

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/06

Dated: 21.07.2025

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 07-6/ dated 23.05.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of Semester-I/II of the following Departments under Faculty of Arts based on Postgraduate Curriculum Framework 2024, are notified herewith for the information of all concerned:

DEPARTMENT	SYLLABI	ANNEXURE
Hindi	M.A. Hindi- Semester-I	1
English	M.A. English	2
Arabic	M.A. Arabic	3
Psychology	1. M.A. Psychology 2. M.A. Applied Psychology	4


REGISTRAR

राष्ट्रीय शिक्षा नीति 2020
MA Hindi 1st Year
I Semester

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Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
DSC1 हिंदी साहित्य का इतिहास (आदिकाल से रीतिकाल तक)	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. हिंदी साहित्य के इतिहास का विश्लेषणात्मक अध्ययन कराना।
2. इतिहास लेखन, प्रमुख इतिहास ग्रंथ एवं साहित्येतिहास दर्शन से परिचय करवाना।
3. विभिन्न कालखंडों का साहित्यिक ज्ञान करवाना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी साहित्येतिहास से परिचित हो सकेंगे।
2. विभिन्न कालखंडों के परिवेश एवं प्रवृत्ति को जान सकेंगे।
3. विद्यार्थियों को विभिन्न काव्यधाराओं की जानकारी हो सकेगी।

इकाई – 1 : साहित्य इतिहास लेखन

(9 घंटे)

- साहित्येतिहास एवं साहित्येतिहास दर्शन
- हिंदी साहित्येतिहास लेखन की परंपरा
- हिंदी साहित्येतिहास : काल-विभाजन एवं नामकरण
- साहित्येतिहास का पुनर्लेखन

इकाई – 2 : आदिकाल

(12 घंटे)

- काल-विभाजन एवं नामकरण की समस्या
- आदिकालीन साहित्य : पृष्ठभूमि, परिवेश एवं प्रवृत्तियां
- आदिकालीन साहित्य : सिद्ध-नाथ, जैन एवं रासो साहित्य
- रचनाकार : चंदबरदाई, नरपति नाल्ह, अद्दहमाण, विद्यापति



इकाई – 3 : भक्तिकाल

(12 घंटे)

- भक्तिकालीन सामाजिक, सांस्कृतिक परिवेश एवं तत्कालीन मुख्य साहित्यिक प्रवृत्तियां
- भक्ति-आंदोलन का अखिल भारतीय परिप्रेक्ष्य
- भक्ति की काव्यधाराएं : निर्गुण एवं सगुण
- रचनाकार : कबीर, रैदास, दादू, जायसी, तुलसीदास, सूरदास, नंददास, मीरा, ताज बीबी, रसखान

इकाई – 4 : रीतिकाल

(12 घंटे)

- काल-विभाजन एवं नामकरण की समस्या
- रीतिकालीन साहित्य : पृष्ठभूमि, प्रवृत्तियां एवं शास्त्रीय आधार
- रीतिकालीन साहित्य : रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त
- रचनाकार : केशव, बिहारी, देव, मतिराम, घनानंद, बोधा, आलम, ठाकुर, भूषण, गिरिधर कविराय

सहायक ग्रंथ :

1. शुक्ल, रामचंद्र; हिंदी साहित्य का इतिहास, नागरी प्रचारिणी सभा, वाराणसी, उत्तर प्रदेश।
2. द्विवेदी, हजारी प्रसाद; हिंदी साहित्य का आदिकाल, राजकमल प्रकाशन, दिल्ली।
3. द्विवेदी, हजारी प्रसाद; हिंदी साहित्य की भूमिका, राजकमल प्रकाशन, दिल्ली।
4. डॉ. नगेंद्र; रीतिकाव्य की भूमिका, नेशनल पब्लिशिंग हाउस, दिल्ली।
5. डॉ. नगेंद्र / डॉ. हरदयाल (संपादक); हिंदी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, दिल्ली।
6. सिंह, बच्चन; हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, दिल्ली।
7. शर्मा, नलिन विलोचन; साहित्य का इतिहास दर्शन, बिहार-राष्ट्रभाषा-परिषद, पटना।
8. वर्मा, रामकुमार; हिंदी साहित्य का आलोचनात्मक इतिहास, लोकभारती प्रकाशन, दिल्ली।
9. पांडेय, मैनेजर; साहित्य और इतिहास दृष्टि, वाणी प्रकाशन, दिल्ली।
10. मिश्र, विश्वनाथ प्रसाद; हिंदी साहित्य का अतीत (भाग 1 एवं 2) वाणी प्रकाशन, दिल्ली।
11. चतुर्वेदी, रामस्वरूप; हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, दिल्ली।
12. राय, अनिल; आदिकालीन हिंदी साहित्य : अध्ययन की दिशाएं, वाणी प्रकाशन, दिल्ली।



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
DSC2 हिंदी कविता (आदिकाल से रीतिकाल तक)	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. हिंदी कविता की परंपरा से परिचित करवाना।
2. हिंदी साहित्य के इतिहास के आरंभिक तीन कालखंडों की काव्य प्रवृत्तियों का परिचय देना।
3. आदिकाल, भक्तिकाल और रीतिकाल के प्रमुख रचनाकारों एवं उनकी प्रमुख कृतियों का ज्ञान करवाना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी हिंदी कविता की परंपरा से परिचित होंगे।
2. हिंदी साहित्य के इतिहास के आरंभिक तीन कालखंडों की काव्य प्रवृत्तियों को समझने में समर्थ होंगे।
3. आदिकाल, भक्तिकाल और रीतिकाल के प्रमुख रचनाकारों एवं उनकी प्रमुख कृतियों का ज्ञान होगा।

इकाई – 1 : आदिकाल से रीतिकाल तक : परिचय

(9 घंटे)

- हिंदी कविता की विकास यात्रा : आदिकाल से रीतिकाल तक
- आदिकाल : काव्य प्रवृत्तियां एवं सामाजिक, राजनीतिक, सांस्कृतिक परिस्थितियां
- भक्तिकाल : काव्य प्रवृत्तियां एवं सामाजिक, राजनीतिक, सांस्कृतिक परिस्थितियां
- रीतिकाल : काव्य प्रवृत्तियां एवं सामाजिक, राजनीतिक, सांस्कृतिक परिस्थितियां

इकाई – 2 : आदिकालीन हिंदी कविता

(12 घंटे)

- दोहा कोश (सरहपाद) : महापंडित राहुल सांकृत्यायन (संपादक), बिहार राष्ट्रभाषा परिषद्, पटना।
ब्राह्मण – दोहा संख्या 1, 2; चित्त – दोहा संख्या 24, 25; सहज, महासुख – दोहा संख्या 43, 44; परमपद – दोहा संख्या 49; देह ही तीर्थ – दोहा संख्या 96, 97
- कयमास वध (पृथ्वीराज रासो) : माता प्रसाद गुप्त (संपादक), लोकभारती प्रकाशन, प्रयागराज।
छंद संख्या – 2, 5, 6, 7, 9, 10, 11, 12, 41, 43
- गोरखबानी : डॉ. पीतांबरदत्त बड़थवाल (संपादक), आर्यवर्त संस्कृति संस्थान, दिल्ली।
सबदी संख्या – 1, 4, 5, 6, 7, 8, 10, 11, 16, 19



- **विद्यापति की पदावली** : आचार्य श्रीरामलोचनशरण (संपादक), श्री रामवृक्ष बेनीपुरी (संकलितता), पुस्तक भंडार, पटना ।

पद संख्या – 1, 2, 3, 4, 5

इकाई – 3 : भक्तिकालीन हिंदी कविता

(12 घंटे)

- **कबीरदास** : आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली ।
पद संख्या – 5, 22, 35, 42, 43; साखी – 199, 200, 201
- **मलिक मुहम्मद जायसी** : श्री वासुदेवशरण अग्रवाल (संपादक), लोकभारती प्रकाशन, प्रयागराज ।
नागमती वियोग खंड – 341 से 350 तक
- **तुलसीदास** : रामचरितमानस, गीता प्रेस, गोरखपुर ।
अयोध्याकांड – दोहा संख्या 1 से 10 तक (चौपाईयों सहित)
- **सूरदास** : सूरसागर सार, डॉ. धीरेन्द्र वर्मा (संपादक), साहित्य भवन प्रकाशन लिमिटेड, प्रयागराज ।
विनय और भक्ति के पद – 1, 2, 3, 9, 12, 14, 16, 18, 23, 25

इकाई – 4 : रीतिकालीन हिंदी कविता

(12 घंटे)

- **भूषण** : भूषण ग्रंथावली, विश्वनाथ प्रसाद मिश्र (प्रधान संपादक), साहित्य सेवक कार्यालय, काशी ।
शिवाबवानी : छंद संख्या : 1 से 15 तक ।
- **देव** : रीतिकाव्य-संग्रह, डॉ. जगदीश गुप्त, साहित्य भवन प्रकाशन लिमिटेड, प्रयागराज ।
पद संख्या – 5, 9, 14, 33, 43
- **घनानंद** : घनानंद ग्रंथावली, ।
घनानंद कवित्त : मूल ग्रंथ से – 1 से 15 (कवित्त एवं सवैया)
- **बिहारी** : बिहारी रत्नाकर, श्री जगन्नाथदास 'रत्नाकर', जयभारती प्रकाशन, इलाहाबाद ।
दोहा संख्या – 1, 4, 8, 10, 11, 12, 15, 22, 27, 28, 34, 35, 37, 38, 41, 43, 85, 131, 171, 217 (कुल 20)

सहायक ग्रंथ :

1. द्विवेदी, हजारी प्रसाद; हिंदी साहित्य का आदिकाल, वाणी प्रकाशन, दिल्ली ।
2. द्विवेदी, हजारी प्रसाद; कबीर, राजकमल प्रकाशन, दिल्ली ।
3. शुक्ल, रामचंद्र; त्रिवेणी, अनन्य प्रकाशन, दिल्ली ।
4. सिंह, सुधा; हिंदी इतिहास का वैकल्पिक परिप्रेक्ष्य, हंस प्रकाशन, नयी दिल्ली ।
5. पांडेय, मैनेजर; भक्ति आंदोलन और सूर का काव्य, वाणी प्रकाशन, दिल्ली ।
6. सिंह, बच्चन; बिहारी का नया मूल्यांकन, लोकभारती प्रकाशन, दिल्ली ।
7. सिंह, उदयभानु; तुलसी-काव्य-मीमांसा, राधाकृष्ण प्रकाशन, दिल्ली ।
8. डॉ. नगेंद्र; रीतिकाव्य की भूमिका, नेशनल पब्लिशिंग हाउस, दिल्ली ।
9. राय, अनिल; भक्ति संवेदना और मानव मूल्य, नयी किताब प्रकाशन, दिल्ली ।



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
DSC3 भारतीय काव्यशास्त्र	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भारतीय काव्यशास्त्र की परंपरा को समझना।
2. प्रमुख काव्यशास्त्रीय सिद्धांतों का अध्ययन करना।
3. प्रमुख आचार्यों और उनके योगदानों को समझना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. साहित्य, भाषा और काव्य में रुचि रखने वाले विद्यार्थियों हेतु उपयोगी होगा।
2. भारतीय साहित्य की परंपरा और सौंदर्यबोध को आधुनिक दृष्टिकोण से समझने में सहायक होगा।
3. काव्यशास्त्रीय सिद्धांतों का प्रयोग कविता एवं साहित्य रचने हेतु प्रेरित करने में सहायक होगा।

इकाई – 1 : काव्य का स्वरूप

(9 घंटे)

- काव्य लक्षण
- काव्य हेतु
- काव्य प्रयोजन
- काव्य के भेद

इकाई – 2 : रस एवं अलंकार सिद्धांत

(12 घंटे)

- रस का स्वरूप, अवयव एवं भेद
- रस निष्पत्ति का सिद्धांत एवं साधारणीकरण
- अलंकार सिद्धांत एवं उसकी मान्यताएं
- अलंकार के भेद एवं उपभेद



इकाई – 3 : रीति एवं वक्रोक्ति सिद्धांत

(12 घंटे)

- रीति सिद्धांत एवं उसकी मान्यताएं
- रीति के भेद-उपभेद, काव्य गुण एवं काव्यदोष
- वक्रोक्ति सिद्धांत एवं उसकी मान्यताएं
- वक्रोक्ति सिद्धांत के भेद-उपभेद

इकाई – 4 : ध्वनि एवं औचित्य सिद्धांत

(12 घंटे)

- ध्वनि सिद्धांत और उसकी मान्यताएं
- ध्वनि के भेद-उपभेद
- शब्द शक्ति : अर्थ, परिभाषा एवं भेद
- औचित्य सिद्धांत और उसकी मान्यताएं

सहायक ग्रंथ :

1. शुक्ल, आचार्य रामचंद्र; रस मीमांसा, पुस्तक प्रतिष्ठान, दिल्ली।
2. चौधरी, सत्यदेव; भारतीय काव्यशास्त्र : सुबोध विवेचन।
3. नगेंद्र, डॉ.; रीतिकाव्य की भूमिका, नेशनल पब्लिशिंग कंपनी, दिल्ली।
4. नगेंद्र, डॉ.; रस सिद्धांत, नेशनल पब्लिशिंग कंपनी, दिल्ली।
5. वर्मा, हरिश्चंद्र; भारतीय काव्यशास्त्र, हरियाणा ग्रंथ अकादमी, पंचकूला, हरियाणा।
6. मिश्र, भगीरथ; हिंदी काव्यशास्त्र का इतिहास, हिंदी प्रकाशन लखनऊ विश्वविद्यालय, उत्तर प्रदेश।
7. त्रिपाठी, राममूर्ति; भारतीय काव्यशास्त्र के नये क्षितिज, राजकमल प्रकाशन, दिल्ली।



राष्ट्रीय शिक्षा नीति 2020
एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of DSE
भाषा, समाज और अस्मिता

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE1 भाषा, समाज और अस्मिता	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम का उद्देश्य (Course Objective):

1. भाषा और अस्मिता की आधारभूत समझ विकसित करना।
2. भाषा और समाज के अंतर्संबंधों से परिचय कराना।
3. भाषा संप्रेषण की प्रक्रिया से परिचित कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. भाषा संबंधी आधारभूत समझ विकसित होगी।
2. भाषा और अस्मिता की प्रमुख संकल्पनाओं से परिचय प्राप्त हो सकेगा।
3. भाषा, समाज और संप्रेषण के मध्य अंतर्संबंधों का ज्ञान प्राप्त होगा।

इकाई – 1 : भाषा और अस्मिता निर्माण की प्रक्रिया

(12 घंटे)

- भाषा और वर्ग
- भाषा और जेंडर, स्त्री भाषा
- भाषा और स्थानीयता
- भाषा और संस्कृति

इकाई – 2 : भाषिक समुदाय और संप्रेषण प्रक्रिया

(12 घंटे)

- भाषिक समुदाय की अवधारणा
- भाषिक समुदाय और संप्रेषण की विशिष्टता
- संप्रेषण की प्रक्रिया
- भाषिक समुदाय और संस्कृति के निर्माण में संप्रेषण की भूमिका



इकाई – 3 : भाषा और संपर्क

(12 घंटे)

- भाषा व्यवस्था और भाषा व्यवहार
- कोड मिश्रण और कोड परिवर्तन
- पिजिन और क्रियोल
- द्विभाषिकता और बहुभाषिकता

इकाई – 4 : भाषा और सामाजिक संदर्भ

(9 घंटे)

- संबोधन-शब्दावली
- रिश्ते-नाते की शब्दावली
- सोशल मीडिया की शब्दावली (मीम्स, इमोजी और संक्षिप्तियाँ)
- भाषा अनुरक्षण और विस्थापन

सहायक ग्रंथ :

1. श्रीवास्तव, रवींद्रनाथ; भाषाई अस्मिता और हिंदी, वाणी प्रकाशन, दिल्ली ।
2. श्रीवास्तव, रवींद्रनाथ; हिंदी भाषा का समाजशास्त्र, वाणी प्रकाशन, दिल्ली ।
3. शर्मा, रामविलास; भाषा और समाज, राजकमल प्रकाशन, दिल्ली ।
4. मुकुल, प्रो. मंजु; संप्रेषण चिंतन और दक्षता, शिवालिक प्रकाशन, दिल्ली ।
5. शर्मा, देवेन्द्रनाथ; भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली ।
6. तिवारी, भोलानाथ; भाषाविज्ञान, किताब महल प्रकाशन, प्रयागराज, उत्तर प्रदेश ।
7. शर्मा, राजमणि; आधुनिक भाषाविज्ञान, वाणी प्रकाशन, दिल्ली ।
8. फील्ड, ब्लूम (अनुवाद : विश्वनाथ प्रसाद); भाषा, मोतीलाल बनारसीदास, दिल्ली ।
9. तिवारी, उदय नारायण; भाषाशास्त्र की रूपरेखा, भारती भंडार लीडर प्रेस, प्रयागराज, उत्तर प्रदेश ।



भारतीय नाट्य चिंतन परंपरा तथा भारतीय भाषाओं का रंगमंच

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE1 भारतीय नाट्य चिंतन परंपरा तथा भारतीय भाषाओं का रंगमंच	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भारतीय नाट्य चिंतन की परंपरा की समझ विकसित करना।
2. भारतीय भाषाओं के नाटकों द्वारा भारतीय सांस्कृतिक चेतना की पहचान करवाना।
3. भारतीय भाषाओं में लिखित नाटकों द्वारा वैविध्य में निहित भारतीयता की एकरूपता का बोध कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थियों को भारतीय नाट्य चिंतन परंपरा का ज्ञान प्राप्त होगा।
2. नाट्य लेखन तथा रंगकर्म में प्रादेशिक पारस्परिक आदान-प्रदान संबंधी समझ विकसित होगी।
3. भारतीय संस्कृति की विराटता का परिचय प्राप्त हो सकेगा।

इकाई – 1 : भरतमुनि का नाट्य चिंतन

(9 घंटे)

- रंगमंच की अवधारणा
- अभिनेयता – नायक-नायिका एवं अन्य पात्र
- सहृदय की अवधारणा
- नाट्य संदर्भ में रस-सूत्र की व्याख्या

इकाई – 2 : शाकुंतल – महाकवि कालिदास

(12 घंटे)

(संस्कृत से हिंदी रूपांतरण – मोहन राकेश, राजकमल प्रकाशन, दिल्ली)

इकाई – 3 : संध्या छाया – जयवंत दलवी

(12 घंटे)

(मराठी से हिंदी अनुवाद – कुसुम कुमार, लिपि प्रकाशन, दिल्ली)



(जगदीशचंद्र माथुर, डॉ. दशरथ ओझा (संपादक), नेशनल पब्लिशिंग हाउस, दिल्ली)

सहायक ग्रंथ :

1. अग्रवाल, प्रतिभा (संपादक); भारतीय रंगकोश, राजकमल प्रकाशन, दिल्ली ।
2. त्रिपाठी, राधावल्लभ; नाट्यशास्त्र विश्वकोश, न्यू भारतीय बुक कॉर्पोरेशन, नयी दिल्ली ।
3. अल्काजी, इब्राहिम; आज के रंग नाटक, राष्ट्रीय नाट्य विद्यालय, नयी दिल्ली ।
4. आनंद, महेश; रंग दस्तावेज : सौ साल (भाग 1 एवं 2), वाणी प्रकाशन, दिल्ली ।
5. चतुर्वेदी, सीताराम; भारतीय तथा पाश्चात्य रंगमंच, हिंदी समिति सूचना विभाग, लखनऊ, उत्तर प्रदेश ।
6. अवस्थी, सुरेश; हे सामाजिक, राष्ट्रीय नाट्य विद्यालय, नयी दिल्ली ।
7. तनेजा, जयदेव; नई रंग चेतना और हिंदी नाटककार, तक्षशिला प्रकाशन, दिल्ली ।
8. अग्रवाल, कुंवरजी; आधुनिक नाटक का अन्वेषण कुछ पश्चिमी दस्तावेज, मोतीलाल बनारसीदास पब्लिशिंग हाउस, नयी दिल्ली ।



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एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of DSE
आधुनिकता की यात्रा

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE1 आधुनिकता की यात्रा	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. हिंदी साहित्य के आधुनिक इतिहास और अवधारणाओं का विश्लेषणात्मक ज्ञान देना।
2. विभिन्न रचनाकारों और उनकी रचनाओं का विशिष्ट ज्ञान देना।
3. आधुनिकता संबंधित विभिन्न अवधारणाओं से परिचय कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थियों को हिंदी साहित्य के आधुनिक युग का विशिष्ट ज्ञान होगा।
2. प्रमुख रचनाकारों और उनकी रचनाओं की समझ विकसित होगी।
3. आधुनिकता संबंधित विभिन्न अवधारणाओं से परिचय होगा।

इकाई – 1 : आधुनिकता एवं पुनर्जागरण

(9 घंटे)

- आधुनिक चिंतन और आधुनिकता बोध
- पुनर्जागरण और नवजागरण की अवधारणा
- पुनर्जागरण, नवजागरण और आधुनिकता के अंतर्संबंध
- निर्धारित पाठ : परीक्षा गुरु – लाला श्रीनिवास दास

इकाई – 2 : रंगभूमि – प्रेमचंद

(12 घंटे)

- औद्योगिक क्रांति
- पूंजीवाद का विकास
- लोकतंत्र का विकास
- सत्याग्रह की अवधारणा
- निर्धारित पाठ : रंगभूमि – प्रेमचंद



इकाई – 3 : नदी के द्वीप – अज्ञेय

(12 घंटे)

- आधुनिक शिक्षा व्यवस्था का विकास
- नगरीकरण
- समाज और व्यक्ति
- आधुनिकीकरण और आधुनिकतावाद
- निर्धारित पाठ : नदी के द्वीप – अज्ञेय

इकाई – 4 : मैला आंचल – फणीश्वरनाथ रेणु

(12 घंटे)

- मोहभंग का दौर
- सांस्कृतिक पूंजी
- सांस्कृतिक संस्थान
- सांस्कृतिक उत्पाद के रूप में कला
- निर्धारित पाठ : मैला आंचल – फणीश्वरनाथ रेणु

सहायक ग्रंथ :

1. The subject of Modernity, Anthony J. Casscardi
2. The Constitution of Society, Anthony Giddens
3. The Consequences of Modernity, Anthony Giddens
4. The Class Struggle Urban Contradictions, M. Castells
5. The City & Grassroots, M. Castelles.
6. मेघ, रमेश कुंतल; आधुनिकता और आधुनिकीकरण
7. पचौरी, सुधीश; नयी साहित्यिक सांस्कृतिक सिद्धांतिकियाँ, वाणी प्रकाशन, नयी दिल्ली ।



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE1 हिंदी साहित्य में भारतबोध	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. विद्यार्थियों को भारत को समझने के लिए भारतीय दृष्टि से परिचित करवाना ।
2. भारतीय साहित्य में भारतीयता की सतत परंपरा को चिन्हित करना ।
3. हिंदी साहित्य में भारतबोध की उपस्थिति को रेखांकित करना ।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी भारत को समझने के लिए भारतीय दृष्टि से परिचित हो सकेंगे ।
2. भारतीय साहित्य में भारतीयता की सतत परंपरा को चिन्हित कर सकेंगे ।
3. हिंदी साहित्य में भारतबोध की उपस्थिति को रेखांकित कर सकेंगे ।

इकाई – 1 : भारतबोध की संकल्पना

(12 घंटे)

- भारतीय दृष्टि से भारत का अनुशीलन : प्राच्यवाद, भारतविद्या, भारतबोध
- भारतीय समाज एवं संस्कृति
- भारतीय जीवन-दृष्टि, भारत का लोक और लोकप्रज्ञा
- वि-उपनिवेशीकृत भारतीय चित्त / मानस

इकाई – 2 : भारतीय साहित्य और भारतबोध

(12 घंटे)

- वैदिक वाङ्मय, पुराण एवं उपनिषद्, संगम साहित्य, बौद्ध एवं जैन साहित्य : संक्षिप्त परिचय
- भारतीय भक्ति काव्य : सामान्य परिचय
- भारतीय पुनर्जागरण / नवजागरण एवं भारतीय साहित्य
- राष्ट्रीय स्वाधीनता आंदोलन एवं भारतीय साहित्य



इकाई – 3 : हिंदी साहित्य और भारतबोध – 1 (पाठ आधारित कविताएं)

(9 घंटे)

- राम-भरत संवाद – अयोध्या कांड, रामचरितमानस (तुलसीदास)
- यशोधरा खंड (1 से 8) – यशोधरा (मैथिलीशरण गुप्त)
- जागो फिर एक बार – सूर्यकांत त्रिपाठी 'निराला'
- कालीदास सच सच बतलाना – नागार्जुन
- अरुण यह मधुमय देश हमारा – चंद्रगुप्त (जयशंकर प्रसाद)
- साम्राज्ञी का नैवेद्य-दान – सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'

इकाई – 4 : हिंदी साहित्य और भारतबोध – 2 (पाठ आधारित गद्य)

(12 घंटे)

- हिंदी नवजागरण : भारत दुर्दशा (नाटक) – भारतेन्दु हरिश्चंद्र
- राष्ट्रीय स्वाधीनता आंदोलन : यह मेरी मातृभूमि है (कहानी) – प्रेमचंद
- आधुनिक भारत का निर्माण : परती परिकथा (प्रारंभिक 50 पृष्ठ) – फणीश्वरनाथ रेणु
- वि-उपनिवेशिकरण की प्रक्रिया : तुलसी के हिय हेरि (निबंध) – विष्णुकांत शास्त्री

सहायक ग्रंथ :

1. दिनकर, रामधारी सिंह; संस्कृति के चार अध्याय, लोकभारती प्रकाशन, दिल्ली।
2. वर्मा, महादेवी; भारतीय संस्कृति के स्वर, राजपाल एंड संस, दिल्ली।
3. अग्रवाल, वासुदेवशरण; भारत की मौलिक एकता, राष्ट्रीय पुस्तक न्यास, दिल्ली।
4. उपाध्याय, भगवतशरण; भारत की संस्कृति की कहानी, राजपाल एंड संस, दिल्ली।
5. द्विवेदी, आचार्य हजारी प्रसाद; मध्यकालीन धर्म साधना, लोकभारती प्रकाशन, दिल्ली।
6. शर्मा, डॉ. मालती; वैदिक संहिताओं में नारी, संपूर्णानंद संस्कृत विश्वविद्यालय, वाराणसी, उत्तर प्रदेश।
7. दीपक, जे. साई; इंडिया अर्थात् भारत : उपनिवेशिकता, सभ्यता, संविधान, ब्लूमसबरी इंडिया।
8. कुमार, चंदन; संत-भक्त परंपरा का भारतबोध, विश्वभारती पत्रिका, जुलाई-सितंबर 2024 अंक, पृष्ठ 9-17
9. Coomaraswamy, Ananda K; Introduction to Indian Art, Munshiram Manohar Lal Publishers.



राष्ट्रीय शिक्षा नीति 2020
एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of DSE
संचार माध्यम : अवधारणा एवं स्वरूप

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE2 संचार माध्यम : अवधारणा एवं स्वरूप	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. संचार के विभिन्न माध्यमों के बारे में समझ प्रदान करना ।
2. संचार के विभिन्न रूपों; प्रिंट, इलेक्ट्रानिक, डिजिटल मीडिया आदि के बारे जानकारी देना ।
3. तकनीकों के माध्यम से समाज में सूचना का आदान-प्रदान कैसे होता है, यह जानना ।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी संचार माध्यमों के समाज, राजनीति, संस्कृति आदि पर पड़े प्रभावों को जान सकेंगे ।
2. संचार के विभिन्न रूपों (मौखिक, लिखित, डिजिटल) और उनके कार्यक्षेत्रों की समझ विकसित होगी ।
3. नए तरह के डिजिटल और सोशल मीडिया प्लेटफार्मों की कार्यप्रणाली और उनके प्रभावों की समझ बनेगी ।

इकाई – 1 : जनसंचार : अर्थ, परिभाषा एवं अवधारणा

(9 घंटे)

- अर्थ, प्रकार और क्षेत्र
- जनसंचार की अवधारणा : विभिन्न सैद्धांतिकियों के आधार पर
- जनसंचार की प्रक्रिया (प्रेषक, संदेश, चैनल, प्राप्तकर्ता, फीडबैक)
- सरकारी एवं निजी माध्यम आधारित जनसंचार और जनसंचार का महत्व

इकाई – 2 : जनसंचार के मॉडल : सिद्धांत और सिद्धांतकार

(12 घंटे)

- विल्बर श्राम, शैननवीवर, लिनीयर और इंटरएक्टिव
- न्यूकॉम्ब, गेट किपर, हाएपोडर्मिक निडल थ्योरी और प्रोपेगेंडा थियोरी
- मार्शल मैक्लुहान, एस. हॉल, रेमंड बिलियम्स



इकाई – 3 : जनसंचार के पारंपरिक माध्यम

(12 घंटे)

- पारंपरिक माध्यम : लोक कला, लोक नृत्य, चौपाल
- आधुनिक जनसंचार माध्यम के रूप में प्रेस
- स्वतंत्रता पूर्व हिंदी की विविध प्रमुख पत्र-पत्रिकाएं : उदंड मार्तंड, उचित वक्ता, कविवचन सुधा, सरस्वती, प्रताप, मतवाला ।
- स्वतंत्रता के बाद हिंदी की विविध प्रमुख पत्र-पत्रिकाएं : धर्मयुग, हंस, पहल, कथादेश, साप्ताहिक हिंदुस्तान, जनसत्ता, दैनिक जागरण, हिंदुस्तान ।

इकाई – 4 : जनसंचार के इलेक्ट्रॉनिक माध्यम

(12 घंटे)

- रेडियो : जनसंचार के माध्यम के रूप में रेडियो की भूमिका, इतिहास एवं विकास
- टेलीविजन : जनसंचार के माध्यम के रूप में टेलीविजन की भूमिका, इतिहास एवं विकास
- सिनेमा : विश्व सिनेमा एवं हिंदी सिनेमा का संक्षिप्त परिचय, जनमाध्यम के रूप में सिनेमा का महत्व, कुछ प्रतिनिधि हिंदी सिनेमा – अछूत कन्या, मदर इंडिया, तीसरी कसम, शोले
- सोशल मीडिया : जनसंचार के माध्यम के रूप में सोशल मीडिया की भूमिका, इतिहास एवं विकास

सहायक ग्रंथ :

1. मंडल, दिलीप; मीडिया का अंडरवर्ल्ड
2. सिंह, सुधा; जनमाध्यम सैद्धांतिकी
3. राजगढ़िया, विष्णु; जनसंचार सिद्धांत और अनुप्रयोग
4. सिंह, अजय कुमार; इलेक्ट्रॉनिक पत्रकारिता
5. अनुराधा, आर.; न्यू मीडिया इंटरनेट की भाषायी चुनौतियां और संभावनाएं
6. विलियम्स, रेमंड; संचार माध्यमों का वर्ग-चरित्र
7. जोशी, पी. सी.; संस्कृति विकास और संचार क्रांति
8. मिश्र, कृष्ण बिहारी; हिंदी पत्रकारिता
9. रोबिन्स, जेफ्री; भारतीय समाचार पत्रों का इतिहास



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE2 मध्यकालीन हिंदी साहित्य : अवधारणा एवं स्वरूप	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. मध्यकालीन परिवेश एवं परिस्थितियों का अध्ययन कराना।
2. मध्यकालीन हिंदी साहित्य की प्रवृत्ति और पृष्ठभूमि का ज्ञान कराना।
3. मध्यकालीन बोध के स्वरूप की जानकारी देना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थियों को मध्यकालीन अवधारणा एवं स्वरूप का सम्यक बोध हो सकेगा।
2. मध्यकालीन साहित्य की पूर्वपीठिका की समझ विकसित होगी।
3. मध्यकालीन काव्य-भाषा एवं शिल्प से परिचित हो सकेंगे।

इकाई – 1 : मध्यकाल : अवधारणा और सीमाएं

(12 घंटे)

- मध्यकाल का काल सीमांकन एवं नामकरण
- मध्यकालीन बोध : समाज और संस्कृति
- भक्ति, भक्ति-चेतना एवं भक्ति-आंदोलन
- मध्ययुगीन भारतीय संस्कृति : लोकाश्रय एवं राज्याश्रय

इकाई – 2 : मध्यकालीन साहित्य की पूर्वपीठिका

(12 घंटे)

- निर्गुण भक्ति-दर्शन : ज्ञान एवं प्रेम
- सगुण भक्ति दर्शन : लोकरक्षण एवं लोकरंजन
- काव्यशास्त्रीय परंपरा एवं रीतिकाव्य
- रीतिकाव्य में भारतबोध : वीर एवं नीति



इकाई – 3 : मध्यकालीन हिंदी काव्य : शास्त्रीय पक्ष

(12 घंटे)

- रस
- छंद
- अलंकार
- ध्वनि, गेयता, संगीत तत्व

इकाई – 4 : मध्यकालीन काव्य-रूप एवं शिल्प

(9 घंटे)

- मध्यकालीन हिंदी साहित्य का काव्य-शिल्प
- मध्यकालीन काव्य भाषाएं : ब्रज, अवधी, ब्रजबुली
- मध्यकालीन काव्य-रूप : प्रबंध, मुक्तक, प्रगीत

सहायक ग्रंथ :

1. शुक्ल, रामचंद्र; हिंदी साहित्य का इतिहास
2. द्विवेदी, हजारी प्रसाद; मध्यकालीन बोध का स्वरूप
3. शर्मा, रामविलास; परंपरा का मूल्यांकन
4. शर्मा, रामविलास; भारतीय सौंदर्यबोध और तुलसीदास
5. पांडेय, मैनेजर; भक्ति आंदोलन और सूरदास का काव्य
6. सिंह, गोपेश्वर (संपादक); भक्ति आंदोलन के सामाजिक आधार
7. नगेंद्र, डॉ.; रीतिकाव्य की भूमिका
8. दमोदरन, के.; भारतीय चिंतन परंपरा
9. राय, अनिल; भक्ति संवेदना और मानव-मूल्य



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE2 स्वाधीनता आंदोलन और हिंदी साहित्य	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. स्वाधीनता आंदोलन की पृष्ठभूमि से परिचित कराना।
2. स्वाधीनता आंदोलन में साहित्य के योगदान से अवगत कराना।
3. प्रथम स्वाधीनता संग्राम के बाद की राष्ट्रीय-सांस्कृतिक परिदृश्य से अवगत कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी भारतीय राष्ट्रवाद के उदय की पृष्ठभूमि से अवगत हो सकेंगे।
2. स्वाधीनता आंदोलन से संबंधित साहित्यिक रचनाओं एवं रचना-दृष्टि से परिचित होंगे।
3. स्वाधीनता आंदोलन से संबद्ध सामाजिक, सांस्कृतिक एवं साहित्यिक प्रवृत्तियों से अवगत होंगे।

इकाई – 1 : स्वाधीनता आंदोलन की पृष्ठभूमि एवं विकास

(9 घंटे)

- भारतीय राष्ट्रवाद का उदय
- स्वाधीनता आंदोलन के विविध चरण
- सामाजिक-धार्मिक और सांस्कृतिक आंदोलन

इकाई – 2 : स्वाधीनता आंदोलन एवं हिंदी कविता

(12 घंटे)

- स्वतंत्रता का दीपक : रामनरेश त्रिपाठी
- प्रबोधिनी : प्रताप नारायण मिश्र
- बंदी : जयशंकर प्रसाद
- मातृभूमि : मैथिलीशरण गुप्त
- वीरों का कैसा हो वसंत : सुभद्रा कुमारी चौहान
- शहीद स्तवन : रामधारी सिंह 'दिनकर'



इकाई – 3 : स्वाधीनता आंदोलन एवं कथा साहित्य

(12 घंटे)

- कर्मभूमि : प्रेमचंद
- करवट (अध्याय 12) : अमृतलाल नागर
- स्वतंत्रता की लड़ाई : कृष्णा सोबती
- आजादी का सपना : मोहन राकेश

इकाई – 4 : स्वाधीनता आंदोलन : हिंदी पत्रकारिता, नाटक एवं अन्य गद्य विधाएं

(12 घंटे)

- भारतवर्षोन्नति कैसे हो? : भारतेन्दु हरिश्चंद्र
- तुम्हारी स्मृति (संस्मरण) : माखनलाल चतुर्वेदी
- स्वाधीनता आंदोलन में हिंदी पत्रिकाओं का योगदान (बालाबोधिनी, विशाल भारत, हिंदी प्रदीप)
- चंद्रगुप्त (नाटक) – जयशंकर प्रसाद

सहायक ग्रंथ :

1. गुप्त, विद्यानाथ; हिंदी कविता में राष्ट्रीय भावना, भारतीय साहित्य मंदिर, दिल्ली।
2. टैगोर, रवींद्रनाथ; राष्ट्रवाद, नेशनल बुक ट्रस्ट, नई दिल्ली।
3. दिनकर, रामधारी सिंह; संस्कृति के चार अध्याय, लोकभारती प्रकाशन, दिल्ली।
4. राय, बाबू गुलाब; राष्ट्रीयता, किताबघर प्रकाशन, दिल्ली।
5. सुंदरलाल; भारत में अंग्रेजी राज (प्रथम और द्वितीय खंड), प्रकाशन विभाग, नई दिल्ली।
6. राय, आलोक; हिंदी राष्ट्रवाद, राजकमल प्रकाशन, नई दिल्ली।
7. डालमिया, वसुधा (लेखक) / कुमार, संजीव / दत्त, योगेंद्र (अनुवादक); हिंदू परंपराओं का राष्ट्रीयकरण, लोकभारती प्रकाशन, दिल्ली।



राष्ट्रीय शिक्षा नीति 2020
एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of DSE
भारतीय ज्ञान परंपरा और हिंदी साहित्य

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of DSE2 भारतीय ज्ञान परंपरा और हिंदी साहित्य	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भारतीय ज्ञान परंपरा की समग्र समझ विकसित करना ।
2. भारतीय ज्ञान परंपरा और हिंदी साहित्य के सहसंबंध को व्याख्यायित करना ।
3. ज्ञान की भारतीय समझ, राष्ट्रीयता और मूल्यबोध से परिचय कराना ।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थी भारतीय ज्ञान परंपरा के महत्व और गौरवबोध से अवगत होंगे ।
2. भारतीय ज्ञान के साहित्यिक संदर्भों से परिचित हो सकेंगे ।
3. हिंदी साहित्य में उपस्थित भारतीय ज्ञान के उत्स और सामाजिक-सांस्कृतिक मूल्यों के प्रति जागरूक होंगे ।

इकाई – 1 : भारतीय ज्ञान की अवधारणा और परंपरा

(9 घंटे)

- भारत : अर्थ, अवधारणा और स्वरूप एवं भारतीयता का बोध
- भारतीय ज्ञान : अर्थ, स्वरूप और परंपरा
- परंपरा और आधुनिकता का अंतर्संबंध
- ज्ञान परंपरा, भारतीय मूल्य और ज्ञान की समाजकेंद्रीयता

इकाई – 2 : भारतीय ज्ञान : शास्त्रीय-साहित्यिक-दार्शनिक संबंध

(12 घंटे)

- वाल्मीकि रामायण, महाभारत का परिचयात्मक अध्ययन
- कथा सरित्सागर और पंचतंत्र का परिचयात्मक अध्ययन
- भक्ति काव्यधारा का दार्शनिक संदर्भ
- भक्ति काव्य में अंतर्निहित भारतीय स्वत्व-बोध



इकाई – 3 : भारतीय ज्ञान, धर्म तथा मूल्यबोध एवं हिंदी कविता

- रहीम : दोहा संख्या : 1-10 (रहीम ग्रंथावली, संपादक : विद्यानिवास मिश्र)
- मैथिलीशरण गुप्त : भारत भारती (अतीत खंड)
- महादेवी वर्मा : कह दे मां अब क्या देखूं
- कुंवर नारायण : अबकी बार लौटा तो

(12 घंटे)

इकाई – 4 : आख्यान की भारतीय परंपरा और हिंदी साहित्य

- प्रेमचंद : पंच परमेश्वर (कहानी)
- सुदर्शन : हार की जीत (कहानी)
- हजारि प्रसाद द्विवेदी : बाणभट्ट की आत्मकथा (उपन्यास)
- जयशंकर प्रसाद : ध्रुवस्वामिनी (नाटक)

सहायक ग्रंथ :

1. हरि, वियोगी; हमारी परंपरा, सस्ता साहित्य मंडल, नयी दिल्ली।
2. अग्रवाल, वासुदेवशरण; पंचतंत्र
3. उपाध्याय, भगवतशरण; भारतीय संस्कृति की कहानी
4. अग्रवाल, वासुदेवशरण; भारत की मौलिक एकता
5. शर्मा, रामविलास; परंपरा का मूल्यांकन
6. शर्मा, रामविलास; भारतीय साहित्य की भूमिका
7. शर्मा, रामविलास; भारतीय संस्कृति और हिंदी प्रदेश
8. शर्मा, रामविलास; पश्चिमी एशिया और ऋग्वेद



Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of GE1 सृजनात्मक लेखन और अभिव्यक्ति कौशल	2	2	0	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम का उद्देश्य (Course Objective):

1. सृजनात्मकता और भाषायी कौशल से अवगत कराना।
2. सृजनात्मक चिंतन और लेखन क्षमता को विकसित करना।
3. विचारों का प्रभावी प्रस्तुतीकरण करना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. सृजनात्मक चिंतन और लेखन क्षमता विकसित होगी।
2. लेखन और मौखिक अभिव्यक्ति की प्रभावी क्षमता विकसित होगी।
3. समाज, राष्ट्र और संस्कृति के प्रति संवेदनशीलता का विकास होगा।

इकाई – 1 : सृजनात्मकता के विविध आयाम

(12 घंटे)

- सृजनात्मकता : अवधारणा एवं महत्व
- सृजनात्मकता के तत्व – संवेगात्मक बुद्धिमत्ता, कल्पना और स्मृति
- रचना प्रक्रिया – भावग्रहण, बोधन क्षमता और भाषिक दक्षता
- सृजनात्मकता – नवोन्मेष, नवीन सृजन और मौलिकता

इकाई – 2 : सृजनात्मक लेखन कौशल के विविध रूप

(12 घंटे)

- सृजनात्मक लेखन के प्रकार
- पद्य लेखन – कविता, गीत और गीति – नाट्य
- गद्य लेखन – उपन्यास, कहानी, संस्मरण, व्यंग्य और निबंध
- दृश्य-श्रव्य लेखन – नाटक, एकांकी और पटकथा



सहायक ग्रंथ :

1. गौतम, रमेश; रचनात्मक लेखन, ज्ञानपीठ प्रकाशन, नई दिल्ली ।
2. जगूड़ी, लीलाधर; रचना-प्रक्रिया से जूझते हुए, वाणी प्रकाशन, दिल्ली ।
3. पांडेय, मैनेजर; साहित्य के समाजशास्त्र की भूमिका, हरियाणा ग्रंथ अकादेमी, पंचकूला, हरियाणा ।
4. चतुर्वेदी, जगदीश्वर; साहित्य का इतिहास दर्शन, अनामिका पब्लिशर्स एंड डिस्ट्रीबुशन, दिल्ली अथवा ईबुक : नॉटनलडॉटकॉम ।
5. डॉ. रघुवंश, साहित्य चिंतन रचनात्मक आयाम, बिहार हिंदी ग्रंथ अकादमी, पटना, बिहार ।
6. श्रीवास्तव, राजेंद्र प्रसाद; हिंदी गद्य की नवीन विद्याएं, कानपुर साहित्य रत्नालय, कानपुर, उत्तर प्रदेश ।
7. अरोड़ा, हरीश; रचनात्मक लेखन, यश प्रकाशन, शाहदरा, नई दिल्ली ।



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एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of SEC
अनुवाद कौशल

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of GE1 अनुवाद कौशल	2	2	0	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम का उद्देश्य (Course Objective):

1. अनुवाद की आधारभूत समझ विकसित करना।
2. अनुवाद और भाषा के अंतर्संबंध से परिचय कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. अनुवाद की बुनियादी समझ विकसित होगी।
2. अनुवाद के मूल सिद्धांतों का परिचय प्राप्त हो सकेगा।
3. रोजगार के विभिन्न क्षेत्रों से अनुवाद के महत्व की जानकारी प्राप्त होगी।

इकाई – 1 : अनुवाद सिद्धांत

(12 घंटे)

- अनुवाद की अवधारणा – स्रोत भाषा और लक्ष्य भाषा
- अनुवाद की प्रक्रिया – पाठ विश्लेषण, अंतरण और पुनर्गठन
- मशीनी अनुवाद व अनुवाद के उपकरण
- भारतीय बहुभाषिकता और अनुवाद का महत्व

इकाई – 2 : अनुवाद कौशल के विविध रूप

(12 घंटे)

- भाषिक अंतरण – अंग्रेजी-हिंदी, हिंदी-अंग्रेजी
- अनुवाद पुनरीक्षण एवं मूल्यांकन की प्रक्रिया
- तत्काल भाषांतरण की प्रविधि
- मीडिया अनुवाद – फिल्म अनुवाद (डबिंग और सबटाइटलिंग)



सहायक ग्रंथ :

1. नगेंद्र; अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली ।
2. गोपीनाथन, जी; अनुवाद : सिद्धांत एवं प्रयोग,, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश ।
3. कुमार, सुरेश; अनुवाद सिद्धांत की रूपरेखा, वाणी प्रकाशन, दिल्ली ।
4. गोस्वामी, प्रो. कृष्ण कुमार; अनुवाद विज्ञान की भूमिका, राजकमल प्रकाशन, दिल्ली ।
5. मुकुल, प्रो. मंजु; मीडिया में अनुवाद का संप्रेषणधर्मी नवीन मॉडल, हंस प्रकाशन, दिल्ली ।
6. Rainer, NI; Echos of Translation: Reading between Texts, University Press Baltimore, USA.
7. Frishberg, NJ; Interpreting: An Introduction, Registry of Interpreters.
8. Poibeau, Thierry; Machine Translation, The MIT Press.



