

MEDICAPS UNIVERSITY, INDORE
CENTRE FOR DISTANCE AND ONLINE EDUCATION



PROGRAMME PROJECT REPORT (PPR)

MASTER OF ARTS – SANSKRIT
(M.A. – SANSKRIT)

2025-26

Background:

The M.A. Sanskrit (ODL) Programme at Mediacaps University Indore aims to provide students with a comprehensive understanding of Sanskrit language, literature, grammar, and Indian philosophy. It integrates traditional learning with modern pedagogical approaches and is designed for learners who wish to pursue higher studies in Sanskrit through distance and online modes.

A. Programme's Mission and Objectives**Mission:**

To preserve and promote Sanskrit knowledge by integrating traditional learning with digital pedagogy and open distance learning practices.

To make Sanskrit education accessible to learners across diverse regions and backgrounds through flexible and inclusive online platforms.

To develop scholarly and practical competence in Sanskrit language, literature, philosophy, and intercultural communication.

To inspire research, innovation, and application of Sanskrit studies in multidisciplinary fields such as linguistics, philosophy, translation, culture, and comparative literature.

To cultivate ethical values, discipline, and leadership rooted in Sanskrit thought, preparing learners to contribute meaningfully to education, culture, and society.

To strengthen global appreciation for Indian heritage by promoting Sanskrit as a living bridge between India's past wisdom and its modern aspirations.

Objectives:

- To develop a deep understanding of Sanskrit language, grammar, and literature.
- To promote appreciation for Indian philosophy, thought, and culture.
- To build analytical and research skills in Sanskrit studies.
- To prepare learners for teaching, translation, and research careers.

B. Relevance of the Programme with HEI's Missions and Goals**1. Knowledge and Understanding**

Demonstrate comprehensive knowledge of Sanskrit language, grammar, literature, and Indian philosophical systems from the Vedic to the modern period.

2. Cognitive Skills (Critical Thinking and Analysis)

Critically analyze literary, philosophical, and cultural texts; interpret meanings, and apply contextual understanding to solve academic and real-life problems.

3. **Communication Skills**

Express ideas effectively in Sanskrit and modern languages, both in oral and written form, with clarity and academic rigor.

4. **Research Competence**

Employ appropriate research methods, textual criticism, and comparative study techniques in Sanskrit and interdisciplinary research.

5. **Professional and Employability Skills**

Apply Sanskrit knowledge and analytical abilities in careers related to education, translation, cultural preservation, media, and administration.

6. **Digital and Lifelong Learning Skills**

Use online tools and digital resources for independent learning, teaching, and research in Sanskrit studies.

7. **Ethical and Cultural Awareness**

Exhibit respect for Indian traditions, ethical conduct, and cultural diversity while promoting national and global understanding of Sanskrit heritage.

8. **Leadership and Social Responsibility**

Contribute to society through Sanskrit-based education, awareness, and cultural initiatives, upholding values of leadership, service, and inclusivity.

Vision:

To preserve, promote, and propagate the timeless wisdom of Sanskrit through modern technology-enabled education; to create globally aware, ethically grounded, and intellectually empowered individuals who uphold India's linguistic and cultural heritage in contemporary society.

Mission:

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to students and faculty with all facilities to nurture their interest.

C. Nature of Prospective Target Group of Learners

The M.A. Sanskrit (ODL) Programme is designed for a diverse group of learners seeking flexibility in higher education while maintaining academic excellence. The prospective learners include:

Graduates from any discipline who wish to pursue advanced studies in Sanskrit language, literature, and Indian philosophy.

Teachers, scholars, and educators interested in enhancing their knowledge of Sanskrit for professional development or academic enrichment.

Working professionals and government employees who cannot attend regular classes but wish to earn a postgraduate degree for career advancement.

Researchers and cultural enthusiasts aspiring to explore Sanskrit texts, manuscripts, and India's knowledge traditions through distance mode.

International students and heritage learners who wish to study Sanskrit as a medium to understand Indian culture, yoga, and philosophy.

Homemakers, retired persons, and life-long learners who value learning as a continuous process and seek intellectual fulfillment.

This inclusive target group represents the multi-generational, multilingual, and globally distributed learner community that Open and Distance Learning seeks to empower

D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

The **ODL mode** is particularly appropriate for the **M.A. Sanskrit** Programme because it ensures **accessibility, flexibility, and self-paced learning** while maintaining academic rigor. The structure and design of the course enable learners to acquire the following **skills and competencies**:

1. **Linguistic and Literary Proficiency:**
Mastery over Sanskrit grammar, syntax, and vocabulary through interactive digital tools, e-texts, and pronunciation modules.
2. **Analytical and Interpretative Skills:**
Critical understanding of classical and modern Sanskrit texts, philosophical doctrines, and cultural narratives.
3. **Translation and Communication Competence:**
Ability to translate Sanskrit texts into modern languages and vice versa using contemporary translation methodologies.
4. **Research and Scholarly Skills:**
Familiarity with research methodology, textual criticism, and manuscript editing through guided online assignments and projects.
5. **Digital Learning Skills:**
Confidence in using online learning platforms (SWAYAM/NPTEL, LMS portals, e-libraries) for accessing Sanskrit literature and resources.
6. **Cultural and Ethical Awareness:**
Understanding of Indian knowledge systems, value-based learning, and the global relevance of Sanskrit studies.

The flexibility and interactivity of the ODL mode make it an **ideal platform to blend traditional Sanskrit scholarship with modern pedagogical technology**, ensuring that learners gain both **academic competence and employable skills**

Programme Outcomes (PO)

Programme Objectives

To develop a deep understanding of Sanskrit language, grammar, and literature.

To promote appreciation for Indian philosophy, thought, and culture.

To build analytical and research skills in Sanskrit studies.

To prepare learners for teaching, translation, and research careers.

Programme Specific Outcomes (PSOs)

M.A. Sanskrit Programme, learners will be able to:

1. Knowledge and Understanding

Demonstrate comprehensive knowledge of Sanskrit language, grammar, literature, and Indian philosophical systems from the Vedic to the modern period.

2. Cognitive Skills (Critical Thinking and Analysis)

Critically analyze literary, philosophical, and cultural texts; interpret meanings, and apply contextual understanding to solve academic and real-life problems.

3. Communication Skills

Express ideas effectively in Sanskrit and modern languages, both in oral and written form, with clarity and academic rigor.

4. Research Competence

Employ appropriate research methods, textual criticism, and comparative study techniques in Sanskrit and interdisciplinary research.

5. Professional and Employability Skills

Apply Sanskrit knowledge and analytical abilities in careers related to education, translation, cultural preservation, media, and administration.

6. Digital and Lifelong Learning Skills

Use online tools and digital resources for independent learning, teaching, and research in Sanskrit studies.

7. Ethical and Cultural Awareness

Exhibit respect for Indian traditions, ethical conduct, and cultural diversity while promoting national and global understanding of Sanskrit heritage.

8. Leadership and Social Responsibility

Contribute to society through Sanskrit-based education, awareness, and cultural initiatives, upholding values of leadership, service, and inclusivity.

Programme Information

Programme Name	M.A. Sanskrit (ODL)
Duration	2 Years (4 Semesters)
Total Credits	80
Mode	Online Distance Learning (ODL)
Eligibility	Bachelor's Degree in any discipline

Examination Schedule						
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2	M 2	M	M A 1	U 1	i	
			1 1	1 1		
	संस्कृत साहित्य का इतिहास (<i>History of Sanskrit Literature</i>)					https://onlinecourses.swayam2.ac.in/nos25sc17/preview
	संस्कृत व्याकरण और भाषाविज्ञान (<i>Sanskrit Grammar and Linguistics</i>)					https://onlinecourses.swayam2.ac.in/nos25sc57/preview
	वेद और उपनिषदों का अध्ययन (<i>Study of the Vedas and Upanishads</i>)					https://onlinecourses.swayam2.ac.in/nos25sc44/preview
	भारतीय दर्शन: न्याय, वैशेषिक और सांख्य (<i>Indian Philosophy – Nyaya, Vaisheshika & Samkhya</i>)					https://onlinecourses.swayam2.ac.in/nou25hs62/preview

	<i>Dissertation Writing)</i>					t%20Drama.pdf
	वैकल्पिक विषय (Choose One): (a) वेदांत साहित्य का तुलनात्मक अध्ययन (b) बौद्ध एवं जैन दर्शन (c) संस्कृत शिक्षण पद्धति					https://onlinecourses.swayam2.ac.in/ini25_hs51/preview

MOOCs

The University shall give flexibility in opting for MOOCs (Massive Online Open Courses)/SWAYAM by the students pertaining to the prescribed curriculum and also the Credits earned in the MOOCs may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Medicaps University in consultation with contents experts and the same will be forwarded to CIQA and BoS/Academic Council/ Executive Council for further suggestions and approval.

Faculty and Support Staff

The University has identified the requisite faculty and support staff as mandated by UGC and formally they shall be allocated the required positions from amongst the existing faculty exclusively for ODL mode or fresh appointments as required so, shall be initiated for which Letter of Intent have been issued to the prospective faculty and staff. The course material prepared by this university will be on par with any Open University/Distance Education Centre in the country.

Delivery Mechanism

The ODL of MU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

Normally, counselling sessions are held as per a schedule drawn beforehand by the Subject Coordinator. There will be 6 counselling/ contact classes for 4 credit course will be held on the campus on Saturday and on Sunday of 2 hour duration for each course in face to face mode

(In case of 2 credit course contact hours are required 6 hours and in case of 6 credit course contact hours required 18 hours). Contact classes will be held in the campus on Saturdays and on Sundays.

C. Medium of Instruction

Medium of Course Instruction: Hindi

Medium of Examination: Hindi

Semester-Wise Course Structure with Reference Books

Semester I (20 Credits)

Course Code	Course Title	Credits
MSK 101	संस्कृत साहित्य का इतिहास (History of Sanskrit Literature)	5
MSK 102	संस्कृत व्याकरण और भाषाविज्ञान (Sanskrit Grammar and Linguistics)	5
MSK 103	वेद और उपनिषदों का अध्ययन (Study of the Vedas and Upanishads)	5
MSK 104	भारतीय दर्शन: न्याय, वैशेषिक और सांख्य (Indian Philosophy – Nyaya, Vaisheshika & Samkhya)	5

Reference Books:

- भट्ट, वी. आर. — संस्कृत साहित्य का इतिहास
- माखनलाल, शास्त्री — भारतीय साहित्य की भूमिका
- केतकर, वी.एम. — Introduction to Sanskrit Grammar
- राउ, के. एन. — Vedic Literature and Culture
- चक्रवर्ती, एस.के. — Indian Philosophy: A Critical Survey
- Keith, A.B. — The Veda and Indian Philosophy

Semester II (20 Credits)

Course Code	Course Title	Credits
MSK 201	महाकाव्य और संस्कृत नाटक (Epics and Sanskrit Drama)	5
MSK 202	काव्यशास्त्र और अलंकार शास्त्र (Poetics and Rhetoric)	5
MSK 203	संस्कृत गद्य साहित्य (Sanskrit Prose Literature)	5
MSK 204	वैदिक वाङ्मय एवं भारतीय संस्कृति (Vedic Texts and Indian Culture)	5

Reference Books:

- देव, नागेश — संस्कृत नाटक और नाट्यशास्त्र का विकास
- Kane, P.V. — History of Sanskrit Poetics
- काले, मो. गो. — संस्कृत गद्यकारों का इतिहास
- Pandey, R.C. — Indian Culture and Civilization
- राव, के.एस. — Epics and Sanskrit Literature
- Bhattacharya, H. — Sanskrit Drama and Classical Theatre

Semester III (20 Credits)

Course Code	Course Title	Credits
MSK 301	मीमांसा और वेदांत दर्शन (Mimamsa and Vedanta Philosophy)	5
MSK 302	आधुनिक संस्कृत साहित्य (Modern Sanskrit Literature)	5
MSK 303	अनुवाद और निबंध लेखन (Translation and Essay Writing)	5
MSK 304	संस्कृत नाट्यशास्त्र और नाट्य परंपरा (Sanskrit Dramaturgy and Theatre Tradition)	5

Reference Books:

- दत्त, रामकृष्ण — मीमांसा दर्शन का परिचय
- Radhakrishnan, S. — Indian Philosophy (Vol. I & II)
- शर्मा, के.एन. — आधुनिक संस्कृत साहित्य का इतिहास
- Keith, A.B. — Sanskrit Drama: History and Criticism
- Gajendragadkar, P. — Essays on Indian Aesthetics and Translation
- Nambiar, C. — The Language of Translation in Indian Context

Semester IV (20 Credits)

Course Code Course Title Credits

- MSK 401 भारतीय काव्य मीमांसा (Indian Literary Criticism) 5
- MSK 402 संस्कृत एवं भारतीय संस्कृति का वैश्विक योगदान (Global Contribution of Sanskrit and Indian Culture) 5
- MSK 403 शोध पद्धति एवं प्रबंध लेखन (Research Methodology and Dissertation Writing) 5
- MSK 404 वैकल्पिक विषय (Choose One):
- (a) वेदांत साहित्य का तुलनात्मक अध्ययन
- (b) बौद्ध एवं जैन दर्शन
- (c) संस्कृत शिक्षण पद्धति 5

Reference Books:

- पंडुरंग, देशपांडे — भारतीय काव्य मीमांसा के मूल सिद्धांत
- Raghavan, V. — The Concept of Indian Aesthetics
- Chatterjee, S.K. — Sanskrit and the World Civilization
- Sharma, R. — Research Methodology in Humanities
- दासगुप्त, सुरेन्द्रनाथ — A History of Indian Philosophy
- Tripathi, R.C. — Methods of Sanskrit Teaching and Comparative Literature
- Bhatt, V.R. — Sanskrit Sahitya Ka Itihas
- Radhakrishnan, S. — Indian Philosophy (Vol. I & II)
- Kane, P.V. — History of Sanskrit Poetics
- Keith, A.B. — Vedic Literature and Indian Philosophy

- Sharma, K.N. – Adhunik Sanskrit Sahitya
- Dasgupta, Surendranath – A History of Indian Philosophy
- Rao, K.S. – Epics and Sanskrit Literature

Student Support Systems

Universities Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students of distance mode.

At present the university have only one study centre on the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

F. Procedure for Admissions, Curriculum, Transaction and

Evaluation Admission Process

Admission to the M.A. (Sanskrit) will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, DDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

- The maximum duration of the M.A. (Sanskrit) is Four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek

fresh admission.

- B. The student can complete his Programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

Fee Structure

Any Graduate from any recognized University is eligible for admission to M.A. (Economics) Program.

Name of the Program	Degree	Duration	Year	Tuition Fee/ Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (Sanskrit)	P G	2 to 4 Years	1	18000	2000	20000
			2	18000	2000	20000
Total						40000

Activity Schedule

S.NO.	Name of the Activity	Tentative months schedule (specify months) during year			
		From(Month)	To (Month)	From(Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact programmes (counselling, practicals, etc.)	Sep	Nov	Mar	May

Credit System

MU, DDOE proposes to follow the ‘Credit System’ for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours , 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Programme	Credits	Name of the Programme	Level of the Programme
2 to 4 Yrs	80	M.A. (Sanskrit)	Post- Graduation

Assignments

Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The assignment question papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation

The evaluation system of the programme is based on two components:

A. Continuous evaluation in the form of assignments (weightage 30%): This

Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Coordinator of the DDOE/Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage 70%): This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the

examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.Medicaps.in) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by

getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses.

Minimum requirement for passing a course will be 40% marks.

G. Laboratory Support and Library Resources

The library of Medicaps University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Directorate of Distance Education of Medicaps University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service onboard (90.4 FM). We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems,

Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

H.) Cost estimate of the programme and the provisions:

Name of the Program	Degree	Duration	Year	Tuition Fee/ Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (Sanskrit)	P G	2 to 4 Years	1	18000	2000	20000
			2	18000	2000	20000
Total						40000

The Initial expenses have been done by the Mediacaps University in terms of provision of infrastructure, manpower, printing of self-study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

- a) SLM Development and Distribution : 20%
- b) Postal Expense : 10%
- c) Salary and other administrative expenses : 60%
- d) Future development : 10%

Once the programs are launched, the allocation of fees collected from them should be planned in accordance with the guidelines set by the University Grants Commission (UGC).

I. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance would be as follows:

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities

among all the stakeholders in Higher Educational Institution.

- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.

- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (Sanskrit) Programme at Medicaps University in ODL mode, student will exhibit understanding in areas of philosophical, sociological, and psychological foundations of education to endorse reflective & critical thinking, social efficiencies & competencies, analytical reasoning & problem-solving ability. After completion of M.A. (Sanskrit) Programme, student will exhibit the essential knowledge of curricular framework and design and shall be able to apply this knowledge in curricular evaluation and reconstruction.

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Self-Learning Material (SLM) for M.A. (Sanskrit)

Structured SLMs are provided in digital format, adhering to guidelines regarding clarity, modularity, learning objectives, activities, and self-assessment components.

The materials include:

- e-Content
- PDF units/modules
- Practice questions and summaries
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Semester II (20 Credits)

Course Code	Course Title	Credits	SLM
MSK 101	संस्कृत साहित्य का इतिहास (<i>History of Sanskrit Literature</i>)	5	https://onlinecourses.swayam2.ac.in/nos25_sc17/preview
MSK 102	संस्कृत व्याकरण और भाषाविज्ञान (<i>Sanskrit Grammar and Linguistics</i>)	5	https://onlinecourses.swayam2.ac.in/nos25_sc57/preview
MSK 103	वेद और उपनिषदों का अध्ययन (<i>Study of the Vedas and Upanishads</i>)	5	https://onlinecourses.swayam2.ac.in/nos25_sc44/preview
MSK 104	भारतीय दर्शन: न्याय, वैशेषिक और सांख्य (<i>Indian Philosophy – Nyaya, Vaisheshika & Samkhya</i>)	5	https://onlinecourses.swayam2.ac.in/nou25_hs62/preview

Semester II (20 Credits)


Course Code	Course Title	Credits	SLM
MSK 201	महाकाव्य और संस्कृत नाटक (<i>Epics and Sanskrit Drama</i>)	5	https://uou.ac.in/sites/default/files/slm/MA SL-601.pdf
MSK 202	काव्यशास्त्र और अलंकार शास्त्र (<i>Poetics and Rhetoric</i>)	5	https://onlinecourses.swayam2.ac.in/nos25_sc59/preview
MSK 203	संस्कृत गद्य साहित्य (<i>Sanskrit Prose Literature</i>)	5	https://onlinecourses.nptel.ac.in/noc25_hs209/preview
MSK 204	वैदिक वाङ्मय एवं भारतीय संस्कृति (<i>Vedic Texts and Indian Culture</i>)	5	https://ebooks.inflibnet.ac.in/icp01/chapter/vedic-culture/


Semester III (20 Credits)

Course Code	Course Title	Credits	SLM
MSK 301	मीमांसा और वेदांत दर्शन (<i>Mimamsa and Vedanta Philosophy</i>)	5	https://onlinecourses.swayam2.ac.in/cec25_lg08/preview
MSK 302	आधुनिक संस्कृत साहित्य (<i>Modern Sanskrit Literature</i>)	5	https://onlinecourses.swayam2.ac.in/nou25_lg57/preview
MSK 303	अनुवाद और निबंध लेखन (<i>Translation and Essay Writing</i>)	5	https://www.scribd.com/doc
MSK 304	संस्कृत नाट्यशास्त्र और नाट्य परंपरा (<i>Sanskrit Dramaturgy and Theatre Tradition</i>)	5	https://onlinecourses.swayam2.ac.in/nou25_lg51/preview

Semester IV (20 Credits)

Course Code	Course Title	Credits	SLM
MSK 401	भारतीय काव्य मीमांसा (<i>Indian Literary Criticism</i>)	5	https://ia804508.us.archive.org/19/items/in.ernet.dli.2015.406271/2015.406271.Kavyamimansa_text.pdf
MSK 402	संस्कृत एवं भारतीय संस्कृति का वैश्विक योगदान (<i>Global Contribution of Sanskrit and Indian Culture</i>)	5	https://onlinecourses.swayam2.ac.in/cec25_lg08/preview
MSK 403	शोध पद्धति एवं प्रबंध लेखन (<i>Research Methodology and Dissertation Writing</i>)	5	https://ijhssm.org/issue_dcp/A%20Brief%20Story%20on%20Sanskrit%20Drama.pdf
MSK 404	वैकल्पिक विषय (Choose One): (a) वेदांत साहित्य का तुलनात्मक अध्ययन (b) बौद्ध एवं जैन दर्शन (c) संस्कृत शिक्षण पद्धति	5	https://onlinecourses.swayam2.ac.in/ni25_hs51/preview


Prof. (Dr.) A A Koser
HoD - Department of Languages


Prof. (Dr.) A A Koser
Dean – Faculty of AHSS

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M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

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mm **h**
 M f L M A - M f t k
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mm1 **M** **m**
 M j f A M j - k j f z O
 k U z M z A k f k
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m 1 **h** - f M g k z L
 k z f z , M f M k z
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0 M t 2 M v U
 g - U k M A vz z U
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 L A z , U U
 j 0 L - f - z z g j k
 - Q L - f - z
 0 j L s ' f f z
 z 5 + ' 0 Q z , ,
 U s - v M ' ,
 0 Q U z A g ' 0
 Q - z s M U z ' L - g
 k , U M z k U v U g 0
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 L A L A z ' U k L -
 j L s f z z 5
 + ' 5 - g f ' U 5 + ' 5 t A
 M - - ' z 5 +
 , ' - U U ' j ' M
 0 Q
 0

M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

M 2 m U -
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- 1 h - M z m k - U ' k f

M f ' z U ' g z k - U ' k f

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- t A 5 k U ' ' ' f

M + M ' U z g j U U - k

- z - f k g

- L s ' A k ' Q Q

z + ' A O M U j ' M -

j - k + U k U ' ' -

A f z t M - k + ' -

A O - A - k ' + U

' 5 + L ' U ' U - ' -

L s k t k U Q 5 + ' -

M7	Lx	M7 U7 M7 1 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A

$$U^Q = \begin{pmatrix} -f & - & - & z \\ z & \bar{z}k & t & f \end{pmatrix} \quad z \quad g \quad j$$

