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In pursuance of clause (3) of article 348 of the Constitution of India, the following translation in English of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), is hereby published under the authority of the Governor.

By order and in the naCe of the Governor of Maharashtra,

PRAKASH H. MALI,
Principal Secretary to GovernCent,
Law and Judiciary DepartCent.

MAHARASHTRA ACT No. VI OF 2017

(First published, after having received the assent of the Governor in the " Maharashtra Government Gazette ", on the 11th January 2017).

An Act to provide for academic autonomy and excellence, adequate representation through democratic process, transformation, strengthening and regulating higher education and for matters connected therewith or incidental thereto.

WHEREAS it is expedient to provide for academic autonomy to non-agricultural and non-medical universities in the State of Maharashtra and to make better provisions therefor;

AND WHEREAS the Government of Maharashtra had appointed committees under the Chairmanships of Dr. Arun Nigvekar, Dr. Anil Kakodkar, Dr. Ram Takwale and Late Mrs. Kumud Bansal with a view to consider and recommend on different aspects of higher education and learning and to suggest various measures to ensure such autonomy;

AND WHEREAS after considering the recommendations of the said committees the Government of Maharashtra considers it expedient to make a law to provide for academic autonomy and excellence, adequate representation through democratic process, transformation, strengthening and regulating higher education and to regulate the non-agricultural and non-medical universities in the State of Maharashtra in more effective manner, to provide for participation of universities in social and educational spheres, to establish Maharashtra State Commission for Higher Education and Development, to constitute various Boards, and to repeal the Maharashtra Universities Act, 1994; it is hereby enacted in the Sixty-Seventh Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

Short title
and
Commence-
ment.

(1) This Act may be called the Maharashtra Public Universities Act, 2016.

(2) It shall come into force on such date as the State Government may, by notification in the *Official Gazette*, appoint.

Definitions.

0 In this Act, unless the context otherwise requires,—

(I) "academic services unit" means university science and instrumentation centre, academic staff college, computer centre, university printing press or any other unit providing specialized services for the promotion of any of the objectives of the university ;

(2) "adjunct professor", "adjunct associate professor" or "adjunct assistant professor" means a person from industry, trade, agriculture, commerce, social, cultural, academic or any other allied field who is so designated during the period of collaboration or association with the university ;

(3) "affiliated college" means a college which has been granted affiliation by the university ;

(4) "authorities" means the authorities of the university as specified by or under this Act;

(5) "autonomy" means a privilege of the university conferred by the Statutes to permit a college, institution or a university department to conduct academic programmes and examinations, develop syllabus for the respective subjects and issue certificates of passing the examinations ;

(6) "autonomous college", "autonomous institution" or "autonomous department" means a college, institution or department to which autonomy is granted and is designated to be so by the Statutes ;

(7) "bodies" means the bodies of the university formed by the respective authorities ;

(8) "Chancellor" and "Vice-Chancellor" means, respectively, the Chancellor and the Vice-Chancellor of the university ;

(9) "choice based credit system" means the curricular system that offers multiple interdisciplinary choices for students to select from the courses (core, elective or minor or soft skill courses) to accumulate credits as prescribed in Statutes;

(10) "cluster university " means the cluster university established under subsection (6) of section 3 of the Act ;

(11) "collaboration" means collaborative academic activity of the university or college or institution with other universities, academic institutions including local, regional, national or international institutions, research institutions and organizations in the field of agriculture, industry, trade and commerce, sports, social, cultural, science, technology and any other field ;

(12) "college" means a college affiliated to the university, situated in the university area or jurisdiction ;

(13) "College Development Committee" means the College Development Committee constituted under section 97 of this Act ;

(14) "Collegium of Heads of Department of Affiliated Colleges and recognized institutions" means an electoral college consisting of heads of departments from affiliated colleges and recognized institutions who shall elect from amongst themselves as members to the concerned authorities;

(15) "Collegium of Graduates of the University" means an electoral college consisting of registered graduates of the university, who shall elect from amongst themselves as members to the different authorities ;

(16) "Collegium of Management Representatives" means an electoral college consisting of representatives of management committees of affiliated or autonomous colleges or institutions who shall elect from amongst themselves as members to the different authorities ;

(17) "Collegium of Principals" means an electoral college consisting of fulltime approved Principals and Directors of recognized institutions who shall elect from amongst themselves as members to the different authorities ;

(18) "Collegium of Teachers" means an electoral college consisting of fulltime approved teachers from affiliated and autonomous colleges and recognized institutions, who shall elect from amongst themselves as members to the different authorities ;

(19) "Collegium of University Teachers" means an electoral college consisting of fulltime teachers from University Departments, University Institutions, and Conducted Colleges appointed by university who shall elect from amongst themselves as members to the different authorities ;

(20) "Commission" means the Maharashtra State Commission for Higher Education and Development constituted under section 76 of this Act;

(21) "community college" means an institution providing skill-based academic programs as prescribed in the Statutes ;

(22) "conducted college" means a college maintained and managed by the university ;

(23) "De-notified Tribes (Vimukta Jatis)" means tribes declared as such by the State Government, from time to time;

(24) "department" means a department teaching a particular subject or a group of subjects in a college or an institution as prescribed in the Statutes;

(25) "Director" means a head of an institution including a centre or a school of the university as designated by the Management Council or a head of a recognized institution;

(26) "Director of Higher Education" and "Director of Technical Education" means respectively, Director of Higher Education, Maharashtra State and Director of Technical Education, Maharashtra State;

0 "Empowered Autonomous College " means an autonomous college that is identified by the university Grants Commission as College with potential for Excellence or College Excellence, which has high level grade as specified by the Government by notification in the *Official Gazette* as has been given the status of Empowered Autonomous College by the Authority under the Statutes, with a power to grant degree of such College jointly with the affiliating University;

1 "Empowered Autonomous Cluster Institutions " means a group of autonomous Colleges or institutions of the same management or educational society which includes the colleges or institutions, identified by the University Grants Commission as College with potential for excellence or College of excellence, which have high level grade as specified by the Government by notification in the *Official Gazette* as has been given the status of Empowered Autonomous Cluster Institution by the Authority under the Statutes, and is empowered to grant a joint degree with the affiliating University;

(29) "Empowered Autonomous Skills Development College " means a college which has been recognized by the university for conducting the skills development programmes as prescribed by the university as per the National, State Level policy regarding Skills Qualification and Education Framework and which is given the status of Empowered Autonomous Skills Development College by the university to which it is affiliated and is empowered to grant a joint degree, certificate, diploma and advanced diploma with the affiliating university;

(30) "fee" means tuition fees, other fees and charges, including developmental charges;

(31) "Head of the University Department", "Head of the Institution" and "Head of the College Department" means respectively, a Head of the University Department, a head of the recognized institution and a head of the college department, as prescribed in the Statutes;

(32) "higher education" means the pursuit of knowledge beyond learning at the stage of higher secondary school education;

(33) "Hostel" means a place of residence for the students of the university or a college or an institution, provided, established, maintained by the university or college or institution, as the case may be;

(34) "institution" means an academic institution of higher learning, not being a college, associated with and admitted to the privileges of the university;

(35) "inter-disciplinary studies" means the combined academic studies and research in different disciplines as prescribed by statutes;

(36) "Knowledge Resource Centre" means a library established by the university on the campus or sub-campuses of the university to hold in print, electronic and audio-video format material, monographs, reference volumes, text and review books, all types of journals and any other material in various format useful for education, research, extension services or for similar purposes;

(37) "management" means the trustees or the managing or governing body, by whatever name called, of any trust registered under the Maharashtra Public Trusts Act, or any society registered under the Societies Registration Act, 1860 or a Company registered under section 8 of the Companies Act, 2013, under the management of which one or more colleges or recognized institutions or other institutions of higher learning, are conducted and admitted to the privileges of the university;

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Provided that, in relation to any college or institution established or maintained by the Central Government or the State Government or a local authority like a Zilla Parishad, Municipal Council or Municipal Corporation, it means, respectively, the Central Government or the State Government or Zilla Parishad or the Municipal Council or the Municipal Corporation, as the case may be;

(38) "multi-disciplinary studies" means the combined academic studies and research in different streams of a particular discipline as prescribed by Statutes;

(39) "Nomadic Tribes" means tribes wandering from place to place in search of their livelihood, as declared by the State Government, from time to time;

(40) "non-vacational academic staff" means such staff as the State Government may classify to be non-vacational academic staff and includes all such staff which is complimentary to academic staff but, shall not include the staff engaged purely in discharging administrative functions ;

(41) "Other Backward Classes" means any socially and educationally backward classes of citizens as declared by the State Government and includes Other Backward Classes declared by the Government of India in relation to the State of Maharashtra;

(42) "post-graduate department" means a department in a college or institution of higher learning, research or specialized studies, recognized to be so by the university and imparting post-graduate instruction or guidance for research;

(43) "prescribed" means prescribed by Statutes or Ordinances or Regulations, as the case may be, made by or under this Act;

(44) "Principal" means a teacher who is duly approved as a Principal by the university;

(45) "Pro-Vice-Chancellor" means the academic and executive officer, next to the Vice-Chancellor having purview of the entire university;

(46) "recognized institution" means an institution of higher learning, research or specialized studies, other than a college, and recognized to be so by the university;

(47) "registered graduate" means a graduate of a university registered or deemed to be registered by or under this Act with one of the universities;

(48) "satellite centre" means an integral part of an affiliated or conducted college or recognized institution imparting academic programmes, co-curricular, research and extension activities in rural or tribal region, neighbouring the location of such college or institution, established with the object of reaching the unreached, on the terms and conditions specified by the State Government by an Order in the *Official Gazette*;

(49) "Schedule" means the Schedule to this Act;

(50)"Scheduled Castes" means such castes, races or tribes or parts of, or groups within, such castes, races or tribes as are deemed to be Scheduled Castes, in relation to the State of Maharashtra under article 341 of the Constitution of India;

(51) "Scheduled Tribes" means such tribes or tribal communities or parts of or groups within, such tribes or tribal communities as are deemed to be Scheduled Tribes in relation to the State of Maharashtra under article 342 of the Constitution of India residing in any part of the State of Maharashtra;

0 "school" means a school of studies maintained by or recognized as such by the university or autonomous college, Empowered Autonomous College, Empow-ered Autonomous Cluster Institution;

1 "Skills Knowledge Provider" means an institution which has been recog-nized by the university for conducting such courses as prescribed by the univer-sity as per the National, State Level policy regarding Skills Qualification Frame-work;

(54)"Special Backward Category" means socially and educationally backward classes of citizens declared as a Special Backward Category by the State Govern-ment;

0 "State" means the State of Maharashtra;

1 "State Government" or "Government" means the Government of Maharashtra;

2 "Statutes", "Ordinances" and "Regulations" means, respectively, the Statutes, Ordinances and Regulations of the university, made by or under this Act;

3 "Student" means an individual who is admitted and registered for an academic programme of the University or affiliated, conducted, autonomous colleges and recognized institutions of the University ;

4 "Students' Council" means the Students' Council established under section 99 of the Act ;

5 "Sub-Campus" means a comprehensive inherent independent unit of the university for a predetermined geographical jurisdiction for decentralization of academic, administrative, research and extension activities of that jurisdiction, with the objective of improving efficiency and effectiveness ;

6 "teacher" means full-time approved professor, associate professor, assistant professor, reader, lecturer, librarian, principal, Director of an institution, Director of Knowledge Resource Centre, Director of Centre of Lifelong Learning and Extension, deputy or assistant librarian in the university, college librarian, Director or instructor of physical education in any university department, conducted, affiliated or autonomous college, autonomous institution or department or recognized institution of the university ;

7 "Tribunal" means the tribunal established under section 80 of the Act;

8 "university" means any of the public universities mentioned in the Schedule and includes a cluster university within the meaning of sub-section (6) of section 3;

(64)"university area" means the area specified against the name of the university in the Schedule;

0 "university department" means a department established and maintained by the university as prescribed by the Statutes;

1 "University Grants Commission" means the University Grants Commission established under the University Grants Commission Act, 1956;

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2 "university institution" means a centre, a school, or an institute established and maintained by the university as prescribed by the Statutes;

3 "university teacher" means a full time teacher appointed by the university.

CHAPTER II

PUBLIC UNIVERSITIES

0 (1) Each of the existing public universities specified in column (1) of Part I of the Schedule, with effect from the date of commencement of this Act, shall be deemed to be constituted under this Act for the same area specified in column (2) of the said part, for which it was constituted immediately before the date of commencement of this Act. Incorporation of universities.

0 The State Government may, from time to time, by notification in the *Official Gazette*, constitute any new university under this Act by such name, for such area and with effect from such date, as may be specified by it, and insert necessary entries in Part II of the Schedule; and may for that purpose or any other purposes specified in that behalf diminish, increase or alter the area of any existing or new university, by suitably amending the Schedule, by the said notification, and thereupon the entries in column (2) of Part I, or in column (2) of Part II, as the case may be, of the Schedule, shall stand amended accordingly, and all educational institutions, whether colleges, institutions, autonomous or empowered autonomous colleges, empowered autonomous cluster institutions, post-graduate departments, schools on the sub-campuses, by whatever name called, within the area of the new university, which are affiliated to or recognized by the existing university shall, from the date aforesaid, stand affiliated to or recognized by the new university:

Provided that, no such notification shall be issued except on a resolution passed by both Houses of the State Legislature.

0 Notwithstanding anything contained in sub-section (2), if, in the exigency of circumstances the new university considers it expedient that certain privileges of the existing university to which such educational institutions as referred to in sub-section (2), were entitled immediately before the date specified under the said sub-section, should be continued for a certain period, not exceeding a period of five years in the aggregate, after the date aforesaid, the new university may accordingly forward its recommendations to the State Government and on receipt of such recommendations the State Government may, if it is satisfied that such privileges should be so continued, by notification in the *Official Gazette*, provide that for such period, as may be specified in the notification, such privileges shall continue.

1 The Chancellor, Vice-Chancellor, Pro-Vice-Chancellor, Registrar, members of the Senate, Management Council and Academic Council for the time being holding office as such in each university are hereby constituted and declared to be a body corporate by the name specified therefor in the Schedule and shall have perpetual succession and a common seal and may by that name sue and be sued.

2 Each university shall be competent to acquire and hold property, both movable and immovable, to lease, sell or otherwise transfer or dispose of any movable or immovable property, which may vest in or be acquired by it for the purposes of the university, and to contract and do all other things necessary for the purposes of this Act:

Provided that, no such lease, sale or transfer of such property shall be made without the valuation made thereof by the approved valuer appointed by the university and without the prior consent of the State Government.

0 Notwithstanding anything contained in this Act, the State Government may, by notification in *Official Gazette*, constitute a cluster university comprising of a cluster of affiliated or autonomous colleges or institutions of a university. Such cluster university shall comprise of such university authorities and shall exercise such powers and perform such functions of university as may be specified in such notification:

Provided that, every such notification shall be laid as soon as may be, after it is issued, before each House of the State Legislature.

Object of
University.

The objects of the university, in general, shall be to disseminate, create and preserve knowledge and understanding by teaching, research and development, skill development, training and education, extension and service and by effective demonstration and influence of its corporate life on society in general, and in particular, the objects shall be to,—

- 0 carry out its responsibility of creation, preservation and dissemination of knowledge;
- 1 promote discipline and the spirit of intellectual inquiry and to dedicate itself as a fearless academic community to the sustained pursuit of excellence;
- 2 encourage individuality and diversity within a climate of tolerance and mutual understanding ;
- 3 promote freedom, secularism, equality, social justice as enshrined in the Constitution of India, and to be catalyst in patriotic socio-economic transformation by promoting basic attitudes and values of essence to national development;
- 4 promote the conducive environment for ensuring social harmony, co-existence, integral humanism and upliftment of the poorest of the poor;
- 5 extend the benefits of knowledge and skills for development of individuals and society by associating the university closely with local, regional and national problems of development;
- 6 carry out social responsibility as an informed and objective critic, to identify and cultivate talent, to train the right kind of leadership in all walks of life and to help younger generation to develop right attitudes, interests and values;
- 7 promote equitable distribution of teaching, learning, training and other support services facilities of higher education;
- 8 provide for efficient and responsive administration, scientific and technology management and develop organization of teaching, learning, training, research and extension ;
- 9 devise motivational systems to ensure that individual cognitive abilities are not constrained but rather the innovative spirit and desire to make true contribution and realize self-achievement is nurtured;
- 10 promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities of upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavour by developing a higher educational network with use of modern communication media, information and communication technology and other emerging and future technologies appropriate for a learning society ;
- 11 promote national integration, fraternity and preserve cultural heritage and inculcate respect towards different religions and diverse cultures of India through the study of different religions, literature, history, science, art, civilizations and cultures;
- 12 develop work culture and promote dignity of labour through applied components in the syllabi;
- 13 build up financial self-sufficiency by undertaking academic teaching, training and allied programmes, research and development activities for public and private industries, Governmental organizations at local, regional, national and global level and resource generative services in a cost-effective manner;
- 14 promote better interaction and co-ordination among different universities, institutions and colleges in the given university, other universities in the State, in the region, in the nation and at global level by all such means generally to improve the governance of the university and facility it provides for higher education;
- 15 generate and promote a sense of self-respect and dignity amongst the weaker sections of the society;
- 16 to promote gender equality and sensitivity in society;
- 17 strive to promote competitive merit and excellence as the sole guiding criterion in all academic and other matters relating to students.

0 The university shall have the following powers and duties, namely:—

Powers and duties of university.

23 to provide for instructions, extension, teaching, learning and training in such branches or subjects or disciplines and courses of study including a choice based credit system and any other system that may emerge in future, as the university may, from time to time, determine;

(2) to make provision for research and for the advancement and dissemination of knowledge, and generally to cultivate and promote the arts (including fine arts and performing arts), humanities, social sciences, accounts and commerce, pure and applied sciences, technologies, managements, different forms of medicine, engineering, law, physical education and other branches of learning and culture and their multi-disciplinary and inter-disciplinary areas;

(3) to make provision to enable conducted and affiliated colleges and recognized institutions to undertake specialized studies;

(4) to make provisions for creation of autonomous, empowered autonomous and empowered autonomous cluster of institutions;

(5) to develop procedures and processes for recognition of private skills education providers and empowered autonomous skills development colleges;

(6) to organize, maintain and manage university departments, schools, institutions, laboratories, knowledge resource centers, learning resource centers, libraries, museums and equipment for teaching, learning, training, research and development or extension;

(7) to establish, maintain and manage departments, institutions of research, institutions of specialized studies or academic services unit;

(8) to establish, maintain and manage constituent, community and conducted colleges, institutions, hostels, health centers, auditoria and gymnasiums;

(9) to provide for establishment, on the university campus and Sub-Campuses, of autonomous institutions like multi-university and inter-university centers, research laboratories, modern instrumentation centers and like centers of learning, set up by the University Grants Commission, Central Government or the State Government, teaching or learning or training colleges or institutions at local, regional, national and global level, which may be used by a university or college or group of universities or colleges:

Provided that, in the case of any industry or any non-Government organization availing themselves of such facility of a university or such organizations providing the facility to a university, prior approval of the State Government shall be obtained by the university concerned;

(10) to provide for establishment of sub-campus for serving a group of colleges, and also to provide for and maintain common resource centers in such sub-campus in the form of post-graduate departments, multi-disciplinary or inter-disciplinary schools, knowledge resource centers, libraries, laboratories, computer centers, and the like centers of learning and skills training, as per the guidelines laid down by the State Government or the University Grants Commission;

(11) to create posts of directors, principals, university teachers, non-vacation academic staff, non-teaching skilled, administrative, ministerial staff and other posts required by the university, from its funds and from the funds received from other funding agencies, prescribe their qualifications, experience and pay-scales, and make appointments thereto;

(12) to make appointments to the posts of directors, principals, university teachers, non-vacation academic staff, non-teaching skilled, administrative, ministerial staff and other posts sanctioned by the State Government as per the qualifications and experience specified by the State Government and the University Grants Commission;

(13) to appoint or recognize persons working in any other university or organization as adjunct professors, adjunct associate professors, adjunct assistant professors, visiting professors of the university for specified periods;

(14) to facilitate mobility of teachers within the university and to other universities with the consent of the teacher concerned;

(15) to prescribe the courses of instruction and studies for the various examinations leading to specific degrees and diplomas or certificates;

(16) to prescribe the courses of instruction and studies in choice based credit system for the various examinations leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities;

(17) to make provision, wherever feasible, in the university departments, colleges, institutions, recognized institutions and schools, for survey and collection of statistics, data and other particulars relevant to various developmental activities including State and National plans, evaluation of the developmental schemes with the participation of the students as a part of their curricular activities;

(18) to supervise, control and regulate admission of students for various courses of study in university departments, schools, multi- disciplinary and interdisciplinary schools, community, conducted and affiliated colleges, institutions and recognized institutions;

(19) to guide teaching in colleges by deputation of teachers from a pool of teachers of the university and supplement teaching in colleges for improving their standards;

(20) to institute degrees and post-graduate diplomas and post-higher secondary diplomas, certificates and other academic distinctions on the basis of examinations or by other tests or otherwise;

(21) to hold examinations or evaluations and confer degrees and post-graduate diplomas and award post-higher secondary diplomas and certificates and other academic distinctions on persons who,—

(a) unless exempted therefrom in the manner prescribed, have pursued approved courses of study in the university, or in a college or in an institution or a recognized institution or a school and have passed the examinations and earned the required credits or marks or grades prescribed by the university; or

(b) have pursued approved courses of study in the university, or in a college or in an institution or a recognized institution or in an autonomous college or an autonomous recognized institution or in empowered autonomous college or empowered autonomous cluster institutions or a school and have passed the examinations and earned the required credits or marks or grades prescribed by the university; or

(c) have engaged in research under conditions provided by Ordinances and Regulations;

(22) to confer and award such degrees, diplomas and certificates to, and provide for such lectures, instructions and training for external students, and the students under correspondence and distance education, online and continuing education courses;

(23) to confer honorary degrees or other academic distinctions as prescribed by the Statutes;

(24) to lay down the conditions of affiliation of colleges and recognition of institutions taking into account the credibility of the management and the norms of academic performance of colleges, faculties and subjects, as may be laid down, from time to time, and satisfy itself by periodical assessment or otherwise, that those conditions are fulfilled;

(25) to admit to the privileges of the university, affiliated colleges and institutions not maintained by the university and withdraw all or any of those privileges, temporarily or permanently;

(26) to designate a university department, conducted college, an affiliated college, institution or school as an autonomous university department, conducted college, affiliated college or institution or school, as the case may be, in accordance with the guidelines, if any, laid down by the State Government or University Grants Commission;

(27) to designate a conducted college, an affiliated college, institution or school as an empowered conducted college, affiliated college or institution or school, in a stand-alone or cluster form, as the case may be, in accordance with the guidelines, if any, laid down by the State Government or University Grants Commission;

(28) to monitor and evaluate the academic performance of university departments, university institutions, conducted colleges and of affiliated colleges, autonomous or empowered colleges in a stand-alone or cluster form and recognized institutions for affiliation or recognition, as the case may be, and for periodical accreditations;

(29) to inspect, where necessary, all types of colleges or institutions and recognized institutions through suitable machinery established for the purpose, and take measures to ensure that proper standards of instruction, teaching, learning, training and research, and extension are maintained by them and adequate library, class rooms, laboratory, hostel, workshop and other academic facilities are provided for;

(30) to hold and to manage trusts and endowments and institute and to award fellowship, travelling fellowship, scholarship, studentship, medals and prizes for teachers and students of the university and colleges;

(31) to fix, demand and receive or recover such fees and other charges, as may be regulated by the Ordinances, from time to time;

(32) to constitute a fee fixation committee;

(33) to supervise, control and regulate the conduct and discipline of the students of the university, colleges, institutions, recognized institutions, schools and hostels;

(34) to provide for mobility of students from formal to non -formal stream and vice-versa, and also among the other universities in the State and outside the State;

(35) to provide facilities for revision or in-service courses for teachers of the university, colleges, schools and institutions;

(36) to make arrangements for promoting the healthy atmosphere, corporate life and welfare of the students of the university, colleges, schools and institutions;

(37) to make arrangements for promoting welfare of the employees of the university;

(38) to co-ordinate and regulate teaching, learning, training and research and extension in the colleges and recognized institutions;

(39) to provide for the training and education in the domain of quality, intensive workshops or learning exercises on enhancing quality, and also mechanism for setting up of internal quality assurance for quality improvement of teachers and non-teaching employees;

(40) to provide for periodical assessment of the performance of teachers and non-teaching employees in the colleges, institutions and university in accordance with the norms prescribed by the University Grants Commission or the State Government;

(41) to regulate and provide for attendance of the teachers on the premises of the university or colleges or institutions during teaching hours and beyond teaching hours, as prescribed and to prohibit teachers from taking or conducting private tuitions or private coaching classes;

(42) to regulate and provide for attendance of the non-teaching employees on the premises of the university or colleges or institutions during working hours and beyond working hours, as prescribed;

(43) to enforce conduct and discipline rules for teachers and non-teaching employees prescribed by the State Government;

(44) to prescribe code of conduct for managements;

(45) to prescribe and enforce students charter;

(46) to establish, maintain and manage, whenever necessary,—

(a) Knowledge Resource Centre;

(b) university extension boards;

(c) information bureaus;

(d) employment guidance bureaus;

(e) Autonomous Evaluation Boards; and

(f) such other activities as may be necessary and possible to fulfill the objects of the university;

(47) to make provision for participation of students in,—

(a) the national service scheme;

(b) the national cadet corps;

(c) home guards and civil defense;

(d) the national sports organization;

(e) physical and military training;

(f) extra-mural teaching and research;

(g) programmes related to Lifelong Learning and Extension;

(h) any other programmes, services or activities directed towards cultural, economic and social betterment as may be necessary and possible, to fulfill the objects of the university;

(48) to provide for special training or coaching for competitive examinations, for recruitment to the public services, public sector undertakings and other competitive employment opportunities;

(49) to co-operate or collaborate with any other university, institution, authority or organization for research and advisory services and for such purposes to enter into appropriate arrangement with other universities, institutions, authorities, or organizations to conduct certain courses as the situation may demand;

(50) to rescind or suspend affiliation or recognition or empowered status granted to colleges or institutions or cluster of institutions;

(52) to explore the possibilities of augmenting the resources of the university by exploring or innovating activities such as research and development, consultancy, training programmes and providing services for different clients from industry, trade or any other non-government organizations;

(53) to transfer the management of an affiliated college, institution or autonomous college or empowered autonomous college or cluster of institutions in case where irregularities or commissions or omissions of criminal nature by the management of such college or institution or mismanagement of such college or institution are prima facie evident, to any other management;

(54) to undertake academic collaboration programmes, research and advisory services with universities and institutions abroad, with prior approval of the State Government;

(55) to receive funds for collaboration programmes from foreign agencies, subject to rules and regulations of the Central Government and State Government in that behalf;

(56) to create development corpus out of surplus that the university may generate through its teaching, learning, training, research and development, consultancy, and any other academic and support activities and to invest it in a professional manner and use the interest generated through it for the growth and development of academic, research and development, academic and physical infrastructure development and any other infrastructure;

(57) to lay down for teachers and university teachers, such instructions or directions as, in the opinion of the university, may be necessary in academic matters;

(58) to undertake development programmes in higher education, research, consultancy based projects and training programmes for outside agencies, by charging fees, so as to generate resources;

(59) to make special provisions for the benefit of university education to be made available to classes and communities which are socially and educationally backward;

(60) to make special provisions for such benefits of university education to be made available for women students and differently-abled students as the university may think necessary;

(61) to make special provision for higher education in rural and tribal areas;

(62) to take appropriate measures in order to increase the gross enrolment ratio;

(63) to implement the national literacy and adult education program through teachers and students on voluntary basis in the university system and to evolve measures to give due weightage to the efforts and performance of the students in this area in addition to their normal academic performance, and also to evaluate the performance of the teachers in this area;

(64) to promote by itself, or in co-operation with other universities, the study of Marathi and the use of Marathi as a medium of instruction, study, research and examination, in adherence to the policies of the State Government;

(65) to promote by itself, or in co-operation with other universities or organizations, the study of foreign languages in general and Asian languages in particular;

(66) to evolve an operational scheme for ensuring accountability of teachers, non-vacation academic and non-teaching staff of the university, institutions and colleges;

(67) to provide for joint appointments in single grade of pay in more than one department or administrative section in the university, as also between university departments and between the university -public or university-private or university public- private partnership research laboratories or university-industry or university- other bodies;

(68) to create knowledge and disseminate it and foster high quality research which is contemporary, globally competitive and locally as well as regionally and nationally relevant;

(69) to have a learner-centric approach and perform the role of being a knowledge creator;

(70) to strengthen education at under-graduate, post-graduate level, enhance research and development culture and relevant degree programmes and cultivate desire for entrepreneurship;

(71) to create a comprehensive digital university framework for both, e-learning and e-administrative services;

(72) to exploit the power of 'learning by collaboration' and 'participation' with use of information and communication technology;

(73) to cultivate research parks, technology incubators and other engagement entities to translate university research to commercial domain and coordinated projects involving multiple faculty groups from several disciplines that address some important issues before the State;

(74) to identify skills to which students need to be exposed to, by taking into account the local needs, training facilities available, emerging needs and new employment opportunities;

(75) to provide an environment for the all -round development of youth by exposing them to the rich cultural heritage of the country and creating opportunities for development of skills in sports;

(76) to ensure introduction of choice based credit system with transferable credit points from four streams, namely, the academic stream, the technology stream, the professional and social stream and the personality and cultural development stream;

(77) to facilitate mobility of teachers to collaborating institutions such as industries, research and development laboratories, non -Government organizations, engaged in societal development, to enable translation of knowledge to viable real life applications and in turn enrich university programmes;

(78) to establish centers or institutions in foreign countries with the permission of the Central and the State Government;

(79) to establish vocational or skills based community colleges in partnership with industry;

(80) to implement recommendations report of the Commission within the time-frame given by it;

(81) to comply with and carry out any directives issued by the State Government, from time to time, with reference to above powers, duties and responsibilities of the university;

(82) to conduct academic audit of university departments, conducted colleges, affiliated colleges, institutions or schools, at regular intervals;

0 to do all such other acts and things as may be necessary for, or incidental or conducive to, the attainment of all or any of its objects.

23(1) The territorial limits, within which the powers conferred upon the university by this Act shall be exercised, shall comprise the whole of the university area as specified against the name of such university in the Schedule:

Jurisdiction and admission to privileges of university.

Provided that, the benefit of distance-education courses, correspondence courses, open university courses or external degree courses of any university may, with the prior permission of the State Government, extend and cover the entire area of the State outside the university area:

Provided further that, if a university desires to establish sub-campus or centre or institution in any foreign country, on its own or in collaboration with any other Indian or foreign university or institution, it may do so with the prior sanction of the Central and the State Government.

(2) Subject to the provisions of sub- section (3) of section 3, no educational institution situated within the university area shall, except with the consent of the university and the sanction of the State Government, be associated in any way with, or seek admission to any privilege of, any other university established by law with the exception of the state open university and Research or Project collaborations of university, colleges with any other university or colleges:

Provided that, if an educational institution, public or private, Indian or foreign, seeks to be associated with or be admitted to the privileges of a university, jurisdiction of which is not restricted to any State or area, such association or admission may be permitted by the State Government:

Provided further that, if a university, the jurisdiction of which is not restricted to any State or area, wishes to establish a centre or other unit of research in the university area on its own or in collaboration with any public or private Indian or foreign university or institution, it may do so with the sanction of the State Government and also with the sanction of the Central Government, if the collaboration is with the foreign university or institution.

(3) If an educational institution, public or private, Indian or foreign, associated with or admitted to the privileges of any other university established by law, seeks to be associated with, or be admitted to the privileges of a university, such association or admission may be permitted with the sanction of the State Government and consent of the university concerned.

(4) Save as otherwise provided by or under this Act, any privilege enjoyed by any educational institution within the area of another university before the date on which this Act comes into force, shall not be withdrawn, without the sanction of the State Government.

(5) If a new district is created by the State Government, the area of such district shall be under the jurisdiction of such university, as may be declared by the State Government, by notification in the *Official Gazette*, for the purpose of admission to the privileges of such university.

0 (1) No citizen of India shall be excluded from any office of the university or from membership of any of its authorities, bodies or committees, or from appointment to any post, or from admission to any degree, diploma, certificate or other academic distinction or course of study on the ground only of sex, race, creed, class, caste, place of birth, religious belief or profession or political or other opinion:

University open to all irrespective of sex, race, creed, class, caste, place of birth, religion, or opinion.

Provided that, the university may maintain, accredit or recognize any college or institution exclusively for women, or reserved for women.

(2) The university shall adopt government policy and orders issued, from time to time, in regard to the reservation for Scheduled Castes, Scheduled Tribes, Denotified Tribes (Vimukta Jatis), Nomadic Tribes and Other Backward Classes for appointment to different posts of teachers and non-teaching employees and for the purpose of admission of students in the affiliated or conducted or community colleges, university departments, university institutions or recognized institutions.

(3) The university shall adopt with the general policy of the State Government in regard to the welfare of various categories of weaker sections of the society, minorities, women and persons with disability as directed by the State Government, from time to time.

(3) The State Government may, in accordance with the provisions contained in this Act, for the purpose of securing and maintaining uniform standards in all universities in the State, by notification in the *Official Gazette*, prescribe a Standard Code providing for the classification, manner and mode of selection, appointment, induction and advance training, field exposure, deputation and reservation of post in favour of members of the Scheduled Castes, Scheduled Tribes, De-notified Tribes (*Vimukta Jatis*), Nomadic Tribes, and Other Backward Classes, duties, workload, pay, allowances, post-retirement benefits, other benefits, conduct and disciplinary matters and other conditions of service of the officers, teachers and other employees of the universities and the teachers and other employees in the affiliated colleges and recognized institutions (other than those managed and maintained by the State Government, Central Government and the local authorities) and the provisions for absorption of teachers and employees in the university departments, affiliated or conducted colleges and institutions who are aided and rendered surplus. However, the unaided teachers and employees who are rendered surplus in university departments, affiliated or conducted colleges

departments, affiliated or conducted colleges and institutions. Where such Code is prescribed, the provisions made in the Code shall prevail, and the provisions made in the Statutes, Ordinances and Regulations made under this Act, for matters included in the Code shall, to the extent to which they are inconsistent with the provisions of the Code, be invalid.

(4) Qualifications and experience for the purpose of appointment of non-teaching employees in the universities, affiliated colleges and recognized institutions (other than those managed and maintained by the State Government, Central Government and the local authorities) shall be as may be specified by the Government, by an order published in the *Official Gazette*.

(5) Notwithstanding anything contained in this Act, if the circumstances so require and the State Government considers it necessary to do so, it may appoint, on deputation, a suitable person possessing the requisite qualifications to perform the duties of the Registrar, Finance and Accounts Officer or the Director of the Board of Examinations and Evaluation, for a period of not more than one year at a time and not more than three years in the aggregate.

(6) The State Government through any officer not below the rank of Joint Director, Higher Education or Technical Education shall have right to cause inspection of any affiliated, conducted, or autonomous college, recognized institution or university department.

(7) In case of failure of the university to exercise powers or perform duties specified in section 5, or where the university has not exercised such powers or performed such duties adequately, or where there has been a failure to comply with any order issued by the State Government, or under any other circumstances as the State Government may deem fit, the State Government may issue a directive to the university for proper exercise of such powers or performance of such duties or comply with the order; and it shall be the duty of the university to comply with such direction. In case the university fails to comply with the directives, the State Government shall call upon the University to give reasons in writing as to why the directives were not complied with. If the State Government is not satisfied with the explanation, it may refer the matter to the Chancellor for taking necessary action under sub-section (3) of section 9.

(8) The State Government shall carry out test audit or full audit of the accounts of a university, college, school or institution, a regularly at such intervals as it may deem fit.

OFFICERS OF THE UNIVERSITY

(9) the Director Knowledge Resource Center;

- (11) the Director of Students' Development;
- (12) the Director of Sports and Physical Education;
- (13) the Director of National Service Scheme;

0 such other officers in the service of the university as may be prescribed by Statutes.

0 (1) There shall be a Vice-Chancellor who shall be the principal academic and executive officer of the university and *ex-officio* Chairperson of the Management Council, Academic Council, Board of Examinations and Evaluation, Board of Lifelong Learning and Extension, Finance and Accounts Committee, Board of National and International Linkages and the Board for Innovation, Incubation and Enterprise, Board of Information Technology, Board of Students' Development, Board of Sports and Physical Education and Board of Research and shall preside in the absence of the Chancellor at any convocation for conferring degrees and also at any meeting of Senate. His powers and duties shall be as provided in section 12.

Appoint-
ment of
Vice-
Chancel-
lor.

(2) Save as otherwise provided, pay and allowances, terms and conditions of service of the Vice-Chancellor shall be such as may be determined by the State Government, from time to time.

(3) The Vice-Chancellor shall be appointed by the Chancellor in the manner stated hereunder :—

(a) There shall be a committee consisting of the following members to recommend suitable names to the Chancellor for appointment of Vice-Chancellor, namely:—

(i) a member nominated by the Chancellor, who shall be the retired Judge of the Supreme Court or retired Chief Justice of a High Court or an eminent scholar of national repute or a recipient of Padma Award in the field of education;

(ii) the Principal Secretary of Higher and Technical Education Department or any officer not below the rank of Principal Secretary to Government nominated by the State Government;

(iii) the Director or Head of an institute or organization of national repute established by an Act of Parliament, nominated by the Management Council and the Academic Council, jointly, in the manner specified by the State Government by an order published in the *Official Gazette*.

(b) The member nominated by the Chancellor shall be the Chairman of the committee.

(c) The members nominated on the committee shall be persons who are not connected with the university or any college or any recognized institution of the university.

(d) No meeting of the committee shall be held unless all the three members of the committee are present.

(e) The committee shall recommend a panel of not less than 5 suitable persons for the consideration of the Chancellor for being appointed as the Vice-Chancel-lor. The names of the persons so recommended shall be in alphabetical order without any preference being indicated. The report shall be accompanied by a detailed write-up on suitability of each person included in the panel.

(f) A person recommended by the committee for appointment as Vice-Chancellor shall,-

(i) be an eminent academician and an administrator of high caliber;

(ii) be able to provide leadership by his own example;

(iii) be able to provide vision; and have ability to translate the same into reality in the interest of students and society; and

(iv) possess such educational qualifications and experience as may be speci-fied by the State Government, by an Order published in the *Official Gazette*, in consultation with the Chancellor.

(g) The eligibility conditions and the process for recommendation of names for appointment as Vice-Chancellor shall be given wide publicity to ensure the recommendation of most suitable candidates.

(4) The Chancellor may appoint one of the persons included in the panel to be the Vice-Chancellor:

Provided, that, if the Chancellor does not approve any of the persons so recommended, he may call for a fresh panel either from the same committee or after constitution of a new committee for the purpose, from such new committee.

(5) The process of preparing the panel of the suitable persons for being appointed as the Vice-Chancellor, shall begin at least six months before the probable date of occurrence of the vacancy of the Vice-Chancellor, and the process of appointment of the Vice-Chancellor shall be completed at least one month before the probable date of occurrence of the vacancy of the Vice-Chancellor.

(6) The person appointed as the Vice-Chancellor shall, subject to the terms and conditions of contract of service, hold office for a period of five years from the date on which he takes charge of his office or till he attains the age of sixty-five years, whichever is earlier and he shall not be eligible for re-appointment.

(7) The person appointed as the Vice-Chancellor shall hold a lien, if any, on the substantive post held by him prior to the appointment.

(8) In any of the following circumstances, the exigency whereof shall solely be judged by the Chancellor, namely :-

(i) where the committee appointed under clause (a) of sub-section (3) is unable to recommend any name within the time limit specified by the Chancellor;

(ii) where the vacancy occurs in the office of the Vice-Chancellor because of death, resignation or otherwise, and it cannot be conveniently and expeditiously filled in, in accordance with the provisions of sub-sections (3) and (4);

(iii) where the vacancy in the office of the Vice-Chancellor occurs temporarily because of leave, illness or other causes; or

(iv) where there is any other emergency;

the Chancellor may appoint any suitable person, to act as the Vice-Chancellor for a term not exceeding twelve months, in the aggregate as may be specified in his order :

Provided that, the person so appointed shall cease to hold such office on the date on which the person appointed as the Vice-Chancellor in accordance with the provisions of sub-sections (3) and (4) assumes office or the Vice-Chancellor resumes office.

(9) The Vice-Chancellor shall be a whole-time salaried officer of the university and shall receive pay and allowances, and other facilities as determined by the State Government. In addition, he shall be entitled to free furnished residence, a motor car including its maintenance, repairs and fuel required therefor, with the service of a chauffeur, free of charge.

(10) Such sumptuary allowance shall be placed at the disposal of the Vice-Chancellor, as the State Government may approve.

(11) If a person receiving an honorarium from the consolidated fund of the State, or if a principal of an affiliated college or a recognized institution or a university teacher is appointed as Vice-Chancellor, his terms and conditions of service shall not be altered to his disadvantage during his tenure as Vice-Chancellor.

(12) Notwithstanding anything contained in the foregoing sub-sections, the person referred to in sub-section (7) shall stand retired from his original post in accordance with the terms and conditions of service of that post.

(13) The Vice-Chancellor may, by writing under his signature addressed to the Chancellor, after giving one month's notice resign from his office and shall cease to hold his office on the acceptance of his resignation by the Chancellor or from the date of expiry of the said notice period, whichever is earlier.

(14) The Vice-Chancellor may be removed from his office if the Chancellor is satisfied that the incumbent,—

(a) has become insane and stands so declared by a competent court; or

(b) has been convicted by a court for any offence involving moral turpitude; or

(c) has become an undischarged insolvent and stands so declared by a competent court; or

(d) has been physically unfit and incapable of discharging functions due to protracted illness or physical disability; or

(e) has willfully omitted or refused to carry out the provisions of this Act or has committed breach of any of the terms and conditions of the service or any other conditions, prescribed by the State Government under sub-section (2), or has abused the powers vested in him or if the continuance of the Vice-Chancellor in the office is detrimental to the interests of the university ; or

(f) is a member of, or is otherwise associated with, any political party any organization which takes part in politics, or is taking part in, or subscribing in aid of, any political movement or activity.

Explanation.- For the purposes of this sub-clause, whether any party is a political party, or whether any organization takes part in politics or whether any movement or activity falls within the scope of this sub-clause, the decision of the Chancellor thereon shall be final :

Provided that, the Vice-Chancellor shall be given a reasonable opportunity to show cause by the Chancellor before taking recourse for his removal under sub-clauses (d), (e) and (f).

23 (1) The Vice-Chancellor shall be the principal academic and executive officer of the university responsible for the development of academic programmes of the university. He shall oversee and monitor the administration of the academic programmes and general administration of the university to ensure efficiency and good order of the university.

Powers and duties of Vice-Chancellor.

(2) He shall be entitled to be present, with the right to speak, at any meeting of any other authority or body or committee of the university, but shall not be entitled to vote thereat, unless he is the Chairperson or member of that authority or body.

(3) The Vice-Chancellor shall have the power to convene meetings of any of the authorities, bodies or committees, as and when he considers it necessary to do so.

(4) The Vice-Chancellor shall ensure that directions issued by the Chancellor are strictly complied with or, as the case may be, implemented.

(5) It shall be the duty of the Vice-Chancellor to ensure that the directives of the State Government, if any, and the provisions of this Act, Statutes, Ordinances and Regulations are strictly observed and that the decisions of the authorities, bodies and committees which are not inconsistent with this Act, Statutes, Ordinances and Regulations are properly implemented.

(6) The Vice-Chancellor may defer implementation of a decision taken or a resolution passed by any authority, body or committee of the university if, he is of the opinion that the same is not consistent with the directives of the State Government or with the provisions of the Act, Statutes, Ordinances and Regulations or that such decision or resolution is not in the interest of the university and at the earliest opportunity refer it back to the authority, body or committee concerned for reconsideration in its next meeting with reasons to be recorded in writing. If differences persist, he shall within a week, giving reasons submit it to the Chancellor for decision and inform about having done so to the members of the authority, body or committee concerned. After receipt of the decision of the Chancellor, the Vice-Chancellor shall take action as directed by the Chancellor and inform the authority, body or committee concerned, accordingly.

(7) If there are reasonable grounds for the Vice-Chancellor to believe that there is an emergency which requires immediate action to be taken, or if any action is required to be taken in the interest of the university, he shall take such action, as he thinks necessary, and shall at the earliest opportunity, report in writing the grounds for his belief that there was an emergency, and the action taken by him, to such authority or body as shall, in the ordinary course, have dealt with the matter. In the event of a difference arising between the Vice-Chancellor and the authority or body whether there was in fact an emergency, or on the action taken where such action does not affect any person in the service of the University, or on both, the matter shall be referred to the Chancellor whose decision shall be final :

Provided that, where any such action taken by the Vice-Chancellor affects any person in the service of the university, such person shall be entitled to prefer, within thirty days from the date on which he receives notice of such action, an appeal to the Management Council.

Explanation.- For purposes of this sub-section, action taken by the Vice-Chancellor shall not include disciplinary action taken against any employee of the university.

(8) Where any matter is required to be regulated by the Statutes, Ordinances or Regulations, but no Statutes, Ordinances or Regulations are made in that behalf or where there is an exigency to amend Statutes, Ordinances or Regulations, the Vice-Chancellor may, for the time being, regulate the matter by issuing such directions as he thinks necessary, and shall, at the earliest opportunity thereafter, place them before the Management Council or other authority or body concerned for approval. He shall, at the same time, place before such authority or body for consideration the draft of the Statutes, Ordinances or Regulations, as the case may be, required to be made in that behalf:

Provided that, such direction shall have to be converted into Statute, Ordinance or Regulations as the case may be, within six months of issuing of such direction failing which such direction shall automatically lapse.

(9) The Vice-Chancellor shall be the appointing and disciplinary authority for the university teachers.

(10) The Vice-Chancellor shall be the appointing and disciplinary authority for officers of the university of the rank of Assistant Registrar and of the rank equivalent thereto and above.

(11) As the Chairperson of the authorities or bodies or committees of the university, the Vice-Chancellor shall be empowered to suspend member from the meeting of the authority, body or committee for persisting to obstruct or stall the proceedings or for indulging in behaviour unbecoming of a member, and shall report the matter accordingly, to the Chancellor.

(12) The Vice-Chancellor shall place before the Management Council a report of the work of the university periodically as provided under the Ordinances.

(13) The Vice-Chancellor shall have the power to,-

23 accord recognition to institutions of higher learning, research specialized studies in accordance with the provisions of this Act;

(b) accord recognition to autonomous colleges, empowered autonomous colleges or cluster of institutions and empowered skills development colleges in accordance with the provisions of this Act;

(c) accord recognition to private skills education providers in accordance with the provisions of this Act;

(d) accord recognition as qualified teachers to the experts from the field of application oriented industries or companies and domain specific experts in various professional skills, working as training experts in private skills education providers and empowered skills development colleges.

(e) approve the recommended panel of referees for thesis or dissertations for awarding post-graduate, doctorate and higher degrees.

(14) (a) The Vice-Chancellor shall have right to cause inspection to be made by the Pro-Vice-Chancellor or such person or persons or body of persons as he may direct, of the university, its buildings, laboratories, libraries, museums, workshops and equipment and of affiliated, conducted or autonomous college, empowered autonomous colleges or cluster of institutions, recognized or autonomous institutions, empowered skills development colleges or private skills education provider, hall or hostel maintained or recognized by the university, and of the examinations, teachings and other work conducted by or on behalf of the university, and to cause an inquiry to be made in a like manner regarding any matter connected with the administration or finance of the university, affiliated, conducted or community or autonomous college, empowered autonomous colleges or cluster of institutions, recognized or autonomous institutions, empowered skills development colleges or private skills education provider:

Provided that, the Vice-Chancellor shall, in the case of affiliated or autonomous college, empowered autonomous colleges or cluster of institutions, recognized or autonomous institutions, empowered skills development colleges or private skills education provider, give notice to the management of such affiliated or autonomous college, empowered autonomous colleges or cluster of institutions, recognized or autonomous institutions, empowered skills development colleges or private skills education provider of his intention to cause an inspection or an inquiry to be so made:

Provided further that, the management shall have the right to make such representation to the Vice-Chancellor as it thinks necessary before such inspection or inquiry is made;

(b) after considering such representation, if any, the Vice-Chancellor may cause such inspection or inquiry to be made or may drop the same;

(c) in the case of management when an inspection or inquiry has been caused to be made, the management, shall be entitled to appoint a representative, who shall have the right to be present and be heard at such inspection or inquiry;

(d) the Vice-Chancellor may, if the inspection or inquiry is made regarding any college or institution admitted to the privileges of the university, communicate to the management the result of such inspection or inquiry;

(e) the management shall communicate to the Vice-Chancellor such action, if any, as it proposes to take or has been taken by it;

(f) where the management, does not, within the time fixed by the Vice-Chancellor, take action to his satisfaction, the Vice-Chancellor shall be competent to impose a fine upon the management and direct the management to stop the fresh admissions to the colleges or institutions or to decide any other action to be taken in this behalf and the same shall be communicated to the management concerned for compliance.

0 The Vice-Chancellor shall forward to the State Government report on the recommendation of the Management Council, regarding the temporary alternative arrangements, in the interest of students, to run the day to day academic and administrative activities, of the management of an affiliated college, institution or autonomous college or empowered autonomous college or cluster of institutions in case of dispute regarding the management of the affiliated college and where irregularities or commissions or omissions of criminal nature by the management of such college or institution or mismanagement of such college or institutions are, *prima facie*, evident to committee of inquiry appointed by the university and to make the necessary arrangements to run the day to day academic and administrative activities of such college till the dispute is statutorily resolved. The decision of the State Government in this behalf shall be final and binding.

(16) The Vice-Chancellor shall exercise such other powers and perform such other duties as may be conferred upon him by or under this Act.

Pro-Vice-
Chancellor.

(1) The Pro-Vice-Chancellor shall be the academic and executive officer next to the Vice-Chancellor having purview of the entire university.

(2) The Pro-Vice-Chancellor shall be a person who has held the post of professor, or principal of a college or an institution with not less than fifteen years teaching or research experience.

(3) The Pro-Vice-Chancellor shall be the Chairperson of the Board of Deans, Board of Sub-campus, Board of University Departments and Inter-Disciplinary Studies, Board of Post-Graduate Education in Colleges; and an ex-officio Chairperson of the Research and Recognition Committee.

(4) The Pro-Vice-Chancellor shall be a full time salaried officer of the university and shall work directly under the superintendence, direction and control of the Vice-Chancellor.

(5) Save as otherwise provided, pay and allowances admissible to him as well as the terms and conditions of his service shall be such as may be determined by the State Government, from time to time.

(6) The Chancellor shall, in consultation with the Vice-Chancellor, appoint a Pro-Vice-Chancellor for the university.

(7) The term of Pro-Vice-Chancellor shall be co-terminus with the term of office of the Vice-Chancellor or till he attains the age of sixty-five years, whichever is earlier.

(8) The provisions of sub-section (11) of section 11 shall, in regard to the conditions of service of Pro-Vice-Chancellor, mutadis-mutandis, apply.

(9) The Pro-Vice-Chancellor shall act as the chairperson of the authorities, bodies and committees, in the absence of the Vice-Chancellor.

(10) When the office of the Pro-Vice -Chancellor falls vacant or when the Pro-Vice-Chancellor is, by reason of illness or absence or any other cause, unable to perform the duties of his office, the Vice-Chancellor, may appoint a suitable person qualified to be appointed as Pro-Vice-Chancellor to officiate as Pro-Vice-Chancellor, till the Pro-Vice-Chancellor resumes office, or a new Pro-Vice-Chancellor assumes duty, as the case may be.

(11) The Pro-Vice-Chancellor may, by writing under his signature addressed to the Vice-Chancellor, after giving one month's notice resign from his office and shall cease to hold his office on the acceptance of his resignation by the Vice-Chancellor or from the date of expiry of the said notice period, whichever is earlier.

(12) The Pro-Vice-Chancellor may be removed from his office by the Chancellor on the recommendation of the Vice-Chancellor, if he is satisfied that the incumbent.—

(a) has become insane and stands so declared by a competent court; or

(b) has been convicted by a court for any offence involving moral turpitude; or

(c) has become an undischarged insolvent and stands so declared by a competent court; or

(d) has been physically unfit and incapable of discharging functions due to protracted illness or physical disability; or

(e) has willfully omitted or refused to carry out the provisions of this Act or has committed breach of any of the terms and conditions of service or any other conditions, prescribed by the State Government under sub-section (5) or has abused the powers vested in him or if, the continuance of the Pro-Vice-Chancellor in the office is detrimental to the interests of the university; or

(f) is a member of, or is otherwise associated with, any political party or any organization which takes part in politics, or is taking part in, or subscribing in aid of, any political movement or activity.

Explanation.- For the purposes of this clause, whether any party is a political party, or whether any organization takes part in politics or whether any movement or activity falls within the scope of this clause, the decision of the Vice-Chancellor thereon shall be final :

Provided that, the Pro-Vice-Chancellor shall be given a reasonable opportunity to show cause by the Vice-Chancellor before taking recourse for his removal under clauses (d), (e) and (f).

(13) The Pro-Vice-Chancellor shall,—

(a) be the principal academic planning and academic audit officer for the academic development programmes, including post-graduate teaching, research and extension programmes and collaborative programmes of the university;

(b) ensure that quality in education and central academic services is maintained by the university;

(c) be responsible for fostering intellectual interaction across the university and for ensuring that there is research and development and industry linkages;

(d) ensure that the long -term and short-term development plans of the university and its colleges in their academic programmes are duly processed and implemented through relevant authorities, bodies, committees and officers;

(e) monitor appointment of principals and teachers of affiliated colleges and institutions, autonomous colleges and institutions, empowered autonomous colleges, cluster of institutions and recognized institutions or post-graduate centers;

(f) accord approval to the appointments of principals and teachers of affiliated colleges and institutions, autonomous colleges and institutions, empowered autonomous colleges, cluster of institutions and recognized institutions or withdraw the same in accordance with the procedure as prescribed in the Ordinances;

(g) accord approvals to selection committees for appointment of teachers in the colleges as per the norms of the University Grants Commission and the State Government;

(h) recommend proposals to the Management Council for the establishment of conducted colleges, schools, departments, institutions of higher learning, research and specialized studies, knowledge resource centre, academic services units, libraries, laboratories and museums in the university;

(i) consider and recommend proposals to the Management Council for creation of the posts of directors, principals, university teachers, non-vacation academic staff, non-teaching employees and other posts required by the university, from the funds of the university and from the funds received from other funding agencies, and qualifications, experience and pay-scales for such posts;

(j) be the principal liaison officer with the external funding agencies for generating funds for the collaborative and development programmes of the university and monitor their proper utilization;

(k) be responsible for preparation of the comprehensive perspective plan, annual plan, and undertaking the systematic field survey within geographical jurisdiction under section 107;

(l) be responsible for establishing liaison for fostering and promoting collaboration between the university, colleges and national and international institutions and scientific, industrial and commercial organizations;

(m) be responsible for submission of an annual report on the progress achieved in different developmental and collaborative programmes to the Vice-Chancellor who shall place the same before the Management Council;

(n) exercise such other powers and perform such other duties as prescribed under this Act or assigned to him, from time to time, by the Vice-Chancellor.

Registrar.

14. (1) The Registrar shall, be the Chief Administrative Officer of the university. He shall be a full-time salaried officer and shall work directly under the superintendence, direction and control of the Vice-Chancellor.

(2) The qualifications and experience for the purpose of selection of the Registrar shall be as laid down by the University Grants Commission and approved by the State Government.

(3) The Registrar shall be appointed by the Vice-Chancellor on the recommendation of a selection committee constituted for the purpose under this Act.

(4) Appointment of the Registrar shall be for a term of five years or till he attains the age of superannuation whichever is earlier and he shall be eligible for re-appointment by selection on the recommendation of a selection committee constituted for the purpose, for only one more term of five years in the university in which he is serving;

(5) When the office of the Registrar falls vacant or the Registrar is, by reason of illness or absence or any other cause, unable to perform the duties of his office for a period not exceeding six months, the Vice-Chancellor shall appoint a suitable person to officiate as the Registrar until the new Registrar assumes duty or the Registrar resumes duty, as the case may be.

(6) The Registrar shall,—

(a) act as a Member-Secretary of the Senate, Management Council, Academic Council and such other authorities, bodies and committees, as prescribed by or under this Act;

(b) be the appointing and the disciplinary authority of the employees of the university other than the teachers, non-vacation academic staff and officers of the rank of Assistant Registrar and other officers holding posts equivalent thereto or above. An appeal by a person aggrieved by the decision of the Registrar may be preferred within thirty days from the date of communication of such decision, to the Vice-Chancellor;

(c) be the custodian of the records, the common seal and such other property of the university as the Management Council may, commit to his charge;

(d) conduct elections to various authorities and bodies of the university as per the programme approved by the Vice-Chancellor;

(e) prepare and update the Handbook of the Statutes and Regulations approved by the authorities, bodies or committees, from time to time, and make them available to all members of the authorities and officers of the university;

(f) receive complaints and suggestions in regard to the improvement of administration and consider them for appropriate action;

(g) render necessary assistance for inspection of the university, its buildings, class rooms, laboratories, libraries, knowledge resource centre, museums, workshops and equipment is made by such person or persons or body of persons, as directed by the Vice-Chancellor;

(h) organise training and orientation of non-teaching employees in the university and affiliated colleges;

(i) have the power to enter into agreements, sign documents and authenticate records on behalf of the university, subject to the decision of the authorities of the university;

(g) be responsible for dissemination of information on the various quality parameters of higher education, as may be defined by various national level bodies dealing with assessment and accreditation of quality in educational institutions;

(h) organize inter-institutional and intra-institutional workshops, seminars on quality related themes and promotion of quality circles;

(i) co-ordinate quality-related activities, including adoption and dissemination of good practices, development and maintenance of institutional database, through management information system for the purposes of maintaining or enhancing the institutional quality;

(j) be responsible for development of quality culture in higher education;

(k) prepare Annual Quality Assurance Report of programmes within his faculty, based on the quality parameters or assessment criteria, developed by the relevant quality assurance bodies, in the prescribed format;

(l) be responsible for bi-annual development of quality parameters and ranking of integral units of higher education based on the Annual Quality Assurance Report;

(m) interact with State Quality Assurance Cell in the pre-accreditation and post-accreditation quality assessment, sustenance and enhancement endeavours;

(n) recommend to the Management Council proposals for the institution of fellowship, travelling fellowship, scholarship, studentship, medals and prizes and making Regulations for their award;

(o) recommend to the Management Council through the Academic Council, proposals for the conduct of inter-faculty and area or regional studies, common facilities, such as instrumentation centers, knowledge resource centers, Science and Technology Parks, entrepreneurship development and industry incubation center, intellectual property rights center, workshops, hobby centers, museums, etc.;

(p) control, regulate and co-ordinate research activities to maintain standards of teaching and research in the university departments, post-graduate departments in colleges and recognized institutions;

(q) recommend to the Academic Council proposals for conduct of post-graduate courses in university departments, post-graduate departments in colleges and recognized institutions;

(r) recommend to the Academic Council the norms of recognition of postgraduate teachers and research guides in post-graduate departments in colleges, autonomous colleges and institutions, empowered autonomous colleges, cluster of institutions and recognized institutions;

(s) recommend to the Academic Council the norms of recognition of undergraduate teachers and project guides in under-graduate departments in colleges, autonomous colleges and institutions, empowered autonomous colleges, cluster of institutions and recognized institutions;

(t) recommend to the Academic Council the norms of recognition of experts working in industries or private professional skills development companies or private skills development institutions, as recognized teachers for the certificate or diploma or advanced diploma or associate degree programmes which may be run by colleges, institutions, autonomous colleges and institutions, empowered autonomous colleges or cluster of institutions, empowered skills development colleges and private skills education provider, as recommended by the university authorities;

(u) be responsible for ensuring standards of under-graduate and post-graduate teaching and research in the faculty;

(v) be responsible for ensuring academic development of the faculty under his purview and proper implementation of the decisions of the Board of Studies, Faculty, Academic Council, Management Council and the Board of Examinations and Evaluation in respect of his faculty;

(w) be responsible for creation of a repository of questions with model answers which shall be continuously updated and expanded;

(x) enquire into any malpractices committed in any academic programmes in the faculty by a university department, affiliated or conducted or community or autonomous, empowered autonomous colleges or cluster of institutions or recognized institutions, on being directed by the Academic Council and submit a report of the findings to the Academic Council;

(y) render necessary assistance for redressal of grievances of the students in the faculty;

(z) prepare proposals for award of fellowship, scholarship and other distinctions in the faculty for submission to the Academic Council;

(za) prepare reports as required by the various authorities or bodies of the university, the State Government, the Central Government, the Central Educational Commissions or Councils, Commission and any such other body;

(zb) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor or Pro-Vice-Chancellor from time to time.

0 (1) The Director, Board of Examinations and Evaluation shall be a full time salaried officer and shall work directly under the directions and control of the Vice-Chancellor. He shall discharge his functions under the superintendence, direction and guidance of the Board of Examinations and Evaluation, and shall be concerned with the implementation of the policies and directives given by the Board of Examinations and Evaluation.

Director of
Board of
Examinations
and
Evaluation.

(2) The qualifications and experience for the purpose of selection of the Director, Board of Examinations and Evaluation shall be as may be specified by the State Government, by an order published in the Official Gazette.

(3) The Director, Board of Examinations and Evaluation shall be appointed by the Vice-Chancellor on the recommendation of the selection committee constituted for the purpose under this Act:

Provided that, in appointing the Director, Board of Examinations and Evaluation preference shall be given to the persons with proven capacity of use of technology in delivery of education.

(4) Appointment of the Director, Board of Examinations and Evaluation shall be for a term of five years or till he attains the age of superannuation, whichever is earlier and he shall be eligible for re-appointment by selection on the recommendation of a selection committee constituted for the purpose, for only one more term of five years in the university in which he is serving.

(5) The Director, Board of Examinations and Evaluation shall,—

(a) be the principal officer-in-charge of the conduct of university examinations, tests and evaluation, and declaration of their results;

(b) be the Member-Secretary of the Board of Examinations and Evaluation and of the committees appointed by the Board except the committees constituted for appointment of paper-setters, examiners and moderators;

- (c) be responsible for making all arrangements necessary for holding examinations, tests and evaluation, and for timely declaration of results;
- (d) evolve and implement in consultation with the Board of Examinations and Evaluation, processes for proper and smooth conduct of examinations and evaluation;
- (e) prepare and announce in advance the programme of examinations, after seeking approval of the Board of Examinations and Evaluation;
- (f) arrange for printing of question papers;
- (g) postpone or cancel examinations, in part or in whole, in the event of malpractices or if the circumstances so warrant, and take disciplinary action or initiate any civil or criminal proceedings against any person or a group of persons or a college or an institution alleged to have committed malpractices, in consultation with the Vice-Chancellor;
- (h) take disciplinary action where necessary against the candidates, paper setters, examiners, moderators, or any other persons connected with examinations and evaluation, found guilty of malpractices in relation to the examinations and evaluation;
- (i) review, from time to time, the results of university examinations and evaluation, and forward reports thereon to the Board of Examinations and Evaluation;
- (j) strive to declare the results of every examination and evaluation conducted by the University within thirty days from the last date of the examination for that particular course and shall in any case declare the results latest within forty-five days as provided in section 89 and in case of delay, prepare a detailed report outlining the reasons;
- (k) take all steps for implementation of all academic and administrative decisions taken by the Board of Examinations and Evaluation;
- (l) implement decisions taken by the various university authorities, connected with the examination and evaluation process;
- (m) implement all policy and operative decisions with reference to the choice based credit system, both at the under-graduate, post-graduate levels and in other teaching programmes;
- (n) organize workshops for teachers in the subjects concerned, in order to acquaint them with new trends in the assessment processes, such as cognitive and summative assessment, creation and use of repository of questions, use of technology in paper setting and conduct of examinations, tests and evaluation ;
- (o) ensure innovative and effective use of information and communication technology in the entire process of the conduct of examinations and evaluation;
- (p) arrange for proper assessment of performance of candidates at the examinations and process the results;
- (q) ensure that answer books for all degree examinations are assessed through the central assessment system;
- (r) ensure that every teacher and non-teaching employee in the university, affiliated or conducted college or recognized institution renders necessary assistance and service in respect of examinations of the university and in evaluation process;
- (s) carry out all other duties and functions assigned to him by the Board of Examinations and Evaluation;
- (t) undertake any other task assigned to him by the university authorities to carry out the objectives of the Board of Examinations and Evaluation, and to ensure that the objects of the university are accomplished;

(u) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

0 (1) The Finance and Accounts Officer shall be the principal finance, accounts and audit officer of the university. He shall be a full-time salaried officer and shall work directly under the superintendence, direction and control of the Vice-Chancellor. Finance and Accounts Officer.

