Methods in Cultural Anthropology*, London: Sage Publications.
- Bruce Jackson, 1987. *Field Work*, Chicago University of Illinois
- Danda, A. 1993. *Research Methodology in Anthropology*, Inter – India, New Delhi. *Ethnography and Interviewing (Vol. I)* Newbury Park : C.A. Sage Publications.
- Finnigan, Ruth, 1989, *Oral Traditions and Verbal arts*, Newyork, Routledge
- Fundamentals of Ethnomethodology*
- Goode, J. and Hatt, P.K. 1962. *Methods in Social Research*, New York: McGrew –Hill Book Company.
- Jackson Bruce. 1987. *Fieldwork*. Chicago: University of Illinois Press.
- James Clifford and George E. Marcus, 1986, *Writing Culture*, Berkeley , University of California Press.
- Jerome Kirk and Marc L. Miller. 1989. Reliability and Validity in Qualitative Research. New bury: Sage Publications
- Kothari, C.R. 1997. *Research Methods: Methods and Techniques*, Delhi: Vishwa London: Rutledge and Kegan Paul.
- Madge, J. 1952. *Tools of Social Science*, New York: Free Press of Glencoe.
- Pelto, Pertti, J. 1970. *Anthropological Research: The Structure of Inquiry*, New Prakasan.
- Royal Anthropological Institute, 1967. *Notes and Queries on Anthropology*
- Saravanel, P. 2003. *Research Methodology* : Allahabad: Kitab Mahal.

Werner, O. and Schoepfle, G.M. 1987. *Systematic Field Work: Foundations of*
York: Harper and Row Publishers.

FTCT 404 (IE-a): Folk Religion
(duration 90 periods- paper for 100 marks)

Unit-1 : Definition and components of Religion: Folk Religion. a) – Religion – Myth-
b) Religion- Symbolism c) Magic and religion d) Religious functionaries e)
Functions of religion

Unit-2 : Theories relating to the origin of religion: a) Animism b) Animatism c)
Naturalism d) Totamism e) Ancestor Worship f) Fetishism.

Unit-3 : Folk religion vs. Classical religion: a) Characteristics of Folk and classical
deities b) Little tradition and great tradition c) Parochialisation and
Universalisation

Unit-4 : Fairs and Festivals – a) Jataras related to rural and tribal deities b)
Festivals in Andhra Pradesh

Unit-5: Folk Cults in Dravidian Culture: a) Cult of Ayyappa b) Cult of Muruga c)
Cult of Draupadi d) Cult of Saibaba of Shiridi.

Recommended Readings:

Dasgupta S N 1960, *Fundamentals of Indian Art*, Bharathiya Vidya Bhavan, Bombay

Dubois, Abbe J A, 1986, *Hindu Manners customs and ceremonies* 3rd Edition, Delhi
AES

Encyclopaedia of Religion and Ethics

Encyclopaedia of social sciences

Franz Boas 1955, *Primitive Art*, Publication Inc., New York.

Frazer, James George 1955, *The Golden Bough: Study in Magic and Religion*

Hoebel E Adamson 1949 *Man in primitive world, Introduction to the Anthropology* New
york, Mcgraw Hill.

Indira Chakravathy, 1972, *Saga of Indian food*, sterling publications, New Delhi

K T Acharya, 1994, *Indian Food, A historical companion*

Kamaladevi Chattaopadhyaya, 1985, *The glory of Indian Handicrafts*, London, Funk and
Wagnalls Publishing company. Inc. Charion Books, New Delhi Charion Books,
New Delhi

Maria Leach, 1949, *Standard Dictionary of Folklore, Mythology and Legend* Part I
Magic, Art and Evolution of Kings, Vol I and Vol II London- Mcmillan

R M Dorson (Ed) 1972: *Folklore and Folklife*, Chicago University press, Chicago

FTCT 404 (IE-b): Tribal Development in India

(Duration 90 periods- paper for 100 marks)

Unit-1 : Applied and Action Studies: History of Applied Anthropology in India
Applied Anthropology and Action anthropology the Anthropologist in action
situations: Limitations of Applied Anthropology.

Unit-2: Tribal Development:- History of Tribal Administration ; Development of
Tribal policy; Constitutional provisions relating to Scheduled Areas and
Scheduled Tribes; Approaches to Tribal Development.

Unit-3: Tribal Problems and Welfare measures:- Forests; Shifting Cultivation and
land alienation; Agriculture; Health and sanitation; Nutrition; Crime;
Indebtedness; Education; Bonded Labour.

Unit-4: Christianity and voluntary organizations as agencies of Tribal welfare in India.

Unit-5: Tribal Movements and National Integration: Tribal Movements and
Tribal Policies; Tribal Plans and Sub plans; Primitive pockets; Tribal
Revolts; Nativistick, Revitalization and Tana Bhagat, Birsa and Jharkand
and other movements; ethnic violence and National Integration.

Recommended Readings:

Bhandari, J.S. and Subhadra Mitra, Channa (ed.). 1997. *Tribals and Government Polices*,
New Delhi: Cosmo Publications

Chaudhuri, B. and Maiti, A.K. 1989. *Forests and Forest Development in India*, New
Delhi: Inter - India Publications.

Chaudhuri, B. 1990. *Tribal Development, Problems and Prospects*, New Delhi: Inter
India Publications.

Devendra Thakur and D.N. Thakur(ed.) 1997. *Tribal Development and Planning*, New
Delhi: Deep and Deep Publications.

Dube, S.C. 1990. *Tradition and Development*, New Delhi: Vikas Publishing House.

Das Gupta, D.K. and Danda, A.K. (ed.). 1984. *Tribal Education in India*,
Anthropological Survey of India, Colcatta.

Elwin, V. 1960. *Report of the Committee on Special Multi – purpose Tribal Blocks*, New
Delhi: Ministry of Home Affairs, Government of India.

Hoshiar Singh, 1994. *Tribal Development Administration*. Jaipur: Print well.

Malhotra, O.P. 1998. *Tribal Education*, New Delhi: Cosmo Publications.

Pathy, J. 1987. *Anthropology and Development : Ramifications and Relevance*, Delhi:
Gain Publishing House.

Raghavaiah, V. 1971. *Tribal Revolts*, Andhra Rashtira Adimajati Sevak Sangh, Nellore,
A.P.

Singh, K.S. (ed.) 1972. *Tribal Situation in India*, Simla: Indian Institute of Advanced
Study.

Vidyarthi, L.P. (ed.). 1987. *Applied Anthropology in India*, Allahabad: Kitab Mahal.

FTCT 405 (IE-a)- Folk Museum and Archival Management

(Duration 90 periods- paper for 100 marks)

Unit-1 : General introduction to Musiology: Concept of a folklore Museum- Why folk museum – the scope and features of Folk Museum.

Unit- 2: Folklore and Collection of material culture: The definition of material culture- Folk and their materials in day to day life- folk and their materials for various professions- the myths of the tools of various professions.

Unit-3: Collection of Folk Museum Objects and the Method: Basics of ethnographic fieldwork for museum objects- the method of request and collection – payment and collection with out payment- the ethics in collection of museum objects.

Unit-4: Practical Fieldwork for collection of museumobjects: An experienced professor in Fieldwork and collection of objects would assist in fieldwork in collection of objects and practical training would be given.

Unit-5: Musuem Organisation:

- a. Post field work processing work: Coll cards, cataloguing- Organizing
- b. Maintenance of Museum

References

- i) IASA Training Manual. IASA Bulletin No, 58/June 1991.
- ii) ii) Agrawal, O.P. Preservation of Art Objects and Library Materials. New Delhi: National Book trust, India. 1993. Print.
- iii) iii) Ghosh, Sailen. Archives in India. Calcutta: Firma K.L. Mukhopadhyay. 1963. Print.
- iv) iv) Lance. David. (ed). Sound Archives: A Guide to Their Establishment and Development. International Association of Sound Archives. 1983. Print.
- v) v) Nancy, Mackay. Curating Oral Histories: from Interview to Archives. California: Left Coast Press Inc. 2007. Print.
- vi) vi) Seeger, Anthony and Chaudhuri, Shubha (eds). Archives for the FUTURE: Global Perspectives on Audiovisual Archives in the 21 Century. Calcutta: Archives and Research Centre for Ethnomusicology and Seagull Books. 2004.
- vii) vii) Arai, Hisamitsu and Kamil, Idris. The Intellectual Property-Conscious Nation: Mapping the Path from Developing to Developed. WIPO Publication No. 988 (E). Print.
- viii) viii) Singh, A.R. 2001. Information Management in Archives and Libraries. Delhi. Aakar Publication. Print.
- ix) ix) Intellectual Property and Traditional cultural expressions/Folklore (Booklet No.1). WIPO Publication No. 913 (E) 13; SB. 18.13.1., 15th October, 2015. Print x) Kumar, PSG. Archival Librarianship, WIPO, 2014. Print.

FTCT 405 (IE-b)- Theory and Practicals of Kolatam
(Duration 90 periods- paper for 100 marks)

Unit-1: The Place of Kolatam in Folk Performances: Meaning and definition of Kolatam- Kolatam performance in historical perspectives – the performers of Kolatam

Unit-2: The method and Description of Kolatam: –The method and performances tradition of kolatam-leader of the kolatam – the guru of kolatam-Garidi its Structure-Uddi-the stics of kolatam.

Unit-3: Various kinds of performances of Kolatam or the Kopus: Various Kopus or patterns or formations of Kolatam or Kopus – Uddis – Viramas or the gaps – places in performances-Uyyala Kopu-Jada Kopu –garadi kopu.

Unit-4: Practical training in Kolatam: There will be four training hours in practices of Kolatam two hours in the morning and two hours in the evening hours- The guru teaches theory too in the mean time – Training on basics of Kolatam Training on various kopus.

Unit-5: Practical training Kolatam and performances by the students: Learning of various opus-Uyyala kopu-Krishna kopu – Garadi kopu – Jada kopu – mayabazar kopu – and any other kopu selected by guru and the students – music in kolatam – learning songs for kolatam.

Recommended Readings:

Claus, Peter J., and Frank J Korom, 1991, *Folkloristics and Indian Folklore*, Udupi, Regional Resources centre for Folk-performing arts

Dorson, Richard, M., 1972 *Folklore and Folklife*, Chicago, Chicago Univeristy press,

Nagabhushana Sharma Modali. 1998. Folk Performing arts of Andhra Pradesh, Hyderabad. Telugu University.



DRAVIDIAN UNIVERSITY: KUPPAM
SRINIVASAVANAM, s KUPPAM-517426.
SCHOOL OF COMMERCE AND MANAGEMENT

M.Com I Semester

- 101. Business Environment and Policy
- 102. Management and Organisational Behaviour
- 103. Managerial Economics
- 104. Computer Application in Business
- 105. Accounting for Managerial Decisions
- 106. Business Communication and Soft Skill

M.Com II Semester

- 201. Financial Management
- 202. Corporate Financial Accounting
- 203. Marketing Management
- 204. Human Resource Management
- 205. Research Methodology and Statistical Analysis
- 206. Production Management
- 207. (EE) Human Resource Development

M.Com III Semester

- 301. E-Commerce
- 302. Strategic Management
- 303. Advanced Cost and Management Accounting

Elective: Finance

304. Financial Services

305. Security Analysis and Portfolio Management

306. International Financial Management

307. Management Control Systems

Elective: Marketing

308. Consumer Behaviour and Marketing Research

309. Customer Relationship Management

310. Advertising and sales Promotion

311. Product and Brand Management

Elective: Human Resource Management

312. Human Resource Planning

313. Organisational change and Development

314. Labour Legislation and Management

315. Performance Management

316. Project work**M.Com IV Semester**

401. Corporate Tax Planning and Management

402. Goods and Service Tax

403. Basics of Entrepreneurship Development

Elective: Finance

404. Merchant Banking

405. Risk and Insurance Management

406. Financial Derivatives

407. Strategic Financial Management

Elective: Marketing

408. Rural Marketing

409. International Marketing

410. Services Marketing

411. Retail Marketing

Elective: Human Resource Management

412. Strategic Human Resource Management

413. Compensation Management

414. Management of Industrial Relations

415. Leadership Change Management

416. Viva-voce

M.Com. 101: BUSINESS ENVIRONMENT AND POLICY

UNIT-I Business and its environment : Nature and Scope of business - Characteristics of contemporary business - Nature and significance of business environment - Types of environment - Internal and External environment - Micro and Macro Environment - Environmental Scanning
Environmental analysis - Techniques approaches to environmental analysis - Changing dimensions of business environment.

UNIT-II Economic environment of business : Nature and elements of economic environment Basic economic systems - Economic planning in India - Industrial policy- Fiscal policy - Monetary policy - EXIM policy - Public sector and economic development - Economic reforms - liberalization - Impact of New economic policy.

UNIT-III Political-legal environment of business: Political institutions - Legislature Executive - Judiciary - Judicial activism - Government and business - state intervention - control systems - Regulatory framework for control of economic activity.

UNIT-IV Socio-cultural environment: Nature and impact of culture in business - Ethics in business - Cultural diversities - Business and society - Business participation in cultural affairs - social responsibilities of business - Corporate governance in India.

UNIT-V Global and technical environment - Features of globalisation - Problems and Benefits of MNCs - Emerging challenges of international business - Economic effects of technology - Management of technology - Status of technology in India - Policy towards science and technology.

REFERENCE BOOKS

1. Aswathappa. K, Essentials of Business Environment, Himalaya Publishing House, New Delhi.
2. Fernando A.C, Business Environment, Pearson Education, New Delhi.
3. Francis Cherunilam, Business Environment, Himalaya Publishing House, New Delhi.
4. Kohli.S.L. and Resutra N.K, Business Environment, Kalyani Publishers, New Delhi 2005.
5. ShaikSaleem Business Environment, Pearson Education, New Delhi
6. Misra.S.K, and V.K.Puri Indian Economy, Himalaya Publishing House, New Delhi, 2008.
7. Agrawal. A.N., Indian Economy: Problems of Development and Planning, New Age Publications, New Delhi, 2008.
8. Misra.S.K., and V.K.Puri, Economic Environment of Business, Himalaya Publishing House, New Delhi, 2008.
9. Raj Agrawal, Business Environment, Excel Books, New Delhi, 2008.

M.Com 102: MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

- UNIT-I Management: Nature and Process of Management — Evolution of Management thought — managerial functions — Business ethics . Social responsibilities of business management.
- UNIT—II Foundations of Individual behaviour: Personality — Determinants of Personality — Theories of Personality - Motivation — Characteristics —Sources — Types and Theories of motivation.
- UNIT—III Foundations of group behaviour: Types of groups — Formation of group —Group Cohesiveness Teams and team building — Leadership Theories of leadership.
- UNIT—IV Organisational Process: Foundations of organisational structure — Types Management of Organisational conflicts and negotiations.
- UNIT—V Organisational dynamics Organisational change and development — Organisation culture — Culture adjustment — Managerial response.

REFERENCE BOOKS:

1. Aswathappa K., OrganisationalBehaviour: Text, Cases and Games, Himalaya Publishing House, Hyderabad.
2. Jennifer M, George and Gareth R, Jones — Understanding and Managing Organizational Behavior, Perason Education, New Delhi
3. Sauna V.S.Veluri, OrganisationalBehaviour — An interactive Learning Approach, Jaico Publications, Mumbai, 2009.
4. Stephen P. Robbins, OrganisationalBehaviour, Perason Education, New Delhi
5. JitS.Chandan, OrganisationBehaviour Vikas Publishing House, New Delhi
6. John W. Newstrom and Keith Davis, OrganisationalBehaviour, Human Behaviour at work, Tata McGraw Hill Publishing House, New Delhi.
7. Fred Luthans, OrganisationalBehaviour, Tata McGraw Hill Publishing House, New Delhi.

M.Com 103: MANAGERIAL ECONOMICS

- UNIT I Introduction : Meaning and definition of Managerial Economics (ME) Principles and Scope of ME, types of Economics — Characteristics Uses of ME - Role and responsibilities of a managerial economist.
- UNIT II Demand forecasting: Nature and scope of forecasting Objectives Methods of demand forecasting — Opinion polling and statistical methods -Criteria for good forecasting method Forecasting demand for new products.
- UNIT III Cost analysis: Cost concepts and classification — Cost output relationship in short run and long run Economies of scale Cost function Cost control and cost reduction.
- UNIT IV Production analysis: Basic concepts and types Law of variable proportions - Factors of production and returns to scale — Cobb-Douglas production function — opportunities for multiple products Policy on adding new products and dropping old products.
- UNIT V Nature of profits: Different views of profits Profit functions Measurement of Profit - Policies on profit maximization Profit planning Managerial uses of break even analysis.

REFERENCE BOOKS :

1. Joel Dean, Managerial Economics, Prentice Hall Ltd., India.
2. Varshney & Maheswari, Managerial Economics, Sultan Chand & Co.,
3. Mehatha Pt., Managerial Economics, Sultan Chand & Co.,
4. Keat & Young, Managerial Economics. Pearson Education, New Delhi.
5. Dwivedi D.N. Managerial Economics, Himalaya Publishing House,
6. Mote, Paul & Gupta, Managerial Economics, Tata McGraw Hill Ltd.;

M.Com. 104: COMPUTER APPLICATIONS IN BUSINESS

- UNIT I Tally: Features and importance of Tally —Tally accounting Components of gateway of tally — Creation of a company — Creating, displaying and altering single or multiple ledgers Accounting vouchers Display of financial statements.
- UNIT II Tally Inventory: Inventory masters Configuration Creating, displaying and altering single and multiple stock groups — Stock categories Units of measure — Stock god owns Stock items and inventory vouchers Display of inventory reports.
- UNIT III Tally VAT: Concept and classification Configuration Creation of ledgers — Voucher entries for single and multi ledgers VAT rates VAT on MRP — VAT in accounting vouchers VAT on imports and exports VAT computations and reports.
- UNIT IV Tally TDS: Configuration Creation of ledgers and vouchers for deductions, payments, deposits, and advances — TDS reports.
- UNIT V Pay Roll: Payroll process in Tally Payroll information Pay head creation Calculation types — Pay roll vouchers — Preparation of pay roll reports.

REFERENCE BOOKS:

1. Nadhani, A.K. and Nadhani, K.K. : Implementing Tally 7.2, BPB publications, New Delhi..
2. Kiran Kumar, K. Tally 9, Laasya Publishers, Hyderabad.
7. Anita Goel ,Computer Fundamentals, Pearson Education Pvt. Ltd., New Delhi.
3. Fire wall media, Tally 9.
4. Vishnu Priya Singh, tally 9, Computech Publications IAd, New Delhi.

M.Com 105: ACCOUNTING FOR MANAGERIAL DECISIONS

- N IT I Cost analysis for pricing decisions: Full cost pricing- Mark up pricing-Break-even pricing- Target pricing- Conversion cost pricing- Differential cost pricing.
- UNIT II Business Decisions: Cost behaviour Relevant Costs —Determination of sales mix — Exploring new markets Discontinuance of a product line Make or buy decisions — Equipment replacement decision Change Vs Status quo — Expand or contract Shut down or continue.
- UNIT III Responsibility Accounting (RA): Concept of RA Assumptions of RA Types of responsibility centers — Responsibility accounting reports Advantages of RA Issues in RA.
- N IT — IV Divisional Performance and Transfer Pricing: Decentralized operations - Performance measurement Financial performance— Non-financial performance - Transfer pricing Meaning Methods of transfer pricing Issues in transfer pricing.
- UNIT V Management Reporting: Concept Modes of reporting Types of reports Essentials of good report — Process of preparing report – Reporting practices of Indian companies.

REFERENCE BOOKS:

1. Sahaf M.A. Management Accounting Principles and Practice.,Vikas, Mumbai.
2. Jawaharal, Management Accounting, Himalaya Publishers, Mumbai.
3. Kulshrestha N.K., Management Accounting, Tata McGraw Hill, New Delhi.
4. Sharma R.K., and S.K.Gupta. Management Accounting, Kalyani, Ludhiana.
5. Charles T. Horngren, G.L. Sundem and W.O. Stratton, Introduction to Management Accounting, Pearson, Delhi.
6. Robert S.Kaplan and Anthony A.Atkinson, Advanced Management Accounting Prentice Hail, New Delhi.

M.Com.106: BUSINESS COMMUNICATION AND SOFT SKILLS

- UNIT — I Communication: Significance and scope Elements of communication Process of communication — Essentials of good communication — Barriers and gateways to communication Overcoming barriers.
- UNIT — II Oral communication Effective speech Listening and its importance Interview Arts of conducting good interview — Pairing in interview .
- UNIT — III Written communication : Essentials of effective written communication Reports — Memos Organizational communications Channels of communication network — External communication Electronic media Effect on organizational communication Visual tools.
- UNIT IV Non-Verbal communication : Functions — Different non verbal clues — Awareness of non — verbal clues — Communication of numerical data — Techniques of presenting numerical data statistical symbols Graphic communication Visual tools.
- UNIT V Meetings and Oral Presentations Communication Through Visuals Use of Electronic Media in Business Communication.

REFERENCE BOOKS :

1. Lisiker&Petin Business Communication. Prentice Hall of India. New Delhi.
2. Bells Scot The Skills of Communication. Gower Publishing Company Limited.
3. Rayadu C.S. Media and Communication Management.Himalaya Publishing House.Bombay.
4. Latty.L Barker — Communication , Prentice Hall of India, New Delhi.

M.Com - 201: FINANCIAL MANAGEMENT

- UNIT —I Introduction : Meaning of finance Functions of finance Objectives of financial management — Profit Vs Wealth maximization Organisation of finance function Role of the financial manager. (Theory only)
- UNIT H Capital Structure, Leverages and Cost of Capital: Theories of capital structure — N I, NOI, Traditional and MM Theories — Operating and Financial Leverages - Computation of Leverages — Specific cost of capital Determination of weighted average cost of capital. (Theory and Problems)
- UNIT III Management of Working Capital: Concepts Need for working capital Operating cycle — Estimation of working capital requirements --Management of cash, receivables and inventory (Theory and Problems).
- UNIT IV Capital Budgeting: Concept - Significance Process Techniques of capital budgeting — Payback period (PB), Accounting Rate of Return (ARR), Net Present Value (NPV), Internal Rate of Return (IRR) and Profitability Index (PI) Capital rationing. (Theory and Problems).
- UNIT V Dividend Policy: Types of dividends — Factors influencing the dividend policy — Theories of dividends Walter, Gordon and MM Hypothesis (Theory only).

REFERENCE BOOKS:

1. Pandey, T.M. : Financial Management, Vikas Publishing House, New Delhi.
2. SheebaKapil, Financial Management, Pearson Education, New Delhi.
Jonathan Berk Peter ReMarzo Financial 'Management, Pearson Education, 2008.
4. Chandrasekhar, Fundamentals of Financial Management PHI, New Delhi.
5. Khan and Jam : Financial Management, Tata McGraw Hill, New Delhi.
6. Maheswari, S.N. : Financial Management, Sultan Chand and Sons, New Delhi.
7. Kulakarni. P.V., Financial Management, Himalaya Publishing House Co. Ltd, Mumbai.
8. Van Horne : Financial Management and Policy, Prentice Hall of India, New Delhi.
9. Prasanna Chandra, Financial Management, Tata McGraw Hill, New Delhi.
10. SheebaKapil, Financial Management Strategy.. Implementation and Control, PragathiPrakasam Publication, Meerut.

M.Com. 202: CORPORATE FINANCIAL ACCOUNTING

- UNIT — I Accounting as an information system: Accounting users of accounting information — GAAP accounting environment — Fields of accounting activity — Ethical issues in accounting — Role of computers in accounting (Theory only).
- UNIT II Valuation of goodwill: Factors affecting goodwill Types of good will need for goodwill valuation — Methods of goodwill valuation – Average method Super profit method Annuity method (Theory and problems).
- UNIT III Inflation accounting: Meaning - Need and scope — Price level changes and financial statements — Approaches to Price Level Accounting — Current Purchasing Power Accounting — Current Cost Accounting Merits and demerits (Theory and problems).
- UNIT IV Holding company accounts: Meaning and definition of holding company and subsidiary company — Pre-acquisition and Post acquisition profits Goodwill or capital reserve — Minority interest — Cross holdings — Chain holding - Preparation of Consolidated Balance Sheet (Theory and problems).
- UNIT V Lease accounting: Definition of lease - Features of lease accounting Advantages and disadvantages of lease — Lease distinguished from other modes of acquisition — Financial lease — Operating lease — Accounting for financial lease in the books of Lesser and Lessee Sale and lease back(Theory and problems).

REFERENCE BOOKS :

1. Battacharya S.K., John Dearden, Accounting for Management; Vikas Publishing House Ltd., New Delhi.
2. Jain and Narang; Advanced Accountancy, Kalyani Publishers, New Delhi.
3. Ambrish Gupta, Financial Account for Management. Pearson Education, New Delhi.
4. Gupta R.L., and VI. Radhaswamy, Advanced Accountancy, Chand and Sons, New Delhi
5. Financial Accounting A dynamic approach B. K .Banerjee, Printibe Hall India Pvt. Ltd., New Delhi
6. Shukla and Grewal , Advanced Accounts, S. Chand and Co. New Delhi.
7. NarayanaSwamy, R. Financial Accounting of Managerial Perspective, Printice Hall India Pvt. Ltd., New Delhi.

M.Com. 203: MARKETING MANAGEMENT

- UNIT II Introduction: Evolution of marketing concept-Nature and scope of marketing- 4Ps of marketing mix- Marketing environment- Consumer behavior- Models of consumer behavior- Buying motives-Types of buying behavior- Factors influencing buyer behavior- Bases for market segmentation- e-marketing technologies.
- UNIT II Product mix: Classification of products New product development process — Product mix and product line decisions — Branding and packaging strategies — Product life cycle (PLC)- Price mix- Price objectives- Factors influencing pricing policies- various pricing policies.
- UNIT III Place mix: Functions of channels- Channel selection- Supply chain management- Promotion mix- Development of effective communication Selection of advertising media and agency — Purposes and tools of sales promotion — Purposes and principles of personal selling Public relations E-CRM.
- UNIT — IV Marketing Information System (MIS): Components of MIS Internal records system- Marketing intelligence system- Marketing research system- marketing decision support system- Importance and scope of Marketing research system- Marketing research process- Profile of marketing research in India- Marketing research agencies in India.
- UNIT- V Services Marketing: Features of services Goods Vs., Services marketing 7Ps of marketing mix — Marketing triangle of services marketing GAP model of services quality - Strategies for services marketing.

REFERENCE BOOKS:

1. Philip Kotler: Marketing Management Analysis, planning, implementation, and Control, Prentice Hall of India, New Delhi.
1. Kotler, Keller Marketing Management 13/e. Pearson Education, New Delhi.
2. Ramaswamy, V.S.: and Namakumari : Marketing Management Planning implementation and control, McMillan India Ltd., New Delhi.
3. Govindharajan, Marketing Management, PHI, New Delhi.
4. Gandhi, J.C., Marketing A managerial introduction, Tata McGraw Hill, New Delhi.
5. Panda, Marketing Management, Excel Publications: New Delhi.
6. Valarie A, Ziethaml and Mary Jo Bitner, Services Marketing, Tata McGraw Hill, New Delhi.

M.Com.204 : HUMAN RESOURCE MANAGEMENT

- UNIT I Acquisition of human resources: HRM functions Job analysis Job designs — Human resource planning — Human resource information system-- Recruitment and selection strategies New employee orientation.
- UNIT II Development of human resources: Performance appraisal system Performance appraisal and succession planning — Career planning and development — Methods of training Methods of development Measuring training effectiveness.
- UNIT III Rewarding human resources: Job evaluation methods, Incentive payments Executive compensation programs Employee benefits and services.
- UNIT IV Maintenance of human resources: Job satisfaction Discipline and employee rights Employee counseling grievances settlement.
- UNIT V Integration of human resources: Types and forms of participative management — Quality circles — Employee empowerment Collective bargaining quality of work life.

REFERENCE BOOKS:

1. David A, Decenzo., and Stephen P. Robbins, Human Resource Management, John wiley and sons, Inc., New York.
2. Gary Dessler, Human Resource Management, Pearson Education Pvt. Ltd., New Delhi.
3. PravinDurai, Human Resource Management, Pearson Education, New Delhi.
4. BiswajeetPattnayak, Human Resource Management, Prentice Hall of India private Limited, New Delhi.
5. Aswathappa K., Human Resource and Personnel Management, Tata McGraw Hill Publishing Company Limited, New Delhi.
6. SubbaRao P., Essentials of Human Resource Management and Industrial Relations: Text Cases and Games, Himalaya Publishing House, Mumbai.

**M.Com 205: RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS
(RMSA)**

UNIT-I

Introduction: Quantitative Techniques: Meaning, Need and Importance-classification: Statistical Techniques-Operations Research techniques-Role of Quantitative Techniques in Business and Industry- Limitations, Research: Meaning, Purpose, Characteristics and Types- process of Research: Formulation of objectives- Research plan and its components- Methods of Research: Survey, Observation, Case study, experimental, historical and comparative methods- Difficulties in Business research

UNIT-II

Probability and Probability Distributions: Probability: Meaning-fundamental Concepts – Addition theorem-Multiplication theorems Bayesian theorem and its simple application, Probability Distribution: Meaning and Importance of theoretical frequency distributions Binomial, Poisson and Normal distributions- Properties and uses- fitting Binomial, Poisson and Normal, Distributions (including problems)

UNIT-III

Sampling Collection, Presentation and Analysis of data: Census Vs. Sampling- Methods of Sampling Random and Non-Random Sampling methods, Source of Data: Primary and Secondary Sources- Methods of collecting Primary Data- Designing Questionnaires/ Schedules in functional areas Hypothesis testing- Type I and Type II errors – Inference from small sample mean tests- difference between the means of two independent sample- difference between the means of two dependent sample of paired observation Chi Square Test: Definition-Conditions for Applying Chi square test, limitation of Chi square test- Chi square test for testing the independence of Attributes- Chi square test of goodness of fit (including problems)- F-test- one way and two-way ANOVA.

UNIT-IV

Linear programming: Requirements for application of linear programming Assumptions underlying linear programming - Advantages of linear programming -- Applications of Linear programming and limitations of Linear programming - Formulation of Linear programming problem -Characteristics of linear programming problem - Solution by graphic method and simplex method.

UNIT-V

Interpretation and Report Writing: Interpretation: Introduction – Essentials for interpretation, precautions in interpretation- conclusions and generalization-Methods of generalization, Statistical fallacies: bias, inconsistency in definitions, in a appropriate comparisons, faulty generalizations, drawing wrong inferences, misuse of statistical tools, failure to comprehend the data (including small cases). Report Writing: Meaning and types of reports- Stages in preparation of Report- Characteristics of a good report- Structure of the report’ – documentation: Footnotes and Bibliography- Checklist of the report

Suggested Books:

1. Gupta S.O & Indra Gupta, Business Statistics, Himalaya Publishing House, Mumbai.
2. Raghavachari.M, "Mathematics for Management", Tata McGraw Hill
3. Lerin, "Statistics for Management" Pearson Company, New Delhi.
4. Black Ken, "Business Statistics for Contemporary decision making", New age publishers, New Delhi.

M.COM 206: PRODUCTION MANAGEMENT

UNIT-1: Introduction to Production Management: Introduction - Meaning - Nature of Production - Production as a System - Types of Production Systems -Production as an Organizational Function -Brief History of Production and Operations Management - Importance of Production Management Function - Objectives of Production management.

UNIT-II: Scheduling and control of production operations: Production Planning and Control - need, objectives, and significance - Differences between PP Y6 PC. Control Procedures - Loading, sequencing and Scheduling - Plant Location and Plant layout - Nature, objectives, and different types of ayouts - Location and the factors influencing of location. Maintenance Management - Objectives, types of maintenance systems.

UNIT-III: Quality Management : Factors affecting quality - Quality Control - Objectives and functions of quality control - Types of Control Charts -Total Quality Management - Bench Marking -classification - Quality Circles.

UNIT-IV: Materials Management: Objectives and Importance and functions of Materials Management - Materials Planning - Materials Budgeting -Materials Control - Material Control Cycle - Materials Management Information System (MMIS).

UNIT-V: Stores Management: Stores Management - functions of stores, Duties of Storekeeper - Stores Layout - Stock Verification - Classification and Codification - Inventory Control - Different Systems of Inventory Control - ABC, EOQ and VED.

Suggested books:

1. Aswthappa, K., ShridharaBhat, K., "Production and Operations Management"
Himalaya Publishing House, Mumbai, 2009.
2. Chunwalla S.A., Patel,D.R., "Production and Operations Management"
HimalayaPublishing House, Mumbai, 2008.
3. Chari-"Production and Operations Management",Tata McGraw Hill,
2ndEdition2007.
4. Martand T. Telsang."Production Management", S.Chand Publication, New Delhi 2008

M.Com.207 : HUMAN RESOURCE DEVELOPMENT (EE)

- UNIT —I Human Resource Development (HRD): Concept HRD functions HRD challenges- role of HRD professionals- HRD development- HRD programmes - Employee orientation — socialization process- previews-performance management coaching - HT job rotation Experimental methods- HRD need assessment.
- UNIT II HRD Programmes: Defining HRD programmes - implementing evaluation of HRD programme. Strategies and Experiences of Human Resource Development.
- UNIT III Employment Development: Formal education- assessment- job experience Interpersonal relationship — Career management development Leadership Development.
- UNIT IV Comparative HRD Experiences: Overview in Government and Public Systems — HRD for Health and Family Welfare in Select — HRD in Other Sectors (Defense, Police, Voluntary organizations and Panchayati RajInstitutions).
- UNIT V Issues in HRD: Culture and Climate HRD for workers Organizing for HRD Resurgence Effectiveness Emerging Trends and Perspectives of HRD.

REFERENCE BOOKS:

1. Srivarsava MP; Human Resource Planning (Institute of Royal Resource).
2. Udaiprakesh and T.V Rao: Human Resources System (Oxford).
3. DK.Bhattaacharya: human resource Planning (Excel).
4. Diesimone, Werner and Harris: Human resources Development (Thomson).
5. Raymond A Noe: Employee Trainee Development, (Tata McGraw hill).
6. R Krishnaveni: Human Resources Development (excel).
7. Tripathi PC: Human Resource Development(Sultan Chand & Son's)
8. Udaykumarhalder: Human Resource Development (Oxford).

M.Com. 301: E-COMMERCE

- UNIT I Foundations of e-commerce (EC) ; Definition- evolution, and features of EC- Driving forces- benefits and disadvantages of EC- Applications of EC- B2B and B2C models of EC- Future of EC.
- UNIT II Infrastructure for EC.: Internet protocols TCP/IP and others — WWW -Client server concept — Internet security and Encryption — HTML and website design Architecture and applications of intranet and extranet D I .
- UNIT III E-payment systems: Various types of e-payments SSL and SST Protocols in e-payments — debit card system credit card system – digital cash digital wallets — Digital check.
- UNIT IV Issues in e-commerce: Legal issues Privacy issues IPR issues Ethical issues Social issues IT Act and E-commerce.
- UNIT V EC applications: Advertising SCM Market research Financial services Retailing — Trading stocks Auctions Publications.

REFERENCE BOOKS:

1. Efraim Turban, Jae Lee, David King and H.Michael Chung, Electronic Commerce A managerial perspective, Pearson Education, New Delhi.
2. Kenneth C.Laudon, and Carol GuercioTraver, E-CommerceBusiness, technology and society, Pearson Education, New Delhi.
3. Joseph, &Commerce, PHI,New Delhi.
4. Ravi kalakota, Whinston, Frontiers of Electronic Commerce, Pearson Education, New Delhi.
5. Daniel Minoli, Emma Minoli, Web Commerce Technology Handbook, Tata MCGrawHill, New Delhi.
6. Ward Hanson, Internet Marketing, Thomson Learning Inc, Bangalore.

M.Com. 302: STRATEGIC MANAGEMENT

- UNIT I Strategic Management: Understanding strategy — Defining and explaining strategy — Dimensions of strategic decisions — Process of strategic management strategists and their role in strategic management Hierarchy of strategic intent — strategic intent, vision, mission, business definition- goals and objectives.
- UNIT II Environmental appraisal and organizational appraisal Concept of environment-environmental sectors- Environmental scanning- appraising the environment-organizational appraisal — Dynamics of internal Environment- Organizational capability factors- outside rations in organization appraisal- methods and techniques used for organizational appraisal - structuring organizational appraisal.
- UNIT III Strategy formulation: Strategy framework for analyzing competition-porter's value chain analysis- competitive advantage of a firm- Entry and Exit barriers -- Formulation of strategy at corporate level business, and functional levels- Types of strategies- offensive strategy- defensive strategy- Vertical integration, horizontal strategy- Tailoring strategy to fit specific industry and company situation- Strategic analysis and choice.
- UNIT — IV Strategy Implementation — Activating strategies — Interrelationship between formulation and implementation — Aspects of strategy implementation- Project implementation- Procedural implementation-Resource allocation- Structural implementation — Structural consideration-structures for strategies-organizational design and change- organizational system- Behavioural implementation — Leadership implementation-Corporate culture- Corporate politics and use of power- personal value sand Business ethics- social responsibility and strategic management-functional and operational implementation.
- UNIT V Strategy Evaluation: Strategic Review, Evaluation and control The nature of strategy evaluation- A strategy evaluation framework —Published sources of strategy - evaluation in formation Characteristics of an ethical evaluation system Contingency planning Auditing using computer to evaluate strategy.

REFERENCE BOOKS:

1. AzharKazmi: Business Policy, and Strategic Management,TataMc. Graw Hill.
2. Thomas L. Wheelen, J.David Hunger KrishRangarajan, Concepts in Strategic Management and Business Policies, Pearson Education, New Delhi.
3. John A, Pearce & Richard B Robinson: Strategic Management, AITBS Publications.
4. Srinivastava, Management Policy and Strategic Management, Himalaya Publications.
5. SubbaRao, P, Business Strategic Management, Himalaya Publications.
6. Porter. M: Competitive Strategic Techniques for Analyzing Industries and Competitors, the Free Press, New York.

M.Com. 303: ADVANCED COST AND MANAGEMENT ACCOUNTING

- UNIT — Introduction: Cost concepts Objectives- advantages and limitations of cost accounting — Cost Accounting Vs Financial Accounting and Cost Accounting Vs. Management Accounting (Theory only).
- LJNIT II Process Costing: Inter process profits Equivalent production By-products and joint products Operating Costing Transport costing — Power house costing Hospital costing
- UNIT III Activity Based Costing (ABC): Concept - Meaning Definition and characteristics of ABC — Different stages in ABC — ABC and cost drivers Advantages of implementing ABC. Reconciliation of cost and financial accounts: Need for reconciliation Reasons for disagreement in profit/loss - Methods of reconciliation (Theory and Problems).
- UNIT IV Marginal Costing: Meaning, Advantages, Limitations and Applications- Breakeven Analysis- Cost-Volume Profit Analysis- P/V Ratio and its Significance- Margin of Safety- Absorption Costing: System of Profit Reporting and Stock Valuation- Difference between Marginal Costing and Absorption Costing - Income Measurement under Marginal Costing and Absorption Costing
- UNIT — V Budget, Budgeting and Budgetary Control: Budget Concept, Manual - Fixed and Flexible Budgets - Preparation and Monitoring of Various Types of Budgets - Budgetary Control System: Advantages, Limitations and Installation - Zero Base Budgeting - Programme and Performance Budgeting

REFERENCE BOOKS:

1. Jain S.P., and K.L. Narang, Cost Accounting Principles and Practice, Kalyani Publishers, New Delhi.
2. Rathnam P.V., Rathnarn's costing advanced problems and solutions, Kitab Mahal Distributors.
3. Maheswari S.N., Advanced problems and solutions in cost accounting, Sultan Chand & Sons.
4. Bhar B.K., Cost accounting methods and problems, Academic publishers, Kolkota.
5. Pillai R.S.N., and V.Bhagavathi : Cost accounting, Sultan Chand and co. Ltd.,

M.Com. 304: FINANCIAL SERVICES

UNIT — I

Financial Services - financial services in India, types, and importance, online trading, dematerialization and re-materialization, Depository System in India - depository system, the Depository Act of 1996 and depository participants. NSDL, CDSL and benefits of a depository system, Depository System in India - depository system, the Depository Act of 1996 and depository participants. NSDL, CDSL and benefits of a depository system

UNIT — II

Lease - leasing, benefits and limitations, types of leasing, Regulator framework- evaluation- Tax Implications Lease finance Vs Hire purchase Hire Purchase - important financial innovations— lease financing and hire-purchase financing Mergers and Acquisitions – Introduction of mergers and acquisitions, benefits of mergers, the procedure and theories of mergers and the legal aspects governing mergers, acquisitions and takeovers in India.

UNIT — III

Portfolio Management - Introduction of portfolio management, theories of portfolio management, techniques of portfolio evaluation and measures of portfolio revision.

UNIT -IV

Venture Capital (VC): Features- Stages of Financing- Financial analysis- investment nurturing- Valuation of Portfolio- Exit route- VCF Scenario in India – SEBI Regulations

UNIT — V

Factoring process and features of factoring, types of factoring contracts, advantages and disadvantages of factoring, differences between factoring and bill discounting, process of factoring as it exists in India and explains the process of forfeiting. Credit Rating: Significance – SEBI regulations- Rating agencies in India- CRISIL, CARE, ICRA, FRI, Rating methodology – Limitation

REFERENCE BOOKS:

1. Jain and Narang Introduction of Accountancy, Kalyani Publications
2. R. L. Gupta — Advanced Accountacny, Kalyani Publications.
3. Financial Accounting — A dynamic approach B. K .Banerjee, Printice Hall India Pvt. Ltd., New Delhi

M.Com. 305: SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

- UNIT I Investment : Investment objectives Elements of investment Types of investments - Financial investments — Non-financial investments Measurement of risk and return - Securities Market — Securities Markets in India SEW Regulations in Secondary Market. (Theory only).
- UNIT II Securities analysis: Objectives of securities analysis Fundamental analysis — Economic, industry and company analysis — Technical analysis-- Dow theory — Efficient market theory — Implications — Random walk theory — Strong, Semi-strong and Weak forms of Efficient market.(Theory only).
- UNIT III Valuation of securities: Valuation of equity shares — Equity risk and return-- Valuation of debt securities — Yield curves Risk premium funds Macaulay's duration (Theory and Problems).
- UNIT IV Portfolio theory: Capital market theory — Assumptions Capital market— Portfolio selection — Capital Asset Pricing Model (CAPM) Assumptions -- Security Market Line (SML) — Arbitrage Pricing Theory(APT) Assumptions. (Theory and Problems).
- UNIT — V Portfolio evaluation and revision: Measures of portfolio performance Sharpe's performance index — Tenor's performance index — Portfolio revision - Jensen's Performance Index. (Theory and Problems).

REFERENCE BOOKS:

1. PrasannaChandra : Analysis and Portfolio Management, Tata McGraw Hill Co. Ltd., New Delhi.
2. Donald E.Fischer& Ronald J.Jordan : Security Analysis and Portpolio Mangement, Pearsons Education (Singapore) Pvt, Ltd., New Delhi.
3. Ranganatham, Security Analysis & Portfolio Management. Pearsons Education (Singapore) Pvt, Ltd., New Delhi
4. Kevin, Security Analysis and Portfolio Management, PHI, New Delhi.
5. Avadani V.A. : Security Analysis and Portfolio Management, Himalaya Publishing House, New Delhi, 2009.
6. Prethi Singh, Investment Management, Security Analysis and Portfolio Management, Himalaya Publishing House, New Delhi, 2005.
7. Dhamodharan : Investment Valuation, Johnweely and sons, New York.
8. Sulochana M. Investment Management, Kalyani Publishers, New Delhi,

M.Com. 306: INTERNATIONAL FINANCIAL MANAGEMENT

- UNIT I International Financial Management (IFM) : Concept Importance Nature and Scope of IFM — Domestic and offshore markets — Finance function — Role of International Financial Manager — Changes in global financial markets Emerging challenges.
- UNIT II International Monetary System : The gold standard Bretton wood system of exchange rates — International liquidity International Monetary Fund (IMF) — Functions of IMF — Recent changes — Quotas Special Drawing Rights (SDRs) Surveillance World Bank Lending policies.
- UNIT III Exchange Rate Mechanism: Foreign Exchange Markets Structure Types — Exchange rate - Exchange rate quotations — Direct and indirect Buying and selling rates — Forward market quotation — Nominal and real exchange rates — Determination of exchange rates in spot market and forward market.
- UNIT IV International Project Appraisal: Introduction Net present value approach Adjusted present value framework — Project appraisal in the international context — Options approach to project appraisal — The practice of cross border direct investment appraisal.
- UNIT V International Equity Investment: Introduction Risk and Return from Foreign Equity Investment — Equity Financing in the International Markets — Long-Term Borrowing in the Global Capital Markets The Major Market Segments — The International Financing Decisions.

REFERENCE BOOKS:

1. Apte.P.G., : International Financial Management, Tata McGraw Hill Publishing House, New Delhi.
2. Siddaiah, T. International Financial Management, Pearson, New Delhi.
3. Sharan V. : International Financial Management, Prentice Hall of India Publishing, New Delhi
4. Bhalla V.K. : International Financial Management, Anmol Publications, New Delhi.
5. Avadhani V.A. : International Finance, Himalaya Publishing House, Mumbai.
6. Eun&Resnick., : International Financial Management, Tata McGraw Hill Publishing Company Ltd., New Delhi.

M.Com 307 : MANAGEMENT CONTROL SYSTEMS

Unit—I: Characteristics of Management Control System - Evolution of control systems in an organization - Relating system to organizational objectives -Strategic Planning, Management Control and Operational Control - Goal Congruence - Cybernetic Paradigm of Grissinger - Functions of the Controller.

Unit—II:Responsibility Centers - Types of Responsibility Centers – Expense Centers, Profit Centers and Investment Centers - Budgetary Control as a tool for Management Control Systems - Engineered, Discretionary and Committed Costs - Approaches to budgeting w.r.t. Engineered and Discretionary costs - Benchmarking and Total Cost Management

Unit—III: Transfer Pricing (Market based and Cost Based) - Related numerical problems - Return on Investment, Economic Value Added, Capital Budgeting and Ratio Analysis as a tool to management performance measurement

Unit—IV: Management Control Systems in Service Sector vis-à-vis in Manufacturing Sector Financial and Non-financial performance measures w.r.t. Balance Score Card (Rock Water's Model). Long Range Planning -Converting corporate vision into a long-range plan - Input Output Relationship

Unit—V: Introduction to Audit Function as a control tool covering Financial Audit, Internal Audit and Cost Audit - Management Audit - Principles and Objectives

Suggested Books

1. Management Control Systems, 10th Ed. - Anthony and Govindrajan
2. Practical Auditing - B.N.Tandon
3. Cost Accounting - B.K.Bhar
4. Management Control Systems - Kirby
5. Financial Management - Prasanna Chandra

M.Com. 308: CONSUMER BEHAVIOUR AND MARKETRESEARCH

UNIT - I Introduction: Meaning Applications of consumer behavior' principles to strategic marketing- Models of consumer behaviour —Consumer perception — Learning.

UNIT—II: Attitudes: Measurement — Formation and change of attitudes Reference groups — Family -• Social class — Lifestyle profiles- Motivation.

UNIT--III: Personality: Nature and theories of personality Consumer psychographics - Culture - Sub-cultures- Cross-cultural consumer analysis- Diffusion and adoption- Models of consumer – Consumer decision making.

UNIT- IV : Marketing research: Concept and significance Statistical tools Multiple regression, Discriminate analysis- factor analysis- cluster analysis - multidimensional scaling- Management models- Markov-chain model-Queuing model- New product pretest models- Sales-response models.

UNIT-V : Marketing research applications: Identification of market segments -Product research - Advertising research- Market potential analysis – Sales forecasting Sales analysis.

REFERENCE BOOKS:

1. Leon (Ti. Schieffman and Leslie Lazar Kanuk. Consumer Behavior, Prentice Hall of India; New Delhi.
2. Leon G. Schiffman/ Ramesh kumar, Consumer Behavior, Pearsons Education (Singapore) Pvt, Ltd., New Delhi
3. Customer Relationship Management by Ed. Peelen, Pearsons Education (Singapore) Pvt, Ltd., New Delhi
4. Manjundhar, Consumer Behaviour, PHI, New Delhi.
5. Christopher Lovelock. Consumer Behaviour, Prentice Hall of India: New Delhi.
6. Boyd, Westfall and Stasch. Marketing Research, Richard, D Irwin Inc: New Delhi.

M.Com. 309: CUSTOMER RELATIONSHIP MANAGEMENT

- UNIT — I Introduction: Meaning- significance and process of customer relationship management (CRM) - Framework for CRM marketing.
- UNIT II Attracting, retaining and growing customers: building loyalty— Reducing customer diffusion — Forming strong bonds — Adding financial and social benefits — Adding structural ties.
- UNIT — III Customer databases and database marketing: Customer databases —Customer mailing list - Business data base - data warehousing and data mining — ways of using data bases - Data source marketing.
- UNIT IV Relationship development process: Attributes - Relationship exchanges —Nature, role and mechanism of Networking - CRM and customer service —The call centre and customer care — call routing — web based self service —customer satisfaction measurement-call scripting - Cyber agents — work force management — A customer service check list for success.
- .UNIT — V Developing and managing relationship: Customer selection – Relationship strategies for implementing CRM - Mistakes in implementing CRM – Role of information technology in CRM.

REFERENCE BOOKS:

- 1.Ramana V.V and Somalya , Customer Relationship Management.
2. Philip Kotler, Marketing Management.
- 3.Stone Merlin and Neil Woodrock: Relationship Marketing.
- 4.Jill Dyche. The CRM Hand book

M.Com 310: ADVERTISING AND SALES PROMOTION

Unit—I: Advertising: Changing concept, role of advertising in a developing economy, a critical appraisal, types of advertisement consumer, industrial, institutional, retail, trade and professional, advertisement in marketing-mix.

Unit—II: Organizing for Advertising: Advertising department and advertisement manager, objectives and functions — Role of advertisement agencies functioning of advertisement agencies. Advertisement Budgets: Types, determining optimal expenditure, decision models, sales response and decay, communication, state, competitive share.

Unit—III: Ad media: Characteristics, media selection, optimizing and non optimizing approaches, media scheduling, media research — Sources of themes: Adapting presentation to medium campaign, USP, brand image, positioning, purchase proposition and creative interpretation, insertions, contract.

Unit-IV: Advertisement: Visual layout, art work, production traffic copy, effective use of words, devices to get greater readership interrelation. Advertisement Effectiveness: Pre-testing, post testing, experimental designs.

Unit—V: Sales promotion: Definition, role, types, consumer sales promotion, dealer display contests, discounts, bonus offers, retail merchandising techniques. Publicity: Public relations campaign, use of press, radio and TV, opinion building, customer service and community service.

Suggested Books:

1. Spiro, Stanton and Rich, Management of Sales Force, TMH, 2003.
2. George E Belch and Michael A Belch, Advertising and Promotion, 6th Edition, TMH, 2003.
3. Batra, Advertising Management, 5/e, Pearson Education, 2003.
4. Jobber, Selling and Sales Management, 6/e, Pearson Education.
5. Clow, Integrated Advertising, Promotion and Marketing Communications, Pearson Education, 2002.
6. Wells, Advertising: Principles and Practice, 6/e, Pearson Education.

M.Com 311: PRODUCT AND BRAND MANAGEMENT

Unit—I: Product Management: Product, Product concept — core product, actual product and augmented product, product policy, product strategy —product—mix expansion, product-line expansion, product-mix contraction. Product-Line contraction, product innovation — Product positioning Strategies: Methods of positioning, positioning errors.

Unit—II: New Product Planning and Development: Product planning and development, steps in New product planning — Idea screening, concept development and testing marketing strategy development, Business analysis, product development, test marketing and commercialization. Product Life Cycle Management: Introduction, Growth, Maturity and decline, Characteristics, objectives and strategies in each stage, revival strategies.

Unit—III: Product Market Analysis: Consumer Durables: T.V., Refrigerator, Two-wheelers, Computers, Vacuum Cleaners; Consumer Non-Durable: Soaps, Dental Cream, Detergent Cake/Powder, Branded Commodities, Cosmetic, Shampoos, Energy drinks.

Unit—IV: Brand Management: Brand launches/Brand failure. Brand equity: Branding decisions, Brand strategy, Multi-brand strategy, Brand personality, Brand policy, Brand positioning, Brand life cycle, Brand port folio, Brand marketing, Brand management Process.

Unit—V: Emerging Trends: Flashing brand, service brand, brand building, core values of brand, Brand heritage, brand umbrella, trade equity, mega marketing, relationship marketing, marketing myopia, direct marketing, niche marketing, macro market, place marketing, value marketing, counter segmentation, mass brand niche brand, brand silence, brand propriety, brand stretching, product recall, product liability, product obsolescence, brand mortality, brand reengineering, mother brand, sub-brand.

Suggested Books:

1. Subruto Sengupta, "Brand Positioning".
2. Ramanuj Mazumdar, "Product Management in India".
3. Ramaswamy & NamaKumari, "Marketing Management".

M.Com. 312: HUMAN RESOURCE PLANNING

- UNIT —1 Human Resource Planning: Introduction — Concept and definition — Significance -- Objectives- Functions- Activities — Macro level scenario of Human Resource Planning
- UNIT — II HR polices — Retrenchments Retention -- job rotation - Exit strategy- Job Analysis and Job Description, Job Evaluation Methods.
- UNIT 11 Recruitment and selection: placement induction training- Career planning and development- Succession planning potential appraisal development.
- UNIT — IV Issues and Experiences: Transfer, Promotion and Reward Policies —Training and Re training.
- UNIT — V Human resource utilization — HR Information system — HR accounting and audit.

REFERENCE BOOKS:

- Srivarsa N a MP; Human Resource Planning (Institute of Royal Resource).
- Udaiprakesh and TN Rao: Human Resources System (Oxford).
- DK.Bhatiaacharya: Human resource Planning (Excel).
- Djesimonc. Werner and Harris: Human resources Development (Thomson).
- Raymond A Noe. Employee Trainee Development, (Tata McGraw hill).
- R Krishnaveni: Human Resources Development (excel).
- Tripathi PC: Human Resource Development(Sultan Chand & Son's)
- Way kumarhaider: Human Resource Development (Oxford).

M.Com. 313: ORGANISATIONAL CHANGE AND DEVELOPMENT

- UNIT — I Concept of Organisational Change: Definition — Nature — Types Stages in Change process — Magnitude of Change — Forces for Change — Levels of Change — Determinants of Change.
- UNIT H Organisational Development (OD): Nature and Characteristics of OD — Historical backdrop — Objectives — Benefits of OD — Phases in OD — Pre-requisites and assumptions of OD.
- UNIT — III Resistance to Change: Sources of resistance — Causes for resistance — Principles — Approaches to organizational change — Change agents — Types — Planned Change — Nature — Significance — Models of planned change.
- UNIT — IV Intervention: OD Programme Techniques — Behaviour modeling — Quality of Work Life (QWL) — Quality Life Programmes — Grid training — Benefits — OD Consultants — Team building — Creativity Innovation.
- UNIT — V Recent trends in OD: Training for trainers — Effective management of change — Impact of communication and IT — Training and development — Career planning — Managerial implications.

REFERENCE BOOKS:

1. Silver, D.M Human Resource Development, The Indian Experience Publications, New Delhi .
2. Kavitha Singh, Organisational Behavior Texts and Cases, Pearson, New Delhi.
3. French.W.1_, and Bell Tr.CH. Organisational Development : Behavioral Science Intervention for OD, PHI, New Delhi.
4. Rao, T.V. and Pereira, D.F., Recent Experience in HRD, Oxford and IBHI, New Delhi.
5. SubbaRao] Management and Organisational Behavior, Himalaya Publications House, New Delhi.

M.Com 314: LABOUR LEGISLATION AND MANAGEMENT

Unit—I: Labour Legislations — Meaning, Importance and Relevance to HRM.

Unit—II: Legislations Relating to Employment and Working conditions:

- a. The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959.
- b. Industrial Employment (Standing Orders) Act, 1946.
- c. The Factories Act, 1948.

Unit—III: Legislations relating to Social Security:

- a. The Employees State Insurance Act, 1968.
- b. The Employees Provident Fund Act, 1952.
- c. The Payment of Gratuity Act, 1972.
- d. The Workmen Compensation Act, 1923.
- e. The Maternity Benefit Act, 1961.

Unit—IV: Legislations Relating to Trade Unions:

- a. The Trade Union Act, 1926.
- b. The Industrial Disputes Act, 1946.

Unit—V: Analysis, implications of above legislations for Management, Unions, Employees, Customers, Government and the Society.

Suggested Books:

1. Tripathi P C, "Industrial Relations and Labour Legislations", Sultan Chand & Sons, New Delhi.
2. Srivastva, "Industrial Relations and Labour Legislations", Vikas Publishing House, New Delhi.
3. Sinha&Sinha, "Industrial Relations and Labour Legislations", Oxford **IBH**, New Delhi.

M.Com 315: PERFORMANCE MANAGEMENT

Unit - I: Conceptual Approach to Performance Management: Need for Performance management in Indian organizations. Determinants of job performance: Linkage between human resource strategy and organizational performance. Role of personality factors in job performance. Performance planning and role clarity. Key performance Areas: Performance Targets -Components of effective Performance Management. Performance management cycles.

Unit - II: Performance Appraisal: Need and methods for performance appraisal: Assessment center -psychometric tests - Leaderless group discussions - Management games - Simulation exercises - Role Plays - Self-appraisal - 360 appraisals - Rating-less appraisals for performance management systems. Performance Review - Re-engineering performance appraisal system - Performance analysis - Performance review discussion - Performance monitoring and feedback.

Unit - III: Bench marking for excellence in performance: Linkages - Organizational excellence -Corporate Performance Management - EFQM Excellence Model - Diagnostic bench-marking - Process bench-marking - Bench-marking in the Indian industry - Effectiveness of bench-marking - Experience based approach to bench-marking - New performance management model - Process Management as a route to value beyond expectation and emotional surplus.

Unit - IV: Competency mapping as a performance management tool: Competency mapping -Building Competency models - The McBer Generic competency model - Competency casual flow model - Factors affecting the human performance system - Profiling competency framework for a particular role - Competency gap - Competency Assessment - Balanced Score Card framework - Making Performance Management Systems (PMS) and Appraisals Work.

Unit - V: Developing and Designing Performance Management Systems: Designing Performance Appraisal as a framework for performance management - A realistic model for performance management - Using PMS data for HR decisions and performance improvements - PMS and Appraisal practices in India and other Asian countries - Policy and strategy initiatives in improving HR performance - Implementing and managing performance management - The impact of Performance Management on line managers and employees.

Suggested Books:

1. G.K. Suri, C.S. Venkataratnam, N.K. Gupta, 2004, Performance Measurement and Management - Excel Books Pvt. Ltd.,
2. Dinesh K Srinivastava, 2005, Strategies for performance management - Excel books.
3. T.V.Rao, 2006 Performance Management and Appraisal Systems - Response Books.
4. Richard S Williams, 2006, Managing Employee Appraisal - Thomson Publishers.
5. Agwnis, 2006, Performance Management - Pearson.
6. PremChadha, 2006, Performance Management - Macmillan India Ltd.
7. T.V.Rao, 2006, Redesigning Performance Appraisal System - Tata McGraw Hills.
8. Editor Mike Walter, 2006 The Performance Management Hand Book: Jaico Publishing House.
9. King P, 2006 Performance Planning and Appraisal - Tata McGraw Hills.

M.Com. 401: CORPORATE TAX PLANNING AND MANAGEMENT

- UNIT –I Introduction: Concept of tax planning Tax avoidance and tax evasion Tax planning for new business — Tax planning with reference to location of business Form of organisation.
- UNIT — II Tax planning and financial management decisions: Tax planning relating to capital structure decision Dividend policy- bonus shares.
- UNIT III Tax planning and managerial decisions: Tax planning in respect of own funds or borrowed capital- lease Vs Purchase- purchase by installment V share- make or buy decisions- repairs, replacements, renewals or renovations.
- UNIT IV Special tax provisions: Tax provisions relating to free 'trade zones-infrastructure sector and backward areas- tax incentives for exporters.
- UNIT V Tax payment: Tax deductions and collection at source When and how Tax is to be deducted at source from salary- interest on securities and dividends — Advance payment of tax.

REFERENCE BOOKS:

1. Ahuja G.K. and Ravi Gupta :Sysematic Approach to Income Tax and CentralSales Tax, Bharat Law House, New Delhi.
2. Circulars issued by C.B.D.T.
3. Income Tax Act, 1961.
4. Income Tax Rules, 1962.
5. Lakhotia, R.N: Corporate Tax Planning, Vision Publications, Delhi.
6. Singhanian, V.K.Direct Taxes: Law and Practive, Taxman's Publication, Delhi.
7. Sighania, Vinod K: Direct Tax Planning and Management, Taxman's Publication, Delhi.

M.Com 402 GOODS & SERVICE TAX

UNIT-I: Introduction: Overview of Goods & Service Tax – Old Tax System and its Drawbacks- Need for Tax reforms – Kelkar Committee on Tax Reforms-Constitutional Amendments- Introduction to GST – Concepts- Process of GST Implementation-Territorial Jurisdiction-Multiple Rates of GST.

UNIT-II: GST Model: Kelkar- Shah Model-Comprehensive structure of GST model in India: Advantages and Drawbacks of GST- Features of single and Dual GST Models.

UNIT-III: Taxes and Duties: Transactions & Taxes covered under GST- Taxes and duties outside the purview of GST: Tax structure, Computation administration of Tax on items containing Alcohol, Petroleum products and Tobacco products – Taxation of Services.

UNIT-IV: Inter State Goods and Services Tax: Major advantages of IGST Model – Interstate Goods and Service Tax: Transactions within a State under GST- Inters state Transactions under GST – Illustrations.

UNIT- V: Time of Supply of Goods & Services: Scope of Supply- Place and Value of Supply- GST Rate Structure. Input Tax Credit- Tax Invoice –Distribution of Credit-Procedures and Records for Input Tax Credits-Utilization, Recovery of Input Tax Credit-Levy and Collection, Tax Liability, Reserve Charge, Composite and mixed Supplies, Exemptions and Non-Taxable supplies.

REFERENCE BOOKS:

1. Goods and Services Tax in india- Notifications on different dates
2. GST Bill 2012.
3. Background Material on Model GST Law, Sahithya Bhawan Publications, Hospital Road, Agra-282003.
4. The Central Goods and Services Tax Act, 2017,NO.12 OF 2017 Published by Authority Ministry of Law and Justice, New Delhi, the 12th April,2017.

M.Com.403: BASICS OF ENTREPRENEURSHIP DEVELOPMENT

- UNIT—I Entrepreneurship: Concept and development of entrepreneurship — Entrepreneurship in developing countries — Entrepreneurship and economic growth — Benefits of entrepreneurship — Drawbacks of entrepreneurship.
- UNIT—II Theories of entrepreneurship: Economic, Psychological — Sociological and cultural factors influencing entrepreneurs.
- UNIT—III Entrepreneur: Characteristics and types of entrepreneurs — Importance of entrepreneur — Entrepreneurial traits and motivation — Growth of entrepreneurs Problems
- UNIT—IV Small Scale Industry: Concept and Characteristics — Role of SSI in economic development — Government policies — Industrial sickness —Problems of small scale sector.
- UNIT—V Global aspects of entrepreneurship: Global business — Need — benefits of global business — Strategies for going global — conducting global business on the web — Trade Intermediaries — International Franchising — Barriers to International Trade to SSI

REFERENCE BOOKS :

1. Vasanta Desai, "Dynamics of Entrepreneurial Development and Management", Himalaya Publishing House, Mumbai, 2007.
2. S.S. Khanka, 2007, Entrepreneurial Development, S.Chand & Co. Ltd.
3. Poornima. M Charantimath, 2006, Entrepreneurial Development and small Business Enterprises, Person Education.
4. Gupta — "Entrepreneurship Perspective and Paradigms", 1997 - Macmillan Publishers India Ltd., New Delhi.

M.Com. 404 : Merchant Banking

Unit-I

Merchant Banking: Meaning, Scope, Nature, Evolution and Activities; Merchant Banking in India; Investment Banking in India and USA, Potential of Investment Banking in India; Organization of MB-units. Banking Commission Report 1972. Regulation of Merchant Banking: Capital Adequacy Requirements, Code of Conduct, Insider Trading; Defaults and Penalties, International code and Standards. Project Preparation and Appraisal: Project Identification, Financial Appraisal, Technical Appraisal, Economic Appraisal, Feasibility study.

Unit-II

Merchant Bankers: Types, functions/Role in Public Issue, other issues and in fund raising, in raising Public Deposits; Pre-issue obligations of Lead Merchant Banker, Appointment of Merchant Bankers; SEBI's guidelines for issues of various securities. Pre-issue Management: Coordination, Marketing and underwriting; Pricing of rights and future Public issues (including Book-Building).

Unit-III

Pre-issue Management: Allotment: Allotment and Dispatch of shares /Refunds and Listing Requirements of OTCEI; Public Deposits and Commercial Paper. Security – Rating and Equity Grading: Nature, Utility, Process and Agencies like CRISIL and Credit Analysis & Research Ltd. Reports of Committees; Ethical Issues; SEBI (Credit Rating Agencies) Regulation, 1999. Registration of CR-Agencies; Disclosure, Control and Inspection of Ratings

Unit-IV

Long Term Finance and short Term Finance: Term Loans, Working Capital Loans; factoring and forfeiting; Lease Financing and Decisions. Loan Syndication and Syndication – Document (Domestic & External). Conversion of Pvt. Ltd. Companies into Public Limited Companies; Buy Back of Shares; Mergers, Acquisitions, Amalgamation and Takeovers.

Unit-V

Non-resident Indian Investors; foreign Investment and Institutional Investors. Joint Ventures, Depositories and Custodians.

Suggested Readings:

- 1.S.Guruswamy, "Financial Markets and Institutions". Thomson.
- 2.Shashik. Gupta et al. "Financial Institutions and Markets" Kalyani Publishers. New Delhi.
- 3.H.R.Machiraju. "Merchant Banking: Principles and Practice". New Age International Publishers

M.Com. 405 : RISK AND INSURANCE MANAGEMENT

- UNIT I Risk Management: Concept of Risk — Classifications of Risk Objectives of Risk Management Steps in Risk Management Process Benefits of Risk Management Personal Risk Management.
- UNIT II New Scope of Risk Management: Sources of Risks Probability and Insurance — Insurance Market Dynamics — Loss forecasting financial analysis in Risk Management decision making — Theories of Risk Management Other Risk Management Tools.
- UNIT III Insurance Concept of Insurance Importance of Insurance Classifications of Insurance — Principles of Insurance contract Reinsurance Development of Insurance — Insurance Regulatory and Development Authority (IRDA) — Privatization of Insurance.
- UNIT IV Life Insurance: Essential features and Principles of Life Insurance LIC — Fire Insurance Principles and Policies — Marine Insurance Policies Difference between Fire and Marine Insurances.
- UNIT V Miscellaneous: Health Insurance — Accident and Auto Insurance Property Insurance and Liabilities Insurance Nature Coverage Types Features of these Insurances.

REFERENCE BOOKS:

- Arif Khan, Theory and Practice of Insurance, Educational Books House
- Ghosh and Agarwal, Insurance Principles, Practice and Legislation.
- Dorfman, Insurance and Risk Management, PHI, New Delhi.
- George Rejade: Principles of Risk Management and Insurance, Pearson Education, New Delhi.
- Gupta P.K., Insurance and Risk Management, Himalaya Publishing House, Mumbai.
- Willee, 1Allian, The Economic Theory of Risk and Insurance.

M.Com 406: FINANCIAL DERIVATIVES

- UNIT I Financial Derivatives: Definition and Concept Features Types and uses of Financial Derivatives - Basics of Financial Derivatives Traders in Financial Derivatives Market. (Theory Only)
- UNIT II Forwards and Futures Contracts: Definition and Concept Uses of Forwards and Futures — Functions — Types of Forwards and Futures -Forwards and Futures Trading Mechanisms - Forwards Vs. Futures.(Theory and Problems).
- UNIT III Options: Concept - Types of Options Difference between, Options and Futures Option heading strategies -- Option Greeks.(Theory Only)
- UNIT IV Option pricing models: Option Price determination The Binomial Option Pricing Model — One step and two step models - The Black Scholes Option Pricing Model (Theory and Problems)
- UNIT V Financial Derivatives in Indian Scenario: Need —Equity derivatives Stock Index Futures Speculation and Stock Index futures — Stock Index Futures Trading Indian Financial Derivatives Market New trends.(Theory Only).

REFERE NCEBOOKS :

1. Pandey, I M. Financial Management, Vikas Publications New Delhi.
2. Gupta, S.L. Financial Derivatives, PHI learning Pvt Ltd, New Delhi.
3. Bhalla, V.K., Investment Management,
4. John C. Hull, Derivatives. PHI Publisher Ltd. New Delhi.
5. John C. Hull Introduction to Future and Options Market. PHI Publisher Ltd. New Delhi
6. Kumar, S.S., Financial Derivatives.
7. Bargi, S., Futures and Options.

M.COM. 407 . STRATEGIC FINANCIAL MANAGEMENT

- Unit—1: Corporate Valuation and Value Based Management: Methods of corporate valuation: Discounted Cash Flow method; Comparable Company method; Adjusted book value methods; Rationale for shareholder wealth maximization; Value based management systems; Marakon approach; Alcar approach; Mckinsey approach; Alignment of interest; Agency considerations; Corporate governance; Management compensation.
- Unit—II: Capital Budgeting Strategy: Multiple investments and risk management — Simulation and portfolio approaches. Evaluation of managerial option to expand, contract, postpone and abandon projects. Capital Rationing — Concept, Causes and process — Methods —Aggregation, incremental, probability index, postponement index, weighted index, Allocating resources to divisions, BCG approach. Capital budgeting growth Bond refunding. Treatment of external costs & benefits in investment decisions; Concept and rationale of social cost benefit analysis (SCBA).
- Unit — III: Mergers and acquisitions: Types — Horizontal, Vertical and Conglomerate Mergers-Characteristics; Theories of mergers — efficiency theories, information and signaling; agency problems and managerialism; the free cost flow hypothesis, market power and tax considerations. Timing of merger activity. Valuation problems of M&A. Cross border acquisitions — the role of exchange rates and takeover process, the trade off between costs and political instability. Restructuring: Joint Ventures — financing and evaluation — rationale and role of JVS. Reasons for failure. Sell-off and divestitures — types and motives, explanations and rationale, regulatory frame work. Takeover Defenses: Financial Defenses measures, coercive offers and defense, position pill defense, targeted share repurchase, stand still agreements, strategic reactions by targets.
- Unit — IV: Management of Risk: Product-Market and Capital-Market risks. Risk management — not avoidance — is the objective. Total risk matters. Characteristics of high risk firms and methods of reducing corporate risk. Risk reporting: Internal reporting — corporate, business unit and desk level risk. External reporting — regulatory requirements regarding disclosure and transparency.
- Unit — V: Designing New Financial Instruments: Need — Environmental factors and intra-firm factors. A model for new product development — Directions, Design, testing and introduction, instrument preview Motivations. Pricing efficiency, regulatory/policy constraints, market access, market expertise and desire to deal with a single party. Issuer-motivation-Arbitrage transactions and non-arbitrage transactions. Innovation products in the Indian markets —Warrants, Convertibles etc., and their valuation.

Suggested books:

1. Prasanna Chandra, Financial Management, Tata McGraw Hill — 2000.
2. Weston J.F. Chung K.S. Hoge S.E., Mergers, Restructuring and Corporate Control, PHI — 1996.
3. Marshal J.F. Bansal V.K. Financial Engineering, PHI — 1996.
4. Marc Lore & Lev Borodovsky, The professionals Hand book of Financial Risk Management, Butter Worth& Heinemann — 1996.
5. William H. Beaver & George Parker, Risk Management: Problems and Solutions, McGraw Hill — 1996.
6. Joel M. Stern & Donald H.Chew Jr. The Revolution in Corporate Finance, Blackwell Finance — 1992.

M.Com. 408 : RURAL MARKETING

- UNIT I Rural economy and rural marketing: Rural urban disparities Rural marketing concept and scope -- Importance of rural marketing — Problems in rural marketing- Rural Vs urban marketing- Rural market environment Attractiveness of rural market.
- UNIT II Consumer behaviour: Models of consumer behaviour Rural consumer characteristics — Buying decision process — Rural market segmentation Targeting and positioning -- Marketing research techniques for rural marketing.
- UNIT III Product strategy: Concept and significance of product strategy Product mix decisions — Branding and packing decisions Competitive product strategies - Pricing strategy.
- UNIT IV Promotion strategy: Exploring media Profile of target consumers Designing right promotion strategy for rural marketers Distribution strategy Old set up New players New approaches Internet selling
- UNIT V Agricultural marketing: Marketing of agricultural inputs and output- Co-operative marketing- Regulated markets — Marketing of rural and cottage industry products — Marketing of consumables and durables Problems and suggestions.

REFERENCE BOOKS :

1. CSG. Krishnamacharyulu and R. Lalitha : Rural Marketing, Text and Cases, Pearson Education.
2. T.P. Gopaldaswamy: Rural Marketing, Vikas Publishing House, New Delhi.
3. Suknapal Singh: Rural Marketing Management, Vikas Publishing House, New Delhi.
4. Velayudham: Rural Marketing, Response Books.

M.Com. 409 : INTERNATIONAL MARKETING

- UNIT — I International marketing: Meaning - Requirements of international marketing — Major influences on international marketing- Political and socio-cultural influences — Barriers to international marketing Domestic. international market.
- UNIT 11 Formulation of international marketing strategy: Selection of target markets — Methods of entry -- Role of Government and MNCs in international marketing strategy.
- UNIT III Product policy: Product positioning - Standardization and adaptation — Branding - Exports — Governments support — Tax incentives – Export incentives Free trade zones - Export pricing.
- UNIT -- IV Promotion: International advertising International advertising research Trade fairs- Distribution channels- influence of public policy- Distribution channels for different markets State trading in India.
- UNIT V World Trade organization: origin objectives and functions of WTO GATT and WTO - The WTO structure — Principles of WTO – TRIPSTRIMS- GAT S - Disputes settlement — implications for India Agreements for joining WTO - India's commitments to WTO.

REFERENCE BOOKS :

1. V.H.Kirpalani: International Marketing Prentice Hall of India Ltd. New Delhi.
2. HohnFayor Weather: International Marketing, Prentice Hall of India Ltd. New Delhi.
3. Sakonkvisit. John J. sham international Marketing. Prentice Hall of India.
4. Francis Cherunilam: International Trade and Export Management, Himalaya Publishing House.
5. K.Aswathappa — International Business. The Mc.Graw Hill companies.
6. R.L. Varshney and B.Bhattacharya- International Marketing Management- an Indian perspective -, Sultan chand& sons, New Delhi.

M.COM: 410: SERVICES MARKETING

Unit — I: Introduction to Services Marketing: Importance and characteristics of Services: Growth of Services Sector; Services in the Indian Economy — Services Strategy.