M7	Lx	M7	U7	M7 1 U
M5	L v	Q		k U
M5	L v	Q		k U
M5	L v	A	k	U
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- t v 5+ ' - g M z t A A k z ' U
 - z M j Q z ' - 5 '

t L Q , f s U z , z 5 z A ' , j j t k
 O U j s - v A U M M + ' 5 M
 z - z ' v j z z A , L 0 Q j 0
 A U - U A + v

M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

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 U m M L M t
 O t g
 z 1 - h
 g - ‘
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- L 5 s Q - z U ' '
 z 0 g v z Q v s z
 , A Q v s z
 - Q A z z g j
 U L - s - z U g z k
 , g - s ' - f A g ' + -
 - M v ' + '
 f - Q - - z
 z g U
 j A , A L L - Q L - M Q z
 L 5 z M M z A U '
 + '

M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

M 2 m U mm
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 U L Q - O Q M z
 m M t ' M M M - f M z
 - Q - M v M M - f M z
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 - g f k j A
 - z - ' - - ' -
 M g - M t t f z - -
 M j - z s M A ' k z
 - z k z z s U f z -
 A - t - A t z U A k '
 - t s O - j M f z - -
 M -

M7	Lx	M7 U7 M71 U
M5	Lv	A
M5	Lv	A
M5	Lv	Q
M5	Lv	k L '
M5	Lv	'

M 2 A U
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 M 7
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 O A - A A ' Q k '
 A - A k U z k L k A
 L - U ' A , Q k
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v **mx** f **h** **A** **x**
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 z **mmA** **1** **1** **U**
 L - A k ' M z z
 Q ' M k f - ' Q- k
 k **m A** **h** **Q** A - k
 O A k f A - k
 OALA_Q M A Q - -
 ' **i** **Q** **A**
 k ' A M ' 5 M
 A ' A - k O v f A Q
 k z OM g k A
 - L v v - ' 5 +
 O Q ' v v A - ' Q
 L Q z v k - A Q
 k g - t k k j O Q A U Q
 - s ' M v - k ' A
 ' t L A - ' U Q t
 Q z g z v k U Q 5
 + z ' O Q U
 z A ' k U M - f M M v
 v - ' ' ' A A
 - ' v k A U A
 - O v k A U A
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M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

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 ' mi U Q 2 Q
 k ' U ' Q - U ' Q -
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 mmh - L M - f + z ' Q
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 ' m h
 ' f ' f f M f - z f A
 - f f - f M U - f v L -
 ' m - h
 k ' - ' Q k 5 k f ' ' k '
 U - -
 - z - A ' L z ' f '
 ' z g j
 t z ' A ' ' f z g j
 t A - ' ' f s U - ' UvL - v
 A - ' AL s U - v ' U
 z g A j O As z f U j '
 U j A
 O L s z ' ' f - Q k j
 z U ' ' f U - v Q -
 - ' t
 k U k U g, z v 5 ' + U ' O
 L A -
 Q Q j ' ' f g - v
 L j
 ' Q L f L Q f L f ' z k ' f j -
 - j Q O f AM A
 ' j ' O
 Q + ' j O ' f s O M v

M7	Lx	M7 U7 M7 1 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

M 2 U i Q

M 7
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k z U g j Q g z 0
g z g Q

mA i 1
‘ f ‘ f ‘ g z A z ‘ g M
‘ ‘ 5 U g z z – g z

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Q Q j Qkz ' k

m m Q Q
‘ k Q k k U Q
z k g k k k ‘

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A k U g Q –
+ M – L A s A j g A k ‘ U g
5 U + g ‘ s 0 j g A – k z Qj A ‘ v
g M + – A L A Q ‘ U g
5 M + j L U – g 5+⁺ v

M7	Lx	M7 U7 M7 1 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

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m ' **1** **mm**
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 Q U A v Q Q
 j - M Q O -
 z g j o U -
 t g j o f o L - j -
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M **2** **m** **U**
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mm **A** **m** **Q**
 U ' Q k L Q Q A z ' -
 z A k Q - A f -
 - A

M7	Lx	M7	U7	M7 1 U
M5	Lv	Q	k	U
M5	Lv	Q U		k
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M5	Lv	A	k	U
M5	Lv	U	k	U

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 k mh - z 1 ' M k
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 - L - ' - ' U L Q Q
 k s - - - U Q Q
 A - ' - - -
 M z t' - ' k A '
 O Q t g - U Q U
 U O Q j - U O
 v L g - t A ' k A A
 Q O Q s g " - k ' O
 Q U Q j - M M U O g lks k k
 j ' - j - L Q U g k k

M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

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M7	Lx	M7 U7 M71 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
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A j ' L t f z k U
U z ' s f z k U
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k L s z f - M z g U v - M L U
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- ' ' g s L - ' v - z U k s -
z

A mm2 M U k Q U Q
z f O - M O M U
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s z t ^m U ¹ U M j t M - U
 ' z k f U U s -
 U k U ^m ' U t U U k k z 0
 A M U k ' 0 z M U - M Q k z 0
 U U ' z - M g 0 U -
 Q U st z A ' s A t j U ' k
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 - L - A j z U A 5 +
 , L j v j, U ' j ' v
 U s U k ' j ' v
 g M 0 g Q A j U Q A
 f g A ' A ' Q U Q
 v j v j A j U ' z A M ' z U
 j j Ut j U
 - v z - g ' j U ' A _ -
 -
 s Q j ' A j U ' z g j 0
 j v j A j U ' z 0 Q

M7	Lx	M7 U7 M7 1 U
M5	Lv	Q
M5	Lv	Q
M5	Lv	A
M5	Lv	A
M5	Lv	U

M 2 U U
 M 7
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k U t M U U z f
 U U **mU** U **Q** U **M**
 U U L U k k M U M Q M k
 k j M U
 A **mmU** **2** U **M** **M**
 ' M z j U ' ' ' A⁵ M O
 ' M Q U g j 5 ' M A O
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 U A j 0 U ' j z ' Q
 z U j Q k
 i U m - k U g 5
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 O k U M U Q M ' Q g 5 k
 U M A M k U 5
 - L - 0 U U A k
 ' 5 - + j g z U 0 Q U U -
 Q f A z Q M - U f 5 + ' O
 Q - + U - U 5 + ' O
 Q ' - z M z z U Q U z g L s A
 O - U U U A k
 ' f L z f U U A k
 U z
 U j 0 - sf L k
 U U - U + ' U U A k
 v f 5 L z f U U A k
 ' z
 U j A z ' U U
 - v v ' ' j U U
 - j s U z L - A U v - O
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j 0 - ' U M - k v k
 U s z s U U z z g z j 0 j 0 s Q 0
 t s A U ' U z ' 0
 z t z v j g - U A k z g j 0

M7	Lx	M7 U7 M71 U
M5	Lv	Q U z
M5	Lv	Q U z
M5	Lv	A U z
M5	Lv	A z U
M5	Lv	U U

M 2 x U
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 L M - z - ' v
 U Q g z A z A ' f z
 s t z v / z g - ' k k
 k - - - U s - g z v U '

M7	Lx	M7 U7 M71 U
M5	Lv	Q v U
M5	Lv	Q v U
M5	Lv	A v U
M5	Lv	A v U
M5	Lv	U v U

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the academic standards of ODL programs match those of higher education and that the systems consistently evolve to address the changing needs of learners.


Functions of CIQA

The CIQA undertakes the following roles to maintain and enhance quality:

1. Ensure excellence in all services provided to learners.
2. Conduct self-assessment and reflective exercises to enhance academic and administrative processes.
3. Identify critical areas where quality needs to be preserved and strengthened.
4. Develop strategies to make the quality of ODL programs comparable to regular programs.
5. Gather feedback from stakeholders—including learners, faculty, staff, parents, employers, and society—to guide improvements.
6. Recommend actions to University authorities for quality enhancement.
7. Support the implementation of quality improvement measures through regular reviews.
8. Organize seminars, workshops, and consultations on quality-related topics and share outcomes with stakeholders.
9. Identify, compile, and share best practices in learner support and teaching-learning processes.
10. Maintain accurate and reliable data regarding program quality indicators.
11. Ensure that Programme Project Reports (PPRs) comply with approved academic and regulatory standards.
12. Monitor the effective execution of Programme Project Reports.
13. Maintain and review Annual Plans and Reports to generate actionable insights.
14. Provide input for curriculum updates to improve employability and industry relevance.
15. Promote research and innovation to create learner-centric ODL environments.
16. Coordinate processes related to institutional assessment and accreditation (e.g., NAAC).
17. Strengthen the institutionalization and internalization of quality enhancement initiatives.
18. Facilitate quality-related coordination and communication between the University and regulatory bodies.
19. Benchmark the University's practices against other higher education institutions.
20. Systematically document all quality assurance activities in an annual CIQA report.
21. Submit annual quality reports to the University's statutory bodies and, when required, to external agencies in the prescribed format.

Upon enrolling in the MA Economics program at Medicaps University through ODL mode, students will develop the skills and ability to work effectively in team settings. After completing the program, Economics graduates typically have access to a wide range of rewarding career opportunities in both the government and private sectors. Prominent government career options include roles in museums, libraries, archives, tourism, heritage consultancy and planning, as well as foreign affairs departments. Additionally, Economics graduates may pursue careers in academia, law, journalism, politics, civil services, and public relations.


Prof. (Dr.) A A Koser
HoD - Department of Languages


Prof. (Dr.) A A Koser
Dean – Faculty of AHSS

MEDICAPS UNIVERSITY, INDORE
CENTRE FOR DISTANCE AND ONLINE EDUCATION



PROGRAMME PROJECT REPORT (PPR)

MASTER OF ARTS – PSYCHOLOGY
(M.A. – PSYCHOLOGY)

2025-26

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Master of Arts degree in Psychology (M.A. Psychology) is unique at Medicaps University in its commitment to both breadth and depth of knowledge after graduation. Its aim and scope is focused in its approach to preparing a student for higher education as well as for competitive exams. The two-year PG program would require a minimum of **80** credits through distance mode including ICT enabled study. Increasing numbers of students have become interested in M.A. (Psychology) program, due to availability of teaching jobs in higher education institutions.

i) Programme's Mission and Objectives

Mission:

- To cater and ensure excellent theoretical and practical training through teaching, counseling, and mentoring with a view to achieve professional and academic excellence.
- To demonstrate competence on academic ingredients from philosophical, psychological, social and scientific perspective.
- To generate, disseminate and preserve knowledge for the benefit and betterment of society.

Objectives:

- To educate and train individuals to understand knowledge structures and paradigms of Psychology.
- To develop professionals to participate in different areas of Psychology.
- To preserve the academic ingredients rooted to Indian Culture, heritage and values.

ii) Relevance of the Programme with HEI's Missions and Goals

The Master of Arts (Psychology) Programme aims to master the content related to various dimensions of Education discipline with reflective thinking approach. The aim of the Programme is to create a community of scholars equipped for participation in educational discourse at various levels. The stakeholder will show scientific temperaments in daily life and understand the moral dimensions of their decisions with responsibility for them including ability to engage in independent and life-long learning.

The goals of ODL (Open Distance Learning) Programme is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. The programme's objectives and goals are on the lines of HEIs vision and Mission.

Vision:

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world, and a desire to grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission:

- a. To be the enablers of the confluence of academic rigor and professional practicality.
- b. To bring global best practices to students through widespread use of technology.
- c. To empower our faculty to constantly develop new skills and excel professionally.
- d. To provide the best campus environment to students and faculty with all facilities to nurture their interest.

iii) Nature of Prospective Target Group of Learners

The ODL programme of Medicaps University (MU) shall target the working professionals as well as those who cannot attend a full-time programme due to constraints. Desirous candidates of Master of Arts (Psychology) shall have to meet the eligibility norms as follows:

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

iv) Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

The University has identified the following **Programme Outcomes (PO)** and **Programme Specific Outcomes (PSO)** as acquisition of specific skills and competence in M.A. (Psychology) Programme.

Programme Outcomes (POs)**The learners will be able to:**

PO-1: develop understanding of the theories related to the core areas of psychology.

PO-2: Apply psychological principles and theories in understanding human behaviour.

PO-3: Acquire skills to design, conduct, analyse and interpret data related to empirical psychological studies.

PO-4: Communicate effectively by written, computational and graphical means.

PO-5: Demonstrate scientific thought process in understanding human behaviour.

Programme Specific Outcomes (PSOs)**The learners shall be:**

PSOs-1: Well-equipped with understanding of application of psychological principles to solve human problems.

PSOs-2: Well trained in different fields of psychology.

PSOs-3: Design and conduct empirical studies in psychology.

PSOs-4: Competent in reporting scientific research in professionally acceptable ways.

PSOs-5: Competent in understanding implication aspect and enhancing implication of all researches done.

Evaluation Scheme

Semester-I						
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAP-101	Advanced General Psychology	4	30	70	100
2	MAP-102	Life Span Developmental Psychology	4	30	70	100
3	MAP-103	Social Psychology	4	30	70	100
4	MAP-104	Research Methods-I	4	30	70	100
5	MAP-105	Computer Application in Psychology	4	30	70	100
Total			20	150	350	500

Semester-II						
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAP-201	Research Methods-II	4	30	70	100
2	MAP-202	Educational Psychology	4	30	70	100
3	MAP-203	Clinical Psychology	4	30	70	100
4	MAP-204	Organizational Psychology	4	30	70	100
5	MAP-205	Psychological Testing	4	30	70	100
Total			20	150	350	500

Semester-III						
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAP-301	Psychology of Personality	4	30	70	100
2	MAP-302	Psychopathology	4	30	70	100
3	MAP-303	Human Resource Development	4	30	70	100
4	MAP-304	Human Resource Management	4	30	70	100
5	MAP-305	Personality Assessment	4	30	70	100
Total			20	150	350	500

Semester-IV						
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	MAP-401	Counselling Psychology	4	30	70	100
2	MAP-402	Psychology: Issues and Applications	4	30	70	100
3	MAP-403	Dissertation and Viva Voce	4	30	70	100
4	Elective-I		4	30	70	100
5	Elective-II		4	30	70	100
	MAP-404	Spiritual Psychology				
	MAP-405	Positive Psychology				
	MAP-406	Health Psychology				
Total			20	150	350	500

MOOCs

The University shall give flexibility in opting for MOOCs (Massive Online Open Courses)/SWAYAM by the students pertaining to the prescribed curriculum and also the Credits earned in the MOOCs may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Medicaps University in consultation with contents experts and the same will be forwarded to CIQA and BoS/Academic Council/ Executive Council for further suggestions and approval.

Faculty and Support Staff Requirement

The University has identified the requisite faculty and support staff as mandated by UGC and formally they shall be allocated the required positions from amongst the existing faculty exclusively for ODL mode or fresh appointments as required so, shall be initiated for which Letter of Intent have been issued to the prospective faculty and staff. The course material prepared by this university will be on par with any Open University/Distance Education Centre in the country.

Instructional Delivery Mechanism

The ODL of MU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

Normally, counselling sessions are held as per a schedule drawn beforehand by the Subject Coordinator. There will be 6 counselling/ contact classes for 4 credit courses will be held on the campus on Saturday and on Sunday of 2-hour duration for each course in face-to-face mode (In case of 2 credit course contact hours are required 6 hours and in case of 6 credit course contact hours required 18 hours). Contact classes will be held in the campus on Saturdays and on Sundays.

C. Medium of Instruction

Medium of Course Instruction:	English
Medium of Examination:	English

Student Support Systems

Universities Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non- academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students of distance mode.

At present the university have only one study centre on the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation Admission Process

Admission to the M.A. (Psychology) will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, DDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

A. The maximum duration of the M.A. (Psychology) is Four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.

B. The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

Fee Structure:

Activity Schedule

S.NO.	Name of the Activity	Tentative months schedule (specify months) during year			
		From(Month)	To (Month)	From(Month)	To (Month)
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of assignment	Oct	Nov	Apr	May
4	Examination	Dec	Dec	Jun	Jun
5	Declaration of result	Jan	Jan	Jul	Jul
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact programmes (counselling, practicals, etc.)	Sep	Nov	Mar	May

Credit System

MU, DDOE proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours, 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Programme	Credits	Name of the Programme	Level of the Programme
2 to 4 Yrs	80	M.A. (Psychology)	Post- Graduation

Assignments

Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The assignment question papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation

The evaluation system of the programme is based on two components:

- A. Continuous evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Coordinator of the DDOE/Study Centre to which the student is assigned or attached with.
- B. Term-end examination (weightage 70%):** This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.Medicaps.in) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by

getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

G. Laboratory Support and Library Resources

The library of Medicaps University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Directorate of Distance Education of Medicaps University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service onboard (90.4 FM). We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the programme and the provisions

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of Self Study Material etc. The University intends to allocate expenses out of the total fee collection as per following details:

a) SLM Development and Distribution	:	20%
b) Postal and ICT Expenses	:	10%
c) Salary and other Administrative expenses	:	60%
d) Future Research development reserve	:	10%

Once programmes are operational, the programme budget from fee receipts will be planned as per the guidelines of University Grants Commission.

I. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.

- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (Psychology) Programme at Medicaps University in ODL mode, student will exhibit understanding in areas of philosophical, sociological, and psychological foundations of education to endorse reflective & critical thinking, social efficiencies & competencies, analytical reasoning & problem-solving ability. After completion of M.A. (Psychology) Programme, student will exhibit the essential knowledge of curricular framework and design and shall be able to apply this knowledge in curricular evaluation and reconstruction.

3. Detailed Syllabus

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Advanced General Psychology

Course Code: MAP-101

Credits: 5

Course Objective: To develop an understanding about the general concepts of psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
2.	Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence.
3.	Apply psychological principles to everyday life in positive ways
4.	Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
5.	Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science.

SLAB – I Attention and Perception

Unit-1 Attention: Nature and meaning of attention; Focused auditory attention; Focused visual attention; Divided attention; Automatic processing; Action slips

Unit-2 Perception: Approaches to Perception: Gestalt and Physiological and Information Processing Approach; Perceptual Organisation; Movement Perception; Perceptual constancy: shape, Space and depth perception; Role of motivation and learning in perception; Signal Detection theory, Subliminal perception Extra sensory perception, Errors in perception

SLAB- II Learning and Memory

Unit-3: Learning: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories: Hull, Tolman, Seligman; Verbal learning

Unit-4: Memory: Process of memory: Encoding, Storage and Retrieval; Stages of Memory: Sensory Memory, Short term Memory/Working Memory, Long Term Memory; Models of Memory: Information Processing Model, Level Processing Model, Parallel Distributed Processing Model; Everyday Memory

Unit-5: Forgetting: Theories of Forgetting; Techniques of Improving Memory; Memory and Brain; Amnesia; Alzheimer's Disease

Unit-6: Factors affecting working memory- Pronunciation time, Semantic similarity of the items in working memory. Baddeley's working memory approach- Phonological loop, Visuo- spatial sketch pad, and Central executive.

SLAB-III HUMAN BEHAVIOUR

Unit-7: Biological Basis of Behaviour: Evolutionary perspectives and Genetics; Nervous System: Neurons, Central nervous system, Autonomic nervous system; Neural transmission; Methods of studying brain; Endocrine system; Sense organs: Eye, Ear

Unit-8: Motivation: Basic concepts: Instinct, Need, Drive, incentive, Motivational cycle; Theories: Psychoanalytic, Cognitive, Humanistic- Maslow, Alderfer

Unit-9: Types of Motivation: Biological- Hunger and eating behaviour, Sex and sexual behaviour, Sleep; Social- Achievement, Affiliation, Approval, Exploratory behaviour, Curiosity, Cross-cultural perspective of Motivation: Aggression, Achievement, Power, Intrinsic motivation;

Unit-10: Emotion: Theories of Emotion: James-Lange, Arousal-interpretation theory, Cognitive theories- Zajonc, Lazarus, Parkinson; Physiological systems in emotion; External expression of emotion; Stress and Coping

Unit-11: Thinking: Definition and Mental Image; Types of thinking: Convergent and Divergent thinking.

SLAB-IV CONCEPTUALIZATION

UNIT 12: Concepts Formation: Logical Concepts, Natural Concepts and Prototype. Role of concepts in thinking.

UNIT 13: Language: Nature: Communicative, Arbitrary, Structured and Generative; Dynamics of Language: Phonemes, Morphemes, Syntax, Semantics and Pragmatics.

UNIT 14. Acquisition of Language: Stages of Language Acquisition. Theories of Language Acquisition; The relationship between Language and Thinking: The Linguistic Relativity Hypothesis.

SLAB- V PROBLEM SOLVING

UNIT 15: Problem solving: Concept, Stages in problem solving: Preparation, production, Judgement & incubation.

UNIT 16: Problem solving Strategies: Trial & Error, Algorithm, Heuristic, Insight & Intuition; Factors influencing problem solving. Impediments and barriers to problem solving.

UNIT 17: Decision Making: Concept; Heuristics in Decision Making & Cognitive Control in Decision Making 15. Decision Making Strategies: The Signal Feature, The Additive Model & The Elimination by Aspects

Unit 18: Deductive Reasoning: An overview of Conditional Reasoning, Difficulties with negative information and abstract reasoning problems, The belief-bias effect, Making an Illicit conversion, The confirmation Bias.

Unit 19: Decision Making: The Representativeness Heuristic, The availability heuristic, The Anchoring and adjustment heuristic, The framing effect.

Reference Books:

1. Edward E. Smith, Stephen M. Kossly : Cognitive Psychology, Printice Hall of India, New Delhi
2. Robert L. Solso : Cognitive Psychology, 6th edition, Person Education, Low price edition
3. Houston, J.P. : Fundamentals of learning and Memory (3rd Editions). Harcourt Brace Jovanovich, Inc, New York

4. Schiffman, H.R. : Sensation and perception: An integrate Approach, John Willey Sons, New York.
5. Sodorow. : Psychology. Mc Graw Hill Book Company, New York.
6. Saundra K. Ciccarelli, Glenn E. Meyer : Psychology
7. Levin Thal, C.F. : Introduction to Physiological Psychology, Prentice Hall of India New Delhi 1999.
8. Ronald T. Kellogg : Fundamentals of Cognitive Psychology.
9. Margaret W. Matlin, Suny Geneseo : Cognitive Psychology, 8th edition, International Student Version, Wiley.