(2) The Finance and Accounts Officer shall be a person who is a chartered accountant or a cost accountant, with professional experience of not less than five years.

In case the person possessing the qualifications and experience as specified in sub-section (2) cannot be appointed, the Finance and Accounts Officer may be appointed from amongst the Government Officers of the State Finance and Accounts Service, holding the post not below the rank of Deputy Director.

The Finance and Accounts Officer shall be appointed by the Vice-Chancellor on the recommendation of the Selection Committee constituted for the purpose under this Act.

The appointment of the Finance and Accounts Officer shall be for a term of five years or till the age of superannuation, whichever is earlier, and he shall not be eligible for re-appointment in that university.

The Finance and Accounts Officer shall,—

(a) exercise general supervision over the funds of the university and advise the Vice-Chancellor as regards the finances of the university;

(b) hold and manage the funds, property and investments, including trust and endowed property, for furthering the objects of the university, with the approval of the Vice-Chancellor;

(c) ensure that the limits fixed by the university for recurring and nonrecurring expenditure for a year are not exceeded, and that all allocations are expended for the purposes for which they are granted or allotted;

(d) keep watch on the state of the cash and bank balances and investments;

(e) ensure effective revenue management by keeping watch on the process and progress of collection of revenue, and advise the Vice-Chancellor on the methods to be employed in this regard;

(f) perform the duties under clauses (a) to (e) as per the Maharashtra Universities Account Code;

(g) get the accounts of the university audited, regularly;

(h) ensure that the registers of buildings, land, equipment, machinery and other assets are maintained up-to-date and that the physical verification and reconciliation of these assets and other consumable material in all offices, conducted colleges, workshops and stores of the university are conducted regularly;

(i) propose to the Vice-Chancellor that explanation be called for unauthorized expenditure or other financial irregularities from any academic member or non-vacation academic staff or an officer of the university of the rank of Assistant Registrar or equivalent and above;

(j) propose to the Registrar that explanation be called from any non-academic member of the university, other than the teacher, non-vacation academic staff and an officer of the university of the rank of Assistant Registrar or equivalent and above, for unauthorized expenditure or irregularities in any particular case, and recommend disciplinary action against the persons in default;

(k) call for, from any office, centre, laboratory, conducted college, department of the university or university institution, any information and returns that he thinks necessary for the proper discharge of his financial responsibilities;

(l) maintain the minutes of the meetings of the Finance and Accounts Committee;

(m) be responsible for preparation and maintenance of accounts by double entry accounting system, on accrual basis, presenting the annual financial estimates (budget), statement of accounts and audit reports, to the Finance and Accounts Committee and to the Management Council;

(n) prepare financial reports as required by the various authorities or bodies of the university, the State Government, the Central Government, the Central Educational Commissions or Councils, Commission, University Grants, Commission and All India Council for Technical Education and any such body providing funds to the university;

(o) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice- Chancellor and Pro-Vice-Chancellor, from time to time.

Director of
Sub-
Campus
university.

0 (1) The Director of Sub-campus shall be a full time officer who shall work under the superintendence, direction and control of the Vice-Chancellor.

(2) The Director of Sub -campus shall be a person who is holding the post of professor or principal or equivalent position in any university or institute of national repute engaged in teaching, research and development activities, with not less than fifteen years teaching or research or administrative experience.

(3) The appointment of the Director of Sub-Campus shall be made by the Vice-Chancellor on the recommendation of the selection committee constituted for the purpose under this Act.

(4) The Appointment of the Director of Sub-Campus shall be for a term of five years or till the age of super-annuation, whichever is earlier, and he shall be eligible for re-appointment, by selection on the recommendation of a selection committee constituted for the purpose, for only one more term of five years in the university in which he is serving.

(5) The Director of Sub-Campus shall,—

(a) be the chief academic and administrative officer of the Sub-Campus;

(b) oversee and monitor the administration of the academic programmes of the colleges and recognized institutions in the district;

(c) oversee and monitor general administration of the Sub- Campus of the university and ensure efficiency and good order of the university departments or schools or institutions on the Sub-Campus;

(d) act as a link between the university, colleges and recognized institutions in the district, as well as departments, schools or institutions on the Sub-Campus of the university;

(e) ensure that appropriate actions as are needed for maintenance of quality of teaching, as specified by the Internal Quality Assurance Cell and the university authorities, are initiated, records thereof are maintained, teachers' appraisal by students is carried out and reports thereof are sent to university authorities;

(f) co-ordinate evaluation, academic training workshops or seminars, quality measurement and other academic, administrative, financial and related activities in the district and on the Sub-campus;

(g) ensure establishment of inter-institutional and intra-institutional information and communication technology linkages among the affiliated colleges and recognized institutions in the district;

(h) ensure that the decisions of the colleges or university departments, schools, institutions on the Sub-Campus and their functioning is not inconsistent with this Act, Statutes and Regulations;

as envisaged by the Board of National and International Linkages and the university authorities;

(i) process applications for visits of teachers and students from university departments, institutions, conducted colleges, colleges and recognized institutions to national and international universities or institutions and assist them on logistic support for such visits;

(j) oversee and monitor administration of Foreign Students' Assistance Cell which gives facility of a Single Window Operation to the foreign students;

(k) process the applications received from foreign students for their visits to other parts of India;

(l) supervise the working of the Migrant Indian Students' Cell established for providing Single Window Operation for students coming from other parts of the country;

(m) undertake any other task that may be assigned to him by the university authorities, to ensure that the objectives of the Board for Innovation, Incubation and Enterprise and Board of National and International Linkages are accomplished;

(n) exercise such other powers and perform such other duties, as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

Director
knowledge
Resource
Center.

0 (1) Director Knowledge Resource Center shall be a full time salaried officer of the university and shall be in-charge of the Knowledge Resource Centre in the university. He shall work directly under the superintendence, direction and control of the Vice-Chancellor.

The qualifications, experience, emoluments and terms and conditions of service of the Director, Knowledge Resource Center shall be as recommended by the University Grants Commission, in the case of university librarian and adopted by the State Government.

(3) The appointment of the Director Knowledge Resource Center shall be made by the Vice-Chancellor on the recommendation of the selection committee constituted for the purpose.

(4) The Director Knowledge Resource Center shall,—

(a) be a Member-Secretary of the Knowledge Resource Centre Committee and shall ensure proper implementation of the decisions taken by the Knowledge Resource Centre Committee;

(b) be the custodian of all books, periodicals, manuscripts, journals in print, audio and digital format, and equipment in the Knowledge Resource Center;

(c) evolve and implement such processes and procedures to ensure that the books, periodical, manuscripts, journals and equipment in the Knowledge Resource Centre are not lost or damaged, and no irregularities take place in the Knowledge Resource Center;

(d) cause periodical verification of stock, prepare appropriate report that includes losses, and place it before the Knowledge Resource Centre Committee;

(e) be responsible for the development, modernization, up keeping and management of university Knowledge Resource Center;

(f) render assistance and guidance to the concerned officer at Knowledge Resource Centre on the Sub-Campus of the university;

(g) render assistance and advice to libraries and librarians of affiliated colleges and recognized institutions by conducting annual meeting of the librarians of affiliated colleges and recognized institutions;

(h) conduct training programmes and workshops to update the skills and knowledge of librarians of affiliated colleges and recognized institutions;

(i) create awareness among the students of various departments of the university regarding the availability of resources, information, search techniques and databases through the information literacy programme;

(j) undertake any other task assigned to him by the university authorities to ensure that the objectives of Knowledge Resource Centre are accomplished;

(k) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

0 (1) The Director of Lifelong Learning and Extension shall be a full time salaried officer of the university and shall be responsible to carry out the activities of the Board of Lifelong Learning and Extension. He shall work directly under the superintendence, direction and control of the Vice-Chancellor.

Director of
Lifelong
Learning
and
Extension.

(2) The qualifications, experience, emoluments and terms and conditions of service of the Director of Lifelong Learning and Extension shall be as recommended by the University Grants Commission and adopted by the State Government.

(3) The Director of Lifelong Learning and Extension shall be appointed by the Vice-Chancellor on the recommendation of the selection committee constituted for the purpose under this Act.

(4) The appointment shall be for a term of five years or till the age of superannuation, whichever is earlier and he shall be eligible for reappointment in the manner provided in sub-section (3) for only one more term of five years in the university in which he is serving.

(5) The Director of Lifelong Learning and Extension shall be the *ex-officio* head of the Department of Lifelong Learning and Extension.

(6) The Director of Lifelong Learning and Extension shall,—

(a) be responsible for implementation of policies and recommendations of the Board of Lifelong Learning and Extension;

(b) promote research in the field of lifelong learning, value education, life skills for adults and senior citizens, and for longevity;

(c) organize lower level skills development programmes for training female and male nurses to handle elderly patients or terminally ill patients;

(d) organize the teaching programmes which include certificate and diploma programmes for graduate students and advanced diploma programmes at post-graduate level in value education and longevity;

(e) organize post-graduate teaching programmes exclusively in the domain of value education and life skills for adults and senior citizens;

(f) organize and co-ordinate awareness activities for adults and senior citizens on life skills for coping with old age, information on social organization and Government Schemes for elderly persons and briefing on home for the aged;

(g) undertake any other task as may be assigned by the university authorities so as to carry out objectives of the Board for Lifelong Learning and Extension;

(h) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

0 (a) (1) The Director of Students' Development shall be nominated by the Vice-Chancellor, from amongst the teachers having minimum aggregate teaching experience of ten years and desired exposure in the field of extra-curricular and extension activities. He shall work directly under the superintendence, directions and control of the Vice-Chancellor.

Director of
Students'
Develop-
ment and
Director of
National
Service
Scheme.

(2) The emoluments, tenure, and terms and conditions of service shall be as prescribed by the Statutes.

(3) The Director of Students' Development shall,—

(a) work towards promotion of cultural, recreational and welfare activities of students in colleges, institutions and university departments;

(b) conduct leadership training programmes for students;

(c) ensure that there are mentors and counselling cells for the young students in colleges, institutions and university departments;

(d) organize anti-ragging committees and squads and ensure that all necessary measures are taken to prevent ragging in the university, colleges and the institutions;

(e) look into the grievances and general welfare of the students;

(f) help in building-up the all-round personality of students and to groom them to be future leaders and confident adults;

(g) organize cultural and recreational activities jointly with regional, national and international bodies;

(h) promote the interest of the youth and develop their skills for appreciation of the fine and performing arts, pure arts and literary skills;

(i) organize university, state, national and international level competitions, skills development workshops and interactive programmes in various fields for the students;

(j) train the students for state, national and international level competitions in various cultural activities;

(k) conduct elections to the University Students' Council;

(l) to prepare the report of the Board of Students' Development to be submitted before the Senate ;

(m) undertake any other task assigned to him by the university authorities to carry out objectives of the Board of Students' Development;

(n) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him, by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

23 (1) the Director of National Service Scheme shall be nominated by the Vice-Chancellor from amongst the teachers having minimum aggregate teaching experience of ten years, experience of at least three years as NSS Programme Officer and desired exposure in the field of National Service Scheme activities.

23 The emoluments tenure and terms and conditions of service shall be as prescribed by the Statutes.

24 The Director of National Service Scheme shall,—

0 work towards promotion, co-ordination and conduct of different activities under National Service Scheme in colleges, institutions and university departments;

1 organize university, State, National and International level workshops, seminars, camps, competitions for National Service Scheme volunteers;

2 train the students for State, National and International competition;

3 undertake any other task assigned to him by the State National Service Scheme co-ordinator and the university authorities to carry out the objectives of National Service Scheme;

4 exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro Vice-Chancellor, from time to time.

23 (1) The Director of Sports and Physical Education shall be a full time salaried officer responsible for promoting the culture of sports and supervising sports related activities in the university, colleges and recognized institutions. He shall work under the superintendence, direction and control of the Vice-Chancellor.

Director of Sports and Physical Education.

(2) The qualifications and experience for the purpose of selection of the Director of Sports and Physical Education shall be such as may be specified by the State Government, by an order published in the Official Gazette.

(3) The Director of Sports and Physical Education shall be appointed by the Vice-Chancellor on the recommendation of the selection committee constituted for the purpose under this Act.

(4) The appointment of the Director of Sports and Physical Education shall be for a term of five years or the age of superannuation, whichever is earlier, and he shall be eligible for re-appointment by selection on the recommendation of a selection committee constituted for the purpose, for only one more term of five years in the university in which he is serving.

(5) The Director of Sports and Physical Education shall,—

(a) cultivate excellence in various domains of sports and also to promote a spirit of healthy competition;

(b) promote sports, culture and organize activities in the field of sports in colleges, institutions and university departments;

(c) co-ordinate and organize activities related to various sports jointly with regional and national bodies;

(d) organize university level competitions, sports skill development camps in various sports on the university campus;

(e) train students for regional, national and international competitions in various sports;

(f) to prepare the report of the Board of Sports and Physical education to be submitted before the Senate;

(g) undertake any other task that may be assigned to him by the university authorities, so as to carry out objectives of the Board of Sports and Physical education;

(h) exercise such other powers and perform such other duties as prescribed by or under this Act or assigned to him by the Vice-Chancellor and Pro-Vice-Chancellor, from time to time.

0 All salaried officers, members of the authorities, committees or bodies, teachers of the university and other employees of the university, shall be deemed to be public servants within the meaning of section 21 of the Indian Penal Code.

Officers, members of authorities, bodies and employees of university to be public servants.

CHAPTER IV

AUTHORITIES OF THE UNIVERSITY

Authority of
university.

- 0 The following shall be the authorities of the university, namely: (1) the Senate;
- (2) the Management Council;
- (3) the Academic Council;
- (4) the Faculty;
- (5) the Board of Deans;
- (6) the Board of Sub-campuses of the university;
- (7) the Board of Studies;
- (8) the Board of University Departments and Inter-disciplinary studies;
- (9) the Board of Post-Graduate Education in Colleges;
- (10) the Board of Lifelong Learning and Extension;
- (11) the Board of Examinations and Evaluation;
- (12) the Board of Information Technology;
- (13) the Board of National and International Linkages;
- (14) the Board for Innovation, Incubation and Enterprise;
- (15) the Board of Students' Development;
- (16) the Board of Sports and Physical Education;
- (17) the Board of Research;
- (18) such other bodies of the university as are designated by the Statutes, to be the authorities of the university.

Power of
State
Government
to specify
eligibility
conditions
for being
member of
any author-
ity of
university.

0 Notwithstanding anything contained in any other provisions of this Act, in consultation with the Chancellor, the State Government shall, by an order published in the *Official Gazette*, specify the eligibility conditions for being elected, nominated or co-opted as a member of any authority of the university.

Senate.

1 (1) The Senate shall be the principal authority for all financial estimates and budgetary appropriations and for providing social feedback to the university on current and future academic programmes.

(2) The Senate shall consist of the following members, namely:—

- (a) the Chancellor - Chairperson;
- (b) the Vice-Chancellor;
- (c) the Pro-Vice-Chancellor;
- (d) the Deans of Faculties;
- (e) the Director of Board of Examinations and Evaluation; (f) the Finance and Accounts Officer;
- (g) the Directors of Sub-campuses of the university;
- (h) the Director, Innovation, Incubation and Linkages;

(j) the Director of Technical Education or his nominee not below the rank of Joint Director;

(k) the Director Knowledge Resource Center of the university;

(l) the Director of Board of Students' Development; (m) the Director of Sports and Physical Education;

(n) the Director of Board of Lifelong Learning and Extension;

(o) ten Principals of affiliated, conducted, autonomous colleges which are accredited by National Assessment and Accreditation Council (NAAC) or National Board of Accreditation, (NBA), as the case may be, to be elected by the collegium of principals from amongst themselves; of whom one each shall be a person belonging to Scheduled Castes, Scheduled Tribes, De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes, Other Backward Classes, and one shall be a woman;

(p) six representatives of Management - to be elected from among the collegium of management representatives of the affiliated colleges or institutions out of whom one shall be from Scheduled Castes or Scheduled Tribes or Denotified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Classes category, by rotation, and one shall be woman :

Provided that, such representatives of management to be elected shall be the representatives of management of colleges which are accredited by National Assessment and Accreditation Council or National Board of Accreditation as the case may be :

Provided further that, where a management conducts one or more Colleges or institutions, only one representative of such management shall be eligible for being included in collegium of Management Representatives;

(q) the president and the secretary of the University Students' Council;

(r) ten teachers other than principals and directors of recognised institutions to be elected by the collegium of teachers from amongst themselves of whom one each shall be a person belonging to Scheduled Castes, Scheduled Tribes, De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes, Other Backward Classes, and one shall be a woman;

(s) three teachers to be elected by the collegium of University teachers from amongst themselves, of whom one shall be a person belonging to the Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Classes, by rotation, and one shall be a woman;

(t) ten registered graduates having graduated at least five years prior to the date of nomination, to be elected from amongst the collegium of registered graduates, of whom one each shall be a person belonging to Scheduled Castes, Scheduled Tribes, De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes, Other Backward Classes, and one shall be a woman :

Provided that, the registered graduates shall not include the graduates falling in or covered by the category of teachers (regular or on contract basis, irrespective of their teaching experience), principals, heads of the departments, management or any other categories mentioned in this sub-section;

(u) ten persons nominated by the Chancellor, of whom four shall be from the field of agriculture, social work, co-operative movement, legal, financial, banking and cultural activities and of the remaining six persons, one is from the industry, one is an educationist, one is a scientist, one is a person from performing and fine arts or literature or sports, one is from an organization involved in Environment or Preservation of Nature related tasks, and one is from an organization involved in women's development or senior citizens welfare or communications and media;

(v) two persons, nominated by the Vice-Chancellor one shall be a non-teaching employee of the university and one shall be from amongst the non-teaching employees of the affiliated colleges or recognized institutions;

(u) two Members of Legislative Assembly nominated by Speaker of Legislative Assembly for a tenure of two and half years;

(x) one Member of Legislative Council nominated by Chairman of Legislative Council for a tenure of two and half years;

(y) one Member of Municipal Council or Municipal Corporation to be nominated by Vice-Chancellor by rotation for a tenure of one year;

(z) one representative of the Education Committees of Zilla Parishads within the university area, nominated by the Education Committee for the term of one year, by rotation;

(za) the Registrar - Member-Secretary.

(3) The Chancellor shall normally preside over the senate and in his absence the Vice-Chancellor shall preside.

(4) The Senate shall meet at least twice a year on the date to be fixed by the Chancellor. One of the meetings shall be the annual meeting.

0 The Senate shall transact the following business at its meeting, namely:—

(a) to give suggestions to the university authorities on improvements that can be made in all areas and domains that are an integral part of the university, namely, academics, research and development, administration and governance;

(b) to review current academic programmes and collaborative programmes;

(c) to suggest new academic programmes consistent with the societal requirements in higher education;

(d) to suggest measures for improvement and development of the university;

(e) to confer, on the recommendation of the Management Council, honorary degrees or other academic distinctions;

(f) to review broad policies and programmes of the university and suggest measures for its improvement and development;

(g) to receive, discuss and approve the annual financial estimate (budget), the annual report, accounts, audit reports and their satisfactory compliances along with its certification by the auditor and the disciplinary or otherwise action taken report in this regard by the University;

(h) to approve comprehensive perspective plan and annual plan for the location of colleges and institutions of higher learning, as recommended by the Academic Council;

(i) to review and adopt the report of students' grievance redressal report to be presented by Registrar of the University;

(j) to review and adopt the reports of the Board of Students' Development and Board of Sports to be presented by the concerned directors;

(k) to give suggestions to the University authorities on improvements that can be made in the area and domains of student welfare, sports, cultural activities of the University;

(l) to make, amend or repeal statutes.

0 (1) The Management Council shall be the principal executive and policy making authority of the university and shall be responsible for administering the affairs of the university and carrying out such duties, which are not

Functions
and duties
of Senate.

Management
Council.

specific
ally
assigned
to any
other
authorit
y.

(2) There shall be not less than four meetings of the Management Council in a year.

(3) The procedure for conduct of business to be followed at a meeting including the quorum at the meeting and such other matters in relation to meetings as may be necessary, shall be such as may be prescribed by the Statutes.

(4) The Management Council shall consist of following members, namely:—

(a) the Vice-Chancellor-Chairperson;

(b) the Pro-Vice-Chancellor;

(c) one eminent person from the field of education, industry, agriculture, commerce, banking, finance, social, cultural and other allied fields to be nominated by the Chancellor;

(d) two Deans to be nominated by the Vice-Chancellor for tenure of two and half year.

0 One head or Director, nominated by the Vice- Chancellor from amongst the heads or Directors of University Departments or University institutions for a tenure of one year, by rotation:

Provided that, in rotating the heads or Directors amongst Departments or University institutions, the earlier Departments or University institutions, which were given an opportunity of representation shall be ignored;

(f) two principals to be elected by the Senate from amongst the principals who are the members of the Senate, out of whom one shall be elected from amongst the principals who have been elected from Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Class categories, by rotation;

(g) two teachers who are not principals or directors of recognised institutions to be elected by the Senate from amongst the teachers and university teachers who are the members of the Senate, out of whom one shall be elected from amongst the teachers and university teachers who have been elected from Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Class categories, by rotation ;

(h) two representatives of managements to be elected by Senate from amongst the representatives of management who are members of Senate, and further provided that same managements shall not have second consecutive institutional representation:

Provided that, out of the two representatives under this clause, one member shall be elected, by rotation, from amongst the Scheduled Castes or Scheduled Tribes, or De-notified Tribes (*Vimukata Jatis*) or Other Backward Class;

(i) two registered graduates elected by Senate from amongst elected registered graduate members of Senate, out of whom one shall be elected from amongst the registered graduates who have been elected from Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Class categories, by rotation;

0 two members elected by the Academic Council form amongst its members, one of whom shall be from amongst the elected teachers who are members of the Council and another shall be a woman;

(k) one eminent-expert from the institute or organization of National repute to be nominated by the Vice-Chancellor in consultation with the Chancellor ;

(l) the Secretary, Higher Education or his nominee not below the rank of Deputy Secretary or Joint Director of Higher Education;

(m) the Director of Higher Education or his nominee, not below the rank of Joint Director of Higher Education;

(n) the Director of Technical Education or his nominee not below the rank of Joint Director of Technical Education;

(o) the Registrar - Member-Secretary.

(5) The Finance and Accounts Officer and the Director, Board of Examinations and Evaluation shall be invitees of the Management Council, but they shall have no right to vote.

(6) President of the university students council shall be invitee, who shall attend the meeting as and when invited:

Provided that, such President shall be invited at least in every three months to discuss the issues related to the students' development, welfare and grievances.

0 The Management Council shall have the following powers and duties, namely:—

(a) to review and deliberate on short and long term reforms in academic, research and development activities, finances, management and governance that are taking place at the national and global level with a view to allow them to percolate into the university;

(b) to study and decide upon the operative mechanism for the reforms that would be recommended by the Commission in all the domains of the university;

(c) to make such provisions, as may enable colleges and institutions to undertake specialized studies and courses, and where necessary or desirable, organize and make provision for common laboratories, libraries, museums and equipment for teaching and research;

(d) to establish departments, colleges, schools, centres, institutions of higher learning, research and specialized studies, on the recommendation of the Academic Council;

(e) to recommend to the senate, the draft of statutes or amendment or repealment of statutes for approval;

(f) to make, amend or repeal ordinances and regulations;

(g) to control and arrange for administration of assets and properties of the university;

(h) to discuss and approve with modifications, if any, the annual financial estimates or budget, that is to say the fund which may be received from State Government, university funds and other funding agencies separately, as received from the Finance and Accounts Committee;

(i) to consider proposals to enter into, amend, carry out and cancel contracts on behalf of the university;

(j) to determine the form of common seal for the university and provide for its use;

(k) to accept, on behalf of the university the transfer of any trusts, bequests, donations and transfer of any movable, immovable and intellectual property to the university;

(l) to transfer by sale or otherwise, any movable or intellectual property rights on behalf of the university;

(m) to transfer by sale or lease or contract any immovable property to other organization with the prior permission of the State Government:

Provided that, any immovable property may be permitted to be used for the specific period, for the purpose of providing essential physical facilities for accomplishment of objects of the university, such as bank, canteen, post office, mobile towers, etc., without prior approval of the State Government;

(n) to create immovable assets in the form of land, building and other infrastructure out of reserve funds, for its campus and sub-campuses;

(o) to borrow, lend or invest funds on behalf of the university as recommended by the Finance and Accounts Committee;

(p) to lay down policy for administering funds at the disposal of the university for specific purposes;

(q) to provide buildings, premises, furniture, equipment and other resources needed for the conduct of the work of the university;

(r) to recommend the conferment of honorary degrees and academic distinctions;

(s) to institute and confer such degrees, diplomas, certificates and other academic distinctions as recommended by the Academic Council and arrange for convocation for conferment of the same, as provided by the Ordinances;

(t) to institute fellowship, travelling fellowship, scholarship, studentship, exhibitions, awards, medals and prizes, and prescribe Regulations for their award;

(u) to make Regulations for collaborations with other universities, institutions and organizations for mutually beneficial academic programmes recommended by the Board of Deans;

(v) to create posts of university teachers and non-vacation academic staff from the funds of the university and from the funds received from other funding agencies, on the recommendation of the Academic Council, as and when required, and prescribe their qualifications, experience and pay-scales;

(w) to create posts of officers, non-teaching skilled, administrative, ministerial staff and other posts from the funds of the university and from the funds received from other funding agencies, as and when required, and prescribe their qualifications, experience and pay-scales;

(x) to prescribe honoraria, remunerations, fees and travelling and other allowances for paper-setters and other examination staff, visiting faculty, and fees or charges for any other services rendered to the university;

(y) to recommend to the Academic Council the comprehensive perspective plan and annual plan for the location of colleges and institutions of higher learning, as prepared by the Board of Deans;

(z) to consider and approve proposals for change or transfer of management and shifting of locations of colleges and institutions, as prescribed in the Statutes;

(za) to receive and consider report of the development activities of the university received from the Registrar every six months;

(zb) to confer autonomous status on university departments, university institutions, affiliated colleges and recognized institutions on the recommendation of the Academic Council, as per the Statutes;

(zc) to assess and approve proposals for academic programmes received from the Academic Council;

(zd) to consider and adopt the annual report, annual accounts and audit report in respect of State Government funds, university funds and funds received from other agencies separately;

(ze) to cause an inquiry to be made in respect of any matter concerning the proper conduct, working and finances of colleges, institutions or departments of the university ;

(zf) to delegate, any of its powers, except the power to make, amend or repeal Statutes and Ordinances, to the Vice-Chancellor or such officer or authority of the university or a committee appointed by it, as it thinks fit ;

(zg) to define the functions, duties, powers and responsibilities of non-teaching employees in the university, in respect of the posts created from the funds of the university and from the funds received from other funding agencies ;

(zh) to deal with the cases related to the violation of prescribed fees according to the provisions of the Maharashtra Educational Institutions (Prohibition of Capitation Fee) Act, 1987 and other relevant Acts; Mah. VI of 198 8.

(zi) to accept donations, gifts and other forms of financial support from alumni, philanthropists, industries and other stakeholders and prescribe the procedure to be followed by the university for accepting such donations, gifts, etc ;

(zj) to impose penalties upon the erring colleges or recognized institutions after following the procedure laid down by the Statutes;

(zk) to recommend to the State Government through the Vice Chancellor to appoint an Administrative Board for the affiliated college to run the management of such college in case of disputes regarding the management of such colleges, till the dispute is statutorily resolved. The constitution of this board and the process of its appointment shall be as prescribe by the Statutes. The decision of the State Government in this regard shall be final and binding ;

(zl) to develop and adopt students' charter.

Academic
Council.

23 (1) The Academic Council shall be the principal academic authority of the university and shall be responsible for regulating and maintaining the standards of teaching, research and evaluation in the university. It shall also be responsible for laying down the academic policies in regard to maintenance and improvement of standards of teaching, research, extension, collaboration programmes in academic matters and evaluation of workload of the teachers.

(2) The Academic Council shall meet not less than four times in a year.

(3) The Academic Council shall consist of the following members, namely:—

(a) the Vice-Chancellor, Chairperson;

(b) the Pro-Vice-Chancellor;

(c) Deans of Faculties and Associate Deans (if any);

(d) Directors of Sub-campuses;

(e) Director Innovation, Incubation and Linkages;

(f) the Vice-Chancellor shall nominate the following members, as per the recommendations of the search committee appointed by him for this purpose, in consultation with the Chancellor, namely:—

(i) eight Principals of conducted, autonomous or affiliated colleges which are accredited by the National Assessment and Accrediation Council (NAAC) or National Board of Accreditation (NBA), as the case may be of whom one shall be woman and one shall be a person belonging Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Class, by rotation;

(ii) two professors out of whom one shall be a person belonging Scheduled Castes or Scheduled Tribes or De-notified Tribes (*Vimukta Jatis*) or Nomadic Tribes or Other Backward Class, by rotation;

(iii) one head of a recognized institution;

(g) two teachers, representing each faculty, with not less than fifteen years of teaching experience to be elected by the collegiums of teachers from amongst themselves out of whom one each shall be a person belonging Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta Jaties)/ Nomadic Tribes or Other Backward Class provided that the reservation per faculty shall be decided by drawing lots:

Provided that, out of the teachers representing each faculties, under this clause, one shall be a woman, to be decided by drawing lots.

(h) one representative of management nominated by the Senate, from amongst the representatives of managements, who are the members of Senate;

(i) Eight eminent experts from the institutes or organizations of national repute, such as Indian Institute of Technology, Indian Institute of Science Education and Research, Indian Institute of Management, Indian Space Research Organization, Institute of Chartered Accountants of India, Institute of Cost Accountants of India, Institute of Company Secretaries of India, Indian Council for Social Research, Industrial Associations, Indian Olympic Association and allied fields and as much as possible representing all the faculties, nominated by the Chancellor;

(j) the Director of Higher Education or his nominee, not below the rank of the Joint Director, Higher Education;

(k) the Director of Technical Education or his nominee, not below the rank of the Joint Director, Technical Education;

(l) Director, Board of Examinations and

Evaluation; (m) Chairpersons of Board of Studies;

(n) Registrar-Member Secretary.

0 (I) The Academic Council shall have the following powers and duties, namely:—

Powers and duties of Academic Council.

(a) to ensure that the university becomes a vibrant hub for promotion of research and development, interactions and linkages with industries, cultivation of intellectual property rights and entrepreneurship and incubation of knowledge linked industries;

(b) to consider and approve with modifications, if any, the matters referred to it by the Board of Studies through the faculty;

(c) to ensure that there are choice based credit systems for all certificates diplomas, degrees, post-graduate programmes and other academic distinctions;

(d) to ensure that the spirit of research and entrepreneurship percolates to all colleges and recognized institutions of the university;

(e) to approve fees, other fees and charges as recommended by the Board of Deans through the fee fixation committee;

(f) to recommend to the Management Council, the institution of degrees, diplomas, certificates and other academic distinctions;

(g) to propose draft of Ordinances relating to the academic matter to the Management Council;

(h) to make amend or repeal Ordinances and Regulations relating to academic matters;

(i) to allocate subjects to the faculties;

(j) to prescribe qualifications and norms for appointment of paper-setters, examiners, moderators and others, concerned with the conduct of examinations and evaluation;

(k) to consider and make recommendations to the Management Council for creation of posts of university teachers and non-vacation academic staff, required by the university from the funds of the university and from the funds received from other funding agencies and prescribe their qualifications, experience and pay-scales;

(l) to prescribe norms for recognition of any member of the staff of an affiliated college or recognized institution as a teacher of the university, in consonance with the norms of the University Grants Commission and the State Government;

(m) to prescribe norms for granting affiliation, continuation of affiliation, extension of affiliation to colleges, and recognition, continuation of recognition, extension of recognition to institutions of higher learning and research or specialized studies;

(n) To grant affiliation to colleges or institutions in accordance with the provisions of this Act, the Statutes, Ordinances and Regulations;

(o) to accord recognition to various certificate, diploma, advanced diploma and degrees programmes run by private skills education providers and empowered autonomous skills development colleges, in consonance with the norms of the University Grants Commission and the State Government;

(p) to recommend to the senate the comprehensive perspective plan as prepared by the Board of Deans and recommended by the Management Council;

(q) to approve annual plan for the location of colleges and institutions of higher learning, as prepared by the Board of Deans and recommended by the Management Council;

(r) to recommend to the Management Council conferment of autonomous status on institutions, departments, affiliated or conducted colleges and recognized institutions in accordance with the provisions of the Statutes;

(s) to approve new courses, inter-disciplinary courses and short-term training programmes referred to it by the Board of Deans;

(t) to approve the course syllabi, paper-setters, examiners and moderators paper-setters, and evaluation schemes of various courses recommended by the faculty concerned;

(u) to advise the university on all academic matters and submit to the Management Council feasibility reports on academic programmes recommended by the Senate at its previous annual meeting;

(v) to create policy, procedure and practice for choice based credit system for all academic programmes;

(w) to create policy for mobility of students among various universities of the State and also lay down the policy for giving flexibility to choose and learn different course modules among different faculties in a university or other universities in the State;

(x) to work out the procedures, policies and practices to introduce more flexible approach to education and of 'adaptive pace of learning' with minimum and maximum duration for completion of a degree and other academic programmes;

(y) to ensure that the research projects are an integral part of choice based modules for post-graduate programmes;

(z) to prepare academic calendar of the university for the subsequent academic year as per the guidelines from the University Grants Commission and the State Government, three months before the expiry of the current academic year;

(za) to recommend to the Management Council establishment of departments, colleges, schools, centres, institutions of higher learning, research and specialized studies;

(zb) to exercise such other powers and perform such other duties as may be conferred or imposed on it by or under this Act, the Statutes, Ordinances and Regulations.

(2) The Academic Council shall refer all matters or decisions involving financial implications to the Management Council for approval.

0 (1) The faculty shall be the principal academic coordinating authority of the Faculty. university in respect of studies and research in relation to the subjects included in the respective faculty and also in respect of studies and research in multi-faculties.

(2) The university shall have the following faculties, namely:—

(i) Faculty of Science and Technology;

(ii) Faculty of Commerce and Management;

(iii) Faculty of Humanities;

(iv) Faculty of Inter-disciplinary Studies.

(3) Each faculty shall comprise of such subjects as prescribed by the Statutes.

(4) A faculty shall consist of the following members, namely :—

(a) the Dean of the faculty - ex-officio Chairperson;

(b) the Associate Dean, if nominated under sub-section (5) of section 15;

(c) Chairpersons of each Board of Studies for the subjects comprised in the faculty;

(d) one person, nominated by each Board of Studies, who is an approved teacher and is otherwise eligible to be nominated as a member of the Board of Studies;

(e) five special invitees, who are eminent scholars with proven academic achievements and industrial or professional exposure in the subjects within the faculty, to be nominated by the Pro-Vice-Chancellor in consultation with the Dean of the faculty.

35. The faculty shall have the following powers and duties, namely:—

Powers
and duties
of Faculty.

(a) to consider the report on any matter referred to it by the Management Council, Academic Council or Board of Deans;

(b) to create time bound operative mechanism for implementation of the academic policy decisions;

(c) to consider and recommend with modifications, if any, to the Academic Council, the matters referred to it by the Board of Studies;

(d) to recommend to the Academic Council the course syllabi, course structures and evaluation schemes of various courses, as forwarded by the Board of Studies;

(e) to study and certify the curricula made by the autonomous colleges, empowered autonomous colleges or cluster of institutions;

(f) to recommend to the Board of Deans the requirements regarding the conduct of post-graduate or under-graduate teaching, research, training and instruction, in university departments or institutions, affiliated colleges and recognized institutions, including the manpower requirement;

(g) to consider and recommend to the Board of Deans, new courses, interdisciplinary courses and short-term training programmes referred to it by the Boards of Studies or the Board of University Departments and Interdisciplinary Studies;

(h) to ensure that guidelines framed by the Academic Council in relation to teaching, research, training and instruction are implemented;

(i) to plan and organize inter-departmental and inter-faculty programmes in consultation with the Board of Deans, Boards of Studies and the Board of University Departments and Inter-disciplinary Studies;

(j) to recommend to the Academic Staff College and the Academic Council, conduct of refresher and orientation programmes for teachers of affiliated colleges and university departments, especially for the revised or newly introduced or inter-disciplinary courses of study, training and advance training, field exposure and deputation;

(k) to prepare and submit the annual report of the functioning of the faculty to the Vice-Chancellor;

(l) to undertake any other task in respect of studies and research in relation to the subjects included in the faculty and also in multi-faculties, as may be assigned to it by the university authorities.

Board of
Deans.

O (1) There shall be a Board of Deans to co-ordinate, oversee, implement and to supervise the academic activities of the university. It shall be responsible to plan the development of the university in academics, research and development, entrepreneurship, intellectual property rights, incubation of industries and linkages with industries for integrated planning. It shall also plan, monitor, guide and coordinate under-graduate and post-graduate academic programmes and development of affiliated colleges.

(2) The Board of Deans shall consist of the following members, namely:—

(a) the Pro-Vice-Chancellor, Chairperson;

0 the Deans of faculties:

1 the Director of Innovation, Incubation and Linkages.

Powers and Duties of Board of Deans.

0 (1) The Board of Deans shall have the following powers and duties, namely:—

0 to make recommendations to the Academic Council for the conduct of post-graduate courses in university departments and post-graduate departments in colleges and recognized institutions;

(b) to consider and recommend to the Academic Council, new courses, interdisciplinary courses and short-term training programmes referred to it by the faculty;

(c) to control, regulate and co-ordinate research activities to maintain standards of teaching and research in the university departments and post-gradu-ate departments in colleges and recognized institutions;

(d) to recommend to the Academic Council, the norms of recognition of post-graduate teachers and research guides in colleges and recognized institutions;

(e) to grant recognition to the post-graduate teachers and research guides as recommended by the Research and Recognition Committee in accordance with the norms prescribed by the Academic Council;

(iv) two experts in the subject, to be nominated by the Vice-Chancellor, not below the rank of Professor, who have successfully guided at least three Doctorate of Philosophy (Ph.D.) students and have published research work in recognized or reputed national or international journals, anthologies, etc., one of whom shall be from outside the university;

(b) the Research and Recognition Committee shall have the following powers and duties, namely:—

(i) to approve the topic of thesis or dissertation in the subject;

(ii) to recommend to the Vice-Chancellor a panel of referees for thesis or dissertations for awarding post-graduate, doctorate and higher degrees, based on the criteria as approved by the Academic Council;

(iii) to recommend to the Board of Deans, by following appropriate process, names of post-graduate teachers, research scientists in the recognized research and other institutions, active research and development experts having of not less than ten years' experience in research and development laboratories or centres in variety of industries, for recognition as approved research guides;

(iv) to undertake any other task in academic and research and development matters, as may be assigned to it by the Board of Deans, the Faculty and the Academic Council.

Board of
Sub-
campuses
of
university.

0 (1) There shall be a Board of sub-campuses of the university to organize the task and activities of the sub-campuses. It shall consist of the following members, namely:—

(a) the Pro-Vice-Chancellor, Chairperson;

(b) the Deans of faculties:

(c) the Finance and Accounts Officer;

(d) the Directors of all Sub-Campuses;

(e) the Director, Innovation, Incubation and Linkges;

(f) two members of the Management Council, to be nominated by the Vice-Chancellor, one of whom shall be a principal and the other shall be a representative of the management;

(g) the Director, Board of Examinations and Evaluation;

(h) the Director, Board of Students' Development; (i) the

Director, Sports and Physical Education;

(j) one Principal, one Teacher, one management representative from the affiliated, autonomous colleges within the jurisdiction of each sub-campus to be nominated by the Management Council;

(k) the Registrar - Member-Secretary.

(2) The Board of Sub-Campuses of the university shall meet at least three times in a year.

Powers
and Duties
of Board of
Sub-
Campuses
of the
university.

The Board of Sub-Campuses of the university shall have the following powers and duties, namely:—

(a) to co-ordinate the under-graduate and post-graduate educational activities in the district;

(b) to ensure implementation of various academic, administrative and governance mechanisms of the parent university;

(c) to co-ordinate the intra-institutional and inter-institutional information and communication technology linkages among the institutions of higher education in the district;

(d) to carry out in association with colleges workshops and training programmes for the benefit of teachers and non-teaching employees;

(e) to co-ordinate the examination and evaluation related activities in the district;

(f) to co-ordinate creation of research plans, development plans and other fund raising activities for the colleges and institutions in the district and establish links with the central office of the parent university;

(g) to co-ordinate teaching and learning activities at post-graduate level amongst the colleges and institutions, and render necessary assistance in this regard;

(h) to work as a district level gateway of the university for all academic and administrative tasks of students, research students, teachers, supporting staff and other members of the society;

(i) to prepare financial needs and annual financial estimates (budget) for the financial year and submit it to the central office of the parent university;

(j) to undertake any other task as may be assigned by the university authorities so as to carry out objectives of the university.

0 (1) There shall be a Board of Studies for every subject or group of subjects prescribed by the Statutes. The Board of Studies shall be the primary academic body of the university. Board of Studies.

(2) The Board of Studies shall consist of the following members, namely:—

(a) head of the university department or institution in the relevant subject :

Provided that, where there is no university department in the subject, the Board shall, at its first meeting co-opt the head of the department who is recognized for imparting teaching to post graduate students in an affiliated college or a recognized institution having post graduate teaching in that subject;

(b) six teachers having minimum ten years teaching experience, nominated by the Vice-Chancellor in consultation with the Dean of the respective faculty, from the following categories, namely :—

(i) one teacher from amongst the full time teachers of the university departments in the relevant subject;

(ii) two teachers from amongst recognized post-graduate teachers in affiliated colleges, or recognized institutions or post-graduate centers offering post-graduate programme in the concerned subject;

(iii) three teachers from affiliated colleges and recognized institutions other than heads of departments;

(c) three heads of departments from affiliated colleges and recognized institutions to be elected from amongst the collegiums of heads of departments of affiliated colleges and recognized institutions.

(d) the Board of Studies, at its first meeting, shall,-

(i) Subject to the provisions of section 65, elect one of the members as a chairperson of the board of the studies from amongst its members :

(iii) four experts as under :-

person having at least ten years working or ownership or advisory or consultancy experience in the field relevant to the subject.

23 The Board of Studies shall have the following powers and duties, namely:—

(j) to understand the requirements of industry or corporate or society at large and to incorporate them into the syllabi to make the teaching-learning process relevant to the needs of the time;

Board of
University
Depart -
ments and
Interdisci-
plinary
studies.

(h) to promote the choice based credit system in the university departments, the affiliated colleges and recognized institutions;

(d) to propagate and keep track of quality enhancement in post-graduate centers by initiating teachers capacity enhancement activities;

0 (1) There shall be a Board for Lifelong Learning and Extension to create skilled and learned human power through its various degree level programmes and skills development programmes.

(3) The Board for Lifelong Learning and Extension shall consist of the following members, namely:—

- 0** (1) The Board of Lifelong Learning and Extension shall have the following powers and duties, namely:-

- (2) There shall be a Department of Lifelong Learning and Extension headed by the Director, to carry out the objectives of the Board of Lifelong Learning and Extension.

(2) The Board of Examinations and Evaluation shall meet at least twice in an academic year.

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) the Deans of Faculties and Associate Deans, if any ;

(d) two Principals other than Dean, nominated by the Management Council;

0 one professor of the university departments, to be nominated by the Management Council;

(f) one teacher from affiliated Colleges other than heads of Departments or Principals with the minimum teaching experience of fifteen years to be nominated by Management Council;

(g) one expert in the field of evaluation in computerized environment, nominated by the Vice-Chancellor;

(h) one expert not below the rank of Deputy Registrar of other Statutory University from the State of Maharashtra who has experience related to examination work in computerized environment as an invitee to be nominated by Vice-Chancellor;

(i) Director of Higher Education or his nominee not below the rank of Joint Director;

(j) Director, Board of Examinations and Evaluation - Member- Secretary.

0 (1) The Board of Examinations and Evaluation shall have the following powers and duties, namely:—

(a) to devise policy, mechanism and operational strategies to do the tasks relating to assessment of performance of students efficiently and in a time bound manner;

(b) to ensure proper organization of examinations and tests of the university, including moderation, tabulation, evaluation and timely declaration of results:

Provided that, the Board of Examination and Evaluation shall, for the purposes of this clause, give effect to the recommendations of the Board of Students' Development and the Board of Sports and Physical Education, regarding alternative arrangements.

(c) to prepare the financial estimates relating to examinations and evaluation for incorporation in the annual financial estimates (budget) of the university and shall submit the same to the Finance and Accounts Committee;

(d) to arrange for strict vigilance during the conduct of examinations so as to avoid use of unfair means by the students, teachers, invigilators, supervisors, etc.;

(e) to establish procedures and devise operative mechanism for credit assessment in the modular structure by the teachers and use computer technology for the entire process of assessment and evaluation including creating and effectively using a repository of question banks;

(f) to ensure that the assessment of answer books for award of degrees, diplomas or certificates shall be done centrally through central assessment system by following system of masking and de-masking of answer books or any other alternative system for ensuring the objective of secrecy;

(g) to undertake examination and evaluation reforms in order to make examination and evaluation system more efficient;

(h) to appoint paper -setters, examiners and moderators from amongst the persons included in the panels prepared by the respective Boards of Studies and, where necessary, having regard to the recommendations made by the committee under clause (b) of sub-section (5), remove them or debar them;

(i) to approve detailed programme of examinations and evaluation as prepared by the Director, Board of Examinations and Evaluation;

(j) to consider the reports of review of results of university examinations forwarded by the Director, Board of Examinations and Evaluation;

(k) to hear and decide the complaints relating to conduct of examinations and evaluation;

(l) to exercise such other powers in relation to examinations and evaluation as may be assigned to it by or under this Act.

(2) In case of any emergency requiring immediate action to be taken, the Chairperson of the Board of Examinations and Evaluation or any other officer or person authorized by him in that behalf, shall take such action as he thinks fit and necessary, and shall report the action taken by him at the next meeting of the Board.

(3) (a) In order to appoint paper-setters, examiners and moderators, the Board of Examinations and Evaluation shall constitute committees for every subject consisting of, -

0 the Dean of the concerned faculty - Chairperson;

1 Associate Dean, if any ;

2 the Chairperson of the Board of Studies concerned;

(iv) two members of the Board of Studies, nominated by it from amongst its members of whom at least one shall be a post-graduate teacher;

(v) the Director of Board of Examinations and Evaluation shall act as a Secretary of such committee.

0The committee shall prepare lists of persons for various examinations and tests, included in the panels to be prepared by the Board of Studies and shall submit them to the Pro- Vice- Chancellor, who shall submit the same with his recommendations, if any, to the Board of Examinations and Evaluation, which shall then appoint paper-setters, examiners and moderators, and where necessary referees.

(c) No member of the Board of Examinations and Evaluation or the committees constituted under this section shall be appointed as a paper-setter, examiner, moderator or referee:

Provided that, the Pro-Vice-Chancellor shall have power to appoint a member of the Board of Examinations and Evaluation or the committees constituted under this section, as a paper-setter, examiner, moderator or referee where no teacher relating to such subject who is not a member of the Board of Examinations and Evaluation or the committees is available.

(4) It shall be obligatory on every teacher and on the non-teaching employee of the University, affiliated, conducted colleges, community colleges or recognized institutions to render necessary assistance and service in respect of examinations of the university and evaluation of students as prescribed by statutes. If any teacher or non-teaching employee fails to comply with the order of the university or college or institution, in this respect, it shall be treated as misconduct and the employee shall be liable for disciplinary action. In case of failure on the part of the teacher or non-teaching employee of any affiliated college, conducted college, community college or recognized institution, to comply with the order of the university in this respect, the Vice-Chancellor shall have power to take an appropriate action against them, which may include imposing penalties including suspension of approval to the appointment of a teacher, as may be prescribed by the Statutes.

(5) (a) In order to investigate and take disciplinary action for failure to comply with the order of the university for rendering assistance or service in respect of examinations by or on behalf of the university or evaluation of students or formal-practices and lapses on the part of candidates, paper-setters, examiners, moderators, referees, teachers or any other persons connected with the conduct of examinations including the pre-examination stage and the post-examination stage or at any stage whatsoever, the Board of Examinations and Evaluation shall constitute a committee of not more than five persons of whom one shall be the Chairperson;

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 ?Å?Å?Å?Å?Å?Å?Å?Å?Å?Å?Å?Å?Å?Å?ÄÄ →Å?Å?Å?Å?Å?Å?Å?Å?ÄÄ Such committee shall submit its report and recommendations to the Vice-Chancellor, who may direct the Director, Board of Examinations and Evaluation, the disciplinary action to be taken against the person or persons involved in the malpractices, directly or indirectly, and the Director, Board of Examinations and Evaluation shall proceed to implement the decision of the Vice-Chancellor.

Board of
Information
Technology.

0 (1) There shall be a Board of Information Technology to create an umbrella structure to professionally manage the selection, deployment and use of application software and technology in Academics, Finances and Administration, address the issues relating to use of the right kind of technology, software, hardware and connectivity to deploy technology in all domains of activities and associated tasks of the university and to project the funds required for that purpose.

(2) The Board of Information Technology shall meet at least three times in a year.

(3) The Board of Information Technology shall consist of the following members, namely:—

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) the Deans of faculties and Associate Deans, if any;

(d) the Director of Board of Examinations and Evaluation;

(e) the Finance and Accounts Officer;

(f) one professor from university departments having knowledge and expertise in the domain of software and hardware, nominated by the Vice-Chancellor;

(g) two experts in the field of information and communication technology, nominated by the Vice-Chancellor, one of whom shall be an expert in software and the other in the field of hardware;

(h) the Registrar;

(i) the Dean of Faculty of Science and Technology shall act as a Member-Secretary.

Powers and
duties of
Board of
Information
Technology.

23 The Board of Information Technology shall have the following powers and duties, namely: —

(a) to plan information technology services through information technology infrastructure;

(b) to decide the annual budget of the university for creating technology related infrastructure;

(c) to devise strategy for creation of virtual classrooms and laboratory infrastructure;

(e) to lay down the policy for generating financial resources in the field of higher education, research and development and allied projects or programmes;

(f) to advise and assist the university to create inter-university and intra-university networks for connecting university administration, departments and colleges;

(g) to assist the university to be part of the national knowledge grid;

(h) to assist the university network, for connecting it with other universities in the State;

(i) to ensure quality and efficiency in the various levels of information technology infrastructure and services within parameters defined by the university;

(j) to devise a policy and strategy plan for use of technology in all aspects connected with academics, evaluation, finances and administration;

(k) to monitor use of technology in administration, finances and evaluation activities of the university;

(l) to devise strategy and technology, financial requirement and operative level mechanism for use of information-flow-line for integrating face- to-face and e-learning objects and also for creation of virtual lecture and laboratory infrastructure;

(m) to work out an approach and operating plan for creation of a repository of data on students, teachers, technical and other staff and other relevant information;

(n) to advise on purchase of software, hardware and networking for university departments and university system as a whole;

(o) to assist and advise the use of technology in blended learning, making of e-learning objects, and teachers training in use of multi-media;

(p) to work out appropriate policy and procedure for creation of a Data Repository Cell for creation, up-gradation and maintenance of data on students, teachers as well as other staff members in the institutions and give a Unique Identification Number;

(q) to undertake any other task as may be assigned by the university authorities so as to carry out objectives of the Board of Information Technology.

0 (1) There shall be a Board of National and International Linkages to cultivate, establish, maintain and strengthen the link of the university with premier national and international universities and institutions.

Board of
National and
International
Linkages.

(2) The Board shall meet at least three times in a year.

(3) The Board of National and International Linkages shall consist of the following members, namely:-

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) the Deans of faculties and Associate Deans, if any ;

(d) one member of the Management Council, from amongst its elected members, nominated by the Vice- Chancellor;

(e) one senior professor, nominated by the Vice-Chancellor from the university post-graduate Department;

(f) two principals, of whom one shall be from autonomous or empowered autonomous colleges or empowered autonomous institutions and one shall be from affiliated colleges to be nominated by the Vice-Chancellor;

0 one expert from industries having proven expertise about National and International linkages to be nominated by Commission;

1 the Director, Innovation, Incubation and Linkages -Member-Secretary.

Powers and
Duties of
Board of
National and
International
Linkage.

23 The Board of National and International Linkages shall have the following powers and duties, namely:—

(a) to work on long term policy and strategy for promotion of inter-linkages with premier national and international universities and institutions;

(b) to evolve a process to collaborate with national and international agencies, universities, colleges and institutions for sharing of academic resources, running joint research and development and teaching programmes, running joint degree programmes with national and international universities, colleges and institutions;

(c) to evolve mechanism for visits of teachers or research and development scientists or experts from industry and other entities, to the university departments, colleges and institutions and vice-versa, and also to work out the details on logistic support for such visitors;

(d) to evolve mechanism for visits of teachers and students from [university departments to national and international universities or institutions] university departments, colleges and institutions to national and international universities, colleges or institutions and vice-versa, and also to work out details on budgetary provisions and logistic support for such visits;

(e) to evolve a mechanism to assist foreign students and migrant Indian students, their admissions and completion of other statutory formalities;

(f) to organize cultural and other activities such as visits of foreign students and migrant Indian students to other parts of India;

(g) to make arrangements for other logistic infrastructure, if any, created by the university for foreign students and migrant Indian students;

(h) to work out budgetary provision for activities of the Board and for providing various services to foreign students and migrant Indian students;

(i) to undertake any other task as may be assigned by the university authorities so as to carry out objectives of the Board of National and International Linkages.

0 (1) There shall be a Board of Innovation, Incubation and Enterprise for creation and cultivation of an enabling environment to propagate the concept of innovation and to convert the innovative ideas into working models through a process of incubation which shall finally lead to the creation of enterprise.

Board of
Innovation,
Incubation
and
Enterprise.

(2) The university shall establish an independent Centre for Innovation, Incubation and Enterprise to carry out the objectives of the Board for Innovation, Incubation and Enterprise. The Centre shall exercise the powers and perform the duties as may be assigned by the Board, from time to time.

(3) The Board for Innovation, Incubation and Enterprise shall consist of the follow-ing members, namely:-

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) the Deans of faculties and Associate Deans, if any ;

(d) five prominent industrialists, nominated by Commission from manufac-turing, information and communication technology, bio-sciences and technology, agro - industries and service industries;

(e) one senior manager from the lead bank of the District in which head quarter of the University is located to be nominated by Vice-Chancellor;

(f) two teachers from university departments or university institutions, who are active in innovation, research and development nominated by the Vice-Chancellor;

(g) two teachers, nominated by the Vice-Chancellor, from colleges who are active in innovation, research and development;

(h) the representative of Department of Information and Technology, not below the rank of the Deputy Secretary;

(i) the Director, Innovation, Incubation and Linkages - Member-Secretary.

(4) There shall be minimum three meetings of the Board to be conducted in the year.

0 The Board of Innovation, Incubation and Enterprise shall have the following powers and duties, namely:-

Powers and
duties of
Board of
Innovation,
Incubation
and
Enterprise.

(a) to create synergy at policy and operative level mechanism for co-existence and co-operation between various research and development activities in uni-versity departments, colleges and various industries in the State and in other States;

(b) to create synergy through operative policy mechanism and support system for incubation of good ideas such as product, process, service and innovation, into a scalable mode so as to establish small, medium and large industries;

(c) to establish a system to support protection of intellectual property rights at national and global level;

(d) to establish a system so as to guide and help young entrepreneurs in opera-tional, legal, business model creation and financial support;

(e) to project and plan the activities to be carried out by the Centre for Innova-tion, Incubation and Enterprise;

(f) to prepare annual programmes of activities of the Centre for Innovation, Incubation and Enterprise and review the same periodically;

(g) to prepare the annual budget of the Centre for Innovation, Incubation and Enterprise;

(h) to oversee and monitor the activities of the Centre for Innovation, Incubation and Enterprise;

(i) to submit an annual report of working of Centre for Innovation, Incubation and Enterprise to the Management Council;

(j) to undertake any other task as may be assigned by the university authorities to carry out the objectives of the Board for Innovation, Incubation and Enterprise.

Board of
Students'
Develop-
ment.

0 (1) There shall be a Board of Students' Development to plan and oversee the various cultural and welfare activities of the students in colleges, institutions and university departments. The activities of the Board of Student's Development shall be carried out by the Director of Students' Development.

(2) The Board of Students' Development shall consist of the following members, namely:-

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) one professional, nominated by the Vice-Chancellor, in the field of Performing Arts;

(d) one professional, nominated by the Vice-Chancellor in the field of Art and Fine Arts;

(e) Two teachers, nominated by the Vice-Chancellor involved in cultural or welfare activities out of whom one shall be woman ;

(f) office bearers of University Students Council;

(g) District Co-ordinators of Culture and Student Welfare for each district to be nominated by Management Council;

(h) Director of National Service Scheme (NSS) of the University;

(i) the Director, Board of Students' Development, Member- Secretary.

Powers
and
Duties of
Board of
Student's
Develop-
ment.

0 (1) The Board of Students' Development shall have the following powers and duties, namely :-

(a) to take necessary steps for promotion of culture and students' development activities in colleges and university departments;

(b) to establish links with regional and national bodies in the various cultural activities and to promote various activities jointly with them;

(c) to take up activities in colleges and university departments to promote interest and skills for appreciation in the field of performing arts, pure art and painting skills;

(d) to hold university level competitions, skills development workshops, interactive activities in order to bring the society closer to the colleges, institutions and university;

(e) to establish rapport with groups (excluding political parties), societies and other professional bodies so as to involve them in the activities of Board of Students' Development;

(f) to devise, develop and implement innovative schemes of students' development including Earn and Learn Scheme, Education Loan, Vice-Chancellors Aid Fund, Endowment Schemes, Student Exchange Schemes, etc.

(g) to devise a mechanism of grievance redressal of student and prevention of sexual harassment and ragging of students and to prepare and submit the Annual Report of the Board to Senate for approval.

(h) to devise a mechanism to implement recommendations of the Commission as regards students' development and culture.

(i) to take necessary measures to ensure participation of well-trained teams in various regional, national and international level competitions, and cultural, recreational and other activities.

(j) to devise, develop and implement schemes of career counselling, psychological counselling and rehabilitation and upliftment of differently-abled students.

(k) to co-ordinate activities of National Service Scheme(NSS)and National Cadet Corps (NCC) in university and affiliated Colleges.

(l) to recommend to competent authority to make alternative arrangements regarding examinations for students participating in the inter-university or national or international sports, cultural competitions or NCC, NSS events during the relevant schedules of examinations as prescribed by Ordinances.

0 to undertake any other task as may be assigned by the university authorities so as to carry out objectives of the Board of Students' Development and Students' Development Cell.

(2) There shall be a Students' Development Cell and Students Grievance Redressal Cell in the university and in the colleges and recognized institutes to devise an operational level mechanism to assist the Students and provide for prompt redressal of students grievances. These Cells shall be as under,-

(a) Students' Development Cell,-

to assist students on the issues and difficulties in various facets related to their day to day life and other aspects connected with their academic world, personality development and healthy campus life. Such cell in the university shall be headed by Director, Students' Development. The Cell shall consist of other seven members nominated by Vice-Chancellor from amongst the Teachers on the Campus and President and Secretary of the Students Council to be the ex-officio members. There shall be Students' Development Cell in each college and recognized Institution which shall be headed by Vice-Principal or Senior Teacher Nominated by the Principal and other four members shall be nominated by the Principal to include Teachers, Female Teacher, Social Worker, Counselor and office bearers of College Students Council to be the ex-officio members.

(b) Students Grievance Redressal Cell,-

There shall be Students Grievance Redressal Cell at the University and each college and recognized institutions to resolve the Grievances of Students and to suggest to the higher authorities different ways and means to minimize and prevent such grievances. The functional mechanism of working of Students Grievance Redressal Cell shall be as prescribed by Statutes, prepared in accordance with the provisions of the University Grants Commission (Grievance Redressal) Regulations, 2012, or any other regulations for the time being in force.

0 (1) There shall be a Board of Sports and Physical Education in the university to promote the culture of sports and look after sports related activities. The activities of the Board shall be carried out by the Director of Sports and Physical Education.

Board of
Sports and
Physical
Education.

(2) The Board of Sports and Physical Education shall consist of the following members, namely:-

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(d) District Sports Officer of the district where the University Head Quarter is located.

(e) one teacher from the university department of Physical Education, nominated by the Management Council;

0 two sports teachers, from affiliated, conducted or autonomous colleges, nominated by the Management Council;

(g) Zonal or Divisional president (principal of the host college) and secretary (director physical education of the host college) with the tenure of one year;

(h) the President, Secretary of the University Student Council;

(i) one student member from sports of University Student Council nominated by the President of University Students Council under sub-sub clause (v) of sub-clause (b) of sub-section (4) of section 99;

(j) the Director, Sports and Physical Education - Member-Secretary.

0 The Board of Sports and Physical Education shall have the following powers and duties, namely:-

(a) to take necessary steps for promotion of sports culture and activities in the field of sports in colleges and university departments;

(b) to establish links with regional and national bodies in the various sports and to promote various activities jointly with them;

(c) to establish rapport with groups, societies and other professional bodies so as to involve them in the activities of Board of Sports and Physical Education;

(d) to take up activities in colleges, recognized institutions and university departments to promote interest and also skills in various sports as per the policy of the university and also national policies in the field of sports;

(e) to hold university level competitions, sports skills development camps, interactive activities and also training workshops in various sports in order to bring the society closer to the colleges, institutions and university;

(f) to encourage participation in regional, national and international level activities and competitions through well trained teams in various sports;

(g) to recommend to competent authority to make alternative arrangements regarding examinations of students participating in the inter-university or national or international sports tournaments or events during the relevant schedules of examinations as prescribed by Ordinances;

(h) to undertake any other task as may be assigned by the university authorities so as to carry out the objectives of the Board of Sports and Physical Education.

23 (1) There shall be a Board of Research to cultivate, promote and strengthen research activities and also to plan, co-ordinate, supervise and to raise finances for research activities in university departments, colleges and recognized institutions.

(2) The Board of Research shall consist of the following members, namely :

(a) the Vice-Chancellor - Chairperson;

(b) the Pro-Vice-Chancellor;

(c) the Deans of faculties and Associate Deans, if any ;

(d) four eminent researchers, of national or international repute nominated by the Vice-Chancellor, with proven experience; one each from pure and applied sciences and technology, humanities, commerce, accounts and finances, and interdisciplinary studies;

(e) two teachers, nominated by the Vice-Chancellor from university departments;

(f) two teachers, nominated by the Vice-Chancellor, from colleges or recognized institutions having a strong base in research culture;

(g) eight eminent persons from different areas of Science, Commerce, Agriculture, Banking , Finance, Industry, Intellectual Property Rights, etc., who are conversant with the global trends as well as regional issues to be nominated by Chancellor ;

(h) the Director, Innovation, Incubation and Linkages -Member-Secretary.

(3) The Board of Research shall meet at least three times in a year.

0 The Board of Research shall have the following powers and duties, namely:-

Powers
and
duties of
Board of
Research.

(a) to work on long term policy and strategy for promotion of research culture in the university, colleges and recognized institutions;

(b) to advise and encourage the teachers to take up research in emerging areas at individual and group level;

(c) to promote inter-disciplinary research programmes by co-ordinating amongst teachers and also to make and articulate policies for sharing of research and development infrastructure;

(d) to encourage the university departments, colleges and recognized institutions to hold research seminars in all disciplines for the research students;

(e) to publish research journals, monographs for different disciplines;

(f) to decide upon policy for maintenance of standards of research for Ph.D. degrees, in consonance with the norms of the University Grants Commission and other regulatory bodies;

(g) to work on creation of research and development data base for work done in university departments, colleges and recognized institutions in a stand-alone mode or as group activity or in collaboration with industries and other research and development laboratories;

(h) to work out and initiate research in delivery of education, pedagogy of face-to-face and e-learning, impact of e-learning and virtual classrooms on learning and understanding of students, open distance learning and conventional education;

(i) to make efforts and also assist the teachers, university departments, colleges and recognized institutions to raise the funds for research activities;

(j) to work out the budget for research activities of the university;

(k) to mobilize money from the industry for enhancing research activities;

(l) to identify problems and issues related to the region within the jurisdiction of the university and to take special initiative to address such issues through systematic research;

(m) to work on long-term policies and strategies for creating synergy between researchers and industries resulting into promotion of knowledge and technology transfer and productive conversion of research;

(n) to encourage industries to promote, adopt and participate in the basic and applied research projects;

0 No person shall be a member of Management Council or Chairman of Board of Studies, for a second consecutive term whether, as an elected, nominated or co-opted member, as the case may be:

Ineligibility for second consecutive term.