Unit — II: Consumer Behaviour in Services — Market Segmentation and Services Positioning — Service Demand Management — Designing and Managing Service Product.

Unit — III: Service Quality Management: Service Quality Audit — GAP Model of Service Quality — Total quality Services Marketing — Service Excellence — Pricing of Services — Pricing Strategies Linked to Value Perceptions.

Unit — IV : Service Distribution — Managing Physical Evidence — Internal Marketing.

Unit- V: External Marketing: Word of Mouth Communication. Interactive Marketing: Management of Moments of Truth — Service Deficiencies — Consumer Grievance and Recovery Strategies.

Suggested Books:

1. K.RamaMohanaRao: Services Marketing, Pearson Education, New Delhi.
2. Shajahan, S. Services Marketing — concepts, Application and Cases, HimalayaPublishing House Pvt. Ltd., Mumbai.
3. ValeriZeithmal and Mary Jo Bunter: Services Marketing, Tata McGraw Hill, New Delhi.
4. Christian Gronrose: Services Management and Marketing, Maxwell Macmillan.
5. Christopher Lovelock: Services Marketing, Pearson Education, Delhi.
6. SM Jha, Services Marketing, Himalaya Publishers, New Delhi.
7. R. Srinivasan, Services Marketing, PHI Publishers, New Delhi.
8. B. Balaji, Services Marketing & Management, S Chand Publishers, New Delhi
9. Ravi Shankar, Services Marketing, Excel Books, New Delhi.
10. Audrey Gilmore, Services Marketing & Management, Sage Publishers, New Delhi.

M.COM: 411: RETAIL MAREKETING

Unit — I: Introduction to the world of Retailing: Advent of retailing — Functions of retailing — Types of retailing — Customer buying behaviour.

Unit — II: Retailing Strategy: Target market and Retail format — Growth strategies — Strategic retail planning process — Factors to be considered for retail planning. Merchandize Management: Merchandize planning — Sources of merchandize — Category Management — Buying systems to stores —Allocation of merchandize.

Unit — III: Pricing and Communication Strategies in Retailing: Retailing pricing strategies — Approaches for setting pricing — Pricing adjustments — Using price to stimulate retail sales — Promoting the merchandise —Implementing an advertising plan.

Unit — IV: Location strategies: Shopping centers — Freestanding sites — Location and retail strategies — Factors affecting the demand for a region or trade area —Factors affecting the attractiveness of a site.

Unit — V: Retailing in India: The present Indian retail scenario — Factors affecting retailing in India — Region wise analysis of Indian retailing — Retailing opportunities in India. CRM in retail management, prompt delivery, customer satisfaction after sales service etc.

Suggested Books:

1. Levy and Weitz, Retailing Management, 5th Ed, TMH, 2003
2. A.J.Lamba, The art of Retailing, 1st Ed, TMH, 2003.
3. Andrew J Newmann and Petescullen, Retailing Management 1st Ed, Thomson Learning, 2003.
4. George H Lucas, Robert P Bugh and Larry G. Gresham Retailing Management, 1997 1st , AIPD.
5. Barry Berman Joel and R Evans, Retailing Management — A Strategic Approach, 8th Ed, Pearson Education, 2002.
6. Gilbert, Retail Marketing Management, Pearson Education.

M.COM: 412: STRATEGIC HUMAN RESOURCE MANAGEMENT

Unit — I: Strategic role of HRM : Planning and Implementing Strategic HR policies, HR Strategies to increase firm performance — Investment perspectives of HR: Investment Consideration, investments in Training and Development, investment practices for improved Retention, Investments job secure work course, Nontraditional investment Approaches.

Unit — II: Managing Strategic Organizational Renewal: Managing Change and OD, instituting TQM programmes Creating Team based organizations, HR and BPR, Flexible work arrangement.

Unit — III: Establishing Strategic Pay Plans: Determining periods, Establishing periods, Pricing Managerial and Professional jobs, Compensation trends, Objectives of International Compensation, Approaches to international Compensation, Issues related to double taxation Cases.

Unit — IV: Managing Global Human Resources: HR and the internationalization of business, Improving International Assignments through selections, Training and maintaining International Employees, Developing International Staff and Multinational Teams.

Unit — V: Multinational, Global and Transnational Strategies: Strategic Alliances ,Sustainable Global Competitive Advantage, Globally Competent Managers, Location of Production Facilities — Repatriation Process — Case studies.

Suggested Books:

1. Gary Dessler, Human Resource Management, PHI, New Delhi, 2003.
2. Charles R. Greer, Strategic Human Resource Management, Pearson Education, 2003.
3. Luis R. Gomez-Mejia, David B. Balking and Robert L. Cardy, Managing Human Resources, PHI, 2001.
4. Peter J. Dowling, Denise E. Welch, Randall S. Schuler, International Human Resource Management, Thomson South-Western, 2002.
- 5.

M.COM: 413: COMPENSATION MANAGEMENT

Unit—I: Introduction to Strategic Compensation Management:

Exploring and defining the compensation context — Compensation and Organization Strategy — Integrating Knowledge and Skill Requirements — Organization for Compensation — Employee Income Lifestyle — Compensation Pay — Social Class — Strategic analysis and Contextual Influence on Compensation Practices — Compensation Professionals Goals — Stake Holders of Compensation System.

Unit—II: Compensation and Employee Behaviour:

Bases for Traditional Pay System and Modern Pay System — Establishing Pay Plans — aligning Compensation Strategy with HR Strategy and Business Strategy — Seniority and Longevity pay — Linking Merit Pay with Competitive Strategy — Incentive Pay — Person focus to Pay — Team Based Pay.

Unit—III: Designing Compensation System:

Building internally consistent Compensation System — Creating Internal Equity through Job Analysis and Job Valuation — Building Market Competitive Compensation System — Compensation Surveys — Integrating Internal Job Structure with External Market Pay Rates — Building Pay Structures that Recognize Individual Contributions — Constructing a Pay Structure — Designing Pay for Knowledge Program.

Unit—IV: Employee Benefits Management:

Components — Legally required benefits — Benefits Administration — Employee Benefits and Employee Services — Funding Benefits through VEBA — Costing the Benefits — Components of Discretionary Core Fringe Compensation — Designing and Planning Benefit Program — Totally Integrated Employee Benefit program.

Unit—V: Contemporary Strategic Compensation Challenges:

International Compensation and Competitive Strategies •-- Executive Compensation Packages — Compensating Executives — Compensation the Flexible Workforce — Contingent Employees and Flexible Work Schedules — Compensation for Expatriates and Repatriates — Strategic Issues and Choices in Using Contingent and Flexible Workers.

Suggested Books:

1. Milkovich&NewMan, 2005, Compensation, Tata McGraw Hill, New Delhi.
2. MatthewJ. DeLuca, Hand Book of Compensation Management (Text Book Binding)
— Prentice Hall
3. Bhatia, Kanchan, "Compensation Management", Himalaya Publishing House, Mumbai.
Rs. 175/-.

M.COM: 414: MANAGEMENT OF INDUSTRIAL RELATIONS

Unit—I: Industrial Relations — Basis concept and philosophy of IR. Evolution and growth of IR in India Factors influencing IR in India. Industrial Disputes — Causative and remedial factors. Framework for prevention and settlement of Industrial disputes under the Industrial Disputes Act.

Unit—II: Collective Bargaining — Concept and characteristics of Collective Bargaining. Role of Collective Bargaining in promoting industrial amity and peace .Extent of success of collective bargaining process. Problems and Issues involved in Collective Bargaining.

Unit—III: Trade Union leadership and linkage of trade unions with political parties. The problem of Trade Union Recognition and Government Policy .Trade Union Act. Employee Grievances and Discipline. Causes of Industrial Disputes .Machinery for Redressal of employees' Grievances. Standing orders .Code of Discipline-basic provisions .Process of holding Domestic Enquiry.

Unit—IV: Wage policy and Regulations. Concept of Wage —Statutory mechanism and framework as envisaged under the Payment of Wages Act. Concept of Fair Wage. Mechanism for fixation of Minimum wages under the minimum wages Act. Industrial Employment (Standing Orders) Act. Bonus-Basic concept of Bonus. Mechanism for determination and payment of Bonus under the Bonus Act. Minimum Bonus. Concept of Productivity-linked Bonus.

Unit—V: Workers' Safety and Welfare. Employee safety and welfare programmes. International Labour Organization — Its programmes. Salient features of Factories Act concerning Social Security of workers programmes in India. Workers' participation: Methods and Techniques of Workers involvement and participation. Composition and the working of works committees and joint management councils. Causative factors contributing to their ineffective functioning and failure in India.

Suggested Books:

1. Dale Yoder: Personnel Management and Industrial Relations; Prentice Hall of India 1992.
2. ArunMonappa: Industrial Relations, TataMcGraw Hill - 1985.
3. SubbaRao P, "Industrial Relations", Himalaya Publishing House, Mumbai, 2008.

M.COM: 415: LEADERSHIP AND CHANGE MANAGEMENT

Unit—I: Nature and importance of leadership — Leadership roles — Leadership motives — Leadership as a process — the complexities of leadership — Measures of success and failure — Guidelines for leadership. Effective leadership behaviors and attitudes — Super leadership — Situational influences on effective leadership behaviour — leadership styles — Situational leadership.

Unit—II: Leadership of quality and technology — Leadership practices that foster Total Quality Management. Leadership development, succession and the future — Leadership development programmes — Evaluation of leadership development efforts. Mentoring — Mentoring in Indian Organisations.

Unit—III: Formation and maintenance of Organizational culture — The cultural web — Cultural influences and cultural management — Cultural factors influencing leadership practice. Leader's role in shaping and reinforcing culture — assessing organisational culture — Organisational culture inventory — Kilman — Season culture gap survey — Triangulation Developing a global organisational culture — Developing an ethical Organisational culture — Fostering a learning culture in organisations.

Unit—IV: Organisational change — Nature of change — Sources of change — Impact of change on organisations — Resistance to change. Perspectives on change — Contingency Perspective — Resource dependence Perspective — Population ecology Perspective — Institutional perspective Types of change — Incremental change — Radical change — Participative change — Directive change. Organisational design for change — Approach to effective organisational design — Key roles in organisational change. Visionary leader as change agent.

Unit—V: Managing creativity and innovation. Institutionalizing creativity and innovation.

Suggested Books:

1. Leadership — Richard Hughes, Robert Ginnett, GiridonCurphy — McGraw Hill — 1999.
2. Leadership — DubrinJ.Andraw — All India publishers and Distributors Ltd., - 1985.
3. Cases in leadership, Ethics and Organisational Integrity — Lynn Sharp Paine — McGraw Hill — 1997.
4. OrganisationalBehaviour — Richard Pettinger — MacMillan - 1990.
5. OrganisationalBehaviour — Foundations, Realities and Challenges — Debra L Nelson, James Campbell — West Publishing Company — 1990.
6. Managing Organisational Change — V.Neelakanth, S. Ramnarayan, - Response Books, New Delhi — 2000.

DRAVIDIAN UNIVERSITY
SCHOOL OF COMMERCE & MANAGEMENT
Srinivasavanam: KUPPAM-517426

MBA I Semester Subjects

101. Management and Organizational Behaviour
102. Managerial Economics
103. Business Environment and Policy
104. Accounting for Management Decision
105. Business Communications
106. Research Methodology and Statistical Analysis
107. Corporate Information Management

MBA II Semester Subjects

201. Financial Management
202. Marketing Management
203. Human Resource Management
204. Production Management
205. Information Technology for Managers
206. Business Laws
207. E-Commerce
208. Viva-voce
209. **Open Elective:** Creativity and Innovation Skills.

MBA III Semester Subjects

- 301. Creativity and Innovation Management
- 302. Entrepreneurship Development
- 303. Logistics and Supply Chain Management
- 304. Project Report and Presentation

ELECTIVES:

Human Resource:

- HR 305 Human Resource Development
- HR 306 Management of Industrial Relations
- HR 307 Strategic Human Resource Management
- HR 308 Human Resources Information System
- HR 309 Performance and Talent Management
- HR 310 Leadership and Change Management

Finance:

- FM 305 Security Analysis and Portfolio Management
- FM 306 Strategic Financial Management
- FM 307 Financial Markets and Services
- FM 308 Goods and Service Tax
- FM 309 Management Control Systems
- FM 310 Insurance and Risk Management

Marketing:

- MM 305 Strategic Marketing Management
- MM 306 Consumer Behavior
- MM 307 Services Marketing
- MM 308 Customer Relationship Management
- MM 309 Retail Marketing Management
- MM 310 Sales and Distribution Management

MBA IV Semester Subjects

401. International Business

402. Strategic Management

403. Operations Research

404. Viva-Voce

ELECTIVES:

Human Resource:

HR 405 Knowledge Management

HR 406 International Human Resource Management

HR 407 Labour Legislation & Management

HR 408 Compensation Management

HR 409 Employee Empowerment

HR 410 Management of Creativity & Innovation

Finance:

FM 405 Financial Derivatives

FM 406 International Financial Management

FM 407 Security Market Operations

FM 408 Financial Engineering

FM 409 Mergers and Acquisitions

FM 410 Tax Planning and Management

Marketing:

MM 405 Product and Brand Management

MM 406 Advertising and Sales Promotion

MM 407 Rural Marketing

MM 408 International Marketing Management

MM 409 Industrial Marketing

MM 410 Marketing Research

M.B.A.101: MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR

UNIT-I:

Introduction: Management — definitions, types of managers; managerial roles and Functions; Science or Art? Administration Vs Management, Henry Fayol Principles of management – FW Taylor scientific management the systems Approach, the Contingency Approach, the McKinsey 7-S Frame work. Planning: objectives, Steps in planning — Nature of organization, organization levels and span of management — Organization design and structure — Line and Staff concepts— delegation, centralization and decentralization of authority.

UNIT-II:

Leadership: Trait approach and contingency to approaches to leadership —Leadership behavior and styles — Motivation theories: Maslow, Herzberg and Vroom's expectancy theory. X,Y Theories. MBO — Process & Concepts. Controlling: Basic control Process— Requirements for effective control — control techniques.

UNIT-III

Nature and scope of Organization Behavior — linkages with other social sciences —Individual Roles and Organizational Goals — Perspectives of Human Behavior, Behavioral Approach in Organizations, Variables in Human Behavior, Behavioral Analysis and Casual Models.

UNIT-IV:

Personality Development: Stages, Maturity and Immaturity Continuum, Major determinants of Personality, Transactional Analysis, Learning Processes, Creativity and innovative Thinking. Decision making process: Behavioral Dimensions, Groups and Group Dynamics, Informal Organizations, Group Versus Individual Interaction.

UNIT-V:

Management of Conflict and Change: Changing Processes and Resistance to Change, Organizational Development: Goals, processes, models of interventions, OD techniques and OD applications.

Suggested Books

1. Bateman and Snell, Management: Competing in the New Era, 5/e, TMH 2003
2. Samuel C. Certo, Modern Management, 9/e, 200
3. Heinz Wehrich and Harold Koontz, Management: A Global Perspective, 10/e, Tata McGraw Hill, 2002
4. Stoner, Freeman and Gilbert, Jr. Management, Pearson Education, New Delhi, 200
5. Daft, Management, Thompson, New Delhi 2003. Prem Vrat, KK Ahuja and PK Jain, Case Studies in Management, Vikas Publishing House Pvt. Ltd., 2003
6. Peter G Northouse, Leadership Theory & Practice, Response Books, New Delhi, 2003
7. Mrityanjay Kumar Srivastava, Transformational Leadership, MacMillan India Ltd., 2003. Robbins: Management, 7/e, Pearson Education, 2003.

102: MANAGERIAL ECONOMICS

Unit – I - Nature and Scope of Managerial Economics: Fundamental economic concepts. Opportunity cost, Discounting principle, Time perspective, Incremental reasoning, Equi-marginal concept. Economics of risk, uncertainty and asymmetric information and market signaling. Role of managerial economics in decision making. Managerial Economics and Econometric models.

Unit – II - Demand Analysis: Concepts, Determinants, Types and Law of Demand — Engel's law — Cardinal and ordinal approaches — Indifference curve analysis — International convergence of tastes — Budget line — Utility maximization — Expenditure minimization — Income, price and cross elasticities of demand — Relationships between demand, indirect utility and expenditure function — Consumer surplus — Market supply, Market equilibrium and Non clearing markets theory.

Unit – III - Production and Cost Analysis: Production function Law of variable proportions and returns to scale. Least — Cost input combination — expansion path — Ridge lines. Economics and diseconomies of scale — Economics of Scope. Learning Curve. Cobb-Douglas and CES production functions. Types and concepts of costs — Cost Control and Reduction. Short-run and Long-run Cost functions. Cost control and Break even Analysis.

Unit-IV: Market Structures: Price Determination under Perfect competition, Monopoly, Oligopoly and Monopolistic Competitions-Strategic behavior of firms: Nash equilibrium — Prisoner's dilemma — Enforcing a cartel — Dealing with cheaters — the advantage of being first. Price and non. Price competition: limit pricing, price retaliation, capacity expansion and market saturation — Trigger and Tit for tat. Strategic moves — threats, commitments and credibility — Entry deterrence.

Unit-V: Macro Economics and Business: Nature, Concepts and Measurements of National Income, Determination of National Income, Classical and Keynesian Approaches. Types of Inflation: Demand pull and cost push inflation, Philips curve, Stagflation, Concepts of Economic growth and Development, Harrod — Domar growth model, the role of technical progress in economic development.

Suggested Books

1. D.M.Mithani, 2006, Managerial economics — HPH.
2. Keat, 2007 "Managerial Economics" 4th Edition, Thomson.
3. H.Craig Petersen, W.C. Lewis, SK Jain, 2006, Managerial Economics, Pearson.
4. Besank D, etal, 2005, Economic and Strategy, Wiley.
5. Joel Dean, 2005, Managerial Economics, PHI.
6. Thomas Maurice, 2006, Managerial economics, TMH.
7. Suma Damodaran, 2006, Managerial Economics, Oxford University Press.
8. Hirschey, 2006, "Economics for Managers", Thomson

103: Business Environment and Policy

Unit-I: Business Environment — Meaning, scope and importance — Economic Environment of Business — Political and Legal Environment -Socio Cultural Environment

Unit-II: Forms of Business: Sole trading, Partnership, Company form of business. Government and its role — Public sector, private sector — Joint sector —Political Economy — Government and Business.

Unit-III: Economic and Industrial Policies — Economic Policies and legislation — New Economic policy — New Industrial Policy — Fiscal and Monetary Policies —Capital Markets — Financial sector reforms.

Unit-IV: Balance of Payments: Structure, Major components, Causes for disequilibrium in Balance of Payments, correction measures, Impact of New Economic policy on Balance of Payments, Recent trends.

Unit-V: International Business Environment — Multinational Corporations, Globalization — WTO — Regional Trade Organizations, Problems and Prospects.

Suggested Books

1. Aswathappa, "Business Environment and Government Policy", Himalaya Publishing House, Mumbai, 2006
2. Francis Cherunilam, "Business Environment" Himalaya Publishing House, Mumbai, 2001
3. Memoria and Memoria and SubbaRao, P "Business Planning & Policy", Himalaya Publishing House, Mumbai, 2001.
4. Suresh Bedi, "Business Environment", Excel Books, New Delhi, 2008
5. Misra "Economic Environment of Business" Himalaya Publishing House.

104: ACCOUNTING FOR MANAGEMENT DECISIONS

Unit-I: Understanding Accounting Cycle: Meaning of accounting — Scope of financial accounting, Modern organizations — Accounting concepts and conventions — Branches of F.A - Cost Accounting M.A accounting, Business transitions — classification of accounts — Accounting process — Accounting Cycle — books of prime entry — Ledger — Trial balance.

Unit-II: Understanding Terminal Statements: Preparation and presentation of financial statements — Measurement of business income — Profit and Loss account — Distinction between Capital and revenue expenditure — Balance Sheet preparation.

Unit-III: Financial Statement Analysis — Ratio Analysis: Financial Statement analysis — Ratio analysis classification of ratios — Liquidity, Activity, Profitability, Coverage and Structural ratios — Calculation and interpretation of ratios — Predictive Power of ratios — Advantages and Limitations of ratio analysis.

Unit-IV: Financial Statement Analysis — Funds flow Analysis: Funds flow analysis — Concept of funds — Preparation of Statement showing changes in net working capital — Funds from business operations — Statement of Sources and uses of funds — Cash flow statement — advantages of funds flow analysis

Unit-V: Marginal costing: Classifications of costs — Profit volume ratio — Break even Analysis — Its use in — Managerial Decisions.

Suggested Books

1. Anthony R.N. Hawkins D.F., Merchant K.A 2007, Accounting — Text and Cases, 12th Edition, Tata McGraw Hill, New Delhi-8
2. Wild J.J. Subramanyam K.R. Halsey R.F 2007, Financial Statement Analysis, Tata McGraw Hill, New Delhi-8
3. Pru Marriot, Edwards, J.R. Mellett H.J 2002, Introduction to Accounting, 3rd Edition, Sage Publications.
4. Atkinson, A.A. Kaplan R.S Young S.M.2005, Management Accounting 4th Edition, Pearson Education/PHI.
5. Khan M.Y. Jain P.K. 2007, Management Accounting — Text, Problems and Cases, 4th Edition, Tata McGraw Hill, New Delhi-8
6. Ramachandram N. Ram kumarKakani, 2005, Accounting for Management, Tata McGraw Hill, New Delhi-8.
7. Narayanaswamy, Financial Accounting — A Managerial Perspective, 2nd Edition, Pearson publication.
8. Gupta, 2006, Financial Accounting for Management — An Analytical Perspective, pearson

105: BUSINESS COMMUNICATION

Unit-I: Concept of Communication — Scope and functions of Business Communication — Significance — Process and dimensions of communication — Essentials of good communication — Channels of communication — Formal, informal communication — Upward, Downward, Horizontal communication — Grapevine Phenomenon.

Unit-II: Types of communication: Verbal — Oral Communication: Advantages and limitations of oral communication, written communication — Characteristics, significance, advantages & Limitations of written communication. Non verbal Communication: Sign language — Body language — Kinesics — Proxemics — Time language and Haptics Touch language.

Unit-III: Interpersonal communication — Interpersonal communication — Communication models: Exchange theory — Johari window — Transactional analysis, Communication styles.

Unit - IV : Barriers to communication: Types of barriers — Technological — Socio-Psychological barriers — Overcoming barriers — Listening — Types of listening — Tips for effective listening.

Unit - V: Report writing — Formal reports — The elements of clear writing — Writing effective letters — different layouts of business letters — Informal reports — Writing good news and bad news — Meetings and oral presentations.

Suggested Books

1. Meenakshi Raman — Business Communication, Oxford University P fess.
2. Jerry C Wofford, Edwin A. Gerloff and Robert C. Cummins, Organisations) Communication — The Key stone of Managerial Effectiveness.
3. Bovee, Thill and Schatzman: Business Communication Today: Pearson Education.
4. Lesiker&Petitt, "Business Communication", Prentice Hall of India, New Delhi.
5. Bills Scot, "The Skills of Communication", Gower publishing company Limited, London.
6. Harward Business School, "Effective Communication", Harward Business Review No.12 14.
7. Rayudu CS, "Media and Communication Management", Himalaya Publishing House, Mumbai.
8. Larry L. Barker, "Communication", Prentice Hall of India, New Delhi.

MBA 106: RESEARCH METHODOLOGY AND STATISTICAL ANALYSIS

UNIT-I

Introduction: Quantitative Techniques: Meaning, Need and Importance-classification: Statistical Techniques-Operations Research techniques-Role of Quantitative Techniques in Business and Industry- Limitations, Research: Meaning, Purpose, Characteristics and Types-process of Research: Formulation of objectives- Research plan and its components- Methods of Research: Survey, Observation, Case study, experimental, historical and comparative methods- Difficulties in Business research

UNIT-II

Probability and Probability Distributions: Probability: Meaning-fundamental Concepts – Addition theorem-Multiplication theorems Bayesian theorem and its simple application, Probability Distribution: Meaning and Importance of theoretical frequency distributions Binomial, Poisson and Normal distributions- Properties and uses- fitting Binomial, Poisson and Normal, Distributions (including problems)

UNIT-III

Sampling Collection, Presentation and Analysis of data: Census Vs. Sampling- Methods of Sampling - Random and Non-Random Sampling methods, Source of Data: Primary and Secondary Sources- Methods of collecting Primary Data- Designing Questionnaires/ Schedules in functional areas Hypothesis testing- Type I and Type II errors – Inference from small sample mean tests- difference between the means of two independent sample-difference between the means of two dependent sample of paired observations Chi Square Test: Definition-Conditions for Applying Chi square test, limitation of Chi square test- Chi square test for testing the independence of Attributes- Chi square test of goodness of fit (including problems)- F-test- one way and two-way ANOVA.

UNIT-IV

Linear programming: Requirements for application of linear programming Assumptions underlying linear programming - Advantages of linear programming -- Applications of Linear programming and limitations of Linear programming - Formulation of Linear programming problem -Characteristics of linear programming problem - Solution by graphic method and simplex method.

UNIT-V

Interpretation and Report Writing: Interpretation: Introduction – Essentials for interpretation, precautions in interpretation- conclusions and generalization-Methods of generalization, Statistical fallacies: bias, inconsistency in definitions, in a appropriate comparisons, faulty generalizations, drawing wrong inferences, misuse of statistical tools, failure to comprehend the data (including small cases). Report Writing: Meaning and types of reports- Stages in preparation of Report- Characteristics of a good report- Structure of the report’ – documentation: Footnotes and Bibliography- Checklist of the report

Suggested Books:

1. Gupta S.O & Indra Gupta, Business Statistics, Himalaya Publishing House, Mumbai.
2. Raghavachari.M, "Mathematics for Management", Tata McGraw Hill
3. Lerin, "Statistics for Management" Pearson Company, New Delhi.
4. Black Ken, "Business Statistics for Contemporary decision making", New age publishers, New Delhi.

M.B.A 107: Corporate Information Management

Unit – I : An Overview of Business and Information Technology & Systems: Business in the information age, information systems computer based information systems, trends in IT evolution, types of information systems-SDLC-Alternative methods for system development — Impact of IT on organizations and jobs.

Unit – II : Information Technology Infrastructure: Computer Hardware, Software, Managing and Organization of data & information, Telecommunications and networks. The Internet and Intranet.

Unit – III: managing IT services and IT outsourcing:-Availability facilities-uninterruptible power- Delivery- Climate control- security -new service models-managing risk through incremental outsourcing-outsourcing advantages and disadvantages-outsourcing opportunities-managing relationships with outsourcing agencies.

Unit- IV: Information Systems Applications and extending the enterprise — Functional and Enterprise systems- Information systems to support Business functions-accounting and finance- marketing and sales- production and operations management systems- human resources management system. Company technology analysis- Industry technology analysis- Trajectories of technology-the need for network new capabilities - organizing for innovation-collaboration-understanding business differentiation interdependence and ownership-Designing hybrid governance models-Building collaborative community-emerging network business models

Unit-V: Intelligent Systems in Business: Artificial Intelligence and Intelligent Systems — Expert systems- other intelligent systems- Intelligent Agents- Virtual Reality-Ethical and Global issues of Intelligent Systems.

Suggested Books

1. Turban Rainer and Potter — Introduction to Information Technology — John Wiley and Sons, INC.
2. Ralph M. Stair and George W.Reynolds, 2007, Principles of Information Systems, Thomson.
3. Kenneth C.Laudon and Jane P.Laudon, 2006, Management Information Systems, Managing the digital Firm, 9th Edition, Pearson Education.
4. IITL Education Solutions Ltd (R&D Wing), Introduction to Information Technology, Pearson Education.
5. Mahadeo Jaiswal & Monika Mital — Management Information Systems — Oxford University Press.
6. V.K.Narayan Managing technology for innovation for competitive advantages , Person 2009.
7. Lyonda M Applegate, Robert D Ausitn and F Warren McFarlan, Corporate information strategy and management TMH.

M.B.A. 201: FINANCIAL MANAGEMENT

Unit-I: The Finance function: Nature and Scope. Evolution of finance function -- The new role in the contemporary scenario — Goals of finance function —maximizing Vs satisfying (School); Profit Vs Wealth Vs Welfare; the agency relationship and costs — The new debate on maximizing Vs satisfying. Wealth maximization and Risk-Return trade off (only theory).

Unit-II: The Investment Decision: Investment decision process — Project generation, project evaluation, project selection and project implementation. - Using Evaluation Techniques — Traditional (PBV VSARR) and DCF methods (NPL Vs IRR). Capital budgeting decision under conditions of risk and uncertainty (Theory & Problems).

Unit-III: The financing Decision: Sources of finance — a brief survey of financial instruments. The capital structure decision in practice: EBIT-EPS analysis. Cost of capital: The concept — Average Vs Marginal cost of Capital. Measurement of cost of capital — Component Costs and Weighted Average Cost. The Dividend Decision: Major forms of dividends — Cash and Bonus shares. The theoretical backdrop — Dividends and valuation; Major theories centered on the works of Gordon, Walter and Lintner (only theory).

Unit-IV: Current Assets Management: Concepts and characteristics of working capital. Need and Significance of the Working Capital. Factors determining the working capital. Working Capital Flow Cycle Estimating working capital requirements. Source of Working Capital Finance - Bank norms for working — Capital financing (Theory and Problems)

Unit-V: Corporate Restructures: Corporate Mergers and acquisitions and take- overs-Types of Mergers — Economic rationale for Mergers, motives for mergers, Financial Evaluation of Mergers — different approaches for valuation. Corporate Value based management systems — Approaches —Principles of good corporate Governance (only theory).

Suggested Books:

1. Richard A Brealeyetal., 2007, Principles of Corporate Finance, Tata McGraw Hill.
2. Gitman L.J. 2006, Managerial Finance, 11th Edition, Pearson Education.
3. Vishwanath.S.R.2007, Corporate Finance: Theory and Practice, 2nd Edition, Response books, Sage Publications.
4. Bruner.R.F.2007, Case Studies in Finance, 5th Edition, Tata McGraw Hill, New Delhi.
5. Prasanna Chandra, 2006, Financial Management theory and practice, 6th Edition, Tata McGraw Hill.
6. I.M. Pandey : Financial Management, Vikas Publishers.

M.B.A. 202. MARKETING MANAGEMENT

Unit – I - Introduction to Marketing: Needs, Wants, Demands, Products, Exchange, Transactions, Market, Marketing, Production Concept, Product Concept, Sales Concept, Marketing Concept, Societal Marketing Concept, Indian Marketing Environment.

Unit – II - Market Segmentation and Targeting : Identification of Market Segments — Consumer and Institutional/corporate Clientele — Segmenting Consumer Marketing, Segmentation Basis, Selecting Target Markets, Segmentation and Targeting as a basis for Strategy Formulation. Developing and Communicating a Positioning Strategy.

Unit – III - Product Management : Product Life Cycle, PLC as a tool for Marketing Strategy, Constituents of a Product, Core Product, Augmented Product, Differentiated Products, Potential Product, Product Line, Product Mix, Product-line decisions, Brand decisions, classification of new products, New product development, Idea Generation, Idea screening, concept testing, business analysis, market testing, commercialization.

Unit – IV - Pricing Strategy: Objectives of pricing, methods of pricing, selecting the final price, adopting price, initiating the price cuts, imitating price increases, responding to Competitor's price changes.

Unit – V -Sales and Distribution Management: Advertising and Sales promotion — Channel function and flows, channel levels, channel management decisions, types of retailers, trends in retailing, the growth and trends in wholesaling. Sales force and sales agency — Advantages and disadvantages.

Suggested Books:

1. RajanSaxena, Marketing Management, 2/e, TMH, 2002.
2. Kerin, Hartley and Rudelius, Marketing — The Core, McGraw Hill, Irwin, 2004.
3. Philip Kotler, Marketing Management, 11/e, Pearson publishers, 2003.
4. Lamb, Hair and McDaniel, Marketing 7/e, Thomson Publishers, 2004.
5. V.S. Ramaswamy and S. Namakumari, Marketing Management, 3/e McMillan, 2003.
6. William D.Perreault and Jr.E.JeromeMcCarthy, Basic marketing 14/e, TMH 2002.

M.B.A. 203: HUMAN RESOURCE MANAGEMENT

Unit – I - Human Resource Management: Gaining a Competitive advantage — Responsibilities and Roles HR Departments perform — Changing nature of the HRM function — Competitive Challenges influencing HRM — Meeting competitive challenges through HRM practices — HRM and Competency Building — HRM and Change Management — HR as a Strategic Business Partner — The role of HR in providing Sustainable competitive advantage.

Unit – II - Human Resource Process: Objectives and Process — Job Analysis and Design — Acquisition and preparation of HR — Selection and placement process — Types of interviews — Effectiveness of Interviews — Socializing, Orienting and Developing Employees. Employee Training — Determining Training needs — Training approaches — Employee Development — Job shadowing — Employee Development Methods — Evaluating Training and Development Effectiveness.

Unit – III - Managing Careers: Career Development versus Employee development — Career Development — Value for the organization and individual — Career stages — Career Choices and Preferences — Holland Vocational Preferences Model — The Schein's anchors — Myers Briggs Typologies — Mentoring and Coaching

Unit-IV: Performance Management: An organizational model of Performance Management (PM) — Purposes of Performance Management—Performance Measures criteria -Approaches to measuring performance — Performance Appraisal Method - Performance feedback — Performance Management and Pay Performance Management For Teams.

Unit-V: Contemporary Issues in HRM: Work Life Balance –Diversity Management - Talent Management -Quality of Work Life - Whistle blowing Policy - Outsourcing

Suggested Books:

1. Bohlander, 2006, Human Resource Management, 10th Edition, Thomson
2. Dessler Gary, 2006, Human Resource Management, 10th Edition, Pearson/Prentice Hall of India.
3. Mondy, 2007, Human Resource Management, 9th Edition, Pearson Education.
4. Wayne F. Cascio 2006, Managing Human Resources, TMH Aswathappa, 2006, Human Resource Management, 4th Edition, TMH
5. Noe A. Raymond, John Hollenbeck, Barry Gerhart and Patrick Wright: Human Resource Management, Tata McGraw Hill.
6. Jyothi P and DN Venkatesh — 2006, Human Resource Management, Oxford University Press.
7. VSP Rao 2006, Human Resource Management, Text and Cases, Excel Books.

M.B.A. 204: PRODUCTION MANAGEMENT

UNIT-I: Introduction to Production Management: Introduction - Meaning - Nature of Production - Production as a System - Types of Production Systems -Production as an Organizational Function -Brief History of Production and Operations Management - Importance of Production Management Function - Objectives of Production management.

UNIT-II: Scheduling and control of production operations: Production Planning and Control - need, objectives, and significance - Differences between PP Y6 PC. Control Procedures - Loading, sequencing and Scheduling - Plant Location and Plant layout - Nature, objectives, and different types of ayouts - Location and the factors influencing of location. Maintenance Management - Objectives, types of maintenance systems.

UNIT-III: Quality Management : Factors affecting quality - Quality Control - Objectives and functions of quality control - Types of Control Charts -Total Quality Management - Bench Marking -classification - Quality Circles.

UNIT-IV: Materials Management: Objectives and Importance and functions of Materials Management - Materials Planning - Materials Budgeting -Materials Control - Material Control Cycle - Materials Management Information System (MMIS).

UNIT-V: Stores Management: Stores Management - functions of stores, Duties of Storekeeper - Stores Layout - Stock Verification - Classification and Codification - Inventory Control - Different Systems of Inventory Control - ABC, EOQ and VED.

Suggested books:

1. Aswthappa, K., ShridharaBhat, K., "Production and Operations Management"
Himalaya Publishing House, Mumbai, 2009.
2. Chunwalla S.A., Patel,D.R., "Production and Operations Management"
HimalayaPublishing House, Mumbai, 2008.
3. Chari-"Production and Operations Management",Tata McGraw Hill,
2ndEdition2007.
4. Martand T. Telsang."Production Management", S.Chand Publication, New Delhi 2008

M.B.A. 205: IT For Managers

Unit — I: Computer system overview: Basic elements, Instruction execution, Interrupts, Memory Hierarchy, cache memory, direct memory access, multi processors and multicore organisation, Operating system overview: Objective and functions, evolution of operating system- computer system organisation, operating system structure and operations-system calls, system programmes, OS generation and system boot.

Unit — II: MS Word- creation of document- Format Document-Text editing and saving-organizing information with tables and outlines-Mail merge-Publishing documents on Web.

Unit—III: MS Excel and Data Analysis with Statistical Tools: Creating and editing worksheets-Cell formatting-Creating and using formulas and functions-Use of Macros-Sorting and Querying data-Working with graphs and charts. Use of financial tools-use of other functions in Excel for data analysis. MS Access: Crating data bases, tables, relationship-crate forms to enter data-filter data-use of queries in data manipulation-Generating reports.

Unit — IV: MS Power Point: Creation of slides-Use of templates and slide designs for creating power point slides-use of drawings and graphics. Developing a professional presentation on Business plans, institutions, products, people etc.,

Unit — V : Overview of SPSS: Data Analysis, Making students/Learn Familiar with Main menu and other features of SPSS Package.

Suggested Books

1. A.Senn — Analysis and Design of Information Systems
2. Gordan Davis — Management Information Systems, McGraw Hill
3. C.S.V. Murthy — Management Information Systems Text & applications,
Himalaya Publishing House, Mumbai.
4. V.Rajaraman-Introduction to Information Technology Prentice Hall India-2008
5. Carver: Doing Data analysis with SPSS 16.03/e, Cengage, 2009
6. George: SPSS for Microsoft Office sytem Step-by-Step, First Edition, PHI, 2007.
7. Winston-Microsoft Office Excel 2007 Data Analysis and Business Modeling, first Edition, Prentice Hall India, 2007
8. Lambet, Lambert III & Preperneau, Microsoft Office Access 2007 Step-byStep, First Edition, Prentice Hall India, 2007.

M.B.A. 206: BUSINESS LAWS

Unit – I - Law of Contract: Nature and essentials of contract — Different types of contracts — Performance and discharge of contracts — offer and acceptance capacity of parties to contract — consideration — consent — coercion — undue influence — misrepresentation — fraud — mistake — legality of objects — unlawful and illegal agreements — opposed to public policy — agreements in restraint of trade — quasi contracts — Discharge of contract

Unit-II: Indemnity and Guarantee contracts: Contracts of indemnity — Contracts of guarantee — distinction between a contract of indemnity and a contract of guarantee — kinds of guarantee — Nature and extent of surety's liability — Rights of the surety — discharges of surety.

Unit-III: Bailment and Pledge Contracts: Meaning and Definition — Requisites of essential features of bailment — classification of bailment — Duties and rights of bailor and bailee — Bailee's lien — Termination of bailment — Pledge or pawn rights and duties of pawnee — rights and duties of pawnor — pledge by non-owners.

Unit-IV- Law of Agency: Definition and nature of agency — Essentials of Agency — Creation of Agency — Classification of Agents — Kinds of Agents - Effects of rectification subagent and substituted agent — duties of an Agent - Rights of an Agent — Right of lien — Termination of agency — Relation of principal and agent — Relation of principal with third party — personal liability of agent.

Unit-V: Law of sale of goods: Elements of a contract for sales of goods — sale and agreement to sell — Hire purchase agreements — Price — Conditions and warranties — implied conditions — implied warranties — Transfer of property in and title to goods — rights and duties of seller and buyer — Rights of unpaid vendor.

Suggested Books:

1. N.D. Kapoor — Business Law, Sultan & Chand
2. Gulshan SS & Kapoor GK — Business Law including company, Newage International Publishers, New Delhi.

M.B.A. 207: E-COMMERCE

- UNIT 1 Foundations of e-commerce (EC) ; Definition- evolution, and features of EC- Driving forces- benefits and disadvantages of EC- Applications of EC- B2B and B2C models of EC- Future of EC.
- UNIT II Infrastructure for EC.: Internet protocols TCP/IP and others — WWW -Client server concept — Internet security and Encryption — HTML and website design Architecture and applications of intranet and extranet D I .
- UN IT III E-payment systems: Various types of e-payments SSL and SST Protocols in e-payments — debit card system credit card system – digital cash digital wallets — Digital check.
- UNIT IV Issues in e-commerce: Legal issues Privacy issues IPR issues Ethical issues Social issues IT Act and E-commerce.
- UNIT V EC applications: Advertising SCM Market research Financial services Retailing — Trading stocks Auctions Publications.
- .

REFERENCE BOOKS:

1. Efraim Turban, Jae Lee, David King and H.Michael Chung, Electronic Commerce A managerial perspective, Pearson Education, New Delhi.
2. Kenneth C.Laudon, and Carol GuercioTraver, E-CommerceBusiness, technology and society, Pearson Education, New Delhi.
3. Joseph, &Commerce, PHI,New Delhi.
4. Ravi kalakota, Whinston, Frontiers of Electronic Commerce, Pearson Education, New Delhi.
5. Daniel Minoli, Emma Minoli, Web Commerce Technology Handbook, Tata MCGrawHill, New Delhi.
6. Ward Hanson, Internet Marketing, Thomson Learning Inc, Bangalore.

Open Elective: 209: Creativity & Innovation Management

Unit – I :-Introduction to Creativity. Importance of creativity, Scope of creativity, Concepts of creativity, Attributes of creativity, Factors influenced on increasing significance of creativity, Creativity process, Barriers.

Unit – II :-Idea generates Technique: Redefinition Technique, Random stimulus Technique, PMI Method, ISA Method, and Thinking Hats Method. Group Creative Technique: Brain storming Method, NGT Method, Checklist Method, Delphi Method. Syntax Method. Diagrammatic Method of Problem Solving Technique: Affinity diagram Method, Inter-Relationship diagraph Method, Fish bone Method, Matrix diagram Method.

Unit – III: - Creativity Environment: Physical Environment, Organizational Environment, Social Environment, Economic Environment, Other influencing Environment, Creative Personality, Need of Creative Society.

Unit – IV:- Innovation Management: Introduction, Characteristics of Innovation, Components of Innovation, Types of Innovation, Scope of Innovation, Models of Innovation Process, System Approach, Evolution of Innovation Management. Process Innovation: Process improvement methods, Re-engineering, Bench marking.

Unit – V: - Thinking Tools of Innovation: Quality Circles, Heuristics and Models, Intuition, Innovation Opportunities: Two Types of Innovation- Innovation impact, Sources of Innovation, Opportunity Identification tool. Managing Innovation functions, Successful Innovation Management, Innovation cycle, Linear thinking process

Reference Books:

- 1 .C.S.G. Krishnamacharyulu&R.Lalitha —"Innovation Management" -Himalaya Publishing House 2007.
2. PradeepKhandwala- "Life Long Creativity".An Unending Quest Tata McGraw Hill 2006-Delhi.
- 3 .JoneCeserani& Peter greatwood "Innovation And Creativity" Crest publishing House New Delhi.
4. Narayana V.K.2001 "Managing Technology & Innovation for Competitive Advantage" Pearson Education.

MBA III Semester Subjects

- 304. Creativity and Innovation Management
- 305. Entrepreneurship Development
- 306. Logistics and Supply Chain Management
- 304. Project Report and Presentation

ELECTIVES:

Human Resource:

- HR 311 Human Resource Development
- HR 312 Employee Relations Management
- HR 313 Strategic Human Resource Management
- HR 314 Human Resources Information System
- HR 315 Performance Management Systems
- HR 316 Leadership and Change Management

Finance:

- FM 311 Security Analysis and Portfolio Management
- FM 312 Strategic Financial Management
- FM 313 Financial Markets and Services
- FM 314 Corporate Taxation
- FM 315 Management Control Systems
- FM 316 Insurance and Risk Management

Marketing:

- MM 311 Strategic Marketing Management
- MM 312 Consumer Behavior
- MM 313 Services Marketing
- MM 314 Customer Relationship Management
- MM 315 Retail Marketing Management
- MM 316 Sales and Distribution Management

M.B.A. 301: CREATIVITY AND INNOVATION MANAGEMENT

UNIT – I Introduction Definition and Justification of creativity and innovation Types of Creativity & Innovation, Barrier to Creativity & Innovation Four stages of creativity: Identify the question – Generate answers – Polish outcome - Implement Four principle approaches to creativity – Ignore creativity – Recognizing the importance of creativity – Develop creative culture in an organization – Make use of creative techniques in the organizational processes Major Theories of Creativity - The Psychoanalytical Theory of Creativity - The Mental Illness Theory of Creativity - Eysenck's Theory of Psychoticism - The Addiction Theory of Creativity - The Humanistic Theory of Creativity

UNIT – II Creative Process Opportunity recognition, Development, Realization Human creativity-stepping stones of analogy – making the strange familiar and the familiar strange – widens the span of relevance – practice serendipity – chances favours only the prepared mind – curiosity – suspension of judgment – toleration of ambiguity. Idea generation -Sourcing Ideas, Open versus closed Innovation, collaborative Innovation Linking knowledge, creativity and innovation

UNIT – III Organizing for Creativity and Innovation Individual creativity and innovation – Grassroots & Professional Innovations Leadership versus Management approach to creativity, Creative culture – Individual personality – team dynamics – free flow of communication – acceptance of risks to fail – explicit rewards. Creative resources: internal versus external - training for creativity & innovation – Internet – Books - Open innovation.

UNIT – IV Comparison of Creativity with concepts of: TQM, Operational Research, Neuro-Linguistic Programming (NLP) – Information Technology & Artificial Intelligence - Kaizen, Quality Circles, Business Process Reengineering, General business skills, Suggestion Box SWOT Analysis of creativity

UNIT – V Applications of Creativity and Innovation Internalizing creativity in organizational activities through – four aspects of Creativity - The creative product/Service The creative person - The creative process- The creative environment Convergence of creativity across domains Recent changes in creativity - Future of Creativity & Innovation

REFERENCES:

Text Books:

1. The innovation handbook: how to develop, manage, and protect your most Valuable ideas, Adam Jolly, ISBN 978-0-7494-5318-3, Kogan Page, 2008.
2. Creativity and Innovation for managers, Brian Clegg, Butterworth Heinemann, 1999
3. Tidd, J. and Bessant, J. 2009. Managing innovation. 3rd edition, Wiley, Chichester.
4. The art of creative thinking - How to be innovative and develop great ideas, John Adair, Kogan Page, London, 2007.

M.B.A. 302. ENTREPRENEURSHIP DEVELOPMENT

: **Unit-I-** Entrepreneurship — Definition, Scope and Importance — Role of entrepreneurship in economic development. The cultural and Social Environment — Characteristics of entrepreneur — Functions of Entrepreneur. Identification of entrepreneurial talents — Innovation, Marketing and Financial viability as the Chief requisites.

Unit -II- Entrepreneurship development programs — the concept of entrepreneurial development — Need for training and Development — Need and objectives of EDPS — Course contents and curriculum of EDPS — Phases of EDPS.

Unit -III- Role of the government in motivating and developing entrepreneurship. Institutional support to entrepreneurs — NSIC — SIDO — DICS — TCOs, Industrial Estates, Specialized institutes.

Unit -IV- Institutional finance to entrepreneurs — IDBI, IFCI, ICICI, SFC, SIDC, SIDBI, EXIM Bank, Venture Capital etc. Factors affecting entrepreneurial growth — Economic Factors — Non-economic factors - Government actions — Problems of Entrepreneurs.

Unit -V- Women Entrepreneurship- Concept and functions of women entrepreneur — Growth of women entrepreneurs — Development of women entrepreneurs — Problems of Women entrepreneurs.

Suggested Book:

1. Vasanta Desai, "Dynamics of Entrepreneurial Development and Management", Himalaya Publishing House, Mumbai, 2007.
2. S.S. Khanka, 2007, Entrepreneurial Development, S. Chand & Co. Ltd.
3. Poornima. M Charantimath, 2006, Entrepreneurial Development and Small Business Enterprises, Pearson Education.
4. Gupta — "Entrepreneurship Perspective and Paradigms", 1997 — Macmillan Publishers India Ltd., New Delhi.

M.B.A. 303: LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Unit—I: Logistics and Competitive Strategy: Competitive Advantage — Gaining Competitive Advantage through logistics — The Mission of Logistics Management — Integrated supply chains — Supply chain and Competitive Performance — The changing logistics environment — Models in Logistics Management — Logistics to Supply Chain Management — Focus areas in Supply Chain Management — Performance Measures for SCM.

Unit—II: Customer Service Dimension: The marketing and logistics interface Customer service and customer retention — Service — driven logistics systems — Basic service capability — Increasing customer expectations — Value added services — Customer satisfaction and success — Time based logistics — Case studies.

Unit—III: Logistics System Design: Logistics positioning — Logistics reengineering—reengineering procedure — logistics environmental assessment — time based logistics — alternative logistics strategies — strategic integration —logistics time-based control techniques.

Unit-IV: Measuring Logistics Costs and Performance: The concept of Total Cost Analysis — Principles of logistics costing — Logistics and the bottom line —Impact of Logistics on shareholder value — customer profitability analysis — direct product profitability — cost drivers and activity — based costing.

Unit—V: Logistics and Supply Chain relationships: Benchmarking the logistics process and SCM operations — Mapping the supply chain processes —Supplier and distributor benchmarking — Setting benchmarking priorities —identifying logistics performance indicators — Channel structure —Economics of distribution — channel relationships — logistics service alliances.

Suggested Books

1. Sup Jhon T. Mentzer, Supply Chain Management, Response Books, New Delhi 2007, Rs.495/-
2. Donald J.Bowersox and David J.Closs, Logistical Management: The Integrated Supply Chain Process, TMH, 2003.
3. Martin Christopher, Logistics and Supply Chain Management, Pitman, London 1993.
4. Sunil Chopra and Peter Meindl, Supply chain Management: Strategy, Planning and Operation, 2/e, Pearson Education, New Delhi 2002.
5. B.S. Sahay, Supply Chain Management for Global Competitiveness, Macmillan, New Delhi, 2003.

M.B.A. HR 305: HUMAN RESOURCE DEVELOPMENT

Unit - I

Human Resource Development – Evolution of HRD - Relationship with HRM – Human Resource Development Functions - Roles and Competencies of HRD Professionals - Challenges to Organization and HRD professionals – Employee Behaviour – External and Internal Influence – Motivation as Internal Influence – Learning and HRD – Learning Strategies and Styles

Unit - II

Frame work of Human Resource Development - HRD Processes - Assessing HRD Needs - HRD Model - Designing Effective HRD Program - HRD Interventions- Creating HRD Programs - Implementing HRD programs - Training Methods - Self Paced/Computer Based/ Company Sponsored Training - On-the-Job and Off-the-Job - Brain Storming - Case Studies - Role Plays - Simulations - T-Groups - Transactional Analysis.

Unit - III

Evaluating HRD programs - Models and Frame Work of Evaluation - Assessing the Impact of HRD Programs - Human Resource Development Applications - Fundamental Concepts of Socialization - Realistic Job Review - Career Management and Development.

Unit - IV

Management Development - Employee counseling and wellness services – Counseling as an HRD Activity - Counseling Programs - Issues in Employee Counseling - Employee Wellness and Health Promotion Programs - Organizational Strategies Based on Human Resources.

Unit - V

Work Force Reduction, Realignment and Retention - HR Performance and Bench Marking - Impact of Globalization on HRD- Diversity of Work Force - HRD programs for diverse employees - Expatriate & Repatriate support and development.

References:

Srinivas Kandula, STRATEGIC HUMAN RESOURCE DEVELOPMENT, PHI Learning, 2001

Uday Kumar Haldar HUMAN RESOURCE DEVELOPMENT, Oxford University Press, 2009

Werner & Desimone, HUMAN RESOURCE DEVELOPMENT, Cengage Learning, 2006

William E. Blank, HANDBOOK FOR DEVELOPING COMPETENCY BASED TRAINING PROGRAMMES, Prentice-Hall, New Jersey, 1982.

M.B.A. HR 306: MANAGEMENT OF INDUSTRIAL RELATIONS

Unit—I: Industrial Relations — Basis concept and philosophy of IR. Evolution and growth of IR in India Factors influencing IR in India. Industrial Disputes — Causative and remedial factors. Framework for prevention and settlement of Industrial disputes under the Industrial Disputes Act.

Unit—II: Collective Bargaining — Concept and characteristics of Collective Bargaining. Role of Collective Bargaining in promoting industrial amity and peace .Extent of success of collective bargaining process. Problems and Issues involved in Collective Bargaining.

Unit—III: Trade Union leadership and linkage of trade unions with political parties. The problem of Trade Union Recognition and Government Policy .Trade Union Act. Employee Grievances and Discipline. Causes of Industrial Disputes .Machinery for Redressal of employees' Grievances. Standing orders .Code of Discipline-basic provisions .Process of holding Domestic Enquiry.

Unit—IV: Wage policy and Regulations. Concept of Wage —Statutory mechanism and framework as envisaged under the Payment of Wages Act. Concept of Fair Wage. Mechanism for fixation of Minimum wages under the minimum wages Act. Industrial Employment (Standing Orders) Act. Bonus-Basic concept of Bonus. Mechanism for determination and payment of Bonus under the Bonus Act. Minimum Bonus. Concept of Productivity-linked Bonus.

Unit—V: Workers' Safety and Welfare. Employee safety and welfare programmes. International Labour Organization — Its programmes. Salient features of Factories Act concerning Social Security of workers programmes in India. Workers' participation: Methods and Techniques of Workers involvement and participation. Composition and the working of works committees and joint management councils. Causative factors contributing to their ineffective functioning and failure in India.

Suggested Books:

1. Dale Yoder: Personnel Management and Industrial Relations; Prentice Hall of India 1992.
2. ArunMonappa: Industrial Relations, TataMcGraw Hill - 1985.
3. SubbaRao P, "Industrial Relations", Himalaya Publishing House, Mumbai, 2008.

M.B.A. HR 307: STRATEGIC HUMAN RESOURCE MANAGEMENT

Unit — I: Strategic role of HRM : Planning and Implementing Strategic HR policies, HR Strategies to increase firm performance — Investment perspectives of HR: Investment Consideration, investments in Training and Development, investment practices for improved Retention, Investments job secure work course, Nontraditional investment Approaches.

Unit — II: Managing Strategic Organizational Renewal: Managing Change and OD, instituting TQM programmes Creating Team based organizations, HR and BPR, Flexible work arrangement.

Unit — III: Establishing Strategic Pay Plans: Determining periods, Establishing periods, Pricing Managerial and Professional jobs, Compensation trends, Objectives of International Compensation, Approaches to international Compensation, Issues related to double taxation Cases.

Unit — IV: Managing Global Human Resources: HR and the internationalization of business, Improving International Assignments through selections, Training and maintaining International Employees, Developing International Staff and Multinational Teams.

Unit — V: Multinational, Global and Transnational Strategies: Strategic Alliances ,Sustainable Global Competitive Advantage, Globally Competent Managers, Location of Production Facilities — Repatriation Process — Case studies.

Suggested Books:

1. Gary Dessler, Human Resource Management, PHI, New Delhi, 2003.
2. Charles R. Greer, Strategic Human Resource Management, Pearson Education, 2003.
3. Luis R. Gomez-Mejia, David B. Balkin and Robert L. Cardy, Managing Human Resources, PHI, 2001.
4. Peter J. Dowling, Denise E. Welch, Randall S. Schuler, International Human Resource Management, Thomson South-Western, 2002.

M.B.A. HR 308: HUMAN RESOURCE INFORMATION SYSTEM

UNIT-I - Introduction - Data and Information needs for HR Manager; Sources of Data; Role of ITES in HRM; IT for HR Managers; Concept, Structure, and Mechanics of HRIS; Programming Dimensions and HR Manager with no technology background; Survey of Software Packages for Human Resource Information System including ERP Software such as SAP, Oracles Financials and Ramco's Marshal (only data input, output & screens);

UNIT-II -Data Management for HRIS - Data Formats, Entry Procedure and Process; Data Storage and Retrieval; Transaction Processing, Office Automation and information Processing and Control Functions; Design of HRIS: Relevance of Decision Making Concepts for Information System Design; HRM Needs Analysis - Concept and Mechanics; Standard Software and Customized Software; HRIS - An Investment.

UNIT-III -HR Management Process and HRIS-Modules on MPP, Recruitment, Selection, Placement, Module on PA System; T and D Module; Module on Pay A and Related Dimensions; Planning and Control; Information System's support for Planning and Control.

UNIT-IV -HR Management Process II and HRIS - Organization Structure & Related Management Processes including authority and Responsibility Flows, and Communication Process; Organization Culture and Power - Data Capturing for Monitoring and Review; Behavioral Patterns of HR and Other Managers and Their Place in Information Processing for Decision Making. M.A. Human Resource Management: Syllabus (CBCS) 32

UNIT-V-Security, Size and Style of Organizations and HRIS-Security of Data and Operations of HRIS Modules; Common Problems during IT adoption efforts and Processes to overcome; Orientation and Training Modules for HR & Other Functionaries; Place and Substance of HRIS and SMEs - Detailed Analytical Framework; Opportunities for combination of HRM & ITES Personnel; HRIS and Employee Legislation; An Integrated View of HRIS; Why and How of Winners and Losers of HRIS Orientation.

References

1. "The Agenda: What Every Business Must Do to Dominate the Decade", "Dr.MichaelHammer, Hammer and Company, One Cambridge Centre, Cambridge, MA, 02142
2. A Handbook of Human Resource Management Practice, "Michael Armstrong", Koganpage.
3. Managing and Measuring Employee Performance - Understanding Practice "Elizabeth HOULDS WORTH, Dilum JIRASINGHE", Kogan Page.
4. Accountability in Human Resource Management, "Jack J Phillips", Gulf Professional Publishing House.

M.B.A. HR 309: PERFORMANCE AND TALENT MANAGEMENT

- Unit - I:** An overview of Performance Management: Evolution of Performance Management- Definitions-Importance of Performance Management-Aims of Performance Management- Purpose of Performance Management- Principles of Performance Management-over view of Performance Management as a system, Dimensions of Performance Management- What a Performance Management system should Do? Linkage of Performance Management to other HR Process.
- Unit - II:** Process of Performance Management: Overview of Performance Management process- Performance Management process- Performance Management planning-the planning process-Drawing up the plan- Mid-cycle review process, end-cycle review process- Evaluating the performance planning process.
- Unit - III:** Performance Appraisal: Definitions and Dimensions of Performance Appraisal- purpose of Performance Appraisal-necessity of Performance Appraisal and its usage by organisations, characteristics of Performance Appraisal- Performance Appraisal process- Performance methods-traditional methods and modern methods, concept of 360 -degree feedback system, purpose, process, advantages and disadvantages of the 360- degree method, the impact of 360- degree feedback on organisations.
- Unit - IV:** Introduction to Talent Management: Introduction Talent Management-History, the scope of Talent Management-need of Talent Management-Key process of Talent Management- Talent Vs Knowledge people, source of Talent Management- consequences of failure in managing talent-tools for managing talent-Challenges of Talent Management-Factors of unique talent management approach.
- Unit - V:** Building Blocks for Talent Management: Introduction, effective Talent Management system- Talent Management process-importance of Talent Management process- Importance steps to assess Talent Management process-stages of Talent Management- Essentials of Talent Management process-linkage between Talent Management process and work fource. .

Suggested Books:

1. G.K. Suri, C.S. Venkataratnam, N.K. Gupta, 2004, Performance Measurement and Management - Excel Books Pvt. Ltd.,
2. Dinesh K Srinivastava, 2005, Strategies for performance management - Excel books.
3. T.V.Rao, 2006 Performance Management and Appraisal Systems - Response Books.
4. Richard S Williams, 2006, Managing Employee Appraisal- Thomson Publishers.
5. Agwnis, 2006, Performance Management - Pearson.
6. PremChadha, 2006, Performance Management - Macmillan India Ltd.
7. T.V.Rao, 2006, Redesigning Performance Appraisal System - Tata McGraw Hills.
8. Editor Mike Walter, 2006 The Performance Management Hand Book: Jaico Publishing House.
9. King P, 2006 Performance Planning and Appraisal - Tata McGraw Hills.
10. T.V. Rao 1999, appraising and Developing Managerial Performance, Excel Books.
11. T.V. Rao et al. (Ed.) 2006, 360 Degrees Feedback and Performance Management System (Volumes One, Two and Three), Excel Books.

M.B.A. HR 310: LEADERSHIP AND CHANGE MANAGEMENT

- Unit—I:** Nature and importance of leadership — Leadership roles — Leadership motives — Leadership as a process — the complexities of leadership — Measures of success and failure — Guidelines for leadership. Effective leadership behaviors and attitudes — Super leadership — Situational influences on effective leadership behaviour — leadership styles — Situational leadership.
- Unit—II:** Leadership of quality and technology — Leadership practices that foster Total Quality Management. Leadership development, succession and the future — Leadership development programmes — Evaluation of leadership development efforts. Mentoring — Mentoring in Indian Organisations.
- Unit—III:** Formation and maintenance of Organizational culture — The cultural web — Cultural influences and cultural management — Cultural factors influencing leadership practice. Leader's role in shaping and reinforcing culture — assessing organisational culture — Organisational culture inventory — Kilman — Season culture gap survey — Triangulation Developing a global organisational culture — Developing an ethical Organisational culture — Fostering a learning culture in organisations.
- Unit—IV:** Organisational change — Nature of change — Sources of change — Impact of change on organisations — Resistance to change. Perspectives on change — Contingency Perspective — Resource dependence Perspective — Population ecology Perspective — Institutional perspective Types of change — Incremental change — Radical change — Participative change — Directive change. Organisational design for change — Approach to effective organisational design — Key roles in organisational change. Visionary leader as change agent.
- Unit—V:** Managing creativity and innovation. Institutionalizing creativity and innovation.

Suggested Books:

1. Leadership — Richard Hughes, Robert Ginnett, GiridonCurphy — McGraw Hill — 1999.
2. Leadership — DubrinJ.Andraw — All India publishers and Distributors Ltd., - 1985.
3. Cases in leadership, Ethics and Organisational Integrity — Lynn Sharp Paine — McGraw Hill — 1997.
4. OrganisationalBehaviour — Richard Pettinger — MacMillan - 1990.
5. OrganisationalBehaviour — Foundations, Realities and Challenges — Debra L Nelson, James Campbell — West Publishing Company — 1990.
6. Managing Organisational Change — V.Neelakanth, S. Ramnarayan, - Response Books, New Delhi — 2000.

M.B.A. FM 305 : Security Analysis and Portfolio Management

Unit — I: Investment — Objectives, Nature, Channels of Investment — Investment and speculation process of investment. Capital Markets — Stock Exchanges — BSE NSE — OTCEI — Trading in stock exchanges — New issue market.

Unit — II: Return — measurement of return — Traditional techniques — Holding period — Statistical methods — Probability distribution — Calculation of expected return. Risk — risk factors, risk classification — Systematic risk — unsystematic risk — Standard deviation — Variance — Correlation Coefficient — Beta — Calculating expected return and risk.

Unit — III: Valuation — approaches of valuation — Bond valuation — Preference share Valuation — Common stock valuation. Fundamental analysis — Economy, Industry and Company analysis and Technical analysis.

Unit — IV: Portfolio — Process of Portfolio Management, Traditional view — Diversification — Modern Portfolio models — Markowitz model — Sharpe single index model, Capital Asst. Pricing model.

Unit-V: Portfolio selection — efficient frontier — Utility, functions and optional portfolio — Evaluation of Portfolio Performance — Mutual funds — Concept, objectives and functions of mutual funds.

Suggested Books:

1. Avadhani V.A., "Security Analysis and Portfolio Management" Himalaya Publishing House, Mumbai.
2. Donald E. Fisher, Ronald J. Jordan, "Security Analysis and Portfolio Management", Prentice Hall of India (P) Ltd., New Delhi.
3. Jack Clark Frances, "Investment Analysis and Management", McGraw Hill Book Company, New York.
4. Preethi Singh, "Investment Management", Himalaya Publishing House, Mumbai.

M.B.A. FM 306. STRATEGIC FINANCIAL MANAGEMENT

- Unit—1: Corporate Valuation and Value Based Management: Methods of corporate valuation: Discounted Cash Flow method; Comparable Company method; Adjusted book value methods; Rationale for shareholder wealth maximization; Value based management systems; Marakon approach; Alcar approach; Mckinsey approach; Alignment of interest; Agency considerations; Corporate governance; Management compensation.
- Unit—II: Capital Budgeting Strategy: Multiple investments and risk management — Simulation and portfolio approaches. Evaluation of managerial option to expand, contract, postpone and abandon projects. Capital Rationing — Concept, Causes and process — Methods —Aggregation, incremental, probability index, postponement index, weighted index, Allocating resources to divisions, BCG approach. Capital budgeting growth Bond refunding. Treatment of external costs & benefits in investment decisions; Concept and rationale of social cost benefit analysis (SCBA).
- Unit — III: Mergers and acquisitions: Types — Horizontal, Vertical and Conglomerate Mergers-Characteristics; Theories of mergers — efficiency theories, information and signaling; agency problems and managerialism; the free cost flow hypothesis, market power and tax considerations. Timing of merger activity. Valuation problems of M&A. Cross border acquisitions — the role of exchange rates and takeover process, the trade off between costs and political instability. Restructuring: Joint Ventures — financing and evaluation — rationale and role of JVS. Reasons for failure. Sell-off and divestitures — types and motives, explanations and rationale, regulatory frame work. Takeover Defenses: Financial Defenses measures, coercive offers and defense, position pill defense, targeted share repurchase, stand still agreements, strategic reactions by targets.
- Unit — IV: Management of Risk: Product-Market and Capital-Market risks. Risk management — not avoidance — is the objective. Total risk matters. Characteristics of high risk firms and methods of reducing corporate risk. Risk reporting: Internal reporting — corporate, business unit and desk level risk. External reporting — regulatory requirements regarding disclosure and transparency.
- Unit — V: Designing New Financial Instruments: Need — Environmental factors and intra-firm factors. A model for new product development — Directions, Design, testing and introduction, instrument preview Motivations. Pricing efficiency, regulatory/policy constraints, market access, market expertise and desire to deal with a single party. Issuer-motivation-Arbitrage transactions and non-arbitrage transactions. Innovation products in the Indian markets —Warrants, Convertibles etc., and their valuation.

Suggested books:

1. Prasanna Chandra, Financial Management, Tata McGraw Hill — 2000.
2. Weston J.F. Chung K.S. Hoge S.E., Mergers, Restructuring and Corporate Control, PHI — 1996.
3. Marshal J.F. Bansal V.K. Financial Engineering, PHI — 1996.
4. Marc Lore & Lev Borodovsky, The professionals Hand book of Financial Risk Management, Butter Worth& Heinemann — 1996.
5. William H. Beaver & George Parker, Risk Management: Problems and Solutions, McGraw Hill — 1996.
6. Joel M. Stern & Donald H.Chew Jr. The Revolution in Corporate Finance, Blackwell Finance — 1992.

M.B.A. FM 307: FINANCIAL MARKETS AND SERVICES

Unit—I: The basic theoretical Framework: The Financial System and its technology; The factors affecting the stability of the Financial System; Development Finance Vs. Universal Banking; Financial Intermediaries and Financial Innovation; RBI-Central Banking. The Financial Institutions: A brief historical perspective. An update on the performance of IDBI, ICICI, IFCI and SFCs, LIC & GIC.

Unit—II: The Banking Institutions: Commercial banks — the public and the private sectors — structure and comparative performance. The problems of competition; interest rates, spreads and NPAs. Bank capital — adequacy norms and capital market support. The Non-Banking Financial Institutions: Evolution, control by RBI and SEBI.

Unit — III: Insurance: The Economics of Insurance; Life Insurance; Reinsurance; The Insurance Industry and its regulation. Efficiency and the Structure of the Insurance Industry' Pension funds; pension plans today.

Unit—IV: Financial Services: Asset fund based Financial services — Lease finance, Consumer credit and hire purchase finance, Factoring definition, functions, advantages, evaluation and forfeiting, bills discounting, housing finance, venture capital financing. Fee-based/Advisory services: Stock broking, credit rating. Merchant Banking: Functions and activities, Underwriting, Bankers to an Issue, Debenture Trustees, Portfolio Managers.

Unit-V: Operations: Financial Assets/Instruments Rights issues, issue of Debentures, Depository System in India - depository system, the Depository Act of 1996 and depository participants. NSDL, CDSL and benefits of a depository system.

. The regulatory framework: SEBI and Regulation of Primary and Secondary Markets, Company Law provisions.

Suggested Books:

1. Avadhani: Investment and Securities Markets in India, Publications, Delhi
2. Bhole, L.M. Financial Markets and Institutions, Tata McGraw Hill, Delhi.
3. Khan.M.Y. Indian Financial System, Tata McGraw Hill, Delhi.

M.B.A. FM 308: GOODS & SERVICE TAX

UNIT-I: Introduction: Overview of Goods & Service Tax – Old Tax System and its Drawbacks- Need for Tax reforms – Kelkar Committee on Tax Reforms-Constitutional Amendments- Introduction to GST – Concepts- Process of GST Implementation-Territorial Jurisdiction-Multiple Rates of GST.

UNIT-II: GST Model: Kelkar- Shah Model-Comprehensive structure of GST model in India: Advantages and Drawbacks of GST- Features of single and Dual GST Models.

UNIT-III: Taxes and Duties: Transactions & Taxes covered under GST- Taxes and duties outside the purview of GST: Tax structure, Computation administration of Tax on items containing Alcohol, Petroleum products and Tobacco products – Taxation of Services.

UNIT-IV: Inter State Goods and Services Tax: Major advantages of IGST Model – Interstate Goods and Service Tax: Transactions within a State under GST- Inters state Transactions under GST – Illustrations.

UNIT- V: Time of Supply of Goods & Services: Scope of Supply- Place and Value of Supply- GST Rate Structure. Input Tax Credit- Tax Invoice –Distribution of Credit-Procedures and Records for Input Tax Credits-Utilization, Recovery of Input Tax Credit-Levy and Collection, Tax Liability, Reserve Charge, Composite and mixed Supplies, Exemptions and Non-Taxable supplies.

REFERENCE BOOKS:

1. Goods and Services Tax in india- Notifications on different dates
2. GST Bill 2012.
3. Background Material on Model GST Law, Sahithya Bhawan Publications, Hospital Road, Agra-282003.
4. The Central Goods and Services Tax Act, 2017,NO.12 OF 2017 Published by Authority Ministry of Law and Justice, New Delhi, the 12th April,2017.

M.B.A. FM 309: MANAGEMENT CONTROL SYSTEMS

Unit—I: Characteristics of Management Control System - Evolution of control systems in an organization - Relating system to organizational objectives -Strategic Planning, Management Control and Operational Control - Goal Congruence - Cybernetic Paradigm of Grissinger - Functions of the Controller.

Unit—II: Responsibility Centers - Types of Responsibility Centers – Expense Centers, Profit Centers and Investment Centers - Budgetary Control as a tool for Management Control Systems - Engineered, Discretionary and Committed Costs - Approaches to budgeting w.r.t. Engineered and Discretionary costs - Benchmarking and Total Cost Management

Unit—III: Transfer Pricing (Market based and Cost Based) - Related numerical problems - Return on Investment, Economic Value Added, Capital Budgeting and Ratio Analysis as a tool to management performance measurement

Unit—IV: Management Control Systems in Service Sector vis-à-vis in Manufacturing Sector Financial and Non-financial performance measures w.r.t. Balance Score Card (Rock Water's Model). Long Range Planning -Converting corporate vision into a long-range plan - Input Output Relationship

Unit—V: Introduction to Audit Function as a control tool covering Financial Audit, Internal Audit and Cost Audit - Management Audit - Principles and Objectives

Suggested Books

1. Management Control Systems, 10th Ed. - Anthony and Govindrajana
2. Practical Auditing - B.N.Tandon
3. Cost Accounting - B.K.Bhar
4. Management Control Systems - Kirby
5. Financial Management - Prasanna Chandra

M.B.A. FM 310: INSURANCE AND RISK MANAGEMENT

Unit—I: Overview of Risk, Risk identification, Risk, Insurance and Management: Introduction to Risk and Insurance. Risk identification and Risk Evaluation, Risk assessment & Management- Risk analysis: Exposure of physical assets, financial assets, and Human assets, Exposure to legal liability. Risk Management and control.

Unit—II: Risk Management using futures and forwards differences-valuation of futures, valuation of long and short forward contract. Mechanics of buying & selling futures, Margins, Hedging using futures -specification of futures - Commodity futures, Index futures interest rate futures-arbitrage opportunities. Swaps: Mechanics of interest rate swaps —volatility of interest rate swaps —currency swaps —valuation of currency swaps.

Unit—III: Risk Management using Options: Types of options, option pricing, factors affecting option pricing — call and put options on dividend and non-dividend paying stocks put-call parity-mechanics of options- stock options- options on stock index- options on futures — interest rate options. Concept of exocotic option. Hedging & Trading strategies involving options, valuation of option: basic model, one step binomial model, Black and Scholes analysis, option Greeks. Arbitrage profits in options.

Unit—IV: Commodity derivatives: commodity futures market-exchanges for commodity futures in India, Forward markets, commissions and regulation of commodities traded — trading and settlements — physical delivery of commodities. Interest rate markets-Type of rates, Zero rates, Bond pricing, Determining Zero rates, Forward rules, Forward rate agreements (FRA), Treasury bond & Treasury note futures, Interest rate derivatives (Black model).

Unit—V: Credit risk-Bond prices and the probability of default, Historical default experience, Reducing exposure to Credit risk, Credit default swaps, Total return swaps, Credit spread options, Collateralized debt obligation. Value at Risk (VAR)-Measure, Historical simulation, Model building approach, linear approach, Quadratic model, Monte Carlo simulation, stress testing and back testing

Suggested Books:

1. Harrington E. Scott and Niehaus R. Gregory, Risk management and insurance, Tata McGraw Hill Education New Delhi 2004
2. Dorfman S. Mark, introduction to risk management and insurance Prentice hall of India, New Delhi, 2005
3. Jr., C. Arthur C Williams, Peter C Young, Michael L. Smith, Risk Management & Insurance, McGraw-Hill/Irwin; 8th edition
4. Vohra & Bagri, "Options & Futures", Tata McGraw Hill Education New Delhi, 2/e
5. Dubofsky & Miller, "Derivatives- Valuation & Risk Management", Oxford University Press, New Delhi, 2004/05.

M.B.A. MM. 305: STRATEGIC MARKETING MANAGEMENT

Unit—I: Strategic Marketing Management — Objectives & concept of Strategic Marketing Management - Strategy Formulation — Vision, Mission, Objectives and Goals of business and their relationship with Strategic Marketing Management.

Unit—II: Strategic Marketing analysis — SWOT Analysis, GAP Analysis — Competitive Analysis — Porter's 5 forces Model of competition, BCG Matrix, GE 9 Cell Model as basic foundation of Strategic Marketing, McKinsey's 7s framework for analyzing and improving organizational effectiveness.

Unit—III: Marketing Strategy Implementation — Integration of Marketing Strategies and their application to different business sectors — FMCG, Industrial, & Services. Hurdles in the implementation of marketing strategy.