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Life Span Developmental Psychology

Course Code: MAP-102

Credits: 5

Course Objective: To develop an understanding about the general concepts of psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
2.	Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence.
3.	Apply psychological principles to everyday life in positive ways
4.	Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
5.	Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science.

SLAB-I INTRODUCTION TO HUMAN DEVELOPMENT

Unit 1: Human development: Principles and Theoretical Perspectives of human development; Role of Heredity and Environment, Heredity and Environment - Meaning Determinants, Effects and Relative Importance

Unit 2: Methods of Studying Development – Observational, Correlational, Experimental Research, Longitudinal, Cross – Sectional & Cross Cultural Research.

Unit 3: Pre-natal development: Main characteristics. Factors affecting Pre-natal Development and Developmental milestones in Infancy

SLAB-II PHYSICAL AND COGNITIVE DEVELOPMENT

Unit 4: Physical Development: Importance, Stages and Patterns.

Unit 5: Motor Development – Importance, Stages and Patterns.

Unit 6: Cognitive Development: Importance, stages and Patterns

Unit 7: Language Development – Nature and Theories, Stages of Development Speech – Forms of Communication, Determinants of Language Development.

SLAB-III SOCIAL AND EMOTIONAL DEVELOPMENT

Unit 8: Social Development – Criteria & Stages, Determinants of Social Development, Development of Personality and Self Concept.

Unit 9: Emotional Development: Importance, Norms and Determinants Emotional Maladjustment and Emotional Balance, Emotional Dominance, Heightened

Emotionally, Regulation of Emotions.

Unit 10: Moral development: Kohlberg's Theory; Psycho-Social Development: Erickson's theory, developing sense of self and Gender roles, development of attachment and temperament

SLAB-IV CHILD AND SOCIETY

Unit 11: Child & Family – Parental Attitude, Family Relationship and Determinants, The Influence of Siblings and Sibling Relationship School Environment and Role of Teacher.

Unit 12: Development During Adolescence: Characteristics, Physical, Psychological, Social and Emotional Aspects, Hazards of Adolescence

Unit 13: Psycho-Social Development: Search for identity , Gender Roles and Sexuality; Problems during adolescence. Theories of Adjustment, Adjustment Mechanisms **SLAB-**

V ADULTHOOD

Unit 14: Adulthood: Physical Development; Cognitive Development: Schaie's model, Sternberg's perspective; Moral Development; Psycho-Social Development: Personality Development, Gender roles and Sexuality, Social and Intimate Relationship, Midlife Issues.

Unit 15: Old age: Physical changes; Theories of Aging: Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory

Unit 16: Psycho-Social Issues : Mental and Behavioral Problems ,Personal Relationship; Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement.

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Social Psychology

Course Code: MAP-103

Credits: 5

Course Objective: To develop an understanding about the general concepts of social psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
2.	Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence.
3.	Apply psychological principles to everyday life in positive ways
4.	Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
5.	Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science.

SLAB-I Introduction to Social Psychology

Unit 1: Concept of social psychology, research methods in social psychology: Experimental methods, Non-experimental methods, other research methods, research ethics

Unit 2: Historical perspectives of Social Psychology: social, anthropological, evolutionary, landmarks in the history of social psychology, social psychology and other related disciplines.

Unit 3: Social and person perception: Social cognition, attributions, impression formation, implicit personality theory, person perception

Unit 4: Cognitive basis and dynamics of social and person perception: Cognition and motivational basis of social and person perception, bias in attribution, schemas, role of motivation, emotions in Information Processing, Effect of cognitive and emotional states

SLAB-II Attitudes and Behavior

Unit 5: Concept of attitude: Attitudes, values and beliefs. Formation of attitudes, functions of attitudes

Unit 6: Components of attitudes: Affect, Cognition and Behavior of attitudes. Properties of attitudes

Unit 7: Predicting behavior from attitude- Relationship between attitude and behavior. Attitude predict behavior, true versus expressed attitudes, attitudes determine behavior, behavior determines attitude, behavior and moral attitudes

Unit 8: Effecting attitudinal change and cognitive dissonance theory: Self perception theory, self presentation, cognitive dissonance and attitude change, self perception, self affirmation

SLAB-III Group Dynamics

Unit 9 : Introduction to groups: Group Psychology, concept of social group, definition and meaning of groups, characteristics of group, types of groups

Unit 10: Group Process: Group process, social facilitation, social loafing, group interaction, group morale, group polarization, group mind

Unit 11: Group Behavior: Human behavior in groups. Influence of norms, status and roles, roles, status and crowd behavior

Unit 12: Crowd Psychology: Crowd: Definition and characteristics, collective behavior, collective hysteria

SLAB-IV Culture and Norms

Unit 13: Definition of norms, social norms, needs and characteristics

Unit 14: Norm Formation, Factors affecting norm formation, enforcement of norms, social conformity

Unit 15: Autokinetic experiment in norm formation: muzafer Sherif: Social Psychologist, autokinetic experiment, latest researches

Unit 16: Norms and Conformity: Social Psychologist- Solomon E. Asch. Line and Length experiment, alternatives available with probable consequences. Yielding behavior, critical appraisal

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Research Methods-I

Course Code: MAP-104

Credits: 5

Course Objective: To develop an understanding about the concepts of Educational Research.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	To comprehend meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
2.	To describe characteristics of philosophical, psychological and sociological researches in education.
3.	To describe different strategies of educational research.
4.	To demonstrate various techniques of developing a research proposal.
5.	To explain different techniques of sampling

SLAB – I Introduction to Educational Research

Unit – 1 Meaning of educational research and its scope of educational research- Fundamental. Nature of Research, knowledge and Inquiry. Scientific inquiry.

Unit – 2 Scientific method, Applied and Action research: difference among them on the basis of objectives nature and sources of knowledge. Paradigm, theory.

Unit – 3 Nature of problem, method and utility of research result. Model and approach; positivist and no positivist(humanities)

Unit – 4 Research paradigms: Paradigms and their implications for educational research. Quantitative and Qualitative, their nature, characteristics and differentiating features.

SLAB – II Methods of Educational Research

Unit – 5 Method of educational research – Historical, Descriptive survey, experimental research. ex-post facto and case study: procedures and needed precautions.

Unit – 6 Identifying problem of research – Selection of problem. Definition and Delimitation of research problems. Formulation of hypothesis- sources of hypothesis, characteristic of a good hypothesis

Unit – 7 Types of hypothesis: Hypothesis testing and formulation of generalization and conclusion.

Unit – 8 Philosophical, psychological and sociological orientation in educational research. Interdisciplinary in educational research and its implications.

SLAB – III SAMPLING METHODS

Unit – 9 Population & sampling techniques in educational research – Meaning of population in research, needs of sample, characteristics of a good sample.

Unit – 10 Probability and Non- probability sampling method: procedure and limitations. Preparation of research synopsis – Structure for a research proposal in quantitative & qualitative research contexts.

Unit – 11 Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis.

Unit – 12 Evaluative Research and Action Research.

SLAB – IV ELEMENTARY STATISTICS

Unit 13 Nature of educational data: Quantitative and Qualitative data.

Unit 14 Qualitative data: its analysis with emphasis on content analysis; analysis of interview-based data and observation-based data.

Unit 15 Quantitative data: Scales of measurement: nominal, ordinal, internal, Ratio.

Unit 16 Organization and representation: Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

Reference Books:

- Best, John W. (1993): Research in Education, Prentice Hall Incorporation, New Delhi
- Corey, Stephen M. (1953): Action Research to Improve School Practices, Bureau of Publication, Teacher college, Columbia University, New York.
- Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research, An Introduction (3rd Edition) Mc.Graw Hill Book Company, New York.
- Ferguson, G.A. (1981): Statistical Analysis in Psychology and Education, McGraw Hill International Book Company, New York.
- H.E.(1981): Statistics in Psychology and Education, Vakis Fffers and Simons Pvt. Ltd. Bombay.
- Guilford J.P. (1986): Fundamental of statistics in Psychology and Education, Mc. Graw Hill Book company, New York.
- Kerlinger, Fred N. (1983): Foundations of Behavioral Research, Surjeet Publication, 7K Kolhapur Road, Kamala Nagar, Delhi
- Kothari, C.R. (2006): Quantitative Techniques, Sound reprint, Vikas Publishing House, P V T Ltd. New Delhi
- Koul, Lokesh (1990): Methodology of Education Research, Vikash Publishing House PVT. Ltd. New Delhi

Program: Master of Arts (Psychology)
Semester-I
Syllabus
Course Name: Computer Application in Psychology

Course Code: MAP-105

Credits: 2

Course Objective: To impart the theoretical and practical knowledge of statistical methods and how to calculate statistics using software like Excel and SPSS.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	1. Understand basic principles of computer application in psychology.
2.	2. Use data analysis software: Excel, SPSS and open ware.
3.	3. Enter, Read, Screening, and transformation and analysis data.
4.	4. Examining psychometric properties of test.
5.	5. Interpret results of data analysis.

Unit-1. MSOffice (MS Word, Power Point, MS Excel).

Unit-2. Overview of IBM Statistical Package for Social Science (SPSS).

Unit-3. Data entry, screening, transformation and computation of new variable. Output management.

Unit-4. Estimation of Frequency and Descriptive Statistics. Preparation of Charts/Graphs.

Unit-5. Compare two Means: t-test (Independent Dependent samples).

Unit-6. One way Analysis of Variance (ANOVA) with Multiple Comparison Test.

Unit-7. Correlational techniques: Pearson and Spearman rho.

Unit-8. Exploratory Factor Analysis: Concept and Computation.

Unit-9. Simple and Multiple linear regression: Concept, Uses and Computation.

Unit-10. Item analysis: Meaning and purpose, difficulty and discrimination indices.

Unit-11. Reliability types concept, computation.

Unit-12. Validity types concept, computation.

Unit-13. Errors and factors affecting reliability and validity.

Unit-14. Norms: Meaning and Type, Z, T, pexentill Stanine and sten scores.

Unit-15. Openware software for analysis.

Suggested /Essential list of References / Texts

1. Bayard, P. & Grayson, A. (1976). Introducing psychological research. London: MacMillan.
2. Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharti Bhawan
3. IBM SPSS brief guide (online)
4. Sabine, L. & Brian S. E. (2004). A Hand Book of Statistical Analyses using SPSS. Chapman &Hall/CRC Press LLC
5. Arthur Griffith (2010). SPSS for Dummies. Wiley Publishing, Inc.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Research Methods-II

Course Code: MAP-201

Credits: 5

Course Objective: To develop an understanding about the concepts of hypothesis testing, different parametric and non-parametric tests.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Students will be able to distinguish between Internal Validity and External Validity.
2.	Students will be able to define assumptions in Parametric test.
3.	Students will be able to discriminate between Parametric and Non-Parametric Statistical techniques
4.	Students will be able to select appropriate method of computing Correlation and
5.	Students will be able to develop skills of research report writing.

SLAB I Research tools

Unit-1 Research tools: Concept and characteristics of a good research tool; Collecting Qualitative and Quantitative data through research tools

Unit-2 Some specific research tools their chief feature and procedures for development them: Interview and Questionnaire, observation and rating scales and check list, Scales, tests and Sociometry.

Unit-3 Estimation of their reliability & validity

SLAB II Quantitative Data Analysis

Unit – 4 Quantitative Data Analysis: Organization of Quantitative data, analysis of quantitative data, modern computational mechanical aids. Interpretation of Results, conclusions and generalizations.

Unit-5 Measures of central tendency. Measures of variability.

Unit – 6 Variance and Quartile-deviation and their uses. Measures of relative position.

Unit – 7 Percentiles and Percentile ranks. Normal probability curve; properties and application.

Unit – 8 Correlation –Meaning of Correlation, calculation and interpretation of coefficient of correlation by Spearman and Pearson's methods.

SLAB III Inferential Statistics

Unit 9 Parametric tests: Assumptions, sampling distribution of means. Properties and uses of normal distribution, z-test, ANOVA

Unit 10 Non-parametric tests: Chi square, Partial and Multiple correlations, Eta Coefficient: their calculation and interpretation. Phi-Coefficient, Bi-serial and point bi- serial Coefficients; Contingency coefficient via chi-square: their calculation and use.

Unit 11 Hypothesis testing and Interpretations. Application of statistical tests and their interpretation, N Validity and Limitations of findings; factors influencing validity of research; Internal vs. external validity; how to increase validity of research findings.

SLAB IV Reporting formats in educational research

Unit- 12 Reporting of Research, Writing of research report; Thesis and dissertation formats

Unit-13 Scientific writings, needed skills and conventions. Preparation of research articles, seminar papers and monographs – their formats and needed skill requirements for preparation.

Unit-14 Difference in reporting styles, features of research reports for quantitative and qualitative researches, Case presentations, formulation of research abstracts and summaries.

Unit-15 Research report: sections (Preliminary part, main body, reference section), Skills of writing research report Evaluation of Research: Criteria and types and types of research.

Reference Books:

- Best, John W. (1993): Research in Education, Prentice Hall Incorporation.
- Corey, Stephen M. (1953): Action Research to Improve School Practices, Bureau of Publication Teacher college, Columbia University, New York.
- Ferguson G.A. (1981): Statistics Psychology and Education, Mc. Graw Hill Book company, New York
- Garrett H.E. (1981): Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay
- Guilford J.P. (1968): Fundamental of statistics in Psychology and Education, Mc. Graw Hill Book company New York
- Kerlinger, Ferd N. (1983): Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road Kamala Nagar, Delhi.
- Koul, Lokesh (1990): Methodology of Educational Research, Vikash Publish House P.VT. Ltd. New Delhi.
- Pandey K.P. (2005): Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varianasi.
- Sharma, R.A. (1993): Fundamentals of Education Research; Loyal Books Depot, Meerut.
- Siegel Sidney (1956): Non parametric Statistics for Behavioral Sciences. International Student Edition, Auckland, Mc. Graw Hill International Book Company.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Educational Psychology

Course Code: MAP-202

Credits: 5

Course Objective: To develop an understanding about the concepts of Educational Psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Students will be able to define meaning of Educational Psychology
2.	Students will be able to describe scope of educational psychology
3.	Enable students how to learn and process information and look ways to improve performance.
4.	Discuss the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles.
5.	Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process

SLAB-I Introduction to Educational Psychology

Unit 1: Educational psychology: Meaning, scope and methods. Role of psychology in education, objectives of teaching educational psychology, problems of Indian educational system.

Unit 2: Characteristics of teacher. Professional growth of the teacher. Mental set of the teacher.

Unit 3: Efficiency in studying: study guide, curriculum, Psychological projects. Co-curricular activities.

SLAB-II Thinking and Motivation

Unit 4: Concept formation. Thinking. Problem solving. Creativity and discovery learning. Teaching of creativity and reasoning.

Unit 5: Motivation: Curiosity, exploration, expectancy, achievement motivation, punishment, motivation and tension reduction. Role of motivation in learning.

Unit 6: Individual differences: nature. Intellectual development: Piaget's and Vygotsky's views and their applications in education.

SLAB-III Learning and Classroom Management

Unit 7: Learning environment: Maintaining effective learning environment.

Unit 8: Classroom management: Techniques. Handling problem behavior. Disadvantaged pupil. Bilingual and culturally diverse students. Providing multi-cultural understanding.

SLAB-IV Process of Learning

Unit 9: Theoretical Perspectives in Educational Psychology, Behaviouristic Theories, Social Learning Theories – Modelling and Observational.

Unit 10: Cognitive Psychology and Information processing Models, Cognitive Style and Learning, Strategies, Language Acquisition and Reading Development.

Unit 11: Human Diversity and Education, Readings and Class Room, Achievement, Social Class Differences, Poverty, Theories of Intelligence.

SLAB-V Learning and Assessment

Unit 12: Teacher methods – Lecturing and Explaining, Questioning, Aptitude Treatment, Interaction. Student Centered Teaching, Computer Assisted Instruction.

Unit 13: Evaluation and Types of Educational Assessment, Measurement and Evaluation (norm reference and criterion reference tests).

Unit 14: Test – Types of test, Essay type tests, merits and demerits

Unit 15: Objective types of tests: Scores, Meaning, Types of Interpretation.

Reference Books:

- 1. Behler & Snowman (1998), Psychology Applied to Teaching (5th Ed.) Boston: Hongton Miffin Co.
- 2. Dand Pani, A. (1988). A Text Book of Advanced Educational Psychology, New Delhi. Anmol Publication.
- 3. De Deco (1988). The Psychology of Learning and Instruction. Wiliam Crewland (2nd Ed.) Dendekar (1995) Educational Psychology, McMillan.
- 4. Ellis 1965. Educational Psychology, Princeton, N.J. New York.
- 5. Pandey J (1988). Psychology in India. The State of art Vol. (2) New Delhi: Sage Woolfolk. A. (2004) Educational Psychology, Singapore: Person Education

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Clinical Psychology

Course Code: MAP-202

Credits: 5

Course Objective: To develop an understanding about the concepts of Clinical Psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Students will be able to define meaning of Clinical Psychology
2.	Students will be able to describe scope of Clinical psychology
3.	Demonstrate knowledge of Clinical Psychology and its sub-specialties 3. 4. Get an idea of the processes involved in different psychotherapies. 5. Get acquainted with various issues, challenges and future directions in clinical Psychology.
	Understand historical background of psychotherapies.
4.	Understand major theoretical approaches and psychotherapies based on these approaches.
5.	Get an idea of the processes involved in different psychotherapies. 5.
6.	Get acquainted with various issues, challenges and future directions in clinical Psychology.

SLAB-I Introduction to Clinical Psychology

Unit 1: Clinical Psychology: Definitions; Characteristics of Clinical Psychology: Emphasis on science, Emphasis on maladjustment, Emphasis on the individual, Emphasis on helping.

Unit 2: Developing a professional Identity: Education & training. Models of Training: The scientist practitioner, Clinical scientist.

Unit 3: Subspecialties of Clinical Psychology: Clinical Health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and Child Clinical Psychology.

Unit 4: Contemporary Issues and Future directions in Clinical Psychology.

SLAB-II Psychotherapy

Unit 5. Psychotherapy: Concept & Definitions; Brief History of Psychotherapy.

Unit 6. Principles and goals of Psychotherapies; Efficacy v/s effectiveness of psychotherapy

Unit 7. Stages of Psychotherapy: Initial consultation, Assessment, Development of Treatment goals, Implementation of treatment, Evaluation of Treatment, Termination, Follow-up.

Unit 8. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.

SLAB-III Therapy-I

Unit 9. Therapy based on Operant Conditioning: Token Economy.

Unit 10. Therapy based on Classical Conditioning: Systematic Desensitization.

Unit 11. Ellis' Rational Emotive Behaviour Therapy (REBT), Beck's Cognitive Therapy.

SLAB-IV Therapy-II

Unit 12. Logotherapy

Unit 13. Third wave Approach: Mindfulness Therapy

Unit 14. Family System Approach: Family therapy

Unit 15. Group Therapy

References:

1. Pomerantz, A.M: Clinical Psychology-Science, Practice and Culture.DSM-5 Update, SAGE Publication, 2014
2. Plante. T.G: Contemporary Clinical Psychology. New York: John Wiley & Sons, Inc.2011
3. Hecker J.E, Thorpe G.L: Introduction to clinical psychology. Pearson Publication, 2005
4. Korchin, S.J.: Modern Clinical Psychology: Principles of Intervention in the clinic and community. New York: Basic Books.
5. Ghorhade, M.B. &Kumar, V.B.: Introduction to Modern Psychotherapy.Bombay: Himalaya Publishing House.
6. Feltham, C. & Horton, I: Handbook of Counselling and Psychotherapy.London: Sage Publishing Ltd, 2000
7. Corey, G: Theory & Practice of Counseling and Psychotherapy, VI Edition, Brook/Cole
8. E. Jones Smith: Theories of Counselling and Psychotherapies:Integrative approach. Los Angeles: Sage, 2012
9. Hersen,M., & Sledge, W: Encyclopedia of psychotherapy.San Diego, CA: Academic Press, 2002

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Organizational Psychology

Course Code: MAP-204

Credits: 5

Course Objective: To develop an understanding about the concepts of Organizational Psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Develop basic knowledge of Organizational Behaviour
2.	Be aware about historical perspective of Organizational Behaviour.
3.	Be able to analyse the role and limitations of Organizational Behaviour.
4.	Be competent enough to understand aspects of emerging organization and its impact.
5.	5. Understand the principles of motivation in organizational set up.
6.	Be competent in motivation application through job design.

SLAB-I Introduction to Organizational Behaviour

Unit 1. History of Organizational Behaviour.

Unit 2. Concept of Organization and Organizational Behaviour; theoretical foundation for organizational Behaviour; Cognitive behaviouristic and social cognitive framework.

Unit 3. Approaches to Organization Behaviour: Classical and Neo-classical Approaches.

SLAB-II Models Of Organizational Behaviour

Unit 4. Challenges and Opportunities of OB. Role and Limitations of Organization Behaviour.

Unit 5. Globalization, diversity and Ethical in Organization.

Unit 6. Organizational Behavioural Models: Autocratic, Custodial, Supportive, Collegial & Systems.

SLAB- III Total Quality Management

Unit 7. Aspects of emerging organizations and their impact on organization development.

Unit 8. The role of information Technology: The flattening and downsizing of organizations, Paperless revolution, Mimicking brains.

Unit 9. Total Quality Management: Meaning of TQM; Approaches-Reengineering, Benchmarking, Empowerment.

Unit 10. Learning organizations: meaning, types of learning organizations, Organisational behaviour in learning organizations.

SLAB-IV Motivation

Unit 11. Motivation: Meaning, process & characteristic.

Unit 12. Motivation application through job design: Job rotation, Job enlargement and Job enrichment

Unit 13. Job characteristics approach to task design: Hackman-Oldham Job characteristics model of work motivation.