राष्ट्रीय शिक्षा नीति 2020
Pool of Generic Elective (GE)
(Offered by Department of Hindi for all PG Courses)
I Semester

No.	Paper Type	Paper Name	Page No.
1	Pool of GE1 (Any One)	साहित्य और सिनेमा	2-3
		साहित्यिक पत्रकारिता	4-5
		विभाजन की विभीषिका और हिंदी साहित्य	6-7



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I Semester

No.	Paper Type	Paper Name	Page No.
1	Pool of GE1 (Any One)	साहित्य और सिनेमा	2-3
		साहित्यिक पत्रकारिता	4-5
		विभाजन की विभीषिका और हिंदी साहित्य	6-7



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सेमेस्टर I – Pool of GE1
साहित्य और सिनेमा

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of GE1 साहित्य और सिनेमा	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. साहित्य और सिनेमा के बीच संबंधों की समझ विकसित होगी।
2. साहित्यिक कृतियों के फ़िल्मी रूपांतरण की प्रक्रिया का ज्ञान होगा।
3. फिल्म-पटकथा लेखन के प्रक्रिया से परिचय होगा।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थियों को उन तकनीकों और तरीकों से भी परिचित कराएगा, जिनके माध्यम से उपन्यास, कहानियां, नाटक आदि को सिनेमा में रूपांतरित करता है।
2. यह पाठ्यक्रम भारतीय समाज में सिनेमा और संस्कृति के प्रभाव को रेखांकित करेगा।

इकाई – 1 : साहित्य और सिनेमा : एक अंतर्संबंध

(9 घंटे)

- हिंदी साहित्य और सिनेमा का ऐतिहासिक परिप्रेक्ष्य
- साहित्य से सिनेमा तक रूपांतरण की प्रक्रिया
- साहित्य और सिनेमा की भाषा और अभिव्यक्ति शैली

इकाई – 2 : साहित्यिक कृतियों के फ़िल्मी रूपांतरण

(12 घंटे)

- हिंदी साहित्य पर आधारित प्रमुख फ़िल्में
- उपन्यास से सिनेमा :
 - प्रेमचंद की 'गोदान' और उसका फ़िल्मी रूपांतरण
 - भीष्म साहनी के 'तमस' के विभिन्न फ़िल्मी रूपांतरण
- कहानी से सिनेमा :
 - मन्नू भंडारी के 'यही सच है' कहानी पर बनी फिल्म 'रजनीगंधा'



➤ फणीश्वरनाथ 'रेणु' की कहानी 'मारे गए गुलफ़ाम उर्फ़ तीसरी कसम' कहानी पर बनी फिल्म 'तीसरी कसम'

• कविता और गीत :

➤ हिंदी सिनेमा में कवियों की भूमिका (नीरज, प्रदीप, नरेंद्र शर्मा, माया गोविंद)

इकाई – 3 : सिनेमा और समाज : सांस्कृतिक प्रभाव

(12 घंटे)

- हिंदी सिनेमा का भारतीय समाज और संस्कृति पर प्रभाव
- साहित्य और सिनेमा में यथार्थवाद और आदर्शवाद
- भारतीय सिनेमा में ऐतिहासिक और पौराणिक साहित्य का प्रभाव

इकाई – 4 : पटकथा लेखन और फ़िल्म समीक्षा

(12 घंटे)

- पटकथा और संवाद लेखन की प्रक्रिया
- साहित्य से फ़िल्मी पटकथा रूपांतरण के प्रमुख सिद्धांत
- फ़िल्म समीक्षा और आलोचना के सिद्धांत
- साहित्य और सिनेमा के तुलनात्मक अध्ययन के दृष्टिकोण

सहायक ग्रंथ :

1. साहित्य और सिनेमा, नंदकिशोर आचार्य, राजकमल प्रकाशन, दिल्ली ।
2. सिनेमा और साहित्य, विष्णु खरे, वाणी प्रकाशन, दिल्ली ।
3. भारतीय सिनेमा और साहित्य, अरविंद कुमार, डायमंड बुक्स, नयी दिल्ली ।
4. सिनेमा साहित्य और संस्कृति, अजय ब्रह्मात्म, वाणी प्रकाशन, दिल्ली ।
5. फ़िल्मी साहित्य का समाजशास्त्र, जयप्रकाश चौकसे, राजकमल प्रकाशन, दिल्ली ।
6. हिंदी सिनेमा का साहित्यिक परिदृश्य, रविकांत, ऑक्सफ़ोर्ड यूनिवर्सिटी प्रेस, दिल्ली ।
7. अरोड़ा, हरीश; सृजनात्मक लेखन, यश पब्लिकेशन, नयी दिल्ली ।
8. जोशी, मनोहर श्याम; पटकथा लेखन, राजकमल प्रकाशन, दिल्ली ।



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सेमेस्टर I – Pool of GE1
साहित्यिक पत्रकारिता

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of GE1 साहित्यिक पत्रकारिता	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. साहित्यिक पत्रकारिता की मूलभूत समझ विकसित कराना।
2. विद्यार्थियों को साहित्यिक पत्रकारिता के स्वरूप, इतिहास और महत्व से परिचित कराना।
3. संपादन और प्रकाशन का व्यावहारिक ज्ञान देना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. साहित्यिक समीक्षा, आलोचना, पुस्तक समीक्षा, साक्षात्कार और साहित्यिक रिपोर्टिंग जैसे लेखन कौशल को बढ़ावा मिलेगा।
2. विभिन्न साहित्यिक विधाओं में लेखन की शैली और तकनीकों की जानकारी प्राप्त होगी।
3. साहित्यिक पत्र-पत्रिकाओं के संपादन और प्रकाशन की प्रक्रिया को भी समझने में सहायक सिद्ध होगा।

इकाई – 1 : साहित्यिक पत्रकारिता : स्वरूप और विकास

(9 घंटे)

- साहित्यिक पत्रकारिता का अर्थ और स्वरूप
- भारत में साहित्यिक पत्रकारिता का इतिहास
- प्रमुख साहित्यिक पत्र-पत्रिकाएं (कविवचन सुधा, ब्राह्मण, सरस्वती, धर्मयुग, सारिका)
- मुख्यधारा की पत्रकारिता

इकाई – 2 : पत्रकारिता में साहित्यिक लेखन

(12 घंटे)

- पत्रकारिता में साहित्यिक लेखन की विधाएं (निबंध, लेख, संस्मरण, रिपोर्टाज, साक्षात्कार)
- साहित्यिक समीक्षा और आलोचना
- पुस्तक समीक्षा
- साहित्यिक कार्यक्रमों की रिपोर्टिंग



इकाई – 3 : साहित्यिक पत्रकारिता : माध्यम और प्रभाव

(12 घंटे)

- साहित्यिक पत्रिकाएं : प्रिंट माध्यम (समाचार पत्र व पत्रिकाएं)
- साहित्यिक पत्रकारिता : इलेक्ट्रॉनिक माध्यम (रेडियो व टेलीविजन)
- साहित्यिक पत्रकारिता और न्यू मीडिया
- साहित्यिक पत्रकारिता का सामाजिक और सांस्कृतिक प्रभाव

इकाई – 4 : साहित्यिक पत्रकारिता में व्यावहारिक प्रशिक्षण

(12 घंटे)

- साहित्यिक लेख, समीक्षा और आलोचना लेखन का अभ्यास
- साहित्यिक पत्रिका के संपादन और प्रकाशन का व्यावहारिक अनुभव
- साक्षात्कार और साहित्यिक रिपोर्टिंग का अभ्यास
- ब्लॉग लेखन का अभ्यास

सहायक ग्रंथ:

1. हिंदी पत्रकारिता का इतिहास, जगदीश प्रसाद चतुर्वेदी, प्रभात प्रकाशन, दिल्ली ।
2. हिंदी पत्रकारिता का वृहद इतिहास, डॉ. अर्जुन तिवारी, वाणी प्रकाशन, दिल्ली ।
3. हिंदी पत्रकारिता के इतिहास की भूमिका, जगदीश्वर चतुर्वेदी, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, दिल्ली ।
4. पत्रकारिता के प्रतिमान, बच्चन सिंह, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश ।
5. हिंदी पत्रकारिता : जातीय चेतना और खड़ी बोली साहित्य की निर्माण भूमि, कृष्ण बिहारी मिश्र, वाणी प्रकाशन, दिल्ली ।
6. समकालीन पत्रकारिता : मूल्यांकन और मुद्दे, राजकिशोर (संपादक), वाणी प्रकाशन, दिल्ली ।
7. हिंदी पत्रकारिता का विकास, एन. सी. पंत, राधा पब्लिकेशन, नयी दिल्ली ।
8. अरोड़ा, हरीश (संपादक); पत्रकारिता का बदलता स्वरूप और न्यू मीडिया, साहित्य संचय प्रकाशन, नयी दिल्ली ।



राष्ट्रीय शिक्षा नीति 2020
एम. ए. हिंदी (प्रथम वर्ष)
सेमेस्टर I – Pool of GE1
विभाजन की विभीषिका और हिंदी साहित्य

Course title & Code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Content of Course and reference is in
		Lecture	Tutorial	Practical/ Practice		
Pool of GE1 विभाजन की विभीषिका और हिंदी साहित्य	4	3	1	—	स्नातक उत्तीर्ण	Annexure

पाठ्यक्रम के उद्देश्य (Course Objectives):

1. भारत के स्वाधीनता आंदोलन संबंधी इतिहास-बोध का विकास करना।
2. भारत-विभाजन की त्रासदी के प्रति संवेदनशील बनाना।
3. भारत-विभाजन संबंधी हिंदी साहित्य का परिचय कराना।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):

1. विद्यार्थियों में भारत के स्वाधीनता आंदोलन संबंधी इतिहास-बोध का विकास होगा
2. विद्यार्थी भारत-विभाजन की त्रासदी के प्रति संवेदनशील बनेंगे
3. विद्यार्थी भारत-विभाजन संबंधी हिंदी साहित्य को समझेंगे

इकाई – 1 : स्वाधीनता और भारत-विभाजन

(9 घंटे)

- स्वाधीनता आंदोलन : एक परिचय
- भारत-विभाजन की पृष्ठभूमि
- भारत-विभाजन के परिणाम

इकाई – 2 : भारत-विभाजन और हिंदी कविता

(12 घंटे)

- शरणार्थी – अज्ञेय (11 कविताओं की शृंखला)
- देस-विभाजन (1-3) – हरिवंश राय 'बच्चन'

इकाई – 3 : भारत-विभाजन और हिंदी कहानी

(12 घंटे)

- अमृतसर आ गया – भीष्म साहनी



- पानी और पुल – महीप सिंह
- चारा काटने की मशीन – उर्पेन्द्रनाथ अशक

इकाई 4 : भारत-विभाजन और हिंदी उपन्यास

(12 घंटे)

- जुलूस – फनीश्वरनाथ रेणु
- जिंदगीनामा – कृष्णा सोबती
- झूठा सच – यशपाल

सहायक ग्रंथ :

1. हिंदी का गद्य साहित्य, डॉ. रामचंद्र तिवारी
2. 21वीं शती का हिंदी उपन्यास, पुष्पपाल सिंह
3. भारत विभाजन का दंश, नीरजा माधव
4. भारत विभाजन और हिंदी कथा साहित्य, प्रमिला अग्रवाल
5. भारत विभाजन की कहानी, एलन कैपवेल (अनुवाद : रनवीर सक्सेना)



Based on Postgraduate Curriculum Framework 2024

UNIVERSITY OF DELHI

POST GRADUATE PROGRAMMES OF STUDY STRUCTURE, COURSES & SYLLABI OF SEMESTER -I



Arijana Sharma



Department of English

University of Delhi

COURSES OFFERED BY DEPARTMENT OF ENGLISH

Post Graduate Curriculum Framework - 2024

MA Semester I

DSC I: Medieval Literature (Fourteenth and Fifteenth Century)

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC I: Medieval Literature (Fourteenth and Fifteenth Century)	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # 5 Gender Equality & #10 Reduced Inequalities

Course Objectives:

1. To understand the literary and intellectual background of medieval Europe (14th-15th century).
2. To understand concepts like feudalism, chivalry, estate satire, the reconstitution of Christendom and the position of women.
3. To understand the literary writings and devotional movements in the Indian subcontinent.

Course Learning Outcomes:

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

1. Reinterpret the medieval period beyond the label of the 'Dark Ages'.
2. Gain knowledge of medieval genres like chivalric romance, satire, early drama, and beast fable.

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3. Additionally, to develop a comparative understanding of medieval Europe and South Asia.

Contents:

Unit I

Thomas Malory: *Morte d'Arthur*. WW Norton and Company, 2003. Book I: —From the Marriage of King Uther unto King Arthur that Reigned after Him and Did Many Battles. Book VII: —Sir Lancelot and Queen Guinevere.

Unit II

Wakefield Master: *The Second Shepherds' Play*. Trafford Publishing, 2010.

Unit III

Geoffrey Chaucer: *Canterbury Tales*. The Nun's Priest's Tale. 'Riverside Chaucer, Oxford University Press, 2008.

William Langland: *Piers Plowman*. Prologue and Passus I-IV. WW Norton and Company, 2006.

Unit IV

Akka Mahadevi: Selection of vacanas; 8, 19, 23, 35, 67 and 89 in *Songs for Śiva: Vacanas of Akka Mahadevi*, tr. by Vinaya Chaitanya, (Harper Perennial, India, 2017)

Madhavacharya: The World of Experience (Unit IV) (pg. 216-254) in 'Philosophy of Sri Madhavacharya' by B. N. Krishnamurti Sharma

Suggested Readings:

- Mann, Jill. *Chaucer and Medieval Estates Satire*. Cambridge UP, 1973.
- Mann, Jill. *From Aesop to Reynard: Beast Literature in Medieval Britain*. Oxford UP, 2009.
- Brewer, Derek, editor. *Studies in Medieval English Romances: Some New Approaches*. Cambridge UP, 1988.
- Capellanus, Andreas. *De Amore / The Art of Courtly Love*. Columbia UP, 1990.
- Pollock, Sheldon, editor. *Literary Cultures in History: Reconstructions from South Asia*. U of California P, 2003.
- Bloch, Marc. *Feudal Society*. Routledge, 2014.
- Batt, C. *Malory's Morte D'Arthur: Remaking Arthurian Tradition*. Palgrave Macmillan, 2016.
- Rao, Mukunda. *Sky-Clad: The Extraordinary Life and Times of Akka Mahadevi*. Westland Publications Private Limited, 2018.
- Sharma, B.N.K. (1970). *Śrī Madhva's Teachings in His Own Words*. Mumbai: Bharatiya Vidya Bhavan.
- Zeeman, Nicolette. *The Arts of Disruption: Allegory and Piers Plowman*. Oxford UP, 2020.

Teaching Plan:

- Unit 1: 13 weeks
Unit 2: 13 weeks
Unit 3: 13 weeks
Unit 4: 13 weeks

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DSC II: Early Modern World

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC II: Early Modern World	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education, #16 Peace, Justice and Strong Institutions, & #17 Partnerships for the Goals

Course Objectives:

1. To familiarise students with the Early Modern World, earlier called the Renaissance, through poetry, fiction, and philosophy.
2. To critique the cultural processes whereby the idea of possessive individualism gained centrality in this age.
3. To explore and evaluate the intersections of literature, science, and empire, understanding how these forces shaped early modern thought and cultural production.

Course Learning Outcomes:

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

1. Develop a comprehensive understanding of literary texts and intellectual debates of 16th and 17th-century Europe.
2. Critically analyze themes such as religious faith versus skepticism, the rise of science, and burgeoning imperialism.
3. Engage with historical and cultural contexts to interpret the impact of these ideas on literature and society.

Contents:

Unit I

Thomas More: *Utopia* trans. and ed. George M. Logan (New York: Norton, 2011).

Erasmus, "One Must Be Born a King or a Fool," in *Erasmus on His Times*, trans. and ed. Margaret Mann Phillips (Cambridge: Cambridge University Press, 1967), pp. 35–44.

Unit II

Edmund Spenser, *The Shepheardes Calender: "Aprill" Eclogue, Letter to Raleigh, The Faerie Queene*, Books III and VI, in *Spenser: Poetical Works*, eds. J.C. Smith and E. de Selincourt (Oxford: Oxford University Press, 1975)

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Baldassare Castiglione: From *The Book of the Courtier* trans. George Bull (Harmondsworth: Penguin, 1983): Book I pp.65-68, Book II, pp.125-133, Book IV pp.284-289.

Unit III

Michel de Montaigne: *Apology for Raymond Sebond* trans. and ed. M.A. Screech (Harmondsworth: Penguin, 1987)

William Shakespeare: Sonnets 18, 29, 73, 94, 110, 129, 130, 138. Shakespeare's Sonnets ed. Katherine Duncan-Jones, The Arden Shakespeare (Thomas and Nelson, 1997)

John Donne, "The Flea," "The Ecstasie," "The Relique," "Good Friday, 1613, Riding Westward," "Satyre: Of Religion."

George Herbert, "The Collar," "The Pulley," "Love."

Andrew Marvell, "The Garden," "To His Coy Mistress," "Bermudas."

Unit IV

Charles I. *Eikon Basilike: The Portraiture of His Sacred Majesty in His Solitudes and Sufferings*. Edited by Philip A. Knachel, Ithaca: Cornell University Press, 1966.

John Milton: *Paradise Lost* Books 1-4, 9-10, ed. Alistair Fowler, Longman Annotated English Poets (London and New York: Longman, 1968).

Gerrard Winstanley: "The Law of Freedom" *The Works of Gerrard Winstanley*, ed. George Sabine (Eussell and Russell, 1965).

Suggested Readings:

- Colie, Rosalie. *My Echoing Song: Andrew Marvell's Poetry of Criticism*. Princeton UP, 1970.
- *The Metaphysical Poets*. Edited by Helen Gardner, Harmondsworth: Penguin, 1972.
- Hill, Christopher. *Milton and the English Revolution*. Faber and Faber, 1977.
- Skinner, Quentin. *The Foundations of Modern Political Thought*. Vol. 1, Cambridge UP, 1978.
- Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago UP, 1980.
- Montrose, Louis. "Spenser and the Elizabethan Poetical Imaginary." *ELH*, vol. 69, no. 4, 2002, pp. 907-946.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

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DSC III: Post-Independence Indian Literature

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC III: Post-Independence Indian Literature	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities, #5 Gender Equality, & #16 Peace justice and Strong Institutions

Course Objectives:

1. To introduce students to literary texts from a range of regional, cultural, social, and political locations within India since Independence.
2. To inculcate in students an in-depth understanding of some of the major issues shaping the literary production in post-independence India.
3. To cultivate a deeper appreciation of the rich evolution of diverse genres in both Anglophone and regional Indian literature.

Course Learning Outcomes:

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

1. Develop a substantial understanding of the texts produced from different cultural and socio-political locations in India.
2. Gain an in-depth understanding of how significant historical events, social movements, and political changes have influenced the development of Indian literature since Independence.
3. Acquaint themselves with the development and progress of diverse genres of literature in India.

Contents:

Unit I

Salma: 'Toilets' (2020) Trans from Tamil by N. Kalyan Raman. *The Curse: Stories*. New Delhi: Speaking Tiger.

Attia Hossain: *Sunlight on a Broken Column*, Penguin. 1989.

Aijaz Ahmad: *In the Mirror of Urdu: Recompositions of Nation and Community*, 1947-65, Indian Institute of Advanced Study, Shimla, 1993.

Unit II

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Srilal Shukla: *Raag Darbari* (1967), trans. Gillian Wright, New Delhi: Penguin.

Partha Chatterjee: 'Politics of the Governed', pp. 53-78 in *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Columbia University Press: New York, 2004.

Unit III

Salman Rushdie: *Haroun & the Sea of Stories*. New Delhi: Penguin, 2000.

Narendra Singh Sarila: 'The End Game of Empire', in *The Shadow of the Great Game: The Untold Story of India's Partition*, Harper Collins Publishers, India, 2005

Unit IV

Arun Kolatkar:

From JEJURI (1976): "Chaitanya", "A Low Temple", and "Makarand" in Arun Kolatkar: *Collected Poems in English* ed. Arvind Krishna Mehrotra, Bloodaxe Books: Northumberland, 2017.

"Jaratkaru Speaks to Her Son Aastika" from *Sarpa Satra*, Pras, Mumbai, 2004, pp. 27-36.

M. Gopala Krishna Adiga: "The Song of the Earth" in *The Song of The Song of the Earth and Other Poems*, translated by A.K. Ramanujan & M.G. Krishnamurthi, Michael Garman & Rajeev Taranath, Writers Workshop Calcutta, 1968.

Atal Bihari Vajpayee: "A New Milestone", "Two Quatrains", and "A Battle with Death" in *Twenty-One Poems*: Translated by Pavan K Verma, Penguin Random House, 2001.

K. Ayappa Panicker: "I Met Walt Whitman Yesterday" Trans. From Malayalam by A J Thomas.

Suggested Readings:

- Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
- Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
- Gupta, R. K., and Priyalakshmi Gupta. "Towards a Concept of Indian Literature." *Indian Literature*, vol. 25, no. 5, 1982, pp. 28-55.
- Naik, M. K. *Aspects of Indian Writing in English*. Macmillan, 1975.
- Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
- Paranjape, Makarand. "Post Independence Indian English Literature: Towards a New Literary History." 1998.
- Rushdie, Salman. "Imaginary Homelands." *Imaginary Homelands: Essays and Criticism 1981-1991*, Granta, 1991, pp. 1-9.
- Zecchini, Laetitia. *Arun Kolatkar and Literary Modernism in India: Moving Lines*. Bloomsbury Academic USA, 2014.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

As

DSE I: Introduction to the Study of Language

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE I: Introduction to the Study of Language	04	3	1	0	As per the admission criteria	Nil

Course Objectives:

1. To introduce students to the basics of linguistics and approaches to the study of language.
2. To conceptualize the evolving paradigms in the study of language with a specific focus on English language.

Course Learning Outcomes:

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

1. Review the process of socialisation and the role played by language, not just in the realm of communication but also in the process of identity formation.
2. Analyze language through the lens of historical linguistics with special focus on the English language.

Contents:

Unit I

Approaches to the study of language

- i. The properties of language, its origin and evolution
 - Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to the Study of Language*. 11th ed., Cengage, 2017.
 - Pinker, Steven. *The Language Instinct*. Penguin, 2003.
- ii. Major thinkers:
 - Pāṇini and the Foundations of Grammatical Analysis
 - Saussure and structuralism
 - Chomsky and the biolinguistic approach
 - Joshi, S.D., and J.A.F. Roodbergen, editors. *The Aṣṭādhyāyī of Pāṇini: With Translation and Explanatory Notes*. Vol. 1, Sahitya Akademi, 1986

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- Walton, David. *Doing Cultural Theory*. Sage, 2012.
- Sanders, Carol, editor. *The Cambridge Companion to Saussure*. Cambridge UP, 2004.
- Smith, Neil. *Chomsky: Ideas and Ideals*. Cambridge UP, 1999.

iii. Language varieties and linguistic diversity

- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to the Study of Language*. 11th ed., Cengage, 2017.
- Akmajian, Adrian, Richard A. Demers, and Robert M. Harnish. *An Introduction to Language and Communication*. 6th ed., MIT Press, 2010.
- Wardhaugh, Ronald. *An Introduction to Sociolinguistics*. Blackwell, 2006.

Unit II

Language Ideology and Language Policy

- Language, ideology and power
- Language policy and planning
- English in the new order
 - Milroy, James. "Ideology of Standard Language." *The Routledge Companion to Sociolinguistics*, edited by Carmen Llamas, Louise Mullany, and Peter Stockwell, Routledge, 2007, pp. 133–139.
 - Eckert, Penelope, and Sally McConnell-Ginet. *Language and Gender*. Cambridge UP, 2003.
 - Wright, Sue. "Language Policy and Language Planning." *The Routledge Companion to Sociolinguistics*, edited by Carmen Llamas, Louise Mullany, and Peter Stockwell, Routledge, 2007, pp. 193–205.
 - Pandit, Maya. "Global vs. Local: Problematizing the Cultural Politics of English." *English in the Dalit Context*, edited by Alladi Uma, K. Suneetha Rani, and D. Murali Manohar, Orient BlackSwan, 2014, pp. 56–72.
 - Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to the Study of Language*. 11th ed., Cengage, 2017.

Unit III

Elements of English I: Sounds and words

- Segmental aspects: articulation and classification of English speech sounds
- Syllable and suprasegmental features: stress, intonation, and rhythm
- Word: Morpheme, structure of words, and word formation
 - Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to the Study of Language*. 11th ed., Cengage, 2017.

Unit IV

Elements of English II: Structure and meaning

- Syntactic categories, constituents and structure of sentence
- Theories of meaning, meaning relationships, compositionality of meaning
- Pragmatics and Discourse Analysis

AS

- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to the Study of Language*. 11th ed., Cengage, 2017.
- Akmajian, Adrian, Richard A. Demers, and Robert M. Harnish. *An Introduction to Language and Communication*. 6th ed., MIT Press, 2010.
- Meyer, Charles F. *Introducing English Linguistics*. Cambridge UP, 2009.
- Chierchia, Gennaro, and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. 2nd ed., MIT Press, 1990.

Suggested Readings:

- Bloomfield, Leonard. *Language*. Reprint ed. Chicago: University of Chicago Press, 1984
- Bourdieu, Pierre. "The Production and Reproduction of Legitimate Language." *Language and Symbolic Power*, Polity, 1991, pp. 1–34.
- Cardona, George. *Pāṇini: His Work and Its Traditions*. 2nd ed., Motilal Banarsidass Publishers, 2003.
- Hall, Christopher J., Patrick H. Smith, and Rachel Wicaksono. *Mapping Applied Linguistics: A Guide for Students and Practitioners*. Routledge, 2011.
- Hymes, Dell. "Speech and Language: On the Origins and Foundations of Inequality among Speakers." *Ethnography, Linguistics, Narrative Inequality: Toward an Understanding of Voice*, Taylor and Francis, 1996, pp. 45–67.
- Joshi, S.D., and J.A.F. Roodbergen, editors. *The Aṣṭādhyāyī of Pāṇini: With Translation and Explanatory Notes*. Vol. 1, Sahitya Akademi, 1986
- Kachru, Braj. *Asian Englishes: Beyond the Canon*. Hong Kong UP, 2005.
- Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. Wadsworth, Cengage Learning, 2011.
- Phillipson, Robert. "English in the New World Order: Variations on a Theme of Linguistic Imperialism and 'World' English." *Ideology, Politics, and Language Policies*, edited by Thomas Ricento, John Benjamins, 2000, pp. 87–106.
- Sonntag, Selma K. "Ideology and Policy in the Politics of the English Language in North India." *Ideology, Politics, and Language Policies*, edited by Thomas Ricento, John Benjamins, 2001, pp. 137–156.

Teaching Plan:

Unit 1: 13 weeks
 Unit 2: 13 weeks
 Unit 3: 13 weeks
 Unit 4: 13 weeks

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DSE II: Poetry I

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE II: Poetry I	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education, # 5 Gender Equality

Course Objectives:

1. To explore diverse poetic forms within their historical, cultural, and philosophical contexts.
2. To cultivate a philosophical perspective in the study of poetry, fostering critical engagement with its themes and deeper meanings.

Course Learning Outcomes:

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

1. Identify and analyze key characteristics of poetry, including its affective structure, personal voice, and musicality.
2. Compare diverse lyric traditions across different cultural and historical contexts, examining themes of love, longing, and introspection.

Contents:

Unit I

Lyric Poetry

Sappho. Fragment 31. *Sappho: A New Translation*. Translated by Mary Barnard, University of California Press, 1999.

Robert Burns. "John Anderson My Jo." "A Red, Red Rose."

T E Hulme. "Embankment."

Mir Taqi Mir. "Of Those Who Left the World Behind, I Too Am One." "Forgive Me, Forgive Me, My Friends, I'm So Very Drunk."

Firaq Gorakhpuri. "Let Not the Quiet of Dusk Grow, It's Too Dark." "A Night, A Slumber, A Tale Too."

AS

Hazaron Khawaishen Aisi: The Wonderful World of Urdu Ghazals. Selected, edited, and translated by Anisur Rahman, HarperCollins, 2018.

Unit II

Meditative Poetry

Henry Vaughan. "The Retreat."

Gerard Manley Hopkins. "The Windhover." "The Candle Indoors."

Friedrich Hölderlin. *The Course of Life*.

Lal Ded. Poems:

- i. "I Will Weep and Weep for You, My Soul."
- ii. "My Guru Gave Me But One Precept."
- iii. "When Can I Break the Bonds of Shame?"
- iv. "Who Can Stop the Eaves' Drip During the Frost?"
- v. "Thou Art the Earth, Thou Art the Sky."
- vi. "Hoping to Bloom Like a Cotton Flower."

Unit III

Ballad

Thomas Percy: *The Ancient Ballad of Chevy-Chase*, from *Reliques of Ancient English Poetry*.

Francis James Child: *The Wife of Usher's Well* (79A, 79B, 79), from *English and Scottish Popular Ballads*.

S. T. Coleridge. *The Rime of the Ancient Mariner*.

Unit IV

Elegy

Catullus: "Carmen 101"

John Donne: "The Autumnal" (Elegy IX)

Ben Jonson: "Elegy on His Son"

Alfred Tennyson: "Ring out, Wild Bells," (CVI) from *In Memoriam*

Rainer Maria Rilke, "Who, if I cried, would hear me among the angelic orders?" (First Elegy) from *The Duino Elegies*

W. H. Auden: "In Memory of W. B. Yeats"

Suggested Readings

- Du Bois, W. E. B. *The Souls of Black Folk*. 1903.
- Heidegger, Martin. "...Poetically, Man Dwells..." *Poetry, Language, Thought*, translated by Albert Hofstadter, Harper and Row, 1971.

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- Manning, Susan. "Antiquarianism, Balladry and the Rehabilitation of Romance." *The Cambridge History of English Romantic Literature*, edited by James Chandler, Cambridge University Press, 2009.
- Martz, Louis Lohr. *The Poetry of Meditation*. Yale University Press, 1955.
- Mufti, Aamir. "Towards a Lyric History of India." *Boundary 2*, vol. 31, no. 2, Summer 2004, pp. 245-74. Duke University Press.
- Penelope Murray Ed. *Plato on Poetry*. United Kingdom, Cambridge University Press, 1996.
- Ramazani, Jahan. *The Poetry of Mourning: The Modern Elegy from Hardy to Heaney*. University of Chicago Press, 1994.
- Sacks, Peter. *The English Elegy: Studies in the Genre from Spenser to Yeats*. Johns Hopkins Press, 1985.
- Stewart, Susan. *Poetry and the Fate of the Senses*. University of Chicago Press, 2002.
- Wellek, Rene. "Genre Theory, The Lyric and Erlebnis." *Discriminations: Further Concepts of Criticism*, Yale University Press, 1970.

Teaching Plan:

Unit 1: 13 Weeks
 Unit 2: 13 Weeks
 Unit 3: 13 Weeks
 Unit 4: 13 Weeks

AS

General Elective I: Gender Studies

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE I: Gender Studies	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # 5 Gender Equality, #10 Reduced Inequality

Course Objectives:

1. This course will familiarise students with theories about gender.
2. This course will introduce students to literary texts that foreground issues of gender transnationally.

Course Learning Outcomes:

1. The student will learn to identify gender politics at work within a literary text.
2. The student will acquire the critical skills to interpret a text and understand social change through the lens of gender.

Content: Unit I

Virginia Woolf: *Orlando*. Random House. 2012.

Judith Butler: *Gender Trouble: Feminism and the Subversion of Identity* (New York and London: Routledge, 1990)

Chapter 1: Subjects of sex/Gender/Desire

"Women" as the subject of

Feminism

The compulsory order of Sex/Gender/Desire

Language, Power, and the Strategies of Displacement pp.1-6, 25-34

Chapter 2: Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix

Gender complexity and the Limits of Identification pp.66-72

Chapter 3: Subversive Bodily Acts

The Body Politics of Julia Kristeva

AS

Monique Wittig: Bodily Disintegration and Fictive Sex
 Bodily Inscriptions, Performative Subversions pp. 79-92, 111-141

Unit II

Azar Nafisi: *Reading Lolita in Tehran*. Random House. 2004.

Unit III

Poetry

(i) HD: —Eurydice; —Helen

(ii) Adrienne Rich: —Aunt Jennifer's Tigers; —Snapshots of a Daughter-in-law

Amrita Pritam: —Meeting the Self; —Image; —The Scar of a Wound; —Words/ Meanings

(iii) Kamala Das: —The Dance of the Eunuchs; —The Stone Age; —The Old Play House;
 —Freaks

(iv) Sujata Bhatt: —White Asparagus; —Language; —My Mother's Way of Wearing a Sari

Unit IV

Alan Hollinghurst: *The Line of Beauty*. Bloomsbury. 2005.

Radhika Chopra, Caroline Osella, Filippo Osella, eds.: *South Asian Masculinities:
 Contexts of Change, Sites of Masculinity* (Women Unlimited, 2004)

Chapter 1: —Encountering Masculinity: An Ethnographer's Dilemma

Suggested Readings:

- Julia Kristeva, *Revolution in Poetic Language* (New York: Columbia UP, 1974)
- Julia Kristeva, *Powers of Horror: An Essay in Abjection* (New York: Columbia UP, 1980)
- Monique Wittig, *The Straight Mind and Other Essays* (Beacon P, 1992)
- Judith Kegan Gardiner, *Masculinity Studies and Feminist Theory: New Directions* (New York: Columbia University Press, 2002)

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

Skill Based Course I
Academic Reading and Writing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SBC I: Academic Reading and Writing	02	1	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # Quality Education, # 8 Decent Work and Economic Growth

Course Objectives:

1. To introduce students to the basics of academic reading and writing by training them to identify the distinct features of academic texts and to explore the basics of structuring an argument.

Course Learning Outcomes:

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

1. Write abstracts for conferences and journals as well as structure presentations effectively.

Contents

Unit 1:

Identifying Academic Writing and the various types of texts

Taking notes, paraphrasing, summarising, and writing an abstract

Basics of writing a paper for presentation

Unit 2:

Structuring a paper for an academic presentation

Workshops and paper presentations with a focus on using audio- visual tools and power points

Essential Readings:

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- Belsey, Catherine. "Textual Analysis as a Research Method" from Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)
- Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.