Unit—IV: Specific strategy initiatives — New product development and introduction strategies, Planned or unplanned strategy withdrawals / obsolescence, Contingency / alternative strategic planning, Brand Strategies in FMCG markets, Rural and export marketing strategies, Marketing strategies for IT and ITES industries.

Unit—V: Marketing Strategy Evaluation — Marketing Audits & their scope — Measurement of Marketing Performance and its feedback to next year's marketing strategy formulation. Marketing Strategy Case Studies - (One contemporary case study to be incorporated in the question paper) One case study on each of the strategy initiatives (Product, Price, Promotion and Distribution as well as People, Process & Physical Evidence) for different business sectors.

Suggested Books:

- 1** Marketing Management: Analysis, Planning & Control: - Phillip Kotler
- 2.** Business Policy & Strategic Management — AzarKazmi
- 3.** Strategic Marketing-David W.Cravens, Nigel F. Piercy
- 4.** Marketing Strategy, TMH Ed. - Boyd Walker, Mullins Larrech

M.B.A. MM 306: CONSUMER BEHAVIOUR

Unit—I: Consumer Behaviour — Meaning — Need for studying Consumer behavior — Factors influencing consumer behaviour — social, economic, psychographic. Individual influence, group influence — influence of religion, culture, language, status etc

Unit—II: Individual influencing factors — product perception, learning, attitude and personality — Social and cultural setting Reference groups, family, social class, influence of culture, sub-cultural and cross-cultural aspects.

Unit—III: Consumer Decision making process: Personal influence and opinion leadership process. Diffusion of innovations, consumer Decision Making Process-New Product purchase, repeat purchase.

Unit—IV: Models of Buyer Behaviour - Howard Model, Howard- Sheth Model - EKB Model - Webster and Wind Model. Consumerism: The roots of consumerism, consumer safety, consumer information.

Unit—V: Consumer Protection: Consumer Protection Act 1986 - Central Consumer Protection Council - State Consumer Protection Council — District Consumer Protection Council - Consumer Disputes Redressal Forums.

Suggested Books:

1. Leon G.Schiffman&LesticLazerKarnuk, "Consumer Behaviour" Prentice Hall of India.
2. SujaR.Nair, "Consumer Behaviour(text and cases)".
3. Kumar, Conceptual Issues in Consumer Behaviour: The Indian Context, Pearson Education, New Delhi, 2003.
4. David L Loudon and Albert J Della Bitta, Consumer Behaviour, 4/e, TMH, New Delhi, 2002.
5. Michael R.Solomon, Consumer Behaviour, 5/3, Prentice Hall of India, New Delhi, 2003.

M.B.A. MM 307: SERVICES MARKETING

Unit — I: Introduction to Services Marketing: Importance and characteristics of Services: Growth of Services Sector; Services in the Indian Economy — Services Strategy.

Unit — II: Consumer Behaviour in Services — Market Segmentation and Services Positioning — Service Demand Management — Designing and Managing Service Product.

Unit — III: Service Quality Management: Service Quality Audit — GAP Model of Service Quality — Total quality Services Marketing — Service Excellence — Pricing of Services — Pricing Strategies Linked to Value Perceptions.

Unit — IV : Service Distribution — Managing Physical Evidence — Internal Marketing.

Unit- V: External Marketing: Word of Mouth Communication. Interactive Marketing: Management of Moments of Truth — Service Deficiencies — Consumer Grievance and Recovery Strategies.

Suggested Books:

1. K.RamaMohanaRao: Services Marketing, Pearson Education, New Delhi.
2. Shajahan, S. Services Marketing — concepts, Application and Cases, HimalayaPublishing House Pvt. Ltd., Mumbai.
3. ValeriZeithmal and Mary Jo Bunter: Services Marketing, Tata McGraw Hill, New Delhi.
4. Christian Gronrose: Services Management and Marketing, Maxwell Macmillan.
5. Christopher Lovelock: Services Marketing, Pearson Education, Delhi.
6. SM Jha, Services Marketing, Himalaya Publishers, New Delhi.
7. R. Srinivasan, Services Marketing, PHI Publishers, New Delhi.
8. B. Balaji, Services Marketing & Management, S Chand Publishers, New Delhi
9. Ravi Shankar, Services Marketing, Excel Books, New Delhi.
10. Audrey Gilmore, Services Marketing & Management, Sage Publishers, New Delhi.

M.B.A. MM 308: CUSTOMER RELATIONSHIP MANAGEMENT

Unit-I: Concepts and Context of CRM: Definition — Importance — CRM as part of a customer service quality — The business environment of CRM: legal, ethical, economic, competitive and social environment.

Unit-II: Understanding Customers: Consumer Behaviour principles — Organizational buyer behaviour — Retail and business customer profiling — Relationship life cycles — Understanding and evaluating customer business plans.

Unit-III: Information Gathering Collation, Analysis and Evaluation: Principles of customer research. Using internal information sources: Using customer data — Data warehousing and data mining — Segmentation and targeting. Identifying cost effective external information sources: Published data — Using the Internet — Market research.

Unit-IV: Managing Customer Relationships: Understanding and managing customer expectations. Developing customer confidence. Building relationships by adding value to customers cost effectively. Planning and making persuasive presentations. Managing customer contact strategies: Face-to-face — Telephone — Post/email — Internet. Dealing with difficult situations: Imparting bad news — Closing accounts — Exit strategies.

Unit-V: Developing CRM strategy: The role of CRM in business strategy. Understanding service quality: Technical quality: product knowledge — Functional quality — Determinants of service quality. Managing customer communications. Measuring performance of CRM: Setting standards — Customer satisfaction — Portfolio profitability.

Suggested Books:

1. Brown, A. Stanly — *Customer Relationship Management*, Johwilly and Sons, Canada 2001.
2. Dyche Jill — *The CRM Handbook A Business Guide to CRM*, Pearson Education Asia, New Delhi — 2002
3. Gosney, John W. and Thomas P. Boehm: *Customer Relationship Management Essentials*, Prentice Hall , New Delhi.
4. Roberts, M.L and P.D Berger: *Direct Marketing Management*, Prentice Hall, New Jersey.
5. Seth, Jagdish N. et. al.: *Customer Relationship Management*, Tata McGraw Hill Publishing Co., New Delhi.
6. Stone, Merlin and Neil Woodrock: *Relationship Marketing*, Kogan Page, London.

M.B.A. MM 309: RETAIL MAREKETING MANAGEMENT

Unit — I: Introduction to the world of Retailing: Advent of retailing — Functions of retailing — Types of retailing — Customer buying behaviour.

Unit — II: Retailing Strategy: Target market and Retail format — Growth strategies — Strategic retail planning process — Factors to be considered for retail planning. Merchandize Management: Merchandize planning — Sources of merchandize — Category Management — Buying systems to stores —Allocation of merchandize.

Unit — III: Pricing and Communication Strategies in Retailing: Retailing pricing strategies — Approaches for setting pricing — Pricing adjustments — Using price to stimulate retail sales — Promoting the merchandise —Implementing an advertising plan.

Unit — IV: Location strategies: Shopping centers — Freestanding sites — Location and retail strategies — Factors affecting the demand for a region or trade area —Factors affecting the attractiveness of a site.

Unit — V: Retailing in India: The present Indian retail scenario — Factors affecting retailing in India — Region wise analysis of Indian retailing — Retailing opportunities in India. CRM in retail management, prompt delivery, customer satisfaction after sales service etc.

Suggested Books:

1. Levy and Weitz, Retailing Management, 5th Ed, TMH, 2003
2. A.J.Lamba, The art of Retailing, 1st Ed, TMH, 2003.
3. Andrew J Newmann and Petescullen, Retailing Management 1st Ed, Thomson Learning, 2003.
4. George H Lucas, Robert P Bugh and Larry G. Gresham Retailing Management, 1997 1st, AIPD.
5. Barry Berman Joel and R Evans, Retailing Management — A Strategic Approach, 8th Ed, Pearson Education, 2002.
6. Gilbert, Retail Marketing Management, Pearson Education.

M.B.A. MM 310: SALES AND DISTRIBUTION MANAGEMENT

Unit — I: The Marketing Communication Process — Integrated Marketing Communication Strategy. Role of different elements of promotion mix in marketing communication. A model of communication effects.

Unit — II: Advertising planning and Decision Making — Advertising objectives. Creative strategy: The creative idea, creative execution tactics for low and high involvement persuasion. Creative execution: Attention and structure of Advertisements. Media strategy and implementation.

Unit — III: Personal Selling — Objectives, Strategy: Sales Planning, Sales Management, Personal Selling and Salesmanship. Sales Management: Recruiting, Selecting, Training, Motivating, Compensating, Evaluating and Supervising Sales force. Sales budgets quotas and sales territories.

Unit — IV: Marketing Channels: Structure, functions and Relationships. Channel design and Management decisions. Vertical, Horizontal and Multi channel Marketing Systems. Physical distribution strategic issues and key decisions in retailing and wholesaling. Direct marketing.

Unit—V: Sales promotion, publicity and supplementary media objectives and types of consumer and trade promotions. Yellow pages, specialty advertising and e-marketing publicity and media.

Suggested Books:

1. Batra, Myers and Aaker: Advertising Management, PHI — 1999.
2. Rossiter and Percy: Advertising Communications and Promotion Management, McGraw Hill International Editions — 1988.
3. Still, Cundiff and Govani: Sales Management, **PHI** — 1988.
4. Stern louis and El -Ansaryhrdel: Marketing Channels Prentice International Edition, Enyelwoold cliff — 1999.
5. Ron Hasty and James Reardon: Retail Management, McGraw Hill International Edition —1997.
6. Bovi and Thill: Advertising for Excellence, McGraw Hill-1980.

DRAVIDIAN UNIVERSITY

Srinivasavanam: KUPPAM-517426
SCHOOL OF COMMERCE & MANAGEMENT

MBA IV Semester Subjects

405. International Business

406. Strategic Management

407. Operations Research

408. Viva-Voce

ELECTIVES:

Human Resource:

HR 411 Knowledge Management

HR 412 International Human Resource Management

HR 413 Labour Legislation & Management

HR 414 Compensation Management

HR 415 Employee Empowerment

HR 416 Management of Creativity & Innovation

Finance:

FM 411 Financial Derivatives

FM 412 International Financial Management

FM 413 Security Market Operations

FM 414 Financial Engineering

FM 415 Mergers and Acquisitions

FM 416 Tax Planning and Management

Marketing:

MM 411 Product and Brand Management

MM 412 Advertising and Sales Promotion

MM 413 Rural Marketing

MM 414 International Marketing Management

MM 415 Industrial Marketing

MM 416 Marketing Research

M.B.A. 401: INTERNATIONAL BUSINESS

Unit—I: International Business — an overview Introduction field of International Business, Stages of Internationalization, Approaches of International Business, Theoretical explanations of International Business Environment. Political and Cultural Environment. International Financial Institutions.

Unit—II: Government Influence on Trade — Rationale for Government Intervention, Forms of Trade Control, Genesis and establishment of WTO, TRIPS & TRIMS.

Unit—III: Regional Economic Integration and Business Opportunities — Forms of Economic integration, Major Trading Blocks — European Union, NAFTA, EFTA, APEC, ASEAN, SAPTA Countervailing Forces — SARC.

Unit—IV: Managing International Business — Strategy and structure in the International Organization. International Strategic Planning — formulation and implementation, Organizing International Operations — Basic Organizational Structure, Organizational Characteristics of MNCs, Trans cultural Communication — Overall communication process, Communication Effectiveness, Decision Making Controlling.

Unit-V: International Strategic Management and Ethics — Strategy and strategic Management Process, Global Company, Business life cycle, International product life cycle, Entering international markets, Business ethics and International Business.

Suggested Books

1. SubbaRao P, "International Business", Himalaya Publishing House, Mumbai, 2000.
2. Shiva Ramu S, "International Business", Anmol Publications.
3. Donald Ball : International Business : The Challenge of Global Competition, McGraw Hill, 1999.
4. Edgar P Hibbert: International Business — Strategy and Operations, McMillan Ltd.

M.B.A. 402: STRATEGIC MANAGEMENT

Unit—I: Introduction — Concepts in Strategic Management, Strategic Management as a process — Developing a strategic vision, Mission, objectives, Policies — Factors that shape a company's strategy — Concepts of core competence, crafting a strategy.

Unit—II: Environmental Scanning: Industry and Competitive Analysis — Methods. Evaluating company resources and competitive capabilities — SWOT Analysis — Strategy and Competitive advantage. Strategic Analysis and Choice : Tools and techniques — Porter's Five Force Model, BCG Matrix, GE Model, Market Life Cycle Model — Capability Maturity Model (CMM) and Organisational Learning, Impact Matrix and the Experience Curve, Generic Strategies.

Unit—III: Strategy Formulation: Strategy Frame work for analyzing Competition, Porter's Value Chain Analysis, Competitive Advantage of a Firm, Exit and Entry Barriers — Formulation of strategy at corporate, business and functional levels. Types of Strategies: Offensive strategy, Defensive strategy, Vertical integration, horizontal strategy; Tailoring strategy to fit specific industry and company situations.

Unit—IV: Strategy Implementation : Strategy and Structure, Strategy and Leadership, Strategy and culture connection — Operationalising and institutionalizing strategy — Strategies for competing in Globalizing markets and internet economy — Organisational values and their impact on strategy — Resource Allocation as a vital part of strategy — Planning systems for implementation.

Unit-V: Strategy Evaluation and Control: Establishing strategic controls —Measuring performance — appropriate measures — Role of the strategist —using qualitative and quantitative benchmarking to evaluate performance —Strategic Information Systems — problems in measuring performance — Guidelines for proper control — Strategic surveillance — Strategic Audit —Strategy and Corporate Evaluation and feedback in the Indian and international context.

Suggested Books:

1. SubbaRao P, "Business Policy & Strategic Management", Himalaya Publishing House, Mumbai, 2000.
2. Thomson &Stricland, "Strategic Management", McGraw Hill, New York.
3. FRED R Mc FADDEN Modern Web Commerch. Published by Pearson Education Ltd., Delhi

M.B.A. 403: OPERATIONS RESEARCH

Unit – I - Introduction to OR: Meaning and scope of OR, Definition of general LPP, Formulation of LPP, solution of LPP by graphical Method —Fundamental theorem of LPP, simplex algorithm — Concept of artificial Variables, Big — M method and two — phase simplex method — Concept of duality Dual simplex method.

Unit – II - LPP Simplex Method & Transportation Problems: (Maximization and Minimisation) Degeneracy, Dual: Dual formulation, Solution of dual, Economic interpretation of dual. Mathematical model, IBFS using northwest corner rule, Row and Column Minimum methods, Matrix minimum method (LCM) and Vogel's approximation method, Unbalanced TP, Degeneracy, Optimality Test and Managerial applications.

Unit – III - Assignment Problem (AP): Mathematical model, Unbalanced AP, Restricted AP, Traveling salesman problem, Managerial applications of AP and TSP.

Unit – IV - Integer programming problem — Introduction, All and Mixed IPP, Gomory's All-I.P.P. method, All I.P.P. Algorithm the Branch and Brand Technique.

Unit – V - Game Theory: Concepts, saddle point, Dominance, Zero-sum game, two three and more persons games, analytical method of solving two person zero sum games, graphical solutions for (mX2) and 2Xn) games. Sequencing: Introduction — Definition — Terminology and Notations —Principle Assumptions — Type I: Problems with n jobs through two machines - Type II: processing n jobs through three machines A,B,C —Type III: problems with n jobs and k Machines — Type IV: problems with 2 jobs through k machines.

Suggested Books:

1. N.D.Vohra, 2001, Quantitative Techniques in management, Tata McGraw Hill, 2nd Edition.
2. Barry Render, Ralph M. Stair, Jr. and Michael E.Hanna, 2007, Quantitative analysis for management, 9th Edition, Pearson/PHI
3. A.Ravindren, Don T.Phillips and James J.Solberg, 2000, Operations Research Principles and Practice, John Wiley and Sons, 2nd Edition.
4. J.K. Sharma, 2005, Operations Research Theory and Applications, Macmillan.
5. Pannerselvam, R, 2006, Operations Research — An introduction, Pearson Education, 7th Edition/Prentice Hall of India.
6. KantiSwaroop, P.K. Gupta and Man Mohan: Operations Research Sultan Chand

Suggested Books:

7. N.D.Vohra, 2001, Quantitative Techniques in management, Tata McGraw Hill, 2nd Edition.
8. Barry Render, Ralph M. Stair, Jr. and Michael E.Hanna, 2007, Quantitative analysis for management, 9th Edition, Pearson/PHI
9. A.Ravindren, Don T.Phillips and James J.Solberg, 2000, Operations Research Principles and Practice, John Wiley and Sons, 2nd Edition.
10. J.K. Sharma, 2005, Operations Research Theory and Applications, Macmillan.
11. Pannerselvam, R, 2006, Operations Research — An introduction, Pearson Education, 7th Edition/Prentice Hall of India.
12. KantiSwaroop, P.K. Gupta and Man Mohan: Operations Research Sultan Chand.

M.B.A. HR 405: KNOWLEDGE MANAGEMENT

Unit – I - Introduction: Definition, Scope and significance of Knowledge Management — Difficulties in Knowledge Management — Techniques of Knowledge Management — Road map of Knowledge Management —Implementation of Knowledge Management — Knowledge sharing —Knowledge hierarchy — Types of Knowledge.

Unit – II - Drivers of Knowledge Management: Pillars of knowledge management —Knowledge management framework — Supply chain of knowledge management — Six Cs for creating effective knowledge management —Formulation of Knowledge management strategy — Implementing a knowledge management programme — Critical success factors in knowledge management implementation.

Unit – III - Technology and Knowledge Management: Technology components for knowledge management — Information Technology and Knowledge Management — E commerce and Knowledge Management — Total Quality Management and Knowledge Management — Benchmarking and Knowledge Management.

Unit – IV - Human Resource Management and Knowledge Management: Definition of Knowledge worker — Managing knowledge worker — Career ambitions — Professional effectiveness — Job Hopping — Brain Drain of knowledge worker — Reward systems — Effective Career planning — Performance measurement — Training and Development.

Unit – V - Learning Organisations: Organisations as learning systems — The mystique of a learning organisation — Out comes of learning — Learning and Change — Innovation, Continuous Improvement, Corporate Transformation.

Suggested Books

1. ArchanaShukla&Srinivasan R, "Designing Knowledge Management Architecture", Sage India Publications, New Delhi, 2002, Rs.225.
2. Besterfield, "Total Quaality Management", Pearson Education India, New Delhi, Rs.375.
3. Chun Wei Choo, "The Knowledge Organisations", Oxford University Press, New Delhi, £24.99.

M.B.A. HR 406: INTERNATIONAL HUMAN RESOURCE MANAGEMENT

- Unit—I:** Introduction to International HRM — Concept, HRM at International Perspective — Distinction between Domestic and International FIRM, Reasons for emergence of IHRM, Socio-cultural context, Organizational dynamics and IHRM: Role of culture in International HRM — The Challenges of International Human Resource Management.
- Unit—II:** Strategies for International Growth: Exploiting global integration-The logic of global integration, differentiation, Mastering expatriation, beyond the traditional expatriate model, the limits of global integration becoming locally responsive: Cross Cultural Theories — International Recruitment and Selection Process, Culture and Values.
- Unit—III:** Performance Management: A conceptual background, Constraints in goal attainment, models, performance and appraisal in IHRM appraisal of expatriate, Training and development in international context: Context Backdrop of international training, Current scenario in international training and development, developing international staff and multinational teams, knowledge transfer in multinational companies.
- Unit—IV:** International Compensation: International Compensation — Objectives, Components — Forms of compensation and factors that influence compensation policy, key components of international compensation, Approaches to international compensation, compensation practices across the countries, Approaches of Compensation in Global Assignments —Culture and Compensation.
- Unit—V:** Industrial Relations at Global Level: IR Scenario in Global Organizations— Trade Unions at International Level — Unions and International Industrial Relations. Response of labour unions to MNC's

Suggested Books:

1. Anne-WilHarzing & Joris Van Ruyosseveldt (eds.), International Human Resource Management — Sage Publications, New Delhi.
2. Peter J.Dowling: Intrnational Human Resource Management, Excel Publications.
3. Tayeb — International HRM, Oxford University Press
4. C.S. VenkataRatnam, Globalisation and Labour Management Relations, Sage, New Delhi.
5. Lawrence Kleiman, Human Resource Management, Wiley India, New Delhi.

M.B.A. HR 407: LABOUR LEGISLATION AND MANAGEMENT

Unit—I: Labour Legislations — Meaning, Importance and Relevance to HRM.

Unit—II: Legislations Relating to Employment and Working conditions:

- a. The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959.
- b. Industrial Employment (Standing Orders) Act, 1946.
- c. The Factories Act, 1948.

Unit—III: Legislations relating to Social Security:

- a. The Employees State Insurance Act, 1968.
- b. The Employees Provident Fund Act, 1952.
- c. The Payment of Gratuity Act, 1972.
- d. The Workmen Compensation Act, 1923.
- e. The Maternity Benefit Act, 1961.

Unit—IV: Legislations Relating to Trade Unions:

- a. The Trade Union Act, 1926.
- b. The Industrial Disputes Act, 1946.

Unit—V: Analysis, implications of above legislations for Management, Unions, Employees, Customers, Government and the Society.

Suggested Books:

1. Tripathi P C, "Industrial Relations and Labour Legislations", Sultan Chand & Sons, New Delhi.
2. Srivastva, "Industrial Relations and Labour Legislations", Vikas Publishing House, New Delhi.
3. Sinha&Sinha, "Industrial Relations and Labour Legislations", Oxford **IBH**, New Delhi.

M.B.A. HR 408: COMPENSATION MANAGEMENT

Unit—I: Introduction to Strategic Compensation Management:

Exploring and defining the compensation context — Compensation and Organization Strategy — Integrating Knowledge and Skill Requirements — Organization for Compensation — Employee Income Lifestyle — Compensation Pay — Social Class — Strategic analysis and Contextual Influence on Compensation Practices — Compensation Professionals Goals — Stake Holders of Compensation System.

Unit—II: Compensation and Employee Behaviour:

Bases for Traditional Pay System and Modern Pay System — Establishing Pay Plans — aligning Compensation Strategy with HR Strategy and Business Strategy — Seniority and Longevity pay — Linking Merit Pay with Competitive Strategy — Incentive Pay — Person focus to Pay — Team Based Pay.

Unit—III: Designing Compensation System:

Building internally consistent Compensation System — Creating Internal Equity through Job Analysis and Job Valuation — Building Market Competitive Compensation System — Compensation Surveys — Integrating Internal Job Structure with External Market Pay Rates — Building Pay Structures that Recognize Individual Contributions — Constructing a Pay Structure — Designing Pay for Knowledge Program.

Unit—IV: Employee Benefits Management:

Components — Legally required benefits — Benefits Administration — Employee Benefits and Employee Services — Funding Benefits through VEBA — Costing the Benefits — Components of Discretionary Core Fringe Compensation — Designing and Planning Benefit Program — Totally Integrated Employee Benefit program.

Unit—V: Contemporary Strategic Compensation Challenges:

International Compensation and Competitive Strategies •-- Executive Compensation Packages — Compensating Executives — Compensation the Flexible Workforce — Contingent Employees and Flexible Work Schedules — Compensation for Expatriates and Repatriates — Strategic Issues and Choices in Using Contingent and Flexible Workers.

Suggested Books:

1. Milkovich&NewMan, 2005, Compensation, Tata McGraw Hill, New Delhi.
2. MatthewJ. DeLuca, Hand Book of Compensation Management (Text Book Binding) —
Prentice Hall
3. Bhatia, Kanchan, "Compensation Management", Himalaya Publishing House, Mumbai.
Rs. 175/-.

M.B.A. HR 409: EMPLOYEE EMPOWERMENT

Unit—I: Empowerment: Meaning and definition-Scope and significance and importance — Limits of empowerment —Empowerment strategy — Process of empowerment — Self Efficacy — Empowerment practices —Merits of empowerment — Employee participation and empowerment —Characteristics of empowered organizations — Guidelines for introducing empowerment — Empowerment cycle —Effects of Empowerment — Different components of empowerment-Barriers of empowerment — Approaches to empowerment — Action plan for empowerment-Involvement Vs Empowerment —Models of empowerment — Empowerment Vs Disempowerment

Unit—II: Flexible Organisation Structure for Empowerment: Techno- Social Systems of Empowerment — Organization Structure and Empowerment —Types of Modern Organization Structures — Organization Culture and Empowerment — Cultural implications of Empowerment — Creative Empowerment Culture — Empowerment at different levels of organization structure.

Unit—III: Building and Operating Empowered Teams: Self-managed Work Teams — Multi-dimensional prospects of Employee Empowerment — Effects of operating empowered teams — Employee empowerment at different Career Stages — Process of building Empowered Teams — Rewarding Team Empowerment — Antecedents and consequences of team empowerment

Unit—IV: Changing The Behaviour of Individuals and Management For Empowerment: Distributed Leadership Models of Empowerment — Top Management Leadership and Employee Empowerment — Process of Empowering Leaders — Power, Culture, Leadership and Empowerment

Unit—V: Empowerment and Interface Aspect:Empowerment Vs Ownership, Power, Change — Empowerment as Motivational Strategy — Motivation and Retention Strategy — HRD and Empowerment — Benchmarking and Empowerment — Training and Empowerment — Empowerment and Quality Circles — Empowerment and Total Quality Management — Empowerment and Knowledge **Management.**

Suggested Books:

1. BikashBhaduri, "*Managing the Workforce*", Sage India Publications, New Delhi, 2000, Rs. 265.
2. Clutterbuck D, "*The Power of Empowerment*", Kogan Page Ltd., London, 1995.
3. Jane Smith, "*Empowering People*", KoganPage Ltd., London, 2000, £ 7.99.
4. Phil Lowe, "*Empowering Individuals*", (2 Vols), KoganPage Ltd., London, 1994, £ 199.00

M.B.A. HR 410: MANAGEMENT OF CREATIVITY AND INNOVATION

Unit—I: Creativity — Concept — Creative abilities — Determination of Creativity - Collective Creativity — Creativity as a Competitive Resource — Creative Process — Convergent and divergent thinking — Mechanisms of convergent and divergent thinking.

Unit—II: The Creative personality traits congenial to creativity — Blocks to creativity— Strategies for unblocking — The creative intelligence — Fluency — Flexibility — Originality.

Unit—III: Techniques of creative problem solving — Brain Storming — Attribute listing — check list of questions — Synaptic — Creative environment — Stimulant and hostile environments for creativity.

Unit—IV: Creative Organizations — Design of an innovative organization — Creative societies — the necessity — The characteristics — A model of a creative society — Creativity as a core of competitive excellence.

Unit—V: Management of innovation — Nature of innovation — Technological innovation — Management innovations — Innovative entrepreneurship — Agents of innovation.

Suggested Books:

1. Pradip,. N. Khandwalla, "The Fourt Eye" Wheeler Publishing, Allahabad,
2. P.N.Rastogi, "Managing Creativity for Corporate Excellence". Macmillan India Ltd., Delhi, 1996.
3. JonneCeserani, Peter great wood, "Innovation and Creativity", Crest Publishing House, New Delhi, 2001.
4. Clayton, M,. Christensen, Innovation and the General Manager, Irwin, McGraw Hill, New Delhi, 2000.

M.B.A. FM 405: FINANCIAL DERIVATIVES

- Unit-I:** Introduction: Meaning and purpose of derivatives; Forward contracts, future contracts, options, swaps and other derivatives; type of traders; Trading future contracts; Specification of the future contracts; Operation of margins; Settlement and regulations.
- Unit-II:** Sources of Financial Risk: Credit Vs Market, default risk, foreign exchange risk, interest rate risk, purchasing power risk etc.; Systematic and non-systematic risk.
- Unit—III:** Options: Types of options; Option trading; Margins; Valuation of options; Binomial Option Pricing Model; Black-Schools model for Call Options; Valuation of put options; Index options; Option markets-exchange traded options, over-the-counter options, quotes, trading, margins, clearing, regulation and taxation; Warrants and convertibles.
- Unit—IV:** Futures: Hedgers and speculators; Future contracts; Future markets -clearing house, margins, trading, future positions and taxation; Future prices and spot prices; Forward prices Vs future prices; Future Vs options.
- Unit—V:** Managing Market Risk: Hedging schemes - delta hedging, theta, gamma; Relationship in delta, theta and gamma; Vega and rho; Portfolio insurance.

Suggested Books:

1. Chance, Don M: An Introduction to Derivatives, Dryden Press, International Edition.
2. Chew,Lilian: Managing Derivative Risk, John Wiley, New Jersey.
3. Das,Satyajit: Swap & Derivative financing, Probus.
4. Hull, J.: Options: Futures and other Derivatives, Prentice Hall, New Delhi.
5. Kolb, Robert W: Understanding Futures Markets, Prentice Hall Inc., New Delhi.

M.B.A. FM 406: INTERNATIONAL FINANCIAL MANAGEMENT

Unit—I: International Financial Management: An overview, Importance, nature and scope, Theories of International business, International Business Methods, Recent changes and challenges in IFM International Flow of Funds: Balance of Payments (BOP), Fundamentals of BOP, Accounting components of BOP, Factors affecting International Trade flows, Agencies that facilitate International flows.

Unit—II: International Monetary System: Evolution, Gold Standard, Bretton Woods system, the flexible exchange rate regime, the current exchange rate arrangements, the Economic and Monetary Union (EMU).

Unit—III: Foreign Exchange Market: Function and Structure of the Forex markets, major participants, types of transactions and settlements dates, Foreign exchange quotations, process of arbitrage, speculation in the forward market. Currency Futures and Options Markets: Overview of the other markets — Euro Currency Market, Euro Credit Market, Euro Bond Market, International Stock Market.

Unit—IV: Exchange Rates: Measuring exchange rate movements, Factors influencing exchange rates. Government influence on exchange rate —exchange rate systems. International arbitrage and interest rate parity Relationship between inflation, interest rates and exchange rates —Purchasing Power Parity — International Fisher Effect.

Unit—V: Long Term Asset — Liability Management: Foreign Direct Investment, International Capital Budgeting, International Capital Structure and Cost of Capital. International Financing: Equity, Bond financing, parallel loans. Short-Term Asset-Liability Management: International cash management, accounts receivable management, inventory management. Payment methods of international trade, trade finance methods, Export-Import Bank of India, recent amendments in EXIM policy, regulations and guidelines.

Suggested Books:

1. P.G. Apte, International Financial Management, Tata McGraw Hill, New Delhi, 2004.
2. Jeff Madura, International Financial Management, 6th edition, Thomson Publications.
3. Maurice D.Levi, International Finance, 3rd edition, Tata McGraw Hill, New Delhi, 2003.

M.B.A. FM 407: SECURITY MARKET OPERATIONS

Unit—I: Security Markets - Legal Environment: SEBI Act, 1992, Securities Contract Regulation Act 1956, Companies Act 1956 (various provisions relating to securities), RBI rules and guidelines for FII's.

Unit—II: Security Markets: Primary and secondary market; Primary market - its role and functions; Methods of selling securities in primary market; New financial instruments; New Issues: SEBI guidelines for public issues -pricing of issue, promoters' contribution, appointment and role of merchant bankers, underwriters, brokers, registrars and managers, bankers etc; Underwriting of issues; Allotment of shares; Procedures for new issues; e-trading.

Unit—III: Secondary Market: Role, importance, organization of stock exchanges; Listing of securities in stock exchanges; Trading mechanism - screen based system; Insider trading; Take-over; Internet based trading.

Unit—IV: Depository: Role and need; The Depositories Act, 1996; SEBI (Depositories and Participants Regulation) 1996; SEBI (Custodian of Securities) Regulation 1996; National Securities Depository Ltd. (NSDL); Depository participant.

Unit—V: Funds from International Markets: FII's, Euro issues, ADR'S, GDR's and FDI; Guidelines for raising funds from the international markets through various instruments; Credit Rating: Meaning and necessity; Credit rating agencies; Methodology of credit rating; Share Price Indices: Need and importance; Compiling of Index numbers and interpretation.

Suggested Books

1. Dalton, John M.: How the Stock Market Works, Prentice Hall, New Delhi.
2. Gupta, L.C.: Stock Exchange Trading in India; Society for Capital Market Research and Development, Delhi.
3. MachiRaju, H.R: Merchant Banking, Wiley Eastern Ltd.; New Delhi.
4. MachiRaju, H.R: Working of Stock Exchanges in India; Wiley Eastern Ltd. New Delhi.
5. Chanratre, KR, et al: Capital Issue, SEBI & Listing; Bharat Publishing House, New Delhi.

M.B.A. FM 408: FINANCIAL ENGINEERING

Unit-I: Introduction to Financial Engineering-Meaning, scope and Need-Tools of Financial Engineering-Financial Engineering and Financial Analysis-Factors Contributing to the Growth of Financial Engineering-Financial Engineering process.

Unit-II: Financial Product Development-Need-Direction-Design-Testing and Introduction-Recent Debt Market Innovations-Zero Coupon Securities-Repo and reverse Market, Junk Bonds, Fixed Vs floating Rate-Equity and Equity Related Instruments-Equity Options-Warrants-Equity Distribution-The Role of Equity in Corporate Capital Structure-Hybrid Securities Meaning-Need and Types of Securities.

Unit-III: Financial Engineering Process and Strategies-Overview-Changing Face of Liquidity Management-Asset Liability Management (ALM) in Banking Sector Hedging-Process of Hedging-Risk Management Issues and Instruments-Liquidity Risk Management-Interest Rate Risk Management-Currency Risk Management-Role of GAP-Simulation-Duration Method-Value at Risk (VAR).

Unit -IV: Corporate Restructuring-Mergers and De-mergers-Motives-Acquisition Take over-LBO-Sources of Value in a Leveraged Buy Out-Disinvestment Process-Motives-The Role of Financial Engineer.

Unit-V: Globalization-International Capital Markets and Instruments-Development of New Markets and Linkages-Recent Trends in Settlement and Clearing-Financing Engineering and Monetary Policy-Legal Protection for innovative Finance Products-Using a Copy Right-Patent Right and Trade Mark-Legal Protection Against Unfair Competition.

Suggested Books:

1. Prasanna Chandra, Financial Management, Tata McGraw Hill Company, New Delhi.
2. John F.Marshall&Vipul; K.Bansal, Financial Engineering: A complete Guide to Financial Innovation, Prentice-Hall of India Private Ltd. New Delhi
3. ZVI Bodie, Alex Kane, Alan J Mrcus&PitabasMohanty, Investments, The McGraw-Hill Company, New Delhi
4. Gerald A. Fleishcer, Capital Allocation Theory: The Study of Investment Decisions, Appleton-Century-Crofts, Meredity Corporation, New York.

M.B.A. FM 409: MERGERS AND ACQUISITIONS

Unit-I: An overview of corporate restructuring — Value drivers — Due Diligence Process for M & A — Ethical issues in M & A.

Unit-II: Different forms of mergers — Rationale for mergers and acquisitions — Value creation through mergers and acquisitions — Tax implications — Financing mergers and acquisitions — Merger Negotiations.

Unit-III: Takeovers — Tender offer — Defensive tactics — Leveraged buyouts — Divestment — Buyback of shares — Employee Stock Ownership Plans — Creeping acquisitions.

Unit-IV: Regulations for Mergers and Takeovers in India — SEBI Guidelines for takeovers — SEBI Guidelines for buyback of securities — SEBI Guidelines for ESOP.

Unit-V: Cross border Mergers and Acquisitions: Motivations - Opportunities and Threats — Recent cases.

Suggested Books:

1. Dr. JC.Verma : Corporate Mergers, Amalgamation and Takeovers (Bharat)
2. S. Ramanujam, et al: Mergers — Issues Implications and Case Laws in Corporate Restructuring (Tata McGraw Hill)
3. Weston, et al : Takeovers Restructuring and Corporate Governance (Pearson)
4. RavindharVadapalli: Merger Acquisitions and Business Valuation (Excel)
5. Chandrasekhar Krishnamurti and Viswanath: Mergers Acquisitions and Corporate Restructuring (Response)
6. Kevin K. Boeh and Pall W. Beamish: Mergers and Acquisitions (Sage)

M.B.A. FM 410: TAX PLANNING AND MANAGEMENT

UNIT — I: Introduction: Concept of tax planning — Tax avoidance and tax evasion — Tax planning for new business — Tax planning with reference to location of business — Form of organization.

UNIT — II: Tax planning and financial management decisions: Tax planning relating to capital structure decision — Dividend policy- bonus shares.

UNIT — III: Tax planning and managerial decisions: Tax planning in respect of own funds or borrowed capital- lease Vs Purchase- purchase by installment V- share- make or buy decisions- repairs- replacements- renewals or renovations.

UNIT — IV: Special tax provisions: Tax provisions relating to free trade zones infrastructure sector and backward areas- tax incentives for exporters.

UNIT — V: Tax payment: Tax deductions and collection at source — When and how Tax is to be deducted at source from salary- interest on securities, and dividends — Advance payment of tax.

REFERENCE BOOKS:

1. Ahuja G.K. and Ravi Gupta : Systematic Approach to Income Tax and Central Sales Tax, Bharat Law House, New Delhi.
2. Circulars issued by C.B.D.T.
3. Income Tax Act, 1961.
4. Income Tax Rules, 1962.
5. Lakhotia, R.N: Corporate Tax Planning, Vision Publications, Delhi.
6. Singhania, V.K. Direct Taxes: Law and Practice, Taxman's Publication, Delhi.
7. Singhania, Vinod K: Direct Tax Planning and Management, Taxman's Publication, Delhi.

M.B.A. MM 405: PRODUCT AND BRAND MANAGEMENT

Unit—I: Product Management: Product, Product concept — core product, actual product and augmented product, product policy, product strategy —product—mix expansion, product-line expansion, product-mix contraction. Product-Line contraction, product innovation — Product positioning Strategies: Methods of positioning, positioning errors.

Unit—II: New Product Planning and Development: Product planning and development, steps in New product planning — Idea screening, concept development and testing marketing strategy development, Business analysis, product development, test marketing and commercialization. Product Life Cycle Management: Introduction, Growth, Maturity and decline, Characteristics, objectives and strategies in each stage, revival strategies.

Unit—III: Product Market Analysis: Consumer Durables: T.V., Refrigerator, Two-wheelers, Computers, Vacuum Cleaners; Consumer Non-Durable: Soaps, Dental Cream, Detergent Cake/Powder, Branded Commodities, Cosmetic, Shampoos, Energy drinks.

Unit—IV: Brand Management: Brand launches/Brand failure. Brand equity: Branding decisions, Brand strategy, Multi-brand strategy, Brand personality, Brand policy, Brand positioning, Brand life cycle, Brand port folio, Brand marketing, Brand management Process.

Unit—V: Emerging Trends: Flashing brand, service brand, brand building, core values of brand, Brand heritage, brand umbrella, trade equity, mega marketing, relationship marketing, marketing myopia, direct marketing, niche marketing, macro market, place marketing, value marketing, counter segmentation, mass brand niche brand, brand silence, brand propriety, brand stretching, product recall, product liability, product obsolescence, brand mortality, brand reengineering, mother brand, sub-brand.

Suggested Books:

1. Subruto Sengupta, "Brand Positioning".
2. Ramanuj Mazumdar, "Product Management in India".
3. Ramaswamy & NamaKumari, "Marketing Management".

M.B.A. MM 406: ADVERTISING AND SALES PROMOTION

Unit—I: Advertising: Changing concept, role of advertising in a developing economy, a critical appraisal, types of advertisement consumer, industrial, institutional, retail, trade and professional, advertisement in marketing-mix.

Unit—II: Organizing for Advertising: Advertising department and advertisement manager, objectives and functions — Role of advertisement agencies functioning of advertisement agencies. Advertisement Budgets: Types, determining optimal expenditure, decision models, sales response and decay, communication, state, competitive share.

Unit—III: Ad media: Characteristics, media selection, optimizing and non optimizing approaches, media scheduling, media research — Sources of themes: Adapting presentation to medium campaign, USP, brand image, positioning, purchase proposition and creative interpretation, insertions, contract.

Unit-IV: Advertisement: Visual layout, art work, production traffic copy, effective use of words, devices to get greater readership interrelation. Advertisement Effectiveness: Pre-testing, post testing, experimental designs.

Unit—V: Sales promotion: Definition, role, types, consumer sales promotion, dealer display contests, discounts, bonus offers, retail merchandising techniques. Publicity: Public relations campaign, use of press, radio and TV, opinion building, customer service and community service.

Suggested Books:

1. Spiro, Stanton and Rich, Management of Sales Force, TMH, 2003.
2. George E Belch and Michael A Belch, Advertising and Promotion, 6th Edition, TMH, 2003.
3. Batra, Advertising Management, 5/e, Pearson Education, 2003.
4. Jobber, Selling and Sales Management, 6/e, Pearson Education.
5. Clow, Integrated Advertising, Promotion and Marketing Communications, Pearson Education, 2002.
6. Wells, Advertising: Principles and Practice, 6/e, Pearson Education.

M.B.A. MM 407: RURAL MARKETING

Unit—I: Introduction: Definition, scope of rural marketing, concepts, characteristics and Dimensions of Rural Markets, classification of rural markets, rural vs. urban markets - Rural Market in India - Size and Scope - Environment and Emerging Profile of Rural Markets in India - rural retail outlets, problems in rural marketing and strategy to overcome the constraints.

Unit—II: Rural Consumer Behavior: Consumer buying behavior models, Factors affecting Consumer Behavior - Social factors, Technological Factors, Economic Factors, Political Factors. Characteristics of Rural consumer -Age and Stages of the Life cycle, Occupation and Income, Economic circumstances, Lifestyle, Personality and Brand Belief, Information Search and pre purchase Evaluation, Rise of Consumerism, Consumer Buying Process, Opinion Leadership Process, Diffusion of Innovation, Brand Loyalty.

Unit—III: Segmenting: Prerequisites for Effective Segmentation, Basis of Segmentation and Approaches to Rural Segmentation - Geographic, Demographic, Psychographic, Behavior, Multi-attribute, Targeting -Evaluation and Selection of Segments. Product Strategy - Marketing Mix Challenges, Product classification - Five Levels Products, Rural Product Categories — Fast Moving Consumer Goods, Consumer Durables, Agriculture Goods, Services.

Unit—IV: Distribution Strategy: Accessing Rural Markets, Channels of Distribution, Evolution of Rural Distribution Systems - Wholesaling, Rural Retail System, Rural Mobile Traders: The last Mile Distribution, Public Distribution System, Co-operative Societies, - Distribution Models of FMCG Companies, Durable Companies, Syndicated Distribution, Barefoot agents, Agricultural agents, Agricultural input dealers, Other channels.

Unit—V: Communication strategy: Challenges in Rural Communication - A view of Communication Process, Developing Effective Communication —Profiling the Target Audience, Determining communication objectives -designing the message, selecting the communication channels — Mass media, Non- Conventional Media, Personalized media, Rural Media: The importance of the two-step flow of communication Media Typology, The Media Model, Media innovation.

M.B.A. MM 408: INTERNATIONAL MARKETING MANAGEMENT

- Unit—I:** International marketing: Scope and significance of International Marketing, the strategic importance of international marketing, Differences between international and domestic marketing. Need for international trade, trends in foreign trade.
- Unit—II:** International Market Environment: International environment, International Social and culture environment, the political legal environment and regulatory environment of international marketing. Technological Environment, Business Customs in International Market.
- Unit—III:** International Market Entry Strategies: Indirect Exporting, Domestic purchasing, direct exporting, foreign manufacturing strategies without direct investment, foreign manufacturing strategies with direct investment. Entry strategies of Indian firms.
- Unit—IV:** International Marketing Channels: Channels — Distribution structures, distribution patterns, Factors effecting choice of channels, the Challenges in managing an International Distribution Strategy, selecting foreign country market intermediaries. The management of physical distribution of goods.
- Unit—V:** Pricing and promotion for International Markets: Environmental influences on pricing decisions, grey market goods, transfer pricing, global pricing — policy alternatives. Global advertising and branding, selecting an advertising agency. Personal selling, Sales promotion, public relations and publicity, sponsorship promotion.

Suggested Books:

1. Philip R. Cateora and John L. Graham, International Marketing 11/e, Tata McGraw Hill Co., Ltd. 2002.
2. SakOnkvisit, John J. Shaw, International Marketing Analysis and Strategy, 3/e, Prentice hall of India Pvt. Ltd., 2000.
3. Isobel Doole and Robin Lowe, International Marketing Strategy, 2/e, Thomson Learning, 2003.
4. Subbash C. Jain, International Marketing, 6/e, South-Western 2001.

M.B.A. MM 409: INDUSTRIAL MARKETING

Unit—I: Introduction to industrial marketing: Nature and Characteristics of Industrial Marketing — Industrial and Consumer Markets — Assessment of Demand for Industrial Products — Industrial Marketing Strategy.

Unit—II: Evaluating Marketing Environment: Understanding the environment —Customer and Competitions — Segmenting Industrial Markets — Assessing Industrial Markets. Industrial Marketing Research.

Unit—III: Industrial Buyer Behavior: Buyer Characteristics — The Buying Process —Buyer Decision Phases — Types of Buying Situations — Types of buying Relationships. Value and Vendor Analysis - Make or Buy Decision —Requirements Planning.

Unit—IV: Product: Industrial Product Life Cycle. The New Product Development Process: Idea Generation — New Product Ideas — Screening — Business analysis — Development - Testing — Commercialization. Industrial Distribution, System and Channel Management .Industrial Advertising and Promotion.

Unit—V: Pricing Decision — Pricing Objectives: Flexible Pricing — Skimming Vs. Penetration Strategies — Discounts. Pricing Methods: Cost based pricing —Value Based Pricing — Demand Curve Pricing. Sales: Types of Sales Organization — Organizational Hierarchy — Recruitment and Selection —Training — Supervision and Motivation — Evaluation and Control.

Suggested Books:

1. B. Charles Ames, "Managerial Marketing for Industrial Firms", (Random House), James Hlavacek.
2. Corey. E.R. "Industrial Marketing Cases and Concepts", (Prentice Hall).
3. Frederick E., Jr. Webster, "Industrial Marketing Strategy", (John Wiley & Sons, Inc.)

M.B.A. MM 410: MARKETING RESEARCH

- Unit— I** Meaning and importance of marketing research. Marketing information system — Marketing decision support system. Research design. Cost and value of information. Determination of EVPI — Introduction of design of experiments — Exploratory, causative, conclusive and experimental designs.
- Unit—II:** Marketing research process — Problem situation models and choice criterion models, utility as a criterion. Sources and methods of gathering marketing information — Respondents, experiments, simulation (including problems) and panels. Sample plan — Design of questionnaire interview schedule.
- Unit—III:** Measurement and scaling — Concept of measurement and scaling — Thurstone's, Likert's, Guttman's, Semantic differential, Attitude scales. Reliability and validity of a scale. Editing, Coding and tabulation, Cross tabulation.
- Unit—IV:** Analysis — Qualitative and quantitative analysis. Use of parametric and non-parametric statistics in research — Mc. Nemar, Mann-Whitney, Rank Correlation. Signed Rank, Kolmogorov — Simronov, Markov Analysis.
- Unit— V:** Multi-variant analysis — Factor analysis, MDS, Discriminant (linear two groups) analysis, cluster analysis and conjoint analysis, Automatic interaction detection, Correlation and regression — Concepts and outline. Research report — preparation and presentation — Oral and Written presentation.

Suggested Books:

1. Research for Marketing Divisions — Paul E.Green, Donald S.Tull and Gerald Albaum, Edition, PHI 1995.
2. Beri GC Marketing Research, TMH, 2001
3. Aaker, Kumar and Day: Marketing Research, John Wiley, 1999.
4. MC Daniel and Roger Gates" Marketing Research, International Thomson Publishing 1999.
5. Luck David and Rubin Ronald : Marketing Research, PHI, 1987.

Dept. Of Master of Social Work
DRAVIDIAN UNIVERSITY, KUPPAM

Name of the course shall be changed from M.A Degree course in Social work to '**MASTER OF SOCIAL WORK**' (MSW) offered under Choice Based Credit System(CBCS) with Grading system.

Syllabus and Scheme of Examination effective from the batch of students admitted during the year 2020-21. The Syllabus and scheme of examinations from semester I to semester IV, as appended in the minutes of the BOS in Social Work held on 19-11-2019 is enclosed.

The Syllabus for each core/internal elective/external elective course consists of five Units with equal weightage. Two questions (either/or) may be set for each unit so as to give equal weightage to each unit in the syllabus and each question carries 14 marks, thus totalling 70 marks (5x14=70).

The core/internal elective /external elective courses of MSW would cover 100 credits i.e. 25 credits per semester (25x4=100 credits).

The Concurrent field work and Block field work would consist of 25 credits: (Five credits for concurrent field work per semester i.e.5x4 =20 credits and 5 credits for Block field work, thus totalling 25 credits).

The Internal Assessment for 30 marks out of 100 marks shall consist of – a) one assignment – 5 marks; b) two tests – 20 marks; c) 1 class seminar –5 marks.

At the end of semester viva-voce may be conducted for concurrent field work in the Department.

The Viva-voce Committee Consists of

- Head of the Department
- One internal examiner on rotation basis.
- One external examiner not below the position of associate professor
- The averages of all the three examiners may be taken for final consideration of the Viva-voce marks.

SEMESTER - I

Course Code	Title of the Course	Core/Elective	No. of Credits	Exam. Duration	I.A	E.S.E	Total Marks
MSW-101	History, Philosophy, Ideologies and Field Practice in Social work	Core	5	3hrs	30	70	100
MSW 102	Individual and Society	Core	5	3hrs	30	70	100
MSW 103	Dynamics of Human Behaviour	Core	5	3hrs	30	70	100
MSW 104	Social case work	Core	5	3hrs	30	70	100
MSW 105	Social Group work	Core	5	3hrs	30	70	100
MSW-F.W. I	concurrent field work	Core	5	Two days per week	70	30	100

- In the beginning of the first semester observational visits of 4/5 agencies of repute may be arranged and these are mandatory.
- After observational visits the students may be placed in the structured agency settings for practice of concurrent field work of two days per week during the semester.

SEMESTER –II

Course Code	Title of the Course	Core/ Elective	No. of Credits	Exam. Duration	I.A	E.S.E	Total Marks
MSW-201	Community Organization	Core	5	3hours	30	70	100
MSW-202	Social Action for Social Change	Core	5	3hours	30	70	100
MSW-203	Social work Research and Social Statistics	Core	5	3hours	30	70	100
MSW-204	Life Skills and Soft skills for Social workers (or) Disaster Management	I.E	5	3hours	30	70	100
MSW-205	Communication and Counselling (or) Population and Environmental Studies	E.E.	5	3hours	30	70	100
MSW-FW-2	Concurrent Field Work	Core	5	Two days per week	70	30	100

* For Concurrent field work the structured agency setting placements may be continued, in addition, Rural/ Urban/Tribal community placements are encouraged wherever possible.

** At the end of II-Semester a Seven-day Rural Camp may be organised for the students, assisted by staff members of the Department. It is mandatory and not evaluative (Non-credit).

SEMESTER –III

Course Code	Title of the Course	Core/ Elective	No. of Credits	Exam. Duration	I.A	E.S.E	Total Marks
MSW-301	Social Policy planning and Social Development	Core	5	3hours	30	70	100
MSW-302	Corporate Social Responsibility	Core	5	3hours	30	70	100
MSW-303	Rural Urban and Tribal community development (or) Social Medicine and Psychiatry (or) Social Problems and Social Legislations	I.E	5	3hours	30	70	100
MSW-304	Family Welfare strategies and Interventions (or) Human Resource Management	I.E.	5	3hours	30	70	100
MSW-305	Women and Development	E.E	5	3hours	30	70	100
MSW-FW-3	Concurrent Field Work	Core	5	Two days per week	70	30	100

* The students may be given field work placements based on the IE/EE they choose during the Semester.

SEMESTER –IV

Course Code	Title of the Course	Core/ Elective	No. of Credits	Exam. Duration	I.A	E.S.E	Total Marks
MSW-401	Management of Voluntary Organisations	Core	5	3hours	30	70	100
MSW-402	Criminology and Correctional Administration	Core	5	3hours	30	70	100
MSW-403	Programmes for Rural Urban and Tribal Communities (or) Industrial Relations and Trade Unions	I.E	5	3hours	30	70	100
MSW-404	Child Welfare and Development (or) Social Work with Elderly and Differently abled	I.E.	5	3hours	30	70	100
MSW-405	Dissertation	Core	5	--	30*	70	100
MSW-FW-4	Concurrent Field Work **	Core	5	Two days per week	70	30	100
MSW-FW-5	Block Field Work ***	Core	5	6 weeks at the end of the semester examinations	70	30	100

Total marks: 2600

* Internal assessment for dissertation (30) marks would consists of a) Assessment on Introduction and Review of Literature – 10 marks, b)Research Methodology – 10 marks and c) Data Analysis and Interpretation – 10 marks.

* * The Students may be given field work placements based on the internal and external electives they choose during the semester.

*** For Block Field work placements the students may be sent to the agencies of repute other than Kuppam Area.

DEPARTMENT OF SOCIAL WORK - DRAVIDIAN UNIVERSITY, KUPPAM Master of Social Work (MSW) Choice based credit system
SYLLABUS
(Effective from 2013-2014 admitted batches)

SEMESTER - I

MSW 101. HISTORY, PHILOSOPHY, IDEOLOGIES AND FIELD PRACTICE IN SOCIAL WORK

Objectives

- To get oriented to social reform movements in India.
- To develop knowledge about origin and growth of social work in USA, UK and India.
- To acquaint with the social work values, ethics, principles and approaches.
- To get equipped with the practice skills in different social work related settings.

UNIT I: Social Work: Definition, meaning, nature, scope, Purpose, and Objectives of Social Work- Principles and Values of Social Work- Basic and ancillary methods of social work. Tools, Techniques, Skills and Abilities of a Professional Social Work Practitioner. Concepts of social welfare and social services;- scientific basis for social work.

UNIT II: Historical Evolution of Social Work in England, USA, and India: Origin of social work profession in the UK and USA; Social Work in Ancient India – Social Welfare during medieval and modern Periods – Contribution of Social Reformers, Social Reform Movements, and Organisations

Unit III New approaches to social work – developmental and radical. Growth of professional social work in India; current social work practice in India – content and dimensions, Interface between professional and voluntary social work.

Concepts of social welfare and social services; scientific basis for social work, growth of professional social work in India; current social work practice in India – content and dimensions, interface between professional and voluntary social work.

UNIT IV: Field work – its role and place in social work education; field work placement; supervision and evaluation; relationship of the student with Dept and agency, Recording – purpose, types and uses of recording. Types of field work.

UNIT V: Curative, Correctional, Preventive, and Developmental Functions of Social Work.- Practice of social work in various fields-community development; medical and psychiatric

social work; correctional social work, family and child welfare; labour welfare; school social work and gerontological social work.

Learning Outcomes: Students will acquaint with the social work values, ethics, principles and approaches and will gain knowledge about the practice of social work in various settings. They also demonstrate ethical and professional behavior. Engage diversity and difference in practice

References:

01. Billey R and Brake M (1975). Radical Social Work, London: Edward Arnold.
02. Dolgoff R (2005). An Introduction to supervisory practice in Human Services, New York: Allyn & Bacon.
03. Fink, A.E. (1945). The Field of Social Work
04. Friedlander, W.A. (1964). Introduction to Social Welfare, New Delhi: Prentice Hall of India.
05. Government of India (Publication Division) (1987). Encyclopaedia of Social Work, Vol.I, II, III and IV; New Delhi: Author.
06. Khinduka, A.A. (1977). Supervision in Social Work
07. Khinduka, S.K. (1965). Social Work in India.
08. Milly, K.K., O.Melia, M. and Dubois, B. (2007). Generalist Social Work Practice – An empowering approach, New York: Pearson, Allyn & Bacon.
09. Mujumdar, A.M. Social Welfare in India.
10. Mujumdar, D. History of Indian Social and Political Ideas.
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MSW 102 – INDIVIDUAL AND SOCIETY

Objectives

- To make students understand the contribution of social sciences to social work practice.
- Help students gain knowledge of some basic sociological concepts and theories .
- Develop capacity to apply the sociological concepts with social work practice learning in general and in the context of client systems in particular.
- Acquire ability to apply the Sociological perspective at micro and macro levels.

UNIT I: Concept of Society- Meaning, types and characteristics – relationship between Individual and Society – Community – Rural, Urban and Tribal Communities - Social Organizations - Meaning and Forms - Concept of Associations - Difference between Society, Community and Association

UNIT II: Social Stratification – Meaning and functions, Caste, Class and Race, Social Mobility – Concept and types of social mobility - Concept and characteristics of social groups . Types of groups – primary and secondary, in groups and out groups, reference group-Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions -- Social Control - Meaning and agents - its effect on individual and society - Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation

UNIT III: Concept of Culture - Culture and Society - Cultural Lag Cultural assimilation and integration - Civilization - Customs, Mores, Folkways –

UNIT IV: Socialization - Meaning, Agencies and Functions – *importance of Socialization* with special focus on psycho social development. Indian context of Socialization, Role of child rearing practices, social customs, traditions, values in socialization, parenting etc., Process of socialization- Factors influencing socialization

UNIT – V: Major social problems and Social change: : poverty, unemployment, domestic violence, alcoholism, HIV /AIDS, women in distress, street children, prostitution, trafficking of girl children etc., Social discrimination and aging. Social Change – Meaning, Theories, - nature of social change- Factors and processes of social change.

Learning outcomes:

- *Students will understand the contribution of social sciences to social work practice.*
- *Students gain knowledge of some basic sociological concepts and theories .*
- *Develop capacity to apply the sociological concepts with social work practice learning in general and in the context of client systems in particular.*
- *Acquire ability to apply the Sociological perspective at micro and macro levels.*

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MSW 103. DYNAMICS OF HUMAN BEHAVIOUR

Objectives

- Understand the contribution of social sciences to social work practice.
- Gain knowledge of some basic psychological concepts.
- Develop capacity to apply the psychological concepts with social work practice learning in general and in the context of client systems in particular.
- Acquire ability to apply the psychological perspective at micro and macro levels.

UNIT I: Psychology - Meaning, Definition, Fields and Methods, Introduction to Schools of Psychology, Relevance of Psychology to Social Work practice

UNIT II: Concept of Human Behaviour, the Concept of Self - Psychological Processes in Behaviour: Needs and Motives, Cognition, Memory, Intelligence: Concept, theories and assessment - Motivation: Meaning, definition, types and characteristics of motives, theories of motivation- Learning : meaning and definition. Theories of operant and classical conditioning and cognitive learning. – Personality: Meaning, Definition, types and factors influencing Personality and structure, Theories of Personality-Defensive mechanisms

UNIT III: Human Behaviour Processes – Emotions, Concept of Perception, Characteristics, process and factors influencing perception; Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership - Adjustment- Concept of adjustment and maladjustment. Coping with stress – Factors influencing stress, task oriented and defense oriented patterns.

UNIT IV: Heredity and Environment – Lifespan perspective – Development: concept and principles; Developmental stages and Developmental tasks – Developmental periods – infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age – areas of Human Development – Physical, Social, Emotional, Moral and Cognitive growth and Theories – Cognitive Development – Piaget, Moral Development – Kohlberg – relevance of Life span approach for social work practice.

UNIT V: Concept of normality and abnormality, Mental Health, characteristics of mentally healthy person, factors influencing mental health – Concept of abnormality – basic information on symptoms, causes and treatment of major and minor mental illnesses – role of social workers in promoting mental health .

Learning outcomes: *Students will acquire ability to apply the psychological perspective at micro and macro levels. They will be able to apply knowledge of human behavior to the social environment*

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MSW 104. SOCIAL CASE WORK

Objectives

- Understanding case work as a method of social work and its role in social work practice
- To have knowledge of values and principles of working with individuals.
- To develop knowledge of components of social casework.
- To develop knowledge of social resources and how they contribute to the uniqueness of social case work
- To know the various aspects of interview and its effective use in case work practice.
- To understand the role of worker client relationship and develop appropriate skills and attitudes to work with individuals.
- To understand various models of helping and their theoretical background.
- To understand the role of multidisciplinary approach in professional practice.
- To have knowledge about the use of casework in different practice settings.
- To develop skills in recording and measuring the effectiveness of Social Case Work.
- To develop theoretical understanding of the counselling process.
- To acquire skills and techniques of counselling
- To develop knowledge about application of counselling in different settings.
- To develop understanding about basic concepts of communication including verbal and non-verbal.
- To acquire skills in communication with people with special problems.

UNIT I: Case work – definition, method in social work, its relation to other methods in social work. Principles of social case work. Components of social case work – Problem,

person, place, professional and process – Initiating a contact, collecting information, assessment and analysis, identifying areas needing intervention, intervention strategies. Knowledge and use of social resources.

UNIT II: Interview in case work – its structure, goals and components. Worker client relationship – qualities of a helping person and qualities of helping relationship-Theories and models of helping – psycho-social, functional, problem solving, Crisis intervention and family therapy – critical analysis of models. Attributes, skills required for social worker-community leadership. Interview in case work – its structure,goals and components. Worker client relationship – qualities of a helping person and qualities of helping relationship.

UNIT – III Theories and models of helping – psycho-social, functional, problem solving, Crisis intervention and family therapy – critical analysis of models. Attributes, skills required for social worker-community leadership.

UNIT – IV Use of case work in different settings especially where complex psycho-social problems are handled like health, community, school, industry, correctional institutions and de-addiction programmes.

UNIT V : Social case recording- Need for recording, main consideration in recording,essential qualities and types of recording – discussion of select case records. Measurement of effectiveness of social case work.

Learning outcomes:

- *Students will conduct multidimensional assessments on complex issues with children and families that include environmental stressors such as cultural, economic, political, spiritual, and social relationship factors.*
- *Students will analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents*

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MSW 105. SOCIAL GROUP WORK

Objectives

- To be enlightened about the concepts of social groups, their importance and group dynamics.
- To understand the need for social group work and its relationship with other methods of social work.
- To understand the principles and programme planning in social group work.
- To have knowledge about leadership in group work process.
- To understand the concept of evaluation with its various factors and its significance.
- To understand the nature and scope of social group work practice in different settings.
- To develop theoretical understanding of the counselling process.
- To acquire skills and techniques of counselling
- To develop knowledge about application of counselling in different settings.
- To develop understanding about basic concepts of communication including verbal and non-verbal.
- To acquire skills in communication with people with special problems.

UNIT I: Social groups – Definition, Characteristics, and Importance – Classification of Groups – Cooley, Sumner, MacIver & Page, Toseland & Rivas – Theories of Group formation – Social Group Work – Concept, Definition, Historical development of Group Work, ethics, Values and Skills, Principles and Specific objectives and purpose of group work-. Social Group Work –as a method in social work, its relation with other methods.

UNIT II: Theoretical approaches of group work practice – Psychoanalytic, Learning, Field, Social Exchange, Systems theories. Stages of Group Development – Tuckman, Klien, Garland, Jones & Kolodny; Models of social group work – Social goals, Remedial, Reciprocal models, Programme development process, Programme Media

UNIT III: Social Group – Definition, types, differences, significance of group life-Basic Group Processes – Sub-group, Group conflict, Group decision making, Leadership in group work process . The need for group work in modern day society- importance of professional and voluntary leaders, their role, significance and functions.-Group dynamics – Concept, and Areas – Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture

UNIT IV: Stages or Phases of Group work – .- nature and importance of programme planning – principles and strategies of programme planning in group work, leadership in group work process Pre group formation, Beginning phase, Middle/Working phase and Termination phase, Follow-up, Facilitation Skills and Techniques used in these Phases, Concept of Evaluation – types, importance in group work programmes, significance and utility of recording – types, processes involved, their advantages and disadvantages, discussion of case records.

UNIT V: Group Work Practice in diverse settings – Disaster victims, Substance abusers, Alcohol Anonymous and elderly care ,community centres, industries, hospitals, and rural, urban and tribal community development programmes – Role of group worker – Group psychotherapy, Group work Recording, Monitoring and Evaluation.-Ethics values and principles of social work-Core competencies and attributes of a professional social work practitioner- code of ethics- Core Competencies of a Professional social work practitioner envisioned by CSWE

Learning outcomes:

- Students will demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques
- Students will develop knowledge about application of counselling in different settings.

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SEMESTER II

MSW 201. COMMUNITY ORGANISATION

Objectives

- To study and understand the fundamental concepts and components of community and community organization.
- To gain knowledge about and practice the models and approaches of community organization.
- To study and enlist community development and slum development programmes and practices, and contribute for the peoples' understanding.
- To acquire skills and promote strategies for community participation.
- To practice social work knowledge, skills, techniques and interventions.

UNIT I: Community: Concept, Definition, meaning, components, characteristics; major forms of community Community Development: Concept, definition, objectives, historical trends; forms of community development- tribal, rural and urban; extension- concept definition principles; community development approaches-leadership- concept, types, role of community leadership in community organization.

UNIT II: Community Organisation: Concept, definition, scope; community organization in U.K., U.S.A. and India; models of community organization, strategies and trends. Principles of Community Organisation. Community Organisation and its relationship with other methods of social work, -Best Community organisation practices - Shantiniketan-Marthandon experiment etc.

UNIT III: Practice of community organization: process and steps; role and functions of community organizer; role of NGO's: peoples' participation – concept, approaches, obstacles; Radical Community organization: resource mobilization; micro- level planning.

UNIT IV : Application of PRA : Scope – Concerns. Different PRA methods – Classification ; Space-related, Time-related and Relation- related added.

UNIT V: Programme Implementation -- Institution of Panchayat Raj, salient features of Panchayat Raj Act; Case studies -Structure and functions of ITDA, DRDA, UCD; self help-groups- (DWACRA, DWACUA).

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Learning outcomes:

- ***Apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.***
- ***Students will acquire skills and promote strategies for community participation and practice social work knowledge, skills, techniques and interventions***

MSW 202. SOCIAL ACTION FOR SOCIAL CHANGE

Objectives

- To develop orientation about mass social problems and their effects.
- To narrate the principles, strategies and forms of social action with illustrations
- To develop knowledge about leadership, power structure, advocacy and lobbying
- To acquire skills in intervention and advocacy.

UNIT I: Social structure – mass social problems; nature of society, origin and development of mass social problems, effects of social pathology: social conflict; social justice.

UNIT II: Definition, concept and scope of social action – relationship with other methods of social work – forms of social action- Popular form and elitist form, principles

and strategies of social action, creating awareness of social action – social resources and their mobilization.

UNIT III: Concepts of social reform, social revolution and social legislation. Leadership. Analysis of power structure – Role of power groups – Advocacy – drafting a bill- techniques of winning public support and political parties for smooth passage of a bill. Lobbying – role of Social workers and agencies in the enforcement of the Acts.

UNIT IV: Social movements in India; protest and dissent movements such as Dalit Movement, Agrarian and peasant movements, “Sons of soil” movements, Antyodaya and Bhudan movements. Social action and social issues: civil, women and child rights; Environmental and ecological issues.-case studies-Medhapatkar’s Narmadabachao andolan-Vandana shiva’s movements-Anti globalisation

UNIT V: Social Action through Social Change; Concept and Process of Social Change; Modernization and Change; Development and Social Change; Right to Information Act.

Learning outcomes:

- ***Students develop orientation about mass social problems and their effects.***
- ***Students will Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families.***
- ***They also develop knowledge about leadership, power structure, advocacy and lobbying***

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MSW 203. SOCIAL WORK RESEARCH AND SOCIAL STATISTICS

Objectives

- Acquire understanding about the nature and steps in the research process.
- Develop theoretical knowledge about the different methods and tools in social work research.
- Acquire skills and knowledge in the use of appropriate statistical methods in research.

UNIT I: The scientific method – nature and characteristics. Nature of social research and social work research – Selection of topic and problem formulation. Basic elements of research process; concepts, operationalisation of concepts, variables, hypothesis and causation; attributes of good hypothesis.

UNIT II: Research design objectives: Exploratory, descriptive and experimental, research design types; survey, experimental, quasi-experimental and case study. Types of data sources – primary and secondary – use and limitations. Approaches to research: Quantitative and qualitative; distinction. Sampling: Purpose, types; advantages and disadvantages of different types of sampling.

UNIT III: Methods of data collection: Observation, interview and questionnaire. Participatory research as an alternative methodology – techniques such as village social mapping, focus group discussions etc. Levels of measurement in Social research; Nominal, ordinal interval and ratio. Analysis and interpretation of data. Basics of research report writing and style.

UNIT IV: Social Statistics – Meaning, Descriptive and inferential; use in social work research and limitations. Classification and tabulation of data, graphic and diagrammatic representation of data. Measures of Central tendency – meaning, types – mean, median, mode and quartiles, their specific application to social work research. Measures of dispersion – meaning; types, their specific application to social work research.

UNIT V: Correlation: Concept of product moment (only ungrouped data), spearman's rank correlation. Test for significance of correlation coefficient. Tests of significance – 't' test for significance of differences of two means, Pearson's chi-square, 't' test, analysis of variance-one-way - Relevance, application and interpretation chi-square

for independent association of attributes (two attributes only). Social work research and need for computer applications.- Use of software packages in data analysis – SPSS. Process and various statistical procedures using SPSS, interpretation and presentation of the statistical findings

Learning outcomes :

- ***Students will appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families.***

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MSW 204 IE (a) DISASTER MANAGEMENT

Objectives

- To gain exposure to the key concepts and typologies of disasters.
- To focus on the understanding of the processes of disaster mitigation and disaster management.
- To understand the issues of and provisions related to disaster mitigation and disaster management.
- To develop skills to assess the vulnerability.
- To analyse the intervention strategies used in earlier disasters and develop new strategies and models for the future eventualities.
- To acquire skills and promote strategies for community participation
- To develop capacity to work with different agencies, initiate the intervention strategies and develop skills to assess the vulnerability.

UNIT I: Disaster concept, meaning, definition, significance; major disaster events in India and the world; types of disasters – natural disasters: famine, drought, flood, cyclone, tsunami, earthquake; man-made disasters: riots, blasts, industrial, militancy, displacement; causes, effects & impact and interventions.

UNIT II: Disaster mitigation and disaster management – Profile, forms and reduction of vulnerability; pre-disaster; concept and principles of disaster mitigation and disaster management; risk assessment; prevention; preparedness; education & awareness-

UNIT III : Impact of disaster: During disaster; post-disaster; impact of disaster on physical, economical, spatial, psycho-social conditions; post-traumatic stress disorder (PTSD); politics of aid; victims of disaster: children, elderly, and women; gender issues.

UNIT IV: Disaster process: Concept and components of relief, reconstruction; rehabilitation; major issues and dynamics in the administration of relief, reconstruction and rehabilitation; short-term & long-term plans; community participation: objectives, prerequisites and constraints; resource mobilization.

UNIT V: Disaster and intervention opportunities: Disaster policy in India; disaster management act of 2005; national and international agencies: NDMA, NIDM, NCMC; UN, UNDRO, UNESCO, UNDP; role of NGOs, media, defence; role of social workers and intervention strategies; case studies: Bhopal gas tragedy, Gujarat & Marathwada earthquakes, Orissa super cyclone, 2004, tsunami. Information and Communication Technology in Disasters

Learning outcomes:

- **Students develop skills to assess the vulnerability and will analyse the intervention strategies used in earlier disasters and develop new strategies and models for the future eventualities.**

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MSW 204 IE (b) POPULATION AND ENVIRONMENTAL STUDIES

Objectives:

- To acquire the fundamental and theoretical knowledge about population
- To acquire a sound knowledge to understand the determinants of population growth.
- To enhance the knowledge and utilization of natural resources and management in waste material.
- To understand legal provisions related to environmental protection and role of NGO's. Evaluation of the role of social work in the conservation of environment..
- To get exposed to and participate in research in the fields of population and environment.

UNIT I: Population– components of population. Population growth in the World and India. Sources of demographic data, population theories.

UNIT II: Determinants of population growth: Fertility, mortality, migration- factors influencing fertility, mortality and migration. Differentials of fertility, mortality and

migration. Family planning: Methods of family planning. Population policy, population education – Role of social worker in family planning and allied services.

UNIT III: Natural Resources and Diversity: Utilisation and management of forest, land, water, air, energy sources. Pollution – sources, treatment, prevention. Waste material – disposal, recycling, renewal, problems, and issues.

UNIT IV: Acts related to environmental protection – Forest conservation, water pollution, standards and tolerance level. Role of government and NGO's. People's initiatives, international initiatives. Role of social worker in conservation of environment.

UNIT V: Understanding and utilization of Research: The students will examine at least four empirical studies in the areas of population and environment and they are expected to examine these studies in terms of objectives, research design, tools used for data collection, presentation of results, analysis and use of statistical methods etc. In this unit the students may be asked to write in their examinations a review of any of the research aspects covering the above areas or a research proposal in that field i.e., population and environment.

- ***Learning outcomes: Students will understand legal provisions related to environmental protection and role of NGO's. Evaluation of the role of social work in the conservation of environment..***
- ***They will be exposed to and participate in research in the fields of population and environment.***

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MSW 205 EE (A). COMMUNICATION AND COUNSELLING

Objectives

- To develop theoretical understanding of the counselling process.
- To acquire skills and techniques of counselling
- To develop knowledge about application of counselling in different settings.
- To develop understanding about basic concepts of communication including verbal and non-verbal.
- To acquire skills in communication with people with special problems.

UNIT I: Counselling: Definition, goals of counselling. Counselling as tool for enhancing potentialities of individual - Principles of counselling. Counsellor as a professional personality, burnout, self-renewal, prevention of burnout. Three stage model of counselling, rapport, resistance, handling resistance, transference, counter transference, counselling techniques.

UNIT II: Theoretical background of counselling – Psychoanalytical, client centered, behavioural modification.

UNIT III. Aptitude and intelligence. Roles and functions of counselling in different settings – educational institutions such as schools, colleges, vocational guidance clinics, child guidance clinics, industries and family centered counselling, family crisis intervention.

UNIT IV: Communication – Definition, process, types of communication -verbal and non-verbal communication, channels of non-verbal communication Kinesics, paralanguage, proxemics, artefacts. Functions of non-verbal communication.

UNIT V: Communication – Formal/Informal. Conditions for effective communication, patterns of communication. Barriers to communication. Communicating with people with special problems. Role of social workers in creating an environment conducive to communication.

Learning outcomes: Students will be able to apply critical thinking to inform and communicate professional judgments and acquire skills and techniques of counselling

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SEMESTER - III

MSW 301. SOCIAL POLICY, PLANNING AND SOCIAL DEVELOPMENT

Objectives

- Acquire theoretical understanding about social policy and social development in the changing socio- economic context.
- Develop Understanding about the different sectoral polices and programmes relating to social development.
- Acquire knowledge about concepts relating to human development and macro social work practice approaches.

UNIT I: Social Policy – Concept, need, constitution basis for social policy and social welfare policy; relationship between social policy and development.

UNIT II: New economic policy and changing concept of social development and welfare state – concepts of state, market and civil society – their inter-relationship – people’s participation in development – concept of sustainable development.

UNIT III: Models of social policy: Residual – welfare; achievement – performance; institutional – redistributive models; changing perspectives in social development.