SLAB- V Modern Organizational Design

Unit 14. Modern Organization design; horizontal organization, contemporary design, network designs and virtual organization.

Unit 15. The organizational culture, creating and maintaining culture.

Suggested Texts

1. R. M Bass, J. D. Dearth : Organization Behaviour, Sage Pub, New York, 1987
2. L.M. Prasad : Organisational Behaviour
3. Schien, Adger : Organisational Behaviour
4. Paul Hersey : Management of Organisational Behaviour (Sixth Edition) Prentice Hall of India Pvt. New Delhi.
5. Robbins, S.P. : Organizational Behaviour Concepts, Controversies, and Applications, Prentice Hall of India Pvt. Ltd.
6. Luthans, F. : Organizational Behaviour, Seventh Edition, McGraw- Hill. International Edition.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Psychological Testing

Course Code: MAP-205

Credits: 2

01. Measurement of Organizational Climate / Culture.
02. Measurement of Performance Appraisal
03. Measurement of Leadership Styles
04. Effect of Advertisement on consumer behaviour.
05. Measurement of Job Involvement.
06. Studying Work Commitment on Motivation/Job Satisfaction
07. Study of Employees Job Burnout
- 08 Effect of Self Efficacy on Employees Performance
09. Study of occupation Stress/Job Anxiety
10. Study of well being/Mental and Physical Health of various levels of employees.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: Psychology of Personality

Course Code: MAP-301

Credits: 5

Course Objective: To develop an understanding about the concepts of Personality and its characteristics

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Develop basic knowledge of Organizational Behaviour
2.	Be aware about historical perspective of Organizational Behaviour.
3.	Be able to analyse the role and limitations of Organizational Behaviour.
4.	Be competent enough to understand aspects of emerging organization and its impact.
5.	5. Understand the principles of motivation in organizational set up.
6.	Be competent in motivation application through job design.

SLAB-I Introduction to Personality

Unit 1: Introduction: The Concept of Personality, Various Theoretical Approaches to Personality, Determinants of Personality: Biological & Sociological.

Unit 2: Psychoanalytic Theory: Freud, Adler, Jung.

Unit 3: Non – Freudian Theory: Horney, Eric Fromm, Erickson

SLAB-II Personality theories

Unit 4: Social Learning Theory: Rotter, Bandura's Observational Learning, Skinner's Behaviouristic Theory.

Unit 5: Theories of Personality: Mischel, Miller & Dollard and Seligman.

SLAB-III Schools of Psychology

Unit 6: Schools of Psychology: Structuralism

Unit 7: Functionalism

Unit 8: Behaviourism

Unit 9: Gestalt Psychology

SLAB-IV Approaches to Understanding personality

Unit 10: Disposition Approaches: Allport's, Cattell's and Eysenck's Theories.

Unit 11: Humanistic Approaches: Maslow, Rogers and Murray

Unit 12: Kelley, Lewin, The Five Factor Model.

SLAB-V Assessment of Personality

Unit 13: Assessment and Measurement: Distinction & relation. Purpose of assessment: Research & applied.

Unit 14: History and development of Personality Assessment. Approaches to Personality Assessment: Rational-theoretical, Empirical & Factor analytic.

Unit 15: Problem of Response Distortion: Response Style: Acquiescence; deviation. Response sets: Social Desirability & Faking.

Unit 16: Issues in Personality assessment: Methodological (Reliability, Validity); Moral (Confidentiality, Inviolacy). Personality Inventories as Assessment of Dispositions: Kinds, Uses and Limitations, Difference between Inventory and Projective Technique.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: PSYCHOPATHOLOGY

Course Code: MAP-302

Credits: 5

Course Objective: To impart knowledge about the latest classification systems of mental disorders, major models to explain Causes and symptoms of mental illness and other forms of psychological disorders.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Understand the major theoretical models of psychopathology.
2.	Understand and use DSM and ICD- nosological system for diagnosing mental disorders.
3.	Identify the symptoms and etiology of psychological disorders.
4.	Provide biological, psychological and socio-cultural explanations for psychological disorders.
5.	Apply the knowledge in identifying the symptoms of different psychological disorders.

SLAB-I Introduction to Psychopathology

Unit 1. Psychopathology and Systems of classification: Criteria and brief history.

Unit 2. Basic features of DSM 5 and ICD-10: Similarities, differences and critical evaluation.

Unit 3. Models for the description of abnormal behaviour - Biological model

SLAB-II Models of Behaviour

Unit 4. Psychodynamic model (Freud)

Unit 5. Learning model (Skinner).

Unit 6. Cognitive Model.

SLAB-III Disorders

Unit 7. Major Anxiety disorders: Clinical Descriptions of Generalized Anxiety Disorder (GAD), Specific Phobias, Social Anxiety Disorder.

Unit 8. Common risk factors, etiology and treatment of Generalized Anxiety Disorder, Specific Phobias, Social Anxiety Disorder.

Unit 9. Obsessive-Compulsive, related and stress Related Disorders: Clinical Descriptions of OCD, Body Dysmorphic and Hoarding Disorder.

SLAB-IV Treatment

Unit 10. Etiology and treatment of the Obsessive-Compulsive, Body Dysmorphic and Hoarding Disorder.

Unit 11. Somatic Symptom Disorders : Complex somatic symptom disorder, Illness anxiety disorder, and Functional neurological disorder ; Psychoanalytic & Socio-

cultural theories.

Unit12. Dissociative Disorders: Dissociative amnesia, Depersonalization/derealization disorder, Dissociative identity disorder & Learning theories.

SLAB-V Stress Disorders

Unit 13. Stress-related Disorders: Clinical Descriptions of Posttraumatic Stress Disorder and Acute Stress Disorder.

Unit 14. Etiology of Posttraumatic Stress Disorder and Acute Stress Disorder.

Unit 15. Treatment of Posttraumatic Stress Disorder and Acute Stress Disorder.

BOOKS RECOMMENDED:

1. American Psychiatric Association (2013): Diagnostic and statistical manual of mental disorder: DSM-5. American Psychiatric Pub.
2. King, A.M., Jhonson, S.L., Davison, G.C. & Neale J.M (2014) : Abnormal Psychology: An Experimental Clinical Approach. New York: John Wilay & Sons, Inc.
3. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015) : Abnormal Psychology & Modern Life (15th Ed.) New Delhi: Pearson
4. Carson, R.C. & Butcher, J.N. (1992) : Abnormal Psychology & Modern Life New York: (9th Edition) Haper & Collins New York.
5. Sarason, I.G. & Sarason, B.R. (2014) : Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
6. Barlow, D.H. & Durand, V.M. (2004) : Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
7. Butcher, J.N. (2014) : Abnormal Psychology. New Delhi: Pearson Education
8. Davison, G.C. & Neale, J.M. : Abnormal Psychology New York: John Wilay & Sons, 1990.
9. Rosen, J.F.Gregory : Rosen, J.F.Gregory Maccary, J.L Six Approaches to Psychology
10. Eysenek, H.J. : Handbook of abnormal psychology.
11. Kaplan, B.J. & Sadock, B.J. (Eds) : Synopsis of psychiatry, 7th edition. USA : Williams & Wilkins
12. Adams, H.E. & Sutker, P.B. (2000) : Comprehensive Handbook of Psychopathology (IIIrd Ed.) : New York: Plenum press.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: HUMAN RESOURCE DEVELOPMENT

Course Code: MAP-303

Credits: 5

Course Objective: To make the learners familiarize with the concept of Human Resource Development and its application in the overall organizational effectiveness.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Able to comprehend the concept of human resource development.
2.	Explain the challenges involved in application of human resource development.
3.	Describe the necessity of human resource planning.
4.	Able to deal with issues involved in recruitment and solution.
5.	To apply performance management and the issues involved

SLAB-I Introduction to Human Resource Development

Unit-1 Evolution of HRD.

Unit-2 Function and Framework for the HRD process.

Unit-3 Role and Competencies of HRD Professionals.

Unit-4 HRD Challenges to organization.

SLAB-II Human Resource Planning-I

Unit-5 Challenges to HRD Professionals.

Unit-6 Nature and Meaning of Human Resource Planning.

Unit-7 Objectives of Human Resource Planning.

Unit-8 Elements of and Benefits of Human Resource planning.

SLAB-III Human Resource Planning-II

Unit-9. Problems involved in the process of Human Resource Planning.

Unit-10. Benefit of Human Resource Planning.

Unit-11. Performance Appraisal Meaning, process and basic issues.

SLAB-IV Performance Appraisal

Unit-12. Objectives of Performance Appraisal System in Indian Context.

Unit-13. Performance Appraisal System: Role of Performance Appraisal System in Individual and Organizational effectiveness.

SLAB-V Methods of Performance Appraisal

Unit-14. Methods of Performance Appraisal: Confidential Report, Ranking method, Rating method.

Unit-15. Management by Objectives (MBO) as technique of performance appraisal, Self - appraisal and open appraisal system.

Suggested /Essential list of References / Texts

1. Jon M. Werner, Randy L DeSimone: Human Resource Development (4th Edition), Thomson, South Western
2. B.L. Mathur: Human Resource Development, Advance in Arihant Pub. Jaipur.
3. R.M. Bass, J.D. Drenth: Organisational Behaviour, Sage Pub. New York (1987).
4. B.D. Kolkar: Human Resource Development.
5. Gary Dessler: Human Resource Development
6. Stephen Gibb: Human Resource Development
7. P.C. Tripathi: Human Resource Development
8. Gomez Mejia, Luis R. D.B. Balkin and R. L. Condy: Meaning Human Resources, Printice Hall

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: HUMAN RESOURCE MANAGEMENT

Course Code: MAP-304

Credits: 5

Course Objective: To impart the theoretical and conceptual knowledge of human resource management practices and their application in industry

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Understand basic principles of human resource management practices.
2.	Understand human resource management practices for better understanding of issues related to human beings.
3.	Enhance competencies for effective management of human resources.
4.	Communicate real time case studies of human resource management practices.
5.	Differentiate between recruitment and selection in industry.

SLAB-I Fundamentals of Human Resource Management

Unit 1. Human Resource Management: meaning, importance and scope.

Unit2. Human Resource Management: important Principles.

Unit 3. Policies in Human Resource Management.

Unit 4. Functions and Quality of Human Resource Manager.

SLAB-II Models of HRM

Unit 5. Models of HRM: Fomburn, Tichy

Unit 6. Devana Model, Harvard Model

Unit 7. Guest Model and Warwick Model.

SLAB-III Recruitment and Selection

Unit 8. Recruitment: Meaning and methods of recruitment.

Unit 9. Factors affecting recruitment.

Unit 10. Selection: meaning and processes involved in selection. Barriers in effective selection.

Unit 11. Evaluation of selection process and selection effectiveness.

SLAB-IV Training Programs Unit

12. Testing in industry.

Unit 13. Training: Meaning and importance. Multiple goals of training.

Unit 14. Evaluation of training programme.

Unit 15. Impact of training methods in organizational effectiveness.

BOOKS RECOMMENDED

1. R.M. Bass, J.D. Drenth : Organisational Behaviour, Sage Pub. New York (1987).
2. Saiyadain, M.S. : Human Recourse Management.
3. N.K. Chadda : Human Recourse Management issues, case studies and experimental exercises.
4. Biswajeet- Patnayak. : Human Recourse Management.
5. Kaswathappa : Human Resources and Personnel Management
6. C.B. Gupta : Human Recourse Management. Sultan Chand & Sons Publishers.
7. T.N. Chhabra : Human Recourse Management, concepts and issues
8. Business essentials viva : Human Recourse Management

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: PERSONALITY ASSESSMENT

Course Code: MAP-305

Credits: 2

1. Minnesota Multiphasic Personality Inventory
2. Scales – Clinical and Validity, Psychometric characteristics, Current status.
3. Millon-Clinical Multiaxial Personality Inventory.
4. NEO – Five Factor Inventory: Domains, Applications.
5. HEXACO-60: Domains
6. Behavioural Assessment Techniques: Direct Observation, Biographical Data.
7. Nature, Type and Evaluation of Projective Techniques.
8. Thematic Apperception Test: Administration, Scoring & Interpretation.
9. Rorschach Inkblot Test: Administration and Scoring.
10. Rorschach Inkblot Test: Interpretation and Diagnostic Indicators

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: COUNSELLING PSYCHOLOGY

Course Code: MAP-401

Credits: 5

Course Objective: To produce graduates with a well-developed professional identity as counseling psychologists, including awareness and appreciation of context, development, and strength-based interventions.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Demonstrate understanding of the impact of multiple contexts on human behavior
2.	Demonstrate understanding of theories and techniques of developmentally-based health promotion and intervention for individuals, systems, and communities
3.	Appreciate the role of individual and cultural differences and diversity in human development and behavior

SLAB-I Introduction to Guidance and Counselling

Unit 1: Guidance & Counselling: Meaning, Goals and Needs. Difference between Guidance and Counselling. Counselling as a Helping and Therapeutic Relationship.

Unit 2: Introduction Meaning, Definition & Goals Historical Background: Origin of Counseling within Philosophy and Medicine, Influence from Psychology, Mental health development

Unit 3: The guidance movement and other influences. Difference between Counseling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.)

SLAB-II Theories of Counselling

Unit 4: Theories and Techniques of Counselling: Psychoanalytical Theory & Techniques

Unit 5: Behaviouristic Theory & Techniques.

Unit 6: Cognitive Theory & Techniques and Humanistic Theory & Techniques.

Unit 7: Counseling Process Settings for counseling Steps in counseling Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counseling relationship

SLAB-III Approaches to Counselling

Unit 8: Counseling Approach: Insight oriented Psychodynamic Approach: Psychoanalytic, Adlerian

Unit 9: Humanistic Approach: Existential, Client-centered, Gestalt Module

Unit 10: Counselling Approach: Action oriented & other approaches

Unit 11: Behavioural Approach: Operant-Conditioning, Classical-Conditioning.

Unit 12: Cognitive Approach: Cognitive Therapy, Rational emotive therapy. Other Approaches: Narrative Therapy, Expressive Therapy, and Biofeedback

SLAB-IV Counselling in Various Fields

Unit 13: Counselling Skills. Qualities of Effective Counsellor. Ethical issues in Counselling. Issues Faced by New Counsellors.

Unit 14: Educational and Career Counselling: Need of Counselling in Schools. Counselling at Different levels of Education. Developing Positive Attitude and Understanding About The World of Work and Various Occupations. Classification of Occupations.

Unit 15: Occupational Information Aims and Functions. Collection of Occupational Information, Dissemination of Career Related Information.

SLAB-V Counselling Related Issues

Unit 16: Current Issues in Counseling: Ethical Issues: Professional Codes, Our divided loyalties, Areas of ethical difficulty,

Unit 17: Recent trends Legal Issues: Advice for the passionately committed counseling student Mental Health Counseling Counseling diverse population: Gender bias, Counseling the aged, the ethnic minorities, and the physically challenged

REFERENCES:

1. Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions.
2. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.
3. Levy, K. N., &Scala, J. (2012). Transference, transference interpretations, and transferencefocused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371 •
4. Ladany, N. & Inman, A. (2008) *Handbook of Counseling Psychology*, (4th ed.). John Wiley & Sons: New York. References:
5. Society of Counseling Psychologists. (n.d.). About counseling psychologists. Found online at <http://www.apa.org/ed/accreditation/doctoral.html>
6. Brems, C. & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. *Journal of Psychology*, 131, 91-99.
7. Disner SG, Beevers CG, Haigh EA, Beck AT. (2011) "Neural mechanisms of the cognitive model of depression". *Nat Rev Neurosci*. 2011 Jul 6;12 (8):467-77.
8. Whyte, C (1978) "Effective Counseling Methods for High-Risk College Freshmen". *Measurement and Evaluation in Guidance*. January. 6. (4).198-2000

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: PSYCHOLOGY: ISSUES AND APPLICATIONS

Course Code: MAP-402

Credits: 5

Course Objective: To produce graduates with a understanding of individual differences and therapeutic processes.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Demonstrate understanding of individual differences
2.	Demonstrate understanding of psychological well-being and mental disorders
3.	Describe different therapeutic approaches
4.	Explain work psychology and organizational behaviour

SLAB-I Psychological testing

Unit 1: Psychological Measurement of Individual Differences: The nature of individual differences.

Unit 2: Characteristics and construction of standardised psychological tests.

Unit 3: Types of psychological tests. Use, misuse and limitation of psychological tests.

Ethical issues in the use of psychological tests.

SLAB-II Psychological Well-being

Unit 4: Psychological well-being and Mental Disorders: Concept of health-ill health positive health

Unit 5: Well-being casual factors in Mental disorders (Anxiety disorders, mood disorders; schizophrenia and delusional disorders; personality disorders, substance abuse disorders).

Unit 6: Factors influencing positive health, well-being, lifestyle and quality of life; Happiness disposition.

SLAB-III Therapeutic Approaches:

Unit 7: Psychodynamic therapies.

Unit 8: Behaviour therapies. Client-centered therapy.

Unit 9: Cognitive therapies.

Unit 10: Indigenous therapies (Yoga, Meditation). Biofeedback therapy. Prevention and rehabilitation of the mentally ill; Fostering mental health.

SLAB-IV Work Psychology and Organizational Behaviour

Unit 11: Personnel selection and training. Use of Psychological tests in the industry. Training and human resource development.

Unit 12: Theories of work motivation. Herzberg, Maslow, Adam Equity theory, Porter and Lawler, Vroom

Unit 13: Leadership and participatory management; Advertising and marketing;

Unit 14: Stress and its management; Ergonomics; consumer psychology; Managerial effectiveness

Unit 15: Transformational leadership; Sensitivity training; Power and politics in organisations.

SLAB-V Application of Psychology to Educational Field

Unit 16: Psychological principles underlying effective teaching-learning process.

Unit 17: Learning styles. Gifted, retarded, learning disabled and their training. Training for improving memory and better academic achievement.

Unit 18: Community Psychology: Definition and concept of Community Psychology. Use of small groups in social action. Arousing Community consciousness and action for handling social problems. Group decision-making and leadership for social change. Effective strategies for social change.

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: SPIRITUAL PSYCHOLOGY

Course Code: MAP-404

Credits: 4

Course Objective: To produce graduates with an understanding of concepts related to spiritual psychology

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	To introduce the basic and applied perspectives on spirituality.
2.	To help students understand about spiritual health, spiritual well-being, spiritual discipline and ways of spiritual assessment.
3.	To introduce various forms of healing, spiritual exercises, spiritual practices and rituals, the use of religious and spiritual techniques in therapy.

SLAB-I Introduction to Spirituality

Unit 1. Spirituality: Origin and definitions, Spiritual psychology

Unit 2. Domains of spirituality

Unit 3. Spirituality and Religion

Unit 4. Spirituality and Science

Unit 5. Applications of Spiritual Psychology

SLAB-II Spiritual Wellbeing

Unit 6. Spiritual Health: Definitions and Maintenance

Unit 7. Spiritual Well-Being: Existential and Religious

Unit 8. Spiritual Discipline: discipline of Body, Mind and Heart, Paths of Sufism to maintain discipline.

SLAB-III Healing

Unit 9. Spiritual Measures: Spiritual Beliefs and Motivations, Spiritual Behaviour, and Spiritual Experiences

Unit 10. Forms of Healing: Self, Contact and Distant healing

Unit 11. Meditation: Definition, Types and Techniques

Unit 12. Islamic Contemplation

SLAB-IV Spiritual Practices

Unit 13. Spiritual Practices and Rituals

Unit 14. Spiritual Techniques in Therapy: Forgiveness, Gratitude

Unit 15. Religious Techniques in Therapy: Reading Scriptures and Prayer

BOOKS RECOMMENDED:

1. Husain, A. (2011) : Spirituality and Holistic Health – A Psychological perspective. New Delhi: Prasad Psycho Corporation.
2. Husain, A., & Khatoon, N. (Eds.) (2012) : Understanding Spirituality. New Delhi: Research India Press.

3. Husain, A., Nazam, F., & Khatoon, Z. (2018) : Manual Islamic Counselling. New Delhi: Global Vision Publishing House.
4. Husain, A., Beg, M.A., & Dwivedi, C.B. (2013) : Psychology of Humanity and Spirituality. New Delhi: Research India Press.
5. Singh, N. K. (2005) : Science and Spirituality. New Delhi: Global Vision Publishing House

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: POSITIVE PSYCHOLOGY

Course Code: MAP-405

Credits: 4

Course Objective: The objective of the course is to impart applied knowledge of positive psychology in enhancing well-being in different settings.

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Explain the concept and historical foundation of positive psychology.
2.	Explain the concept of wellbeing and different cognitive and positive emotional states.
3.	Describe the importance of application of positive psychology at workplace, schools and in therapy.
4.	Elaborate the concept of Happiness and the ways to Become Happier
5.	Discuss How to cultivate the best in themselves so they can live more meaningful lives

SLAB-I Introduction to Positive Psychology

Unit 1. Historical and Philosophical Foundation of Positive Psychology.

Unit 2. Eastern and Western perspective on Positive Psychology.

Unit 3. Fostering Healthy Self-regulation from within and without: A Self-Determination Theory Perspective.

SLAB-II Happiness and Related Issues

Unit 4. Happiness: Essential Elements, Causes and Effects.

Unit 5. Positive Emotional States: Well-Being and Positive Emotions

Unit 6. Emotion-Focused Coping and Emotional Intelligence.

Unit 7. Positive Self: Self-Efficacy and Self-Esteem.

SLAB-III Developing a Positive Mindset

Unit 8. Hope and Optimism.

Unit 9. Flow: The Psychology of optimal experience.

Unit 10. Forgiveness and Gratitude.

SLAB-IV Maintaining Positivity

Unit 11. Positive Schooling.

Unit 12. Positive Psychology at Workplace.

Unit 13. Positive Development and Successful Aging.