Suggested Readings:

- Gabrielle Griffin, ed. *Research Methods for English Studies*. 2nd ed. New Delhi: Rawat Publications. 2016 (Indian Reprint)
- Uwe Flick. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

AS

UNIVERSITY OF DELHI

POST GRADUATE PROGRAMMES OF STUDY STRUCTURE, COURSES & SYLLABI OF SEMESTER -II



Anjana Sharma



Department of English

University of Delhi

COURSES OFFERED BY DEPARTMENT OF ENGLISH

Post Graduate Curriculum Framework - 2024

MA Semester II

DSC IV: Sixteenth and Seventeenth Century Drama

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC IV: Sixteenth and Seventeenth Century Drama	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequalities, #16 Peace, Justice, and Strong Institutions

Course Objectives:

1. To familiarise students with 16th and 17th-century English drama, focusing on both comedy and tragedy.
2. To examine representative plays from the period, including examples of both Elizabethan and Jacobean drama.
3. To develop an understanding of critical perspectives and interpretations that have shaped the reception of these works over time.

Course Learning Outcomes:

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

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1. Identify the distinctions between Renaissance and Jacobean drama, as well as to critically understand dramatic forms.
2. Analyse key features of drama from this period, including structural innovations, philosophical depth, and complex characterisation.
3. Engage with multiple critical perspectives that have shaped the interpretation of these works.

Contents:

Unit I

William Shakespeare, *A Midsummer Night's Dream* ed. Sukanta Chaudhuri, The Arden Shakespeare, Third Series, Bloomsbury, 2017.

Unit II

William Shakespeare, *Hamlet*, ed. Ann Thompson and Neil Taylor, The Arden Shakespeare, Third Series, 2016.

Unit III

Shakespeare, William. *King Lear*. Edited by R. A. Foakes, Arden Shakespeare, Third Series, Thomas Nelson and Sons, 1997.

Unit IV

Ben Jonson. *Volpone*. Edited by Robert M. Watson, New Mermaids, 2019.

Suggested Readings:

- Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. Routledge, 1992.
- Bate, Jonathan. *The Genius of Shakespeare*. Picador, 1998.
- Black, Jeremy. *England in the Age of Shakespeare*. Indiana UP, 2019.
- De Grazia, Margreta. *Hamlet Without Hamlet*. Cambridge UP, 2007.
- Dollimore, Jonathan, and Alan Sinfield, editors. *Political Shakespeare*. Cornell UP, 1985.
- Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Clarendon P, 1988.
- Machiavelli, Niccolò. *The Prince*. Translated and edited by Robert M. Adams, Norton, 1977.
- McEvoy, Sean. *Ben Jonson: Renaissance Dramatist*. Edinburgh UP, 2008.
- Montaigne, Michel de. *Michel de Montaigne: Essays*. Translated by J. M. Cohen, Penguin, 1958.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

DSC V: The Long Eighteenth Century

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC V: The Long Eighteenth Century	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # 5 Gender Equality, #10 Reduced Inequality

Course Objectives:

1. To reflect on the history of ideas from Augustan England to pre-revolutionary France, and the debates over freedom, reason and acculturation.
2. To familiarize students with the concepts of the Enlightenment, the counter-Enlightenment and the public sphere.
3. To introduce the continuities between French thought and the aesthetics of British Romanticism; the republic of letters and the evolving discourse on authorship.

Course Learning Outcomes:

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

1. Assess the effects of the multiple revolutions of the long eighteenth century on literature and interpret texts through a transnational and cross-cultural perspective.
2. Analyze the relationship between literary forms and socio-political change, considering shifts in genre, style, and intellectual discourse.
3. Review the continuities between the eighteenth century and high modernity, drawing connections between historical contexts and contemporary literary thought.

Contents:

Unit I

Alexander Pope: "Eloisa to Abelard" (1717). *The Rape of the Lock and other major writings*. Penguin Classics

Samuel Johnson: *The History of Rasselas, Prince of Abissinia* (1759). Penguin Classics

Unit II

Jean Jacques Rousseau: *Julie, or, The New Heloise* (1761). Translated by Judith H. McDowell. Penn State Press.

As

Unit III

Hannah More: "Slavery: A Poem" (1788)

Helen Maria Williams: "The Bastille: A Vision" (1790)

Anna Seward: "To the Poppy" (1789)

Charlotte Smith: "Sonnet: On Being Cautioned Against Walking on a Headland Overlooking the Sea, Because it was Frequented by a Lunatic" (1783) and "To A Nightingale" (1791)

Anna Laetitia Barbauld: "The Rights of Women" (1792) and "Washing Day" (1797)

Mary Robinson: "London's Summer Morning" (1800)

Felicia Dorothea Hemans: "Casabianca" (1826) and "The Bride of the Greek Isles" (1828)

Unit IV

William Wordsworth, Books 1, 2, 10, 11 & 12, from *The Prelude* (1805).

Suggested Readings:

- Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford UP, 1981.
- Habermas, Jürgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Translated by Thomas Burger, MIT Press, 1989.
- Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. Weidenfeld and Nicholson, 1962.
- Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Harvard UP, 2019.
- O'Gorman, Frank. *The Long Eighteenth Century: British Political and Social History, 1688-1832*. Arnold, 1997.
- Rose, Mark. *Authors and Owners: The Invention of Copyright*. Harvard UP, 1993.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

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DSC VI: Indian Literary Criticism and Theory

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC VI: Indian Literary Criticism and Theory	04	3	1	0	As per the admission criteria	Nil

Course Objectives:

1. To introduce students to foundational texts of Indian literary theory and criticism, spanning from the classical to the modern period.
2. To familiarize students with major trends in Indian aesthetics and critical thought, providing a theoretical framework for literary analysis and interpretation.
3. To encourage engagement with Indian Poetics as a lens for studying literature, fostering a deeper understanding of its relevance across time periods.

Course Learning Outcomes:

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

1. Demonstrate a broad understanding of Indian aesthetic and poetic theories, from classical to contemporary perspectives.
2. Apply these theoretical frameworks to the analysis and interpretation of literature, integrating them with contemporary literary and cultural contexts.
3. Adopt an interdisciplinary approach, using Indian literary theories to engage critically with diverse texts and traditions.

Unit-I Introduction to Indian Criticism and Theories

- **History, Language and Poetics of the earliest Text.** *The Rgveda: The Earliest Religious Poetry in India, Vol-I* Translated by Stephanie W. Jamison and Joel P. Brereton, Oxford University Press, 2014. pp 13-24, 59-71. **Overview of Indian Literary Criticism and Theories: The Earlier Texts** Das, S K, *A History of Indian Literature 500-1399* Sahitya Academy, New Delhi. 2005. pp 1-20
- **Nature of Indian Literary Criticism and Theories.** Raghavan, V, and Nagendra, *An Introduction to Indian Poetics* Macmillan and Company, Chennai, 1970. pp 1-35
- **Significance of Indian Poetics.** Devy, G N, *Indian Literary Criticism: Theory and Interpretation Part-II*, Orient Blackswan, Pvt. Ltd. Hyderabad, 2014. pp 5-52

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Unit-II Development of Indian Literary Criticism and Theories (Bharat Muni to Abhinav Gut)

- **The Science of Natya and Kavya:** Rasa and Alamkara, Tiwari, R, S, *A Critical Approach to Classical Indian Poetics*, Chaukhambha Orientalia, Varanasi, 1984. pp 3-31, 162-177
- **Shabda Shakti, Dhvani and Vakroti:** Raghavan, V, and Nagendra, *An Introduction to Indian Poetics*, Macmillan and Company, Chennai, 1970. pp 36-81
- **Poetic Miscellany and Major Canons of Dramaturgy:** Tiwari, R, S, *A Critical Approach to Classical Indian Poetics*, Chaukhambha Orientalia, Varanasi, 1984. pp 296-345

Unit-III Post-Colonial and Contemporary Perspective

The Philosophy of Art: A Modern Perspective by Tagore, Sri Aurobindo:

- **Rabindranath Tagore:** *What is Art?* from *On Art & Aesthetics: A Selection of Lectures, Essays and Letters*, International Cultural Centre and Orient Longmans Calcutta Bombay Madras New Delhi, 1961. pp 11-34.
- **Sri Aurobindo:** *The Mantra (Chapter I) and The Essence of Poetry (Chapter II) from The Future Poetry*, Volume 26, The Complete Works of Sri Aurobindo, Sri Aurobindo Ashram Trust 1997. pp 3-19.
- **Rasa and Application:** Pollock Sheldon, *An Intellectual History of Rasa from A Rasa Reader Classical Indian Aesthetics* Columbia University Press, New York. 2016. pp 31-86.

Unit-IV Indian Classical Literary Theories in Digital Age

Classical Theories in Cinema. Pauwels, Heidi R.M. *Indian Literature and Popular Cinema Recasting classics*, Routledge, 2007. pp 17-120.

Suggested Readings:

- Arnold, E. Vernon. *Vedic Metre in Its Historical Development*. Cambridge: Cambridge University Press. 1905.
- Barlingay, S. S. *A Modern Introduction to Indian Aesthetic Theory*. New Delhi: D.K. Printworld, 2007.
- Barnouw, E. and Krishaswamy, S. *Indian Film*, New York: Oxford University Press. 1963; 2nd edn 1980
- Chaudhury, Prabas Jivan. *Tagore on Literature and Aesthetics*. 1st ed., Rabindra Bharati, 1965.
- Choudhary, Satyadev. *Glimpses of Indian Poetics*. New Delhi: Sahitya Akademi, 2002.
- Dasgupta, Surendranath. *A Study of Patañjali*. 2nd ed., Motilal Banarsidass in association with Indian Council of Philosophical Research, 1989.
- Kapoor, Kapil, and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. Delhi: Affiliated East-West Press, 1998.
- Macdonell, Arthur Anthony. *Vedic Mythology*. Strassburg: Karl J. Trübner. [Rpt. Delhi: Motilal Banarsidass], 1897.
- Marudanāyagam, P. *Ancient Tamil Poetry and Poetics: New Perspectives*. Chennai: Central Institute of Classical Tamil, 2010.

AS

- Patnaik, Tandra. *Śabda: A Study of Bhartr̥hari's Philosophy of Language*. 2nd rev. and enl. ed., D.K. Printworld, 2007.
- Rabindranath Tagore in Perspective: *A Bunch of Essays*. Calcutta: Visva-Bharati, 1989.
- Raghavan, V., and Nagendra. *An Introduction to Indian Poetics*. Madras: Macmillan, 1970.
- Seturaman, V. S., ed. *Indian Aesthetics: An Introduction*. Delhi: Trinity Press, 2017.
- Vijayavardhana, G. *Outlines of Sanskrit Poetics*. Varanasi: The Chowkhamba Sanskrit Series Office, 1970.
- Wells, H.W. *The Classical Drama of India: Studies in Its Values for the Literature and Theatre of the World*, London: Asia Publishing House. 1963

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

DSE III: Postcolonial Literatures and Theory

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE III: Postcolonial Literatures and Theory	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #4 Quality Education, # 5 Gender Equality, #10 Reduced Inequality

Course Objectives:

1. To critically introduce the students to the contested field of postcolonial literature and theory.
2. To examine a diverse selection of postcolonial literatures emanating from some of the major former geopolitical centres of colonialism: South Asia, Africa and the Caribbean.

Course Learning Outcomes:

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

1. Comprehend topics ranging from the migration of people to the aftermath of varied colonial encounters.
2. Critically engage with diverse forms of anti-colonial resistance, the power and limits of anti-colonial nationalisms, the exclusions of nationalist discourse, the gendering of nations.

Contents:

Unit I

Edward Said, *Culture and Imperialism* (Vintage, 1994):

“Introduction” (xi–xxviii)

Chapter 1: “Empire, Geography and Culture” (3–14)

Chapter 2: “Narrative and Social Space” (62–80)

Robert Young, *Postcolonialism: An Historical Introduction* (Oxford: Blackwell, 2001):

"The National Liberation Movements: Introduction" (161–167)

"Africa IV: Fanon" (274–280)

Frantz Fanon, *The Wretched of the Earth*, trans. Richard Philcox (New York: Grove Press, 1961; 2004):

"On Violence"

"Colonial Violence and Mental Disorders"

"Conclusion"

Unit II

J.M. Coetzee, *Age of Iron* (Penguin, 2010)

Unit III

Fred D'Aguiar: *Feeding the Ghosts* (New York: Harper Perennial, 2000)

Brij V. Lal: "The Tamarind Tree"

Gitanjali: "Mother Wounds"

Anirood Singh: "Passage from India"

From *We Mark Your Memory: Writings from the Descendants of Indenture*, eds. David Dabydeen, Maria del Pilar Kaladeen, and Tina K. Ramnarine

Unit IV

M.K. Gandhi, "What is Swaraj?" in *Hind Swaraj and Other Writings*, ed. Anthony J. Parel (Cambridge UP, 1997), 26–29

Sri Aurobindo, "The Meaning of Swaraj" and "Swadeshi and Boycott," *Bande Mataram: Political Writings and Speeches (1890–1908)*, Vols. 6 & 7, *The Complete Works of Sri Aurobindo* (Sri Aurobindo Ashram Trust, 2002), 833–844

Tagore, Rabindranath. *Gora*. Translated by Sujit Mukherjee, Sahitya Akademi, 1997.

Suggested Readings

- Coetzee, J. M. "Apartheid Thinking." *Giving Offense: Essays on Censorship*, University of Chicago Press, 1997.
- Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Harvard University Press, 1993.
- Loomba, Ania. "Challenging Colonialism: Nationalisms and Pan-Nationalisms." *Colonialism/Postcolonialism*, Routledge, 1994, pp. 184–203.
- Mamdani, Mahmood. "Amnesty or Impunity: A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa." *Diacritics*, vol. 32, no. 3/4, Fall 2002, pp. 1–27.
- McClintock, Anne. "Family Feuds: Gender, Nationalism, and the Family." *Feminist Review*, no. 44, 1993, pp. 61–80.

AS

- Mishra, Vijay. "Indenture and Diaspora Poetics." *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*, Routledge, 2007, pp. 71–105.
- Young, Robert. "Postcolonial Remains." *New Literary History*, vol. 43, no. 1, 2012, p. 1942.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

DSE IV: Poetry II

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE IV: Poetry II	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # Quality Education # 5 Gender Equality, #13 Climate Action

Course Objectives:

1. To explore poetry and poetics through various theoretical perspectives and critical frameworks.
2. To study poetry in terms of styles, stylistics, and performance, moving beyond purely period-based analysis.

Course Learning Outcomes:

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

1. Develop a critical appreciation of diverse poetic genres and their contexts.
2. Appraise poetry as both a written and spoken form, recognizing its oral and aural dimensions.

Contents:

Unit I

Narrative Poetry

Isaiah: Chapters 1–10

Edgar Allan Poe: “The Raven”

Henry Wadsworth Longfellow: “Paul Revere’s Ride”

Unit II

Nonsense Poetry

Edward Lear: “The Owl and the Pussycat”

Lewis Carroll: “Jabberwocky”

Sukumar Ray: “Tyansh Goru” and “Head Officer Boro Babu” from *Abol Tabol* (trans. Sukanta Chaudhuri)

AS

Unit III

Modernist Poetry

W. B. Yeats: "Lapis Lazuli" "Byzantium" "Sailing to Byzantium"

T. S. Eliot: "The Waste Land"

Unit IV

Performance/Slam Poetry

Benjamin Zephaniah: "Dis Poetry," "Talking Turkeys"

John Agard: "Listen Mr Oxford Don," "Put the Kettle On"

Kate Tempest: "My Shakespeare," "Europe Is Lost"

Rafeef Ziadah: "We Teach Life, Sir," "Shades of Anger"

Suggested Readings:

- Cammaerts, Emile. *The Poetry of Nonsense*. E. P. Dutton, 1926.
- Chesterton, G. K. "A Defence of Nonsense." *The Defendant*.
- Deleuze, Gilles. *The Logic of Sense*. Translated by Mark Lester, Columbia University Press, 1990.
- Heiden, Bruce. *Narrative in Poetry: A Problem of Narrative Theory*.
- Heyman, Michael. "An Indian Nonsense Naissance." *The Tenth Rasa: An Anthology of Indian Nonsense*. Penguin, 2007.
- Hühn, Peter, and Jörg Schönert. "Introduction: The Theory and Methodology of the Narratological Analysis of Lyric Poetry." *The Narratological Analysis of Lyric Poetry: Studies in English Poetry from the 16th to the 20th Century*, edited by Peter Hühn and Jens Kiefer, de Gruyter, 2005, pp. 1–14.
- Latham, Sean, and Gayle Rogers. "Introduction: Is There a There There?" *Modernism: Evolution of an Idea*. Bloomsbury, 2015, pp. 1–16.
- Malcolm, Noel. *The Origins of English Nonsense*. HarperCollins, 1999.
- McHale, Brian. "Beginning to Think about Narrative in Poetry." *Narrative*, vol. 17, 2009, pp. 11–30.
- Orwell, George. "Nonsense Poetry." *Shooting an Elephant and Other Essays*.
- Perloff, Marjorie. *Radical Artifice: Writing Poetry in the Age of Media*. United Kingdom, University of Chicago Press, 1991.
- Tiggcs, Wim. *An Anatomy of Literary Nonsense*. Rodopi, 1988.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

General Elective II: Literatures of the Americas

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE II: Literatures of the Americas	04	3	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: #10 Reduced Inequality, #14 Life Below Water, #16 Peace, Justice and Strong Institutions

Course Objectives:

- (1) This introductory course offers insights into the literatures of the Americas written in English and in translation.
- (2) It reflects the shift away from US-centric writings in American Studies to a more hemi- spheric focus wherein issues of race, settler colonial violence, memory, and immigration are highlighted.

Course Learning Outcomes:

- (1) This course will introduce students to writings across the Americas.
- (2) It will enable them to think about a body of writings that is varied and complex and enables critical perspectives on the Americas.

Content: Unit I

Herman Melville: *Moby Dick* (1851; Penguin Books, 2003)

Amy Tan: —Rules of the Game, from *The Joy Luck Club* (New York: Penguin, 2006)

Unit II

Ralph Ellison: *Invisible Man* (1952; Penguin Classics, 2016) James Baldwin: *The Fire Next Time* (Penguin Books, 1963)

Unit III

Gabriel Garcia Marquez: *One Hundred Years of Solitude*, Trans. Gregory Rabassa (Penguin India, 1996)

Jorge Luis Borges: “Funes the Memorious” in *Labyrinths*, Trans. Donald A. Yates and James E. Irby (New Directions, 1962)

AS

Unit IV

Lorraine Hansberry: *A Raisin in the Sun* (New York, London: Samuel French, 1959)

Arthur Miller: — “Tragedy and the Common Man” from *The Theater Essays* of Arthur Miller (Viking Press, 1978) pp. 3-7.

Suggested Readings:

- Hector St John de Crevecoeur, *Letters from An American Farmer*, Letter III (1782; London: J M Dent & Sons Ltd, 1951)
- A N Kaul, *The American Vision* (New Haven: Yale University Press, 1963)
- F O Matthiessen, *The American Renaissance* (New York, London: Oxford University Press, 1941)
- Richard Wright, *Native Son* (1940; Harper Perennial, 2005)
- Ruland, Richard, and Bradbury, Malcolm. *From Puritanism to Postmodernism: A History of American Literature*. United Kingdom, Taylor & Francis, 2016.

Teaching Plan

Unit 1: 13 weeks

Unit 2: 13 weeks

Unit 3: 13 weeks

Unit 4: 13 weeks

AS

Skill Based Course II
Academic Editing and Publishing

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SBC II: Academic Editing and Publishing	02	1	1	0	As per the admission criteria	Nil

This paper is aligned with Sustainability Development Goals 2030: # 4 Quality Education, #8 Decent Work and Economic Growth

This course equips students with essential editing and publishing skills for academic manuscripts. Through practical editing exercises and exploration of the publishing workflow, students will learn to refine academic texts and navigate the submission, peer review, and publication processes for authors, editors and publishers.

Course Objectives:

1. Master academic manuscript editing: Teach students to critically edit academic texts for clarity, coherence, and scholarly style.
2. Understand the publishing process: Provide thorough knowledge of the academic publishing cycle, including manuscript submission, peer review, and editorial roles.

Course Learning Outcomes:

1. Improved editing competency: Students will be able to edit academic manuscripts for clarity, structure, style, and academic tone.
2. Comprehensive publishing knowledge: Students will understand the academic publishing process, including submission protocols, peer review, and ethical considerations.

Contents:

Unit 1: Editing Competencies

This unit focuses on developing students' editing skills specific to academic manuscripts. Students will engage in hands-on editing exercises, refining texts for clarity, coherence, and adherence to scholarly standards. Key topics will include improving structure, correcting grammar and style, ensuring proper citation formats, and maintaining an academic tone. By the end of the unit, students will be proficient in critically editing academic writing to

enhance readability and precision, ensuring texts meet the standards expected in academic publishing.

Unit 2: Publishing Workflow

In this unit, students will explore the entire academic publishing process. From manuscript submission to peer review, and through to final publication, they will gain an understanding of the roles of authors, editors, and publishers. Topics will include submission protocols, preparing manuscripts for different types of journals, managing peer review feedback, and understanding the ethical considerations involved in academic publishing. By the end of this unit, students will have a clear grasp of the steps involved in successfully navigating the publishing cycle.

Suggested Readings:

- Casagrande, June. *The Best Punctuation Book, Period: A Comprehensive Guide for Every Writer, Editor, Student, and Businessperson*, Berkeley: Ten Speed Press, 2014.
- Einsohn, Amy and Marilyn Schwartz. *The Copyeditor's Handbook*, University of California Press, 2019.
- Ginna, Peter (ed.) *What Editors Do: The Art, Craft, and Business of Book Editing*, University of Chicago Press, 2017.
- Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia University Press, 2014.
- Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
- Norton, Scott. *Developmental Editing*, University of Chicago Press, 2009.
- Sullivan, K.D. and Merilee Eggleston, *The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders*, McGraw-Hill; 1st edn. 2006.

Teaching Plan:

Unit 1: 13 weeks

Unit 2: 13 weeks

Anjana Sharma

**Department of Arabic
University of Delhi
Delhi-110007**

*Postgraduate Curricular Framework 2024 (based on NEP 2020)
1st Year of PG curricular structure for 2 year PG Programme (3+2)*

Master of Arts in Arabic

(Effective from Academic Year 2025)



University of Delhi

About the Department

The Department of Arabic is one of the oldest departments of the University of Delhi which came into existence with the very inception of the University in 1922. It enjoys a good name and high repute in the learned circles of India and the Arab world. Initially the classes of Arabic were held at St. Stephen's College, a constituent college of the University of Delhi. Eminent erudite personalities like Shamsul Ulama Maulawi Abdur Rahman, Maulawi Saeed Ahmad Akberabadi and others played a key role in the promotion of Arabic language and its teaching as a discipline in the University of Delhi. In the combined Department of Arabic and Persian at the Faculty of Arts, Arabic teaching started with a single teacher Dr. Khursheed Ahmad Fariq who joined the Department as Reader (Associate Professor). Dr. Fariq contributed a lot in terms of infrastructural development and academic excellence. Dr. Shiv Rai Choudhry who joined the Department as Reader (Associate Professor) also rendered his services sincerely. When the Department of Arabic got its separate entity, number of teachers and students gradually increased and accelerated its pace to become one of the well-known departments of the University of Delhi. A good number of renowned teachers like Dr. Munawwar Nainar, Dr. Abdul Haq, Prof. Mohammad Sulaiman Ashraf, Prof. Nisar Ahmed Faruqi, Dr. Shafiur Rahman, Prof. Mohsin Usmani, Prof. M. N. Khan etc. associated with this Department, who did their best to make the Department more active and dynamic. It is worth mentioning that the Arabic language has been the universal medium of medieval scholarship, philosophy, and science and a key source of knowledge and it is now the fifth most widely spoken language in the world by more than 300 million native Arabs of 25 Arab states and it is also a medium of vibrant contemporary literature and culture on the world stage. The Political and economic developments in the Arab world and parts of the Middle East in the last few decades opened up ample opportunities of employments in a number of different industries such as oil, gas, travel & tourism, finance, international policy, business, trade, banking and Government offices etc. Apart from job opportunities, Arabic is a language of vital importance due to its rich literary heritage and vast depository of knowledge. Seeing the global significance of Arabic and its increasing value in diverse fields, the Department of Arabic has actively been engaged in innovative teaching of Arabic and research in the field of language and literature. In order to create ability and skill of understanding, reading, speaking and writing in Arabic, the curricula have meticulously been designed and are updated to maintain the required standard and to fulfil the need of the changing world situation. In our Department students are gradually trained in Arabic language and its rich literature and at advanced levels they are also provided with deep insights into research methodology and the cultural and literary heritage of the Arab World. Students at all levels are encouraged to take part in extracurricular activities, besides their class activities. The Department of Arabic offers full time programs of M.A. and Ph.D. degrees, and also enrolls students for part-time courses of one year duration each, which are known as Certificate, Diploma and Advanced Diploma in Modern Arabic. Expanding its scope of studies, the Department also offers Open Elective course for master level students of other disciplines to get them trained in the basics of Arabic language or in the history, culture and civilization of the Arab world as per the interest

of the concerned students. This course is a point of attraction for a large number of students coming from diverse academic backgrounds such as philosophy, history, linguistics, English, Hindi, Sanskrit, Urdu, Persian, Buddhist etc. Now the Department is going to offer GE Courses in M.A. as per the guidelines of NEP2020. Students from foreign countries like Afghanistan, Iraq, Syria, Indonesia, Palestine, Jordan, Niger, Yemen etc. too have chosen the Department for their advanced studies. Most of our Passed-out students are engaged in academic and non-academic national and international institutions. Their preferable working arenas include teaching at university and school levels, working in translation bureaus of government and non- governmental sectors; foreign embassies and engaging in other excellent jobs in India and also in the Middle East. In order to bring teachers and scholars of different Indian universities closer together and to work jointly for the betterment and bright future of Arabic language in India, the Department is closely associated with "All India Association of Arabic Teachers & Scholars" and is playing an active collaborative role in conducting meetings, seminars, lectures, workshops and many other academic activities time to time.

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MASTER OF ARTS (ARABIC)

A fulltime Program consisting of four Semesters

Affiliation: The proposed program shall be governed by the Department of Arabic,
Faculty of Arts, University of Delhi, Delhi-110007

Preamble:

The program provides deeper insights into Modern Arabic Literature, Classical Arabic Literature, and Indo-Arabic Literature. It equips the graduates to communicate in Arabic Language and also perfects in translation and interpretation skills. This programme lays stress on Indo-Arabic Literature and translation on Arabic into English & vice versa.

No. of Hours 60 (Theory 45 Hrs. + Tutorial 15 Hrs.) for 4 Credit papers

No. of Hours 30 (Theory teaching) for 2 Credit papers

Credits Distribution for MA Arabic 1st year:

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- I	DSC-1 DSC -2 DSC -3 (12 credits)	DSE - 1 DSE – 2 OR DSE-1 & GE-1 (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22
Semester- II	DSC-4 DSC -5 DSC -6 (12 credits)	DSE- 3 DSE – 4 OR DSE-2 & GE-2 (8 credits)	Skill-based course/ workshop/ Specialised laboratory/ Hands on Learning (2 credits)	Nil	22
Total Credit to complete 1 st Year			44		

Distribution of courses in each Semester:

Semester-I

Discipline Specific Core courses	
DSC-1	Classical Arabic Prose
DSC-2	Classical Arabic Poetry
DSC-3	Translation Level-1
Discipline Specific Elective Course	
DSE-1	1. Special Study of Pre-Islamic Arabic Literature
	2. Special Study of Early Islamic & Umayyad Literature
DSE-2	1. Special Study of Andalusian Literature
	2. Special Study of Abbassid Literature
Generic Elective Course	
GE-1	1. Basics of Arabic Language
	2. Introduction to Arabic Literature
Skill Based Course	An Introduction to Arabic Calligraphy

Semester-II

Discipline Specific Core courses	
DSC-4	Modern Arabic Prose
DSC-5	Modern Arabic Poetry
DSC-6	Translation Level-2
Discipline Specific Elective Course	
DSE-3	1. Literary Criticism
	2. Research Methodology
DSE-4	1. Special Study of any one of the selected Arabic Poets of India
	2. Special Study of any one of the selected Arabic Prose writers of India
Generic Elective Course	
GE-2	1. Arabic Text & Grammar from selected lessons.
	2. Introduction to Indian Literature translated in Arabic.
Skill Based Course	Tourism Interpretation.

Detailed content of each course

Semester I

Discipline Specific Core Courses

DSC-1: Classical Arabic Prose

Preamble:

The course furnishes basic knowledge of Classical Arabic Prose which covers the Prose written during Umayyad, Abbasid and Ottoman periods.

Unit-I

1. Lesson: بين قاض وقور وذباب جصور (between a calm and serious judge and a bold fly)

Writer: Aljahiz from the book: Mukhtarat vol.I

2. Lesson : أخلاق المؤمن (manners of a noble man)

Writer: Al hasan Al basari, from the book: Mukhtarat vol.I

18 Marks

Unit-II

1.Lesson: أشعب والبخل (Asha'b and a Miser)

Writer: Abul faraj Al Asbahani, from the book: Mukhtarat vol.I

2.Lesson : القميص الأحمر (The Red Shirt)

Writer: Ibn Abde Rabihi, from the book: Mukhtarat vol.I

18 Marks

Unit-III

1.Lesson: شقاوة الملوك (The mischief of Kings)

Writer: The Sermon of Abu Bakar, from the book: Mukhtarat vol.II

2.Lesson : خطبة زياد بن أبيه (The Sermon of Ziyad Ibn Abih)

Writer: Ibn Abde Rabihi, from the book: Mukhtarat vol.II

17 Marks

Unit-IV

1.Lesson: (1) المقامة الزبيدية (Maqamah Zabidiyyah-I)

Writer: Al hariri, from the book: Mukhtarat vol.II

2.Lesson : (2) المقامة الزبيدية (Maqamah Zabidiyyah-II)

Writer: Al hariri, from the book: Mukhtarat vol.II

17 Marks

Prescribed Book:

. مختارات من أدب العرب ج/2-1 لأبي الحسن علي الحسيني الندوي ، لکناؤ 1423هـ/ 2000م

List of Suggested Books:

1. البيان والتبيين للجاحظ، تحقيق عبد السلام محمد هارون، مكتبة الخانجي، القاهرة ج/2 (ط5) 1405هـ/ 1985م
2. تاريخ ابن خلدون (المقدمة) لابن خلدون، دار إحياء التراث العربي بيروت ج 1، (د.ت.)
3. جواهر الأدب، للهاشمي: مطبعة المقتطف والمقطم بمصر 1341هـ/ 1923م
4. المفيد في الأدب العربي لجوزف الهاشم وزملائه، المكتب التجاري للطباعة والنشر بيروت، ج/41

1. Expression & Illustration by a-Jahiz
2. Preface of Tareekh Ibn Khaldun
3. Pearls of Literature by al-Hashmi
4. Useful Arabic Literary pieces by Joseph-al Hashmi

DSC-2: Classical Arabic Poetry

Preamble:

The course furnishes basic knowledge of Classical Arabic Poetry written during Pre-Islamic, Early Islamic, Umayyad, Andalusian and Abbasid Periods.

Unit-I

No. of the Verses	Beginning of the poem	Name of the Poet
14 بيتا	أَلَا هُبِّي بِصَحْنِكَ فَأَصْبَحِينَا...	1. عمرو بن كلثوم (Amr b. Kulthoom)
8 أبيات	أعيني جودا ولا تجمدا...	2. الخنساء (Khansa)

17 Marks

Unit-II

12 بيتا	ما بال عيني...	1. حسان بن ثابت (Hassan b. Thabit)
13 بيتا	هذا الذي تعرف البطحاء...	2. فرزدق (Al-Farazdaq)

17 Marks

Unit-III

23 بيتا	ألم تسأل الأطلال...	1. عمر بن أبي ربيعة (Umer b. Abi Rabia)
11 بيتا	دع عنك لومي...	2. أبو نواس (Abu Nuwas)

18 Mark

Unit-IV

16 بيتا	أمن ازديارك في الدجى الرقباء...	1. المتنبي (Al-Mutanabbi)
17 بيتا	يا خير ملتحف بالمجد والكرم...	2. ابن هانئ (Ibn Hani)

18 Marks

Assignment and presentation
Attendance

20 Marks
10 Marks

Prescribed Book:

A Collection of Classical Poetry compiled by the Department of Arabic, University of Delhi.

List of Suggested Books:

1. Arabic Poetry – A Primer for students by A. J. Arberry, Cambridge university press, 1965.
2. The Seven Odds, A. J. Arberry, The Macmillan Company, New York, 1957, and George Allen & Unwin Ltd. London, 1957.
3. (An English Translation of Classical Poetry): “The Literary Heritage of the Arabs – An Anthology”, Edited by Suheil Bushrui & James M. Malarkey in collaboration with C. Bayanbruss, Saqi books, London 2012.

DSC-3: Translation Level-I

Preamble:

This course furnishes the students with advanced level of Political, Commerce and Trade Translation as well as conversation and interpretation in Arabic.

Unit I:	Fundamentals and Principles of Translation.	17 Marks
Unit II:	Translation from New Papers on Current Political issues (Arabic, English & Vice Versa)	18 Marks
Unit III:	Commerce and Trade (Arabic, English & Vice Versa)	18 Marks
Unit IV:	Conversation and Interpretation in Arabic	17 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

List of Suggested Books:

- 1- الترجمة: أصلها ومبادئها وتطبيقاتها: عبد العليم السيد منسي/ عبد الله عبد الرزاق إبراهيم، دار المريح للنشر الرياض 1988م.
- 2- أصول الترجمة العربية والإنجليزية (النظرية والتطبيق): د. صلاح حامد إسماعيل، نهضة مصر للطباعة والنشر والتوزيع، ط - 2، 2007م.
- 3- دليل تدريب المترجمين في الترجمة العامة: مجموعة طلال بن غزالة 2007م.
- 4- فن الترجمة/ سيد إحسان الرحمن 1998، جواهرلال نهرو – دلهي، الهند.
- 5- أسس الترجمة Translation من الإنجليزية إلى العربية وبالعكس، د. عز الدين محمد نجيب، دار ابن سينا للطباعة والنشر والتوزيع، ط - 5، 2005م.
- 6- الترجمة من الإنجليزية إلى العربية - مناهجها و أصولها: د. معين الدين الأعظمي، دايماند بروسس، حيدر آباد، 1990م.

Discipline Specific Elective Courses

DSE-1: (i) Special Study of Pre-Islamic Arabic Literature

Preamble:

The course acquaints the students with thorough knowledge of Arabic Literature written during Pre-Islamic period.

Unit-1	Origin and Development of Arabic Language.	17 Marks
Unit-2	Introduction to Pre-Islamic Poetry (al-Muallaqat).	18 Marks
Unit-3	Sa'aleek Poets.	18 Marks
Unit-4	Introduction to Arabic Prose (Al-Khitabah, al-Hikam, al-Amthal, al-Wasaya)	17 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

List of Suggested Books:

- i. Tārīkh Ādāb al-Lughah al-‘Arabiyyah by Jurjī Zaydān, Dār al-Hilāl, Cairo 1911 A.D.
- ii. Tārīkh al-Adab al ‘Arabī by Shauqī Ḍayf, al-‘Asr al Jāhilī, Dār al-Ma‘ārif bi-Misr, Cairo 1961 A.D., (al-‘Asr al-Islāmī), Dār al-Ma‘ārif bi-Misr. Cairo, 1971 A.D.
- iii. al-Jāmi‘ fī al-Adab al-‘Arabī (al-Adab al-Qadīm wa al-Adab al-Jadīd by Ḥannā al-Fākhūrī, Dār al-Jīl, Beirut, Lebanon (n.d.)
- iv. Tārīkh al-Adab al ‘Arabī by Aḥmad Ḥasan al-Zayyāt, Dār al-Thaqāfah, Beirut, Lebanon, (29th Ed.) 1985 A.D.
- v. Udabā’ al ‘Arab Fī al-Andalus wa ‘Asr al-Inbi‘āth by Butrus al-Bustānī, Dār al-Makshūf wa Dār al-Thaqāfah, Beirut, Lebanon, March 1968 A.D.
- vi. al-Adab al-Andalusī Min al-Faṭḥ Ilā Suqūt al-Khilāfah by Dr. Aḥmed Heikal...., Dār al-Ma‘ārif bi-Misr, Cairo (10th Ed. 1986 A.D.
- vii. Fī al-Adab al-Andalusī, Jaudat al-Rakābī, Dār al-Ma‘ārif bi-Misr, Cairo 1966
- viii. Modern Arabic Literature (1967-1990 A.D.) by ‘Ismat Mahdī, Hyderabad (1st Ed.) 1983 A.D.
- ix. Tareekh Adab Arabi By Abdul Haleem Nadvi, NCPUL.

DSE-1:(ii) Special Study of Early Islamic & Umayyad Literature

Preamble:

This course equips the student with thorough knowledge of Arabic Literature written during Early Islamic and Umayyad periods.

Unit I:	Prose of Early Islamic Period; (Al-Quran, Al-Hadith, Oratory)	18 Marks
Unit II:	Prose of Umayyad Period; Oratory and Letter Writing	18 Marks
Unit III:	Poetry of Early Islamic Period; Mukhadram Poets (Ka'ab bin Zuhair, Hassan bin Thabit, Al-Khansa)	17 Marks
Unit IV:	Poetry of Umayyad Period; Umar bin Abi Rabia, Farazdaq, Jareer, Akhtal	17 Marks

Assignments and Presentation **20 Marks**

Attendance **10 Marks**

List of Suggested Books:

- i. Tārīkh Ādāb al-Lughah al-‘Arabiyyah by Jurjī Zaydān, Dār al-Hilāl, Cairo 1911 A.D.
- ii. Tārīkh al-Adab al ‘Arabī by Shauqī Ḍayf, al-‘Asr al Jāhilī, Dār al-Ma‘ārif bi-Misr, Cairo 1961 A.D., (al-‘Asr al-Islāmī), Dār al-Ma‘ārif bi-Misr. Cairo, 1971 A.D.
- iii. al-Jāmi‘ fī al-Adab al-‘Arabī (al-Adab al-Qadīm wa al-Adab al-Jadīd by Ḥannā al-Fākhūrī, Dār al-Jīl, Beirut, Lebanon (n.d.)
- iv. Tārīkh al-Adab al ‘Arabī by Aḥmad Ḥasan al-Zayyāt, Dār al-Thaqāfah, Beirut, Lebanon, (29th Ed.) 1985 A.D.
- v. Udabā’ al ‘Arab Fī al-Andalus wa ‘Asr al-Inbi‘āth by Butrus al-Bustānī, Dār al-Makshūf wa Dār al-Thaqāfah, Beirut, Lebanon, March 1968 A.D.
- vi. al-Adab al-Andalusī Min al-Fath Ilā Suqūt al-Khilāfah by Dr. Aḥmed Heikal...., Dār al-Ma‘ārif bi-Misr, Cairo (10th Ed. 1986 A.D.
- vii. Fī al-Adab al-Andalusī, Jaudat al-Rakābī, Dār al-Ma‘ārif bi-Misr, Cairo 1966
- viii. Modern Arabic Literature (1967-1990 A.D.) by ‘Ismat Mahdī, Hyderabad (1st Ed.) 1983 A.D.
- ix. Tareekh Adab Arabi By Abdul Haleem Nadvi, NCPUL.

DSE 2: (i) Special Study of Andalusian Literature

Preamble:

The course acquaints the students with thorough knowledge of Arabic Literature written during Andalusian period.