UNIT IV: Social policy and social planning – social policy formulation, contribution of research, role of social worker, different sectoral policies and their implications; policies and measures concerning social welfare in general and of women, environment, poverty alleviation programmes in particular.

UNIT V: Social indicators of development – Human development index; concept of social work macro practice and methods.- Approaches to women’s development - International initiatives Women development programs in India

Learning outcomes: *Students will be able to engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

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MSW 302. CORPORATE SOCIAL RESPONSIBILITY

Objectives:

- To gain / develop a common conceptual understanding of corporate social responsibility.
- To acquire an understanding about methods for the implementation of CSR strategies.

Course outcomes : Students will develop corporate social responsibility skills and identify and explore opportunities within the frame work of professional activities.

UNIT 1: Introduction to CSR-An overview- Concept, definition, -Historical Evolution of the Corporate Social Responsibility. Current trends and existing initiatives.

UNIT 11: Corporate governance and accountability- Consumer related issues.- Corporate Social Responsibility In 20th Century-Study of Corporate Social Responsibility

UNIT 11I: Core Focus Areas of Corporate Social Responsibility Activities: Environment Protection, Labour Welfare, Anti-Corruption,-Rural Empowerment& Women Empowerment,-Health& Education.

UNIT 1V: Guidelines-International Policies and guidelines relating To Corporate Social Responsibility.-Indian Guidelines, Principles and Norms related to Corporate Social Responsibility.-Companies Act and Corporate Social Responsibility

UNIT V:Eco-management issues and community involvement: Environmental check-lists, economic calculations, good housekeeping, concept of eco-efficiency, preventive approach.-Stakeholder involvement and community involvement.

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MSW 303 IE (a) RURAL, URBAN AND TRIBAL COMMUNITY DEVELOPMENT

Objectives

- To understand the Rural Community and its features
- To acquire knowledge of Rural Economy and it's allied sectors.
- To know about Tribal Community and role of tribal social institutions.
- To learn about Tribal economy and role of forests in Tribal economy
- To understand the tribal problems interms of social, economic and environmental problems.
- To acquire knowledge on urban community and its features.
- To understand the process of urbanization.
- To enhance knowledge about Urban social organizations
- To know about urban local self-government and its types.
- To know the role of urban development authorities in Andhra Pradesh.

UNIT I: Rural Community: Major features of rural community. Physical, economic, social and political structure of an Indian village. Dominant power elite. Rural – urban relationships.

UNIT II: Rural Economy: Peasant economy. Cottage and small-scale industries. Co-operatives – origin, characteristics and principles. The role of co-operatives in India. Social change in rural India.

UNIT III: Tribal Community: Concept and definition of Tribes, Characteristics of tribal communities. Classification and distribution of tribes in India. Family and kinship, social organisation of tribal communities. Cultural, social, and economic changes in tribal communities – Tribes in Andhra Pradesh. Tribal Economy: Major features of tribal economy. Forms of tribal economy. Political and religious organisations of tribal community. The role of forests in tribal economy. Tribal problems: Major tribal problems – social, economic, environmental problems of tribals in India. Land alienation and displacement among tribal communities.

UNIT IV: Urban Community: Concepts of urban, urbanisation and urbanism. Major features of urban community. Differences between rural and urban communities. Urbanisation: Trends in India's urbanisation. Causes and consequences of urbanisation. Classification and growth of towns and cities in India. Urbanisation in Andhra Pradesh. Urban Social Organisation: Urbanisation and Social Institutions. The family, caste and class, economic and religious aspects of urban communities.

UNIT V: Urban local self-government: Significance of municipal administration. Types of urban local self governments – Municipalities, Municipal Corporations, Cantonment Boards, etc. – their composition, powers and functions. The salient features of 74th amendment to the Constitution of India. Urban Development Authorities: The origin and growth of urban development authority in Andhra Pradesh. The objective, structure, powers and functions of urban development authorities, co-ordination with the other agencies in Urban areas.

Learning outcomes:

- ***Students will be given a peer platform for discourse on rural urban and tribal community development.***
- ***They will be provided learning opportunity to perceive conceptual understanding of Social Policies and planning at various levels by conducting field work in rural urban and tribal areas.***

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MSW 303 IE(b) SOCIAL PROBLEMS AND SOCIAL LEGISLATIONS

Objectives

- To develop knowledge about and analyse the origin, and causes of social problems
- To understand the effects of social problems on individuals, groups and society.
- To acquire knowledge about social reforms, social policy and social legislation and critically understand their role in controlling the social problems.
- To create an awareness about the preventive and remedial services of Govt and Non- Govt organizations in dealing with social Problems

UNIT I: Concept of social pathology. Social problem -, Causes, Characteristics and Theories
Definition of Social deviance, Social labelling- social disorganisation. Social deviance – the process of induction and labelling of deviance, deviant subcultures and their interaction

with society. - Major Social Problems – Poverty ,Dowry, Unemployment, women and child trafficking HIV/AIDS, Substance Abuse, Crime etc.

UNIT II: Study and analysis of specific social problems such as AIDS, crime, juvenile delinquency, prostitution, alcoholism, drug addiction, untouchability, women related specific social problems such as dowry, female foeticide and infanticide.

UNIT III: Historical development of social reform, formulation of social policies. Social legislation related to crime, juvenile delinquency, prostitution, alcoholism and drug addiction, dowry, untouchability and female foeticide.

UNIT IV: The preventive and remedial services available at the Government and Non-Governmental level to deal with problems mentioned above. A critical study of models of preventive and remedial work with reference to the role of social work profession. Formulation of research projects to study social problems.

UNIT V: Social Legislations and social work. –various social legislations pertaining to women, children, labourers, Dalits, Backward castes, Elderly and differently abled- The Hindu Marriage Act, 1955(related to marriage and divorce) - The Adoptions and Maintenance Act, 1956. - The Dowry Prohibition Act, 1961 – **Recent Social legislations** - The Consumer Protection Act, 1986 - The Right to Information Act, 2005 etc.

Learning outcomes:

- *Students apply knowledge of discrimination and social and economic injustice, and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities.*
- *Students also acquire knowledge about social reforms, social policy and social legislation and critically understand their role in controlling the social problems*

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MSW 303 IE (c) SOCIAL MEDICINE AND PSYCHIATRY

Objectives

- To acquire sound theoretical understanding of Nutrition and Health.
- To know general epidemiology of communicable diseases and their control.
- To develop knowledge and skills to analyse different types of communicable diseases and their control.
- To acquire knowledge of various National and International health programmes and vital statistics.
- To know health planning in India.
- To understand what is personality and Freudian theory of personality development.
- To know the classification of mental disorders and the symptomatology of various psychiatric disorders
- To develop skill in case history taking in a psychiatric settings.
- To know the types and causative factors of different types of psychiatric disorders and to identify the role of social work intervention in dealing with them
- To develop understanding of various aspects of mental retardation and identify the role of social worker in dealing with it.
- To have knowledge about addictions and the role of social worker in dealing with them.
- To understand the problems of behaviour among children
- To understand the relation between Psychiatry and law.
- To know the need for knowledge of psychiatry for social workers working in the psychiatric settings.

UNIT I: Social Medicine – definition and scope. Nutrition and health, importance of nutrients, and their availability, deficiency disorders – their prevention and control. Epidemiology – Definition, general epidemiology of communicable diseases, dynamics of disease transmission, general measures of communicable disease control. Study of communicable diseases such as malaria, T.B., leprosy, STD and AIDS with special reference to their incidence, causation, Prevention and treatment.

UNIT II: Communication in Hospital – Medical social worker as a communicator and interpreter, Role of medical social worker in treatment plan. Specific social work

interventions in a medical setting. Health education – definition, objectives, principles, content, stages of adoption of new practices. Health education as a tool for social worker; People’s participation in health and the role of medical social worker.

Various national health programmes and their critical review. International health, occupational health and vital statistics.

UNIT III: Health Planning in India, Health care systems in India – at Central, State and District. Psychotherapy – Types of Psychotherapy – Techniques of psychotherapy – steps in the process of psychotherapy.

UNIT IV: Psychiatry – Definition, personality – definition, Freudian theory of personality development. Classification of mental disorders (DSM IV), symptomatology of psychiatric disorders. Case history taking in a psychiatric setting. Anxiety Disorders – types, symptoms, causative factors and role of social worker; somatoform disorders- types, symptoms, causative factors and role of social worker. Schizophrenia and other psychotic Disorders, mood disorders and Bi Polar disorders– types, symptoms, causative factors and role of social worker. Mental retardation – Definition, causative factors, types symptoms and role of social worker. Personality disorders- types, symptoms . Addictions: drugs and alcohol, definition, symptoms, causative factors and role of social worker.

UNIT V: Disorders usually first diagnosed in infancy, childhood or adolescence. Attention deficit and disruptive behaviour disorders, feeding and eating disorders of infancy or early childhood, Elimination disorders. Case history taking in a child psychiatry setting. Psychiatry and law – Indian Lunacy Act, Mental Health Act 1986. Need for the knowledge of psychiatry for social workers.

- ***Learning outcomes: Students will gain knowledge in Medical psychiatry and develop skills to analyse different types of communicable diseases and their control.***

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MSW 304 IE (a): FAMILY WELFARE STRATEGIES AND INTERVENTIONS

Objectives:

- To impart knowledge on family system, structure, functions, role and changing pattern of family in India.
- To gain knowledge to practice Assessment tools of family.
- To equip the students with the knowledge on family centered practice as a model of social work practice.
- To impart knowledge on major areas of family interventions.

UNIT-I: Definition of family and marriage -Trends in marriage and the family-The changing pattern of family in India – a historical review-Family dynamics and marital problems Family life cycle. Developmental tasks of each page of family life and developmental crisis.

UNIT-II: Social Work Practice in the Context of Family Welfare Programme, Need and importance of the programme – (small family and child spacing). History of family planning programmes in India. Administration of family planning programme. Anatomy and Physiology of reproduction, Family life Education and Family life skills.

UNIT-III: Holistic counseling - Pre-marital Counseling - Marriage Counseling - Divorce Counseling Family Advocacy and Crisis Counseling.

UNIT-IV: Conceptual framework to understand the family – Family systems, framework, family development framework, symbolic interaction framework, structural and functional framework, exchange framework.

UNIT-V: Family Assessment: need and importance. Assessment Tools of Family - Ecological Assessment – eco-map and Genogram-Family Interventions: Psychodynamic Family Therapy, Behavioral Family Therapy,Group Therapy, Extended Family System Therapy.

Learning Outcomes: Students will understand the sociological perspective of Family , it's dynamics, assessment tools of family and methods of family counselling

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Fouseca Habel.	Counselling for Mental Happiness.
Jordon William	The Social Worker in Family Situations.
Levent R.F.	Family Therapy ; a comprehensive over view.
Mamta Selgal, Nirmala	Marital disputes and counseling,
Shenging	Diagnistic techniques, 3volumes.
Murali Desai	Family and Intervention. (a course dompendium)
Philip Barker.	Basic Family Therapy.
Robin Skynmer	Exploitation with Families : Group analysis and
Family	Therapy.

Unit for Family studies, Tata Institute of Social Sciences	Enhancing the role of the Family as an agency for Social and economic Development.
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Philip Barker.	Basic Family Therapy.
Robin Skynmer Family Therapy.	Exploitation with Families : Group analysis and
Unit for Family studies, Tata Institute of Social Sciences	Enhancing the role of the Family as an agency for Social and economic Development.

MSW304 IE (b) HUMAN RESOURCE MANAGEMENT

Objectives

- To achieve a sound Theoretical understanding about Human Resource Management.
- To develop knowledge and skill in handling and resolving different types of problems in an organization.
- To orient the student about the importance of “people” dimension in an organization.
- To acquaint the student with the goals of the organization.

UNIT I: Human Resource Management: Concept, definition, scope, philosophy, objectives and principles. Concept of Management; contributions of Taylor, Fayal, Elton Mayo. Approaches to the study of Management. Span of control, decentralisation, delegation of authority. Line and staff relationship and functions.

UNIT II: Human Resource Planning: Concept, objectives and process. Forecasting and determination of current and future human resource requirements. Career planning. Recruitment, selection, placement and induction, Job analysis, job description and job specification.

UNIT III: Training and development-concept, importance and identification of training needs. Process of training, designing, monitoring and evaluation of training programmes. Types and methods of training. Conceptual principles of learning.

UNIT IV: Wage and salary Administration: Meaning, scope, concepts and principles. Wage determination. Wage Boards, Pay Commissions, incentives, types and methods – employee compensation.

UNIT V: Job evaluation: Performance appraisal, management by objectives, career development programmes. Discipline and domestic enquiry, superannuation, retirement, discharge, dismissal and voluntary retirement schemes.

Learning outcomes: *Students will understand the importance of “people” dimension in an organization including the objectives and principles of Human Resource Management*

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MSW 305 EE. WOMEN AND DEVELOPMENT

Objectives

- Understand demography in relation to sex ratio.
- Develop knowledge about sexual division of labour and its various theoretical perspectives.
- Know the difference between sex and gender.
- Acquire knowledge about the issues and problems related to women.
- Understand women in difficult situations.
- To acquire knowledge about various aspects of violence on women.
- Understand provisions- both constitutional and legal for empowering women. Also to understand national and international initiatives with reference to women empowerment.

UNIT I: Theories of Development in relation to roles of Women-Demographic composition of women: Sex ratio, Regional variation in sex ratio. Implications of the declining sex ratio. Changing perspectives of the roles and obligations of the women through history.

UNIT II: Sexual Division of Labour. Functional, Marxist, feminist perspectives, concepts of gender and sex.

UNIT III: Issues related to women: Family, Health, Education, Employment, Self-employment – Types and specific problems. Political participation, environment, women in difficult situations.

UNIT IV: Violence against women: foeticide, infanticide, child marriage, rape, wife battering, sati, dowry death, sexual harassment.

UNIT V: Empowerment of Women: Constitutional guarantees, legal provisions, Property Rights, Mahila Courts, Women Police Stations, Women's Commissions – National, State, Self help groups – DWACRA, DWACUA, International Initiatives, National State Government Developmental programmes for women, National Policy for the empowerment of Women.

Learning outcomes: Students will understand the perspectives on women development and issues and safeguards of women development.

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SEMESTER – IV

MSW 401. MANAGEMENT OF VOLUNTARY ORGANIZATIONS

Objectives

- To have knowledge on concept, types, trends and problems of voluntary sector.
- To acquire skills pertaining to functional aspects of voluntary organizations such as selection of project, preparation of project proposal, monitoring and evaluation.
- To develop capacities pertaining to management of voluntary organization.
- To get oriented to aspects such as reports, returns and laws related to the voluntary sector.

UNIT I: Voluntary Organisations – concept, types and meaning and its linkages with government. Voluntary action; concept and trends and problems of voluntary action. Registration of voluntary organisations. Salient features of Societies Registration Act 1860.

UNIT II: Functional aspects of Voluntary Organisations: Selection of project area and priorities. Data based – social survey, programme identification and formulation, programme implementation – people’s participation. Voluntary Organisation – Roles and functions of key functionaries.

UNIT III: Management of Voluntary Organisations: Concept of management, functions of management, principles of management, structure, composition and functions of NGO. Management of administration and organisational behaviour with special emphasis to team building and leadership. Understanding conflict, conflict resolution, creating positive climate.

UNIT IV: Financial Resources: Fundamentals of budgeting, sources of finance, fund raising – governmental and non governmental, Income Tax exemption under 12A of the Income Tax Act, 1961, FCRA-1976 Accounting. Importance and significance of audit, keeping reports and returns. Cost benefit analysis.

UNIT V: Programme Development – Programme management: Long term, short term and documentation: Project proposals, based on needs, nature of resources, eligibility criteria, records, evaluation and research. Impact analysis – qualitative and quantitative. Need for public relations. Use of media for publicity-Case Studies.

Learning outcomes: Students develop acquire skills pertaining to functional aspects of voluntary organizations such as selection of project, preparation of project

proposal, monitoring and evaluation and develop capacities pertaining to management of voluntary organization

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MSW 402 CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION

Objectives

- To study and understand the key concepts of deviance.
- To study and understand the key concepts of deviance
- To understand the characteristics and elements of crime.
- To gain knowledge about the fundamental theories of crime.
- To gain knowledge to understand the sociological theories of crime.
- To study and understand the basic elements of correctional methods and approaches.
- To get familiarity with the Indian police system.
- To gain knowledge on the provisions of judicial system.
- To understand various aspects related to Social Defence.
- To study and identify the practices of non-institutional services
- To acquire skills of correctional social work and understand the role of professional social workers in correctional institutions.

UNIT I: Concept of criminology, definition, meaning, scope and extent. Concept of deviance, definition, meaning, scope content and theories. Concept of crime, definition, meaning, scope and extent. Characteristics of crime and elements of crime.

UNIT II: Theories of criminology – pre classical, classical, neo-classical and positive school. Physiological and psychological theories. Sociological Theories – economic explanation, labeling, differential association and cultural theories.

UNIT III: Correctional Administration: Definition, philosophy, objectives, methods and approaches of contemporary correctional social work. Origin, development and functions of police in India. Criminal Justice System: Courts and correctional administration. Hierarchy of courts, functions and powers. Lok Adalats, Lokayukta, Legal Aid, Functions of law commission.

UNIT IV: Social Defence: Meaning, development, and functions of social defence. NISD – objectives and functions. The significance of NISD. Crime prevention strategies.

UNIT V: Probation and Parole: Origin, nature, process and practice of probation and parole in India. Meaning, development and organisation of aftercare in India. Correctional Social Work: Correctional Social Work in India.-Human Rights and correctional services-The role of professional social workers in correctional institution.

- ***Learning outcomes: Students understand the basic elements of correctional methods and approaches and acquire skills of correctional social work and the role of professional social workers in correctional institutions.***

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MSW 403 IE (a). PROGRAMMES FOR RURAL, URBAN AND TRIBAL COMMUNITIES

Objectives

- To know the Constitutional provisions for local self-government and the structure and functioning of Panchayat Raj Institutions in India and Andhra Pradesh.
- To gain knowledge on rural and tribal development programmes in India.
- To understand the concept and importance of community participation.
- To enhance knowledge on professional social work practice, its scope and application in rural and tribal community development programmes.
- To understand the different problems of the urban community.
- To know the concept of migration and its impact on urban community
- To gain knowledge on agencies working for urban community development and services available for the welfare of women, children, slum dwellers, etc.
- To know the scope of professional social work practice in urban community development and acquire knowledge and skills pertaining to it.

UNIT I: Rural Local Self Governance: Origin, and development of Panchayathi Raj system in India. Salient features of 73rd Constitutional Amendment. Panchayathi Raj Institutions in Andhra Pradesh – Structure and Functions. Rural Development Programmes: Early experiments of rural reconstruction – Sriniketan, Marthandom, Gurgoan, Baroda etc. Post independent projects – Nilokhiri, Faridabad, Etawah pilot projects etc. Community development programme – philosophy and objectives of community development. Community development and community organisation. Poverty alleviation programmes in rural areas, NABARD – objectives, and programmes, role of NABARD in Rural Development.

UNIT II: Agencies working for urban community development: Agencies in urban community development, UCD Project- concept, objectives and programme, UCD projects of Delhi and Hyderabad.

UNIT III: Services of urban community: Various programmes for the urban community development – SJSRY, DWCUA, APUSP, etc. Programmes for women and children, slum dwellers. Professional Social Work Practice. The scope of social work practice in urban community development. The role of non-governmental agencies in

urban community development. Scope and importance of peoples participation in urban community development. Factors hindering or promoting people's participation.

UNIT IV: Tribal Development Programmes: Constitutional and legislative provisions for the development of tribals in India. Politics toward the tribals during British, and post Independence period. Integrated Tribal Development Agency – objectives, structure and functions. Other agencies and programmes for the tribal development.

UNIT V: Professional Social Work Practice:- The scope of Social Work practice in Rural and Tribal Community Development. The role of non-governmental agencies in rural and tribal community development. Community participation: People's participation – meaning and importance. Concept, objectives and role of self help groups. Participatory Rural Appraisal (PRA) – Concept, characteristics and methods of PRA. The use and applicability of PRA techniques in rural and urban communities.

Learning outcomes: Students will gain knowledge on professional social work practice, it's scope and application in rural, urban and tribal community development programmes

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MSW 403 IE (b) : INDUSTRIAL RELATIONS AND TRADE UNIONS

Objectives

- To acquire a sound theoretical knowledge regarding the concept, origin and perspectives on industrial Relations.
- To develop knowledge and skill to analyse Labour Management Cooperation in India.
- To acquire skills of Industrial Relations Machinery.
- To know the concept, objectives, origin, and growth of trade unions and their social responsibilities.
- To acquire knowledge about Management of Trade Union in India.

UNIT I. Industrial Relations and Trade Unions: Concept, origin, development and determinants. Perspectives on industrial relations. Marxian approach, Gandhian approach, Human relations approach, development systems approach. International labour organisation and Indian Labour Conference.

UNIT II. Labour Management Cooperation in India; Works Committees, Joint Management Councils, Workers Participation in Management, Collective Bargaining Employee grievance redressal system. Industrial conflict and its causes.

UNIT III. Industrial Relations Machinery: Conciliation, mediation, adjudication, voluntary arbitration, code of conduct, code of discipline, unfair labour practices.

UNIT IV. Trade Unions Concept and objectives, origin and growth of labour and trade unions movement. Trade unions in contemporary society. Emerging trends in unionisation in India. Trade union and social responsibility.

UNIT V. Management of Trade unions in India: Registration, structure, functions, membership, union security, leadership, trade union disputes, union finances, union elections, promotion of trade unions. Role of trade unions in Industrial Relations.

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MSW – 404 IE (a): CHILD WELFARE AND DEVELOPMENT

OBJECTIVES

- To develop an understanding of the need and importance for child development
- To sensitize the students on the problems of children in the society
- To Equip the students about Child Welfare Programs
- To enhance understanding on the role of social work in child welfare

UNIT – I: The place of the child in the family in India – structural, cultural, economic factors influencing child development. . Educational Needs of the child in India – Governmental and non-governmental programmes. Sponsorship: Meaning requirement, procedures in sponsorship, role of social worker in sponsorship programme.

UNIT – II: Adoption: Meaning, nature of adoption, legal provisions and procedures regarding in-country and inter-country adoption of the Indian child. Problems in adoption; role of the social worker in an adoption service. Street children: Definition nature, causes and effects of the problem, services for the street children, social work intervention in the problem of street children.

UNIT – III: Child labour: Nature and extent of the problem of child labour in India, cause and effects of child labour. Legal provisions regarding child labour in India. Social work intervention in the problem of child labour. Child abuse: Types and causes of child abuse in India, the battered child, and child beggard, social work intervention in the problem of child abuse. Child Prostitution: Child trafficking

UNIT –IV The delinquent child: Meaning of delinquency causes of delinquency the juvenile justice system in India. The juvenile court, institutions for juvenile offenders, probation, after care and rehabilitation. Role of social work in the juvenile justice system. Prevention of juvenile delinquency Prevention of juvenile delinquency

UNIT – V Street children: Definition nature, causes and effects of the problem, services for the street children, social work intervention in the problem of street children. Child abuse: Types and causes of child abuse in India, the battered child, and child beggard, social work intervention in the problem of child abuse. Child Prostitution: Child trafficking

Learning outcomes: Students will develop and understand the need for Child welfare development.

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MSW 404 IE (b). SOCIAL WORK WITH ELDERLY AND DIFFERENTLY ABLED

Objectives

- To acquire knowledge on Gerontology and the problems of the Elderly in India
- To know about the Constitutional and legislative provisions for the welfare of the elderly and the National Policy on Older Persons.
- To gain knowledge about the concept and types of differentially abled.
- To enhance the knowledge of various services available for the differentially abled in India.
- To acquire knowledge and skills of professional social work practice to work with the elderly and differentially abled.

UNIT I: Gerontology: Concept and definition. Factors contributing to the problems of the elderly – socio-economic and health problems of the elderly. Neglect and abuse of the elderly.

UNIT II: Programmes for the elderly: Constitutional and legislative provisions for the welfare of the elderly. National policy on older persons, institutional and Non-Institutional services for the welfare of the elderly.

UNIT III: Differentially abled: Concept and, classification – extent, causes and problems of each category .

UNIT IV: Constitutional and legislative provisions, for the differentially abled; governmental and non-governmental services for the differentially abled. National Institutes for the differentially abled in India.

UNIT V: Professional social work practice: Professional social work practice with the elderly and differentially abled. Role of government and non-governmental agencies. Help Age India. Objectives and functioning of Help Age India.

Learning outcomes: Students acquire knowledge and skills of professional social work practice to work with the elderly and differentially abled.

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The student of M.S.W, shall be assessed on the basis of the following:

- *Regularity and punctuality in reporting for work*
- *Quality and content of work done*
- *The quality of the reports and the punctuality in submitting the report*
- *Participation in group conferences*
- *Diligence shown in seeking individual guidance from the supervisor*
- *Keeness shown in undertaking the practical work and extra efforts made to bring in qualitative difference in the work*
- *special assignments undertaken on behalf of the client and/or agency, and*

the performance in the viva-voce at the end of the semester specially conducted to ascertain the grasp of the theories.

Structure of B.A. HISTORY Syllabus under CBCS

Table-2:

Sl. No	Sem	Paper	Name of Paper	Nature	Hours/Week*	Credits	Marks	
							Mid Sem	Sem End
1	I	I	Ancient Indian History & Culture (From earliest times to 600 A.D) (647AD) ✓	Core	5	4	25	75
2	II	II	Early Medieval Indian History & Culture (600 A.D to 1526 A. D.)	Core	5	4	25	75
3	III	III	Late Medieval & Colonial History of India (1526 to 1857 A. D.)	Core	5	4	25	75
4	IV	IV	Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.)	Core	5	4	25	75
5	V	V	Age of Rationalism and Humanism The World Between 15 th & 18 th Centuries	Core	5	4	25	75
6		VI	History & Culture of Andhra Desa (from 12 th to 19 th Century A.D.)	Core	5	4	25	75
7	VI	VII-(A)	History of Modern Europe (from 19 th Century to 1945 A. D.)	EI	5	4	25	75
		VII-(B)	History of East Asia (from 19 th Century A.D. to 1950 A.D)					
		VII-(C)	Contemporary History of The World (1945 to Circa 2000 A. D.)					
		VII-(D)	Basics of Journalism					
		VII-(E)	Historical Application in Tourism					
		VII-(F)	Modern Techniques in Archaeology					
8	VI	VIII-A-1	Cultural Tourism In Andhra Pradesh	CIEI (3)	5	4	25	75
		VIII-A-2	Popular Movements In Andhra Desa (1848 TO 1956 A.D.)					
		VIII-A-3	Contemporary History of Andhra Pradesh (1956-2014)					
TOTAL						32	200	600

Andhra Pradesh State Council of Higher Education
Structure of B. A. HISTORY Syllabus under CBCS
w.e.f. 2015-16 (Revised in April, 2016)

Table-I:

<i>Semester</i>	<i>Paper</i>	<i>Title</i>
Semester I (Core)	I	Ancient Indian History & Culture (from earliest times to 600 A.D.)
Semester II (Core)	II	Early Medieval Indian History & Culture (600 A.D to 1526 A. D.)
Semester III (Core)	III	Late Medieval & Colonial History of India (1526 to 1857 A. D.)
Semester IV (Core)	IV	Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.)
Semester V (Core)	V	Age of Rationalism And Humanism The World Between 15 th & 18 th Centuries
Semester V (Core)	VI	History & Culture of Andhra Desa (from 12 th to 19 th Century A.D.)
Semester VI Elective - 1	VII-A	History of Modern Europe (from 19 th Century to 1945 A. D.)
Semester VI Elective - 2	VII-B	History of East Asia (from 19 th Century A.D. to 1950 A.D.)
Semester VI Elective - 3	VII-C	Contemporary History of The World (1945 to Circa 2000 A. D.)
Semester VI Elective - 4	VII-D	Basics of Journalism
Semester VI Elective - 5	VII-E	Historical Application in Tourism
Semester VI Elective - 6	VII-F	Modern Techniques in Archaeology
Semester VI Cluster Electives Elective - 1	VIII-A-1	Cultural Tourism in Andhra Pradesh
Elective - 2	VIII-A-2	Popular Movements in Andhra Desa (1848 TO 1956 A.D.)
Elective - 3	VIII-A-3	Contemporary History of Andhra Pradesh (1956-2014)

FC-04

Andhra Pradesh State Council of Higher Education
Structure of BA - Political Science under CBCS w.e.f.2015-16
Revised in April, 2016

Yr	Sem ester	Paper	Title	Hr/ Wk	Credits	Marks	
						Int	Ext
1	I	I	Basic Concepts of Political Science	5	4	25	
	II	II	Political Institutions (Concepts, Theories and Institutions)	5	4	25	75
2	III	III	Indian Constitution	5	4	25	75
	IV	IV	Indian Political Process	5	4	25	75
3	V	V	Indian Political Thought	5	4	25	75
		VI	Western Political Thought	5	4	25	75
	VI	VII	Electives (any one) VII-(A): Major issues in Indian Politics (or) VII-(B): Principles of Public Administration (or) ✓ VII-(C): Local Self - Government in Andhra Pradesh	5	4	25	75
		VIII	Cluster Electives (any one cluster, i.e., set of three papers) Elective VIII-A-1: Colonialism and Nationalism in India	5	4	25	75
			Elective VIII-A-2: Political Economy of Development in India Elective VIII-A-3: Feminism: Theory and Practice	5	4	25	75
	(or) Elective VIII-B-1: Comparative Constitutionalism; UK, USA Elective VIII-B-2: Human Rights in a Comparative Perspective Elective VIII-B-3: Political Sociology		5	4	25	75	
		(or) Elective VIII-C-1: International Relations ✓ Elective VIII-C-2: Indian Foreign Policy Elective VIII-C-3: Contemporary Global Issues					

Note: Student Activities like Data/picture analysis, Seminars, Assignments, Group Discussions, Case studies, Fieldwork, Surveys, Study Projects, Models are Part of Curriculum in all papers. The teacher shall identify appropriate activities for each unit and assign them to all the students for improving domain skills.

35

Students can be asked to create a calendar charting the dates of key events. This can be -

applied to an historical event or the sequence of

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

BA Economics Syllabus under CBCS

v.e.f. 2015-16 (Revised in April 2016)

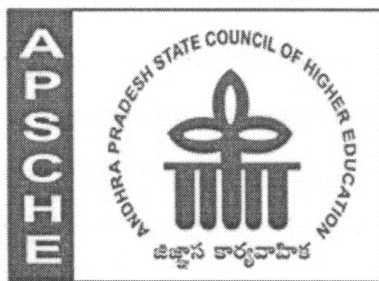
Structure of Syllabus

Table-1:

Semester	Paper	Title
Semester I (Core)	I	Micro Economics – Consumer Behavior
Semester II (Core)	II	Micro Economics - Production and Price theory
Semester III (Core)	III	Macro Economics - National Income, Employment and Inflation
Semester IV (Core)	IV	Macro Economics - Banking and International Trade
Semester V (Core)	V	Economic Development and Indian Economy
Semester V (Core)	VI	Indian and Andhra Pradesh Economy
Semester VI *Any one Paper from A,B,C,D,E F and G	VII – (A)	Agricultural Economics
	VII – (B)	Principles of Insurance
	VII – (C)	Financial Markets and Institutions
	VII – (D)	Rural Economics And Social Change
	VII – (E)	Entrepreneurship and Small Business Development
	VII – (F)	Public Finance
	VII – (G)	International Economics
Semester VI ** Any one Cluster from A, B, C, D and E	Cluster Electives – (A) Agribusiness	
	VIII	A-1: Agribusiness Environment in Andhra Pradesh
		A-2: Agricultural output Marketing
		A-3: Agricultural Input Marketing.
	Cluster Electives – (B) Insurance Practice	
	VIII	B-1. Practice of General Insurance
		B-2. Agricultural Insurance
		B-3 Health Insurance
	Cluster Electives – (C) Financial Markets	
	VIII	C-1: Stock Market operations
		C-2 Securities Market
		C-3 Commodities Market
	Cluster Electives – (D) Rural Economy	
	VIII	D.-1 Rural Economy
		D.-2 Rural Industrialisation
	D.-3 Rural Marketing	
Cluster Electives – (E) Entrepreneurship		
VIII	E-1 Industrial Economics	
	E-2 Labour Economics	
	E-3 Industrial Management	

*Student has to choose only one paper

** Students are advised to choose Cluster (A) if they have chosen VII (A) and Choose Cluster (B) if they have chosen VII (B) etc. However, it is only suggestive.



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

3rd, 4th and 5th floors, Neeladri Towers, Sri Ram Nagar, 6th Battalion Road,
Atmakur (V), Mangalagiri(M), Guntur-522 503, Andhra Pradesh
Web: www.apsche.org Email: acapsche@gmail.com

SYLLABUS OF

PUBLIC RELATIONS

AS PART OF

SKILL DEVELOPMENT COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

A.P. State Council of Higher Education

B.A., B. Com & B. Sc Programmes

Revised CBCS w.e.f 2020-21

SKILL DEVELOPMENT COURSES

(To be offered from Semesters I to IV)

Arts Stream

PUBLIC RELATIONS

Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

Course Outcomes:

After successful completion of this course, the student will be able to:

1. *Understand the historical background and role Public Relations in various areas*
2. *Have insight into the use of the technological advancements in Public Relations*
3. *Comprehend tools of Public Relations in order to develop the required skills.*
4. *Understand the ethical aspects and future of Public Relations in India*
5. *Develop writing skills for news papers and creation of Blogs.*

Syllabus:

Unit I 06 Hrs	Public Relations-Meaning, Definition, Nature and Scope, Historical Background, Technological and Media Revolution and Role in Business, Government, Politics, NGOs and Industry.
Unit II 10 Hrs	Concepts of Public Relations-Press, Publicity, Lobbying, Propaganda, Advertising, Sales Promotion and Corporate Marketing Services, Tools of Public Relations- Press Conferences, Meets, Press Releases, Announcements, Webcasts
Unit III 10 Hrs	Public Relations and Mass Media, Present and future of Public Relations in India, Ethics of Public Relations and Social Responsibility, Public Relations and Writing- Printed Literature, Newsletters, Opinion papers and Blogs

Co-curricular Activities Suggested: (04 Hrs)

1. Invited lecture by local field expert/ eminent personality on Public Relations
2. Visit to Press
3. Opinion Survey, Media Survey and Feedback
4. Case Studies
5. Organising mock press conferences, exhibitions
6. Assignments, Group discussion, Quiz etc.

Reference Books:

1. Brown, Rob, Public Relations and the Social Web, Kogan Page India, New Delhi, 2010.
2. Cutlipscottetal, Effective Public Relations, London, 1995.
3. Black Sam, Practical Public Relations, Universal Publishers, 1994.
4. S.M.Sardana, Public Relations: Theory and Practice.

Dravidian University – Kuppam – 517 426

DEPARTMENT OF HISTORY, ARCHAEOLOGY AND CULTURE

P.G. DIPLOMA IN TOURISM (One Year Course) For the Academic Year 2019-20

SEMESTER – I

1.	Concepts of Tourism	100	Marks	5 Credits
2.	Tourism in India	100	Marks	5 Credits
3.	Planning and Development of Tourism in India	100	Marks	5 Credits

SEMESTER – II

4.	Tourism Management	100	Marks	5 Credits
5.	Indian Tourism and Marketing	100	Marks	5 Credits
6.	Historical Application of Tourism in India	100	Marks	5 Credits



DRAVIDIAN UNIVERSITY

KUPPAM

**DEPT. OF HISTORY, ARCHAEOLOGY
& CULTURE**

**B.A. (H.E.P & H.T.P) THREE YEARS COURSE (CBCS)
SEMESTER PATTERN**

**ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
(STRUCTURE OF B.A. HISTORY SYLLABUS UNDER CBCS)
WITH EFFECT FROM 2015-2016 (REVISED) IN APRIL 2016**

APPROVED

IN BOARD OF STUDIES – 2019-2020

HELD ON 16.11.2019

LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
I	01	Computer Applications	Computers
		Human Values and Professional Ethics	English/Telugu/Any Dept
		Entrepreneurship	Commerce
II	01	Information and Communication Technology	Computers ✓ ICT
		Indian Culture and Science	History/Telugu
		Elementary Statistics	Statistics/Maths/Economics/Commerce
III	02	Health and Hygiene	Zoology/Botany
		Personality Development and Leadership	English/ Any Dept
		Analytical Skills	Maths/Statistics
		Environmental Education	Botany/Zoology/Environmental Sciences/Any Dept.

Personality Enhancement and Leadership

List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.

Sem	No. of Courses	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
I	01	Tourism Guidance (History)	Secretaryship ✓	Electrical Appliances (Physics)
		Public Relations ✓ (Pol Sci /English) (Varadachari)	insurance Promotion	Plant Nursery (Botany) ✓
II	02 ✓	Journalistic Reporting (Varadachari) (English)	Agricultural Marketing	Solar Energy (Physics)
		Survey & Reporting (Economics/History)	Business Communication (English)	Fruit & Vegetable Preservation (Botany)
		Social Work Methods (Pol Sci) (Jatishan)	Advertising	Dairy Techniques (Zoology)
III	01	Performing Arts (Telugu)	Logistics & Supply Chain	Food Adulteration (Chemistry)
		Financial Markets (Economics) (Bunesh ✓)	Online Business	Environment Audit (Chemistry)
		Disaster Management (English /Telugu) (Varadachari)	Retailing	Poultry Farming (Zoology)



**DRAVIDIAN UNIVERSITY
KUPPAM**

**DEPT. OF HISTORY, ARCHAEOLOGY
& CULTURE**

**PROPOSED AND APPROVED SYLLABUS
OF**

M.A. HISTORY (CBCS)

**IN BOARD OF STUDIES 2019-2020
HELD ON 16.11.2019**

Department of History, Archaeology and Culture
DRAVIDIAN UNIVERSITY
CBCS SYLLABUS (REVISED) :: 2019-2020

SEMESTER – I (CORE PAPERS)

- Paper - 1 : Historical Methods and Concepts.
Paper- 2 : History of India from Earliest Times to 650 A.D.
Paper- 3 : Introduction to Indian Archaeology.
Paper - 4 : History of Andhra from Earliest Times to 650 A.D.
Paper - 5 : History of the 20th Century World up to 1945.

SEMESTER-II (CORE PAPERS)

- Paper - 1 : Historiography.
Paper - 2 : History of India from 650 A.D. to 1200 A.D.
Paper - 3 : Proto and Early Historic Archaeology of India.
Paper - 4 : History of Andhra from 650A.D.to 1600A.D.
Paper – 5 : History of the World since1945.


SEMESTER-III (CORE PAPERS)

- Paper-1 : History of India from1201 to 1707 A.D .
Paper -2 : History of Modern Andhra from 1600 to 1857A.D.
Paper -3 : Contemporary History of India from 1947 to 1966.
Paper -4 : **(Internal elective):** A) Numismatics and Epigraphy
(or)
B) Indian Cultural Expansion
Paper-5 **(External Elective):** Indian Heritage and Culture

SEMESTER-IV (CORE PAPERS)

- Paper -1 : History of Indian Society and Culture.1200 - 1750. A.D
Paper -2 : History of India from 1757 to 1947.
Paper -3 : Contemporary History of India 1966 – 1991
Paper -4 : History of Modern Andhra 1857-1956.
Paper -5 : **(Internal Elective):** A) Indian Art and Architecture
(or)
B) Introduction to Tourism.

Total Marks and Credits for II Semester							625	26
III Semester								
CHM 301	Spectroscopy and its Applications	Core	4	3	30	70	100	4
CHM 302	General Chemistry	Core	4	3	30	70	100	4
CHM 303	A. Polymer Chemistry/ B. Nano Chemistry	IE	4	3	30	70	100	4
CHM 304	Chemistry and Environment	EE	3	3	20	40	60	3
		SS	2	3			40	2
Practical								
CHM 305	Spectral Identifications of Organic Compounds	Core	8	4			100	4
CHM 306	IE Practical	IE	8	4			100	4
Total Marks and Credits for III Semester							600	25
IV Semester (A)								
CHM 401	Organic Synthesis –I	Core	4	3	30	70	100	4
CHM 402	Organic Synthesis –II	Core	4	3	30	70	100	4
CHM 403	A. Heterocyclic Chemistry/ B. Drug Chemistry	IE	4	3	30	70	100	4
CHM 404	A. Natural Products / B. Bio Organic Chemistry	IE	4	3	30	70	100	4
Practical								
CHM 405	Multistep Synthesis of organic compounds	Core	8	4			100	4
CHM 406	Estimations of Organic Compounds	Core	8	4			100	4
Total Marks and Credits for IV Semester							600	24
Grand Total Marks and Credits for 4 Semesters							2450	100

Dravidian  **University**
Srinivasavanam, Kuppam-517426

Department of Kannada Language and Translation Studies

P.G. Diploma in Translation Studies

Regulations:

I. Name of the PG Programme:

Post-Graduation Diploma in Translation Studies.

II. Mode of Course:

The Post-Graduation Diploma in Translation Studies is a concurred programme for P.G and Ph.D students of Dravidian University, faculties of the university and on regular basis for outside students.

III. Duration of the Course:

The Course of study for 'Post Graduate Diploma in Translation Studies' shall extend over a period of one academic year. Maximum duration of the course is two years.

IV. Eligibility for Admission:

Candidates who have passed any degree examination of any recognized university are eligible for admission to 'Post Graduate Diploma in Translation Studies'. Candidates will be selected for admission as per the general guidelines issued by the University, from time to time.

V. Medium of Instruction:

The medium of instruction for 'Post Graduate Diploma in Translation Studies' program will be Kannada.

VI. Attendance:

Each paper shall be taken as a unit for the purpose of calculating attendance. Every student has to satisfy the required attendance for each paper. If he/she has less than 75% of the total number of instructional hours during the semester he/she not eligible to appear for the examination. There is no provision for condoning shortage of attendance.

VII. Examination:

There shall be an examination at the end of the academic year by University as per the circular issued from time to time by University. The examination of Dissertation shall be conducted by the panel of examiners to be appointed by Board of studies. At the end of the examination a Viva-Voce shall be conducted by panel of examiners.

VIII. Declaration of Results:

The minimum for pass in each paper shall be 40% in both IA and theory examination conducted in the year end. Candidate shall secure a minimum of 50% aggregate in the course for successful completion of the programme. The Class/grade points/grade letter shall be awarded according to the general guidelines of University issued from time to time.

IX. Maximum duration for completion of the Programme:

A candidate admitted to Post Graduate Diploma in 'Post Graduate Diploma in Translation Studies' shall complete the course within a period which is double of the programme from the date of admission. Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus or by general the guidelines issued by time to time by the University.

Students are required to pay the prescribed fees immediately after the admission list is announced. Students claiming fee concession etc. are required to produce the relevant documents as may be prescribed by the Government from time to time. Expenditure towards Study Tour/ Field Work/ and for the Preparation of Dissertation and any other essential activity shall be entirely borne by students.

X. Course Structure

There shall be four (4) theory papers and one (1) Dissertation. The scheme of papers and other details are as shown bellow.

Title of the Papers		Hours of Teaching per week	Core/Elective	Credits	Duration of the examination	Marks for theory Papers	IA Marks	Total
1.1	Concepts and Theories of Translation	4	Core	4	3	80	20	100
1.2	Types of Translation	4	Core	4	3	80	20	100
1.3	Three Translated Texts	4	Core	4	3	80	20	100
1.4	Practical Translation	4	Core	4	3	80	20	100
1.5	*Dissertation	4	Core	4	-	80	20 (Viva – Voce)	100

*Dissertation is based on study Tour/Field Work/Survey of Literature etc. This paper consists 80 marks for dissertation and 20 marks for Viva –Voce.

XI. Question Paper Pattern

Duration: 3 Hours

Total Marks: 80

I. Answer the following five questions

10x5=50

(All 5 questions are compulsory, internal choice is given to each question)

- 1
- 2
- 3
- 4
- 5

II. Write the short notes for following 6 questions

5X6=30

(Candidate can choose any 6 questions out of 8 questions)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

**Report of the BoS meeting of Department of Kannada Language and Translation
Studies held on 11.11.2019**









The BoS Meeting of Department of Kannada Language and Translation Studies was held on 11.11.2019, at 11.00 am in the Chamber of HoD, Department of Kannada Language and Translation Studies.

Agenda

1. To revise the U.G. Kannada syllabus of I, II, III and IV Semesters and preparation of model question papers
2. To revise the syllabus of M.A Kannada (CBCS) I, II, III and IV Semesters and papers of Core Course, Internal Elective, External Elective and Soft Skills and preparation of model question papers
3. To decide about the inclusion of the component of dissertation or two courses (subjects or papers) in the syllabus of M.A Kannada.
4. To revise the syllabus and model question papers of M.Phil/Ph.D. Course as per the UGC guidelines
5. To Prepare the syllabus and model question papers of Certificate Course in Kannada
6. To Prepare the syllabus and model question papers of Diploma Course in Kannada
7. To update the list of external examiners for the evaluation of M.A.(CBCS), M.Phil./Ph.D. examinations.
8. To revise the syllabus and model question papers of Kannada for UG and P.G. M.A-Kannada of Directorate of Distance Education, Dravidian University (D.U., D.D.E) and to discuss about the introduction of Certificate Course and Diploma Course in Kannada for DU,DDE.
9. To update the list of external examiners for the evaluation of P.G.-M.A. Kannada for Directorate of Distance Education, Dravidian University.

Minutes of the meeting of Board of Studies for the Department of Kannada and Translation Studies, Dravidian University, held on 11/11/2019 at 11.00 am

Members present:

- | | | |
|----------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------|
| 1. Prof. K. Sharada | BoS Chairperson | 
11/11/19 |
| 2. Dr. N.Y.Mattihal, Professor | Member (External) | 
11/11/2019 |
| 3. Dr. Gangadaraiah S.M., Professor | Member (External) |  |
| 4. Dr. Suchetha Navaratna, Professor | Member (External) | 
11/11/2019. |
| 5. Dr. Jayalalitha | Member (Internal) | 
11.11.19 |
| 6. Dr.M.S. Durga Praveena, Head | Ex-Officio Member | 
11/11/19 |
| 7. Top Ranking Student(Male)
Mr.N.H.Hulugappa | Member | 
Hulugappa N H |
| 8. Top Ranking Student(Female)
Ms. K. N. Anitha | Member | 
Anitha. K.N |

Resolutions:

1. The syllabus of U.G. Kannada I, II, III and IV Semesters has been revised as per the guidelines and the papers were finalized.
2. The syllabus of M.A. Kannada (CBCS) two year P.G. Degree I,II,III and IV semesters have been revised as per the CBCS guidelines 2016-17 of the Dravidian University and

the papers of Core Course, Internal Elective, External Elective and Soft Skills have been finalized.

The details are as follows:

Course Code	Course title	C/E/S	Credit
Semester-I			
KANC 001	Ancient Kannada Literature	C	5
KANC 002	Sanskrit and Kannada Poetics	C	5
KANC 003	General Linguistics	C	5
KANC 004	Folk Literature	C	5
KANC 005	Kannada Theatre	C	5
Semester-II			
KANC 006	Medieval Kannada Literature	C	5
KANC 007	Western Poetics	C	5
KANC 008	Epigraphy	C	5
KANC 009	Translation Studies	C	5
	External-1	E	3
	External -1	S	2
External Electives - 1			
KANE 001	Kannada Journalism		
KANE 002	History of Tamil Literature		
Soft Skills – 1			
KANS 001	Kannada Language Learning		
Semester-III			
KANC 010	Modern Kannada Literature Part-I, (Poetry & Drama)	C	5
KANC 011	Literary Criticism	C	5
KANC 012	Prosody	C	5
	Internal – 1	I	5
	External- 2	E	3
	Soft Skills – 2	S	2
Internal Electives – 1			
KANI 001	Lexicography		
KANI 002	Textual Criticism and Manuscriptology		
KANI 003	Structure of Kannada Language		
KANI 004	Computer Study		
External Electives - 2			
KANE 003	History of Classical Telugu Literature		
Soft Skills – 2			
KANS 002	Introduction to Kannada Culture		
Semester-IV			
KANC 013	Modern Kannada Literature, Part-II (Short Story and Novel)	C	5
KANC 014	Modern Kannada Literature and Western Literary Movements	C	5
KANC 015	Research Methodology	C	5
	Internal- 2	I	5
	Internal- 3	I	5
	Internal- 4	I	10

	Internal Electives – 2		
KANI 004	Comparative Dravidian Linguistics		
KANI 005	Village Deities		
	Internal Electives – 3		
KANI 006	Comparative Dravidian Literature		
KANI 007	Folk Epics		
	Internal Electives – 4		
KANI 008	Dissertation		

C – Core; E-External Elective; I- Internal Elective; S- Soft-Skills

1. The Model question papers of all the four semesters of M.A. Kannada including internal elective, external elective and soft skills have been revised and finalized as per the guidelines.
2. It is decided to offer Dissertation as Internal Elective 4 (with 10 credits) in the syllabus of M.A Kannada IV semester. Student can opt either two Courses, one each from Internal Electives-2(credit-5) **and** Internal Electives-3(credit-5) **or** Internal Electives-4(credit-10).
3. The syllabus and model question papers of M.Phil/Ph.D Course has been revised as per the UGC guidelines.
4. The syllabus and model question papers of Certificate Course in Kannada were finalized.
5. The syllabus and model question papers of Diploma Course in Kannada were finalized.
6. The list of External Examiners for the evaluation of M.A (CBCS), M.Phil/Ph.D Examinations has been approved.
7. The syllabus and model question papers of Kannada for U.G. and P.G.-M.A. Kannada of Directorate of Distance Education, Dravidian University (D.U.,D.D.E) were finalized and it is decided to adopt the same Certificate Course and Diploma Course in Kannada offered by the Department of Kannada Language and Translation Studies for Directorate of Distance Education, Dravidian University also.
8. The list of External Examiners for evaluation of P.G. M.A-Kannada for Directorate of Distance Education, Dravidian University has been approved.

The structure of Dissertation [Internal Electives – 4(KANI 008)] is as follows:

- I. Dissertation topics should be related to Dravidian Language, literature and culture. The emphasis should be given to translation studies and comparative studies.
- II. Title should be given in Kannada and the transliteration of the title in English should be given.
- III. Front page should contain Title, Name of the Student, Reg. No., Name of the supervisor, Department Name and year.
- IV. 'Nudi' font should be used. The title and chapter title should be of 15 font size, subtitles is of 14 font size, foot notes is of 11 font size and matter should be in 13 font size, line spacing is 1.5. Front page should contain Dravidian University Logo.
- V. Dissertation must contain minimum 100 pages and maximum 150 pages and it should not be dedicated to any one.
 - VI. Student who opts Dissertation [Internal Electives-4(KANI 008)] will get total 10 credits.

DRAVIDIAN UNIVERSITY
SRINIVASAVANAM
KUPPAM – 517 426
ANDHRA PRADESH
INDIA



M.Sc. BIOTECHNOLOGY
(SELF SUPPORTING)

CURRICULUM
(EFFECTIVE FROM THE ACADEMIC YEAR
(2020-21)

DEPARTMENT OF BIOTECHNOLOGY
SCHOOL OF HERBAL STUDIES AND
NATURO SCIENCES

REGULATIONS FOR M.Sc. BIOTECHNOLOGY (2 YEAR PROGRAMME)

Name of the Programme: M.Sc. Biotechnology

A brief description of the programme: This is full time course to impart knowledge and training in different fields of Biotechnology so as to equip them for higher studies in research and/or job orientation.

School offering the programme: The School of Herbal Studies and Naturo Sciences offer two years full time M. Sc programme in Biotechnology.

Board of Studies: The Board of Studies in Biotechnology is approved course structure and CBCS syllabus of M. Sc Biotechnology for 1st, 2nd, 3rd, and 4th semester on 20th November 2019.

Components of Programme

- 1) Core courses – Compulsory
- 2) Internal Elective Courses – Open for the students of the particular program in which they are admitted
- 3) External Elective Courses – Open for the students from the other departments
- 4) Soft Skill - Open for the students from the other departments.

Prerequisites: B. Sc life Science subject with combination of Chemistry

Credits (Theory, Practicals, Core and Electives): 100 credits,

Core papers : 74 credits
Internal Electives (IE) : 16 credits
External Electives (EE): 6 credits (2 EE X 3= 06 credits)
Soft skills: 4 credits (2 SS X 2 = 4 credits)

.....
100 Credits
.....

Number of semesters, how the courses are distributed: 4

Distribution of courses: 1st Semester: 24 credits – 600 Max Marks
2nd Semester: 27 credits – 650 Max Marks
3rd Semester: 25 credits – 600 Max Marks
4th Semester: 24 credits – 600 Max Marks
.....
100 Credits 2450 Max Marks
.....

Duration:

- a) The minimum duration for completion of a two year master program in Biotechnology is 4 semesters. The maximum period for completion is ten semesters counting from first semester.
 - b) Even if a candidate earns the required number of credits in less than 4/6 semesters he/she has to necessary study for four semesters for the two years.
- A department shall offer a minimum two internal electives in a semester.
 - A course in external elective shall be offered by a department only when there is a minimum enrolment of five students for that particular course.
 - One credit shall mean one period of teaching for theory or two periods for laboratory per week in a semester for 90 working days (15 weeks).

Course Fee:

- Each student admitted to the M.Sc. Biotechnology degree Programme will pay a Tuition, Lab, Special, Stationery, Chemical and computer and other fee as decided by the University from time to time

Syllabus

From the academic year (2013-2014) Choice Based Credit System (CBCS) is introduced in all departments of the University. According to this system the M.Sc. Biotechnology Programme requires a student to earn 100 credits in four semesters. The basic programme structure and the scheme of examinations are given in tables that follow.

M.Sc. DEGREE EXAMINATION
External Assessment
.....Semester
Branch –Biotechnology
Paper I – Core paper (or) Internal Elective

Time: 3 Hours

Max. Marks: 70

SECTION - A

Answer any SIX questions
Write a brief note of the following

Marks: 6 x 5 = 30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SECTION – B

Answer all four questions

Marks: 4 x 10 = 40

11. (a)

or

(b)

12. (a)

or

(b)

13. (a)

or

(b)

14. (a)

or

(b)

M.Sc. DEGREE EXAMINATION
Internal Assessment
.....Semester
Branch –Biotechnology
Paper I – Core paper (or) Internal Electives

Time: 1.30 Hours

Max. Marks: 30

SECTION - A
Answer any FOUR questions
Write a brief note of the following

Marks: 4 x 5 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SECTION – B
Answer one question

Marks: 1 x 10 = 10

7. (a)

or

(b)

**M.Sc., BIOTECHNOLOGY-- CBCS SEMESTER SYSTEM
(EFFECTIVE FROM THE ACADEMIC YEAR 2020-21)
COURSE STRUCTURE**

**The two year M.Sc. Biotechnology programme will have four semesters.
The Programme structure will be as given below:**

Paper No.	Title of the Paper	Type of Paper	Periods/Week	Duration of Exam (Hours)	IA	EA	Max. Marks	Credits
I Semester								
BT 101	Chemistry of Biomolecules	Core	4	3	30	70	100	4
BT 102	Biophysical and Biochemical Techniques	Core	4	3	30	70	100	4
BT 103	Molecular Microbiology	Core	4	3	30	70	100	4
BT 104	Biostatistics and Bioinformatics	Core	4	3	30	70	100	4
Practical								
BTP 105	Chemistry of Biomolecules & Biophysical and Biochemical Techniques	Core	8	4		100	100	4
BTP 106	Molecular Microbiology & Biostatistics and Bioinformatics	Core	8	4		100	100	4
Total Marks and Credits for I Semester							600	24
II Semester								
BT 201	Enzymology and Metabolism	Core	4	3	30	70	100	4
BT 202	Molecular Biology	Core	4	3	30	70	100	4
BT 203	Immunotechnology	Core	4	3	30	70	100	4
BT 204	Applications of Biotechnology	EE	3	3	15	50	65	3
		SS	2	2	10	25	35	2
Practical								
BTP 205	Enzymology and Metabolism		8	4			100	4
BTP 206	Molecular Biology & Immunotechnology		8	4			100	4
BT 207	Dravidian Herbal Garden(Field Trip)		2	4			50	2
Total Marks and Credits for II Semester							650	27

Paper No.	Title of the Paper	Type of Paper	Periods/Week	Duration of Exam (Hours)	IA	EA	Max. Marks	Credits
III Semester								
BT 301	Genetic Engineering	Core	4	3	30	70	100	4
BT 302	Plant Biotechnology	Core	4	3	30	70	100	4
BT 303	Select any one from the following 1. Nano Biotechnology 2. Bioprocess Engineering and Fermentation Technology	IE	4	3	30	70	100	4
BT 304	Applications of Biotechnology for Human Welfare	EE	3	3	15	50	65	3
		SS	2	3	15	20	35	2
Practical								
BTP 305	Genetic Engineering & Plant Biotechnology	Core	8	4			100	4
BTP-306	IE Practical	IE	8	4			100	4
Total Marks and Credits for III Semester							600	25
IV Semester (A)								
BT 401	Animal Biotechnology	Core	4	3	30	70	100	4
BT 402	Industrial Biotechnology	Core	4	3	30	70	100	4
BT 403	Dravidian Herbal Heritage	Core	4	3	30	70	100	4
BT 404	Select any one from the following 1. Environmental Biotechnology 2. Cell Biology	IE	4	3	30	70	100	4
Practical								
BT 405	Animal Biotechnology & Industrial Biotechnology	Core	8	4			100	4
BT 406	Dravidian Herbal Heritage and IE practical	Core+IE	8	8			100	4* (2+2)
Total Marks and Credits for IV Semester							600	24
Grand Total Marks and Credits for 4 Semesters							2450	100

IV Semester (B)								
BT 401	Animal Biotechnology	Core	4	3	30	70	100	4
BT 402	Select any one from the following 1. Environmental Biotechnology 2. Industrial Biotechnology 3. Dravidian Herbal Heritage	IE	4	3	30	70	100	4
BT 403	Dissertation and Viva voce	Core	20	4			250	10
Practical								
BT 404	Animal Biotechnology & IE Practical	Core+IE	8	4			100	4* (2+2)
BT 405	Seminar Presentation		2	4	50		50	2
Total Marks and Credits for IV Semester							600	24
Grand Total Marks and Credits for 4 Semesters							2450	100

IA-Internal Assessment, EA – External Assessment, SS - Soft Skills *2 Core and 2 IE

DRAVIDIAN UNIVERSITY
M.Sc. BIOTECHNOLOGY SYLLABUS (CBCS)
(With effect from 2020-2021)

FIRST SEMESTER

BT 101 – CHEMISTRY OF BIOMOLECULES

UNIT – I:

Chemical bonds – covalent, coordinate, electrostatic hydrogen, ionic bonds; Vander Wal forces; hydrophilic and hydrophobic interactions; functional groups. Chemistry of carbohydrates – Definition and classification of carbohydrates. Outlines of structures of important mono di, and polysaccharides. Chemical reactions of sugars..

UNIT – II:

Chemistry of proteins – classification of amino acids and proteins, structures of amino acids, chemical reaction of amino acids. Peptide bond. Composition and sequence of amino acids of proteins. Structural organization of proteins.

UNIT – III:

Chemistry of Nucleic acids – structure of purines and pyrimidines, modified bases nucleosides and nucleotides; structural polymorphism of DNA and RNA types. Identification of DNA and RNA molecules. Chemistry of enzymes, Nomenclature and classification of enzymes. Animal hormones (Insulin and human growth hormone.)

UNIT–IV:

Chemistry of lipids – classification of lipids, outline structures of saturated and unsaturated fatty acids, fats and waxes, phospholipids and glycolipids, cholesterol, prostaglandins. Outline structures and biological functions of penicillin, vincristine.

PRACTICALS OF CHEMISTRY OF BIOMOLECULES

1. Qualitative analysis of carbohydrates
2. Qualitative analysis of lipids
3. Qualitative analysis of nucleic acids
4. Estimation of protein
5. Isolation of DNA
6. Isolation of RNA
7. Estimation of DNA
8. Estimation RNA

REFERENCE:

1. Biochemical Techniques: Theory and Practical. 1987. J.P. Robft and B.J. White, Waveland Press, Inc. Prospect Heights, IL, pp. 407.
2. Biochemistry. 1992. R.H. Abeles. Panima Publication. pp 894.
3. Principles of Biochemistry. 2nd ed. 1993. A.L. Lehninger, D.L. Nelson, M.Cox. Panima Publications. pp 1090.
4. Harper's biochemistry. 1988. R.K. Murray. D.K. Granner, P.A. Mayes. Printice Hall International.
5. Biochemistry. 1998. 2nd ed. Zubay. Addison – Wesley Publication.
6. Biochemistry. 1998. 3rd ed. Luber Stryer. Freeman International.
7. Biochemistry of the Nucleic acids. 1992. 11th ed. R.L.P. Adams, J.T. Knowler, D.P. Leader. Chapman and Hall.
8. Proteins: Structure, function and evolution. Dickerson & Geis, 2nd Edn. Benjamin / Cummings, Meulo park, Callf 1983.
9. The Proteins: Neurath and Hill, 3rd Edn. Academic New York.
10. Biochemistry, A problem approach, 2nd ed. Wood, W.B., Addison Wesley, 1981.
11. Biological Chemistry, Mahler & Cordes.
12. Text Book of Biochemistry West, E.S. Todd, Mason & Vanbruggen, Macmillian & Co.
13. Principles of Biochemistry – White – A, Handler, P and Smith E.L. Mc. Graw–Hill.
14. Biochemistry – Cantrow, A. Sehepartz. B. Sunders – Japan.
15. The Carbohydrates: Pigman & Hartman Vol. II – A & II – B.
16. Biochemistry Voet & Voet.
17. Comprehensive biochemistry – Florkin & Storz, Academic Press.
18. Organic Chemistry, T.L. Eeunar, ELBS.
19. Organic Chemistry, J.P.Cohen, Vol.3, Edward Arnold & Co.
20. Basic Principles of organic chemistry Roberts & Cashino (Benjamin).

FIRST SEMESTER

BT 102 – BIOPHYSICAL AND BIOCHEMICAL TECHNIQUES

UNIT – I :

Characterization of biological macromolecules, Hydrodynamic properties of biomolecules – viscosity, diffusion, osmosis and Donnan effect. Buffers and measurement of pH and pKa.

Concentration of macromolecules – salting out with ammonium sulphate, flash evaporation, lyophilisation, dialysis.

Microscopy – light, phase contrast, fluorescent and electron microscopy. Centrifugation – preparative and analytical centrifuges, rotors.

UNIT – II :

Chromatography – paper, thin layer, gas-liquid, HPLC. Electrophoresis – types of electrophoresis, paper and gel electrophoresis, SDS-PAGE, 2-D PAGE. Blotting techniques (Southern, Northern and Western Blotting).

UNIT – III :

Spectroscopy – Electromagnetic spectrum of light, simple theory of absorption of light by molecules, Beer-Lambert law, types of detectors - UV – visible spectrophotometry, infrared spectroscopy, Raman spectroscopy, flame photometry, atomic absorption, ESR and NMR spectrophotometry. Mass spectroscopy, X-ray diffraction and X-ray crystallography.

UNIT – IV:

Radioisotope tracer techniques – Nature and types of radioactivity, decay units, detection and measurement of radioactivity (GM counter, scintillation counter, auto radiography, gamma-ray counter), quench correction. Biological uses of radioisotopes, safety measures in handling radio-isotopes.

PRACTICALS OF BIOPHYSICAL AND BIOCHEMICAL TECHNIQUES:

1. Preparation of buffers and measurement of pH.
2. Verification of Beer-Lamberts law.
3. Isolation and spectrophotometric determination of cyanobacterial pigments.
4. Salting out with PEG.
5. Separation of amino acids by paper-chromatography.
6. Separation of plant pigments / lipids by TLC.
7. Demonstration of Gel Filtration Chromatography.
8. Demonstration of Ion-exchange Chromatography.
9. Electrophoretic separation of DNA (Agarose gel electrophoresis).
10. Electrophoretic separation of Proteins (SDS-PAGE)
11. Immuno electrophoresis.
12. Isoelectric focusing.
13. Southern blotting.
14. Western blotting.

REFERENCE:

1. Biochemical techniques : Theory and Practical. 1987. J.F. Robft and B.J. White, Waveland Press, Inc. Prospect Heights, IL, pp 407.
2. Principles and Techniques of Practical Biochemistry, 1994. 4th ed. Eds. K. Wilson and J. Walker.
3. Physical Biochemistry: Applications to Biochemistry and Molecular Biology. 2nd ed. David Freifelder. W.H. Freeman and Company, New York.
4. Affinity Chromatography: Bio selective adsorption on insert matrices. 1992. W.H. Scouten, John Wiley & Sons, New York, pp 348.
5. Applications of HPLC in Biochemistry : Laboratory Techniques in Biochemistry and Molecular Biology. 1987. A. Fallon, R.F.G. Booth and L.D. Bell, eds. Elsevier Science Publishers, Amsterdam, the Netherlands. pp 338.
6. Electron microscopy: Principles and Techniques for biologists. 1992. J.J. Bozola and L.D. Russel, Jones and Bartlett Publishers, Boston, M.A. pp 542.
7. Electrophoresis : Theory, techniques and biochemical applications. 2nd ed. 1986. A.T. Andrews, Oxford University Press, Oxford. pp 452.
8. Enzymatic analysis : A practical guide. 1993. Janet. V. Passonneau and Oliver. H. Lowry, Humana Press, Totowa, N.J. pp 400.
9. Enzyme assay : A Practical Approach. 1992. R. Eienthal and M.J. Danson, Eds. IRL Press. pp 351.
10. Flow cytometry : A practical approach. 1990. M.G. Ormerod. Ed. IRL Press. pp 279.
11. Introduction to Biophysical methods for protein and Nucleic acid research. (1995). J.A. Glasel and Murray P. Deutscher. Academic Press. pp 505.
12. Special Analytical techniques in Nutritional Biochemistry 1991. Gopalakrishna and S.K. Ranjhan. Kalyani Publishers.
13. Methods in Non-radioactive deterction. 1993. Gary C Howard. Ed. Appleton & Lange Earwalk. CT. pp 342.
14. Preparative centrifugation: A Practical approach. 1992. D. Rickwood. Ed. IRL Press. pp 400.

FIRST SEMESTER

BT 103 – MOLECULAR MICROBIOLOGY

UNIT – I :

Discovering the microbial world. Classification of micro organisms up to order level – bacteria, algae, fungi, protozoa. Structure of prokaryotic and eukaryotic microorganisms. General and distinctive characteristics of the major groups of microorganism – bacteria, mycoplasma, chlamydiae, rickettsias, actinomycetes, fungi, algae, protozoa and viruses. Microbiological techniques: Methods of sterilization, isolation of pure cultures, cultivation of aerobic and anaerobic organisms, Methods of identification of bacteria, morphological, staining techniques, Biochemical and molecular methods; Preservation and maintenance of cultures. Microbial diseases: Food & Water borne diseases.

UNIT – II :

Nutritional requirements to microorganisms – mode of nutrition – phototrophy, chemotrophy – methylotrophy, organotrophy, mixotrophy, saprophytic, symbiotic and parasitic, Interaction of microbes. Sampling, Isolation, enumeration and maintenance of cultures. Growth of microorganism (bacteria) – normal and biphasic growth curve, batch and continuous cultures, chemostates, shift up and shift down. Growth determination.

UNIT – III :

Control of microorganisms – principles, physical and chemical agents. Antimicrobial Assays.

Viruses – nature, cultivation, structure, physicochemical properties, classification, replication of viruses. Biotechnological importance of – E.coli, Spirulina and baculovirus

UNIT – IV:

Gene transfer mechanisms in microbes- Plasmids: types, properties. Transposable elements and insertion sequences – types of transposons and transposition. Bacterial transformation, Bacterial conjugation, Generalized and specialized transduction. Bacteriophages T4 and Lambda, Eukaryotic viruses

PRACTICALS OF MOLECULAR MICROBIOLOGY:

1. Isolation of Lactobacillus from Curds.
2. Isolation of spore forming Bacillus from the soil
3. Gram's staining of Bacillus (gr+) Pseudomonas (gram(-))
4. Bacterial spore staining
5. Isolation of methanotrophs from methanol
6. Isolation of methylotrophs from leaf surfaces and Cowdung
7. Observation of permanent slides / the micro preparation of selected algae, fungi, protozoa
8. Assay of Penicillin against a bacterium

REFERENCES:

1. Microbiology : Concepts and Applications. Michael J. Pelczar, Jr. E.C.S., Chan, Noel R. Krieg, 1993. Mc. Graw Hill, Inc.
2. Introductory Microbiology. 1995, by Trevor Gross.
3. Fundamentals of Microbiology. 4th ed. 1994. I.E. Alcamo. Scientific Publication.
4. Microbiology, 1990. 4th Ed. B.D. Davis, R. Dulbeco, H.N. Eisen and H.S. Ginsberg and J.B. Lippincott Company.
5. Fundamental Principles of Bacteriology. 1994. A.J. Sake. Tata McGraw Hill.
6. Laboratory Experiments in Microbiology. 3rd ed. Brief Version. 1992. T.R. Johnson and C.L. Case. Addison Wesley International Publications. pp 350.
7. Microbiological Applications : A laboratory Manual in General Microbiology. 5th ed. 1990. H.J. Benson. Panima Publications. pp 459.
8. Microbes in Action : A Laboratory manual of Microbiology. 4th ed. 1991. H.W. Seeley, Jr. P.I. Van Denmark and J.J. Lee., W.H. Freeman and Co. New York, pp 450.
9. Microbiology : Concepts and Applications. 1988. P.A. Ketchum. Wiley Publication, New York.
10. Manual of Clinical Microbiology. 5th ed. 1991. A. Balows. ed. American Society of Microbiology, pp 1, 364.

FIRST SEMESTER

BT 104 – BIOSTATISTICS AND BIOINFORMATICS

UNIT – I :

Introduction and scope of biostatistics – variables and attribution, diagrammatic representation of biological data. Measures of location and dispersion and skewness, arithmetic mean, median and mode, standard deviation and co-efficient of variation. Curve fitting – fitting straight line, parabola exponential curve and power curve.

Probability: Various definitions of probability, addition theorem (without proof), conditional probability, multiplication theorem (without proof), Random variables (discrete and continuous), distribution function of a random variable and its properties, probability density function and frequency function, Binomial and normal distributions (their properties).

UNIT – II :

Correlation and regression – Scatter diagram, positive and negative correlation. Sample, sampling distribution, student's t, F and Chisquare distributions and their properties and uses. The concept of 'Statistical Hypothesis (simple and composite), Type-I and Type-II errors level of signification, power of the test. Analysis of variance (ANOVA), elements of probit analysis. Applications of Computers in statistics. Elements of statistical quality control.

UNIT – III :

Introduction of computers: Definition, various sub units of computer such as CPU, ROM, RAM etc, Classification of computers based on technology, usage and working principle, various peripheral devices such as input, output, storage – capabilities and limitations – communication with computers ; hard ware, system software and applications.

Programmee development cycle: Various stages such as recognition of problem, algorithm, flowchart development. Selection of a language, compilation, execution and debugging. MS-Windows, MS-Office, Adobe Photoshop. Networking of computers, need and advantages, overview of Indian networks such as NICNET and INFLIBNET.

UNIT – IV :

Sequence Data Bases: GeneBank, European Molecular Biology Laboratory (EMBL), National Center for Biotechnology Information (NCBI), DNA Data Bank of Japan (DDBJ), SWISS-PORT, BLAST, FASTA, Data Mining, Vector NT.

Protein Data Bank (PDB), PIR, Protein visualization (RASMOL), Goals of Human Genome Project, Application of Bioinformatics in Drug Designing.

Genomics: Nucleotide Sequence Databases its analyses and identification.

PRACTICALS OF BIOSTATISTICS AND BIOINFORMATICS

1. Determination of Mean, Median and Mode.
2. Computation of Quartile Deviation and Standard deviation.
3. F – test for two variances.
4. Chi-square test for independence of attributes.
5. Computation of Karl Pearson's coefficient of correlation.
6. Computation of Rank coefficient of correlation.
7. Basics of computers and how to operate a computer.
8. Familiarization with Windows NT, MS–OFFICE.
9. Use of Internet, world wide web.
10. Management of computer viruses and debugging.
11. Programming in C language (4-5 programmes).
12. Searching of databases (web searching).
13. MEDLINE searches for literature on a given topic, locating related materials on Medline.
14. Web based biological sequence analysis protein coding regions.
15. Hands on experience on various sequence analysis programs, Multiple sequence alignment programming.

REFERENCE:

1. Statistical concepts and applications in Medicine Monographs on statistics and Applied Probability series. 1994. J. Aitchison.
2. Statistical methods sin Agriculture and Experimental biology. 2nd ed. 1993. R. Mead, R.N. Curnow, A.H. Hasted, Panima Publications, pp 415.
3. Introduction to Biostatistics. 1995. R.N. Forthafter and E.S. Lee. Academic Press. pp 656.
4. Biometrical interpretation, making sense of statistics in Biology. 1989. 2nd ed. Neil Gilbert. Oxford Science Publication.
5. Statistics with applications to the biological and health sciences. 1985. R.D. Remington and M.A. Schork. Prentice-Hall.
6. Zar, Jerrold. H., Biostatistical Analysis, Engel Wood Cliffs Prentice Hall, 1974.
7. Lewis, Alvin, E, Biostatistics, Affiliated East West Press (P) Ltd., New Delhi, 1971.
8. Daniel, Waynew, Biostatistics a foundation for analysis in the health sciences, John Wiley and Sons, New Delhi, 1983.
9. Goldstein, Avrom, Biostatistics an introductory text, New York, The Mac Millian Company, 1971.
10. Ingelfinger, Joseph A and Others : Biostatistics in Clinical Medicine, 1983.
11. Bemstein, L and Weatherall, M. Statistics for Medical and Other Biological; students, edenberg, E & S Livingstone, 1952.
12. Schefler, William C, Statistics for the Biological Sciences, Reading, Addison Wesley, 1969.
13. T.K. Attwood & D.J. Parry – Smith 199. Introduction to Bioinformatics. Pearson Education Asia.
14. Stephen Misener & S.A. Krawez 2000. Bioinformatics, Methods and Protocol.
15. R. Durbin, S. Eddy, A. Krogh & G Mitchson. Biological sequence analysis. Cambridge Univesity Press, 1998.

16. C.P. Freidman & J.C. Wyatt, Computers and machine, Evaluation methods in Medical information. Springer Verlag, New York, 1997.
17. M.J. Bishop & C.J. Wyatt, DNA and Protein structure analysis: A Practical approach. Oxford University Press, 1997.
18. S.B. Primrose. Principle of genome analysis. 2nd edition. Blackwell Science, 1998.
19. R.M. Kolodner, Computer in Health care: computerizing large integrated health networks. Springer – Verlag, New York, 1997.
20. P.N. Arora & P.K. Malhan, Biostatistics – Himalaya publishing house.