Unit 14. Well-Being and Quality of Life Therapy

Unit 15. Strength-based Therapies: Voyages to Well-being, The strengths model, good lives model

BOOKS RECOMMENDED:

1. C.R. Snyder and Shane J. Lopez (2011) : Positive Psychology: The Scientific and Practical Explorations of Human Strengths (Eleventh Edition) Los Angeles: Sage

2. P. Alex Linley and Stephen Joseph (2004) : Positive Psychology in Practice. New Jersey: John Willy & Sons, Inc.
3. Akbar Husain & Fauzia Nazam (2018) : Applied Positive Psychology. New Delhi: Research India Press.
4. Alan Carr (2011). : Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: HEALTH PSYCHOLOGY

Course Code: MAP-406

Credits: 4

Course Objective: To impart the theoretical knowledge of Health Psychology and its application for better management of illness

Course Outcomes (COs):

S. No.	Course Outcomes (COs)
1.	Demonstrate knowledge of health psychology.
2.	Understand the spectrum of health and illness for better management.
3.	Identify stressor in their life and to manage them.
4.	Understand a variety of health enhancing, health protective and health compromising behavior.
5.	Know application of relaxation techniques and Yoga in illness management.

SLAB-I Fundamentals of Health Psychology

Unit-1. Historical Background: Aims of Health Psychology.

Unit-2. Challenges for the future.

Unit-3. Meaning of Health behaviour, Factors predicting Health Behaviours.

SLAB-II Health Behaviour and Related Issues

Unit-4. Theories of Health Behaviour: Attributive theory, Health Locus of Control, Health Belief Model.

Unit-5. Obesity, Cancer: Causes and management.

Unit-6. Diabetes, CHD: Causes and management.

Unit-7. Hypertension: Causes and management.

SLAB-III Stress and Its Management

Unit-8. Stress: Concept, Definition

Unit-9. Sources of Stress: Environmental.

Unit-10. Stress Model: General adaption Syndrome; Life events theory, model.

Unit-11. Coping with stress.

SLAB-IV Maintenance of Health

Unit-12. Exercise: Types: Psychological Effects of Exercise.

Unit-13. Maintenance of Health: Yoga, Meditation.

Unit-14. Relaxation Techniques: Jacobson Progressive Relaxation, Brotha's Relaxation Response.

Unit-15. Biofeedback Relaxation Technique.

RECOMMENDED READINGS

1. Ogden, Jane : Health Psychology A text book Open University Press Buckingham, 1996.
2. Shelly E. Taylor: Health Psychology. TATA McGraw-Hill Sixth Edition 2006.

3. Pitts, M & Phillips, K.: sychology of health: An Introduction. London: Routledge, press 1991.
4. Virginia Hill Rice: Hand Book of Stress, Coping and Health. New Delhi. Sage Publications, 2000.
5. Husain, A. & Gulrez, Naima Khatoon : Managing Stress : A Practical Guide. Delhi Friends Publications , 2003
6. Khatoon, N.: Ed. Health Psychology. Pearson Education Inc. India, 2012.
7. Sarafino, E.P.: Health Psychology: Bio Psychosocial Interactions. Delhi. Friends Publications,1997.

Faculty and Staff: The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode. The course material prepared by the CDOE faculty is at par with the regulations 2020.

List of Faculty associated with M.A.-Psychology program is as follows:-

Sr. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Prof O N Roshan Lal	Professor	Full-Time	Ph.D	Psychology literature
2	Prof Parimal Balvant bhai	Professor	Full-Time	Ph.D	Psychology literature

The ODL of Medicaps University follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of the University is very specific and at the same time different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

1. Self-Learning Material (SLM)

Structured SLMs are provided in digital format, adhering to guidelines regarding clarity, modularity, learning objectives, activities, and self-assessment components.

The materials include:

- e-Content
- PDF units/modules
- Case studies
- Practice questions and summaries

Semester-I							SLM
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	MAP-101	Advanced General Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_ed01/preview
2	MAP-102	Life Span Developmental Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs26/preview
3	MAP-103	Social Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_ed15/preview

4	MAP-104	Research Methods-I	4	30	70	100	https://onlinecourses.swayam2.ac.in/imb25_mg173/preview
5	MAP-105	Computer Application in Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs07/preview
Total			20	150	350	500	

Semester-II							
S. No.	Course Code	Course Name	Credit	Continuou s Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	MAP-201	Research Methods-II	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs14/preview
2	MAP-202	Educational Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs74/preview
3	MAP-203	Clinical Psychology	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs02/preview
4	MAP-204	Organizational Psychology	4	30	70	100	https://www.coursera.org/learn/illinois-tech-industrial-psychology-bit
5	MAP-205	Psychological Testing	4	30	70	100	https://www.coursera.org/learn/positive-psychiatry
Total			20	150	350	500	

Semester-III							
S. No.	Course Code	Course Name	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	MAP-301	Psychology of Personality	4	30	70	100	https://www.coursera.org/specializations/anxiety-mood-substance-addictive-behaviors
2	MAP-302	Psychopathology	4	30	70	100	https://ocw.mit.edu/courses/9-00sc-introduction-to-psychology-fall-2011/pages/psychopathology-i/
3	MAP-303	Human Resource Development	4	30	70	100	https://onlinecourses.nptel.ac.in/noc25_hs210/preview
4	MAP-304	Human Resource Management	4	30	70	100	https://onlinecourses.nptel.ac.in/noc25_hs210/preview
5	MAP-305	Personality Assessment	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs53/preview
Total			20	150	350	500	

Semester-IV							
S. N o.	Cou rse Co de	Course Name	Cre d i t	Continu ous Assess ment Marks	Term End Exam Mark s	Gr an d To tal	
				Max. Marks	Ma x. Ma rks		
1	MAP-401	Counsell ing Psycholo gy	4	30	70	100	https://onlinecourses.swayam2.ac.in/nou25_lg58/preview
2	MAP-402	Psycholo gy: Issues and Applicati ons	4	30	70	100	https://onlinecourses.swayam2.ac.in/nou25_lg58/preview
3	MAP-403	Dissertat ion and Viva Voce	4	30	70	100	
4	Elective-I		4	30	70	100	
5	Elective-II		4	30	70	100	
	MAP-404	Spiritual Psycholo gy					https://onlinecourses.swayam2.ac.in/cec26_hs26/preview
	MAP-405	Positive Psycholo gy					https://onlinecourses.nptel.ac.in/noc25_hs145/preview
	MAP-406	Health Psycholo gy					https://onlinecourses.swayam2.ac.in/cec25_hs130/preview
Total			20	150	350	500	

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

There will be 6 counseling/ contact classes in face to face mode of two hours each for a course of 4 credits in case of 2 credit course contact hours required 6 hours. The counseling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

C. Medium of Instruction

Medium of Course Instruction: Psychology

Medium of Examination: English

Student Support Systems

Universities Study Centres or Learner Support Center shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non- academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counseling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students of distance mode.

At present the university has only one study center on the campus. The institution is not promoting any study centers outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

A. Procedure for Admissions, Curriculum, Transaction and Evaluation**Admission Process**

Admission to the M.A. (Psychology) Programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, CDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc..

Maximum Duration

- A. The maximum duration of the M.A. (Psychology) Programme is four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- B. The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

Any Graduate from a recognized university is eligible for admission into M.A. (Psychology) Programme.

Activity Schedule

S. No.	Name of the Activity	Tentative months schedule (specify months) during year			
		From	To	From	To
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Apr	May
4	Examination	Dec		Jun	
5	Declaration of Result	Jan		Jul	
6	Re-registration	Jul		Jan	
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact Programmes (counseling, Practicals.etc.)	Sep	Nov	Mar	May

Credit System

MU, ODL proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 24 hours of study comprising all learning activities. Academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of programme	Credits	Name of programme	Level of programme
2 to 4 Yrs.	80	M.A. (Psychology)	Master's Degree

Assignments

Distance Education learners have to depend much on self study. To ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond to them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components:

A. Continuous Evaluation in the form of assignments (weightage 30%): This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-Ordinator of the Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage 70%)

C. Library Resources

The library of MU aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Centre of Distance Education of MU has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

(viii) Cost estimate of the programme and the provisions:

Name of the Program	Degree	Duration	Year	Tuition Fee/ Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (Psychology)	P G	2 to 4 Years	1	18000	2000	20000
			2	18000	2000	20000
Total						40000

The Initial expenses have been done by the Medicaps University in terms of provision of infrastructure, manpower, printing of self-study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

- a) SLM Development and Distribution : 20%
- b) Postal Expense : 10%
- c) Salary and other administrative expenses : 60%
- d) Future development : 10%

Once the programs are launched, the allocation of fees collected from them should be planned in accordance with the guidelines set by the University Grants Commission (UGC).

D. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance Council is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

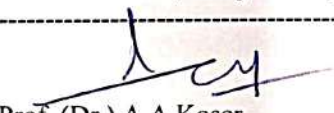
Functions of CIQA

The functions of Centre for Internal Quality Assurance (CIQA) would be following:

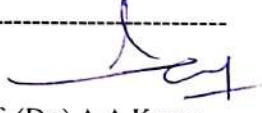
- 1) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To maintain quality in the services provided to the learners.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 8) To facilitate the implementation of its recommendations through periodic reviews.

- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Council for Internal Quality Assurance.
- 21) It will be mandatory for CIQA to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of the report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (Psychology) programme of Medicaps University in ODL mode, students will exhibit knowledge, skill and general competence with scientific aptitude and innovation. After completion of M.A (Psychology) programme, students will pursue further studies in MPhil, PhD, Competitive exams for roles in academia, research, and jobs in government sectors.



Prof. (Dr.) A A Koser
HoD - Department of Languages



Prof. (Dr.) A A Koser
Dean – Faculty of AHSS

MEDICAPS UNIVERSITY, INDORE
CENTRE FOR DISTANCE AND ONLINE EDUCATION



PROGRAMME PROJECT REPORT (PPR)

MASTER OF ARTS – ENGLISH

(M.A. – ENGLISH)

2025-26

Overview

Master of Arts (English) is a postgraduate program that focuses on progressive concepts and theories in English Literature. This program is designed to help students develop a deep understanding of language and literature and to know the need to study world literature of shifting paradigms in diverse fields such as management, commerce, computer science, and technology. The curriculum includes topics such as Soft Skills, American Literature, Functional Grammar, Creative Writing etc. Students pursuing M.A. in English learn how to develop critical thinking and analytical skills. Graduates of this program will be able to develop a sense of curiosity and will be inspired to do research in their area of interest in Literature and Language.

M.A. (English) students are trained to work on research projects, writing research papers, communication skills and dissertation. They are exposed to modern grammar, creative writing and basic computer techniques, which further enhances their problem-solving abilities and content writing. This program also encourages students' values and ideals derived from the study of literature that demonstrate awareness of current societal challenges. Also to offer a sound basis in developing research methodology and reasoning skills. This is a rewarding program that inculcates students with a strong foundation and prepares them for a wide range of exciting career opportunities.

A. Programme's Mission and Objectives

Mission

- To foster creativity along with critical thinking that provides a synthesis to the technical and non-technical mindsets of the students.
- To generate, supply and preserve literary and esthetic sense for the benefit and betterment of society.
- To cater and ensure excellent analytical faculty and better understanding of humanity to achieve professional and academic excellence.
- To connect with industry and incorporate knowledge for research enhancement.

Objectives

M.A. (English) program aims to provide students a horizon of opportunities and can choose any career in English language, translation, mass media, technical writing, script writing, editing etc. The students will be able to develop a sense of curiosity and will be inspired to do research in their area of interest in Literature and Language. Apply values and ideals derived from the study of literature that demonstrate awareness of current societal challenges. Also to offer a sound base in developing research methodology and reasoning skills. The Programme also aims to make students independent researchers. Furthermore, the program prepares students for further studies in the English language, including Ph.D.

PEO₀₁	The students will be exposed to a horizon of opportunities and can choose any career in English language, translation, mass media, technical writing, script writing, editing etc.
PEO₀₂	The students will be able to develop a sense of curiosity and will be inspired to do research in their area of interest in Literature and Language.
PEO₀₃	Apply values and ideals derived from the study of literature that demonstrate awareness of current societal challenges. Also to offer a sound basic in developing research methodology and reasoning skills.

B. Relevance of the Program with HEI's Mission and Goals

The vision and mission of HEI, Medicaps University, Indore are:

Vision:

Being a visionary institution MU is accustomed to provide nuances in learning for young minds and guided them for excellence while developing a spirit to excel in a fast-changing professional world, and a desire to grow into a personality rather than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission:

- To provide globally competitive education
- To enhance skills to meet the future challenges.
- To provide a congenial academic environment to the faculties and students.
- To inculcate practical approach for life-long learning and bright career.
- To enable a research-oriented approach for in depth learning.

M.A. (English) program of the University endeavors to fulfil the vision and mission of the university and setting student centric issues on its priority. The university empowers the local community with the help of various social clubs running in University like NSS, The Sahityak: Literary Club, Media Club, Art and Creativity Club, Social Club and Alumni association. The University promotes multidisciplinary research in various fields that supports and bridges a pleasant learning atmosphere. There are many potential learners who are having an intense longing of learning but cannot afford to join regular courses due to professional and personal responsibilities. The goals of ODL (Open Distance Learning) program are to provide educational facilities to those qualified and willing aspirants who are unable to join regular courses due to personal limitation or professional responsibilities. For such cases M.A. (English) through ODL mode can be helpful in upskilling and reskilling the budding professionals.

The program aims to provide an alternative path to the potential learners who are in need of refresher courses to upgrade their skills.

C. Nature of Prospective Target Group of Learners

Open Distance Education of Medicaps University, Indore (MU) shall target the working professionals, executives as well as those who cannot attend a full-time program due to prior occupation or other assignments. The candidates desirous of taking admission in M.A.

(English) program shall have to meet the eligibility norms as follows-

1. To obtain admission in M.A. (English) program offered through ODL mode.
2. The learner must have completed graduation in any stream (PCM/PCMB/AH/SS/Commerce).

D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence.

The University has identified the following **Programme Outcomes** and **Programme Specific Outcomes** as acquisition of specific skills and competence in M.A. (English) Program.

Programme Outcomes (PO's)

After completing the M.A. (English) Programme through ODL Mode, students will be able to:

PO₀₁	Students become capable of appreciating the Plot construction, characterization and narrative technique in the context of varied novelists and their works.
PO₀₂	Study discourses of various genres about social, cultural, political, and historical contexts.
PO₀₃	Students will become accomplished active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
PO₀₄	Recognize and designate the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought.
PO₀₅	The ability to pen clearly, effectively and imaginatively and to accommodate writing style to the content and nature of the subject. Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging in other writers' ideas as they explore and develop their own.
PO₀₆	Scrutinize the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.
PO₀₇	Understand basic commands of the computer and its functions in order to be able to format and create presentations.
PO₀₈	Students will have a wider aspect of personality development through communication skills and soft skills.
PO₀₉	Understanding managerial concepts and applying the same in practical life to increase employability.

E. Instructional Design

The program is divided into four semesters and the minimum credit requirement is 80 to get M.A. (English) degree in ODL mode from Medicaps University. Minimum time period for acquiring M.A. (English) degree will be two years and maximum time period to acquire is 4 years.

Curriculum design

Semester-I						
S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	Poetry I	CO	4	30	70	100
2	Drama I	CO	4	30	70	100
3	Fiction I	CO	4	30	70	100
4	Prose I	CO	4	30	70	100
5	Critical Theory I	CO	4	30	70	100
6	Introduction to Computers	Q	0			
Total			20	150	350	500

Semester-II						
S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	Poetry II	CO	4	30	70	100
2	Drama II	CO	4	30	70	100
3	Fiction II	CO	4	30	70	100
4	Prose II	CO	4	30	70	100
5	Critical Theory II	CO	4	30	70	100
6	Introduction to research methodology	SE	2	30	70	100
Total			22	180	420	600

Semester-III						
S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	Linguistics and Stylistics	CO	4	30	70	100
2	Indian Writings in English I	CO	4	30	70	100
3	Elective-1	EL	4	30	70	100
4	Elective-2	EL	4	30	70	100
5	Review of Dissertation	AE	2	30		
Total			18	150	280	430

Semester IV						
Sr No	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	Elective-3	EL	4	30	70	100
2	Elective-4	EL	4	30	70	100
3	Dissertation	AE	12	30		100
Total			20	90	140	300

MOOCs

The University shall provide flexibility in opting for MOOCs (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOCs may be considered as part of the evaluation scheme as per UGC (Open and Distance Learning Programme and Online Programme) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and SLM (Self Learning Materials) are developed mostly by experienced faculty members of Med-Caps University in consultation with content experts and the same will be forwarded to CIQA and BoS/Academic Council/ Executive Council for further suggestions and approval.

Semester: I

Course Name: Poetry I

Code:

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Poetry I	4	0	0	4	4

Course Learning Objectives:

CO1	To introduce the students with the types of poetry and uncover the radical potential of poetry.
CO2	To develop the aesthetic sense in students and lay the foundations of genre based study embedded in historical context.
CO3	The students will get the knowledge of basic terminologies of poetry and a foundational level of fluency with the basics of poetry will have been achieved.
CO4	A basic understanding of strategies of poetic organization will have been laid down.
CO5	To cultivate literary awareness through poetry.

Prerequisites: nil

Co-requisites: nil

Unit-1: Introduction to poetry in English Literature

What is poetry, types of poetry, Styles of poetry – Envoy, Quintet, Epic, Ballad, Ode, Sonnets, free verse, Mock epic, Elegy, Narrative

Unit-2 Epic Poetry and Narrative Poetry

John Milton: Paradise Lost Book I

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

Unit-3 Sonnets:

William Shakespeare: Sonnets Nos. 23, 31, 44.

Miltonian sonnets: Sonnets Nos. 11 and 19

Unit-4 Satirical Poetry:

John Dryden: Absalom and Achitophel.

Alexander Pope: The Rape of the Lock.

Unit 5 Romantic poetry:

Wordsworth: Tintern Abbey, To the Skylark

Keats: Ode on a Grecian Urn, Ode to a Nightingale

Reference books:

The Cambridge History of English Poetry Paperback – Import, 17 Dec 2015

by Michael O'Neill

Aristotle's Theory of Poetry and Fine Art Paperback – Import, 24 Aug 2016

by S H (Samuel Henry)

Wordsworth, William. "London, 1802." The Poetical Works of William Wordsworth. Ed. W. Knight.

London: Macmillan, 1896. Volume II. 346. Print.

Steadman, John M. Milton and the Renaissance Hero. Oxford: Clarendon, 1967. Print.

Allott, Miriam, ed. The Poems of John Keats, 394–441, 655–685

Rajan, Balachandra. "The Two Hyperions: Compositions and Decompositions," The Form of the Unfinished. Princeton: Princeton University Press

Alexander Pope: The Critical Heritage, Routledge 1995

Course Outcomes:

CO ₀₁	Identify various forms and types of poetry and specify the figurative language used in poems
CO ₀₂	Identify the epic and narrative poets
CO ₀₃	Analyze and appreciate various forms of sonnets.
CO ₀₄	Observe how satiric poetry influences life.
CO ₀₅	Understand romantic poetry in literature.

Course Name: Drama I

Code:

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Drama I	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO01	This course will teach the different genre of dramas.
CLO02	Both comedy and tragedy will be taught along with the one act plays, Renaissance dramas, Shakespearean dramas etc.
CLO03	The students will learn about the differences between the Renaissance Shakespearean and Non –Shakespearean drama as well as the generic differences between the tragedy and the comedy.
CLO04	The main features of drama will also be taught: liberty from the unities, philosophical complexity, realistic characterization.
CLO05	The students will imbibe the socio-cultural values and life skills through various dramas.

Prerequisites: nil

Co-requisites: nil

Curriculum:

Unit-1 Introduction to Drama

What is Drama? Types of drama - Opera, Closet Drama, One Act Plays, Monologues, Pantomime, Mime, Ballad

Unit-2 One Act Plays

Samuel Beckett: Krapp's Last Tape

Anton Chekhov: Orchard

Unit-3 Shakespeare

Macbeth, Twelfth Night

Unit-4 Renaissance Drama (Non- Shakespearean)

Christopher Marlowe: Dr. Faustus.

Ben Jonson: Every Man in His Humour.

Unit- 5 Comic Drama

Richard Brinsley Sheridan: *The Rivals* (comedy of manners)

Oliver Goldsmith: *She Stoops to Conquer*

References:

The Bedford Introduction to Drama (English) Seventh Edition

by Lee A. Jacobus (Author)

Lott, Bernard, ed. Hamlet— New Swan Shakespeare Advanced Series. London: Longman Group, Ltd., 1968

DeVries, Duane, General Studies of Charles Dickens and his Writings and Collected Editions of his Works: An Annotated Bibliography, (New York: AMS Press, 2004

Gardiner, John, The Victorians: An Age in Retrospect (London: Hambledon and London, 2002)

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO₀₁	Sketch the history of theatre, with particular attention to the evolution of stylistic and aesthetic trends and differentiate various schools and forms of drama
CO₀₂	Examine the use of theatrical devices through one act plays
CO₀₃	Analyse and appreciate Shakespearean dramas
CO₀₄	Assess the verbal and visual language of Renaissance drama.
CO₀₅	Appreciate comic and its sub genres in drama.

Course Name: Fiction I

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Fiction I	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO₀₁	To make students understand types of Fiction, how fiction records and alters social and cultural realities and to familiarize students with Fantasy, Science, Picaresque and Realistic Novels.
CLO₀₂	To understand the strategies of narrative, theme and image that fiction uses to take forward this task
CLO₀₃	To train the student in methods of textual analysis and understand different genre.
CLO₀₄	To sensitize students to the capacity of fiction to bring about social and cultural change
CLO₀₅	To enable them to realise and appreciate various genres of fiction.

Prerequisites: nil

Co-requisites: nil

Syllabus

Unit-1 Introduction to Fiction

Fantasy, Folklore, Fairy Tales, Science Fiction, Non- Fiction, Novel, Novella, Pastoral, Psychological, Naturalist, Post Naturalist, Symbiotic

Unit-2 Fantasy

CS Lewis: The Lion, the Witch and the Wardrobe

Lewis Carroll: Alice in Wonderland

Unit 3 Science Fiction

H.G. Wells: The Time Machine

Arthur Clarke: A Space Odyssey

Unit 4 Picaresque Novel:

Henry Fielding: Tom Jones.