Unit I:	Introduction to Andalusian Prose; Ibn Shuhaid, Ibn Hazm, Ibn Tufail	17 Marks
Unit II:	Introduction Andalusian Poetry; Al-Muashshahat, Al-Zajal	17 Marks
Unit III:	Some renowned Poets; Ibn Zaydun, Ibn Hani, Ibn Abde Rabbehi	18 Marks
Unit IV:	Some Important Books; Al-Iqd-Fareed, Tauq-al-Hamamah, Hayyi Ibn Yaqzan	18 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

List of Suggested Books:

- i. Tārīkh Ādāb al-Lughah al-‘Arabiyyah by Jurjī Zaydān, Dār al-Hilāl, Cairo 1911 A.D.
- ii. Tārīkh al-Adab al ‘Arabī by Shauqī Ḍayf, al-‘Asr al Jāhilī, Dār al-Ma‘ārif bi-Misr, Cairo 1961 A.D., (al-‘Asr al-Islāmī), Dār al-Ma‘ārif bi-Misr. Cairo, 1971 A.D.
- iii. al-Jāmi‘ fī al-Adab al-‘Arabī (al-Adab al-Qadīm wa al-Adab al-Jadīd by Ḥannā al-Fākhūrī, Dār al-Jīl, Beirut, Lebanon (n.d.)
- iv. Tārīkh al-Adab al ‘Arabī by Aḥmad Ḥasan al-Zayyāt, Dār al-Thaqāfah, Beirut, Lebanon, (29th Ed.) 1985 A.D.
- v. Udabā’ al ‘Arab Fī al-Andalus wa ‘Asr al-Inbi‘āth by Butrus al-Bustānī, Dār al-Makshūf wa Dār al-Thaqāfah, Beirut, Lebanon, March 1968 A.D.
- vi. al-Adab al-Andalusī Min al-Faṭḥ Ilā Suqūt al-Khilāfah by Dr. Aḥmed Heikal..., Dār al-Ma‘ārif bi-Misr, Cairo (10th Ed. 1986 A.D.
- vii. Fī al-Adab al-Andalusī, Jaudat al-Rakābī, Dār al-Ma‘ārif bi-Misr, Cairo 1966
- viii. Modern Arabic Literature (1967-1990 A.D.) by ‘Ismat Mahdī, Hyderabad (1st Ed.) 1983 A.D.
- ix. Tareekh Adab Arabi By Abdul Haleem Nadvi, NCPUL.

DSE 2: (ii) Special Study of Abbassid Literature

Preamble:

The course acquaints the students with thorough knowledge of Arabic Literature written during Abbassid period.

Unit I:	Introduction to Abbassid Period.	18 Marks
Unit II:	Prose in Abbassid Period (Ibn-al-Muqaffa, Al-Jahiz, Badi-al-Zaman-al-Hamadani)	18 Marks
Unit III:	Abbassid Poetry (Bashshar, Abul Atahiyah, Al-Mutanabbi, Al-Marri)	17 Marks
Unit IV:	Translation movement during Abbassid Period (Bait-al-Hikmah, Kaleela wa Dimna etc).	17 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

List of Suggested Books:

- i. Tārīkh Ādāb al-Lughah al-‘Arabiyyah by Jurjī Zaydān, Dār al-Hilāl, Cairo 1911 A.D.
- ii. Tārīkh al-Adab al ‘Arabī by Shauqī Ḍayf, al-‘Asr al Jāhilī, Dār al-Ma‘ārif bi-Misr, Cairo 1961 A.D., (al-‘Asr al-Islāmī), Dār al-Ma‘ārif bi-Misr. Cairo, 1971 A.D.
- iii. al-Jāmi‘ fī al-Adab al-‘Arabī (al-Adab al-Qadīm wa al-Adab al-Jadīd by Ḥannā al-Fākhūrī, Dār al-Jīl, Beirut, Lebanon (n.d.)
- iv. Tārīkh al-Adab al ‘Arabī by Aḥmad Ḥasan al-Zayyāt, Dār al-Thaqāfah, Beirut, Lebanon, (29th Ed.) 1985 A.D.
- v. Udabā’ al ‘Arab Fī al-Andalus wa ‘Asr al-Inbi‘āth by Butrus al-Bustānī, Dār al-Makshūf wa Dār al-Thaqāfah, Beirut, Lebanon, March 1968 A.D.
- vi. al-Adab al-Andalusī Min al-Fath Ilā Suqūt al-Khilāfah by Dr. Aḥmed Heikal..., Dār al-Ma‘ārif bi-Misr, Cairo (10th Ed. 1986 A.D.
- vii. Fī al-Adab al-Andalusī, Jaudat al-Rakābī, Dār al-Ma‘ārif bi-Misr, Cairo 1966
- viii. Modern Arabic Literature (1967-1990 A.D.) by ‘Ismat Mahdī, Hyderabad (1st Ed.) 1983 A.D.
- ix. Tareekh Adab Arabi By Abdul Haleem Nadvi, NCPUL.

Generic Elective Courses

GE 1: (i) Basics of Arabic Language

Preamble:

This course is designed for the beginners who want to learn basic Arabic language.

Unit I:	Origin of Arabic Language.	17 Marks
Unit II:	Arabic Alphabet.	17 Marks
Unit III:	Practice of writing the separate letters.	18 Marks
Unit IV:	Arabic numerals 1 – 10	18 Marks
	Assignments and Presentations	20 Marks
	Attendance	10 Marks

List of Suggested Books:

1. دروس اللغة العربية لغير الناطقين بها: ف. عبد الرحيم، وزارة التعليم العالي، المملكة العربية السعودية 1418هـ
2. منهاج العربية: سيد نبي الحيدرآبادي، حيدرآباد، الهند.
3. عربى كا معلم: عبد الستار خان، مكتبه خدمت قاسم جان اسٹريٹ، بلى ماران، دلى.
4. My Arabic Reader: Elementary level by Dr. Wali Akhtar, ISRA_Islamic Studies Research Academy (P) Ltd. New Delhi- 110025

GE 1: (ii) Introduction to Arabic Literature

Preamble:

This course is designed for the students who want to know about the Arabic Literature and this provides basic knowledge about Arabic literature from Pre-Islamic period till date.

Unit I: Historical background of Arabic Language and Literature. **18 Marks**

Unit II: A brief study of Arabic Literature during Pre-Islamic Period. **18 Marks**

Unit III: A brief study of Arabic Literature from early Islamic to Abbasid periods. **17 Marks**

Unit IV: A brief study of Arabic Literature from Andalusian period till date **17 Marks**

Assignments and Presentations **20 Marks**

Attendance **10 Marks**

List of Suggested Books:

- i. Tārīkh Ādāb al-Lughah al-‘Arabiyyah by Jurjī Zaydān, Dār al-Hilāl, Cairo 1911 A.D.
- ii. Tārīkh al-Adab al ‘Arabī by Shauqī Ḍayf, al-‘Asr al Jāhilī, Dār al-Ma‘ārif bi-Misr, Cairo 1961 A.D., (al-‘Asr al-Islāmī), Dār al-Ma‘ārif bi-Misr. Cairo, 1971 A.D.
- iii. al-Jāmi‘ fī al-Adab al-‘Arabī (al-Adab al-Qadīm wa al-Adab al-Jadīd by Ḥannā al-Fākhūrī, Dār al-Jīl, Beirut, Lebanon (n.d.)
- iv. Tārīkh al-Adab al ‘Arabī by Aḥmad Ḥasan al-Zayyāt, Dār al-Thaqāfah, Beirut, Lebanon, (29th Ed.) 1985 A.D.
- v. Udabā’ al ‘Arab Fī al-Andalus wa ‘Asr al-Inbi‘āth by Butrus al-Bustānī, Dār al-Makshūf wa Dār al-Thaqāfah, Beirut, Lebanon, March 1968 A.D.
- vi. al-Adab al-Andalusī Min al-Fath Ilā Suqūt al-Khilāfah by Dr. Aḥmed Heikal..., Dār al-Ma‘ārif bi-Misr, Cairo (10th Ed. 1986 A.D.
- vii. Fī al-Adab al-Andalusī, Jaudat al-Rakābī, Dār al-Ma‘ārif bi-Misr, Cairo 1966
- viii. Modern Arabic Literature (1967-1990 A.D.) by ‘Ismat Mahdī, Hyderabad (1st Ed.) 1983 A.D.
- ix. Tareekh Adab Arabi By Abdul Haleem Nadvi, NCPUL.

Skill Based Courses

SKILL BASED COURSE (1): An Introduction to Arabic Calligraphy

Learning Objectives

The Learning Objectives of this course are as follows:

1. To equip the students with an introduction to the art, history, and techniques of Arabic calligraphy.
2. To make the students familiar with various Arabic scripts, their historical development, and practical applications.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be familiarized with an introduction to the art, history and techniques of Arabic Calligraphy.
- By learning this course, the students will be familiar with various Arabic scripts, their historical development and practical applications.

SYLLABUS OF SKILL BASED COURSE 1

Unit-I

Introduction to Arabic Calligraphy

- Definition and Signification of Calligraphy in Arab and Muslim Worlds.
- Historical background and an evaluation of Arabic calligraphy with special reference to Ibn-Muqla & Yaqt al-Musta 'simi, Ibn al-Bawwab.

Unit-II

Arabic Calligraphy scripts

- **Introduction to major Arabic scripts with characteristics and aesthetics principles of each script.**
 1. Kufic
 2. Naskh
 3. Thuluth
 4. Diwani
 5. Ruqa

List of Suggested Books:

1. Blair, Sheila S. *Islamic Calligraphy* (Edinburgh University Press, 2006).
2. Safadi, Yasin Hamid. *Islamic Calligraphy* (Thames & Hudson, 1979).
3. Canby, Sheila. *Princes, Poets, and Paladins: Islamic and Indian Paintings from the Collection of Prince and Princess Sadruddin Aga Khan* (British Museum Press, 1998).
4. Schimmel, Annemarie. *Calligraphy and Islamic Culture* (New York University Press, 1984).

Semester II

DSC 4: Modern Arabic Prose

Preamble:

The course furnishes in depth knowledge of Modern Arabic Prose which covers from 19th Century till date.

Unit-I			
مختارات أول	مصطفى لطفي المنفلوطي	الكوخ والقصر	1
Mukhtaraat Vol. 1	Mustafa Lutfi al-Manfluti	The Cottage and The Castle	
مختارات أول	أحمد أمين	الدين الصناعي	2
Mukhtaraat Vol. 1	Ahmed Ameen	The Artificial Religion	
18 Marks			
Unit-II			
مختارات ثاني	أحمد كرد علي	تحية الأندلس	.1
Mukhtaraat Vol. 2	Ahmed Kurd Ali	Andalusia Greetings	
صندوق الدنيا	إبراهيم عبد القادر المازني	اللغة العربية بلا معلم	.2
Sundooq al-dunya	Ibraheem Abdul Qadir al-Mazni	Arabic language without a teacher	
18 Marks			
Unit-III			
دمعة وابتسامة	جبران خليل جبران	الأرملة وابنها	.1
Damatun wa Ibtisama	Jibran Khalil Jibran	The widow and her son	
الأيام (الفصل الحادي عشر)	طه حسين	فتى في فرنسا	.2
Al-Ayyam: Chap. xi	Taha Husain	A young man in France	
17 Marks			
Unit-IV			
دنيا الله	نجيب محفوظ	دنيا الله	.1
Dunya Allah	Naghib Mahfooz	The God's world	
دنيا جديدة	محمود تيمور	دنيا جديدة	.2
Dunya Jadeedah	Mahmood Taymoor	A new world	
17 Marks			

Assignment and presentation

20 Marks

Attendance

10 Marks

Prescribed Book:

A Collection of Modern Prose compiled by the Department of Arabic, University of Delhi.

List of Suggested Books:

1. نخبة الأدب، قسم اللغة العربية و آدابها، الجامعة الإسلامية بعليكرة، علي كره (ط7) 2000م
 2. مختارات من أدب العرب للشيخ أبي الحسن علي الحسيني الندوي، الجزء الأول، مؤسسة الصحافة والنشر لكتناؤ، 1423هـ/ 2002م
 3. وحي القلم لمصطفى صادق الرافعي، دار الكتاب العربي بيروت (ج2) 1421هـ/ 2000م
 4. النظرات للمنفلوطي، مكتبة مصر للطباعة، بالقاهرة، مصر 1993م.
 5. الأجنحة المتكسرة لجبران خليل جبران، مكتبة الهلال بمصر (د.ت.)
 6. المسرح المتنوع لتوفيق الحكيم، مكتبة الآداب للطباعة والنشر والتوزيع، 1998م.
 7. ماذا خسر العالم بانحطاط المسلمين للشيخ أبي الحسن علي الندوي، المجمع الإسلامي العلمي، لكتناؤ 1994م
 8. A Reader in Modern Literary Arabic by Farhāt J. Ziādeh, University of Washington Press Seattle and London 1964.
 9. History of Islam by Akbar Shah Najeebadi, Dar-us-Salam 2021.
1. The Literary Elite. Department of Arabic, AMU, Aligarh.
 2. Selections from Arabic Literature by Abul Hasan Ali.
 3. The Muse of the Pen by Mustafa Sadiq-al-Rafaie.
 4. Glimpses by al-Manfaluti.
 5. Broken wings by Jibran.
 6. The variety of theater by Taufeequl-Hakeem.
 7. What has the world lost by Abul Hasan Ali.

DSC 5: Modern Arabic Poetry

Preamble:

The course furnishes in depth knowledge of Modern Arabic Poetry written during 19th, 20th Centuries in Egypt, Iraq, Palestine, Syria and America.

Unit-I

No. of the Verses	Beginning of the poem	Name of the Poet
11 بيتا	دع النل في الدنيا...	1. محمود سامي البارودي (Mahmoud Sami Elbaroudi)
17 بيتا	تجلى مولد الهادي...	2. أحمد شوقي (Ahmed Shawqi)
16 بيتا	إليك يا نفس عني...	3. جميل صدقي الزهاوي (Jamil Sidqi al-Zahawi)
18 Marks		

Unit-II

14 بيتا	حنين الغريب عند غروب الشمس...	1. عبد الرحمن شكري (Abdel Rehman Shokry)
كاملا	التربية والأمهات...	2. معروف الرصافي (Ma'ruf al-Rusafi)
كاملا	لم يبق شيء من الدنيا...	3. حافظ إبراهيم (Hafez Ibrahim)
18 Marks		

Unit-III

كاملا	ما أحلى الطفولة...	1. أبو القاسم الشابي (Aboul Qacem Echebbi)
كاملا	قال السماء كئيبة...	2. إيليا أبو ماضي (Elia Abu Madi)
كاملا	عاشقة الليل...	3. نازك الملائكة (Nazik Al-Malaika)

17 Marks

Unit-IV

16 بيتا	هذا مكانك ها هنا محراب...	1. فدوى طوقان (Fadwa Tuqan)
كاملا	لماذا تركت الحصان وحيدا...	2. محمود درويش (Mahmoud Darwish)
كاملا	الحشيش والخبز والقمر	3. نزار قباني (Nizar Qabbani)

17 Marks

Assignment and presentation

20 Marks

Attendance

10 Marks

Prescribed Book:

A Collection of Modern Poetry compiled by the Department of Arabic, University of Delhi

List of Suggested Books:

1. مختارات الشعر الحديث: مصطفى البدوي، دار النهار للطباعة والنشر والتوزيع، القاهرة، مصر 1969م.
2. تاريخ الشعر العربي الحديث: أحمد قبش، دار الجيل، بيروت، لبنان 1971م.
3. الشعر العربي المعاصر: أحمد شوقي ضيف
4. الشعر العربي الحديث 1800م – 1970م تطور أشكاله وموضوعاته بتأثير الأدب الغربي، س موريه، دار الفكر العربي القاهرة، 1986م.
5. Trends and Movements in Modern Arabic Poetry by Samla Khadra Jayyusi, Leiden, E. J. Brill, 1977.
6. Modern Arabic Literature, M. M. Badawi, & Others, Cambridge University Press, 1992.
7. A Critical Introduction to Modern Arabic Poetry, M. M. Badawi, Cambridge University Press, 1975.

DSC 6: Translation Level-2

Preamble:

This course furnishes the students with advanced level of translation based on science and technology, economic and financial and medical terminologies. As well as communicative skill in conversation and interpretation.

Unit I:	Science and Technology based translation	18 Marks
Unit II:	Economic and Financial translation	18 Marks
Unit III:	Translation of Technical and Medical terminologies	17 Marks
Unit IV:	Communicative Skill conversation and interpretation	17 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

List of Suggested Books:

1. فن الترجمة/ سيد إحسان الرحمن 1998، جواهرلال نهرو – دلهي، الهند.
2. في فن الترجمة بين العربية والإنجليزية، عبد المحسن إسماعيل رمضان، مكتبة جزيرة الورد، القاهرة 2009م.
3. الترجمة: أصلها ومبادئها وتطبيقاتها: عبد العليم السيد منسي/ عبد الله عبد الرزاق إبراهيم، دار المريخ للنشر الرياض 1988م.
- 4- أصول الترجمة العربية والإنجليزية (النظرية والتطبيق): د. صلاح حامد إسماعيل، نهضة مصر للطباعة والنشر والتوزيع، ط - 2، 2007م.
- 5- الإنشاء العربي الميسر، فيصل حسين طحيمر العلي، دار ابن كثير، دمشق، سوريا، 2015م.
- 6- أسلوب الرسائل، بدر الزمان القاسبي الكيرانوي، مكتبة وحيدية، دلهي، 1996م.
1. The Art of Translation by S.A. Rehman.
2. Translation Art in Arabic & English Languages by Abdul Mohsin.
3. The Translation : Principles & Methods by Syed Abdullah .
4. Fundamentals of Translation in Arabic and English by Salah Hamid.
5. Arabic Composition by Faisal Husain.
6. Letter writing by Badruzzaman.

Discipline Elective Courses

DSE 3: (i) Literary Criticism

Preamble:

The course provides a basic knowledge of literary criticism which contains principles of literary criticism and some prominent critics of Arabic Language.

Unit I: Introduction to Arabic Literary Criticism

18 Marks

Unit-II

1. الأدب لغة واصطلاحاً (Literature; Literal and Terminological meanings)

2. عناصر الأدب (Elements of Literature)

18 Marks

Unit-III

1. النقد لغة واصطلاحاً (Criticism; Literal and Terminological meanings)

2. النقد الأدبي (The Literary Criticism)

17 Marks

Unit-IV

1. وظيفة الأدب في الحياة (Role of Literature in Life)

2. النقاد البارزون في الأدب العربي (Prominent Critics of Arabic Literature)

17 Marks

Assignments and Presentations

20 Marks

Attendance

10 Marks

List of Suggested Books:

1. أصول النقد الأدبي، أحمد شائب، مكتبة النهضة المصرية، ط 7، 1964م.
2. النقد الأدبي، أحمد أمين، مؤسسة هنداوي للتعليم والثقافة، القاهرة، 2012م.
3. النقد الأدبي عند العرب، د. محمد طاهر درويش، دار المعارف، القاهرة، 1979م.
4. النقد والنقاد المعاصرون، محمد مندور، نهضة مصر للطباعة والنشر والتوزيع، 1981م.

1. Fundamentals of Literary Criticism by Ahmad al-Shaib.
2. Literary Criticism by Ahmad Ameen.
3. The Literary Criticism by the Arabs. By Mohammad Tahir.
4. The Criticism and the contemporary critics. By Mohammad Mandoor.

DSE 3(ii): Research Methodology

Preamble:

The course provides a basic knowledge about research methodology that how to edit a manuscript or prepare the thesis.

Unit I:	Nature, Aims & objectives of literary research.	17 Marks
Unit II:	Editing of Manuscripts.	18 Marks
Unit III:	Renowned Oriental Libraries in India.	17 Marks
Unit IV:	Preparation of research paper/dissertation/thesis.	18 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

Suggested Books:

1. Kayfa Taktubu Baḥṭhan Aw Risālah by Dr. Ahmad Shalabī, Cairo.
2. How to Write Assignments, Research Papers, Dissertations and Theses by Prof. Dr. V. H. Bedekar, Kanak Publications, New Delhi, 1982.
3. Kayfa Taktubu Baḥyhan Jāmi‘iyyah by Dr. ‘Abd al-‘Azīz Sharaf and Dr. Muḥammad Abd al - Mun‘im al-Khafājī, Cairo 1985
4. Taḥqīq al-Nusūs wa-Nashruhā by ‘Abd al-Salām Hārūn, Cairo (4th Ed.) 1977
5. Qawā‘id Taḥqīq al-Makhtūtāt by Dr. Salāḥ al-Dīn al Munajjid, Beiru (4th Ed.) 1970

DSE 4(i): Special study of any one of the selected Arabic poets of India

Preamble:

This course is designed to acquaint the students with the contribution of Indian scholars to Arabic Poetry.

Special study of any one of the following Arabic poets of India

1. Meer Ghulam Ali Azad Bilgiramī
2. Faizul Hasan Saharanpuri
3. Anwar Shah Kashmiri

Unit I:	Historical & Literary background.	17 Marks
Unit II:	Life of the Poet.	18 Marks
Unit III:	His / Her Poetry & Style.	17 Marks
Unit IV:	A Study of two Poems of the Poet.	18 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

Suggested Books:

1. Subḥat al-Marjān fī Āthār Hindustān by Ghulām ‘Alī Azād al-Bilgrāmī (1116-1200 A.H.)
2. Nuzhat al-Khawātir wa Bahjat al-Masāmi‘ wa al-Nawāzīr (I‘lām bi-mā fī al-Hind min al-A‘lām) by ‘Abd al-Ḥayy al-Ḥasanī (1341 A.H./1923 A.D.)
3. Rijāl al-Sind wa al-Hind Ilā al-Qarn al-Sabī‘ al-Hijrī by al-Qāzī Athar al-Mubārākpūrī (1916-1996)

1. زهة الخواطر (الإعلام بمن في تاريخ الهند من الأعلام): مولانا عبد الحي الحسني، مطبعة دائرة المعارف العثمانية، حيدر آباد.

2. الآداب العربية في شبه القارة الهندية: الدكتور زبيد أحمد

3. رجال السند والهند إلى القرن السابع الهجري: القاضي أطهر المباركفوري

4. عربی ادب میں روہیل کھنڈ کا حصہ: ابو سعد اصلاحی

5. عربی ادب میں اودھ کا حصہ: مسعود انور علوی ، نامی پریس لکھنؤ ، 1990۔

6. آزاد ہندوستان میں عربی زبان و ادب، ڈاکٹر محمد ارشاد نوگانوی، دہلی 2009

7. جدید عربی صحافت کے ارتقا میں مدارس عربیہ کا حصہ، ڈاکٹر سبحان عالم، لکھنؤ 2015

8. ریحانة الشعر والشعراء، د. نثار احمد الأعظمي، لکناؤ 2010

1. Information regarding the prominent Arabic scholars of India (Encyclopedia). By Abdul Hai Hasani
2. The contribution of India to Arabic Literature. By Zubair Ahamd.
3. Arabic Scholars from Hind and Sind. By Athar Mubarakpuri.
4. Arabic Literature in Rohil Khand. By Abu Saad.
5. Contribution of Awadh to Arabic Literature. By Masud Alvi.
6. Arabic Literature in India after Independence. By Irshad Nauganvi.
7. Role of Indian Arabic Seminaries in the Development of Arabic Journalism. By Subhan Alam
8. Fragrance of Arabic Poetry & Poets. By Nisar Azmi.

DSE 4(ii): Special study of any one of the selected Arabic Prose writers of India

Preamble:

This course is designed to acquaint the students with the contribution of Indian scholars to Arabic Prose.

Special study of any one of the following Arabic writers of India

1. Shah waliullah Dehlavi
2. Abdul Aziz Al-Maimani
3. Abdul Hayee Al-Hasani

Unit I:	Historical & Literary background.	17 Marks
Unit II:	Life of the Writer.	18 Marks
Unit III:	His / Her Literary Works & Style.	17 Marks
Unit IV:	A Study of any selected book of the writer.	18 Marks
	Assignment and presentation	20 Marks
	Attendance	10 Marks

Suggested Books:

1. Subḥat al-Marjān fī Āthār Hindustān by Ghulām ‘Alī Azād al-Bilgrāmī (1116-1200 A.H.)
2. Nuzhat al-Khawātir wa Bahjat al-Masāmi‘ wa al-Nawāzīr (I‘lām bi-mā fī al-Hind min al-A‘lām) by ‘Abd al-Ḥayy al-Ḥasanī (1341 A.H./1923 A.D.)
3. Rijāl al-Sind wa al-Hind Ilā al-Qarn al-Sabī‘ al-Hijrī by al-Qāzī Athar al-Mubārākpūrī (1916-1996)

4. زهة الخواطر (الإعلام بمن في تاريخ الهند من الأعلام): مولانا عبد الحي الحسني، مطبعة دائرة المعارف العثمانية، حيدر آباد.
5. الآداب العربية في شبه القارة الهندية: الدكتور زبيد أحمد
6. رجال السند والهند إلى القرن السابع الهجري: القاضي أطهر المباركفوري
7. عربى ادب ميں روھیل کھنڈ کا حصہ: ابو سعد اصلاحي
8. عربى ادب ميں اودھ کا حصہ: مسعود انور علوى ، نامی پريس لکھنؤ ، 1990.

9. آزاد ہندوستان میں عربی زبان وادب، ڈاکٹر محمد ارشاد نوگانوی، دہلی 2009
10. جدید عربی صحافت کے ارتقا میں مدارس عربیہ کا حصہ، ڈاکٹر سبحان عالم، لکھنؤ 2015
11. ریحانة الشعر والشعراء، د. نثار احمد الأعظمی، لکناؤ 2010

1. Introduction to Eminent scholars of India. By Ghulam Ali Azad.
2. Information regarding the prominent Arabic scholars of India (Encyclopedia). By Abdul Hai Hasani
3. Arabic Scholars from Hind and Sind. By Athar Mubarakpuri.
4. Information regarding the prominent Arabic scholars of India (Encyclopedia). By Abdul Hai Hasani
5. The contribution of India to Arabic Literature. By Zubair Ahamd.
6. Arabic Scholars from Hind and Sind. By Athar Mubarakpuri.
7. Arabic Literature in Rohil Khand. By Abu Saad.
8. Contribution of Awadh to Arabic Literature. By Masud Alvi.
9. Arabic Literature in India after Independence. By Irshad Nauganvi.
10. Role of Indian Arabic Seminaries in the Development of Arabic Journalism. By Subhan Alam.
11. Fragrance of Arabic Poetry & Poets. By Nisar Azmi.

GE 2 (i): Arabic Text & Grammar

Preamble:

The course provides a basic knowledge of Arabic Grammar which will be helpful for the students to know about Arabic Language.

Unit I

- | | |
|------------------------|-------------------------|
| 1. أسماء الإشارة : | (Demonstrative Pronoun) |
| 2. المضاف والمضاف إليه | (Genitive Phrase) |
| 3. الموصوف والصفة | (Adjectival Phrase) |
- 18 Marks

Unit II:

- | | |
|--------------------|--------------------------|
| 1. المبتدأ والخبر | (Subject and Predicate) |
| 2. المذكر والمؤنث | (Masculine and Feminine) |
| 3. المعرفة والنكرة | |
- 18 Marks

Unit III:

- | | |
|--------------------------|-----------------------------|
| 1. المفرد والمثنى والجمع | (Singular, Dual and Plural) |
| 2. الضمائر | (Pronouns) |
- 17 Marks

Unit IV:

- | | |
|------------------|------------------|
| 1. الفعل الماضي | (Perfect Verb) |
| 2. الفعل المضارع | (Imperfect Verb) |
- 17 Marks

Assignments and Presentations 20 Marks

Attendance 10 Marks

Prescribed book:

My Arabic reader, by Dr. Wali Akhtar

Suggested Books:

1. دروس اللغة العربية لغير الناطقين بها: ف. عبد الرحيم، وزارة التعليم العالي، المملكة العربية السعودية 1418هـ
2. منهاج العربية: سيد نبي الحيدرآبادي، حيدر آباد، الهند.
3. عربى كا معلم: عبد الستار خان، مكتبة خدمت قاسم جان اسٹريٹ، بلى ماران، دلى.

1. Arabic language for non-native speakers. By V. Abdur Rahim.
2. Primary Arabic Reader. By Syed Nabi.
3. Arabic Teacher. By Abdus Sattar Khan.

GE 2 (ii): Introduction to Indian Literature Translated into Arabic

Preamble:

The course provides a basic knowledge of Indian Knowledge System through some important Indian Books translated into Arabic.

Unit I:	Mahabharata	18 Marks
Unit II:	Gita	17 Marks
Unit III:	Ramayana	18 Marks
Unit IV:	Panchatantra	17 Marks
	Assignments and Presentations	20 Marks
	Attendance	10 Marks

Suggested Books:

- i. Mahabharata Translated by Abdullah Al Baroun
- ii. Arabic Translation of Gita Published by Dairatul Ma'arifil Osmania
- iii. Ramayana Translated by Abdullah Al Baroun
- iv. Kaleelah wa Dimnah

SKILL BASED COURSE 2: Tourism Interpretation

Learning Objectives

The Learning Objective of this course is to acquaint students with knowledge of special terminologies of tour & travel and medical tourism:

Learning outcomes

After learning this paper the student will be able to do the job of medical tourism or tour & travel.

SYLLABUS OF SKILL BASED COURSE 2

UNIT – I Tour & Travel

UNIT – II Medical Tourism

Suggested Books:

1. التعبير والمحادثة العربية، الدكتور سيد محمد اجتباء الندوي
2. Commercial Arabic by Dr. Adoo Backer K.P.
3. Let us speak Colloquial Arabic by Dr. Mahmood Mirza
4. Common Idioms and Phrases (English-Arabic) by Dr. Mahmood Mirza
5. Let us speak Arabic, by Prof. Ahsanur Rahman



UNIVERSITY OF DELHI

MASTER OF ARTS

Psychology

(Effective from the Year 2025-2026)

**COURSES FOR TWO -YEARS P.G (PSYCHOLOGY)
PROGRAMME BASED ON NEP-2020
*Structure-I (2- Year PG Program)***

COURSE CONTENTS

(Semester-I)

1. Discipline Specific Core Courses (DSC): Total-03

- DSC 101: Human Cognition: Theory and Research
- DSC 102: Experimental Design and Quantitative Techniques
- DSC 103: Conceptual History of Psychology

2. Discipline Specific Elective Courses (DSE): Any 02 from the pool

- DSE 101: Applied Developmental Psychology: Theory, Research and Practice
- DSE 102: Foundations in Clinical Psychology
- DSE 103: Understanding Health Behavior
- DSE 104: Understanding Behavior at Work
- DSE 105: Introduction to Analytical Psychology
- DSE 106: Philosophical and Historical Foundations of Indian thought
- DSE 107: Building Cultures of Peace

3. Generic Elective Course (GE): Any 01 from the pool

- GE 101: Mental Health in Everyday life
- GE 102: Psychology and Advertising
- GE 103: Psychology and the Virtual world

4. Skill Enhancement Course (SEC)

- SEC 101: Anger Management

COURSE CONTENTS

(Semester-II)

1. Discipline Specific Core Courses (DSC): Total-03

- DSC 201: Social Psychology: Advances in Theory and Practice
- DSC 202: Advanced Psychometrics
- DSC 203: Qualitative Research Methods

2. Discipline Specific Elective Courses (DSE): Any 02 from the pool

- DSE 201: Socio-Emotional Development
- DSE 202: Understanding Psychopathology
- DSE 203: Psychosocial and Cultural Correlates of Health
- DSE 204: Human Resource Management
- DSE 205: Psychology and Mythology
- DSE 206: Notion of Knowledge in Indian Intellectual Tradition
- DSE 207: Social Psychology in Context

3. Generic Elective Course (GE): Any 01 from the pool

- GE 201: Evolution of Indian Psychology
- GE 202: Emotions in Everyday Life
- GE 203: Developmental Psychology and Early Childhood Education

4. Skill Enhancement Course (SEC)

- SEC 201: Persuasion Skills
- SEC 202: Train the Trainer

SEMESTER-I

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER- I

DSC 101: HUMAN COGNITION: THEORY AND RESEARCH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 101 Human Cognition: Theory and Research	4	3	0	1	Graduation from any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To provide the knowledge and understanding of various cognitive processes through classical theoretical frameworks, conceptual models and applications.
2. To understand how the higher cognitive functions form the basis of human functioning.
3. To enable students to think scientifically about behavior, mental processes and underlying cognitive mechanisms.
4. To enhance understanding of the research methods relevant to designing and analyzing research questions in human cognition.

Learning Outcomes:

Students will be able to:

1. Expand regarding various functions of human cognition.
2. Understand the basic and higher cognitive processes applied in daily lives.
3. Gain an in-depth understanding of the processes and types of memory.
4. Understand and analyze thinking, problem-solving and decision-making processes.
5. Identify observable behaviours that are used to understand cognitive processes.

Course Contents:

Unit 1: Attention and Executive Processes: Historical and Philosophical antecedent; Current Paradigms; Types and Mechanisms of Attention; Attention and the Brain; Executive Processing; Emerging issues in applied attention: Control and Switching of attention; Attention and Aging; Attention and Driving; Training of Attention

(10 Hours)

Unit 2: Memory Processes: Why do we need memory; Current Models and Directions; Organization of Long-Term Memory; Eyewitness Memory; Everyday Memory; False Memories; Aging and Memory; Incidental and Motivated Forgetting; Prospective Memory: Introduction and types; Enhancing Memory

(10 Hours)

Unit 3: Language Processes: Science of Language; Brain and Language; Development of language across lifespan; Language, culture and thought; Language and Technology; Multilingualism & Bilingualism: Myths and Benefits **(10 Hours)**

Unit 4: Problem Solving and Decision Making: Problem Solving: Strategies and Heuristics; Factors influencing Problem Solving; Decision Making: Heuristics, Risky Decision Making; Group Decision Making; Applications of Decision-Making Research: Overconfidence about Decisions; Reasons for Overconfidence. **(10 Hours)**

Practicum: At least 2 (Two) practicum based on the above units **(20 Hours)**

Essential Readings:

1. Baddley, A. (1997). *Human memory: Theory and Practice*. New York: Psychology Press. Harley.
2. Farmer, T. A., & Matlin, M. W. (2019). *Cognition*. John Wiley & Sons.
3. Kramer, A. F., Wiegmann, D. A., & Kirlik, A. (2006). *Attention From Theory to Practice*. New York: Oxford University Press.
4. Ludden, D. (2015). *The Psychology of Language: An Integrated Approach*. United States: Sage Publications.
5. Minda, J.P. (2015). *The Psychology of Thinking*. Thousand Oaks: Sage Publications.
6. Ranganath, C. (2024). *Why we remember: the science of memory and how it shapes us*. Faber & Faber: London.
7. Tulving, E. & Craik, F. I. M (2023). *The Oxford Handbook of Memory*. London: Oxford University Press.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER I

**DSC 102: EXPERIMENTAL DESIGN AND QUANTITATIVE TECHNIQUES
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 102 Experimental Design and Quantitative Techniques	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To create an in-depth understanding of designs and techniques in psychological research.
2. To learn to analyse quantitative psychological data using parametric as well as non-parametric tests
3. To understand and to be able to analyse data using multivariate analysis.
4. To learn the usefulness and application of different statistical methods.

Course Learning Outcomes:

1. Students will be introduced to the key concepts and techniques of experimental designs in research.
2. Students will develop an understanding and will be able to analyse quantitative data using various parametric tests.
3. Students will develop an understanding and will be able to analyse quantitative data using nonparametric tests.
4. Students will be able to apply quantitative data to diverse theoretical perspectives and research findings
5. Students will learn to analyse data using statistical softwares.
6. Students will learn to emphasize the application of quantitative data to the understanding of psychological phenomena.

Course Contents:

Unit 1: Experimental Designs: Between group and within group designs; Before-after design; Repeated measure designs; Completely Randomized Group Design; Randomized Block Design; Factorial Designs; ANOVA Latin Square Design; Greco Latin Square Design; Time Series Design
(12 Hours)

Unit 2: Parametric Statistics- Descriptive vs Inferential Statistics; Statistical analysis and types of data; Estimation of sample size (G Power test); Graphical representation of data; Hypothesis Testing; Partial Correlation; Multiple Correlation; Regression
(8 Hours)

Unit 3: Non-Parametric Statistics- Sign -Rank Test; Mann Whitney U Test; Friedman ANOVA; Kruskal Wallis Test; Kendal's Correlation; Biserial and Point Biserial Correlation; Tetrachoric Correlation; Phi Coefficient. **(10 Hours)**

Unit 4: Multivariate Statistics Factor Analysis (Exploratory and Confirmatory); Cluster Analysis; MANOVA; ANCOVA **(10 Hours)**

Practicum: At least 2 (Two) based on the above-mentioned units **(20 Hours)**

Essential Readings:

1. Broota, K.D. (2020). *Experimental Design in Behavioural Research*. ND: New Age International Pub. New Delhi
2. Cochran, W.G., & Cox, G.M. (1992). *Experimental Designs* (2nd Ed.). Wiley. ISBN: 978-0-471-54567-5
3. Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. (2010). *Multivariate Data Analysis* (7th Ed.) Pearson, New York
4. Kirk, R. (2020). *Experimental Design: Procedures for the Behavioural Sciences* (4th Ed.). Sage Ltd.
5. Mohanty, B & Misra, S. (2015). *Statistics for Behavioural and Social Sciences*. Sage Publication: New Delhi
6. Siegel, S. & Castellen, J. (1988). *Non- parametric statistics for the Behavioral Sciences* (2nd Ed.). NY: McGraw Hill.
7. Vehkalahti, K. & Everitt, B. S. (2019). *Multivariate Analysis for the Behavioral Sciences* (2nd Ed.). Routledge, Taylor & Francis, CRC Press

Additional Readings:

1. Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.
2. Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings*. Oxford University Press.
3. Keller, G. (2014). *Statistics for management and economics*. Nelson Education.
4. Sani, F. & Todman, J. B. (2006). *Experimental Design And Statistics for Psychology: A First Course Paperback*. Blackwell Publishing
5. Seltman, H. J. (2014). *Experimental design and analysis*. Retrieved January, 15, 2015.
6. Siegel, S. (1986). *Non-parametric statistics*. NY: McGraw Hill.
7. Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hil

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER I

DSC 103: CONCEPTUAL HISTORY OF PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 103 Conceptual History of Psychology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To highlight the contribution of major Indian knowledge systems (Indian psychology).
2. To critically appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and to acquaint the student with a wider (global) history of psychology in general and India in particular.
3. To highlight the paradigms and dominant concerns of mainstream Euro-American psychology and issues therein.
4. To elucidate some significant applications of Indian psychology.

Learning Outcomes:

After studying the course, the students shall be able to:

1. Obtain an understanding of major Indian knowledge systems (Indian psychology)
2. Appreciate the significant contributions of developments in psychology evolved in Indian and Western traditions and get acquainted with a wider (global) history of psychology
3. Have an in-depth understanding of major paradigms of mainstream Euro-American psychology and issues therein
4. Obtain familiarity with some significant applications of Indian psychology

Course Contents

Unit 1: Introduction to psychological thought in major Indian systems: Vedas; Upanishads; Yoga; Bhagavad Gita; Buddhism; Sufism and Integral Yoga; Academic psychology in India: A historical perspective; The colonial encounter - post colonialism and academic psychology; Emergence of Indian psychology in academia. **(10 Hours)**

Unit 2: Psychological thought in the West: Greek heritage; ancient; medieval and modern period; The four founding paths of academic psychology; A fresh look at the history of psychology – Voices from non-Euro-American backgrounds; Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Indic influences on modern psychology. **(10 Hours)**

Unit 3: Three essential aspects of all knowledge paradigms: Ontology; epistemology; and methodology; Five important paradigms of Western psychology: Positivism; post-positivism; critical perspective; social constructionism; and co-operative enquiry; Paradigmatic Controversies; contradictions; and emerging confluences. **(10 Hours)**

Unit 4: Science and spirituality (*avidya* and *vidya*) as two distinct forms of knowing in Indian psychology: The primacy of self-knowledge in Indian psychology; Some significant applications of Indian psychology: Education; psychotherapy and counseling; OB and social work. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings

1. Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
2. Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
3. Dalal, A & Misra, G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22 (1).
4. Frager, R. & Fadiman, J. (2021). *Personality and personal growth*. New Delhi: Pearson.
5. Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
6. Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191–215). Sage Publications Ltd.
7. Heron, J., & Reason, P. (1995). Cooperative enquiry. In J. A. Smith, R. Harre & L. Van Langenhove (Eds.), *Rethinking methods in psychology*. New Delhi, India: Sage.
8. Misra, G., Sundararajan, L., Ting, R.S., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist*.
9. Singh K. (2024). Colonization and Indian psychology: A reciprocal relationship from the perspective of Indian postcolonial theory. In Hood R. W. Jr., & Cheruvallil-Contractor S. (Eds.), *Research in the social scientific study of religion: Volume 34*. Brill.
10. Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.