SECOND SEMESTER

BT 201 – ENZYMOLOGY AND METABOLISM

UNIT – I :

Classification of enzymes and nomenclature, Mechanism of enzyme action (Lock and Key and Induced fit model), Effect of pH, Temperature, Substrate and enzyme concentration on reaction rate. Michaelis-Menten Equation and Determination of V_{max} . Enzyme Inhibition: Competitive and non-competitive. Isozymes, Immobilized enzymes, Ribozymes and Abzymes, Allosteric Enzymes.

UNIT- II

Metabolism of Carbohydrates: Glycolysis, TCA cycle, Regulation and their biological importance. HMP pathway, Gluconeogenesis, Glycogenesis, Amylogenesis, Mitochondrial Electron Transport System, Oxidative Phosphorylation. Synthesis of cellulose and hemicelluloses.

UNIT – III :

Metabolism of amino acids and proteins – Hydrolysis of proteins, proteases, synthesis of amino acids and their catabolism (deamination, decarboxylation and transamination) coordinated control of metabolism, formation of ammonia and urea. Inborn errors in metabolism – Phenylketonuria and Alkaptonuria.

Metabolism of lipids – lipid hydrolysis, lipases, biosynthesis of fatty acids and cholesterol, oxidation of fatty acids; synthesis of prostaglandin and leukotrienes, ketone bodies.

UNIT – IV :

Metabolism of purines and pyrimidines – biosynthesis of bases. Nucleosides and nucleotides and their catabolism. DNases and RNases. Out lines of biosynthesis of porphyrins (Chlorophyll and haeme),

PRACTICALS OF ENZYMOLOGY AND METABOLISM

1. Estimation of blood sugar by Nelson & Somogyi method.
2. Estimation of Serum proteins by Biuret method.
3. Estimation of cholesterol.
4. Determination of bilirubin.
5. Determination blood urea by Diacetyl monoxime method.
6. Determination of uric acid.
7. Determination of SGOT.
8. Determination of SGPT.
9. Determination of inorganic phosphate.
10. Determination of serum creatinine.

REFERENCE:

1. Principles of Biochemistry: White. A, Handler, P. and Smith.
2. Biochemistry, Lehninger A.L.
3. Biochemistry, David E. Metzler.
4. Biochemistry, Lubert Stryer.
5. Review of Physiological Chemistry: Harold A. Harper.
6. Outlines of Biochemistry, Conn and Stummf.
7. Text of Biochemistry, West and Todd.
8. Metabolic Pathways – Greenberg.
9. Mitochondria, Munn.
10. Biochemistry, 2nd Edition, G. Zubay (1998).
11. Plant Physiology – Sailsburry & Ross

Practical Course:

1. Practical Biochemistry – H. Varley.
2. Methods in Enzymology S.P. Colowick & N.O. Kaplan, Academic Press.
3. Methods in Biochemical analysis.
4. Oser: Hank's Physiological Chemistry.
5. Food analysis – Woodman.

SECOND SEMESTER

BT 202 – MOLECULAR BIOLOGY

UNIT – I:

Identification of genetic material as DNA or RNA. Organization of genetic material in prokaryotes and eukaryotes; chromosomes and types chromosomal aberrations.

UNIT – II:

Replication of DNA – models for replication of DNA, molecular mechanism of replication, DNA damage and repair mechanisms.

Mutagenesis – Types of mutations, molecular mechanism of mutations, spontaneous and induced mutation, isolation and analysis of mutants, reversion, suppression, role of mutagenesis in evolution and in improving the beneficial organisms.

UNIT – III:

Transcription – types of RNA and their role, mechanisms of transcription of prokaryotes and eukaryotes, biosynthesis and processing of different RNAs. Promoters, enhancers and factors affecting transcription.

Translation – central dogma theory and flow of genetic information, genetic code and its elucidation, wobble hypothesis, structure and composition of prokaryotic and eukaryotic ribosomes, events of protein synthesis in prokaryotes and eukaryotes, post-translation modification of proteins, inhibitors of translation.

UNIT – IV:

Types of genes – constitutive (house keeping) genes, luxury genes, pseudogenes, split genes, regulatory and structural genes. Regulation of gene expression: lac, gal and trp operons.

PRACTICALS OF MOLECULAR BIOLOGY

1. Extraction of RNA from dry yeast
2. Isolation of chromosomal DNA
3. Determination of melting temperature and base composition of DNA from thermal denaturation
4. Determination of purity of DNA & RNA by UV method.
5. DNA extraction from blood using high salt method
6. Screening of gene libraries using colony hybridization technique
7. Determination of phosphorous in nucleic acids

REFERENCE:

1. Molecular Biology. 2nd ed. 1994. D. Freifelder, Springer.
2. Molecular Biology by G. Padmanabhan, K. Sivaram Sastry, C. Subramanyam, 1995, MacMillan.
3. Molecular Biology and Biotechnology 2nd ed. J.M. Walker and E.B. Gingold. Panima Publications. pp 434.
4. Dictionary of microbiology and molecular biology. 2nd ed. 1994. Sigleton. P. and Sainsbury, D. Sciential Publication.
5. Molecular Biology of the Gene, 1987. 4th Ed. J.D. Watson, N.H. Hopkins, J.W. Roberts, J.A. Steitz and A.M. Weiner, 2 Vol. Benjmin / Cummings.
6. Biochemistry of the Nucleic acids. 1992. 11th ed. R.L.P. Adams, J.T. Knowler, D.P. Leader. Chapman and Hall.

Practical Course:

1. Techniques in molecular biology. Vol.2. 1987. ed. J.M. Walker and Wim Gaestra. Panima Publications. pp 332.
2. Methods in Plant Molecular Biology. 1989. M.A. Schuler and R.E. Zielinski. Academic Press.
3. Methods for cloning and Analysis of eukaryotic genes. 1990. A Bothwell, G.D. Yancoponlos and F.W. Alt; Jones and Bartlett Publishers. pp 1990.
4. PCR: A Practical approach. 1991. M.J. McPherson. P. Quirke and G.R. Taylor. Eds. IRL press, pp 253.
5. Short Protocols in Molecular Biology. 1992. F.M. Ansubel et al., Academic Press, pp 800.
6. Essential molecular biology: A Practical approach. Vol. I, II, 1991. T.A. Brown. Ed. IRL Press, pp 318. pp 320.

SECOND SEMESTER

BT 203 – IMMUNOTECHNOLOGY

UNIT – I :

History of immunology : immunity – natural and acquired; specific and non-specific; Primary and Secondary organ of immune system – thymus, spleen, lymph nodes, bursa fabricus, other types of lymphoid tissues. Cells of the immune systems; B and T lymphocytes, neutrophils, macrophages, plasma cells, eosinophils and basophils..

UNIT – II :

Antigen – definition, properties, specificity, cross reactivity, immunogenicity, antigenic determinants and haptens. Antibody: nature and formation, classification of immunoglobulins, types, diversity and production of antibody – primary and secondary responses, valency and avidity production of polyclonal antibodies and monoclonal antibodies – principles, production, advantages and disadvantages. Mechanism of antigen – antibody interaction.

UNIT – III :

In vitro serological tests : Principles and applications of serological tests used in identification of pathogenic agents and initial sources of inoculum–precipitation tests in liquid media, single and double diffusion tests using agar gel media, hemagglutination, bentonite and flocculation tests, complement fixation test, labeled antibody techniques (RIA and ELISA) .

UNIT – IV :

Complement – nature, and physicochemical properties, complement cascade pathway, complement fixation. In vivo serological reactions – phagocytosis, opsonization, neutralization, protection tests. Cell mediated immunity (CMI): Induction and mechanism. Allergy: classification and details. The major histocompatibility complex. Immune tolerance, immune suppression. Transplantation and GVH reactions. Immunopathology – Autoimmune diseases; immunodeficiency diseases.

PRACTICALS IMMUNOTECHNOLOGY

1. Demonstration of lymphoid organs
2. Separation of serum and plasma
3. Blood typing – A,B,O and Rh system
4. Enumeration of RBC and WBC
5. Estimation of Haemoglobin.
6. Differential Leukocyte count
7. Antigen – antibody reactions – Precipitation test (Tube, VDRL) Agglutination
8. Immunodiffusion : Double immunodiffusion, Radial immuno diffusion
9. Rocket immunoelectrophoresis.
10. WIDAL test
11. ELISAs.
12. Sugar level estimation(Fasting and Post Prandial)

Practical Course:

1. Clinical immunology : A Practical approach. 1990. H.C. Goo, and H. Chapel. Eds IRL Press. Oxford. pp 263.
2. Immunological Protocols: Methods in Molecular biology. Vol. 10. 1992. M.M. Manso, Ed. Humana Press. Totowa, NJ. pp 480.
3. Serological methods for detection and identification of viral and bacterial plant pathogens. 1990. R. Hampton, E. Ball and S. De. Boer (eds.) American Phytopathological Society.
4. Practical immunology. 1989. 3rd ed. Hudson and F.C. Horp. Blackwell Scientific Publication.
5. Antibodies: A Laboratory Manual. 1998. E. Harlow and D. Lane. Cold Springer Harbor Lab. NY. pp 726.

REFERENCE:

1. Advanced immunochemistry. 2nd ed. 1990. E.D. Day, Wiley Liss, Inc, New York. pp 633.
2. Basic and clinical immunology, 7th ed. 1991. D.P. Stites and A.I. Terr Eds, Appleton and Lange, Norwalk, CT, pp. 870.
3. Clinical immunology: A practical approach. 1990. H.C. Goo, and H. Chapel. Eds. IRL Pres, Oxford, pp 263.
4. Immunology: A short course, 2nd . 1991. B. Benjamin and S. Leskowitz, Wiley-Less, N.Y. pp 459.
5. Immunochemical protocols : Methods in Molecular biology. Vol. 10, 1992, M.M. Manson. Ed. Humanma Press. Totowa. NJ. pp 480.
6. Immunology, 1995, R.B. Gallagher, J. Gilder, G.J.V. Nossal and G. Salvatore. Ed. Academic Press. pp 300.
7. Cellular and Molecular Immunology. 1991. A.K. Abbas, A.K. Lichtman, J.S. Pober, Harcourt Brace. pp 480.
8. Hybridoma techniques : A Laboratory Course. 1986. Muthukkar Uppan, U.R. Bhaskar, S. and F. Singaglia. Macmillan India Ltd.,
9. Immunology, 1989, I. Riott, J. Bro Stoft and Daudid Male. 2nd ed. Churchill Livingstone.
10. Essential immunology, 1988. 6th ed. I.M. Roitt. ELBS.
11. Fundamental immunology. 1992. 2nd ed. R.M. Coleman. M.F. Lombard and R.E. Sicard. Wm. C. Brown Publication.

12. Immunology. 1990. R.M. Hyde and R.A. Patnode. 2nd ed. John Wiley and Sons.
13. Immunology – An illustrated outline. 1986. David Male. Churchill Livingstone.
14. Serological methods for detection and identification of viral and bacterial plant pathogens. 1990. R. Hampton, E. Ball and S. De. Boer (eds). American Phytopathological Society.
15. Monoclonal antibodies. 1992. J.H. Peters and H. Baumgarten. Eds. Springer – Verlag. New York. pp 488.

SECOND SEMESTER

BT 204 -EE – APPLICATIONS OF BIOTECHNOLOGY

Unit-1

Definition and Scope of Biotechnology, History of Biotechnology, Traditional and Modern Biotechnology, Different areas of Biotechnology, Biotechnology as an inter disciplinary area, Development of Biotechnology in India, need for future development of biotechnology in India, Biotechnology in the world.

Unit-II

History and definition of plant tissue culture, basic requirements for tissue culture laboratory, nutrient media, sterilization of glassware, medium and explant , explant inoculation, applications of plant tissue culture in plant sciences.

Biofertilizers definition, rhizobium, blue green algae, VAM (Vesicular - arbuscular mycorrhizal fungi), applications of biofertilizers, biological control of weeds, non symbiotic nitrogen fixation, symbiotic nitrogen fixation.

Unit-III

Nutrient value of edible mushrooms, medical value of mushrooms, advantages of mushrooms, cultivation of paddy straw mushrooms, Recipes of mushrooms. Algae as single cell protein, spirulina as single cell protein, advantages of single cell protein.

Transgenic animals and their uses (mice, cattle, sheep, goats and pigs), applications of nanobiotechnology for human welfare..

Unit-IV

Role of Biotechnology in pollution control, air pollution abatement, water pollution abatement, land pollution abatement, environment monitoring, waste from different sources, composting ,vermicomposting, biogas production from sewage, benefits from biogas.

THIRD SEMESTER

BT 301 – GENETIC ENGINEERING

UNIT – I:

Genetic engineering - Concepts, scope and importance. Genetic engineering tools: Enzymes- Restriction endonuclease (RE), ligases, Alkaline phosphatases, nucleotidyl transferases. Vectors-types, plasmids, cosmids, phage based vectors, bacterial and yeast artificial chromosomes, expression vectors. Oligonucleotideschemical synthesis of DNA, Cloning and expression hosts- *E. coli*, Bacillus, Agrobacterium, and Yeast, plant and animal cell cultures.

UNIT- II:

Molecular cloning strategies: Joining of DNA fragments to vectors; delivery of recombinant molecules into targeted host systems-physical, biological and chemical approaches; screening and methods for identification of positive clones, Construction and screening of c DNA and genomic libraries. DNA sequencing- Chemical method of Maxam and Gilbert, Sanger's dideoxy chain termination, automated sequencing and DNA sequencing by capillary array electrophoresis. Outlines of human genome project.

UNIT-III:

Site directed mutagenesis- Different approaches and its potential in changing genes; protein engineering by mutagenesis and generation of novel proteins. Molecular Diagnostics- Preparation of DNA and RNA probes; nucleic acid hybridization and its applications; PCR-principles, factors affecting PCR, different types of and their applications and limitations.

UNIT-IV:

Microarray technology- DNA microarrays and Protein microarrays. Microbial synthesis of recombinant molecules- construction of expression cassettes, overexpression conditions. purification protocols and up-scaling. Genomics- Principles of structural, comparative and functional genomics and its applications. Proteomics-two-dimentional analysis of total cellular proteins, isolation and sequence analysis of individual protein spots by mass spectroscopy. Application and implications of genetic engineering in biology, agriculture, medicine and industry; Preparation of antisense molecules and its applications.

PRACTICALS OF GENETIC ENGINEERING

1. Isolation of plasmids from bacteria
2. Restriction enzyme analysis of plasmids.
3. Construction of restriction map
4. Extraction of DNA from low melting agarose gels
5. Demonstration of Ligation
6. Demonstration of transformation
7. Demonstration of GFP cloning
8. Demonstration of Southern hybridization
9. Preparation of Dot-blot for hybridization
10. Demonstration of RAPD technique
11. Amplification of DNA by PCR
12. Problems related to recombinant DNA technology

REFERENCES:

1. Old and Primrose Principles of Gene Manipulation: An introduction to genetic engineering. 6th ed. Blackwell Scientific Pub. 2001.
2. SB. Primrose and R.W. Twyman. Principles of genome analysis and genomics. 3rd edition. Blackwell Science. 2003.
3. D S T Nicholl. An introduction to genetic engineering. 2nd edition. Cambridge University Press. 2004.
4. Glick and Pasternak, Molecular Biotechnology, Panima Pub. 2003
5. J. Sambrook, E.F. Fritsch and T. Maniatis. Molecular Cloning: a Laboratory Manual, Cold Spring Harbor Laboratory Press, New York, 2000.
6. M.R. Walker and R. Rapley. Route Maps in Gene Technology, Blackwell Science Ltd., Oxford, 1997
7. M. Kingsman and A.J. Kingsman Genetic Engineering. An Introduction to gene analysis and exploitation in eukaryotes, S, Blackwell Scientific Publications, Oxford, 1998.
8. S.P Hunt and R. Liveey. Functional Genomics: A practical Approach. Oxford University Press, 2000.
9. H. Kreuzer and A. Massey. Recombinant DNA and Biotechnology: A guide for Teachers: (2nd ed.) ASM Press, 2001. 10.H. Kreuzer and A. Massey. Recombinant DNA and Biotechnology: A guide for students: 2nd ed. ASM Press, 2001.

THIRD SEMESTER

BT 302 – PLANT BIOTECHNOLOGY

UNIT – I:

Introduction of plant tissue culture preparation techniques – cleaning, sterilization of glassware & plasticware, sterile handling tissue culture lab requirements. Explant preparation and sterilization, mediacomposition, preparation and sterilization. Callus – growth pattern / characteristics, organogenesis and plant regeneration. Somatic embryogenesis, artificial or synthetic seeds. Anther, endosperm and pollen culture, significance and advantages of haploid plants. Production of virus-free plants by meristem tip.

UNIT – II :

Protoplast culture – isolation of protoplasts, culture and fusion methods, somatic hybrids and cybrids. Production of transgenic plants with improved yield and nutritional quality. Germplasm preservation by tissue culture technology and establishment of gene banks

Cell culture techniques for production of useful compounds – Hairy root cultures – transformed roots using *Agrobacterium rhizogenes* – production of secondary metabolites of commercial importance – elicitors factors affecting their yield, immobilized cell systems, bioreactors..

UNIT – III:

Agrobacterium mediated gene transfer, Ti and Ri plasmids as vectors. Techniques of gene transfer into plants, Molecular Marker-aided Breeding: RFLP maps, linkage analysis, RAPD markers, STS, microsatellites, SCAR (sequence characterized amplified regions), SSCP (single strand conformational polymorphism), AFLP, QTL, map based cloning.

UNIT – IV:

Application of Plant Transformation for productivity and performance- Transgenic plants : herbicide resistance, insect resistance (Bt genes, non-Bt like protease inhibitors), viral resistance, fungal resistance (chitinase, 1-3 beta glucanase, antifungal proteins), abiotic stress, post harvest losses, extended shelf life of fruits and flowers (use of ACC synthase, polygalactouranase.) male sterile lines (bar and barnase systems) ADP glucose pyrophosphorylase and advantages, Molecular genetics of nitrogen fixation (regulation of nif and nod genes), Nutritional quality improvement, terminator seeds. Chloroplast Transformation: advantages. Genetically modified foods – Biosafety.

PRACTICALS OF PLANT BIOTECHNOLOGY

1. Preparation of media.
2. Surface sterilization.
3. Micropropagation of tree species or elite plants.
4. Organ culture.
5. Callus propagation.
6. Induction of shoots or roots (organogenesis).
7. Induction of somatic embryogenesis.
8. Synthetic seed preparation.
9. Protoplast isolation and culture.
10. Anther culture, production of haploids.
11. Induction of cell suspension cultures.
12. Production of secondary metabolites in cell suspension culture.
13. Cytological examination of regenerated plants.
14. Agro bacterium culture, selection of transformation.
15. Reporter gene (GUS) assays.
16. Isolation of DNA from plant material and quantitative analysis.
17. Molecular weight determination of DNA extracted from different plant samples.

REFERENCES:

1. Ray V. Herren, Introduction to Biotechnology an Agricultural Revolution Thomson Delmar Learning, 2005.
2. Maarten J. Chrispeels & David E. Sadava, Plants, Genes and Crop Biotechnology, Jones and Bartlett Publishers, 2003.
3. S. Narayana Swamy, Plant cell and Tissue Culture, Tata McGraw Hill Publishing Company Limited, New Delhi, 2005.
4. Kalyan Kumar De, An Introduction to Plant Tissue Culture, New Central Book Agency (P) Ltd, 2003.
5. Adrian Stator, Nigel Scott and Mark Fowler (Eds): Plant Biotechnology - The Genetic Manipulation of Plants, Oxford University Press, 2003.
6. H.S.Chawla : Biotechnology in Crop improvement, International Book Distributing Company, 1998.
7. P.K. Gupta: Biotechnology & Genomics, Rastogi Publishers Co. Meerut, 2004.
8. Metabolic Engineering of Plant Secondary Metabolism; R. Verpoorte & A. W. Alfermann; Kluwer Academic Publishers, 2000.
9. Plant Biochemistry & Molecular Biology, 2nd Ed., Edited by P.J.Lea & R.C. Leegood, 1999; John Wiley & Sons Ltd.,
10. J. Hammond, P. MCGarvey and V. Yusibov (Eds.): Plant Biotechnology. Springer Verlag, 2000.
11. T.J. Fu, G. Singh, and W.R. Curtis (Eds.): Plant Cell and Tissue Culture for the Production of Food Ingredients. Kluwer Academic/Plenum Press. 1999.
12. H.S. Chawla: Biotechnology in Crop Improvement. International Book Distributing Company. 1998.

THIRD SEMESTER

BT-303 IE-1: NANOBIO TECHNOLOGY

UNIT-1

Introduction to Nanobiotechnology:

Introduction, Nanoscale, Definition, History of nanotechnology, Classification of nanomaterials, zero dimensional(O-D) nanostructures, one dimensional(I-D) nanostructures, two dimensional(2-D) nanostructures, three dimensional(3-D) nanostructures, Bioinspired nanomaterials, interaction between biomolecules and nanoparticle surfaces, current status of nanobiotechnology, future perspectives of nanobiotechnology, strategies for synthesis of nano materials by methods of top-down approach, Ball milling, lithography and its advantages , methods of bottom up approach ,Chemicals vapor deposition, sol-gel process and its advantages, synthesis of nanoparticles using biological methods such as plants, bacteria ,fungi and animals.

UNIT-1I

Characterization techniques:

Principle, instrumentation and application of UV-visible spectrophotometer, Fourier transform infrared spectrophotometer, X-ray diffraction, Scanning electron microscopy (SEM), Transmission electron microscopy (TEM), and Atomic force microscopy (AFM).

UNIT-III

Functional characteristics of Nano materials:

Functional characteristics, Fundamental approaches for cleaning and antimicrobial actions, Self-cleaning materials in glasses, tiles, paints, textiles ,Nanocosmetics and Nanomaterials in textiles, Industry Perspectives, automobile Industry, Building and construction industry, Aerospace, Textiles, sports industries, Concerns and Challenges of Nanotechnology, environmental, ecological and health hazards of nanoparticles,Nanotoxicology and its effect.

UNIT-IV

Applications of Nanomaterials:

Nanoparticles for diagnostics and biosensors, Developing nanomedicines, Drug loading, Drug releases characteristics, surface properties, protein adsorption, characterization methods, surface modification (PEG, PEO coated), nanoparticles for effective drug delivery to the CNS, scope and applications of nanobiotechnology.

PRACTICALS OF NANOBIO TECHNOLOGY

1. Synthesis of Polymer nanospheres by emulsion method.
2. Synthesis of Zinc oxide nanostructures by hydrothermal process
3. Synthesis of gold nanoparticles by sol-gel method
4. Synthesis of nanocrystalline hydroxyapatite
5. Synthesis of liposomes by thin film hydration
6. Synthesis of polyelectrolyte hydrogels
7. Chemical synthesis of metal (Silver/gold)nanoparticles.
8. Green synthesis of silver nanoparticles.
9. Green synthesis of gold nanoparticles.
10. Antimicrobial activity of silver and gold nanoparticles.

Demonstrations

- a. Evaluation of surface morphology using scanning electron microscopy
- b. Determination of porosity of the given polymeric matrix

References:

1. Nanomaterials, Nanotechnologies and Design: an introduction for Engineers and Architects- M.F.Ashby, P.J.Ferreira, D.L Schodek, Elsevier(2009).
2. Text book of Nano Science and nano Technology- B s Murthy, P.Shankar, Baldev Raj, B B Rath and James Murday, Universities Press (2012).
3. NANO: The Essentials- T.Pradeep, TATA McGrawHill (2007).
4. Nano Structured Materials and Nano Technology- Edited by Hari singh Nalwa-Concise Edition, Academic Press (2002)
5. Nanoscale Materials – Edited by L.M. Liz-Marzan, P.V.Kamat: Kuluwar Academic Publishers (2004).
6. Nanostructures & nanomaterials : Synthesis, Properties & Applications, Guozhong Gao, Imperial College Press (2004).
7. Handbook of Microscopy for Nanotechnology, Ed.By nan Yao and Zhong Lin Wang, Kluwer Academic Press (2005).
8. Nanotechnology: Basic science and Emerging Technologies-Mick Wilson, Kamali Kannangara, Geoff Smith, Michelle Simmons, Burkhard Raguse, Overseas Press(2005).
9. BK Sharma, Spectroscopy, Goel Publishers House, Meerut(2007).

THIRD SEMESTER

BT 303 – IE: 2: BIOPROCESS ENGINEERING AND FERMENTATION TECHNOLOGY

UNIT-I:

Introduction to Bioprocess Engineering: Basic concepts and applications of chemical Engineering to Biological systems. Comparison of chemical reaction and bioprocessing. Flow sheets. Material and energy balances. Stoichiometry: Yield concepts. Biological rate equations for cell growth, death, lysis, endogeneous metabolism, maintenance energy, product formation and substrate uptake. Bioprocess control measurements: Physical and chemical measurements and control of bioprocess parameters. Methods for off-line and on-line monitoring of bioreactors.

UNIT-II:

Bioreactors: Definition of bioreactor, basic principles of bioreactor. Design construction of Bioreactor. Types and analysis of bioreactors and other specialized bioreactors. Scale-up of microbial bioreactors: Various approaches to scale-up including regime analysis and scale-down, scaleup methods by Constant P/V, KLa etc. Fermentation process: General requirements of fermentation process. Fermentation and its Types- Aerobic, anaerobic and solid state fermentations. Analysis of batch, fedbatch and continuous fermentations. Kinetic considerations: Growth of micro organisms and thermal death kinetics. Immobilized enzymes, methods and applications in industry.

UNIT-III:

Downstream Processing and product recovery: Introduction, Removal of microbial cells and solid matter, foam separation, precipitation, filtration (plate filters, rotary vacuum filters, membrane filtration, ultra filtration) centrifugation (continuous centrifugation, basket centrifugation, bowl centrifugation) cell disruptions, liquid-liquid extraction, chromatography, Drying (spray driers, drum driers, freeze driers) and Crystallization.

UNIT-IV:

Microorganisms as source of food and feed supplement: Mass cultivation of commercially valuable algae like *Spirulina* and edible Mushrooms. Cultivation of marine macro-algae for agar, alginates and other products of commercial importance. Role of microorganisms in production of fermented foods: Fermented & non fermented foods. Sterilization and Pasteurization of food products. Food spoilage and preservation techniques. Fermented foods, dairy & non dairy products - Yogurt, cheese, meat, fish & Food safety.

PRACTICALS OF BIOPROCESS ENGINEERING AND FERMENTATION TECHNOLOGY:

1. Bacterial growth in different media.
2. Bacterial growth at different pH and temperatures.
3. Determination of thermal death point (TDP) of microorganism for design of a sterilizer.
4. Determination of thermal death time (TDT) of microorganism for design of a sterilizer.
5. Typical fermentation (shake flask).
6. Bacterial examination of milk by dye reduction.
7. Principles of bread making
8. Cultivation of *spirulina*, Mushroom cultivation.

REFERENCES:

1. Biotechnical Engineering Fundamentals, J.E. Baily, and D.F. Ollis. McGraw Hill Book Co. New York. 1986.
2. M.L. Shuler and F. Kargi. Bioprocess Engineering: Basic Concepts, Prentice Hall, Engelwood Cloffs. 2004.
3. P.F. Stanbury, A. Whitaker, and S. J. Hall. Principles of Fermentation Technology, Pergamon Press, Oxford. 1997.
4. Wulf Crueger and Anneliese Crueger. Biotechnology- A Text book of Industrial Microbiology. 2nd edition. Panima Publishing Co. 2004.
5. M. Moo-Young. Comprehensive Biotechnology-Volume 2, 3 and 4. Pergamon Press. 2004.
6. D.G. Rao. Introduction to Biochemical Engineering. Tata McGraw-Hill Publishing Company Limited. New Delhi. 2002.
7. William C. Frazier and Dennis C. Westhoff. Food Microbiology. Tata Mc Graw-Hill Publishing. C. Ltd. 2006.
8. J. M. Asenjo. Separation processes in Biotechnology. Marcel Dkkero Inc. 1993.

THIRD SEMESTER

BT-304-EE: APPLICATIONS OF BIOTECHNOLOGY FOR HUMAN WELFARE

UNIT-1

Definition and Scope of Biotechnology, History of Biotechnology, Traditional and Modern Biotechnology, Different areas of Biotechnology, Biotechnology as an inter disciplinary area, Development of Biotechnology in India, need for future development of biotechnology in India, Biotechnology in the world.

UNIT-II

Definition and history of plant tissue culture, basic requirements for tissue culture laboratory, Nutrient media, Sterilization of explant, glassware and medium, explant inoculation, application of plant tissue culture methods in plant sciences, Biofertilizers, definition, rhizobium, azotobacteria, azospirillum, blue-green algae, phosphate biofertilizers, vesicular- arbuscular mycorrhizal fungi (VAM fungi), Azolla, applications of biofertilizers, green manures, organic manures and its applications, applications of biological control in the field, biocontrol of insect pests, biological control of weeds, insects as biocontrol agents.

UNIT-III

Bioremediation of Xenobiotics, microbial degradation of xenobiotics, gene manipulation of pesticide degrading micro-organisms, process of vermicomposting, waste water and solid waste management, phytoremediation and its applications.

UNIT – IV:

Application of Biotechnology in Animal sciences, Animal cell and tissue culture production of transgenic animals, cloning of animal (IVF & ET) cryopreservation somatic production of animals, application of human vaccines in improving productivity.

REFERENCES:

1. Gene cloning – Brown
2. Concepts in Biotechnology – Balasubramanayam.D
3. Basic Biotechnology – Colin Rotledge and Kristainsen
4. Gene Biotechnology – Jogdan
5. From Genes to Clones, Introduction to Gene
6. Technology – Winnacker, Ernst. L
7. Safety, Moral, Social and Ethical issues related to geneticalls modified foods – Smith J.E.
8. Molecular Biology and Biotechnology – Meyer RA
9. Environmental Biotechnology – Forster and wase
10. Biotechnological Innovations in Environmental
11. Management – Leach and Van Dam-mieras
12. Industrial Microbiology and Biotechnology – Damain and Solomon.

FOURTH SEMESTER (A)
BT 401 – ANIMAL BIOTECHNOLOGY

UNIT – I:

Animal cell culture: Defined media and their applications, balanced salt solutions and simple growth media. Serum-free and Protein-free media. Role of carbondioxide, serum, growth factors, glutamine in cell culture. Types of cell culture: Primary and established culture, Disaggregation of tissue and primary cell culture. Three dimentional culture - Organ culture and Histotypic culture, Stem cell culture. Measuring parameters of growth

UNIT – II:

Molecular Techniques in cell culture: Cell transformation; Physical, Chemical and Biological methods. Manipulation of genes – Hybridoma technology and its applications. Artificial insemination, Pregnancy diagnosis, in vitro fertilization, Embryo transfer technology and superovulation, Cryopreservation, Artificial womb.

UNIT – III:

Biotechnological applications of Aquaculture and Transgenesis: Ploidy manipulations in fishes- gynogenesis, androgenesis sex reversal in fish. Pearl culture. Induced breeding in fishes. Transgenic animals - Microinjection and electroporation in Transgenesis; Production of transgenic fish, birds, mice, pigs, sheep, goat and cows,;

UNIT – IV:

Biotechnology applications of Biocontrol, Animal health and Gene therapy: Baculoviruses in biocontrol and foreign gene expression; Animal health and disease diagnosis- Development of kits and their application in disease diagnosis. Gene therapy: Vector engineering, gene replacement, augmentation, gene correction, gene editing, generegulation and silencing.

PRACTICALS OF ANIMAL BIOTECHNOLOGY

1. Preparation of tissue culture medium and membrane filtration.
2. Preparation of single cell suspension from lymphoid organs.
3. Cell counting using Hemocytometer
4. Cell viability testing.
5. Cold and warm Trypsinization.
6. Monolayer culture
7. Cryopreservation using liquid nitrogen and thawing.
8. Measurement of cell doubling time.
9. Preparation of metaphase chromosomes from animal cells.
10. Cell fusion with PEG
11. Pregnancy diagnosis.
12. Extraction of DNA from animal cells
13. Molecular weight determination of DNA extracted from different animal samples using electrophoresis
14. Glycogenesis
15. Androgenesis
16. Sex-reversal using hormones
17. Demonstration of action of Eye-Stalk Peptides on molting in Crustacean
18. Induction of breeding using Pituitary hormones.
19. Establishment of primary cultures from chick embryonic liver
20. Establishment of primary cultures from chick embryonic heart
21. Establishment of primary cultures from spleen cells
22. Culturing of lymphocytes
23. Culturing of HeLa cell
24. Subculturing of primary cultures

REFERENCES:

1. R. Ian Freshney, "Culture of animal cells - A manual of basic techniques" 4th edition, John Wiley & Sons, Inc, publication, New York. 2000.
2. Daniel R. Marshak, Richard L.Gardner, David Gottlieb "Stem cell Biology" edited by Daniel Cold Spring Harbour Laboratory press, New York, 2001.
3. M.M. Ranga, Animal Biotechnology; Agrobios (India), 2006.
4. Butterworth "*In vitro* cultivation of Animal Cells" – Heinemann publishers Open Universities. Nederland, 1994.
5. J. Kruzer, "Recombinant DNA & Biotechnology for Teachers", 2nd Edition, Adrienne Massey, A.Massey & Association.
6. John R. W. Master "Animal Cell culture", University college London, Oxford University press, 2000.
7. Ann A. Kiessling, Scoot Anderson, Human Embryonic Stem Cells, Jones & Bartlett Publishers, Sudbury, Massachusetts, Boston, Toronto, London, 2003.
8. A.J. Thomson, Gene Targeting & embryonic Stem Cells, Bios Scientific Publishers, Taylor & Francis Group London & New York.
9. B.D. Singh, Biotechnology, Kalyani Publishers, Udhiana, New Delhi, Noida (U.P) 2003.
10. P.K. Gupta, Biotechnology and Genomics, Rostogi Publications, Shivaji Road, Meerut, India. 2005.

FOURTH SEMESTER (A)
BT 402 – INDUSTRIAL BIOTECHNOLOGY

UNIT – I:

Selection of Microorganisms: Isolation, screening, preservation and maintenance of industrially important microorganisms. Media formulation and antifoam agents for industrial Fermentation. Air and Media Sterilization. Strain improvement methods - Conventional and rDNA methods.

UNIT – II:

Microbial Production of Alcohols & beverages: ethanol, acetone, butanol, wine and beer. Organic acids: citric acid, acetic acid (Vinegar), lactic acid. Amino acids: Lysine, Aspartic acid, glutamic acid. Antibiotics: Penicillin, tetracycline, streptomycin, Vitamins: B2, B12.

UNIT – III:

Enzyme technology: Isolation and purification of enzymes from microbial, plant and animal sources. Production of industrially important enzymes amylases, proteases, lipases & pectinases. Application of enzymes in Pharmaceutical and other industries. Application of immobilized enzymes. Methods involved in immobilization techniques of enzymes and whole cells.

UNIT – IV:

Instruments and equipment validation: Validation of autoclaves, dry heat sterilizers, incubators, fermentors, and analytical instruments. Process validation: Clean area operations, production protocols, standard operating procedures and validation protocols and in-house standards. Quality control concepts. Intellectual property rights - types of patents. GATT and IPR; WTO Act - Global and Indian Biodiversity Act -Indian Patent Act and their revised versions.

PRACTICALS OF INDUSTRIAL BIOTECHNOLOGY:

1. Isolation of industrially important microorganisms.
2. Screening techniques - crowded plate technique.
3. Production and assay of amylase producing microorganisms.
4. Estimation of penicillin and streptomycin.
5. Microbial production of citric acid using *Aspergillus niger*.
6. Estimation of citric acid by titrimetry method.
7. Fermentative production of ethanol by yeast
8. Estimation of ethanol by colorimetric method.
9. Production of wine from grapes.

REFERENCES:

1. L. E. Casida Jr. Industrial Microbiology. 1997.
2. P .F. Stanbury, A. Whitaker, and S. J. Hall. Principles of Fermentation Technology, Pergamon Press, Oxford. 1997.
3. W ulf Crueger and Anneliese Crueger. Biotechnology- A Text book of Industrial Microbiology. 2nd edition. Panima Publishing Co. 2004.
4. E. M. T. EL- Mansi and C. F. A. Bryce. Fermentation Microbiology and Biotechnology. 1999.
5. M. Moo-Young. Comprehensive biotechnology-Volume 2, 3 and 4. Pergamon Press, 2004.
6. P. K. Gupta. Biotechnology and Genomics. Rastogi Publications, 2004.
7. D.G. Rao. Introduction to Biochemical Engineering. Tata McGraw-Hill Publishing Company limited, New Delhi. 2002.
8. Gerald Reed. Prescott and Dunn's. Industrial Microbiology. 4th edition. CBS Publishers ft Distributors. 2004.

FOURTH SEMESTER (A)
BT 403 – DRAVIDIAN HERBAL HERITAGE

UNIT – I:

Origin, scope and source of plant medicines: Brief history of origin and scope of plant medicines. Ayurveda, Unani and Homeopathy. Study of Medicinal plants from the following families: Ranunculaceae, Leguminace, Apocynaceae, Asclepiadaceae, Solanaceae, Lamiaceae, Liliaceae, Zingiberaceae. Phytochemical extraction methods, medicinal plants based research centre in India.

UNIT – II:

Cultivation, Multiplication, Collection, Processing and Marketing: Macro and Micro Propagation and cultivation of medicinal plants; Multiplication of medicinal plants and production of secondary metabolites through tissue culture; Methods of collection, processing and storage of plant Medicines; Drying of medicinal plants – Drying methods, natural drying, artificial drying (freeze drying, microwave drying). Effects of drying factors, influence of drying air temp, influence of drying air humidity, influence of drying air velocity, influence of drying time. Physiological effects: influence of pre-treatments, influence of drying on volatile oil content. Plant Medicines and their trade: Adoption of GATT, patent rights and market potential for the plant medicines.

UNIT – III:

Plant medicine, adulteration, identification and substitutions and pharmaceutical uses of plant medicines and dosage: Medicinally useful plant parts such as leaves, stems, underground parts, flowers, fruits and seeds (Senna, Datura, cinnamomum, Cinchona, Ginger, Clove and Nux-vomica). Abuse of plant Medicines and repercussions.

UNIT – IV:

Biological active principles established herbal medicines. Formulations, diagnostic features and Biological activity of plant medicines: Dosage forms of plant medicines; Pharmacology and pharmacognosy; Study of the important diagnostic features of active constituents, quality, purity; and pharmaceutical uses of important plant medicines. Herbal cosmetics and Dietetics..

PRACTICALS OF DRAVIDIAN HERBAL HERITAGE

1. Identification of important medicinal plants of different taxa covered in theory including the study of important morphological features of the Medicinal plant part.
2. Field trip to study and identify locally occurring Medicinal plant.
3. Practical Methods of Cultivation, propagation, conservation and protection (visual) of important Medicinal plants to develop familiarity.
4. Micropropagation of medicinal plants and production of callus from different explants for specific biologically active ingredients of Plant Medicines.
5. Microscopic study of locally available Medicinal plant parts such as leaves, stems, underground parts, flowers, fruits and seeds (Senna, Datura, Cinnamon, Cinchona, Ginger, Clove, Nux-vomica).
6. Demonstration of drug adulteration, identification of locally available Plant Medicines.
7. Antibiotic sensitive test of crude drugs.
8. Demonstration of drug Formulation and Herbal cosmetics.
9. Visit to nearest pharmaceutical industry.

REFERENCES:

1. Kokate, C.K. Purohit, A.P. Gauchely, S.B. 1990. Pharmacognosy, (Narial Prakashan).
2. Wallis, T.E. 1999. Text Book of Pharmacognosy, 5th ed. CBS publishers & Distributions, New Delhi.
3. Harborne, J.B. 1948. phytochemical methods (ed) Chapman and Hall, London.
4. Khare, C.P. 2000. Indian herbal therapies. Delhi Book Co., MConnaught, Circus, New Delhi-11 0 001.
5. Trease, G.E. and Evans, W.C. 1983. Pharmacognosy, 12th ed. Bailine, London.
6. Anton. R & Haag Berrurier. M. (1980). Therapeutic use of Natural Anthraquinone for other than laxative Actions Pharmacology.
7. Abdul Kareem. M. 1997. Plants I Ayurveda (A compendion of Botanical & Sanskrit names) published by foundation for Revitalization of Local Health traditions, Bangalore.
8. Anna Bonar, 1992. Herbs. A complete guide to their cultivation and use. London.

FOURTH SEMESTER (A)

BT 404: IE-1: – ENVIRONMENTAL BIOTECHNOLOGY

UNIT – I: Environmental Pollution: Types of pollution. Air pollution and its control- Source of Air pollution, Methods for the measurement of air pollution, Air pollution and its control through Biotechnology- biofilters, bioscrubbers, biotrickling filters. Environmental monitoring using Biosensors. Methodology of environmental management

UNIT – II: Water management and water Pollution: Need for water management, sources of water pollution, Measurement of water pollution. Waste water treatment - Physical, chemical and biological treatment processes - Aerobic Process: trickling filter, rotating discs, oxidation ponds, Anaerobic Processes: Anaerobic digestion, anaerobic filters. Treatment schemes for waste waters of dairy, antibiotic, paper and petroleum industries. Use of immobilize enzymes for waste water treatment.

UNIT – III: Bioremediation: Concepts and principles of bioremediation, in-situ & ex situ bioremediation. Bioremediation of heavy metal ions - biosorption & bioaccumulation principles. Concepts and types of phytoremediation. Role of genetically modified and genetically engineered microbes in Bioremediation. Applications of microbes in mining industry. Influence of transgenic plants and animals on environment. Global environmental problems

UNIT – IV: Biofuels, Biodiversity, Biofertilizers and Biopesticides: Biogas - Hydrogen and methane. Microbial groups involved in biogas production and interactions among them. Factors affecting biogas production, Design of digestors, feed stock. Biodiversity- levels of biodiversity, reasons for loss of biodiversity, Biodiversity Conservation (in-situ & ex-situ). Role of biotechnology in conservation of biodiversity. Bio fertilizers - Rhizobium, Azospirillum, Azotobacter, Vermiculture. Biopesticides.

PRACTICALS OF ENVIRONMENTAL BIOTECHNOLOGY

1. Isolation of microorganisms from air
2. Determination of biochemical oxygen demand (BOD) of water
3. Determination of chemical oxygen demand (COD) of water
4. Metal tolerance in bacteria isolated from polluted and non polluted water
5. Ammonification
6. Denitrification
7. Nitrification
8. Antagonism
9. Synergism
10. Estimation of chlorides from polluted and non polluted water
11. Estimation of carbonates from polluted and non polluted water
12. Estimation of Ammonia content in water samples.
13. Total dissolved solids and conductivity relation.

REFERENCES:

1. Michael T. Madigan, John M. Martinko & Jock Parker, Brock Biology of Micro organisms, Pearson Education, International Prentice Hall, 2003.
2. Michael J. Pelczar, JR, E.C.S. Chan & Noel R. Krieg, Microbiology, Tata McGraw-Hill Publishing Company Limited, New Delhi, 2005.
3. K. Vijaya Ramesh, Environmental Microbiology, MJP Publishers, Chennai, 2004.
4. A.G. Murugesan, C. Raja Kumari, Environmental Science & Biotechnology - Theory & Techniques, MJP Publishers, 2005.
5. Raina M.Maier Ian L.Pepper & Charles P.Gerba, Environmental microbiology, Academic press, 2000.
6. A.K. De., Environmental Chemistry, Wiley Eastern Ltd., New Delhi.
7. D. Allsopp and K.J. Seal, Introduction of Biodeterioration, ELBS/Edward Arnold.
8. Atlas R.M., Bartha R., Microbial Ecology - "Fundamentals and applications", Benjamin/ cummings publishing company, Inc. 4th edition. 1998.
9. Ford, T.E. (ed.) Aquatic Microbiology: An Ecological Approach, Blackwell, Boston. 1993.
10. Power un seen: How microbes rule the world. Freeman/ Spectrum, Oxford. 1994.
11. Mitchell. R., Environmental Microbiology. Wiley, New York. 1992.
12. Y. Anjaneyulu, Introduction to Environmental Sciences, - BS Publications, 2004.

FOURTH SEMESTER (A)
BT 404: IE-2 – CELL BIOLOGY

UNIT – I:

Organization of prokaryotic and eukaryotic cell. Plasma membrane – molecular organization, current model and function. Cytoskeleton – microtubules, cilia and flagella, Structure and function of cytoskeleton. Structure and function of endoplasmic reticulum Golgi apparatus, lysosomes, peroxisomes.

UNIT – II:

Structure and functions of mitochondria and chloroplast Nucleus – structure and function of nuclear membrane, nucleolus, structure and role of ribosomes. Eukaryotic chromosome – chromatin, its chemical nature, nucleosome structure, polytene and lamp brush chromosomes.

UNIT – III:

Mechanism of cell division – mitotic apparatus, cytokinesis, chromosome movement. Regulation of eukaryotic cell cycle. Mutation causing cell cycle control. Meiotic process – stages, chromosome pairing, chiasma formation molecular mechanisms of recombination, synaptonemal complex.

Tumor biology – cell to cell interaction, cell adhesion, cell transformation mechanism and oncogenesis. Biology of Cancer: Oncogenes and tumor Suppressor Genes. Structure, function and mechanism of pRB and p53.

UNIT – IV:

Cell – cell signaling: cell surface receptors, second messengers and their role in signal transduction (cAMP, IP3 and Calcium as second messenger)

Cell cycle – General strategy of cell cycle, components in cell cycle control – cyclin, CDK's. Check points in cell cycle, Regulation and control cell cycle, Cellular basis of differentiation and development. Cell death pathway: Apoptosis – Definition, Important components in apoptosis. Mechanisms of cell death (Internal and external). Morphological & biochemical difference between apoptosis & necrosis.

PRACTICALS OF CELL BIOLOGY

1. Mounting of cell cycle
2. Microtomy
3. Measurement of microorganisms by the use of ocular micrometer
4. Staining of nuclear material by toulidene blue
5. Flagellar staining
6. Staining of nuclear material with giemsa stain
7. Hanging drop method
8. Cell fractionation
9. Isolation of Mitochondria
10. Isolation of Ribosomes
11. Isolation of Chloroplast
12. Isolation of membrane proteins
13. Squash preparation to study mitotic cell division
14. Squash preparation to study meiotic cell division
15. Isolation of salivary gland chromosomes

REFERENCE:

1. Cell Biology – De Robertes & De Robertes
2. Cell and Molecular Biology – Baltimore. L
3. The cell – Hooper
4. Cell and Molecular Biology – P.K. Gupta
5. Cell Biology – Verma and Agarwal
6. Cell Biology – Rastogi
7. Cell Biology – Twyn
8. B. Alberts, D. Bray, J. Lewis, M. Raf, K. Roberts and J.D. Watson. Molecular Biology of the Cell , Garland publishing, Inc. New work, 1994.
9. E.D.P. De Robertics and E.M.F. De Robertics, Cell and Molecular biology, Jr-8th edition, B.I. Publication Pvt. Ltd. 2005.
10. Philip Sheeler and Donald E. Bianchi, Cell and Molecular biology, III rd Edition.
11. J. Darnell, H. Lodish and D. Baltimore, Molecular Cell Biology, Scientific American Books, Inc., USA, 1998.
12. Benjamin Lewin, Gene VII, Oxford University Press, U.K. 2000.
13. William H Elliott and D.C. Elliolt, Biochemistry & Molecular biology, Oxford University Press. 2000.
14. Watson, Baker, Bell, Gann, Levine, Losick., Molecular biology of Gene, 5th edition, Pearson Education, 2004.
15. SF Gilbert, Developmental Biology, Sinamer Associates Inc, 2004.

FOURTH SEMESTER (B)
BT 401 – ANIMAL BIOTECHNOLOGY

UNIT – I:

Animal cell culture: Defined media and their applications, balanced salt solutions and simple growth media. Serum-free and Protein-free media. Role of carbondioxide, serum, growth factors, glutamine in cell culture. Types of cell culture: Primary and established culture, Disaggregation of tissue and primary cell culture. Three dimentional culture - Organ culture and Histotypic culture, Stem cell culture. Measuring parameters of growth

UNIT – II:

Molecular Techniques in cell culture: Cell transformation; Physical, Chemical and Biological methods. Manipulation of genes – Hybridoma technology and its applications. Artificial insemination, Pregnancy diagnosis, in vitro fertilization, Embryo transfer technology and superovulation, Cryopreservation, Artificial womb.

UNIT – III:

Biotechnological applications of Aquaculture and Transgenesis: Ploidy manipulations in fishes- gynogenesis, androgenesis sex reversal in fish. Pearl culture. Induced breeding in fishes. Transgenic animals - Microinjection and electroporation in Transgenesis; Production of transgenic fish, birds, mice, pigs, sheep, goat and cows.

UNIT – IV:

Biotechnology applications of Biocontrol, Animal health and Gene therapy: Baculoviruses in biocontrol and foreign gene expression; Animal health and disease diagnosis- Development of kits and their application in disease diagnosis. Gene therapy: Vector engineering, gene replacement, augmentation, gene correction, gene editing, generegulation and silencing.

PRACTICALS OF ANIMAL BIOTECHNOLOGY

1. Preparation of tissue culture medium and membrane filtration.
2. Preparation of single cell suspension from lymphoid organs.
3. Cell counting using Hemocytometer
4. Cell viability testing.
5. Cold and warm Trypsinization.
6. Monolayer culture
7. Cryopreservation using liquid nitrogen and thawing.
8. Measurement of cell doubling time.
9. Preparation of metaphase chromosomes from animal cells.
10. Cell fusion with PEG
11. Pregnancy diagnosis.
12. Extraction of DNA from animal cells
13. Molecular weight determination of DNA extracted from different animal samples using electrophoresis
14. Glycogenesis
15. Androgenesis
16. Sex-reversal using hormones
17. Demonstration of action of Eye-Stalk Peptides on molting in Crustacean
18. Induction of breeding using Pituitary hormones.
19. Establishment of primary cultures from chick embryonic liver
20. Establishment of primary cultures from chick embryonic heart
21. Establishment of primary cultures from spleen cells
22. Culturing of lymphocytes
23. Culturing of HeLa cell
24. Subculturing of primary cultures

REFERENCES:

1. R. Ian Freshney, "Culture of animal cells - A manual of basic techniques" 4th edition, John Wiley & Sons, Inc, publication, New York. 2000.
2. Daniel R. Marshak, Richard L.Gardner, David Gottlieb "Stem cell Biology" edited by Daniel Cold Spring Harbour Laboratory press, New York, 2001.
3. M.M. Ranga, Animal Biotechnology; Agrobios (India), 2006.
4. Butterworth "*In vitro* cultivation of Animal Cells" – Heinemann publishers Open Universities. Nederland, 1994.
5. J. Kruzer, "Recombinant DNA & Biotechnology for Teachers", 2nd Edition, Adrienne Massey, A.Massey & Association.
6. John R. W. Master "Animal Cell culture", University college London, Oxford University press, 2000.
7. Ann A. Kiessling, Scoot Anderson, Human Embryonic Stem Cells, Jones & Bartlett Publishers, Sudbury, Massachusetts, Boston, Toronto, London, 2003.
8. A.J. Thomson, Gene Targeting & embryonic Stem Cells, Bios Scientific Publishers, Taylor & Francis Group London & New York.
9. B.D. Singh, Biotechnology, Kalyani Publishers, Udhiana, New Delhi, Noida (U.P) 2003.
10. P.K. Gupta, Biotechnology and Genomics, Rostogi Publications, Shivaji Road, Meerut, India. 2005.

FOURTH SEMESTER (B)

BT 402: IE-1: – ENVIRONMENTAL BIOTECHNOLOGY

UNIT – I: Environmental Pollution: Types of pollution. Air pollution and its control- Source of Air pollution, Methods for the measurement of air pollution, Air pollution and its control through Biotechnology- biofilters, bioscrubbers, biotrickling filters. Environmental monitoring using Biosensors. Methodology of environmental management

UNIT – II: Water management and water Pollution: Need for water management, sources of water pollution, Measurement of water pollution. Waste water treatment - Physical, chemical and biological treatment processes - Aerobic Process: trickling filter, rotating discs, oxidation ponds, Anaerobic Processes: Anaerobic digestion, anaerobic filters. Treatment schemes for waste waters of dairy, antibiotic, paper and petroleum industries. Use of immobilize enzymes for waste water treatment.

UNIT – III: Bioremediation: Concepts and principles of bioremediation, in-situ & ex situ bioremediation. Bioremediation of heavy metal ions - biosorption & bioaccumulation principles. Concepts and types of phytoremediation. Role of genetically modified and genetically engineered microbes in Bioremediation. Applications of microbes in mining industry. Influence of transgenic plants and animals on environment. Global environmental problems

UNIT – IV: Biofuels, Biodiversity, Biofertilizers and Biopesticides: Biogas - Hydrogen and methane. Microbial groups involved in biogas production and interactions among them. Factors affecting biogas production, Design of digestors, feed stock. Biodiversity- levels of biodiversity, reasons for loss of biodiversity, Biodiversity Conservation (in-situ & ex-situ). Role of biotechnology in conservation of biodiversity. Bio fertilizers - Rhizobium, Azospirillum, Azotobacter, Vermiculture. Biopesticides.

PRACTICALS OF ENVIRONMENTAL BIOTECHNOLOGY

1. Isolation of microorganisms from air
2. Determination of biochemical oxygen demand (BOD) of water
3. Determination of chemical oxygen demand (COD) of water
4. Metal tolerance in bacteria isolated from polluted and non polluted water
5. Ammonification
6. Denitrification
7. Nitrification
8. Antagonism
9. Synergism
10. Estimation of chlorides from polluted and non polluted water
11. Estimation of carbonates from polluted and non polluted water
12. Estimation of Ammonia content in water samples.
13. Total dissolved solids and conductivity relation.

REFERENCES:

1. Michael T. Madigan, John M. Martinko & Jock Parker, Brock Biology of Micro organisms, Pearson Education, International Prentice Hall, 2003.
2. Michael J. Pelczar, JR, E.C.S. Chan & Noel R. Krieg, Microbiology, Tata McGraw-Hill Publishing Company Limited, New Delhi, 2005.
3. K. Vijaya Ramesh, Environmental Microbiology, MJP Publishers, Chennai, 2004.
4. A.G. Murugesan, C. Raja Kumari, Environmental Science & Biotechnology - Theory & Techniques, MJP Publishers, 2005.
5. Raina M. Maier Ian L. Pepper & Charles P. Gerba, Environmental microbiology, Academic press, 2000.
6. A.K. De., Environmental Chemistry, Wiley Eastern Ltd., New Delhi.
7. D. Allsopp and K.J. Seal, Introduction of Biodeterioration, ELBS/Edward Arnold.
8. Atlas R.M., Bartha R., Microbial Ecology - "Fundamentals and applications", Benjamin/ cummings publishing company, Inc. 4th edition. 1998.
9. Ford, T.E. (ed.) Aquatic Microbiology: An Ecological Approach, Blackwell, Boston. 1993.
10. Power un seen: How microbes rule the world. Freeman/ Spectrum, Oxford. 1994.
11. Mitchell. R., Environmental Microbiology. Wiley, New York. 1992.
12. Y. Anjaneyulu, Introduction to Environmental Sciences, - BS Publications, 2004.

FOURTH SEMESTER (B)

BT 402: IE-2: – INDUSTRIAL BIOTECHNOLOGY

UNIT – I:

Selection of Microorganisms: Isolation, screening, preservation and maintenance of industrially important microorganisms. Media formulation and antifoam agents for industrial Fermentation. Air and Media Sterilization. Strain improvement methods - Conventional and rDNA methods.

UNIT – II:

Microbial Production of Alcohols & beverages: ethanol, acetone, butanol, wine and beer. Organic acids: citric acid, acetic acid (Vinegar), lactic acid. Amino acids: Lysine, Aspartic acid, glutamic acid. Antibiotics: Penicillin, tetracycline, streptomycin, Vitamins: B2, B12.

UNIT – III:

Enzyme technology: Isolation and purification of enzymes from microbial, plant and animal sources. Production of industrially important enzymes amylases, proteases, lipases & pectinases. Application of enzymes in Pharmaceutical and other industries. Application of immobilized enzymes. Methods involved in immobilization techniques of enzymes and whole cells.

UNIT – IV:

Instruments and equipment validation: Validation of autoclaves, dry heat sterilizers, incubators, fermentors, and analytical instruments. Process validation: Clean area operations, production protocols, standard operating procedures and validation protocols and in-house standards. Quality control concepts. Intellectual property rights - types of patents. GATT and IPR; WTO Act - Global and Indian Biodiversity Act -Indian Patent Act and their revised versions.

PRACTICALS OF INDUSTRIAL BIOTECHNOLOGY:

1. Isolation of industrially important microorganisms.
2. Screening techniques - crowded plate technique.
3. Production and assay of amylase producing microorganisms.
4. Estimation of penicillin and streptomycin.
5. Microbial production of citric acid using *Aspergillus niger*.
6. Estimation of citric acid by titrimetry method.
7. Fermentative production of ethanol by yeast
8. Estimation of ethanol by colorimetric method.
9. Production of wine from grapes.

REFERENCES:

1. L. E. Casida Jr. Industrial Microbiology. 1997.
2. P .F. Stanbury, A. Whitaker, and S. J. Hall. Principles of Fermentation Technology, Pergamon Press, Oxford. 1997.
3. W ulf Crueger and Anneliese Crueger. Biotechnology- A Text book of Industrial Microbiology. 2nd edition. Panima Publishing Co. 2004.
4. E. M. T. EL- Mansi and C. F. A. Bryce. Fermentation Microbiology and Biotechnology. 1999.
5. M. Moo-Young. Comprehensive biotechnology-Volume 2, 3 and 4. Pergamon Press, 2004.
6. P. K. Gupta. Biotechnology and Genomics. Rastogi Publications, 2004.
7. D.G. Rao. Introduction to Biochemical Engineering. Tata McGraw-Hill Publishing Company limited, New Delhi. 2002.
8. Gerald Reed. Prescott and Dunn's. Industrial Microbiology. 4th edition. CBS Publishers ft Distributors. 2004.

FOURTH SEMESTER (B)

BT 402: IE-3: DRAVIDIAN HERBAL HERITAGE

UNIT – I:

Origin, scope and source of plant medicines: Brief history of origin and scope of plant medicines. Ayurveda, Unani and Homeopathy. Study of Medicinal plants from the following groups: Gymnosperms, Angiosperms (Ranunculaceae, Leguminaceae, Apocynaceae, Asclepiadaceae, Solanaceae, Lamiaceae, Liliaceae, Zingiberaceae. Phytochemical extraction methods, medicinal plants based research centre in India.

UNIT – II:

Cultivation, Multiplication, Collection, Processing and Marketing: Macro and Micro Propagation and cultivation of medicinal plants; Multiplication of medicinal plants and production of specific biologically active molecules through tissue culture; Methods of collection, processing and storage of plant Medicines; Drying of medicinal plants – Drying methods, natural drying, artificial drying (freeze drying, microwave drying). Effects of drying factors, influence of drying air temp, influence of drying air humidity, influence of drying air velocity, influence of drying time. Physiological effects: influence of pre-treatments, influence of drying on volatile oil content. Plant Medicines and their trade: Adoption of GATT, patent rights and market potential for the plant medicines.

UNIT – III:

Macroscopy and microscopy, adulteration, identification and substitutions and pharmaceutical uses of plant medicines and dosage: Medicinally useful plant parts such as leaves, stems, underground parts, flowers, fruits and seeds (Senna, Datura, cinnamomum, Cinchona, Ginger, Clove and Nux-vomica). Plant Medicines adulteration, identification and substitutions. Abuse of plant Medicines and repercussions.

UNIT – IV:

Formulations, diagnostic features and Biological activity of plant medicines: Formulations and dosage forms of plant medicines; Pharmacology and pharmacognosy; Study of the important diagnostic features of active constituents, quality, purity; and pharmaceutical uses of important plant medicines. Herbal cosmetics and Dietetics. Biological active principles established herbal medicines.

PRACTICALS OF DRAVIDIAN HERBAL HERITAGE

1. Identification of important medicinal plants of different taxa covered in theory including the study of important morphological features of the Medicinal plant part.
2. Field trip to study and identify locally occurring Medicinal plant.
3. Practical Methods of Cultivation, propagation, conservation and protection (visual) of important Medicinal plants to develop familiarity.
4. Micropropagation of medicinal plants and production of callus from different explants for specific biologically active ingredients of Plant Medicines.
5. Microscopic study of locally available Medicinal plant parts such as leaves, stems, underground parts, flowers, fruits and seeds (Senna, Datura, Cinnamon, Cinchona, Ginger, Clove, Nux-vomica).
6. Demonstration of drug adulteration, identification of locally available Plant Medicines.
7. Antibiotic sensitive test of crude drugs.
8. Demonstration of drug Formulation and Herbal cosmetics.
9. Visit to nearest pharmaceutical industry.

REFERENCES:

1. Kokate, C.K. Purohit, A.P. Gauchely, S.B. 1990. Pharmacognosy, (Narial Prakashan).
2. Wallis, T.E. 1999. Text Book of Pharmacognosy, 5th ed. CBS publishers & Distributions, New Delhi.
3. Harborne, J.B. 1948. phytochemical methods (ed) Chapman and Hall, London.
4. Khare, C.P. 2000. Indian herbal therapies. Delhi Book Co., MConnaught, Circus, New Delhi-11 0 001.
5. Trease, G.E. and Evans, W.C. 1983. Pharmacognosy, 12th ed. Bailine, London.
6. Anton. R & Haag Berrurier. M. (1980). Therapeutic use of Natural Anthraquinone for other than laxative Actions Pharmacology.
7. Abdul Kareem. M. 1997. Plants I Ayurveda (A compendion of Botanical & Sanskrit names) published by foundation for Revitalization of Local Health traditions, Bangalore.
8. Anna Bonar, 1992. Herbs. A complete guide to their cultivation and use. London.

Total Marks and Credits for II Semester							625	26
III Semester								
CHM 301	Spectroscopy and its Applications	Core	4	3	30	70	100	4
CHM 302	General Chemistry	Core	4	3	30	70	100	4
CHM 303	A. Polymer Chemistry/ B. Nano Chemistry	IE	4	3	30	70	100	4
CHM 304	Chemistry and Environment	EE	3	3	20	40	60	3
		SS	2	3			40	2
Practical								
CHM 305	Spectral Identifications of Organic Compounds	Core	8	4			100	4
CHM 306	IE Practical	IE	8	4			100	4
Total Marks and Credits for III Semester							600	25
IV Semester (A)								
CHM 401	Organic Synthesis –I	Core	4	3	30	70	100	4
CHM 402	Organic Synthesis –II	Core	4	3	30	70	100	4
CHM 403	A. Heterocyclic Chemistry/ B. Drug Chemistry	IE	4	3	30	70	100	4
CHM 404	A. Natural Products / B. Bio Organic Chemistry	IE	4	3	30	70	100	4
Practical								
CHM 405	Multistep Synthesis of organic compounds	Core	8	4			100	4
CHM 406	Estimations of Organic Compounds	Core	8	4			100	4
Total Marks and Credits for IV Semester							600	24
Grand Total Marks and Credits for 4 Semesters							2450	100



**DRAVIDIAN UNIVERSITY
SRINIVASAVANAM
KUPPAM – 517 426 (A.P.)**

**CURRICULUM FRAMEWORK
BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
TWO-YEAR PROGRAMME**

As per the guidelines of the
NATIONAL COUNCIL FOR TEACHER EDUCATION
and
Common core Syllabus approved by
Andhra Pradesh State Council of Higher Education

M.Phil. / Ph.D. (Regular, Part-time)

Fitness Training certificate course

Diploma in Yoga Education (D.Y.Ed.)

P.G. Diploma in Yoga Education (P.G.D.Y.Ed.)

Syllabus

Approved by

Board of Studies in Physical Education
Dravidian University on 19-11-2019

DRAVIDIAN UNIVERSITY
SRINIVASAVANAM
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BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
TWO-YEAR PROGRAMME

Syllabus

Approved by

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DEPARTMENT of PHYSICAL EDUCATION

**Minutes of the Meeting of BOS held on 19th November, 2019 at
Department of Physical Education, Dravidian University, Kuppam.**

Ref: No.DU/Aca /C2/PG- BOS/ Physical Education/2019, Dt; 25-10-2019

With reference to the letter cited, the Board of studies Meeting in Physical Education held on 19th November, 2019 in the Department of Physical Education, Dravidian University, Kuppam to discuss and prepare the two year B.P.Ed. Course syllabus, Pre-Ph.D. Course syllabus for paper-I: Research Methodology, Common for all M.Phil / Ph.D. Regular / Part-time students and certain new Certificate / Diploma / P.G. Diploma programmes in Physical Education was approved by the BOS members of Physical Education.

MEMBERS PRESENT:

1. Dr. M. SIVASANKAR REDDY - Chairman
Director, Dept. of Physical Education
Sri Venkateswara University
Tirupati, (A.P.)
2. Prof. J.V. SATYAVANI - Ex-Officio Member
Head i/c, Dept. of Physical Education
Dravidian University, **Kuppam**
3. Prof. SYED KAREEMULLA - Co-opted Member
Advisor & Secretary, Sports Board
Department of Physical Education
Dravidian University, **Kuppam**
4. Prof. P.K.SUBRAMANIAM - Member
Head, Dept. of Physical Education
Pondicherry Central University
Pondicherry
5. Mr. B. Nagendra - Member
B.P.Ed. II Year Student
6. Mr. S.L. Lenin - Member
B.P.Ed. II Year Student

The BOS committee of Department of Physical Education unanimously resolved the following:

1. To implement the curriculum, the curriculum as per the guidelines of the National Council for Teacher Education and Common core syllabus approved by the Andhra Pradesh State Council of Higher Education, Amaravathi. The New Curriculum Framework – Regulations, Scheme and Syllabus – of Bachelor of Physical Education (B.P.Ed.) Course of Dravidian University was unanimously accepted to be implemented for all the four semesters from the batch of 2019-21 (Annexure-I).
2. To approve the Pre-Ph.D. Course Syllabus for paper-I: Research Methodology and Statistics in Physical Education (Common for all M.Phil. / Ph.D. Regular / Part-time students) is prepared and approved. This Syllabus is implemented from the year 2019-20 onwards. (Annexure-II)
3. To approve the Syllabus, rules and regulations of new Fitness Training Certificate course from the year 2020-21 onwards (Annexure-III)
4. To approve the Syllabus, Course structure and regulations of new Diploma in Yoga Education (D.Y.Ed.) course from the year 2020-21 onwards (Annexure-VI)
5. To approve the Syllabus, Course structure and regulations of new P.G. Diploma in Yoga Education (P.G.D.Y.Ed.) course from the year 2020-21 onwards (Annexure-V)
6. To approve the list of Examiners and Paper setters for B.P.Ed., M.Phil./ Ph.D. (Regular / Part-time) courses, Fitness Training Certificate course, Diploma in Yoga Education (D.Y.Ed.) course and P.G. Diploma in Yoga Education (P.G.D.Y.Ed.) course.
7. BOS Chairman is authorized to add or delete the things, if necessary.

Name of the BOS Member		Signature
1. Dr. M. SIVASANKAR REDDY	- Chairman	 19/11/19
2. Prof. J.V. SATYAVANI, Head i/c	- Ex-Officio Member	 19/11/19
3. Prof. SYED KAREEMULLA	- Co-opted Member	 19/11/19
4. Prof. P.K.SUBRAMANIAM	- Member	 19/11/2019
5. Mr. B. NAGENDRA	- Member	
6. Mr. S.L. LENIN	- Member	

**DRAVIDIAN UNIVERSITY
SRINIVASAVANAM,
KUPPAM – 517 426 (A.P.)**

**CURRICULUM FRAMEWORK
BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
TWO-YEAR PROGRAMME**

Syllabus

Approved by

Board of Studies in Physical Education
Dravidian University on 19-11-2019

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**REGULATIONS, SCHEME AND SYLLABUS
FOR BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
TWO YEAR PROGRAMME (FOUR SEMESTERS)
(Choice Based Credit System)**

Important Note:

a. If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course

b. If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored

Preamble: Bachelor of Physical Education (B.P.Ed.) two year (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in Schools.

B.P.Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

1. Intake, Eligibility and Admission Procedure: Intake, Eligibility and Admission Procedure should be as per the NCTE norms/ State Government.

2. Duration:

The B.P.Ed. Programme shall be of a duration of two academic years, i.e four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

3. Medium of Instruction

Medium of instruction is English. Students are allowed to write the examination in both English and Telugu.

4. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course:

The term course usually referred to as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures / tutorials / laboratory work / field work / outreach activities / project work

/ vocational training / viva / seminars / term papers / assignments / presentations / self-study etc., or a combination of some of these.

6. Courses of Programme:

The B.P.Ed. Programme consists of a number of courses, the term ‘Course’ applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed., Programme.

Theory:

Core Course

Elective Course

Practicum:

Teaching/ coaching/ Internship (Teaching Compulsory course in Track & Field, Racket Sports, Indigenous Sports, Team Sports and Activities).

7. Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The ‘**odd**’ semester may be scheduled from May/June to November/December and ‘**even**’ semester from November/December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

8. Working days:

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

9. Credits:

The term ‘Credit’ refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term ‘Credit’ refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter University Participation (Any one game)	2
3	Inter Collegiate Participation (Minimum two games)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services	2
6	Mountaineering - Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reporting / Article Writing / book writing / progress report writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

10. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November / December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November / December or May / June.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrolment / registration is not possible owing to shortage of attendance beyond Condonation limit rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

11. Condonation:

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

OR

As per the University Rules.

12. Pattern of Question Papers:

Question Paper shall have two parts.

Part - A.	Short Questions (Four)	5 marks X 4 questions = 20
Part - B.	Long Questions (Five)	10 marks X 5questions = 50

B.P.Ed. Format of Question Paper for 4 Units.

Part - A

Question No.	Description	Marks
1	Short Answer Question. Or Short Answer Question. (From the syllabus of Unit-1)	5
2	Short Answer Question. Or Short Answer Question. (From the syllabus of Unit-2)	5
3	Short Answer Question. Or Short Answer Question. (From the syllabus of Unit-3)	5
4	Short Answer Question. Or Short Answer Question. (From the syllabus of Unit-4)	5
Total		20

Part B

Question No.	Description	Marks
5	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit-1)	10
6	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit- 2)	10

7	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit-3)	10
8	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit- 4)	10
9.	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of any Units)	10
	Total	50

13. Evaluation:

Theory: Internal assessment:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

OR

As per the University Rules.

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Evaluation of theory paper for 70 Marks : All university examination theory papers shall be evaluated by single evaluator appointed by the university from the panel of external examiners.

Practicum Internal evaluation: The internal assessment shall be done for 30 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be

evaluated separately for 30 marks by the concerned teacher dealt the event/ game. The average of the awarded marks of all the teachers shall be taken.

Practicum External evaluation: The External assessment shall be done for 70 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 70 marks by the external examiner nominated by the university. The average of the awarded marks of all the events/games of that practicum shall be for 70 marks.

14. Minimum Passing Standard:

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e., 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 marks and 35 marks out of 70 marks for the practical courses.

15. Grading:

Once the marks of the CIA (Continuous Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in B.P.Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semesters indicated by Cumulative Grade Point Average (CGPA). As per the University Norms.

Grading is calculated by adopting the following formula:

$$\text{Semester Grade points average (SGPA)} = \frac{\sum C_i G_i}{\sum C_i}$$

$$\text{Cumulative Grade points average (CGPA)} = \frac{\sum \sum C_i G_i}{\sum \sum C_i}$$

Where C_i is the Credits earned for each individual Course (either theory paper or practicum) in any semester; G_i is the Grade Point obtained by the student for each individual course (either theory paper or practicum). Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester. At the end of each semester, the CGPA can be computed.

16. Classification of Final Results:

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

17. Award of the B.P.Ed. Degree:

A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

18. Revaluation, Betterment and Reappearance

As per the University Rules

19. Letter Grades and Grade Points:

- i. Two methods-relative grading or absolute grading- have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-detained class intervals. To implement the following grading system, the colleges and universities can use anyone of the above methods.
- ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	0	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail / Dropped	Dropped
	0	AB	Absent	

Grading is calculated by adopting the following formula:

$$\text{Semester Grade points average (SGPA)} = \frac{\sum C_i G_i}{\sum C_i}$$

$$\text{Cumulative Grade points average (CGPA)} = \frac{\sum \sum C_i G_i}{\sum \sum C_i}$$

Where C_i is the Credits earned for each individual course (either theory paper or practicum) in any semester; G_i is the Grade Point obtained by the student for each individual course (either theory paper or practicum). Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester. At the end of each semester, the CGPA can be computed.

20. Grade Point Calculation (Example) :

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for B. P. Ed., Programme.