Daniel Defoe: Robinson Crusoe.

Unit-5 Realistic Novel

Charles Dickens: Great Expectations.

Zola: Nana

References:

1. Walter Allen: History of English Novel.
2. David Daiches: Critical Approaches to Literature.
3. O.P.Budholia and George Eliot: Art and Vision in Her Novels.
4. Austin Dobson: Fielding.
5. Ian Watt: The Rise of the Novel
6. Ed. Susan Sellers. 2nd ed. Cambridge: Cambridge University Press, 2010. 197-213. Print
7. Bakhtin, Mikhail: "The Idea in Dostoevsky's Works". Bloom's Bio Critiques: Fyodor Dostoevsky. Ed. Harold Bloom. Philadelphia: Chelsea House Publishers, 2005
8. George Orwell: 1984
9. Trawick, Leonard M., III. "Sources of Hazlitt's 'Metaphysical Discovery.'" Philological Quarterly

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO01	Delineate different types of fiction.
CO02	Analyze the theme and setting of fantasy
CO03	Recognize the different types of narrative techniques in science fiction
CO04	Assess mastery in various aspects of picaresque novels
CO05	Identify and appreciate realistic novels in the literary world.

Course Name: Prose I

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Prose I	4	0	0	4	4

Course Learning Objectives (CLOs) :

CLO01	To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society.
CLO02	To understand the principles of interdisciplinary study with regard to the three disciplines mentioned.
CLO03	The students will have achieved a basic understanding of the common principles underlined these disciplines will have been established.
CLO04	A basic understanding of the interdisciplinary approach of the philosophies of literature and politics
CLO05	To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society.

Prerequisites:

Co-requisites:

Syllabus

Unit-1 Introduction to Prose

Mystery, Romance, Thriller, Historical, Biography, Autobiography,
Travelogues, Journals, Diaries, Memoirs

Unit-2 Short Stories

Oscar Wilde: The Fisherman and His Soul, The Happy Prince,
The Nightingale and the Rose, The Selfish Giant
O Henry: The Gift of the Magi, The Clarion Call, The Last Leaf,
William Somerset Maugham: Ant and the Grasshopper, Mr Know all

Unit- 3 Journals and Diaries:

Diaries by Paul Brnton: A Search in Secret India

Unit-4 Political and Social Writings

Plato: The Republic I

Bacon: Of Truth, Of Studies

Gardiner: On Habits, On Saying Please

Unit-5 Philosophical Writings

J.Krishnamurti: Individual and Society, What is Self?

Rabindranath Tagore: The Religion of Man

Books Recommended:

Hugh Walker: The English Essay and Essayists.

Benson: The Art of Essay Writing.

J.Krishnamurti: The First and the Last Freedom.

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO01	Differentiate and relate different varieties of prose
CO02	Understand short stories in prose writing.
CO03	Appreciate journals and diaries as a part of nonfiction.
CO04	Examine Political and Social Writings socio-historic and cultural context.
CO05	Understand philosophical writings through various philosophers.

Course Name: Critical Theory I
Credits: 3

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Critical Theory I	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO01	To introduce students to aspects of the histories of literary criticism and theory.
CLO02	To help students understand critical and theoretical influences on literary studies.
CLO03	To define key theoretical concepts and to apply a range of critical theories in their interpretation of the texts.
CLO04	Discuss the emergence of literary theory and criticism apply the theories to the analysis and criticism of works of literature.
CLO05	To compare and contrast major trends within literary theory of the 20th century

Prerequisites: nil

Co-requisites: nil

Syllabus

Unit 1

Leo Trotsky: The Formalist School of Poetry and Marxism 1912

IA Richardson: Two Uses of Language 1939

Unit 2

Cleanth Brooks: The Well Wrought Urn 1937

F.R Leavis: Literary Criticism and Philosophy 1937

Unit 3

Ferdinand de Saussure: The Nature of the Linguistic Sign 1950

J Derrida: Structure, Signs and Play in the Discourse of Human Sciences 1966

Unit 4

M. H Abraham: Orientation of Critical Theories 1950

J.C Ransom: Concept of Structure and Texture of Poetry 1976

Unit 5

Edward Said: Crises (Scope of Orientalism) 1978

Elaine Showalter: Feminist Criticism in the Wilderness 1985

Books Recommended

1.David Daiches, Critical Approaches to Literature, 2nd ed. (Orient Longman, 1970)

2.M.A.R. Habib. A History of Literary Criticism: From Plato to the Present (Blackwell, 2005)

3.Jeremy Hawthorn, A Concise Glossary of Contemporary Literary Theory, London:Edward Arnold, 1992.
books Recommended:

4.David Lodge (ed): Modern Criticism and Theory: A Reader (Longman). Adams & L Searle (ed): Critical Theory since 1965 (Florida State University

Press) Eagleton Literary Theory: An Introduction (Blackwell, Oxford. 983)

5 .V H Gilbert Literary Criticism. Plato to Dryden

Course Outcomes (COs): After completion of this course the students shall be able to:

	Course Outcomes (COs):
CO01	The broad development of literary theory from the early twentieth century to the present.
CO02	Differences and similarities between several theories and critical schools.
CO03	Some key concepts of individual theories and how theory has been applied to literary analysis and its use when reading and analysing literature.
CO04	By the end of the course students will have developed: the ability to read, contextualize, and compare primary material by different literary theorists.
CO05	Students will be able to write formal and informal responses to literary and critical theory that demonstrate engagement, reflective thought, effective inquiry, perception of patterns in language features, and responsible generalization.

First Year (EVEN Semester - II Sem)

Syllabus

II Semester

Course Name: Poetry II

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Poetry II	4	0	0	4	4

Course Learning Objectives:

CO1	To introduce the students with the types of poetry and uncover the radical potential of poetry.
CO2	To develop the aesthetic sense in students and lay the foundations of genre-based study embedded in historical context.
CO3	The students will get the knowledge of basic terminologies of poetry and a foundational level of fluency with the basics of poetry will have been achieved.
CO4	A basic understanding of strategies of poetic organisation will have been laid down.
CO5	To cultivate literary awareness through poetry.

Prerequisites: Poetry I

Co-requisites: Nil

Syllabus

Unit-1 Metaphysical Poetry:

John Donne: The Rising Sun, The Canonisation

Andrew Marvell: The Garden, To His Coy Mistress

Unit-2 Romantic Poetry:

Thomas Gray: Elegy Written in a Country Churchyard, The Progress of Poesy.

Shelley: To A Skylark, Adonais

Unit-3 Victorian Poetry:

Alfred Tennyson: Ulysses, The Lotos Eaters

Matthew Arnold: Thyrsis, The Scholar Gypsy.

Unit-4 Symbolist Poetry:

T.S.Eliot: The Waste Land

W.B.Yeats: The Second Coming, Byzantium, Sailing to Byzantium.

Unit-5 Modernist Poetry:

W.H.Auden: The Shield of Achilles. Wilfred Owen : Strange Meeting,

Dylan Thomas: Fern Hill, A Refusal to Mourn the Death by Fire of a Child in London.

Books Recommended:

Desmond King-Helle: Shelley- His Thought and Work, Macmillan, London.

Graham Hough: The Last Romantics

Humphrey House: Coleridge

C.M.Bowra: The Romantic Imagination.

References:

O'Neill, Michael. The Romantic Poetry Handbook (Wiley Blackwell Literature Handbooks)

Paperback – Import, 8 Dec 2017

Bernard Groom, The Unity of Wordsworth's Poetry (New York: St, Martin's Press, 1966).

Roger Sales, "William Wordsworth and the Real Estate," in Wordsworth: Contemporary Critical Essays.

New Casebooks, ed. John Williams (London: The MacMillan Press Ltd., 1993).

Beasley, Rebecca. Theorists of Modern Poetry: T. S. Eliot, T. E. Hulme, Ezra Pound. London, New York: Routledge, 2007.

Newbolt, H., Poems of John Keats, Art Type. Edition, The World's Popular Classics Books., ·New York. 4.

James Benziger, "'Tintern Abbey' Revisited (1950)" in Wordsworth: Lyrical Ballads.

Casebook Series, eds. Alun R. Jones and WillaimTydeman (London: MacMillan Press, 1977).

Solve, Melvin T. Shelley: His Theory of Poetry. New York: Russell and Russell, Incorporated, 1964.

Wordsworth, William. The Poetical Works of Wordsworth. Edited by Thomas Hutchins~

London: . Oxford-University Press, 1964.

Murray, Paul. T. S. Eliot and mysticism: the secret history of Four quartets.

New York: St. Martin's Press, 1991.

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO01	Understand metaphysical poetry and its characteristics.
CO02	Further understand romantic poetry in literature.
CO03	Identify techniques used in Victorian poetry.
CO04	Relevance and deep understanding of symbolism in poetry.
CO05	Appreciate modernistic approach towards poetry.

Course Name: Drama II

Credits: 4

Syllabus

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Drama II	4	0	0	4	4

Course Learning Objectives (CLOs):

CO1	This course will teach the different genre of dramas.
CO2	Both comedy and tragedy will be taught along with the one act plays, Renaissance dramas, Shakespearean dramas etc.
CO3	The students will learn about the differences between the Renaissance Shakespearean and Non – Shakespearean drama as well as the generic differences between the tragedy and the comedy.
CO4	The main features of drama will also be taught: liberty from the unities, philosophical complexity, realistic characterization.
CO5	The students will imbibe the socio-cultural values and life skills through various dramas

Prerequisites: Drama I

Co-requisites:

Syllabus

Unit-1 Restoration Drama:

John Dryden: All For Love.

Congreve: The Way of the World.

Unit-2 Victorian Drama:

G.B.Shaw: Man and Superman

Galsworthy: Justice

Unit-3 Modern Drama:

Ibsen: A Doll's House

Bertolt Brecht: The Caucasian *Chalk Circle*

Unit-4 Modern Drama II

Oscar Wilde: The Importance of Being Earnest

Samuel Becket: Waiting for Godot

Unit 5-Indian Drama:

Girish Karnad: Tuglaq

Mahesh Dattani: Tara

Books Recommended:

Frederick Lumley: Trends in 20th Century Drama.

Allardyce Nicoll: British Drama.

Raymond Williams: Drama from Ibsen to Eliot.

O.P.Budholia: Critical Essays on Indian English Literature.

References:

Humor in Eighteenth- and Nineteenth-Century British Literature: A Reference Guide. By Don L. F. Nilsen
Greenwood Press, 1998

King, Bruce (Ed.). 1968. "All for Love": A Collection of Critical Essays.

Engle wood Cliffs, NJ: Prentice-Hall

Zwicker, Steven N. (Ed.). 2004. The Cambridge Companion to John Dryden. Cambridge: Cambridge UP.

Daiches, David. Introduction: Women and Marriage in Victorian Fiction. Jenni Calder. London: Thames and Hudson (1976).

Duba, Frank (2005), 'The Genuine Pulpit Article': Shaw's Prefatorial Practice and the Preface to "Man and Superman", Shaw, Vol. 25.

Shaw's Integral Theatre" in A Collection of Critical Essays Wilson Knight

Knight, Wilson. "Shaw's Integral Theatre" in A Collection of Critical Essays. Ed. J.R. Kaufmann. New Jersey: Prentice-Hall, 1965. PP.119-129. Print.

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO1	Examine restoration drama and its various themes dealt in.
CO2	Analyze and appreciate Victorian drama and its nuances.
CO3	Assess the stylistic features of modern drama.
CO4	Evolving literature through drama since the early era.
CO5	Differentiating dramas in the intercultural context with special reference to Indian dramatics

Course Name: Fiction II

Credits: 4

Syllabus

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Fiction II	4	0	0	4	4

Course Learning Objectives (CLOs):

CO1	This course will teach the different genres of dramas.
CO2	Both comedy and tragedy will be taught along with the one act plays, Renaissance dramas, Shakespearean dramas etc.
CO3	The students will learn about the differences between the Renaissance Shakespearean and Non –Shakespearean drama as well as the generic differences between the tragedy and the comedy.
CO4	The main features of drama will also be taught: liberty from the unities, philosophical complexity, realistic characterization.
CO5	The students will imbibe the socio-cultural values and life skills through various dramas

Prerequisites: Fiction I

Co-requisites:

Syllabus**Unit-1 Pastoral Novel:**

Thomas Hardy: Tess of the D'urbervilles

Unit-2 Tragic Novel

Franz Kafka: Metamorphosis

Emile Bronte: Wuthering Heights

Unit-3 Psychological Novel:

Virginia Woolf: To the Lighthouse.

Fyodor Dostoevsky: Crime and Punishment.

Unit-4 Dystopian Novel

George Orwell: 1984

Aldous Huxley: Brave New World

Unit-5 Novel in Verse

Vikram Seth: The Golden Gate

Books Recommended:

Sisir Chattopadhyaya: The Technique of the Modern English Novel.

A.S.Collins: English Literature of the 20th Century.

Arnold Kettle: An Introduction to the English Novel.

David Daiches: The Novel and the Modern World.

Dorothy Van Ghent: The English Novel Form and Function.

Ian Watt: The Rise of the Novel.

Sisir Chatterjee: Problems in Modern English Fiction.

Katherine Lever: The English and the Reader.

Wilbur L.Cross: The English Novel.

David Cecil: Early Victorian Novelists.

S.S.Narula: Galsworthy and the English Novel.

References:

French, Christy Tillery. "Literary Fiction vs Genre Fiction". AuthorsDen.

Hudson, William Henry . An Outline History Of English Literature. Paperback – 2011

Bugden, Frank. James Joyce and the Making of Ulysses. Bloomington Indiana University Press.

Bayley, John. An Essay on Hardy. Cambridge. 1978

Abel, Elizabeth. Virginia Woolf and the Fictions of Psychoanalysis. Paperback ed. Chicago: The University of Chicago Press, 1993. Print.

Carr, Helen. "Virginia Woolf, Empire and race." The Cambridge Companion to Virginia Woolf. Ed.

Susan Sellers. 2nd ed. Cambridge: Cambridge University Press, 2010. 197-213. Print

Bakhtin, Mikhail: "The Idea in Dostoevsky's Works". Bloom's Bio Critiques: Fyodor Dostoevsky. Ed.

Harold Bloom. Philadelphia: Chelsea House Publishers, 2005

George Orwell: 1984

Trawick, Leonard M., III. "Sources of Hazlitt's 'Metaphysical Discovery.'" Philological Quarterly

Course Outcomes (COs):**After completion of this course the students shall be able to:**

CO₀₁	1. Understand the characters, setting and themes of a novel.
CO₀₂	2. Analyze the various elements of a tragedy along with the plot and themes.
CO₀₃	3. Penetrating the psyche of an author through the novel.
CO₀₄	4. Assess issues such as alienation and dystopia of various authors.
CO₀₅	5. Recognize various aspects of novel in the verse.

Course Name: Prose II**Credits:4**

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Prose II	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO1	To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society.
CLO1	To understand the principles of interdisciplinary study with regard to the three disciplines mentioned.
CLO3	The students will have achieved a basic understanding of the common principles underlined these disciplines will have been established.
CLO4	A basic understanding of the interdisciplinary approach of the philosophies of literature and politics
CLO5	To introduce politics, literature and philosophy writings in this arena of English writing, how journals and writings play their role in literary status of the society.

Prerequisites: Prose I**Co-requisites:**

Syllabus

Unit-1 Travelogues and Memoirs

D H Lawrence: Sea and Sardinia

Ernest Hemingway: A Moveable Feast

Unit-2 Biographies and Autobiographies

Boswell: The Life of Dr. Johnson (1791)

Malcolm X: The Autobiography of Malcolm X

Unit-3 Essays I

Goldsmith: The Man in Black. 1760

Charles Lamb: New Year's Eve, A Bachelor's Complaint Against the Behaviour of Married People. 1823

Unit-4 Essays II

A.G. Gardiner: On the Rule of the Road, In Defence of Laziness. 1915

Robert Lynd: Back to the Desk., The Pleasures of Ignorance. 1915

Unit-5 Essays III

G.K. Chesterton: On Running after One's Hat, Patriotism and Sport. 1900

George Orwell: "Reflections on Gandhi", "You and the Atomic Bomb" 1945

Books Recommended:

R.P. Tiwari (ed): A.G. Gardiner: Selected Essays.

Stuart Hodgson: A.G. Gardiner.

G.S. Fraser: The Modern Writer and His World.

(From Everyman's Edition of Boswell's

Life of Dr. Johnson. London: J.M. Dent 1958 Vol. I, Introductory (pp 5-11).

References:

Arora S.N., 1996. A.G. Gardiner and His Selected Essays. Student Store, Bareilly. 4)

Athwale K.N., 1926. Lokhitwadi aanchal Charitra [Biography of Lokhitwadi]. Chitrashala Press, Pune.

Freud, Sigmund. The Interpretation Of Dreams (1900). Tr. A.A. Brill. New York: Macmillan, 1913.

Lucas, E.V. (Ed.) The Works of Charles And Mary Lamb. London: Methuen and Co., 1905.

Morpurgo, J.E. (Ed.) Charles Lamb: Selected Writings. New York: Routledge, 2003.

Charles Lamb and His Friends. By Will D. Howe Bobbs-Merrill, 1944

Johnson, Samuel. Johnson Prose Poetry, with Boswell's Character, Macaulay's Life and Raleigh's Essay (Classic Reprint) Hardcover

Blamires Harry, 1982. Macmillan History of Literature – Twentieth Century English Literature.

Macmillian Press Ltd. Hong Kong.

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO1	Differentiate and relate different varieties of prose
CO2	Understand short stories in prose writing.
CO3	Appreciate journals and diaries as a part of nonfiction.
CO4	Examine Political and Social Writings socio-historic and cultural context.
CO5	Understand philosophical writings through various philosophers.

Course Name: Critical Theory II

Credits: 4

Prerequisites: Critical Theory I

Co-requisites:

Syllabus

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Critical Theory II	4	0	0	4	4

Syllabus

Course Learning Objectives (CLOs):

CLO01	To introduce students to aspects of the histories of literary criticism and theory.
CLO02	To help students understand critical and theoretical influences on literary studies.
CLO03	Be able to define key theoretical concepts and to apply a range of critical theories in their interpretation of the texts.
CLO04	Discuss the emergence of literary theory and criticism apply the theories to the analysis and criticism of works of literature.
CLO05	Compare and contrast major trends within literary theory of the 20th century

Unit 1

Indian Poetics

Bharat Muni -On Natya and Rasa: Aesthetic and Dramatic Experience

Anandvardhan –Dwani Theory: Structure of Poetic Meaning

Unit 2

Aristotle: Poetics (Butcher's Translation)

Longinus: On the Sublime

Unit 3

John Dryden: An Essay on Dramatic Poesy

Dr. Johnson: Preface to Shakespeare

Unit 4

Eliot: Tradition and Individual Talent, The Function of Criticism

Ronald Barthes: The Death of Author

Unit 5

William Wordsworth: Preface to Lyrical Ballads

Coleridge: Biographia Literaria Chapters XII XIV and XVIII

References:

Narasimhaiah, C.D. (1988). Raja Rao . Arnold Heinemann: New Delhi, 1988. Print.

Rao, Raja (2001). Kanthpura . Orient Paperbacks: New Delhi, 2001. Print.

Walse, William (1978). "The Big Three", India writing in English. Orient Longman: New Delhi, 1978. Print.

Nissim Ezekiel, Collected Poems: 1952-1988, New Delhi: Oxford University.

OShiv K. Kumai", "Pilgrimage", anthologized in R. Paithasathy, ed. Ten Twentieth Century Indian Poets, New Delhi: Oxford University Press,

Eunice de Souza, "de Souza Prabhu", anthologized in Arvind Krishna Mehrotra, ed.

The Oxford India Anthology of Twelve Modern Indian Poets, New Delhi:

Oxford University Press, 1992, Allen, Walter. The English Novel. London: Harmondsworth, 1954. Print.

Suggested Reading:

Singh, Pramod Kumar. Major Indo-English Novelists and Novels. Jaipur: Sublime Publications, 2001. Print.

Kapil Kapoor : Critical Theory

R.S. Pathak : Literary Theory

Charusheel Singh : Literary Theory, Linear Configurations

Butcher (tr.) : Aristotle's Poetics

13Scott James : The Making of Literature

David Daiches : Modern Criticism and Theory : A Reader (Long man)

A. H. Giltbert : Literary Criticism Plato to Dryden.

T. Eagleton: Literary Theory an Introduction (Blackwell Oxford, 1983)

Course Outcomes (COs):**After completion of this course the students shall be able to:**

CO01	The broad development of literary theory from the early twentieth century to the present.
CO02	Differences and similarities between several theories and critical schools.
CO03	Some key concepts of individual theories and how theory has been applied to literary analysis and its use when reading and analysing literature.
CO04	Developed the ability to read, contextualize, and compare primary material by different literary theorists.
CO05	Write formal and informal responses to literary and critical theory that demonstrate engagement, reflective thought, effective inquiry and perception of patterns in language features.

Course Name: Introduction to Research Methodology

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Introduction to Research Methodology	2	0	0	2	2

CLO01	Identify the role and importance of research in the social sciences for the systematic research conduction.
CLO02	Finding and discussing the issues and concepts salient to the research process and understand the basic techniques and tools for conducting research.
CLO03	Knowing the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing in a research project.
CLO04	Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.
CLO05	To develop contents and organization of both - written report and oral presentation for which the research study was done.

Co-requisites: NIL, **Pre-requisites:** NIL**Unit-I**

Meaning, objectives, significance, types, characteristics and limitations of Research, Reading and Paraphrasing: Reading Comprehension, Reading, and comprehension and SQ3R reading.

Unit II

How to make a synopsis, Chapterization, paraphrasing, plagiarism, making a hypothesis paraphrasing, Precis, plagiarism

Unit III

Report Writing: features and importance of report writing, Formats and Elements of report writing, writing abstracts/summary of a report, writing a synopsis, Hypothesis and Chapterization

Unit IV

Meaning and types of data collection, writing References and Bibliography. MLA handbook latest edition, formatting, proof reading, page setting.