Additional Readings

1. Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of “natives” in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
2. Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
3. Chalmers, A. F. (1982). *What is this thing called science?* Queensland, Australia: University of Queensland Press.
4. Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, 18(1), 23.

5. Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson PrenticeHall.
6. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A. Lynhm (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks: Sage.
7. Nicholson, P. (1995). Feminism and psychology. In J. A. Smith, R. Harre, & L. Van Langenhove (Eds.), *Rethinking psychology*. New Delhi, India: Sage

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

**DSE 101: APPLIED DEVELOPMENTAL PSYCHOLOGY: THEORY, RESEARCH
AND PRACTICE**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 101 Applied Developmental Psychology: Theory, Research and Practice	4	3	0	1	Graduation from any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice.
2. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes:

On completion of the course students will be able to:

1. Appreciate different perspectives in developmental psychology
2. Understand the cultural basis of human development
3. View and employ different research methods and intervention strategies
4. Ethically value the interface between theory, research, practice and policy

Course Contents:

Unit 1: Developmental systems perspectives: Theoretical perspectives and developmental implications; the interface between theory, research, practice and policy **(10 Hours)**

Unit 2: Deconstructing developmental psychology: Discourses of childhood; children's voice in research; language and power in developmental research. **(10 Hours)**

Unit 3: Culture and human development: Conceptions of culture; cultural aspects of growth and development: child rearing practices, ethno-theories of parenting; Development in Indian context- Samaskaras- Indian milestones of development; the rites and rituals in Ayurvedic paediatrics **(10 Hours)**

Unit 4: Research and intervention: Research methods in developmental psychology; action research; program development & evaluation; developing culturally sensitive tools; developmental assessment ethical issues **(10 Hours)**

Practicum: At least 2 (Two) practical Based on the above units

(20 Hours)

Essential Readings:

1. Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press.
2. Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis
3. Kakar, S. (1968). The human life cycle: The traditional Hindu view and the psychology of Erik Erikson. *Philosophy east and west*, 18(3), 127-136.
4. Khalakdina, M. (2011). *Human Development in the Indian Context, Volume II: A Socio-Cultural Focus (Vol. 2)*. SAGE Publications India.
5. Lerner, R. M., Jacobs, F., & Wertlieb, D. (Eds.). (2005). *Applied developmental science: An advanced textbook*. Sage Publications.
6. Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. Guilford Press.
7. Srivastava, A.K. & Misra, G. (2024). *A contextual Approach to Human Development: Integrating an Indian Perspective*. Routledge.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

DSE 102: FOUNDATIONS IN CLINICAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 102 Foundations in Clinical Psychology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To introduce students to clinical psychology, including its history, scope, and professional code of conduct.
2. To understand psychological assessment methods, tools, and ethical considerations in clinical practice.
3. To familiarize students with various clinical interventions, including therapeutic techniques, brief psychotherapies, and indigenous approaches.
4. To provide knowledge about mental health laws and rights, focusing on key legal acts related to mental health and disability in India.

Course Learning Outcomes:

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

1. Understand the Scope and Ethical Framework of Clinical Psychology – Explain the historical development, scope, and professional code of conduct in clinical psychology, particularly in India.
2. Apply Psychological Assessment Techniques – Demonstrate knowledge of assessment tools, methods, and ethical considerations in clinical practice.
3. Utilize Clinical Intervention Strategies – Identify and learn various therapeutic approaches, including brief psychotherapies, relaxation techniques, and indigenous methods.
4. Analyze Legal and Ethical Aspects of Mental Health – Interpret key mental health laws such as the Mental Health Care Act (2017), Rights of Persons with Disabilities Act (2016), and their implications for clinical psychology.

Course Content

Unit 1: Introduction- Clinical psychology- Concept and overview of historical development of clinical psychology; Scope of clinical psychology; Clinical Psychology in India: History; development and future of clinical practice; Professional code of Conduct in Clinical Psychology
(10 Hours)

Unit 2: Assessment in clinical psychology- Psychological Assessment in clinical psychology; Training and education in assessment; Background and methods of assessment in clinical practice; Types; tools and techniques of assessment; Ethical Issues in Psychological Assessment **(10 Hours)**

Unit 3: Interventions in clinical psychology- Overview of clinical interventions- concept, needs and goals of clinical interventions; Basic therapeutic skills; Brief psychotherapies; supportive therapies; Relaxation techniques; yoga; meditation and stress management; Indigenous approaches to psychotherapy; Ethics in Psychotherapy **(10 Hours)**

Unit 4: Rights of Mentally ill and Clinical Psychology- Mental Health Care Act-2017; Rehabilitation Council of India Act 1992; Rights of Persons with Disability Act 2016; POCSO Act; The Juvenile Justice (Care and Protection of Children) Act, 2015; The National Trust Act-1999 **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above-mentioned units.

(20 Hours)

Essential Readings:

1. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)*. Washington, D.C. APA.
2. Duffy, R. M., & Kelly, B. D. (2019). India's Mental Healthcare Act, 2017: content, context, controversy. *International Journal of Law and Psychiatry*, 62, 169-178.
3. Grover, N. An Experiential Account of the Journey of Psychotherapy Training in India. *Psychol Stud* 60, 114–118 (2015).
4. Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology*. Psychology press.
5. Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction of clinical psychology* (8th ed.). Boston, MA: Pearson.
6. Kshirsagar, J. (2020). POSCO-an effective act of the era. *Supremo Amicus*, 18, 428.
7. Kumar, D. N. (2017). Empowerment of Persons With Disabilities Through Institutional Based Rehabilitation Services. *Asian Journal of Science And Technology*, 8(09).
8. Malhotra, M., & Sehgal, P. (2020). POCSO Act, 2012: A tale of delay in justice. *Jus Corpus Ij*, 1, 257.
9. Mangal, S. K. and Mangal, S. (2023). *Essentials of Clinical Psychology: An Indian Perspective*. Routledge, Taylor & Francis
10. Math, S. B., Basavaraju, V., Harihara, S. N., Gowda, G. S., Manjunatha, N., Kumar, C. N., & Gowda, M. (2019). Mental Healthcare Act 2017–aspiration to action. *Indian Journal of Psychiatry*, 61(Suppl 4), S660-S666.
11. Narayan, C. L., & John, T. (2017). The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. *Indian journal of psychiatry*, 59(1), 17-20.
12. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 1 and Volume 3: Roots and Branches*. American Psychological Association
13. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology- Volume 3: Applications and Methods*. American Psychological Association

14. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology- Volume 5: Education and Profession*. American Psychological Association
15. Prabhu, G. G., & Shankar, R. (2004). *Clinical psychology: Coming of age*. In, Agarwal, S. P. (Ed.), *Mental health: An Indian perspective, 1946-2003* (pp. 123-131). Directorate General of Health Services, Ministry of Health and Family Welfare.
16. Rehabilitation Council of India. (2016). *M.Phil. Clinical psychology: Guidelines & syllabus*. RCI. Retrieved from <http://rehabcouncil.nic.in/writereaddata/M%20Phil%20Clinical%20Psychology.Pdf>.
17. Sharan, V., Tripathi, R. (2021). Clinical Psychology in the Contemporary Indian Context. In: Misra, G., Sanyal, N., De, S. (eds). *Psychology in Modern India*. Springer, Singapore.

Additional Readings:

1. Balakrishnan, A., Kulkarni, K., Moirangthem, S., Kumar, C. N., Math, S. B., & Murthy, P. (2019). The rights of persons with disabilities Act 2016: Mental health implications. *Indian Journal of Psychological Medicine*, 41(2), 119-125.
2. Gelder, M., Andreasen, N., Lopez-Ibor, J. & Geddes, J. (2009). *New Oxford Textbook of Psychiatry* (2nd Ed.). Oxford University Press.
3. Jose, R., & Sachdeva, S. (2010). Community rehabilitation oMath, S. B., Gowda, G. S., Basavaraju, V., Manjunatha, N., Kumar, C. N., Philip, S., & Gowda, M. (2019). The rights of persons with disability act, 2016: Challenges and opportunities. *Indian journal of psychiatry*, 61(Suppl 4), S809-S815.
4. Mishra, A., & Galhotra, A. (2018). Mental healthcare act 2017: need to wait and watch. *International Journal of Applied and Basic Medical Research*, 8(2), 67-70.
5. Nandan, P. (2022). POCSO Act and Juvenile Justice: An Analysis of Existing Laws and Practices in India. Issue 6 *Indian JL & Legal Rsch.*, 4(1).
6. Sadock, B.J. & Sadock, V.A.(2007) *Comprehensive Textbook of Psychiatry* (2 Volume Set), London: Williams and Wilkins.
7. Verma, S. K. (1998). The Development of Standards and the Regulation of the Practice of Clinical Psychology in India. In *Comprehensive Clinical Psychology* by Alan S. Bellack and Michel Hersen (Eds). Pergamon

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

DSE 103: UNDERSTANDING HEALTH BEHAVIOUR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 103 Understanding Health Behaviour	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objective:

1. Develop an understanding and appreciation of the complex interplay between physical well-being and various biological, psychological, and social factors.
2. Develop skills for designing intervention programmes to improve one's own and others' health habits and lifestyles
3. Discover how psychological methods and principles can be applied to help patients manage and cope with chronic illness
4. Build the capacity to think analytically about the future and challenges of health psychology in the context

Learning Outcomes:

On completion of this programme the successful student will have knowledge and understanding of:

1. Biological and Psychosocial foundations of health, illness and disease
2. Psychological processes of acute and long-term conditions
3. Applications of health psychology across various medical conditions
4. Understand health behaviour in the psycho-social and socio-cultural context;

Course Contents:

Unit 1: Health, Wellbeing and Associated Factors: Evolution of Health Psychology: Western and Indian Origins; Concept of Holistic Health and Wellbeing: Body-Mind coordination; Health Promotion and Health Risk Behaviour: Health Promotion behaviour, Health Risk Behaviour; Factors influencing health: Biological, Psychological, Social (Health Promoting Behaviours- exercise, Diet, nutrition and weight, sleep, accident prevention, Vaccination and Screening, Rest, renewal and savouring, Family Systems and Health, Social Relations and Health.); Need for Health Psychology. **(10 Hours)**

Unit 2: Health Behaviour Theories, Models, and Interventions: Concept; Assumptions; Models (Health Belief model, Trans – theoretical model of behaviour change, Self-regulatory model); Theories (Social Cognitive Theory, Theory of Planned Behaviour, Protection – motivation theory); Application and Evaluation of models and theories; Health and Behavior;

Changing health habits and Beliefs; Behaviour Change Communication and other health psychological interventions. **(10 Hours)**

Unit 3: Biological Basis of Health and Life-style Related disorders: Nervous system; Cardiovascular system; Respiratory System; Endocrinal System; Digestive System; Renal System; Excretory System; Reproductive System; Immune System; Role of behavioural factors in disease and disorder; Obesity; Eating Disorders; Alcoholism; Smoking and Different types of Addiction (internet/SocialMedia/Relationship). **(10 Hours)**

Unit 4: Issues and Trends in Health Psychology: Concept of disease and illness; Illness perception and impact on health; Approaches to assess Holistic Health and Wellbeing; Quality of life and assessment tools; Application of psychological tools in assessing chronic illness; Psychosocial impact of Pandemic, Immigration and Health, Digital Health care; Application of Health Psychology- The Changing Patterns of Illness and Modern Needs of Health Psychology; Emerging Trends in Health Psychology. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:

1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
2. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology: An introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
3. Hariharan, M. (2024). *The Textbook of Health Psychology*. Taylor & Francis.
4. Hariharan, M., Padhy, M., & Chivukula, U. (Eds.). (2022). *Health Psychology: Contributions to the Indian Health System*. Taylor & Francis.
5. Hariharan, M. (2024). *The Text Book of Health Psychology*. Routledge
6. Hariharan, M. (2020). *Health Psychology* (1st Ed.). Sage: New Delhi.
7. Marks, D.F., Murray, M., Evans, B. & Estacio, V. (2011). *Health Psychology* (7th Ed.). Sage: New Delhi.
8. Ogden, J. (2012). *Health Psychology*. McGraw-Hill Foundation
9. Schneiderman, N. (2024). *APA Handbook of Health Psychology: Volume 1: Foundations and Context of Health Psychology; and Volume 3: Health Psychology and Public Health*. American Psychological Association.
10. Taylor, S.E. (2018). *Health Psychology* (10th Ed.). Tata McGraw Hill Education, New York: USA.

Recommended Readings:

1. Dimatteo M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling Kindersley.
2. Gary, P., Deborah, H.M., & David N.C. (2016). *The Psychology of Health and Health Care* (5th Ed.)
3. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge University Press
4. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
5. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed.). Pearson Education Limited, New York

6. Straub, R.O. (2014). *Health Psychology a Biopsychosocial Approach* (4th Ed.). Worth Publishers A Macmillan Higher Education Company

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

DSE 104: UNDERSTANDING BEHAVIOUR AT WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 104 Understanding Behaviour at Work	4	3	0	1	Graduation in any Stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to contextual realities.
2. To understand how the behaviour of individuals in organizations is shaped, and emerging patterns in organizational behaviour.

Learning Outcomes:

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

1. Understand the key organizational behaviour concepts in the contemporary Indian context with its idiosyncrasies.
2. Understand and identify the individual factors in OB such as motivational issues at work, individual decision-making, and attitudes at workplace
3. Understand and identify the group related aspects in OB such as group processes, team building, communication, decision-making, and leadership.
4. Understand the applicability of constructs from Indian Knowledge System based upon Kautilya, Srimad Bhagwat Gita, Gautam Buddha in understanding organizational dynamics and effectiveness
5. Apply OB concepts through practicum-based exercises to solve real-world organizational challenges and create future organizations.

Course Contents:

Unit 1: Organizational Behaviour and Processes: Organizations as Open systems; Nature and types of organizations; Types of Organizations based on Indian Texts: Kautilya Arthshastra; Vedas; Upnishads; organizations as subsystems of society, Historical antecedents of OB in India and the contemporary context; Indigenization of OB research and its challenges.

(10 Hours)

Unit 2: Individual in Organization: Emotion at Workplace; Concept of *Sthitaprajna* - equanimity; Navrasa; Shanta as ideal rasa; Chitta Vritti Nirodha; Individual decision making; motivation theories: Content, Processes and Contemporary theories; Motivation Theory from the *Vidura Niti*; *Kautilya's* Theory of Motivation -*Four Upayas from the Arthashastra*; Attitudes: organizational commitment, OCB, Employee Engagement, Work Incivility

(10 Hours)

Unit 3: Group Processes in Organization: Group and Teams, *Brahmavihars* and workplace relationship; Communication; Organisational Learning; Group Decision-making; Leadership Theories: Trait Theory; Behavioural Theories; Contingency/Situational Theories; Transactional & Transformational Theory of Leadership; Women Leadership; Leadership lessons from Bhagwat Gita: *Sannyasi Leaders*; *Karmayogi Leaders*; *Paraspara Bhava* / Mutual Dependence; *Lokasangraha* /Leadership by example.

(10 Hours)

Unit 4: Emerging Trends in Organizational Behaviour: Globalization and Changing Profile of Employees; Globalization and Digital Skilling; Vasudhaiva Kutumbakam; Issues of Diversity in Indian Organizations; Attitudes of *Maitri*, *Karuna*, *Mudita* in relationships at work.

(10 Hours)

Practicum: At least 2 (Two) practicals based on the above units

(20 Hours)

Essential Readings:

1. Bhawuk, D. P. (2018). Lokasangraha: An indigenous construct of leadership and its measure. In *Managing by the Bhagavad Gītā: Timeless lessons for today's managers* (pp. 273-297). Cham: Springer International Publishing.
2. Nelson, D. L. & Quick, J. C. (2012) *Organizational Behavior : Science, The Real World, and You* (8th ed.). South-Western College Publishing
3. Pareek, U. (2006). *Understanding Organizational Behaviour*. Oxford University Press: New Delhi
4. Pugh, D. S. (2007). *Organization Theory: Selected Classic Reading*. Penguin Books Ltd. 5th edition.
5. Bhawuk, D. P. S. (2008). Towards an Indian Organizational Psychology. In K. Ramakrishna Rao (Ed.), *Handbook of Indian Psychology* (pp. 471-491). Cambridge University Press: New Delhi.
6. Tripathi, R.C. and Dwivedi, R. (2016). *Organizational Studies in India*. Orient Blackswan: New Delhi.

Recommended Reading:

1. Caushalya, S., and Sreedharan, A. (2014). Application of the Vidura Niti in modern management scenario.
2. Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. *Psychology and Developing Societies*, 15, 1-29.
3. Gupta, R.K. & Panda, A. (2009). Culture, Institutions and organizations in India, in G. Misra (2009) Vol II, *Psychology in India*, Pearson, New Delhi
4. Katz, D, and Kahn, R. L. (1967). *Social Psychology of Organizations*. Prentice Hall.
5. Upadhyaya, A. (2002). Vidur niti in the Mahabharata. In A. K. Parmar (Ed.) *Critical Perspectives on the Mahabharata*. New Delhi: Sarup & Sons (Pg. 47-54).

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

DSE 105: INTRODUCTION TO ANALYTICAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 105 Introduction to Analytical Psychology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Objectives:

1. To study the salient features of Freud's Interpretation of Dreams
2. To study the life of Carl Jung and development of Analytical Psychology
3. To study Jung's approach to the unconscious
4. To study the basic concepts of Analytical Psychology

Learning Outcomes:

By studying this course, the students will be able to—

1. Learn the detailed conceptual differences between Freud and Jung
2. Learn the life of Carl Jung and the development of his ideas
3. Learn the Jungian approach to the unconscious
4. Learn the basic concepts of Analytical Psychology

Course Contents

Unit 1: Depth Psychology—Freud, Jung and Psychoanalysis; Freud's Interpretation of Dreams; complexes **(10 Hours)**

Unit 2: Life of Carl Jung—Jung's autobiography; historical context of analytical psychology; personal myth **(10 Hours)**

Unit 3: Psychology of the Unconscious—Nature and activity of the *psyche*; structure of the *psyche*; approaching the unconscious **(10 Hours)**

Unit 4: Archetypes—Philosophical history; primordial images; psychological meaning of collective unconscious **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:

1. Freud, S. (1954). *The Interpretation of Dreams*. London: George Allen & Unwin Ltd.
2. Jacobi, J. (1951). *The Psychology of C. G. Jung*. London: Routledge and Kegan Paul Ltd.

3. Jung, C. G. (1989). *Memories, Dreams, Reflections*. New York: Vintage Books.
4. Jung, C. G. (Ed.) (1990). *Man and His Symbols*. London: Arkana

Recommended Readings:

1. Jacobi, J. (1953). *Psychological Reflections, An Anthology of the Writings of C. G. Jung*. London: Routledge & Kegan Paul Ltd.
2. Young-Eisendrath, P & Dawson, T. (Eds.) (2010). *The Cambridge Companion to Jung*. Cambridge: Cambridge University Press.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

**DSE 106: PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF INDIAN
PSYCHOLOGY**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 106 Philosophical and Historical Foundations of Indian Psychology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To generate a basic understanding of the historical and philosophical foundations of mainstream science, leading to a critical appraisal of what in it helps and what in it hinders a comprehensive understanding of human nature.
2. To outline the unique contributions that the Indian tradition can make towards a comprehensive understanding of human nature.
3. To elucidate different concepts of consciousness and ways of understanding reality and to highlight the need for integrality and a comprehensive synthesis.
4. To delineate Sri Aurobindo's concept of an 'on-going evolution of consciousness'.

Learning Outcomes:

After studying the course, the students shall be able to:

1. Appreciate the limitations of what the mainstream scientific approach can contribute to psychology
2. Identify the unique contribution that Indian psychology can make to the understanding of the human psyche
3. Have a deeper understanding of the debates and controversies around the concept of 'consciousness'.
4. Understand the concept of an 'on-going evolution of consciousness' which differs from Darwin's concept of physical evolution

Course Contents

Unit 1: Psychology in the context of our global civilization—The strengths and limitations of the European enlightenment; The social and philosophical foundations of modern science; American pragmatism and the rise of science and technology; The origin, strengths and limitations of physicalism; The origin, strengths and limitations of (de)constructionism.

(10 Hours)

Unit 2: Contribution of Indian tradition —The two main points: *Sachchidananda* as the foundation of reality (an understanding of reality that encompasses both matter and spirit; consciousness and joy at the roots); Yoga as technology of consciousness; A very short history of Indian thought; A critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature
(10 Hours)

Unit 3: The need for integrality and a comprehensive synthesis—Different concepts of consciousness and ways of understanding reality; The need for integrality; Why an integral synthesis of the various yoga traditions is needed and how it is to be done; Why an integral synthesis of science and Indian thought is needed and how it is to be done; A critical evaluation of what stands in the way on the side of mainstream science; A critical evaluation of what stands in the way from within the Indian culture.
(10 Hours)

Unit 4: Sri Aurobindo's concept of an *on-going evolution of consciousness*—What Sri Aurobindo's *evolution of consciousness* adds to Darwin's purely physical evolution as background for our understanding of human existence; How an involution and subsequent emergence of such varieties of conscious existence could provide a credible third option between "evolution by design" and "evolution by chance."
(10 Hours)

Practicum: At least 2 (Two) practicals based on the above units (20 Hours)

Essential Readings:

1. Aurobindo, S. (2005). *The life Divine*. In Complete works of Sri Aurobindo (Vols. 21–22). Pondicherry, India: Sri Aurobindo Ashram Publication Department.
2. Aurobindo, S. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on February 16, 2025 from <http://www.saccs.org.in/texts/integralyoga-sa.php>
3. Aurobindo, S. (2008). *The integral yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Aurobindo, S. (2010). *The synthesis of yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
5. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations and applications of Indian Psychology*. Pearson.
6. Kumar, S. K. K. (2008). Indian thought and tradition: A psychohistorical perspective. In K.R. Rao, A.C. Paranjpe & A.K. Dalal (Eds.), *Handbook of Indian Psychology* (pp. 19-52). Cambridge University Press.
7. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India: Springer.
8. Rao, K. R., Paranjpe, A.C., & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. Cambridge University Press.

Recommended Readings:

1. Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of performance. *International Journal of Yoga, Jul-Dec, 3*(2), 55–66.
2. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai, India: Sri Ramanasramam.

3. Chakraborty, S. K. (1995). Wisdom leadership: Leading self by the SELF. *Journal of Human Values*, 1(2), 205-220.
4. Sinha, D. (1965). Integration of modern psychology with Indian thought. *Journal of Humanistic Psychology*, 5(1), 6-17.
5. Sinha, D. (1981). Non-western perspectives in psychology: Why, what and whiter? *Journal of Indian Psychology*, 3, 1-9.
6. Sinha, D. (1996). Culturally rooted psychology in India: Dangers and developments. *International Journal of Psychology*, 30, 99-110.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER I

DSE 107: BUILDING CULTURES OF PEACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 107 Building Cultures of Peace	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

Course aims to:

1. Impart an advanced conceptual understanding around key concepts and current debates in conflict and peace studies with a specific emphasis on Indian ideas on peace.
2. Develop an understanding of the importance of reconciliation, conflict resolution and peacebuilding in human relations.
3. Equip students with methods and skills for promoting peace through research and practice.

Learning Outcomes:

Students will be able to:

1. Understand and gain insight into social psychology's contribution to the understanding of social conflicts and roots of violence.
2. Appreciate the importance of Indian knowledge systems in facilitating sustainable peace.
3. Endorse and practice skills of non-violent communication and dialoguing for resolving conflicts, in interpersonal and societal levels and cultivating inner peace in personal life.

Unit 1: Conflict & Violence in Societies: Introduction to conflict and violence in different contexts; psychological theories of violence; Psychological effects of violence; Limitations of violence; Psychological perspectives on war and peace. **(10 Hours)**

Unit 2: Peace Psychology: Perspectives and meanings of peace; Peaceful societies and human potential; Promoting peace in diverse contexts: Gender/role of women in peace process and peace; developmental psychology and peace; Language and communication in peace; Peace and conflict counselling and training; peace in the global south. **(10 Hours)**

Unit 3: Conflict Resolution and Reconciliation: Conflict resolution and transformation: Concept; Foundations: effective cooperation and constructive conflict resolution; Negotiation and Mediation and third-party approaches to conflict resolution; Reconciliation as a foundation of peace: Social psychological perspective; Forgiveness: personal, community and inter-group aspects. **(10 hours)**

Unit 4: Towards Sustainable Development & Peace: Sustainable peace and its psychological components; Human rights and peacebuilding; Social Justice and peace; Personal Transformations for peace: Concept, Insights from the Bhagwad Gita and Buddhism; Non-violence: Philosophy and theories with specific reference to Indian knowledge systems and Indian thinkers; Peace education: nature and challenges. **(10 Hours)**

Practicum: At least 2 (Two) Practicals based on the above units **(20 Hours)**

Essential Readings:

1. Bhawuk, D.P.S. (2012). India and the Culture of Peace: Beyond Ethnic, Religious, and Other Conflicts. In: Landis, D., Albert, R. (eds) *Handbook of Ethnic Conflict. International and Cultural Psychology*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-0448-4_7
2. Blumberg HH, Hare AP, Costin A. Conflict resolution. In: *Peace Psychology: A Comprehensive Introduction*. Cambridge University Press; 2006:97-132.
3. Christie, D. J. (2006). What is Peace Psychology the Psychology of? *Journal of Social Issues*, 62(1), 1–17.
4. Coleman, P. T., & Deutsch, M. (Eds.). (2012). *Psychological components of sustainable peace*. Springer Science & Business Media.
5. de Rivera, J. (Ed.). (2009). *Handbook on building cultures of peace*. Springer Science + Business Media.
6. Kool, V. K. (2008). *The psychology of nonviolence and aggression*. Palgrave Macmillan.
7. Mayton, D. M. II. (2009). *Nonviolence and Peace Psychology: Intrapersonal, Interpersonal, Societal, and World Peace*. Springer Science+Business Media.
8. Montiel, C. J., & Noor, N. M. (Eds.). (2009). *Peace psychology in Asia*. Springer Science + Business Media.
9. Njoku, Mary & Jason, Leonard & Johnson, R. (2019). *Psychology of peace promotion: Global perspectives on personal peace, children, and adolescents and social justice*. 10.1007/978-3-030-14943-7.
10. Teelucksingh, J. (2006). Peace Profile: The Legacy of Swami Vivekananda. *Peace Review*, 18(3), 411–417. <https://doi.org/10.1080/10402650600848506>
11. Tripathi, R. C. (2016). Violence and the other: Contestations in multicultural societies. In R. C. Tripathi & P. Singh (Eds.), *Perspectives on violence and othering in India* (pp. 3–28). Springer Science + Business Media.
12. Webel, C. and Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. Routledge, London.

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Structure-I (2- Year PG Program)

GENERIC ELECTIVE COURSE

SEMESTER I

GE 101: MENTAL HEALTH IN EVERYDAY LIFE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 101 Mental Health in Everyday Life	4	3	1	0	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To introduce students to Concept of mental health and illness including Societal and familial influences
2. To understand psychological disorders such as substance use, sleep disorders and Eating and Somatoform disorders
3. To familiarize students with various brief psychological interventions, including Social Skills Training, Coping skills, Relaxation techniques and indigenous approaches.
4. To provide knowledge about Human rights of the mentally ill and Acts related to mental health and disability in India.

Course Learning Outcomes:

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

1. Understand the of mental health and illness and able to identify the person with mental health issues
2. Understand the influences of family and society on mental health
3. Apply Psychological Interventions Techniques to deal with the daily life issues of stress, anxiety and substance use such as relaxation techniques, and indigenous methods.
4. Interpret key mental health laws such as the Mental Health Care Act (2017), Rights of Persons with Disabilities Act (2016), and their implications for rights of mentally ill.

Course Content

Unit 1: Introduction: Concept of mental health and illness; Stigma and attitude towards mental illness; Family Influences – Early deprivation and trauma Neglect and abuse; Parenting and mental health; Societal influence -Poverty and unemployment, Prejudice, Crime and delinquency, Migration, Disasters. **(10 Hours)**

Unit 2: Common mental health problems: Culture bound syndrome; substance use disorders; sleep disorders; somatoform disorders; eating disorders and issues related to body image; Social anxiety and suicidal ideation. **(10 Hours)**

Unit 3: Overview of Psychological interventions- Social skills training; coping skills training; Supportive therapy; Motivation Enhancement Therapy; Suicide prevention;

Psychological First aid; Relaxation techniques: Autogenic training, yoga, meditation; Managing stigma. (10 Hours)

Unit-4: Rights of Mentally ill and Policy - Mental Health Care Act-2017; Rights of Persons with Disability Act 2016; National Mental Health Program. (10 Hours)

Essential Readings:

1. Brislin, R. W. (1990). *Applied cross cultural psychology*. New Delhi: Sage Publications.
2. Duffy, R. M., & Kelly, B. D. (2019). India's Mental Healthcare Act, 2017: content, context, controversy. *International Journal of Law and Psychiatry*, 62, 169-178.
3. Narayan, C. L., & John, T. (2017). The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. *Indian journal of psychiatry*, 59(1), 17-20.
4. Norcross, J. C. Freedheim, D. K. and Vanden Bos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 1 and Volume 3: Roots and Branches*. American Psychological Association
5. Prabhu, G. G., & Shankar, R. (2004). Clinical psychology: Coming of age. In, Agarwal, S. P. (Ed.), *Mental health: An Indian perspective, 1946-2003* (pp. 123-131). Directorate General of Health Services, Ministry of Health and Family Welfare.
6. Rehabilitation Council of India. (2016). *M.Phil. Clinical psychology: Guidelines & syllabus*. RCI. Retrieved from <http://rehabcouncil.nic.in/writereaddata/M%20Phil%20Clinical%20Psychology.Pdf>.

Additional References:

1. Bajaj, M. K. (2021). Prevention and Promotion of Mental health of Children and Adolescents In India: Current Status. *Revista Neurology* (1),01-08.
2. Bajaj, M.K. & Malhotra, S. (2009) Micro and macro level intervention in promotion of mental health: some evidences. *Indian Journal of Community Psychology*, 5:2,235-246.
3. Gordon, T. (1970). *P. E.T. Parent effectiveness training*. Wyden: New York
4. Gupta, J., Bajaj, M. K., & Arun, P. (2023). Parenting style of mothers with generalized anxiety disorder and behavioral problems in their children. *International Journal of Science and Research Archive*, 8(1): 754-60.
5. Lauber C, Rossler W. (2007). Stigma towards people with mental illness in developing countries in Asia. *International Review of Psychiatry*; 19(2): 157–78.
6. Mangal, S. K. and Mangal, S. (2023). *Essentials of Clinical Psychology: An Indian Perspective*. Routledge, Taylor & Francis
7. Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.
8. Rao, H. S. R & Sinha, D. (1997). *Asian perspectives in psychology (Vol. 19)*. New Delhi: Sage Publications.
9. Saraswathi, T. S. (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.
10. World Health Organization (2004). *Prevention of mental disorders: Effective interventions and policy options*, Geneva
11. World Health Organization (2010) *Community-based rehabilitation: CBR guidelines*, (Eds.) Khasnabis, C. et al.: Geneva.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

GENERIC ELECTIVE COURSE

SEMESTER I

GE 102: PSYCHOLOGY AND ADVERTISING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 102 Psychology and Advertising	4	3	1	0	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To provide simple exposition of various psychological principles underlying advertising and brand promotion.

Learning Outcomes:

The successful completion of the course will enable the students to

1. Understand brand promotion and advertisement in context of the target consumer group.
2. Evaluate characteristics and strategies of media communication

Course Contents:

Unit 1: Introduction to Advertising and Brand Promotion: history; definition; types and forms; purpose and relevance in society; What is advertised or promoted? Product; services and/or ideas. **(10 Hours)**

Unit 2: Media and Advertising: Media types and characteristics; mass media communication; media and message strategies; New-age electronic communication **(10 Hours)**

Unit 3: Target of Advertising: The target audience; segmentation variables; positioning and appeals; IMC approach to Brand Promotion **(10 Hours)**

Unit 4: Advertising Internationally: The issue of globalization and multiculturalism; different approaches; Advertising ethics in new-age electronic communication. **(10 Hours)**

Essential Readings:

1. Agres S. J., Edell J. A., and Dubitsky.T. M. (1990). *Emotion in Advertising: Theoretical and Practical Explorations*. Quorum Books. Westport, CT.
2. Alwitt L. F. & Mitchell A. A. (1985). *Psychological Processes and Advertising Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ.London.

3. Clark E. M., Brock T. C., & David W. Stewart, (1994). *Attention, Attitude and Affectin Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.
4. Drewniany B. L. and Jewler A. J. (2008). *Creative Advertising: An IMC Approach*. Cengage Learning.
5. Guinn T. C., Allen C. T. and Semenik R. J. (2009). *Advertising Management with Integrated Brand Promotion*. Cengage Learning
6. Mitchell A. A. (1993). *Advertising Exposure, Memory and Choice*. Lawrence Erlbaum Associates. Hillsdale, NJ.
7. Oglivy D, (2013). *Confessions of an Advertising Man*. Southbank Publishing
8. O'Shanghnessy J. & O'Shaughnessy N. J. (2003). *Persuasion in Advertising*. Routledge, New York.
9. Rolloph M. E. & Miller G. R. (Eds) (1980). *Persuasion: New Directions in Theory and Research*. Sage. N.Y.
10. Sharma S. & Singh R. (2006). *Advertising Planning and Implementation*. Prentice Hall of India, ND.
11. Shimp T. A. (2007). *Advertising and Promotion: An IMC Approach*. Cengage Learning
12. Warnes W., Winta D. S., and Ziegler S.K. (1997). *Advertizing*. Mc.Graw Hall.

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Structure-I (2- Year PG Program)

GENERIC ELECTIVE COURSE

SEMESTER I

GE 105: PSYCHOLOGY AND THE VIRTUAL WORLD

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
GE 105 Psychology and the Virtual World	4	3	1	0	Graduation in any stream	Basic knowledge of Psychology

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. The paper intends to adept students in building their perspective towards the prevalent experiential world of virtual phenomena across cultures.
2. It intends to enable them in building their psychological skills towards developing better psychological models of intervention through this knowledge.
3. The paper shall also enable in sensitizing them towards the ethics, challenges and cultural nuances of the growing dominance of the virtual world.

Learning Outcomes:

The successful completion of the course will enable the students to

1. Understand perspectives and psychological skills regarding virtual experiential world
2. Demonstrate sensitized comprehension and towards the ethics, challenges and cultural nuances of the growing dominance of the virtual world.

Course Contents:

Unit 1: Introduction: Consciousness Virtual Reality and Augmented Reality, philosophical foundation, debates and current trends. From Meta-physical to virtual space -immersion vs Absorption, Inreality and embodiment, MetaUniverse, Experience vs. augmented reality vs virtual reality.

(10 Hours)

Unit 2: Technologizing Self and identity: embodiment and virtual reality Interplay of self and technology, Online identities, internet socialization: Emerging concerns, challenges, and possibilities (Un) making of plural selves- embodiment, and inquiry. .

(10 Hours)

Unit 3: Revisiting the notions of culture, nation and globalization: Advancement of virtual reality in context of health- monitoring of health, current narratives on psychotherapies, employing virtual reality to address existential challenges The big data theory- Sharing and Surveillance. Power, control, and inequality around Global issues- paradox of autonomy and subservience, deindividuation, polarization in virtual spaces. .

(10 Hours)

Unit 4: Psychological dimensions in Ethics in Virtual spaces:. The perceptions around privacy and security in virtual reality. The absence and presence of the Agency in virtual space. Deconstructing the code of conduct in internet behaviour Psychological concerns of situating the self in virtual, augmented and physical reality.applications around cyberbullying, trolling, cybercrime and theft.

(10 Hours)

Essential Readings:

1. Ferrante, M. (2020). Indian Perspectives on Consciousness, Language and Self: The School of Recognition on Linguistics and Philosophy of Mind (1st ed.). Routledge. <https://doi.org/10.4324/9781003058533>
2. Garry, Y. (2013). *Ethics in Virtual World: The Morality and Psychology of Gaming*. Routledge.
3. Giuliana, G. *Virtual And augmented Reality in Mental Health Treatment*, IGI Global Book Series, Advances in Psychology, MentalHealth and Behavioural Studies.,
4. Menon,S. (2006).Consciousness, Experience and ways of knowing. Perspectives from Science, Philosophy and Arts.NIAS.
5. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer Science + Business Media. <https://doi.org/10.1007/978-81-322-2440-2>
6. Rizzo, A. "S.", Goodwin, G. J., De Vito, A. N., & Bell, J. D. (2021). Recent advances in virtual reality and psychology: Introduction to the special issue.*Translational Issues in Psychological Science*, 7(3), 213–217. <https://doi.org/10.1037/tps0000316>
7. Shen, X., Shirmohammadi, S. (2006). Virtual and Augmented Reality. In: Furht, B. (eds) Encyclopedia of Multimedia. Springer, Boston, MA. https://doi.org/10.1007/0-387-30038-4_255
8. Silcox, M., Rowman & Littlefield (2017). *Experience Machines: The philosophy of Virtual Worlds*.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER I

SEC 101: ANGER MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
SEC 101 Anger Management	2	1	0	1	Graduation in any stream

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives:

1. To differentiate between various types of anger and the emotions associated with anger.
2. Recognize activating events and communication styles that contribute to anger.
3. Understand appropriate applications of therapeutic intervention and behavior modification.
4. Develop strategies to avoid or minimize anger-related issues in daily life.
5. Identify warning signs of anger and aggression.

Learning Outcomes:

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

1. Demonstrate an understanding of key theories and concepts related to anger.
2. Apply newly acquired skills in anger management and behavioral intervention.
3. Exhibit professionalism and understanding of ethical and legal aspects of anger management.
4. Practice college-level academic writing and integrate knowledge from human services with general content knowledge.

Course Contents:

Unit-1: Introduction to Anger and Violence: General anger; state anger; and trait anger; Difference between anger and aggression; hostility; violence; Understanding Anger Triggers and Responses; Overt and covert triggers of anger; Emotional brain vs. thinking brain; Anger control and anger expression
(10 Hours)

Unit-2: Practice of Anger Management Strategies: Relaxation-based interventions; Retreat; rethink; respond and Cost-benefit analysis. Cognitive and Behavioral Approaches: Cognitive restructuring; Stress inoculation; Conflict Resolution and Assertiveness Training.
(10 Hours)

Essential Readings:

1. Averill, J. R. (1982). *Anger and Aggression: An Essay on Emotion*. Springer.
2. Dahiya, R.L. & Sekhri, R. (2023). *Anger Management*. Psycho Information Technologies, New Delhi
3. Deffenbacher, J. L., & McKay, M. (2000). *Overcoming Situational and General Anger: A Cognitive-Behavioural Approach*. New Harbinger Publications.
4. Ellis, A. (2003). *Anger: How to Live With and Without It*. Citadel Press.
5. Kassonove, H., & Tafrate, R. C. (2002). *Anger Management: The Complete Treatment Guidebook for Practitioners*. Impact Publishers.
6. Novaco, R. W. (2016). *Anger Control: The Development and Evaluation of an Experimental Treatment*. Oxford University Press.
7. Raymond, C.T. & Howard, K. (2019). *Anger Management for Everyone: Ten Proven Strategies to Help You Control Anger and Live a Happier Life*. New Harbinger; 2nd edition
8. Reilly, P.M., & Shopshire, S.M. (2019). *Anger Management for Substance Use Disorder and Mental Health Clients. A Cognitive–Behavioural Therapy Manual*. SAMHSA Publication No. PEP19-02-01-001

Semester-II

DEPARTMENT OF PSYCHOLOGY
M.A. Psychology
Structure-I (2- Year PG Program)
DISCIPLINE SPECIFIC CORE COURSE
SEMESTER II

DSC 201: SOCIAL PSYCHOLOGY: ADVANCES IN THEORY AND PRACTICE
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 201 Social Psychology: Advances in Theory and Practice	4	3	0	1	Graduation from any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives

The course aims to

1. Orient students towards the emerging perspectives and cutting-edge research advances in the field of social psychology.
2. Train students of social psychology to understand the complex interactions of biological, individual, social and societal factors in shaping human behaviour.
3. Impart critical insights into the application of social psychological theories for understanding personal, relational and societal issues.