The credit grade points are to be calculated on the following basis:

Calculation of credit grade point of each course (Example: Theory paper BPE-101)

Marks obtained by Student in BPE-101 = 65/100

Percentage of marks = 65%

Grade from the conversion table is = A

Grade Point = 6.5

The Course Credits = 04

Credits Grade Point of theory paper BPE-101(CGP) = 6.5 x 04 = 26

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses.

$$(\text{SGPA}) = \frac{\text{Sum of grade points of all eight courses of the semester}}{\text{Total credit of the semester}}$$

SEMESTER – I

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BPE-101	4	65	A	6.5	26
BPE-102	4	60	A	6	24
BPE-103	4	62	A	6.2	24.8
BPE-104/BPE-105	4	57	B+	5.7	22.8
BPE-106	4	55	B+	5.5	22
BPE-107	4	72	A+	7.2	28.8
BPE-108	4	66	A	6.6	26.4
BPE-109	4	72	A+	7.2	28.8
	32				203.6

$$\text{Semester Grade points average(SGPA)} = \frac{203.6}{32} = 6.3625$$

SEMESTER GRADE POINT AVERAGE (SGPA) = 203.6/32 = 6.3625

SGPA Semester-I = 6.3625

At the end of Semester-I Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 = 6.3625

CGPA = **6.3625**, Grade = A, Class = First Class

SEMESTER-II

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BPE-201	4	76	A+	7.6	30.4
BPE-202	4	64	A	6.4	25.6
BPE-203	4	59	B+	5.9	23.6
BPE-204/BPE-205	4	80	A+	8	32
BPE-206	4	49	C	4.9	19.6
BPE-207	4	64	A	6.4	25.6
BPE-208	4	55	B+	5.5	22
BPE-209	4	72	A+	7.2	28.8
	32				207.6

$$\text{SGPA Sem II} = \frac{207.6}{32} = 6.4875$$

At the end of Semester-II

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) = $12.85/2 = 6.425$

CGPA = 6.425, Grade = A, Class = First Class

SEMESTER – III

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BPE-301	4	64	A	6.4	25.6
BPE-302	4	64	A	6.4	25.6
BPE-303	4	59	B+	5.9	23.6
BPE-304/BPE-305	4	81	A+	8.1	32.4
BPE-306	4	49	C	4.9	19.6
BPE-307	4	64	A	6.4	25.6
BPE-308	4	68	A	6.8	27.2
BPE-309	4	75	A+	7.5	30.0
	32				209.6

$$\text{SGPA Sem III} = \frac{209.6}{32} = 6.55$$

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.466667, Grade = A, Class = First Class

SEMESTER - IV

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade Point
BPE-401	4	83	A+	8.3	33.2
BPE-402	4	76	A+	7.6	30.4
BPE-403	4	59	B+	5.9	23.6
BPE-404/BPE-405	4	81	A+	8.1	32.4
BPE-406	4	49	C	4.9	19.6
BPE-407	4	78	A+	7.8	31.2
BPE-408	4	81	A+	8.1	32.4
BPE-409	4	75	A+	7.5	30.0
	32				232.8

$$\text{SGPA Sem IV} = \frac{232.8}{32} = 7.275$$

At the end of Semester-IV

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = 26.675 /4 = 6.66875

CGPA = 6.66875, Grade = A, Class = First Class

Note:

- 1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- 2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- 3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- 4) For the award of the class, CGPA shall be calculated on the basis of:
 - (a) Marks of each Semester End Assessment And
 - (b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

21. Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

22. Revision of Syllabi will be done as per the Norms of NCTE / University:

Semester - I

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BPE-101	History, Principles and foundations of Physical Education	4	4	30	70	100
BPE-102	Anatomy and Physiology	4	4	30	70	100
BPE-103	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
BPE-104	Communication & Soft skills	4	4	30	70	100
BPE-105	Olympic Movement					
Part-B : Practical Course						
BPE-106	Track and Field (Running Events), *Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BPE-107	Football, Tennis, Throwball	6	4	30	70	100
BPE-108	Badminton, Kho-Kho, Shooting	6	4	30	70	100
BPE-109	Mass Demonstration Activities: Flag Hoisting, March past, Calisthenics, Lezium Dumb-bells, Kolatam, Aerobics Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Semester-II

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BPE-201	Kinesiology and Biomechanics	4	4	30	70	100
BPE-202	Health Education and Environmental Studies	4	4	30	70	100
BPE-203	Measurement and Evaluation in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
BPE-204	Computer Applications in Physical Education	4	4	30	70	100
BPE-205	Recreation and Leisure Management					
Part-B : Practical Course						
BPE-206	Track and Field (Jumping Events) * Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BPE-207	Yoga, Ball Badminton, Kabaddi	6	4	30	70	100
BPE-208	Hockey, Handball, Cricket	6	4	30	70	100
Part-C Teaching Practices						
BPE-209	Teaching Practice (Class room and Outdoor) (4 internal and 1 External in class room and outdoor)	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Semester-III

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BPE-301	Sports Training	4	4	30	70	100
BPE-302	Concepts of Wellness Management	4	4	30	70	100
BPE-303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)						
BPE-304	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
BPE-305	Curriculum Design					
Part-B : Practical Course						
BPE-306	Track and Field (Throwing Events) * Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BPE-307	Karate / Judo / Fencing/ Tennikoit, Softball, Basketball	6	4	30	70	100
BPE-308	Wrestling, Taekwondo, Boxing, Table Tennis, Volleyball	6	4	30	70	100
Part-C Teaching Practices						
BPE-309	Teaching practice: Particular Lesson Plans for Racket Sport/ Team Games/ Indigenous Sports. (out of 10 lessons 5 at practicing school & 4 internal and 1 external).	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

BOS Minutes: 19-11-2019 – B.P.Ed. – Two Years
Semester-IV

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BPE-401	Sports Management	4	4	30	70	100
BPE-402	Concepts of Yoga	4	4	30	70	100
BPE-403	Officiating and Coaching	4	4	30	70	100
Elective Course (Anyone)						
BPE-404	Fitness Assessment and exercise prescription	4	4	30	70	100
BPE-405	Research and Statistics in Physical Education					
Part-B : Practical Course						
BPE-406	Athletics Specialization	6	4	30	70	100
BPE-407	Game of Specialization: Football, Kabaddi, Badminton, Cricket, Hockey, Handball, Kho-Kho, Ball Badminton, Basketball, Volleyball, Softball, Tennis, Table Tennis (Any one of these)	6	4	30	70	100
Part-C Teaching Practices						
BPE-408	Teaching Practice in Sports Specialization: coaching lesson Plan in Track and Field / Swimming /Gymnastics (Any one of these)	6	4	30	70	100
BPE-409	Teaching practice in Game of specialization: Coaching lessons: Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/ Hockey/ softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table-tennis/ Squash/ Tennis (Any one of the above games). Out of 10 lessons, 5 lessons at school and 4 internal and 1 external. (both particular and coaching lessons have to be included in the program. Each lesson is of 45 minutes duration.	6	4	30	70	100
	Total	40	32	240	560	800
	Total for four semesters	160	128	960	2240	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

SCHEME OF EXAMINATION**SEMESTER-I**

Paper Code	Internal	External	Total Marks
BPE-101	30	70	100
BPE-102	30	70	100
BPE-103	30	70	100
BPE-104			
BPE-105	30	70	100
BPE-106	30	70	100
BPE-107	30	70	100
BPE-108	30	70	100
BPE-109	30	70	100
	240	560	800

SEMESTER-II

Paper Code	Internal	External	Total Marks
BPE-201	30	70	100
BPE-202	30	70	100
BPE-203	30	70	100
BPE-204			
BPE-205	30	70	100
BPE-206	30	70	100
BPE-207	30	70	100
BPE-208	30	70	100
BPE-209	30	70	100
	240	560	800

SEMESTER-III

Paper Code	Internal	External	Total Marks
BPE-301	30	70	100
BPE-302	30	70	100
BPE-303	30	70	100
BPE-304	30	70	100
BPE-305			
BPE-306	30	70	100
BPE-307	30	70	100
BPE-308	30	70	100
BPE-309	30	70	100
	240	560	800

SEMESTER-IV

Paper Code	Internal	External	Total Marks
BPE-401	30	70	100
BPE-402	30	70	100
BPE-403	30	70	100
BPE-404	30	70	100
BPE-405			
BPE-406	30	70	100
BPE-407	30	70	100
BPE-408	30	70	100
BPE-409	30	70	100
	240	560	800

B.P.Ed. – Details of Syllabus

Semester-I - Theory

BPE-101 HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION**Unit-1 Introduction**

Meaning, Definition and Scope of Physical Education, Aims and Objectives of Physical Education, Importance of Physical Education in present era, Concepts and misconceptions about Physical Education, Relationship of Physical Education with General Education, Physical Education as Arts and Science.

Unit-2 Historical Development of Physical Education

Indus Valley Civilization Period. (3250 BC - 2500 BC), Vedic Period (2500 BC - 600 BC), Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD) , Medieval Period (1000 AD - 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), Physical Education in Greece, Germany, Sweden Contribution of Akhadas and Vyayamsalas, H.V.P.Mandals, Institutions / Bodies in Physical Educations and Sports: YMCA, LNIPE, NSNIS, IOA, AIU, SAI,SAF, SGF, PYKKA, RGKA, SAAP, Physical Education & Sports Universities.

Unit-3 Foundations of Physical Education

Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture. Fitness and wellness movement in the contemporary perspectives, Sports for all and its role in the maintenance and promotion of fitness.

Unit-4 Principles of Physical Education

Biological: Growth and development, Gender Difference: Physical, Physiological & Anthropometric (Sheldon and Kretchmer). **Psychological:** Types of Learning, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments. **Sociological:** Society and culture, Social acceptance and recognition, Leadership, Social integration and cohesiveness.

References:

- 1) Bucher, C.A. (n.d.) **Foundation of Physical Education**. St. Louis: The C.V. Mosby Co.
- 2) Deshpande, S. H. (2014). **Physical Education in Ancient India**. Amravati: Degree college of Physical education.
- 3) Mohan, V. M. (1969). **Principles of physical education**. Delhi: Metropolitan Book Dep.
- 4) Nixon, E. E. & Cozen, F.W. (1969). **An introduction to Physical Education**. Philadelphia: W.B. Saunders Co.
- 5) Obertuffer, (1970). **Delbert Physical Education**. New York: Harper & Brothers Publisher.
- 6) Sharman, J.R. (1964). **Introduction to Physical Education**. New York: A.S. Barnes & Co.
- 7) William, J F. (1964). **The principles of Physical Education**. Philadelphia: W.B. Saunders Co.

Semester-I - Theory

BPE-102 ANATOMY AND PHYSIOLOGY

Unit-1 Meaning and Definition of Anatomy, Physiology and their importance in Physical Education. Structure, function and division of cell. **Tissues:** Functions and types.

Skeletal System : Axial and Appendicular Skeletal system, Types of Bones and Joints.

Unit-2 Blood and circulatory system: Constituents of blood and their functions, Blood groups, structure of the heart, circulation of blood: Pulmonary, Systemic and General circulation. Blood pressure. **Respiratory system:** Structure of respiratory system – Mechanism of Respiration (Internal and External). **Digestive system:** structure and functions of the digestive system, Process of Digestion. **Nervous system:** Organs of Nervous System, Structure and functions of Brain and Spinal cord.

Unit-3 Structure, properties and functions of skeletal muscles. Role of Oxygen in Physical Training, Oxygen Debt, Second wind, Lung capacity, Vital capacity, Tidal Volume, Residual volume. **Endocrine system:** Functions of glands, Pituitary, Thyroid, Parathyroid, Adrenal and Pancreas.

Unit-4 Effects of training on cardiovascular system, Effects of training on respiratory system, Effects of training on muscular system, Fatigue and performance in sports.

References:

- 1) Gupta, A.P. (2010). **Anatomy and Physiology**. Agra: Sumit Prakashan.
- 2) Gupta, M. and Gupta, M. C. (1980). **Body and Anatomical Science**. Delhi: Swaran Printing Press.
- 3) Guyton, A.C. (1996). **Textbook of Medical Physiology**, 9th edition. Philadelphia: W.B. Saunders.
- 4) Karpovich, P.Y. (n.d.). **Philosophy of muscular activity**. London: W.B. Saunders Co.
- 5) Lamb, G.S. (1982). **Essentials of exercise physiology**. Delhi: Surjeet Publication.
- 6) Moorthy, A. M. (2014). **Anatomy physiology and health education**. Karaikudi: Madalayam Publications.
- 7) Publications.
- 8) Morehouse, L.E. & Miller, J. (1967). **Physiology of exercise**. St. Louis: The c.y. Mosby Co.
- 9) Pearce, E.C. (1962). **Anatomy and physiology for nurses**. London: Faber & Faber Ltd.
- 10) Sharma, R.D. (1979). **Health and Physical Education**, Gupta Prakashan.
- 11) Singh, S. (1979). **Anatomy of physiology and Health Education**. Ropar: Jeet Publications.

Semester-I - Theory

BPE-103 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION**Unit-1 Introduction**

Meaning and Definition of Education, Technology and Educational Technology, Objectives of Educational Technology and importance of Educational technology. Types of Education:- Formal, Informal and Non-Formal education, Educative Process, Devices and their importance in Teaching.

Unit-2 Teaching Techniques and teaching aids

Teaching Technique, Lecture method, Command method, Demonstration method, Imitation method, part method, whole method and whole part - whole method. Presentation Technique: Personal and technical preparation. Command: Meaning of command, types of command: Rhythmic and response command, uses of command in different situations. **Teaching Aids:** Meaning and Importance of teaching aids. Types of Teaching aids:- Audio, Visual, Audio - visual aids, Chalk board, Digital boards, Pin boards, Charts, Model, Slide projector, Motion picture. Team Teaching: Meaning, Principles and advantage of team teaching.

Unit-3 Tournaments:

Meaning of tournament and types of tournaments – Knock-out (Elimination), League (Round Robin), Knock-out cum league, League cum knock-out, Double league, Double knockout, Challenge. Method of drawing Fixtures: Seeding, Special Seeding. Rotation Method, Stair case method. Intramural and Extramural and their importance, Sports Day/ Play Day

Unit-4 Lesson Planning and Teaching Innovations

Lesson Planning: Meaning, Type, principles and lesson plan. General, particular / specific and coaching lesson plan. Micro Teaching: Meaning, Types and steps of micro teaching. Simulation Teaching: Meaning, Types and steps of simulation teaching.

- References:**
- 1) Bhardwaj, A. (2003). *New media of Educational Planning*. New Delhi: Sarup of Sons. Bhatia, & Bhatia (1959). *The principles and methods of teaching*. New Delhi: Doaba House. Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
 - 2) Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to technology*. New Delhi: Sterling Publishers Pvt. educational Ltd.
 - 3) Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.
 - 4) N.R.Swaroop Saxena, Dr.S.C. Oberoie, *Technology of teaching*, R.L. Book Depo, Meerut

Semester-I - Theory

BPE-104 COMMUNICATION & SOFT SKILLS (ELECTIVE)

Unit-1 Listening Skills:

Extracting specific information, Listening for communication, take down for telephone messages.

Unit-2 Speaking Skills:

Meaning and Definition of the Communication, Conversation practice, Greetings, Praises, Complements, Asking permission, Self Introduction, Courtesy (Excuse me, Thank You).

Unit-3 Reading Skills:

Skimming, Vocabulary in usage, Word forms, One Word Substitution.

Unit-4 Writing Skills

Need based Grammar, Articles, Prepositions, Tenses, Interrogative, Basic Sentence patterns, Structure, Active voice, Passive Voice, Report Speech.

References:

Listening: 1. Jerney Harmer the Practice of English language teaching, longman 1983.
2. O' connor, Better English Pronunciation.

Speaking: 1. Board of Editors 2007 written & spoken communication in English Universities Press Hyderabad. 2. Madhavi Apte – 2007- A course of English communication, New Delhi Prenetic hall

Reading: 1. Hornby – A.S Oxford Advanced learners Dictionary of Current English (ELBS) 2. Central University, Pandicherry Developing reading Sills – Book I & II

Written English: 1. Freeman, Sarah, Written Communication in English Bombay: Orient Longman 1977.
2. Green .D.Contemporary English grammar Structure & Composition Macmillan.
3. Narayan Swamy V.R. Strengthen your Writing. Madras. Orient longman 1984.

Semester-I - Theory

BPE-105 OLYMPIC MOVEMENT (ELECTIVE)

Unit-1 Origin of Olympic Movement

Aims of Olympic movement, The early history of the Olympic movement, The significant stages in the development of the modern Olympic movement, Educational and cultural values of Olympic movement.

Unit-2 Modern Olympic Games

Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Olympism in action, Sports for all.

Unit-3 Different Olympic Games

Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games.

Unit-4 Committees of Olympic Games

International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Olympic medal winners of India.

References:

- Osborne, M.P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a non-fiction companion to magic tree house: hour of the olympics*. New York: Random House Books for Young Readers.
 Burbank, J.M., Andranovich, G.D. & Heying Boulder, C.H.
 2) (2001). *Olympic dreams: the impact of mega-events on local politics*: Lynne Rienner
 3) *The Olympic Movement*, IOC, Laurantne, Switzerland
Sports Administration Manual – 2001 IOC – Editor in Chief
 4) Roger Jackson
 2001 IOC – University Calgary

Semester-II - Theory

BPE-201 KINESIOLOGY AND BIOMECHANICS**Unit-1 Introduction to Kinesiology and Sports Biomechanics**

Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics in Physical Education and Sports, Terminology of Fundamental Movements, Planes and Axes, Gravity, Base, Centre of Gravity, Equilibrium, Line of Gravity.

Unit-2 Fundamentals Concept of Anatomy and Physiology

Definition of Joints, Structure and functional classification of joints and muscles. Types of Muscle Contractions, Posture: Meaning, Types and Importance of good posture. Fundamental concepts: Angle of Pull, All or None Law, Reciprocal Innervations.

Unit-3 Mechanical Concepts

Force: Meaning, definition, types and its application in sports. Lever: Meaning, definition, types and its application in sports. Newton's Laws of Motion and their application in sports. Projectile: Factors influencing projectile trajectory.

Unit-4 Kinematics and Kinetics of Human Movement

Linear Kinematics: Distance and Displacement, speed and velocity, Acceleration. **Angular kinematics:** Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. **Linear Kinetics:** Inertia, Mass, Momentum, Friction. **Angular Kinetics:** Moment of Inertia, Couple, Stability.

References:

- 1) Bunn, J.W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 2) Hay, J.G. & Reid, J.G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 3) Hay, J.G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 4) Hay, J.G. (1970). *The Biomechanics of Sports Techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- 5) Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: PrenticeHall Inc.
- 6) Geofray *Mechanics in Sports*.

Semester-II - Theory

BPE-202 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**Unit-1 Health Education**

Definition of Health, Health Education. Aims, objectives and Principles of Health Education. Concepts of health: Biomedical , ecological and holistic concepts. Dimensions of Health: physical, mental and social dimensions. Factors effecting Health, School Health Programme : Health Instructions, Health Supervision, Health Service. Balanced diet, constituents of balanced diet.

Unit-2 Health Problems in India

Communicable diseases: Chickenpox, Measles, Mumps, Influenza, Whooping cough, Typhoid, Malaria, Aids. **Non-Communicable Diseases:** Obesity, Hypertension, Stroke, Diabetes. Malnutrition. **Other problems:** Explosive Population, Personal and Environmental Hygiene for schools, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care.

Unit-3 Environmental Science

Definition, Scope, Need and Importance of environmental studies, Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Pollution of Plastic bags / covers, Role of school in environmental conservation and sustainable development.

Unit-4 Natural Resources and related environmental issues:

Water resources, food resources and Land resources, Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Role of pollution control board.

- References:**
- 1) Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.Frank,
 - 2) H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.Y. Mosby Company.
 - 3) Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
 - 4) Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.
 - 5) Park.k., (2003), Preventive & social medicine. Benarsidas banot, India.

Semester-II - Theory

BPE-203 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit-1 Introduction to Test, Measurement Evaluation

Meaning of Test, Measurement & Evaluation in Physical Education, Need & Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation, Criteria of good Test.

Unit-2 Classification and Administration of test

Classification of Tests, Administration of test: Pre, During and post test, Methods of Scoring test.

Unit-3 Physical Fitness Tests

AAHPER youth fitness test, JCR test, Cooper's 12 minute run/ walk test, Harward Step test, Indiana Motor Fitness Test, Barrow motor ability test.

Unit-4 Sports Skill Tests

Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, Russell - Lange Volleyball test, Schmithals French Field Hockey test

- References:**
- 1) Bangsbo. J. (1994). *Fitness training in football: A Scientific Approach.* Denmark: Ho+Storm.
 - 2) Barron, H.M., & Mchee, R. (1997). *A practical approach to measurement in physical education.* Philadelphia: Lea and Febiger.
 - 3) Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education.* Philadelphia: Lea and Febiger.
 - 4) Kansal, O.K. (1996). *Test and measurement in sports and physical education.* New Delhi: D.V.S. Publications.
 - 5) Mahtews, D.K. (1973). *Measurement in Physical Education*, Philadelphia: W .B. Saunders Company.
 - 6) Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work.* Taylor & Francis, New York.
 - 7) Phillips, O.A., & Homak, J.E. (1979). *Measurement and evaluation in Physical Education.* New York: John Willey and Sons.
 - 8) Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study.* Patiala: Punjab Publishing House.
 - 9) Harison.H Clarke : *Application of Measurements to health & Physical Education*
 - 10) Donald Mathews : *Measurements Programme in Physical Education*

Semester-II - Theory

BPE-204 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION (ELECTIVE)

Unit-I -- Introduction to Computer

Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education, Components of computer, input and output device, Application software used in Physical Education and sports

Unit-II -- MS Word

Introduction to MS Word, Creating, opening and saving a document, Formatting, Editing features , Drawing table, Page setup, paragraph alignment, spelling and grammar check, printing option, inserting: page number, graph, Header and footer

Unit-III -- MS Excel

Introduction to MS Excel, Creating, opening and Saving spreadsheet, creating formulas, Format and editing features, adjusting columns width and row height, understanding charts.

Unit-IV -- MS Power Point

Introduction to MS Power Point, Creating, Opening and saving a Power Point file, format and editing features slide show, design, inserting slide number, picture, graph, table, Preparation of Power point presentations.

References:

- Irtegov, D. (2004). *Operating system fundamentals*. Firewall
- 1) Media.
- Marilyn, M. & Roberta, B. (n.d.) .*Computers in your future*. 2nd
- 2) edition, India:
Prentice Hall.
- Milke, M.(2007). *Absolute beginner's guide to computer basics*.
- 3) Pearson
Education Asia.
- Sinha, P.K. & Sinha, P. (n.d.). *Computer fundamentals*. 4th
- 4) edition, BPB
Publication.

Semester-II - Theory

BPE-205 RECREATION AND LEISURE MANAGEMENT (ELECTIVE)

Unit-1 Basics of Recreation

Meaning, Definition of Recreation and Leisure Management, Importance, Values of Recreation, Principles of Recreation. Fundamental modes of Recreation, qualities and qualifications of Recreation Leader.

Unit-2 Recreation and Play

Theories of Recreation, Theories of Play, Therapeutic Recreation, Therapeutic use of activity, Recreation for the life, Role of recreation and leisure on the human development.

Unit-3 Programme and Methods

Factors that determine the programme, Types of recreational activities: Indoor, Outdoor games, Music, Dance, Picnic and Excursions.

Unit-4 Recreational Agencies

Organisation and Administration of Recreational agencies, Individual and Home agencies, Government Agencies, Voluntary Agencies, Private Agencies, Commercial Agencies, Modern trends in recreation and Leisure Management, Issues related to Recreation and Leisure Management.

- References:**
- Mull. R.Bayless, K. *Recreational Sports Management*.
 - 1) Champaign : Human Kinetics.
 - Hoffman, R. & Collingwood, T. **Fit for duty**. Champaign:
 - 2) Human Kinetics.
 - Leith, L.M. *Exercise your way to better mental health*. New
 - 3) Delhi: Friends Publication.
 - Bucher, & Wuest. *Foundations of Physical Education &*
 - 4) *Sports*. B.I. Publications.
 - Smith, R. & Austin, D. *Inclusive & Special recreation:*
 - 5) *Opportunities for persons with disabilities*, Champaign: Human Kinetics.
 - 6) Russel, R. *Leadership in recreation*. Mc Graw hill.
 - 7) Butmer, G.D. *Introduction to Community recreation*
 - 8) Jacks .L.P. *Education through Recreation*
 - 9) Nash, J.B. *Philosophy of Recreation*
 - 10) Fitzgerald –*Community Organisation for Recreation*

Semester-III - Theory

BPE-301 SPORTS TRAINING

Unit-1 Introduction to Sports Training

Meaning and Definition of Sports Training, Aims and Objective of Sports Training, Principles of Sports Training. **Methods of Sports Training:** Continuous training, Interval training, Repetition training, Fartlek training, Resistance training, Circuit training, Plyometric training. Warm-up and warm-down, **Athletic diet:** Pre competition, during competition and post competition.

Unit-2 Training Components

Strength: Meaning and Definition, Methods of Strength Development. **Speed:** Meaning and Definition, Methods of Speed Development. **Endurance:** Meaning and Definition, Methods of Endurance Development. **Coordination:** Meaning and Definition, Methods of coordination Development. **Flexibility:** Meaning and Definition, Methods of Flexibility Development.

Unit-3 Training Process

Load: Definition and Types of Load. Principles of Intensity and Volume of stimulus. **Technical Training:** Meaning and Methods of Technical Training. **Tactical Training:** Meaning and Methods of Tactical Training

Unit-4 Training program and planning

Periodization: Meaning and types of Periodization. Aims and Content of Periods: Preparatory, Competition, Transitional. **Planning:** Training session, Talent Identification and Development

References:

- 1) Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- 2) Harre, D.(1982). *Principles of sports training*. Berlin: Sporulated.
- 3) Jensen, R.C.& Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- 4) Srinivas M.V. & K.R.S. Reddy, (2014) Science of sports training, Swasthik Publication, New Delhi.
- 5) Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- 6) Singh, H. (1984). *Sports Training, General Theory”, and methods*. Patiala: NSNIS.
- 7) Uppal, A.K. (1999). *Sports Training*. New Delhi, Friends Publication.

Semester-III - Theory

BPE-302 CONCEPTS OF WELLNESS MANAGEMENT

Unit-1 WELLNESS

Definition and scope of wellness- Wellness continuum and health - Dimensions of wellness - Physical Wellness - Emotional Wellness - Social Wellness - Spiritual wellness - Intellectual wellness and Environmental wellness.

Unit-2 EXERCISE AND WELLNESS

Physical wellness, exercise and functional physical health of different systems of human body, lifestyle diseases in relation to inactivity, Nutrition and exercise to physical wellness.

Unit-3 STRESS MANAGEMENT

Stress : Definition of Stress, Stress and Emotional health, Stress and physical health- Mechanism of stress and related degenerative diseases- Inter dependence of Spiritual wellness, Social wellness and Emotional wellness- Stress management techniques.

Unit-4 FITNESS AND BODY COMPOSITION

Health fitness components, body composition, muscular endurance, strength, Cardio vascular fitness and flexibility, importance of cardio respiratory endurance .Obesity and health risk factors, childhood obesity and problems. Body composition indicators and measurements

References:

- Wellness Workbook*: How to achieve enduring health and vitality, John W Travis and Regina S Ryan, Crown publishing, New York.
- The Soul of Wellness*: 12 holistic principles for achieving a healthy body, mind, heart and spirit, Rajiv Parti, Select book incorporation, New York.
- Wellness coaching for lasting Lifestyle change*, Michael Arloski, Whole person associates, Duluth, USA.
- Staying Healthy with Nutrition*: The complete guide to Diet and Nutrition medicine, Elson M Has, Charles B. Corbin etal: *concept of fitness and wellness* megraw hills.inc St lauis Bangkok 3rd 2000 U.S.A

Semester-III - Theory

BPE-303 SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit-1 Introduction

Meaning, Definition, Importance and scope of Sports Psychology. Characteristics of Various Stages of growth and development. Individual differences. Heredity and environment. Dynamics of Human behaviour, Play and theories of Play.

Unit-2 Learning , Personality, Motivation,

Learning: Theories of learning, Transfer of Learning. **Personality:** Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance. **Motivation:** Meaning, Definition and importance of Motivation. Types of Motivation : Intrinsic & Extrinsic, Motivation techniques and their impact on sports performance. Aggression, Anxiety and their effects on Sports performance. Mental Preparation Strategies: Attention, focus, Self- talk, Relaxation, Imaginary.

Unit-3 Relation between Social Sciences & Physical Education

Meaning, Definition and Importance of Sociology, Orthodoxy, customs, Tradition and Physical Education. Festivals and Physical Education, Socialization through Physical Education, Social group, Primary group and Remote group.

Unit-4 Culture

Meaning and Importance of culture, features of culture, effects of culture on people life style. Different methods of studying : Observation / Inspection method, Questionnaire method and Interview method.

References:

- 1) Ball, D. W. & Loy, J.W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- 2) Blair, J.& Simpson, R.(1962). *Educational Psychology*, New York: McMillan Co.
- 3) Cratty, B.J.(1968). *Psychology and Physical Activity*. Eaglewood Cliffs. Prentice Hall.
- 4) Kamlesh, M.L. (1998). *Psychology In physical Education and Sport*. New Delhi: Metropolitan Book Co.
- 5) Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- 6) Loy, J.W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febigero
- 7) Mathur, S.S. (1962). *Educational Psychology. Agra. Vinod Pustak Mandir*.
- 8) Skinnner, C.E, (1984). *Education Psychology*. New Delhi: Prentice Hall of India.
- 9) William, F.O. & Meyer, F.N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.
- 10)R.Jain : *Sports Sociology* – Khel Sahitya Kendra, Delhi.

Semester-III - Theory

BPE-304 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)**Unit-1 Sports Medicine**

Meaning, Definition, and Importance of Sports Medicine. Role of Physical Education Teachers and Coaches in Athletes Care and Rehabilitation. Common sports injuries and their prevention. **First Aid:** Definition of First Aid, **DRABC** formula (Danger, Response, Airways, Breathing and Circulation), **Artificial respiration technique:** Mouth to mouth, Mouth to nose respiration, CPR (Cardio Pulmonary Resuscitation). **Treatments:** Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps. **Bandages :** Types of Bandages, Taping and supports.

Unit-2 Physiotherapy

Definition: Guiding principles of physiotherapy, Importance of physiotherapy. **Treatment Modalities:** Electrotherapy, infrared rays, Ultraviolet rays, short wave diathermy, ultra sound.

Unit-3 Hydrotherapy and Massage

Hydrotherapy: Meaning and Methods, Cryotherapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath, Hot Water Fomentation.

Massage: Meaning and importance of massage, Indications and contraindications of massage. Types of Manipulation, Physiological effects of Massage.

Unit-4 Therapeutic Exercise

Definition, Principles and Importance of Therapeutic Exercises. **Classification of Therapeutic exercise:** Passive Movements (Relaxed, Forced and passive stretching). Active movements (concentric, Eccentric and static). Free Mobility Exercise for Shoulder, Wrist, Fingers, Hip, Ankle, Foot joints and Neck exercises.

References:

- 1) Christine, M.D., (1999). *Physiology of sports and Exercise*. USA: Human Kinetics.
- 2) Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.),
- 3) *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- 4) David, R.M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- 5) Hunter, M. D. (1979). *A dictionary for Physical Educators*. In H. M. Borrow & R. McGee, (Eds.),
- 6) *A Practical approach to measurement in Physical Education* (pp.573-74). Philadelphia: Lea & Febiger.
- 7) Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
- 8) Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises. Mathew, D.K. & Fox,
- 9) E.L, (1971). **Physiological basis of physical education and athletics**. Philadelphia: W.B. Saunders Co.
- 10) Pandey, P.K. (1987). *Outline of Sports Medicine*, New Delhi: J.P. Brothers Pub.
- 11) Williams, J.G.P. (1962). *Sports medicine*. London: Edward Arnold Ltd.
- 12) Gareth Jones, Edwillson, Markers Hardy, (2010) U.K. *The BMA Guide to Sports Injuries*, Dorling Kindersley Limited, London WCZR ORL
- 13) William E. Garret Jr Donald T.Kirkendall Debarah 10 Squire “*Principles of Practice of Primary care Sports Medicine*” – Williams of Wilking Publishers.

Semester-III - Theory

BPE-305 CURRICULUM DESIGN (ELECTIVE)**Unit-1 Modern concept of the curriculum**

Meaning, Need, importance and development of Curriculum. Role of the teacher in curriculum development. Factors affecting curriculum: Social factors, Personnel qualifications, Climatic consideration, Equipment and facilities, Time suitability. National and Professional policies.

Unit-2 Basic Guidelines for curriculum construction

Focalization, Socialization, Individualization, Sequence and operation, Steps in curriculum construction.

Unit-3 Curriculum: Old and new concepts, Mechanics of curriculum planning

Basic principles of curriculum construction, Meaning, Importance and factors effecting the curriculum design. Curriculum design according to the needs of the students, state and national level policies.

Unit-4 Preparation of Under Graduate for Profession

Areas of Health education, Physical education and Recreation. Curriculum design: Experience of Education, Field and Laboratory. Teaching practice. Professional Competencies to be developed, Facilities and special resources for library, laboratory and other facilities.

References:

- 1) Barrow, H.M. (1983). *Man and Movement: Principles of Physical Education*. Philadelphia: Lea and Febiger.
- 2) Bucher, C.A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- 3) Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- 4) Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in Physical Education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- 5) Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- 6) Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- 7) Willgoose, C.E. (1979). *Curriculum in Physical Education*. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

Semester-IV - Theory

BPE-401 SPORTS MANAGEMENT

Unit-1 Concept of Management

Meaning, Definition, Scope, concept and importance of Sports Management.
Functions of management: Planning, organising, staffing, directing and controlling.

Unit-2 Leadership

Meaning , Definition & Elements of Good leadership. Leadership styles, methods.
Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator. Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

Unit-3 Financial Management

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

Unit-4 Sports Management

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, reward and punishment system. **Event management:** Organisation of major sports event.

References:

- 1) Ashton, D. *Administration of Physical Education for women*. New York: The Ronald Press Co. (1968).
- 2) Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
- 3) Daughtrey, G. & Woods, J.B. *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp. (1976).
- 4) Earl, F.Z, & Gary, W.B.. *Management Competency Development in Sports and Physical Education*. Philadelphia: W. Lea and Febiger. (1963)

Semester-IV - Theory

BPE-402 CONCEPTS OF YOGA

Unit-1 Introduction

Meaning , Definition & Scope of Yoga, Aims, Objectives and functions of Yoga, Yoga practices in Upanishads and yoga sutra, Modern Trends in Yoga, Place and importance of Yoga in Physical Education and Sports.

Unit-2 Early Yoga Practices

Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Streams of Yoga Practices: Hatha Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga.

Unit-3 Basic Yogic Methods

Asana: Classification of Asanas, Sitting, Standing, Lying, Inverted asanas. Benefits of Asanas : Effects of Asanas on general health. Pranayama: Importance & impact on Muscular, Cardio Respiratory and Nervous System. Relaxation and meditation: Importance & impact on body at work and body at rest.. Bandhas: Jalandhara, Mula, Udyana. Mudras: Chin,Yoga,Aswini, Anjali, Brahma Mudra. Kriyas: Neti ,Nauli, Kapalabhati, Trataka, Dhauthi, Bhastrika.

Unit-4 Yoga Education

Yoga Education for Youth Empowerment and human resource development. Difference between yogic practices and physical exercises, Yoga education centers in India and abroad, Competitions in Yoga asanas.

References:

- 1) Brown, F.Y.(2000). *How to use yoga*. Delhi: Sports Publication.
- 2) Gharote, M. L. & Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaixydahmoe.
- 3) Rajjan, S.M. (1985). *Yoga strengthening of relaxation for sports man*. New Delhi: Allied Publishers.
- 4) Shankar,G. (1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
- 5) Shekar, K.C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
- 6) Satya Murty,K, *Elements of Yoga*, Vedadri Brahma Gnana Kendra, Pedakakani, Guntur, India,(2015)

Semester-IV - Theory**BPE-403 OFFICIATING AND COACHING****Unit-1 Introduction of Officiating and coaching**

Definition of officiating and coaching, Importance and principles of officiating, Relationship of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.

Unit-2 Coach as a Mentor

Duties of coach in general, pre, during and post game. Philosophy of coaching, responsibilities of a coach on and off the field, Psychology of coach in competition and coaching.

Unit-3 Duties of Official

Duties of official in general, pre, during and post game in (Hockey, Football, Handball, Volleyball, Basketball, Table Tennis, Kabaddi, Kho-Kho, Throwball, Tennis, Badminton, Ball Badminton, Cricket, Softball and Tennikoit). Philosophy of officiating, Mechanism of officiating, position, Signals and movement, Ethics of officiating.

Unit-4 Qualities and Qualifications of Coach and Official

Qualities and qualifications of good coach and good official, Layout of courts / fields and Rules of games, Layout of standard Track & Field and Rules, Eligibility rules of intercollegiate and inter-university tournaments.

References:

- 1) Bunn, J.W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
- 2) Bunn, J.W. (1972). *Scientific principles of coaching*. Englewood cliffs N.J. Prentice Hall.
- 3) Dyson, G.H. (1963). *The mechanics of athletics*. London: University of London Press Ltd. Dyson, G.H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- 4) Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
- 5) Singer. R.N. (1972). *Coaching, athletic & psychology*. New York: M.C. GrawHill.

Semester-IV – Theory

BPE-404 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION (ELECTIVE)

Unit-I -- Preliminary Health Screening and Risk Classification-Preliminary Health Evaluation-Testing Blood Pressure, Heart Rate, Principles of Assessment, Prescription and Exercise Program Adherence, Physical Fitness testing, Basic principles of Exercise program Design.

Unit-II -- Assessment of Cardio respiratory fitness and Designing Cardio respiratory exercise programs. Exercise Prescription, guidelines and procedures, Maximal Exercise, Test Protocols, Sub maximal Exercise Test protocols, Field tests for assessing aerobic fitness, Exercise testing for children, Exercise Prescription, aerobic training methods.

Unit-III -- Assessment of strength and muscular endurance, strength and muscular endurance testing, Designing resistance training programs, types of resistance training, developing resistance training programs, Muscular misconceptions on resistance training, Assessing Flexibility and Designing stretching programs, Basics of flexibility, assessment of flexibility, designing flexibility programs, designing low back care exercise programs.

Unit-IV -- Assessment of Body Composition, Classification and uses of body composition, measures of body composition, Laboratory methods for assessing body composition, Field methods for assessing body composition, Designing weight management and body composition programs, Obesity: Types and causes, overweight and Underweight, Weight management principles and practices, well balanced nutrition, Designing weight loss programs, Designing weight gain programs, Designing programs to improve Body composition.

References:
Human

- 1) *Advanced Fitness assessment and Exercise Prescription*, Vivian Heyward, Kinetics Publishing, USA.
- 2) *Applied Body composition assessment*, Vivian Heyward, Human Kinetics, USA.
- 3) *Fitness professional's handbook*, Edward T Howley and Don Franks, Human Kinetics, USA.
- 4) *Health Fitness instructors handbook*, Edward T Howley, Human Kinetics, USA.

Semester-IV - Theory

BPE-405 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION (ELECTIVE)**Unit-I -- Introduction to Research**

Definition of Research, Need and importance of Research in Physical Education and Sports. Classification of Research, Meaning of Research Problem, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II -- Methods of Research

Various methods of Research, Need for surveying related literature, Literature Sources, Research Proposal.

Unit-III -- Basics in Statistics

Statistics: Meaning, Definition, Nature, Importance and its Types. Raw Score: Grouped Data, Un Grouped Data. Grouped Data: Discrete and Continuous Series. Construction of frequency Table: Class Intervals, Class Distribution. Normal Probability curve, Skewness and kurtosis. Graphical Presentation: Histogram, Bar Diagram, Frequency Polygon, O'give curve, Pie Diagram.

Unit-IV -- Statistical Methods in Physical Education and Sports

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.

Measures of Variability: Meaning, importance. Computing Range, Mean Deviation, Quartile Deviation, Deciles, Percentile and Standard Deviation.

Co- relation: Computing Karl Pearson Product Moment Co-relation and Karl Spearman Rank Order co-relation.

References:

- 1) Best, J.W. (1963). *Research in Education*. U.S.A.: Prentice Hall.
- 2) Bompa, T.O. & Haff, G.G. (2009). *Periodization: theory and methodology of training*. 5th ed. Champaign, IL: Human Kinetics.
- 3) Brown, L.E., & Ferrigno, V.A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
- 4) Brown, L.E. & Miller, J., (2005). *How the training work*. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- 5) Carl, E. K., & Daniel, D.A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
- 6) Clark, H. H., & Clark, D.H. (1975). *Research process in Physical Education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- 7) Garrett, H.E. (1981). *Statistics in psychology and Education*. New York: Vakils Feffer and Simon Ltd.
- 8) Oyster, C. K., Hanten, W. P., & Llorens, L. (1987). *Introduction to research: A guide for the Health Science Professional*. London: .B. Lippincott Company.
- 9) Thomas, J.R., & Nelson J.K. (2005). *Research method In Physical Activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- 10) Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- 11) Uppal, A.K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- 12) Verma, J.P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

Semester-I -Practicum : BPE-106

Track & Field

Layout of Track

Technique and Rules of Sprints, Middle distance, Long distance, Relays and Hurdles

Specific Exercises and drills for Track Events

Swimming/ Gymnastics (Any one)-

Gymnastics: Floor exercises (Boys & Girls) Horizontal bar – (Boys), Balancing Beam

(Girls) **Swimming:** Skills & rules of swimming – Free style (50Mt & 100Mt) (Boys & Girls)

Semester-I -Practicum: BPE- 107

Football, Tennis, Throw ball

Layout of Courts / Fields, Skills, rules & Lead-up Games

Semester-I -Practicum: BPE-108

Badminton, Kho-Kho, Shooting

Layout of Courts / Fields/Range, Skills, rules & Lead-up Games

Semester-I -Practicum: BPE-109

Mass Demonstration activities:

Flag Hoisting, March-past, Calisthenics, Lezium, Dumb-bells, Kolatam, Aerobics, Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs.

Semester-II -Practicum : BPE-206

Track & Field – Jumping Events

Marking of field events and rules of Jumps

Techniques and Rules of Long Jump, High Jump, Triple Jump, Pole vault

Specific Exercise and Drills

Swimming/ Gymnastics (Any one)

Gymnastics: Vaulting horse (Boys & Girls) Pyramids – (Boys & Girls)

Swimming: Skills & rules of swimming – Breast Stroke (50Mts & 100Mts) for (Boys & Girls)

Semester-II -Practicum : BPE-207

Aerobics, Yoga, Ball Badminton and Kabaddi

Layout of Courts, Skills, rules & Lead-up Games

Semester-II -Practicum: BPE-208

Hockey, Handball, Cricket

Layout of Courts / Fields, Skills, rules & Lead-up Games

Semester-II - Teaching Practice BPE- 209

Teaching Practice - General : Lesson Plans of 45 Minutes duration each (Total 10 lessons).

Class Room teaching: (Four Internal and one External) in any of the theory subjects of 1st and 2nd semesters.

Outdoor teaching: (Four Internal and One External) from any of the activity from BPE-109.

Semester-III -Practicum : BPE-306

Track & Field -

Marking of Throwing sectors and rules of Throws
Techniques and Rules of Discus, Shot-put, Javelin & Hammer,
Specific Exercises and drills.

Swimming/ Gymnastics (Any one)

Gymnastics: Parallel bars & roman rings (Boys), Gymnastics Positions & Rhythmic Gymnastics (Girls)

Swimming: Skills & rules of swimming – Butter Fly (50Mt) (Boys & Girls)

Semester-III -Practicum : BPE-307

Karate / Judo / Fencing /Tennikoit.

Softball, Basketball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Practicum: BPE-308

Wrestling / Taekwondo/ Boxing

Table Tennis, Volley Ball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Teaching Practice-BPE-309

**Teaching Practice: Particular Lesson Plans for the games of I, II and III semesters, (Out of 10 Lessons
4 Internal 1External, 5 Lessons at outside schools)**

Semester-IV -Practicum : BPE-406

Specialization in athletics: candidates has to show proficiency in any one of the events in runs, Jumps and throws. Record and Viva - Voce.

Semester-IV -Practicum : BPE-407

Game of Specialization: candidate has to show proficiency and officiating ability in any one of the games from I, II & III semesters. Record and Viva - Voce.

The following components are essential in the Record book.

- A. Origin, History and development of game/ event b)
- B. Technical terms related to the event/ game
- C. Fundamental Skills/ Techniques/ Drills
- D. Advanced Skills / Techniques
- E. Lead up games
- F. Rules of the game/event
- G. Officiating and signals
- H. Major Tournaments, Trophies and the results
- I. Awards and Awardees in the respective game/event.
- J. Training Schedules for six weeks.

Semester-IV -Practicum : BPE-408

Coaching lesson in sports specialization. Coaching lesson plan in any one of the track & Fields events / Swimming/Gymnastics. (5 Lessons of 45 Minutes duration each. 4 Internals & 1 External)

Semester-IV -Teaching Practice: BPE- 409

Teaching Practice in game of Specialization: Coaching lessons in any one of the game from I, II & III Semesters. Each lesson is of 45 minutes duration. Out of 10 lessons, 5 lessons are to be conducted at school. For the remaining 5 lessons, 4 lessons should be conducted for internals and 1for the external examination. Both the particular lessons and coaching lessons have to be incorporated in the program.

Table-1: Semester wise distribution of hours per week

Semester	Theory	Practical	Teaching Practice	Total
I	16	24	00	40
II	16	18	6	40
III	16	18	6	40
IV	16	12	12	40
Total:	64	72	24	160

Minimum of 36 teaching hours per week is required in five or six days in a week

Table-2: Number of credits per Semester

Semester	Theory	Practical	Teaching Practice	Total
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
Total	64	48	16	128

Minimum of 36 teaching hours per week is required in five or six days in a week

Page NO 1-42 has been approved

① Murthy
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③ P. Karanella
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⑥ P. L. Lenin

DRAVIDIAN UNIVERSITY
SRINIVASAVANAM,
KUPPAM – 517 426 (A.P.)

BOARD of STUDIES

M.Phil. / Ph.D.

in

PHYSICAL EDUCATION

Revised syllabus w.e.f. 2019-20

M.Phil. / Pre- Ph.D. in Physical Education
SYLLABUS

Paper – I: Research Methodology and Statistics in Physical Education

- Chapter I: Introduction to Research**
Meaning - Definition - Nature and Characteristics – Role of Research in Physical Education – Need, Scope and Importance of Research in Physical Education. Location of Research Problem – Criteria for selection of a problem – Hypothesis and types of Hypothesis. Methods of reviewing literature.
- Chapter II: Sampling and Variables**
Meaning and Definition. Types of Sampling: Probability Methods: Systematic Sampling, Cluster Sampling, Stratified Sampling, Area Sampling and Multistage Sampling. Non-Probability Methods; Convenience Sampling, judgment Sampling and Quota Sampling, Types of Variables – Independent and Dependent.
- Chapter III: Descriptive and Experimental Research**
Historical Research – Experimental Research – Descriptive Research (Survey study, Case Study) – Experimental Research: Meaning, Nature and Importance, Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design and Factorial Design.
- Chapter IV: Research Report**
Research proposal - Mechanics of Writing Research Report – Bibliography – Synapsis - Techniques of Presentation – Interpretation. Library Resources – Role of Computer in Physical Education.
- Chapter V: Inferential and Comparative Statistics**
Tests of significance, “T” test, “F” ratio, chi square test, Meaning of correlation, co-efficient of correlation. Concept of ANOVA and ANCOVA. Graphical Representations in Statistics – Line diagram, Bar diagram, Histogram, Frequency Polygon and Pie Diagram. Skewness and Kurtosis.

REFERENCE BOOKS

- 1) Dr. M.L. Kamlesh – Methodology of Research in Phy. Edu. & Sports.
- 2) Dr. P. Chinnappa Reddy – Research Methodology and Statistics for Physical Education
- 3) Anne L. Rothstein – Research Design and Statistics for Phy. Education.
- 4) Wilkinson & Bhandarkar – Methodology and Techniques of “Social Research”.
- 5) Couch – Fundamentals of Statistics for the Behavioral Research.
- 6) Statistics in Physical Education (Sharon)- Clark and Clark

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② *Satyawani*
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③ *P. Chinnappa Reddy*
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④ *Anne L. Rothstein*
19/11/19

⑤ *Wilkinson & Bhandarkar*

⑥ *S. L. Couch*

M.Phil. / Pre- Ph.D. in Physical Education

PAPER I Research Methodology and Statistics in Physical Education

Model Question Paper

Time: 3 Hours

Max. Marks: 100

- Note: -
- Answer any Five Questions
 - All Questions carry equal Marks
 - Each Question carries 20 Marks

1. Define research and explain the need and importance of research in Physical Education.

(or)

Explain briefly the methods of reviewing literature and taking notes.

2. Explain the different types of sampling.

(or)

Define variables and explain various types of variables with suitable illustrations.

3. Discuss the Historical research in detail.

(or)

Explain various types of Experimental Designs

4. Illustrate the Research proposal in detail

(or)

Explain the Mechanism of writing Research Report

5. Compute correlation for the given data?

X	40	32	70	65	60	55	51	42	31	25
Y	70	43	80	68	62	70	55	49	40	35

(or)

Write short notes on the following.

- a) 't' ratio
- b) 'F' ratio
- c) ANOVA
- d) ANACOVA

M. K. S. S.
19/11/19



DRAVIDIAN UNIVERSITY
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SKILL DEVELOPMENT PROGRAMME

FITNESS TRAINING CERTIFICATE COURSE
2020-2021

DEPARTMENT OF PHYSICAL EDUCATION



DRAVIDIAN UNIVERSITY

Srinivasavanam, Kuppam-517 426

DEPARTMENT OF PHYSICAL EDUCATION

FITNESS TRAINING CERTIFICATE COURSE

(Three Months)

SYLLABUS, RULES AND REGULATIONS

Preamble

Physical fitness is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations and daily activities. Physical fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise, and sufficient rest. Before the industrial revolution, fitness was defined as the capacity to carry out the day's activities without undue fatigue. However, with automation and changes in lifestyles physical fitness is now considered a measure of the body's ability to function efficiently and effectively in work and leisure activities, to be healthy, to resist hypo kinetic diseases, and to meet emergency situations.

Controlling Blood Pressure

Physical fitness has proven to result in positive effects on the body's blood pressure because staying active and exercising regularly builds up a stronger heart. The heart is the main organ in charge of systolic blood pressure and diastolic blood pressure. Engaging in a physical activity will create a rise in blood pressure, once the activity is stopped, however, the individual's blood pressure will return to normal. The more physical activity that one engages in. the easier this process becomes, resulting in a more 'fit' individual. Through regular physical fitness, the heart does not have to work as hard to create a rise in blood pressure. This lowers the force on the arteries, and lowers the overall blood pressure.

Immune System

Physical activity boosts the immune system. This is dependent on the concentration of endogenous factors (such as sex hormones, metabolic hormones and growth hormones), body temperature. Blood flow and hydration status and body position. Physical activity has shown to increase the levels of natural killer (NK) cells,

NKT cells, macrophages, complements, cytokines, antibodies and cells. However, the mechanism linking physical activity to immune system is not fully understood.

Weight Control

Achieving resilience through physical fitness promotes a vast and complex range of health related benefits. Individuals who keep up physical fitness levels generally regulate their distribution of body fat and stay away from obesity. Abdominal fat, specifically visceral fat, is most directly affected by engaging in aerobic exercise. Strength training has been known to increase the amount of muscle in the body; however it can also reduce body fat. Sex steroid hormones, insulin, and an appropriate immune response are factors that mediate metabolism and relate Nominal fat, therefore a relation to the abdominal fat. Therefore, physical fitness provides weight control through regulation of these bodily functions.

Menopause and Physical Fitness

Menopause is the term that is used to refer to the stretch of both before and after a woman's last menstrual cycle. There are instrumental amount of symptoms connected to menopause. Most of which can affect the quality of life of the women involved in this silage of her life. One way to reduce the severity of the symptoms by doing exercise and keeping a healthy level of fitness. Prior to and during menopause as the female body changes there can be physical, physiological or internal changes of the body, These changes can be reduced or even prevented with the use of regular exercise.

Mental Health

Studies have shown that physical activity can improve people's mental health and well-being. This improvement is due to an increase in blood flow to the brain and the release of hormones. Being physically fit and working out on a consistent and constant basis can positively impact one's mental health.

General objective of the Course:

To enable the Student:

- a) To become competent and committed professionals willing to perform the identified tasks.
- b) To use competencies and skills needed for becoming an effective adventure Instructor.

- c) To inculcate rational thinking and scientific temper among the students.
- d) To develop critical awareness about the social realities among the students.
- a) The objective of the course is to provide students with a supervisory professional experience and to gain expertise in fitness training.

Job Opportunity: 100% Jobs as Trainer in Gym or be a Personal Trainer.

Regulations:

Title : Fitness Training Certificate Course

Duration of the course : 3 months

Intake Capacity : As per the Demand

The candidates for Fitness training certificate course shall be required:

Age limit: - No Age limit

1. The candidate should have passed in S.S.C. / 10th class pass or an examination recognized by the Dravidian University as equivalent.
2. The admissions into the Fitness training certificate course shall be made by the Department of Physical Education.

Physical Fitness: The selected candidates must be in good physical and mental health and physical fit to practice Sports and Games as certified by a physician.

No-objection Certificate: If the applicant is already employed in any organization/Institution he/she is required to submit a 'No-objection certificate' from the employer.

Dress: The students shall be required to wear a suitable dress as designed by the Department which will permit them to practice physical activities comfortably during practical training.

Course of Study: The Fitness training certificate course the programme is covered in the course of three months covering all major aspects of the study of fitness. The Fitness training certificate course shall be three months, with three Theory papers and two practical. The details of these papers are provided in the syllabus.

Instruction: The Fitness training certificate course can be conducted during the early hours in the evening session from Monday to Saturday (5.00 to 7.00 p.m.) The course can also be conducted during the Sundays & Holidays in addition to the daily classes. The medium of instruction shall be English/Telugu. The method of instruction shall comprise of lectures and demonstration. Students are permitted to write Examinations either in English or Telugu medium.

Fitness Training: The students shall practice GYM, Aerobics, and Yoga, fitness programme, Athletics and development of physical components during the course on a regular basis.

Discipline: Students are expected to conduct themselves in a well behaved and disciplined manner at theory and practical sessions. Any complaint about indiscipline will be viewed seriously, resulting in the student being removed from the rolls of the programme.

Attendance: Student must have 75% of attendance in Fitness training certificate course for appearing the examination. Students who have 65% to 74% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have below 65% of attendance are not eligible to appear for the examination. Such candidates shall have to repeat the regular course of study in the subsequent academic year, in order to become eligible to appear for the examination or as per the University Rules.

Scheme of Examinations:

S.No	Theory Papers	Course Code	Duration	Theory Examination Marks	Internal Assessment Marks	Total Marks
1	Fitness and Life Style Management	CFT 101	3 hrs	70	30	100
2	Injuries and Rehabilitation	CFT 102	3 hrs	70	30	100
3	Yoga and Stress Management	CFT 103	3 hrs	70	30	100
4	<u>Practical:</u> Gym exercises and Aerobics	CFT 104	3 hrs	70	30	100
5	<u>Practical:</u> Yoga and Training Methods	CFT 105	3 hrs	70	30	100
Total Marks:						500

Question Paper Pattern (Theory & Practical):

Theory:

University Examination 70 marks - Answer any FIVE questions out of EIGHT.

Each question carries 14 marks

Internal Assessment 30 marks - One Internal Assessment examination — answer any FIVE questions out of EIGHT questions. Each questions carries SIX marks.

Practical:

University Examination 70 marks - One practical examination in Skill tests with Viva-voce

Internal Assessment 30 marks - One practical examination in Skill tests with Viva-voce

Evaluation of Theory and Practical

Sl. No.	Range of Marks	Description	Classification of Final Result
1	75% and above	Outstanding	Distinction
2	60 - 69%	Very Good	First Class
3	50 - 59%	Good	Second Class
4	50% below	Above Average	Third Class
5	40% below	Fail	Dropped

- a. The students shall have to take the final examination at the end of the Course (three months) after fulfilling the required norms as fixed by the Dravidian University from time to time.

CFT-101: Paper-I - Fitness and Life Style Management

Unit- I

Definition, Meaning and Concept of Fitness, Different Kinds of fitness, Skill Related and Health Related fitness, Physical Fitness, Aerobic and Anaerobic, Scientific Principles of exercise, Progressive over load, Specificity of Training.

Unit-II

Meaning of Health, Body Compositions, Benefits of Health: Obesity, Meaning of Obesity and risk factors of Obesity. Cardio Vascular Fitness, Development of Endurance, Speed, Strength, Flexibility, Agility: Structure, Function and Classification of Muscles and effect of exercises on Muscular System.

Unit-III

Nutrition: Base for Human Performance-Carbohydrates, Fats and Proteins. Vitamins, Minerals, Water and Athletic Food.

References:

1. Lifestyle management in Health and Social care, Merinda Theward Jim McKenna, Blackwell Publishing. United Kingdom.
2. Predicting Health behavior, Mark Connor and Paul Norman, Open University Press, Buckingham, UK.
3. Human Body Composition, Steven B Heymstead, Timothy Lohan, Zimian Wang, Scott B Going, Human Kinetics, USA.
4. Science of Flexibility, MichaelJ Alter, Human Kinetics, USA.
5. Applied Body Composition Assessment, Vivian H Heyward, Dale R Wagner, Human Kinetics, USA.
6. Coping with life stress-the Indian experience, Meena Hariharan, Amazon Books.
7. Stress Management-a Wellness approach, Nanette E Tummers, Human Kinetics, USA.
8. Wellness Workbook: How to achieve enduring health and vitality, John WTravis and Regina SRyan, Crown publishing, NewYork.
9. The SoulofWellness:12holistic principles for achieving a healthy body, mind, heart and spirit, Rajiv Parti, Select book incorporation, New York

CFT-102: Paper-II - Injuries and Rehabilitation

Unit-I:

Introduction: Fundamental movements of human body, different types of Postures: good and bad postures. Deviations in posture: Kyphosis, Lordosis, Flat back, Scoliosis, Round Shoulders, Knock Knees, Bowlegs. Flatfoot.

Unit-II:

Injuries: Acute, Sub-acute, Chronic. Advantages and Disadvantages of PRICE (Protection. Rest. Ice, Compression, Elevation). DRABC (Danger, Respond, Airway. Breathing, Circulation) action plan.

Unit-III:

Exercises & Massage Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF Techniques Training. Swiss and Medicine Ball exercises. Classification of Massage, Stroking manipulation: Effleurage. Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) Percussion. Manipulation: Tapotement, Hacking, Clapping. Beating, Pounding. Slapping. Cupping, Poking, and Shaking.

References:

1. Doherty Meno. Weth, Moder Track& Field.
2. Englewood Cliffs. Prentice Hallinc Lace. M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.
3. Me Ooyand Young (1954) Tests and Measurement. New York:
4. Appleton Century Naro. Manual of Massage and, Movement, London: Febraand Febra Lid Rathbome.J.I. :
5. Corrective Physical education, London: W.B.Saunders & Co. StaffordandKelly, (1968) i reventive and Corrective Physical Education, New York.

CFT-103: Paper-III - Yoga and Stress Management

Unit-I:

Introduction- Meaning, Definition, Concepts, Aims and objectives and importance of Yoga, Astanga Yoga, Essentials for Yoga Practices, Meaning, types and principles of Asanas, Pranayama.

Unit-II

Meditation: Meaning, Definition and Benefits. Types of Meditation: Passive, active. Saguna and Ningana Meditation. Meditation and Health, Meditation and Stress.

Unit-III

Stress Management: Stress-meaning and types of Stress, Physical and Mental Stress, Harmful effects of overtraining and excessive exercise on Health, Mental Stress and painful effects of Mental Stress on Health, Anxiety, Depression, Insomnia.

REFERENCE:

1. George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
2. Gore,(1990), Anatomy and Physiology of Yogac Practices. Lonavata : Kanchan Prkashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
3. Iyengar, B.K.S. (2000), Light on Yoga. New Delhi: Harper Collins Publishers.
4. Karbelkar N.V.(1993) Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal
5. Kenghe. C.T. (1976). Yoga as Depth-Psychology and para-Psychology (Vol-I): Historical Background, Varanasi: Bharata Manishai.
6. Kuvalyananada Swami & S.L. Vinekar, (1963), Yogic Therapy Basic Principles and Methods. New Delhi: Govt. of india, Central Health Education and Bureau.
7. MoorthyA.M. & Alagesan. S. (2004) Yoga Therapy. Coimbatore: Teachers Publication House. Swami Kuvalayanda, (1998), Asanas. Lonavala: Kaivalyadhama.
8. Swami Satyananada Sarasvati. (1989), Asana Pranayama Mudra Bandha. Munger -: Bihar School of Yoga. Swami Satyananda Saraswathi. (1984), Kundalini and Tantra, Bihar: Yoga Publications Trust.
9. Swami Sivananda, (1971), The Science of Pranayama. Chennai: A Divine Life Society Publication. Thirumalai Kumar. S\$ and Indira. S @011) Yoga in Your Life, Chennai: The Parkar Publication.

Practical:

CFT-104: Gym Exercises, Aerobics,

1. Aerobic
2. Anaerobic training
3. Full body work load
4. Weight Loss
5. Weight Gain
6. Muscle Building
7. Heart Conditioning

CFT-105: Yoga and Training Methods:

1. Asanas
2. Suryanamaskar
3. Pranayama
4. Meditation
5. Weight training
6. Body Building
7. Body Shaping
8. Figure Control: - Tummy Tucks and training methods to develop physical components.

Page NO 1-9 has been approved

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④ [Signature] 19/11/19 ⑤ B. H. Gupta ⑥ S. L. Kumar



DRAVIDIAN UNIVERSITY

Srinivasavanam

KUPPAM-517 426 (A.P)

DIPLOMA IN YOGA EDUCATION (D.Y.Ed.)

2020-2021

DEPARTMENT OF PHYSICAL EDUCATION



DRAVIDIAN UNIVERSITY

Srinivasavanam, Kuppam-517 426

DEPARTMENT OF PHYSICAL EDUCATION

DIPLOMA IN YOGA EDUCATION (D.Y.Ed.)

COURSE STRUCTURE AND REGULATIONS

Introduction:

Yoga is an Indian philosophical system. The founder of yoga philosophy was Maharishi Patanjali. He elaborately described various yogic preaches for overall well-being without any side effects. Various yogic practices i.e. Asanas, Pranayamas, Kriyas, Bandhas, Mudras & meditative feelings are very effective for total personality development. Yoga symbolizes a sound mind in a healthy body. In today's world it would mean a feel good habit that always brings positive thoughts to a person. In yoga there are several techniques to develop various facts of human personality. The world has tried to adopt Yoga help to cope with their hectic and often materialistic life styles. Its practices are effectively used in the treatment of several psychosomatic disorders, for which there is no effective treatment in modern medicine. With the growing demand for Yoga all over the world, it has become essential to train people in the theory and practicum of the system.

By succeeding in this course the student shall be able to teach yoga practices to the public on scientific lines and can also run a training center on their own.

Objectives:

1. The purpose of the Diploma in Yoga Education is to impart knowledge of yoga to trainees in order to enable them to teach yoga to the students in schools and colleges and to the interested public of all age groups.
2. The aim of this course is to train and prepare deserving candidates in the exoteric aspects of Yoga, which deals with the problems of Integration of personality as a first step to prepare oneself for the higher esoteric practices.

3. The students will also ground fairly in the various academic aspects of the subject so that they may find themselves well equipped in these, if they were to go out in to the world after the course to undertake teaching work in Yoga. Those who are found to have special aptitude will, however, also be initiated in to the higher esoteric practices.
4. To give them a basic understanding of human anatomy and physiology, Indian philosophy, Indian psychology and Classical Yoga texts relevant to the theory and practice of yoga to help them gain the theoretical and scientific perspective on yoga. Successful completion of the course will enable the students to teach Hatha yoga practices and meditation with a secular and scientific orientation.

Regulations:

Title	:	Diploma in Yoga Education
Duration of the Course	:	One year
Intake Capacity	:	As per the Demand

The candidates for Diploma in Yoga Education (DYED) shall be required:

Age limit: - No Age limit

1. The candidate should have passed in a) Two years Intermediate (10+2) or Pre–University programme (PUC) / 12th Standard b) Three years Polytechnic Diploma.
2. The admissions into the DYED shall be made by the Department of Physical Education.

Fitness: The selected candidates must be in good physical and mental health and fit to practice Hatha yoga as certified by a physician.

No-objection Certificate: If the applicant is already employed in any organization/Institution he/she is required to submit a 'No-objection certificate' from the employer.

Dress: The students shall be required to wear a suitable dress as designed by the Department which will permit them to practice yogic exercises comfortably during practical training.

Course of Study: The Diploma in yoga Education (D.Y.Ed.) the programme is one year, covering all major aspects of the study of yoga. It consists of three Theory papers and two practicals. The details of these papers are provided in the syllabus.

Instruction: The yoga course can be conducted during the early hours (06:00 a.m. to 08:00 a.m.) or in the evening session from Monday to Saturday (5.00 to 7.00 p.m.) The course can also be conducted during the Sundays & Holidays in addition to the daily classes. The medium of instruction shall be English/Telugu. The method of instruction shall comprise of lectures and demonstration. Students are permitted to write Examinations either in English or Telugu medium.

Yoga Practice: The students shall practice Kriyas, Asana, Bandhas, Pranayama, Mudras and Meditation during the course on a regular basis.

Discipline: Students are expected to conduct themselves in a well behaved and disciplined manner at theory and practical sessions. Any complaint about indiscipline will be viewed seriously, resulting in the student being removed from the rolls of the programme.

Attendance: Student must have 75% of attendance in DYED course for appearing the examination. Students who have 65% to 74% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have below 65% of attendance are not eligible to appear for the examination. Such candidates shall have to repeat the regular course of study in the subsequent academic year, in order to become eligible to appear for the examination or as per the University Rules

Scheme of Examination:

Paper	Title of the Paper	Instruction hours per year	Internal	External	Practical	Marks
Theory - I	YOGC-101 Introduction to yoga	80	30	70	--	100
Theory – II	YOGC-102 Human Anatomy, Physiology & Effect of Yogic Practices on Systems	80	30	70	--	100
Theory – III	YOGC-103 Introduction to Yoga Philosophy and its Relevance Texts	80	30	70	--	100
Practicum –I	YOG P11 Methodology of Yoga Practicum	80	30	--	70	100
Practicum -II	YOG P12 Methodology of Yoga Practicum	80	30	--	70	100
Total marks						500

Mode of Examination and evaluation for Yoga Practical:

In view of the unique nature of yoga practice, the following mode of evaluation is recommended for yoga practical.

The total marks of 100 marks in yoga practice shall be distributed as follows:

Performance in university examination	50 Marks
Viva-voce & Record (University Exam)	20 Marks
Internal assessment: Attendance - 5 marks, Assignments -5 marks, Internal examination – 20 marks.	30 Marks
Total	100 Marks

Break up of Marks for the Internal Assessment of Theory Papers:

The following is the break up marks for each theory paper to be assessed internally.

Internal examinations	In each theory paper, four internal examinations have to be conducted and the average of all the four papers will be assessed	20
Assignments	Four assignments and one seminar in each paper	5
Attendance	Regularity in attendance	5
	Total	30

Evaluation of Theory

Sl. No.	Range of marks	Description
1	75% and above	Distinction
2	60% and above	First division
3	50% and above	Second division
4	40% and above	Third division

Evaluation of Practicals

Sl. No.	Range of marks	Description
1	75% and above	Distinction
2	60% and above	First division
3	50% and above	Second division

- a. The students shall have to take the final examination at the end of the Course (one year) after fulfilling the required norms as fixed by the Dravidian University from time to time.
- b. A candidate will be declared to have passed the above mentioned programme, if he/she secured 35 marks in each paper and aggregate of 40% in theory and 50% in practical examination.

c. **Question Paper Pattern:**

*** External Question Paper Pattern Total marks 70**

* Essay Questions out of 8, students have to write 4 - $4 \times 10 = 40$ Marks

* Short Questions out of 4, students have to write 2 - $2 \times 15 = 30$ Marks

- d. Practical Examination- The practical examination may be conducted before the theory examination.
- e. Successful candidates in the university examinations shall be declared to have passed the examination for the diploma.
- f. The maximum duration for passing the entire course is three years.

YOGC-101: PAPER-I - INTRODUCTION TO YOGA

UNIT - I

Introduction to Yoga & Yoga Practices: Yoga- Meaning, Definition, Concepts, Aims, Objects, Misconcepts

UNIT-II

Origin & Historical development of Yoga: Yoga in Indus Valley Civilization; Yoga in Vedic period; Yoga in Upanishadic period; Yoga in Smrithies & Puranas; Yoga in Jainism & Buddhism; Yoga in Medieval period

UNIT-III

Philosophy of Sankhya & Yoga: Theory of causation, Prakriti & Purusha, Trigunas; 25 elements; Shat darshanas & Yoga; Outlines of Astanga yoga; Schools of Yoga: Raja Yoga, Bhakti Yoga, Jnana Yoga, Karma Yoga & Kundalini Yoga

UNIT-IV

Introduction to Hatha Yoga; components of Hatha Yoga: Shat Kriyas; Asanas; Ashtakubhakas; Mudras & Bandhas and Nadanusandana; destructives & constructives of yoga, mitahara.

UNIT-V

Health management methods in yoga

Yama and Niyamas

Shatkriyas

Mudras

Bandhas

Asanas

Pranayamas

Dhyanam

YOGC-102: PAPER-II - HUMAN ANATOMY, PHYSIOLOGY AND EFFECT OF YOGIC PRACTICES ON SYSTEMS

Unit-I

Meaning, Definition and importance of Anatomy and Physiology-Cell:
Definition and importance, structure and functions of cell.

Unit-II

Skeletal System: Bones, in Axial and Appendicular skeleton, structure, functions and types of bones – types of joints – structural and functional classification, movements around joints, effects of Yogic exercise on skeletal system.

Unit-III

Muscular System: Structural and functional classification of muscles, characteristics of muscles, fatigue and performance, palpated muscles around shoulder, elbow, hip and knee joint, Effects of Yogic Exercise on muscular system.

Unit-IV

Digestive system: Structure of digestive system, process of digestion, effects of Yoga exercise on digestive system. Respiratory system: Structure of human Respiratory system, mechanism of Respiration, Oxygen Debt and Second wind, effects of Yogic exercise on Respiratory system. Circulatory System: Composition and functions of blood, structure and functions of human heart, effects Yogic of exercise on circulatory system.

Unit-V

Excretory system: Structure and functions of Skin and Kidneys, effects of exercise on excretory system. Nervous system: Structure and functions of human brain and spinal cord. Endocrine system; effects of Yogic exercises on endocrine system

YOGC-103: PAPER-III - INTRODUCTION TO YOGA PHILOSOPHY AND ITS RELEVANCE TEXTS

UNIT-I

Yogasutras of Patanjali – Chapters 1 and 2 (Samadhipaada and Sadhanapaada)
Samprajnata Samadhi and its classification, Asamprajnata and its classification. Variation in the attainment of Asamprajnata Samadhi; Ishwarapranidhana – a means to attain Samadhi, Definition & quality of Ishwara.

UNIT-II

Introduction to Samkhyakarikas of Isvarakrishna Sankhyayoga :Introduction, 3 fold afflictions, means to overcome afflictions, 25 entities according to Sankhya, means of knowledge, Satkarya vada, similarities and dissimilarities of vyakta and avyakta, triguna, existence of purusha, plurality of purusha, proximity of purusha and prakrti, samyoga, Sarga, Pratisarga, Karan (Antahkarana and Bahyakarana) Avisesha and Visesha, Sharira.

UNIT-III

Hathayoga pradipika – (Chapters 1 and 2)

Chapters: 1 Introduction: Asana, Siddhasana, Padmasana, Simhasana, Bhandrasana; Cleaning the nadis

Chapters: 2 Shatkarma and pranayama: methods of performing pranayama, six kriyas, different kinds of kumbhakas and benefits.

UNIT-IV

Gherandasamhita Chapter 1

Asanas

Mudras

Pratyahara

Pranayama

Dhyana

Samadhi

UNIT-V

Bhagavadgita Chapter 12

Sankhya yoga according to Bhagavadgita

Karma yoga according to Bhagavadgita

Dhyana yoga according to Bhagavadgita

PRACTICUM - I
YOG-P11: METHODOLOGY OF YOGA

Meditation Postures: - Vajrasana, Padmasana, Siddhasana, Swastikasana

Relaxation Postures: Shavasana, Makarasana

Surya Namaskaras

Standing Postures: Vrikshasan, Tadasana; Padahastanasana, Natarajasana

Sitting Postures: Vakrasana, Paschimotanasana, Yogamudrasana, Simhasana,
Gomukhasana, Ushtrasana, Muktasana, Virasana, Brahmamudra,
Padangusthasana

Prone Postures: Crocodile Practices (4 Variations), Bhujangasana, Shalabhasana,
Sarpasana

Supine Postures: Pavanmuktasana, Chakrasana (Sideward), Chakrasana (Backward)

Kriyas

1. JalaNeti
2. Sutra Neti (theory only)
3. Dhauti (vamana, danda, vastra) (theory only)
4. Kapalabhati

Bandhas and Mudras

1. JalandharaBandha
2. MulaBandha
3. Uddiyanabandha

Pranayama

1. Anuloma-Viloma
2. Ujjayi
3. Shitali
4. Bhramari

PRACTICUM – II

YOG P12: METHODOLOGY OF YOGA

Standing postures: Garudasana

Sitting Postures: Ardha-Matsyendrasana, Suptavajrasana, Matsyendrasana, Mayurasana, Kukkutasana, Uttanakurmasana, Gorakshasana, Padma - Bakasana, Baddha -Padmasana, Akarnadhanurasana, Ugrasana, Tolangulasana, Vatayanasana Sankatasana; Uttanamandukasana, Vrishabhasana, Padangusthasana, Garbhasana, Bhadrasana, Kapotasana, Ekapadaskandhasana

Prone Postures: Dhanurasana

Supine Postures: Uttnapadasana, Naukasana

Inverted Postures: Viparitakarani, Sarvangasana, Matsyasana, Halasana, Karnapidasana, Shirshasan, Shirha- Padangusthasana

Pranayama

1. Sitkari
2. Bhastrika
3. Morccha (theory only)
4. Plavini (theory only)

Kriyas

1. Nauli (madhyama, vamana, dakshina)
2. Aganisara (theory only)
3. Trataka

REFERENCE BOOKS

1. The tradition of Yoga – Georgeforestein
2. Sankhyakarita of Iswarakrishna – Kunhan Raja
3. Yoga in relation to other systems of Indian thought – Das Gupta S.N
4. Rajayoga – Swami Vivekananda – Ramakrishna Ashram
5. Hatha Yoga Pradipika of Swathmarama – Kaivalyadhama, Lonavala
6. Yoga Sutra of Pathanjali – Hariharanada Aranya, Culcutta
7. Human Physiology Vol.1 & 2, Medical Allied Agency. Culcutta.
8. Anatomy & Physiology of yogic practices, Kanchan Praksan Lonovola
9. Fundamental of Ayurveda, BHU press, Varanasi.
10. Yogic Therpy , its basic princioles Method- Kuvalyanada Swami.
11. Asana, pranayama,Mudra, Bandha; Bihar Publication Trust , Munger – Satyananda Saraswathi.
12. Gheranda Samhita, Kaivalyadhama, pune - Digambarji Swami.
13. Anatomy of Hatha Yoga. Motilalbarsidas. - Delhi,2006 – David Coulter H,
14. A complete hand book of nature care, Jaico publishing house, Delhi Bakhru H.K.
15. Ayurveda, Yoga & nature care, New Dawn Press, Inc India-Devaraj T.L.
16. Healing through natural foods – Bakhru H.K.
17. Yoga & Nature care Therapy. Sterling publishers Pvt.Ltd. Delhi.
18. My Nature cure - M.K Gandhi.

DRAVIDIAN UNIVERISTY: KUPPAM
DIPLOMA IN YOGA EDUCATION
MODEL QUESTION PAPER

YOGC-101: PAPER-I - INTRODUCTION TO YOGA

Time: 3 hours

Max Marks: 70
4 X 10 =40

Part –A

Answer any **Four** of the following questions

All questions carry **equal** marks

1. Desirable Karmayoga of Jnanayoga.
2. Write about Yoga.
3. Explain practicing method of Bhaktiyoga.
4. Write Concepts and misconcepts about Yoga.
5. Write a brief note of Shatkriyas.
6. Write about the historical development of yoga.
7. Write about 4 stages of external yoga in detail.
8. Give a note on Health management methods in yoga.

Part –B

Answer any **two** of the following questions

2X15 =30

9. Explain Karmayoga of Jnana Yoga.
10. Give various definitions of Yoga and explain their unity.
11. Explain Nadishuddi and Bramare Pranayama with procedure and benefits.
12. Write an essay How Yoga is useful for the college students.