Provided that, any person who was the member of the Management Council of the university or Chairman of the Board of Studies, for the first time whether as elected, nominated or co-opted member, as the case may be, on the date of commencement of this Act, shall not be deemed to have enjoyed the consecutive term if he is nominated or elected or co-opted for the first time after the commencement of this Act.

0 Save as otherwise provided by or under the provisions of this Act, each authority of the university while acting and exercising its powers and discharging functions or duties assigned to it by or under the provisions of this Act, shall have the exclusive jurisdiction to deal with and decide the matters assigned to it and discharging functions or duties assigned to it by or under the provisions of this Act.

Conclusiveness of decision of authority.

1 (1) Every election to any authority or body of the university under this Act, except the elections to the post referred in clauses (a) to (e) of sub-section (2) and clauses (a) to (e) of sub-section (3) of section 99, shall be held by ballot in accordance with the system of proportional representation by means of the single transferable vote and as prescribed by the Statutes.

Election to be by proportional representation.

(2) The other details relating to elections not specified in the Act shall be as prescribed by the Statutes.

0 (1) A member, other than an ex-officio member, may resign by writing under his signature. A nominee of the Chancellor may resign by addressing to the Chancellor, and any other member may resign by addressing to the Vice-Chancellor. The person shall cease to be a member upon his resignation being accepted by the Chancellor or the Vice-Chancellor, as the case may be, or upon expiry of thirty days from the date of resignation, whichever is earlier.

Resignation of membership.

(2) If a person nominated, elected, appointed or co-opted to any authority or body remains absent without prior permission of the authority or body for three consecutive meetings, he shall be deemed to have vacated his membership and he shall cease to be a member from the date of the third such meeting in which he has remained absent:

Provided that, such member should have attended at least one meeting in the previous year.

0 (1) Save as otherwise provided by this Act, all matters with regard to the conduct of meetings of the authorities, bodies or committees, if any, constituted by the university, shall be such as may be prescribed by the Statutes.

Meeting of authorities.

(2) A meeting of an authority or body shall be convened on the date determined by the Chairperson by a notice issued by its Secretary.

(3) Except as otherwise provided, the quorum for a meeting shall ordinarily be one-third of the number of the sitting members. If there is no quorum, the meeting shall be adjourned by the Chairperson to a specific time on the same day, or on a later date and no quorum shall be necessary for such adjourned meeting. No quorum shall be necessary on the following day of the continued meeting.

(4) Where no provision is made by or under the Statutes for a President or Chairperson to preside over a meeting of any authority or body of the university or when the President or the Chairperson so provided for is absent and no provision is made for any other person to preside, the members present shall elect a person from amongst themselves to preside at the meeting.

Casual
vacancy
and
Standing
Committee
to fill
vacancies.

(2) In case, any vacancy occurs in the office of a member, other than an *ex-officio* member of Management Council of the university, it shall be filled as soon as possible, by nomination or election or co-option, as the case may be, of a person by the authority, body or the officer concerned. The person so nominated, elected or co-opted shall be a person who is otherwise eligible to be nominated, elected or co-opted on the said authority or body from the same category. The person so nominated, elected or co-opted shall hold office only so long as the member in whose place he has been nominated, elected or co-opted shall have held it, if the vacancy had not occurred.

- (a) Pro-Vice-Chancellor - Chairman;
- (b) Chancellor's nominee on Management Council;
- (c) one dean nominated by Management Council;
- (d) one elected member of the Management Council nominated by that Council;
- (e) one principal nominated by Senate from amongst its members;
- (f) one teacher nominated by Senate from amongst its members;
- (g) one graduate nominated by Senate from amongst its members;
- (h) Registrar - Member-Secretary.

CHAPTER V

THE STATUTES, ORDINANCES AND REGULATIONS

71. Subject to the provisions of this Act, the Statutes may provide for all or any of the following matters, namely:-

- (1) conferment of honorary degrees and academic distinctions;
- (2) establishment and maintenance of the sub-campus university departments, institutions, conducted colleges, institutions of higher learning, research or specialized studies and hostels;
- (3) constitution, powers, duties and functions of authorities of the university not laid down under any of the provisions of this Act;
- (4) abolition of university departments or institutions and conducted colleges;
- (5) rules of procedure for conduct of business at the meetings of authorities of the university;

(6) appropriation of funds of the university for furtherance of the objects of the university;

(7) norms for grant of autonomy to university departments or institutions, affiliated colleges and recognized institutions, subject to the approval of the State Government;

(8) acceptance and management of trusts, bequests, donations, endowments and grants from individuals or organizations;

(9) disciplinary action against defaulting teachers, officers and other employees of the university, affiliated colleges and recognized institutions other than the colleges or institutions managed and maintained by the State Government or Central Government or local authorities;

(10) conditions of residence, conduct and discipline of the students of the university, colleges and recognized institutions, and the action to be taken against them for breach of discipline or misconduct, including the following :-

(a) use of unfair means in an examination, or abetment thereof ;

(b) refusal to appear or give evidence in any authorized inquiry by an officer in charge of an evaluation and examination, or by any officer or authority of the university ; or

(c) disorderly or otherwise objectionable conduct, whether within or outside the university ;

(11) mechanism and procedure for redressal of grievances of the students;

(12) functions and duties of Students' Council in university, colleges and recognized institutions ;

(13) procedure for conduct of elections to various authorities and bodies;

(14) conditions and procedure for grant of approval to the appointments of the teachers in the colleges and recognized institutions and suspension or withdrawal thereof ;

(15) inspection of colleges, recognized institutions, halls and hostels;

(16) procedure to be followed while granting permission for transfer of management ;

(17) Norms and Procedure to be followed while nominating members on authorities, boards and committees by the Vice-Chancellor under this Act ;

(18) norms of grant and withdrawal of affiliations to colleges and institutions ;

(19) transferring, in public interest, of the management of a college or institution by the university and the conditions for such transferring, subject to the approval of the State Government;

(20) qualifications, recruitment, code of conduct, terms of office, duties and conditions of service including periodic training and advance training, field exposure, deputation, assessment of teachers, officers and other employees of the university and affiliated colleges except those colleges or institutions which are

maintained by the State or Central Government or local authority, retirement benefits and the manner of termination of their services as approved by the State Government, provided that these shall not be in contravention of State Government policies in this regard ;

(21) procedure to be followed for purchases under sub-section (7) of section 98;

(22) any matter which is to be prescribed by Statutes or which is necessary to give effect to the provisions of this Act.

Statutes
h o w
made.

(1) The Statutes may be made, amended or repealed by the Senate in the manner hereinafter provided.

(2) The Statute Committee shall be constituted by Management Council as under :-

(a) One member of Management Council from amongst the elected members of that Council - as Chairman,

(b) One Dean,

(c) One Professor of university department or affiliated colleges,

(d) One Principal of affiliated college,

(e) Registrar of the university,

(f) Law Officer of the university as Member-Secretary.

Such Statute Committee shall prepare and propose draft Statutes concerning the matters referred to in the last preceding section and shall present to the Management Council for its recommendations to senate.

(3) The Management Council, if it thinks necessary, may obtain the opinion of any officer, authority or body of the university with regard to any draft Statute which is before it for consideration.

(4) Every Statute passed by the Senate shall be submitted to the Chancellor who may give or withhold his assent thereto or send it back to the Management Council for reconsideration. The Chancellor may send the draft Statutes to the State Government for its views, if there are implications, financial or otherwise, on the part of the State Gov-ernment in the implementation of such Statutes.

(5) No Statute passed by the Senate shall be valid or shall come into force until assented to by the Chancellor.

(6) Notwithstanding anything contained in the foregoing sub-sections, the Chancellor, either suomotu or on the advice of the State Government, may, direct the university to make provisions in the Statutes in respect of any matter specified by him and if the Senate fails to initiate adopt the direction within sixty days of its receipt, the Chancellor may, after considering the reasons, if any, communicated by the Senate for its inability to comply with such direction, make or amend the Statutes in that respect, suitably.

(7) The Senate may take into consideration the draft of a statute either of its own motion or on a proposal by the management council. In the case of a draft which is not proposed by the management council, the senate, before considering the same, shall obtain the opinion of the management council :

Provided that, if the management council fails to submit its opinion within three months from the date it receives the draft, the senate may proceed to take the draft into consideration.

(8) The Senate if it thinks necessary may also obtain the opinion of any officer, authority or body of the university in regard to any draft statute which is before it for consideration :

Provided that, any such draft statute pertains to academic matters, the senate shall obtain the opinion of the academic council before considering the same.

(9) The Management Council shall recommend the draft statutes to senate for approval and every statute passed by the senate shall be submitted to the Chancellor.

(10) Notwithstanding anything contained in the foregoing sub-sections, the State Government shall have power to prescribe uniform Statutes on the subjects through publication in the Official Gazette, which shall be binding on the universities.

Subject to the provisions of this Act, the Ordinances may provide for all or any of the following matters, namely :-

Ordinances and their subject matters.

(1) conditions under which students shall be admitted to courses of study for degrees, diplomas, certificates and other academic distinctions ;

(2) Norms and process of fixation of fees, other fees and charges for courses and programs to be adopted by fee fixation committee under this Act ;

(3) fees for affiliation and recognition to colleges and institutions ;

(4) conditions governing the appointment and duties of examiners ;

(5) conduct of examinations, other tests and evaluation, and the manner in which the candidates may be assessed or examined by the examiners ;

(6) recognition of teachers of the university and the conditions subject to which persons may be recognized as qualified to give instruction in the university departments, colleges and recognized institutions ;

(7) norms to be observed and enforced by colleges and recognized institutions regarding transfer of students ;

(8) The constitution, powers, duties and functions of the Equal Opportunity Cell including provisions for establishing a Cell in accordance with the provision of the Persons with Disabilities (Equal Opportunity, Protection of Rights and Full Participation) Act, 1995 and the guidelines and directives of the University Grants Commission issued from time to time ;

(9) Mechanism for prevention of ragging of students of university and affiliated colleges ;

(10) Mechanism for prevention of sexual harassment of teachers, employees, students of university and affiliated colleges and redressal of grievances relating to sexual harassment, incidences and penalty for those who indulge in sexual harassment, in accordance with the provisions of the Sexual Harassment of Women at Work place (Prevention, Prohibition and Redressal) Act, 2013;

(11) any academic matter which, by or under this Act or the Statutes is to be prescribed by the Ordinance or which is necessary to give effect to the provisions of this Act.

Ordinances
and
their
making.

(1) The Management Council may make, amend or repeal Ordinances in the manner hereinafter provided.

(2) The Board of Deans shall prepare and propose draft Ordinances concerning the matters referred to in section 73.

(3) No Ordinance concerning academic matters shall be made, amended or repealed by the Management Council unless a draft thereof has been proposed by the Academic Council.

(4) All Ordinances made by the Management Council shall have effect from the date of the meeting or from such date as it may direct, but every Ordinance so made shall be submitted to the Chancellor within two weeks from the date of the meeting. The Chancellor shall have the power to direct the Management Council, within four weeks of the receipt of the Ordinance, to suspend its operation, and he shall, as soon as possible, inform the Management Council of his objection to it. He may, after receiving the comments of the Management Council, either withdraw the order suspending the Ordinance or disallow the Ordinance, and his decision shall be final.

Regulations.

(1) Subject to the provisions prescribed by or under this Act, Management Council may make Regulations consistent with this Act, Statutes and Ordinances, for,-

(a) institution of fellowship, travelling fellowship, scholarship, studentship, medals and prizes and for their award;

(b) collaborations with other universities, institutions and organizations for mutually beneficial academic programmes;

(c) the conditions under which students shall be admitted to courses of study for degrees, diplomas, certificates and other academic distinctions;

(d) preservation of record of the university;

(e) providing for all or any of the matters which, by or under this Act, Statutes or Ordinances, are to be or may be provided by Regulations ;

(f) all non- academic matters for which provision is, in the opinion of the Management Council, necessary for the purposes of this Act, Statutes or Ordinances.

(2) Subject to the provisions prescribed by or under this Act, the Academic Council may make Regulations relating to the academic matters, consistent with this Act, Statutes and Ordinances.

(3) The Board of Deans shall draft and place for approval of the Management Council or the Academic Council, as the case may be, the Regulations, providing for the matters referred to in sub-sections (1) and (2) and for all or any of the matters which, by or under this Act, Statutes or Ordinances, are to be or may be provided by Regulations.

(r) the Secretary, Higher and Technical Education Department	Member ;
(s) the Secretary, Medical Education and Drugs Department	Member ;
(t) the Secretary, Planning Department	Member ;
(u) the Secretary, Finance Department	Member ;
(v) the Secretary, School Education Department	Member;
(w) the Secretary, Industries Department	Member;
(x) the Secretary, Skill Development and Entrepreneurship Development Department	Member;
(y) the Director of Technical Education	Member ;
(z) the Director of Higher Education	Member ;
(za) the Director of Medical Education and Research	Member;
(zb) the Joint Secretary, Western Regional Office of University Grants Commission	Member;
(zc) the Chief Executive Officer of the Commission	Member-Secretary ;

Provided that, if the Chief Minister holds the portfolio of Higher and Technical Education, Industries, Medical Education, Skill Development and Entrepreneurship or Finance he may appoint any other Minister as a member.

Term of office of the appointed members of the Commission shall be of five years and shall be co-terminus with the term of the Legislative Assembly.

The Commission shall meet at least twice in a year.

The Commission shall be the authority of the State Government in charge of, and responsible for, the higher education in the State. The Commission shall be the planning, monitoring, co-ordinating and evaluating authority and shall act as a think-tank for higher education, including technical, medical, management, professional education and emerging fields in the education such as Bio-Sciences and Technology and those which would emerge on the horizon of knowledge in future. The Commission shall create synergy between various stakeholders namely, the State Government, public and private universities, private skills education providers and industries.

Functions
and duties
of the Com-
mission.

(1) The functions and duties of the Commission shall be as follows, namely:-

to prepare guidelines for perspective plan of five years for each university for the location of colleges and institutions of higher learning in a manner ensuring equitable distribution of facilities for higher education, in consultation with the respective university ;

to approve comprehensive perspective plan submitted by the university ;

to advise the State Government on exploring new ways and means for raising of additional resources and allocation of funds for public and private universities, and for education information and communication technology network ;

to create synergy at policy and operative level mechanism for co-existence and co-operation between different types of educational institutions in the domain of pure, technical and professional education at core and domain specific skills level in the State ;

to understand and keep track of developments that are taking place at national and global level in delivery of education, use of technology in education, administration and governance of education and evolve an appropriate policy and strategy for the educational systems in the State to be in phase with these changes ;

to create synergy through operative policy for research culture in pure and applied domains in all subjects in various disciplines and across different disciplines in educational institutions and also research culture needs and demands of industries ;

to create a policy and strategy for sharing of academic and knowledge resources infrastructure amongst various educational institutions and the State, Central and industry research and development laboratories ;

to establish and maintain educational information communication network in tandem with the national grid and also enhance the geographical reach so as to bring each and every educational institution into the educational information communication network and to keep track of technology changes and upgrade the network from time to time ;

to establish linkages with National Knowledge Commission, the Ministry of Information and Communication Technology and Human Resources Development ;

to create a repository of e-learning objects and virtual experiments and support material in digital format for teaching-learning processes in frontline environment ;

to develop a policy and strategy for percolation of use of technology for administration, evaluation and governance of educational institutions and to promote establishment of an e-platform to carry out these tasks by use of information and communication technology ;

to explore the scope for sharing research journals, research and technology reviews and other such material that enhances scope and quality of research by use of Information and Communication Technology through creation of network of various knowledge resource centers in educational and research and development institutions in the State and also at national level ;

to prepare programmes in the various subjects in the sphere of higher education, keeping in view the overall priorities, perspectives and needs of the society and expectations from higher education ;

to advise the State Government in respect of determining and maintaining uniformity of standards of education in the universities ;

to advise on promoting co-operation and co-ordination of the various educational institutions among themselves and explore the scope for interaction between the universities on the one hand, and industry and other organizations on the other hand ;

to suggest ways and means of raising additional resources for higher education from industry and other sources ;

to advise on inter-university programmes for various activities undertaken by the universities ;

to advise on programmes for greater co-operation and interaction and exchange of university teachers, college teachers and the teachers of university departments ;

to initiate inter-university programme for various activities related to teaching, research and extension in the field of higher education ;

to take into consideration various suggestions, advises and specific recommendations for making academic, administrative, governance and financial synergy more conducive for growth and sustenance of quality in colleges, educational institutions and universities, and to devise mechanisms to bring them into practice ;

to devise and implement approaches for enhancing of knowledge and use of technology in teaching-learning processes for teachers ;

to create platform for academicians with experience in education and research that would form a core for reforms and also operating mechanism in academic framework, course work, delivery methodologies, evaluation of students ;

to make recommendations regarding performance based appraisal system using key performance indicators for principals, heads of institutions and departments and academic performance indicators for teachers in the university and institutions of higher education ;

to recommend necessary steps to restructure institutions of higher learning whose performance is consistently poor in the areas of academic, governance and infrastructure ;

to interact with national and global assessment and accreditation agencies and to carry systemic total quality assessment and programme-wise assessment processes in colleges, educational institutions and universities ;

to create a data base of teachers, academic and industry experts, colleges, educational institutions and universities in the State ;

(za) to create a data base of Indian students by making use of the unique identification number when they join a college at entry level ;

(zb) to establish information collection and data creation cell for foreign students ;

(zc) to keep information on annual financial estimates of the universities, their generation of finances through other streams, research and development, consultancy, training-cum-skills development programmes, special programmes for foreign students and any other similar activities and to devise various streams for generation of financial resources so as to strengthen their financial position ;

(zd) to take steps and recommend to the State Government and to the universities the steps that may be taken to remove the regional imbalance, and to make higher education available to backward classes, rural and tribal communities, women and any such specified groups;

(ze) to review co-operation and interaction among all educational institutions in the State for sharing of academic and other support infrastructure and suggest ways and means to make it more efficient and effective;

(zf) to review the approach and methods adopted by the colleges and universities, both public and private, for integrating education with social development and to study the impact of such an approach on social development and suggest ways and means to make it more efficient and effective;

(zg) to consider the report of the Maharashtra State Rashtriya Uchchar Shiksha Abhiyan Council, made under sub-section (4) of section 78 ;

(zh) develop the vision plan with specific annual outcomes keeping in view the goals of academic excellence, administrative reforms and financial improvements.

There shall be Board of Management to carry out the functions and duties of Commission as under

(a) Minister, Higher and Technical Education - Chairperson ;

(b) Minister of State, Higher and Technical Education - Vice-Chairperson ;

(c) Secretary, Higher Education and Technical Education Department - Member ;

- (d) Eminent Educationist of National and Global Repute nominated by the Chancellor - Member ;
- (e) Advisor, Planning and Coordination - Member ;
- (f) Advisor, Quality and Excellence Assurance - Member ;
- (g) Advisor, Open Education Resources and Teacher Training - Member ;
- (h) Advisor, Networking and Support Services - Member ;
- (i) Advisor, Finances and Resources Generation - Member ;
- (j) Advisor, Examination and Evaluation - Member ;
- (k) one renowned Industrialist nominated by Chancellor - Member ;
- (l) one Vice-Chancellor of Public Universities nominated by Chancellor - Member ;
- (m) one Professional Expert from the field of Finance, Accounting, Legal and other allied area nominated by Chancellor - Member ;
- (n) one Principal of NAAC accredited A graded College with proven excellence nominated by Chancellor - Member ;
- (o) one Professor from University or College nominated by Chancellor - Member ;
- (p) the Director of Higher Education - Member ;
- (q) the Director of Technical Education - Member ;
- (r) the Chief Executive Officer of Commission - Member-Secretary.

There shall be a Secretariat of the Commission which shall be responsible for administration of the Commission and for execution of the policies, plans and recommendations of the Commission. The Secretariat shall consist of the Chief Executive Officer, other officers and staff as may be required.

The Chief Executive Officer of the commission shall be appointed by the Government and work directly under the superintendence, direction and control of the State Government.

The emoluments, terms and conditions of service qualification and mode of appointment of the Chief Executive Officer and the staff of the Secretariat shall be such as may be determined by the State Government.

The Chief Executive Officer shall,-

be the principal executive officer of the Secretariat of the Commission responsible for carrying out all functions and duties of the Commission;

lead, oversee and monitor the administration and entire activities of the Secretariat and the Commission;

be responsible for execution of the policies, plans and recommendations of the Commission;

GRIEVANCES OF TEACHERS AND EMPLOYEES

Grievances
Committee.

University
and College
Tribunal.

is qualified to be appointed as a Judge of High Court:

Provided that, a person to be appointed under clause (b) shall be from amongst the panel of three persons recommended by the Chief Justice of High Court of Judicature at Bombay.

The appointment of a person as a Presiding Officer of the Tribunal shall be on a full time basis and for such period not exceeding three years in aggregate, as the State Government may, from time to time, in each case decide.

The remuneration and other conditions of service of the Presiding Officer shall be as determined by the State Government.

The university shall make available to the Tribunal such ministerial staff as may be necessary for the discharge of its functions under this Act.

All expenditure on account of the remuneration, pension, provident fund contribution, leave allowance and other allowances and facilities which may be admissible to the Presiding Officer and the staff placed at his disposal shall be borne by the university or universities in such proportion as the State Government may by order specify.

The Presiding Officer may, by writing under his signature resign from his office and shall cease to hold his office on the acceptance of his resignation by the State Government or from the date of expiry of thirty days from the date of resignation, whichever is earlier.

If any vacancy other than a temporary vacancy, occurs in the office of Presiding Officer of a Tribunal, the State Government shall, as soon as possible but in any case within three months, appoint another qualified person to fill the vacancy. In case of a temporary vacancy, the State Government may give the charge to the Presiding Officer of the other Tribunal until the Presiding Officer resumes duty. Any proceedings pending before the former Presiding Officer may be continued and disposed of by his successor from the stage at which they were when the vacancy occurred.

Right of
appeal.

(1) Notwithstanding anything contained in any law or contract for the time being in force, any teacher or other employee in the university governed by this Act or in affiliated college or recognized institution of any of these universities, other than that managed and maintained by the State Government, Central Government or a local authority, who is-

dismissed or removed or whose services are otherwise terminated or who is compulsorily retired or who is reduced in rank by the university or management and who is aggrieved; or

aggrieved by the decision of the Grievances Committee established under this Act;

shall have a right of appeal and any appeal against any such order or decision shall lie to the Tribunal:

Provided that, no such appeal shall lie to the Tribunal in any case where the matter has already been decided or pending before a court or Tribunal on the date of commencement of this Act or where the order of dismissal, removal, otherwise termination of service, compulsory retirement or reduction in rank, or decision of the Grievances Committee was passed at any time before the date on which this Act comes into force and in which case the period for filing an appeal has expired.

Such appeal shall be made by the employee to the Tribunal, within thirty days from the date of receipt by him of the order of dismissal, removal, otherwise termination of services, compulsory retirement or reduction in rank, or of decision of the Grievances Committee, as the case may be:

Provided that, where such order was made before the date of commencement of this Act, such appeal may be made if the period of thirty days from the date of receipt of such order or decision has not expired.

Every appeal shall be accompanied by a fee as prescribed which shall not be refundable and shall be credited to the university fund:

(1) For the purposes of hearing and disposal of appeals, the Tribunal shall have the same powers as are vested in an appellate court under the Code of Civil Procedure, 1908, and shall also have the power to stay the operation of any order against which an appeal is made, on such conditions as it may think fit to impose and such other powers as are conferred on it by or under this Act.

of
1908.

Every appeal shall be decided as expeditiously as possible. In every case, endeavor shall be made by the Tribunal to decide an appeal within three months from the date on which the Tribunal receives it. If the Tribunal is unable to dispose of any appeal within this period, it shall record the reasons therefor.

Powers of Tribunal to give appropriate relief and directions.

to reinstate the employee on the same post or on a lower post as it may specify;

to restore the employee to the rank which he held before reduction or to any lower rank as it may specify;

to give arrears of emoluments, dues and other monetary benefits to the employee for such period as it may specify;

to award such lesser punishment at it may specify in lieu of dismissal, removal, otherwise termination of service, compulsory retirement or reduction in rank, as the case may be;

where it is decided not to reinstate the employee or in any other appropriate case, to give such sum to the employee, not exceeding his emoluments for six months, by way of compensation, regard being had to loss of employment and possibility of getting or not getting suitable employment thereafter, as it may specify; or

to give such other relief to the employee and to observe such other conditions as it may specify, having regard to the circumstances of the case.

It shall be lawful for the Tribunal to recommend to the State Government that any dues directed by it to be paid to the employee may be deducted from the grant payable to the university or, as the case may be, the management and be paid to the employee directly.

Any direction issued by the Tribunal under sub-section (2) shall be communicated to both parties in writing and shall be complied with by the university or management within the period specified in the direction, which shall not be less than two months from the date of its receipt by the university or management.

Decision of
Tribunal to
be final and
binding

Notwithstanding anything contained in any law or contract for the time being in force, the decision of the Tribunal on an appeal entertained and disposed of by it shall be final and binding on the employee and the university or management, as the case may be, and no suit, appeal or other legal proceeding shall lie in any court or before any other Tribunal or authority, in respect of the matters decided by the Tribunal.

Penalty to
manage-
ment for
failure to
comply
with
directions
of Tribunal.

(1) If the university or management, as the case may be, fails, without any reasonable cause, to comply with any direction issued by the Tribunal under section 83 within the period specified in the direction, or within such further period as may be allowed by the Tribunal, the university or management, as the case may be, shall on conviction, be punished-

for the first contravention, with fine which may extend to one lakh rupees:

Provided that, in the absence of special and adequate reasons to the contrary to be recorded in the judgment of the Tribunal, the fine shall not be less than ten thousand rupees;

for the second and subsequent contraventions, with fine which may extend to five lakh rupees for each such contravention:

Provided that, in the absence of special and adequate reasons to the contrary to be recorded in the judgment of the Tribunal, the fine shall not be less than five thousand rupees:

Provided further that, when the direction issued by the Tribunal is not complied with, within the period stipulated in the direction or within such further period as allowed by the Tribunal, and when the contravention is a continuing one, the convicted person shall be punished with a further fine of rupees five hundred per day during which such contravention continues after conviction.

(a) Where the university or, as the case may be, management committing the contravention under this section is a society, every person who at the time such contravention has been committed, was in charge of and was responsible to the society, for the conduct of the affairs of the society, as well as the society, shall be deemed to be guilty of the contravention and shall be liable to be proceeded against and punished accordingly:

Provided that, nothing contained in this sub-section shall render any person liable to the punishment, if he proves that the contravention was committed without his knowledge or that he had exercised all the diligence to prevent commission of such contravention.

Notwithstanding anything contained in clause (a), where the contravention has been committed by a society and it is proved that the contravention has been committed with the consent or connivance of, or is attributable to any neglect on the part of the Management Council of the university or any president, chairperson, secretary, member, principal or manager or other officer or servant of the society, such Management Council, president, chairperson, secretary, member, principal or manager or other officer or servant concerned, shall be deemed to be guilty of the contravention and shall be liable to be proceeded against and punished accordingly.

Explanation.- For the purposes of this section, society means a society registered under the Societies Registration Act, 1860 or a public trust registered under the Maharashtra Public Trusts Act, or any other body corporate, and includes an association or body of persons, by whatever name called, under whose management one or more colleges or institutions are conducted and admitted to the privileges of the university.

CHAPTER VIII

ADMISSIONS, EXAMINATIONS, EVALUATION AND OTHER MATTERS RELATING TO STUDENTS

Subject to the reservation policy of the State Government for the weaker sections of the society, admissions to all courses in the university departments, affiliated colleges and recognized institutions shall be made on the basis of competitive merit in accordance with the rules, if any, made by the State Government and published in the *Official Gazette*, or Ordinances made by the university:

Admissions.

Provided that, where model rules have been framed by the State Government in the interest of students throughout the State, the university shall adopt the same and such rules shall be published by the university before the commencement of the academic session:

Provided further that, having regard to the maintenance of discipline, the authority concerned shall have the power to refuse admission to a student, except at the entry point of any academic programme.

All the disputes relating to admissions to University Departments, affiliated colleges or recognized institutions shall be adjudicated by the University Students Grievance Redressal Cell as per sub-clause (b) of sub-section (2) of section 56.

Disputes
Relating to
Admission.

Before the end of each academic year, the university shall prepare and publish a schedule of examinations for the next academic year and choice based credit system of evaluations for each and every course where ever applicable, conducted by itself or by any affiliated college or recognized institutions within its jurisdiction and shall strictly adhere to the schedule. Failing which the concerned authority or officer of the university shall have to make a reasoned report to Chancellor's Office within thirty days and the directions or decisions of the Chancellor in this regard shall be final and binding.

Examina-
tions and
evaluation.

Explanation. I. - "Schedule of Examinations" means a table giving details about the time, day and date of the commencement of each paper which is a part of a scheme of examinations and shall also include the details about the practical examinations.

Explanation. II. - "Choice based credit system" means an evaluation wherein modules taken by students shall be assessed immediately upon completion of required academic work as a part of continuous assessment or at the end of a semester:

Provided that, in case the university is unable to follow the said schedule due to reasons and circumstances beyond its control it shall, as soon as practicable, submit a report to the Chancellor and to the State Government incorporating the detailed reasons for making a deviation from the published schedule.

Declaration
of results

The university shall strive to declare the results of every examination conducted by it within thirty days from the last date of the examination for that particular course and shall in any case declare the results latest within forty-five days thereof :

Provided that, if for any reasons whatsoever, the university is unable to finally declare the results of any examination and evaluation within the aforesaid period of forty-five days, Director, Board of Examinations and Evaluation shall prepare a detailed report incorporating the reasons for such delay submit the same through Vice-Chancellor to Chancellor and to the State Government, and the direction of the Chancellor in this regard shall be final and binding.

No examination or evaluation or the results of an examination or evaluation shall be held invalid only for the reasons that the university has not followed the schedule as stipulated in sections 88 and 89, as the case may be.

Examina-
tions and
evaluation
not invalid
for non-
compliance
with
schedule.

The university shall frame appropriate Statutes, Ordinances and Regulations to ensure that the students selected to represent their classes, colleges or the university, as the case may be, for sports, culture and all other extra-curricular activities are selected entirely on the basis of merit, through open merit competition alone and on no other basis.

Sports and
extra-
curricular
activities.

Finance and
Accounts
Committee.

ensure proper implementation of the orders issued by the State Government from time to time, in respect of funds, assets, and other resources received from the State Government ;

advise on financial matters referred to it by the Management Council, Academic Council or any other authority, body or committee or any officer of the university ;

report to the Vice-Chancellor any lapse or irregularity in financial matters which comes to its notice so that he may take suitable prompt actions after assessing the seriousness of the matter or refer it to the Management Council ;

ensure that the annual accounts of the university, colleges and institutions are open for audit by the auditors appointed by the State Government ;

study various reforms suggested by the Commission for management of financial resources, maintenance of accounts and use of modern technologies to enhance the efficiency in accounts maintenance and audit procedures ;

carry out any other functions and tasks as may be assigned by the university authorities.

Internal
Quality
Assurance
Committee.

(1) There shall be an Internal Quality Assurance Committee in the university to plan, guide and monitor quality assurance and quality enhancement in all the academic activities of the university.

The Internal Quality Assurance Committee in the university shall be constituted and function as per the guidelines of the University Grants Commission and State Government issued, from time to time.

The Annual Quality Assurance Report shall be approved by the Management Council of the University for the follow up action for the necessary quality enhancement measures. The university shall regularly submit the Annual Quality Assurance Report to the National Assessment and Accreditation Council or other accreditation bodies.

There shall be an Internal Quality Assurance Committee in each college and recognized institution that shall be constituted and function as per the guidelines of the University Grants Commission and State Government issued, from time to time.

The colleges and recognized institutions shall regularly submit their Annual Quality Assurance Reports to the affiliating university, State level quality assurance bodies and national accreditation bodies.

The university shall monitor the functioning of Internal Quality Assurance Committees in the colleges and recognized institutions within its jurisdiction.

Knowledge
Resource
Committee.

0 (1) There shall be a Knowledge Resource Committee for administering, organizing and maintaining the Knowledge Resource Centre, print and electronic material and related services of the university.

The Knowledge Resource Committee shall consist of the following members, namely :-

the Vice-Chancellor - Chairperson ;

one Dean of faculty, nominated by the Vice-Chancellor ;

one head of the university department or university institution nominated by the Vice-Chancellor ;

two members nominated by the Vice-Chancellor, of whom one shall be from industry and the other shall be librarian from a national level organization ;

the Registrar ;

the Finance and Accounts Officer :

the Director Knowledge Resource Center - Member - Secretary.

All nominated members of the Knowledge Resource Committee, other than the ex-officio members, shall hold office for a period of three years.

The Knowledge Resource Committee shall meet at least three times in a year.

one non-teaching employee, elected by the regular non-teaching staff from amongst themselves ;

four local members, nominated by the Director of Higher Education in consultation with the principal, from the fields of education, industry, research and social service and having minimum post-graduate degree of whom at least one shall be alumnus;

Co-ordinator, Internal Quality Assurance Committee of the college, ex-officio;

President and Secretary of the College Students' Council ; and

one head of department, nominated by the principal or the head of the institution - Member Secretary .

The College Development Committee shall meet at least four times in a year.

Elected and Nominated members shall have a term of five years from the date of election or nomination. If any vacancy occurs in the office of such member, the vacancy shall be filled within three months by the Principal and the member so appointed shall hold office for the residual term for which the earlier member shall have held the office if the vacancy had not occurred.

The College Development Committee shall,-

prepare an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and enable college to foster excellence in curricular, co-curricular and extra-curricular activities ;

decide about the overall teaching programmes or annual calendar of the college ;

recommend to the management about introducing new academic courses and the creation of additional teaching and administrative posts ;

take review of the self-financing courses in the college, if any, and make recommendations for their improvement ;

make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the college ;

make specific recommendations to the management to foster academic collaborations to strengthen teaching and research ;

make specific recommendations to the management to encourage the use of information and communication technology in teaching and learning process ;

make specific recommendations regarding the improvement in teaching and suitable training programmes for the employees of the college ;

prepare the annual financial estimates (budget) and financial statements of the college or institution and recommend the same to the management for approval ;

formulate proposals of new expenditure not provided for in the annual financial estimates (budget) ;

make recommendations regarding the students' and employees' welfare activities in the college or institution ;

discuss the reports of the Internal Quality Assurance Committee and make suitable recommendations ;

frame suitable admissions procedure for different programmes by following the statutory norms ;

plan major annual events in the college, such as annual day, sports events, cultural events, etc. ;

recommend the administration about appropriate steps to be taken regarding the discipline, safety and security issues of the college or institution ;

consider and make appropriate recommendations on inspection reports, local inquiry reports, audit report, report of National Assessment and Accreditation Council, etc. ;

recommend the distribution of different prizes, medals and awards to the students.

prepare the annual report on the work done by committee for the year ending on the 30th June and submit the same to the management of such college and the university ;

perform such other duties and exercise such other powers as may be entrusted by the management and the university.

(1) There shall be a Purchase Committee for dealing with all matters pertaining to all purchases of the university, in respect of such items where individual cost of each item exceeds rupees ten lakhs at a time. Purchase Committee.

The committee shall consist of the following members, namely:-

- (a) the Vice-Chancellor - Chairperson ;
- (b) the Pro-Vice-Chancellor ;
- (c) Chancellor's nominee on Management Council ;

two heads of university departments or university institutions nominated by the Management Council ;

one member of the Management Council nominated by the Council from amongst the elected members of the Council.

one expert, nominated by the Vice-Chancellor preferably in the area of Material Management from the Industry ;

the Registrar ; and

the Finance and Accounts Officer - Member - Secretary.

During the absence of the Finance and Accounts Officer, the Registrar shall act as the Secretary of the Committee.

The Purchase Committee shall invite the head of the university department or university institution, for which the purchases are to be made.

All members of the committee, other than ex-officio members shall hold office for a term of three years and shall not be eligible for a second consecutive term in the same university.

All matters pertaining to all purchases of the University in respect of such items where individual cost of each item is not more than rupees ten lakhs at a time, shall be as prescribed by the Statutes.

The powers and duties of the Purchase Committee and the procedure for its meetings shall be as prescribed by the Statutes.

(1) There shall be a University Students' Council as specified in clause (b) of sub-section (4), a university department Students' Council for the departments of the university and a college Students' Council for each conducted college or institution of the University and each affiliated college, to look after the welfare of the students and to promote and co-ordinate the extra-curricular activities of different student's associations for better corporate life. The Councils shall not engage in political activities. Students Council.

The University Department Students' Council shall consist of the following members, namely :-

President, elected by an electoral college consisting of students who are engaged in full time studies in all university departments ;

Secretary, elected by an electoral college consisting of students who are engaged in full time studies in all university departments ;

one lady representative, elected by an electoral college consisting of students who are engaged in full time studies in all university departments ;

0 one representative belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (VimuktaJatis) or Nomadic Tribes or Other Backward Classes, elected by an electoral college consisting of students who are engaged in full time studies in all university departments;

1 one student from each department, elected by an electoral college consisting of students who are engaged in full time studies in that department ;

2 one student each from (a) National Service Scheme, (b) National Cadet Corps, Sports and (d) Cultural activities, nominated by the Vice-Chancellor from the students who are engaged in National Service Scheme, National Cadet Corps, Sports and Cultural activities, respectively, on the basis of prescribed criteria ;

0 Director, Students' Development shall be an ex-officio member.

The College Students' Council for each institution, conducted college or affiliated college shall consist of the following members, namely :-

President, elected by an electoral college consisting of students who are engaged in full time studies in that college ;

Secretary, elected by an electoral college consisting of students who are engaged in full time studies in that college ;

one lady representative, elected by an electoral college consisting of students who are engaged in full time studies in that college ;

one representative belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta-Jatis) or Nomadic Tribes or Other Backward Classes, by rotation, elected by an electoral college consisting of students who are engaged in full time studies in that college:

Provided that the University shall decide the category of reservation for each college for the purpose of this clause by drawing lots;

0 one student from each class, elected by an electoral college consisting of students who are engaged in full time studies in that class;

1 one student each from (a) National Service Scheme, (b) National Cadet Corps, Sports and (d) Cultural activities, nominated by the Principal from the students who are engaged in National Service Scheme, National Cadet Corps, Sports and Cultural activities, respectively, on the basis of prescribed criteria ;

0 one senior teacher as coordinator of the Students' Council appointed by the principal of the college and Director, Sports and Physical Education, NSS Programme Officer and NCC Officer as permanent invitees.

(a) There shall be University Students' Association consisting of the following members, namely :-

Presidents of the University Department Students' Council and each College Students' Council ;

Secretaries of the University Department Students' Council and each College Students' Council ;

Lady representatives of the University Department Students' Council and each College Students' Council ;

Student representatives, belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (VimuktaJatis) or Nomadic Tribes or Other Backward Classes of the University Department Students' Council and each College Students' Council.

The University Students' Council shall consist of the following members, namely :-

President, elected by the members of University Students' Association from amongst themselves ;

0 Secretary, elected by the members of University Students' Association from amongst themselves ;

1 one Lady Representative, elected by the members of University Students' Association from amongst themselves ;

2 one Representative belonging to Scheduled Castes or Scheduled Tribes or Denotified Tribes (Vimukta Jatis) or Nomadic Tribes or Other Backward Classes or Special Backward Category, by rotation, elected by the members of University Students' Association from amongst themselves ;

3 one student each from (a) National Service Scheme, (b) National Cadet Corps Sports and (d) Cultural activities nominated by the President of the University Students' Council in consultation with the Director, Students' Development from amongst the students of the University Departments and affiliated colleges who are engaged in National Service Scheme, National Cadet Corps, Sports and Cultural activities respectively on the basis of prescribed criteria ;

0 Director Board of Student Development, Director Sports and Physical Education, Director Board of Lifelong Learning and extension shall be permanent invitees.

The first meeting of the University Students' Council shall be presided over by the Vice-Chancellor and shall be attended by such other officers as he may deem fit.

A student shall be eligible to be, or continue to be, a member of any of the Students' Councils, only if he is enrolled as a full time student.

During the period of election no person, other than a student on the rolls of college or institutions or University, shall be permitted to take part in the election process in any capacity. Any student or a candidate violating this condition shall be liable for disciplinary action against him in addition to the revocation of his candidature.

The budget, frequency of meeting of the University Department Students' Council, Students' Council for each institution, conducted college or affiliated college and University Students' Council shall be as may be prescribed by the Statutes.

The election of the student members of the Students' Councils shall be made every year, as soon as possible after the commencement of the academic year, on a date as may be prescribed. The term of office of the elected student members shall begin with effect from the date of election and shall extend up to the last day of the academic year, unless they have, in the meantime, incurred any of the disqualifications specified by or under the Act, and shall then expire.

One third of the members of the Students' Council shall constitute the quorum. The procedure for conduct of business of the meetings and such other matters shall be such as may be prescribed by the Statutes. The Council shall meet at least once in every three months.

The procedure for election, the powers and duties, authority for the conduct of election, mechanism for conduct of such elections, code of conduct for the candidates and election administrators and grievances redressal mechanism in respect of such election shall be such as may be specified by the State Government, by orders published in the *Official Gazette*.

The provisions of this sections shall come into effect from such date after issuing the order under sub-section (11), as specified by the State Government in such order.

(1) There shall be a Buildings and Works Committee to carry out several minor and major infrastructure development activities of the university efficiently and in a time bound manner.

Building and Works Committee.

The Buildings and Works Committee shall consist of the following members namely :-

the Vice-Chancellor - Chairperson ;

the Pro - Vice - Chancellor ;

Chancellor's nominee on the Management Council ;

Chief Engineer of the Public Works Department in charge of the region in which the university is situated, or his nominee not below the rank of Executive Engineer from that region ;

one eminent engineer, nominated by the Vice-Chancellor from the private sector ;

an eminent Architect, nominated by the Vice-Chancellor from the private sector ;

the Registrar ;

the Finance and Accounts Officer ;

the Executive Engineer of the University - Member-Secretary.

All members of the committee, other than ex- officio members shall hold office for a term of five years and shall not be eligible for a second consecutive term.

If any vacancy occurs in the office of a member, the same shall be filled within one month by the Vice-Chancellor and the member so appointed shall hold office for the residual term for which the earlier member shall have held the office if the vacancy had not occurred.

The Buildings and Works committee shall,-

under direction and overall superintendence of the Management Council, be responsible for the execution of all types of works, including major works to be executed through the agency of the Public Works Department ;

accord administrative approval and financial sanction, subject to availability of funds in the budget, to the maintenance work ;

recommend and obtain administrative approval and expenditure sanction of the Management Council in respect of all minor and major works ;

recommend to the Management Council through the Finance and Accounts Committee, a 'Programme of Works' to be executed in the ensuing year, specifying maintenance works, minor works and major works, separately;

prepare a panel of ten to twelve Architects and other specialized consultants of proven experience and merit for the university works and get the same approved by Management Council. Such panel shall be subject to the approval of the Chancellor who may make such modifications in it as he deems fit ;

on getting administrative approval and expenditure sanction of the Management Council to minor and major works, to get the plans and estimates of such works prepared from the Executive Engineer of the university or the Architect selected for a project, borne on the panel of approved Architects of the university ;

maintain a list of approved contractors on the basis of their technical experience and financial capability for execution of maintenance works and minor works ;

be responsible for making technical scrutiny as may be considered necessary by it ;

be responsible, after careful scrutiny, for the acceptance of tenders received for maintenance works and major works ;

exercise general supervision over the work of the technical staff of the university, and in particular, ensure that essential records and data are maintained up-to-date and that the rejected tenders are retained for a reasonable period ;

ensure that the Executive Engineer of the university certifies the completion of works in accordance with the designs finally approved by the architect, if appointed, in respect of maintenance works and minor works ;

associate and deliberate with the consulting Architects, as and when necessary;

settle rates not covered by the tender and settle claims and disputes with contractors in respect of maintenance works and minor works :

Provided that, the rates or claims or disputes shall be settled by the Public Works Department in respect of major works entrusted to that Department, subject to the condition that if the decision in respect of any such claims or disputes is likely to cause excess over the approved estimated cost of the project, prior sanction of the Management Council shall be obtained to such an excess amount ;

exercise such other powers and perform such other duties as may be conferred upon it by the Statutes.

The Chairperson of the committee shall, in respect of maintenance and minor works, have the power to sanction the payment of monthly Running Account Bills of a work, subject to such bill having been examined by the Architect, where appointed, and certified as 'fit for payment' by the Executive Engineer of the university. The bills so paid shall be put up for approval of the committee at its next meeting.

If there are reasonable grounds for the Chairperson of the committee to believe that there is an emergency which requires immediate action to be taken, he may exercise the powers of the committee. Such cases shall be reported by the Chairperson at the next meeting of the committee.

Procedure for the execution of all types of works in the university and procedure for conduct of business at the meetings of the committee shall be as prescribed by the Statutes.

(1) There shall be a Fee Fixation Committee to work out the real cost of delivery of each and every under-graduate and post-graduate courses or programmes run by the university, colleges and recognized institutions, other than autonomous colleges and autonomous institutions and those managed and maintained by the State Government, Central Government and local authorities.

Fee fixation Committee.

The Fee Fixation Committee shall decide the tuition fees, other fees and charges for various courses or programmes as recommended by the board of Deans, and recommend it to the academic Council for approval.

The Fee Fixation Committee shall consist of the following members, namely :-

a retired Vice-Chancellor or an eminent educationist having wide experience in the field of education, who shall not be connected with the university or any college or institution under its jurisdiction as the Chairperson ;

the Dean of the faculty concerned ;

Chancellor's nominee on the Management Council ;

one finance expert nominated by the Vice-Chancellor, preferably a Chartered Accountant, not connected with the university or college or institutions under its jurisdiction ;

one legal expert nominated by the Vice-Chancellor, not connected with the university or college or institution under its jurisdiction ;

Registrar or his nominee not below the rank of Deputy Registrar - Member Secretary.

The quorum for a meeting of the committee shall be three.

All members of the committee, other than ex-officio members shall hold office for a term of five years and shall not be eligible for a second consecutive term.

Notwithstanding anything contained above, the State Government may evolve the Statutory Mechanism of fixation and regulation of fees which shall be binding on different types of colleges and recognized institutions as specified by the State Govt. in this regard.

The tuition fees, other fees, and charges for various courses or programmes as recommended by fee fixation committee and finally approved by the Academic Council

The date of the meeting of every selection committee shall be so fixed as to allow a notice of at least thirty days of such meeting, be in given to each member; and the particulars of each candidate shall be sent to each member of the selection committee so as to reach him at least seven days before the date of meeting :

Provided that, for the post of professor, the selection committee may in preference to the candidates who have applied and appeared before it, recommend for appointment, with all the requisite details, the name of any other person who may not have applied or appeared before it, but who is duly qualified and has to his credit exceptionally high academic achievements or proficiency in the specialization or has extraordinary academic contribution, to be recorded in writing.

The quorum to constitute a meeting of every selection committee shall be four members, of whom at least two shall be persons nominated under clause (e) of sub-section (2).

If, on petition by any person directly affected, or suomotu, the Chancellor, after making or having made such inquiries or obtaining or having obtained such explanations, including explanations from the teachers whose appointments are likely to be affected, as may be or may have been necessary, made by any authority or officer of the university at any time was not in accordance with the law at that time in force, the Chancellor, may, by order, notwithstanding anything contained in the contract relating to the conditions of service of such teacher, direct the Vice-Chancellor to terminate his appointment after giving him one month's notice or one month's salary in lieu of such notice, and the Vice-Chancellor shall forthwith comply and take steps for a fresh selection to be made. The person whose appointment has been so terminated shall be eligible to apply again for the same post.

Any order made by the Chancellor, under the last preceding sub-section shall be final and a copy of the order shall be served on the teacher concerned by the Vice-Chancellor within three days from its receipts.

It shall be the duty of the Vice-Chancellor, to ensure that no payment whatsoever is made to any person, by way of salary or allowance, from the funds of the university, for any period after the termination of his services, and any authority or officer authorizing or making any such payment shall be liable to reimburse the amount so paid to the university.

The Vice Chancellor shall before proceeding to fill in the vacancies of aided University Teachers in accordance with the prescribed procedure shall ascertain from Director of Higher Education whether there is any suitable person available on the list of surplus aided University teachers as maintained by the Director of Higher Education for absorption in other Universities and in the event of such aided teacher being available, the Vice chancellor shall appoint that teacher.

O (1) Where an appointment is to be made on a temporary vacancy of teacher of the university because of resignation, leave or any reason, whatsoever, the appointment shall be made, if the vacancy is for a period of more than one year, on the recommendation of the selection committee in accordance with the provisions of section The quorum for the selection committee shall be three:

Filling temporary vacancies of university teachers.

Provided that, if, the vacancy is for a period of less than one year or if, the Vice-Chancellor is satisfied that in the interest of teaching, it is necessary to fill in the vacancy immediately, he may make the appointment of person duly qualified, for a period not exceeding one year on the recommendation of a local selection committee.

Local selection committee shall consist of the following members, namely:-

- (a) the Vice-Chancellor, Chairperson;
- (b) the Dean of the faculty concerned;
- (c) the head of the department concerned;

one expert nominated by the Vice-Chancellor :

Provided that, where the head of the department is also the Dean, the Vice-Chancellor shall nominate two persons instead of one;

one member, belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta Jatis) or Nomadic Tribes or Other Backward Classes or Special Backward Category, not below the rank of Principal or Professor nominated by the Vice-Chancellor;

one principal or professor who is a member of Management Council to be nominated by the Management Council ;

the Director, Higher Education or his nominee, not below the rank of Joint Director of Higher Education; and

the Director, Technical Education or his nominee, not below the rank of Joint Director of Technical Education:

Provided that, before the expiry of one year as aforesaid, the Vice-Chancellor shall take steps to fill up the post by appointment in accordance with the provisions of section 102.

Appointment
and selection
of principal of
conducted
colleges.

The selection committee for selection of Principals of conducted colleges or directors or heads of university institutions or post-graduate centres or sub-centres maintained by the university, shall consist of the following members, namely:-

the Vice-Chancellor - Chairperson;

Chancellor's nominee on the Management Council;

two experts, nominated by the Management Council and one expert nominated by the Academic Council, who are not connected with the university, colleges or institutions under its jurisdiction;

one member belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta Jatis) or Nomadic Tribes or Other Backward Classes not below the rank of Principal or Professor nominated by the Vice-Chancellor;

one principal who is a member of Management Council to be nominated by the Management Council;

the Director, Higher Education or his nominee, not below the rank of Joint Director of Higher Education;

the Director, Technical Education or his nominee, not below the rank of Joint Director of Technical Education.

Selection
committees
for officers
and
employees of
university
principals,
teachers and
other
employees of
affiliated
colleges.

(1) There shall be a selection committee for making recommendations of suitable candidates for appointment to the posts of-

Deans;

Directors of Sub-Campuses of the university;

Registrar;

Director, Board of Examinations and Evaluation;

Finance and Accounts officer;

Director of Sports and Physical Education;

Director of Innovation, Incubation and Linkages;

Director of Lifelong Learning and Extension.

The Selection Committee shall consist of-

(a) the Vice-Chancellor, Chairperson;

(b) the Chancellor's nominee on the Management Council;

two experts having special knowledge in the field related to the post to be filled, who are not connected with the university or affiliated college or recognized institution under its jurisdiction, nominated by the Chancellor;

one person belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta Jatis) or Nomadic Tribes, or Other Backward Classes, not below the rank of Principal or Professor nominated by the Vice-Chancellor;

one elected principal or teacher who is a member of Management Council to be nominated by the Management Council,;

the Director of Higher Education or his nominee, not below the rank of the Joint Director of Higher Education;

the Registrar, Member-Secretary :

Provided that, where he himself is a candidate for the post then in such case, the Pro-Vice-Chancellor shall be the Member-Secretary.

All posts, mentioned in sub-section (1) shall be duly and widely advertised.

The date of the meeting of every selection committee shall be so fixed as to allow a notice of at least thirty days of such meeting, being given to each member; and the particulars of each candidate shall be sent to each member of the selection committee so as to reach him at least seven days before the date of meeting.

In case of appointment to the post referred to in sub-section (1), if, on petition by any person directly affected, or suomotu, the Chancellor, after making or having made such inquiries or obtaining or having obtained such explanations, including explanations from the person whose appointments are likely to be affected, as may be or may have been necessary, made by any authority or officer of the university at any time was not in accordance with the law at that time in force, the Chancellor, may, by order, notwithstanding anything contained in the contract relating to the conditions of service of such person, direct the Vice-Chancellor to terminate his appointment after giving him one month's notice or one month's salary in lieu of such notice, and the Vice-Chancellor shall forthwith comply and take steps for a fresh selection to be made. The person whose appointment has been so terminated shall be eligible to apply again for the same post.

Any order made by the Chancellor, under the last preceding sub-section shall be final and a copy of the order shall be served on the person concerned by the Vice-Chancellor within three days from its receipts.

It shall be the duty of the Vice-Chancellor, to ensure that no payment whatsoever is made to any person, by way of salary or allowance, from the funds of the university, for any period after the termination of his services, and any authority or officer authorizing or making any such payment shall be liable to reimburse the amount so paid to the university.

The Selection Committee and mode of appointment of other officers of the university shall be prescribed by the State Government in the *Official Gazette*.

The management of any affiliated college shall before proceeding to fill in vacancies of aided teachers and other aided employees in accordance with the prescribed procedure shall ascertain from the Director of Higher Education whether there is any suitable person available on the list of aided surplus persons maintained by the Director of Higher Education for absorption in other colleges and in the event of such person being available, the management shall appoint that person in accordance with the direction issued by Director of Higher Education:

Provided that, this process of absorption of surplus teachers and other employees shall be applicable to only aided teachers and aided other employees.

O The Selection Committee, selection process and mode of appointment of principals and teachers of affiliated colleges and recognized institutions shall be as per the guidelines, directions of the University Grants Commission as may be prescribed by the State Government in the *Official Gazette*.

other
Committees.

In addition to the committees constituted under this Act, the authorities of the university may appoint committee with suitable terms and reference for any specific task, and such committee shall consist of members of the same authority constituting such a committee and also of such other persons as that authority may nominate.

CHAPTER X

PERMISSION, AFFILIATION AND RECOGNITION

Perspective
Plan.

(1) The university shall prepare a comprehensive perspective plan for every five years and get the same approved by Commission. Such plan shall be prepared for the location of colleges and institutions of higher learning in a manner ensuring comprehensive equitable distribution of facilities for higher education having due regard, in particular, to the needs of unserved and under-developed areas within the jurisdiction of the university. Such plan shall be prepared by the Board of Deans and shall be placed before the Academic Council and the Senate through the Management Council.

The perspective plan shall include the new courses and faculties to be permitted which shall be determined by studying the social and economic needs of the region, job opportunities available and requirements of the industry and should be as per policies of and in conformity with the plans of the State Government and the National Policy for Higher Education for achieving National and State objectives of higher access, equity, excellence, research, relevance and quality.

The perspective plan shall make provision for the subjects, number of new divisions and satellite centres to be permitted to the colleges and institutions of higher learning in different regions after factoring in the demand for the same and shall be in conformity with the plans of and after the approval of Commission under section 76.

While preparing the perspective plan preference shall be given to the districts where Gross Enrolment Ratio is less than the national average and also to the tribal, hilly and inaccessible areas besides quality benchmarks, inclusive growth, social relevance and value education.

The university shall initiate a time bound programme to prepare an annual plan every year for the location of colleges and institutions of higher learning, in consonance with the perspective plan and shall publish it before the end of academic year preceding the year in which the proposals for the opening of new colleges or institutions of higher learning are to be invited.

The University shall undertake the systematic field survey within the geographical jurisdiction of the University every five years regarding the requirements of the facilities of Higher Education, types of skills needed for the local industries, trade and commerce, aspirations of youth of the region, needs of socially and economically deprived youth like female students, backward and tribal communities and such other related factors. The university shall use the findings of such field survey and develop the scientific database while preparing the perspective plan of the university.

Conditions of
affiliation and
recogni-tion.

(1) The management applying for affiliation or recognition, and the management whose college or institution has been granted affiliation or recognition, shall give the following undertaking and shall comply with the following conditions, -

that the provisions of the Act and Statutes, Ordinances, and Regulations made thereunder and the standing orders and directions of the university and State Government shall be complied with;

that there shall be a separate College Development Committee provided for an affiliated college as provided by section 97 of the Act ;

(c) that the number of students admitted for courses of study shall not exceed the limits prescribed by the university and the State Government, from time to time;

that there shall be suitable and adequate physical facilities such as buildings, laboratories, libraries, books, equipment required for teaching and research, hostels, gymnasium, etc. as may be prescribed;

that the financial resources of the college or institution shall be such as to make due provision for its continued maintenance and working;

that the strength and qualifications of teachers and non-teaching employees of the affiliated colleges and recognized institutions and the emoluments and the terms and conditions of service of the staff of affiliated colleges and recognized institutions shall be such as may be specified by the university and the State Government and which shall be sufficient to make due provision for courses of study, teaching or training or research, efficiently;

that the services of all teachers and non-teaching employees and the facilities of the college to be affiliated shall be made available for conducting examinations and evaluation and for promoting other activities of the university;

that the directions and orders issued by the Chancellor, Vice-Chancellor and other officers of the university in exercise of the powers conferred on them under the provisions of this Act, Statutes, Ordinances and Regulations shall be mandatorily complied with;

that there shall be no change or transfer of the management or shifting of location of college or institution, without prior permission of the university;

that the college or institution shall not be closed without prior permission of the university;

That in the event of disaffiliation or de-recognition or closure of the college or institution under section 121, the management shall abide by and execute the decision of Academic Council regarding the damages or compensation to be recovered from management.

No college or institution of higher learning which is part of another university shall be considered for affiliation or recognition, as the case may be, unless a "no objection certificate" is given by the parent university.

(1) The proposal for opening of new colleges or institutions of higher learning or for starting new courses of study, subjects, faculties, additional divisions or satellite centers, shall be invited and considered by the university.

Procedure for permission for opening new college or new course, subject, faculty, division.

No application for opening a new college or institution of higher learning, which is not in conformity with the perspective plan prepared under section 107 shall be considered by the university.

(3)(a) The Management seeking a Letter of Intent for opening a new college or institution of higher learning shall apply in a prescribed format to the Registrar of the university before the last day of September of the year preceding the year in which the Letter of Intent is sought;

only those applications complying with the requirements and received within the prescribed time limit, shall be accepted and considered by the university;

all such applications received within the aforesaid prescribed time limit, shall be scrutinized by the Board of Deans and be forwarded to the State Government with the approval of the Management Council on or before 30th November of the year in which such application is received by the university. The university shall submit along with the application, its recommendation, duly supported by relevant reasons, as are deemed appropriate by the Management Council;

out of the applications recommended by the university, the State Government may grant a Letter of Intent on or before 31st January of the immediately following year after the recommendations of the university under clause (c). The Letter of Intent may be granted to such institutions as the State Government may consider fit and proper in its absolute discretion, taking into account the relevant factors, the suitability of the management seeking Letter of Intent, state level priority with regard to location of institutions of higher learning, etc. The Letter of Intent shall be communicated by the State Government to the university, on or before the date specified in this clause:

Provided, however, that in exceptional cases and for the reasons to be recorded in writing any application not recommended by the university may be approved by the State Government for grant of a Letter of Intent to college or institutions of higher learning;

such Letter of Intent granted by the State Government shall be valid up to 31st January of the next following year. The management shall have to comply with the necessary conditions mentioned in the Letter of Intent, within such period and submit compliance report to the university with the present status of the academic and infra-structure facilities and readiness to start the institutions with required documents for final approval;

Such compliance report received within aforesaid time-limit, shall be scrutinized by the Board of Deans and be forwarded to the State Government with the approval of the Management Council on or before, 1st day of May in which the compliance report has been received. The recommendation of the Board of Deans and approved by the Management Council shall be duly supported by relevant reasons as are deemed appropriate by Management Council:

Provided that, if the management fails to comply with the conditions of Letter of Intent, within the time limit as specified in clause (e), the Letter of Intent shall be deemed to have been lapsed:

Provided however that, in exceptional cases and reasons to be recorded in writing, the State Government may, on application by the management duly processed by the university, extend from time to time, the validity of Letter of Intent for further period which shall not exceed twelve months in the aggregate;

after considering the report of the university under clause (f), the State Government may grant final approval to such management as it may consider fit and proper in its absolute discretion, taking into account the State Government's budgetary resources, and other relevant factors, the suitability of management seeking permission to open new institution, etc. The final approval under this clause may be granted on or before 15th June, of the year in which such new college or institutions are proposed to be started. Such approval from the State Government shall be communicated to the university. Approvals granted thereafter shall be given effect by the university only in the subsequent academic year:

Provided however that, in exceptional cases and for the reasons to be recorded in writing any compliance report on the Letter of Intent, which is not recommended by the university, may be approved by the State Government.

(4)(a) The management seeking permission to start a new course of study, subjects, faculties, additional divisions or satellite centers shall apply in a prescribed format to the Registrar of the University before the last day of the September, of the year preceding the year in which the permission is sought;

only those applications complying with the requirement and received within the prescribed time limit shall be accepted and considered by the university;

(c) all such applications received within the aforesaid prescribed time limit, shall be scrutinized by the Board of Deans and be forwarded to the State Government with the approval of Management Council on or before the 1st day of April of the year, with such recommendation duly supported by relevant reasons as are deemed appropriate by the Management Council;

out of the applications recommended by the university, the State Government may grant permission on or before 15th June of the year to such institutions as it may consider fit and proper in its absolute discretion, taking into account other relevant factors, the budgetary resources of the State Government and other relevant factors, the suitability of the management seeking permission, etc. The permission shall be communicated by the State Government to the university, on or before the date specified in this clause:

Provided however that, in exceptional cases and for the reasons to be recorded in writing any application not recommended by the university may be approved by the State Government.

No application shall be entertained directly by the State Government for grant of Letter of Intent, under sub-section (3) or final approval under sub-section (4), as the case may be.

The application for starting new course of study, subject, faculty or additional division or satellite center by existing colleges or institutions of Higher learning, shall not be forwarded to the State Government by the university, if,-

they have not been accredited or re-accredited either from National Assessment and Accreditation Council or National Board of Accreditation even though they are eligible and due for being accredited or re-accredited as per the norms of accreditation agencies; and

they have not complied with the conditions laid down by the State Government.

Notwithstanding anything contained in this Act or any other law for the time being in force,-

no management shall establish or open a new college or an institution of higher learning in the State, except with the prior permission of the State Government;

no management shall start a new course of study or subjects, faculty, additional division or satellite centers except with the prior permission of the State Government.

Explanation.- For the purpose of this sub-section, the expressions "establish or open a new college or an institution of higher learning" and "start a new course of study, subject, faculty, additional division or satellite center" shall include establishing or opening of such college or institution of higher learning, and starting of any such course of study, subject, faculty, additional division, or satellite center, on the basis of no grant-in aid from the State Government.

In case of extraordinary situations which warrant starting of new divisions of particular faculties, the State Government, with reasons to be recorded in writing, shall have the authority to declare and adopt the fast track system of grant of permission to start such new divisions and the norms and procedures related thereto:

Provided that, the procedure for grant of permission in such extraordinary situations shall be completed not later than 31st August of the Academic Year in which such new divisions are to be started:

Provided further that, the applications for starting of new divisions under the fast track system shall be duly processed by the university. On the compliance of necessary conditions, if the University recommends to the Government the proposal for starting such new divisions, then such permission shall be deemed to have been accorded by the State Government if no adverse communication of any nature is issued by the State Government up to 31st August of the Academic Year in which such new divisions are to be started.

The State Government, for the purpose of giving effect to the provisions of sub-section (3) or sub-section (4), as the case may be, may by notification in the *Official Gazette*, lay down the procedure to be followed for the purposes under the said sub-sections.

(1) On receipt of the permission from the State Government, the Academic Council of the university shall consider grant of first time affiliation to the new college or institution of higher learning or to the new courses of study, subjects, faculties, additional divisions, or satellite centers as the case may be:

Procedure
for affilia-
tion.