Learning Outcomes

Students will be able to:

1. Analyse contemporary social issues and other societal phenomena using social psychological theories and concepts.
2. Describe, compare and contrast the different research methods used to understand social behaviour and be able to design research studies.
3. Demonstrate competence in applying knowledge of applied social psychology for designing interventions for prejudice reduction, building positive intergroup relations.

Course Contents:

UNIT 1: Introduction to Advanced Social Psychology: History, theory and methods: Brief History of Social Psychology: crises and re-emergence; Approaches to Social Psychology: social cognitive; social exchange; social comparison; symbolic interactionist frame; social constructionism; social representations; language and social interaction; discursive social psychology. New Developments in Research methods in Social Psychology; Emerging fields: Evolutionary social psychology; evolutionary social neuroscience; social psychology and law; social psychology and politics. **(10 Hours)**

UNIT 2: Self, Identity and Social relationships: The social self: self as social; Individual self; Relational self and Collective Self; Motives and emotions around the self; self and identity in online settings/ digital media; Functions of the Self in interpersonal relationships and applications in the context of diverse interpersonal relationships. **(10 Hours)**

UNIT 3: Human Behaviour and Social context: Aggression in society: Bio-social foundations; development of aggression; social psychological explanations of aggression across contexts: road rage, cyberbullying, workplace micro-aggressions; Group Behaviour: Stereotyping and Prejudicial behaviour in society, Social Stigma and Discrimination; Social Influence in Groups: Crowd behaviour, psychology of rumour and Implications for Crowd management and rumour management; Collective behaviour & social movements. **(10 Hours)**

UNIT 4: Inter-group Relations in Contemporary Society: *Classic theories* and their relevance for understanding aggression; violence in society; Realistic conflict theory; Relative Deprivation; Self-categorization and Social Identity Theory; Norm Violation theory; Social Dominance; System Justification; Terror Management theory; *Contemporary theories:* Intergroup emotions theory; Collective memories and collective victimhood in intergroup relations; conspiracy theories and intergroup relations; Building positive Intergroup relations. **(10 Hours)**

Practicum: At least 2 (two) practicals Based on the above units **(20 Hours)**

Essential Readings:

1. Biddlestone, M., Cichocka, A., Žeželj, I., & Bilewicz, M. (2020). Conspiracy theories and intergroup relations. In *Routledge handbook of conspiracy theories* (pp. 219-230). Routledge.
2. Bushman, B.J. (2017) *Aggression and Violence: A social psychological perspective*. Routledge.
3. DeRidder, R., & Tripathi, R. C. (Eds.). (1992). *Norm violation and intergroup relations*. Clarendon Press/Oxford University Press.
4. Difonzo, Nicholas & Bordia, Prashant. (2007). Rumor Psychology: Social and Organizational Approaches. 10.1037/11503-000.
5. Drury, John. (2020). Recent developments in the psychology of crowds and collective behaviour. *Current Opinion in Psychology*. 35. 10.1016/j.copsyc.2020.02.005.
6. Dunn, S. Dana. (2012). *Research Methods for Social Psychology* (2nd Ed). Wiley.
7. Ireland, J., Birch, P., & Ireland, C. (Eds.). (2018). *The Routledge International Handbook of Human Aggression: Current Issues and Perspectives* (1st ed.). Routledge. <https://doi.org/10.4324/9781315618777>
8. Kelman, H.C., Fisher, R.J. (2016). Social-Psychological Dimensions of International Conflict (2007). In: Kelman, H., Fisher, R. (eds) *Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution*. *Pioneers in Arts, Humanities, Science, Engineering, Practice*, vol 13. Springer, Cham.
9. Leary MR. (2007). Motivational and emotional aspects of the self. *Annu Rev Psychol.*, 58:317-44. doi: 10.1146/annurev.psych.58.110405.085658. PMID: 16953794.

10. Mackie, D. M., Mainer, A. T., & Smith, E. R. (2009). Intergroup emotions theory. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 285–307). Psychology Press.
11. Mazzara BM, Leone G. Collective memory and intergroup relations. *International Journal of Social Psychology*. 2001;16(3):349-367. doi:10.1174/021347401317351080
12. Nera, K., Douglas, K. M., Bertin, P., Delouvée, S., & Klein, O. (2024). Conspiracy Beliefs and the Perception of Intergroup Inequalities. *Personality and Social Psychology Bulletin*.
13. Neuberg, S. L., Kenrick, D. T., & Schaller, M. (2010). Evolutionary social psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 761–796). John Wiley & Sons, Inc.
14. Noor, M., Vollhardt, J. R., Mari, S., & Nadler, A. (2017). The social psychology of collective victimhood. *European Journal of Social Psychology*, 47(2), 121-134.
15. Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239–253.
16. Schellhaas, F. M., & Dovidio, J. F. (2016). Improving intergroup relations. *Current Opinion in Psychology*, 11, 10-14.
17. Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). *Handbook of theories of social psychology: volume 1*. (Vols. 1-1). SAGE Publications Ltd.
18. Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). *Handbook of theories of social psychology: volume 2*. (Vols. 1-2). SAGE Publications Ltd, <https://doi.org/10.4135/9781446249222>

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER II

DSC 202: ADVANCED PSYCHOMETRICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 202 Advanced Psychometrics	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To create critical understanding of measurement and techniques in psychological inquiry.
2. To enable students to develop skills and competencies in test construction and standardization.
3. To learn the application and contextual interpretation of data from psychological measurement.
4. To equip students with recent trends and the use of Artificial intelligence in psychological testing.

Learning Outcomes:

Students will be able to:

1. Gain a comprehensive understanding of measurement principles in psychological research.
2. Develop skills in designing, standardizing, and validating psychological assessments.
3. Interpret and apply measurement data using statistical and methodological approaches.
4. Explore emerging trends, including AI in psychological testing.
5. Assess errors, biases, and ethical concerns in psychological assessment.

Course Contents:

Unit 1: Introduction to Psychological testing: History; Nature of Psychological Measurement; Types of tests, Errors in Psychological measurement; Scientific measurement in psychometrics and measurement in the natural sciences, Sources of biases in psychological testing.
(10 Hours)

Unit 2: Test/Scale construction--- Steps followed in scale/test construction; Identification of construct; Item writing and response format selection; Content Validity; Pilot and administration; Item analysis (Descriptive analysis, Item Discrimination, Item Difficulty); Extraction of factors;

Psychometric Evaluation (Reliability: Reliability of test scores and raters, Validity: Construct validity and Criterion Validity); Classical Test theory and Item Response theory. **(10 Hours)**

Unit 3: Application of psychological Tests --- Clinical; Organisational; School and educational; developmental settings; defence and military; Employment and Vocational training. **(10 Hours)**

Unit 4: Recent Trends and Ethical Issues—Computerised Adaptive Testing; Artificial Intelligence in Psychometrics; Digital Footprints in Psychometrics; National and International Ethical Guidelines; Issues in Cultural Adaptation; Developing Culture-fair Tests. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings

1. Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.
2. DeVellis, R. F. (2017). *Scale Development: Theory and Applications* (4th Ed.). SAGE.
3. Furr, R. M. (2022). *Psychometrics: An introduction*. SAGE.
4. Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn& Bacon.
5. Jackson, C. (2003). *Understanding Psychological Testing*. Mumbai: Jaico Pub. House
6. Kalina, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.
7. Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication.
8. Reynolds, C. R., Altmann, R. A., & Allen, D. N. (2021). *Mastering Modern Psychological Testing: Theory and methods*. Springer International Publishing Springer.
9. Rust, J., Kosinski, M., & Stillwell, D. (2021). *Modern Psychometrics: The Science of Psychological Assessment*. Routledge.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER II

DSC 203: QUALITATIVE RESEARCH METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSC 203 Qualitative Research Methods	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

This course provides an in-depth exploration of **qualitative research methodologies**, focusing on their philosophical foundations, data collection techniques, analytical frameworks, and emerging approaches. Students will learn how to **design, conduct, and critically evaluate qualitative research** in interdisciplinary contexts, with an emphasis on ethical considerations and real-world applications.

Through a combination of **theoretical learning, fieldwork, and digital tools**, this course will equip students with the necessary skills to conduct **rigorous, context-sensitive research** across multiple disciplines.

Learning Objectives:

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

1. **Understand** the philosophical foundations of qualitative research and its role in social inquiry.
2. **Apply** different qualitative research methodologies, including ethnography, interviews, and case studies.
3. **Critically assess** the ethical and methodological challenges in qualitative research.
4. **Analyze** qualitative data using established methods such as thematic analysis, discourse analysis, and narrative analysis.
5. **Evaluate** the validity and credibility of qualitative research findings using criteria like trustworthiness and reflexivity.
6. **Develop** and execute a qualitative research project, including data collection, coding, and reporting.

Learning Outcomes:

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

1. **Differentiate** between qualitative and quantitative research paradigms.

2. **Design and implement** qualitative research studies with a clear research question, methodology, and data collection strategy.
3. **Conduct** fieldwork using ethnographic methods, interviews, and participatory action research techniques.
4. **Analyze qualitative data** using thematic, narrative, and conversational analysis techniques.
5. **Evaluate the rigor and ethical considerations** of qualitative research.
6. **Apply qualitative methodologies** to real-world problems in psychology, health, education, and policy research.

Course Content:

Unit 1: Foundations of Qualitative Research: Philosophical Foundations: Ontology, Epistemology, Axiology; Research Design: **Formulating Research Questions, Sampling Strategies; Role of the Researcher:** Reflexivity, subject-object relationship, researcher's self; **Power & Ethics:** Voices and Silence, Positionality, Ethical Dilemmas; **Validity & Reliability in Qualitative Research:** Trustworthiness, Credibility, Triangulation **(10 Hours)**

Unit 2: Field-Based Methods: Grounded Theory: Coding, Constant Comparison, Theory Development; **Ethnography:** Thick Description, Participant Observation, Field Notes; **Interview & Cooperative Inquiry:** Structured, Semi-Structured, and Unstructured Interviews; **Observation Method:** Non-participant vs. Participant, Field Notes, Recording & Analysis; **Action Aid Research:** Participatory Action Research (PAR) and its applications and Ethical Challenges **(10 Hours)**

Unit 3: Text-Based Methods (Basic & Advanced): Qualitative Data Analysis Approaches: Thematic Analysis, Iterative Thematic Inquiry and Discourse Analysis, Narrative Analysis and Conversational Analysis; **Specialized Text Methods:** Life History & Case Study, Rhetorical Analysis, Psycho-biographies & Psycho-historical Methods, Auto-ethnographies & Autobiographies **(10 Hours)**

Unit 4: Advanced and Emerging Methodologies in Qualitative Research: Phenomenology: Existential and Transcendental Approaches; **Gender Methodology:** Feminist & Intersectional Qualitative Research; **Psychoanalytic Methodology:** Unconscious, Subjectivity, and Memory in Research; Painting with data; **Digital & Visual Methodologies:** Digital Ethnography, Arts-Based & Media Research, Visual Analytic Technique **(10 Hours)**

Practicum – Applying Qualitative Research Skills: Designing a Qualitative Research Study; Conducting and Documenting Fieldwork; Qualitative Data Coding & Analysis (Using NVivo, ATLAS.ti, or Manual Methods); Writing & Presenting a Qualitative Research Report **(20 Hours)**

Essential Readings:

1. Balmer, A. (2021). Painting with data: Alternative aesthetics of qualitative research. *The Sociological Review*, 69(6), 1143-1161.
2. Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.

3. Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
4. Denzin and Lincoln. *Handbook of Qualitative Research Method*.
5. Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th ed.). Routledge.
6. Kara, H. (2020). *Creative Research Methods: A Practical Guide*. Eds. Second. Bristol University Press.
7. Lepistö, L., Lepistö, S., & Kallio, K. M. (2021). Unpacking data analytics: rhetorical analysis. *Technology Analysis & Strategic Management*, 35(8), 993–1004.
8. Morgan, D. L., & Nica, A. (2020). Iterative Thematic Inquiry: A New Method for Analyzing Qualitative Data. *International Journal of Qualitative Methods*, 19.
9. MacLure, M., Holmes, R., Jones, L., & MacRae, C. (2010). Silence as Resistance to Analysis: Or, on Not Opening One's Mouth Properly. *Qualitative Inquiry*, 16(6), 492-500. <https://doi.org/10.1177/1077800410364349> (Original work published 2010)
10. Poland, B., and A. Pederson. 1998. "Reading Between The Lines: Interpreting Silences In Qualitative Research". *Qualitative Inquiry*, 4 (2), 293-312.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 201: SOCIO-EMOTIONAL DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 201 Socio-Emotional Development	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science.
2. The course aims to provide creative spaces to the students to extend their knowledge to the word of practice.
3. To highlight the cultural and contextual nuances of development.

Course Learning Outcomes:

On completion of the course students will be able to

1. Appreciate different perspectives in developmental psychology
2. Understand the cultural basis of human development
3. View and employ different research methods and intervention strategies

Course Content

Unit 1: Social context of development and socialization- Early socialization in family: Parents/adults, siblings, social development and structure of caring; Role of school and media as socializing agents. **(10 Hours)**

Unit 2: Emotional and moral development- Emotions; empathy; moral emotions and moral reasoning. **(10 Hours)**

Unit 3: Building Relationship: friendship in early and middle childhood; Peer relationship during adolescence; later life adjustment; implications for future relationships; social development of trust. **(10 Hours)**

Unit 4: Social understanding and social outcome: Positive social behaviour: helping and sharing and cooperation; social competence and theory of mind; antisocial behaviour: aggression, bullying. **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units

(20 Hours)

Essential Readings:

1. Bierman, K. L. (2004). *Peer Rejection: Developmental Processes and Intervention strategies*. New York: Guilford.
2. Brownell, C.A. & Kopp C.B. (2007). *Socioemotional Development in the Toddler Years: Transitions and Transformations*. New York: The Guilford Press. 37
3. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.
4. Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers
5. Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of socialization: Theory and research*. Guilford Publications.
6. Rigby, K. (2008). *Children and Bullying: How Parents and Educators Can Reduce Bullying at School*. Blackwell Publishing
7. Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World*. New Delhi: Oxford

DEPARTMENT OF PSYCHOLOGY

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Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 202: UNDERSTANDING PSYCHOPATHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 202 Understanding Psychopathology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To develop a general orientation towards abnormal behavior and psychopathology.
2. To develop an understanding for diagnosis and classification of mental disorders.
3. To understand various models and approaches of pathological behavior.
4. To familiarize students with the common mental disorders as diagnosed in adults.
5. To equip students with the knowledge and understanding of common mental disorders of children.

Course Learning Outcomes:

1. Students will Acquire knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining pathological behavior.
2. Students will develop familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
3. Students will acquire knowledge about common mental disorders such as stress and related disorders, mood and anxiety disorders, dissociative and behavioral and addictive disorders.
4. Students will enrich their understanding of childhood disorders.

Course Content:

Unit 1: Introduction: Understanding of psychopathology and mental disorders; Ancient Indian concept of mental illness and mental health; Classification of mental disorders- Issues and Challenges; Classification systems- DSM 5 TR and ICD-11 **(10 Hours)**

Unit 2: Theoretical Models and Approaches: Psychoanalytical and psychodynamic; Behavioral; Humanistic-Existential; Cognitive; Biopsychosocial; Multicultural and Integrative theories; Culture and psychopathology **(10 Hours)**

Unit 3: Common Mental Disorders: Stress and Related Disorders; Mood and Anxiety Disorders; Dissociative Disorder; Behavioral and addictive disorders **(10 Hours)**

Unit 4: Childhood Disorders: Intellectual disability; Autism Spectrum Disorders; ADHD; Common mental disorders in children; Specific Learning Disorders **(10 Hours)**

Practicum: At least 2 (Two) practical based on the above-mentioned units **(20 Hours)**

Essential Readings:

1. American Psychiatric Association (2022). Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). Washington, D.C. APA.
2. Butcher, J. N., & Hooley, J. M. (Eds.). (2018). *APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders*. American Psychological Association.
3. Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbook of psychopathology: Child and adolescent psychopathology*. American Psychological Association.
4. Fonagy, P., Campbell, C., Constantinou, M., Higgitt, A., Allison, E., Luyten, P. (2022). Culture and psychopathology: An attempt at reconsidering the role of social learning. *Development and Psychopathology*. 34(4):1205-1220.
5. Gautam S. Mental health in ancient India & its relevance to modern psychiatry. *Indian J Psychiatry*. 1999 Jan;41(1):5-18. PMID: 21455347; PMCID: PMC2962283.
6. Krueger, R. F., and Blaney, P. H. (eds), (2023). *Oxford Textbook of Psychopathology*, 4 edn (New York; online edn, Oxford Academic, 1 Mar. 2023).
7. Moleiro C (2018) Culture and Psychopathology: New Perspectives on Research, Practice, and Clinical Training in a Globalized World. *Front. Psychiatry* 9:366.
8. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 2: Theory and Research*, American Psychological Association
9. Norcross, J. C. Freedheim, D. K. and VandenBos, G. R.: (2016). *APA Handbook of Clinical Psychology-Volume 4: Psychopathology and Health*, American Psychological Association
10. Oyeboode, F. (2023). *Sims' symptoms in the mind: textbook of descriptive psychopathology*, (7th Ed), Amsterdam: Elsevier
11. Sperry, L., Sperry, J., & Bluvshtein, M. (Eds.). (2024). *Psychopathology and Psychotherapy: DSM-5-TR Diagnosis, Case Conceptualization, and Treatment* (4th ed.). Routledge.
12. Wig, N. N. (1989). Indian Concepts of Mental Health and their Impact on Care of the Mentally Ill. *International Journal of Mental Health*, 18(3), 71-80.
13. World Health Organization. (2019). *International Statistical Classification of Diseases and Related Health Problems* (11th ed.).

14. Xiang, YT., Lewis-Fernández, R., Zhao, X., Villaseñor Bayardo, S., Li, W., Luna-Zamora, R. (2024). Culture and Psychopathology. In: Tasman, A., *et al.* Tasman's Psychiatry. Springer, Cham.

Additional References:

1. Chakrapani V, Bharat S. Mental health in India: Sociocultural dimensions, policies and programs - An introduction to the India Series. *SSM Ment Health*. 2023 Dec 2;4:100277.
2. Gureje, O., Lewis-Fernandez, R., Hall, B.J. *et al.* (2020). Cultural considerations in the classification of mental disorders: why and how in ICD-11. *BMC Med* 18, 25.
3. Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins
4. Sarason, L. G., & Sarason, B. R., (2002) *Abnormal Psychology: the problem of maladaptive Behaviors*. Singapore: Pearson Education

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 203: PSYCHOSOCIAL AND CULTURAL CORRELATES OF HEALTH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 203 Psychosocial and Cultural Correlates of Health	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. Learn the nature of the stress response and its impact on the etiology and course of many health problems
2. Learn to use appropriate research methods to critically understand health problems and design research in the domain of Health Psychological Interventions
3. To learn, use and advise about complementary and alternative medicines in a socio-culturally diverse context
4. Discover how psychological methods and principles can be applied to help patients manage and cope with chronic illness
5. Build the capacity to think analytically about the future and challenges of health psychology in context

Learning Outcomes:

On completion of this course, the successful student will have knowledge and understanding of:

1. The body-mind connection and the role of culture in the illness and disease processes;
2. The impacts of macro environment, socio-demographic diversity, ethnocultural and indigenous practices on health and disease processes.
3. Design health-related interventions and make decisions about implementing research and interventions in complex and uncertain environments
4. Develop analytical and critical thinking to address future challenges in health psychology in diverse socio-cultural context

Course Content:

Unit 1: Health Psychology in Context of Biology, Society and Methodology: Genetics; Epigenetics and Early Life Development; Indigenous approaches to understanding body-mind connection; Basic lifestyle as prescribed by Indian Knowledge System (Diet, Sleep, Disease

prevention; Illness care/cure; Spirituality and health maintenance; Macro-social Influences and Micro-social influences; An A to Z of Research Methods and Issues Relevant to Health Psychology
(10 Hours)

Unit 2: Chronic Illnesses and Interventions: Communicable and Non-Communicable Diseases; Chronic Illnesses related to various physiological systems Gerontology & Cognitive degeneration; Psychosocial Interventions related to chronic illnesses; Terminal Illnesses and Psychosocial care
(10 Hours)

Unit 3: The health-Care System & Psychosocial needs: The macro social environment of health; The Social Psychology of Health; Information communication and Health Literacy; Indian Health care system; designing health care work environment; psychology of the health care givers and health care providers: care-giver burden; burn-out among the health care providers; Interventions to care-givers and care-providers; Health tourism: History of Health and Healing Systems in India; Community Approaches to Health Psychology; Complementary and Alternative Treatments
(10 Hours)

Unit 4: Social and Cultural Bases of Health Psychology: Value of Social support in sustaining health and wellbeing- Social support in Indian tradition; Social support & healing; Social support and its significance in acute and chronic illness; Social support in terminal illness; Work Stress and Health; Built Environments and Neighbourhoods; Social Stratification and Health; Cross-Cultural Health Psychology: Balancing Fidelity and the Cultural Applicability of Behaviour Change Science.
(10 Hours)

Practicum: At least 2 (Two) practicals based on the above units
(20 Hours)

Essential Readings:

1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed.). Cambridge University Press
2. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology: An introduction to behavior and health* (8th Ed.). Delhi: Cengage Learning
3. Hariharan, M. (2024). *The Textbook of Health Psychology*. Taylor & Francis.
4. Hariharan, M., Padhy, M., & Chivukula, U. (Eds.). (2022). *Health Psychology: Contributions to the Indian Health System*. Taylor & Francis.
5. Hariharan, M. (2020). *Health Psychology* (1st Ed.). Sage: New Delhi.
6. Marks, D.F., Murray, M., Evans, B. and Estacio, V. (2011), *Health Psychology* (7th Ed.). Sage: New Delhi.
7. Ogden, J. (2012). *Health Psychology*. McGraw-Hill Foundation
8. Schneiderman, N. (2024). *APA Handbook of Health Psychology: Volume 1: Foundations and Context of Health Psychology; and Volume 3: Health Psychology and Public Health*. American Psychological Association.
9. Taylor, S.E. (2018). *Health Psychology* (10th Ed.). Tata McGraw Hill Education, New York: USA.

Recommended Readings

1. Biswas, U.N. (2014). *Social Psychology of Health: Issues and Concerns in India*. Concept Publication: New Delhi.
2. Dalal, A.K. and Mishra, G. (2012). *New Directions in Health Psychology*. Sage Publications: New Delhi

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Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 204: HUMAN RESOURCE MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation in any stream
DSE 204 Human Resource Management	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
2. To develop a broader understanding of the core HR functions ranging from human resource acquisition to separation and gain insight into current HR issues and elements of the human resource systems.

Learning Outcomes:

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

1. Understand the foundations and applications of HRM, changing roles, changing environment and applications in cultural transition.
2. Understand HRM concepts and its functions such as Job Analysis, Recruitment, Selection, Performance Management, Career Management, issue of diversity and empowerment in managing employees. Also, examining the role of HR Analytics in HRM functions.
3. Compare and examine HRM practices across different organization context and in international HRM.
4. Understand and examining the nuances of institutional regulations and legal frameworks such as labour laws, POSH (Prevention of Sexual Harassment), and CSR (Corporate Social Responsibility).

Course Contents:

Unit 1: Introduction to Human Resource Management: Strategic and traditional HRM; changing role and changing environment of HRM; balancing employee needs and organizational demands; Strategy and human resource planning: Role of Vision; Mission and organizational values; internal and external analysis; issues of HR in cultural transition. **(10 Hours)**

Unit 2: Meeting HR requirements: Job Analysis; Recruitment and Selection; Diversity and empowering employees; Performance Management; Career management; HR Analytics: Assessment and Development Centre; Competency based approaches. **(10 Hours)**

Unit 3: International HRM, Types of cross-national organizations: Domestic; International; Multinational; Global; Transnational; expatriate management; teamwork; and intercultural communication. **(10 Hours)**

Unit 4: Industrial Relations and Legal Issues in HRM: Prevention of Sexual Harassment (PoSH); Corporate Social Responsibility initiatives (CSR); Factory Law and Labor Law **(10 Hours)**

Practicum: At least 2 (Two) practicals based upon the above units. **(20 Hours)**

Essential Readings:

1. Daft, R. L. (2014). Management (10th Ed.). South Western.
2. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
3. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
4. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
5. Robbins, S. P. (2022). Management (15th edition). Pearson Education.
6. Sanghi, S. (2016). The Handbook of Competency Mapping (3rd ed.). Sage Publications India Private Limited.

Recommended Readings:

1. Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
3. Cascio, W. F., & Aguinis, H. (2008), *Applied Psychology in Human Resource Management*, 6th Edition, Printice-Hall, USA
4. DeNisi, A. S., & Griffin, R. W. (2011). *Managing human resources* (4th Ed.). Boston: Cengage Press.
5. Jones, G. R., & Mathews, M. (2017). *Organizational Theory, Design and Change* (7th ed.). Pearson.
6. Khandelwal, K. A. (2009). *In search of Indianness: Cultures of multinationals*. New Delhi, India: Kanishka Publishers.
7. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). *Human resource management: A South Asian perspective*. Delhi, India: Cengage Learning India Pvt. Ltd.

8. Pande, S., & Basak, S. (2012). *Human resource management*. New Delhi, India: Pearson Education.

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DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 205: PSYCHOLOGY AND MYTHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 205 Psychology and Mythology	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- 1) To study definition and explanation of myth according to Jung and Eliade
- 2) To study the mythopoetic link between ancient myths and modern man
- 3) To study theories of fairy tales and their archetypal contents
- 4) To study the individual myth and the archetypes

Learning Outcomes:

By studying this course, the students will be able to—

- 1) Learn the perspectives of Jung and Eliade on myths
- 2) Learn the archetypal basis of the modern life of man
- 3) Learn to the method of psychological interpretation of fairy tales
- 4) Learn to interpret personal life events as symbolic and archetypal

Course Contents:

Unit 1: Myths—Carl Jung and Mircea Eliade; functions of myths; sacred and profane; eternal return **(10 Hours)**

Unit 2: Ancient Myths and Modern Man—Eternal symbols; archetype of hero; symbols of transcendence **(10 Hours)**

Unit 3: Fairy Tales—Myths of childhood; theory and interpretation; archetypes in fairy tales **(10 Hours)**

Unit 4: Personal Myths—Second half of life; synchronicity; symbolic life **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units

(20 Hours)

Essential References:

1. Eliade, M. (1964). *Myth and Reality*. London: George Allen & Unwin Ltd.
2. Jung, C. G. (Ed.) (1990). *Man and His Symbols*. London: Arkana
3. Segal, R. A. (Ed.) (1998). *Jung on Mythology*. Princeton, New Jersey: Princeton University Press.
4. von Franz, M.-L. (1996). *The Interpretation of Fairy Tales*. Boulder, Colorado: Shambhala Publications, Inc.

Recommended References:

1. Stein, M. (2020). *Myth and Psychology*. Asheville, North Carolina: Chiron Publications.
2. Whitmont, E. C. (1978). *The Symbolic Quest, Basic Concepts of Analytical Psychology*. Princeton, New Jersey: Princeton University Press.

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DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 206: NOTION OF KNOWLEDGE IN INDIAN INTELLECTUAL TRADITION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 206 Notion of Knowledge in Indian Intellectual Tradition	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To create a basic understanding and critical appraisal of the various types of knowledge used in mainstream science.
2. To create a basic understanding and critical appraisal of the various types of knowledge used in mainstream in the Indian tradition.
3. To develop critical appraisal for inner, higher and more intuitive type of knowledge
4. To introduce a yoga-based research methodology

Learning Outcomes:

After studying the course, the students shall be able to:

1. Have a critical understanding of critical of the various types of knowledge used in mainstream science.
2. Have a critical understanding of critical of the various types of knowledge used in the Indian tradition.
3. Learn about inner, higher and more intuitive types of knowledge
4. Learn about a yoga-based research methodology

Course Contents:

Unit 1: The various types of knowledge- The two Vedic kinds of knowledge: *vidyā* (knowledge by identity) and *avidyā* (socially-constructed knowledge); How according to the Isha Upanishad, *vidyā* and *avidyā* are equally needed; How they are used together in the hard sciences; Sri Aurobindo's four types of knowing in the ordinary waking consciousness (sense-based knowledge, introspection, experiential knowledge, knowledge by identity); The four knowledge realms in which these forms of knowledge can be used (objective, subjective, inner, and direct).

(10 Hours)

Unit 2: Improving the quality of psychological knowledge- Rigorous subjectivity: honing of the *antahkaraṇa*, the inner instrument of knowledge; Equanimity; Stages in the development of equanimity; Mental silence and the witness consciousness; Methods of becoming silent; Concentration (one-pointed and all-inclusive concentration) **(10 Hours)**

Unit 3: Inner and higher knowledge- Intuition's lookalikes: forms of “pseudo- intuition”; Intuition: true, unconstructed, pre-existing knowledge; Knowledge by intimate direct contact; Knowledge from other realms; Types of true intuition; Distortions and impurities; shadows on lower planes; Higher levels of the individual mind; Knowledge in the different *cakras*. **(10 Hours)**

Unit 4: Towards a yoga-based research methodology- Yoga for healing and for knowledge; The predominance of similarities between subjective and objective research; Where yoga-based research goes beyond auto-ethnography; Developing an “objective”; impartial witness consciousness (introspection vs. witness consciousness); What IIP can add: Detailed and unbiased perception of normally subliminal processes; Active intervention in normally subliminal processes (similar to the role of high-tech chemistry and physiology in medical research) **(10 Hours)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings:

1. Aurobindo, S. (2005). *The life Divine*. In Complete works of Sri Aurobindo (Vols. 21–22). Pondicherry, India: Sri Aurobindo Ashram Publication Department.
2. Aurobindo, S. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on February 16, 2025 from <http://www.saccs.org.in/texts/integralyoga-sa.php>
3. Aurobindo, S. (2008). *The integral yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Aurobindo, S. (2010). *The synthesis of yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust.
5. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations and applications of Indian Psychology*. Pearson.
6. Dalal, A. S. (Ed.) (2001). *A greater psychology: An introduction to the psychological thought of Sri Aurobindo*. New York: Penguin Putnam Inc.
7. Dalal, A. S. (Ed.) (2001). *Our many selves*. Pondicherry, India: Sri Aurobindo Ashram Trust.
8. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India: Springer.
9. Rao, K. R., Paranjpe, A.C., & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. Cambridge University Press.

Recommended Readings:

1. Brunton, P. (2009). *The Maharshi and his message*. Tiruvannamalai, India: Sri Ramanasramam.
2. Dossey, L. (1989). *Recovering the soul*. New York: BantamBooks.
3. Gupta, M. (2013). *The gospel of Sri Ramakrishna*. Chennai, India: Sri Ramakrishna Math.
4. Sinha, D. (1965). Integration of modern psychology with Indian thought. *Journal of Humanistic Psychology*, 5(1), 6–17.
5. Sinha, D. (1981). Non-western perspectives in psychology: Why, what and whiter? *Journal of Indian Psychology*, 3, 1–9.
6. Sinha, D. (1996). Culturally rooted psychology in India: Dangers and developments. *International Journal of Psychology*, 30, 99–110.

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Structure-I (2- Year PG Program)

DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER II

DSE 207: SOCIAL PSYCHOLOGY IN CONTEXT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 207 Social Psychology in Context	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

COURSE OBJECTIVES

This course will:

1. Provide an in-depth understanding of the field of contextual social psychology and enable the learner to extend this knowledge to the world of practice
2. Aim at inculcating a critical awareness of the many societal issues of environment, culture and sustainable behaviour across national and global contexts.
3. Attempt to orient and further develop of a strong grounding in field of psychology, social policy and advocacy and aim at national development

LEARNING OUTCOMES

Students will be able to:

1. Describe and theorize from a social psychological perspective, the contemporary concerns around climate change, diverse societies, education and other societal issues.
2. Exhibit skills of professional social psychologists as agents of change and carry out well designed research and design effective interventions for improved group relations and promoting sustainable behaviour.
3. Demonstrate knowledge and competence in applying the knowledge of 'social psychology in context' and strengthening the interface between social psychology, policy and advocacy for sustainable development.

Course Content:

Unit 1: Introduction: Psychology and Societal development; Psychological approaches to sustainable development; Globalization, Self and Society; Culture and Social Behaviour; Emerging Concerns in national and global contexts: Social psychology of inequality; Poverty;

Unemployment; Corruption; Pro-environmental behaviour; Social Psychology and Politics; Workplace Mental Health; Social Psychology and Education. **(10 Hrs)**

Unit 2: Challenges towards Sustainable Society- I: Introduction to Sustainable behavior; Misinformation in society and Countering misinformation: social psychological interventions; Prosocial behaviour: Volunteerism, Community involvement and Civic engagement; Social Psychology of Climate Change; Crime and Social Rehabilitation; Psychology and its role in prisons. **(10 Hrs)**

Unit 3: Challenges towards Sustainable Society-II: Nature of Societal Beliefs and Changes in Societal Beliefs; Plural Societies: Acculturation; Multiculturalism; Displacement; Migration as societal concerns; Resolving Intergroup conflicts: Prejudice reduction; Intergroup Contact: Promise and Challenges; Building trust and Social Capital: Insights from Psychology National development from a social psychological perspective. **(10 Hrs)**

Unit 4: Psychology and Social Policy: Social research, public policy and advocacy; Psychologists in policy arena; Policy failures: Issues and challenges; Domains of Policy Making: Environment and Health; Importance and Challenges of Social policy in the areas of Poverty and other kinds of social disadvantages; Justice; Education etc; Programme Evaluation: Types of Evaluations; Planning an Evaluation. **(10 Hrs)**

Practicum: At least 2 (Two) practicals based on the above units **(20 Hours)**

Essential Readings

1. Anczyk, A., & Grzymała-Moszczyńska, H. (2021). *The psychology of migration: Facing cultural and religious diversity*. Brill.
2. Bar-Tal, D. (2000). *Shared beliefs in a society: Social psychological analysis*. Sage Publications, Inc.
3. Clayton, S. (2024). A social psychology of climate change: Progress and promise. *British Journal of Social Psychology*, 63(4), 1535–1546.
4. Eloff, I. (2020). Psychology and the Sustainable Development Goals. *Journal of Psychology in Africa*, 30(1), 86–87.
5. Esses, V. M., Medianu, S., Hamilton, L., & Lapshina, N. (2015). Psychological perspectives on immigration and acculturation. In M. Mikulincer, P. R. Shaver, J. F. Dovidio, & J. A. Simpson (Eds.), *APA handbook of personality and social psychology, Vol. 2. Group processes* (pp. 423–445). American Psychological Association.
6. Gifford, R. (2007). Environmental psychology and sustainable development: Expansion, maturation, and challenges. *Journal of Social Issues*, 63(1), 199-212.
7. Misra, G., & Singh, P. (2025). *Social Psychology in a Globalizing Era: Engaging with Disciplinary and Societal Challenges (1st ed)*. Routledge.
8. Misra, G., Sanyal, N., & De, S. (Eds.). (2021). *Psychology in Modern India: Historical, methodological, and future perspectives*. Springer Nature.
9. Mohanty, A. K., & Misra, G. (Eds.). (2000). *Psychology of poverty and disadvantage* (Vol. 2). Concept Publishing Company.

10. Nelson, T. D. (Ed.). (2009). *Handbook of prejudice, stereotyping, and discrimination*. Psychology Press.
11. Pandey, Janak & Kumar, Rashmi & Thapa, Komilla. (2019). Psychological Perspectives on Diversity and Social Development. 10.1007/978-981-13-3341-5.
12. Rosema, M., Jost, J. T., & Stapel, D. A. (2008). Social psychology and the study of politics. In L. Steg, A. P. Buunk, & T. Rothengatter (Eds.), *Applied social psychology: Understanding and managing social problems* (pp. 291–315). Cambridge University Press.
13. Rotenberg, K.J., Petrocchi, S., Lecciso, F. (2025) Handbook of trust and social psychology. Edward Elgar.
14. Tripathi, R.C. and Sinha, Y. (2014) Psychology, Development and Social Policy in India. Springer.

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Structure-I (2- Year PG Program)

GENERIC ELECTIVE COURSE

SEMESTER II

GE 201: EVOLUTION OF INDIAN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 201 Evolution of Indian Psychology	4	3	1	0	Graduation in any stream

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To familiarize the student with the rich systems of psychology in India
2. To indicate the progressive movement - an evolution of consciousness, taking place in Indian psychology, over time
3. To demonstrate the inherent holism in Indian thought – the view of the person as a bio-psycho-social-spiritual entity
4. To demonstrate the explicit application-oriented nature of, if not all, most systems of Indian psychology
5. To elucidate that the movement of the world spirit (zeitgeist) is in the direction of Indian psychology and spirituality

Learning outcomes:

The successful completion of the course will enable the students to

1. Critically analyze and appreciate holism in Indian thought and rich systems of Psychology in India.
2. Demonstrate understanding of different movements in India and across globe, shaping the current realm of Indian Psychology

Course Contents:

Unit 1: The Psychology of the Vedas – traditional interpretations; views of Indic scholars; and Sri Aurobindo's unique psycho-spiritual interpretation; The Upanishads: First synthesis of Psychology – the Principal Upanishads. **(10 Hours)**

Unit 2: Samkhya: Purusa and prakriti (triguna perspective – tamas, rajas, and sattva)- The classical Yoga System for self-realization – karma, gyana, and the bhakti marga; Patanjali's ashtanga yoga **(10 Hours)**

Unit 3: The Gita: Second synthesis of Psychology – unique and unprecedented integration of Samkhya, Vedanta and Yoga, and the path to self-realization therein; Buddhist Psychology: Suffering and the eight-fold path of reducing/eliminating it. **(10 Hours)**

Unit 4: Bhakti and Sufism: The turn to Godward emotions leading to transformation in the inner psychic/emotional life of the aspirant; Integral Yoga: The third synthesis of Psychology – triple transformation (inward, ascent, and descent in consciousness); the significance of the postures of aspiration, rejection, and self-surrender. **(10 Hours)**

Essential Readings:

1. Ajaya Swami (1983). *Psychotherapy East and West: A Unifying Paradigm*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and philosophy of the U.S.A.
2. Aurobindo Sri (2005). *Essays on the Gita*. (Collected Works of Sri Aurobindo, Vol. 20). Pondicherry: Sri Aurobindo Ashram Publication Department.
3. Aurobindo Sri (2005). *The Renaissance in India*. (Collected Works of Sri Aurobindo, Vol. 21). Pondicherry: Sri Aurobindo Ashram Publication Department.
4. Aurobindo, Sri. (1914/2003). *The Secret of the Veda*. Pondicherry: Sri Aurobindo Ashram Publication Department.
5. Aurobindo, Sri. (1972). *The Upanishads* (Sri Aurobindo Birth Centenary Library, Vol. 12). Pondicherry, India: Sri Aurobindo Ashram Press. (Original work published serially 1914-1919 and in book form 1939-1940)
6. Heehs, P. (Ed.) (2002). *Indian Religions: The spiritual traditions of South Asia*. Delhi: Permanent Black.

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GENERIC ELECTIVE COURSE

SEMESTER II

GE 202: EMOTIONS IN EVERYDAY LIFE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 202 Emotions in everyday life	4	3	1	0	Graduation in any stream

Credit: 4 (3 Lectures + 1 Tutorial + Internal Assessment)

Course Objectives:

1. To help students understand the processes of emotion and relating them to diverse contexts.
2. To prepare students learn organizing their personal lives better by gaining insights into their own emotional strengths.

Learning Outcomes:

The successful completion of the course will enable the students to

1. Understand the variety of emotions facilitating the sense of its contextual relevance
2. Demonstrate emotional awareness with improved sense of organizing the personal and social life

Course Contents:

Unit 1: Psychology of emotions: Global and cultural perspective; Theories of emotion: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives; Process and function of emotions; relationship between well-being and emotions; the emotional brain; Critique and debates from current trends of research on emotions.

(10 Hours)

Unit 2: Exploring the affective turn in psychology: Ontological and epistemological lens; Perspectives on methodology and its challenges; Rethinking positivist methodologies; Affect as methodology; critical debates and current trends in studying affect and emotion.