UNIT V

Speaking and Presentation Skills: Oral Presentation, audience awareness, preparation and presentations through PPTs, audio-visual aids

Textbooks:

Rai U S, Rai SM. Effective Communication. Himalaya Publishing House.

Nunan, D. Research Methodology in Language Learning. Cambridge: Cambridge University Press, 1995.

Publication Manual of the American Psychological Association. Washington, DC.: APA, 2002

Swales, J.M. and Feak, C. Academic Writing for Graduate Students: Essential Issues and Skills. University of Michigan Press, 1994.

Raman, Meenakshi and Sharma, Sangeeta. Technical Communications: Principles and Practices (with DVD). 2nd Edition. Delhi: Oxford University Press, 2012.

Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd, 1985.

Krishna Mohan, Sharma R C. Business Correspondence and Report Writing. Mc Graw Hill Education, New Delhi. Fourth Edition.

Course Outcomes (COs):

After completion of this course the students shall be able to:

C2.6.1	Develop the ability to apply the methods while working on a research project work
C2.6.2	Describe and apply the appropriate methods required for a particular research design
C2.6.3	Choose the appropriate research design and develop research hypothesis for a research Project
C2.6.4	Develop a framework for research studies. Formulate research questions designed. to test, refine, and build theories.
C2. 6.5	Develop the ability to apply the skills of presentation in the field of research project work

Syllabus III Sem(ODD Sem)

Course Name : Indian Writings in English

Credit:4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Indian Writings in English	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO₀₁	To make the students aware of Indian social reformations, freedom struggle, women education and empowerment in the nineteenth century.
CLO₀₂	To develop insight into the social, political, psychological, economic and cultural issues of India.
CLO₀₃	Students would learn the artistic and innovative use of language employed by the Indian writers.
CLO₀₄	Understand the values and develop human concern through exposure to Indian English literature.
CLO₀₅	To appreciate and understand literary concepts and the underlying aesthetics of Indian Writings in English

UNIT I

Mulk Raj Anand: Untouchable

Raja Rao: Kanthapura

UNIT II

Sri Aurobindo : Savitri – Book I, Canto I

N. C. Choudhary: The Autobiography of an Unknown Indian

UNIT III

R K Narayan: The Guide

Nissim Ezekiel: Enterprise, Poet, Lover and Birdwatcher, Night of Scorpion

UNIT IV

Shashi Deshpande: The Dark Holds No Terror

Shashi Tharoor: The Great Indian Novel

UNIT V

Vijay Tendulkar: Kanyadaan

Mahesh Dattani: On a Muggy Night in Mumbai

References:

Narasimhaiah, C.D. (1988). *Raja Rao*. Arnold Heinemann: New Delhi, 1988. Print.

Rao, Raja (2001). *Kanthapura*. Orient Paperbacks: New Delhi, 2001. Print.

Walse, William (1978). "The Big Three", *India writing in English*. Orient Longman: New Delhi, 1978. Print.

Nissim Ezekiel, Collected Poems: 1952-1988, New Delhi: Oxford University.

Shiv K. Kumai", "Pilgrimage", anthologized in R. Paithasathy, ed. Ten Twentieth Century Indian Poets, New Delhi: Oxford University Press,

Eunice de Souza, "de Souza Prabhu", anthologized in Arvind Krishna Mehrotra, ed.

The Oxford India Anthology of Twelve Modern Indian Poets, New Delhi: Oxford University Press, 1992,

Agrwal, Beena, Mahesh Dattani's Plays: A New Horizon in Indian Theatre, Jaipur: book enclave, 2011.

Deshpande, Shashi: The Dark Holds No Terrors. Vikas Publishing House, Pvt. Ltd. New Delhi, 1980.

Reddy, Sunit Y.S. A Feminist Perspective on the Novels of Shashi Deshpande. New Delhi: Prestige, 2001

Sharma, Diksha. "Shashi Tharoor's Novels: A Postcolonial and Postmodern Perspective." B.R. Publishing Corporation Delhi, 2013.

Allen, Walter. The English Novel. London: Harmondsworth, 1954. Print.

Singh, Pramod Kumar. Major Indo-English Novelists and Novels. Jaipur: Sublime Publications, 2001. Print.

Course Outcomes (COs):

After completion of this course the students shall be able to:

CO₀₁	Acquaintance of the history of Indian English literature in the pre and post- independence era.
CO₀₂	Better understanding of significant cultural and societal issues presented in Indian English literature.
CO₀₃	Refined moral and spiritual values in practical life.
CO₀₄	Enhanced understanding social evils and means to eradicate them.
CO₀₅	Realizing the beauty of Indian culture and how it is reflected in Literature.

Course Name: Linguistics & Stylistics

Credit: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Linguistics & Stylistics	4	0	0	4	4

Course Objectives:

CO1	To demonstrate an understanding of the principles of stylistics as a discipline
CO2	To demonstrate an understanding of new developments in the field of stylistics, particularly in the quantitative study of textual variation
CO3	Establish a thorough command of English and its linguistic structures.
CO4	Scrutinize the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.
CO5	Recognize and designate the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought.

Prerequisites: nil**Co-requisites:****Syllabus**

UNIT-1. Linguistics: Linguistics, its Definition, Branches of Linguistics. Characteristics of language , Nature and Properties of language, Language as a system of communication, Human language and Animal communication, Language as a system of systems, standard and non-standard language, dialect, register, slang, pidgin, Creole. Synchronic, Diachronic, and Historical Linguistics. Language borrowing, Influence of Foreign Languages on English- Latin, French, Scandinavian, Indian.

UNIT-2. Orientation/Basics of Stylistics: Stylistics: The nature and scope of stylistics. A brief history of stylistics: Rhetoric to Present day. Strengths and limitations of stylistics. Stylistics of Poetry - The concept of poetic diction, The concept of poetic license, Figures of speech/poetic devices, Figurative language (e.g. metaphor, symbolism, imagery, irony, paradox, tautology)

Creativity in the use of Language: The concept of Foregrounding, Different types of Repetition, Parallelism, Different types of Deviation

UNIT-3 Phonetics: Organs of Speech, The Speech Mechanism, Classification and Description of Speech Sounds, Consonants and Vowels. International Phonetic Alphabet, Phoneme, Allophones, Syllables.

UNIT 4: Narrative Techniques: a) Narrators and narration: addresser – addressee relationships. Use of authorial comment, dialogue, free indirect discourse, stream of consciousness, soliloquy. Histoire, discourse / story, discourse / story , text, narration; Text and time; Character, Setting, Point of view. Authorial commentary on the events: implicit; overt.

Unit 5: Discourse analysis: Cohesion: Logical and other links between sentences (e.g. subordinating and coordinating conjunctions , linking adverbials), Cross-referencing by pronouns, Ellipsis, Lexical cohesion: reiteration and collocation, Literary cohesion through reported speech , authorial comments in fiction.

Coherence: sequence, segmentation, salience; structure of written discourse, structure of conversation, including speech acts. Given and new information. Presupposition. cooperative principle.

Text Book :

Bradford ,Richard. Stylistics . London and New York : Routledge, 1997

Cummings, M. , Simons, R.. The Language of Literature : A stylistic introduction to the study of literature. London : Pergamon,1983

Fowler ,Roger. Style and Structure in Literature .Oxford : Blackwell, 1975

References Books:

Gimson,A.D. Introduction to the Pronunciation of English, U.K. : Edward Arnold, 1964 (2nd ed) , London : ELBS, 1974

Leech .G.N., Deuchar, M. and Hoogenraad, R. English Grammar for Today: A new introduction. London : Macmillan, 1973

Leech G.N. A Linguistic Guide to English Poetry . London: Longman, 1969

Leech G.N. and Short ,M.H. Style in Fiction . London: Longman, 1981

Lodge ,David. Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel. London: Routledge, 1966

Narayan , Meenakshi (ed) . Functional Stylistics : An analysis of Three Canadian Novels. Bombay: SNDT, 1994

Course Outcomes:

CO01	Students will be accustomed with the nature of stylistics, its scope and the style of language usage in various contexts, both linguistic and situational.
CO02	Intellectual skills with ability to enhance thinking and feeling about language through a more qualitative and emotive approach.
CO04	It enables the students to apply some of the concepts learnt to the texts covered in the course in the field of Stylistics.
CO05	Students should have a fair knowledge of English language involving the knowledge of adequate English vocabulary, structures and spellings. They should have their mental development of the level that they arrange ideas in a sequence.

Course Name: Post Colonial Literature I

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Post Colonial Literature I	4	0	0	4	4

Course Learning Objectives (CLOs):

CLO1	To acquaint the students with the contours of postcolonial literatures.
CLO2	Supplement students' understanding of post-colonial criticism with relevant texts.
CLO3	Develop students' ability to analyze postcolonial elements in literary pieces.
CLO4	Enable students to distinguish between different postcolonial perspectives.
CLO5	To acquaint the students with writing style authors of postcolonial literatures.

Prerequisites: nil

Co-requisites:

Syllabus

UNIT I

Patrick White: Voss

Chinua Achebe: Things Fall Apart

UNIT II

Miles Franklin: My Brilliant Career

Frantz Fanon: *The Wretched of the Earth*

UNIT III

V.S Naipaul: A House of Mr. Biswas

Margaret Atwood: The Handmaid's Tale

UNIT IV

Jean Rhys: Wide Sargasso Sea

Toni Morrison: The Bluest Eye

UNIT V

Alice Walker: The Color Purple

Michael Ondaatje: The English Teacher

Recommended reading:

1. The Cambridge history of African and Caribbean Literature 2 Vols. Cambridge History of Australian Literature 2 Vols. Cambridge History of American Literature 2 Vols. Cambridge History of British Literature 2 Vols. Cambridge History of Canadian Literature 2 Vols. Cambridge History of Chinese Literature 2 Vols. Cambridge History of European Literature 2 Vols. Cambridge History of Indian Literature 2 Vols. Cambridge History of Japanese Literature 2 Vols. Cambridge History of Latin American Literature 2 Vols. Cambridge History of Middle Eastern Literature 2 Vols. Cambridge History of Russian Literature 2 Vols. Cambridge History of South Asian Literature 2 Vols. Cambridge History of Southeast Asian Literature 2 Vols. Cambridge History of the Americas 2 Vols. Cambridge History of the British Isles 2 Vols. Cambridge History of the Caribbean 2 Vols. Cambridge History of the Middle East 2 Vols. Cambridge History of the United States 2 Vols. Cambridge History of the World 2 Vols. Cambridge History of the World Literature Series. (London: Heinemann, 1978).
2. Margaret Atwood, Survival: A Thematic Guide to Canadian Literature (Southport: McClelland and Stewart, 1972).
3. Bill Ashcroft, et al, eds., The Post-Colonial Studies Reader (London and New York: Routledge, 2006)
4. Pierrette Frickey, Critical Perspectives on Jean Rhys (Washington DC: Three Continents Press, 1990).
5. G. D. Killam, The Novels of Chinua Achebe. Studies in African Literature Series. (London: Heinemann, 1978).

Course Outcomes: After this course the students will be able to:

CO1	Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments.
CO2	Be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues.
CO3	Critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.
CO4	Think critically about these texts in relation to postcolonial theories.
CO5	Contextualization of these works in their larger cultural contexts.

Course Name: Post Colonial Literature II

Credits :4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Post Colonial Literature II	4	0	0	4	4

Course Objectives:

CLO1	Classify the major genres in Post-Colonial Literature
CLO2	Identify the unique features of Post-Colonial Literature
CLO3	Identify major literary figures in Post-Colonial Literature
CLO4	Discuss major class/caste issues in the context of colonialism
CLO5	Analyze post and pre effects of colonisation and its contemporary relevance.

Prerequisites: Post Colonial Literature I

Co-requisites:

UNIT I

Margaret Lawrence: The Stone Angel

Carol Shields: Larry's Party

UNIT II

Janet Frame: Owls Do Cry

Allen Curnow: House and Land, Time

UNIT III

J.M Coetzee: Disgrace

Joseph Conrad: Heart of Darkness

UNIT IV

Salman Rushdie: Midnight's Children

Derek Walcott: Dream on Monkey Mountain

UNIT V

GayatriSpivak: Can the Subaltern Speak?

Homi Bhabha: Concepts of Ambivalence and Hybridity

Text and Recommended Readings:

John McLeod, *Beginning Postcolonialism*, Manchester and New York: Manchester University Press, 2000.

Ania Loomba, *Colonialism/Postcolonialism*, London and New York: Routledge, 1998.

Rumina Sethi, *The Politics of Postcolonialism: Empire, Nation and Resistance*, London: Pluto, 2011.

Robert J. C. Young, *Postcolonialism: A Very Short Introduction*, Oxford: Oxford University Press, 2003.

Leela Gandhi, *Postcolonial Theory*, Oxford: Oxford University Press, 1988.

Rajeswari Sunder Rajan (ed.), *The Lie of the Land: English Literary Studies in India*, Delhi: Oxford University Press, 1992.

Benedict Anderson, *Imagined Communities*, London: Verso, 1983.

Rumina Sethi, *Myths of the Nation: National Identity and Literary Representation*, Oxford: Clarendon, 1999.

Course Outcomes: After this course the students will be able to:

CO ₀₁	Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments.
CO ₀₂	To compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues.
CO ₀₃	Evaluate critical arguments and assumptions about postcolonial literature, texts, and modes of interpretation.
CO ₀₄	Think critically about these texts in relation to postcolonial theories.
CO ₀₅	Contextualization of these works in their larger cultural contexts.

Course Name: Creative Writing

Credits: 4

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
Creative Writing	4	0	0	4	4

Course Learning Objectives(CLOs):

CLO1	To Understand the need of creative writing for future perspectives and to give shape to their thoughts and emotions.
CLO2	To learn craftsmanship in writing via rich vocabulary, genre and apt use of this creativity professionally.
CLO3	To experiment with different writing styles, tones, and literary devices, enabling writers to find their unique voices.
CLO4	To nurture creativity, encourage self-expression, and help students develop essential communication and analytical skills such as editing, proofreading etc.
CLO5	To make students learn the art of condensation as well as illustration as per need.

Prerequisites: nil

Co-requisites:

Unit 1. Significance and Need of Creative Writing

Definition, Need, Ways of portraying. Types of writing: Expository, Descriptive, Narrative persuasive and Creative.

Unit 2. Craftsmanship in Writing

Vocabulary Building, figurative language, rhyme scheme, rhythm, language and Style, and Narrative Techniques, setting, plot, characters and character types,

Unit 3. Various Modes of Creative Writing

Poetry, Plays, Movie and television scripts, dialogue writing, autobiography. Prose writing - Blogs, novels, novellas, short stories, Children's Literature, adventure stories, Speeches, Content writing, Memoirs.

Unit 4. Writing for the Media

Persuasive writing, news story, descriptive writing, Print Media, Electronic, Digital media and Advertising Agencies, Reviews of books, editorials, Newspaper Articles, Drafting Classified, Obituaries.

Unit 5. Preparing for Publication

Art of condensation, paraphrasing, noting, drafting, editing, proofreading.

Recommended Books:

Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents.

Suggested readings:

M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents. 38 38

L. Hamp-Lyons and B. Heasley: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.

R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London.

Elementary English Grammar (2nd edition). Cambridge University Press. Murphy, Raymond. 1994.

Intermediate English Grammar (2nd edition). Cambridge University Press. Hewing's, Martin. 1999.

Course Outcomes: After this course the student will be able to:

CO ₀₁	To recognize the necessity of imaginative compositions and nuances in writing for future perspectives and to give shape to their thoughts and emotions.
CO ₀₂	Draft suitable content and will display craftsmanship in writing via rich vocabulary, genre and apt use of this creativity professionally.
CO ₀₃	Experiment with different writing styles, tones, and literary devices, enabling writers to find their unique voices.
CO ₀₄	Nurtures creativity, encourages self-expression, and helps students develop essential communication and analytical skills such as editing, proofreading etc.
CO ₀₅	Demonstrate the art of condensation as well as illustration as per need.

Course Name	Hours per Week			Total	
	L	T	P	Hrs.	Credits
ENGLISH GRAMMAR	4	0	0	4	4

Course Learning Objectives:

CO1	Understand and remember the significance of English grammar
CO2	Analyze the grammatical system and appreciate the new approaches to grammar
CO3	Prioritize the classification of grammar in detail.
CO4	Gain competency in grammar.
CO5	Scrutinize the structure and evolution of English words.

Prerequisites: nil**Co-requisites:****Syllabus****Unit I Parts of Speech and Sentence and their parts**

Parts of speech, Open and closed word classes, Noun, Pronoun, Verb, Adverb, Adjectives, Preposition, Conjunction, Interjection, Grammatical notations, Form and Function.

Unit II Vocabulary Enhancement

Spelling Rules, Verbs regular irregular, Idioms, Proverbs, Phrasial Verbs, Homonyms, Homophones, Prefix, Suffix, Ambiguous words, Jargons.

Unit III Tenses and Their Usages

Tenses- Present, Past and Future and their types, Conditional Sentences,

Direct and Indirect Speech, Active and Passive Voice, Modals.

Unit IV Phrases

Classes of Phrase, Main and subordinate phrases, Noun phrases and related phrase classes,

The Adjective phrase and the adverb phrase, The verb phrase Classes of Phrase,

Main and subordinate phrases.

Unit V Clauses Subordination and Coordination

Elements of the clause, Complex sentences, The structure of Finite and non-finite clauses, Subordinate clauses, The function of subordinate clauses, Declarative, interrogative and imperative clauses, Active and Passive Clauses.

Reference Book:

Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad, *English Grammar for Today* Macmillan 1987
Joseph KV *English Grammar and Usage* McGraw Hill 2013
Raymond Murphy *Intermediate English Grammar* Cambridge University Press 1999.
Wren and Martin. *English Grammar and Composition*. S Chand & Company. New Delhi
Hewings, Martin. *Advanced English Grammar*. A self study reference and practice book for advance South Asian Students. Cambridge University. Noida.

Suggested Reading:

A.S. Hornby: *A Guide to Patterns and Usage*
CIEFL - Material on Morphology and Phonology from the Distance Education Dept.
George Yule: *The Study of Language*, CUP (ELBS)
Geoffrey Leech: *English Grammar for Today* (Longman)
Praveen K Thaker: *Appreciating English Poetry: A Practical Course and Anthology*, Orient Lognman, 1999

Course Outcomes:

CO ₀₁	Students will be accustomed with the nature of grammar, its scope and the style of language usage in various context.
CO ₀₂	Intellectual skills with ability to enhance thinking and feeling about language through a more qualitative and emotive approach.
CO ₀₃	Students will be able to develop relevance of functional grammar in reading and writing.
CO ₀₄	To provide the broad base understanding of structure of sentences and order of words.
CO ₀₅	Students will be able to demonstrate knowledge and understanding of essential vocabulary.

Faculty and Support Staff: The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions exclusively for ODL mode. The course material prepared by the CDOE faculty is at par with the regulations 2020.

List of Faculty associated with M.A.-English program is as follows: -

Sr. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1	Dr. Prachi Sathe	Assistant Professor	Full-Time	Ph.D	English literature
2	Dr. Ranubala Marothiya	Assistant Professor	Full-Time	Ph.D	English literature
3	Dr Anisha Jain	Assistant Professor	Full-Time	Ph.D	English literature

Instructional Delivery Mechanism:

The ODL of Medicaps University follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of the University is very specific and at the same time different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

x 1 x1

Structured SLMs are provided in digital format, adhering to guidelines regarding clarity, modularity, learning objectives, activities, and self-assessment components.

The materials include:

- e-Content
- PDF units/modules
- Practice questions and summaries

Semester-I							
S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	Poetry I	CO	4	30	70	100	https://onlinecourses.nptel.ac.in/noc25_hs149/preview
2	Drama I	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs55/preview
3	Fiction I	CO	4	30	70	100	https://onlinecourses.nptel.ac.in/noc25_hs111/preview
4	Prose I	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs30/preview
5	Critical Theory I	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs66/preview
6	Introduction to Computers	Q	0				
Total			20	150	350	500	

Semester-II

S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	Poetry II	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs55/preview
2	Drama II	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs55/preview
3	Fiction II	CO	4	30	70	100	
4	Prose II	CO	4	30	70	100	
5	Critical Theory II	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs31/preview
6	Introduction to research methodology	SE	2	30	70	100	https://onlinecourses.swayam2.ac.in/aic21_ge02/preview
Total			22	180	420	600	

Semester-III							
S. No.	Course Name	Category	Credit	Continuous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	Linguistics and Stylistics	CO	4	30	70	100	https://onlinecourses.nptel.ac.in/noc25_hs118/preview
2	Indian Writings in English I	CO	4	30	70	100	https://onlinecourses.swayam2.ac.in/cec26_hs30/preview
3	Elective-1	EL	4	30	70	100	onlinecourses.swayam2.ac.in/cec25_hs129/preview

4	Elective-2	EL	4	30	70	100	https://onlinecourses.swayam2.ac.in/aic21_ge24/preview
5	Research Paper Writing	AE	2	30			https://onlinecourses.swayam2.ac.in/ntr25_ed81/preview
Total		18	150	280	430		

Semester IV							
Sr No	Course Name	Category	Credit	Continous Assessment Marks	Term End Exam Marks	Grand Total	
				Max. Marks	Max. Marks		
1	Elective-3	EL	4	30	70	100	onlinecourses.swayam2.ac.in/cec25_hs129/preview
2	Elective-4	EL	4	30	70	100	https://onlinecourses.swayam2.ac.in/nou25_hs65/preview
3	Dissertation	AE	12	30		100	
Total			20	90	140	300	

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

There will be 6 counseling/ contact classes in face-to-face mode of two hours each for a course of 4 credits in case of 2 credit course contact hours required 6 hours. The counseling sessions / face to face contact classes will be held on the campus of the University on Saturdays and Sundays.

C. Medium of Instruction

Medium of Course Instruction: English

Medium of Examination: English

Student Support Systems

Universities Study Centres or Learner Support Center shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non- academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counseling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students of distance mode.