The Academic Council shall decide,-

whether affiliation should be granted or rejected;

whether affiliation should be granted in whole or part;

subjects, courses of study, the number of students to be admitted;

conditions, if any, which may be stipulated while granting or for granting the affiliation to be complied within reasonable time :

Provided that, in case of failure to comply with such conditions within such period, the affiliation granted shall be deemed to have been cancelled and no communication in this regard by the university to the management concerned shall be necessary.

The Pro-Vice-Chancellor shall communicate the decision of Academic Council to the management with a copy to the Director of Higher Education, within one month from the date of communication of sanction by the State Government in respect of opening the new college or institution of higher learning or starting a new course of study, subjects, faculties or additional divisions, or satellite centers and if the application for affiliation is granted, along with an intimation regarding,-

the courses of study, subjects, faculties or additional divisions for which affiliation is granted;

the number of students to be admitted ;

the conditions, if any, subject to the fulfillment of which the affiliation is granted and time stipulated for compliance of such conditions.

Where the college or institution is eligible and due for accreditation or re-accreditation, as the case may be, and such college fails to comply with the requirements of accreditation or re-accreditation, then no affiliation shall be granted by the university to such college or institution:

Provided that, nothing in this sub-section shall apply in respect of the affiliation for natural growth of the faculty, additional division, course of study, subject or satellite centre.

No student shall be admitted by the college or institution unless the university has granted the affiliation to the college or institution of higher learning or to a new course of study, subject, faculty or additional division.

Procedure
of recogni-
tion of
institu-
tions.

(1) The management of an institution actively engaged in conducting research or specialized studies for a period of not less than five years, and seeking recognition shall apply to the Registrar of the university before the last day of September of the year preceding the year from which the recognition is sought, with full information regarding the following matters, namely:-

the constitution and personnel of the management;

the subjects and courses of study and research Programmes for which recognition is sought;

the accommodation, equipment and the number of students for whom provision has been made;

the permanent, visiting and honorary staff of the institution, recognized for guiding research or recognizable for the purpose by the university; their experience, evidence of research work carried out at the institution, publications, report, monographs, books published by the institution;

the fees levied, or proposed to be levied, and the provisions made for capital expenditure on buildings, equipment and for the continued maintenance and efficient working of the institution.

Only those applications complying with the requirements shall be accepted and considered by the university.

All such applications shall be scrutinized by the Board of Deans. The Board of Deans may call for any further information, which it thinks necessary and shall ask the management to comply with the requirements.

If the Board of Deans decides to consider the application, it shall cause an inspection by a committee of persons having specialized knowledge in the subject or field concerned, for physical verification of all requirements for grant of recognition.

The committee shall visit the institution and submit a report thereof to the Board of Deans, with such recommendations duly supported by relevant reasons as are deemed appropriate.

After considering the report of such inquiry, and making such further inquiry, as it may think necessary, the Board of Deans shall submit to the Vice- Chancellor the proposal to grant or reject the application, in part or in whole, with such recommendations duly supported by relevant reasons as are deemed appropriate and the report of the inquiry committee.

The Vice-Chancellor shall after considering the proposal submitted by the Board of Deans, may, either grant or reject it. The decision of the Vice-Chancellor in this regard shall be final and binding.

The Pro-Vice-Chancellor shall communicate the decision of the Vice-Chancellor to the management with a copy to the Director of Higher Education.

The process laid down in sub-sections (1) to (8) shall be completed within six months.

(1) The management of private skills education provider seeking recognition from the university to various degree, diploma, advanced diploma and certificate courses as prescribed by the University as per the National, State level policy regarding skill qualification and education framework and to the experts engaged for conducting such courses shall apply to the Registrar in the prescribed format, with full information on the programmes run by the private skills education provider and other data as sought in the format, before the last day of September of the year preceding the year from which the recognition is sought.

Procedure for recognition of private education provider.

Only those applications complying with the requirements and received within the prescribed time-limit, shall be accepted and considered by the university.

All such applications shall be scrutinized by the Board of Deans. The Board of Deans shall inform the management the discrepancies in the application or documents submitted for seeking recognition, and shall ask the management to comply with the requirements.

The Board of Deans after being satisfied with the authenticity of the private skills education providers shall cause an inspection by the committee of experts in skills education, industry and academia, for the purpose of grant of recognition.

The committee shall visit the institution and submit a report thereof to the Board of Deans, with such recommendations duly supported by relevant reasons as are deemed appropriate.

After considering the report of such inquiry, and making such further inquiry as it may think necessary, the Board of Deans shall submit to the Vice-Chancellor the proposal to grant or reject the application, in part or in whole, with such recommendations duly supported by relevant reasons as are deemed appropriate and the report of the inquiry committee.

The Vice-Chancellor shall after considering the proposal submitted by the Board of Deans, may, either grant or reject it and the decision of the Vice-Chancellor in this regard shall be final and binding.

The Pro-Vice-Chancellor shall communicate the decision of the Vice-Chancellor to the management.

The time schedule for the process laid down in sub-sections (2) to (8) shall be published and completed by the University up to 30th April of the year, in which private skills education provider intends to start various degree, diploma, advanced diploma and certificate courses.

The recognition shall be valid for a period of five years. The procedure referred to in sub-sections (1) to (8) shall apply mutatis-mutandis, for continuation of such recognition, from time to time.

The recognized private skills education provider shall conduct assessment, declare results and recommend to the University for Award of certificate, diploma, advanced diploma and degree for different programmes.

The management desirous of closing down the institution providing private skills education shall apply to the Registrar on or before the first day of August of the preceding year, stating fully the grounds for closure, and pointing out the assets in the form of buildings and equipment, their original cost, the prevailing market value and the grants so far received by it either from the University Grants Commission, the State Government or from public funding agencies.

On receipt of such an application, the Vice-Chancellor shall cause to make enquiries as it may deem fit, to assess and determine whether the private skills education provider be permitted to effect the closure. The Vice-Chancellor may examine whether the closure should be avoided by transferring it to another management.

If the Vice-Chancellor decides to recommend the closure, the Board of Deans shall prepare and submit to the Management Council, a report on the extent of damages or compensation to be recovered from the management and whether the assets created utilizing the funds provided by the University Grants Commission, the State Government or other public funding agencies, be transferred to other management.

The Vice-Chancellor shall, with prior concurrence of the Management Council, decide whether private skills education provider be permitted the closure.

The procedure to give effect to the closure shall be in phases, so as to ensure that the students already admitted to the private skills education provider are not affected, and that the first year shall be closed first and no new admission shall be effected. The procedure to phase out the closure shall be such as may be prescribed.

Recognition to empowered autonomous skills development colleges. (1) The management of the empowered autonomous skills development college applying for recognition shall give and comply with the following undertakings, namely:-

that the provisions of this Act and Statutes, Ordinances and Regulations made thereunder and the standing orders and directions of the university shall be observed;

that there shall be suitable and adequate physical facilities such as buildings, classrooms with modern delivery facilities, skills development laboratories with necessary equipment, if needed, library and knowledge access facilities, information and communication technology connectivity and other facilities as may be prescribed by the university;

that the financial resources of the college shall be such as to make provision for its continued maintenance and working;

that there shall be core academic and technical staff, as prescribed by the university, and the emoluments and the terms and conditions of services of the staff of the college shall be such as prescribed by the university;

that there shall be linkages with the industries or businesses as may be necessary to give professional experiences and also a panel of experts from industries or businesses which shall work as visiting teachers or trainers as demanded by the various programmes of that college which intends to run;

that the services of all teaching staff, visiting teachers or experts, supporting and technical staff and the facilities of the college shall be made available for conduct-ing examinations, evaluation and for promoting other activities of the university;

that there shall be no change or transfer of the management without previous permission of the university;

that the college shall not be closed without permission of the university;

that in the event of disqualification or de-recognition or closure of the college, the college shall continue to function and discharge its duties till last batch of student's registered for various programmes are trained, assessed or evaluated, their results are declared by the university and they are given appropriate certificate of completion of the programme.

The management of college seeking recognition from the university shall apply to the Registrar of the university in the prescribed format, before the last day of September of the year preceding the year from which the recognition is sought, to various degree, diploma, advanced diploma and certificate courses as prescribed by the University as per the National, State level policy regarding skills qualification and education framework providing information on the programmes proposed to be conducted in college, which shall include relevant data on curriculum, delivery

process, creation of necessary academic and skills training infrastructure, linkages with appropriate industries or business, faculty and experts with their academic qualifications and domain experience and other supporting information on assessment of students and the financial details of the college seeking recognition.

Only those applications complying with the requirements and received within the prescribed time-limit, shall be accepted and considered by the university.

All such applications shall be scrutinized by the Board of Deans and a report thereof be forwarded to the Vice-Chancellor and the university shall inform the management, of the discrepancies in the application or documents submitted for seeking recognition and shall ask the management to comply with the requirements.

The Board of Deans after being satisfied with the authenticity of the proposal, shall cause an inspection by the committee of experts in skills education, industry and academia for the purpose of grant of recognition.

The committee shall visit the institution and submit a report thereof to the Board of Deans, with such recommendations duly supported by relevant reasons as are deemed appropriate.

After considering the report of such inquiry, and making such further inquiry as it may think necessary, the Board of Deans shall submit to the Vice- Chancellor the proposal to grant or reject the application, in part or in whole, with such recommendations duly supported by relevant reasons as are deemed appropriate and the report of the inquiry committee.

The Vice-Chancellor shall after considering the proposal submitted by the Board of Deans, may, either grant or reject it and the decision of the Vice- Chancellor in this regard shall be final and binding.

The time schedule for the process laid down in sub-sections (2) to (8) shall be published and completed by the University up to 30th April of the year, in which empowered autonomous skills development college intends to start various degree, diploma, advance diploma and certificate courses.

The Pro-Vice-Chancellor shall communicate the decision of the Vice-Chancellor to the management, on or before the 30th April of the year, in which the management desires to seek recognition.

The recognition shall be valid for a period of five years. The procedure referred to in sub-sections (1) to (10) shall apply mutatis-mutandis, for continuation of recognition, from time to time.

The recognized empowered autonomous skills development college shall conduct assessment, declare results and recommend to the university award of joint certificate, diploma, advanced diploma and degree for different programmes.

O The management desirous of closing down the empowered autonomous skills development college shall apply to the Registrar on or before the first day of August of the preceding year, stating fully the grounds for closure, and specifying the assets in the form of buildings and equipment, their original cost, the prevailing market value and the grants so far received by it either from the University Grants Commission, the State Government or from public funding agencies.

On receipt of such an application, the Vice-Chancellor shall cause to make enquiries as it may deem fit, to assess and determine whether the college be permitted to effect the closure. The Vice-Chancellor may, examine whether the closure should be avoided by making provisions for transferring it to another management.

If the Vice-Chancellor decides to recommend the closure, it shall prepare and submit to the Management Council, a report on the extent of damages or compensation to be recovered from the management and whether the assets created utilizing the funds provided by the University Grants Commission, the State Government or other public funding agencies, be transferred to other management.

The procedure to effect the closure shall be in phases, so as to ensure that the students already admitted to the college are not affected, and that the first year shall be closed first and no new admission shall be effected. The procedure to phase out the closure shall be such as may be prescribed.

(1) The procedure prescribed in sub-sections (1) to (3) of section 110 shall apply, *mutatis mutandis*, for the consideration of continuation of affiliation, from time to time.

Extension of
affiliation or
recognition.

Permanent
affiliation and
recognition.

Inspection of colleges and recognized institutions and report.

The Pro-Vice-Chancellor shall cause every university department or institution, affiliated college or recognized institution to be inspected, at least once in every three years, by one or more committees appointed by him in that behalf which shall consist of the following members, namely:-

one expert, to be nominated by the Senate:

The committee shall submit its report to the Pro-Vice-Chancellor for his consideration and for further action as may be necessary.

(1) The permission for shifting of location of a college or institution of higher learning only within the same district shall be granted.

Permission shall be granted by the university after the concurrence of the State Government:

such shifting to a new location is allowed only if such location is within the periphery of five kilometres of the location for opening a new college or institution of higher learning, as indicated in the annual perspective plan; and

the infrastructure and other facilities in the new location are adequate as per the prescribed norms.

If the college is being shifted from one location to another for reason of natural calamity, emergent permission shall be granted by the university and shall in due course of time be approved by the State Government.

The Management Council of the university shall consider the proposals for transfer of management of colleges and institutions, as prescribed in the Statutes subject to the permission of the State Government.

Transfer of management.

(1) If an affiliated college or recognized institution fails to comply with the conditions of affiliation or recognition as provided in section 108 or to allow the College Development Committee as provided in section 97 to function properly or to take action as per directions issued under the Act, or if it is conducting the college or recognized institution in a manner prejudicial to the interest of the university or the standards laid down by it, the Board of Deans may issue a notice to the management to show cause as to why the privileges conferred on the college or recognized institution by affiliation or recognition should not be withdrawn in part or in whole or modified.

withdrawal of affiliation or recognition.

The Board of Deans shall mention the grounds on which it proposes to take the action and shall send a copy of the notice to the principal of the college, or head of recognized institution. It shall also specify in the notice, the period, being a period which shall not be less than thirty days within which the management should file its written statement in reply to the notice.

On receipt of such written statement or on expiry of the period specified in the notice issued under sub-section (1), the Board of Deans shall place before the Academic Council, the notice and the written statement, if any, with or without the motion for withdrawal or modification of such privileges.

The Academic Council shall, having regard to the interest of students studying in the colleges or recognized institutions, shall recommend an action in this behalf to the Vice-Chancellor and the Vice-Chancellor shall pass the necessary order.

(1) No management of an affiliated college or recognized institution shall be allowed to close down the affiliated college or recognized institution without prior permission of the State Government.

Closure of affiliated college or recognized institutions.

The management desirous of closing down the college or recognized institution shall apply to the university on or before the first day of August of the preceding year, stating fully the grounds for closure, and pointing out the assets in the form of buildings and equipment, their original cost, the prevailing market value and the grants so far received by it either from the University Grants Commission, the State Government or from public funding agencies.

On receipt of such an application, the Academic Council shall cause to make inquiries as it may deem fit, to assess and determine whether the affiliated college or recognized institution be permitted to effect the closure. The Academic Council may examine whether the closure should be avoided by [providing necessary assistance or taking over the college or institution by the university or] transferring it to another management.

If the Academic Council decides to recommend the closure, it shall prepare and submit to the Management Council, a report on the extent of damages or compensation to be recovered from the management for the assets created utilizing the funds provided by the University Grants Commission, the State Government or other public funding agencies.

The Academic Council shall, with prior concurrence of the Management Council and approval of the State Government decide whether the affiliated college or recognized institution be permitted the closure.

The university may transfer the college or a recognized institution to another management with prior approval of the State Government and after following the procedure prescribed in that behalf.

The procedure to effect the closure shall be in phases, to ensure that the students already admitted to the affiliated college or recognized institution are not affected, and that the first year shall be closed first and no new admissions shall be effected. The procedure to phase out the closure shall be such as may be prescribed.

The procedure for closure of affiliated colleges, or recognized institutions, referred to in sub-sections (1) to (7) shall, mutatis-mutandis apply in the case of closure of faculties, courses of studies or satellite centres.

Autonomous university department or institutions, college or recognized institution. (1) A university department or institution, affiliated college or recognized institution may apply to the university for grant of autonomous status. The Management Council on the recommendation of the Academic Council may confer the autonomous status.

Autonomous university department or institution or affiliated college or recognized institution shall function with the objectives of promoting academic freedom and scholarship on the part of teachers and students which are essential to the fostering and development of an intellectual climate conducive to the pursuit of scholarship and excellence.

The autonomous university department or institution or affiliated college or recognized institution, may constitute its authorities or bodies and exercise the powers and perform the functions and carry out the administrative, academic and other activities of the university, as may be prescribed by the Statutes.

The autonomous university department or institution or affiliated college or recognized institution may prescribe its own courses of study, evolve its own teaching methods and hold examinations and tests for students receiving instruction in it, and recommend the university for award degrees, diplomas or certificates, after following the procedure as prescribed in the Statutes. The autonomous university department or institution or affiliated college or recognized institution shall have full academic and administrative autonomy subject to the provisions of this Act and Statutes and the guidelines issued by the University Grant Commission, from time to time.

Empowered autonomous colleges. (1) Affiliated autonomous colleges that are identified by University Grants Commission as College with Potential for Excellence or College of Excellence which have a high level grade to be prescribed by the State Government through Official Gazette may apply to the university for grant of empowered autonomous status. The Management Council on the recommendation of the Academic Council may confer the empowered autonomous status upon such college.

Norms and procedure for grant of the empowered autonomous status and continuation thereof, shall be as may be prescribed by the Statutes.

The empowered autonomous college may constitute its authorities or bodies and exercise the powers and perform the functions and carry out the administrative, academic, financial and other activities of the university, as may be prescribed by the Statutes.

The empowered autonomous college shall enjoy all such privileges in addition to the privileges enjoyed by autonomous college as may be prescribed by the statutes and guidelines of State Government and University Grants Commission.

Empowered autonomous cluster institutions. (1) A group of affiliated autonomous colleges or recognized institutions of the same management or educational society which includes the colleges or institutions, identified by the University Grants Commission as Potential for Excellence or College of Excellence or which have a high level grade to be prescribed by the State Government through Official Gazette may apply to the university for grant of status of empowered autonomous cluster institutions. The Management Council on the recommendation of the Academic Council may confer the status of empowered autonomous cluster institutions upon such group of colleges or institutions.

Norms and procedure for grant status of empowered autonomous cluster institutions and continuation thereof, shall be as may be prescribed by the Statutes.

The empowered autonomous cluster institutions may constitute its authorities or bodies and exercise the powers and perform the functions and carry out the administrative, academic, financial and other activities of the university, as may be prescribed by the Statutes and guidelines of State Government and University Grants Commission.

CHAPTER XI

ENROLMENT, DEGREES AND CONVOCATIONS

All post-graduate instruction, teaching, training, research, research collaborations and partnerships, shall normally be conducted within the university area by the university, affiliated colleges and the recognized institutions in such manner as may be prescribed.

Post-graduate teaching and research.

A person to be enrolled as student of the university shall possess such qualifications and fulfill such conditions as may be prescribed.

Enrolment of students.

(1) All powers relating to discipline and disciplinary action in relation to the students of the university departments and institutions and colleges maintained by the university, shall vest in the Vice-Chancellor.

Disciplinary powers and discipline amongst students.

The Vice-Chancellor may, by an order, delegate all or any of his powers under sub-section (1), as he deems fit, to such other officer as he may nominate in that behalf.

The Vice-Chancellor may, in the exercise of his powers, by an order, direct that any student or students be expelled or rusticated for a specified period, or be not admitted to a course or courses of study in conducted college, institution or department of the university for a specified period, or be punished with fine, as prescribed by the university, or be debarred from taking an examination or evaluation conducted by the department, conducted college or institution maintained by the university for a specified period not exceeding five years or that the result of the student or students concerned in the examination or evaluation in which he or they have appeared, be cancelled:

Provided that, the Vice-Chancellor shall give reasonable opportunity of being heard to the student concerned, if expulsion is for a period exceeding one year.

Without prejudice to the powers of the Vice-Chancellor, the principals of conducted colleges, heads of university institutions and the heads of departments of the university shall have authority to exercise all such powers over the student in their respective charge as may be necessary for the maintenance of proper discipline.

Provisions as regards discipline and proper conduct for students of the university and the action to be taken against them for breach of discipline or misconduct, shall be as may be prescribed by the Statutes, which shall apply to the students of all its conducted colleges and university departments or institutions, affiliated colleges and recognized institutions.

Statutes relating to discipline and proper conduct for students, and the action to be taken against them for breach of discipline or misconduct, shall also be published in the prospectus of the university, affiliated college or recognized institution and every student shall be supplied with a copy of the same. The principals of the colleges and heads of the institutions, maintained by the university and affiliated colleges, may, prescribe additional norms of discipline and proper conduct, not inconsistent with the Statutes, as they think necessary and every student shall be supplied with a copy of such norms.

At the time of admission, every student shall sign a declaration to the effect that he submits himself to the disciplinary jurisdiction of the Vice-Chancellor and the other officers and authorities or bodies of the university and the authorities or bodies of the conducted colleges, affiliated colleges and recognized institutions, and shall observe and abide by the Statutes made in that behalf and in so far as they may apply, the additional norms made by the principals of conducted colleges and heads of university institutions and affiliated colleges.

All powers relating to disciplinary action against students of an affiliated college or recognized institution not maintained by the university, shall vest in the principal of the affiliated college or head of the recognized institution, and the provisions of the sub-sections (6) and (7) including the Statutes made thereunder, shall mutatis-mutandis apply to such colleges, institutions and students therein.

Degrees, diplomas, certificates & other academic distinctions.

(1) The Management Council may institute and confer such degrees, diplomas, certificates and other academic distinctions as may be recommended by the Academic Council.

The Management Council may institute and confer post- doctoral degrees such as D.Sc. and D.Litt. - by Research, as may be recommended by Academic Council.

The Chancellor may, on the recommendation of the Management Council and the Academic Council, supported by a majority of not less than two-third members of each such authority, present at its meeting, such majority comprising not less than one-half of the members of each such authority, withdraw the degree or diploma or certificate or any other academic distinction permanently or for such period as the Chancellor thinks fit, if such a person is convicted by a court of law for any offence involving moral turpitude or has been found to have sought admission to any degree or diploma or certificate course by fraudulent means or has been found to have obtained such degree or diploma or certificate or any other academic distinction by fraudulent means. No such action under this section shall be taken unless the person concerned is given an opportunity to defend himself.

Honorary Degree.

(1) The Management Council may consider and recommend to the Senate the conferment of an honorary degree or other academic distinction on any person, without requiring him to undergo any test or examination or evaluation, on the ground solely that he, by reason of his eminent position, attainments and public service, is a fit and proper person to receive such degree or other academic distinction, and such recommendation shall be deemed to have been duly passed if supported by a majority of not less than two-thirds of the members present at the meeting of the Senate, being not less than one-half of its total membership:

Provided that, the Management Council shall not entertain or consider any proposal in that behalf without the Vice-Chancellor having obtained the previous approval of the Chancellor.

The Management Council may take a decision on the proposal of the Senate:

Provided that, the Senate shall not entertain or consider any proposal in that behalf without the Vice-Chancellor having obtained prior approval of the Chancellor.

Convocation.

The convocation of the university shall be held at least once during an academic year in the manner prescribed by the Statutes for conferring degrees, post-graduate diplomas or for any other purpose.

Registered graduates.

(1) Subject to the provisions of sub-section (2), the following persons shall be entitled to have their names entered in the register of registered graduates or deemed to be registered graduates, maintained by the university, namely:-

who are graduates of the university;

who are graduates of the parent university from which corresponding new university is established:

Provided that, the graduates registered in the parent university as registered graduates but residing in the jurisdiction of the new university will have to apply for registration, as registered graduates, to the new university and once registered with the new university, they will automatically cease to be the registered graduates of the parent university.

A person who -

is of unsound mind and stands so declared by a competent court; or

is an un-discharged insolvent; or

is convicted for an offence involving moral turpitude; or

has obtained a degree by fraudulent means; or

is a registered graduate of any other university established by law in the State, shall not be qualified to have his name entered in the register of graduates, or be a registered graduate.

Every person who intends to be a registered graduate shall make an application to the Registrar in such form and make payment of such fees as may be prescribed by the Statutes.

The Vice-Chancellor shall, after making such inquiry as he thinks fit, decide whether the person is entitled to be a registered graduate. If any question arises whether a person is entitled to have his name entered in the register of graduates or be a registered graduate or is not qualified to be a registered graduate, it shall be decided by the Vice-Chancellor after making such inquiry as he thinks fit and his decision shall be final.

From amongst the persons registered as registered graduates, an electoral college shall be constituted for election of members of the Senate under clause (t) of sub-section (2) of section 28, and for that purpose, an electoral roll shall be prepared as prescribed by publishing a public notice, requiring the registered graduates desirous of enrolling themselves in such electoral roll to fill in the prescribed form for such enrol-ment.

(1) The Vice-Chancellor may, on the recommendation of the Management Council, supported by a majority of not less than two-third of its members present at its meeting, such majority comprising not less than one-half of its members, remove the name of any person from the register of graduates for such period as the Vice-Chancellor thinks fit, for any of the reasons mentioned in sub-section (2) of section 131.

Removal of
name from
register of
graduates.

No action under this section shall be taken unless the person concerned is, as prescribed by the Statutes, given an opportunity of being heard in his defence.

CHAPTER XII

UNIVERSITY FUNDS, ACCOUNTS AND AUDIT

(1) The annual financial estimates (budget) of the university for ensuing financial year shall be prepared by the Finance and Accounts Officer under the direction of the Finance and Accounts Committee, at least two months before the commencement of the financial year.

Annual
financial
estimates.

The Finance and Accounts Officer shall thereafter forward copies of annual financial estimates (budget) as approved by the Management Council and the Senate to the Chancellor, the Maharashtra State Commission for Higher Education and Development and the State Government.

The Financial year of the university shall be the same as that of the State Government.

134. (1) The university shall establish the following funds, namely :-

University
funds.

general fund ;

salary fund,-

0 for all posts approved by the State Government;

1 for all other posts separately;

trust fund:

development and programme fund;

contingency fund;

any other fund which, in the opinion of the university, is deemed necessary to establish.

The following shall form part of, or be paid into, the general fund:

non-salary contribution or grant, received from the State Government or Central Government or University Grants Commission ;

all incomes of the university from any source whatsoever, including income from fees, other fees and charges;

any sums borrowed from the banks or any other agency, with the permission of the State Government;

sums received from any other source or agency.

The salary fund shall consist of all amounts received from the State Government, Central Government or University Grants Commission or any other endowment or contribution received towards full or part payment of the salary and allowances. No amount from this fund shall be utilized for the purpose other than payment of salary and allowances.

All income or moneys from trusts, bequests, donations, endowments, subventions and similar grants shall form part of the trust fund.

(a) The development and programme fund of the university shall consist of all infrastructure development grants received from the State Government, all contributions made by the University Grants Commission for development and research grants received from other funding agencies of the Central Government, United Nations and its affiliates, other international agencies, industry, banks and financial institutions or any person or institution;

no amount from this fund shall be appropriated to any other fund of the university or expended for any other purpose ;

the development and programme fund shall be utilized in the manner consistent with the object of the programme and as per guidelines of the funding agency on expenditure and audit, to be granted and approved by the Management Council.

The university shall have and maintain a contingency fund under a separate head of the university accounts which shall be used only for the purpose of meeting any unforeseen expenditure.

Surplus money at the credit of these funds, including accruals thereto, which cannot immediately or at any early date be applied for the purposes aforesaid shall, from time to time, be deposited in the Nationalized or Scheduled Banks or invested in any other Equity or securities issued by the Corporations having financial participation of the State Government.

Annual
accounts and
Audit.

(1) The accounts of the University shall be maintained on the basis and principles of double entry accounting system, and the method of accounting to be followed shall be the mercantile system by following the Maharashtra Universities Account Code as prescribed by State Government.

The accounts of the university shall be audited at least once every year and in any case within four months of the close of the financial year by the auditors appointed by the Management Council from amongst the firms of Chartered Accountants whose partners have no interest in any of the authorities or affairs of the university. The university shall comply with the remarks and discrepancies as shown in the audit report in any case within one month of the receipt of such audit report, audited accounts shall be published by the university and a copy thereof, together with the copy of the auditor's report shall be submitted to the Chancellor and the State Government within one year of the close of the financial year.

The audited accounts shall be published by the university and a copy thereof, together with the copy of the auditor's report and compliance report shall be submitted to the Chancellor and the State Government and shall be submitted for approval before the senate in any case within six months from the close of the financial year.

The State Government shall cause the audited annual accounts of the university, received by it, to be laid before each House of the State Legislature.

The State Government shall provide for conduct of the test audit or full audit of the accounts of the university at regular intervals by the auditors appointed by the State Government.

136. (1) The Board of Deans shall prepare the Annual Report containing the Annual Report. administrative, academic, research and development and other activities of the university, colleges and institutions under its jurisdiction, for each academic year and submit it to the Management Council for consideration. The Senate shall discuss and approve the Annual Report as received from the Management Council. Such report as approved by the Senate shall be submitted to the Chancellor and the State Government, within one year from the conclusion of the academic year.

The State Government shall cause the Annual Report to be laid before each House of the State Legislature.

CHAPTER XIII

SPECIAL PROVISIONS FOR SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

(1) In addition to the other provisions of this Act and Statutes, the provisions set out in this section shall apply to the Shreemati Nathibai Damodar Thackersey Women's University.

The territorial limits, within which the powers conferred upon the university by this Act shall be exercised, shall comprise the entire State:

Provided that, the university may, subject to such conditions and restrictions as it and the State Government may think fit to impose, admit any women's educational institution in any other territory to the privileges of the university, with the approval of the Government concerned.

Any female student from any part of the State of Maharashtra or any other territory may register as a private student of the university or join correspondence course or any other external degree or diploma course of the university.

Any society, association or body in the State seeking affiliation or recognition by the university to the college or institution started or conducted by it exclusively for women students need not seek the permission of any other university in the area of which the college or the institution, as the case may be, is to be or is located. On an application of any such society or association or body, the university may, notwithstanding anything contained in any other law for the time being in force, grant the affiliation, with the previous sanction of the State Government, or the recognition, as the case may be, without seeking permission of any other university in the area of which the college or institution, as the case may be, is to be or is located.

The university may, in the interest of women's education, start or conduct a college or research institution in any territory outside the State of Maharashtra, with the approval of the Government concerned.

No educational institution affiliated to or recognized by the university shall be associated in any way with, or seek admission to any privileges of, any other university established by law, except, with the permission of the university and the State Government.

The Senate of the university shall have the following additional members, namely:-

0 two representatives of women's educational associations or bodies in the State of Maharashtra, nominated by the Vice-Chancellor;

1 two representatives of women's educational associations or bodies from outside the State admitted to the privileges of the Shreemati Nathibai Damodar Thackersey Women's University, nominated by the Vice-Chancellor;

2 one representative of women's educational associations or bodies in other territories, nominated by the Vice-Chancellor.

Special provisions for Shreemati Nathibai Damodar Thackersey Women's university.

The university shall have powers to draw up Statutes or Ordinances or Regulations or to undertake other activities, such as running schools, polytechnics, etc.

No member of the Board of Examinations or the Committees of the University shall be appointed as paper setter, examiner, moderator or referee except with the written approval of the Board under exceptional circumstances to be recorded in writing.

CHAPTER XIV

MISCELLANEOUS

Authorities
and officers
responsible
for damages.

(1) It shall be the duty of every authority or body and officer of the university to ensure that the interests of the university are duly safeguarded.

If it is found that a damage or loss has been caused to the university by any action on the part of any authority or body or officer of the university, not in conformity with the provisions of this Act, Statutes, Ordinances or Regulations, except when done in good faith, or any failure so as to act in conformity thereof, by willful neglect or default on its or his part, such damage or loss shall be liable to be recovered from the authority or body or the concerned members thereof, jointly or severally, or from the officer concerned, as the case may be, in accordance with the procedure prescribed by the Statutes.

Membership
of State
Legislature
and of
Parliament.

(1) A teacher or a non-teaching employee shall not be disqualified for continuing as such teacher or a non-teaching employee merely on the ground that he has been elected or nominated as a member of the Legislative Assembly or of the Legislative Council of the State or of the Parliament.

A teacher or a non-teaching employee elected or nominated as a member of the Legislative Assembly or of the Legislative Council of the State, or of the Parliament shall be entitled to treat the period of his membership of the Legislative Assembly or of the Legislative Council or of the Parliament as on leave without salary and allowances.

A teacher or a non-teaching employee referred to in sub-section (2) shall also be entitled to count the period of his membership of the Legislative Assembly or of the Legislative Council or of the Parliament for the purposes of pension, seniority and increments.

Questions
regarding
interpretation
and disputes
regarding
constitution of
university
authority or
body, etc.

If any question arises regarding the interpretation of any provision of this Act, or of any Statutes, Ordinance or Regulation or Rule, or whether a person has been duly elected or appointed or nominated or co-opted as a member or is entitled to be a member of any authority or body of the university, the matter may, be referred, on petition by any person or body directly affected or suomotu by the Vice-Chancellor to the Chancellor, who shall after taking such advice as he thinks necessary, decide the question, and his decision shall be final:

Provided that, such reference shall be made by the Vice-Chancellor upon a requisition signed by not less than one fourth members of the senate.

Protection of
Acts and
orders.

All acts and orders done or passed in good faith by the university or any of its officers, authorities or bodies, shall subject to the other provisions of this Act, be final; and accordingly, no suit or other legal proceedings shall be instituted against, or maintained, or damages claimed from the university or its officers, authorities or bodies for anything done or passed, or purporting to have been done or passed in good faith and in pursuance of the provisions of this Act and the Statutes, Ordinances and Regulations.

Delegation of
powers.

Subject to the provisions of this Act and the Statutes, any officer or authority of the university may, by order, delegate his or its powers, except the power to make Statutes, Ordinances and Regulations to any other officer or authority under his or its control, and subject to the condition that the ultimate responsibility for the exercise of the powers so delegated shall continue to vest in the officer or authority delegating them.

No act or proceeding of the Senate or the Management Council or the Academic Council or any other authority or anybody or committee of the university, including a committee appointed by the Chancellor for the appointment of a Vice-Chancellor, shall be deemed to be invalid at any time merely on the ground that -

Acts and proceedings not invalid merely on ground of defect in constitution, vacancies, irregularity in procedure, etc.

any of the members of any such authority, body or committee are not elected, appointed, nominated or co-opted or for any other reason are not available to take office at the time of the constitution or to attend any meeting thereof or any person is a member in more than one capacity or there is any other defect in the constitution thereof or there are one or more vacancies in the offices of members thereof;

there is any irregularity in the procedure of any such authority, body or committee not affecting the merits of the matter under consideration, and the validity of such act or proceeding shall not be questioned in any court or before any authority or officer merely on any such ground.

CHAPTER XV

ESTABLISHMENT OF NEW UNIVERSITIES

When any new university is constituted by a notification in the Official Gazette under sub-section (2) of section 3, or a cluster university under sub-section (6) of that section, the State Government may, notwithstanding anything contained in this Act, by one or more orders published in the *Official Gazette*, provide for all or any of the following matters, namely:-

Issue of order providing for matters when new university is constituted.

the appointment of the first Vice-Chancellor and other officers of the university and the term for which they shall be appointed;

the constitution of the first Management Council and Academic Council in such manner as it thinks fit and the term for which it shall function;

the continuance or application of such Statutes, Ordinances and Regulations with such modifications as it may specify:

Provided that, the Competent Authority of the new university shall adopt such statutes, ordinances and regulations, either in toto or with such modifications as deemed fit, within a period of two years from its establishment.

the exercise of option by the registered graduates of any of the then existing universities to continue to remain registered graduates of the same universities or to get registered with the new university;

the continuance or discontinuance of membership of the Management Council, the Academic Council and other authorities, bodies and committees of the existing universities constituted under this Act;

the filling in the vacancies caused by discontinuance of the members of authorities or bodies or committees of the existing university;

the continuance of affiliation of the colleges or the recognition of the institutions by the new university to which the area is added and discontinuance of the same by the existing university from which the area is carved out;

the transfer of any of the employees of the existing university to the new university and the terms and conditions of service applicable to such employees or termination of the service of the employees of the existing university by giving such terminal benefits as the State Government deems fit:

Provided that, the terms and conditions of service of any employee so transferred shall not be varied to his disadvantage;

transfer of assets, that is to say, the property, movable or immovable, right, interest of whatsoever kind acquired, and the liabilities and obligations incurred, before the issue of any such order; and

such other supplemental, incidental and consequential provisions as the State Government may deem necessary.

CHAPTER XVI

TRANSITORY PROVISIONS

Continuance
of existing
officers and
employees of
university.

Save as otherwise provided by or under this Act, every person holding office either as an officer or the employee, whether teaching or other employee, of any university on the date immediately before the commencement of this Act shall continue to hold office on the same terms and conditions as were applicable to him immediately before such date, and shall exercise such powers and perform such duties as are conferred on them by or under this Act.

Provisions
relating to
continuance
and constitu-
tion of
authorities.

(1) Every authority of an existing university shall, as soon as practicable, but within a period of six months or immediately following 31st August, from the date of commencement of this Act, whichever is later, be re-constituted in accordance with the provisions of this Act. Every such authority shall, be deemed to be reconstituted with effect from such date as the Vice- Chancellor may, from time to time, specify by notification.

Every person holding office as a member of any authority immediately before the commencement of this Act shall, on the date of such commencement, continue to hold the said office and the authority with such members shall exercise the powers and perform the duties conferred on it by or under this Act, until the date on which the authority is deemed to be re-constituted or a period of six months from the date of commencement of this Act expires, whichever is later.

On the date on which any authority is deemed to be re-constituted or on which a period of six month expires, whichever is earlier, every member of an authority of an existing university who is continued in office under this section shall be deemed to have vacated his office.

If on the date of commencement of this Act, any authority or body cannot be constituted in accordance with the provisions of this Act, the Vice-Chancellor may, after approval of the Chancellor take such measures for interim constitution of such authority or body.

The term of such authority or body constituted under sub-section (4) shall be for a period of one year from its constitution or till such authority or body is duly constituted under this Act, whichever is earlier.

For the removal of doubt, it is hereby declared that on expiry of a period of one year of the interim constitution of such authority or body, such authority or body shall cease to function.

Repeal and
savings.

(1) On and from the date of commencement of this Act, the Maharashtra Universities Act, 1994 shall stand repealed.

(2) Notwithstanding the repeal of the said Act,-

any person holding office immediately before the commencement of this Act as Vice-Chancellor of the university shall, on such commencement, continue to hold the said office till his term of office as Vice-Chancellor of that university would have expired had he continued to be as such unless he ceases to be the Vice-Chancellor by reason of death, resignation or otherwise before the expiry of his term of office as aforesaid and shall exercise all the powers and perform all the duties conferred and imposed on the Vice-Chancellor of the respective university by or under this Act;

all colleges which stood affiliated to the university immediately before the commencement of this Act, shall be deemed to be affiliated to that university under this Act till their affiliation is withdrawn by that university under this Act;

all other educational institutions which were entitled to any privileges of the university shall be entitled to similar privileges of that university;

all property, movable or immovable, and all rights, interest of whatsoever kind, powers and privileges of the university shall stand transferred to and shall, without further assurance, vest in, that university and be applied to the objects and purposes for which that university is constituted;

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all benefactions accepted or received by the university and held by it immediately before the commencement of this Act, shall be deemed to have been accepted or received or held by that university under this Act, and all the conditions on which such benefactions were accepted or received or held shall be deemed to be valid under this Act, notwithstanding that such conditions may be inconsistent with any of the provisions of this Act;

all debts, liabilities and obligations incurred before the commencement of this Act, and lawfully subsisting against the university, shall be discharged and satisfied by that university;

any will, deed or other document made before the commencement of this Act, which contains any bequest, gift, term or trust in favour of the university shall be deemed to have been made thereunder and for the purposes of this Act in favour of that university;

all references in any enactment or other instruments issued under any enactment to the university before the commencement of this Act, shall be deemed to have been construed under and for the purposes of this Act;

the appointment of examiners validly made under the said Act and subsisting immediately before the commencement of this Act, shall be deemed to have been made under and for the purposes of this Act for the respective university, and such examiners shall continue to hold office and to act until fresh appointments are made under this Act;

the teachers, who were recognized teachers of the university under the said Act immediately before the commencement of this Act, shall be deemed to be recognized teachers of that university under and for the purposes of this Act and shall continue to be such recognized teachers until fresh recognitions are granted under this Act;

the registered graduates, whose names were entered in the register of graduates maintained by the university immediately before the commencement of this Act, shall be deemed to be the registered graduates of that university under and for the purposes of this Act and the register so maintained and the registered graduates whose names are so entered therein, shall continue to be the register maintained by that university, and the registered graduates to be the registered graduates of that university;

all Statutes and Ordinances made under the said Act in respect of the university shall, in so far as they are not inconsistent with the provisions of this Act, continue to be in force and be deemed to have been made under this Act in respect of that university, until they are superseded or modified by the Statutes or Ordinances, as the case may be, made under this Act;

all Regulations made under the said Act in respect of the university shall, in so far as they are not inconsistent with the provisions of this Act, continue to be in force and be deemed to have been made under this Act by the that university, until they are superseded or modified by the Regulations, made under this Act;

a standard code, if any, prescribed under the said Acts shall be deemed to have been prescribed under this Act and shall, save as otherwise provided by or under this Act, continue to remain in force, until it is superseded in accordance with the provisions of this Act;

all notices and orders made or issued by any authority under the said Act or by the State Government shall, in so far as they are not inconsistent with the provisions of this Act, continue to be in force and be deemed to have been made or issued by that authority or by the State Government until they are superseded or modified under this Act;

the Tribunal constituted under the said Act and existing on the date of commencement of this Act shall continue to function as such under this Act and all the disputes or matters or appeals pending before such Tribunal shall be dealt with and disposed of by such Tribunal:

Provided that, no Statutes, Ordinances, Regulations, Notices or orders made or issued under the said Act, repealed by this section and in force immediately before the commencement of this Act, shall be deemed to be inconsistent with the provisions of this Act by reason only that the power to make or issue such Statute, Ordinance, Regulation, Notice or Order under this Act vests in a different authority or body or officer, or that the subject matter thereof is permissible only under a different form of subordinate legislation or instrument to be made, under this Act.

Removal of difficulties.

(1) If any difficulty arises in giving effect to the provisions of this Act, the State Government may, as occasion arises, by Order published in the Official Gazette, do anything, not inconsistent with the provisions of this Act, which appears to it to be necessary or expedient for the purpose of removing the difficulty:

Provided that, no such Order shall be made after the expiry of the period of two years from the date of commencement of this Act.

Every Order made under sub-section (1) shall be laid, as soon as may be, after it is made, before each House of the State Legislature.

SCHEDULE

PART I

[See sections 3 (1) and 6(1)]

Name of the University (1)	University Area (2)
1. The University of Mumbai, Mumbai	Districts of - (1) City of Mumbai (2) Mumbai Suburban (3) Raigad (4) Thane (5) Palghar (6) Ratnagiri (7) Sindhudurg
2. The Savitribai Phule Pune University, Pune	Districts of - (1) Pune (2) Ahmednagar (3) Nashik
3. The Shivaji University, Kolhapur	Districts of - (1) Kolhapur (2) Sangli (3) Satara
4. The Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Districts of - (1) Aurangabad (2) Jalna (3) Beed (4) Osmanabad

Name of the University (1)	University Area (2)
5. The Rashtra Sant Tukdoji Maharaj University, Nagpur	Districts of - (1) Nagpur (2) Bhandara (3) Gondia (4) Wardha
6. The Shreemati Nathibai Damodar Thackersey Women's University, Mumbai	The State of Maharashtra
7. The Sant Gadge Baba University, Amravati	Districts of - (1) Amravati (2) Akola (3) Buldhana (4) Yavatmal (5) Washim
8. The North Maharashtra University, Jalgaon	Districts of - (1) Jalgaon (2) Dhule (3) Nandurbar.
9. The Swami Ramananda Teerth Marathwada University, Nanded	Districts of - (1) Nanded (2) Parbhani (3) Latur (4) Hingoli
10. The Solapur University, Solapur	District of Solapur
11. The Gondwana University, Gadchiroli	Districts of - (1) Gadchiroli (2) Chandrapur

PART II

[See section 3 (2)]

Name of the University	University Area
(1)	(2)

S.N.D.T. Women's University
Mumbai-400 020.

SNDT Women's University

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Mumbai 400 020

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Fax: +91 22 2201 8226



श्रीमती ना. दा. ठाकरसी विद्यापीठ

१, नाथीबाई ठाकरसी मार्ग

मुंबई ४०० ०२०

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October 27, 2017

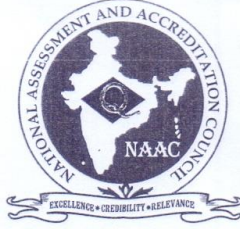
TO WHOM SO EVER IT MAY CONCERN

This is to certify that Center for Distance Education was known as Department of Correspondence Courses from the year 1956. Since 1979, S.N.D.T Women's University shifted to dual mode and all Correspondence courses were shifted to Distance Education.



(Dr. Sanjay Bharambe)
Registrar

Registrar
SNDT Women's University
Mumbai - 20.



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Shreemati Nathibai Damodar Thackersey Women's University
Mumbai, Maharashtra as
Accredited
with *CSPA* of 3.08 on four point scale
at *A* grade
valid up to January 18, 2021*

Date : January 19, 2016



D. Singh
Director

Centre for Distance Education
S.N D.T Women's University
ACADEMIC PLANNER 2018-19

Academic calendar sr	Details	programmes	Date
1	Admission	B.A /B.Com I / M.A /M.COM I	1 June 2018 to 29 Sep 2018
	B.A /B.COM II /III M.A/ M.COM II	Declaration of result	to 29 Sep 2018
	UET	Dec. exam	1 June 2017 to 30 Sep 2017
		May exam	1 Oct 2017 to 30 Jan 2018
	PG diplomas		1 June 2018 to 30 Nov 2019
	Certificate course		1 June 2018 to 30 Nov 2019
2.	Orientation	For all above programme	15 Sep 2018 Nov/ Dec 2019
3	Contact lectures	All UG and PG degree programme	Oct 2018 to April 2019
		PG diplomas programme	All Saturdays and Sundays
		Certificate course	
4	Holidays		Approved by the university
5	Exams	UET	Dec 8 Dec 2018 to 11 Dec 2019
			May 4 2018 to May 2018
	B.A I Supplementary exam		21 Dec to 31 Dec 2018
	Final		3 May 2018 to 8 May 2019
	B.A /B.COM II / III		Approved and decided by the university
	M.A /M.COM I/II		
	PG diplomas		15 May 2018 onward

Dr. ARUNDHATI CHAVAN

i/C Director

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Dr. Sangita Shirode,

Associate Professor

S.N.D.T. College of Education,

Maharishi Karve Vidyavihar

Karve Road,

Pune – 400 038

Mobile: 9423562583

Resi: 020-25231223

Office: 020-25433416

Email.: shirode.sangita0@gmail.com

CENTRE FOR DISTANCE EDUCATION
SNDT Women's University

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



दूर शिक्षा केंद्र,

एस.एन.डी.टी. महिला विश्वविद्यालय
सर विठ्ठलदास विद्याविहार,
जुहू तारा मार्ग, सांताक्रुज (प.),
मुंबई - ४०० ०४९, भारत.

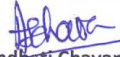
Tel.: 91-22-26609829/26607758/26608193/26608176. Fax : 91-22-26604759. E-mail: cdesndt@gmail.com. Website : sndt.ac.in

CDE /20/2016 – 17 / 35

Date: 17th November 2016

Sub: Statutory bodies for approval of SLM

Sr. No	Name of the Faculty	Subject
1.	Dr. Chandrashekhar Gawali P.G. Department of Human Development SNDT Women's University, Mumbai	Psychology
2.	Mr. Chabukswar Dnyaneshwar Assistant Professor Guidance and Counseling, SNDT College of Home Science, Pune	Psychology
3.	Dr. Varsha Shirgaonkar P.G. Department of History SNDT Women's University, Mumbai	History
4.	Dr. Veena Devathali P.G. Department of Economics SNDT Women's University, Mumbai	Economics
5.	Dr. Smriti Bhosle Principal, L.J.N.J. Mahila mahavidyalaya, Vile Parle (East), Mumbai.	Sociology
6.	Dr. Chaitra Redkar P.G. Department of Political Science SNDT Women's University, Mumbai	Political Science
7.	Dr. Mitra Parekh P.G. Department of English SNDT Women's University, Mumbai	English
8.	Dr. Sunil Ramtake P.G. Department of Marathi SNDT Women's University, Mumbai	Marathi
9.	Dr. Pallavi Prakash P.G. Department of Hindi SNDT Women's University, Mumbai	Hindi
10.	Dr. Darshana Oza P.G. Department of Gujarati SNDT Women's University, Mumbai	Gujarati
11.	Dr. Pradnya Wakpajjan P.G. Department of Education SNDT Women's University, Mumbai	Education
12.	Dr. Sangeeta Bapat P.G. Department of Music SNDT Women's University, Mumbai	Music
13.	Dr. Jyoti Thakur P.G. Department of Commerce SNDT Women's University, Mumbai	Commerce


(Dr. Arundhati Chavan)
I/C Director

Format for Faculty Details

Academic Staff

Sr. No.	Name of the Faculty dedicated for ODL	ODL programme	Qualification	Designation	Experience (in years)	Works at (Headquarter/Regional centre/Study centre)
1	Dr. Arundhati Chavan		Ph.D.	Dy. Director and Director In-charge (As Dr. chandrakantpuri Director is on lien for 5 years)	03	Headquarter
2	Mr. Mangesh Kadam	Social science	M,A,UGC (NET)	Asst. Professor –cum- Asst. Director	10	Headquarter
3	Dr. Falguni Vahanwala	Social science	Ph.D.	Co-ordinator (On Contract)	05	Headquarter
4	Dr. Jaswandi Wamburkar	history	Ph.D.	Co-ordinator	03	Headquarter
5	Dr. Veena Devasthali	economics	Ph.D.	Co-ordinator	10	Headquarter
6	Dr. Sunil Ramteke	Marathi	Ph.D.	Co-ordinator	10	Headquarter
7	Dr. Pallavi Prakash	Hindi	Ph.D.	Co-ordinator	02	Headquarter
8	Dr. putulsathe	English	Ph.D.	Co-ordinator	05	Headquarter
9	Ms. Manisha Ghatage	English		Co-ordinator	05	Headquarter
10	Dr. Darshana Oza	Gujarati	Ph.D.	Co-ordinator	05	Headquarter
11	Dr. Pradnya Wakpainjan	Education	Ph.D.	Co-ordinator	05	Headquarter
12	Dr. C. Gawali	Psychology	Ph.D.	Co-ordinator	12	Headquarter
13	Dr. sangeetaBapat	Music	Ph.D	Co-coordinator	05	Headquarter
14	DrJyotithakur	commerce	Ph.D	Co-coordinator	04	Head quarters
15	Dr. Jumale	Coordinator	Ph,D	Coordinator	03	Sub center pune

) Appointment order shall be attached with the details as mentioned above.

Administrative Staff

Sr. No.	Name of the Administrative Staff	Qualification	Designation	Experience (in years)	Appointment order	Works at (Headquarter/Regional Centre/ Study Center)
1	Ms. Sunita Subhedar	MA	Head-Clerk	33	Estb/Gen-78/2008-09/47(A) Dt.24.07.2008	Headquarter
2	Mr. Raju Solanki	SSC	Head-Clerk	32	Estb/Gen-78/2009-10/539 Dt.22.07.2009	Headquarter
3	Mr. Uday Dandekar	HSC	Head-Clerk	27	Estb/Gen-78/2011-12/517(A)Dt.12.08.2011	Headquarter
4	Ms. Jameela Khan	SYBA	Jr.Accountant	27	Estb/Gen-78/2014-15/1795 Dt.07.11.2014	Headquarter
5	Ms. Archana Jambavdekar	B.COM	Sr. Clerk	23	Estb/Gen-78/2011-12/515 Dt.12.08.2011	Headquarter
6	Mr. Ramesh	BA	Sr. Clerk	30	Estb/Gen-78/2013-14/101 Dt.17.04.2013	Headquarter

	Nair					
7	Ms. Meena Sanglikar	B.com/LLB	Sr. Clerk	20	Estb/Gen-78/2014-15/1807 Dt.07.11.2014	Headquarter
8	Mr. Santosh Gaikwad	SSC	Sr. Clerk	20	Estb/Gen-78/2014-15/1810 Dt.07.11.2014	Headquarter
9	Mr. Kalpana Sawant	BA	Sr. Clerk	20	Estb/Gen-78/2014-15/2340 Dt.30.12.2014	Headquarter
10	Mr. Bhagwan Barge	BA	Sr. Clerk	22	Estb/Gen-78/2014-15/2342 Dt.30.12.2014	Headquarter
11	Mr. Hemant Chavan	B.Com	Clerk-cum-Typist	17	Estb/Gen-78/2010-11/678 Dt.06.08.2010	Headquarter
12	Ms. Shweta Mohite	HSC	Clerk-cum-Typist	08	Estb/Gen-80/2009-10/551 Dt.22.07.2009	Headquarter
13	Mr. Balkrishna Gosavi	FYBA	Clerk-cum-Typist	20	Estb/Gen-78/2012-13/380 Dt.18.06.2012	Headquarter
14	Mr. Darpan Jadhav	SYBA	Clerk-cum-Typist	3	Estb-New file/2014-15/1405 Dt.04.09.2014	Headquarter
15	Mr. Vitthal Jawale	MA	Clerk-cum-Typist	3	Estb-New file/2014-15/1409 Dt.04.09.2014	Headquarter
16	Mr. Aabaso Pingale	M.Com	Clerk-cum-Typist	3	Estb-New file/2014-15/2306 Dt.22.12.2014	Headquarter
17	Mr. Rahul Sonawane	M.Com (I)	Clerk-cum-Typist	3	Estb-New file/2014-15/1412 Dt.04.09.2014	Headquarter
18	Mr. Rahul Surange	M.Com	Clerk-cum-Typist	3	Estb-New file/2014-15/1408 Dt.04.09.2014	Headquarter
19	Mr. Gangaram Phalke	9 th	Machine Operator	35	Estb-43-83-84/10097 Dt.27.12.1983	Headquarter
20	Mr. Vaman Sawant	9 th	Peon-cum-Hamal	30	Estb/Gen/52/86-87/13898 Dt.19.03.1987	Headquarter
21	Mr. Praful Sawant	9 th	Peon-cum-Hamal	20	Estb/Gen/52/97-98/2144 Dt.10.12.1997	Headquarter
22	Mr. Mangesh Kate	5 th	Peon	19	Estb/Gen/52/98-99/593 Dt.29.06.1998	Headquarter
23	Mr. Satyawar Raut	SSC	Peon	05	Estb-New file/2012-13/868 Dt.04.09.2012	Headquarter
24	Ms. Mohini Isawe	BA	Jr. Clerk	21	GAD/Estb/Gen - 57/1996-1997/597 Dt.11.07.1996	Regional Centre
25	Mr. Abhijit	HSC	Jr. Clerk	16	Estb/Gen-57/2000-2001/1326	Regional Centre

	Bhise				Dt.13.12.2000	
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) Appointment order shall be attached with the details as mentioned above.

<http://www.pdf-tools.com>

SNDT Women's University

1, Nathibai Thackersey Road,

Mumbai 400 020

Phone +91 22 2203 1879

Fax +91 22 2201 8225



श्रीमती ना. दा. ठाकरसी विद्यापीठ

१, नाथीबाई ठाकरसी मार्ग

मुंबई ४०० ०२०

Telegram UNIWOMEN

Website: sndt.ac.in

ESTB-I/File - 68/2017-18/976

August 02, 2017

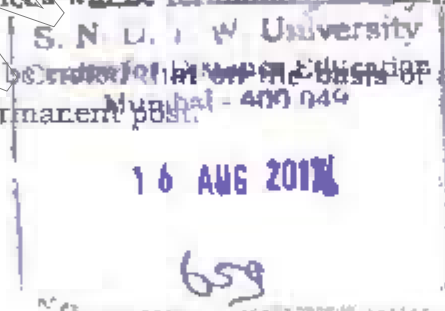
To,
Ms. Arundhati Chavan,
103, Yashashree Society,
Guru Nanak Hospital Road,
B.K.C. Bandra (E),
Mumbai - 400 051.

Sub : Appointment as Deputy Director, Centre for Distance Education (Un-approved)

Madam,

As per the directives from Madam Vice-Chancellor, you are appointed as Deputy Director at Centre for Distance Education, SNDT Women's University, Sir Vithaldas Vidyavihar, Juhu Road, Santacruz (W), Mumbai - 400 049, on the following terms and conditions :

1. Your above appointment is made purely on temporary basis, for the period of six months w.e.f. August 07, 2017 to February 06, 2018 or till the joining of Dr. Chandrakant Puri whichever is earlier, on consolidated payment of Rs. 55,000/- p.m.
2. Your services will be governed by the terms and conditions as stipulated by the relevant Statutes for the temporary teaching staff of this University and by other terms and conditions as passed by the University as also by the Rules, Circulars, Resolutions, and Directions received from the Government of Maharashtra and adopted by the Management Council in accordance with the Maharashtra Universities Act 1994, from time to time.
3. For your academic and administrative work you will be responsible to the Director of the Centre or his/her nominee.
4. Your performance will be evaluated and if it is not found satisfactory, your contractual services will be terminated at any time without giving notice/reason thereon.
5. Further, it may be noted that on the basis of above appointment you shall not claim for any permanent post.



Yours faithfully,

(DR. SANJAY BHARAMBE)
REGISTRAR

Copy forwarded with compliments to :

1. The office of the Director, Centre for Distance Education, SNDT Women's University, Mumbai - 400 049.
2. The Finance & Accounts Officer
3. Deputy Registrar, Reservation Cell of the University
4. Sir's Unit

File
As per



SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Mumbai-400 020.
Telegram : UNIWOMEN ● Telephone : 2203 1879 ● Fax : 22018226,

Ref. No. GAD/SC-Gen/2007-2008/1181

October 25, 2007

From :
The Registrar,
SNDT Women's University,
1 Nathibai Thackersey Road,
Mumbai-400020.

To,
Shri. Mangesh H. Kadam,
Jawahar Nagar,
Rly Quarters,
Bldg. No.184/6,
Khar (E),
Mumbai-400051

Sub : Appointment to the post of Lecturer-cum-Assistant Director in Social Sciences (SC)

Dear Shri. Kadam,

With reference to your interview before the Selection Committee held on October 22, 2007 at this University, I am directed to inform you that Madam Vice-Chancellor has accepted the recommendations of the Selection Committee constituted under Section 76 (2) of the Maharashtra Universities Act 1994, and appointed you to the post of Lecturer-cum-Assistant Director in Social Sciences, Centre for Distance Education, SNDT Women's University, Sir Vithaldas Vidyavihar, Juhu Road, Mumbai-40049 on the following terms and conditions :

Your appointment as Lecturer-cum-Assistant Director in Social Sciences is made on probation for a period of two years from November 16, 2007, on the basic pay of Rs. 8000/- p.m. in the time scale of pay of Rs. 8000-275-13500 plus admissible allowances. Your appointment is made on the post reserved for the candidates belonging to SC category and you belong to the said category. However your appointment is subject to verification of caste certificate and caste validity certificate. Your appointment is made subject to approval from the office of the Joint Director, Mumbai and/or Director of Education (HE), Pune.

In addition to the basic pay, you will be entitled to receive the allowances as per prevailing rule, at present and as may be applicable from time to time as per the UGC, New Delhi and Government of Maharashtra directives issued through Joint Director, Director of Higher Education.

Continued on page No. 2

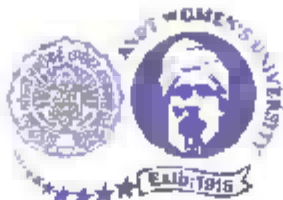
SNDT Women's University

1, Nathibai Thackersey Road,

Mumbai 400 020

Phone: +91 22 2203 1878

Fax: +91 22 2201 8228



श्रीमती ना. दा. ठाकरसी विद्यापीठ

१, नाथीबाई ठाकरसी मार्ग

मुंबई ४०० ०२०

Telegram: UNIWOMEN

Website: sndt.ac.in

ESTB-1/Flt -68/2017-2018/1285

September 18, 2017

To,

Dr. Falguni Vahanwala,

Co-ordinator,

Centre for Distance Education,

SNDT Women's University,

Mumbai - 400 049.

Sub : Appointment as Co-ordinator

Madam,

This is to inform you that, you are appointed as Co-ordinator at Centre for Distance Education, SNDT Women's University, Mumbai - 400 049, on the following terms and conditions :

1. Your above appointment is made on temporary basis, w.e.f. 16.10.2017 (11 months) for the academic year 2017-18 on consolidated payment of Rs. 15,000/- p.m.
2. Your services will be governed by the terms and conditions as stipulated by the relevant Statutes for the temporary teaching staff of this University and by other terms and conditions as passed by the University as also by the Rules, Circulars, Resolutions, and Directions received from the Government of Maharashtra and adopted by the Management Council in accordance with the Maharashtra Universities Act 1994, from time to time.
3. You will be responsible to the Director (In-charge) of the said centre, or his/her nominee.
4. Your work performance will be evaluated and if it is not found satisfactory, your temporary services will be terminated at any time without giving notice/reason thereon.
5. Further, it may be noted that on the basis of above appointment you shall not claim for any permanent post.

Yours faithfully

(DR. SANJAY BHARAMBE)
REGISTRAR

Copy forwarded with compliments to:

1. The Director (In-charge), Centre for Distance Education, SNDT Women's University, Mumbai - 49
2. The Finance & Accounts Officer (Addl. Charge)
3. Deputy Registrar, Special Cell of the University
4. SPP Unit
5. Master File

SVG/OFFICE DOCUMENTS/DOCUMENTS OF THE YEAR 2017-18/Appointment of the year 2017-18

26 SEP 2017

825

No.



SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Mumbai - 400 020

Telegram : UNIWOMEN • Telephone : 2203 1879 • Fax : 2201 8226

Ref. No. sub/Gen-78/2009-2010/ 539

Date: 22.7.2009

OFFICE ORDER:

Shri. Raju Solanki (SC), Senior Clerk, at the Centre for Distance Education, S.N.D.T. Women's University, Juhu Campus, Mumbai - 400 049, is hereby informed that he is promoted to the post of Head Clerk on a basic pay of Rs. 5500/- plus admissible allowances in the pay scale of Rs. 5500-175-9000 at the SNDT Women's University, Mumbai w.e.f. 1.8.2009, in accordance with the recommendation of D.P.C. and the writ petition No. 894 of 1999, on the following conditions:

1. His promotion is made in open category.
2. He is posted to the Centre for Distance Education, Juhu Campus.
3. His pay is fixed subject to approval from the University Appointing Authority.
4. This promotion is subject to the Writ petition No. 2507 of 1994.
5. As and when there is an exigency of work, he will be required to put more hours of work and also have to be available for work before and after office hours and on Sunday/General Holidays as per the requirements and also have to go on tour if the assignment demands.
6. His services will be governed by the Standard code rules 1984, norms and Statutes as prescribed by the University and State Government from time to time.
7. As far as his leave and other benefits are concerned he will be eligible for the same from the date of his first appointment.
8. His services are transferable inter and intra Campuses.
9. His next date of increment will be on completion of one year's of active service in the said post, as per rules.
10. This order will be effective only after his acceptance to the condition as mentioned herein above.
11. He is advised to submit his acceptance to the condition hereof in writing within three days from the receipt of this order and report to assigned duty from the stipulated reporting date failing which it will be presumed that he is not interested in the promotion and in that event the University will be at liberty to fill in the post by appointing another eligible candidate.
12. He will be under the control of the Director, Centre for Distance Education.

(Dr. Madhu Madan)
REGISTRAR

Shri Raju Solanki
Senior Clerk,
Centre for Distance Education,
S.N.D.T. Women's University, Juhu Campus,
Mumbai - 400 049.



**SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.
Telegram : UNIWOMEN • Telephone : 2203 1879 • Fax : 2201 8226
Website : www.sndtwomensuniversity.in

Ref. No.

Estb/Gen-78/2011-2012/519 (A)

12 Aug 2011

OFFICE ORDER

With reference to the recommendation of the Departmental Promotion Committee, Shri Uday Dandekar (Open), Sr. Clerk, Centre for Distance Education (Self supporting unit), SNDT Women's University, Mumbai 49 is hereby informed that he is considered for promotion to the post of Head Clerk (Open) in the SNDT Women's University, Mumbai, on a basic pay of Rs. 10640/-p.m. + admissible allowances in the pay band of Rs.9300/-34800 with G.P. 4300/-with effect from 12.08.2011, on the following conditions:

01. His promotion is made in Open category.
02. He is posted to the Centre for Distance Education of SNDT Women's University, Juhu, Mumbai 49 (self supporting unit).
03. As and when there is an exigency of work, he will be required to put more hours of work and also have to be available for work before and after office hours and on Sundays/General Holidays as per the requirements and also have to go on tour if the assignment demands.
04. His services will be governed by the Standard Code Rules 1984, regulations, ordinances and Statutes as prescribed by the University and M.C.S. Rule of the State Government from time to time.
05. His services are transferable inter and intra Campuses.
06. His next date of increment will be 1st July.
07. This order will be effective only after his acceptance to the condition as mentioned herein above.
08. He is advised to submit his acceptance to the condition hereof in writing within three days from the receipt of this order and report to assigned duty from the stipulated reporting date failing which it will be presumed that he is not interested in the promotion and in that event the University will be at liberty to fill in the post by appointing another eligible candidate.
09. He will work under the supervision of The Director, Centre for Distance Education of SNDT Women's University, Juhu, Mumbai 49.