(10 Hours)

Unit 3: Psychological Well-Being Across Cultures: Cultural relativity in perceiving emotion; exploring the emotions of hope, gratitude; compassion, hope, altruism and optimism; Love and intimacy; Emotional Well-Being in a Post-Pandemic World.

(10 Hours)

Unit 4: The psychosocial politics and Emotion in human civilization: Rethinking personal and collective emotion; Situating sites of emotion in socio-cultural phenomena; Understanding of shame, guilt, envy, jealousy, pain, anger and Grief; Engendering Emotion. **(10 Hours)**

Essential Readings:

1. Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). Emotions and creativity: East and West. *Asian journal of social psychology*, 4, 165-183.
2. Barret, L. F., Niedenthal, P.M., & Winkielman (2005). *Emotion and consciousness*. New York: The Guilford Press.
3. Carr, A. (2008). *Positive Psychology: The science of happiness and human strengths*. New Delhi: Routledge
4. Ekman, P. (2003) *Emotions revealed*. London: Weidenfield & Nicolson.
5. Kitayama, S. & Markus, H.R. (1994). *Emotion and culture empirical studies of mutual influence*. Washington, DC: American Psychological Association.

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GENERIC ELECTIVE COURSE

SEMESTER II

**GE 203: DEVELOPMENTAL PSYCHOLOGY AND EARLY CHILDHOOD
EDUCATION**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE 203 Developmental Psychology and Early Childhood Education	4	4	0	0	Graduation in any stream

Credit: 4 (4 Lectures + Internal Assessment)

Course Objectives:

1. To inculcate an in-depth understanding into the role of developmental psychology in early childhood education.
2. To identify the roles and challenges of a developmental psychologist in curriculum building.

Course Learning Outcomes:

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

1. Understand the developmental aspects of learning
2. Appreciate the importance of child-centered pedagogy and its implications for promoting cognitive, emotional and moral development of children.

Course Contents:

Unit 1- Early Childhood Development: Major Theories: Piaget, Vygotsky, Bruner; Context and child development; Domains of development: Physical, Socio -emotional and cognitive; Implication for designing curriculum for early childhood. **(10 Hours)**

Unit 2. Socio emotional development during early childhood: Building social relationship; Importance of play; emergence of theory of mind; early childhood development and social media; Socio emotional learning during early childhood. **(10 Hours)**

Unit 3: Curriculum Planning: Developmentally appropriate curriculum; Developmental Milestones; Assessing children during early childhood: Observation and interview; Developmental Delay and individualised instruction. **(10 Hours)**

Unit 4: Sensitizing adults for early childhood development: Providing appropriate context and experience for positive growth during early childhood; Parent counselling and teacher training. **(10 Hours)**

Essential Readings:

1. Whitebread, David; Valeska Grau; Kristiina Kumpulainen; Megan M. McClelland, (2019) *The SAGE Handbook of Developmental Psychology and Early Childhood Education*, Sage
2. Whitebread, David (2012). *Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners*, sage
3. Shavinina, L. V., & Ferrari, M. (Eds.). (2004). *Beyond knowledge: Extra-cognitive aspects of developing high ability*. Routledge.

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SKILL ENHANCEMENT COURSE

SEMESTER II

SEC 201: PERSUASION SKILLS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
SEC 201 Persuasion Skills	2	1	0	1	Graduate in any discipline

Credit: 2 (1 Lecture + 1 Practical)

Course Objectives:

- To understand various psychological principles underlying the process of persuasion and influence.
- To develop skills of persuasion and identifying persuasion that is desirable.

Course Contents:

- **Unit 1: Persuasion:** Interpersonal Persuasion and Persuasion in other contexts; Theoretical Orientations; Role of self-autonomy; locus of control; context types; Rule incompatibility. **(10 Hours)**
- **Unit 2: Persuasion Skills across Context:** Source credibility; personality and persuasion; cognitive complexity; counterarguing; expectation violation; message variables; emotions and persuasion, persuasion skills and consumer behavior, persuasion and negotiation. **(10 Hours)**

Suggested Readings:

1. Andersen K. E. (1971) Persuasion: Theory and Practice. Allyn and Bacon Publisher
2. O'Keefe D. J. (2015) Persuasion Theory and Research. SAGE Publications, Inc; Third edition
3. Putnam L. L. and Roloff M. E. (1992), Communication and Negotiation. Sage Publication.
4. Berry, M. (2022). The Psychology of Persuasion. Notion Press.
5. Roloff M. E. and Miller G. R. (1980), Persuasion: New Directions in Theory and Research. Sage Publication.

DEPARTMENT OF PSYCHOLOGY

M.A. Psychology

Structure-I (2- Year PG Program)

SKILL ENHANCEMENT COURSE

SEMESTER II

SEC 202: TRAIN THE TRAINER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
SEC 202 Train the Trainer	2	1	0	1	Graduate in any discipline

Credit: 2 (1 Lecture + 1 Practical)

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

1. Explain the role of a trainer and key competencies required for effective training.
2. Understand adult learning principles and their application in training design.
3. Identify different instructional design models and methodologies for developing structured training sessions
4. Evaluate training programs using different assessment models.

Learning Outcomes:

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

1. Conduct a training needs assessment to determine learning goals.
2. Design, develop and deliver structured training programs using instructional strategies and communication skills.
3. Evaluate training success using assessment models.
4. Incorporate feedback mechanisms for continuous training improvement.

Course Contents:

Unit 1: Training Design & Delivery: Role of a trainer and key competencies; DNA of training – Knowledge, Skills, and Attitude (KSA); Types of training approaches; ADDIE Model; Training cycle; Creating a structured training design; Effective training implementation; Training styles and methods (Case studies, Role Play, Business Games, Decision-Making Exercises); Group training methods (Brainstorming, Group Discussions, Panel Discussions) **(10 Hours)**

Unit 2: Training Evaluation & Trainer Effectiveness: Learning principles; Instructional design; Need analysis and creating learning goals; Instructional methods and learning taxonomies; Training evaluation using Kirkpatrick's Model; Trainer Effectiveness: Verbal and non-verbal communication, active listening, flexibility, constructive feedback, cultural sensitivity, managing training dynamics. **(10 Hours)**

Essential Readings

1. Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). Evaluating training programs: The four levels (3rd ed.). Berrett-Koehler Publishers.
2. Jain, J. (2020). Train the Trainer. Notion Press.
3. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.
4. Lawson, K. (2016). The Trainer's Handbook. Wiley.
5. Silberman, M. (2010). Active training: A handbook of techniques, designs, case examples, and tips (4th ed.). Wiley.

Suggested Readings

1. Brookfield, S. D. (2013). Powerful techniques for teaching adults. Jossey-Bass.
2. Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design (5th ed.). Wadsworth.
3. Horton, W. (2011). E-learning by design (2nd ed.). Pfeiffer.
4. Stolovitch, H. D., & Keeps, E. J. (2011). Telling ain't training (2nd ed.). ATD Press.



UNIVERSITY OF DELHI

MASTER OF ARTS

M.A. Applied Psychology

Effective from the Year 2025-2026

SYLLABUS FOR TWO -YEARS PG (PSYCHOLOGY)

(PROGRAMME BASED ON NEP-2020)

Department of Applied Psychology

University of Delhi, Delhi

2- Year PG Program

Semester -I

Discipline Specific Course (DSC)		
Paper Code	Title	Credit
MAP- DSC 10001	Applied Cognitive Psychology	4
MAP- DSC 10002	Community Mental Health	4
MAP - DSC-10003	Quantitative research Method	4
Discipline Specific Elective (DSE)		
MAP -DSE-10001	Psychopathology	4
MAP DSE-10002	Applied Behaviour Analysis and Cognitive-Behaviour Therapy	4
MAP- DSE-10003	Criminal Psychology	4
MAP DSE-10004	Victimology	4
MAP: DSE- 10005	Counseling in socio- cultural context	4
MAP: DSE-10006	Psychoanalytic and Adlerian Approaches	4
MAP: DSE-10007	Applied Work Psychology	4
General Elective (GE)		
MAP: GE-10001	Social Pathology	4
MAP GE-10002	Mental Health in Workplace	4
MAP GE-10003	Critical Psychology	4
Skill Enhancement Course (SEC)		
MAP SEC-10001	Mental Health and Well being	2
MAP-SEC-10002	Anger Management	2

Semester II

Paper Code	Title	Credit
Discipline Specific Core		
MAP-DSC 20001	Applied Social Psychology	4
MAP- DSC: 20002	Qualitative Research Methods	4
MAP: DSC-20003	Applied Psychometrics	4
Discipline Specific Elective Course		
MAP DSE-20001	Neuropsychological Rehabilitation	4
MAP- DSE-20002	Psychophysiology & Biofeedback	4
MAP DSE-20003	Investigative Psychology	4
MAP- DSE: 20004	Correctional Psychology	4
MAP- DSE-20005	Psychology of Relationships	4
MAP- DSE-20006	Psychological Approaches of Counselling	4
MAP- DSE-20007	Human Resource Operations	4
General Elective		
MAP GE-20001	Psycho-oncology	4
MAP- GE-20002	Somatic Symptoms and Related Disorders	4
MAP- GE-20003	Economic Psychology	4
Skill Enhancement Core		
MAP-SEC-20001	Soft Skills for Helping Professions	2
MAP-SEC-20002	Deception Detection Techniques	2

SEMESTER-I

MAP-DSC 10001: APPLIED COGNITIVE PSYCHOLOGY

DEPARTMENT OF APPLIED PSYCHOLOGY

M. A. Applied Psychology

Category-I

DISCIPLINE SPECIFIC CORE COURSE–1.1: APPLIED COGNITIVE PSYCHOLOGY CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSC 1.1: Applied Cognitive Psychology	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To explore the use of cognitive processes in everyday life.
2. To conceptualize the functional relationship between the key cognitive processes
3. Above all creating an orientation of empirical research in the field of applied cognitive psychology.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles cognitive psychology to explain human behaviour in day to day life.
2. They will be able to apply this knowledge to solve problems, which involves human cognition.
3. This will prepare the learners to conduct applied research in the field of human cognition.

Unit I: Concept, Scope and Approaches to Cognitive Psychology and Cognitive Science; Cognitive load, Cognitive aging. Cognitive Dissonance. Parallel vs Successive Processing: (J. P Das PASS Model), Research Methods in Applied Cognitive Psychology. Ancient Indian Contributions to Cognitive Psychology- Vedic and Upanishadic Thought (Focused on consciousness (Chitta), attention (Dhyana), and memory (Smriti); (The concept of Manas (mind), Buddhi (intellect), Ahamkara (ego), and Atman (self) . **(10 Hours)**

Unit II: Cognitive Neuroscience of Attention and Consciousness, Perceptual processes, Spatial cognition and Cognitive Map. Meta cognition, self-monitoring and self-regulation **(10 Hours)**

Unit III: Memory Processes and their disorders: Representation and Manipulation of Knowledge in Memory, Models of memory, Concepts, Categories and Networks, Strategies to improve memory processes. Language: Nature and acquisition and intervention in language disorders. **(10 Hours)**

Unit IV: Problem-solving and Creativity; Human and Artificial Intelligence; Decision-making and reasoning. Practical applications of cognitive psychology: Use of artificial intelligence in solving human problems in different fields. **(10 Hours)**

Two practicums based on the above four units. (20 Hours)

Suggested/Essential Readings:

1. Kuppaswami, B. (1986). *Elements of Ancient Indian Psychology*. Konark Publishers Pvt.Ltd India
2. Fleming, S. (2019). *Cognitive psychology*. Scientific e-Resources.
3. Durso, F. T. (2007). *Handbook of applied cognition* (2nd Ed). Wiley & Sons.
4. Esgate, A. et al. (2005). *An introduction to applied cognitive psychology*. Psychology Press
5. Groome, D., & Eysenck, M. W. (2016). *An introduction to applied cognitive psychology*. (Second Edition), Psychology Press.
6. Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*, Sage.
7. Sternberg, R. J. (2009). *Applied cognitive psychology: perceiving learning and remembering*. Cengage Learning.

MAP-DSC 10002: COMMUNITY MENTAL HEALTH
DISCIPLINE SPECIFIC CORE COURSE-2
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSC 10002: Community Mental Health	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To acquaint students with the Emergence & current status of community psychology and community mental health services.
2. To foster a community-based approach to understand and promote mental health.

Learning Outcomes:

1. Understand the Foundations of Community Psychology: Explain the historical emergence, key concepts, and current trends in community psychology and community mental health services.
2. Analyze Community Mental Health Systems: Assess the structure, function, and challenges of community-based mental health services.
3. Apply Community-Based Approaches: Demonstrate the ability to design and implement community-based strategies for mental health promotion and intervention.

COURSE CONTENT:

Unit I: Introduction: Historical and social contexts of community psychology; Concepts: Subjectivity, Power, Collectivity, Core values of community psychology: Social Justice, Critical Community Psychology, Fanon's Perspective. **(10 Hours)**

Unit II: Research and Social Action in Community Psychology: Social Action and Innovation, Moving to collective social action, Social construction and its critics, participatory and action research, Negotiating the community psychology researcher's role **(10 Hours)**

Unit III: Community Interventions and Social Change: Community mental health intervention; Community-Based Rehabilitation (CBR): Issues and Principles; Notions of Social Change in Community Psychology: Issues and Challenges. **(10 Hours)**

Unit IV: Community Mental Health in India: Issues & Challenges. Intervention Strategies, Empowering communities: The theory of community coalitions, Collaborations, consortia and coalitions, Decolonizing Psychology and Therapy. **(10 Hours)**

Two practicum based on the above four units **(20 Hours)**

Suggested/Essential Readings

1. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2013). *Community mental health in India*. Jaypee Brothers Medical Publishers Pvt. Limited.
2. Agarwal, S. P., Goel, D. S., & India. Directorate General of Health Services. (2004). *Mental health: An Indian perspective, 1946-2003*. Directorate General of Health Services, Ministry of Health & Family Welfare.
3. Bloom, B. (1973). *Community Mental Health—A critical analysis*. General Learning Press
4. Jadhav S. (1996). The Cultural Origins Western Depression. *International Journal of Social Psychiatry*. 42(4):269-286. doi:10.1177/002076409604200403
5. John Moritsugu, Elizabeth Vera, Frank Y. Wong Emory, Karen Grover Duffy (2016) *Community Psychology* 5th Edition , Routledge Tylor and Francis Group.
6. Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., Wandersman, A. (2020). *Community Psychology: Linking Individuals and Communities*. United States: American Psychological Association.
7. Orford, Jim (2007) *Community psychology: challenges, controversies, and emerging consensus*. John Wiley & Sons, Ltd
8. Rappaport, Julian & Seidman, Edward. (2000). *Handbook of Community Psychology*. 10.1007/978-1-4615-4193-6.1.

MAP-DSC-10003: QUANTITATIVE RESEARCH METHODS
DISCIPLINE SPECIFIC CORE COURSE-3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSC 10003: Quantitative research Method	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To orient the students to scientific research in applied psychology.
2. To make them learn the statistical rigors in designing research and processing data.
3. To help them to use computers in data analysis.

Learning Outcomes:

1. After attending this course, students will be able to understand how to conceptualize appropriate research designs in applied settings.
2. They will be able to make appropriate use of statistical techniques in order to analyse the research data.
3. The learner will be able to make use higher statistics using statistical software, effectively. Overall, this exposure will improve their research skills.

Unit I: Meaning, Nature and Scope of Research Method in Applied Psychology, Steps of Research processes. Experimental Designs; Quasi-experimental designs, Group vs. Single subject designs; Controlling variance in experimental designs. Single factor two-group design. **(10 Hours)**

Unit II: Correlation and its types, Regression: Simple Linear Regression and Multiple Regression, Different methods of Regression: Enter, Stepwise, Forward and Backward, Hierarchical Regression. **(10 Hours)**

Unit III: Comparing Several Means: Application of independent and dependent sample t-test; One-way Analysis of Variance and Two-Way Analysis of Variance, Factorial Design, randomized complete block design, Post Hoc Testing. **(10 Hours)**

Unit IV: Analysis of Covariance (ANCOVA and MANCOVA), Multivariate Analysis of Variance (MANOVA), Structural Equation Model-Exploratory and Confirmatory Factor Analysis. Application of Computer Software in Psychological Research (R, Jamovi, SPSS and AMOS). **(10 Hours)**

Two practicum based on the above four units **(20 Hours)**

Suggested/Essential Readings:

1. Broota, K. (1982). *Experimental design in behavioural science*: Wiley Eastern Ltd.
2. Field, A. (2005). *Discovering statistics using SPSS* (2nd Edition). Sage Publications.
3. Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.
4. Howell, D.C. (2002) *Statistical methods for psychology* (5th Ed) Duxbury, California: Thomson Learning.
5. Kumar, R. (2014) *Research methodology: A step-by-step guide for beginners*. (4th Ed.), Sage
6. Mohanty, B., & Misra, S. (2016). *Statistics for behavioural and social sciences*, Sage.
7. Seltman, H. J. (2015). *Experimental design and analysis*: Carnegie Mellon University.
8. Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.

DISCIPLINE SPECIFIC ELECTIVE

MAP DSE-10001: PSYCHOPATHOLOGY DISCIPLINE SPECIFIC ELECTIVE - 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSE 10001: Psychopathology	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand psychopathology of different types of mental disorders.
2. To conceptualize the role of causative and protective factors in manifestation of mental disorders.
3. To orient the learners towards various approaches to psychopathology and related disorders.

Learning Outcomes:

1. After exposure to this course, the students will be in a position to apply various approaches to understand human psychopathology and use of the principles of psychology to explain abnormal behaviour.
2. The student will be able to apply this knowledge to screen people with various kinds of psychopathology.
3. This understanding of psychopathology will prepare the learners to conduct research in the field of mental health.

Unit I: Introduction to Psychopathology: Models of psychopathology: Behavioural,

Psychodynamic Biological, Neuroscience and Information-processing models to mental disorders, Principles of classification of mental disorders and classification systems: International Classification of Diseases (ICD) and Diagnostic Statistical Manual (DSM) and other models of diagnosis. **(10 Hours)**

Unit II: Causes and symptoms and intervention in adult mental disorders: Generalized anxiety disorders, Obsessive-Compulsive and other anxiety related disorders, Trauma- and Stressor-Related Disorders, Schizophrenic Spectrum Disorders, Affective Disorders, Dissociative and Somatic Symptom Disorder, Substance Abuse and Addictive related disorders, Personality Disorders. **(10 Hours)**

Unit III: Causes and symptoms and intervention in child mental disorders, Developmental Disorders: Intellectual disability, ADHD, Autism, Conduct Disorder, Sleep-wakeful disorders. Neuro-cognitive disorders. **(10 Hours)**

Unit IV: Prevention of mental disorders Primary, Secondary and Tertiary Prevention, Risk markers, and specific risk indicators, Stigma, Group-and Community-focused Programmes, Creation of Awareness in institutional and community setting, Collaborative Process, Role of media, Strengthening Social Support, Empowerment. **(10 Hours)**

Practicum Two practical based on the above units **(20 Hours)**

Suggested/Essential Readings

1. Butcher, J. N., Hppley, & J. M., Mineka, S. (2017). *Abnormal psychology*, Pearson.
2. Davis, D. R. (1984). *An Introduction to psychopathology* (4th Ed.) Oxford Medical Publications.
3. Ray, W. J. (2015) *Abnormal psychology: Neuroscience perspectives on human behaviour and experience*. Sage
4. Srivastava, S. K. (2012). *Psychopathological disorders: Biopsychosocial analysis*, First Edition. Global Vision.
5. Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press.

**MAP-DSE-10002: APPLIED BEHAVIOUR ANALYSIS AND COGNITIVE-
BEHAVIOUR THERAPY**
DISICIPLINE SPECIFIC ELECTIVE - 2
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-10002: Applied Behaviour Analysis and Cognitive- Behaviour Therapy	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To develop a general orientation towards application of applied behaviour analysis and cognitive- behaviour therapy in treatment of behaviour disorders
2. To familiarize the students with the basic concepts of applied behaviour analysis
3. To develop skills for behavioural diagnosis, classification and assessment of behavioural disorders.
4. To develop competence in application of applied behaviour analysis in research and practice of behaviour therapy.

Learning Outcomes:

1. The students will be able to make use of the principles of applied behavior analysis to explain behaviour disorders.

2. The student will be in a position to make behavioural and cognitive assessment of deviant behaviour and make more accurate prediction of the same in various settings.
3. The student will be able to apply this knowledge to deal with problem behaviour
4. This will prepare the learners to conduct applied behavioural research in the above fields.

COURSE CONTENT:

Unit I: Foundations of Applied behaviour analysis and cognitive-behaviour therapy, Conceptual Issues Psychobiological Basis of Behaviour Therapy, Behavioural & Cognitive-behavioural. **(10 Hours)**

Unit II: Assessment and Diagnosis, Behavioural and Cognitive-behavioural case formulation, Development of behavioural coding Inter-observer reliability. **(10 Hours)**

Unit III: Procedures of Reinforcement, Token Economy, Developing New Behaviours through Modelling, Learning, Aversive Procedures, Non-aversive Procedures, Relaxation and Systematic Desensitization; Eye-movement Desensitization Reprocessing, Covert Conditioning Procedures. **(10 Hours)**

Unit IV: Cognitive-behavioural approaches: Beck, Meichenbaum, and Ellis, Family Systems & Child Cognitive-behavioural Problems, Cognitive-behaviour Therapy in Classroom, Home and other Institutional Settings, Ethical Guidelines. **(10 Hours)**

Two practicums based on the above four units. **(20 Hours)**

Suggested/Essential Readings

1. Ellis, A. (1962). *Reason and emotion in psychotherapy*. Kensington Publishers
2. Froggatt, W. (2005). *A brief introduction to cognitive behaviour therapy* (3rd Ed.) Retrieved from www.rational.org.nz/prof-docs/Intro-CBT.pdf.,
3. Jena, S. P. K. (2025). *Behaviour therapy: techniques, research and applications*. Atlantic.
4. Joshi, A., & Phadke, K. M. (2018). *Rational emotive behaviour therapy*, Sage
5. Kazdin, A. E. (2001). *Behaviour modification in applied settings, (6th Ed.)* Wadsworth.
6. Rimm, D. C., & Masters, J. C. (1979). *Behaviour therapy: Techniques and empirical findings*. Academic Press Inc.

MAP-DSE-10003: CRIMINAL PSYCHOLOGY
DISCIPLINE SPECIFIC ELECTIVE - 3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-10003: Criminal Psychology	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To study this course the students will be able to know different types of crime and the approaches to different types of crime.
2. The course will also help students to know how to manage and intervene in different types of crime.

Learning Outcomes:

1. Knowing different types of crime will help students to find out the root causes especially the psychological reasons of different crimes.
2. This course will also help students to design different intervention approaches to minimize the crime and criminal activities in the society.

Unit-I: Concept, Definition, and Scope of Criminal Psychology; History and Causes of Criminology; Approaches to Criminal Psychology-Psychogenic Approach, Sociogenic Approach, Behavioural Approach; Traditional Perspectives on Crime and Morality (Dharma (righteous duty) and Karma (action and consequence); Ancient Legal Codes.

(10 Hours)

Unit-II: Becoming A Criminal-The Police and the Society, Social Organisation of the Police, becoming a criminal-From arrest to Trial, Elements of the legal system, Processing of the suspect through the legal system Machinery; Crime is often seen as a moral failure rather than just a

legal offense; Indian epics like the Mahabharata and Ramayana illustrate complex notions of justice, intention, and punishment. **(10 Hours)**

Unit-III: Corporate Crime and its Victims- Criminology and Corporate crime, The Invisibilities of Corporate Crime, State responses to Corporate Crime, Embezzlement and Embezzlers.

(10 Hours)

Unit-IV: Interventions- Community sentences, Confused purposes, Community disposal, Different perspective of Interventions: Current trends of Intervention-dominant perspectives and hegemony, Intensive supervision and surveillance program, community intervention program.

(10 Hours)

Any two Practicums based on the above four units.

(20 Hours)

Suggested/Essential Readings:

1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
2. Chockalingam, K. & Ghosh, S. (2015). *Psychology and Crime: Indian Perspectives*.
3. Felson, M. & Eckert, M. A. (2018). *Introductory Criminology: The study of Risky Situations*. Routledge, Taylor and Francis Group. New York.
4. Gibbons, D. C. (1978). *Society, Crime and Criminal Careers: An Introduction to Criminology*. (Third (Edition). Prentice-Hall India Private LTD, New Delhi-110001.
5. Nikolic, M. (2017). *Philosophy, Crime and Criminology*. Delve Publishing.
6. Stout, B., Yates, J., & Williams, B. (2008). *Applied Criminology*. Sage publications INC.

MAP-DSE-10004: VICTIMOLOGY
DISCIPLINE SPECIFIC ELECTIVE-4
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSE-10004: Victimology	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To study this course the students will able to know different types of victims and the causes of victims.
2. The course will also help students to know how to minimize the victimization in the society

Learning Outcomes:

1. Knowing different types of victims will help students to find out the root causes especially the psychological reasons of different types of victims.
2. This course will also help to students to design different intervention approaches to minimize the victims and victimization in the society.

Unit-I: Victimology- Concept and Definition, History of Victimology, Nature and Scope of Victimology, Causes of victimization, Extent theories and factors of victimization, consequences of victimization, reactions of victimization; Ancient Indian Text like, Arthashastra, and Dharmashastra; The concepts of karma (actions and consequences) and dharma (moral order).

(10 Hours)

Unit II: Types of victimization: Child, Divyang and Senior abuse, stressful life events, victimization at school and work, relationship. Homicide and Suicide.

(10 Hours)

Unit III: Measurement of victimization: Case history, medical and physical investigations, Criminal Profiling, Recreation of crime scene and investigation, psychological profiling of victimization and use of psychometric test, Interviewing and survey on victimology.

(10 Hours)

Unit IV: Victim support and services: Aftermath of crime: victims; needs and consequences faced, Right to Access Victim Support Services, Training of Professionals, supporting versus protecting victims of crime.

(10 Hours)

Any two Practicums based on the above four units.

(20 Hours)

Suggested/Essential Readings:

1. Adler, J. R., & Gray, J. M. (Eds.). (2010). *Forensic Psychology: Concepts, debates and practice*. Routledge.
2. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
3. Brown, J., Shell, Y. & Cole, T. (2015). *Forensic Psychology: Theory, Research, Policy and Practice*, Sage Publication
4. Diagle, L. (2020). *Victimology: The essentials* 3rd Edition. Sage Publications
5. Hassan, S. & Lett, D. (2023). *Introduction to Criminology*, Pressbooks
6. Singh, M. (2016). *Victimology and the Criminal Justice System in India*.

MAP-DSE-10005: COUNSELLING IN SOCIO- CULTURAL CONTEXT
DISCIPLINE SPECIFIC ELECTIVE–5
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-10005 Counselling in socio-cultural context	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To acquaint students with theoretical basis of counseling skills and counseling models,
2. To familiarize students with counselor's personal and professional growth along with ethical and legal issues.
3. To understand special concerns in counseling for diverse population.

Learning Outcomes:

1. Understand the Foundations and skills of Counselling
2. Gain experiential understanding of various skills, assessment and appraisal through the exercises designed for demonstration.
3. Apply the basic skills of counselling to understand the concerns for mental health promotion and intervention.

COURSE CONTENT:

Unit I: Introduction: Meaning and definitions of counseling; Goals and Scope of counseling; Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling. **(10 Hours)**

Unit II: Counseling Skills: Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy; (b) Meaning, definitions and types of: Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feelings, Confronting, Focusing, Reflecting meaning, Influencing: Interpretation / reframe, Logical consequences, Self-disclosure, Feedback, Information/ suggestions. **(10 Hours)**

Unit III: Expressive Therapies: Nature based Play Therapy, Dance Movement Therapy, Art Therapy: Conceptualization and processes, Drama Therapy and Psychodrama: Stages and Process. **(10 Hours)**

Unit IV: Special Concern in Counseling: Working with Conscious and Subconscious mind, Counseling for Suicide prevention, Grief Counseling, Counseling and prevention for Child abuse. **(10 Hours)**

Any two Practicum on above units. (20 Hours)

Suggested/Essential Readings

1. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) *Group Counseling: Strategies and Skills*. (4th ed) London: Wadsworth.
2. Gladding .T.S (2017). *Counseling: A Comprehensive Profession*. (7th ed.) Pearson.
3. Malchiodi, C.A. (Ed.). 2005. *Expressive Therapies*. The Guilford Press New York.
4. Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
5. Hoff. L.A., (2009) *People in Crisis: Clinical and Diversity Perspective* (6th ed.) Routledge.
6. Malchiodi, Cathy A. (2022). *Handbook of Expressive Arts Therapy*, Guilford Publications

MAP-DSE-10006: PSYCHOANALYTIC AND ADLERIAN APPROACHES
DISCIPLINE SPECIFIC ELECTIVE COURSE-6
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-10006: Psychoanalytic and Adlerian Approaches	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To develop an understanding, insight and skills of an effective counsellor
2. To Develop an understanding and competence for counseling techniques based on Psychoanalytic and Adlerian approaches

Learning Outcomes:

1. Understand the foundations of the therapeutic techniques rooted in Psychoanalysis.
2. Be able to apply the skills of identifying and modifying automatic thoughts, as well as intermediate and core beliefs.
3. Be able to apply the skills, conceptualize the issues and provide interventions to clients.

Unit I: Introduction to Psychoanalytic approach, Development of Psychodynamic Approach: Theory and The Therapy. Lacan's Perspective, Application of psychoanalytic techniques.
(10 Hours)

Unit II: Psychoanalysis, therapeutic techniques used in psychoanalysis, Dream Analysis, The post-Freudian evolution of the psychodynamic approach, Critical Consciousness. **(10 Hours)**

Unit III: Adlerian Approaches to Counseling: Historical Development, View of Human Nature, Development of Psychopathology, Function of the Therapist, Goals of Therapy
(10 Hours)

Unit IV: Major Methods and Techniques: Phases of Adlerian Counseling, Multicultural considerations. And Transactional Analysis, Application: Art therapy: An Adlerian group approach.
(10 Hours)

Any two Practicum on above units. (20 Hours)

Suggested and Essential Reading:

1. Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford Press.
2. Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
3. Gladding, S. T. (2014). *Counseling: A comprehensive profession*. New Delhi: Pearson Education.
4. Jones E. (2000) *Therapeutic Action: A Guide to Psychoanalytic Therapy*. Book-mart Press, Inc. of North Bergen,NJ. [
5. Corsini, R. J., Wedding, D., & Dumont, F. (2011). *Current Psychotherapies* (9th ed.). Cengage Learning
6. Dreikurs, S. E. (1976). Art therapy: An Adlerian group approach. *Journal of Individual Psychology*, 32(1), 69–80.

MAP-DSE-10007: APPLIED WORK PSYCHOLOGY
DISCIPLINE SPECIFIC ELECTIVE COURSE-7
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-DSE-10007: Applied Work Psychology	4	3	0	1	

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to contextual realities.
2. To understand how the behaviour of individuals in organizations is shaped, and emerging patterns in organizational behaviour.

Learning Outcomes:

1. Understand the key organizational behaviour concepts in the contemporary Indian context with its idiosyncrasies.
2. Understand and identify the individual factors in OB such as motivational issues at work, individual decision-making, and attitudes at workplace
3. Understand and identify the group related aspects in OB such as group processes, team building, communication, decision-making, and leadership.
4. Evaluate the relevance of Indian cultural frameworks such as Maitri, Karuna, Mudita, in workplace relationships and organizational dynamics and their effectiveness
5. Apply OB concepts through practicum-based exercises to solve real-world organizational challenges and create future organizations.

Unit I: Behaviour in the Context of Organization: Organizations as Open systems, Organization and the individual: Nature and types of organizations, organizations as subsystems

of society, Historical antecedents of OB in India and the contemporary context, Indigenization of OB research and its challenges. **(10 Hours)**

Unit II: Personal Factors in Organization: Personality, Emotion at Workplace, Developing emotional intelligence; Individual decision making, Motivation theories: Content, Processes and Contemporary theories; Attitudes: organizational commitment, OCB, and Employee Engagement **(10 Hours)**

Unit III: Employee Behaviour in Group: Group and Teams, Attitudes of *Maitri, Karuna, Mudita* in relationships at work; Communication, Group Decision-making, Leadership, Leadership lessons from Bhagwat Gita - *Sannyasi* Leaders, *Karmayogi* Leaders, *Paraspara Bhava* (Mutual Dependence), *Lokasangrah* (Leadership by example); Learning Organisation **(10 Hours)**

Unit IV: Contemporary Issues in Organizational Behaviour: Globalization and Changing Profile of Employees, Changing workplaces, Knowledge management; Issues of Diversity in Indian Organizations: Stress Management at Work, Bhagavad Gita on Stress Management (understanding through *Karma, Gunas*). **(10 Hours)**

Any two Practicum on above units. (20 Hours)

Suggested Readings:

1. Greenberg, J., & Baron A. B., (2008). *Behavior in Organizations* Pearson Prentice Hall.
2. Luthans, F. (2021). *Organizational Behavior: An Evidence-Based Approach* (14th ed.). McGraw-Hill.
3. Nelson, D. L. & Quick, J. C. (2012) *Organizational Behavior : Science, The Real World, and You* (8th ed.). South-Western College Publishing
4. Pareek, U. (2006). *Understanding Organizational Behaviour*. Oxford University Press: New Delhi
5. Pugh, D. S. (2007). *Organization Theory: Selected Classic Reading*. Penguin Books Ltd. 5th edition.
6. Robbins, S. P., Judge, T. A., & Vohra, N. (2018). *Organization Behaviour* (18th edition). Pearson Education.
7. Katz, D, and Kahn, R. L. (1967). *Social Psychology of Organizations*. Prentice Hall.
8. Tripathi, R.C. and Dwivedi, R. (2016). *Organizational Studies in India*. Orient Blackswan: New Delhi.
9. Bhawuk, D. P. S. (2008). Towards an Indian Organizational Psychology. In K. Ramakrishna Rao (Ed.), *Handbook of Indian Psychology* (pp. 471-491). Cambridge University Press: New Delhi.
10. Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. *Psychology and Developing Societies*, 15, 1-29.
11. Gupta, R.K. & Panda, A. (2009). Culture, Institutions and organizations in India, in G. Misra (2009) Vol II, *Psychology in India*, Pearson, New Delhi.
12. Sharma, R. R., & Batra, R. (2018). Bhagvad Gita approach to stress mitigation and holistic well-being. In *Managing by the Bhagavad Gītā: Timeless Lessons for Today's Managers* (pp. 137-154). Cham: Springer International Publishing.

GENERAL ELECTIVE

MAP-GE-10001: SOCIAL PATHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-GE-10001: Social Pathology	4	3	1	0	

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:

1. To conceptualize the field social pathology and its impact on the society.
2. To explore and understand the functional relationship between the psychosocial determinants involved in social pathology
3. To prepare the learner for empirical research and intervention in the field of social pathology.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles of social pathology to explain human pathological behaviour in the society.
2. They will be able to apply this knowledge to solve social problems, which leads to social pathology.
3. This will prepare the learners to conduct applied research in the field of human social pathology.

Unit-I: Social pathology: Concept, nature and causes of social pathology, Contemporary social pathological issues. Hegelian Social Pathology, Economic Exploitation and Alienation,

Bandura's Social Learning Theory, Ontological Individualism. Theories of social ontology and Social Pathology. **(10 Hours)**

Unit-II: Manifestation of major social pathology: Juvenile Delinquency, Suicide, Human Trafficking, Poverty and Homelessness and Racism, Their causes, theories, prevention and psychological intervention **(10 Hours)**

Unit-III: Concept and nature of Violence: Psycho-social causes of Violence, Control of Violence. Theories of Violence: The Frustration Theory, Social learning theory, Theory of Social conflict, Structural functional theory. **(10 Hours)**

Unit-IV: Psychology of Terrorism: The understanding of terrorism and mental status, Antisocial personality, Psychological profiling, Frustration-aggression hypothesis, Negative identity hypothesis, Psychosocial Intervention and Rehabilitation. **(10 Hours)**

Suggested/Essential Readings

1. Bhatia, Hansraj. (1974) Elements of Social Psychology, somaiya publications, Bombay
2. Glover, N., Dudgeon, P., & Huygens, (2005). Colonization and racism, In G. Nelson, & I. Prilleltensky (Eds.) *Community psychology: In pursuit of liberation and well-being*, Palgrave.
3. Jena, S. P. K. (2020). *Homelessness: Research, Practice and Policy*, Routledge (Taylor Francis)
4. Kool, V. K. (2007). *The psychology of nonviolence and aggression*, Bloomsbury.
5. Kowalski R. M., & Leary, M. R. (2003). *The interface of social and clinical psychology*: Psychology Press: Tyler and Francis Group.
6. Lemert, E. M. (1951). *Social pathology; A systematic approach to the theory of sociopathic behavior*. McGraw-Hill.
7. Slade-Caffare, Y. (2024). *Cambridge social ontology: An introduction to social positioning*. Routledge
8. Strentz, T. (1981). *The terrorist organizational profile: A psychological role model*, m New York: Pergamon.

MAP-GE-10002: MENTAL HEALTH IN WORKPLACE
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE-10002: Mental Health in Workplace	4	3	1	0	Graduation

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:

1. To understand the significance of mental health in the workplace and the associated legislation safeguarding employee mental health.
2. To enable students to comprehend the sources of mental health problems in the workplace.
3. To acquaint students with the strategies to enhance mental health in the workplace.

Learning Outcomes:

1. Understand the relevance of mental health issues and services in workplace
2. Analyze the Organizational policies promoting employee mental health
3. Identify the sources mental disorder and obstacles to mental health in workplace
4. Design strategies for enhancing mental health in workplace

Unit-I Introduction to mental health in the workplace: Meaning, Components, WHO Guidelines on mental health at work, Mental Health Policy and legislation- Safeguards and rights for employees undergoing mental health issues; Future Directions: Innovations and Emerging trends in mental health problems in the workplace. **(10 Hours)**

Unit-II Sources of mental health issues in the workplace: Workplaces As Engines of Mental Health and Well-Being, Essentials for Workplace Mental Health & Well-Being; Role of Organizational leaders in promotion of mental health; Organizational best practices: Supporting mental health in the Workplace. **(10 Hours)**

Unit-III Barriers to Organizational Mental Health: Individuals factors- Misfit with organizational values and culture, personality traits, work-life imbalance, perception of bias; organizational factors- Stress, Toxic work culture, Workplace politics, lack of psychological

safety, discrimination, role stress; Social and systemic factors: Stigma around mental health, inadequate mental health resources, lack of awareness and training **(10 Hours)**

Unit-4 Consequences and mental health invention strategies: Consequences of Poor Organizational Mental Health- Organizational and psychological consequences: Burnout, role stress, turnover; Organizational Interventions: Employee Assistance Programs (EAPs), counseling services, mental health training, peer support networks; Leadership and Managerial Role in Promoting a Mentally Healthy Workplace; Policy Development and Implementation for Workplace Mental Well-Being. **(10 Hours)**

Suggested/Essential Readings

1. Cooper, S. C. & Leuter, M. P. (2017). *The Routledge companion of wellbeing in workplace*
2. International Labour Organization (2022). *Mental health at work: Policy brief*, International Labour Organization.
3. Kelloway, E. K., Dimoff, J. K., & Gilbert, S. (2022). Mental health in the workplace. *Annual Review of Organizational Psychology and Organizational Behaviour*, 10 (1). <https://doi.org/10.1146/annurev-orgpsych-120920-050527>
4. Mishiba, T. (2020). *Workplace Mental Health Law Comparative Perspectives*. Routledge.
5. Thomas, J. C. & Hersen, M. (Eds.). (2002) *Handbook of mental health in the workplace*, Sage.
6. U.S. Public Health Service (2022). *The U.S. Surgeon General's Framework for Workplace Mental Health & Well-Being*.
7. WHO (2022). *WHO guidelines on mental health at work*, World Health Organization, Geneva.
8. Wu, A., Roemer, E. C., Kent, K. B., Ballard, D. W., & Goetzl, R. Z. (2021). Organizational Best Practices Supporting Mental Health in the Workplace. *Journal of Occupational & Environmental Medicine*, 63(12), 925–931. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8631150/>

MAP-GE-10003: CRITICAL PSYCHOLOGY
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Graduation
MAP-GE-10003: Critical Psychology	4	3	1	0	

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:

1. To promote and study of a critical perspective that is committed to addressing the pressing social issues of current time.
2. This course offers Students a critique of mainstream psychology that grants psychologists an opportunity to think critically and creatively about how best to serve a wide range of individuals and communities.