DRAVIDIAN UNIVERISTY: KUPPAM
DIPLOMA IN YOGA EDUCATION
MODEL QUESTION PAPER

**YOGC-102: PAPER-II - HUMAN ANATOMY, PHYSIOLOGY & EFFECT OF
YOGIC PRACTICES ON SYSTEMS**

Time: 3 hours

Max Marks: 70
4 X 10 = 40

Part –A

Answer any **Four** of the following questions

All questions carry **equal** marks

1. What are enzymes? Describe the digestion of food in the small intestine.
2. Describe the lungs and explain the mechanism of respiration.
3. Describe the Structural and functional classification of Joints.
4. With a neat diagram, explain the various parts of heart and explain general circulation.
5. Write a note on the structure and function of human brain.
6. Explain Muscle sprain, Muscle strain and Muscle Soreness.
7. Explain the need and importance of study of Anatomy and Physiology in yogic life.
8. Write in detail the structure and functions of Kidneys.

Part –B

Answer any **two** of the following questions

2X15 =30

9. Explain the various types of joints with fundamental movements around them.
10. Explain the different types of muscles and their action.
11. Explain Oxygen debt and second wind.
12. Describe the constituents and functions of blood.

DRAVIDIAN UNIVERISTY: KUPPAM
DIPLOMA IN YOGA EDUCATION
MODEL QUESTION PAPER

YOGC-103: PAPER-III - INTRODUCTION TO YOGA PHILOSOPHY
AND ITS RELEVANCE TEXTS

Time: 3 hours

Max Marks: 70

4 X 10 =40

Part –A

Answer any **Four** of the following questions

All questions carry **equal** marks

1. Write the origin meaning, definition & purpose of hatha yoga.
2. Explain the message of bhagavatgita.
3. Explain any five of Patanjali yogasutra.
4. Write the yogasutras of Patanjali in sadhanapaada.
5. Define Yoga according to gherandasamhita.
6. Discuss the development of values of education through Yogic practices.
7. Explain the qualities of Ishwara in detail?
8. Discuss about Internal yoga in detail?

Part –B

Answer any **two** of the following questions **2X15 =30**

9. Explain the message of bhaktiyoga.
10. Explain samkhya Karikas.
11. Explain samadhipaada.
12. Describe the contrast between gheranda samhita and hathayoga pradipika.

Page NO: 1-15 has been approved

① M. Reddy
19/11/19

② Satyawan
19/11/19

③ P. Karuppella
19/11/19

④ [Signature]
19/11/2019

⑤ B. H. [Signature]

⑥ S. I. [Signature]



DRAVIDIAN UNIVERSITY

Srinivasavanam

KUPPAM-517 426 (A.P)

P.G. DIPLOMA IN YOGA EDUCATION

(P.G.D.Y.Ed.) REGULAR

2020-2021

DEPARTMENT OF PHYSICAL EDUCATION



DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam-517 426
DEPARTMENT OF PHYSICAL EDUCATION

P.G. DIPLOMA IN YOGA EDUCATION (P.G.D.Y.Ed.)

COURSE STRUCTURE AND REGULATIONS

Introduction:

Yoga is an Indian philosophical system. The founder of yoga philosophy was Maharishi Patanjali. He elaborately described various yogic preaches for overall well-being without any side effects. Various yogic practices i.e. Asanas, Pranayamas, Kriyas, Bandhas, Mudras & meditative feelings are very effective for total personality development. Yoga symbolizes a sound mind in a healthy body. In today's world it would mean a feel good habit that always brings positive thoughts to a person. In yoga there are several techniques to develop various facts of human personality. The world has tried to adopt Yoga help to cope with their hectic and often materialistic life styles. Its practices are effectively used in the treatment of several psychosomatic disorders, for which there is no effective treatment in modern medicine. With the growing demand for Yoga all over the world, it has become essential to train people in the theory & practicum of the system.

By succeeding in this course the student shall be able to teach yoga practices to the public on scientific lines and can also run a training center on their own.

Objectives:

1. The purpose of the P.G. Diploma in Yoga Education is to impart knowledge of yoga to trainees in order to enable them to teach yoga to the students in schools and colleges and to the interested public of all age groups.
2. The aim of this course is to train and prepare deserving candidates in the exoteric aspects of Yoga, which deals with the problems of Integration of personality as a first step to prepare oneself for the higher esoteric practices.
3. The students will also grounded fairly in the various academic aspects of the subject so that they may find themselves well equipped in these, if they were to go out in to the world after the course to undertake teaching work in Yoga.

Those who are found to have special aptitude will, however, also be initiated in to the higher esoteric practices.

4. To give them a basic understanding of human anatomy and physiology, Indian philosophy, Indian psychology and Classical Yoga texts relevant to the theory and practice of yoga to help them gain the theoretical and scientific perspective on yoga. Successful completion of the course will enable the students to teach Hatha yoga practices and meditation with a secular and scientific orientation.

Regulations:

Title	: P.G. Diploma in Yoga Education
Duration of the Course	: One year
Intake Capacity	: As per the Demand

The candidates for P.G. Diploma in Yoga Education (P.G.D.Y.Ed) shall be required:

Age limit: - No Age limit

1. The candidate should have passed in a) Three years Degree pass (10+2+3) or any course equivalent to recognized by the government.
2. The admissions into the P.G.D.Y.Ed. shall be made by the Department of Physical Education.

Physical Fitness: The selected candidates must be in good physical and mental health and fit to practice Hatha yoga as certified by a physician.

No-objection Certificate: If the applicant is already employed in any organization/Institution he/she is required to submit a 'No-objection certificate' from the employer.

Dress: The students shall be required to wear a suitable dress as designed by the Department which will permit them to practice yogic exercises comfortably during practical training.

Course of study: The P.G. Diploma in yoga Education (P.G.D.Y.Ed.) programme is during for one year covering all major aspects of the study of yoga. It consists of four theory papers and two practicals. The details of these papers are provided in the syllabus.

Instruction: The yoga course can be conducted during the early hours in the morning session from Monday to Saturday (6.00 to 8.00 a.m.). The course can also be conducted during the Sundays & Holidays in addition to the daily classes. The medium of instruction shall be English/Telugu. The method of instruction shall comprise of lectures and demonstration. Students are permitted to write Examinations either in English or Telugu medium.

Yoga practice: The students shall practice Asana, Pranayama, Meditation, Kriyas, , Bandhas and Mudras during the course on a regular basis.

Discipline: Students are expected to conduct themselves in a well behaved and disciplined manner at theory and practical sessions. Any complaint about indiscipline will be viewed seriously, resulting in the student being removed from the rolls of the programme.

Attendance: Student must have 75% of attendance in PGDYED course for appearing the examination. Students who have 65% to 74% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have below 65% of attendance are not eligible to appear for the examination. Such candidates shall have to repeat the regular course of study in the subsequent academic year, in order to become eligible to appear for the examination or as per the University Rules.

Scheme of Examination:

Paper	Title of the Paper	Instruction hours per year	Internal	External	Practical	Marks
Theory - I	PGDYE101: Introduction of yoga	80	30	70	--	100
Theory – II	PGDYE102 : Human Anatomy, Physiology & Effect of Yogic Practices on Systems	80	30	70	--	100
Theory – III	PGDYE103 : Yoga Therapy and Health Management	80	30	70	--	100
Theory – IV	PGDYE104: Teaching Methodology of Yogic Practice.	80	30	70	--	100
Practicum -I	PGDYE :111 Methodology of Yoga Practicum	80	30	--	70	100
Practicum -II	PGDYE112 Methodology of Yoga Practicum	80	30	--	70	100
Total marks						600

Mode of Examination and evaluation for Yoga practical:

In view of the unique nature of yoga practice, the following mode of evaluation is recommended for yoga practical.

The total marks of 100 marks in yoga practice shall be distributed as follows:

Performance in university examination	50 Marks
Viva-voce & Record (University Exam)	20 Marks
Internal assessment: Attendance - 5 marks, Assignments -5 marks, Internal examination – 20 marks.	30 Marks
Total	100 Marks

Break up of Marks for the Internal Assessment of Theory Papers:

The following is the break up marks for each theory paper to be assessed internally.

Internal examinations	In each theory paper, four internal examinations have to be conducted and the average of all the four papers will be assessed	20
Assignments	Four assignments and one seminar in each paper	5
Attendance	Regularity in attendance	5
	Total	30

Evaluation of Theory

Sl.No.	Range of marks	Description
1	75% and above	Distinction
2	60% and above	First division
3	50% and above	Second division
4	40% and above	Third division

Evaluation of Practical

Sl.No.	Range of marks	Description
1	75% and above	Distinction
2	60% and above	First division
3	50% and above	Second division

- a. The students shall have to take the final examination at the end of the Course (one year) after fulfilling the required norms as fixed by the Dravidian University from time to time.
- b. A candidate will be declared to have passed the above mentioned programme, if he/she secured 35 marks in each paper and aggregate of 40% in theory and 50% in practical examination.

c. **Question Paper Pattern:**

*** External Question Paper Pattern Total marks 70**

* Essay Questions out of 8, students have to write 4 - $4 \times 10 = 40$ marks

* Short Questions out of 4, students have to write 2 - $2 \times 15 = 30$ marks

- d. Practical Examination- The practical examination may be conducted before the theory examination.
- e. Successful candidates in the university examinations shall be declared to have passed the examination for the diploma.
- f. The maximum duration for passing the entire course is three years.

PGDYE-101: PAPER-I - INTRODUCTION OF YOGA

Unit-I

1. Origin of Yoga and its development.
2. Meaning of Yoga and its Importance.
3. Yoga as a science of Art (yoga philosophy)
4. Aims, objectives and misconceptions of yoga.

Unit-II

1. Types of Yoga / Yoga in Schools Education
2. Hatha Yoga, Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga.
3. Sankhya Yoga – Introduction
4. Satkaryavada & 25 tattvas of evolution.

Unit-III

1. Kundalini yoga – introduction
2. Evolution theory of kundalini yoga.
3. Historical development of kundalini yoga.
4. Nadis, Chakras, Places, Forms, Letters, Chakrabhedana (awakening of kundalini hakti).

Unit-IV

1. Meaning of asana, its types and principles.
2. Meaning of pranayama, Its types and principles.
3. Meaning of kriya, its types and principles.
4. Meaning of meditation, Its types and principles.

Unit-V

1. Role and impotent of Yoga in modern age.
2. Importance of Yoga in education.
3. Comparison and contrast of yogic education and physical education.

PGDYE-102: PAPER-II - HUMAN ANATOMY, PHYSIOLOGY AND EFFECT OF YOGIC PRACTICES ON SYSTEMS

Unit-I

Meaning, Definition and importance of Anatomy and Physiology-Cell: Definition and importance, structure and functions of cell.

Unit-II

Skeletal System: Bones, in Axial and Appendicular skeleton, structure, functions and types of bones – types of joints – structural and functional classification, movements around joints, effects of Yogic exercise on skeletal system.

Unit-III

Muscular System: Structural and functional classification of muscles, characteristics of muscles, fatigue and performance, palpated muscles around shoulder, elbow, hip and knee joint, Effects of Yogic Exercise on muscular system.

Unit-IV

Digestive system: Structure of digestive system, process of digestion, effects of Yoga exercise on digestive system.

Respiratory system: Structure of human Respiratory system, mechanism of Respiration, Oxygen Debt and Second wind, effects of Yogic exercise on Respiratory system.

Circulatory System: Composition and functions of blood, structure and functions of human heart, effects Yogic of exercise on circulatory system.

Unit-V

Excretory system: Structure and functions of Skin and Kidneys, effects of exercise on Excretory system.

Nervous system: Structure and functions of human brain and spinal cord.
Endocrine system; effects of Yogic exercises on endocrine system

PGDYE-103: PAPER–III - YOGA THERAPY AND HEALTH MANAGEMENT

UNIT-I

1. Basic principles of yoga therapy
2. Preventive , promotive and curative aspects of yoga therapy

UNIT- II

1. Concept of health definitions, importance of health, factors influencing health and principles of health promotion in yoga.
2. Mental health concept, definition, characteristics of mentally balanced person and role of yoga.

UNIT- III

1. Panchakosa theory.

UNIT-IV

Yogic management of following health disorders

1. Hypertension.
2. Heart attack.
3. Bronchial asthma
4. Acidic peptic ulcer
5. Thyrotoxicosis
6. Diabetes mellitus

UNIT-V

1. Migraine
2. Epilepsy
3. Anxiety neurosis
4. Menstrual disorders
5. Skin disorders
6. Sexual impotency

PGDYE-104: PAPER-IV - TEACHING METHODOLOGY OF YOGIC PRACTICE

UNIT -1

1. Meaning and types of methods.
2. Factors affecting teaching.
3. Principles of teaching.
4. Need and importance of teaching practice.
5. Maxims of teaching

UNIT-II

1. Presentation technique
2. Technical preparation.
3. Personal preparation.

UNIT-III

1. Modern concept and teaching aids class management and its meaning and need
2. Steps of class management

UNIT-IV

1. Meaning of tournaments and competition and its importance.
2. Eligibility rules of Inter –University of Yoga.
3. Organisation and administration of yoga competition.
4. Audio- Visual aids.

UNIT-V

1. Meaning of lesson plan and its importance.
2. Principles of lesson plan
3. Demonstration in yoga and its types
4. Importance of demonstration.

PRACTICUM - I

PGDYE-111: METHODOLOGY OF YOGA

I. Practice of Asanas

1. Swasthikasana – 9 steps
2. Suryanamaskara.
3. Padagusthasana.
4. Padahasthasana.
5. UttitaTrikonasana.
6. UttitaParsvakonasana.
7. Vajrasana.
8. Suptavajrasana.
9. Pavanamuktasana
10. Veerabhadrasana.
11. Parsaritapadottana.
12. Prasaritapadottanasana.
13. Padmasana.
14. Baddapadmasana.
15. Yogamudrsana.
16. Bharadwajasana.
17. Marichasana-1.
18. Marichasana-2.
19. Janusirshana.
20. Pascimottanasana.
21. Purvottanasana.
22. Bhujangasana.
23. Salabhasana.
24. Dhanursana.
25. Upavistakonasana.
26. Navasana.
27. Ustrasana.
28. Dwipadp[ithasana.
29. Sarvangasana.
30. Halasana.
31. Matsyasana.

II. Practice of Bandhas and Mudras

1. Jalandhara Bandha.
2. Uddiyana Bandha.
3. Viparitakarani Mudra.
4. Shanmukhi Mudra.

III. Practice of Kriyas

1. Jalaneti Kriya.
2. Sutraneti kriya.
3. Agnisaradhauthi Kriya.
4. Kapalabhathi Kriya.

IV. Practice of Kumbhaka

1. Rechaka, Puraka and Kumbhaka as parts of Pranayama.
2. Ujjaiyii , Surya Bhedana, Chandra Bhedana Pranayanam.
3. Sitali and Shitkari Pranayanam.
4. Nadisuddhi pranayanam.

V. Practice of Record Work

Each student shall have to prepare a practical record work on the practices learnt and submit the external examiner at the time of final examination duly signed by the practical Instructor and the Head of the department.

PRACTICUM - II
PGDYE-112: METHODOLOGY OF YOGA

I. Practice of Asanas

1. Suryanamaskara – 12 steps
2. Siddhasana.
3. Uttita Padanagustasana.
4. Ardhabaddapada Padmottasana.
5. Supta Padangustsana.
6. Supta parsvasahitha.
7. Kurmasana.
8. Baddakonasana.
9. Kukkutasana.
10. Gardhapindasana.
11. Pasasana.
12. Garudasana.
13. Vatayanasana.
14. Gomukhasana.
15. Parighasana.
16. Jattaraparivrittasana.
17. Setubandhasana.
18. Urdhvapadmasana.
19. Kapotasana.
20. Krounchasana.
21. Ardamastsyendrasana.
22. Urdhavadhanursana.
23. Urdhvamukhapascimottanasan.
24. Bekasana.
25. Ekapadasirasana.
26. Dwipadasirsana.
27. Yoganidrasana.
28. Sirsasana.

II. Practice of Kriyas.

1. Vamanadhauthi – Gajakarani Kriyas.
2. Vastradhauthi kriyas.
3. Nauli kriyas.
4. Trataka kriyas

III. Practice of Kumbhaka.

1. Bhastrika pranayama.
2. Bramari pranayama.

IV. Practice of Dhyana.

Meditation based on shabha and artha.

V. Practice of Record Work

Each student shall have to prepare a practical record work on the practices learnt and submit the External Examiner at the time of final examination duly signed by the practical Instructor and the Head of the department.

Reference Books

1. Yoga Mala-1. North Point Press. New Delhi-Pattabhi Jois
2. Light on Yoga-Iyengar, BKS
3. Light on Pranayama-Iyengar, BKS
4. Yoga for you, Jaico Pub. Mumbai
5. Pranayama-Kuvalyananada Swami, Lonavala
6. Asana, Kaivalyadhama, Kuvalyananada Swami , Lonavala
7. Asana, Pranayama, Mudra, Bandha, Satyanandha Saraswathi, Bihar School of Yoga, Munger.

Reference Books

1. The tradition of Yoga – Georgeforestein
2. Sankhyakarita of Iswarakrishna – Kunhan Raja
3. Yoga in relation to other systems of Indian thought – Das Gupta S.N
4. Rajayoga – Swami Vivekananda – Ramakrishna Ashram
5. Hatha Yoga Pradipika of Swathmarama – Kaivalyadhama, Lonavala
6. Yoga Sutra of Pathanjali – Hariharanada Aranya, Culcutta
7. Human Physiology Vol.1 & 2, Medical Allied Agency. Culcutta.
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- Kuvalyanada Swami.
11. Asana, pranayama,Mudra, Bandha; Bihar Publication Trust,
- Munger SatyanandaSaraswathi.
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- Digambarji Swami.
13. Anatomy of Hatha Yoga. Motilalbarsidas.
- Delhi,2006 – David Coulter H,
14. A complete hand book of nature care, Jaico publishing house, Delhi -
Bakhru H.K.
15. Ayurveda, Yoga & nature care, New Dawn Press, Inc India-Devaraj T.L.
16. Healing through natural foods – Bakhru H.K.

Annexure I
DRAVIDIAN UNIVERSITY: KUPPAM
P.G DIPLOMA COURSE IN YOGA EDUCATION
MODEL QUESTION PAPER
PAPER-I: INTRODUCTION OF YOGA
(PGDYE101)

Time: 3 hours

Max Marks: 70
4 X 10 =40

Part -A

Answer any **four** of the following questions

1. Write the meaning of Pranayama and explain any two Pranayama.
2. Define yoga.
3. Yoga is a Science or art-describe.
4. Explain the objectives of yogic asanas and shat-kriyas.
5. Describe kundalini Yoga.
6. Describe the importance of yoga in physical education.
7. Write about the Hatha Yoga in detail.
8. Write about Bandhas in details.

Part –B

Answer any **two** of the following questions

2X15 =30

9. Describe any four streams of yoga.
10. Explain Chakras, Nadis, Places, Forms Etc.,.
11. Describe in details the Meditation and its types and principles.
12. Describe Aims, objectives and misconceptions of Yoga.

DRAVIDIAN UNIVERSITY: KUPPAM

**P.G DIPLOMA IN YOGA EDUCATION
MODEL QUESTION PAPER**

**PAPER-II: HUMAN ANATOMY, PHYSIOLOGY & EFFECT OF
YOGIC PRACTICES ON SYSTEMS**

(PGDYE-102)

Time: 3 hours

**Max Marks: 70
4 X 10 =40**

Part –A

Answer any **Four** of the following questions

All questions carry **equal** marks

1. What are enzymes? Describe the digestion of food in the small Intestine.
2. Describe the lungs and explain the mechanism of respiration.
3. Describe the Structural and functional classification of Joints. Explain the effect of Yogic Exercise on Skeleton system.
4. With a neat diagram, explain the various parts of heart and explain general circulation.
5. Explain the structure and function of human brain.
6. Explain Muscle sprain, Muscle strain and Muscle Soreness.
7. Explain the need and importance of study of Anatomy and Physiology in yogic life.
8. Write in detail the structure and functions of Kidneys.

Part –B

Answer any **two** of the following questions **2X15 =30**

9. Explain the various types of joints with fundamental movements around them.
10. Explain the different types of muscles and its action
11. Explain Oxygen debt and second wind.
12. Describe the constituents and functions of blood.

DRAVIDIAN UNIVERSITY: KUPPAM
P.G DIPLOMA COURSE IN YOGA EDUCATION
MODEL QUESTION PAPER
PAPER-III: YOGA THERAPY AND HEALTH MANAGEMENT
(PGDYE103)

Time: 3 hours

Max Marks: 70
4 X 10 =40

Part –A

Answer any **four** of the following questions

1. Explain about stress management through yogic practices.
2. Explain the role of pranayama in the management of Asthma.
3. What is positive thinking.
4. Explain the role of yogic practices in the management of psychological problems of Hypertension in detailed.
5. Describe basic principles of yoga Therapy.
6. What is Thyrotoxicosis, and skin disorder in detailed.
7. Explain the Menstrual Disorders in detailed.
8. Describe the Anxiety Neurosis in detailed.

Part –B

Answer any **two** of the following questions

2X15 =30

9. Describe Panchakosa Theory.
10. What is Diabetes Mellitus and Heart Attack.
11. Write a note on Acidic Peptic Ulcer, Epilepsy.
12. Explain the role of yogic practices help to develop the personality of the individual.

List of Paper Setters / Valuators / Examiners

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Subhadra
19/04/19

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Manjunath
19/11/19

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426
Department of Biotechnology

Ph.D. (Full-Time / Part-Time)
Part-I Examinations, December – 2014

Paper – I: Research Methodology

SYLLABUS

Unit – I:

Microscopy – light, phase contrast, fluorescent and electron microscopy. Preparation of specimen for microscopy. Centrifugation – preparative and analytical centrifuges, rotors, rate-zonal and equilibrium density gradient centrifugation. Isolation of cell organelles.

Unit – II:

Spectroscopy and colorimetry – UV-visible Spectroscopy, Raman Spectroscopy, ESR & NMR, Mass spectroscopy, X-ray diffraction and X-ray crystallography.

Unit – III:

Chromatography – TLC, GLC, HPLC, SDS-PAGE, Isoelectric focusing, Western, Southern and Northern blotting techniques. Immuno-electrophoresis. Radio isotope tracer techniques – Scintillation counter, autoradiography, lyophilization. Biological uses of radioisotopes, safety measures in handling radio-isotopes.

Unit – IV:

Bio-statistics in research – Measurement of central tendency – Skewness, Correlation and Regression. Chi-square Test, Basic principles of ANOVA, one-way, two-way ANOVA, Sigma-stat, SPSS software packages. Computers applications – Research, Data Analysis, Internet, NCBI.

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426
Department of Biotechnology

Ph.D. (Full-Time / Part-Time)
Part-I Examinations, December– 2014
Paper – I: Research Methodology

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 100

Answer any five of the following
(Marks 20 x 5 = 100)

1.

2.

3.

4.

5.

6.

7.

8.

Ph.D. (Full-Time / Part-Time)
Part-I Examinations
Paper – I: Research Methodology

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 100

Answer any five of the following
(Marks 20 x 5 = 100)

1. Give an account on light micro scopy
2. Discus the basic principles of centrifugation. Explain the application of differential and density gradient centrifugation techniques.
3. Write note on UV – visible. Spectrometer
4. Describe the principles,method and applications of X-ray diffraction and X-ray crystallography.
5. Describe the principles, instrumental aspects and applications of HPLC.
6. Explain the principle, instrumentation and application of GLC.
7. Give an account of principle, methodology and application of SDS-PAGE.
8. Write a note on the biological applications and safety measures in handling radio – isotopes.
9. Write a note on
 - a) Internet
 - b) NCBI
10. Write a note on
 - Chi square
 - one way and two- way ANOVA

DRAVIDIAN UNIVERSITY
Srinivasavanam, Kuppam – 517 426
Department of Biotechnology

Ph.D. (Full-Time / Part-Time)
Part-I Examinations, December– 2014
Paper – I: Research Methodology

PANEL OF EXAMINERS

- 1) Prof. M. Bhaskar,
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S.V. University,
Tirupati, A.P.
- 2) Prof. A. Usha Rani,
Dept. of Zoology,
S.V. University,
Tirupati, A.P.
- 3) Prof. R. Usha,
Dept. of Biotechnology,
S.P. Mahila University,
Tirupati, A.P.
- 4) Dr. P. Josthna,
Asst. Professor,
Dept. of Biotechnology,
S.P. Mahila University,
Tirupati, A.P.
- 5) Prof. Jacob Doss,
Dept. of Zoology,
S.V. University,
Tirupati, A.P.
- 6) Prof. Yasodamma,
Dept. of Botany,
S.V. University,
Tirupati, A.P.
- 7) Prof. Bharathi,
Dept. of Sericulture,
S.P. Mahila University,
Tirupati, A.P.
- 8) Prof. Ch. Appa Rao,
Dept. of Biochemistry,
S.V. University,
Tirupati, A.P.
- 9) Prof. V. Kalarani,
Dept. of Biotechnology,
S.P. Mahila University,
Tirupati, A.P.
- 10) Prof. T. Vijaya,
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S.V. University,
Tirupati, A.P.

Department of History, Archaeology and Culture
Dravidian University, Kuppam – 517 426.

Minutes of The Meeting of the Board of Studies

Date : 16.11.2019

Members of the Board of Studies met on 16.11.2019 in the Department of History, Archaeology and Culture at 11.30 a.m. to discuss and approve the revised syllabus of P.G. in History, Archaeology and Culture, Master of Tourism and Management, P.G. Diploma In Tourism, P.G. Diploma in Epigraphy and B.A. Course in History (HEP and HTP) (Common Core Syllabus approved by the State Council of Higher Education, Andhra Pradesh).

Unanimously resolved the following items:

- ✓ 1. Resolved to approve the revised M.A. Course in History - CBCS (2 Years).
- ✓ 2. Resolved to approve the revised Master of Tourism Management Course CBCS (2 Years).
- ✓ 3. Resolved to approve the P.G. Diploma Course in Tourism Management (1 Year).
- ✓ 4. Resolved to approve the P.G. Diploma Course in Epigraphy (1 Year).
- ✓ 5. Resolved to approve the Common Core Syllabus of B.A. (3 Years). Degree in History (HEP & HTP).
- ✓ 6. Resolved to approve the M.Phil / Ph.D. Course in History.
- ✓ 7. Resolved to approve the panel of Examiners.

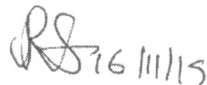
The following Members are present:


Signatures

1. Dr.P.C.Venkatasubbaiah
Chairman, BOS
2. Dr.Aravind Kumar
Ex. Officio Member & Head
3. Prof. N.Kanakarathnam
Member
4. Prof.P.Bhaskar Reddy
Member
5. Prof.M.Kotresh
Member


16/11/19

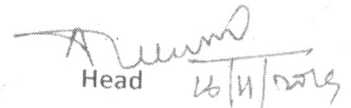

16/11/2019


16/11/19


16/11/19


16/11/19


Chairman BOS 16/11/19


Head 16/11/2019

UNIT – V : Spectroscopy

(a) UV – Visible Spectroscopy : Introduction principle, instrumentation , types of transitions, chromophore, Auxochrome, absorption and intensity shifts, Solvent effects, conjugations effects, Wood ward – Fisher rules for dienes_Enones, applications.

(b) Infrared Spectroscopy :

Introduction, principle, Molecular vibrations, Instrumentations, sample handling techniques, coupled interactions, hydrogen bonding, characteristic group absorptions of Organic compounds and Inorganic complexes, over tones and combinations bands.

References :

- 1) Research methods and techniques – C.R.Kothari.
- 2) Research methodology methods and statistical techniques – Santhosh Gupta
- 3) Statistical methods – S.P.Guptha
- 4) Statistics (Theory and Practice) – B.N.Guptha
- 5) OSU – Safety Manual
- 6) Web Source
- 7) Instrumental methods of Analysis – H.Kaur
- 8) Instrumental methods of chemical analysis - Chatwal and Anand.
- 9) Text book of Electro chemistry – Meitus
- 10) Spectrometric identification of Organic compound – Silvertien Basseler and Francise X Webster.

DRAVIDIAN UNIVERSITY – KUPPAM – 517426

DEPARTMENT OF CHEMISTRY

M.Phil/ Ph.D SYLLABUS

PAPER : I RESEARCH METHODOLOGY (COMMON FOR M.Phil AND Ph.D.)

Unit – I : Research Strategies :

(a) **Research** : Definition. Importance and meaning of research – Types of research- identification and selection of research problem – research design-review of literature- primary sources- secondary sources.

(b) **Research Report** : Thesis writing – Types of reports contents – styles of research reporting- steps in drafting reports- editing the final draft-evaluating the final draft.

Unit – II : Sampling Techniques and Statistics in Research :

Sampling theory – types of sampling- steps in sampling. Sampling and non-sampling errors- sample size – advantages and limitations of sampling, collection of data, primary data, meaning –data collection methods-secondary data - meaning - relevance, limitations and calculations. Measure of central tendency - dispersion - skewness & Kurtosis in research. Hypothesis-fundamentals of hypothesis testing standard error-point and interval estimates-important non-parametric test: sign, run, Kruskal Wallis tests and Mann Whitney test.

Unit – III : Chemical safety and Disaster management :

(a) **Emergency response** : Chemical spills, radiation spills, biohazard spills, leaking compressed gas cylinders, fires, first aid, medical emergency and accident reporting.

(b) **General Safety** : General safety and operational rules, safety equipment personal protective equipment, safety practice for disposal of broken glassware, centrifuge safety, treated chemical wastes and scientific ethics.

UNIT – IV : Separation Methods :

(a) Solvent extraction and Ion exchange, chromatography, principle, instrumentation and applications of Gas – Chromatography (GC) and high performance liquid Chromatography (HPLC)

(b) Principle, Instrumentation and applications of ICP – AES, Atomic Absorption spectroscopic (AAS) and Voltammetry: cyclic Voltammeter and differential pulse voltammeter.

RESOLUTIONS

It is unanimously resolved to adopt the same syllabus of regular courses for distance education courses also.

It is resolved to authorize the chairman BOS in commerce and management of Dravidian university Kuppam to revise, re-structure, and to reduce or to add nay new syllabi for the curriculum of distance education courses.

1. It is unanimously resolved to introduce the following papers (2no) in M.Com I semester 1. Business Communication and soft skills 2. Computer application in Business.
2. It is unanimously resolved to shift the Research Methodology and Statistical Analysis paper of M.Com I Semester to M.Com II Semester.
3. It is resolved to shift the paper of Corporate Financial Accounting form M.Com III semester to M.Com II semester.
4. It is unanimously resolved to introduce the paper of production Management in M.Com II Semester.
5. It is resolved to shift the paper of Advanced Cost Accounting from M.Com II Semester to M.Com III Semester and redesigned the name as Advanced Cost and Management Accounting.
6. It is unanimously resolved to offer all specialization papers from M.Com III Semester onwards such as Finance, Human Resource Management, and Marketing.
7. It is unanimously resolved to send the M.Com students to the industries for carrying out the project for 8 weeks during the summer vacations.
8. It is unanimously resolved to allocate the project marks 100 for project report and 100 for Viva Voce examination. It is proposed to conduct the Viva examination after the completion of IV semester examination.
9. It is proposed to introduce the new core paper entitled Goods & Service Tax (G.S.T) in IV semester.
10. It is unanimously resolved to change the title of the M.B.A. I semester paper IT Applications for management decisions as “Corporate Information Management”.
11. It is resolved to change the title of the paper of M.B.A. II semester ‘Management Information System’ as “Information Technology for Managers”.

12. It is resolved to change the title of Performance Management System as “Performance and Talent Management” and the syllabus was revised accordingly M.B.A. III semester.
13. It is resolved to replace the Corporate Tax paper with Goods & Service Tax (G.S.T) paper in M.B.A. III semester.
14. It is unanimously resolved to authorize the Chairman BOS with prior consultation with the members to introduce any new papers or reduce the existing papers or modify any papers or parts of the syllabus for DDE Courses.
15. It is unanimously resolved to introduce one year PGDBA Course under Distance mode from the Academic year 2019-20.

Statement of Courses of MA English

Course Code	Course title	C/E/I/S	Credit
I Semester			
ENGC001	Literary Terms, Periods and Movements	C	5
ENGC002	History of English Language and Usage.	C	5
ENGC003	British Literature: from Chaucer to Romantic Age	C	5
ENGC004	Literary Theory.	C	5
ENGC005	Indian Writing in English	C	5
II Semester			
ENGC006	British Literature, Victorian to the Postmodern	C	5
ENGC007	American Literature – I	C	5
ENGC008	Translation Theory and Practice	C	5
ENGC009	Gender Studies	C	5
	External -1	E	3
	Soft Skills	S	2
External Electives – I			
ENGE001	Postmodern Perspectives		
ENGE002	English for Specific Purposes [ES P]		
III Semester			
ENGC010	American Literature II	C	5
ENGC011	English Language Teaching [ELT]	C	5
ENGC012	Post-Colonial Writings	C	5
	Internal – 1	I	5
	External -2	E	3
Advanced	Advanced Soft Skills	S	2
Internal Electives – 1			
ENGI 001	Literary Aesthetics		
NEGI002	Women’s writers		
ENGI003	Pedagogy of Literatures in English		
ENGI004	Academic Writing		
External Electives – 2			
ENGE003	Main Currents of Marxism		
ENGE004	Feminist Epistemologies		
ENGE005	Introduction to Phonetics		
IV Semester			
ENGC013	Comparative Literature*	C	5
ENGC014	Contemporary Literary Theory	C	5
ENGC015	Subaltern Literatures **	C	5
	Internal – 2	I	5
	Internal – 3	I	5
Internal Electives –2			

ENGI005	Marxist Literary Theories		
ENGI006	Advanced ELT		
ENGI007	Critical Theory		
	Internal Electives – 3		
ENGI008	Contemporary Indian Writing in English		
ENGI009	Classics in Translation		

C – Core; E – External Elective; I –Internal Elective; S – Soft-skills

* ENGC013 , ENGC015 are excluded for foreign students as they have opted for dissertation.

Semester – I

Core Paper I - Literary Terms, Periods and Movements

Course Description: *The course paves way for orienting students to the various literary terms and literary movements which are seminal for the making of literature and genres (literary types), and for understanding the travesty of the English Literature through the times. Hence, the paper facilitates students to approach the other papers in an informed way about the basics.*

Syllabus

- | | | |
|-----------|----|---------------------------------------------------------------------------------------------------------|
| Unit – I: | 1. | Seven Literary Genres
Poetry, Drama, Short Story, Criticism, Novel, Autobiography,
Essay |
| | 2. | Seven Literary Terms
Enlightenment, Sublime, Archetype
Formalism, Symbolism. Discourse, Narrative |
| Unit II: | 1. | Renaissance |
| | 2. | Restoration |
| Unit III: | 1. | Augustan Period |
| | 2. | Romantic Age |
| Unit IV: | 1. | Victorian Age |
| | 2. | Modernism |
| Unit V: | 1. | Postmodernism |
| | 2. | Post-Colonialism -1 |

Suggested Reading:

1. *History of English Literature* – Hudson
2. *Glossary of Literary Terms* – M. H. Abrahams
3. *Literary Theory and Criticism* – Patricia Waugh.
4. *Dictionary of Literary Terms and Literary Theory* – J. A. Cuddon
5. *Modernism* – Peter Gay
6. *Beginning Theory* – Peter Barry
7. *The Cambridge Introduction to Post- colonial literatures in English* – C. L Innes
8. *Keywords-* Ramond Williams

Department of English and Communications
M.A. English

Semester – I

Paper I - Literary Terms, Periods and Movements

Model Question Paper

Duration: 3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit-I

1. a. Define ‘Short Story’ and ‘Novel,’ and identify the salient features of both the genres.

or

- b) Define the terms, ‘Symbolism’ and ‘Formalism,’ and comment on the salient features of both the schools of thought.

Unit-II

2. a) Comment on the significance of the age of Renaissance with special reference to its features.

or

- b) Analyze the socio-cultural and political conditions of the age of Restoration, and its impact on the literature of the times.

Unit-III

3. a) Identify the prominent literary features of Augustan Age with reference to two prominent authors of the period.

Or

- b) Explain how Romanticism heralded the prominence of Individual’s Perception with reference to the seminal features of the age.

Unit-IV

4. a) Discuss the reflection of political supremacy of the reign of Queen Victoria on the literary writings with reference to the fundamental features of the age.

or

- b) Delineate the central features of Modernism, and their socio-cultural significance of 20th century European Society.

Unit-V

5. a) Establish how postmodernism is both continuation and deviation of Modernist features.

or

- b) Define Post-Colonialism, and identify its features and their political significance on the former colonies.

Semester – I

Paper II: History of English Language and Usage.

Course Description

This course is intended to give the knowledge of History of English Language and usage. It also serves the needs of the learners by giving the basic facts about the English language and develops awareness of English history and its usage. It helps to enrich of vocabulary semantics and the knowledge of varieties of English such as American English, British English and Indian English.

Syllabus

- Unit I:
- a. Theories of Origin of Language
 - b. The Indo – European Family of Languages
 - a) Grimm’s Law
 - b) Verner’s Law
- Unit II:
- a. The Old English Period
 - i) The Latin Influence
 - ii) Anglo-Saxon Chronicles
 - b. The Middle English Period
- Unit III:
- a. The Modern English Period
 - b. Usage : Phrasal verbs, collocations, words often confused.
- Unit IV:
- a. Influence of Latin on English
 - b. Influence of French on English
 - i. The Scandinavian Influence
 - ii. The Norman Influence
 - iii. Chaucer
- Unit V:
- a. Word - formation
 - b. Change of Meaning
 - c. The Evolution of Standard English
 - d. American English
 - e. Indian English

Suggested Reading

1. *History of English Language* – F. T. Wood
2. *History of English Language* – A. C. Baugh

Department of English and Communications
M.A. English

Semester – I Paper – II: History of English and Usage.

Pattern of the Question Paper

Duration: 3 hrs

Max Marks: 70.

Answer all questions. All questions carry equal Marks

5X14=70.

Unit – I

1. a) Question on “Theories of origin of Language”
or
b) Question on Indo-European Family of Languages
 - a. Grimm’s Law
 - b. Verner’s Law

Unit – II

2. a) Question on old English Period
 - a. The Roman Influence
Anglo-Saxon Chronicles.**or**
The Middle English Period.

Unit – III

3. a) The Evolution of Standard English.
or
b) The middle English Period
 - a. The Scandinavian Influence
 - b. The Norman Influence
 - c. Chaucer.

Unit – IV

4. a) Question on Influence of Latin on English
or
b) Question on Influence of French on English

Unit – V

5. a) Question on Semantics or Word-formation.
or
b) Question on American English or Indian English.

Department of English and Communications

M.A. English

Semester – I

Paper II – History of English Language

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) Describe the various theories associated with the origin of Language.

or

b) What is a family of Languages? Write an essay on Indo – European family of Languages.

Unit – II

2. a) Define the terms ‘Old English’ and ‘Middle English’. Indicate the broad characteristics of Middle English.

or

b) Discuss the role of Anglo – Saxon dialects in the development of English Language.

Unit – III

3. a) Write an essay on the nature and evolution of standard English.

or

b) Comment on the Scandinavian influence on English Language.

Unit – IV

4. a) Discuss the Latin influence on English Language.

or

b) Attempt an essay on French influence on the English Language.

Unit – V

5. a) What is American English? In what respect does it differ from British English.

or

b) Discuss the different process of word formation or word building process.

Department of English and Communications
M.A. English

Semester – I

Paper III: British Literature: from Chaucer to Romantic Age

Course description:

This course exposes the student to the canonical texts of British Literature ranging from Chaucer to Byron. Besides providing the background of British literature the course also highlights the important contributions made by the towering personalities like Marlowe and Shakespeare.

Syllabus

- Unit I: a. Chaucer - *Prologue to Canterbury Tales*
 b. Marlowe - *Dr Faustus*
- Unit II: a. Shakespeare- *Hamlet*
 b. Shakespeare - *Tempest*
- Unit III: a. Milton -*Paradise Lost Book –I*
 b. John Donne (Metaphysical Poetry):
 a. *Canonization*
 b. *Sun Rising*
 a. *Dialogue Between the Soul and Body by Andrew Marvel*
 b. *The Definition of Love*
- Unit IV: a. Alexander Pope – *Rape of the Lock*
 b. Jane Austen – *Pride and Prejudice*
- Unit V: a. Wordsworth:
 i. *Tintern Abbey*
 ii. *Intimation of Immortality.*
 Coleridge- *A Day Dream*
- b. Keats –
 i. *Ode to Nightingale*
 ii. *Ode on a Grecian Urn*
- Shelly –
 i. *Ode to West wind*
 ii. *Ode to Skylark*
- Byron- *When We two Parted*

Suggested Readings:

1. *Norton Anthology of English Literature.*
2. Boris Ford: *The Pelican Guide to English Literature (Vols, I – IV)*
3. A. C. Bradley: *Shakespearian Tragedy.*
4. Ralf J. Kaufmann: *Elezabethan Drama: Essay in Criticism*
5. G. W. Knights: *A Preface to 'Paradise Lost'*
6. C. M. Bowra: *From Virgil to Milton.*
7. A. J. A. Waldock: *'Paradise Lost' and its Critics.*
8. Joan Bennett: *Five Metaphysical Poets.*

Department of English and Communications
M.A. English
Paper III – British Literature :from Chaucer to Romantic Age.

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) Question on Chaucer's "Prologue to Canterbury Tales"
or

b) Question on Marlowe's *Dr Faustus*

Unit – II

2. a) Question on Shakespeare's *Hamlet*

or

b) Question on Shakespeare's *Tempest*

Unit – III

3. a) Question on Milton's *Paradise Lost Book – I*

or

b) Question on John Donne's Poetry or on the poetry of Andrew Marvel

Unit – IV

4. a) Question on Pope's *Rape of the Lock*

or

b) Question on Jane Austen's *Pride and Prejudice*

Unit – V

5. a) Question on Wordsworth or Coleridge

or

b) Question on Keats (or) Shelley (or) Byron.

Department of English and Communications
M.A. English

Semester – I

Paper III – British Literature :from Chaucer to Romantic Age.

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) How does Chaucer Portray social realism in his *Prologue to Canterbury Tales*.

Or

- b) Discuss Marlowe's *Dr. Faustus* as a Renaissance play.

Unit – II

2. a) Consider *Hamlet* as an Elizabethan tragedy

or

- b) Discuss Shakespeare's *Tempest* as tragic-comedy.

Unit – III

3. a) Bring out the features of epic poetry in Milton's *Paradise lost Book – I*

or

- b) Give an estimate of the poetry of John Donne (or) Andrew Marvel through the poems prescribed for you.

Unit – IV

4. a) Discuss Pope's "Rape of the Lock" as a social satire written in mock-heroic style .

or

- b) How does Jane Austen present the motif of marriage in *Pride and Prejudice*.

Unit – V

5. a) Bring out the treatment of nature in wordsworth's "Tintern Abbey" (or) Coleridge's "A day Dream"

or

- b) Write about Keats's sensuousness in "Ode to Nightingale" (or) Bring out the romanticism in Shelly's "Ode to West wind".

Semester - I

Paper IV: Literary Theory

Course Description: This course examines the work of some major literary theorists and critics from the East as well as the West. The focus is on the European and Indian theorists. The course will familiarize the student with some of the main themes and currents of literary theory, and gives some scope for students to explore issues of particular interest to them.

Syllabus

- Unit I: a. Bharata- *Natyasastra* (Selection)
 b. Ananda vardhana- *Dhwanaloka* (Selection)
- Unit II: a. Plato- *Republic* (II and III Units)
 b. Aristotle- *Poetics*
- Unit III: a. Horace – *The Art of Poetry*
 b. Longinus – *On Sublimity* (Selections)
- Unit IV: a. Philip Sidney – *The Defense of Poetry*
 b. Samuel Johnson – *Preface to Shakespeare*
- Unit V: a. Coleridge – *Biographia Literaria* (Selection)
 b. Arnold – *The Study of Poetry*

Suggested Readings:

1. *Classical Literary Criticism* – ed by D. A. Russel & Michael Winterbottom
2. *Selected Renaissance Literary Criticism* – ed by Gavin Alexander
3. *Indian Aesthetics* (Ed) V.S Sethuraman, Delhi: Macmillan.

Department of English and Communications

M.A. English

Semester – I Paper – IV: Literary Theory

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

- Unit I:
- a. Question on Bharatha's *Natyasashtra* (Selection)
 2. Question on Ananda vardhana's *Dhwanayaloka* (Selection)
- Unit II:
- a. Question on Plato's *Republic* (2 to 3 Units)
 2. Question on Aristotle's *Poetics*
- Unit III:
- a. Question on Horace's *The Art of Poetry*
 - b. Question on Longinus' – *On Sublimity* (Selections)
- Unit IV:
- a. Question on Philip Sidney – *The Defense of Poetry*
 - b. Question on Samuel Johnson – *Preface to Shakespeare*
- Unit V:
- a. Question on Coleridge's *Biographia Literaria* (Selection)
 - b. Question on Arnold's *Study of Poetry*

Department of English and Communications

M.A. English

Semester – I Paper – IV: Literary Theory

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit I: 1. a. Give a gist of Bharatha's *Natyasashtra* (Selection)

Or

b. Comment on Ananda vardhana's *Dhwanyaloka* (Selection)

Unit II: 2. a. Write an essay on .Plato's *Republic* (2 to 3 Units)

Or

b. Explain how Aristotle defines tragedy in his *Poetics*

Unit III: 3. a. What is the art of poetry according to Horace? Explain with examples.

Or

b. Bring out the view of Longinus on *Sublimity*.

Unit IV: 4. a. Give a critical estimate on Philip Sidney's *The Defense of Poetry*

Or

b. Comment on Samuel Johnson's judgment on Shakespeare

Unit V: 5. a. The *Biographia Literaria* of Coleridge touches a new high watermark in literary criticism. Discuss.

Or

b. Comment on the ways, suggested by Arnold for the study of poetry.

Semester – I
Paper V: Indian Writing in English

Course Description

This course introduces a significant body of Indian English writing produced between 1930 and 2000 by picking up authors who contributed in the forms of writing like novel, prose and poetry. It covers the pre and post-independent Indian English writing,

Syllabus

- Unit I:** a. Mulk Raj Anand – *Untouchable*
b. Raja Rao – *The Serpent and the Rope*
- Unit II:** a. R. K. Narayanan – *The Man Eater of Malgudi*
b. Anita Desai- *Cry the Peacock*
- Unit III:** **a. Ramanujan. A. K**
i. *Self Portrait*
ii *A River*
iii. *Small Scale Reflections*
iv. *Of Mothers among Other things*
- b. Nissim Ezeikil:**
i *Minority poem*
ii. *Philosophy*
iii. *Poet, Lover, Bird Watcher*
iv. *Jewish wedding in Bombay*
- Unit IV:** a. Arun Joshi, *The Strange Case of Billy Biswas.*
b. Amitav Ghosh – *Shadow Lines*
- Unit V:** a. Salman Rashdie – “Commonwealth Literature does not exist” from Imaginary Home lands
b. Arundhati Roy- *The End of Imagination* (Selection)

Suggested Reading

1. Iyengar – *Indian Writing in English*
2. G. N. Devy and Fred Dallmayar: *Between Tradition and Modernity.*
3. G. N. Devy: *After Amnesia.*
4. King, Bruce: *Modern English Poetry in English.*
5. Mehrotra, A. K.: *An Illustrated History of Indian Literature in English.*
6. Mukherjee, M.: *Twice Born Fiction.*
7. Mukherjee, M.: *The Perishable Empire : Essays on Indian Writing in English*
8. Naik, M. K.: *Aspects of Indian Writing in English*
9. Paranjape, M.: *Towards a Politics of the Indian English Novel.*
10. Rushdie, Salman: *Imaginary Homelands.*
11. Tharu, Susie and Lalitha, K.: *Women Writing in India, 600 BC to the Present*

Department of English and Communications
M.A. English I year

Semester – I

Paper – V : Indian Writing in English

Pattern of the Question paper

Duration : 3 her

Max Marks: 70.

Answer all questions. All carry equal marks

5X14=70.

Unit – I

1. a) Question on Mulk Raj Anand's *Untouchable*.

or

b) Question on Raja Rao's *The Serpent and the Rope*,

Unit – II

2. a) Question on R.K. Narayan's *Man Eater of Malgudi*.

or

b) Question on Anita Desai's *cry the Peacock*

Unit – III

3. a) Question on the poetry of A.K. Ramanujan.

or

b) Question on the Poetry of Nissim Ezeikil

Unit – IV

4. a) Question on Arun Joshi's *The strange case of Billy Biswas*

or

b) Question on Amitav Ghosh's *Shadow lines*.

Unit – V

5. a) Question on Salman Rushdie's "Commonwealth Literatures Does Not Exist".

or

b) Question on Arundhati Roy's "The End of Imagination".

Department of English and Communications
M.A. English

Semester – I

Paper V – Indian Writing in English

Model Question Paper

Duration: 3 Hours

Max Marks: 70

Answer all questions. All questions carry equal marks

5X14=70

Unit – I

1. a) Write about the social realism in Mulkraj Anand's *Untouchable*.

Or

b) Bring out the thematic concerns in *Serpent and the Rope*.

Unit – II

2. a) How does R.K. Narayan imply the myth of Bhasmasura in *ManEater of Malgudi*.

Or

b) Discuss the theme of alienation in Anita Desai's *Cry, the Peacock*.

Unit – III

3. a) Summarise A.K. Ramanujan's "A River" or "Small Scale Reflections"

or

b) Summarise Nissim Ezekiel's "Philosophy" or "Jewish Wedding in Bombay".

Unit – IV

4. a) Illustrate *The Strange Case of Billy Biswas* as a Postcolonial Writing.

or

b) How does Amitav Ghosh portray the violence in Calcutta and Dhaka in the aftermath of Prime Minister Indira Gandhi's assassination?

Unit – V

5. a) Bring out the argument of Salman Rushdie against commonwealth Literature

or

b) Write an essay on the views of Arundhati Roy with regard to Nuclear Tests in India.

Semester - II

Paper – I: British Literature: Victorian to the Postmodern

Course Description: This course covers the British Literature, i.e, from 1900 to the present. It focuses on the conventional writers like Hardy and extends to the most experimental writers like Beckett and Pinter. It also deals with the trendsetters like T.S. Eliot and Ted Hughes.

Syllabus

- Unit I a. Dickens' *Tale of two Cities*
b. Thomas Hardy *Tess of D'Urbervilles*
- Unit II a. W. B. Yeats
i. *The Second Coming*
ii. *Easter 1916*
iii. *Sailing to Byzantium*
b. T. S. Eliot – *The Wasteland*
- Unit III: a. Virginia Woolf – *To the Light House*
b. D. H. Lawrence – *Sons and Lovers*
- Unit IV: a. William Golding – *Lord of the Flies*
b. Ted Hughes
a. *Thought Fox*
b. *The Jaguar*
c. *Hawk roosting*
- Unit V: 1. Samuel Beckett – *Waiting for Godot*
2. Harold Pinter – *Birthday Party*

Department of English and Communications
M.A. English

Semester – II

Paper – I: British Literature, Victorian to the Postmodern

Pattern of the Question Paper

Duration: 3 Hours

Max Marks: 70

Answer all questions. All questions carry equal marks

5X14=70

Unit I

1a) A question on Dicken's *Tale of Two Cities*.

Or

b) A question on Hardy's *Tess*.

Unit II

2a) A question on Yeats' poetry.

Or

b) A question on Eliot's *Waste Land*.

Unit III

3a) A question on Virginia Woolf's *To The Lighthouse*.

Or

b) A question D.H. Lawrence's *Sons and Lovers*.

Unit IV

4a) A question on William Golding's *Lord of the Flies*.

Or

b) A question on poetry of Ted Hughes.

Unit V

5a) A question on Beckett's *Waiting for Godot*.

Or

b) A question on Harold Pinter's *Birthday Party*.

Department of English and Communications
M.A. English

Semester – II

Paper – I: British Literature, Victorian to the Postmodern

Model Question Paper

Duration: 3 Hours

Max Marks: 70

Answer all questions. All questions carry equal marks

5X14=70

Unit - I

1a) Comment on the ending of *A Tale of Two Cities* by Dickens.

Or

b) How can you justify the sub-title “Pure Woman” to Tess?

Unit II

2a) How does W.B. Yeats visualize the rebirth of Jesus Christ in his *Second Coming*?

Or

b) Consider T.S. Eliot’s *Wasteland* as a perfect example of Modern Poetry.

Unit III

3a) Summarize *To The Lighthouse* as a novel of high modernism.

Or

b) How does *Son’s and Lovers* stand as an example for Oedipus complex?

Unit IV

4a) How do the British boys recreate the culture they left behind in *Lord of The Flies*?

Or

b) Bring out the animal imagery in the poetry of Ted Hughes prescribed for you.

Unit V

5a) Consider *Waiting for Godot* as an absurd drama.

Or

b) Consider Harold Pinter’s *Birthday Party* as a “comedy of menace”.

Semester – II

Paper II American Literature – I

Course description:

This course covers the first half of American literature that begins with Edgar Allen Poe. The texts taken for the course deal with certain important literary trends like Transcendentalism, Expressionism and Existentialism.

Syllabus

Unit I: a. Edgar Allan Poe - *The Purloined Letter*

b. Nathaniel Hawthorne - *The Scarlet Letter*

Unit II: a. Thoreau - *Walden* (Selection)

b. Emerson - *The American Scholar*

Unit III: a. Walt Whitman

i. When Lilacs last in the Dooryard bloomed

ii. The Cradle endlessly rocking

iii. Passage to India

b. Emily Dickinson – Poems 258, 303, 320

Unit IV: a. Eugene O'Neill - *Hairy Ape*

b. Mark Twain - *Tom Sawyer*

Unit V: a. Melville – *Moby Dick*

b. Upton Sinclair - *The Jungle*

Department of English & Communications
M.A. English

Semester – II

Core Paper – II American Literature - I

Pattern of the Question paper

Direction : 3 hours

Max Marks : 70.

Answer all questions. All carry equal marks

5X14=70

Unit – I

1. a) A question on Allan Poe's *The purloined letter* .
or
b) Question on Hawthorne's *The scarlet letter* .

Unit – II

2. a) Question on Thoreau's "Walden"
or
b) Question on Emerson's "The American Scholar"

Unit - III

3. a) Question on Whitman's poetry
or
b) Question on Emily Dickinson's Poetry

Unit – IV

4. a) Question on O'Neill's *Hairy Ape* .
or
b) Question on Mark Twain's *Tom Sawyer*

Unit – V

5. a) Question on Melville's *Moby Dick*
or
b) Question on Upton Sinclair's *The Jungle* .

Department of English and Communications
M.A. English

Semester – II

Paper II – American Literature - 1
Model Question Paper

Duration: 3 Hours

Max Marks: 70

Answer all questions. All carry equal marks

5X14=70

Unit – I

1. a) How does Poe build up suspense in his story “the Purloined Letter”?
or
b) Write a note on the thematic concerns of the novel *Scarlet letter*.

Unit – II

2. a) Bring out Thoreau’s idea of nature in “Walden”
or
b) Consider Emerson’s “American Scholar” as a call for intellectual emancipation.

Unit – III

3. a) Bring out the democratic spirit of Whitman from his poems prescribed for you.
or
b) Give an estimate of Emily Dickenson’s poetry.

Unit – IV

4. a) Discuss *Hairy Ape* as a drama of protest.
or
b) Sketch the character of Tom Sawyer.

Unit – V

5. a. Write about the allegorical element in *Moby Dick*.
or
a. “The Jungle is about the inferno of exploitation of the typical American factory worker at the turn of the 20th Century” – Discuss.

Semester II

Paper III: Translation Theory and Practice

Course Description: *The paper aims to introduce the seminal features of translation theory and practice while tracing the growth and evolution of translation. In addition to this, the paper familiarizes students with the polemical aspects of translation by way of referring to the prominent contemporary theorists.*

Syllabus

- Unit-I:**
- a. Susan Bassnet- History of Translation Studies (Chapter II from *Translation Studies*)
 - b. Catford J.C- A Linguistic theory of Translation (Selection)
- Unit-II:**
- a. Goethe-Translations (From Translation Studies Reader, Ed: Lawrence Venturi)
 - b. Roman Jakobson- The Linguistic Aspects of Translation (From Translation Studies Reader, Ed: Lawrence Venturi)
- Unit-III:**
- a. Eugene Nida- Theories of Translation
 - b. Ganesh Devy- Translation and Literary History: An Indian View (from *Post-Colonial Translation: Theory and Practice* (Ed: Susan Bassnett and Harish Trivedi)
- Unit-IV:**
- a. Basil Hatim- Translating a Text in a Context (From *Routledge Companion to Translation Studies*, Ed: Jeremy Munday)
 - b. David Katan- Translation as an Intercultural Communication (From *Routledge Companion to Translation Studies*, Ed: Jeremy Munday)
- Unit-V:**
- a. Gayatri Chakravorti Spivak- *The Politics of Translation*
 - b. Sujith Mukherjee- Translation as Discovery (Selection)

Suggested Readings:

1. Bassnet McGuire Susan and andre Lefevere - Translation History and Culture.
2. Catford J. C- A Linguistic Theory of Translation, London, OUP, 1965.
3. Holmes, James (ed.)- *The Nature of Translation: Essays on the Theory and Practice of Literary Translation*, the Hague Mouton, 1970.
4. Kelly L. G. *True Interpreter- a History of Translation Theory and Practice in the West*, Oxford, Blackwell, 1979.
5. Steiner George: *After Babel: aspects of Language and Translation*, OUP, London, 1975.
6. Sujeet Mukherjee -*Translation as Discovery*.

Department of English & Communications
M.A. English

Semester – II
Paper – III Translation Theory and Practice

Pattern of the Question paper

Direction : 3 hours

Max Marks : 70.

Answer all questions. All carry equal marks

5X14=70

Unit I.

1. a) A question may be given on the historical perspective of translation studies with reference to Susan Bassnet's text .

or

b) A question may be given on the special significance of the contribution of Susan Bassnet.

Unit-II

2. a) A question may be given on Goethe's Translations

or

b) A question may be given on the Roman Jakobson's essay, "Linguistic Aspects of Translation."

Unit-III

3. a) A question be given on Nida's Theory of Translation.

or

b) A question be given from Ganesh Devy's essay.

Unit-IV

4. a) A question may be given Basil Hatim: Translating a Text in a Context.

or

b) A question may be given on David Katan: Translation as an Intercultural Communication.

Unit-V

5. a) A question may be given on Gayatri Chakravorti Spivak: *The Politics of Translation*

or

b) A question may be given on the significance of Gayatri Chakravorti Spivak: *The Politics of Translation* for the subaltern.

Department of English & Communications
M.A. English

Semester – II
Paper – III Translation Theory and Practice

Model Question paper

Direction : 3 hours

Max Marks : 70.

Answer all questions. All carry equal marks

5X14=70

Unit-I

4. a) Trace the growth of the theory of translation studies with reference to Susan Bassnet's writing.

or

b) Comment on the near-unchanging nature of the essential conflict of faithfulness vs. Beauty in the act of translation in the evolution of translation theory with reference to Bassnet.

Unit-II

1. a) Evaluate the significance of Goethe's theory of translation.

or

b) Establish how Roman Jakobson lends scientific outlook to the theories of translation through his seminal essay.

Unit-III

2. a) Comment on the significance Nida's theory of translation.

or

b) Identify the postcolonial perspective Devy's theory of translation.

Unit-IV

3. a) Explain how understanding the socio-cultural and political understanding of the context of a text helps a translator.

or

b) Establish the interfacing of cultures in a translation act with special reference to David Katan: Translation as an Intercultural Communication.

Unit-V

4. a) Comment on the racial/class conflicts in Gayatri Chakravorti Spivak: *The Politics of Translation*

or

b) Comment on Gayatri Chakravorti Spivak: *The Politics of Translation* with special reference to the sociological aspect "language as construction of meaning" on the part of translator.

Semester – II

Paper IV: Gender Studies

Course description: *This course gives orientation to students with regard to gender aspects in the analysis of literature by focusing on certain important feminist literary statements ranging from Virginia wulf to Butler.*

Syllabus

- Unit I: a. Virginia wulf - *A Room of One own*
 b. Simon de Beauvoir - *Sexual Initiation* (From *Second Sex*)
- Unit II: a. Helen Cixious - *The Laugh of the Medusa*
 b. Julia Kristeva, “Geno Text and Feno Text” (From *Revolution in Poetic language*)
- Unit III: b. Elaine Showalter “Towards Feminist Poetics”
 b. Kate Millet: - *Sexual Politics* (Selection)
- Unit IV : a. Core Kaplan, “Language and Gender” (From *Language and Gender*)
 b. Judith Butler, “Subjects of Sex/ gender/ desire” (From *Gender Trouble*)
- Unit V: a. Atwood - *Surfacing*
 b. Volga - a. “Echoes of the Earth. b. *A Political story*” from *Political Stories*

Department of English & Communications

M.A. English

Semester – II

Paper – IV Gender Studies

Pattern of Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) Question on Virginia Wulf's *A Room of One's Own*.

Or

b) Question on Simon De Beauvoir's *Sexual Initiation*.

Unit – II

2. a) Question on Helen Cixiou's *The Laugh of the Medusa*

or

b) Question on Julia Kristira's *Geno Text and Feno Text*.

Unit – III

3. a) Question on Elaine Shaualter's *Towards Feminist Poetics*

or

b) Question on kate Millet's *Sexual Politics*.

Unit – IV

4. a) Question on Cora Kaplan's *Language and Gender*.

Or

b) Question on Judith Butler's *Subjects of sex/ gender/ desire*.

Unit – V

5. a) Question on Atwood's *Surfacing*

or

b) Question on Voga's *Echoes of the Earth* or *A Political Story*.

Department of English and Communications

M.A. English

Semester – II

Paper IV – Gender Studies

Model Question Paper

Duration: 3 hrs

Max Marks :70.

Answer all question all carry equal Marks

14X5=70.

Unit – I

1. a) How does Virginia Woolf analyse Women and fiction in *A Room of One's Own*?
or
b) How does Siman de Behavior trace the female development through the stage of sexual initiation?

Unit – II

2. a) Write about the concept of 'écriture feminine' in Helene Cixous's *The Laugh of the Medusa*
or
b) How do Julia Kristeva's neologisms *Geno texts* and *Femo texts* distinguish different aspects of the text as a net work of sign systems?

Unit – III

3. a) Write about the conception of Gyno Criticism in Elaine Showaltel's 'Towards Feminist Poetics'
or
b) "Sex is the status category with political implications," Elaborate this statement in relation to Millet's *Theory of Sexual Politics*.

Unit – IV

4. a) Write an essay on Kaplan's Language and Gender
or
b) "The incoherent gendered beings whose genders do not confirm to biological sex/gender performativity/ hetero-sexual desire are un-intelligible genders." Discuss.

Unit – V

5. a) Consider Atwood's *Surfacing* as an eco- feminist text.
or
b) How does Volga present politics of gender in her stories *Echoes of the Earth and A Political Story*.

Semester – II

External Elective: Paper V:

Title of the Course: SOFT SKILLS

Course Description:

As is well-known, the professional skills needed for an employee differ from profession to profession. But the employability of an aspirant for any position, in the modern times, is greatly decided by a set of interpersonal skills, which came to be known as the Soft skills. No wonder, Soft skills became a buzz word now among all the candidates seeking a job, whatever their professional backdrop is. The present course aims at imparting the most essential Soft skills, for students of all departments in Dravidian University.

Course Structure:

Unit I: a. Introduction to the most essential set of Soft skills.

b. Introduction to the communication skills and their place among the Soft skills.

Unit II: a. Body language Paralanguage.

b. Personality development, motivation and assertiveness training.

Unit III: a. Presentation skills and persuasive strategies.

b. Group discussions and Just-a-minute (JAM) sessions.

Unit IV: a. Team skills and Team management.

b. Leadership skills and styles.

Unit V: a. Resume preparation and interview tips.

b. Corporate communication and the issues at the workplace.

References

Collins, Patrick. *Speak with Power and Confidence*. New York: sterling, 2009.

Elbow, Peter. *Everyone can Write*. New York: OUP, 1981.

Mckay, Matthew et al. *Communication Skills*. New Delhi: Health Harmony, 2010.

Nishitesh, and Bhaskara Reddi. *Soft skills*. Hyderabad: BSc Publishers, 2010.

Ramesh, Gopaldaswamy and Mahadeven Ramesh. *The Ace of Soft skills*. Delhi: Pearson, 2010.

Semester – II, External Elective:

SOFT SKILLS

Pattern of the Question Paper

Time: 1 hours

Max. Marks: 15

Answer all Questions. Each question carries 5 marks

5x3=15

Unit - I

1. a) A question on the definition and significance of Soft skills.

(OR)

b) A question on Body language or paralinguistic aspects of communication.

Unit - II

2. a) A question on writing a dialogue for a given scenario.

(OR)

b) A question on preparing a model presentation on a given topic.

Unit - III

3. a) A question on preparing CV.

(OR)

b) A question on job interviews.

Semester – II, External Elective:

SOFT SKILLS

Model Question Paper

Time: 1hours

Max. Marks: 15

Answer all Questions. Each question carries 5 marks

5x3=15

Unit - I

1. a) What do you understand by Soft skills? Enumerate some of them, and write about their significance.

or

- b) What is the significance of Body language? Give some real life examples.

Unit - II

2. a) Imagine that you are trying to convince your teacher that you deserve more marks, and write a dialogue, not less than 20 lines.

or

- b) If you have to make a presentation on prevention of AIDS, what points do you include in your presentation? (You can also use graphic representations)

Unit - III

3. a) Prepare a model CV for your own use.

or

- b) What, do you think, are the most important aspects of a job interview?

Semester – II
Paper – IV: External Electives1 : Postmodern Perspectives

Course Description

The course presents a cursory history of Postmodernism by focusing pm the basic debates and aims at answering the questions like; what is Postmodernism? Is is a trend or movement? Whether it is a state of mind or a moment in history? It also focuses on the important shift that took place after the Second World War in literature and culture. It even focuses on technology, mass media and Pop Culture. The texts are chosen from the disciplines like Philosophy, Literature and Social Sciences.

Syllabus

- Unit-I : Jean Francoise Lyotard-
- a. The Field: Knowledge in Computer Societies
 - b. The Pragmatics of Scientific Knowledge
 - c. The Pragmatics of Narrative Knowledge (from The Postmodern Condition)
- Unit-II:` Foucault-
- What is Enlightenment?
 - Questions of Method
- Michel Foucault- The Political Technology of Individuals (Essential Works of Foucault-1954-1984)
- Unit-III: Jean Baudrillard- After the Orgy
- Transaesthetics (from the Transparency of Evil: Essays on Extreme phenomenon)
 - The Precession of Simulacra (from Simulation and Simulaca)
- Unit-IV : Jacques Derrida- Structure, Sign and Play in the Discourse of Human Sciences.
- Plato's Pharmacy (from Dissemination)
 - Difference (from Speech and Phenomenon)
- Unit V: Mike Featherstone- In Pursuit of the Postmodern: An Introduction (from Theory, Culture and Society, Vol-5, No.23, June1988
- Zygmunt Bauman -Moral Responsibilities and ethical Rules (From Postmodern Ethics)

COURSE CODE ENGE001

Department of English & Communications
M.A. English

Semester – II

Paper – IV: External Electives1 : Postmodern perspectives

Pattern of the Question paper

Direction : 3 hours

Max Marks : 45

Answer all questions. All carry equal marks **3X15=45**

Unit-I:1. a. Question Jean Francoise Lyotard's *The Field: Knowledge in Computer Societies*
or

b. Question on Michel Foucault's *The Political Technology of Individuals*

Unit-II:2. a. Question on Jacques Derrida's *Structure, Sign and Play in the Discourse of Human Sciences*.

or

b. Question on Jean Baudrillard *The Precession of Simulacra*

Unit III:3. a. Question on Mike Featherstone's *In Pursuit of the Postmodern: An Introduction*.

or

b. Question on Zygmunt Bauman's *Moral Responsibilities and ethical Rules*

Department of English & Communications
M.A. English

Semester – II

Paper – IV: External Electives-1 : Postmodern perspectives

Model Question paper

Direction : 3 hours

Max Marks : 45

Answer all questions. All carry equal marks

3X15=45

Unit-I: 1. a. Write an essay on the views of Jean Francoise Lyotard on the status of knowledge in
Computerized Societies

or

b.. Comment on Foucault's the Political Technology of Individuals

Unit-II: 2. a. Explicate the basic arguments of Jacques Derrida's in his *Structure, Sign and
Play in the Discourse of Human Sciences.*

Or

b. Give your critical comments on Jean Baudrillard's *The Precession of
Simulacra*

Unit III 3. a. Identity Mike Featherstone's views on Postmodernism

or

b. What are the Moral Responsibilities and ethical Rules that an individual
has face in Postmodern societies.

Semester-II (External Elective)

English for Specific Purposes [ESP]

Course Description

The course in the first place recognizes that the communication skills of various professions vary. Hence it aims to meet the specific purposes of students who hail from the departments of Sciences, Management and MCA and other departments whose professional communication demands are specific. Against this backdrop, the course takes into consideration the needs of the students of the said-departments, and accordingly develops the varied and dynamic course content, and helps the students to perform well in their future professions.

Syllabus

Unit - I

- a. Definition and Features and Growth of ESP & Variable Characteristics of ESP
- b. Survey of Needs of Students of Various Subjects and Groups & Integrating Terminology and Subject Content (Development of Study Materials Involving Students)

Unit-II: **Training Students**

- a. Orienting in English Speaking Knowledge and Content Knowledge
- b. Development of LSRW in Context/Subject Specific way

Unit-III: **Testing**

- a. Testing as Performance Assessment
- b. Task-Based Testing

Suggested Readings:

Dudley-Evans, Tony. *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press, 1987.

Hutchinson, Tom & Waters, Alan. *English for Specific Purposes: A learner-centered approach*. Cambridge University Press, 1987.

Semester II
MA English, PG Second Year
English for Specific Purposes (ESP)
Pattern of the Question Paper

Time: 3hours

Max. Marks: 45

Answer all questions.

3X15=45

Unit I.

a) A question may be given on definition and growth of ESP and variable characteristics of ESP.

or

b) A question may be given on the ways and means of integrating Terminology and Subject content.

Unit-II

2.. a) question may be given on approaches for orienting students to English Speaking Skills.

or

b) question may be given on development of LSRW in specific context.

Unit-III

3.a) question may be given on methods of testing in ESP.

or

b) question may be given on 'Task-based Testing.

Department of English & Communications
MA English

Semester II

English for Specific Purposes (ESP)

Model Question Paper

Time: 3hours

Max. Marks: 45

Answer all Questions.

3X15=45.

Unit I.

1. a) Trace the growth of ESP in Indian Context and enumerate the variable characteristics of ESP.
or
b) Explain the need and means of integrating Terminology and Subject content in the context of ESP.

Unit-II

2. a) Comment on the need of English Speaking Skills for effective ESP
or
b) What are LSRW? Find out the practicable approaches in ESP for imparting LSRW.

Unit-III

3. a) What is testing? Identify methods of testing in ESP.
or
b) What is task-based testing? Evaluate the significance of the same in ESP context.

MA English, PG Second Year

Semester III

Core Paper 1: American Literature II

Course Description:

This course aims at familiarising the students with the modern developments in American Literature as represented by the texts selected in the course syllabus, as the students are expected to be already familiar with the beginnings of American Literature through the earlier course. It is hoped that the eclectic selection of the texts here would help introduce different trends and movements of American Literature in the modern times, within the spacio-temporal constraints of a single course.

Syllabus

Unit I : a. Robert Frost

a. *Home Burial*

b. *Death of Hired Man*

b. Alen Ginsberg - *Howl*

Unit II: a. Arthur Miller – *Death of a Salesman*

b. Tennessee Williams – *Glass Managerie*

Unit III: a. William Faulkner – *As I Lay Dying*

b. Scott Fitzgerald’s *The Great Gatsby*

Unit IV: a. Vladimir Nobokov- *Lolita*

b. Thomas Pynchan – *Gravity’s Rainbow*

Unit V: a. Maya Angely, I Know why the caged bird sings

b. Philip Roth - *Human Stain.*

Department of English & Communications
MA English

Semester III

Paper 1: American Literature II

Pattern of the Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

5x14=70

Unit - I

1. a) A question on Robert Frost's poetry
or
b) A question on Allen Ginsberg's *Howl*.

Unit - II

2. a) A question on Arthur Miller's *Death of a Salesman*
or
b) A question on Tennessee Williams' *Glass Menagerie*

Unit - III

- 3 a) A question on William Faulkner's *As I Lay Dying*
or
b) A question on Scott Fitzgerald's *The Great Gatsby*.

Unit - IV

4. a) A question on Vladimir Nabokov's *Lolita*
or
b) A question on Thomas Pynchon's *Gravity's Rainbow*

Unit - V

5. a) A question on Nadine Gordimer's *Burger's Daughter*
or
b) A question on Philip Roth's *Human Stain*.

Department of English & Communications
MA English

Semester III

Paper 1: American Literature II

Model Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

5x14=70

Unit – I

1. a) Write a note on the problem of communication in Robert Frost's *Home Burial*

or

- b) Consider Allen Ginsberg's *Howl* as a beat poem.

Unit - II

2. a) Write about the theme of the American dream in Arthur Miller's *Death of a Salesman*.

or

- b) Analyse the metaphorical significance of the title *Glass Menagerie*.

Unit – III

- 3 a) Write a note on the style of William Faulkner's *As I Lay Dying*.

or

- b) Consider *The Great Gatsby* as a representative work of jazz period.

Unit - IV

4. a) Write about the theme of sensuality in Vladimir Nabokov's *Lolita*.

or

- b) Write a note on the thematic concerns of *Gravity's Rainbow* by Thomas Pynchon.

Unit - V

5. a) Write a note on racism as seen in the novel, *Burger's Daughter*

or

- b) Write about the quest for identity as represented by the novel, *The Human Stain*.

Semester – III

Paper II: English Language Teaching [ELT]

Course Description

This course is to impart the basic concepts of English Language Teaching. It gives the general principles of Language Teaching and Various methods, techniques and approaches to teach English Language. It develops learners strategies, cooperative learning and multiple intelligences.

Syllabus

Unit I:

- a. General Principles of Language Teaching and Basic Principles of ELT
- b. A Chronological Review of Approaches, Methods and Techniques..

Unit II:

- a. i. The Grammar Translation Method. -
 - ii. the Direct Method.
- b. i. Audio – Lingual Method –
 - ii. The Silent Way

Unit III : a. suggesto pedia or Desuggestopedia

- b. Community Language Learning

Unit IV: a. Total Physical Response

- b. Communicative Language Teaching: Content based and Task based

Unit-V: a. Lexical Approach

- b. Learning strategy training, co-operative learning and Multiple Intelligences.