(Signature)
(Dr. Madhu Madan)
REGISTRAR

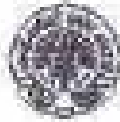
Shri Uday Dandekar
Sr. Clerk
Establishment Dept.
SNDT Women's University,
Mumbai - 20

Encl: Acceptance Form

Cc to: 1. Hon'ble Madam Vice-Chancellor / Pro-Vice-Chancellor / Registrar & Secretariat - for inf.
2. The Director, Centre for Distance Education, 3. S.P.P. Unit - for inf. & n/a. 4. Master file
5. Special Cell

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**SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 030.
Telegram : UNWOMEN • Telephone : 2283 4371 • Fax : 2281 4326
Website : www.shreemathawomensuniversity.org

Ref. No.

UNWOMEN/REGISTRATION/513

12/08/2011

OFFICE LETTER:-

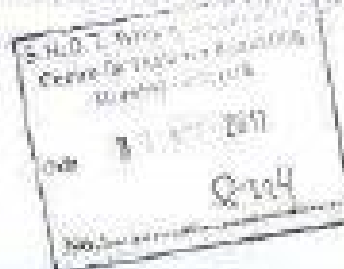
Smt. Anurupa Jambhalewade, (Open II Clerk, Self supporting unit) in charge for Distance Education, S.M.D.T. Women's University, India Campus, Mumbai, during the absence of Smt. - (Open II Clerk) 14009 - Administrative Services in place. Principal person in charge (12/08/2011) is Smt. (Open II Clerk) in Charge for Distance Education, Self supporting unit, S.M.D.T. Women's University, Mumbai-40, in accordance with the regulations of U.P.C. on the following conditions:-

- (i) Her position is made a new Open category.
- (ii) She is posted at the Centre for Distance Education, S.M.D.T. Women's University, India Campus, Mumbai-40.
- (iii) As and when there is an emergency of work, she will be required to perform duties of work and also have to be available for work hours and other office hours and on Sunday/General Holidays as per the requirements and also have to go on tour if the requirements demands.
- (iv) Her service will be governed by the Central Civil Rules 1944, regulations, ordinances and instructions prescribed by the Government and S.M.D.T. Rules of State Government from time to time.
- (v) As far as her leave and other facilities are concerned she will be eligible for the same from the date of her first appointment.
- (vi) Her services are convertible from full time to part time.
- (vii) Her date of retirement will normally be changed to 1st July.
- (viii) She is advised to submit her resignation in the condition of work in writing within three days from the receipt of this order and report accordingly from the stipulated reporting date of 11/08/2011. It will be presumed that she is not interested in the position and in that event the University will have liberty to fill the post by permanent or casual employee from the open entry list.
- (ix) This order will be effective from the date of acceptance of the condition as stated and hence above.
- (x) She will work under the supervision of Co-ordinator, Centre for Distance Education, India.

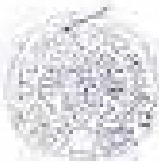
Smt. Anurupa Jambhalewade
Open II Clerk
Centre for Distance Education
S.M.D.T. Women's University,
India Campus-40

Approved/Seen

For Smt. Anurupa Jambhalewade, Pm. V.C. / Registrar, Secretariat - General - Govt.
Disorder/Coordination (D.O.E.) S.M.D.T. Women's University, Mumbai-40
1. Asst. Registrar, Smt. S. J.P. Unit - General & Adm. & Major (for T. Special Cell)



12/08/2011/12/08/2011



**SHRIEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY**

41, Nathi Bai Thackersey Road, Churchgate, Mumbai - 400 026
Telegram: UNWOMEN Telephone: 2334675 Fax: 23315226
Website: www.unw.ac.in

Gen/Oct/52/2015-17/51

March 24, 2017

OFFICE ORDER :

In partial supersession to this Office Order No. 245 Gen/52/2015-17/101 dated 16/04/2015 Shri. Ramesh C. Nair, Sr. Typist, (Retired) Centre for Distance Education, SNDT Women's University, Juhu Campus, Mumbai - 400 049 is hereby informed that as per the Adhara No. TAD/2015/3455/15-16 dated 06th Sept. 2015 approved by Government of Maharashtra, his post of Sr. Typist, is hereby filled with Sr. Clerk.

Other breakdown conditions referred in above said order will remain same.

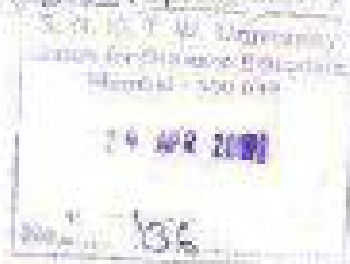

(Dr. S.B. Bharambe)
Registrar

To,
Shri. Ramesh C. Nair,
Sr. Typist,
Centre for Distance Education (Retired),
SNDT Women's University,
Juhu Campus,
Mumbai - 400 049.

Kindly acknowledge return.

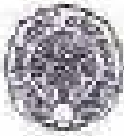
Cc to:

- 1) The Director, Centre for Distance Education, SNDT Women's University, Juhu Campus, Mumbai - 400 049.
- 2) The Deputy Registrar, Establishment Section, 3) SPP Unit,
- 4) Dy. Registrar, Special Cell, 5) Master File.



ACC. - 
24-4-17

By Registrar/Registrar



SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.
Telegram : UNWOMEN • Telephone : 2260 1879 • Fax : 2261 8226
Website : www.sandhawomenuniversity.in

Ref. No.

San/Gen-29/004-2015-147-4

Mumbai-2, 2014

OFFICE ORDER

For: Ms. B. Sanghkar (SC), Clerk cum Typist (Class III), Centre for Distance Education (CDE) Supporting Unit, SNDT Women's University, Mumbai is hereby informed that she is recommended for promotion to the post of Sr. Clerk (Class III) in the pay band of Rs. 25,500-30,000 with G.P. 2400/- with 10% increments and is given functional precedence w.e.f. November 2, 2014 as Sr. Clerk at the SNDT Women's University, Mumbai, in accordance with the recommendation of D.P.C. on the following conditions:

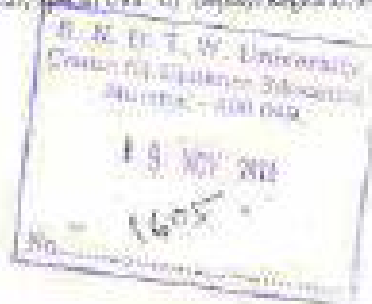
1. Her promotion is against SC post in the College in the same category.
2. She is posted to the Controller Distance Education, S.N.D.T. Women's University, Mumbai.
3. Her promotion to the post of Sr. Clerk and the pay fixation on the said post will be subject to approval of the Competent Authority of the University.
4. As and when there is an exigency of work, she will be required to put more hours of work and she has to be available for work before and after office hours and on Sunday/General Holidays in put the same hours and also have to be on call if the exigency arises.
5. Her services will be governed by the regulations, ordinances and statutes as prescribed by the University and M.C.S. Rule of the State Government from time to time.
6. Her services are transferable inter and intra campus.
7. Her days of absence will be treated as forfeited i.e. 17 days.
8. She is advised to submit her acceptance to the condition listed in writing within three days from the receipt of this order and report to be signed and filed from the indicated reporting date failing which it will be presumed that she is not interested in the promotion and in this event the University will be at liberty to fill the post by promoting any candidate from the vacancy list.
9. This order will be effective only after her acceptance to the condition as mentioned herein above.
10. She will work under the supervision of the Director, Centre for Distance Education, S.N.D.T. Women's University, India, Mumbai - 400 020.

[Signature]
Dr. S. K. Kulkarni
REGISTRAR

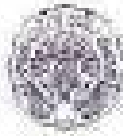
For: Ms. B. Sanghkar
Clerk cum Typist
Centre for Distance Education,
SNDT Women's University,
Mumbai - 400 020

For: Acceptance From

Cc to: 1. Secretary of the Vice-Chancellor - for info. 2. The Director, Centre for Distance Education, Mumbai. 3. The Deputy Registrar, Special Cell of Jeeva, Regd. No. A-542, Jeeva - for info. 4. Mr. B. Sanghkar



Mumbai-2, 2014



SHRIEMATI NATHIBAI DAMODAR THACKERSEY

WOMEN'S UNIVERSITY

5, Nathibai Thackersey Road, Churchgate, Mumbai - 400 030
 Telegram : UNIWOMEN • Telephone : 2208 1579 • Fax : 2204 8028
 Website : www.shriemathackersaywomenuniversity.in

Ref. No.

SHW/2006-78281-42719/13/12

November 1, 2013

OFFICE ORDER

With reference to the recommendation of the Departmental Promotion Committee, Shriemati Nathibai Thackersey Road, Churchgate, Mumbai - 400 030, for promotion of Mr. S. N. D. Y. W. D. Thackersey, Mumbai - 400 030, it is hereby informed that he is considered for promotion to the post of Sr. Clerk (Class III) at the Shriemati Nathibai Thackersey Road, Churchgate, Mumbai - 400 030, on a basis pay of Rs. 5600/- plus G.P. 1400/- + admissible allowances in the pay band of Rs. 5500 - 7200 with G.P. 1400/- with effect from November 7, 2013 on the following conditions:

1. His promotion is made against SF Category in the category of male category.
2. He is posted to Centre for Distance Education, SHW Women's University, Mumbai - 400 030.
3. His promotion to the post of Sr. Clerk and the pay fixation on the said post will be subject to approval of Competent Authority of the University.
4. As and when there is an absence of work, he will be required to put more hours of work and also have to be available for work before regular office hours and on Sundays/General Holidays as per the regulations and also have to attend the assignments demands.
5. His services will be governed by the regulations, ordinances and Statutes as prescribed by the University and M.C.S. Rules of the State Government from time to time.
6. His services and transferable order and a letter of appointment.
7. His date of appointment will be on 1st July, 2013.
8. He is advised to submit his acceptance to the conditions stated in writing within three days from the receipt of this order and report to the competent authority for the regulation reporting date falling which it will be presumed that he is not interested in the promotion and in that event the University will be at liberty to fill in the post by selecting the next candidate from the waiting list.
9. This order will be effective only after his acceptance to the conditions as mentioned herein above.
10. He will work under the supervision of the Director, Centre for Distance Education, SHW Women's University, Mumbai - 400 030.

MA
12/1/2013

8/3
8/3
12/1/2013

Sd/- Sushant Kumar
 Clerk-cum-Typist
 Centre for Distance Education,
 SHW Women's University,
 Mumbai - 400 030

Encl: As above from

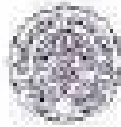
To: 1. Secretary of the Vice-Chancellor - for info. 2. The Director, Centre for Distance Education, SHW Women's University, Mumbai - 400 030. 3. The Deputy Registrar, Establishment Section 4. HR Unit for info. 5. The Director, Centre for Distance Education, SHW Women's University, Mumbai - 400 030.

S. N. D. Y. W. D. Thackersey
 Centre for Distance Education
 Mumbai - 400 030
 13 NOV 2013
 1698

Copy sent to the Director

(Dr. S. K. Kamath)
 REGISTRAR

http://www...



SHREEMATI NATHIBAI DAMODAR THACKERSEY

WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.
 Telegram : UNWOMEN • Telephone : 2233 8879 • Fax : 2241 8336

Ref No: WU/2012-13/388

15th June 2012

Ref. No

OFFICE ORDER

In pursuance of the recommendation of the Departmental Promotion Committee, Shri. Nandkumar Kulkarni (P), Lect. Assistant Class PG in Mass Media Studies (Technology Unit), Women's University, Mumbai, has been recommended for promotion to the post of Officer-in-Charge (OIC) (Self-reporting field) Class III (TC-14) (General) in the SMT Women's University, Mumbai on the basis of pay of Rs. 5500-2000 G.P., 1900 plus variable allowances as per rule on the following conditions:

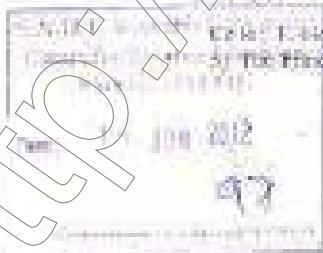
- 1) His promotion is made subject to his being in the field category.
- 2) His promotion is made under Rule 10(1) of Staff Code Rule, 1984.
- 3) He is posted to the Centre for Distance Education (CDE) (Self-reporting Unit) (SMT Women's University, Mumbai).
- 4) As per the conditions laid down in the letter of appointment issued by the Director of Education (DE), Maharashtra SMT, Pune, he will have to acquire the following: Marathi - 20 years and English - 40 years, within the period of five years. In case of non-compliance of these conditions, the service of the incumbent will be treated back to the original post.
- 5) He will produce the necessary, duly certified and attested copies of the order.
- 6) As and when he is assigned to work, he will be required to put in 40 hours of work, but will be available for work on Saturdays and on public holidays as per the requirements of the Government of Maharashtra.
- 7) His service will be governed by the Staff Code Rule, 1984 Regulation, Conditions of Service as prescribed by the University and S.M.T. Rule of Maharashtra.
- 8) Since the promotion is in the Class III grade, his age of retirement will be as per rule of retirement of Class III employees (i.e. 55 years) instead of 58 years as in Class IV or as per the State Government's pension scheme.
- 9) As long as he is in the service, he will be eligible for the same from the date of his last appointment in the service.
- 10) His service will be governed by the Staff Code Rule, 1984.
- 11) His date of retirement will be after successful completion of one year's continuous service from the date of taking over the charge of the post for the first time.
- 12) He is required to submit his acceptance of the conditions as mentioned here above in writing within three days from the receipt of this order and report to assigned duty from the stipulated reporting date, failing which he will be presumed that he is not interested in the promotion and in this event the University will be free to fill the post by appointing the next eligible person.
- 13) This order will be effective only after his completion of the conditions as mentioned here above.
- 14) For his assignment of work, he will be responsible to the competent authority of the SMT Women's University, Mumbai, in whom he is posted.

Received
 19/6/2012

(Signature)
 (Dr. S. S. Kulkarni)
 Registrar

Mr. G. Kulkarni, General,
 Lect. Assistant, UNIT,
 SMT Women's University,
 Juhu, Mumbai 40.

To: 1. The Director, P. & A. (P. & A. Unit) 2. The Vice-Chancellor 3. The Registrar 4. The Principal, UNIT, Juhu 5. S.P.O. (P. & A.) 6. Special Officer (P. & A.) 7. The Registrar





SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

1. Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.
Telegram : UNIWOMEN • Telephone : 2203 1879 • Fax : 2201 8225
Website : www.sndtwomensuniversity.in

Ref No ESTB-I/ File -68/2016-17/1515

October 21, 2016

To,
Dr. Arundhati Chavan,
In-charge Director,
Centre for Distance Education,
SNDT Women's University,
Mumbai - 400 049.

Sub.: Appointment as Co-ordinators

Madam,

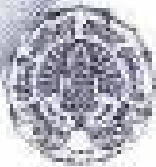
This is to inform you that, you are allowed to make the appointments of following **Co-ordinators** for various programmes of Centre for Distance Education, SNDT Women's University, Mumbai - 49.

Sr. No.	Name of the Faculty	Subject
01.	Dr. Chandrashekhar Gawali, P. G. Department of Human Development, SNDT Women's University, Mumbai	School Counselling & ECCE (Mumbai Campus)
02.	Mr. Chabukwar Dayaneshwar, Assistant Professor, Guidance & Counselling, SNDT College of Home Science, Pune	School Counselling & ECCE (Pune Campus)
03.	Dr. Jaswanti Wamburkar, P. G. Department of History, SNDT Women's University, Mumbai	History
04.	Dr. Veena Devasthali, P. G. Department of Economics, SNDT Women's University, Mumbai	Economics
05.	Dr. Sunil Ramteke, P. G. Department of Marathi, SNDT Women's University, Mumbai	Marathi
06.	Dr. Pallavi Prakash, P. G. Department of Hindi, SNDT Women's University, Mumbai	Hindi
07.	Mrs. Manisha Ghatge/Dr. Putul Sathe P. G. Department of English, SNDT Women's University, Mumbai	English

SPRINGER'S Department's Recommendation of the Year 2016-17/English/CLD

4335

File copy to In-charge
Director
11-16



SHREENATI NATHIBAI DAMODAR THACKERSEY

WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.

Telegram : UNIWOMEN • Telephone : 2203 1879 • Fax : 2201 8226

Website : www.sndtwomensuniversity.in

Ref. No.

-2-

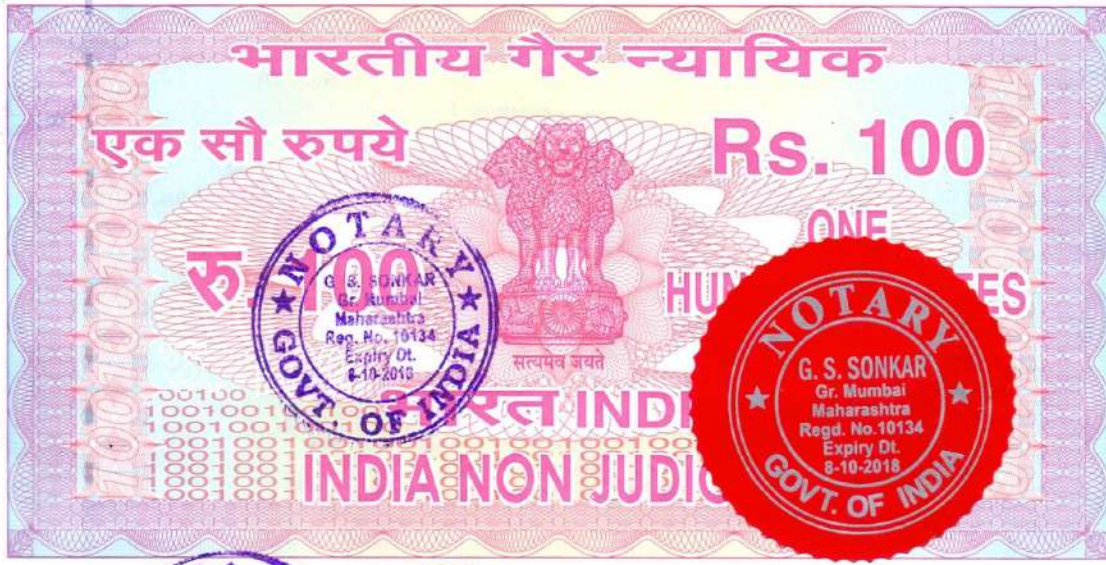
Sr. No.	Name of the Faculty	Subject
08.	Dr. Darshana Oza, P. G. Department of Gujarati, SNDT Women's University, Mumbai	Gujrati
09.	Dr. Pradnya Wakpajjan, P. G. Department of Education, SNDT Women's University, Mumbai	Education
10.	Dr. T. J. Mathew, Professor, JDBIMS, SNDT Women's University, Mumbai	Management

I/C Director is requested to conduct the meeting of all Co-ordinators and tell them their role & responsibilities, way of Distance functioning.

Thanking you,

Yours faithfully,

(DR. S. P. BADGUJAR)
REGISTRAR



To be submitted on Duly Notarized Affidavit on a stamp paper of Rs.100
Affidavit

I, Dr. Sanjay Narayan Bharambhe Registrar of S.N.D.T Women's University, New Marin Lines, Churchgate, Mumbai – 400 020 do hereby solemnly affirm and declare as under:

1. That university namely S.N.D.T Women's University wish to apply for the recognition of programmes to be offered under Open and Distance Learning mode with effect from July, 2018.
2. I have fully understood the clauses, terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning) Regulations, 2017.
3. That university is eligible in all respect to apply to UGC to offer education through open and distance learning mode as per UGC (ODL) Regulations, 2017.
4. That university has submitted the proposal as per the UGC (ODL) Regulations, 2017.
5. That university has submitted the proposal ONLINE in the prescribed format and has also submitted duly certified three hard copies of the proposal along with all the annexures, within the specified period, to UGC.



6. That the University has been offering education through open and distance learning mode with the approval of UGC/Erstwhile DEC and has not violated any of the terms and conditions as stipulated in the approval/recognition letter No. F. UGC/DEB/SNDT/MBI/MAH/2016.

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A HINDI

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several

certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**
M.A. I – Rs. 5475/- (Other University)
M.A. II – Rs. 5475/-

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e.

reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities.

Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that you have chosen for study. Normally, these sessions will be held at the Study Centres during weekends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a year but for doing it

in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them.

A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

सत्र पहिला

पेपर १. हिंदी साहित्य का इतिहास भाग-१ (स्वतंत्रता पूर्व)

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

पेपर २. भाषाविज्ञान

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

पेपर ३. मध्यकालीन काव्य

नं.	विषय	गुण
ईकाई १	कबीर संतकालीन जीवन एवं कबीर का काव्य कबीर काव्य में दर्शन कबीर काव्य का प्रस्तुति पक्ष कबीर के काव्य की प्रासंगिकता ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, २, ३, ५, ११, १२, १५, २२, ३०, ४१, ७७, ७९, ८५, ९२, ९४, १०९, १४१, १५१, १६८, १८०, १९१, २०९, २२४, २२८, २३६.	२५
ईकाई २	सूरदास कृष्ण भक्ति काव्य और सूरदास सूर काव्य में श्रृंगार एवं वात्सल्य रस सूर काव्य में अभिव्यक्ति कौशल ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १०, २३, ४२, ५२, ६१, ६४, ६५, ८५, ९५, ९७, ११६, १७१, २१०, २७८, २८९, २९९, ३०६, ३६५, ३८४, ४००.	२५
ईकाई ३	तुलसीदास सगुण भक्ति काव्य एवं उसके सरोकार : तुलसीदास के संदर्भ में तुलसी काव्य में चित्रित समकालीन समाज बनाम तुलसी का परिकल्पित समाज तुलसी की भक्ति भावना एवं दर्शन तुलसी की भाषा और अभिव्यंजना कौशल के निकष ससंदर्भ व्याख्या – 'अयोध्या काण्ड'	२५
ईकाई ४	बिहारी सामंती परिवेश और बिहारी की कविता बिहारी के काव्य में प्रेम (श्रृंगार वर्णन, नायिका भेद आदि) बिहारी के काव्य में अभिव्यक्त भक्ति, नीति और तत्कालीन समाज बिहारी की काव्य – कला के विविध आयाम ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, १३, २०, ३२, ३७, ३८, ५२, ६०, ८०, ९४, १२९, १६१, १८८, २५५, २५६, ३००, ३४७, ३६३, ३७७, ७१३	२५

पेपर ४. आधुनिक हिंदी गद्य

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

पेपर ५. प्रयोजनमूलक हिंदी

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

सत्र दुसरे

पेपर १. हिंदी साहित्य का इतिहास भाग- २

(स्वातंत्र्योत्तर)

नं.	विषय	गुण
ईकाई १	स्वातंत्र्योत्तर साहित्य : कविता एवं कहानी कविता और कहानी का आंदोलनात्मक विकास कविता तथा कहानी : उत्साह एवं मोहभंग की अभिव्यक्ति कविता तथा कहानी : आधुनिक बोध की अभिव्यक्ति कविता तथा कहानी : संस्कृति और संबंधों में बदलात की अभिव्यक्ति	२५
ईकाई २	स्वातंत्र्योत्तर उपन्यास, नाटक एवं अन्य विधाएँ उपन्यासों में ग्रामीण एवं नगरीय बोध नाटकों में सत्ता, कलाकार एवं समाज का द्वंद्व सांप्रदायिक चेतना और उपन्यास एवं नाटक निबंध, व्यंग्य एवं अन्य गद्य विधाएँ	२५
ईकाई ३	आपात्काल एवं साहित्य समकालीन जीवन और आपात्काल साहित्य और आपात्काल आपात्काल के प्रत्यक्ष असर में सृजित गद्य साहित्य आपात्काल के प्रत्यक्ष असर में सृजित काव्य	२५
ईकाई ४	आपात्कालोत्तर साहित्य आपात्कालोत्तर कविता आपात्कालोत्तर कथासाहित्य आपात्कालोत्तर नाटक आपात्कालोत्तर अन्य विधाएँ और विधाओं की पहचान का संकट	२५

पेपर २. काव्यशास्त्र

नं.	विषय	गुण
ईकाई १	भारतीय काव्यशास्त्र संस्कृत काव्यशास्त्र में काव्य की अवधारणा- काव्यलक्षण, हेतु एवं प्रयोजन काव्यशास्त्र के सम्प्रदायों का सामान्य परिचय – रस, ध्वनि, अलंकार, रीति, वक्रोक्ति, औचित्य	२५
ईकाई २	भारतीय काव्यशास्त्र रस निष्पत्ति साधारणीकरण संस्कृत काव्यशास्त्र की प्रासंगिकता रीतिकालीन लक्षण ग्रंथों का सामान्य परिचय	२५
ईकाई ३	पाश्चात्य काव्यशास्त्र पाश्चात्य काव्यशास्त्र के मूल सिद्धांत प्लेटो : चिंतन एवं समीक्षा दृष्टि अरस्तू : चिंतन एवं समीक्षा दृष्टि लॉजाइनस : चिंतन एवं समीक्षा दृष्टि	२५
ईकाई ४	पाश्चात्य काव्यशास्त्र आई. ए. रिचर्ड्स : चिंतन एवं समीक्षा दृष्टि टी. एस. हलियट : चिंतन एवं समीक्षा दृष्टि शैली विज्ञान एवं शैली के घटक संरचनात्मक शैली	२५

पेपर ३. आधुनिक हिंदी कविता

नं.	विषय	गुण
ईकाई १	महादेवी वर्मा छायावादी कविता और महादेवी वर्मा महादेवी के काव्य में सामाजिक चेतना महादेवी के काव्य में वेदना महादेवी : अभिव्यंजना शिल्प और काव्य प्रस्तुति	२५
ईकाई २	धर्मवीर भारती समकालीन परिवेश और धर्मवीर भारती धर्मवीर भारती का काव्य - संसार धर्मवीर भारती के काव्य का प्रमुख स्तर धर्मवीर भारती का काव्य - कला	२५
ईकाई ३	भवानी प्रसाद मिश्र नयी कविता और भवानी प्रसाद मिश्र भवानी प्रसाद मिश्र : काव्य - यात्रा भवानी प्रसाद मिश्र के काव्य की विशेषताएँ भवानी प्रसाद मिश्र के काव्य की शिल्प विधान	२५
ईकाई ४	दुष्यंत कुमार हिंदी गजल परंपरा और दुष्यंत कुमार दुष्यंत कुमार की गजलों के मुख्य स्तर दुष्यंत कुमार की प्रतीक घोषणा दुष्यंत कुमार की गजलियन	२५

पेपर ४. हिंदी महिला गद्य लेखन

नं.	विषय	गुण
ईकाई १	समकालीन महिला कथालेखन और मैत्रेयी पुष्पा वर्तमान भारतीय ग्राम जीवन के परिप्रेक्ष्य में 'चाक' 'चाक' में राजनीतिक चेतना 'चाक' एवं सामाजिक परिवर्तन की प्रक्रिया	२५
ईकाई २	'चाक' में नारी -चेतना 'चाक' में स्त्री-पुरुष संबंध 'चाक' में लोक- संस्कृति 'चाक' का प्रस्तुति – विधान और भाषा	२५
ईकाई ३	हिंदी में आत्मकथा लेखन हिंदी महिला आत्मकथा लेखन और मन्नू भंडारी 'एक कहानी यह भी' : पृष्ठभूमि एवं प्रवृत्ति 'एक कहानी यह भी' में व्यक्त साहित्य – संसार	२५
ईकाई ४	'एक कहानी यह भी' : मन्नू भंडारी की जीवन यात्रा की साक्ष्य 'एक कहानी यह भी' : पत्नी रूप की त्रासदी 'एक कहानी यह भी' : पति और साहित्यकार के रूप में राजेंद्र यादव के अंतर्विरोध 'एक कहानी यह भी' : भाषा और प्रस्तुति	२५

पेपर ५. अनुवाद कला एवं तकनीक

नं.	विषय	गुण
ईकाई १	अनुवाद : स्वरूप, प्रक्रिया एवं प्रतिनि अनुवाद की आवश्यकता और विकास अनुवाद के विविध क्षेत्र अनुवाद के उपकरण : कोश ग्रंथ, पारिभाषिक शब्दावली संदर्भ ग्रंथ, इंटरनेट आदि	२५
ईकाई २	अनुवाद के सिद्धांत अनुवादक के गुण अनुवाद : कला या विज्ञान अनुवाद के प्रकार	२५
ईकाई ३	स्रोत और लक्ष्य भाषा के अंतःसंबंध अनुवाद की उपयोगिता और महत्व अनुवाद की समस्याएँ अनुवाद की समस्याओं के समाधान	२५
ईकाई ४	साहित्य और साहित्येतर अनुवाद अनुवाद और संस्कृति में आदान-प्रदान अनुवाद में भाषिक प्रकृति की समस्या अनुवाद : उपलब्धि और सीमाएँ	२५

तृतीय सत्र

पेपर नं. १- लोक साहित्य तथा साहित्य में लोक भाषा (303009)

उद्देश : १. हिंदी और उनके क्षेत्र के लोक साहित्य से अवगत करना

२. लोक भाषा की प्रयुक्ति से साहित्य की समृद्धि व सौंदर्य से परिचित कराना.

Sr. No.	Topics and details	Marks
ईकाई १	<p><u>लोक साहित्य की अवधारणा एवं साहित्य तथा लोक साहित्य</u></p> <ul style="list-style-type: none"> ➤ लोक एवं साहित्य का संबंध ➤ लोक साहित्य की अवधारणा ➤ लोक साहित्य एवं साहित्य ➤ लोक साहित्य के प्रमुख रूपों, गीत, नाट्य, कथा, आदी का परिचय एवं 	२५
ईकाई २	<p><u>लोक साहित्य मूल्यांकन के निकष पर</u></p> <ul style="list-style-type: none"> ➤ लोक साहित्य की प्रमुख प्रवृत्ति, वैशिष्ट्य और सीमा ➤ लोक साहित्य की सामाजिकता एवं वैज्ञानिकता ➤ संचार युग में लोक साहित्य ➤ लोक साहित्य की भाषिक समृद्धि <p>(शब्द संचार, लोक प्रतिक एवं बिम्ब, कथा, कथा गाथाएँ, लोकोक्तीया, कहावते, एवं मुहावरे)</p> <p>आधार – हिंदी प्रांत अथवा महाराष्ट्र अथवा गुजरात के लोक साहित्य</p>	२५
ईकाई ३	<p><u>साहित्य में लोक भाषा की प्रवृत्ति : विधान एवं सर्वेक्षण</u></p> <ul style="list-style-type: none"> ➤ प्रयुक्ति की अनिवार्यता पर विचार ➤ प्रयुक्ति विधानों के प्रमुख रूप – लोक शब्द, गीत, संगीत, मुहावरे, कहावते, शैली. ➤ लोक प्रयुक्ति की उपलब्धियाँ 	२५
ईकाई ४	<p><u>लोक भाषा की प्रयुक्ति : उपलब्धियाँ एवं मूल्यांकन</u></p> <ul style="list-style-type: none"> ➤ लोक भाषा की प्रयुक्ति की उपलब्धियाँ – कला, सौंदर्य रोचाकता, वैविध्य..... आदी. ➤ प्रयुक्ति की सीमाएँ – अगुढ़ता, पाठकीयता, का हास..... आदी ➤ निर्धारित सहाय्यक कृतीयाँ- करु कुरु स्वाहा (मनोहर श्याम जोशी), तहती गंगा (शिवप्रसाद मिश्रा रुद्र) ठुमरी (फणीश्वरनाथ), बकरी (सर्वेश्वर दाल सकसेना), चरनदास चोर (हबीब तलवीर), माँ की मुरतें (रामवृक्ष बेजीपुरी) त्रीभांगिमा (बच्चन, नजीर अकाबरवादी) की शायरी.....आदी के साथ अन्य उपयुक्त रचनाएँ भी..... 	२५

पेपर नं. 2 आलोचना और आलोचक (303010)

- उद्देश्य : 1. समीक्षाशास्त्र के आधुनिक आयामों से अवगत कराना
 2. हिंदी आलोचन के लगभग सौ वर्षों से विकास के मानकों से अवगत कराना
 3. प्रमुख हिंदी आलोचकों की आलोचना दृष्टि से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> ➤ आधुनिक समीक्षाशास्त्र : उपयोगिता एवं दृष्टि ➤ सैध्दांतिक एवं व्यावहारिक आलोचना पद्धतियाँ ➤ समाजशास्त्रीय आलोचना ➤ मनोवैज्ञानिक आलोचना 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ रूपवादी एवं संरचनात्मक समीक्षा ➤ प्रभाववादी समीक्षा ➤ पुस्तक समीक्षा ➤ समीक्षा में सुजन एवं सुजन में समीक्षा 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ भारतेंदु युगीन समीक्षा एवं समीक्षक ➤ द्विवेदी युगीन समीक्षा एवं समीक्षक ➤ हिंदी समीक्षा को रामचंद्र शुक्ल की देन ➤ दूसरी परंपरा की खोज : हजारी प्रसाद द्विवेदी का समीक्षा कर्म 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ हिंदी की मार्क्सवादी आलोचना ➤ मुक्तिबोध और रामविलास शर्मा की समीक्षा दृष्टि ➤ हिंदी समीक्षा में दलित एवं स्त्री ➤ आलोचना की नयी भूमिका 	25

पेपर नं. ३ - हिंदी साहित्य में दलित लेखन (303011)

उद्देश्य : 1. हिंदी दलित साहित्य से परिचित कराना

2. दलित जीवन की त्रासदी से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> ➤ दलित साहित्य : अवधारणा एवं स्वरूप ➤ दलित साहित्य के मानक और उनके विमर्श ➤ हिंदी दलित साहित्य : सहानुभूति से स्वानुभूति तक ➤ दलित साहित्य की प्रासंगिकता 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ हिंदी के प्रमुख दलित लेखकों का साहित्यिक परिचय : जयप्रकाश कर्दम , मोहनदास नैमिशराय , कौशल्या बैसंत्री , सुशीला टांकभौर , श्यराजसिंह बेचैन आदि ➤ समकालीन हिंदी दलित साहित्य की विकास यात्रा (उपन्यास , कहानी , कविता तथा आत्मकथा) ➤ समकालीन दलित आलोचना का परिदृश्य ➤ दलित साहित्य की शिल्पगत प्रवृत्तियाँ_ (भाषा , बिम्ब , प्रतीक तथा मिथक) 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ ओमप्रकाश वाल्मीकी : व्यक्तित्व एवं कृतित्व ➤ समकालीन दलित कविता और 'सदियों का संताप' ➤ 'सदियों का संताप' का कथ्य – विश्लेषण ➤ 'सदियों का संताप' का शिल्प विवेचन 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ सूरजपाल चौहान : व्यक्तित्व एवं कृतित्व ➤ समकालीन दलित कहानी लेखन और 'नया ब्राम्हण' ➤ 'नया ब्राम्हण' का कथ्य – विश्लेषण ➤ 'नया ब्राम्हण' का शिल्प विवेचन 	25

पेपर नं. ४ अनुसंधान : प्रविधि एवं प्रक्रिया (303012)

उद्देश्य : 1. अनुसंधान कि प्रविधि एवं प्रक्रिया से परिचित कराना

2. शोध कार्य के प्रति रुचि पैदा करना

3. शोध कार्य की तकनीक अवगत करना

4. अनुसंधान – पद्धति के तहत अनुसंधान हेतु छात्राओं को समक्ष बनाना

Sr. No.	Topics and details	Marks
ईकाई 1	<u>अनुसंधान का स्वरूप</u> <ul style="list-style-type: none"> ➤ अनुसंधान : स्वरूप एवं महत्व ➤ अनुसंधान के मूल तत्व ➤ अनुसंधान का उद्देश्य ➤ अनुसंधानकर्ता तथा निर्देशक की योग्यताएँ 	25
ईकाई 2	<u>अनुसंधान के प्रकार</u> <ul style="list-style-type: none"> ➤ साहित्यिक अनुसंधान और साहित्येतर अनुसंधान : साम्य तथा वैषम्य ➤ अनुसंधान और आलोचना ➤ साहित्यिक अनुसंधान के प्रकार : वर्णनात्मक , ऐतिहासिक, तुलनात्मक आदि ➤ अंतर्विद्या शाखीय अनुसंधान का सामान्य परिचय 	25
ईकाई 3	<u>अनुसंधान के प्रक्रिया</u> <ul style="list-style-type: none"> ➤ विषय-चयन एवं सामग्री-संकलन ➤ संदर्भ कार्ड तथा टिप्पणियाँ बनाना ➤ सर्वेक्षण और साक्षात्कार ➤ सामग्री का विवेचन-विश्लेषण तथा निष्कर्ष की स्थापना 	25
ईकाई 4	<u>शोध प्रबंध की लेखन प्रणाली एवं कम्प्यूटर</u> <ul style="list-style-type: none"> ➤ शीर्षक-निर्धारण अनुक्रमभूमिका तथा अध्याय विभाजन ➤ संदर्भ सूची पाद टिप्पणी परिशिष्ट तथा प्रबंध प्रस्तुतीकरण ➤ कम्प्यूटर : कम्प्यूटर की कार्य प्रणाली एम. एस . वर्ड युनिकोड एवं मायक्रोसॉफ्ट पॉवर पॉइंट ➤ इंटरनेट : वेबसाइट्स , सर्च , ई-मेल प्रेषण एवं प्राप्ति और ई-जर्नलस् 	25

पेपर नं. ५ - जनसंचार माध्यम (303106)

उद्देश:

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

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>मुद्रित माध्यम</u></p> <ul style="list-style-type: none"> ➤ सामाचारों के स्रोत चयन एवं संपादन ➤ समाचार पत्र : पृष्ठ योजना और स्तंभ लेखन ➤ समाचार लेखन के विविध रूप (अग्रलेख, रिपोर्ट, फिचर, साक्षात्कार) ➤ समाचार पत्र कि आचारसंहिता 	२५
ईकाई २	<p style="text-align: center;"><u>श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> ➤ रेडीओ – इलेक्ट्रॉनिक माध्यम : स्वरूप और प्रयोग ➤ कार्य पद्धति : रेकॉर्डिंग प्रसारण एवं श्रोताओं की भागीदारी ➤ संचार माध्यम के रूप में रेडीओ की शक्ति और सीमाएँ ➤ रेडीओ का वर्तमान और भविष्य 	२५
ईकाई ३	<p style="text-align: center;"><u>दृश्य – श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> ➤ संचार माध्यम के रूप में दूरदर्शन की शक्ति और सीमाएँ ➤ दूरदर्शन : प्रस्तुती के विविध रूप (धारवाहिका, समाचार, विज्ञापन, साक्षात्कार, स्पर्धात्मक कार्यक्रम, हास्य, शैक्षणिक आदि) ➤ दूरदर्शन : लेखन कला ➤ दूरदर्शन : भाषा और समाज 	२५
ईकाई ४	<p style="text-align: center;"><u>सिनेमा माध्यम</u></p> <ul style="list-style-type: none"> ➤ हिंदी सिनेमा : ऐतिहासिक परिदृश्य (व्यावसायिक और सार्थक सिनेमा) ➤ सिनेमा साहित्य और समाज ➤ हिंदी सिनेमा के प्रमुख विषय (स्त्री पुरुष संबंध नारी प्रेम व्यवस्था से समक्षता सांप्रदायिक एवं दलित चेतना परिवार शहर व गांव) ➤ कुछ प्रमुख सिनेमा – आनंद आविष्कार इजाजत गंगाजल गर्म हवा मुगल-ए-आजम सुरज का सतावां घोडा परिणीत उमराव जान (मुजप्फर अली शोले आदि . 	२५

चतुर्थ सत्र

पेपर नं. १ - हिंदीवर भारतीय साहित्य (403013)

उद्देश : १. अखिल भारतीय स्तर पार महिला लेखन से अवगत करना

२. बनागी के तौर पर यहाँ वैचारिक लेखन व नाट्य लेखन से अवगत करना

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> ➤ ‘युगांत’ : अभिधान के आधार पार ➤ इरावती कर्वे की व्याख्या : आधारभूत मान्यताएँ ➤ ‘युगांत’ : चारीत्रों के नए विमर्श ➤ ‘युगांत’ : स्त्री एवं पुरुष पात्रों का नारी विषयक दृष्टीकोन 	२५
ईकाई २	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> ➤ ‘युगांत’ की शोधपरकता व तार्किकता ➤ ‘युगांत’ : मै चिंतन की मौलिकता व प्रामाणिकता ➤ ‘युगांत’ के विवेचन की सिमाएँ ➤ ‘युगांत’ का रचना विधान 	२५
ईकाई ३	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> ➤ गिरीश कर्नाड का नाट्य संसार ➤ ‘तुगलक’ कालीन परिवेश ➤ ‘तुगलक’ : इतिहास और कल्पना ➤ ‘तुगलक’ मै तत्कालीन जीवन – वास्तव 	२५
ईकाई ४	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> ➤ ‘तुगलक’ : कथा के विविध आयाम ➤ चरित्र योजना और ‘तुगलक’ ➤ नाट्यालेख के निकष पार ‘तुगलक’ ➤ मंचीय दृष्टी से ‘तुगलक’ 	२५

पेपर नं. २ छायावाद (403314)

उद्देश्य : १. छायावादी काव्य की विशेषताओं से परिचित कराना

२. छायावादी कवियों की काव्य – कला से अवगत कराना

३. छायावादी काव्य में व्यक्त चिंतन के अवगत कराना

Sr. No.	Topics and details	Marks
एकाई १	<p><u>जयशंकर प्रसाद</u></p> <ul style="list-style-type: none"> ➤ कवि जयशंकर प्रसाद : व्यक्तित्व एवं कृतित्व ➤ प्रसाद – काव्य में व्यक्त चिंतन और दृष्टि ➤ 'आंख' : संवेदना और वैशिष्ट्य ➤ प्रसाद की काव्य – कला ➤ संदर्भ हेतु समग्र 'आंख' काव्य – संग्रह 	२५
एकाई २	<p><u>सुमित्रानंदन पंत</u></p> <ul style="list-style-type: none"> ➤ कवि सुमित्रानंदन पंत – व्यक्तित्व एवं कृतित्व ➤ पंत के काव्य का वैशिष्ट्य ➤ पंत की काव्य – कला ➤ 'तारापथ' : प्रतिपाद्य विषय ➤ संदर्भ हेतु चयनित कविताएँ : 'युगांत', 'परिवर्तन' तथा 'ग्राम्या' 	२५
एकाई ३	<p><u>सूर्यकांत त्रिपाठी 'निराला'</u></p> <ul style="list-style-type: none"> ➤ सूर्यकांत त्रिपाठी 'निराला': व्यक्तित्व एवं कृतित्व ➤ निराला के काव्य में प्रेम व सौंदर्य ➤ निराला के काव्य में व्यंग्य एवं विद्रोह ➤ 'राग विराग' : कलात्मक सौंदर्य ➤ संदर्भ हेतु चयनित कविताएँ : 'सरोज स्मृति' कुकुरमुत्ता' तथा 'वन बेला' 	२५
एकाई ४	<p><u>छायावादी आलोचना</u></p> <ul style="list-style-type: none"> ➤ छायावादी रचनाकारों की आलोचना : एक परिचय ➤ छायावाद के संदर्भ में छायावादी आलोचना ➤ छायावादी रचनाकारों की छायावादेतर आलोचना ➤ छायावादी आलोचना का प्रदेय 	२५

पेपर नं. ३ सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य (403315)

उद्देश्य : १. सांप्रदायिक चेतना के विविध रूपों से परिचित कराना

२. सांप्रदायिक सदभावना की समझ पैदा कराना

Sr. No.	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> ➤ सांप्रदायिकता : अवधारणा एवं स्वरूप ➤ सांप्रदायिकता के विभिन्न रूप ➤ सांप्रदायिकता और राजनीति ➤ सांप्रदायिकता का जनजीवन पर प्रभाव 	२५
ईकाई २	<ul style="list-style-type: none"> ➤ विभाजन की त्रासदी और हिन्दी साहित्य ➤ 'बाबरी मस्जिद' के असर में सुजित हिन्दी साहित्य ➤ सांप्रदायिक दंगे और हिन्दी साहित्य ➤ सांप्रदायिक सदभावना और हिन्दी साहित्य 	२५
ईकाई ३	<ul style="list-style-type: none"> ➤ राही मासूम रजा : व्यक्तित्व एवं कृतित्व ➤ टोपी का चरित्र (बलभद्र नारायण शुक्ला बनाम टोपी शुक्ला) ➤ 'टोपी शुक्ला' का कथ्य – विश्लेषण ➤ 'टोपी शुक्ला' की शिल्पगत चेतना 	२५
ईकाई ४	<ul style="list-style-type: none"> ➤ असगर वजाहत : व्यक्तित्व एवं कृतित्व ➤ विभाजन की त्रासदी और मानवीय संवेदना ('जिस लहौर न देख्या ओ जम्याइ नइ' के संदर्भ में) ➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' नाटक के चरित्र ➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' : नाट्य और रंगचेतना 	२५

पेपर नं ४ हिंदी का आत्मकथा साहित्य (403316)

उददेश्य : १. आत्मकथा के स्वरूप से अवगत कराना

२. हिंदी के प्रमुख आत्मकथाकारों से अवगत कराना

३. हिंदी आत्मकथा लेखन की विशेषताओं से परिचित करना

S. No	Topics and details	Marks
ईकाई 1	<p>आत्मकथा</p> <ul style="list-style-type: none"> ➤ आत्मकथा : स्वरूप और उपयोगिता ➤ आत्मकथा : साहित्य कि प्रवृत्तियाँ ➤ आत्मकथा : प्रस्तुति विधान ➤ हिंदी आत्मकथा साहित्य : एक परीचय 	२५
ईकाई 2	<p>आत्मकथा और साहित्य – विधाएँ</p> <ul style="list-style-type: none"> ➤ आत्मकथा और कविता (सरोज स्मृती – जिराला मधुप गन कर कह जाता – जयशंकर प्रसाद ‘लहर’काव्य संग्रह में संकलीत ➤ आत्मकथा और उपन्यास (शेखर एक जीवनी : भाग १ अज्ञेयछीन्नमस्ता – प्रभा खेतान) ➤ आत्मकथा और कहानी (एक और जिंदगी – मोहन राकेश नमो अंधकररम् – दुधनाथ सिंह) ➤ आत्मकथा और अन्य विधाएँ (मुड-मुड के देखता हूँ – राजेंद्र यादव कुटज (निबंध) – डॉ हरिप्रसाद द्विवेदी) 	२५
ईकाई 3	<p>‘नीड का निर्माण फिर’</p> <ul style="list-style-type: none"> ➤ हरिवंशराय बच्चन की आत्मकथा : परिचयात्मक अध्ययन ➤ ‘नीड का निर्माण फिर : कथावस्तु का विश्लेषण ➤ ‘नीड का निर्माण फिर’ में बच्चन का आत्म – संघर्ष ➤ ‘नीड का निर्माण फिर’ भाषा और शिल्प 	२५
ईकाई ४	<p>‘मुर्दहिया’</p> <p>हिंदी दलित आत्मकथा लेखन और मुर्दहिया’</p> <p>मुर्दहिया’ की कथावस्तु का विश्लेषण</p> <p>‘मुर्दहिया’ में डॉ. तुलसी राम का आत्म – संघर्ष</p> <p>मुर्दहिया’ : भाषा</p>	२५

पेपर -५ रचनाकार प्रेमचंद (403408)

उद्देश्य :

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

Sr. No.	Topics and details	Marks
ईकाई 1	<p>प्रेमचंद : आदर्शोन्मुख लेखन</p> <ul style="list-style-type: none"> ➤ मैं आदर्शवाद की परंपरा एवं प्रयोग ➤ प्रेमचंद की आदर्शवाद संबंधी मन्यताएं व उस परंपरा में उनके योगदान का मूल्यांकन ➤ आदर्शवाद और प्रेमचंद के सामाजिक सरोकार ➤ आधार रचनाएं – उपन्यास ‘गबन’ कहानियाँ ‘बड़े घर की बेटी और ‘पंच परमेश्वर’ 	२५
ईकाई 2	<p>प्रेमचंद : आदर्शोन्मुख यथार्थवादी लेखन</p> <ul style="list-style-type: none"> ➤ आदर्शोन्मुख यथार्थवाद : अवधारण एवं प्रयोजन ➤ आदर्श और यथार्थ को लेकर प्रेमचंद का द्वंद्व – लेखन के साक्ष्य ➤ आदर्शोन्मुख यथार्थवादी सोच : सृजन में प्रतिफलन की प्रक्रिया व परिणाम का समीक्षात्मक विश्लेषण ➤ आधार रचनाएं – उपन्यास ‘रंगभूमि’ कहानियाँ ‘ईदगाह’ और ‘नमक का दरोगा’ 	२५
ईकाई 3	<p>प्रेमचंद : यथार्थवादी लेखन</p> <ul style="list-style-type: none"> ➤ यथार्थवाद : अवधारणा एवं स्वरूप ➤ प्रेमचंद के यथार्थवाद तक आने की सामाजिक एवं साहित्यिक व्याख्या ➤ शिल्प के यथार्थवादी विधान ➤ आधार रचनाएँ – उपन्यास ‘गोदान’ कहानियाँ ‘कफन’ और ‘ठाकूर का कुआँ’ 	२५
ईकाई 4	<p>प्रेमचंद : कथेतर लेखन</p> <ul style="list-style-type: none"> ➤ नाटककार एवं पत्रकार प्रेमचंद ➤ पत्रों के आईने में प्रेमचंद ➤ साहित्य व समाज के चिंतक प्रेमचंद ➤ आधार रचना – ‘प्रेमचंद : कुछ विचार 	२५

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. MUSIC

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Fine Arts in Music“ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Fine Art".

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

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

Reviewed and Approved by:

**Hon'ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B.A. – PART – I
SEMESTER –I
PAPER – DC I - THEORY (140113)

TITLE – THEORY OF RAGAS AND TECHNICAL TERMS.

Objective: - To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar 2. Writing Talas with detail information and along with Dugun.	25
C	1. Defination of the following technical terms – Sangeet, Nad, Shruti, Purvang, Uttarang, Alankar, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Khatka, Murki, Tal, Matra, Sam, Khali, Laya, Zam-Zama, Ghasit, Meend, Ghonghat.	25
D	1. Short Notes on following - 1. Swar (Shuddha, Vikrut) 2. Saptak (Mandra, Maddhya, Tar) 3. Raga Jati (Audav, Shadav, Sampurna) 4. Geet Varna (Sthai, Aarohi, Avarohi, Sanchari) 5. Naad (Pitch, Timber, Volume) 2. General information about Pt. Vishnu Digambar Paluskar and Pt. Vishnu Narayan Bhatkhande's Notation system.	25

SEMESTER –II
PAPER – DC III - THEORY (240213)

TITLE – STUDY OF RAGA AND MUSICAL FORMS.

Objective: -

To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas, etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar . 2. Writing Talas with detail information and along with Dugun.	25
C	General information of following Musical forms Dhrupad Dhamar Khyal Tarana Thumari Tappa	25
D	General knowledge of the Biographies and contribution of following musicians Pt. Ravishankar Vidushi Kesarbai Kerkar Pt. Bhaskarbuwa Bakhale U. Allarkhan Vidushi Begum Akhtar Pt. V.N. Bhatkhande	25

B.A. – PART – I
SEMESTER –I
PAPER – DC II - PRACTICAL (150113)

TITLE – STUDY OF RAGAS.

Objective: -

Raga gayan and learning different of Music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from the following Raga (with Alaps and Tanas) Bhupali	25
	2. One Chota Khyal / Razakhani Gat with Alap & Tanas in each of the following Raga. 1. Durga 2. Sarang	25
B	From the prescribed course Ragas 1.One Lakshangeet with Dugun Instrumental – one Gat in Tal Rupak. 2.One Dhrupad with Dugun	25
C	1. One Bhajan Instrumental – One Gat in Tal Zaptal. 2. Recitation of Theka bols of the following talas with Dugun Teental Ektal Chautal	25

B.A. – PART – I
SEMESTER –II
PAPER – DC IV - PRACTICAL (250213)

TITLE – STUDY OF RAGAS.

Objective: - Being pupil of performing arts, one should be through with the art of practical demonstration along with Alap, Tans and inevitable part of Indian Raaga sangeet, Dhrupad and Dhamar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota khyal /one Masitkhani Gat and one Razakhani Gat from the following Raga (with Alaps and Tan)Yaman	25
	2. One Chota Khyal / Razakhani Gat with Alap & Tanas in each of the following Raga 1. Alhaiya Bilawal. 2. Khamaj.	25
B	From the prescribed course Ragas 1. One Sargamgeet . Instrumental – one Gat in Tal Rupak. 2. One Dhrupad with Dugun	25
C	1. One Folk song Instrumental – One Gat in Tal Zaptal. 2. Recitation of Theka bols of the following talas with Dugun Dadara Rupak Zaptal	25

B.A. – PART – II
SEMESTER – III
PAPER – DC VI PRACTICAL (350313)

Objective: - To bring about improvement in the Rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandishes of Ragas of classical Music and understand forms of Classical Music like Dhrupad, Dhamar .

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Bageshree	25
	2. One Chota Khyal /one Razakhani Gat with Alaps and Tanas in each of the following Raga. 1) Kedar 2) Chhayanaat	25
B	From the prescribed course Ragas 1 One Dhrupad with Dugun & Chaugun 2 One Sargamgeet with Dugun	25
C	1. One Zula Instrumental – One gat in Tal Rupak 2. Recitation of Theka bols of the following talas with Dugun & Chaugun Tilwada, Dhamar.	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC IX PRACTICAL (450513)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandishes of Ragas of Classical Music and understand forms of classical Music like Dhrupad, Dhamar .

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Jaunpuri 2. One Chota Khyal /one Razakhani Gat with Alaps & Tanas in each of the following Raga Hamir, Des	25
B	1. One Dhamar with Dugun & Chaugun from any of the prescribed course Ragas 2. One Bhaktigeet Instrumental – One Gat in Rupak	25
C	1. One Dadra of Raga Khamaj or Tilang(outline) Instrumental – One Gat in Zaptal. 2. Recitation of Theka bols of the following talas with Dugun & Chaugun Zumara, Adachautal.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC VII PRACTICAL (350413)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of ragas of classical Music and understand Dhrupad Dhamar forms of classical music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Malkauns.	25
	2. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga Bairagi, Patadeep	25
B	1. One Tarana & One Trivat should be performed. Instrumental – One Dhun & one Gat in Tal Rupak 2. One Lakshangeet with Dugun from the prescribed course Raga Instrumental – One Gat in Tal Zaptal.	25
C	Concert singing – One Bada Khyal and one Chota Khyal of the same Raga of Student's choice from the prescribed syllabus of B.A. Part I & B.A. Part II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC X PRACTICAL (450613)

TITLE – One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga

Objective: - To bring about improvement in Rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of Ragas of Classical Music and understand forms of Classical Music like Dhrupad,Dhamar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Ahir Bhairav	25
	1. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga. Deskar, Kamod	25
B	1. One Thumri in Rag Mand or Bhairavi (outline) 2. One Chaturang to be performed Instrumental – One Gat in Tal Zaptal	25
C	Concert singing – one Bada and Chota Khyal of the same Raga of Student's Choice from the prescribed syllabus of B.A. I & B.A. II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC V – THEORY (340313)

TITLE –

Objective: - To provide theoretical knowledge of Ragas. Writing the notation in different Talas of Various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani gat ,Chota Khyal / Razakhani Gat and Dhrupad	25
	2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparetive study.	
	3. Writing Talas with detail information along with Dugun, Chougun.	25
B	1. Study of technical terms – Avirbhav, Tirobhav, Nibaddha Gaan, Anibaddha Gaan, Alpatva Bahutva, Ragalap, Roopakalap, Alaptigan. 2. Musical sound Wave motion Frequency Laws of Acoustics	25
C	1. Merits & Demerits of Gayak. 2. Rag samay chakra.	25

B.A. – PART – II
SEMESTER –VIII
THEORY (440413)

TITLE –

Objective: - To provide the critical knowledge of Ragas. Writing the notation in different talas of various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat, Chota Khyal / Razakhani Gat and Dhamar.	25
	2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparetive Study	25
	3. Writing Talas with detail information along with Dugun, Chougun.	
B	1. Study of technical terms 1. Vaggeyakar 2. Gayak 3. Nayak 4. Importance of kaku in Indian Music 2. Study of Natural, Diatonic, Tempered scale.	25
C	General information of Karnatak Musical Forms Varnam Kruti Jawali Padam Tillana Karnatak Tal Paddhati.	25

B.A. – PART – III
MODULE NO. – 540513
SEMESTER – V
PAPER – THEORY – XI

TITLE – THEORY OF RAGAS AND STUDY OF SHRUTI SWARAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also to provide them knowledge of shruti and swaras.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<ol style="list-style-type: none">1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or Masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas.2. Complete information of Ragas prescribed in the practical paper and their comparison.3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigun and Chaugun.	50
B	<p>Study of Shruti Swaras</p> <ol style="list-style-type: none">1. Shruti2. Gram3. Murchhanas4. Jati5. Adhwadarshak Swara6. Sundhiprakash Raga7. Paramela praveshak Raga.	25
C	<ol style="list-style-type: none">1. Detailed information of Chattuh Sarana2. Fixing up Shuddha notes on a stretched Wire (Pt. Shriniwas Paddhati)	25

MODULE NO. – 540613
SEMESTER – V
PAPER – THEORY – XII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the style of the following Gharanas and their History GWALIOR AGRA	25
B	Biographies 1. Vidushi Hirabai Barodekar 2. Pt. Kumar Gandharva 3. U. Vilayat Khan 4. Pt. Pannalal Ghosh	25
C	Essays 1. Gurushishya Parampara and Music education at University level..Discuss 2. Place of Music in Fine Arts. 3. The bearing of Folk Music on Classical Music. 4. Music and Literature.	25
D	1. Staff notation – signs and symbols (introduction) 2. Acoustics – a) Velocity of sound b) Consonance c) Dissonance	25

B.A. – PART – III
MODULE NO. – 550713
SEMESTER – V
PAPER – PRACTICAL – XIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in rendering of Gayaki ang of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ One Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas). KALAVATI MIYA KI TODI 2. The students also can sing the previous Bada Khyal of Raga Bageshree	50
B	1. One Chota Khyal/ Razakhani Gat from each of the following Ragas (with Alaps and Tanas) BAHAR SHUDDHA KALYAN SOHONI 2. For revision – Previous Chota Khyals in Ragas KEDAR CHAYANAT	50
C	Viva voce – General questions based on theory and practical course.	

MODULE NO. – 550813
SEMESTER – V
PAPER – PRACTICAL – XIV

TITLE – DIFFERENT FORMS OF MUSIC.

Objective – To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Ragakhani Gat. JOG MARWA	25
B	One Dhrupad with Dugan, Tigun and Chaugun in prescribed Course Ragas	25
C	One Tarana and one Thumari in any Raga Instrumental – Students should prepare two Gat in tala Rupak and Zaptala.	25
D	1. To recite Theka Bols in Dugan, Tigun And chaugun along with counting matras by hand for the Talas studied so far and also ADA CHAUTAL JAT TALA SULTAL MATTA TAL	25

MODULE NO. – 550913
SEMESTER – V
PAPER – PRACTICAL – XV

TITLE – STAGE PERFORMANCE

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki(15 minutes) KALAVATI MIYA KI TODI BAGESHREE JAUNPURI	75
B	Light Classical or Light Music – One Composition performed in 5 to 10 minutes.	25

MODULE NO. – 640713
SEMESTER – VI
PAPER – THEORY – XVI

TITLE – THEORY AND CLASSIFICATION OF RAGAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also explaining them the classification of Ragas and brief history of Bharat Natya Shastra and Sangeet Ratnakar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas. 2. Complete information of Ragas prescribed in the practical paper and their comparison. 3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigun and Chaugun.	50
B	Classification of Ragas (Raga Vargikaran Paddhati) a) Raga – Ragini b) Mela – Thata c) Raganga - Raga	25
C	Brief history of Bharat Natya Shastra and Sangeet Ratnakar.	25

MODULE NO. – 640813
SEMESTER – VI
PAPER – THEORY – XVII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the styles of the following Gharanas and their History. JAIPUR KIRANA	25
B	Biographies 1. Pt. Bhimsen Joshi 2. Vidushi Shobha Gurtu 3. Pt. V.D. Paluskar 4. U.Ali Akbar Khan	25
C	Essays 1. Role of Music in Multi – Media. 2. Advantages and disadvantages of electronic equipments in connection with music. 3. Changes observed in stage performance with time. 4. The role and importance of accompaniment in classical music.	25
D	1. Writing Aroha and Avaroha of any Two Ragas in staff notation. 2. Acoustics – a) Formation of Beats b) Echo, Resonance c) Room Acoustics	25

MODULE NO. – 651013
SEMESTER – VI
PAPER – PRACTICAL – XVIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in the rendition of Gayaki and of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<p>1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>PURIYA DHANASHREE MADHUWANTI</p> <p>2. The Students also can sing the previous Bada Khyal of Raga Jaunpuri.</p>	50
B	<p>1. One Chota khyal / Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>MIYA KI MALHAR HINDOL PURIYA</p> <p>2. For revision – previous Chota Khyals in Ragas</p> <p>HAMIR DES</p>	50
C	Viva voce – General questions based on theory and practical course.	

MODULE NO. – 651113
SEMESTER – VI
PAPER – PRACTICAL – XIX

TITLE – DIFFERENT FORMS OF MUSIC.

Objective: - To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Razakhani Gat. LALIT SHREE	25
B	One Dhamar with Dugan, Tigun and Chaugun in prescribed course Ragas.	25
C	One Trivat / Chaturang and one Kajaree in any Raga. Instrumental – Students should prepare two Gats in Tala Rupak and Zaptala	25
D	1. To recite Theka Bals in Dugan, Tigun and Chaugun along with counting matras by hand for the Talas studied so far and also DEEPCHANDI TEWRA PUNJABI TEENTALA GAJAZAMPA	25

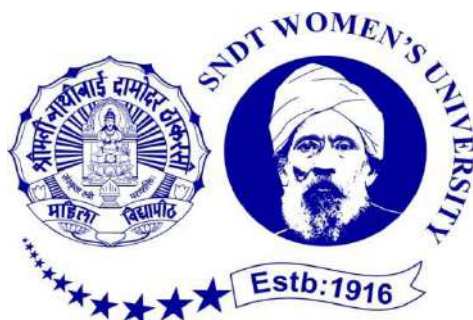
MODULE NO. – 651213
SEMESTER – VI
PAPER – PRACTICAL – XX

TITLE – STAGE PERFORMANCE.

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki ..(15 minutes) PURIYA DHANASHREE MADHUWANTI AHIR BHAIKAV MALKAUNC	75
B	Light classical or light Music – One composition Performed in 5 to 10 Minutes.	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A English

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in English “ (New) (Revised 2015 - 16 - Regular) under the Faculty of "Faculty of Language".

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

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
- | | |
|-----------------|---|
| B.A. I | – Rs. 4040/- (S.N.D.T. University) |
| B.A. I | – Rs. 4290/- (Other University) |
| B.A. II | – Rs. 3790/- (S.N.D.T. University) |
| B.A. II | – Rs. 4290/- (Other University) |
| B.A. III | – Rs. 4040/- (S.N.D.T. University) |

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.A. I DC

Semester I - Paper I - Paper Code: 140101

Title: Basic Concepts and Genre of Literary Study / Introduction to Literary Studies – Concepts and Genres

Objectives:

- To introduce the students to basic concepts in literary studies such as what is literature, the notion of literariness and figure of the literary author
- To understand the distinction between literature, para literature and other forms of creative and non-creative writing.
- To focus on different forms and genres of literature especially the Novel and prose forms like essay, short story, novella etc
- To understand the distinction between different forms of literature.
- To engage with the language skills needed in literary writing- cohesion, coherence, structures of writing.