Learning Outcome:

1. Student will be able to explore alternative research methodologies that align with Critical Psychology.
2. Student will be able to e critically evaluate the role of psychology in maintaining or challenging social hierarchies.
3. Student will be able to eexamine how psychological theories have been influenced by dominant socio-political ideologies.

Unit I: Introduction: Critical Psychology and Psychology for Liberation: Values, Assumptions, Theory and Application, Social identities. **(10 Hours)**

Unit II: Qualitative Enquiry of Psychology, Stereotype Threat, Racial Socialization and Mental health, Gender diversity: A critical Analysis **(10 Hours)**

Unit III: Critical Theory, Postmodernism, and Hermeneutics: Insights for Critical Psychology
Relationship between power and knowledge in psychology.

(10 Hours)

Unit IV: Understanding and Practicing Critical Psychology, Methods of Liberation: Critical Consciousness, Double Consciousness, Crisis Counseling.

(10 Hours)

Suggested/Essential Readings

1. Prilleltensky, I., and Fox, D. (1997) *Critical Psychology an Introduction*, edited by Dennis Fox and Isaac Prilleltensky. Sage Publication. New Delhi.
2. M. Montero & C. Sonn (2009) (Eds.), *Psychology of Liberation: Theory and Applications* (51-72). New York: Springer.
3. FalsBorda, O. (1988). *Knowledge and people's power: Lessons with peasants in Nicaragua, Mexico and Columbia*. New Delhi: Indian Social Institute.
4. Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science*, 11(5), 399-402.
5. Kaiser, C. R., & Miller, C. T. (2001). Stop complaining!: The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin*, 27, 254–263.
6. Hoff. L.A., (2009) *People in Crisis: Clinical and Diversity Perspective* (6th ed.) Routledge.

SKILL ENHANCEMENT COURSE

MAP-SEC-10001: MENTAL HEALTH AND WELL BEING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SEC 10001: Mental Health and Well Being	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To enable students to understand and apply the science of happiness and well-being in their lives.
2. The course will also help students to know how to promote mental health and Well-being as well as advocate for social change to create healthy society.

Learning Outcomes:

1. After learning this course, the student will gain knowledge about theories and practice of mental health.
2. The course will also help students to create environment for healthy growth and deconstruct barriers of happiness and mental health.

Unit 1: Conceptualizing mental health and Well Being, Theories of Mental Health: Hedonic, Eudemonic and Self Determination Theory, Measuring Mental health and Wellbeing, Gender and Mental Health, Cultivation of Happiness, Neuropsychology of Well-being **(10 Hours)**

Unit 2: Promoting Positive Mental Health and Application: Mindful Parenting, Self-Expression, Cultural roots of Well-being, Liberation of Self for Mental Health: Gratitude, Journaling, Mindfulness. **(10 Hours)**

Suggested and Essential Reading:

1. Michael Argyle (2013) .2nd edition, *The Psychology of Happiness*. Routledge
2. Ryff, Carol, D. (1989). Happiness is everything, or is it? Explorations on the meaning of Psychological well-being, *Journal of Personality and Social Psychology*, Vol. 57(6), pp. 1069-10810.

3. World Health Organization (2004). Promoting Mental Health: Concepts, Emerging, Practice Geneva: Department of Mental Health and Substance Abuse.

MAP-SEC-10002 ANGER MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SEC 10002 Anger Management	2	1	0	1	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To differentiate between various types of anger and the emotions associated with anger
2. Recognize activating events and communication styles that contribute to anger.
3. Understand appropriate applications of therapeutic intervention and behavior modification.
4. Develop strategies to avoid or minimize anger-related issues in daily life.
5. Identify warning signs of anger and aggression.

Learning Outcomes:

1. Upon successful completion of this course, students will be able to:
2. Demonstrate an understanding of key theories and concepts related to anger.
3. Apply newly acquired skills in anger management and behavioral intervention.
4. Exhibit professionalism and understanding of ethical and legal aspects of anger management.
5. Practice college-level academic writing and integrate knowledge from human services with general content knowledge.

Unit-1: Introduction to Anger and Violence: General anger, state anger, and trait anger. Difference between anger and aggression, hostility, violence. Understanding Anger Triggers and Responses: Overt and covert triggers of anger, Emotional brain vs. thinking brain, Anger control and anger expression. **(10 Hours)**

Unit-2: Practice of Anger Management Strategies: Relaxation-based interventions, Retreat, rethink, respond and Cost-benefit analysis. Cognitive and Behavioral Approaches: Cognitive restructuring, Stress inoculation, Conflict Resolution and Assertiveness Training. **(10 Hours)**

Suggested/Essential Readings

1. Averill, J. R. (1982). *Anger and Aggression: An Essay on Emotion*. Springer.
2. Deffenbacher, J. L., & McKay, M. (2000). *Overcoming Situational and General Anger: A Cognitive-Behavioral Approach*. New Harbinger Publications.
3. Ellis, A. (2003). *Anger: How to Live With and Without It*. Citadel Press.
4. Kassonove, H., & Tafrate, R. C. (2002). *Anger Management: The Complete Treatment Guidebook for Practitioners*. Impact Publishers.
5. Dahiya, R.L. & Sekhri, R. (2023). *Anger Management*. Psycho Information Technologies, New Delhi
6. Novaco, R. W. (2016). *Anger Control: The Development and Evaluation of an Experimental Treatment*. Oxford University Press.
7. Raymond, C.T. & Howard, K. (2019). *Anger Management for Everyone: Ten Proven Strategies to Help You Control Anger and Live a Happier Life*. New Harbinger; 2nd edition
8. Reilly, P.M., & Shopshire, S.M. (2019). *Anger Management for Substance Use Disorder and Mental Health Clients. A Cognitive–Behavioral Therapy Manual*. SAMHSA Publication No. PEP19-02-01-001

SEMESTER-II

DISCIPLINE SPECIFIC CORE COURSE, SEMESTER II

DSC 20001 APPLIED SOCIAL PSYCHOLOGY CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 20001 Applied Social Psychology	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To familiarize students with some of the major theoretical perspectives in social psychology.
2. To appreciate interpersonal and group level psychological processes in the cultural context.

Learning Outcomes:

1. This course will help the learners to understand the overview of social psychology. It further helps to acquaint with the relationship between the individual and their social situation.
2. This also supports to know, how the situation influences a person's thoughts, emotions, and behaviors or the other way round too.

Unit-I: Theoretical Concept and nature of social psychology, Major perspectives of social psychology: Social Stratification, Social Exchange, Social construction. Pro-social behavior: Predictors of Altruism and pro-social Behaviour. **(10 Hours)**

Unit-II: Self and identity: Organization of self -knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self- presentation. Social identity **(10 Hours)**

Unit III: Social influence: modes of social influence acceptance: compliance, identification, and internalization, Stereotypes and prejudice. Social Conformity and compliance, Social facilitation. **(10 Hours)**

Unit-IV: Group processes: Intergroup conflict: Causes and effect, Strategies of conflict resolution. Decision making and Performance, Crowd and social movements **(10 Hours)**

Any two practicum based on the above four units. (20 Hours)

Suggested/Essential Readings

1. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.
2. Delamater, J. (2003). *Handbook of social psychology*. New York: Kluswer Academic.
3. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. (2019). *Social Psychology* (5th ed.). New York: W. W. Norton.
4. Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
5. Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.
6. Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angeles: SAGE

MAP- DSC: 20002 QUALITATIVE RESEARCH METHODS
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC: 20002 Qualitative Research Methods	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objective:

1. Acquaint students with qualitative paradigm of psychology and different qualitative research methods.
2. Understanding the application of qualitative methods in research.

Learning Outcome:

1. Understanding qualitative research and distinguish it from quantitative research.
2. Philosophical Foundations – Explain the epistemological assumptions for underpinning qualitative research.
3. Identify different qualitative research designs
4. Recognize ethical issues in qualitative research and apply appropriate ethical principles.

COURSE CONTENTS:

Unit I: Introduction to Qualitative Research: Conceptual foundations and issues, paradigms, Ontology, Epistemology and Methodology, approaches to qualitative research, designing qualitative research, Thematic Analysis: Types and Processes **(10 Hours)**

Unit II: Methods of Qualitative Research: Interviews: Structured, Semi-Structured, and Unstructured Interviews, Participatory Action Research (PAR) and its applications and Ethical Challenges, Focus Group, Ethnography, Auto-ethnography **(10 Hours)**

Unit III: Grounded theory: Goals, types of coding and Stages in Grounded theory: Background and Early Development, Constructivist Grounded Theory Method, Epistemological and Ontological Issues, Coding, Memoing, Theoretical Sampling, Theoretical Saturation. **(10 Hours)**

Unit IV: Social Constructionist Approaches, Discourse analysis: Types and Steps of Discourse Analysis, Critical Discourse Analysis, Foucauldian Discourse analysis, Using Discourse Analytic Approaches in Mental Health Research., Narrative analysis, Meta-analysis in Qualitative Research. **(10 Hours)**

Any two practicum based on the above four units. (20 Hours)

Suggested/Essential Readings

1. Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.
2. Charmaz, K., & Henwood, K. (2007). Grounded theory. In C. Willig & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (pp. 238–256). London, England: Sage.
3. Flick, U. (2022). *The SAGE handbook of qualitative research design*. (Vols.12). SAGE, Publications Ltd, <https://doi.org/10.4135/9781529770278>
4. Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research*. Los Angeles: SAGE
5. Leavy, Patricia (2020) *Oxford Handbook of Qualitative Research*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190847388.013.15>
6. Milani, T., & Borba, R. (2022). Queer(ing) methodologies. In U. Flick (Ed.) *Queer(ing) methodologies* (Vol. 2, pp. 194-209). SAGE Publications Ltd, <https://doi.org/10.4135/9781529770278>
7. Silverman, D. (1998) *Qualitative Research: Theory, Method and Practice*. 2nd edition, New Delhi: Sage Publications
8. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications.
9. Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications

MAP-DSC 20003: APPLIED PSYCHOMETRICS AND APPLICATIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 20003: Applied Psychometrics and Applications	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop competence in test construction and take appropriate decisions based on test scores.
3. This course will enhance the overall skill for psychometric decision-making in allied disciplines as well.

Learning Outcomes: After Learning this course:

1. After attending this course, the students will be able to conceptualize the field of applied psychometrics.
2. Students will be able to develop a standardized psychological and social science measurement tools for research.
3. They will be also able to apply different psychological tests effectively in different specialized applied settings.

Unit I: Introduction: What is psychological testing and assessment. Theory formation in assessment, and assessment; Assessment process, Behavioural measurement, Typology of tests, psychological testing. Issues in psychological measurement, Classical Test Theory and its assumptions and Item Response Theory **(10 Hours)**

Unit II: Psychological Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity:

Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms. **(10 Hours)**

Unit III: Clinical vs. Statistical prediction, Assessment process and the diagnostic concepts of reliability and validity, Client's Intelligence, Cognition, Achievement, and Mental Health, Applications of Psychological testing in Applied Settings: WAIS, WISC, MISIC, BGT, Projective Techniques **(10 Hours)**

Unit IV: Judging the quality of assessment, Professional and Ethical Issues in Psychological Testing: International guidelines. Challenges of cultural adaptation and translation of tests. Computerized testing and use of Artificial Intelligence in psychological testing. **(10 Hours)**

Any two practicums based on the above units (20 Hours)

Suggested/Essential Readings:

1. Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological testing: Principles, applications and issues*. Cenegage.
2. Kline, T. J. B. (2005). *Psychological testing*. New Delhi: Vistaar Publication.
3. Laak, J. J. F., Gokhale, M., & Desai, D. (2013). *Understanding psychological assessment*, Sage.
4. Meenakshi Marnat & Wright (2016). *Handbook of psychological assessment* (6th edition).
5. Miller, L. A., Lovler, R. L., McIntire, S. A. (2013). *Psychological testing: A practical approach*. (4th Ed.), Sage Publications.
6. Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications*. 6th Ed.) Prentice-Hall.

MAP DSE-20001: NEUROPSYCHOLOGICAL REHABILITATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 20001: Neuropsychol ogical Rehabilitation	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- 1.To introduce the basic concepts in neuropsychology which students can understand the brain behaviour relationship apply in neuropsychological rehabilitation
2. To explain different types of brain injury and their effects on brain function
3. To familiarize the students with different kinds of lobular syndromes
4. To understand the basic principles of neuropsychological assessment

Learning Outcomes:

1. Student will be able to understand the basic concepts of neuropsychology and apply these concept in rehabilitation of people with brain injury under supervision
2. They will be able to assess different lobular functions using neuropsychological tests under supervision.
3. They will be able to conduct neuropsychological rehabilitation under supervision.

Unit I: Neuropsychological Rehabilitation: Historical antecedents and approaches. Types of brain injury, Methods of localization of cognitive functions in the brain

(10 Hours)

Unit II: Lobular syndromes: Frontal, Parietal, Temporal and Occipital Lobe syndromes.

(10 Hours)

Unit-III: Neuropsychological assessment and syndrome analysis and Rehabilitation in Minimal Brain Dysfunction. Epilepsy, Mental Retardation and Learning Disabilities, Aphasias, Apaxias, and Agnosias

(10 Hours)

Unit IV: Plasticity and Restoration of Brain Function, Mind and Brain Relationship Computer assisted neuropsychological rehabilitation and training

Two practicums based on the above 4 units

(20 Hours)

References

1. Boller, F. & Grafman, J, (1988) *Handbook of neuropsychology*, Elsevier.
2. Kolb, B., & Ian, Q. W. (1990). *Fundamental of neuropsychology*, Freeman.
3. Mukundan, C. R. (2007). *Brain experience; The experiential perspectives of the Brain*, Atlantic Publisher.
4. Ponsford, J. (Ed.) (2004). *Cognitive and Behavioural Rehabilitation*, Guilford.

MAP- DSE-20002: PSYCHOPHYSIOLOGY & BIOFEEDBACK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP- DSE- 20002: Psychophysiol ogy & Biofeedback	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- 1.To introduce the basic concepts of applied psychophysiology and biofeedback, so that the students can apply these techniques in health care
2. To identify different parameters of psychophysiological assessment
3. To familiarize with techniques of data acquisition in biofeedback
4. To learn about application of biofeedback in various conditions

Learning Outcomes:

4. Student will be able to understand the different modalities and parameters of psychophysiological recordings.
5. They will be able to fix the electrodes as per the requirement of the specific modality of psychophysiology.
6. They will be able to use biofeedback to understand its effect on psychophysiological disorders.
7. They will be able to make data interpretation from the signature of the psychophysiological instrument

Unit I: Introduction, basic concept of and historical developments of psychophysiology. Psychophysiological outcomes and markers, concomitants and invariants. Psychophysiological studies of emotion and cognitive processes, Psychophysiological changes and their measurement.

(10 Hours)

Unit II: Stimulus specificity, Law of initial value, Bottom-up and top-down Processing of Information, Electroencephalography: Normative EEG activity: Signal acquisition and analysis of EEG. Quantitative Scalp analysis, Topographical Mapping of EEG Activity, Clinical implications,

(10 Hours)

Unit III: Event related Brain potentials and its components (Exogenous and Exogenous), Quantification of ERP component The N200s, The P300s, Electrodermal response (EDR) system: Anatomical and Physiological basis of EDA. Its clinical implications,

(10 Hours)

Unit IV: Cardiovascular psychophysiology: Blood Pressure and its measurement. Hypertension, Heart Disease, cardiovascular processes and Cognitive processes, Visceral perception and Heart Beat detection,

(10 Hours)

Two practicums based on the above 4 units

(20 Hours)

Suggested/Essential Readings

1. Brown, B. (1977). *Stress and the art of biofeedback*. Toronto: Bantam Age Books.
2. Cacippo, J. T., Tassinary, L.G., & Berntson, M. (2007). *Handbook of psychophysiology*, Cambridge
3. Hugdahl, K. (1995). *Psychophysiology: The Mind-body perspective*, Harvard University Press.
4. Schwartz, M. S. (Ed) (2001). *Biofeedback: A practitioner's guide*. New York: The Guilford Press.

MAP-DSC 20003: INVESTIGATIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-20003: Investigative Psychology	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

3. By study this course the students will able to know different types of forensic Investigation.
4. This course will also help students to know how to do different type so investigation using their psychological skills.

Learning Outcomes:

3. After learning this course, students will able to know different types of forensic Investigation.
4. This course will also help students to know how to do different type so investigation using their psychological skills.

Unit-I: Investigative Psychology: Introduction and overview; Historical Perspective; Nature and Scope of Investigative Psychology; Criminal and Investigative Psychology; Ancient Indian perspective on investigative Psychology like Arthashastra by Kautilya (Chanakya); Other Dharmashastras. (10 Hours)

Unit-II: Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification; Solitary confinement, Occupational stress in Police and investigation. (10 Hours)

Unit-III: Testimony and Evidence: Eyewitness testimony, examination in court, Factors having an impact on witness accuracy, witness credibility and special measures for vulnerable witnesses. The ageing eyewitness: interviewing, identification, aiding identification performance and perceptions of older eyewitnesses. Safeguarding vulnerable and intimidated witness at court: special measures, vulnerable or intimidated witnesses, special measures in action.

(10 Hours)

Unit-IV: Psychological Assessment in Forensic Setting: Process of assessment: Consent taking, confidentiality, motivational interviewing, risk assessment. Psychometric testing in assessment- Mental and Aptitude testing; Personality assessment, Intelligence testing.

(10 Hours)

Any two practicums based on the above four units.

(20 Hours)

Suggested/Essential Readings:

1. Adler, J. R., & Gray, J. M. (Eds.). (2010). *Forensic Psychology: Concepts, debates and practice*. Routledge.
2. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
3. Brown, J., Shell, Y. & Cole, T. (2015). *Forensic Psychology: Theory, Research, Policy and Practice*, Sage Publication
4. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. Penguin Books India.
5. Sadasivan, S. N. (2000). *Crime and Criminal Justice in Ancient India*.

MAP- DSE: 20004 Correctional Psychology
DISCIPLINE SPECIFIC ELECTIVE-4
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-20004: Correctional Psychology	4	3	0	1	Graduation

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To develop a general orientation towards correctional process applicable for criminal population.
2. To understand different correction strategies for prevention and intervention of crime behaviour and criminal settings.

Learning Outcomes:

1. After learning this course, the students will have a general orientation towards correctional process applicable for criminal population.
2. Students will know and apply different correction strategies for prevention and intervention of crime behaviour and criminal settings.

Unit I: Correctional Psychology: Legal rights of inmates: Rights to treatment; Right to refuse treatment, Inmates with mental disorders, Substance abuse and correctional psychology.

(10 Hours)

Unit II: Psychological assessment in correction, Psychological methods of correction, Community-based correction, Correctional psychology in Group and Homes; Community

Policing.

(10 Hours)

Unit III: Institutional Corrections- overview of correctional facilities, legal rights of inmates- Right to treatment, right to refuse treatment, Right to Rehabilitation, Prison Transfer (10 Hours)

Unit IV: Juvenile Corrections- Historical overview, Approaches to rehabilitation, Group home model. Family Preservation model. Home builders, Multi-systematic therapy, Functional family therapy. Ancient Indian **Correctional Mechanisms such as** Penance (Prāyaścitta), Exile (Vanvas), Public shaming (saarvajanik sharminda karna or Lok Sharm), Moral Instruction (naitik shiksha) (10 Hours)

Any two practicums based on the above four units.

(20 Hours)

Suggested/Essential Readings:

3. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
4. Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and*
5. Dhanda, A. (2000) *Legal order and mental disorder*. New Delhi: Sage.
6. Harari, L. (1981) *Forensic psychology*. London: Batsford Academic. *practice*.
Chichester: Wiley & Sons.
7. Kane, P.V. (1930–1962). *History of Dharmaśāstra* (Vol. I-V).
8. Kautilya (Chanakya). (4th Century BCE). *Arthashastra*.

MAP- DSE-20005 Psychology of Relationships
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP- DSE-20005 Psychology of Relationships	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- 1.To understand the psychology of interpersonal relationships for meaningful and engaging lives that enhances Wellbeing.
- 2.To equip students with the skills to practice and promote positive relationships of themselves and others.

Learning Outcomes: After Learning this course students will:

1. Understand the foundations of Interpersonal relationships and be able to provide basic counselling to create awareness.
2. Learn to analyse the structure, function, and challenges of interpersonal issues in relationships.
3. Be able to apply interpersonal skills to promote mental health and to resolve conflicts in intra and interpersonal relationships.

Unit I: Introduction: Nature, Scope, and Types of Relationships., Psychology of Love and Hate: Passionate Love, Sadism, The power of Positive relationships. **(10 Hours)**

Unit II: Theory and Implications for Intimate Relationships, Interpersonal Hate from Clinical Perspective, Gender Myths, Narcissism and Narcissistic abuse, Trauma Bonding and related counseling. **(10 Hours)**

Unit III: Issues, Challenges and Interventions: Developmental perspective on relating with children, adolescents, adults and the elderly; Understanding the relational dynamics of social exclusion, violence and marginalization.

(10 Hours)

Unit IV: Therapeutic Relationship: Transference, Counter-transference and Imagination, Family Counseling: Parenting, Mother-Daughter Relations, Family systems, Marital and Couple Counseling.

(10 Hours)

Two practicum based on the above four units.

(20 Hours)

Suggested / Essential Readings:

1. Brgin and Garfeild (2013) Handbook of Psychotherapy and Behavior Change (6th ed.) Jhon Wiley & Sons. New Jersey.
2. Emma Cuyler And Michael Ackhart (2009) Psychology Of Relationships. Nova Science Publishers, New York.
3. Palmer. S. (2002). Multi-cultural Counseling. Sage
4. Wiener. J. (2009). Transference, Countertransference, and the Making of Meaning. Texas A&M University Press
5. Willerton, J. (2010). *The Psychology of Relationships* (1st ed.). Bloomsbury Publishing.
6. Sen, S. (2015). All you need is Love: The art of Mindful Parenting. HarperCollins

MAP- DSE-20006: Psychological Approaches of Counselling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
MAP- DSE- 20006: Psychological Approaches of Counselling	4	3	0	1	Graduation in any stream	Basic knowledge of Psychology

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand the process and Therapeutic techniques underlying Phenomenological approach to counseling.
2. To explain the psychological approaches of Counseling.

Learning Outcomes:

1. Students will be able to apply various techniques to person centered approaches to counselling.
2. Students will be able to develop a research Proposal based on qualitative paradigm.

COURSE CONTENT:

Unit I: Phenomenological Approach, Person –Centered: Assumptions, Stages; Empathy, Congruence, Subjectivity and intersubjectivity: Agents of meaning, Post- Rogerian developments in person- centred approaches to counselling.

(10 Hours)

Unit II: Gestalt Approaches (Empty Chair Technique, Owning responsibility, Awareness Integration, Confrontation, Dream application, Role-reversal and other techniques), Existential Counseling.

(10 Hours)

Unit III: Approaches to Counseling: Strategy for Social and Individual Change, Challenges to Traditional Counseling and Psychotherapy. Narrative Therapy

(10 Hours)

Unit IV: Therapy in Practice, Integrating Psychotherapy, Counseling for various Issues. Affirmative Therapy

Emerging issues and contemporary trends in counseling practices. Indian Perspective **(10 Hours)**

Any two Practicum based on above units **(20 Hours)**

Suggested/Essential Readings

1. Fay Short & Phil Thomas (2014). Core Approaches in Counselling and Psychotherapy, Routledge, ISBN- 978-0415745147
2. Galbraith, V. (Ed.). (2017). *Counselling Psychology (1st ed.)*. Routledge. <https://doi.org/10.4324/9781315626499>
3. Kathy M. Evans, Elizabeth Ann Kincade, Susan (2011) *Introduction to Feminist Therapy: Strategies for Social and Individual Change*. Sage Publications.
4. Philip Brownell (2010) *Gestalt Therapy: A guide to Contemporary Practice*. Springer Publishing Company, LLC.
5. Simrat , (2023). Introducing the Art of Counselling Psychology, ISBN-13**979-889066281**

MAP- DSE-20007: HUMAN RESOURCE OPERATIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP- DSE-20007: Human Resource Operations	4	3	0	1	Graduation in any stream

Marks:100

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
2. To develop a broader understanding of the core HR functions ranging from human resource acquisition to separation and gain insight into current HR issues and elements of the human resource systems.

Learning Outcomes:

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

1. Understand the foundations and applications of HRM, changing roles, changing environment and applications in cultural transition.
2. Acquaint themselves with HRM operations undertaken to acquire and develop human resources
3. Know and analyse the processes to verify the worth of the jobs and establish reward structures for the employees
4. Understand and examine the nuances of institutional regulations and legal frameworks such as labour laws, POSH (Prevention of Sexual Harassment), and CSR (Corporate Social Responsibility).

Unit I: Operative and Managerial Functions of Human Resource Management, Strategic Role of HRM, changing role and changing environment of HRM, International HRM; Human Resource Planning. **(10 Hours)**

Unit II: Acquiring and Developing Human Resource: Job Analysis; Recruitment; Selection; Diversity and empowering employees, Performance Management, Career management, HR Analytics: Assessment and Development Centre. **(10 Hours)**

Unit III: Maintaining Human Resources: Job Evaluation, Compensation Management, Fringe Benefits. **(10 Hours)**

Unit IV: Industrial Relations and Legal Issues in HRM: POSH, CSR, Factory Law and Labor Law. **(10 Hours)**

Two practicum based on the above four units. **(20 Hours)**

Essential Readings:

1. Daft, R. L. (2014). Management (10th Ed.). South Western.
2. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
3. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
4. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
5. Robbins, S. P. (2022). Management (15th edition). Pearson Education.
6. Sanghi, S. (2016). The Handbook of Competency Mapping (3rd ed.). Sage Publications India Private Limited.

Suggested/Essential Readings

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. Cascio, W. F., & Aguinis, H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
4. DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.
5. Jones, G. R., & Mathews, M. (2017). Organizational Theory, Design and Change (7th ed.). Pearson.
6. Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
7. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
8. Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.

MAP GE-20001 Psycho-oncology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE-20001 Psycho-oncology	2	2	0	0	Graduation in any stream

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the significance of psychological factors in cancer in its etiology and treatment.
2. To conceptualize the functional relationship between the lifestyle, mental health and disease process, using psycho-oncology as a model.
3. To create an orientation for empirical research and scope of application of psychological principles in the field of oncology.

Learning Outcomes:

1. By completing this course, the students will be in a position to make use of the principles of human behavior to explain the pathophysiology of cancer.
2. The student will be in a position to make assessment of cancer and make more predictions about cancer-related health behaviour.
3. The student will be able to apply this knowledge to solve problems, arising out of both, cancer and related medical interventions.
4. This will prepare the learners to conduct prevention programmes, create awareness programmes and conduct intervention in the field of oncological care, under supervision.

Unit I: Introduction: What is psycho-oncology, Diagnosis, Its stages (phases), stages of cancer, Prevalence, Psychological distress. Cancer as a psychophysiological disorder, Distress: Meaning, and Prevalence of distress, Predictive and Protective Factors, Risk factors with special reference to lifestyle, personality and health behaviours. Methods of psycho-oncologists, Adaptation to cancer, Cognitive disorders in cancer and medical therapies: Chemotherapy, radiation Therapy. **(10 Hours)**

Unit II: Measurement of psychological distress, Early assessment and detection, Evolution, Psycho-oncological intervention: Cognitive-behavioural, Psychoanalytic, and Psychophysiological, Quality of life of life for oncology patients. Type of intervention and treatment, Psychological intervention in cancer patients with cognitive impairment and mental health problems, **(10 Hours)**

Unit III: Socio-cultural aspects of cancer: Attitude towards cancer, Support groups for oncological patients and their families, Death and dying, Mourning, Suicide, Resilience: Conceptualizing resilience and associated factors, in cancer patients, resilience-building programmes. Prevention. **(10 Hours)**

Unit IV: Professionalism in psycho-oncology, Accountability, Updating Skills and Knowledge, Collaboration, Flexibility, Availability, Accessibility: Interdisciplinary approach to oncology, Psycho-oncology in India, National and International bodies on promotion of psycho-oncology: International Psycho-oncology Society (IPOS), European School of Oncology (ESO). **(10 Hours)**

Suggested/Essential Readings

1. Antoni, M. H., & Lutgendorf, S. (2007). Psychosocial factors and disease progression in cancer, *Current Directions in Psychological Science*, 16, 42-46.
2. Bush, S. H. & Bruera, E. (2009). The assessment and management of delirium in cancer patients, *The Oncologist*, 14, (10), 1039-1049.
3. Chow, P. I., Drago, F., Kennedy, E. M. Chambers, N., Sheffield, C., & Cohn, W. F. (2019). Examining the feasibility, acceptability and potential utility of mobile distress screening in adult cancer patients. *Psycho-oncology*, 28 (9), 1887-1893.
4. Daniels, S. (2015). Cognitive-behaviour therapy for patients with cancer, *Journal of Advanced Practitioner in Oncology*, 1, 6 (1), 54-56.

5. Janis, I. L. (2013). *Psychological stress: Psychoanalytic and behavioural studies of surgical patients*. Academic Press.
6. Licu, M., Golu, F., & Rad, D. (Ed.) (2024). *Guidelines for assessment in psycho-oncology: Clinical and methodological aspects*. Peter Lang.
7. Mitchell, A. J. et al (2011). Prevalence of depression, anxiety, and adjustment disorder in oncological hematological and palliative-care settings: A meta-analysis of 4 interview-based studies, *Lancet Oncology*, 12, 160-174.
8. Pendergrass, J. C., Targum, S. D. & Harrison, J. E. (2018). Cognitive impairment associated with cancer: A brief review. *Innovations in Clinical Neuroscience*, 15 (1-2), 36.
9. Yadav, K. & Jena, S. P. K. (2021). Mindfulness Based Therapy in Cancer Patients: Meta-Analysis, *Asian Pacific Journal of Cancer Care*, 6 (3), 329-338.

MAP- GE-20002: SOMATIC SYMPTOMS AND RELATED DISORDERS
CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
GE-20002: Somatic Symptoms and Related Disorders	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. Provide an understanding of the historical and cultural background of somatic symptoms and related disorders.
2. Explore the etiology and types of somatic disorders.
3. Examine the mind-brain connection and its role in somatic symptoms.
4. Introduce methods of assessment and testing for these disorders.
5. Discuss various non-pharmacological treatment approaches.

Learning Outcomes:

1. Describe the historical evolution and cultural context of somatic symptoms and related disorders.
2. Identify different types of somatic disorders and their etiological factors.
3. Understand the interplay between mind and brain in the manifestation of somatic symptoms.
4. Demonstrate knowledge of assessment tools and diagnostic criteria.
5. Critically evaluate non-pharmacological interventions for somatic disorders.

Unit 1: Historical Background, Cultural Context, and Etiology: Evolution of somatic symptoms and related disorders through history, Cultural influences on the conceptualization and diagnosis of somatic disorders. Etiology and Contributing Factors: Biological, psychological, and social factors influencing somatic symptoms. **(10 Hours)**

Unit 2-Mind-Brain Connection: Neurobiological basis of somatic symptoms. Psychosomatic theories and the role of cognitive-emotional processes. Impact of neural circuits on bodily sensations and perceptions. Role of stress, trauma, and emotional conflicts. Tri-dosha theory in Ayurveda. **(10 Hours)**

Unit 3: Types of Somatic Symptoms and Related Disorders & Psychological Testing and Measurement: Overview of Disorders: Somatic Symptom Disorder, Illness Anxiety Disorder,

Conversion Disorder (Functional Neurological Symptom Disorder), Factitious Disorder. Use of self-report questionnaires and psychometric tools, Role of neuroimaging and physiological assessments. **(10 Hours)**

Unit 4: Non-Pharmacological Treatments- Psychotherapeutic Interventions: Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT) and Mindfulness-Based Stress Reduction (MBSR). Alternative and Complementary Approaches: Biofeedback and relaxation techniques, Yoga Therapy, Pranayama, Meditation (Vipassana, Mindfulness as practiced in India), Ayurvedic interventions, and Psychoeducation, community-based interventions, and family therapy. **(10 Hours)**

Suggested/Essential Reading

1. Allen, L.A, Woolfolk, R.L. (2006) *Treating Somatization: A Cognitive-Behavioral Approach 1st Edition*.
2. American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., Text Revision)*.
3. Angel, J. (2008). *Exploring the Mind-Brain Connection*
4. Manu, P. (1998). *Functional Somatic Syndromes: Etiology, Diagnosis and treatment*.
5. Mayou R, Bass C and Sharpe M. (1995). *Treatment of Functional Somatic Symptoms 1st Edition*.
6. Mishra, L. C. (2003). *Scientific basis for Ayurvedic therapies*. CRC Press.
7. Nagarathna, R., & Nagendra, H. R. (2001). *Integrated approach of yoga therapy for positive health*. Swami Vivekananda Yoga Prakashana.
8. Wellington, D. (2024). *Somatic Symptom Disorder: Understanding and Managing Somatic Traits*.

MAP GE-20003: ECONOMIC PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
MAP GE-20003: Economic Psychology	2	2	0	0	Graduation in any stream	Basic knowledge of Psychology

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the significance and role of economic behaviour in everyday life.
2. To conceptualize the functional relationship between the economic behaviour on our key cognitive processes and vice versa.
3. To create an orientation for empirical research and scope of application of the principles of economic behaviour in the field of decision-making.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles of psychology to explain human economic behaviour in various spheres of individual social life.
2. The student will be in a position to make assessment of economic behaviour and make more accurate prediction of the same in various settings.
3. The student will be able to apply this knowledge to solve problems, arising out of both, economic affluence as well as deprivation.
4. This will prepare the learners to conduct applied research in the field of economic behaviour.

Unit I: Introduction to economic psychology, History of economic psychology, Its scope in the contemporary world. Theory and methods in study of economic behaviour: Concept of *Homo economicus*. Daniel Kahneman and Amos Tversky's Prospect Theory and loss aversion, Contributions of Behavioural factors in environmental sustainability and sustainable behaviour. The concept of economic deprivation, deprivation, poverty and unemployment.

(10 Hours)

Unit II: Behavioural factors in environment sustainability, Sustainable transformation, Pro-environmental behaviour: Participatory intervention in promoting pro-social behaviour in natural resource management, Behavioural waste production and management, practices and policies: Behavioural instruction for waste-production and disposal decisions.

(10 Hours)

Unit III: Unemployment and well-being, Distributive justice and behavioural approach to promote of distributive justice, Consumption income and happiness. Public policy-making and human cognition.

(10 Hours)

Unit IV: Psycho-economics of marketing, Tax Psychology: Tax compliance, resistance and evasion, Neuro-economics of consumer behaviour, learning and decision-making. Time perception and economic behaviour. Time management intervention

(10 Hours)

Suggested/Essential Readings

1. Alessandro, B., Tavoni, A. & Veronesi, M. (2023). *Behavioural economics and environment: A research: A research companion*, Routledge.
2. Altman, M. (2017). *Handbook of behavioural economics and smart decision-making*, Edward Elgar.
3. Bernheim, B. D., DellaVigna, S., & Laibson, D. (2018). *Handbook of behavioral economics*, Vol. 1, North-Holland.
4. Bernheim, B. D., DellaVigna, S., & Laibson, D.: *Handbook of behavioral economics*, Vol. 2, North-Holland.
5. Billot, A., Bourgeois-Gironde, S., & Corcos, A. (Introduction: Neuroeconomics of Learning and Decision, *Recherches Économiques de Louvain – Louvain Economic Review* 78(3-4), 5-11.
6. Kirchler, E., & Hoelzl (2018). *Economic Psychology*, Cambridge University Press.
7. Lewis, E. (2008). *The Cambridge handbook of psychology and economic behaviour*: Cambridge University Press.
8. Maital, S. (1988) (Ed.) *Applied behavioural economics Vol II*, Wheatsheaf Books.
9. Walliser, P. B. (2012). From psychoeconomics to neuroeconomics, *Recherches Économiques de Louvain – Louvain Economic Review*, 78(3-4), 13-28.

SKILL ENHANCEMENT COURSE, SEMESTER II

MAP-SEC-20001: SOFT SKILLS FOR HELPING PROFESSION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SEC-20001: Soft Skills for Helping Profession	2	2	0	0	Graduate in any discipline

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the basics of soft skills.
2. To conceptualize the functional relationship with the clients based on this.
3. To create an orientation for people-oriented services.

Learning Outcomes:

1. By completing this course, the students will be more skilled in developing working relationship with clients.
2. The student will be in a position to make more durable predictions about cancer-related health behaviour.
3. The student will be able to apply this knowledge to solve problems, arising out ambiguous professional role ambiguities.
4. This will prepare the learners to conduct prevention programmes.

COURSE CONTENT:

Unit I : The helping process: Helping, Counselling, psychotherapy, other therapies and advocacy, Contract, Competence, Intentionality and integrity, Empathy, Relationship atonement and

alliance. Approaches to helping: Psychodynamic, Ethological, Humanistic, Behavioural and Contribution from neuroscience.

(10 Hours)

Unit: II: Practical: One Practical may be conducted in any of the following areas using techniques of interview, analysis of the text, or role play. The areas may include:

Helper-self-awareness, Cultural awareness, Vicarious trauma, Personalization and Burnout, Emotional regulation, Emotional self-regulation strategies, Helper competence, Assumptions, values and beliefs. Setting stage for helping: Getting started, Skills for promoting change: Information/psychoeducation, Feedback, Immediacy, Deconstructing conversations., Decision-making in helping situation, Motivating for change. Advocacy. Helping groups.

(10 Hours)

Suggested/Essential Readings

1. Beebe, S. A. & Masterson, J. T. (Ed.O) *Communicating in small groups* (8th Ed.). Pearson Education.
2. Cain, D. J. (2010), *Person-centred psychotherapies*, American Psychological Association.
3. Ducan, B. L., Wampold, B. E., & Hubble, M. A. (2010). *The heart and soul of change*, (2ndEd.), American Psychological Association.
4. Geroski, A. M. (2017). *Skill s for helping professions*, Sage.
5. Gross, J. J. (2007). *Handbook of emotion regulation*. The Guilford Press.

SKILL ENHANCEMENT COURSE–20002: DECEPTION DETECTION TECHNIQUES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SEC-20002: Deception Detection Techniques	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To study this course the students will be able to know different types of Deception and detection techniques
2. The course will also help students to know how lie detection and other techniques are used in the field of Forensic psychology.

Learning Outcomes:

3. After learning this course, the students will be able to know different types of Deception and detection techniques
4. The course will also help students to know how lie detection and other techniques are used in the field of Forensic psychology.

Unit 1 Background: Brain development and parts of the brain underpinning social and antisocial behaviors. Ekman's theory of lie detection. History of Lie Detection, Evolution of Lie Detection tests in India, Legal and Ethical Considerations regarding lie-detection tests in India. Challenges of deception detection.

Unit 2 Types of techniques: Polygraph, Layered Voice Analysis (LVA), Suspect Detection System (SDS), Brain electrical oscillation signature (BEOS), Gait analysis, Handwriting analysis, Use of eye tracker and EEG, Narcos Testing. Non-technical assessments/ investigations: MMPI, Psychopathic Checklist-Revised (PCL-R), TAT, and Expert Testimony.

Suggested and Essential Reading:

- Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
- Granhag, P. A., Vrij, A. & Verschuere, B. (2014). *Detecting Deception: Current Challenges and Cognitive Approaches*. Wiley
- Mukundan, C. R. (2007). *Brain Electrical Oscillations Signature Profiling (BEOS) for forensic applications*. Axxonet System Technologies.
- Shakhar, G. B. & Furedy, J. J. (1990). *Theories and Applications in the detection of Deception: A Psychophysiological and International Perspective*. Springer Nature Link.
- Street, C. (2023). *An Introduction to the Science of Deception and Lie Detection*. Routledge, Taylor and Francis Group.