At present the university has only one study center on the campus. The institution is not promoting any study centers outside the campus. All student support services will be provided to the students through a single window method/mode onsite and online.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation

Admission Process

Admission to the M.A. (English) Programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, CDOE shall retain the right to cancel any admission at any point in time if any irregularity is found in the admission process, eligibility etc..

Maximum Duration

- A. The maximum duration of the M.A. (English) Programme is four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- B. The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

Any Graduate from a recognised university is eligible for admission into M.A. (English) programme.

Fee Structure

Name of the Program	Degree	Duration	Year	Tuition Fee/Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (English)	PG	2 to 4 Years	1	18000	2000	20000
			2	18000	2000	20000
Total						40000

Activity Schedule

S. No.	Name of the Activity	Tentative months schedule (specify months) during year			
		From	To	From	To
1	Admission	Jul	Sep	Jan	Mar
2	Assignment submission (if any)	Sep	Oct	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Apr	May
4	Examination	Dec		Jun	
5	Declaration of Result	Jan		Jul	
6	Re-registration	Jul		Jan	
7	Distribution of SLM	Jul	Sep	Jan	Mar
8	Contact Programmes (counseling, Practicals.etc.)	Sep	Nov	Mar	May

Credit System

MU, ODL proposes to follow the 'Credit System' for most of its programs. Each credit amounts to 24 hours of study comprising all learning activities. Academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of programme	Credits	Name of programme	Level of programme
2 to 4 Yrs.	80	M.A. (English)	Master's Degree

Assignments

Distance Education learners have to depend much on self study. To ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions. The Assignment Question Papers will be uploaded to the website within a scheduled time and the learners shall be required to respond to them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components:

A. Continuous Evaluation in the form of assignments (weightage 30%): This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator of the Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage 70%)

C. Library Resources

The library of MU aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Centre of Distance Education of MU has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio

Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

(viii) Cost estimate of the programme and the provisions:

Name of the Program	Degree	Duration	Year	Tuition Fee/ Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (English)	P G	2 to 4 Years	1	18000	2000	20000
			2	18000	2000	20000
Total						40000

The Initial expenses have been done by the Medicaps University in terms of provision of infrastructure, manpower, printing of self-study material and other. The University intends to allocate expenses out of the total fee collection as per following details:

- a) SLM Development and Distribution : 20%
- b) Postal Expense : 10%
- c) Salary and other administrative expenses : 60%
- d) Future development : 10%

Once the programs are launched, the allocation of fees collected from them should be planned in accordance with the guidelines set by the University Grants Commission (UGC).

D.Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance Council is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance Council would be following:


- 1) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To maintain quality in the services provided to the learners.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative


improvement.

- 7) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 8) To facilitate the implementation of its recommendations through periodic reviews.

- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Council for Internal Quality Assurance.
- 21) It will be mandatory for CIQA to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of the report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (English) programme of Medicaps University in ODL mode, students will exhibit knowledge, skill and general competence with scientific aptitude and innovation. After completion of M.A (English) programme, students will pursue further studies in MPhil, PhD, Competitive exams for roles in academia, research, and jobs in government sectors.


Prof. (Dr.) A A Koser
HoD - Department of Languages


Prof. (Dr.) A A Koser
Dean – Faculty of AHSS

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M 2 mm 1

$$Z = QV$$

M 7 ‘
– Z ‘

M 7 A

2	M 7	M
	U	+
	k	A

	Q	+
	A	A
		+

L m m
 M v A
 z ' 5 g - L + -L+
 U A Q U
 U - A 5 A -
 A A Q
L m
 - - 5
 f - z ' 5 '
 f - Q
L mm h M A
 z
 ' - 5 '
 f g
L m m
 k - U k
 M 5 ' -
L i m 1
 g A Q
 M
 '

L
 1. L -t O z L U
 - - - ' j
 2. L -L z L A M - z ' z g
 j
 3. M z t - z A ' j

4. Q f _ - z ' j

M 2 7 L
1 Qx

M 7 ‘

‘

M 7 A

M 5	M
M7 +	+
M7 U	U
M7 Q	Q
M7 Q	Q
M7 U	U

L mm

U

z

5L j

M

‘

L mm

L

f

‘

A

‘

A

v

z

L mmi

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g

M

g

z

L m x

k

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v
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v

L 7 -

5 -

M U

M 5

L

1. _ - ' ' A s 5 L '

j 0 Q

2. _ - ' z z 5 ' - Q

A ' j k ' v

3. v f 5 L z g j 0

4. - + 5 L ' M ' z g j

' M v

M 2 1 1

1 Qx

M 7

,

z

M 7 A

2	M 7	M
	U	+
	U z z	A
	Q	A
	Q	A
	U	+

L mm

O - z z
 z U -
 ' ' Q -
 z 5 z -
L mm- 1
 ' 0 ' Q ' Q v
 M L ' ' Q
L mm- Q
 M ' -
 ' ' z
 Q M z k
L m - 1
 z M A
 - ' ' -
 ' - Q z
L U 1
 z U M -
 z
 A

L

1. L f ' - z
2. z z ' t '
3. f z -
4. z z - - 0 z

M 2 U1
1 Qx

M 7

U z

U z

M 7

2	M 7	M
	U	+
	U	A
	k z Q	A
	U	+
	k	+

L mm U
M k -
-
k z k
L Q

L mQ Q
M
A
-
z

L mm7
,
5
M +
L m 1

7 m
- -

-
 ' L
 k
 L 1 1 U m
 z z
 U
 k

1. A t ' M ' U Q z A
 - ' - j '
 2. L _ ' Q z j U '
 3. g U ' Q z ' L M
 4. z z k z 0 Q 5 + '
 5. _ Q _ j Q z Q Os s

M 2 1
 1 Qx

M 7 ' ,

M 7 ' ,

2	M 7	M
	k k	+
	U k	+
	A k	A
	U k	+
		A

L mm
 5 U - - f - z
 L
 ' Q
 L mm
 ' -

-
 ' M
 ' A M 5 L mm
 1

k j _z
 - j _z 5
 z - k L m Q

- k - z
 ' z f
 O
 L
 L m
 k g - g
 k
 ' k M
 f Qk
 - +- k k

- L
1. L L U s _ _ z ' U
 2. z v z L _ z ' z g j
 3. O A s M ' _ U 5
 4. _ _ z ' _ z '
 5. v z LA ' A _ ' z g

M 2 h 1
1 Qx

M 7

‘ f
 z

M 7 A

2	M 7	M
	U	+
	U	A
	Q	+
	U M – ‘	+
	A	A

L m2 h 1

– f f f f z
 – f z f g
 ‘ z z
 A ‘ U f z

L mm

‘ ‘ f – f ‘
 L – L L
 – ‘ – v –
 ‘ U Q

L mmM M 7 h x M 1 Lm x

‘ M U M M Q
 ‘ A M M MA' z Q g z
 f M z Lk v M z

L m M

– M – Ok ‘
 k M – 05 kA z z

‘ Q M
Q ‘ ‘
L 1 M m 1
z z M

M
O L f – M
ALMA U5/ z – – v ‘

L

1. ‘ kz f z ‘ j O Q
2. ‘ ‘ M f z – M M Q
3. M ‘ f z ‘ z g j O Q
4. t s f z ‘ z g j O Q
5. L – A – M z M f z g j

M 2 A – 1
1 Qx

M

‘ k A

M 7 A

M 5	M
Q k	+
Q f k –	A
Q	+
U	U
t ‘ A –	+

L mm M
k – A ‘ k – z g
– g – ‘ j Q
k A v ‘ k

L mh m
L ' ' z
Q ' '
k '
L mh A
' M z U z j
' L
U A z z U
k k k f k A k v M
U - Q
-
- ' t
L m A
L ' ' Q ' - s
M M
- ' s M M j -
' Q ' f - ' f -
L M ' f M - - k L
L U ' M
L - A
' ' M U f - k z z k
z
M
- MA' z L β M A ' z U '
L f k A ' j
L k A - M M
M t _ M k -ULk v L ' j
f f s k z U ' j k U
z - j _ z L U v
z - j - - U k U

M 2 1 h m
1 Qx

M 7 ‘

M 7 A

M 5	M
M5 Q	+
M5 Q k	
M5 Q z z	+
M z	
M5 Q M L M	+
M5 U O L f	+
M OLf M	
M5 U f - k	A

L mm

A k f - M f -
U Q
f k A k f -
f - -

L mmh 1 M 1

f z z z

- k z z M z k

M M M U Q Q

O-Qv MQ-v

‘ - z O-U L-U Of‘ -UO-U - -

U k -ULk k ‘

L mmh m m

f k M

M z + Q_A
 ' O' A L A f k L
 m h m m
 v k
 ' z f k
 ' U Q
 j U' f O OLf M L
 h m
 5 z L
 L k - z
 v j ' M j f M
 f f -
 M _ f A ' z -
 L
 L v z f z k ' z g j '
 M t g t t z f z k f
 -
 ' ,
 t z s ' t f - ' z g j

' U _ A
L I x
 k j -
 ' f A M A
 U - k A ' g A
 U ' f A

L

1. z A k _ ' z g j
2. - k _ ' + v v ' U
3. z M z g Q k _ j
,
4. OQt k _ v v

M 2 i l 1
1 Qx

M 7 ‘

M 7 A

2	M 7	M
	U j _z	+
	A	A
	Q	+
	k	A
		A

L m m

k g j
k f M

M
k j _z z g j _z
L mm M U
‘

M

L mm

j
- -
j j MO“ ‘ MO“ k U
‘

L m Q M m -

‘
 M
 k
 z z
 L m 7 m rh 1
 A U
 M
 Q M
 j_z
 j_z s
 -z U k_z
 L
 1. A t Q -
 k z g j U
 2. L M - g A e
 j L - '
 Q g L Q '
 U
 Q ' s f z U A Q
 M v

k

43

U k
i

L

1. - t M - z 'j k

2. M z - '

3. t s A - Q - k

+ - A M v

4. z s ' ' O s ' j

M 7 M 2 L U m M i
z - Qv
'
" g M M
M 7 A

2	M 7	M
	U - U	+
	U	+
	k L	A
	U	A
		+

L mm
 k U z
 U ‘ A ‘ Q

 M U
L mmU L
 U A z f j_z g L U
 z M_-

 M_- M_-
 M_- M_-
 M_- M_-
L mmM i
 ‘ M
 MU5
 ‘ Q k
 5 M

‘ z ‘
 ‘ k g
L m -
 - L Q - L
 L - MU5 MU5
 L L L Q
 “
 L MU5 A -UL k g -UL k
 g M g k
L L U M i
 k k L U k M
 -
 M
L

1. f AM M g ‘ ‘ ‘ ‘
2. z M- L U j
3. L U M ‘ ‘j k

M 2 i L 1
 z - Qv

M 7 ‘

g L z

M 7 A

2	M 7	M
	U g	+
	z	
	U	+
	A	A
	k k f Q	A
	A	+

L mi m 1
 k g L M
 z
 – k – k L
 g M g L ‘
L mm 1 U 1 A
 k L U
 U U ‘ v
 Q U – M U g
 k z k
L mmh Q m A
 o f Qk f f Qk z f QkU ‘ f Qk
 f Qk’ U z f
 U f Q k
 f k k 5 k f Qk
L m U m
 v U k f ‘ A
 ‘ M + ‘ M z
 ‘ U +
 ‘ ‘ + U k – ‘ A
L m
 L z ‘ o
 g A ‘ ‘ 5 ‘ _k – ‘ _k – gA’ –

gA' '

' 5 Q

' 5 k

L

s ' _ A U k z 5 + '

O Q

_ z s k 5 +

- k L M U - A L

' v O Q

- k L M U -

' U

M **2** **M** **L** **1** **M**
1 Qx
M **7** z
 M
 z
 z

‘

M **7** A

M 5	M v
M5 k	—
M5 Q	+
M5 Q	+
M5 Q k z M	+
M5 Q	A
A z ‘	

L **m**
 z
 z
 M z
 j — O U L
L **M**
 M
 M
 ‘
 j
 M
 ‘
 M

L M 1

z j
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, f s ,

L m m 1 M

z M z k z
M lz M lz M z M
A z M

QAgz A_ - ' ' A A
L A 1 - ' A
A M
z ' -

L

1. L L U s _ _ z ' U
2. z v z L _ z ' z g j
3. L _ Q z ' Q U s f M +-A
, _
4. U z s A f g M O s
s -

M 2 1
1 Qx

M 7

,

z

- M 7 A

2	M 7	M
	U	+
	Q	+
	U	A
	k -	A
	A	+

L mm 1
M

g -

L M mm Q z

- ,

L 5 - Q

L mm k - gA'

L z

L Q m k

f
U
L U -
+

L

1. j z - g L ' 0 Q
2. 0 - z ' z g j 0 Q
3. - - z ' 0 Q
4. - z ' 0 Q

M 2 Q 1
1 Qx

M 7

,

Q z

M 7 A

M 5	M v
M5 Q - '	+
-	
M5 Q	+
M5 U L	U
M5 U	U
M5 U	U

L mm 1
k - z M
U 5
f -
L mm

- ' /
 -
L mm 7
 - 5 - '
 -
 - Q
 - f z - -
 - ' - M - **L m Q**
 Q ' - f k
 - z k
 j z M M
L Q x
 Q - v ' Q -
 Q z ' k
 v f A Q M
 - M z
L
 1. Q L - z ' ' '
 2. - ' t - t M - - z
 3. - - z ' z g j
 4. Q - - - '

M 2 M h
1 Qx

7

M 7 A

M 5	M v
M5 Q M f	+
-	

M5	Q	z	+
A			
M5	+		+
M	-		
M5	U		U
M5	U	M	U
-	f	-	

L mm M h
5 M f - f -
, - U M L Q - '
Q M -
k
L m1 A
Q z A z z Q
' A z
- M L z A
L mm
A M - z z
A M f M
L m A
Q M M
QMf - 5 f

L Q M h
Q M - f - Q
f 5 z A - A s
U - 5 g ' v L

- L**
- M - L Q Q - j v
U
 - f z z t ' t s ' A' A z g j v U
 - z A L - t ' A' A z g j v U

4. z A A - t 5 v '

M 2 M h
1 Qx

7 '

M 7 A

M 5	M v
M5 k - M f	-
M5 Q z L z L	+
M5 Q - f	+
M5 Q	+
M5 U	U

L mm M h
k - M f - '

- M z '
M - k Q -

A Q

L m1 L 1 L
z L U

Q

z L z L L Lk L5

L mm h

f Q _ z L f
_ M

U

L m -
k
O
f

L L
M

A _ A A ' _ A M L _
- Q A
5 - k
_

L
1. A Q M s - k
2. s - f z '

M 2 1 M
1 Qx

7 ,

M 7 A

M 5	M
M5 Q	+
M5 Q 5 M L	Q
M5 U _ z	+
M5 Q k z k M -	+
M5 k M	A

L mm M
M M M A
,
Q M U M O
M A f ' 5 M M M M
-

L mM 1
f M z z j M
f Q M O
M L M f
z M M Q 5 M L
k - M

L mm 1
5 M ' O g
5 M ' M ' M U
M g Q M ' f

L m m 1

O k O j k
 5 k z
 k z '
 A k k M -
L **M** **h**
 A ' M
 M A M L
 - L f ' Q k Q
 - v f k M '

L

1. t L M z ' M O Q A
 ,
 2. z t ' t s f z ' ' M
 O Q ' z g j
 3. j L M z -
 ' O Q ' j k ' v

$$\frac{M}{z} = \frac{2}{7} \frac{Q}{Q_v}$$

$$M = 7$$

$$M = 7 \quad A$$

M 5	M v
M5 k	A
M5 Q 5 -	+
M5 Q 5 Q	A
M5 U 5 Q	U
M5 U k ' Q	U

$$L = \frac{mm}{5} \frac{7}{j} \frac{Q}{Q} \frac{k}{5} \frac{z}{A} \frac{Q}{5Q}$$

$$L = \frac{mm}{5} \frac{M}{M} \frac{1}{M} \frac{M}{v} \frac{A}{A}$$

$$L = \frac{mm}{5Q} \frac{7Q}{5Q M} \frac{5Q}{z} \frac{5Q}{U} \frac{Q}{M} \frac{M}{v} \frac{M}{5Q} \frac{5Q}{k} \frac{5Q}{k} \frac{M}{5Q} \frac{5Q}{k}$$

L m 7Qm

U 5Qk U ' U
z U k
f 5Q 5 Q g
U ' 5Q

L Q

k ' Q
k ' Q
' U - - M

L

1. f v L Mj 5 Q U L -
k 5 k - U '
2. j s_ - s v k v L
g M
3. j Qf L Q_ A 5
Q U ' j U M O s

M 2 i 7

z - Qv

M 7

,

v

M 7 A

2	M 7	M
	U	+
	U	A
	U	+
	k M k	A
	Q z	+

L mm x

v

A

, L

-

v

-5 A_ '

L mx

M

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v 0 z

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g

z

v

Q

M

L

v 5 ' 5 L

j ' L t s Q z 5 L

' j

L g U k Q + - A Q ' U M

t Q 5 L A U A U M

O s ' j k

M 7 V

M	5	M
M5	Q	+
M5	U	+
M5	Q	+
M5	U	U
M5	U	U

62

6

M
 t
 ' v Q
 L U Q
 M M
 g ' U
 g
 U ' - UU' -
 UU' -
 UU' -
 UU' - UU' -
 ' z OM

L
 1. L ' 0 ' s - A U '
 - - ' Q t k ' v
 2. t z ' ' j - Q A' j '
 M
 3. v - ' + ' Q 0 Q
 4. 0 - A t A Q U ' Q
 U ' z g j

Q -
 h
 ' +
 +gM
 5 Qv ' MQ5 U

	$z - Qv$	\dot{z}					
	$z - Qv$	\dot{z} U					
	$z - Qv$	A z					
	$z - Qv$	L -					
	$z - Qv$	M z					
m							
2	M M	M 2	M	M A 1	U 1	i	$x1$ x
				1 1	1 1		
	$z - Qv$	U z -z U					
	$z - Qv$	L U					
	$z - Qv$	\bar{z}					
	$z - Qv$	L v					

	z - Qv	j z					<hr/> <hr/> <hr/> <hr/>
mm							
2	M M	M 2	M	M A 1 1 1	U 1 1	i	x1 x
	z - Qv	- z					<hr/> <hr/> <hr/> <hr/>
	z - Qv	5 L					<hr/> <hr/> <hr/> <hr/>
		U					
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mm							
1							
	z - Qv	z z					<hr/> <hr/> <hr/> <hr/>
	z - Qv	U z					<hr/> <hr/> <hr/> <hr/> <hr/>
	z - Qv	z					<hr/> <hr/> <hr/> <hr/>
h							

	z – Qv	f z					<hr/> <hr/> <hr/> <hr/> <hr/>
	z – Qv	– A ' z					<hr/> <hr/>
	z – Qv	z f k –					<hr/> <hr/> <hr/>
	l 1						
	z – Qv	k – v U					<hr/> <hr/> <hr/>
	z – Qv	g j _z					
	z – Qv	0 M					<hr/> <hr/> <hr/>
	m						
2	M M	M 2	M	M A 1	U U 1	i	x1 x
				1 1	1 1		
	z – Qv	L M U g					<hr/> <hr/> <hr/>
	z – Qv	' z					<hr/> <hr/> <hr/> <hr/>
		U					
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		U					
	A						
	m						

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	z – Qv	M L z M					_____
	z – Qv	z –					_____
	z – Qv	– Q z					_____
	h						
	z – Qv	M f –					_____
	z – Qv	– M f					
	z – Qv	z M					_____
	l 1						
	z – Qv	5 Q					_____
	z – Qv	g , 5					_____
	z – Qv	, Q					_____

x

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x1

A

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- –vz
-
- A
- Q
- A

- ‘ VZ –

7 M M

–
,

- v
- M
- Q
- –
- k

A A A1 2– Ux 1 7 7 M 7 U

v z LA g
k z 5 5 M

- **A A1** _____
- **2– Ux** _____

,

5 Qv

x x

A x M x M

- A
- ‘
- g
- U
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–

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1 , **A**

A

- vZ -
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UL-M5

• k

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- k

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A M
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- z
- M
- k ' A
- M
- U

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x
 z + rM M' t
 5 Qv

- M
- x M

- A
- rM

- M h

• ‘

‘ \mathbb{M}^*

5 Qv

L 1

v 5 Qv

\mathbb{M}^*/A

\mathbb{M}^*/A

M U - - h

O ,	Q	Q		‘ f	f U	‘ _
z L A	' g					
z L A						

z +
5 Q v 5 Qv ‘

\mathbb{M}^*

-vz

f +

- x1 Q Q
- x 1 Q x
- A 7
- h Q U

A

+

‘ A

z + 5 Qv

+

M

m ‘ A MhA

5 Qv

7 Mh A 7 Qx -
' k / A M

5 Qv
5 Qv

h Mh A
' M A

U
M

k +
Q

5 Qv

M

- +
-

5

k

z
U ' ' - '' -

z
z A ' A -

,

U 5 Qv

M

(e.g., NAAC).

17. Strengthen internalization and institutionalization of quality enhancement measures.
18. Coordinate quality-related initiatives and communication between the University and regulatory bodies.
19. Benchmark the University's practices with other higher education institutions.
20. Maintain systematic documentation of all quality assurance activities through an annual CIQA report.
21. Submit annual quality reports to the University's statutory bodies and, as required, to external agencies in the prescribed format.

Outcome Expectation from MBA (ODL) Learners

Upon enrollment and progression through the MBA (ODL) programme at Medicaps University, learners are expected to develop strong leadership abilities, teamwork competencies, and professional managerial skills.

After the successful completion of the programme, graduates will be able to:

- Participate effectively in strategic and operational business decision-making.
- Demonstrate leadership, analytical thinking, and problem-solving capabilities.
- Apply management knowledge to create value and synergy in organizational and entrepreneurial ventures.
- Contribute meaningfully to professional environments with enhanced competencies in communication, ethics, and technology-enabled management.


Dr. Parul Sharda
HoD – Management


Prof. (Dr.) Sanjay Jain
Dean – Management