Unit	COURSE CONTENT
Unit I	<ol style="list-style-type: none">What is Literature? The notion of literariness and figure of the literary authorDifferent types of literature, para literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher)
Unit II	<p>Forms and Genres of Literature:-</p> <ol style="list-style-type: none">Two Categories: Fiction & Non Fiction Types of Non Fiction: Narrative Nonfiction, Essays, Biography, Autobiography, Speech Type of Fiction: Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery.Special Reference to Novels : Adventure, Bildungsroman, Chick lit, Crime & Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical <p><i>(This list is not intended to be exhaustive. Moreover, each of these forms and genres will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The teacher has to focus only on a brief explanation of the term.)</i></p>
Unit III	<ol style="list-style-type: none">Language Skills in Literary Writing – Cohesion, Coherence, Structures of Writing.

B.A. I DC Semester I - Paper II -Paper Code: 140201

Title: Exploring Literary Studies – Literary Terms and Critical Approaches

Objectives:

- a) To develop the skills of close critical reading by gaining an introductory understanding of the use of literary terms.
- b) To learn brief definitions about different literary movements such as sentimentalism, nationalism, modernism and postmodernism
- c) To understand the nature and function of literary criticism
- d) To be familiar with different schools of literary criticism like historical, biographical, psychological, formalist, feminist, Marxist, post colonial and a very brief introduction to contemporary approaches like Structuralist and post-structuralist approaches. (See detailed list given below)
- e) To have exposure to different forms of literature with special reference to poetry.

Unit	COURSE CONTENT
Unit I	<p>a) Use of Literary Terms: aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, authorship, autotelic, avant-grade, ballad, biographical fallacy, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, diction, didacticism, digression, drama, dramatic monologue, elegy, epic, epiphany, epistolary, epithet, ethos, fiction, figurative language, form, genre, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, metaphor, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, negative capability, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, protagonist, rationalism, realism, representation, rhetoric, rhyme, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, symbolism, taste, tension, text, theory, tradition, tragedy, trope, type, unity, universality.</p>
Unit II	<p>Schools of Literary Criticism</p> <p>a) Approaches: close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies.</p> <p><i>(These above mentioned lists are not intended to be exhaustive. Moreover, each of these terms and approaches will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The course will require a handbook to introduce students to the above mentioned terms and approaches)</i></p>

	Hand books: 1. Holman and Harmon - <i>A Handbook to Literature</i> 2. M.H. Abrams, <i>A Glossary of Literary Terms</i> (5 th edn, Holt, Rinehart & Winston, 1988) 3. Martin Gray, <i>A Dictionary of Literary Terms</i> (Longman, 1992) John Peck and Martin Coyle, <i>Literary Terms and Criticism</i> (Macmillan, 1993)
Unit III	Forms of Poetry & Critical Vocabulary:- a) Types of Poems: Lyric, Ode, Ballad, Elegy, Sonnet, Epic, Dramatic Monologue, Narrative Poetry, Epic (Difference between each type is based on format, rhyme scheme and subject matter selected) b) Terms associated with poetry Terms: Technical Terms: alliteration, assonance, blank verse, caesura, couplet, end-stopped, enjambment, internal rhyme, near-rhyme (slant/sight), perfect rhyme, octave (sestet), onomatopoeia, quatrain, rhyme scheme, simile, stanza, syntax, tercet General Terms: allusion, archetype, diction, elegy, free verse (formal verse), idiom, image, irony, metaphor, mnemonic, mood, motif, myth, ode, sonnet, speaker, tone, voice.

Semester II Paper I - Paper Code: 240301

Title: Nineteenth Century Novel / An Introduction to the Novel: The Nineteenth Century Novel

Objectives:-

- 1) To introduce students to the skills and concepts of the study of fiction, focusing on the novel in English since 1800.
- 2) To identify and interpret the components of fiction plot, setting, character, point of view, theme, genre and narrative voice etc.
- 3) To be familiar with the key critical debates about the novel and its development.
- 4) To introduce the students to the literature of the 19th Century through the study of selected text as located in cultural, material and social contexts.

Unit	COURSE CONTENT
Unit I	a) Industrial Revolution and the Rise of the novel b) Social and Cultural Milieu of the period which includes French and American Revolution c) Rise of democracy, imperialism and colonialism d) Introduction to important writers, novelists and philosophers of the period.
Unit II	Novel:- Jane Austen: <i>Pride & Prejudice</i>

Semester II Paper II - P aper Code: 240401

Title:- Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic & Victorian Poetry

Objectives:-

- 1) To introduce students to the poetry of the Romantic and Victorian periods and the prevailing social, cultural and ideological background of the prescribed poems.
- 2) To acquaint students with the development of different kinds of poetry in the 19th century.
- 3) To help students identify the technical aspects of poetry and its overall impact viz poetic stance, tone, imagery, diction, use of rhyme, metre etc.

Unit	COURSE CONTENT
Unit I	a) Rise of the Romantic Movement b) Features of Romantic poetry c) Introduction to Victorian poetry Characteristics of Victorian poetry
Unit II	a) Romantic Poetry:- 1798-1832 b) Victorian Poetry:- 1832-1899 c) William Wordsworth:- The Solitary Reaper Lucy Poems (Any 4) d) S T Coleridge:- Christable e) P.B. Shelley:- Ode the West Wind To a Skylark f) John Keats:- La Bella Dame Sans Merci To a Nightingale g) Alfred Tennyson:- Tears, Idle Tears Break, Break, Break. h) Robert Browning:- Meeting at Night Parting at Morning Two in a Campana i) Elizabeth Barret Browning: How do I Love Thee j) Matthew Arnold:- Dover Beach To Margueite k) Christina Rossetti:- Remember Me

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. MUSIC

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Fine Arts in Music“ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Fine Art".

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B.A. – PART – I
SEMESTER –I
PAPER – DC I - THEORY (140113)

TITLE – THEORY OF RAGAS AND TECHNICAL TERMS.

Objective: - To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar 2. Writing Talas with detail information and along with Dugun.	25
C	1. Defination of the following technical terms – Sangeet, Nad, Shruti, Purvang, Uttarang, Alankar, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Khatka, Murki, Tal, Matra, Sam, Khali, Laya, Zam-Zama, Ghasit, Meend, Ghonghat.	25
D	1. Short Notes on following - 1. Swar (Shuddha, Vikrut) 2. Saptak (Mandra, Maddhya, Tar) 3. Raga Jati (Audav, Shadav, Sampurna) 4. Geet Varna (Sthai, Aarohi, Avarohi, Sanchari) 5. Naad (Pitch, Timber, Volume) 2. General information about Pt. Vishnu Digambar Paluskar and Pt. Vishnu Narayan Bhatkhande's Notation system.	25

SEMESTER –II
PAPER – DC III - THEORY (240213)

TITLE – STUDY OF RAGA AND MUSICAL FORMS.

Objective: -

To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas, etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar . 2. Writing Talas with detail information and along with Dugun.	25
C	General information of following Musical forms Dhrupad Dhamar Khyal Tarana Thumari Tappa	25
D	General knowledge of the Biographies and contribution of following musicians Pt. Ravishankar Vidushi Kesarbai Kerkar Pt. Bhaskarbuwa Bakhale U. Allarkhan Vidushi Begum Akhtar Pt. V.N. Bhatkhande	25

B.A. – PART – I
SEMESTER –I
PAPER – DC II - PRACTICAL (150113)

TITLE – STUDY OF RAGAS.

Objective: -

Raga gayan and learning different of Music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from the following Raga (with Alaps and Tanas) Bhupali	25
	2. One Chota Khyal / Razakhani Gat with Alap & Tanas in each of the following Raga. 1. Durga 2. Sarang	25
B	From the prescribed course Ragas 1.One Lakshangeet with Dugun Instrumental – one Gat in Tal Rupak. 2.One Dhrupad with Dugun	25
C	1. One Bhajan Instrumental – One Gat in Tal Zaptal. 2. Recitation of Theka bols of the following talas with Dugun Teental Ektal Chautal	25

B.A. – PART – I
SEMESTER –II
PAPER – DC IV - PRACTICAL (250213)

TITLE – STUDY OF RAGAS.

Objective: - Being pupil of performing arts, one should be through with the art of practical demonstration along with Alap, Tans and inevitable part of Indian Raaga sangeet, Dhrupad and Dhamar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota khyal /one Masitkhani Gat and one Razakhani Gat from the following Raga (with Alaps and Tan)Yaman	25
	2. One Chota Khyal / Razakhani Gat with Alap & Tanas in each of the following Raga 1. Alhaiya Bilawal. 2. Khamaj.	25
B	From the prescribed course Ragas 1. One Sargamgeet . Instrumental – one Gat in Tal Rupak. 2. One Dhrupad with Dugun	25
C	1. One Folk song Instrumental – One Gat in Tal Zaptal. 2. Recitation of Theka bols of the following talas with Dugun Dadara Rupak Zaptal	25

B.A. – PART – II
SEMESTER – III
PAPER – DC VI PRACTICAL (350313)

Objective: - To bring about improvement in the Rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandishes of Ragas of classical Music and understand forms of Classical Music like Dhrupad, Dhamar .

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Bageshree	25
	2. One Chota Khyal /one Razakhani Gat with Alaps and Tanas in each of the following Raga. 1) Kedar 2) Chhayanaat	25
B	From the prescribed course Ragas 1 One Dhrupad with Dugun & Chaugun 2 One Sargamgeet with Dugun	25
C	1. One Zula Instrumental – One gat in Tal Rupak 2. Recitation of Theka bols of the following talas with Dugun & Chaugun Tilwada, Dhamar.	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC IX PRACTICAL (450513)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandishes of Ragas of Classical Music and understand forms of classical Music like Dhrupad, Dhamar .

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Jaunpuri 2. One Chota Khyal /one Razakhani Gat with Alaps & Tanas in each of the following Raga Hamir, Des	25
B	1. One Dhamar with Dugun & Chaugun from any of the prescribed course Ragas 2. One Bhaktigeet Instrumental – One Gat in Rupak	25
C	1. One Dadra of Raga Khamaj or Tilang(outline) Instrumental – One Gat in Zaptal. 2. Recitation of Theka bols of the following talas with Dugun & Chaugun Zumara, Adachautal.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC VII PRACTICAL (350413)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of ragas of classical Music and understand Dhrupad Dhamar forms of classical music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Malkauns.	25
	2. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga Bairagi, Patadeep	25
B	1. One Tarana & One Trivat should be performed. Instrumental – One Dhun & one Gat in Tal Rupak 2. One Lakshangeet with Dugun from the prescribed course Raga Instrumental – One Gat in Tal Zaptal.	25
C	Concert singing – One Bada Khyal and one Chota Khyal of the same Raga of Student's choice from the prescribed syllabus of B.A. Part I & B.A. Part II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC X PRACTICAL (450613)

TITLE – One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga

Objective: - To bring about improvement in Rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of Ragas of Classical Music and understand forms of Classical Music like Dhrupad,Dhamar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Ahir Bhirav	25
	1. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga. Deskar, Kamod	25
B	1. One Thumri in Rag Mand or Bhairavi (outline) 2. One Chaturang to be performed Instrumental – One Gat in Tal Zaptal	25
C	Concert singing – one Bada and Chota Khyal of the same Raga of Student's Choice from the prescribed syllabus of B.A. I & B.A. II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC V – THEORY (340313)

TITLE –

Objective: - To provide theoretical knowledge of Ragas. Writing the notation in different Talas of Various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani gat ,Chota Khyal / Razakhani Gat and Dhrupad	25
	2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparetive study.	
	3. Writing Talas with detail information along with Dugun, Chougun.	25
B	1. Study of technical terms – Avirbhav, Tirobhav, Nibaddha Gaan, Anibaddha Gaan, Alpatva Bahutva, Ragalap, Roopakalap, Alaptigan. 2. Musical sound Wave motion Frequency Laws of Acoustics	25
C	1. Merits & Demerits of Gayak. 2. Rag samay chakra.	25

B.A. – PART – II
SEMESTER –VIII
THEORY (440413)

TITLE –

Objective: - To provide the critical knowledge of Ragas. Writing the notation in different talas of various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat, Chota Khyal / Razakhani Gat and Dhamar.	25
	2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparetive Study	25
	3. Writing Talas with detail information along with Dugun, Chougun.	
B	1. Study of technical terms 1. Vaggeyakar 2. Gayak 3. Nayak 4. Importance of kaku in Indian Music 2. Study of Natural, Diatonic, Tempered scale.	25
C	General information of Karnatak Musical Forms Varnam Kruti Jawali Padam Tillana Karnatak Tal Paddhati.	25

B.A. – PART – III
MODULE NO. – 540513
SEMESTER – V
PAPER – THEORY – XI

TITLE – THEORY OF RAGAS AND STUDY OF SHRUTI SWARAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also to provide them knowledge of shruti and swaras.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<ol style="list-style-type: none">1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or Masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas.2. Complete information of Ragas prescribed in the practical paper and their comparison.3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigun and Chaugun.	50
B	<p>Study of Shruti Swaras</p> <ol style="list-style-type: none">1. Shruti2. Gram3. Murchhanas4. Jati5. Adhwadarshak Swara6. Sundhiprakash Raga7. Paramela praveshak Raga.	25
C	<ol style="list-style-type: none">1. Detailed information of Chattuh Sarana2. Fixing up Shuddha notes on a stretched Wire (Pt. Shriniwas Paddhati)	25

MODULE NO. – 540613
SEMESTER – V
PAPER – THEORY – XII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the style of the following Gharanas and their History GWALIOR AGRA	25
B	Biographies 1. Vidushi Hirabai Barodekar 2. Pt. Kumar Gandharva 3. U. Vilayat Khan 4. Pt. Pannalal Ghosh	25
C	Essays 1. Gurushishya Parampara and Music education at University level..Discuss 2. Place of Music in Fine Arts. 3. The bearing of Folk Music on Classical Music. 4. Music and Literature.	25
D	1. Staff notation – signs and symbols (introduction) 2. Acoustics – a) Velocity of sound b) Consonance c) Dissonance	25

B.A. – PART – III
MODULE NO. – 550713
SEMESTER – V
PAPER – PRACTICAL – XIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in rendering of Gayaki ang of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ One Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas). KALAVATI MIYA KI TODI 2. The students also can sing the previous Bada Khyal of Raga Bageshree	50
B	1. One Chota Khyal/ Razakhani Gat from each of the following Ragas (with Alaps and Tanas) BAHAR SHUDDHA KALYAN SOHONI 2. For revision – Previous Chota Khyals in Ragas KEDAR CHAYANAT	50
C	Viva voce – General questions based on theory and practical course.	

MODULE NO. – 550813
SEMESTER – V
PAPER – PRACTICAL – XIV

TITLE – DIFFERENT FORMS OF MUSIC.

Objective – To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Ragakhani Gat. JOG MARWA	25
B	One Dhrupad with Dugan, Tigun and Chaugun in prescribed Course Ragas	25
C	One Tarana and one Thumari in any Raga Instrumental – Students should prepare two Gat in tala Rupak and Zaptala.	25
D	1. To recite Theka Bols in Dugan, Tigun And chaugun along with counting matras by hand for the Talas studied so far and also ADA CHAUTAL JAT TALA SULTAL MATTA TAL	25

MODULE NO. – 550913
SEMESTER – V
PAPER – PRACTICAL – XV

TITLE – STAGE PERFORMANCE

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki(15 minutes) KALAVATI MIYA KI TODI BAGESHREE JAUNPURI	75
B	Light Classical or Light Music – One Composition performed in 5 to 10 minutes.	25

MODULE NO. – 640713
SEMESTER – VI
PAPER – THEORY – XVI

TITLE – THEORY AND CLASSIFICATION OF RAGAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also explaining them the classification of Ragas and brief history of Bharat Natya Shastra and Sangeet Ratnakar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas. 2. Complete information of Ragas prescribed in the practical paper and their comparison. 3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigun and Chaugun.	50
B	Classification of Ragas (Raga Vargikaran Paddhati) a) Raga – Ragini b) Mela – Thata c) Raganga - Raga	25
C	Brief history of Bharat Natya Shastra and Sangeet Ratnakar.	25

MODULE NO. – 640813
SEMESTER – VI
PAPER – THEORY – XVII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the styles of the following Gharanas and their History. JAIPUR KIRANA	25
B	Biographies 1. Pt. Bhimsen Joshi 2. Vidushi Shobha Gurtu 3. Pt. V.D. Paluskar 4. U.Ali Akbar Khan	25
C	Essays 1. Role of Music in Multi – Media. 2. Advantages and disadvantages of electronic equipments in connection with music. 3. Changes observed in stage performance with time. 4. The role and importance of accompaniment in classical music.	25
D	1. Writing Aroha and Avaroha of any Two Ragas in staff notation. 2. Acoustics – a) Formation of Beats b) Echo, Resonance c) Room Acoustics	25

MODULE NO. – 651013
SEMESTER – VI
PAPER – PRACTICAL – XVIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in the rendition of Gayaki and of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<p>1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>PURIYA DHANASHREE MADHUWANTI</p> <p>2. The Students also can sing the previous Bada Khyal of Raga Jaunpuri.</p>	50
B	<p>1. One Chota khyal / Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>MIYA KI MALHAR HINDOL PURIYA</p> <p>2. For revision – previous Chota Khyals in Ragas</p> <p>HAMIR DES</p>	50
C	Viva voce – General questions based on theory and practical course.	

MODULE NO. – 651113
SEMESTER – VI
PAPER – PRACTICAL – XIX

TITLE – DIFFERENT FORMS OF MUSIC.

Objective: - To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Razakhani Gat. LALIT SHREE	25
B	One Dhamar with Dugan, Tigun and Chaugun in prescribed course Ragas.	25
C	One Trivat / Chaturang and one Kajaree in any Raga. Instrumental – Students should prepare two Gats in Tala Rupak and Zaptala	25
D	1. To recite Theka Bals in Dugan, Tigun and Chaugun along with counting matras by hand for the Talas studied so far and also DEEPCHANDI TEWRA PUNJABI TEENTALA GAJAZAMPA	25

MODULE NO. – 651213
SEMESTER – VI
PAPER – PRACTICAL – XX

TITLE – STAGE PERFORMANCE.

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki ..(15 minutes) PURIYA DHANASHREE MADHUWANTI AHIR BHAIKAV MALKALUNC	75
B	Light classical or light Music – One composition Performed in 5 to 10 Minutes.	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A Marathi

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Marathi “ (New) (Revised 2015 - 16 - Regular) under the Faculty of "Faculty of Language".

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

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Nodes	ium of Communication
End Evaluation	ten exam, viva	Regional Language/English

D.C.Mar. I & A.C.Marathi (संकेतांक175104) . मराठी कादंबरी**उद्दिष्टे**

१. कादंबरीचे स्वरूप आणि संकल्पना समजून घेणे.
२. कादंबरीच्या घटकांचा अभ्यास करणे.
३. दि.बा.मोकाशी यांच्या आनंद ओवरी या कादंबरीचे सूक्ष्म अध्ययन करणे

अ.क्र	अभ्यासघटकाचे विवरण	तासिका	गुण
1	कादंबरीचेस्वरूप आणि संकल्पना कादंबरीचे घटक	15	25
2	दि.बा.मोकाशी यांच्या लेखनाचा आणि लेखन वैशिष्ट्यांचा स्थूल परिचय दि.बा. मोकाशी यांच्या आनंद ओवरी कादंबरीच्या कथानकाचा अभ्यास	15	25
3	आनंद ओवरी कादंबरीचा आशय, पात्रस्वरूप, वातावरणनिर्मिती आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25
4	आनंद ओवरी कादंबरीचा निवेदन, भाषा आणि शैली आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25

D.C.Mar. II . 145204 . लेखन कौशल्य**उद्दिष्टे**

१. छापील माध्यमासाठी बातमी लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. वृत्त आणि अलंकार यांचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	छापील माध्यमासाठी बातमी लेखन— छापील माध्यमाचे स्वरूप विशेष वृत्तांतकथन, बातमी व बातमीपत्र यांतील साम्य— भेद बातमीवरील भाष्य : संपादकीय, स्फुट आक्षेप लेखन छापील माध्यमासाठी प्रत्यक्ष लेखन करणे	२५
२	वृत्त आणि अलंकार लग क्रम, अक्षरगणवृत्त, मात्रावृत्त (जातीवृत्त), अक्षर छंद शादृलविक्रिडीत, वसंततलिका, भूजंगप्रयात, दिंडी, अनुष्टुभ, आर्या शब्दालंकार, अनुप्रास, यमक, श्लेष	२५
३	रसग्रहणाचे स्वरूप आणि वैशिष्ट्ये, पाठयेत्तर कवितेचे रसग्रहण	२५
४	मराठीच्या संदर्भात संगणकाचा परिचय, संकेतस्थळ (वेबसाईट) शोधन, मराठीतून ई—मेल तयार करणे, पाठविणे, मराठीतील ई जर्नलस् शोधणे, त्यांचे अवलोकन, अध्ययन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद / ट्यूटोरियल / अ चाचणी परीक्षा इत्यादी घेणे.	

CApc.Mar. I .185104) लेखन विद्या**उद्दिष्टे**

१. निबंध लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. जाहिरात विद्येचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	कार्यालयीन पत्र लेखन स्वरूप आणि वैशिष्ट्ये कार्यालयीन पत्रांचे प्रकार, कार्यालयीन पत्रलेखन करणे.	२५
३	जाहिरात संकल्पना, स्वरूप व प्रकार इत्यादी विविध माध्यमांनुसार जाहिरातीचे बदलणारे स्वरूप विविध विषयावरील / उत्पादनांच्या जाहिराती तयार करणे.	२५
४	मुद्रित शोधन म्हणजे काय मुद्रित शोधनातील विविध चिन्हे आणि त्यांचे अर्थ प्रत्यक्ष मुद्रित शोधन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद टयूटोरियल / अंतर्गत चाचणी परीक्षा इत्यादी घेणे.	२५

D.C.Mar. III . 245304 A.C.Marathi. II 275204 मराठी चरित्र**उद्दिष्टे**

१. चरित्र वाङ्.मयाचे स्वरूप आणि संकल्पना समजून घेणे.
२. चरित्र वाङ्.मयाच्या घटकांचा अभ्यास करणे.
३. विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	चरित्र वाङ्.मयाचे स्वरूप आणि संकल्पना समजून घेणे. चरित्र वाङ्.मयाच्या घटकांचा अभ्यास करणे.	२५
२	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' मधील जीवनानुभवाचे स्वरूप	२५
३	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन	२५
४	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राची भाषा आणि शैली	२५

D.C.Mar. IV 245404) व्यवहारिक मराठी**उद्दिष्टे**

१. लेखनविषयक नियम समजून घेणे.
२. मुद्रितशोधनाचे स्वरूप समजून घेणे आणि उताऱ्याचे मुद्रितशोधनाच्या खूणा करणे.
३. म्हणी, वाक्प्रचार यांचे भाषेत उपाययोजन करणे.
४. जाहिरातीचे स्वरूप समजून घेणे आणि मुद्रित माध्यमासाठी जाहिरात तयार करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	लेखनविषयक नियम मराठी साहित्य महामंडळाने मान्य केलेले लेखनविषयक नियम	२५
२	मुद्रितशोधनामध्ये वापरल्या जाणाऱ्या वेगवेगळ्या खूणा आणि त्यांचे अर्थ समजून घेणे, दिलेल्या उताऱ्याचे मुद्रितशोधन करणे.	२५
३	म्हणी, वाक्प्रचार यांचे भाषेतील उपाययोजन म्हणी आणि वाक्प्रचार म्हणजे काय ते समजून घेणे. म्हणी आणि वाक्प्रचार यांचा भाषेत उपाययोजन करणे.	२५
४	जाहिरात म्हणजे काय ते समजून घेणे. मुद्रित माध्यमासाठी तयार केल्या जाणाऱ्या जाहिरातीचे स्वरूप मुद्रित माध्यमासाठी जाहिरात तयार करणे.	२५

CApc.Mar. II 285204) लेखन कौशल्य**उद्दिष्टे**

१. रसग्रहणाचे स्वरूप समजून घेणे आणि कौशल्य अवगत करणे.
२. विविध कार्यक्रमांच्या पत्रिका तयार करणे.
३. संवाद कौशल्य विकसित करणे.
४. सूत्रसंचालन कौशल्य आत्मसात करणे आणि विविध कार्यक्रमांसाठी सूत्रसंचालन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	रसग्रहणाचे स्वरूप विविध प्रकारच्या कवितांचे रसग्रहण करणे.	२५
३	विविध कार्यक्रमांच्या पत्रिकांचे स्वरूप समजून घेणे विविध कार्यक्रमांच्या पत्रिका तयार करणे.	२५
४	संवाद कौशल्याचे स्वरूप संवाद कौशल्य विकसित करणे	२५

D.C.Mar. V 345504) A.C.Marathi. III 375304 मराठी कविता**उद्दिष्टे**

१. कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.
३. कवितासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.	२५
२	इंद्रजित भालेराव, दासू वैद्य, भूजंग मेश्राम, अरुण काळे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
३	अनुराधा पाटील, नीरजा, प्रज्ञा लोखंडे, यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
४	सिसिलिया कार्वालो, मीनाक्षी पाटील, शिरीष गोपाळ देशपांडे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास	२५

D.C.Mar. VI 345604) मराठीभाषा आणि व्याकरण**उद्दिष्टे**

१. भाषा म्हणजे काय, तिचे स्वरूप, व्याप्ती, महत्त्व आणि कार्य समजून घेणे.
२. भाषा, प्रमाणभाषा, बोली म्हणजे काय ते समजून घेणे आणि त्याचा परस्पर संबंध समजून घेणे.
३. मराठीतील वर्णमालेचा अभ्यास करणे.
४. मराठीतील शब्दांच्या जाती अभ्यासणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषा : स्वरूप, व्याप्ती, महत्त्व आणि कार्य	२५
२	अ भाषा, प्रमाणभाषा, बोलीभाषा परस्पर संबंध आ मराठीच्या बोली १— अहिराणी २— वऱ्हाडी	२५
३	मराठीची वर्णमाला : स्वर, स्वरादी, व्यंजने व वर्णांची उच्चरस्थाने	२५
४	मराठीतील शब्दांच्या जाती १ — विकारी २ अविकारी	२५

Apc.Marathi I 356104) साहित्याची भाषा

उद्दिष्टे

१. भाषेचे स्वरूप समजून घेणे.
२. साहित्य भाषेचे स्वरूप आणि वेगळेपण समजून घेणे.
३. साहित्यकृतीचा अर्थव्यवहार समजून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	व्यवहार भाषा, साहित्य भाषा, शास्त्रभाषा यांतील साम्य —भेद भाषेचे स्थर १) पृष्ठ स्थर (संक्षिप्त विवेचन) १.१) भाषेचे नादरूप १.२) भाषेचे लेखनरूप १.३) भाषेचे शब्दरूप १.४) भाषेचे व्याकरणरूप	२५
३	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार अ) वाक्यप्रचार, म्हणी, इत्यादीचे स्वरूप आणि साहित्य भाषेतील स्थान आ) उपमा, अलंकार, रूपक यांचा स्थूल परिचय	२५
४	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार— प्रतिमा, प्रतीक आणि मिथक यांचे स्वरूप	२५

CApc.Mar. III 385304) कल्पनाविस्तार, म्हणी वाक्यप्रचार, ग्रंथपरीक्षण

उद्दिष्टे

१. कल्पनाविस्ताराचे स्वरूप समजून घेणे आणि कल्पनाविस्तार करणे.
२. म्हणीचे स्वरूप समजून घेणे आणि म्हणीचे उपयोजन करणे.
३. वाक्यप्रचाराचे स्वरूप समजून घेणे आणि वाक्यप्रचाराचे उपयोजन करणे.
४. ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे आणि ग्रंथपरीक्षण करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कल्पनाविस्ताराचे स्वरूप विविध बाबींचा प्रत्यक्ष कल्पनाविस्तार करणे.	२५
२	म्हणीचे स्वरूप समजून घेणे. म्हणींचे भाषेत उपयोजन करणे.	२५
३	वाक्यप्रचाराचे स्वरूप समजून घेणे वाक्यप्रचाराचे भाषेत उपयोजन करणे	२५
४	ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे. विशिष्ट ग्रंथपरीक्षण करणे.	२५

DC.MarathiVII) 445704) मराठी कथा**उद्दिष्टे**

१. कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.
३. नेमलेल्या कथासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.	२५
२	गौरी देशपांडे, लक्ष्मण लोंढे, प्रतिमा इंगोले आणि जयंत पवार यांच्या निवडक कथांचा सूक्ष्म अभ्यास	२५
३	आप्पासाहेब खोत, गौतमीपूत्र कांबळे जी.के.ऐनापुरे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५
४	मेनिका गजेद्रगडकर, प्रतिमा जोशी आणि माधव सरकुंडे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५

DC. Marathi IX - वाङ्मयीन वाद 545904)**उद्दिष्टे :**

१. विद्यार्थिनींना वाङ्मयीन वाद ही संकल्पना समजेल.
२. त्यांना नेमलेल्या वाङ्मयीन वादांचा सूक्ष्म अभ्यास करता येईल.
३. त्या आधारे मार्क्सवाद, अस्तित्ववाद, अतिवास्तावाद, स्त्रीवाद यांसारख्या इतर वाङ्मयीन वादांचा स्थूल परिचय करून घेता येईल.
४. नेमलेले वाङ्मयीन वाद आणि साहित्य यांचा परस्परसंबंध त्यांच्या लक्षात येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	वाङ्मयीन वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये विविध वाङ्मयीन वादांचा स्थूलपरिचय वैशिष्ट्ये	२५
२	अभिजातातावाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
३	स्वच्छंदता वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
४	वास्तववाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५

DC. Marathi X मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग -१ (१२७५ ते १६३० 545104

उद्दिष्टे :

1. यादवकालीन आणि बहामनीकालीन राजकीय, सामाजिक, सांस्कृतिक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा कोणत्या होत्या ते त्यांच्या लक्षात येईल.
3. यादवकालीन आणि बहामनीकालीन परिस्थितीचा तत्कालीन ग्रंथरचनेवर झालेला परिणाम विद्यार्थिनींना स्पष्ट करता येईल.
4. तसेच या कालखंडातील महत्त्वाच्या पंथ वाङ्मयाचा आणि महत्त्वाच्या कवींचा अभ्यास करता येईल.
5. या कालखंडातील कवींच्या कार्यकर्तृत्वाचे आकलन करून घेता येईल.
6. या काळातील साहित्याच्या ऐतिहासिक विकासक्रमाचे भान आत्मसात करून घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	यादवकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
२	यादवकालीन साहित्यनिर्मितीचे स्वरूप मुकुंद राज, महानुभाव संप्रदाय -गद्य-गद्यग्रंथ वारकरी संप्रदाय - ज्ञानेश्वर, नामदेव आणि इतर स्त्री - पुरुष संतकवी	२५
३	बहामनीकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
४	बहामनीकालीन साहित्यनिर्मितीचे स्वरूप वारकरी संप्रदाय प्रमुख ग्रंथरचना एकनाथ, तुकाराम आणि इतर स्त्री - पुरुष संतकवी पंडित कवींचे कार्यकर्तृत्व - मुक्तेश्वर, वामन पंडित, नागेश, विठ्ठल, आनंदतनय, रागुनाथ पंडित.	२५

DC. Marathi XI आत्मपर लेखन 545114)

उद्दिष्टे :

1. विद्यार्थिनींना आत्मपर लेखनही संकल्पना समजेल.
2. यालेखनप्रकारचे स्वरूप अभ्यास करता येईल.
3. आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे प्रकारांचे स्वरूप समजेल.
4. आत्मपरलेखनातील 'मी' ची भूमिका आणि तिचे लेखनावरील परिणाम लक्षात येईल.
5. आत्मपरलेखनातील अनुभव घेणारा 'मी' (गर्भित लेखक), लेखनातील 'मी' (निवेदक) लेखन करणारा मी (लेखक) यांचे परस्परातील नाते विद्यार्थिनींच्या लक्षात येऊ शकेल.
6. त्या आधारे 'कोवळी उन्हे' आणि 'हिंगण्याच्या माळावरून' या लेखनकृतींचा सूक्ष्म अभ्यास करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	आत्मपर लेखनही संकल्पना, तिचे स्वरूप आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे स्वरूप आत्मपर साहित्यातील अनुभव घेणारा 'मी' आणि लेखन करणारा 'मी' यांचे नाते	२५
२	आधुनिक मराठीतील आत्मपरलेखनाचा संक्षिप्त आढावा विजय तेंडूलकर आणि श्रीमती कावेरी कर्वे, यांच्या आत्मपर लेखनाचे विशेष	२५
३	विजय तेंडूलकर यांच्या 'कोवळी उन्हे' या ललित गद्याचे स्वरूप आणि वैशिष्ट्ये 'कोवळी उन्हे' मधील 'मी' चे स्वरूप	२५
४	श्रीमती कावेरी कर्वे यांच्या 'हिंगण्याच्या माळावरून' या आत्मचरित्राचे स्वरूप आणि वैशिष्ट्ये 'हिंगण्याच्या माळावरून' मधील 'मी' चे स्वरूप	२५

DC. Marathi XII कादंबरी : साहित्यप्रकार 545124)

उद्दिष्टे :

1. विद्यार्थिनींना कादंबरी या साहित्यप्रकाराचे स्वरूप व इतर साहित्यप्रकारापेक्षा असणारे वेगळेपण लक्षात येतील.
2. यांना कादंबरीचे या साहित्यप्रकाराचे घटक निश्चित करून त्यांचा अभ्यास करता येईल.
3. कादंबरी या साहित्यप्रकाराचे उपप्रकार त्यांना अभ्यासता येईल.
4. कादंबरी या साहित्यप्रकाराचे मराठीतील विकासक्रम त्यांच्या लक्षात येतील.
5. नेमलेल्या कादंबऱ्यांचे सूक्ष्म विश्लेषण व मूल्यमापन करता येईल.
6. नेमलेल्या कादंबऱ्यांच्या आधारे कादंबरीकारांच्या लेखनवैशिष्ट्यांचा शोध घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	या साहित्य प्रकाराचे स्वरूप आणि संकल्पना कादंबरीचे घटक, कादंबरीचे प्रकार	२५
२	आधुनिक मराठीतील कादंबरीचा संक्षिप्त आढावा गौरी देशपांडे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय उत्तम बंडू तुपे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	'गौफ' या कादंबरीचा सूक्ष्म अभ्यास	२५
४	'भस्म' या कादंबरीचा सूक्ष्म अभ्यास	२५

Apc. Marathi III प्रसारमाध्यमांसाठी मराठी 565304)

उद्दिष्टे :

1. विद्यार्थिनींना प्रसारमाध्याचे नेमके स्वरूप समजून घेता येईल.
2. प्रसारमाध्यमांच्या संदर्भात भाषा कोणकोणते करू शकते लक्षात येईल.
3. प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध अभ्यासणे.
4. प्रसारमाध्यमांच्या स्वरूपामधील भेदानुसार आवश्यक भाषिककौशल्य कशी बदलता ते कळेल.
5. मुद्रित माध्यमांचे स्वरूप अभ्यासता येईल. बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इ. प्रकारामधील फरक समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
6. श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. श्राव्य बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि प्रकारचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
7. दृक् श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. या प्रकारच्या माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन, कॅप्शन्स यांचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध प्रसारमाध्यमांसाठी भाषिककौशल्य	२५
२	प्रसारमाध्याचे स्वरूप व वैशिष्ट्ये बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इत्यादि	२५
३	श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि	२५
४	दृक् श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन इत्यादि	२५

CApc. Mar. VII वृत्तलेखन 685704)

उद्दिष्टे :

1. विधार्थिनींना कार्यालयीन कामासाठी मराठीचा वापर कशापद्धती केला जातो हे समजून घेता येईल.
2. मराठी भाषेचा औपचारिक शैलीचा परिचय होईल.
3. टिपण्णी लेखन, इतिवृत्त लेख, जाहीर निवेदन, जाहिरातीची इत्यादी लेखन प्रकारचे स्वरूप समजेल. त्यांतील फरक लक्षात येईल. या सर्व प्रकारचे लेखन करण्याचे कौशल्य अवगत होईल.
4. मराठी लेखनचे नियम समजून घेऊन नियमानुसारी लेखन करण्याचा सराव होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	सभेची सूचना, विषय सूची टिपण्णी लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन	२५
२	इतिवृत्त लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन सभेची इतिवृत्त आणि अहवालात्मक इतिवृत्त	२५
३	जाहीर निवेदन - स्वरूप, महत्व, प्रकार आणि उपयोजन माहिती पत्रक	२५
४	जाहिरात - मुद्रित माध्यमासाठी जाहिरात मसुदालेखन शुध्दलेखनाचे नियम	२५

DC. Marathi XIII भारतीय काव्यशास्त्र 646304)

उद्दिष्टे :

1. विधार्थिनींना भारतीय काव्यशास्त्राची अभ्यासपद्धती समजेल तसेच त्यामधील काही घटकांचे सूक्ष्म आकलन होईल.
2. संस्कृत साहित्यशास्त्रकारांनी केलेला काव्यलक्षणांचा विचार समजेल.
3. भरतमुनींपासून मम्मटापर्यंत नाट्यकाव्यप्रयोजनांचा विकासक्रम समजेल.
4. प्रतिभा, व्युत्पत्ती, अभ्यास, आणि इतर घटकांसंदर्भात संस्कृतसाहित्य मीमांसकांनी केलेला काव्यकारण विचार लक्षात येईल.
5. अभिदा, लक्षणा, व व्याजंना या तीन शब्दशक्ती, व त्यांचे प्रकार त्यांना समजतील.
6. संस्कृत साहित्यशास्त्रातील अलंकार विचार समजून घेता येईल.
7. लक्षणा, व्याजंना व अलंकार इत्यांदांचे साहित्याच्या संदर्भातील महत्व त्यांना कळेल त्या आधारे स्वअध्ययन करणे शक्य होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	काव्यलक्षण	२५
२	नाट्यकाव्यप्रयोजन - भरतमुनीं ते मम्मट आणि काव्यकारण - प्रतिभा, व्युत्पत्ती अभ्यास आणि इतर	२५
३	शब्दशक्ती - अभिदा, लक्षणा, व्याजंना	२५
४	अलंकार विचार	२५

DC. Marathi XIV मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग - २ (१६३० ते १८१८) 646404)

उद्दिष्टे :

1. विद्यार्थिनीनाशिवकालीन आणि पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा समजून घेता येतील.
3. शिवकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना कळतील.
4. पेशवेकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना आकलन करून घेता येतील.
5. तसेच या काखंडात निर्माण झालेल्या साहित्याचे स्वरूप आणि महत्त्व त्यांचा लक्ष्यात येईल तसेच त्यातील ऐतिहासिक विकासक्रमाचे भान त्या आत्मसात करून घेतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	शिवकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
२	शिवकालीन साहित्यनिर्मितीचे स्वरूप शिवकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५
३	पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
४	पेशवेकालीन साहित्यनिर्मितीचे स्वरूप पेशवेकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५

DC. Marathi XV - नाटक : साहित्यप्रकार 646504)

उद्दिष्टे :

1. विद्यार्थिनीनानाटक या साहित्यप्रकाराची संकल्पना इतर साहित्यप्रकाराहून उदा काठ कादंबरी इत्यादि नाटकाचे असलेले वेगळेपण समजून घेता येईल.
2. नाटक हा दृक - श्राव्य प्रकार असल्याने नाट्यसंहिता व नाट्यप्रयोग या संदर्भातील घटकांची माहिती करून घेता येईल.
3. रत्नाकर मतकरी व चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा परिचय झाल्याने नाटककारांच्या नाट्यविषयक दृष्टीचे वेगळेपण त्यांना समजेल.
4. आरण्यक व दढो लताशे या दोन वेगळ्या विषयावरील तसेचरुपबंधातील नाट्यसंहितेचा अभ्यास केल्यावर त्या आधारे त्यांना नाट्यकृतीची समीक्षा करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	नाटक या साहित्यप्रकाराचे स्वरूप आणि संकल्पना नाटकचे घटक समजून घेणे नाटकचे प्रकार समजून घेणे	२५
२	रत्नाकर मतकरीयांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	आरण्यक या नाटकाचा सूक्ष्म अभ्यास	२५
४	ढोलताशे या नाटकाचा सूक्ष्म अभ्यास	२५

DC. MarathiXVI समकालीन मराठी साहित्यप्रवाह - ग्रामीण साहित्य 646604

उद्दिष्टे :

1. विद्यार्थिनींना साहित्यप्रवाह हीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनींना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. ग्रामीण साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच ग्रामीण साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. बारोमास व दाहीदिशा या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. ग्रामीण साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	ग्रामीण साहित्य हीसंकल्पनाआणि स्वरूप ग्रामीण साहित्याचा संक्षेप इतिहास	२५
३	बारोमास या कादंबरीचे सूक्ष्म अभ्यास	२५
४	दाहीदिशा या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

DC. Marathi XI समकालीन मराठी साहित्यप्रवाह - दलित साहित्य 647604)

उद्दिष्टे :

1. विद्यार्थिनींनासाहित्यप्रवाहहीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनींना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. दलित साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच दलित साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. मेलेलं पाणी व तनमाजोरी या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. दलित साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	दलित साहित्य हीसंकल्पनाआणि स्वरूप दलित साहित्याचा संक्षेप इतिहास	२५
३	मेलेलं पाणी या कादंबरीचे सूक्ष्म अभ्यास	२५
४	तनमाजोरी या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

Apc. Marathi IV ग्रंथ परीक्षण आणि ग्रंथ समीक्षा 665404)

उद्दिष्टे :

1. विद्यार्थिनींना ग्रंथपरिचय, ग्रंथपरीक्षण आणि ग्रंथसमीक्षा या संकल्पना व त्यांतील साम्य भेद समजावून घेता येईल.
2. त्याआधारे साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण यांचे स्वरूप त्यांच्या लक्षात येईल.
3. नेमलेल्या साहित्यकृतींचे परीक्षण किंवा समीक्षण त्यांना करता येईल.
4. साहित्यकृतीचे परीक्षण किंवा समीक्षण करण्याची दृष्टी त्यांना लाभेल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	ग्रंथ परीक्षण आणि ग्रंथ समीक्षा या संकल्पना व स्वरूप	२५
२	साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण स्वरूप व वैशिष्ट्ये	२५
३	माझे विद्यापीठ या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५
४	तिहार या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५

CApc. Mar VIII प्रशासकीय मराठी 685804)

उद्दिष्टे :

1. विद्यार्थिनींना प्रशासकीय कामकाजासाठी योजल्या जाणार्या मराठी भाषेचे स्वरूप लक्षात येईल.
2. प्रशासकीय मराठी भाषेचे वेगळेपण आणि वेगळी परिभाषा त्या आकलन करून घेऊ शक्तील.
3. प्रशासकीय आदेश, परिपत्रके यांचा भाषा व लेखनशैली त्यांना समजून घेता येईल.
4. अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादी लेखनाचे तंत्र त्यांना समजून घेता येईल.
5. पारिभाषिक संज्ञा प्रशासकीय वाक् प्रयोग व मुद्रितशोधनाची कौशल्य आत्मसात करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रशासकीय भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	शासकीय आदेशांच्या आणि परीपात्रकांच्या भाषेचे स्वरूप, वैशिष्ट्ये, लेखनकौशल्य इत्यादि	२५
३	शासकीय परिपत्रके, अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादींचा भाषेचे स्वरूप आणि लेखनतंत्र	२५
४	शासकीय पारिभाषिक शब्द आणि प्रशासन वाक् प्रयोग मुद्रितशोधन	२५

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. HISTORY

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in History “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

- Provide access to higher education for women through formal and non-formal streams including adult and continuing education.
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- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
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- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
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- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
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❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B. A. -I

Semester I

Title: History of Ancient India- Indus Valley Civilisation to 3rd cen. A. D.

Course- DC- I/AC- I

Subject Code- 145108/175108

Marks- 100

Objectives:

Learners will be able to:

1. Understand the developments in the history of Ancient India from Indus Valley Civilisation to 3rd cen. A. D.
2. Know the rise and fall of different dynasties
3. Examine the Social and Religious developments in ancient India
4. Analyse the cultural changes that took place and how the Indians reacted to the fresh challenges.
5. Place the socio-cultural history of India in proper historical perspective.

Course Content	Marks
Unit 1 a) Sources: Literary; Archaeological b) Main Features of Indus Valley Civilisation c) Vedic Period: Origin of Vedic Aryans; Socio-economic and religious life	30
Unit II a) Rise of Magadha b) Emergence of New Religions- Jainism and Buddhism	25
Unit III a) Persian and Greek Invasions and their Impact b) Emergence of Mauryan Empire- Chandragupta Maurya and Emperor Ashok c) Mauryan Administration; socio-economic life under the Mauryas	25
Unit IV a) The Shungas, the Satvahanas b) The Shakas and the Kushanas c) Cultural Developments under the above dynasties	20

Title: Socio-Cultural and Economic History of Maharashtra from Yadavas to 1818

Course- DC- II

Subject Code- 145208

Marks- 100

Objectives:

Learners will be able to:

1. Understand the developments in the history of Maharashtra from the Yadava period to the downfall of the Peshwas
2. Examine the factors for the foundation of Hindavi Swarajya
3. Know the Social and Religious developments in medieval Maharashtra
4. Analyse the cultural contribution of the medieval saints
5. Place the socio-cultural and economic history of Maharashtra in the context of contemporary India

Course Content	Marks
Unit 1 a) Yadava Period: social, economic and cultural life b) Mohamedan period: Cultural Impact	25
Unit II a) Bhakti Movement in Maharashtra: Contribution of the Mahanubhav Sect and Warkari Sect b) Contribution of Sufi saints	25
Unit III a) Concept of Maharashtra Dharma-Its Cultural Significance b) Hindavi Swarajya- Cultural Interpretation c) Economic Policies of Chhtrapati Shivaji	25
Unit IV a) Social Life during Peshwa Period b) Economic Policies of the Peshwas c) Cultural Life under the Peshwas	25

Semester II

Title: Political History of India (4th Century to 1000 C. E.)

Course- DC- III/AC- II

Subject Code- 245308/275208

Marks- 100

Objectives:

Learners will be able to:

1. Study the events in the history of Ancient India from Gupta period to the arrival of Islamic Invasions
2. Understand the rise and fall of different dynasties in North India, Deccan and South India during ancient period
3. Examine the concept of Classical Age
4. Analyse the political annexations of the early Islamic invaders
5. Place the role of India in the history of South- east Asia during ancient period

Course Content	Marks
Unit 1 a) Emergence of Gupta Dynasty as a Political Power with special reference to Samudragupta and ChandraguptaII b) Classical Age: An Analysis c) Rule of Harshavardhana	25
Unit II a) Political Powers in Deccan and South India-The Vakatakas, The Chalukyas, The Pallavas, The Rashtrakutas and The Cholas b) Cultural Contribution of the Above Dynasties	25
Unit III a) Arab Invasion- Muhammad-bin-Qasim and Conquest of Sindh b) Impact of these invasions of India	25
Unit IV a) Definition and Explanation of the term 'Greater India' b) Expansion of Indian Power in South-East Asia c) Cultural Impact on South-east Asia	25

Title: History of Maharashtra (1818-1920)

Course- DC- IV

Subject Code- 245408

Marks- 100

Objectives:

Learners will be able to:

1. Know the impact of the policies of British rule on Maharashtra
2. Survey the changes in social and economic spheres in Maharashtra in 19th and early 20th centuries
3. Assess the contribution of social reformers in dealing with certain social issues of Maharashtra
4. Analyse the resistance carried out by the revolutionaries of Maharashtra to the oppressive British policies
5. Examine the role of the leading political associations and political leaders and to know their impact on Maharashtra

Course Content	Marks
Unit 1 Maharashtra Under British Rule 1. Maharashtra on the eve of British conquest 2. Main Features of Land Revenue System under British Rule; Revenue Settlements in Maharashtra 3. Law and Judiciary under British Rule	30
Unit II Socio-Religious Reform Movements 1. Paramhansa Sabha 2. Prarthana samaj 3. Satyashodhak Samaj 4. Vedokta Movement	25
Unit III Resurgence and Insurrections 1. Uprisings of Ramoshis, Bhils and Kolis 2. Revolt of Vasudev Balwant Phadke 3. Other Revolutionaries of Maharashtra 4. Peasant Unrest	20
Unit IV Social and Political Associations 1. Bombay Association 2. M. G. Ranade and Poona Sarvajanik Sabha 3. Indian National Congress and Maharashtra- Role of Gopal Krishna Gokhale 4. Indian National Congress and Maharashtra Lokmanya Bal Gangadhar Tilak	25

Semester III

- **Title:** History of Early Medieval India (1000 C. E.- 1526 A. D.)
- **Course- DC- IV/AC- III**
- **Subject Code-** 345508/375308
- **Marks-** 100

Objectives:**Learners will be able to:**

1. Know the developments in India from the expeditions of Mahmud of Ghazni to arrival of the Mughals in North India
2. Study the different policies of the rulers of Delhi Sultanate
3. Assess the effect of the Islamic rule on India
4. Examine the rule of Vijayanagar and Bahamani rulers and their impact on Indian history
5. Evaluate the beginning of cultural synthesis in India

Course Content	Marks
Unit 1 a) Political and Socio-Economic Conditions of India on Turkish Invasion- Invasions of Mahmud of Ghazni and Muhammad Ghori b) Establishment of Delhi Sultanate- Qutb-uddin Aibak, Iltutmish, Razia Sultan and Balban	25
Unit II a) Expansion and Consolidation of Delhi Sultanate under Alla-uddin Khilji- Administrative and Military Reforms b) Expansion and Consolidation of Delhi Sultanate under Tughlaq Rule- Muhammad Bin Tughlaq and Firoz Tughlaq	25
Unit III a) Establishment of Vijaynagar Empire- Harihar, Bukka and Krishnadevaray b) Establishment and Decline of Bahamani Kingdom	25
Unit IV a) Socio-economic and Cultural Life under Delhi Sultanate b) Socio-economic and Cultural Life under Vijaynagar and Bahamani rules	25

Title: Elements of Historical Methodology

Course- DC VI

Subject Code- 345608

Marks- 100

Objectives:

Learners will be able to:

1. Know the nature, scope of History as a subject
2. Understand the significance of various sources of History
3. Study the categories of History and their relations with other sciences
4. Assess the criteria of objective history-writing
5. Examine the process of passing on the history to future generations

Course Content	Marks
Unit 1 a) Meaning; Nature and Scope of History b) Sources of History- Archaeological; Literary	25
Unit II a) Types of History b) Auxiliary Sciences of History	25
Unit III a) Criteria of Authenticity of Historical Sources b) Criteria of Credibility of Historical Sources	25
Unit IV a) Objectivity in History-writing b) Analysis of Data and Interpretation of Historical Sources	25

Title: History of Europe (1789-1871)

Course- APC- I

Subject Code- 365108

Marks- 100

Objectives:

Learners will be able to:

1. Study the events in the history of Europe from French Revolution to Unification of Germany
2. Understand the significance of role played by Main personalities in the shaping of Europe in late eighteenth and 19th century
3. Examine the power-politics in major countries of Europe in 19th century
4. Assess the developments in Europe leading to the birth of new nations
5. Have a perspective in comparison with the contemporary India

Course Content	Marks
Unit 1 a) French Revolution- Causes and Consequences b) Napoleon Bonaparte- Military Achievements; Administrative Reforms; Decline	25
Unit II a) Congress of Vienna- Principles and Aims b) Consort of Europe- Age of Metternich	25
Unit III a) Revolution of 1848 in France and the Birth of Second Republic b) Napoleon III- Military Achievements; Administration	25
Unit IV a) Role of Bismarch in European Politics b) Unification of Italy c) Unification of Germany	25

Semester IV

- **Title:** History of Later Medieval India (1526 A. D.- 1757)
- **Course- DC- VII/AC IV**
- **Subject Code- 445708/475408**
- **Marks- 100**

Objectives:

Learners will be able to:

1. Study the rise and fall of Mughal Empire in India under its rulers
2. Understand the significance of Sher Shah Suri amidst Mughal rule
3. Assess the role played by Chhatrapati Shivaji in the foundation of Hindavi Swarajya
4. Examine the importance of the Maratha rule till Maharani Tarabai
5. Evaluate the cultural synthesis under Hindu and Islamic rules

Course Content	Marks
Unit 1 a) Emergence of Mughal Power- Babur and Humayun b) Sher Shah Suri- Conquests and administration	25
Unit II a) Expansion and Consolidation of Mughal Rule: Emperor Akbar, Jehangir and Shah Jahan b) Decline of Mughal Power: Policies of Aurangzeb; Later Mughals	25
Unit III a) Chhatrapati Shivaji and Foundation of Swarajya b) Rules of Sambhaji, Rajaram and Tarabai	20
Unit IV a) Mughal Administration b) Administration of Chhatrapati shivaji c) Socio-economic and Cultural Life	30

Title: Major Trends in Indian Historiography

Course- DC VIII

Subject Code- 445808

Marks- 100

Objectives:

Learners will be able to:

1. Know the main trends in history-writing of India
2. Understand the utility of some texts of Indian languages for the writing of history
3. Assess the importance of foreign travelogues for history-writing
4. Analyse the impact of some ideologies on the history-writing
5. Examine the trends of history-writing in independent India

Course Content	Marks
Unit 1 Historiography of Ancient India a) Main Texts: <i>Sangam Literature, Arthashastra, Harshacharitam, Rajatarangini</i> b) Travelogues of Foreign Travelers: Greek, Chinese	25
Unit II Historiography in Medieval India a) Pre- Mughal Historiography: Al Bairuni, Ibn Batuta b) Historiography During Mughal Period: Abul Fazal, Khafi Khan c) Historiography of Maratha Period: <i>Adnyapatra, Peshwa Daftar, Bakhar Literature</i>	25
Unit III Historiography of Modern Period a) Imperialist School b) Nationalist School c) Marxist School	20
Unit IV Trends of Historiography in Post-independence period a) Oral History b) Local History c) Women's History	30

Title: History of Europe (1870- 1945)

Course- APC II

Subject Code- 465208

Marks- 100

Objectives:

Learners will be able to:

1. Know about the Eastern Question and its effect on Turkish empire
2. Study the struggle of imperial powers of Europe about mastery over Africa
3. Examine the events leading to World War I and the consequences of the War
4. Trace the causes and forms of dictatorship in Germany and Italy
5. Assess the causes and consequences of World War II and evaluate the role of UNO

Course Content	Marks
Unit 1 a) Eastern Question: Crimean War and Treaty of Paris b) Russo-Turkish war and Treaty of Berlin c) Young Turk Movement	25
Unit II a) Consequences of Imperialism in Africa b) Balkan wars; World war I- Causes and Consequences	25
Unit III a) Nazism in Germany b) Fascism in Italy c) Great Depression: Its Effects on Europe	20
Unit IV a) World War II: Causes and Consequences b) Establishment of UNO	30

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Reviewed and Approved by:**Hon’ble Vice Chancellor****For and On behalf of****Board of Management and Academic Council****Shreemati Nathibai DamodarThackersey Women's University ,****1, Nathibai Thackersey Road,****New Marine Lines, Mumbai-400020, Maharashtra (India)****Signatures****Registrar****Director, CDE**

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Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

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१. कादंबरीचे स्वरूप आणि संकल्पना समजून घेणे.
२. कादंबरीच्या घटकांचा अभ्यास करणे.
३. दि.बा.मोकाशी यांच्या आनंद ओवरी या कादंबरीचे सूक्ष्म अध्ययन करणे

अ.क्र	अभ्यासघटकाचे विवरण	तासिका	गुण
1	कादंबरीचेस्वरूप आणि संकल्पना कादंबरीचे घटक	15	25
2	दि.बा.मोकाशी यांच्या लेखनाचा आणि लेखन वैशिष्ट्यांचा स्थूल परिचय दि.बा. मोकाशी यांच्या आनंद ओवरी कादंबरीच्या कथानकाचा अभ्यास	15	25
3	आनंद ओवरी कादंबरीचा आशय, पात्रस्वरूप, वातावरणनिर्मिती आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25
4	आनंद ओवरी कादंबरीचा निवेदन, भाषा आणि शैली आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25

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१. छापील माध्यमासाठी बातमी लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. वृत्त आणि अलंकार यांचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	छापील माध्यमासाठी बातमी लेखन— छापील माध्यमाचे स्वरूप विशेष वृत्तांतकथन, बातमी व बातमीपत्र यांतील साम्य— भेद बातमीवरील भाष्य : संपादकीय, स्फुट आक्षेप लेखन छापील माध्यमासाठी प्रत्यक्ष लेखन करणे	२५
२	वृत्त आणि अलंकार लग क्रम, अक्षरगणवृत्त, मात्रावृत्त (जातीवृत्त), अक्षर छंद शादृलविक्रिडीत, वसंततलिका, भूजंगप्रयात, दिंडी, अनुष्टुभ, आर्या शब्दालंकार, अनुप्रास, यमक, श्लेष	२५
३	रसग्रहणाचे स्वरूप आणि वैशिष्ट्ये, पाठयेत्तर कवितेचे रसग्रहण	२५
४	मराठीच्या संदर्भात संगणकाचा परिचय, संकेतस्थळ (वेबसाईट) शोधन, मराठीतून ई—मेल तयार करणे, पाठविणे, मराठीतील ई जर्नलस् शोधणे, त्यांचे अवलोकन, अध्ययन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद / ट्यूटोरियल / अ चाचणी परीक्षा इत्यादी घेणे.	