Suggested Reading:

1. *Techniques and principles in Language Teaching:* Diane Larsen - Freeman
2. *A History of ELT* by Howatt, APR and H. G. Widdowson

Department of English & Communications

M.A. English

Semester – III

Paper – II: English Language Teaching [ELT]

Pattern of the Question Paper

Duration: 3 hrs

Max Marks: 70.

Answer all questions. All questions carry equal Marks

14X5=70.

Unit – I

1. a) Question on Introduction, General principles of Language Teaching and Basics principles of ELT .

or

- b) Question on “A chronological Review of Approaches, Methods and Techniques.

Unit – II

2. a) Question on Unit – II the G.T. Method or the Direct Method.

or

- b) Question on The Audio-Lingual Method or the Silent way.

Unit – III

3. a) Question on “Suggestopedia”

or

- b) Question on “Communicative Language learning.

Unit – IV

4. a) Question on The Total Physical Response Method.

or

- b) Question on Communicative Language Teaching.

Unit – V

5. a) Question on Lexical Approach.

or

- b) Question on Learning strategy, Training Cooperative Learning and Multiple Intelligence.

Department of English and Communications

M.A. English

Semester – II

Paper III – English Language Teaching [ELT]

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All questions carry equal Marks

14X5=70.

Unit – I

1. a) Write a note on the principles of language teaching and their relevance to the Indian context.

or

- b) Comment on the chronological Review of Approaches, Methods and Techniques.

Unit – II

2. a) Make a comparative study of Grammar Translation method and Direct Method.

or

- b) How is “the Silent way” different from the “Audio – Lingual” method?.

Unit – III

3. a) Write the principles and procedures that should be followed in the method “suggestopedia”

or

- b) What is Communicative Language Learning? Discuss with examples.

Unit – IV

4. a) Write an essay on The Total Physical Response Method.

or

- b) “Communicative Language Teaching is a Learner centered activity” - Discuss.

Unit – V

4. a) “Communicative Approach is a Content based, task based and participatory Approach” comment.

or

- b) Define the terms a) Learner Strategy training b) Cooperative Learning and c) Multiple Intelligences.

Semester III

Paper – III: Post-Colonial Writings

Course Description

The course focuses on the historical relationships of power, domination and practices of imperialism through the study of literature and culture. The course introduces a variety of theoretical and methodological approaches to the literature. It also focuses on the representations of colonialism and decolonization, neo-colonialism, nationalism in Postcolonial societies. Attention will also be paid to colonial and postcolonial constructs such as: the Oriental, the Global, the Cosmopolitan, the Third World and the multicultural.

Syllabus

- Unit-I**
- a. Aimé Césaire- *Discourse on Colonialism*
 - b. Frantz Fanon- *The Black Man and Language (from Black Skin, White Masks)*
- Unit-II:**
- a. Edward Said- *Orientalism (introduction)*
 - b. Chinua Achebe.-*Colonialist Criticism*
- Unit-III:**
- a. Ngugi wa Thiong'o –*Decolonizing the Mind*
 - b. Homi K Bhabha - *The Other Question (From the Location of Culture)*
- Unit –IV:**
- a. Ketu H. Katrak -*Decolonizing Culture Toward a Theory for Post-colonial Women's Texts*
 - b. Gauri Viswanathan -*The Beginnings of English Literary Study in British India*
- Unit-V:**
- a. Salman Rushdie- *Midnight's Children*
 - b. Coetzee, J.M. - *Disgrace.*

Suggested Readings:

Bill Ashcroft- Gareth Griffiths and Helen Tiffin (Edited)-*Post-colonial Studies Reader*
Ashcroft, Bill- *The Empire Writes Back*
Gandhi, Leela- *Postcolonial Theory: A Critical Introduction*
Mongia, Padmini-*Contemporary Postcolonial Theory: A Reader*

Department of English and Communications
M.A. English

Semester – III

Paper – III: Post-Colonial Writings

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All questions carry equal Marks

5X14=70

Unit-I

a. Question on Aimé Césaire's *Discourse on Colonialism*

or

2. Question on Frantz Fanon's *The Black Man and Language*

Unit-II:

a. Question on Edward Said's *Orientalism (introduction)*

or

b. Question on Chinua Achebe's *Colonialist Criticism*

Unit-III:

a. Question on Ngugi wa Thiong'o's *Decolonizing the Mind*

or

b. Question on Homi k Bhabha's *The Other Question*

Unit –IV:

a. Question on Ketu H.Katruk's *Decolonizing Culture Toward a Theory for Post-colonial Women's Texts*

or

b. Question on Gauri Viswanathan's *The Beginnings of English Literary Study in British India*

Unit-V:

a. Question on Salman Rushdie's *Midnight's Children*

or

b. Question on Coetzee's *J.M. - Disgrace*.

Department of English and Communications
M.A. English

Semester – III

Paper – III: Post-Colonial Writings

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All questions carry equal Marks 5X14=70

Unit-I 1. a. Write an essay on Aimé Césaire's *Discourse on Colonialism*.

or

b. What are the basic arguments of Frantz Fanon's *The Black Man and Language*

Unit-II: 2.a. Bring out the ideas of Edward Said on *Orientalism (introduction)*

or

b. Identify the basic ideas of Chinua Achebe on Colonialist Criticism

Unit-III:3. a. What are propositions of the text *Decolonizing the Mind* by Ngũgĩ wa Thiong'o

or

b. Comment on Homi K Bhabha's *The Other Question*

Unit –IV: 4. a. Explain how Ketu H.Katrak' defines the Post-colonial Women's Texts.

or

b. Trace out the beginning of English literary studies in India by basing your arguments on Gauri Viswanathan's *The Beginnings of English Literary Study in British India*.

Unit-V: 5. a. Consider Salman Rushdie's *Midnight's Children* as Magic Realist novel.

Or

b. Write an essay on Coetzee's *Disgrace*.

Semester III

External Elective

ADVANCED SOFT SKILLS

Course Description:

As is well-known, the professional skills needed for an employee differ from profession to profession. But the employability of an aspirant for any position, in the modern times, is greatly decided by a set of interpersonal skills, which came to be known as the Soft skills. No wonder, Soft skills became a buzz word now among all the candidates seeking a job, whatever their professional backdrop is. The present course presumes that the students are already introduced to the basics of Soft skills and it focuses on imparting Soft skills at the advanced level.

Syllabus

Unit I: a. Body language and Paralanguage

b. Motivation and assertiveness training and the underlying psychological issues.

Unit II: a. Crisis management Skills

b. Negotiating skills

Unit III: a. Presentation skills using multi-media technologies.

b. Cross-cultural communication and related issues.

Unit IV: a. Soft Skills for Entrepreneurship

b. Social Etiquette and Professional ethics

Unit V: a. Public Speaking and influencing others.

b. Social skills and life skills.

References

Collins, Patrick. *Speak with Power and Confidence*. New York: sterling, 2009. Print.

Elbow, Peter. *Everyone can Write*. New York: OUP, 1981. Print.

Mckay, Matthew et al. *Communication Skills*. New Delhi: Health Harmony, 2010. Print.

Nishitesh, and Bhaskara Reddi. *Soft skills*. Hyderabad: BSc Publishers, 2010. Print.

Ramesh, Gopaldaswamy and Mahadeven Ramesh. *The Ace of Soft skills*. Delhi: Pearson, 2010.

Semester – III,

External Elective:
ADVANCED SOFT SKILLS

Pattern of the Question Paper

Time: 1hours

Max. Marks: 15

Answer all Questions. Each question carries 5 marks 5x3=15

Unit – I 1.a) A question on the significance of motivation and/or self-perception.

or

b) A question on negotiating skills.

Unit – II 2. a) A question on the use of technology in presentations.

or

b) A question on Cross-cultural communication.

Unit – III 3.a) A question on professional communication.

or

b) A question on emotional intelligence.

Semester – III,

ADVANCED SOFT SKILLS

External Elective:

Model Question Paper

Time: 1hours

Max. Marks: 15

Answer all Questions. Each question carries 5 marks 5x3=15

Unit – I 1.a) Write how the self-perception of a person affects his/her performance.

or

b) How do you avoid sexist language in your negotiations?

Unit – II 2. a) Write a note on how technology enhances the effectiveness of presentations.

or

b) What are the salient aspects of Cross-cultural communication?

Unit – III 3.a) What are the main aspects of a professional e-mail?

or

b) Why is emotional intelligence important in the professional life?

Semester III

Internal Elective:

Paper IV : 2- Literary Aesthetics

Course Description

The course introduces the fundamentals of aesthetics that are manifested in the canonical writings ranging from Plato to Baudrillard. The Course aims to expand the interpretive capacity of the students and enhances their ability to interpret forms of cultural. The Students learn to engage intelligently and critically with the world of art, literature, and ideas by analyzing works in a theoretical framework.

Syllabus

Unit-I

- a. Plato- Republic (Book 10)
- b. Immanuel Kant- Critique of Aesthetic Judgment (1-14)

Unit-II

- a. Martin Heidegger- The Origin of the Work of Art
- b. Hegel- Introduction to Aesthetics (Chapters 1-3)

Unit-III

- a. Jean Paul Sartre- What is writing
- b. Emmanuel Levinas-Reality and Its Shadows

Unit-IV

- a. Giorgio Agamben- The Original Structure of the Work of Art (from The Man Without Content)
- b. Jean Baudrillard- Conspiracy of Art (from The Conspiracy of Art)

Unit-V

- a. Nonlinear Thinking: Redefining the Paradigm (From The Aesthetics of Chaos)
- b. Carolyn Korsmeyer -Difficult pleasures: sublimity and disgust (from Gender and Aesthetics)

Department of English and Communications
M.A. English

Semester – III

Literary Aesthetics

Pattern of Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All questions carry equal Marks **5X14=70**

Unit-I

1. a. Question on Plato' *Republic (Book 10)*
or
- b. Question on Immanuel Kant- Critique Aesthetic Judgment (1-14)

Unit-II

2. a. Question on Martin Heidegger' *The Origin of the Work of Art*
or
- a. Question on Hegel's *Introduction to Aesthetics (Chapters 1-3)*

Unit-III

3. a. Question on Jean Paul Sartre's *What is writing*
or
- b. Question on Emmanuel Levinas' *Reality and Its Shadows*

Unit-IV

4. a. Question on Giorgio Agamben's *The Original Structure of the Work of Art*
or
2. Question on Jean Baudrillard's *Conspiracy of Art*

Unit-V

5. a. Question on Michael Patrick Gillespie's *Nonlinear Thinking: Redefining the Paradigm*
or
- b. Question on Carolyn Korsmeyer's *Difficult pleasures: sublimity and disgust*

Department of English and Communications
M.A. English

Semester – III

Literary Aesthetics

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All questions carry equal Marks

5X14=70

Unit-I

1. a. Bring out Plato's ideas on aesthetics with a special reference to *Republic (Book 10)*

or

b. Analyse Immanuel Kant's *Critique Aesthetic Judgment*.

Unit-II

2. a. Explain how Martin Heidegger traces out the origin of the Work of Art

or

b. Write an essay on Hegel's *Introduction to Aesthetics (Chapters 1-3)*

Unit-III

3. a. Explain how Jean Paul Sartre defines writing.

or

b. Give a gist of Emmanuel Levinas' *Reality and Its Shadows*

Unit-IV

4. a. What are the basic arguments of Giorgio Agamben's *The Original Structure of the Work of Art*

or

2. Comment on Jean Baudrillard's *Conspiracy of Art*.

Unit-V

5. a. What is nonlinear thinking according to Michael Patrick Gillespie.

or

b. Write an essay on Carolyn Korsmeyer's *Difficult pleasures: Sublimity and Disgust*

Semester – III

Internal Elective: Women's Writings

Course Description

This course focuses on women experience captured by the poets in the last fifty years. A special attention has been given to the contemporary women poetry in south Indian Languages. However the western women poets like Anna sexton, and Sylvia Plath are also included.

Syllabus.

Unit 1: a. Anne Sexton

- i. Again Again Again*
- ii. Admonitions to a special person*

b. Sylvia Plath

- i. Daddy*
- ii. Mirror*
- iii. Dark House*

Unit 2: a. Toru Dutt

- i. My Vocation*
- ii. The Broken Bell*

b. Kamala Das

- i. Introduction*
- ii. Sun Shine Cat*

Unit 3 : a. Shajahana

- i. Second Sky*
- ii. Black World*

b. Hymavathi

- i. Poets Partner*
- ii. Adjournment*

Unit 4: a. Jeni Couzyn

- i. The Pain*
- ii. My Father's Heart*

b. Margaret Atwood

- i. In the Secular Night*
- ii. Post Cards*

Unit 5 : a. Lakshmi Kannan "Un Housed"

b. Anitha Thampi

- i. Mid Day*
- ii. The Dark one*

3. Prathibha Nanda Kumar

- i. Woman and Forest*
- ii. Woman and Blood*

Department of English and Communications
M.A. English

Semester – III

Women Writings
Pattern of Question Paper

Duration: 3 hrs

Max Marks: 70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) Question on Anne Sexton
or
b) Question on Sylvia Plath.

Unit – II

2. a) Question on Toru Dutt
or
b) Question on Kamala Das.

Unit – III

3. a) Question on Shajahan
or
b) Question on Hymavathi

Unit – IV

4. a) Question on Jeni Couzyn
or
b) Question on Margaret Atwood.

Unit – V

5. a) Question on Lakshmi Kannan (or) Anitha Thampi.
or
b) Question on Prathibha Nanda Kumar.

Department of English and Communications

M.A. English

Semester – III

Women Writings

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) How does Anne Sexton offer an intimate view of the emotional anguish in her poems *Again Again Again* and *Admonitions to a special person*?

or

- b) Write about the confessional elements in Sylvia plath's "*Mirror*" "*Dark House*".

Unit – II

2. a) How does Toru Dutt reclaim her identity in *My vocation* and *The Broken Bell*.

or

- b) Discuss the theme of love and sexuality in Kamala Das *Introduction on Sunshine cat*.

Unit – III

3. a) Comment on the portrayal of women's experience in the poetry of Shajahana.

or

- b) Bring out the male attitude on which Hymavathi reflects in her poems.

Unit – IV

4. a) Write about the feminine sensibility in Jeni couzyn's "*The Pain*" and "*My Father's Heart*".

or

- b) How does Margaret Atwood present the man- woman relationship in "*In the Secular Night*" and "*Post cards*".

Unit – V

5. a) What are the feminist perspectives that you can find in Lakshmi Kannan's "*Un Housed*" or Anitha Thampi's "*Mid day*".

or

- b) Give on account of the portrayal of woman's feelings in Prathibha Nanda Kumar's poems prescribed for you.

Semester III
Internal Elective:

Pedagogy of Literatures in English

Course Description and Significance: The course focuses on the much-taken-for-granted activity of teaching/pedagogy of literature, and thereby aims to impart training in teaching literature in a conscious and functional way. The course attempts to introduce a professional approach enriched by philosophical discourses/interpretations.

Unit-I: 1. General Philosophy and Principles of Pedagogy
2. Teaching Methods of Literature: Teacher-centered, Subject-centered, Student-Centered and Theory-Centered.

Unit-II: Teaching Literatures: Conventional Approaches:
1. Commonsense-based Analysis of Literary Texts & Practical Activity Thereof
2. Subjectivity-based Analysis of Literary Texts & Practical Activity Thereof
3. Textual Analysis Literary Texts & Practical Activity Thereof.

Unit-III: Modern Approaches of Teaching Literature: Needs and Features

1. Literature as a Literary Communication & Practical Activity*
2. Literature as a Linguistic Communication: & Practical Activity*
3. Genre-Based Teaching of Literature

Unit-IV: Literature and Society: Teaching in Context & Practical Activity*

Unit-V: 1. Teaching Literature in Indian Context
2. Teaching Literature in the Age of Globalization and Cross-cultural Context & Practical Activity *

* Exemplification of the concept is done through using handy literary texts.

References

Jenifer L. Holberg and Marcy Taylor- *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture.*

Showalter, Elaine-*Teaching Literature.* USA: Blackwell Publishing, 2003.

Marathe, Sudhakar, Mohan Ramanan and Robert Bellarmine.eds-.*Provocations: The Teaching of English Literature in India.* Madras:Orient Longman and British Council, 1993.

Department of English and Communications
M.A. English

Semester – III

Pedagogy of Literatures in English (Internal Elective)

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit-I:

1. a) A question may be given on the seminal principles and philosophy of Pedagogy.

or

b) A question may be given on one of the prominent methods of teaching literature.

Unit-II: 2.a) A question on the conventional approaches of Teaching Literatures in English.

or

b) A question on the possible modern approaches in Teaching Literatures in English.

Unit-III: 3.a) A question on teaching literature as literary or linguistic communications

[or]

b) A question on Genre-focused Teaching Literatures in English.

Unit-IV: 4. a) A question on ‘Literature and Society’ with reference to Teaching Literatures in English.

or

b) question on Teaching in Context with reference to Teaching Literatures in English.

Unit-V: 5.a) A question on Teaching Literature in the Age of Globalization.

or

b) A question on Cross-cultural Context in Teaching Literatures in English.

Department of English and Communications
M.A. English

Semester – III

Pedagogy of Literatures in English (Internal Elective)

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

14X5=70.

Unit-I: 1.a) What is the seminal philosophy of Pedagogy and its significance?.

or

b). What are the prominent methods of teaching literature in English?

Unit-II: 2.a) What are the conventional approaches of Teaching Literatures in English, and their limitations?

or

b) Identify the possible modern approaches in Teaching Literatures in English and their advantages.

Unit-III: a) What is literary communication? Identify some teaching Strategies.

or

b) What are the advantages of genre-focused Teaching Literatures in English?

Unit-IV: 4.a) Establish symbiotic relationship between 'Literature and Society' with reference to Teaching Literatures in English.

or

b) Comment on the special role of Teaching in Context with reference to Teaching Literatures in English.

Unit-V: 5. a) .What are the challenges and prospects of Teaching Literature in the Age of Globalization?

or

b)Discuss the role of Cross-cultural Context in Teaching Literatures in English.

Semester – IV

Internal Electives
Academic Writing**Course Description:**

Be it a term paper or be it a Ph. D. thesis, students at the higher academic institutions, such as the universities, are expected to write something as a part of their routine academic activities. Still, most of the times, it is presumed that they will have the required knowledge and skills needed for this. The present course aims to fill this often-felt lacuna. It aims at giving the basic ideas, mechanics, and skills that are indispensable for producing a cogent and coherent write-up. Because of its obvious general nature, it will be useful for students of all departments who want to hone their writing skills to meet the academic challenges in a better way, in their respective areas of study.

Syllabus

Unit I: a. Introduction to the elements of writing.

b. Introduction to the aspects of academic writing.

Unit II: a. Analyzing and interpreting your topic and themes, analysing the target readers, preparing a tentative title, and generating ideas.

b. Deciding on the organization of the ideas, figuring out the transitions and signposting.

Unit III: a. Persuasive strategies and logical issues.

b. Building up an argument in writing and developing critical thinking skills.

Unit IV: a. Grammar and punctuation matters.

b. Deploying discourse markers, and achieving coherence and structural variety.

Unit V: a. Formatting citations and references.

b. Editing, revising, improving, and finalising the text.

References

Brause, Rita S. *Writing Your Doctoral Dissertation*. London: Routledge, 2000. Print.

Butcher, Judith. *Copy-editing*. New York: Cambridge UP, 1990. Print.

Corbett, Edward P. J. et al. *The Writing Teacher's Sourcebook*. New York: OUP, 2000. Print.

Crème, Phyllis, and Mary R. Lea. *Writing at University: A Guide for Students*.

Buckingham: Open University Press, 1997. Print.

Department of English and Communications

M.A. English

Semester – III

Academic Writing

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

14X5=70.

Unit – I

1. a) Question on Introduction to elements of Writing.

or

- b) Question on Introduction to the aspects of academic writing.

Unit – II

2. a) Question on analyzing and interpreting on the topic and themes, target readers (or) preparing a tentative title and generating ideas.

or

- b) Question on deciding on the organization of the ideas, figuring out the transitions and signposting.

Unit – III

3. a) Question on persuasive strategies and logical issues.

or

- b) Question on building up an argument in writing and developing critical thinking skills.

Unit – IV

4. a) Question on grammar and punctuation matters.

or

- b) Question on deploying discourse markers, and achieving coherence and structural variety.

Unit – V

5. a) Question on formatting citations and references.

or

- b) Question on Editing, revising, improving and finalizing the text.

Department of English and Communications

M.A. English

Academic Writing

Model Question Paper

Semester – III

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

14X5=70.

Unit – I

1. a) What are the chief elements of Writing?

or

b) Write in detail about the aspects of academic writing.

Unit – II

2. a) What are the factors to be taken into consideration while analyzing the topic and theme keeping in view the target readers?

or

b) Discuss in detail, regarding the organization of ideas, figuring out the transitions and signposting in academic writing.

Unit – III

3. a) What are the persuasive strategies and logical issues involved in academic writing?

or

b) How can an argument can be built up in writing and how is it related to the development of the critical thinking skills in the target readers?

Unit – IV

4. a) Consider the importance of grammar and punctuation matters in academic writing.

or

b) What are the chief factors to be considered in deploying discourse markers and to achieve coherence and structural variety?

Unit – V

5. a) What are the methods of formatting citations and giving references at the end?

or

b) Write a note on editing, revising in order to improve and finalize the text.

Semester III

External Elective

Main Currents of Marxism

Course Description:

As Bertell Ollman, and Edward Vernoff, the editors of the book *The Left Academy: Marxist Scholarship on American Campuses* amply testifies, Marxism has been receiving an unfailing academic interest in the academia of the developed world, despite the ever-changing intellectual fashions. Through the contemporary thought of the Marxist luminaries like Terry Eagleton, Fredric Jameson, and Slavoj Žižek, Marxism continues to shed its critical focus on various aspects of the present-day society. Still, in spite of its essential unity and common concerns, Marxism has never been singular like a monolith. Perhaps, it is better to conceive of Marxism as a zone of engagement, where different strains of thought contend toward contributing to its theoretical refinement. The present course aims at introducing these stimulating strains of thought, originated in different countries of the world, in the Marxist tradition, up to the present times.

Syllabus

Unit I: a. The key ideas of the Marxist outlook as formulated by its founders.

b. Mehring, Kautsky, and Bernstein, and the Revisionist controversy.

Unit II: a. Plekhanov, and Lenin: the origins of Russian Marxism.

b. Trotsky and Stalin: the decline of Russian Marxism.

Unit III: a. Lukács, Korsch, and Gramsci: European Marxism between the Wars.

b. Mao in China, and Latin American Marxism.

Unit IV: a. The Marxism of the Frankfurt School and the Existentialist Marxism.

b. The Marxism of Louis Althusser and Della Volpe School.

Unit V: a. British Cultural Materialism and Marxism in America.

b. A note on the Contemporary Trends in Marxism.

Suggested Readings:

Anderson, Perry. *Considerations on Western Marxism*. London: Verso, 1989. Print.

Caudwell, Christopher. *Studies in a Dying Culture*. New Delhi: People's Publishing House, 1990. Print.

Gramsci, Antonio. *Selections from the Prison Notebooks*. New York: International Publishers, 1989. Print.

Jameson, Fredric. *Marxism and Form: Twentieth-century Dialectical Theories of Literature*. Princeton: Princeton UP, 1974. Print.

Kolakowski, Leszek. *Main Currents of Marxism: Its Rise, Growth, and Dissolution*. In 3 vols. Oxford: Clarendon Press, 1978. Print.

- Lichtheim, George. *Marxism: An Historical and Critical Study*. London: Routledge and Kegan Paul, 1974. Print.
- Lukács, Georg. *History and Class Consciousness: Studies in Marxist Dialectics*, Trans. Rodney Livingstone. Cambridge: The MIT Press, 1971. Print.
- Marx, Karl and Frederick Engels. *Selected Works*. In 3 vols. Moscow: Progress Publishers, 1966-1972. Print.
- McLellan, David. *Marx before Marxism*. London: Macmillan, 1980. Print.
- . *Marxism after Marx: An Introduction*. New York, NY: Harper & Row, 1980. Print.
- Plekhanov, Georgi. *Selected Philosophical Works*. In 5 vols. Moscow: Progress Publishers, 1974-8. Print.
- Sim.Stuart, ed. *Post-Marxism: A Reader*. Edinburgh: Edinburgh U.P, 1998. Print.
- Williams, Raymond. *Marxism and Literature*. Oxford: OUP, 1986. Print.
- Žižek, Slavoj. *Mapping Ideology*. London: Verso, 1994. Print.

Department of English & Communications
MA English

Semester III

External Elective: 1. Main Currents of Marxism

Pattern of the Question Paper

Time: 3hours

Max. Marks: 45

Answer all Questions. Each question carries 15 marks

15x3=45

Unit - I

1. A) A question on Mehring/Kautsky/Bernstein, or on the Revisionist controversy.
or
B) A question on Russian Marxism/Marxists.

2. A) A question on European Marxism between the World Wars/on the Frankfurt School.
or
B) A question on Mao, or on the Marxism of Louis Althusser.

3. A) A question on Raymond Williams/British Cultural Materialism.
(or)
B) A question on the contemporary trends in Marxism.

Department of English & Communications
MA English

Semester III

External Elective: 1. Main Currents of Marxism

Model Question Paper

Time: 3hours

Max. Marks: 45

Answer all Questions. Each question carries 15 marks

15x3=45

1. A) Give a brief account of the Revisionist controversy.
 or
 B) Do you subscribe to the view that Plekhanov is the father of Russian
 Communism?

2. A) Write an essay on the Critical Theory of the Frankfurt School.
 or
 B) What are the defining features of Structuralist Marxism?

3. A) What is Cultural Materialism?
 or
 B) Write a note on Analytical Marxism.

Semester III
Feminist Epistemologies

External Elective: II

Course Description: Feminist Epistemologies serves as an introduction to thinking theoretically about issues of feminism within multiple contexts and intellectual traditions and analyses the discourses related to gender and its critical connections to the productions of race, class, and sexuality.

Syllabus

Unit I : a. Jeffery Weeks- *The Invention of Sexuality* (From)

b. Simon de Bouvoir-“Dreams, Fears and Idols” from *Second Sex* (pg.Nos 171- 229)

Unit II: a. Kate Millet- *Sexual Politics Chapter2*, Theory of Sexual Politics

b. Cora Keplan - *Language and Gender*

Unit III :a. Julia Kristeva- “Women’s Time” from *The Portable Kristeva* (pg 351 – 371)

b. Irigary, *The Sex which is not one* (Chapter 2)

Unit IV:a. Judith Butler -“Subjects of Sex / Gender / Desire” From *Gender Trouble*

b. Catherine Belsey- “Constructing the Subject, De – constructing the Text”

(from *Feminisms* ed by Roby R Warhol & Diance price Herndl Pg. 657- 673)

Unit V: a. a. Susan J. Hekman- “The Feminist Critique of Subjects and objects” from *Gender and Knowledge* (pg. 73-94)

b. Susan J.Heknan Subjects-objects and the Social Sciences, (pg. 94-104)

2. Woman’s Nature (pg. 135 - 151)

3. Patricia Hill Collins- *Distinguishing Features of Black Feminist Thought* (from Black Feminist Thought)

Department of English and Communications
M.A. English

Semester – III

External Elective II:: Feminist Epistemologies

Pattern of Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

14X5=70.

Unit I :1. a.Question on Simon de Bouvoir’s *The Invention of Sexuality*

or

b. Question on Simon de Bouvoir’s, “Dreams, Fears and Idols”

Unit II: 2. a. Question on Kate Millet’s- *Sexual Politics*

or

b. Question on Cora Keplan - *Language and Gender*

Unit III: 3. a. Question on Julia Kristeva, *Women’s Time*.

or

b.Question on Irigary,s *The Sex which is not One*

Unit IV: 4. a.. Question on Judith Butler’s *Subjects of Sex / Gender / Desire*

or

b. Question on Catherine Belsey’s *Constructing the Subject, De – constructing the Text*

Unit V: 5 a. Question on a. Susan J. Hekman,s *The Feminist Critique of Subjects and objects and Of Subjects, objects and the Social Sciences*.

or

b. Question of Patricia Hill Collins’ *Distinguishing Features of Black Feminist Thought*

Department of English and Communications
M.A. English

Semester – III

External Elective :: Feminist Epistemologies

Model Question Paper

Duration :3 hrs

Max Marks :70.

Unit I:1. a. Explain how sexuality is invented according to Simon de Beauvoir

Or

b. Write an essay on Simon de Beauvoir's *Dreams, Fears and Idols*

Unit II: 2. a. Explain Kate Millet's views in *Sexual Politics*

Or

b. Write an essay on Cora Kaplan's *Language and Gender*

Unit III: 3. a. Bring out the basic arguments of Julia Kristeva in her *Women's Time*.

or

b. Give an analysis of Irigaray's *The Sex which is not one*

Unit IV: 4. a. Discuss how women are made as subjects of sex / gender / desire according to Judith Butler

or

b. Analyze the ideas of Catherine Belsey with regard to *Constructing the Subject* and *De – constructing the Text*

Unit V: 5. a. Discuss on Susan J. Hekman's analyses of the subject/object relation and woman's nature.

or

b. What are the distinguishing features of Black feminist thought according to Patricia Hill Collins.

Semester – III

Internal Elective: Introduction to Phonetics**Course Description**

The primary aim of introducing this course is to teach English phonetics to the students for effective and correct pronunciation of English. It intends to serve the needs of the Student learners of English as L2 learners, whose mother tongues are Telugu, Kannada, Tamil and Malayalam. It also serves the needs of the Students of Undergraduate, Post-graduate, M.C.A, M.B.A and B. Ed , courses. This course leads to the awareness of English Phonetics and gives Practical Knowledge for better pronunciation of English.

Syllabus.

- Unit I:
- a. i. Introduction to English Phonetics
 - ii. Problems of Learning English Phonetics
 - b. i. Mistakes in English Pronunciation
 - ii. Language Skills (LSRW)
- Unit II:
- a. i. English Pronunciation and its importance
 - ii. Phonetics and Phonology
 - iii. English Phonetics and Spoken English
 - b. i. The Organs of Speech
 - ii. The Classification of English Sounds
 - iii. The description of English Sounds
- Unit III:
- a. i. Phonemic and Phonetic Transcription
 - ii. Syllable and Syllabification
 - b. i. Syllable Structure, Syllabic consonant and Syllable clusters.
 - ii. Commonly mispronounced words and identification of odd sounds.
- Unit IV :
- a. i. Stress/ Accent
 - ii. Weak forms and Strong forms
 - b. i. Intonation
 - ii. Rhythm and Connected Speech
- Unit V:
- a. i. Rules of Pronunciation
 - ii. Reading Aloud
 - b. i. Varieties of British English Pronunciation
 - ii. Differences between British and American English Pronunciation

Department of English & Communications
M.A. English

Semester – III

Paper – III: Introduction to Phonetics

Pattern of the Question Paper

Duration: 3 hrs

Max Marks: 70.

Answer all questions. All carry equal Marks

5X14=70.

Unit – I

1. a) A Question from Introduction chapter – I and problems of Learning English.
or
b) A Question from Mistakes in English Pronunciation and Language Skills.

Unit – II

2. a) A Question from English Pronunciation and its importance, phonetics and phonology, English phonetics and spoken English.
or
b) A Question from “the organs of speech the classification of English sounds and its description”.

Unit – III

3. a) A Question from “Phonemic and Phonetic transcription”, syllable and syllabification.
or
b) A Question from syllable structure, syllabic, consonant Syllable chanters and commonly mispronounced words and identifreation of odd sounds.

Unit – IV

4. a) A question from stress/ Accent, weak forms and strong forms.
or
b) A Question from intonation, Rhythm and connected speech.

Unit – V

5. a) A Question from Rules of Pronunciation and Reading Aloud.
or
b) A Question from American and British English and Difference between British and American Pronunciation.

Department of English and Communications

M.A. English

Semester – III

Introduction to Phonetics

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All Questions carry equal Marks

5X14=70.

Unit – I

1. a) What are the problems of the Speaker of second Language in Learning English? Why do they make mistakes in English Pronunciation?.

or

- b) Discuss LSRW – Skills of the Language with illustration.

Unit – II

2. a) Define the terms “Phonetics and Phonology” and “English Phonetics and spoken English. How the knowledge of phonetics will help the second language learners of English?

or

- b) Describe the organs of speech with the help of schematic diagram.

Unit – III

3. a) What is transcription? What are the different types of transcription? Write the importance of phonetic transcription. Transcribe following sentences into Phonetic Script with stressed intonation.
- He’s a tall man.
 - The children are tired.
 - I need some money
 - Her aunt is a teacher.

or

- b) What is syllable and syllabification? Define the terms syllabic structure syllabic consonant and syllabic clusters with examples.

Unit – IV.

4. a) Define ‘Stress/ Accent. Write the importance of stress and discuss any five rules of accentual patterns in English.

or

- b) What is intonation? What are the different patterns of intonation with illustration?.

Unit – V

5. a) Discuss the Various rules of English Pronunciation with examples.

or

- b) Describe the differences between British and American English Pronunciation.

Paper – I: Comparative Literature

Semester IV

The study of comparative literature situates literature in an international perspective; examines connections between literary history, literary criticism, critical theory and poetics; and works toward an understanding of the socio-cultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are philosophy, history, religion, classical and area studies.

Syllabus

- Unit-I:**
- a. Austin Warren and Rene Wellek- General, Comparative and National Literature (from Theory of Literature)
 - b. David Damrosch- Reading Across Cultures (from How to Read World Literature)
- Unit-II:**
- a. Susan Bassnett, Comparative Literature- A Critical Introduction
 - b. G.N.Devy After Amnesia (Selection)
- Unit-III:**
- a. Amiya Dev- The Idea of Comparative Literature in India
 - b. Lowry Nelson.Jr- Defining and Defending Comparative Literature (from The Comparative Perspective on Literature: Approaches to Theory and Practice, Ed.by Clayton Koelb, Susan Noakes)
- Unit-IV:**
- a. Gurajada Appa Rao-*Kanyasulkam* and Bernard Shaw's *Widower's House*.
 - b. 1. Tolstoy's *Anna Karenina* and Flaubert's *Madame Bovary*
- Unit- V.**
- a. Gudipati Venkata Chalam's *Plain* and Lawrence's *Lady Chatterley's Lover*
 - b. Hemingway's *The Old Man and the Sea* and Kesava Reddy's *He Conquered the Jungle*.

Department of English and Communications

M.A. English

Semester – IV

Paper I – Comparative Literature

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All Questions carry equal Marks

14X5=70.

Unit-I: 1. a.) Question on Rene Welles's *General, Comparative and National Literature*

or

b). Question on David Damrosch's *Reading Across Cultures*

Unit-II: 2.a. Question on Susan Bassnett's *Comparative Literature: A Critical Introduction*

or

b. Question on Susan Bassnett's *Comparative Literature: A Critical Introduction*

Unit-III: 3. a Question on Amiya Dev's *The Idea of Comparative Literature in India*

or

b. Question on Lowry Nelson.Jr's *Defining and Defending Comparative Literature.*

Unit-IV: 4. a) Question on Gurajada Appa Rao's *Kanyasulkam* and Bernard Shaw's *Widower's House.*

or

b. Question on Tolstoy's *Anna Karenina* and Flaubert's *Madame Bovary*

Unit- V. 5. a. Question on Gudipati Venkata Chalam's *Plain* and Lawrence's *Lady Chatterley's Lover*

or

b) Question on Hemingway's *The Old Man and the Sea* and Kesava Reddy's *He Conquered the Jungle.*

Department of English and Communications

M.A. English

Semester – IV

Paper I – Comparative Literature

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All Questions carry equal Marks

14X5=70.

Unit-I: 1. a. How does Rene Wellek reconcile national and universal claims for studying literature?

Or

b. Give a critical summary of David Damrosch's *Reading Across Cultures*

Unit-II: 2. a. Explain how Susan Bassnett analyses Comparative Literature.

Or

b. Trace out the history of Comparative literature as it our was constructed by Susan Bassnett.

Unit-III: 3. a) Comment on Amiya Dev's ideas of Comparative Literature in India.

or

b) Explain how Lowry Nelson.Jr's defines and defends Comparative Literature.

Unit-IV: 4. a. Consider Question on Susan Bassnett's *Comparative Literature: A Critical Introduction*

or

b. Question on Susan Bassnett's *Comparative Literature: A Critical Introduction*

Unit- V. 5. a. Give a comparative analysis of Gudipati Venkata Chalam's *Plain* and Lawrences' *Lady Chatterley's Lover*

or

b) Write an essay on the thematic parallels between Hemingway's *The Old Man and the Sea* and Kesava Reddy's *He Conquered the Jungle*.

Semester IV

Paper II - Contemporary Theory

Course Description: *The course offers an analysis of the major literary and critical texts ranging from modern period to Postmodernism. This emphasizes is on the prominent schools like Formalism, Marxism, Psychoanalysis and Postmodernism. The course is course is comprehensive as it covers the critics and theorist ranging from T.S.Eliot to Derrida.*

Syllabus

- Unit-I: a. T.S.Eliot- *Tradition and Individual Talent*
 b. Cleanth Brooks-: *The Formalist Critics*
- Unit-II: a. Terry Eagleton- *Marxism and Literary Criticism*
 b. Ferdinand de Saussure- *A Course in General Linguistics*
- Unit-III: a. Roman Jakobson- *Linguistics and Poetics*
 b. Northrop Frye- *The Archetypes of Literature*
- Unit-IV: a. Roland Barth- *From Work to Text*
 b. Michel Foucault- *What is Author?*
- Unit – V: a. Jacques Lacan- *The Mirror Stage as Formative of the Function of I*
 b. Jacques Derrida- *Structure, Sign and Play in the Discourse of Human Sciences*

Department of English & Communications
MA English

Semester IV

Paper II: Contemporary Theory

Pattern of the Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

5X14=70

Unit - I

1. a) A question on T. S. Eliot's *Tradition and Individual Talent*.

or

b) A question on Cleanth Brooks' *The Formalist Critics*.

Unit - II

2. a) A question on Terry Eagleton's *Marxism and Literary Criticism*

or

b) A question on Ferdinand de Saussure's *A Course in General Linguistics*

Unit - III

3. a) A question on Roman Jakobson's *Linguistics and Poetics*.

or

b) A question on Northrop Frye's *The Archetypes of Literature*.

Unit - IV

4. a) A question on Roland Barth's *From Work to Text*.

or

b) A question on Michel Foucault's *What is an Author?*

Unit - V

5. a) A question on Jacques Lacan's *The Mirror Stage as Formative of the Function of I*.

or

b) A question on Jacques Derrida's *Structure, Sign and Play in the Discourse of Human Sciences*.

Department of English & Communications
MA English

Semester IV

Paper II: Contemporary Theory

Model Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

14x5=70

Unit - I

1. a) Summarise T. S. Eliot's argument in his essay *Tradition and Individual Talent*.

or

b) Critically comment on Cleanth Brooks' views on *The Formalist Critics*.

Unit - II

2. a) Write about the different trends in Marxist Literary criticism.

or

b) What are the key ideas in Saussure's *A Course in General Linguistics*?

Unit - III

3. a) How does Jakobson link Linguistics and Poetics?

or

b) What are the archetypes of literature, according to Northrop Frye?

Unit - IV

4. a) Write about Roland Barth's contention, in his essay *From Work to Text*.

or

b) How does Michel Foucault argue that the author is only a function?

Unit - V

5. a) Summarise Jacques Lacan's explication of the Mirror Stage.

or

b) Write a note on Jacques Derrida's critique of Structuralist thought.

Semester IV

Paper III – Subaltern Literatures

Course Description: *The course aims at introducing students to the pluralistic nature of society, and the consequent pluralist nature of literature. Along with the fundamental task, with almost equal emphasis, the course familiarizes students how writing can be political and polemical, and subversive in nature exposing the inequalities and exploitation in society, and thereby paving for elimination of the same.*

Syllabus

- Unit I: a. B.R. Ambedkar - *Annihilation of Caste* (Selection)
 b. Spivak - *A literary Representation of Subaltern : A Woman's text from the third world*
- Unit II : a. Partha Chatterjee - *Caste and Subaltern*" (from *Subaltern Studies Volume VI*. Pg 169 – 209)
 b. Gnanendra Pande - *The Prose of Otherness.*" (From *Subaltern Studies Vol. VIII*)
- Unit III. a. Sharan Kumar Limbale - *Towards an aesthetic of Dalit Literature*
 a. Dalit Literature and Purpose
 b. Dalit Literature and Aesthetics
 b. Susi Tharu and Satya Narayana - *Introduction to No Alphabet in Sight*
 (From *New Dalit Writing*)
- Unit IV: a. Bama - *Karukku*
 b. Kalyan Rao - *Untouchable Spring* (Selection)
- Unit V : a. C.K. Janu - *Mother Forest*
 b. Maha Swetha Devi, - *Breast Giver*

Department of English & Communications
MA English

Semester IV

Paper III – Subaltern Literatures

Pattern of the Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

5X14=70

Unit I: 1.a) A question may be given on *Annihilation of Caste*.

or

b) A question may be given on Spivak, *A literary Representation of Subaltern : A Woman's text from the third world*

Unit II :2.a) A question may be given on Partha Chatterjee “ Caste and Subaltern”

or

b) A question may be given on Gnanendra Pande, “ The Prose of Otherness.”

Unit III.3.a) A question may be given on Sharan Kumar Limbale *Towards an Aesthetic of Dalit Literature* with reference to Dalit Literature and Purpose and Dalit Literature and Aesthetics

or

b) A question may be given on Susi Tharu and Satya Narayana, “Introduction to No Alphabet in Sight”.

Unit IV:4.a) A question may be given on Bama - *Karukku*

or

b)A question may be given on Kalyan Rao - *Untouchable Spring*

Unit V :5 a) A question may be given on C.K. Janu - *Mother Forest*

or

b)A question may be given on Maha Swethat Devi, - *Breast Giver*

Semester IV
MA English PG, Second Year,
Paper III – Subaltern Literatures
Model Question Paper

Time: 3hours

Max. Marks: 70

Answer all Questions. Each question carries 14 marks

5X14=70

Unit I: 1. a) Comment on the contemporary social significance of *Annihilation of Caste*.

or

b) Identify the subaltern status of woman with reference to Spivok, *A literary Representation of Subaltern : A Woman's text from the third world*

Unit II :2. a) Elaborate the deep-seated nature of caste and the needs and means of the same with reference to Partha Chatterjee "Caste and Subaltern"

or

b) Establish how writing can be polemical as pointed by Gnanendra Pande in his "*The Prose of Otherness*."

Unit III. 3. a) Expose the duplicity in the universal aesthetics. Throw light on the need of creating unique aesthetics of Dalit Literature.

or

b) Elucidate the subversive nature of Susi Tharu and Satyanarayana, "Introduction to No Alphabet in Sight".

Unit IV:4. a) Elaborate the socio-cultural conflicts of Indian society as depicted in on Bama's *Karukku*.

or

b) Comment on the significance of the title of Kalyan Rao's *Untouchable Spring*.

Unit V :5 a) Identify the problems of Adivasis as depicted by K. Janu's *Mother Forest*.

or

b) Decipher the searing feminist perspective evident in Maha Swethat Devi's *Breast Giver*.

Semester IV

Internal Electives: II

Internal Elective : Marxist Literary Theories

Course Description:

*As Bertell Ollman, and Edward Vernoff, the tentivity of the book *The Left Academy: Marxist Scholarship on American Campuses* amply testifies, Marxism has been receiving an unfailing academic interest in the academia of the developed world, despite the ever-changing intellectual fashions. Although Marxism has greatly changed the historical and political trajectory of the world since its inception, the predominant interest in it, in the modern times, is mainly cultural. Through the contemporary critical thought of the luminaries like Terry Eagleton, Fredric Jameson, and Slavoj Žižek, Marxism continues to shed its critical focus on various aspects of present-day culture and literature. Still, in spite of its essential unity and common concerns, Marxism has never been singular like a monolith. Perhaps, it is better to conceive of Marxism as a zone of engagement, where different strains of thought contend toward contributing to its theoretical refinement. The present course aims at introducing these different strains of thought in their application to the explication of literary and cultural issues.*

Unit I: a. The key ideas of the Marxist outlook as formulated by its founders.
b. Marx and Engels on literature and art.

Unit II: a. The views of Plekhanov, and Lenin on literature and art.
b. The theories of Trotsky and Stalin on literature and language.

Unit III: a. Christopher Caudwell and the Marxist critics of the 1930s on literature and art.
b. The sociological poetics of the Bakhtin's School vis-à-vis the Russian formalists.

Unit IV: a. Althusser's Structuralist Marxism and the literary theories of Pierre Macherey.
b. Antonio Gramsci, and the contributions of Lukács and Goldman's theory of Genetic Structuralism.

Unit V: a. The theories of the Frankfurt school (including Brecht) on literature and art.
b. British Marxists like Williams and E. P. Thompson, and the theories of contemporary Marxists like Terry Eagleton, Fredric Jameson, and Slavoj

References

Adorno, Theodor W., Gretel Adorno, and Rolf Tiedemann- *Aesthetic Theory*. Minneapolis, University of Minnesota Press, 1997. Print.

Anderson, Perry-*Considerations on Western Marxism*. London: Verso, 1989. Print.

Bakhtin, Mikhail-*Rabelais and his World* .Bloomington: Indiana University Press, 1984.

Caudwell, Christopher. *Studies in a Dying Culture*. New Delhi: People's Publishing House, 1990.

Eagleton, Terry- *Criticism and Ideology: A Study in Marxist Literary Theory*. London: Verso, 1992.

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Department of English & Communications

M.A. English

Semester – IV Paper – V: Marxist Literary Theories [Internal Elective –II]

Pattern of Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit - I

1. a) A question on the key ideas in Marxist outlook.

or

b) A question on the views of Marx and Engels on literature and art.

Unit - II

2. a) A question on the views of Plekhanov and/or Lenin, on literature and art.

or

b) A question on the theories of Trotsky and/or Stalin on literature and language.

Unit- III

3. a) A question on Caudwell's ideas on literature.

or

b) A question on the theories of Russian formalists/ Bakhtin's School.

Unit - IV

4. a) A question on Althusser's views on ideology/ Macherey's ideas on literature.

or

b) A question on Gramsci/ Lukács/ Goldman's theories of ideology/literature.

Unit -V

5. a) A question on the theories of the Frankfurt school.

or

b) A question on Terry Eagleton/ Fredric Jameson, with respect to their views on literature.

Department of English and Communications

M.A. English

Semester – IV Paper V – Marxist Literary Theories [Internal Elective –II]

Model Question Paper

Duration: 3 hrs

Max Marks :70.

Answer all question all carry equal Marks

5X14=70.

Unit - I

1. a) Write a note on the key ideas of Marxism.

or

b) Write a about the views of Marx and Engels regarding literature and art.

Unit - II

2. a) Briefly write about Plekhanov's writings on literature and art.

or

b) Give a critical account of Stalin's views on language and culture.

Unit - III

3. a) What are the seminal contributions of Christopher Caudwell in Marxist literary theory?

or

b) Summarise the theoretical achievements of the Bakhtin's School.

Unit - IV

4. a) What are the seminal ideas of Macherey on literature?

or

b) Elaborate Goldman's idea of Genetic Structuralism.

Unit - V

5. a) Write a note on the Critical Theory of the Frankfurt school.

or

b) Elaborate on what Fredric Jameson calls the *political unconscious*.

Semester IV

Internal Electives-II

Paper – V: Advanced ELT

Course Description and Significance: The “ELT-Advanced” focuses on the aspects of designing of syllabus and makes out different types thereof, and identifies types of tests and testing and testing pertinent to the four major skills of language. Further it attempts to define and identify ELT in the contexts of ESL and EFL. Against this backdrop, the course carries the significance of grounding students in the ELT in a comprehensive and practical way.

- Unit - I** a. Syllabus Designing and Types of Syllabus
b. Materials Development and Guidelines

- Unit - II** a. Kinds of Tests: Proficiency, Achievement, Diagnostic and Placement
b. Kinds of Testing: Direct and Indirect Testing, Discrete Point and Integrative Testing, Objective and Subjective Testing, Computer Adaptive and Communicative Language Testing.

- Unit - III** a. Validity and Reliability
b. Testing Writing and Testing Speaking

- Unit -IV** a. Testing Reading and Listening
b. Testing Grammar and Vocabulary and Testing Overall Ability

Unit -V 1. a. Teaching English in ESL Context

b. Teaching English in EFL Context

Suggested Readings:

Ellis, Rod. *SLA Research and Language Teaching*. New York: Oxford University Press, 2010.

Hughes, Arthur. *Testing for Language Teachers* New Delhi: Cambridge University Press, 2003.

Department of English and Communications

M.A. English

Semester – IV

Paper V – Advanced ELT

Pattern of the Question Paper

Duration: 3 hrs

Max Marks:70.

Answer all question all carry equal Marks

5X14=70.

Unit I 1.a) question on **Syllabus Designing** and Types of Syllabus

b) Question on **Materials Development** and Guidelines

Unit - II 2.a) question on **Kinds of Tests:** Proficiency, Achievement, Diagnostic and Placement.

or

b) question on Kinds of Testing..

Unit - III 3. a) Question on Validity and Reliability.

or

b) A question on Testing Writing and Testing Oral Ability.

Unit –IV.4. a) question on Testing **Reading** and **Listening**.

or

b) A question on Testing **Grammar and Vocabulary** and Testing **Overall Ability**.

Unit –V 5.a) question on Teaching English in **ESL** Context

or

b) A question on Teaching English in **EFL** Context

Department of English and Communications

M.A. English

Semester – IV

Paper IV – Advanced ELT

Model Question Paper

Duration: 3 hrs

Max Marks :70.

Answer all question all carry equal Marks

5X14=70.

Unit I

1. a) What is **Syllabus Designing**, and what are different types of syllabus
or
b) What is the significance of **Materials Development**, and provide a few guidelines.

Unit - II

2. a) Discuss different types of tests, namely, Proficiency, Achievement, Diagnostic and Placement, and their significance.
or
b) What are different kinds of testing? Explain in brief each of them.

Unit - III

- 3 a) What is Validity? What is Reliability? What are their roles in testing?
or
b) Identify various measures of **Testing Writing** and Testing **Oral Ability**.

Unit –IV.

4. a) Establish means and methods in Testing **Reading** and **Listening**.
or
b) What are the means of Testing **Grammar and Vocabulary** and Testing **Overall Ability**?

Unit –V

5. a) Elaborate various methods of Teaching English in **ESL** Context.
or
b) Identify the special measure for Teaching English in **EFL** Context.

Semester IV

Internal Electives: II
Paper – V: Critical Theory

***Course Description** This course examines the work of some major critical theorists and critics from the early decades of 20th century to more recent times; the focus is on German, French and other European critics and theorists. The course will familiarize student with some of the main themes and currents of critical theory, and gives some scope for students to explore issues of particular interest to them.*

Syllabus

Unit-I

- a. Martin Jay- The Genesis of the Critical Theory from (The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research, 1923-195)
- b. Herbert Marcuse- One Dimensional Society (One Dimensional Man)

Unit-II

- a. Max Horkheimer – Authority and Family
- b. Jürgen Habermas, “Technology and Science as ‘Ideology’ ”

Unit-III

- a. Herbert Marcuse-From Ontology to Technology: Fundamental Tendencies of Industrial Society (from Critical Theory and Society: A Reader (Edited by Stephen Eric Bronner, Douglas MacKay Kellner)
- b. Theodor W Adorno- The Schema of Mass Culture

Unit-IV

- a. Leo Lowenthal- Historical perspectives on Popular Culture (from Critical Theory and Society: A Reader (Edited by Stephen Eric Bronner, Douglas MacKay Kellner)
- b. Max Horkheimer -Rise and Decline of the Individual (from Eclipse of Reason)

Unit-V

- a. Erich Fromm- The Emergence of the Individual and the Ambiguity of Freedom (From The Fear of Freedom)
- b. Douglas Kellner- From Consumer Society to Postmodernism (From Critical Theory, Marxism, and Modernity)

Department of English and Communications

M.A. English

Semester – IV

Paper – V: Critical Theory [Internal Elective-II]

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All Questions carry equal Marks

5X14=70.

Unit-I

1. a. Question on Martin Jay's *The Genesis of the Critical Theory*
or
b. Question on Herbert Marcuse's *One Dimensional Society*

Unit-II

2. a. Question on Max Horkheimer's *Authority and Family*
or
b. Question on Jürgen Habermas' *Technology and Science as 'Ideology*

Unit-III

3. a. Question on Herbert Marcuse's *From Ontology to Technology: Fundamental Tendencies of Industrial Society*
or
b. Question on Theodor W Adorno's *The Schema of Mass Culture*

Unit-IV

4. a. Question on Leo Lowenthal's *Historical perspectives on Popular Culture*
or
b. Question on Max Horkheimer's *Rise and Decline of the individual*

Unit-V

5. a. Question on Erich Fromm's *The Emergence of the Individual and the Ambiguity of Freedom*
or
b. Question on Douglas Kellner's *From Consumer Society to Postmodernism*

Department of English and Communications
M.A. English

Semester – IV

Paper – V: Critical Theory [Internal Elective –II]

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All Questions carry equal Marks

5X14=70.

Unit-I

1. a) Explain how Martin Jay traces out the roots of Critical Theory in his *The Genesis of the Critical Theory*

or

b) What are the futures of One Dimensional Society according to Herbert Marcuse.

Unit-II

2. a. Explain how Max Horkheimer sees the relation between authority and family.

or

b. Discuss the ideological aspects of technology and science with a special reference to Habermas' *Technology and Science as Ideology*.

Unit-III

3. a) Discuss the tendencies of industrial as they are explicated by Herbert Marcuse's in his *From Ontology to Technology*

or

b. Give a gist of Theodor W Adorno's *The Schema of Mass Culture* .

Unit-IV

4. a. Analyse Lowenthal's perspectives on *Popular Culture*

or

b. Give your views on Max Horkheimer's *Rise and Decline of the individual*.

Unit-V

5. a. Comment on Erich Fromm's *The Emergence of the Individual and the Ambiguity of Freedom*

or

b. Bring out the basic features of Consumer society as they are identified Douglas Kellner's in *From Consumer Society to Postmodernism*

Semester – IV
Internal Elective -III

Contemporary Indian Writing in English

Description and Significance: *The course aims to reflect the dynamic nature of Indian English Literature through a representative writings. The content throws light on the thematic and technique-related shift that has taken place since 1990s in Indian English Writing. The shift obviously echoes the sweeping changes that are taking place in India and the world at large, and the faithful description of Indian English Literature of the same. Against the backdrop, the paper orients students to the contemporary trends in Indian Writing in English.*

Syllabus:

Unit I: Mahesh Dattani-*Dance Like a Man*

Unit-II: 1. Arundhati Roy's *The God of Small Things*,
2. David Davidar- *House of Blue Mangoes*

Unit: III 1. Arvind Adiga -*The White Tiger*
2. Jhumpa Lahiri- *Interpreter of Maladies*

Unit: IV: 1. Shobha -*De Sisters*
2. Upamanyu Chatterjee- *English August*

Unit V: 1. Amitav Ghosh *Countdown*
2. Shashi Tharoor- *India: From Midnight to Millennium* (An Excerpt)

Suggested Readings:

Behl, Aditya and David Nicholls. Ed. *The Penguin Book of New Writing in India*, 1992.

Department of English and Communications
M.A. English

Semester – IV

Paper : IV Contemporary Indian Writing in English (Internal Elective –III)

Pattern of the Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit I.

1. a) Question on Mahesh Dattani-*Dance Like a Man* focusing on theme.

or

b) Question on Mahesh Dattani's contribution to Indian Theatre with reference to the prescribed text.

Unit-II

2.a) Question on Arundhati Roy's *The God of Small Things*,

or

b) Question on David Davidar- *House of Blue Mangoes*

Unit-III

1. a) Question on Arvind Adiga *The White Tiger*

or

b) Question on Jumpha Lahiri: *Interpreter of Maladies*.

Unit-IV

4. a) Question on Shobha De *Sisters*

or

b) Question on Upamanyu Chatterjee *English, August*.

Unit-V

1. a) Question on Amitav Ghosh's *Countdown*

or

b) Question on Shashi Tharoor's *India: From Midnight to Millennium*.

Department of English and Communications
M.A. English

Semester – IV

Paper : IV Contemporary Indian Writing in English [Internal Elective –II]

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions. All carry equal Marks

5X14=70.

Unit-I

1. a) Identify the major themes in *Dance Like a Man*
or
b) Comment on the dramatic technique of Mahesh Dattani with reference to the prescribed drama.

Unit-II

2. a) Delineate the postmodernist features of *The God of Small Things*.
or
b) Comment on the socio-political significance of the novel, *House of Blue Mangoes*.

Unit-III

3. a) Discuss irony and humor in the novel, *The White Tiger*, and their significance for the major of theme text.
or
b) Unravel the cultural conflicts hidden in the text, *Interpreter of Maladies*.

Unit-IV

4. a) Comment on the corrupt urban culture as depicted in *Sisters*.
or
b) Discuss the major themes of English, August.

Unit-V

5. a) Comment on the political significance of Amitav Ghosh's *Countdown*.
or
b) Comment on the prose style of Shashi Tharoor's *India: From Midnight to Millennium*.

Semester – IV

Internal Elective-III

Classics in Translation

Course description: *This course introduces the major writers of fiction in the west as well as East. The texts are taken from classical Greece to the contemporary period so that the student will have a fair knowledge of world literature.*

Syllabus

- Unit I : a. Sophocles - *Oedipus Rex* (Greek)
 b. Kalidasa - *Shakuntalam* (Sanskrit)
- Unit II : a. Dostovoski - *Crime and Punishment* (Russian)
 b. Kafka - *In the Penal Colony* (Czek)
- Unit III : a. Satre - *Wall* (French)
 b. Gabriel Garcia Marquez - *Dialouge with Mirror* (Spanish)
- Unit IV: a. Gopichand - *The Bunglar* (Telugu)
 Jayakanthan - *Once an Actress* (Tamil)
- Unit V: a. Basheer – *My Grand Dad had an Elephant* (Malayalam)
 b. Girish Karnard – *Hayavadana* (Kannada)

Department of English & Communications
M.A. English

Classics in Translation [Internal Elective –III]

Pattern of Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions All carry equal Marks

5X14=70.

Unit – I

1. a) Question on Sophocles *Oedipus Rex*

or

b) Question on Kalidasa's *Sakuntalam*

Unit – II

2. a) Question on Dostoveski's *crime and Punishment* .

or

b) Question on Kafka's *In the penal colony*

Unit – III

3. a) Question on Satre's *Wall*

or

b) Question on Marquez's *Dialogue with mirror*

Unit – IV

4. a) Question on Gopichand's *The Bungler*

or

b) Question on Jayakanthan's *Once an Actress*

Unit – V

5. a) Question on Basheer's *My Grand dad had an Elephant*

or

b) Question on Girish Karnad's *Hayavadana*.

Department of English & Communications
M.A. English
Internal Elective

Semester – IV

Paper – V Classics in Translation [Internal Elective –III]

Model Question Paper

Duration :3 hrs

Max Marks :70.

Answer all questions All carry equal Marks

5X14=70.

Unit – I

1. a) Write about the role of Chorus in “*Oedipus Rex*.”

Or

b) Evaluate the dramatic techniques in Kalidasa’s *Sakuntala*.

Unit – II

2. a) Consider Dostoevsky’s *Crime and Punishment* as a Philosophical novel.

Or

b) How does Kafka Discuss the world as a penal colony?

Unit – III

3. a) Bring out the existential out look in the story *The Wall* by sarte .

or

b) Illustrati the techniques of modernism in *Dialogue with the Mirror* of Garcia marquez.

Unit – IV

4. a) Consider *the Bungler* as a psychological novel.

or

b) Summarise Jayakanlthan’s *Once on Actress*.

Unit – V.

5. a) How does Basheer attack on the superstitious practices in *My grand Dad had an Elephant*

or

b) Bring out the theme of identity crisis in Girish karnad’s *Hayavadana*.

Ph. D -Part I [Syllabus for Pre-Ph.D. Course Work and Exams]

Pattern of Exam: There shall be Two Papers

***Paper I Research Methodology and Critical Approaches/ELT Methods, consisting of two parts.**

Part-A: Research Methodology [Common for Literature and ELT streams]

Suggested Reading: MLA Hand Book, 8th Edition.

***Part B consists of theoretical backdrop of two areas: Critical Approaches [for Literature Students] / ELT Methods [for ELT Students]**

(i) Syllabus for **Critical Approaches***:

- Victor Shklovsky – Art as Technique
- T.S Eliot – Tradition and Individual Talent
- George Lukacs – Realism in the Balance
- Terry Eagleton-Marxism and Literary Criticism
- Jacques Lacan-The Mirror Stage
- Elain Showalter-Towards a Feminist Poetics
- Stuart Hall-Cultural Studies and Its Theoretical Legacies
- Northrop Frye – The Archetypes of Literature
- M.M.Baktin – Discourse in the Novel
- Stanley Fish – Is There a Text in the Class?
- Homi Bhabha – Of Mimicry and Man: The Ambivalence of Colonial Discourse

***Suggested Reading:** Research Scholars concerned are advised to consult authentic editions of literary theory anthologies or individual texts of literary theory concerned.

(ii) Syllabus for **English Language Teaching. [ELT students]**

1. An over view of ELT: Definition of the terms Approach, Method and Technique and The Grammar – Translation Method.
2. The Direct Method
3. The Audio – Lingual Method
4. The Silent way
5. Suggestiopedia/ Desuggestopedia.
6. Community Language Learning
7. Total Physical Response
8. Communicative Language Teaching
9. Content-based, Task-based and Participatory Approaches
10. Learner Strategy Training, Co operative Learning and Multiple Intelligences

Suggested Reading for ELT Researchers:

Ellis, Rod. *SLA Research and Language Teaching*. Oxford University Press, 2010.

Hughes, Arthur. *Testing for Language Teachers*. New Delhi: Cambridge University Press, 2003.

Larsen-Freeman, Daine. *Techniques and Principles in Language Teaching* (Second Edition), Oxford University Press, 2009.

Nunan, David. *Research Methods in Language Learning* (Fourth Edition) Cambridge University Press, 2010.

***Students taking the exam in this paper, i.e., “ Research Methodology and Critical Approaches/ELT Methods” have an option to choose under part-B, one of the two components, “Critical Approaches” or “English Language Teaching” (ELT).**

Paper II: Broad Field

The syllabus will be designed by the Research Supervisor concerned and notified to the candidate concerned, according to the topic chosen by the research scholar.




DRAVIDIAN UNIVERSITY
SRINIVASAVANAM, KUPPAM – 517 426

DEPARTMENT OF COMPUTER SCIENCE

Minutes of the Meeting of the Board of Studies (BoS) in Computer Science held on 13-02-2021 at 02:30 p.m. (Online) at the Dept. of Computer Science, Dravidian University, Kuppam.

Members Present:

1. Prof. S. Aquter Babu - Chairman
Dept. of Computer Science
Dravidian University
Kuppam
2. Prof. K. Ammulu - Head of the Department
Dept. of Computer Science
Dravidian University
Kuppam
3. Prof. T. Anuradha - Member
Dept. of Computer Science
Dravidian University
Kuppam
4. Prof. S. Ramakrishna - Member
Dept. of Computer Science
Sri Venkateswara University
Tirupati
5. Prof. Ch. D. V. Subba Rao - Member
Dept. of Computer Science and Engineering
SVU College of Engineering
Sri Venkateswara University
Tirupati
6. Prof. M. Sornam - Member
Dept. of Computer Science
University of Madras
Chennai


13/02/2021
(BoS, Chairman)

7. Mr. M.L. Venkataramana Reddy - Member
Business Operations Leader
IBM, Bangalore

The members of the BOS have discussed the syllabi thoroughly, and unanimously resolved as under:

Resolutions :

1. Resolved to recommend the syllabi for Two year MCA Programme as given in the annexure to be implemented with effect from the academic year 2020-21.

All the members of BOS have sent the recommendations to the Chairman, BOS through e-mail.


Prof. S. AQUTER BABU
Chairman, BOS in Computer Science
Dravidian University
Kuppam

ANNEXURE

**DRAVIDIAN UNIVERSITY
KUPPAM-517426**

**SCHOOL OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF COMPUTER SCIENCE**



**Two year
Master of Computer Applications (MCA)
Programme w.e.f. the Academic year 2020-21**

**Choice Based Credit System (CBCS)
2020-2021**

[Signature]
13/02/2021
(Chairman, BOS)

ANNEXURE

DRAVIDIAN UNIVERSITY – KUPPAM DEPARTMENT OF COMPUTER SCIENCE

Two-Year MCA Programme

PROGRAMME STRUCTURE


First Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT111	Object-Oriented Programming with JAVA	5	5	30	70	100
2	MCACT112	Discrete Mathematical Structures	5	5	30	70	100
3	MCACT113	Computer Organization	5	5	30	70	100
4	MCACT114	Data Structures	5	5	30	70	100
5	MCACT115	Accounting and Financial Management	5	5	30	70	100
6	MCACT116	Probability and Statistics for Computer Applications	5	5	30	70	100
7	MCACP117	JAVA Programming Lab	3	1.5	25	50	75
8	MCACP118	Data Structures Lab	3	1.5	25	50	75
				Total			750

Prerequisite Course for the B.Sc./B.A./ B.Com. Students without Computer Science background:


S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1.	MCAPRC01*	Fundamentals of Computers and Programming	2	2	30	--	30
				Total			30

* - A separate Certificate shall be issued for the students who will pass this prerequisite Course.


(Chairman, BOS)

Second Semester:

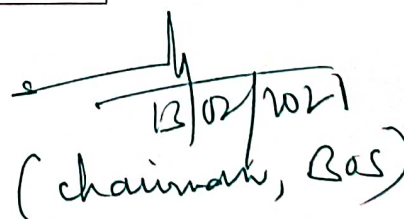
S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT121	Computer Networks	5	5	30	70	100
2	MCACT122	Database Management Systems	5	5	30	70	100
3	MCACT123	Operating Systems	5	5	30	70	100
4	MCACT124	Design and Analysis of Algorithms	5	5	30	70	100
5	MCACT125	Software Engineering	5	5	30	70	100
6	MCAEE126	Open Elective from other departments (External Elective-I)	3	3	20	40	60
7	MCASS126	Open Elective from other departments (Soft Skills-I)	2	2	15	25	40
8	MCACPI27	DBMS Lab	3	1.5	25	50	75
9	MCACPI28	Computer Networks and OS Lab	3	1.5	25	50	75
		Total		33			750


 13/02/2021
 (Chairman, QoS)

Third Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT231	Web Technologies	5	5	30	70	100
2	MCACT232	Artificial Intelligence	5	5	30	70	100
3	MCACT233	Cloud Computing	5	5	30	70	100
4	MCACT234	Internal Elective - I	5	5	30	70	100
5	MCAEE235	Open Elective from other departments (External Elective-II)	3	3	--	60	60
6	MCASS235	Open Elective from other departments (Soft Skills-II)	2	2	--	40	40
7	MCACP236	Web Technologies Lab	3	1.5	25	50	75
8	MCACP237	Internal Elective – I Lab	3	1.5	25	50	75
9	MCACP238	Mini Project Work	3	1.5	25	50	75
		Total		29.5			725

Internal Elective-I
Dot Net Technologies
Computer Graphics
Machine Learning with Python
Mobile Computing


 13/02/2021
 (Chairman, Bas)

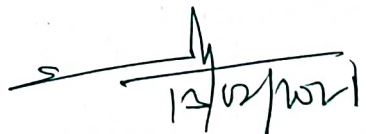
Fourth Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCAIT241	Internal Elective – II	5	5	30	70	100
2	MCAIT242	Internal Elective - III	5	5	30	70	100
3	MCACP243	Major Project Work #	--	15	100	200	300
		Total		25			400

- Two months Course work and three months industrial Project Work

Internal Elective-II	Internal Elective-III
Internet of Things	Data Warehousing and Mining
Cryptography and Network Security	Big Data Analytics
Soft Computing	Business Intelligence
Information Retrieval	Block Chain Technology
MOOCs-1 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Data Science • Cyber Security • Any recommended course 	MOOCs-2 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Full Stack Technologies • Neural Networks • Any recommended course

* - Students shall complete the MOOCs Courses before going for Industrial Project Work. They can also complete even in earlier semesters.


 12/02/2021
 (Chairman, BOS)

DRAVIDIAN UNIVERSITY – KUPPAM
DEPARTMENT OF COMPUTER SCIENCE


**Open Electives offered by the Department for the students of other
Departments**

Second Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE01	Web Designing	3
CSTSS01	Office Automation tools	2

Third Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE02	Programming in C	3
CSTSS02	Bloging	2


12/02/2021
(Chairman, BOS)




DRAVIDIAN UNIVERSITY
SRINIVASAVANAM, KUPPAM – 517 426

DEPARTMENT OF COMPUTER SCIENCE

Minutes of the Meeting of the Board of Studies (BoS) in Computer Science held on 13-02-2021 at 02:30 p.m. (Online) at the Dept. of Computer Science, Dravidian University, Kuppam.

Members Present:

1. Prof. S. Aquter Babu - Chairman
Dept. of Computer Science
Dravidian University
Kuppam
2. Prof. K. Ammulu - Head of the Department
Dept. of Computer Science
Dravidian University
Kuppam
3. Prof. T. Anuradha - Member
Dept. of Computer Science
Dravidian University
Kuppam
4. Prof. S. Ramakrishna - Member
Dept. of Computer Science
Sri Venkateswara University
Tirupati
5. Prof. Ch. D. V. Subba Rao - Member
Dept. of Computer Science and Engineering
SVU College of Engineering
Sri Venkateswara University
Tirupati
6. Prof. M. Sornam - Member
Dept. of Computer Science
University of Madras
Chennai


13/02/2021
(BoS, Chairman)

7. Mr. M.L. Venkataramana Reddy - Member
Business Operations Leader
IBM, Bangalore

The members of the BOS have discussed the syllabi thoroughly, and unanimously resolved as under:

Resolutions :

1. Resolved to recommend the syllabi for Two year MCA Programme as given in the annexure to be implemented with effect from the academic year 2020-21.

All the members of BOS have sent the recommendations to the Chairman, BOS through e-mail.


Prof. S. AQUTER BABU
Chairman, BOS in Computer Science
Dravidian University
Kuppam

ANNEXURE

**DRAVIDIAN UNIVERSITY
KUPPAM-517426**

**SCHOOL OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF COMPUTER SCIENCE**



**Two year
Master of Computer Applications (MCA)
Programme w.e.f. the Academic year 2020-21**

**Choice Based Credit System (CBCS)
2020-2021**

[Signature]
13/02/2021
(Chairman, BOS)

ANNEXURE

DRAVIDIAN UNIVERSITY – KUPPAM DEPARTMENT OF COMPUTER SCIENCE

Two-Year MCA Programme

PROGRAMME STRUCTURE


First Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT111	Object-Oriented Programming with JAVA	5	5	30	70	100
2	MCACT112	Discrete Mathematical Structures	5	5	30	70	100
3	MCACT113	Computer Organization	5	5	30	70	100
4	MCACT114	Data Structures	5	5	30	70	100
5	MCACT115	Accounting and Financial Management	5	5	30	70	100
6	MCACT116	Probability and Statistics for Computer Applications	5	5	30	70	100
7	MCACP117	JAVA Programming Lab	3	1.5	25	50	75
8	MCACP118	Data Structures Lab	3	1.5	25	50	75
Total					33		750

Prerequisite Course for the B.Sc./B.A./ B.Com. Students without Computer Science background:


S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1.	MCAPRC01*	Fundamentals of Computers and Programming	2	2	30	--	30
Total				2			30

* - A separate Certificate shall be issued for the students who will pass this prerequisite Course.


(Chairman, BOS)

Second Semester:

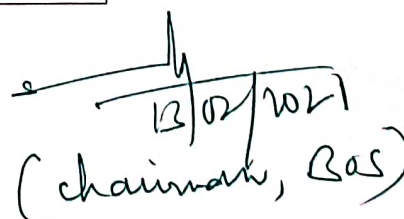
S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT121	Computer Networks	5	5	30	70	100
2	MCACT122	Database Management Systems	5	5	30	70	100
3	MCACT123	Operating Systems	5	5	30	70	100
4	MCACT124	Design and Analysis of Algorithms	5	5	30	70	100
5	MCACT125	Software Engineering	5	5	30	70	100
6	MCAEE126	Open Elective from other departments (External Elective-I)	3	3	20	40	60
7	MCASS126	Open Elective from other departments (Soft Skills-I)	2	2	15	25	40
8	MCACPI27	DBMS Lab	3	1.5	25	50	75
9	MCACPI28	Computer Networks and OS Lab	3	1.5	25	50	75
		Total		33			750


 13/02/2021
 (Chairman, QoS)

Third Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCACT231	Web Technologies	5	5	30	70	100
2	MCACT232	Artificial Intelligence	5	5	30	70	100
3	MCACT233	Cloud Computing	5	5	30	70	100
4	MCACT234	Internal Elective - I	5	5	30	70	100
5	MCAEE235	Open Elective from other departments (External Elective-II)	3	3	--	60	60
6	MCASS235	Open Elective from other departments (Soft Skills-II)	2	2	--	40	40
7	MCACP236	Web Technologies Lab	3	1.5	25	50	75
8	MCACP237	Internal Elective – I Lab	3	1.5	25	50	75
9	MCACP238	Mini Project Work	3	1.5	25	50	75
Total				29.5			725

Internal Elective-I
Dot Net Technologies
Computer Graphics
Machine Learning with Python
Mobile Computing


 13/02/2021
 (Chairman, Bas)

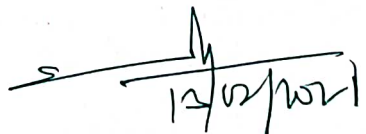
Fourth Semester:

S. No.	Course Code	Course Title	Hrs. (Per Week)	Credits	Max. Marks		
					Internal	External	Total
1	MCAIT241	Internal Elective – II	5	5	30	70	100
2	MCAIT242	Internal Elective - III	5	5	30	70	100
3	MCACP243	Major Project Work #	--	15	100	200	300
		Total		25			400

- Two months Course work and three months industrial Project Work

Internal Elective-II	Internal Elective-III
Internet of Things	Data Warehousing and Mining
Cryptography and Network Security	Big Data Analytics
Soft Computing	Business Intelligence
Information Retrieval	Block Chain Technology
MOOCs-1 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Data Science • Cyber Security • Any recommended course 	MOOCs-2 (NPTEL/ SWAYAM) * : <ul style="list-style-type: none"> • Full Stack Technologies • Neural Networks • Any recommended course

* - Students shall complete the MOOCs Courses before going for Industrial Project Work. They can also complete even in earlier semesters.


 12/02/2021
 (Chairman, BOS)

DRAVIDIAN UNIVERSITY – KUPPAM
DEPARTMENT OF COMPUTER SCIENCE


**Open Electives offered by the Department for the students of other
Departments**

Second Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE01	Web Designing	3
CSTSS01	Office Automation tools	2

Third Semester:

Open Electives offered to the students of other Departments		
Course Code	Course Title	Credits
CSTEE02	Programming in C	3
CSTSS02	Blogging	2


12/02/2021
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