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१. निबंध लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. जाहिरात विद्येचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	कार्यालयीन पत्र लेखन स्वरूप आणि वैशिष्ट्ये कार्यालयीन पत्रांचे प्रकार, कार्यालयीन पत्रलेखन करणे.	२५
३	जाहिरात संकल्पना, स्वरूप व प्रकार इत्यादी विविध माध्यमांनुसार जाहिरातीचे बदलणारे स्वरूप विविध विषयावरील / उत्पादनांच्या जाहिराती तयार करणे.	२५
४	मुद्रित शोधन म्हणजे काय मुद्रित शोधनातील विविध चिन्हे आणि त्यांचे अर्थ प्रत्यक्ष मुद्रित शोधन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद टयूटोरियल / अंतर्गत चाचणी परीक्षा इत्यादी घेणे.	२५

D.C.Mar. III . 245304 A.C.Marathi. II 275204 मराठी चरित्र**उद्दिष्टे**

१. चरित्र वाङ्.मयाचे स्वरूप आणि संकल्पना समजून घेणे.
२. चरित्र वाङ्.मयाच्या घटकांचा अभ्यास करणे.
३. विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	चरित्र वाङ्.मयाचे स्वरूप आणि संकल्पना समजून घेणे. चरित्र वाङ्.मयाच्या घटकांचा अभ्यास करणे.	२५
२	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' मधील जीवनानुभवाचे स्वरूप	२५
३	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन	२५
४	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राची भाषा आणि शैली	२५

D.C.Mar. IV 245404) व्यवहारिक मराठी**उद्दिष्टे**

१. लेखनविषयक नियम समजून घेणे.
२. मुद्रितशोधनाचे स्वरूप समजून घेणे आणि उताऱ्याचे मुद्रितशोधनाच्या खूणा करणे.
३. म्हणी, वाक्प्रचार यांचे भाषेत उपाययोजन करणे.
४. जाहिरातीचे स्वरूप समजून घेणे आणि मुद्रित माध्यमासाठी जाहिरात तयार करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	लेखनविषयक नियम मराठी साहित्य महामंडळाने मान्य केलेले लेखनविषयक नियम	२५
२	मुद्रितशोधनामध्ये वापरल्या जाणाऱ्या वेगवेगळ्या खूणा आणि त्यांचे अर्थ समजून घेणे, दिलेल्या उताऱ्याचे मुद्रितशोधन करणे.	२५
३	म्हणी, वाक्प्रचार यांचे भाषेतील उपाययोजन म्हणी आणि वाक्प्रचार म्हणजे काय ते समजून घेणे. म्हणी आणि वाक्प्रचार यांचा भाषेत उपाययोजन करणे.	२५
४	जाहिरात म्हणजे काय ते समजून घेणे. मुद्रित माध्यमासाठी तयार केल्या जाणाऱ्या जाहिरातीचे स्वरूप मुद्रित माध्यमासाठी जाहिरात तयार करणे.	२५

CApc.Mar. II 285204) लेखन कौशल्य**उद्दिष्टे**

१. रसग्रहणाचे स्वरूप समजून घेणे आणि कौशल्य अवगत करणे.
२. विविध कार्यक्रमांच्या पत्रिका तयार करणे.
३. संवाद कौशल्य विकसित करणे.
४. सूत्रसंचालन कौशल्य आत्मसात करणे आणि विविध कार्यक्रमांसाठी सूत्रसंचालन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	रसग्रहणाचे स्वरूप विविध प्रकारच्या कवितांचे रसग्रहण करणे.	२५
३	विविध कार्यक्रमांच्या पत्रिकांचे स्वरूप समजून घेणे विविध कार्यक्रमांच्या पत्रिका तयार करणे.	२५
४	संवाद कौशल्याचे स्वरूप संवाद कौशल्य विकसित करणे	२५

D.C.Mar. V 345504) A.C.Marathi. III 375304 मराठी कविता**उद्दिष्टे**

१. कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.
३. कवितासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.	२५
२	इंद्रजित भालेराव, दासू वैद्य, भूजंग मेश्राम, अरुण काळे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
३	अनुराधा पाटील, नीरजा, प्रज्ञा लोखंडे, यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
४	सिसिलिया कार्वालो, मीनाक्षी पाटील, शिरीष गोपाळ देशपांडे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास	२५

D.C.Mar. VI 345604) मराठीभाषा आणि व्याकरण**उद्दिष्टे**

१. भाषा म्हणजे काय, तिचे स्वरूप, व्याप्ती, महत्त्व आणि कार्य समजून घेणे.
२. भाषा, प्रमाणभाषा, बोली म्हणजे काय ते समजून घेणे आणि त्याचा परस्पर संबंध समजून घेणे.
३. मराठीतील वर्णमालेचा अभ्यास करणे.
४. मराठीतील शब्दांच्या जाती अभ्यासणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषा : स्वरूप, व्याप्ती, महत्त्व आणि कार्य	२५
२	अ भाषा, प्रमाणभाषा, बोलीभाषा परस्पर संबंध आ मराठीच्या बोली १— अहिराणी २— वऱ्हाडी	२५
३	मराठीची वर्णमाला : स्वर, स्वरादी, व्यंजने व वर्णांची उच्चरस्थाने	२५
४	मराठीतील शब्दांच्या जाती १ — विकारी २ अविकारी	२५

Apc.Marathi I 356104) साहित्याची भाषा

उद्दिष्टे

१. भाषेचे स्वरूप समजून घेणे.
२. साहित्य भाषेचे स्वरूप आणि वेगळेपण समजून घेणे.
३. साहित्यकृतीचा अर्थव्यवहार समजून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	व्यवहार भाषा, साहित्य भाषा, शास्त्रभाषा यांतील साम्य —भेद भाषेचे स्थर १) पृष्ठ स्थर (संक्षिप्त विवेचन) १.१) भाषेचे नादरूप १.२) भाषेचे लेखनरूप १.३) भाषेचे शब्दरूप १.४) भाषेचे व्याकरणरूप	२५
३	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार अ) वाक्यप्रचार, म्हणी, इत्यादीचे स्वरूप आणि साहित्य भाषेतील स्थान आ) उपमा, अलंकार, रूपक यांचा स्थूल परिचय	२५
४	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार— प्रतिमा, प्रतीक आणि मिथक यांचे स्वरूप	२५

CApc.Mar. III 385304) कल्पनाविस्तार, म्हणी वाक्यप्रचार, ग्रंथपरीक्षण

उद्दिष्टे

१. कल्पनाविस्ताराचे स्वरूप समजून घेणे आणि कल्पनाविस्तार करणे.
२. म्हणीचे स्वरूप समजून घेणे आणि म्हणीचे उपयोजन करणे.
३. वाक्यप्रचाराचे स्वरूप समजून घेणे आणि वाक्यप्रचाराचे उपयोजन करणे.
४. ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे आणि ग्रंथपरीक्षण करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कल्पनाविस्ताराचे स्वरूप विविध बाबींचा प्रत्यक्ष कल्पनाविस्तार करणे.	२५
२	म्हणीचे स्वरूप समजून घेणे. म्हणींचे भाषेत उपयोजन करणे.	२५
३	वाक्यप्रचाराचे स्वरूप समजून घेणे वाक्यप्रचाराचे भाषेत उपयोजन करणे	२५
४	ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे. विशिष्ट ग्रंथपरीक्षण करणे.	२५

DC.MarathiVII) 445704) मराठी कथा**उद्दिष्टे**

१. कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.
३. नेमलेल्या कथासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.	२५
२	गौरी देशपांडे, लक्ष्मण लोंढे, प्रतिमा इंगोले आणि जयंत पवार यांच्या निवडक कथांचा सूक्ष्म अभ्यास	२५
३	आप्पासाहेब खोत, गौतमीपूत्र कांबळे जी.के.ऐनापुरे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५
४	मेनिका गजेद्रगडकर, प्रतिमा जोशी आणि माधव सरकुंडे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५

DC. Marathi IX - वाङ्मयीन वाद 545904)**उद्दिष्टे :**

१. विद्यार्थिनींना वाङ्मयीन वाद ही संकल्पना समजेल.
२. त्यांना नेमलेल्या वाङ्मयीन वादांचा सूक्ष्म अभ्यास करता येईल.
३. त्या आधारे मार्क्सवाद, अस्तित्ववाद, अतिवास्तावाद, स्त्रीवाद यांसारख्या इतर वाङ्मयीन वादांचा स्थूल परिचय करून घेता येईल.
४. नेमलेले वाङ्मयीन वाद आणि साहित्य यांचा परस्परसंबंध त्यांच्या लक्षात येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	वाङ्मयीन वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये विविध वाङ्मयीन वादांचा स्थूलपरिचय वैशिष्ट्ये	२५
२	अभिजातातावाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
३	स्वच्छंदता वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
४	वास्तववाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५

DC. Marathi X मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग -१ (१२७५ ते १६३० 545104

उद्दिष्टे :

1. यादवकालीन आणि बहामनीकालीन राजकीय, सामाजिक, सांस्कृतिक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा कोणत्या होत्या ते त्यांच्या लक्षात येईल.
3. यादवकालीन आणि बहामनीकालीन परिस्थितीचा तत्कालीन ग्रंथरचनेवर झालेला परिणाम विद्यार्थिनींना स्पष्ट करता येईल.
4. तसेच या कालखंडातील महत्त्वाच्या पंथ वाङ्मयाचा आणि महत्त्वाच्या कवींचा अभ्यास करता येईल.
5. या कालखंडातील कवींच्या कार्यकर्तृत्वाचे आकलन करून घेता येईल.
6. या काळातील साहित्याच्या ऐतिहासिक विकासक्रमाचे भान आत्मसात करून घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	यादवकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
२	यादवकालीन साहित्यनिर्मितीचे स्वरूप मुकुंद राज, महानुभाव संप्रदाय -गद्य-गद्यग्रंथ वारकरी संप्रदाय - ज्ञानेश्वर, नामदेव आणि इतर स्त्री - पुरुष संतकवी	२५
३	बहामनीकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
४	बहामनीकालीन साहित्यनिर्मितीचे स्वरूप वारकरी संप्रदाय प्रमुख ग्रंथरचना एकनाथ, तुकाराम आणि इतर स्त्री - पुरुष संतकवी पंडित कवींचे कार्यकर्तृत्व - मुक्तेश्वर, वामन पंडित, नागेश, विठ्ठल, आनंदतनय, रागुनाथ पंडित.	२५

DC. Marathi XI आत्मपर लेखन 545114)

उद्दिष्टे :

1. विद्यार्थिनींना आत्मपर लेखनही संकल्पना समजेल.
2. यालेखनप्रकारचे स्वरूप अभ्यास करता येईल.
3. आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे प्रकारांचे स्वरूप समजेल.
4. आत्मपरलेखनातील 'मी' ची भूमिका आणि तिचे लेखनावरील परिणाम लक्षात येईल.
5. आत्मपरलेखनातील अनुभव घेणारा 'मी' (गर्भित लेखक), लेखनातील 'मी' (निवेदक) लेखन करणारा मी (लेखक) यांचे परस्परातील नाते विद्यार्थिनींच्या लक्षात येऊ शकेल.
6. त्या आधारे 'कोवळी उन्हे' आणि 'हिंगण्याच्या माळावरून' या लेखनकृतींचा सूक्ष्म अभ्यास करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	आत्मपर लेखनही संकल्पना, तिचे स्वरूप आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे स्वरूप आत्मपर साहित्यातील अनुभव घेणारा 'मी' आणि लेखन करणारा 'मी' यांचे नाते	२५
२	आधुनिक मराठीतील आत्मपरलेखनाचा संक्षिप्त आढावा विजय तेंडूलकर आणि श्रीमती कावेरी कर्वे, यांच्या आत्मपर लेखनाचे विशेष	२५
३	विजय तेंडूलकर यांच्या 'कोवळी उन्हे' या ललित गद्याचे स्वरूप आणि वैशिष्ट्ये 'कोवळी उन्हे' मधील 'मी' चे स्वरूप	२५
४	श्रीमती कावेरी कर्वे यांच्या 'हिंगण्याच्या माळावरून' या आत्मचरित्राचे स्वरूप आणि वैशिष्ट्ये 'हिंगण्याच्या माळावरून' मधील 'मी' चे स्वरूप	२५

DC. Marathi XII कादंबरी : साहित्यप्रकार 545124)

उद्दिष्टे :

1. विद्यार्थिनींना कादंबरी या साहित्यप्रकाराचे स्वरूप व इतर साहित्यप्रकारापेक्षा असणारे वेगळेपण लक्षात येतील.
2. यांना कादंबरीचे या साहित्यप्रकाराचे घटक निश्चित करून त्यांचा अभ्यास करता येईल.
3. कादंबरी या साहित्यप्रकाराचे उपप्रकार त्यांना अभ्यासता येईल.
4. कादंबरी या साहित्यप्रकाराचे मराठीतील विकासक्रम त्यांच्या लक्षात येतील.
5. नेमलेल्या कादंबऱ्यांचे सूक्ष्म विश्लेषण व मूल्यमापन करता येईल.
6. नेमलेल्या कादंबऱ्यांच्या आधारे कादंबरीकारांच्या लेखनवैशिष्ट्यांचा शोध घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	या साहित्य प्रकाराचे स्वरूप आणि संकल्पना कादंबरीचे घटक, कादंबरीचे प्रकार	२५
२	आधुनिक मराठीतील कादंबरीचा संक्षिप्त आढावा गौरी देशपांडे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय उत्तम बंडू तुपे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	'गौफ' या कादंबरीचा सूक्ष्म अभ्यास	२५
४	'भस्म' या कादंबरीचा सूक्ष्म अभ्यास	२५

Apc. Marathi III प्रसारमाध्यमांसाठी मराठी 565304)

उद्दिष्टे :

1. विद्यार्थिनींना प्रसारमाध्यमांचे नेमके स्वरूप समजून घेता येईल.
2. प्रसारमाध्यमांच्या संदर्भात भाषा कोणकोणते करू शकते लक्षात येईल.
3. प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध अभ्यासणे.
4. प्रसारमाध्यमांच्या स्वरूपामधील भेदानुसार आवश्यक भाषिककौशल्य कशी बदलता ते कळेल.
5. मुद्रित माध्यमांचे स्वरूप अभ्यासता येईल. बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इ. प्रकारामधील फरक समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
6. श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. श्राव्य बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि प्रकारचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
7. दृक् श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. या प्रकारच्या माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन, कॅप्शन्स यांचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध प्रसारमाध्यमांसाठी भाषिककौशल्य	२५
२	प्रसारमाध्यमांचे स्वरूप व वैशिष्ट्ये बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इत्यादि	२५
३	श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि	२५
४	दृक् श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन इत्यादि	२५

CApc. Mar. VII वृत्तलेखन 685704)

उद्दिष्टे :

1. विधार्थिनींना कार्यालयीन कामासाठी मराठीचा वापर कशापद्धती केला जातो हे समजून घेता येईल.
2. मराठी भाषेचा औपचारिक शैलीचा परिचय होईल.
3. टिपण्णी लेखन, इतिवृत्त लेख, जाहीर निवेदन, जाहिरातीची इत्यादी लेखन प्रकारचे स्वरूप समजेल. त्यांतील फरक लक्षात येईल. या सर्व प्रकारचे लेखन करण्याचे कौशल्य अवगत होईल.
4. मराठी लेखनचे नियम समजून घेऊन नियमानुसारी लेखन करण्याचा सराव होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	सभेची सूचना, विषय सूची टिपण्णी लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन	२५
२	इतिवृत्त लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन सभेची इतिवृत्त आणि अहवालात्मक इतिवृत्त	२५
३	जाहीर निवेदन - स्वरूप, महत्व, प्रकार आणि उपयोजन माहिती पत्रक	२५
४	जाहिरात - मुद्रित माध्यमासाठी जाहिरात मसुदालेखन शुध्दलेखनाचे नियम	२५

DC. Marathi XIII भारतीय काव्यशास्त्र 646304)

उद्दिष्टे :

1. विधार्थिनींना भारतीय काव्यशास्त्राची अभ्यासपद्धती समजेल तसेच त्यामधील काही घटकांचे सूक्ष्म आकलन होईल.
2. संस्कृत साहित्यशास्त्रकारांनी केलेला काव्यलक्षणांचा विचार समजेल.
3. भरतमुनींपासून मम्मटापर्यंत नाट्यकाव्यप्रयोजनांचा विकासक्रम समजेल.
4. प्रतिभा, व्युत्पत्ती, अभ्यास, आणि इतर घटकांसंदर्भात संस्कृतसाहित्य मीमांसकांनी केलेला काव्यकारण विचार लक्षात येईल.
5. अभिदा, लक्षणा, व व्याजंना या तीन शब्दशक्ती, व त्यांचे प्रकार त्यांना समजतील.
6. संस्कृत साहित्यशास्त्रातील अलंकार विचार समजून घेता येईल.
7. लक्षणा, व्याजंना व अलंकार इत्यांदांचे साहित्याच्या संदर्भातील महत्व त्यांना कळेल त्या आधारे स्वअध्ययन करणे शक्य होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	काव्यलक्षण	२५
२	नाट्यकाव्यप्रयोजन - भरतमुनीं ते मम्मट आणि काव्यकारण - प्रतिभा, व्युत्पत्ती अभ्यास आणि इतर	२५
३	शब्दशक्ती - अभिदा, लक्षणा, व्याजंना	२५
४	अलंकार विचार	२५

DC. Marathi XIV मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग - २ (१६३० ते १८१८) 646404)

उद्दिष्टे :

1. विद्यार्थिनीनाशिवकालीन आणि पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा समजून घेता येतील.
3. शिवकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना कळतील.
4. पेशवेकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना आकलन करून घेता येतील.
5. तसेच या काखंडात निर्माण झालेल्या साहित्याचे स्वरूप आणि महत्त्व त्यांचा लक्ष्यात येईल तसेच त्यातील ऐतिहासिक विकासक्रमाचे भान त्या आत्मसात करून घेतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	शिवकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
२	शिवकालीन साहित्यनिर्मितीचे स्वरूप शिवकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५
३	पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
४	पेशवेकालीन साहित्यनिर्मितीचे स्वरूप पेशवेकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५

DC. Marathi XV - नाटक : साहित्यप्रकार 646504)

उद्दिष्टे :

1. विद्यार्थिनीनानाटक या साहित्यप्रकाराची संकल्पना इतर साहित्यप्रकाराहून उदा काठ कादंबरी इत्यादि नाटकाचे असलेले वेगळेपण समजून घेता येईल.
2. नाटक हा दृक - श्राव्य प्रकार असल्याने नाट्यसंहिता व नाट्यप्रयोग या संदर्भातील घटकांची माहिती करून घेता येईल.
3. रत्नाकर मतकरी व चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा परिचय झाल्याने नाटककारांच्या नाट्यविषयक दृष्टीचे वेगळेपण त्यांना समजेल.
4. आरण्यक व दढो लताशे या दोन वेगळ्या विषयावरील तसेचरुपबंधातील नाट्यसंहितेचा अभ्यास केल्यावर त्या आधारे त्यांना नाट्यकृतीची समीक्षा करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	नाटक या साहित्यप्रकाराचे स्वरूप आणि संकल्पना नाटकचे घटक समजून घेणे नाटकचे प्रकार समजून घेणे	२५
२	रत्नाकर मतकरीयांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	आरण्यक या नाटकाचा सूक्ष्म अभ्यास	२५
४	ढोलताशे या नाटकाचा सूक्ष्म अभ्यास	२५

DC. MarathiXVI समकालीन मराठी साहित्यप्रवाह - ग्रामीण साहित्य 646604

उद्दिष्टे :

1. विद्यार्थिनींना साहित्यप्रवाह हीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनींना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. ग्रामीण साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच ग्रामीण साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. बारोमास व दाहीदिशा या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. ग्रामीण साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	ग्रामीण साहित्य हीसंकल्पनाआणि स्वरूप ग्रामीण साहित्याचा संक्षेप इतिहास	२५
३	बारोमास या कादंबरीचे सूक्ष्म अभ्यास	२५
४	दाहीदिशा या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

DC. Marathi XI समकालीन मराठी साहित्यप्रवाह - दलित साहित्य 647604)

उद्दिष्टे :

1. विद्यार्थिनींनासाहित्यप्रवाहहीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनींना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. दलित साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच दलित साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. मेलेलं पाणी व तनमाजोरी या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. दलित साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	दलित साहित्य हीसंकल्पनाआणि स्वरूप दलित साहित्याचा संक्षेप इतिहास	२५
३	मेलेलं पाणी या कादंबरीचे सूक्ष्म अभ्यास	२५
४	तनमाजोरी या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

Apc. Marathi IV ग्रंथ परीक्षण आणि ग्रंथ समीक्षा 665404)

उद्दिष्टे :

1. विद्यार्थिनींना ग्रंथपरिचय, ग्रंथपरीक्षण आणि ग्रंथसमीक्षा या संकल्पना व त्यांतील साम्य भेद समजावून घेता येईल.
2. त्याआधारे साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण यांचे स्वरूप त्यांच्या लक्षात येईल.
3. नेमलेल्या साहित्यकृतींचे परीक्षण किंवा समीक्षण त्यांना करता येईल.
4. साहित्यकृतीचे परीक्षण किंवा समीक्षण करण्याची दृष्टी त्यांना लाभेल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	ग्रंथ परीक्षण आणि ग्रंथ समीक्षा या संकल्पना व स्वरूप	२५
२	साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण स्वरूप व वैशिष्ट्ये	२५
३	माझे विद्यापीठ या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५
४	तिहार या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५

CApc. Mar VIII प्रशासकीय मराठी 685804)

उद्दिष्टे :

1. विद्यार्थिनींना प्रशासकीय कामकाजासाठी योजल्या जाणार्या मराठी भाषेचे स्वरूप लक्षात येईल.
2. प्रशासकीय मराठी भाषेचे वेगळेपण आणि वेगळी परिभाषा त्या आकलन करून घेऊ शक्तील.
3. प्रशासकीय आदेश, परिपत्रके यांचा भाषा व लेखनशैली त्यांना समजून घेता येईल.
4. अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादी लेखनाचे तंत्र त्यांना समजून घेता येईल.
5. पारिभाषिक संज्ञा प्रशासकीय वाक् प्रयोग व मुद्रितशोधनाची कौशल्य आत्मसात करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रशासकीय भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	शासकीय आदेशांच्या आणि परीपात्रकांच्या भाषेचे स्वरूप, वैशिष्ट्ये, लेखनकौशल्य इत्यादि	२५
३	शासकीय परिपत्रके, अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादींचा भाषेचे स्वरूप आणि लेखनतंत्र	२५
४	शासकीय पारिभाषिक शब्द आणि प्रशासन वाक् प्रयोग मुद्रितशोधन	२५

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. Political Science

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Political Science “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
- | | |
|-----------------|---|
| B.A. I | – Rs. 4040/- (S.N.D.T. University) |
| B.A. I | – Rs. 4290/- (Other University) |
| B.A. II | – Rs. 3790/- (S.N.D.T. University) |
| B.A. II | – Rs. 4290/- (Other University) |
| B.A. III | – Rs. 4040/- (S.N.D.T. University) |

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B. A. I

D. C. I / A. C. I - Code: 4109/7109

Objective:

To introduce the student with the Constitutional, Governmental Structure and political Process in India.

Unit	Course Content
Unit 1	Historical Background of Indian Constitution.
Unit 2	Basic Features of India's Constitution.
Unit 3	Preamble, Fundamental Rights and Duties, Directive Principles of State Policy.
Unit 4	Union Government: President, Parliament, Cabinet and Prime Minister.
Unit 5	State Government: Governor, Council of Ministers and Chief Minister.
Unit 6	Centre - state Relations.
Unit 7	Supreme Court and High Court.
Unit 8	Election Commission and Electoral Reforms.
Unit 9	Major Issues in Indian Politics: a) Caste b) Religion c) Language d) Region e) Poverty Alleviation.

D. C. II - Code:4209 - Political Theory

Objective:

To introduce students to the basic theoretical and conceptual framework of Political Science.

Unit	Course Content
Unit 1	Nature and Significance of Political Theory.
Unit 2	Power and Authority.
Unit 3	State: Origin and Development.
Unit 4	Nationalism and Nation – State.
Unit 5	Sovereignty.
Unit 6	Citizenship, Rights and Liberty.
Unit 7	Equality.
Unit 8	Justice.
Unit 9	Democracy.
Unit 10	Welfare State.

B.A. II

D. C. III/ A. C. II - Code:4309/7209 - Select Modern Governments.

Objective:

To analyze the constitutional, ideological and institutional structure of the given political system.

Unit	Course Content
Unit 1	United Kingdom: a. The nature of the Constitution. b. Monarchy. c. Parliament . d. Cabinet Government System. e. Political Parties. f. Rule of law and Judiciary.
Unit 2	United States of America. a. Salient Features of Constitution. b. Federal System. c. The President. d. The Congress. e. Political Parties. f. The supreme Court and Judicial Review.
Unit 3	People's Republic of China : a. Salient Features of Constitution. b. Rights and Duties of Citizens. c. National People's Congress d. The State Council and Prime Minister. e. The Communist Party. f. Judiciary.
Unit 4	Switzerland: a. Salient Features of Constitution. b. Federal Pattern of Government. c. Federal Assembly. d. Federal Council. e. Direct Democracy.

D. C. IV - Code: 4409 - Public Administration

Objective:

To introduce the student to the principles of public administration.

Unit	Course Content
Unit 1	Meaning, Nature and Scope of Public Administration.
Unit 2	Approaches to public Administration.
Unit 3	Relations between public Administration and Other Social Sciences.
Unit 4	Politics and Public Administration.
Unit 5	Administrative Behavior: Leadership, Decision – Making, Supervision.
Unit 6	Bureaucracy and Budgeting.
Unit 7	Legislative control over Administration.
Unit 8	Administrative Reforms.

A.P.C – I - Code – 6109 - Local Self Government

Objective:

To discuss the role of local self Government in the present governmental set up.

Unit	Course Content
Unit 1	Meaning and significance of Local Self government.
Unit 2	Rise and growth of Urban Local Self government.
Unit 3	Municipal Corporation: Composition, Functions and Powers, Committee System, Role of Municipal commissioner.
Unit 4	Municipality Composition, Functions and Powers, Committee system, Role of Chief Officer, Control of State Government.
Unit 5	Major problems of Urban Local Government.
Unit 6	Rise and Growth of Panchayati Raj Institution. (Pattern of rural local bodies in Maharashtra or Gujarat)
Unit 7	Zila Parishad, Composition, Functions and Powers.
Unit 8	Panchayat Samiti and Gram Panchayat Composition, Functions and Powers.
Unit 9	Relations between Officials and Non-Officials.
Unit 10	Major Problems of Rural Local Government.

B.A. III

D.C – V - Code – 4509 - International Relations

Objective:

To highlight the major issues in international relations in the post second world war period.

Unit	Course Content
Unit 1	Consequences of Second World War.
Unit 2	United Nations: Aims, Structure (Organs and Specialized Agencies) Achievements, Problems and Prospects.
Unit 3	Cold War.
Unit 4	Decolonization and Emergence of the Third World.
Unit 5	Non – aligned Movement.
Unit 6	Emergence if New World Order.

D.C – VI - Code: 4609 - Modern Political Analysis

Objectives:

To introduce student to the development in the discipline of Political Science in early 20th Century and to make her familiar with the tools and methods of modern political analysis.

Unit	Course Content
Unit 1	Emergence of Modern Political Analysis.
Unit 2	Nature and Scope of Modern Political Analysis.
Unit 3	Behavioral Approach.
Unit 4	Systems Theory.
Unit 5	Political Culture and Political Socialization.
Unit 6	Political Participation.
Unit 7	Political Elites.
Unit 8	Political Development.

D.C – VII - Code – 4709 - Western Political Thought

Objectives:

To study the evolution of political thought in the socio-economic and historical contest of Europe.

Unit	Course Content
Unit 1	Plato: Ideal State, Philosopher King, Communism.
Unit 2	Aristotle: Views on State, Classification of Government Revolution.
Unit 3	St. Augustine: Justification of Ecclesiastical Authority, Classification Law.
Unit 4	Transition from Medieval to Modern: Decline of Feudalism, Emergence of Capitalism, Enlightenment, Renaissance, Reformation, Emergence of Nation State.
Unit 5	Niccolo Machiavelli: Politics, Religion and Morality, Art of Ruling, Republicanism.
Unit 6	Thomas Hobbes: Social Contract, Theory of Sovereignty, absolutism.
Unit 7	John Locke: Social Contract, Consent, Limited Government, Tolerance.
Unit 8	Jean Jacques Rousseau: Origin of Inequality, General Will, Popular Sovereignty.
Unit 9	John Stuart Mill: Liberty, Utilitarianism, Representative Government, Subjugation of Woman.
Unit 10	Karl Marx: Materialistic Interpretation of History, Class Struggle, Capitalism, State Revolution, Dictatorship of Proletariat, Classless Society.

D.C. VIII – Code: 4809 - Indian Political Thought

Objective:

To analyze the contribution of Indian Political Thinkers to the political discourse in India.

Unit	Course Content
Unit 1	Ram Mohan Roy.
Unit 2	M. G. Ranade.
Unit 3	M. G. Tilak.
Unit 4	M. K. Gandhi.
Unit 5	B. R. Ambedkar.
Unit 6	Jawaharlal Nehru.
Unit 7	V. D. Savarkar.
Unit 8	Jayprakash Narayan.

A. P. C. II - Code: 6209 - Women's Movement and Empowerment

Objective:

To highlight the women's role and contribution to different socio-political movements in pre-and post independence India and to analyze the policies and processes of their empowerment.

Unit	Course Content
Unit 1	Women's Role in Freedom Struggle: Gandhian Movements and Revolutionary Movements.
Unit 2	Women and Ambedkarite Movement.
Unit 3	Women and the Leftist Movements.
Unit 4	Women's movement in Post Independence Era.
Unit 5	Empowerment of Women: Challenges.
Unit 6	Constitutional Provisions and Governmental policies regarding Women.
Unit 7	Women's Participation in Democratic Process: Political parties, Elections and voting Behavior.
Unit 8	Women in decision making Process: Women Legislators at the Union and State level (With special reference to Maharashtra of Gujarat.)
Unit 9	Women and Local Self Government Institutions.

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. SOCIOLOGY

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Sociology “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
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➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.A. Part – I

Semester- I

Course I / AC I

Sociology of Indian Society

Objectives :

- To understand the basic Indian Social Structure.
- To know the comprehensive profile of Indian Society.

Unit	COURSE CONTENT	Marks
Unit 1	The Structure & Composition of Indian Society: Tribal, Rural & Urban Communities: Meaning & Characteristics.	25
Unit 2	Basic Institutions of Indian Society <u>Family, Kinship & Marriage:</u> Nature, types & Characteristics. <u>Caste:</u> Nature & Characteristics.	25
Unit 4	Diversity in Indian Society: Unity in diversity Cultural diversity: Regional, linguistic, religious	25
Unit 5	National Integration: National Integration: Meaning & Importance. Obstacles to National Integration. Concept of Nation building	25

Course II

Foundations of Sociology

Objectives :

- To get acquainted with the discipline of Sociology
- To understand the basic concepts in Sociology

Unit	Course Content	Marks
Unit 1	Nature of Sociology Sociology: Meaning, nature & scope Sociology as a science Significance of Sociology Relationship of Sociology with Psychology, Economics & Political Science	25
Unit 2	Concepts in Sociology: Society, Community, Association, Social Interaction: Meaning & Characteristics.	25
Unit 3	Social Structure: Norms & values <u>Social groups</u> : Meaning & Types Status & Role <u>Social Structure</u> : Meaning & Elements	25
Unit 4	Social Stratification: Types of Mobility: Vertical and Horizontal Bases of Stratification: Age, Gender, Wealth & Power <u>Social Mobility</u> : Meaning <u>Social Stratification</u> : Meaning, Types & Characteristics	25

Semester- II

Course III / AC II

Social Problems in India

Objectives :

- To understand the social problems confronting India.
- To know the policies & programmes implemented to ameliorate the social problems.

Unit	Course Content	Marks
Unit 1	I Social Disorganization & Social Problems: Meaning and Nature of Social Disorganization Meaning and Nature of Social Problems. Causes & Types of Social Disorganization.	25
Unit 2	II Problems Related to Family Disorganization: Domestic violence, Dowry, Divorce & problem of elderly	25
Unit 3	III Social Problems in contemporary society: Child abuse Slums Food Adulteration	25
Unit 4	IV Dealing with Social Problems: Role of NGO's Role of the State, Policy & planning (with respect to women, children & elderly)	25

Course IV

Introduction to Sociology

Objectives :

- To get acquainted with the discipline of Sociology
- To be able to apply Sociological concepts, terms to the processes of everyday life.

Unit	Course Content	Marks
Unit 1	I Individual & Society: Culture: Meaning and Characteristics Socialization: Definition & Meaning. Agencies of Socialization: Family, Peer-group, Concept of Re-Socialization School & Mass media.	25
Unit 2	II Social Control & Conformity: Conformity: Meaning & Causes Agencies of Social control Types of Social Control Social Control: Definition & Meaning	25
Unit 3	III Process of Social Interaction: <u>Social Interaction</u> : Meaning & Nature <u>Types of Social Interaction</u> : Accommodation & Assimilation Cooperation, Competition, Conflict,	25
Unit 4	IV Social Change: Meaning & Nature of Social Change. Concepts of Evolution. Revolution & Progress Cultural Lag Factors of Social Change.	25

B. A. Part – II
Semester III
Course V / AC III
Social change and development in India

Objectives:

- To familiarize the Concepts of development and change.
- To understand the processes of social change and development in Indian Society.

Unit	Course content	Marks
Unit 1	<u>Understanding development</u> Basic concept: Social change, evolution Growth and development Theoretical approaches: Modernization approach Dependency approach	25
Unit 2	Processes of social change in India: Role of social reformers in social change Mahatma Phule, Rajarshi Shahu Maharaj, Dr.Babasaheb Ambedkar Processes Westernization, Sanskritization, Modernization, Globalization	25
Unit 3	Dynamics of social institutions: Changing nature : caste, Family, Marriage, Religion, Education	25
Unit 4	Process of development : Crisis & responses : Issues of land displacement & rehabilitation	25

DC VI

Rural Society in India

Objectives:

-To understand rural social structure & problems.

-To gain knowledge of rural reconstruction & development

Unit	CONTENT	Marks
Unit 1	Introduction to Rural sociology a) Meaning , Nature and Scope of Rural Sociology b) Development of Rural Sociology in India c) Characteristics of Rural Society d) Importance of the study of Rural Sociology	25
Unit 2	Rural Community: Changing Nature a) Rural Economy- Role of co operatives b) Rural Polity - Panchayati Raj, 73 rd amendment c) Nexus between caste & politics	25
Unit 3	Problems of Rural Society a) Economic problems : Poverty & unemployment, Indebtedness b) Social Problems : Health ,Access to education,farmers suicide	25
Unit 4	Rural reconstruction / Welfare Programs a) Integrated rural Development Program IRDP b) Employment Guarantee Scheme c) Sant Gadgebaba Gram Swachta Abhiyan d) Sarva Shiksha Abhiyan	25

Ap. C. I POPULATION & SOCIETY

Objectives :

- To acquaint students with the demographic features & trends of Indian Society Vis-a Vis World Population.
- To understand Population Control in terms of Social needs.
- To review Population Control measures & their implementation.

Unit	COURSE CONTENT	Marks
Unit 1	<u>Theories of Population & World Population</u> A) Theories of Population: Malthus's theory of population, and Theory of Demographic Transition. B) World Population: An Overview	25
Unit 2	<u>Population in India:</u> A) Structure of Indian Population: Age Structure & Sex ratio. B) Causes of population growth in India. C) Population dynamics: Fertility, Mortality and Migration.	25
Unit 3	<u>Population explosion & its Consequences:</u> Poverty & Unemployment, Housing & Civic amenities. Environmental Problems., Urbanization & Transportation	25
Unit 4	<u>Population Policy:</u> A) Population policy: Historical background. B) Population policy of the Government of India after Independence. C) Population Education: Meaning, Objectives & relevance.	25

Semester- IV

Course VII / AC IV Women's Issues in India

Objectives :

- To be aware with women issues.
- To the emerging issues and debates relating women and development.

Unit	Course Content :	Marks
Unit 1	I Need and Importance to Women Studies Women Studies: Need, Scope and Importance. Development of women studies in India.	25
Unit 2	II Women & Health Health issues of women Nutrition, Female Mortality Rate Sex Selection, Female Filicide Access to governmental health and program	25
Unit 3	III Violence against women 1.Domestic violence 2. Sexual harassment to home and workplace 3. Trafficking	25
Unit 4	IV Impact of Women's movements National policy of women 2001 Women Empowerment	25

Course VIII –
URBAN SOCIETY: PROBLEMS & PROSPECTS

Objectives:

- To know the basic concepts of Urban Society.
- To understand the phenomena of Urban Growth & Related Problems.

Unit	Course Content:	Marks
Unit 1	Development of Urban Sociology: a. Basic Concepts: Urban, Urbanism, Urbanization. b. Theories of Urban Sociology: Traditional Theories: Louis Wirth, Burgess & Park. Modern Theories: Manuel Castells & David Harvey.	25
Unit 2	Trends in Urban Growth : a. Migration- Rural Urban Migration. b. Over urbanization. c. Megacity, Satellite city, Suburbs & Rural-Urban fringe.	25
Unit 3	Urban Society : Problems & Challenges a. Problems of Cities: Slums, Squatters & Pavement dwellers. b. Challenges : Environmental degradation, civic amenities (water, electricity, garbage disposal.) Consumerism & Commercialization of festivals.	25
Unit 4	Urban Development & Planning a. Urban Planning : Policy & Importance. b. Obstacles to Urban Planning Urban Renewal.	25

Ap. C. II
-Media Culture and Society

Objectives:

1. To understand the influence of media on Socio-cultural change and development in present society.
2. To analyze the role played by media in the development of Indian society.

Unit	Course content	Marks
Unit 1	The mass media of communication :- a. Meaning, Role and functions of mass media, b. Theories of mass media communication	25
Unit 2	Mass media – Impact and Representation : a. Impact of television viewing on children. b. Impact of Social media. Representation of women in mass media News papers, Cinema, Television and Advertisement	25
Unit 3	Development of regional language media in India : a. Print media. b. television. c. Cinema.	25
Unit 4	The role of mass media in social transformation: a. Television and social changes b. The potential of cybercafé in communication development. c. Media ethics	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.Com

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Commerce “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Commerce".

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
- | | |
|-----------------|---|
| B.A. I | – Rs. 4040/- (S.N.D.T. University) |
| B.A. I | – Rs. 4290/- (Other University) |
| B.A. II | – Rs. 3790/- (S.N.D.T. University) |
| B.A. II | – Rs. 4290/- (Other University) |
| B.A. III | – Rs. 4040/- (S.N.D.T. University) |

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.Com Part I
Business Economics Paper I
Micro Economics
(Computer Code 4105)

Objectives:

To familiarize the students with concepts and issue related to Micro Economics and Managerial Economics

Section	Course Content
Section I	<p>I. Fundamentals of Economics: Basic characteristics of Micro and Macro Economics- Managerial Economics and its relationship with Micro and Macro Economics, Statistics, Management theory and Accounting.</p> <p>II. Analysis of Consumer Behaviors: a. Law of Equi-Marginal Utility. b. Indifference Curve analysis – Concept – Properties – Consumer’s Equilibrium – Price Effect – Income Effect – Substitution Effect – Demand relationships and managerial decisions. c. Elasticity of Demand: Concept – Price Elasticity – Income Elasticity – Cross Elasticity – Measurement of Elasticity of demand – Practical importance of elasticity of demand.</p> <p>III. Production Function: a. Concepts of Production Function – Short and Long Run – Isoquants – Meaning and characteristics – Producer’s Equilibrium b. Returns to Scale in terms of isoquants – Economies of Scale.</p>
Section II	<p>IV. Cost Analysis: a. Concepts- money- Real- Opportunity- Social. b. Business Costs- Fixed- Variable- Total- Average Costs- Behaviour of Short and Long Run Cost Curves. c. Concept of Optimum Firm- Economic Cost and Business Accounting.</p> <p>V. Market Structure: a. Meaning and features of different market structures (1. Perfect Competition, 2. Monopoly, 3. Monopolistic Competition and 4. Oligopoly) – Revenue concepts – Break Even Analysis. b. Product Pricing under the different market structures (All four markets.) c. Price Discrimination and Dumping. d. Selling Cost Analysis. e. Pricing Method (Marginal, Full cost, Transfer, Multi-product, Export, New Product.)</p> <p>VI. Project Planning. Meaning – Need – Capital Budgeting- Investment Criteria – Investment Appraisal.</p>

Commerce I
Principles of Management
(Computer Code: 4106)

Objectives: The course aims at introducing students to:

1. Nature and significance of management.
2. Concept and process of planning.
3. Concept, process and significance of organization.
4. Concept, of motivation and leadership.
5. Nature and process of communication.
6. Effective managerial control system.

Unit	Course Content
Unit 1	Principle of Management Introduction: concept, nature, process and significance of management; managerial roles (Mintzberg); An overview of functional areas of management; Development of management thought; Classical and neo-classical systems; Contingency approaches.
Unit 2	Organizing: Concept, nature, process and significance, Authority and responsibility relationships; Centralization and decentralization; Departmentation; Organization structure-forms and contingency factors.
Unit 3	Motivation and Communication Motivating and Leading People at Work: motivation-concept; theories- Maslow, Herzberg, McGregor, and Ouchi; Financial and non- financial incentives. Leadership- concept and leadership styles; theories (Tannenbaum and Schmidt); Likert's System management.
Unit 4	Communication- Nature, process, networks, and barriers; Effective communication. Managerial Control: Concept and process; Effective control system; Techniques of control traditional and modern.
Unit 5	Management of Change: Concept, nature, and process of planned change; Resistance to change; Emerging horizons of management in a changing environment.

FINANCIAL ACCOUNTING

Computer Code: 4107

Objectives:

1. Students should be capable to handling primary accounting.
2. Syllabus to cover topics of relevance.
3. Practical/Projects to cover basis primary accounting.

Unit	Course Content
Unit 1	Gradual Realisation and Piecemeal Distribution of partnership Assets.
Unit 2	Meaning, Definition, Scope, Objectives and Needs of Accounting Concepts and Conventions.
Unit 3	Final Accounts – Final Accounts of Non Profit making Organisation and Professionals.
Unit 4	Concept of Capital and Revenue Items of Receipt & Expenditure.
Unit 5	Promotional Projects with actual/simulated data: preparation of: Primary Books, Reading of Bank Passbook/Statement, Bank Reconciliation statement, Location and Rectification of Errors.
Unit 6	Accounts relating to Amalgamation of Firms.
Unit 7	Departmental Accounts.
Unit 8	Consignment Accounts.
Unit 9	Brand Accounts: Accounts relating to Branch including Independent Branch but excluding Wholesale Branch and Foreign Branch.

Business Statistics and Mathematics
(Computer Code – 4108)

Course Content	
Section I	
Business Mathematics	
1. Analytical Geometry- Linear Equations- Straight line- solving	
2. Permutation and combination- without the concept of Probability - Fundamental principles of counting- meaning of 'n'-Permutation and Combination Formulae and problems	
3. Commercial Arithmetic's	
i. Simple and Compound interest problems	
ii. Ratio and Percentage.	
iii. Partnership and proportions – simple practical problems.	
iv. Commission, brokerage, and discount, simple problems on calculation of commission and brokerage.	
v. Discount – Concept of Trade Discount and Cash Discount, Cost Price, Selling Price, Profit and loss on Cost Price – Problems involving discounts or commission and/or mixtures are expected.	
4. Matrices and Determinants – Definition of a matrix, types, Algebra, Properties of Determinants, calculation of values of determinants up to third order, Adjoin of Matrix, Elementary rows and columns operations, solutions of a system of linear equations having Unique solution and involving not more than three variables.	
Section II	
Business Statistics	
1. A. Diagrams and graphs – Bars, Rectangles, and circularDiagrams, Histograms, Frequency Polygon and Ogives.	
B. Measures of Central Tendency and Dispersion – Arithmetic Mean, Median, Mode, Quartiles, Range, Mean Deviation.Quartile Deviation, and Standard Deviation, Co-efficient of Variation	
2. Linear Correlation and regression – scattered diagram, Pearson's Product movement correlation co-efficient, Linear regression Method of least squares, Sepearman's Rank Correlation	
3. Index Number – construction of Index numbers, price, quantity And value Index numbers – chain base and fixed base index Numbers, Real Income	
4. Anaysis of Time Series – components of Time- series, additive Model, determination of Trend by moving average and least Squares method.	

Commercial Geography & Environmental Studies
(Computer Code: 4109)

Objectives:-

To provide a general understanding of the various aspects of geographical and business environment.

Unit	Course Content
Unit 1	Meaning and scope of commercial geography Influence of environment location size, reverse, mountains, coastline & Climate, political & administrative factors.
Unit 2	Resources <ul style="list-style-type: none"> Human Resources : Growth Distribution & density of population: problems & policies relating to population in India. Natural Resources:- Vegetation, soils, water minerals, power, animal life & fisheries & their significance in the process of economic development. Afforestation & maintenance of ecological balance & control of pollution. Ecological Standards, commercialization of ecological standards and product standards.
Unit 3	Agriculture Types of agriculture, problems of agriculture, major crops-Rice, wheat, Millets, Groundnuts, Jute, Cotton, Tea, Coffee, Tobacco & Sugarcane. Place of agriculture in the India Economy Green & White revolution, impact of commodity markets on crop selection, organic farming.
Unit 4	Industries Location problems, present position & future prospects of iron & steel, Cotton textiles, cement, sugar, jute, fertilizer, chemical & automobile industries in India. Out sourcing and location of industry. SEZ and their impacts, petro, pharma and IT (elect) Industries, food processing. Small scale & cottage industries their role, problems & Prospects in India.
Unit 5	Tourism Definition, Types, Tourism infrastructure, Tourism problems and prospects in India with reference to natural & cultural environment <ul style="list-style-type: none"> Natural:- Mountain, rivers, deserts, coastal areas, islands, forests. Concept of Eco-tourism. Cultural:- History, religion, customs, festivals etc. Tourism policy.
Unit 6	Foreign Trade Recent trends, structure & direction of foreign trade of India. Tariff policy Non resident investment, trade zones eg. SEEPs, SEZ etc, WTO (Role of WTO in commodity trade)

B.Com Part II
Economics Paper II
Money, Finance and International Trade
(Computer Code 4205)

Objectives

- 1) To familiarize the students with the various issues in monetary economics and explain how these issues are all inter-related.
- 2) To enable students to understand the issues related to international trade and their significance to the development of an economy.

Unit	Course Content
Unit 1	<p>Theory of Money</p> <p>a) Supply of money – constituents of money, determinants of money supply, velocity of circulation of money, concept of money supply in India – M1, M2, M3 & M4.</p> <p>b) Demand for money – Cash transactions approach, Cash balance approach, Keynesian approach and Friedman's approach to demand for money.</p> <p>c) Value of money – Fisher's Cash transactions theory, Cash balance theory, Keynes' Saving Investment theory and Friedman's Modern theory of money and prices.</p> <p>d) IS and LM model – The goods market and the money market – the link between them, derivation of IS curve and LM curve, equilibrium in goods and money markets.</p>
Unit 2	<p>Financial System & Resource Mobilization.</p> <p>a) Financial structure (financial institutions – Regulatory, banking and non-banking). Primary & secondary markets). Financial instruments (debt instruments like bank deposits, bonds, debentures etc, assets like shares, units, insurances etc) and financial services. (Structure, markets and instruments to be explained in brief). Financial system & economic development.</p> <p>b) Commercial banks – functions, credit creation & its limitations, principles of sound banking – liquidity & profitability, concept of Statutory Liquidity Ratio, non-performing assets, capital adequacy ratio & recapitalization/capital reconstruction, trends in Indian banking towards greater privatization.</p> <p>c) Central bank – functions, objectives of monetary policy (in brief). Credit control – quantitative & qualitative methods and their limitations, emerging regulatory role of the central bank of India.</p>
Unit 3	<p>National Income & its Determinants</p> <p>a) Circular flow of national Income in a closed & open economy</p> <p>b) Concept of Effective Demand – Components of Aggregate demand – consumption behaviour – Concept of Current Income hypothesis, Relative Income Hypothesis. Permanent Income Hypothesis, and Life Cycle theory.</p> <p>c) Investment – Marginal efficiency of capital and rate of interest.</p> <p>d) Principle of Multiplier & Accelerator, interaction between Multiplier & Accelerator</p>
Unit 4	<p>Trade Cycles</p> <p>a. Meaning and phases. Theories of business cycles – monetary theory, under consumption theory, over – investment theory, Keynes' theory and Hick's theory (short explanation of all the theories).</p> <p>b. Meaning of inflation, deflation, disinflation, reflection, inflationary gap,</p>

	causes, effects & control of inflation & deflation.
Unit 5	<p>Trade theory</p> <ol style="list-style-type: none"> Internal & International trade (mention the proportion of both to GDP in India). Theories of international trade – Comparative Cost Difference Theory, Factor Endowment Theory, Factor Price Equalization, Economic of scale and international trade, growing significance of intro-industry trade. <p>Gains from trade – Benefits from trade, Terms of trade, Measurement of gain, concepts of Net barter, Gross barter & Income Terms of trade, factors affecting terms of trade.</p>
Unit 6	<p>Commercial Policy</p> <ol style="list-style-type: none"> Free trade Vs Protection – meaning – arguments for & against free trade & protection, need for protection in developing countries as an engine of growth. Protective devices – tariffs, quotas, anti-dumping duties, countervailing duties, voluntary export restraint (protective devices concept has to be explained in short. The detailed explanation of their effects with figures not necessary). Role of World Trade Organization in increasing world trade (short explanation on Agreements on agriculture, Multi-fiber agreement. Agreements on manufactured goods, TRIMS, TRIPS, GATS, Dispute Settlement Body). WTO – Environmental and Labour standards.
Unit 7	<p>Balance of Payments</p> <ol style="list-style-type: none"> Structure of BOP – Concept of current & capital account, BOT & BOP. <p>Disequilibrium in the BOP, autonomous & accommodating movements, types of disequilibrium, causes & methods of correcting disequilibrium in the BOP (monetary & non-monetary).</p>
Unit 8	<p>Foreign Exchange Market</p> <ol style="list-style-type: none"> Functions of foreign exchange market, equilibrium rate of exchange, Demand & Supply theory (in detail). Purchasing Power Parity (explain in short). Fixed & floating exchange rates (meaning, merits & demerits). Spot rate, forward rates, intervention strategies like Pegging, Hedging, Arbitrage, futures & options (concept only). Meaning of currency convertibility on current & capital account.

Commerce P, II
Marketing
(Computer Code 4206)

OBJECTIVES

The course aims of Introducing students to:

1. Concept of marketing and its applications
2. Concept of consumer behavior and market segmentation.
3. Importance of pricing in marketing.
4. Concept of market research and promotion.
5. Strategies of marketing.
6. Consumer guidance and Protection.

Unit	Course Content
Unit 1	Nature and scope of marketing Importance of marketing as a business function and in the economy, Marketing concept – traditional and modern: selling Vs. marketing mix: Marketing environment. Organized Market – Commodity exchange – Types of Transaction – Functions of Stock Exchange
Unit 2	Market Segmentation Consumer Behavior and Market Segmentation: Nature, scope, and significance of consumer behavior: Market segmentation – concept and important Bases for market segmentation.
Unit 3	Product Concept of product, consumer, and industrial goods; Product planning and development; Packaging role and functions; Brand name and trademark; After Sales service; Product life cycle concept.
Unit 4	Price Importance of price in the marketing mix; Factors affecting price of a product / services; Discounts and rebate, Distribution Channels and Physical Distribution; Distribution Channels – concept, role and Types Factors affecting choice of a distribution channel; Retailer and wholesaler; physical distribution of goods; Transportation; Warehousing; Inventory control; Order processing.
Unit 5	Marketing research – Importance, Process, Techniques, Marketing Strategies, MIS.
Unit 6	Methods of promotion Optimum Promotions Mix, Advertising media-their relative Merits and limitation; Characteristics of an effective advertisement, Personal selling. Selling as a Career, Classification of successful Salesperson, functions of salesman.
Unit 7	Customer relationship Building lasting customer relationship – Value customer, customer satisfaction. Retraining customers, customers guidance & Protection.

Accountancy Paper II
Computer Code – 4207

Objectives:

To impart knowledge of Accounting and cover the practical knowledge of the subject.

Unit	Course Content
Unit 1	Analysis of Financial Statement Theory: Analysis of financial statement with respect to schedule VI Of the Companies Act, 1956
Unit 2	Vertical, Comparative and Common Size Statements Theory: Importance, Usefulness, Classification of items of Trading Profit & Loss A/C and Balance Sheet Problems on: Conversion from "T" form i.e. Horizontal form to Vertical Form of Trading, Profit & Loss A/C and Balance Sheet Identification of various groups of items in financial statements Preparation of Comparative Statement (Absolute and Real Value) and Common Size Statements.
Unit 3	Single Entry Theory: Nature & Defect of Single Entry System. Problems On: Ascertainment of Profit, Conversion of Single Entry records into Double Entry, Preparation of Statements of Affairs, & Balance Sheet.
Unit 4	Reading of Ledger Accounts Theory: Importance, Broad Principles of Reading of Ledger Accounts. Problems On: Reading of Ledger Accounts.
Unit 5	Practical Project with Actual / Simulated Data Preparation of Trial Balance, Profit & Loss A/C, Balance Sheet of Joint Stock Companies
Unit 6	Issue of Shares Theory: Baisc of Company Accounts, Different classes of Shares, Right Issue, Bonus Issue. Problems On: Issues of Shares ar Par, Premium, Discount Including Application, Allotment, Calls, Forfeitures, Reissue of Forfeited Shares, Right Issue, Issue of share for consideration other than cash, Bonus Shares.
Unit 7	Redemption of Preference Shares Theory: Legal Restriction of Redemption of shares. Problems On: Redemption of Redeemable Preference Shares.
Unit 8	Profit Prior to Incorporation Problems On: Profit prior to Incorporation including passing of journal Entries.
Unit 9	Company Final Accounts Theory: Schedule VI of the Companies Act, 1956. Problems On: Company Final Accounts (Excluding Managerial Remuneration)

Specialization (I)
Company Law & Secretarial Practice & Office Administration
(Computer Code – 5111)

Unit	Course Content
Unit 1	Law provisions relating to – definition of a company – kinds of companies - Public, Private, government etc. – Restriction and privileges – promotion – memorandum of association – articles of association – prospectus – incorporation of a company.
Unit 2	A) Joint Stock Companies- Meaning & Characteristics – Kinds – chartered companies- statutory companies- registered companies- private companies- public companies- Government companies- Limited, Unlimited and guaranteed Companies- Foreign Companies. B) FORMATION OF JOINT STOCK COMPANIES: 1) Private and Public - promotion, position and function of a promoter – His duties, liabilities and remuneration- preliminary Contracts – incorporation – Capital subscription – business commencement. 2) Memorandum of Association – meaning and importance- purpose – contents- clauses- alteration of clauses. 3) Articles of Association – meaning and importance – purpose – contents – alteration of articles – effects of association – provision Table A. 4) Public Issue of Capital- capital issue control prospectus – meaning and importance – need contents civil and criminal liabilities for misstatements- statement in lieu of prospectus – under writing – listing of shares on stock exchange. 5) Application & Allotment – procedure for application – condition –for allotment – minimum subscription – essential of valid and regular allotment – allotment procedure – remuneration – splitting of allotment – return as to allotment.
Unit 3	Return as to allotment. Minimum subscription clause. Certificate of commencement. Membership of a company. Voting Rights. Definition and Classes of Shares. Issue of shares at discount – premium.
Unit 4	MEMBERSHIP OF A COMPANY Definition – who can become a member? –Types- methods – right and Liabilities of members-termination – register of members – contents – Form – index of members – maintenance and purpose closures and Inspection – changes and rectification – foreign register.
Unit 5	BORROWING POWERS When to borrow? – Restriction – modes giving security – methods of Borrowing – debentures –meaning & kinds – contents – period – Issue procedure – power to re-issue redeemed debentures security of debentures – transmission of debentures – redemption – registration.
Unit 6	Authorised – issue – subscribed – called up – paid up – fixed – reserve working – circulating shares- meaning and kinds of shares – issue of shares at par, premium and discount. 1) Shares Certificates – Preparation – provision and rules regarding the Issue – advantages – procedures and effects of issue of original and duplicate share warrants – conversion in to shares. 2) Shares Warrants – Definition – provision and rules regarding the issue – advantages – procedure and effect to issue of original and Duplicate share warrants – conversion in to shares. 3) Stock Definition – Condition of the issue – procedure of converting shares Into stock into shares – effects of conversion.

Specialization (II)
Banking & Finance Paper I
(Computer Code 5113)

Objective:

1. To enable students to understand the role of banks and their significance to economic development, with special reference to India.
2. To enable students to understand the working of the banking system in India.

Unit	Course Content
Unit 1	Banking Definition of Commercial Banks – Functions of Commercial Banks – Commercial Banks & Financial services to customers.
Unit 2	Banking Operations Different types of banking accounts – Savings – Current – Fixed – Recurrent accounts – NRE & NRO accounts – Procedures for opening the various types of bank accounts.
Unit 3	Banking system in India Scheduled & Non-Scheduled Banks – Role of Public & Private Banks – Foreign Banks – Co-operative Banks – Regional Rural Banks – Development Banking, Merchant Banking, Investment Banking, Other Financial Intermediaries (Non-Banking Finance Companies) – Relationship between Reserve Bank of India & Commercial Banks.
Unit 4	– Banking Policy of Reserve Bank of India Role & Functions of RBI, Objectives of Monetary Policy, credit Regulation, Priority Sector Lending, SLK, CRR, Treasury Bills, REPOs & Reverse REPOs.
Unit 5	Payments & Collection of Cheques Bills Negotiations of Bank Instruments – Mechanism of Clearing House – Automatic Teller Machines – Internet Banking.
Unit 6	Bank Lending Operations Pledges, Mortgages & Hypothecation, Different types of securities – Personal guarantee fees – Fungible securities – Shares, Stocks, Bonds & Debentures
Unit 7	General Principles of Credit Assessment Credit Assessment & Risk Analysis
Unit 8	Recent Changes in Banking Operations since 1991 Financial sector reforms since 1991 onwards related to banking operations.

B.Com – Part – III
Economics Paper III
Indian Economy
Computer Code (4305)

Objectives

- i) To familiarise Students with recent and major changes in Indian Economy.
- ii) To make Students understand the role and importance of various aspects of Indian Economy
- iii) To make Students more Competitive

Unit	Course Content
Unit 1	<p>Transition of the Indian Economy:-</p> <p>A. Concepts of underdevelopment and Development: Only concepts supported by one or two definitions.</p> <p>B. Characteristics of India as a Developing Economy:- with special reference to rise in N.I. and percapita income, changing occupational structure, changing composition of GDP, increasing, agricultural and industrial production, development of socio-economic overheads both soft and hard, urbanization, modernization etc.</p> <p>C. India in the international setup: with reference to Human Resources Development Index (HDI), Infant Mortality Rate (IMR), population growth rate, percentage share in world trade, percentage share in world population, in comparison with U.S.A, BRIC(Brazil, Russia, India, China) and SAARC(South Asian Association for Regional Co-operation) countries. (Note: Comparison should be statistical only relating mainly to 1991 and 2001)</p> <p>D. Poverty - Trends – Remedial measures – Concept /meaning of poverty line in terms of calories in brief-whether in India poverty, is rising or falling- anti poverty steps taken by the govt.</p>
Unit 2	<p>A. Meaning of planning – brief introduction and one/two definitions.</p> <p>B. Objectives of current five year plan objectives of that five year plan which is in operation at the time of setting the question paper.</p> <p>C. Mobilization of resources in current plan – plan in operation.</p>
Unit 3	<p>Human Resource Development</p> <p>A. Meaning of HRD – brief explanation</p> <p>B. Importance of HRD – importance for the economy/society</p> <p>C. Education & HRD – Importance of Education in HRD and HRD through education – primary, secondary, Higher & technical Education.</p> <p>D. Education Policy In India: features and problems</p> <p>E. Human Resource Development Index (HDI) – meaning of HDI and relationship between HDI and HRD, (How HDI is constructed and calculated?)</p>
Unit 4	<p>01. Agricultural Production and Productivity during five year plan:-</p> <p>A. Trends in agricultural production and productivity in India – factual illustration relating to 1950-51, 1965-66, 1990-91 and Current.</p> <p>B. Causes of low Agricultural productivity – brief explanation of various causes.</p> <p>C. Measures to raise agricultural productivity – brief illustration.</p> <p>D. Role of Agricultural Research – importance of research in relation to agricultural progress various important agricultural research institutions/projects – weakness of farm research activities in India in general.</p> <p>E. New agricultural strategy & its evaluation – critical evaluation of G.R. in brief.</p> <p>02. Land Tenure:</p> <p>A. Nature of land holding pattern – very brief explanation of types of Land Tenure before</p>

	<p>independence & after independence.</p> <p>B .Tenancy Reforms: Brief illustration of various major steps taken by the Govt. to protect tenants.</p> <p>03. Agricultural finance</p> <p>A .Need for agricultural finance – important of agricultural fnance.</p> <p>B .Source of agricultural finance – institutional and non-institutional brief illustration & evaluation of these sources with factual support.</p> <p>C .Role of Micro credit (Self health group) – meaning & micro finance with suitable example and very brief illustration.</p> <p>04. gricultural Marketing:</p> <p>A. Problems of agricultural Marketing – Meaning of agricultural Marketing brief illustration of various problems of Agricultural Marketing in India.</p> <p>B. Govt. measures to improve agricultural Marketing – various steps taken by the Govt. including establishment of Regulated Markets, Co-operative Markets and commodity Exchange.</p> <p>05 Agricultural Pricing:</p> <p>A. Brief description of agricultural pricing.</p> <p>B. Agricultural Price Policy in India – brief illustration of agricultural price policies since independence.</p> <p>C. Critical evaluation of the Govt.’s agricultural price policy – merits (achievements) and demerits (failures).</p> <p>06 National Agricultural Policy</p> <p>A. Objectives – aims</p> <p>B. Agricultural Policy – 2000</p> <p>C. Critical evaluation – strengths & Weaknesses.</p> <p>07 Food Security in India</p> <p>A. Concept and need – Meaning of food security and need for a food security system in India.</p> <p>B. Food Security in India: Brief illustration of food security system in existence in India.</p> <p>C. Limitations of PDS</p> <p>D. Reforms of PDS</p>
Unit 5	<p>Industry</p> <p>01. Industrial growth during the plan period:</p> <p>A. Performance of the industrial sector in the pre and post reforms period – all the phases of industrialization with brief illustration of structural changes.</p> <p>B. Problems faced in the process of industrialization.</p> <p>C. Industrial Policy 1991 and subsequent industrial policy changes – Detailed illustration of IPR 1991 and very brief illustration of time – to – time changes since 1991.</p> <p>02. Small Scale and Cottage Industries</p> <p>A. Definition of Small Scale and Cottage industries</p> <p>B. Role Importance of SSI</p> <p>C. Problems of SSI</p> <p>D. Govt. policies and measures to promote SSI with special emphasis on recent measures.</p> <p>03. Disinvestment – Policies and Issues</p> <p>A. Need/Rational for disinvestment – a brief introduction and meaning – need for Indian economy.</p> <p>B. Disinvestment Policy in India.</p> <p>Trends in disinvestment in India – 1991 onwards – whether – the disinvestment policy is being introduced freely or with resistance and restrictions – (explanation should be substantiated as far as possible with suitable examples).</p>
Unit 6	<p>Infrastructure:</p>

	<p>A. Concept of infrastructure – meaning and peculiarities</p> <p>B. Role of infrastructure in economic development</p> <p>C. Energy – meaning</p> <p>Brief Explanation of sources – conventional and non – conventional Commercial and non commercial Energy crisis and measures to tackle it - Energy Crisis being faced by India, step so far taken by the Govt. and suggestions.</p> <p>D. Transport and communications</p> <ul style="list-style-type: none"> - Importance of transport and communications - Development and problems of: <ol style="list-style-type: none"> 1. Road transport 2. Rail transport 3. Water transport & 4. Air transport in India. <p>-Communication – development in India – a macro view.</p>
Unit 7	<p>Fiscal system – (only the Indian union, not of the states)</p> <p>a. Indian tax structure and tax reforms – 1991 onward,</p> <ul style="list-style-type: none"> - Indian tax structure in 1991 (very brief) - various changes in our tax structure since 1991 – only major changes i.e. chelliah Committee report kelkar Committee report. <p>b. Public Expenditure: Changing trends since 1991: inbrief, With reference to India.</p> <p>c. Public debt:- Changing trends since 1991 – in brief with reference to India.</p> <p>d. Fiscal Responsibility of the Govt. Meaning of fiscal policy of govt. of India – brief explanation of objectives of fiscal policy of the govt. of India – Fiscal imbalances and the New Fiscal approach (very brief) – Fiscal responsibility of the Govt. and budget measures.</p>
Unit 8	<p>A. India's Foreign trade – meaning – composition and direction with factual support.</p> <p>B. Indian BOP problem – and Govt.'s measures (post 1991)</p> <p>C. Foreign direct investment – meaning and trends – in brief.</p> <p>D. India and WTO: Introduction of WTO, India's Commitments to WTO and Impact of WTO Agreements (Merits and demerits for India)</p>

Modern Financial System
Computer Code – 4306

Objectives :

The course aims at introducing students to:

1. Concept of financial management.
2. Concept of capitalization.
3. Financial system of India
4. Working the Indian stock exchanges.

Unit	Course Content
Unit 1	<ul style="list-style-type: none"> - Finance Functions - Definitions and Importance of Financial Management - Role of Financial Manager - Sources of Finance (Self Financing, Equity Shares, Preference Shares, Debentures, Warrants, convertibles, Public Deposits, Non – Banking Finance Cos., Leasing, Hire – Purchase and Factoring). - Management of Fixed Capital and working capital – Meaning, Features, Factors affecting types of working capital.
Unit 2	<ul style="list-style-type: none"> Capitalization and Capital Structure - Financial Plan - Characteristics of Ideal capital plan – utility - Capitalization – concept, over and under capitalization. - Determinants of capital structure - Concept of Financial Leverage and their limitations
Unit 3	<ul style="list-style-type: none"> Financial System and Money Market - Definition, importance of Financial System - Role in Modern economy, Financial intermediation - Financial System in India – Characteristics, constitution and overview - Investment Environment – Economic, Industry and company analysis - Money Market – Components, Functions and benefits - Concept of Instruments of Money Market - Treasury Bills, Commercial Bills, Participation, Certificates, Commercial Paper Certificate of Deposits, Money market, Mutual Funds, Repose.
Unit 4	<ul style="list-style-type: none"> Capital Market - Functions, Organization, Equity Market, Debt Market – Primary and Secondary Markets. - Role of Mutual Funds, Lease Financing, Venture Capital and Merchant Banking. - Recent Development in the Capital Market e.g. IPOs through Book, Building, Green Shoe option, Credit rating, pervades, depositories.
Unit 5	<ul style="list-style-type: none"> Indian Stock Exchange - Evolution of Stock Exchange (BSE, NSE, OTCEI) - Speculative transactions - Procedures for listing of securities including clause 49 - Trading and Settlement - Methods of Computation of Stock Market Indices (BSE and NSE) - Role of foreign Institutional Investors (Fils) in Capital Market - Recent trends in Global Financial Market.

Business Law
(Computer Code: 4110)

Course Content
Section I
A. The Contract Act (Including Bailment & Agency)
B. Partnership Act (excluding Sections 45, 5647, 501068, 70 & 71)
C. Sale of Goods Act
Section II
D. The Companies Act
1. Introduction
2. Private & Public Association
3. Memorandum of Association
4. Articles of Association
5. Membership of Companies
6. Prospectus
7. Restrictions on Commencement of Business
8. Register of Members
9. Meetings
10. Directors (Definition, Position, Rights, Duties and Liabilities)

Specialization (Group I)

SECRETARIAL PRACTICE & OFFICE ADMINISTRATION

(COMPUTER CODE – 5211)

Course Content
<p>(A) MANAGEMENT OF COMPANIES</p> <p>Companies Administration:</p> <p>Hierarchy of company Administration, Shareholders, Board of Directors, other Managerial Personal and Company Secretary, Managerial Personal and Company secretary, Managerial Personal: number, Restriction and Appointment, Legal Provisions about Directors, Managing Director, Manager and Auditors – Their Duties and Procedures for appointment – and Removal</p> <p>Company secretary – Definition – Appointment – Qualifications as Public Relations Expert.</p>
<p>(B) CONVENING AND CONDUCT OF MEETINGS.</p> <ol style="list-style-type: none"> 1. Nature and purpose of Meetings. 2. Kinds of Meetings. 3. Convening the meetings <ol style="list-style-type: none"> a) Notice convening meetings: Requirements and contents. b) Agenda for the various meetings. 4. Conduct of meetings. <ol style="list-style-type: none"> a. Quorum at the meeting. b. Chairman and his rights and duties. c. Motions d. Amendments e. Proxies f. Voting – methods g. Resolutions h. Minutes and the meeting i. Adjournment of meeting.
<p>(C) Statutory Books and Returns</p> <p>Register of Members Index of Members – Register and Index of Debenture holders – Account Books minute ‘Books – Register of charges – Register of Directors – Director’s Shareholding – Register of Particular of contracts in which Directors are interested. Register of investment not held in the name of the company, Books of accounts to be kept by company (§ 209). Returns – Annual Returns of allotment of shares – Return regarding alteration of Memorandum of Association – Return as to alteration of share capital.</p>
<p>(D) Profits, Dividend and Interest</p> <ol style="list-style-type: none"> 1. Profits – Meaning, Ascertainment of net profits – Capitalizations of profits – Dividends payable out of profits. 2. Dividends – Meaning – payable out of profits only – provision for depreciation mode of payment of dividends – Statutory provisions regarding Dividends – Restrictions on Dividends – Provision in Articles of Association (Table A) pertaining to Dividends – Company Secretary’s duties relating to Dividends Penalty for failure to distribute dividends. 3. Interest – power of company to pay interest out of capital final Accounts Schedule VI, Books of accounts to be kept by Company – inspections of Books of accounts – Getting accounts audited Auditors Report.
<p>(E) Prevention of Oppression and Mis – management application to Court Right to apply –Notice to be given – powers of the Court Effect of Alteration of Memorandum or Articles of company by order of the court –Consequences of termination or Modification of certain agreements –Powers of central Government Investigation: Meaning and Nature of powers of the Central Government – Register’s Power – Powers and duties of investigating officers – Inspector’s report – powers to impose suspension and stoppage of investigation Arrangement for Mergers, Acquisitions and Reconstruction etc. Meeting of the term “arrangement” Power to make compromise or arrangement Provisions for reconstruction and amalgamation of Companies – Schemes approved by majority – Power of the Central Government</p>
<p>(F) Law and Secretarial work relating to Monopolistic and restrictive Trade Practice Dominant undertaking – inter – connected under – takings – undertaking under the same management – monopolistic trade practice – Monopolistic undertaking – restrictive trade practices – trade practices.</p> <p>Registration or undertaking – need for Deregistration – monopolies commission powers and jurisdiction – procedure – inquiry into (a) monopolistic trade practice – Order of the Government (b) Restrictive Trade practice – Order of the Government (c) Restrictive Trade Practice – Orders of the Commission – Resale price maintenance investigation by Central Government.</p>

SPECIALISATION (GROUP I)
COMPANY LAW PAPER III
SECRETARIAL PRACTICE AND OFFICE ADMINISTRATION PAPER III
(COMPUTER CODE – 5311)

OBJECTIVES

1. To provide adequate knowledge relating to organization and working of an office.
2. To acquaint students with modern techniques of office work simplification, measurement and control.
3. To introduce practical bias in the study of the subject specially in topics like systems, equipment, layout, forms, costs control etc.

Course Content
A) OFFICE ADMINISTRATION Importance – scope managerial functions applied to Office Activities, aims and objectives management of information – Office organization – design co –ordination Centralization vs. decentralization – office manager and his job.
B) OFFICE ENVIRONMENT Office location function offices - influencing factors; lighting colorings, sound and air – conditioning – ventilation – Office furniture – Office layout guidelines different approaches – Cabins – Reception room – conference room – ward robe facilities – moving the office.
C) OFFICE WORK 1. Collections and creation of data – processing – reading – writing – typing and punching – recording – sorting – transmitting – comparing – sorting – Total management information system. 2. Distribution of information – mail – messenger service – personal means – telephones inter- communication – paging system – telegram & telex – telautograph – tape and wire – recorders 3. Handling of incoming and out coming funds – Accounts receivable and Accounts payable inventory reports – Shipping system and procedure payroll System. 4. Officer Machines & equipments – characteristics – use maintenance use of computers. 5. Records Management mechanical & manual Means – procedure for sorting and retrieving – records – retention programme.
(D) OFFICE WORK SIMPLIFICATION Need –charts and diagrams – procedures – methods – forms and reports – guidelines – Forms design and diagnosis – functions requirements influencing factors – word processing D & M Division.
(E) STANDARDS MEASUREMENT STANDARD lization – meaning and implication, Office security – Forms control – report Control Office supplies control Office rules and regulations office manuals – preparations, distribution and maintenance – office preparation, distribution and maintenance, time control standard work sampling – standard time data Control

Specialization Group (Group II)

Banking & Finance Paper II

Title: Indian Banking

(Computer Code – 5213)

Objective:

1. To Introduce the changing profiles of Indian Banking
2. To acquaint the students with the current problems and procedures of banking in India.

Course Content
<p>SECTION I</p> <p>A) The Structure of the Indian Money Market in Pre-independence Period –</p> <ol style="list-style-type: none">1. Inadequacies2. Unorganized and Uncontrolled character3. Deficiencies in its structure. <p>B) The structure of the Indian Money Market in Post-Independence Period</p> <ol style="list-style-type: none">1. Reorganization – Features and Prospectus.2. Functions and structure with special reference to development Banking and social responsibility.3. Role played by commercial banks, lead banks and regional rural banks – A Critical Appraisal <p>C) Analytical aspects of Indian Banking</p> <ol style="list-style-type: none">1. Nationalization of Commercial banks2. Development criteria of Indian Banks – deposit, advances, Investments, profitability, branch expansion – priority sector lending.3. Role of State Bank of India – A critical evaluation and its special banking agencies such as export import bank, foreign exchange banks.
<p>SECTION II</p> <p>D) Special Financial Institutions – Working and critical evaluation of their objectives and progress</p> <p>Of I, F, C, S, F, C, S, I, C, I, C, I, D, B, I, U, T, I, AND Mutual Funds.</p> <p>E) Evaluation of the working and role of Reserve Bank of India.</p> <ol style="list-style-type: none">1. The functions of the Reserve Bank of India.2. Recent Credit Policies, control measures and their effectiveness in the context of structural reforms.3. Concept of autonomy of Reserve Bank of India.4. R.B.I. V/S Commercial banks – regulations of banking companies etc.5. Role of the R.B.I. Viz rural credit, plan financing and money market integration.

Specialization (Group II)

Banking and Finance Paper III

Computer Code No: 5313 Title: Comparative Foreign Banking

Objectives:

1. To introduce the comparative banking systems of the major countries.
2. To acquaint the students with the problems and proceeding of banking in the major countries.

Course Content
Section I A) Principles of commercial banking – patterns of commercial banking in different countries – bank portfolios – Financial Services – bank ratings – creation of credit – Government Policies recent development. B) Money and Capital markets – features and working of money markets – parallel money markets – Currency markets bill markets – problems and prospectus.
Section II C) Central banking – objectives of monetary policy – methods of credit control, their effectiveness - the role of central banks in economic development with special reference to the concept of autonomy. D) Development banks – non – bank – financial intermediaries – types of long – term investment – their impact on monetary policy – the present position. E) Central banking V/S Commercial banking problems and prospectus NOTE: The topic specified above are to be studied with reference the U.K., the U.S.A. and Japan.

SPECIALIZATION (GROUP III)

FINANCIAL ACCOUNTING & AUDITING PAPER II

COMPUTER CODE – 5215 FINANCIAL ACCOUNTING & AUDITING PAPER II

Objectives:

To impart knowledge of Accounting & Auditing and cover the practical knowledge of the subject.

Course Content
SECTION I – FINANCIAL ACCOUNTING 1. WORKING CAPITAL A) THEORY: Concept Current Assets, Current Liabilities, Working Capital Cycle. B) PROBLEMS ON: Calculation of Working Capital from data and information given. 2. CASH FLOW & FUND FLOW STATEMENTS A) THEORY: Concept, Funds, Flow & Cash Flow. B) SIMPLE PROBLEMS ON: Preparation of Cash Flow Statements and Fund Flow Statement. 3. INSTALLMENT SYSTEM A) THEORY: Distinction between Hire Purchase & Installment Sale. B) PROBLEMS ON: Installment Sale including finding out Cash Price. 4. VALUATION OF SHARES A) THEORY: Need for Valuation of Shares, Factors affecting Valuation of Shares, Various Methods of Valuation of Shares. B) PROBLEMS ON: Valuation of Shares by Intrinsic and Yield Method.
SECTION II AUDITING 5. Qualification, Disqualification, Appointment, Removal of Auditor, Rights, Duties, Power of Auditors covered under Companies Act, 1956. 6. Auditing On Line & / or Audit Of Computerized Accounts including CAAT (Computer Assisted Audit Techniques).

S.N.D.T Women's University



Centre For Distance Education

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

Program Structure Scheme For Post Graduate

Master of Arts in Career and Developmental Counselling (New)

(M.A. Career and Developmental Counselling (New))

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Career and Developmental Counselling (New)" (Revised 2014 - Regular) under the Faculty of "Faculty of Social Science".

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

Date: 30-04-2014 16:08:30

Reviewed and Approved by:

Hon'ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

- To learn the skill of guidance and counselling
- To attain and master the skill of testing
- To acquire skill in implementation of various therapies
- To develop skill to deal with children with different needs
- To understand the importance of occupational information
- To develop skill of dissemination of occupational information

- Eligibility: Bachelor's Degree in Psychology from a UGC recognized University with credits and practicals./B.Ed / M. Ed/ M.A Education/ PG diploma in school counselling
- Medium of Instruction –Marathi or English.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees: M.A PART I 15000/-**
- ❖ **M.A PARTII 15000/-**

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

SNDT Women's University POSTGRADUATE PROGRAMME (two years program)

M.A. Program in Career and Developmental Counseling 2015-16 onwards

Eligibility: Bachelor's Degree in Psychology from a UGC recognized University with 32 credits and practicals.

Sub Code No.	Subject Title	Credit	Int.	T (Ext)	P / V Ext.	Total
	Semester I					
115011	Development across the Life Span	4	50	50		100
115012	Personality perspectives in career and developmental counseling	4	50	50		100
115013	Research methods for career and developmental counseling	4	50	50		100
115014	Fundamentals of psychological and educational assessment	4	50	50		100
115015	Developmental assessment, ability and personality testing practicals	4	50		50	100
	Semester II					
215016	Educational psychology	4	50	50		100
215017	Current emerging trends in career counseling	4	50	50		100
215018	Positive psychology and the world of work	4	50	50		100
215019	Applications of statistics in counseling research	4	50	50		100
215020	Vocational and career information practicals	4	50		50	100
	Semester III					
315021	Group counseling approaches across the Lifespan	4	50	50		100
315022	Career assessment	4	50	50		100
315023	Life skills counseling	4	50	50		100
315777	Dissertation	4	50		50	100
315024	Orientation to Career testing and counseling	4	50		50	
	Semester IV					
415025	Personal counseling approaches across the life span	4	50	50		100
415026	Career counselling for special groups and referral services	4	50	50		100
415777	Dissertation	4	50		50	100
415999	Internship	8	100		100	200

MA Career and Developmental Counseling 2015-16

Semester I Course 1

Course code-115011 **Title- Development across the Lifespan** **No. of Credits-4,**

Course Objectives:

The learner will be able to

- 1) Acquire the basic concepts of development and growth
- 2) Understand the differences between the two
- 3) Prepare themselves for further studies in developmental psychology

Course content	Marks
Module I: Developmental psychology- theoretical perspectives Objectives: After studying the module the learner will be able to: 1. Compare various theoretical standpoints in the field of developmental psychology 2. Describe the importance of changes occurring across the lifespan of the human being. 1.1 Developmental theories: Piaget, Kohlberg, Havighurst. 1.2 Meaning of growth and development, maturation and learning 1.3 Emphases on puberty, adolescence and early adulthood 1.4 Adjustments to physical, mental, emotional social and vocational changes	25
Module II: Puberty and Adolescence Objectives: After studying the module the learner will be able to 1. Appreciate the importance of the adolescent stage in the lifespan of a person 2. Outline the various changes and challenges in this stage 3. Explain to a youngster the impact of this stage in future vocational life 2.1 Physical and cognitive changes 2.2 Emotional and social changes 2.3 Challenges, developmental tasks 2.4 Preparation for vocational life	25
Module III: Early adulthood Objectives: After studying the module the learner will be able to 1. Describe what happens in the body and mind of an adult 2. Explain how these changes will impact the world of work 3. Empathise with the stresses and strains involved in the stage of life 3.1 Physical and cognitive changes 3.2 Emotional and social changes 3.3 Challenges, developmental tasks 3.4 Vocational and family adjustments, quarter life crisis	25
Module IV: Middle and late adulthood Objectives: After studying the module the learner will be able to 1. Link earlier learned material with learning about changes in middle and late adulthood 2. Explain to an older counselee what are the challenges they are likely to face 3. Outline the strengths of the person at this stage in life 4.1 Physical and cognitive changes 4.2 Emotional and social changes 4.3 Challenges, developmental tasks 4.4 Vocational and family adjustments, mid - life crises and aging changes	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment in written or typed form –

1. A comparative study of any two of the developmental stages with India-relevant examples
2. A quick survey of any of the issues listed above, using appropriate tool

Semester I Course 2

Course code-115012Title- Personality perspectives in career and developmental counseling

Course Objectives:

After studying this course, the learner will be able to

1. Understand concepts underlying the different theories of personality
2. Learn to critically evaluate the different theories.
3. Get oriented to application of this knowledge to development as well as career choices.

Course content	Marks
Module I: Psychoanalytic and neo-analytic perspectives Objectives: After studying the module the learner will be able to: 1. Differentiate between various theoretical psychodynamic perspectives 2. Underline their role in explaining career preferences 1.1 Classic psychoanalysis – Freud and the relevance today 1.2 Neo Freudian approaches -Alfred Adler, Carl Jung, Karen Horney 1.3 Eric Fromm , Harry Stack Sullivan 1.4 Erik Erickson	25
Module II: Humanistic and existential perspectives Objectives: After studying the module the learner will be able to 1. Appreciate the contributions of the humanistic thinkers 2. Connect their work with more recent emerging trends in personality theory 2.1 Abraham Maslow 2.2 Carl Rogers 2.3 Rollo May 2.4 Victor Frankl	25
Module III: Behaviouristic and social cognitive perspectives Objectives: After studying the module the learner will be able to 1. Apply more recent personality viewpoints to the understanding of human nature 2. Utilize the concepts therein to achieve behaviour change 3. Differentiate clearly between classical and social learning theories 3.1 Classical conditioning - Pavlov 3.2 Instrumental conditioning – Watson 3.3 Operant conditioning - Skinner 3.4 Social learning - Bandura	25
Module IV: Trait theory perspectives Objectives: After studying the module the learner will be able to 1. Apply theoretical understanding of these perspectives to assessment procedures 2. Update themselves with the most recent personality perspectives 4.1 Allport's theory 4.2 Cattell's approach 4.3 Eysenck's model 4.4 Five factor model of personality	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment–

A powerpoint slide set on the application of any theoretical model to assessment in the field of career and developmental psychology

Semester I Course 3

Course code-115013Title- **Research methods for career and developmental counseling**

Course Objectives:

The learner will be able to

1. Understand the basics of research methods.
2. Weigh the advantages and disadvantages of different methods of research.
3. Develop the research initiating and planning skills.
4. Work on research project and report it properly.
5. Conduct research independently

Course content	Marks
Module I: Introduction to basic research concepts Objectives: After studying the module the learner will be able to <ol style="list-style-type: none"> 1. Elaborate on the basics of scientific research. 2. Define variables, select the problem and formulate hypotheses. 3. Outline the various steps involved in conducting research. 4. Appreciate and take care of the ethical issues in behavioral research. <ol style="list-style-type: none"> 1.1 Scientific research – Meaning, aims, objectives and characteristics. 1.2 Basic concepts – Variables, Problems and Hypotheses. 1.3 Basic steps of research: Problem, Review of Literature, Hypotheses, Sample, Data collection, analysis, interpretation and report. 1.4 Ethical issues in research. 	25
Module II: Sampling and data collection Objectives: After studying the module the learner will be able to <ol style="list-style-type: none"> 1. Follow the scientific methods of sampling. 2. Apply the appropriate method of data collection. <ol style="list-style-type: none"> 2.1 Sampling: (a) Probability sampling (b) Non probability sampling 2.2 Data collection methods: Large samples (a) Survey (b) Scales and questionnaires 2.3 Data collection : Small samples (a) Observation (b) Structured interview 2.4 Single case studies, Archival techniques 	25
Module III: Qualitative methods Objectives: After studying the module the learner will be able to <ol style="list-style-type: none"> 1. Comprehend the differences between qualitative and quantitative methods 2. Describe and explain how to carry out qualitative analyses <ol style="list-style-type: none"> 3.1 Qualitative v/s quantitative research perspectives 3.2 Qualitative methods of research 3.3 Analysis of qualitative findings 	25
Module IV: Reporting research Objectives: After studying the module the learner will be able to <ol style="list-style-type: none"> 1. Know the importance of writing a research report in a standard format. 2. Conduct and report their own research. <ol style="list-style-type: none"> 4.1 Research report formats : Presentation formats, Publication formats. 4.2 Writing research references. 4.3 Writing a research proposal. 4.4 Ethical issues in reporting and publication of research 	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment

1. Select any variables of your choice and demonstrate how a research proposal can be formulated.
2. Create an exhaustive reference list on any subject relevant topic of your choice.

Semester I Course 4

Course code-115014 Title- Fundamentals of psychological and educational assessment

Course Objectives:

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

1. Understand the scientific approach to assessment of individual differences
2. Utilize their knowledge of measurement concepts to gauge various types of assessments, and purposes of various types of assessment tools
3. Develop an understanding of the reliability, validity, and uses of various assessment measures

Course content	Marks
Module I: Introduction to psychological testing Objectives: After studying the module the learner will be able to 1. Gain understanding of various steps of test construction and test adaptation. 2. Appreciate the ethical and cultural issues in assessment procedures. 1.1 Definition, characteristics and classification of tests 1.2 Definition and scales of measurement 1.3 General steps in test construction and test adaptation 1.4 Ethical and cultural issues in testing	25
Module II: Concepts in test standardization Objectives: After studying the module the learner will be able to 1. Critically evaluate the reliability and validity of psychological tests 2. Gain understanding of various types of norms and their interpretation. 2.1 Item analysis: purpose, theory, item difficulty, item discrimination 2.2 Reliability: definition, types and importance 2.3 Validity: definition, types and importance 2.4 Norms: types and interpretation and importance in test interpretation Module III: Applications of psychological and educational tests Objectives: After studying the module the learner will be able to 1. Critically evaluate strengths and limitations of various assessment tools 2. Describe the nature and uses of various assessment instruments 3.1 Educational and ability testing, intelligence testing 3.2 Aptitude and Interest tests, Career testing 3.3 Tests of attitudes and values 3.4 Developmental testing, testing of clinical conditions	25
Module IV: Recent developments in educational and psychological testing Objectives: After studying the module you will be able to 1. Comprehend the use of assessment later in life 2. Appreciate the importance of re-assessment as the person ages 4.1 Online testing : strengths and weaknesses 4.2 Recent editions and re- norming of tests 4.3 Globalization and its influences on career testing 4.4 Career and vocational assessment in later life, second careers	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment

An essay on Globalization and recent developments in career testing

Semester I -Practicals

Course code:115015 Title-Developmental assessment,ability and personality testing Practical

Course content	Marks
Module I Assessment of Development 1.Vineland Social Maturity Scale, Vineland Adaptive Behaviour Scale 2 Nancy- Bayley Development Scale 3 Dr.Pramila Pathak's DAP 4 Gessel's Developmental Schedule	30
Module II Assessment of ability 1.Intelligence tests WISC, WAIS, WAPIS, and all versions of Wechsler scales 2.Raven's Matrices, all versions. 3.Stanford Binet, all versions of Binet scales 4.Performance tests: Form boards, Bhatia's battery	35
Module III Personality assessment 1.Thematic Apperception test 2.Children's Apperception Test 3.Projective Drawing 4.Projective Play	35

Internal assessment should include continuous assessment through the term using :

- Assessment of test administration following proper instructions
- Interpretation of test profiles
- Viva based knowledge, understanding and interpretation.

Semester II Course 1

Course code- 215016 Title- Educational Psychology

Course Objectives:

At the end of this course the learner will be able to

1. Relate basic concepts of educational psychology to career counseling
2. Understand the current issues in the educational world and search for solutions in educational psychology theory.

Course content	Marks
Module I: Introduction to educational psychology Objectives: After studying the module the learner will be able to: 1. Link theories of motivation to student performance 2. Delineate how learning theory concepts influence career trajectories 3. Apply various theoretical models of transfer of training to behavior change of learners. 1.1 :History of educational psychology. Nature, Scope and Relationship between Education and Psychology. 1.2: Principles and Methods of Educational Psychology. 1.3: Information processing Models, Learning, Motivation, Memory, and Transfer of training. 1.4: Learning Theorists and their contributions 1.5: Motivational Theorists and their contributions.	25
Module II : Conceptual and Theoretical Perspective : Intelligence and creativity Objectives: After studying this module the learner will be able to 1. Develop an understanding about nature, factors and theories of intelligence. 2. Acquire knowledge about the contribution made by intelligence theorists and relate it to the real world. 3. Develop an understanding about various test and non-test techniques in measurement of intelligence. 2.1: Theories, Nature and factors of intelligence. 2.2: Intelligence Theorists: Spearman, Thorndike, Thurstone and Guilford. 2.3: Tests of intelligence : Introduction, applications and limitations. 2.4: Tests of creativity : Introduction, applications and limitations	25
Module III : Psychology and its role in Career Guidance And Counselling Objectives : At the end of this module the learner will be able to 1. Develop an understanding of meaning, definition, objectives of vocational guidance at various stages of education. 2. Use knowledge about vocational choices - Vocational maturity and management. 3. Explain various theories of vocational development. 3.1: Meaning, definition and objectives of career guidance and counseling 3.2: Vocational guidance at the following stages-primary, secondary, higher secondary and college. Second careers, post retirement vocations and avocations. 3.3: Concepts of Vocational choices, Vocational adjustment, Vocational maturity, Vocational management. 3.4: Theories of vocational development: Super, Holland and Krumboltz	25
Module IV :Teaching and learning in the changing world Objectives: At the end of this module the learner will be able to 1. Link cognition and learning with educational choices and paths 2. Evaluate media impact on the learner in this day and age 4.1: Human learning in the changing educational setting. Student centered approaches, self-regulated learning and scaffolding. 4.2: Cognition, development, learning, motivation, affective processes, and socialization: Catering to different target populations.Educational neuropsychology. 4.3 : Skills in influencing classroom learning and discipline, strategies in evaluation. 4.4 : Media and its influence on learners : Advantages and limitations of media impact.	25

INTERNAL ASSESSMENT –

The following can be submitted as assignments– (a) Choose an area of classroom management and discuss it in the light of learning theory. (b) Discuss the influence of media and MOOCs on learners.

Semester II Course 2

Course code-215017 Title-Current emerging trends in Career Counseling

Course Objectives:

At the end of this course the learner will be able to

1. Explain the basic concepts of career counseling
2. Understand the implications of recent changes in the field of career choices

Course content	Marks
Module I: Career counseling Objectives: After studying the module the learner will be able to: 1. Assess vocational interests 2. Elaborate on the importance of career information systems. 1.1 Career centers and career information systems. Factors affecting choice of career, Ginsberg's Theory of Vocational Choice 1.2 Vocational interests, pre-vocational and vocational training centers. Factors influencing vocational choice. 1.3 Non- traditional occupations, employment opportunities, bias and equity, work attitudes 1.4 Academic support services, counseling services, faculty advisers and student placement.	25
Module II: Computer uses in educational guidance Objectives: After studying the module the learner will be able to 1. Outline recent developments in the field of online learning 2. Weigh the strengths and weaknesses of distance education 2.1 Computer assisted instruction 2.2 Computer mediated communication 2.3 Blended learning 2.4 Online courses and distance education	25
Module III: Preparing for diversity on future workforce Objectives: After studying the module the learner will be able to 1. Appreciate the new expanding sectors in the vocational domain 2. help a client through job search strategies 3.1 Identifying in demand skills and expanding sectors 3.2 Adapting to age, gender and cultural variations; Career development needs and changing scenarios in a global world 3.3 Helping clients succeed : educational, career and job search strategies 3.4 Theories of career development: replacing career fit with enablement, multicultural theories	25
Module IV: Career counselling and mental health Objectives: After studying the module the learner will be able to 1. Deal with mental health issues in the world of work 2. Speak about work life balance with counselees 4.1 Career counselling and management of stress 4.2 Anger management 4.3 Behavioural health and lifestyle issues 4.4 Work life balance	25

INTERNAL ASSESSMENT

The following can be submitted as assignments –

- Create an anger management module for application at the workplace
- Write an essay on work search strategies in primary and second careers

Semester II Course 3

Course code-215018Title- **Positive psychology and the world of work**

No. of Credits-4,

Marks 100 (50 internal, 50 external)

Course Objectives:

The learner will be able to

1. Acquire the basic concepts of positive psychology
2. Relate the fundamental principles of positive psychology to everyday work life.

Course content	Marks
Module I: Introduction to and relevance of positive psychology Objectives: After studying the module the learner will be able to: 1. Gain better understanding of assumptions, goals and themes of positive psychology. 2. Distinguish between eastern and western perspectives on positive psychology 1.1 Definition, assumptions, goals and themes of positive psychology 1.2 Historical antecedents of positive psychology 1.3 Differentiating between eastern and western perspectives on positive psychology 1.5 Classification and measure of strengths vis a vis world of work	25
Module II: Positive emotions across the lifespan Objectives: After studying the module the learner will be able to 1. Relate the concepts of subjective well being, resilience, and flow in the context of positive psychology 2. Link resilience and emotional intelligence to work across the lifespan 2.1 Subjective well being 2.2 Resilience 2.3 Flow 2.4 Emotional intelligence and emotional creativity	25
Module III: Interpersonal focus and its role through life Objectives: After studying the module the learner will be able to 1. Appreciate the role of optimism, hope, self-efficacy in the context of positive psychology. 2. Relate these factors to success and satisfaction through the various life stages 3.1 Optimism 3.2 Hope 3.3 Self-efficacy 3.4 Gratitude, empathy and altruism	25
Module IV: Applications of positive psychology Objectives: After studying the module you will be able to 1. Describe the role of positive psychology as applied to various domains through life 2. Link positive psychology concepts to life at the workplace 4.1 Positive approaches to intervention 4.2 Positive organizational behaviour 4.3 Building better communities 4.4 Assessment in positive psychology	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment –

- Choose any domain (community life, corporate life, etc.) and link it to concepts in Positive psychology using examples.
- Conduct a literature search on the existing works that differentiate between eastern and western perspectives on positive psychology.

Semester II Course 4

Course code-215019 Title- Applications of Statistics in Counseling research

Course Objectives:

The learner will be able to

1. Develop conceptual understanding of statistical methods and their utility for empirical research in the field of counseling
2. Use suitable statistical techniques for interpreting research findings

Course content	Marks
Module I: Introduction to descriptive statistics <u>Objectives:</u> After studying the module the learner will be able to: 1. Define measures of central tendency and variability 2. Underline their implications while reading research papers 3. Apply simple statistical procedures to their own data 1.1 Definition and use of statistics, Scales of measurement 1.2 Measures of central tendency 1.3 Measures of variability 1.4 Concept of normality and normal distribution	25
Module II: Understanding and interpreting test scores <u>Objectives:</u> After studying the module the learner will be able to 1. Interpret test scores in the light of statistical concepts underlying them 2. Interpret the meaning of reported levels of significance 2.1 Concept of standard scores, various types of standard scores in assessment tools 2.2 Levels of significance and types of error 2.3 Concepts of power and effect size 2.4 Cross cultural implications of test scores and norms	25
Module III: Measures of association and prediction <u>Objectives:</u> After studying the module the learner will be able to 1. Interpret correlation values reported in research 2. Understand reliability and validity measures better 3. Comprehend concepts of relationships between and prediction of values 3.1 Correlation: product moment correlation, partial correlation, special correlations. 3.2 Nonparametric correlations: Kendall's tau, Spearman's rho. 3.3 Linear Regression 3.4 Chi Square	25
Module IV: Inferential statistics <u>Objectives:</u> After studying the module you will be able to 1. Compare group findings using appropriate statistics 2. Choose between parametric and non parametric tests for their data 4.1 Two group Differences: t test- Independent and dependent samples, 4.2 Multi-group Differences: One-way ANOVA: Independent and dependent samples; Two-way ANOVA: Independent samples 4.3 Wilcoxon Sign-Rank test; Median test; U test. 4.4 Kruskal-Wallis test	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment–

- Choose any research paper and interpret what you understand from the statistical tables presented therein.

A short classroom test may also be given to check for conceptual understanding

Semester IIPracticals.

Course code215020Title-Vocational and Career Informationpracticals

Course content	Marks
Module I Chart making and Career Exhibition: Organizing/participating ina career exhibition.	25
Module II Preparing and presenting two career talks	25
Module III Visits to industries, employment exchange collecting occupational information.	25
Module IV Procedure: a) Interview and intake sheet. b) Test Administration c) Scoring d) Interpretation e) Report writing	25

Internal assessment :Continuous assessment through the semester to assess comprehension of each aspect of the practical training.

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A Political Science

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of

girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other beneficts are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:** **M.A. I – Rs. 5475/- (S.N.D.T. University)**
 M.A. I – Rs. 5475/- (Other University)
 M.A. II – Rs. 5475/-

➤ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- d) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Term-End Evaluation	Written exam, viva	Regional Language/English

Semester I

1. Political Theory (109001)

Marks: 100 (4 credits)

Objective:

This Course gives a broad overview of the essential character and role of political theory within the larger discipline of Political Science. Student gets an historical overview of the fundamental concerns of the discipline of Political Science. She is equipped with the basic conceptual framework of the discipline.

Unit	Course Content	Marks
Unit 1	1. Nature and Significance of Political Theory a. What is theory?: Difference between theory, thought, philosophy and ideology b. Changes in nature of the term 'theory': Little Theories, Grand Theories c. Changes in the content of the term 'political' d. Why do we study political theories?	10
Unit 2	2. Importance and Limitations of the Classical Tradition a. Essential characteristics of Classical Tradition b. Overview of the Contribution of Ancient Political Philosophers to Political Theory with reference to Plato, Aristotle, Polybius, Cicero c. Significance of value based approach d. Medieval Period: Emergence of Christianity and its impact on the Political Theory e. Advent of Positivism and its impact on Political Theory	20
Unit 3	3. Modern Approaches: Behaviouralism, Post-behaviouralism and Marxism a. Positivist Social Sciences, Vienna Circle and Institutionalisation of the discipline of Political Science in the West b. Chicago School and the Search for Universal Theory c. Essential tenets of Behaviouralism d. Post Behaviouralism and Critique of Behavioural assumptions e. Beyond post - behaviouralism f. Behaviouralism vis-à-vis Marxism: Stability versus change & scientism versus	30

	<p>humanism debates.</p> <p>g. Decline and Revival of Political theory</p> <p>h. Marxist approach to Political Theory:</p> <p>i. Variations in Traditional Marxist Approach: Marx, Engels, Lenin & Gramsci</p> <p>j. Introduction to the Frankfurt school</p>	
Unit 4	<p>4. Civil Society and the State</p> <p>a. Historical Evolution of the idea of Civil Society:</p> <ul style="list-style-type: none"> - Liberal idea, - Political Economy & Civil society, - Hegelian Civil Society, - Marx, Gramsci & Civil Society. <p>b. Contemporary Revival of Civil Society: Global Civil Society</p> <p>c. Difference between State and Civil Society, Difference between State and Nation</p> <p>d. Social Contract and State</p> <p>e. Neutral State, Class State and Patriarchal State</p> <p>f..Challenges to the Sovereignty of State</p>	20
Unit 5	<p>5. Citizenship & Nation</p> <p>a. Historical Evolution of the concept of Citizenship</p> <p>b. Idea of Equal and Universal Citizenship: Marshall & His Critique</p> <p>c. Limits of Liberal Citizenship</p> <p>d. Citizenship in the New Context: Multiculturalism & Globalization</p> <p>e. Objective & Subjective Criteria of Nation.</p>	20

2.Administrative Theory (109002)

Marks: 100 (4 credits)

Objective:

Student is exposed to the evolution of and major approaches prevailing in the sub-field of Public Administration. She is familiarised with the theoretical debates pertaining to the dynamics of bureaucracy and public policy.

No	Course Content	Marks
Unit 1	1.The Study of Administration: Its Nature and Development a. Changing nature of administration – Art Science or Profession, Political nature b.Development of administration – Paradigm by Nicholas Henry c. New Public Management, Public Choice Approach, Governance, Entrepreneurial Government	15
Unit 2	2. Ecological, Decision-Making and Political Economy Approaches a. Modern Approached to Public Administration b. Ecological Approach – Riggs Contribution, Riggs typology and Sala Model c. Decision Making Approach – Simon’s Contribution, Garbage Can Model, Muddling Through Model, Mix Scanning Model d. Political Economy Approach – Meaning, contributions by Anthony Downs	25
Unit 3	3. Development Administration a. Development Administration – Meaning, Emergence, b. Approaches c. Riggs contribution	15
Unit 4	4. Bureaucracy and Society: Weberian, Marxist and Feminist Perspectives a. Weberian argument – Ideal Type Bureaucracy by Weber, Context and Characteristics of Bureaucracy, Criticism of Weberian Model b. Marxist understanding of Bureaucracy c. Feminist Perspective – Feminist argument against bureaucracy, Arguments by Cathy Fergusson, Camilla Stivers	25
Unit 5	5. Public Policy: Theories and Processes a.Stages of Public Policy Making b.Role of Parties c. Role of Pressure Groups d. Role of Public Opinion	20

3. Theoretical Aspects of International Politics (109003)

Marks 100 (4 credits)

Objective:

This Course focuses on the study of International Politics as a sub-field of Political Science. Student is exposed to the major approaches and concepts in the sub-field. She is familiarised with different perspectives on the organization of the international political system. Student is equipped to explore and analyse the power dynamics at international level.

No	Course Content	Marks
Unit 1	1.The Study of International Politics: Its Nature and Scope a. Evolution of the Discipline: Major Stages b. Sub – disciplines of the discipline of International Politics	15
Unit 2	2. Major Approaches: Realism, Idealism, Systems Theory, Marxism and Feminism a. Realism and Neo - Realism: Basic Assumptions b. Idealism: Major Debates c. Systems Theory: Contribution and Limitations d. Marxism: Nature of the International System, International Political Economy and Dependency Theory e. Feminism: Interrogations about the prevailing conceptual framework of IR	25
Unit 3	3. The Concept of National Power: Its Constituents and Limitations 1. Debates about the constituent of the National Power 2. Limitations of the National Power in the contemporary scenario	15
Unit 4	4. The Management of Power: Balance of Power and Collective Security a. Hans Morgenthau: Basic Assumptions of the Balance of Power b. Types of Balance of Power system c. Debates about the efficacy of Balance of Power d. Essential tenets of Collective security system e. Efficacy of the Collective security	25
Unit 5	5. The Concept of Non-alignment: Bases, Role and Relevance a. Principle Assumptions of Non Alignment b. Role Played by the NAM in the Cold War period c. Relevance of NAM in a the post-Cold War world	20

4. Theoretical Aspects of Comparative Politics (109004)

Marks: 100 (4 credits)

Objective:

Student is exposed to the evolution of and major approaches within the sub-field comparative politics. Student is equipped to compare various political systems by using different approaches and parameters of comparative inquiry.

No	Course Content	Marks
Unit 1	1.The Study of Comparative Politics: Its Nature and Development a.Origins of Comparative Politics b. Development of Comparative Analysis: Renaissance, Enlightenment, Historicism, c. Emergence of Formal and Legal studies, Evolutionalism, Political Sociology d. Distinction between Traditional and Modern Comparative Politics	20
Unit 2	2. Systems and Structural-Functionalist Approaches a. David Easton's Theory of Political System: Input - Out Put Model b. Gabriel Almond's Theory of Structural Functionalism (Meaning of Political Structure, Functions of Political Systems – Capabilities Functions, System Maintenance and Adaptation Functions and Conversion Functions)	20
Unit 3	3. Marxist and Feminist Approaches a. Class approaches to Comparative Analysis: Stages of Capitalist Development, Dependency Theories b. Gender in Comparative Politics: Patriarchy & State in Comparative perspective	20
Unit 4	4. Strategies for Comparison a. Levels of Analysis & Causal Theories b. Themes for Comparative Analysis: State – Economy – Democratic Ideas – Collective Identity	15
Unit 5	5. Typology of Political Systems a. Almond's Typology (Primitive, Traditional, Modern Systems) b. Blondel's Typology (Liberal Democratic, Authoritarian, Conservative, Radical & Populist Systems) c. Macormiks' Typology (Liberal Democracies, Communist & Post – Communist States, New Democracies, Less Developed States, Islamic States & Marginal States)	25

5. Indian Political System (109005)

Marks: 100 (4 credits)

Objective:

Students is exposed to the historical and structural dimensions of Indian Political System. She is familiarised with the major debates about the structural set up of Indian politics. She is equipped with the terms of reference for analysing contemporary Indian Politics.

No	Course Content	Marks
Unit 1	1.The Colonial Legacy of the Indian Political System a. Contribution of British Acts and Legislations b. Continuity and Change – Constitutional Framework, Administration, Political Structures	15
Unit 2	Salient Features of the Indian Political System a. Democracy – Substantive or Procedural? b. Secularism and Pseudo Secularism c. Federalism – From Cooperative Federalism to Competitive Federalism d. Independent Judiciary – Issues : Politicization, Judicial	25
Unit 3	Changing Nature of Party and Electoral Politics a. Era of One Party Dominance – ‘Congress System’ b. Decline of Congress System c. National Parties and Regional Parties, d. Post 90s Electoral Politics – Fragmentation of Party System, Impact Mandir,Market, Mandal issues e. Emergence of Coalition politics	25
Unit 4	4. Contemporary Challenges: Terrorism, Corruption and Regionalism a. Challenges posed by Terrorism and responses of Indian Political System b. Challenges posed by Corruption and response of Indian Political System c. Regionalism – Language Politics, Punjab and Assam Crises, Emergence of regional parties	20
Unit 5	5. India’s Role in World Politics a. Changing nature of World Politics and Changing role of India b. UNO and India’s Role c. Indian’s Role in the developing countries	15

Semester II

1. Political Philosophy (209006)

Marks: 100 (4 credits)

Objective:

Student is introduced to the debates about the compulsions and predicaments of collective human life as well as to the debates about individual's relationship with the collectivity. She is familiarised with the various patterns of organising collective life. Student is equipped to explore the moral roots of political problems.

Unit	Course Content	Marks
Unit 1	1. Grounds of Political Obligation a. Justifications for Authority b. Moral & Prudential Obligations c. Grounds of Political Obligation: Contract, Consent, General Will, Justice & Common Good)	15
Unit 2	2. Political Disobedience and Resistance a. Intellectual Foundations of Political Disobedience: Thoreau, Gandhi, Martin Luther King (Jr.), Russell b. Debate over the objections to the idea of disobedience: Majority rule, Participation in Democratic Rule, Lawful channels of Protest c. Difference between Conscientious Resister and Civil Disobedient d. Theories of Resistance: Althusser, Foucault, Feminist view	15
Unit 3	3. Democracy, Liberty and Rights a. Aspects of Liberal Democracy b. Democracy: Procedural Democracy and Substantive Democracy Debate c. Two concepts of liberty: Positive & Negative d. Isaiah Berlin's concept of liberty e. Theories of Rights: (Theory of Natural Rights, Utilitarian Theory of Rights, Libertarian Theory of Right, Human Rights) f. Individual Rights - Group Rights Debate: Communitarian & Multicultural Perspectives.	25
Unit 4	4. Equality and Justice a. Equality: Evolution of the Concept b. Liberal, Marxist and Feminist understanding of Equality c. Rawls's Libertarian critique of Distributive Justice d. Amartya Sen's views on justice e. Interdependence of Equality and Justice	20
Unit 5	5. Recent trends: Post Modernism & Feminism a. Post Modernism and Changed nature of Knowledge b. Post modernism and Late Capitalism c. Issues raised by Feminism with reference to the nature of Political Theory	25

2. Issues in Administration (209007)

Marks: 100 (4 credits)

Objective:

Student is introduced to the key issues pertaining to administrative structures and processes. She is familiarised with the problems that emerge from the interaction of administration with politics and economics.

Unit	Course Content	Marks
Unit 1	1. Administration and Politics: Civil Service Neutrality and Integrity a. Relation between Administration and Politics – types of administration and type of political culture b. Neutrality – meaning, Concept of Representative Bureaucracy, Committed Bureaucracy c. Integrity – meaning, administrative corruption, measures to maintain integrity	15
Unit 2	2. Economic Administration in a Planned Economy and Free Market Economy a. Features of Planned System, Role of state in the Planned System, Role of administration in it, Planning Commission b. Planned System – Role of administration in the Russia, Post-Soviet Communist Countries c. Features of Free Market System, Role of state in the Free Market System, Role of Administration in it, Independent Regulatory Commission d. Free Market system – Role of administration in the U.S.A., Advanced Industrialist States	15
Unit 3	3. Administrative Ethics and Accountability a. Importance of Administrative Ethics b. Code of Administrative Ethics c. Ethics as a tool of accountability d. Difference between responsibility and accountability e. Agencies of ensuring accountability	25
Unit 4	4. Governance: Issues and Challenges a. Concept of Governance b. Administrative Reforms and Governance c. Good Governance	20
Unit 5	5. Recent Trends: a. Modernisation of Administration, b. Partnership with Industry c. Non – Governmental Organisations (NGOs), Disaster Management	25

3. Issues in World Politics (209008)

Marks:100 (4 credits)

Objective:

Student is introduced to the mechanism with which nations pursue their interests. She is familiarised with the way they compete, conflict and compromise with each other. She is equipped to analyse and explain the politics at international level.

Unit	Course Content	Marks
Unit 1	1.Foreign Policy and Diplomacy a. Role of Foreign Policy b. Determinants of Foreign Policy c. Determinants of Diplomacy d. Limitations of Diplomacy	15
Unit 2	2. War, Arms Race and Disarmament a. War: Meaning, Causes, Changes in the nature b. Feminist critique of war c. Arms Race: Causes and Impact d. Disarmament: Means and Efforts	25
Unit 3	3.International Law and Organisation a. Achievements b. Limitations c. Prospects	15
Unit 4	4.Regional Organisations a. Patterns: Economic, Cultural, Strategic, Regional b. Role played in International Relations c. Importance of Regional Organisations	20
Unit 5	5. Contemporary Challenges: Terrorism, Human Rights, Globalisation and Clash of Civilisations a. Terrorism: Phases & Impact on International Relations b. Human Rights: Mechanisms to assure Human Rights, Impact on IR c. Globalisation: Changes in the International Political Economy and consequent implications for international Relations d. Clash of Civilisation: Context, argument and Implications	25

4. Issues in Comparative Politics (209009)

Marks:100 (4 credits)

Objective:

This Course provides a broad overview of the various conceptual frameworks that have been used over the years for comparative political analysis across the paradigms. Student is introduced to the various classificatory schemes that have resulted from such analysis. She is thus equipped to with conceptual tools to undertake comparative political analysis.

Unit	Course Content	Marks
Unit 1	1.Political Culture and Socialisation a. Types of Political Culture: Parochial, Subject, Participatory b. Levels of Political Culture: System, Process, Policy c. Agents of Political Socialisation.	20
Unit 2	2. Political Elites and Classes a..Elite Theories: Organisational Approach, Institutional Approach, Economic Approach & Psychological Approach b. Class: Economic class & Social Class: Marxist view &NicosPoulantzas's views	20
Unit 3	3.Political Parties and Elections a. Determinants & Functions of Political Party b.Typologies of Political Parties: Blondel's Typology, Sartori's Typology &Duverger's Typology c. Electoral Systems for Parliaments & for Presidents d. Elections in Authoritarian Regimes & in Liberal Democracies	20
Unit 4	4.Interest Groups and People's Movements a. Forms of Interest Groups: Anomic, Non – associational, Institutional & Associational. b.Interest Group Systems: Pluralist Interest Group Systems, Democratic Corporatist interest group systems, Controlled Interest Group Systems c. Determinants of People's Movement d. Issues raised by People's Movements	20
Unit5	5. Political Development and Revolution a. Modernisation as development: Apter's view b. Lucian Pye's view on Political development c. Samuel Huntington's view on Political Development d. Revolution as systemic problem e. Marxist Theory of Revolution f. Skocpol's Theory of Revolution	20

5. Politics and Society in India (209010)

Marks:100 (4 credits)

Objective:

This Course highlights the dynamics of politics-society interaction in India. Students is familiarised with the impact of social stratification on politics and new forms of popular mobilisation in India. She is equipped with an analytical insight into the political history of the post – independence India.

Unit	Course Content
Unit 1	1. Salient Features of Indian Political Culture a. People's Participation b. Secularism c. Nationalism d. Voting culture – Political Symbols
Unit 2	2. Political Economy of Development in India a. Nehruian Model of Development b. Political Economy of Development in the post – liberalisation period
Unit 3	3. Role of Class, Caste and Gender a. Role of Working Class, Agricultural Classes and Middle Class in India b. Dalit Politics & O. B. C. Politics: Pre and Post – Mandal Caste Politics, Regional variations in caste mobilisation c. Issues raised by Women's Movement, Women in Power & Politics of Women's Reservation
Unit 4	4. Role of Ethnicity and Religion a. Ethnicity as an aspect of the politics in the North – East b. Factors responsible for communalism, causes of riots & Phases of communal politics.
Unit 5	5. Rise of People's Movements a. Context of the rise of people's movement b. Agenda before the people's movements c. Challenges before the people's movements

Semester III

1. Research Methods for Political Enquiry (309011)

Marks: 100 (4 credits)

Objective:

This Course encompasses the important steps involved in carrying out a research project in political science. It will expose students both to the quantitative and qualitative methods of research, introduce them to the basic techniques of data analysis and also to write reports and theses. Student is equipped to undertake a research project.

Unit	Course Content	Marks
Unit 1	Scientific Method of Political Enquiry <ol style="list-style-type: none"> Meanings of Methodology Positivist, Interpretative & Critical Paradigms & Ensuing research Methods Basic Assumptions of Quantitative Methodology Basic Assumptions of Qualitative Methodology 	20
Unit 2	Sampling and Research Design <ol style="list-style-type: none"> Terminology of Sampling Types of Sampling Essential aspects of Quantitative Research Design Essential aspects of Qualitative Research Design 	15
Unit 3	Techniques of Data Collection <ol style="list-style-type: none"> Observation: Types & Essential considerations Interview: Types & Essential considerations Questionnaire: Types & Essential consideration 	20
Unit 4	Content Analysis & Hermeneutics <ol style="list-style-type: none"> Content Analysis: Usage & Preparing of coding schedule & coding manual Hermeneutics: Types – Conservative, Moderate, Critical & Radical 	20
Unit 5	Techniques of Data Analysis <ol style="list-style-type: none"> Dealing with Quantitative Data: Coding, Entering, Cleaning Frequency Distribution, Central Tendency and Measures of Variation Introduction to Qualitative Data Analysis 	15
Unit 6	Report Writing <ol style="list-style-type: none"> Writing Process Essential aspects of a Research Report 	10

2. Modern Political Ideologies (309111)

Marks: 100 (4 credits)

Objective:

Student is introduced to the emergence and nature of ideological thought and is familiarised with the major debates on the continued relevance of ideologies. Student is equipped to analyse the role played by modern ideologies in shaping political life.

Unit	Course Content	Marks
Unit 1	Nature and Significance of Ideologies <ol style="list-style-type: none"> Meaning of the term Ideology Characteristics of Ideologies Perspectives on Ideology Ideology and Utopia End of Ideology and End of History Debates 	20
Unit 2	Liberalism <ol style="list-style-type: none"> Emergence and doctrinal basis: Natural Rights, Principle of Utility, Social Contract theory Central themes: Individualism, tolerance, liberty, equality, justice, fraternity, Constitutionalism Salient features of classical & modern liberalism Contribution of John Rawls Neo-liberalism & libertarianism 	20
Unit 3	Socialism <ol style="list-style-type: none"> Origins of Socialism Core Themes: Opposition to Private Property, Economic equality, Opposition to exploitation, Opposition to Capitalism Types of Socialism: Utopian Socialism, Scientific Socialism, Democratic Socialism Major Debates in Socialism: Base – Super – Structure Relations, Revolution versus Reform, Issue of violence, Role of Party 	20
Unit 4	Nationalism <ol style="list-style-type: none"> Types of Nationalism: Progressive Nationalism, Ethnic Nationalism, Religious Nationalism, Reactionary Nationalism Relation between Nationalism and Internationalism Debates within Nationalism: <ul style="list-style-type: none"> Nationalism as Bourgeois ideology Modernist - Perennialist debate, Ethnic versus Civic nationalism Nation as Imagined Community Nationalism as Derivative Discourse The Post Nation Debate 	20
Unit 5	Environmentalism <ol style="list-style-type: none"> Origin and Development Core themes of environmentalism Environmentalism and Ecologism Development and Environmentalism: Sustainable Development Ecofeminism 	20

3. Political Process in Maharashtra (309124)

Marks: 100 (4 credits)

Objective:

This course aims to introduce the student to the interface between state and society in the State of Maharashtra. It orients her towards the major issues in Maharashtra politics. The student is equipped to analyze the unfolding of the political process in contemporary times.

Unit	Course Content	Marks
Unit 1	Pre – 1960 Maharashtra a. Legacy of the Freedom Movement b. Impact of the Non – Brahmin and Dalit Movement c. Rise of Hindutva Politics d. Samyukta Maharashtra Movement	25
Unit 2	Issues of Regionalism and Sub – Regionalism a. Politics of Marathi identity b. Issue of backwardness and regional imbalance c. Demand for separate Vidarbha State.	25
Unit 3	Caste in Maharashtra Politics a. Politics of Dominant Caste b. Patterns of Dalit Politics c. Rise and Impact of O. B. C. Politics	25
Unit 4	Political Economy of Development in Maharashtra a. Co – operatives b. Agrarian Interests c. Rise of Urban Interests	25
Unit 5	Local Politics in Maharashtra a. Patterns of Rural local Politics b. Issues in Urban Politics c. Politics in Mumbai	

4. Social Movements in India (309122)

Marks: 100 (4 credits)

Objective:

The study of social movements throws light on the input aspect of political system. Student is introduced to various types of social movements in India. She is equipped to analyze the interlinks between social movements and politics.

Unit	Course Content	Marks
Unit 1	Social Movements as a Framework of understanding Indian Politics a. Meaning and Nature of Social Movements b. Social Movements: Old and New c. Interlinks between social movements and politics	
Unit 2	Movements of Linguistic State Formation a. Movement for Andhra Pradesh: Origin, Development & Impact on politics b. Movement for Maharashtra State: Origin, Development & Impact on politics	
Unit 3	Peasant and Working Class Movements a. Origin b. Development c. Issues d. Decline	
Unit 4	Dalit Movements a. Origin b. Development c. Issues	
Unit 5	Tribal Movements a. Origin b. Development c. Issues	
Unit 6	Women's Movement a. Origin b. Development c. Issues	

5. India and the World(309133)

Marks: 100 (4 credits)

Objective:

This course acquaints student with how India views the world vis – a vis international politics. It introduces her to India's perception of her role in the world politics. Student is equipped to analyse and explain how India balances global concern with her national interest.

Unit	Course Content	Marks
Unit 1	Nature of India's Foreign Policy a. Evolution b. Domestic Compulsions & External Determinants c. Non – alignment d. Post-Cold War Shifts in India's Foreign policy	
Unit 2	India and her Neighbours a. India – China Relations b. India – Pakistan Relations c. India – Sri Lanka Relations d. India's Relations with Bangladesh, Bhutan and Nepal	
Unit 3	. India's Security Concerns a. Changing Security Perspective: Internal and External Dimensions b. Trans – national dimensions: Ethno – cultural, demographic and terrorism c. Disarmament & Nuclearization	
Unit 4	India and the International Economy a. Foreign Economic Policy b. India and WTO c. India, IMF and World Bank	
Unit 5	India and United Nations a. NIEO b. UN Reforms c. India and Peace keeping missions	

Semester IV

1. Main Currents of Feminist Thought(409012)

Marks: 100 (4 credits)

Objective:

This Course provides an overview of the various political strands within feminist thought. Student is introduced to recent debates within the global currents. She is equipped to within depth knowledge about the issues raised by various feminist streams in recent times.

Unit	Course Content	Marks
Unit 1	Liberal Feminism a. Evolution b. Issues raised	20
Unit 2	Socialist Feminism a. Evolution b. Issues raised	20
Unit 3	Radical Feminism a. Evolution b. Issues raised	20
Unit 4	Black Feminism a. Evolution b. Issues raised	12
Unit 5	Eco Feminism a. Evolution b. Issues raised	10
Unit 6	Post Feminism a. Major arguments b. Implications for women's liberation	8

2. Themes in Indian Political Thought(309114)

Marks: 100 (4 credits)

Objective:

Indian Political Thought is often explored with reference to western categories and conceptual frameworks. This course offers exploration of Indian Political Thought in the context of the conceptual framework that evolved in India. Student is introduced to the Indian ideas of organising polity and society. She is equipped with in depth understanding of the nuance differences within various ideological streams.

Unit	Course Content	Marks
Unit 1	Sarvodaya: MohandasKaramchand Gandhi & VinobaBhave a. Origin and development of Sarvodaya b. The doctrine of satyagraha c. Doctrine of Bhudan and Gram – dan d. Gandhi’s critique of Westminster model of democracy and Vinoba’s doctrine of Lokniti	25
Unit 2	Anti – Caste Discourse: E. V. RamaswamyPeriyar&BhimraoRaojiAmbedkar a. Origin of anti-caste discourse: The Colonial context b. Analysis of Caste system & ways to annihilate the caste system c. Critique of Brahminism d. Contribution to equality discourse	25
Unit 3	Hindutva: VinayakDamodarSavarkar& M S Golwalkar a. Construction of Hindutva: The Colonial Context – Hindu Mahasabha&RashtriyaSwayamsevakSangh b. Ideology of Hindu nationalism c. View regarding Varna and Caste system d. Views regarding Muslims, Dalit and Women	25
Unit 4	Muslim Political Thinking: Syed Ahmed Khan &AbulKalam Azad a. Construction of Muslim Political Identity: The Colonial Context b. Responses to Modernization c. Views on State and Nation d. Views on Liberty, Equality & Fraternity	25

3. State Politics in India(309121)

Marks: 100 (4 credits)

Objective:

A comprehensive understanding of Indian politics necessitates in depth study of the politics within the states. This study reveals various patterns of political mobilization, electoral politics and overall democratic politics. This course introduces the student to the diversity of democratic politics in India as well as the nature of Indian federalism. She is equipped to analyze the politics in Indian states.

Unit	Course Content	Marks
Unit 1	State as Unit of Politics a. Formation of States b. Linguistic States c. Politics of Regional identity d. Sub – regionalism	20
Unit 2	Issues in Centre – State and Inter – State Relations a. President’s Rule b. Issues of Autonomy and Allocation of resources c. water and border disputes	20
Unit 3	Caste and State Politics a. Role of Dominant Caste b. Rise of O.B.C. c. Patterns of Dalit Politics d. Role of Caste associations	20
Unit 4	Political Economy and State Politics a. Regional Imbalance and the Issue of Development b. Responses to the liberalisation of economy	20
Unit 5	Nature of Electoral Politics a. Factors affecting electoral politics b. Parties and Party alliances c. Elections and Coalition Politics	20

4. Development Administration (309132)

Marks: 100 (4 credits)

Objective:

This course acquaints student with the role administrative machinery plays in the development of society. It informs her about the changing role of state and public administration in the process of development in the post – globalisation period. It prepares her to function as administrator.

Unit	Course Content	Marks
Unit 1	Nature and Significance of Development Administration a. Understanding Administration as an instrument of development b. Evolution of Development Administration	
Unit 2	Development Programmes: Planning and Implementation a. Bloc Development Programme b. Development Programmes for Weaker Sections of the Society c. Development Programmes for Rural Development d. Development Programmes for Urban population	
Unit 3	Machinery of Development Administration a. Machinery at the Centre b. Machinery at the State Level c. Machinery at the local level	
Unit 4	New Trends in People's Self – Development and Empowerment a. From Welfarism to People's Self Development b. Empowerment of women. Tribal and minorities c. Citizen's Participation in Development	
Unit 5	Development Administration in the Era of Globalization a. Changing role of the State viz – a – viz development b,. International Aid and technical Assistance Programmes c. Role of Voluntary agencies in development Administration.	

5. Human Rights in International Politics (309134)

Marks: 100 (4 credits)

Objective:

This course acquaints student with the evolution of the concept of human rights and various mechanisms available for the protection of human rights. It introduces her to the tensions within the notion of human rights as well as to the contemporary challenges.

Unit	Course Content	Marks
Unit 1	Concept of Human Rights a. Meaning and Historical Development b. Human Rights: One or Many c. Internationalisation of Human Rights	
Unit 2	. Human Rights and United Nations a. Universal Declaration of Human Rights b. UN Conventions on Human Rights	
Unit 3	. Human Organisations a. International Human Rights Commission b. Amnesty International c. Human Rights Commission at national and state level	
Unit 4	Human Rights, Good Governance and Development a. Development and Human Rights of Project affected people b. Tension between Right to Development and Right to be Human c. Good Governance practices and Protection of Human Rights	
Unit 5	Challenges to Human Rights a. Poverty and Global Inequities b. Discrimination c. Armed Conflict and Violence d. Knowledge gap, capacity gap and security gap	

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A ECONOMICS

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNTD Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility

status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:** **M.A. I – Rs. 5475/- (S.N.D.T. University)**
 M.A. I – Rs. 5475/- (Other University)
 M.A. II – Rs. 5475/-

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practicals are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a year but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

Semester I

1. Microeconomics – I (106001)

Marks: 100 (4 credits)

PREAMBLE

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

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

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

Marks: 100 (4 credits)

PREAMBLE

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

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

3.Industrial Economics (506101)

Marks: 100 (4 credits)

PREAMBLE

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

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

4 Demography (506105)

Marks: 100 (4 credits)

PREAMBLE

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

Unit	Course Content	Marks
Unit1	1.Introduction and Sources of Population data: Scope and relevance of Demography- Demographic Analysis and Population Studies- Demography and other disciplines Demographic data base – Sources of Population data in India - Population Census – Vital Registration – Sample Registration System and Large Scale Demographic Surveys – National Family Health Surveys (NFHS), District level Household Surveys (DLHS) - Quality of Demographic data .	18
Unit2	2.Population Size and Growth: Population Size and Trends in the World population-Trends in population in India, states in India Components of Population Growth-Demographic Balancing Equation –Natural Growth - Net Migration Population Growth Rate: Ratios and rates- Linear Growth Rate, Geometric Growth Rate, Exponential Growth Rate	08
Unit3	3.Population Processes Basic Measures of Mortality - Crude Death Rate, Age Specific Death Rate, Standardization of Death Rates, Life Table- Life Expectancy, Special measures- Infant Mortality Rates, Maternal Mortality Rates, Trends in Mortality and Infant mortality and Maternal Mortality Rates in India- factors influencing Mortality Basic Measures of Fertility – Period and Cohort Measures – Child Woman Ratio, Crude Birth Rate, General Fertility Rate, Age Specific Fertility Rate, Total Fertility Rate, Gross Reproduction Rate, Net Reproduction Rates- Cohort Rates – Trends in Fertility in India- Bongaart's models of fertility-socio economic determinants of fertility Nuptiality Analysis –Mean Age at Marriage, Singulate Mean Age at Marriage – Indian Experience Migration- Types of Migration, Measures of Migration-Trends of Migration Theories of migration Demographic transition- India's experience	25
Unit 4.	4.Composition and characteristics of population	

	<p>Population Composition by age and sex- mean age, median age, dependency ratio, child dependency ratio, old age dependency ratio, population ageing</p> <p>Age pyramids- determinants of age structure,</p> <p>Age pyramids in India- demographic dividend- demographic social and economic implications of changing age structure</p> <p>Population Ageing and its socio-economic consequences</p> <p>Sex structure- sex ratio- sex ratio of child population - factors determining sex ratio</p> <p>Sex ratio imbalance in India and future scenario-</p> <p>Factors responsible for declining sex ratio in India</p> <p>Characteristics of population Religion, marital status, education, economic status- employments and occupation</p>	22
Unit5	<p>5.Population Distribution and Urbanization:</p> <p>Geographic Distribution of the World Population – Urbanization – Growth and distribution of rural and urban population in developed and developing countries, level of urbanization and rate of urbanization – Urbanization in India, components of urban growth - deterrents and consequences of urbanization.</p>	07
Unit 6	<p>6.Population and Development</p> <p>Theories of population: Malthusian theory, Marx's views on population, Boserup's thesis</p> <p>Contemporary debates on population, environment and development-population and sustainable development</p> <p>Gender issues in the population, environment, development</p> <p>Demographic dimension of well being</p>	13
Unit7.	<p>7.Population Policy and programmes in India</p> <p>Evolution of Population Policies in India – The shift in population control to family welfare, to women empowerment: Role of ICPD</p> <p>Evolution of population programmes-Family planning programmes, Reproductive Health Programme, National Rural Health Programme</p> <p>Family Planning Strategies and their outcomes : Reproductive Health, maternal nutrition and child health policies, population and strategies for human development of different social groups: Social impact of new reproductive technologies and their regulation –The New Population Policy, Tasks before the National Population Commission.</p>	07

5.Economics of Gender and Development (506107)

Marks: 100 (4 credits)

PREAMBLE

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

Unit	Course Content	Marks
Unit1.	1.Introduction to Gender Studies: Importance of Women's Studies Concepts- 'Sex' Versus 'Gender', Oppression and Exploitation, Socialisation, Social Construction, Deconstruction, Patriarchy, Trends in Feminism, Gender Based Division of labour Economic Basis and Functioning of Patriarchy and Matrilineal societies, structures and systems Gender and the Process of Economic Development: Feminist Criticism of Development Indices and WID-WAD-GAD, Human Development Approach, Gender and Development Indices- Mainstreaming Gender into Development Policies, Gender Planning Techniques and Gender Sensitive Governance, Paradigm Shifts from 'Women's Wellbeing' to 'Women's Empowerment'- Addressing Practical Gender Needs and Strategic Gender Needs of Women	17
Unit2.	2.Women: Demographic Aspects: Age structure, Mortality rates and Sex ratio. Causes of Declining Sex Ratios and Fertility Rates in LDCs with Special Reference to India Theories and Measurement of Fertility and Its Control. Gender and Population Control Policy with Special Reference to India. Reproductive Rights Women, Health and Nutrition Women and Education Economic Status of Women- Work Participation Rate of women	17
Unit3.	3.Women in Decision Making: Factors Affecting Decision-making by Women Role of Voluntary Organizations, Self-help Groups-Women's Leadership in Micro Finance Review of Legislation for Women's Entitlements, Protection of Property Rights and Social Security. Schemes for Safety-net for Women. Social Structure and Social Security of Women - Entitlements, Access to Control over Economic Resources, Ensuring Economic Independence and Risk Coverage. Power of Decision-Making at Household Levels, Class and Community Levels- Role of	17

	<p>Kinship in Allocation of Domestic and Social Resources</p> <p>Economic Status of women and its Effect on work Participation Rate, Income Level, Health and Education in Developing Countries and India.</p> <p>Democratic decentralization and Women's Empowerment in India</p>	
Unit4.	<p>4. Conceptualization of Women's Work:</p> <p>Concept and Analysis of Women's Work-Paid and Unpaid Work-Valuation of Productive and Unproductive Work Visible and Invisible Works: Visibility of Women in Statistics and Indicators- Economically Productive and Socially Productive Work</p> <p>Economic Status, Private Property and Participation of Women in Pre-industrial and Industrial societies, Women's Contribution to National Income.</p> <p>Women and Labour Markets- Factors Affecting Women's Entry in Labour Market-Supply and Demand of Women's Labour in the Developed and Developing Countries</p> <p>Work participation of women in agriculture and non-agricultural activities (with reference to India) - Work Efficiency and Women</p> <p>Women in the Informal Sector, Small Scale and Cottage Industries-Women in the Organised and Service Sector</p> <p>Wage Differentials in Female Activities- Determinants of Wage Differentials: Gender, Education, Skill, Productivity, Efficiency, Opportunities.</p> <p>Structures of Wages Across Regions and Economic Sectors</p>	16
Unit5.	<p>5. Women, Technology and Environment</p> <p>Impact of Technological Development and Modernisation on Women's Work Participation</p> <p>Industrial Technologies and Women</p> <p>Agricultural Technologies-Mechanisation, High Yielding Varieties-Green Revolution</p> <p>Horticulture and Floriculture</p> <p>Animal Husbandry, Dairy Development</p> <p>Poultry Development</p> <p>Women in Sericulture</p> <p>Women in the Fisheries</p> <p>Female Activities and Ecological and Environmental Concerns-The Two Way Relationships</p> <p>Role of New Technologies for Helping women</p> <p>Provision of Information and training for Simple Harvesting of Economic Services</p>	17
Unit6.	<p>6. Social Security and Social Protection for Women</p> <p>Social Security of Women</p> <p>Entitlements, Ensuring Economic Independence and Risk Coverage</p> <p>Access to Credit and Insurance Markets</p> <p>Role of Voluntary Organisations and SHGs in Providing Social Security.</p> <p>Labour Market Biases and Gender Discrimination</p> <p>Effectiveness of Collective Bargaining</p> <p>Review of Legislations for women's Entitlements</p> <p>Protection of Property Rights and Social Security</p> <p>Schemes for Safety Net for Women</p> <p>Need for Women Workers' Union</p> <p>Affirmative Action for women and Improvement in Their Economic and Social Status</p>	16

Semester II

1. Microeconomics– II (206003)

Marks: 100 (4 credits)

PREAMBLE

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

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

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

Marks: 100 (4 credits)

PREAMBLE

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

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

3. Agricultural Economics (506106)

Marks: 100 (4 credits)

PREAMBLE

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

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

4. Financial Institution and Market (506108)

Marks: 100 (4 credits)

PREAMBLE

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

Unit	Course Content	Marks
Unit 1	1.Nature and Role of Financial System : Money and finance – Money and near-money – Financial intermediation and financial intermediaries – The structure of the financial system – Functions of the financial sector – Role of financial system in economic development, Indicators of financial development – Criteria to evaluate assets; Risk and financial assets, types of risk – Valuation of Securities, Financial development Ratios ;(Finance ratio, Financial Inter-relation Ratio, Intermediation Ratio)	25
Unit 2	2. Financial institutions Financial institutions- Banks- Central and commercial banks, non-bank financial institutions-financial intermediaries and non-intermediaries- Development banks – role and functions Regulatory role of central bank- Function of Central Bank – The aims and objectives of the monetary policy in developed and developing countries – Instruments of monetary policy- relationship between monetary policy and financial markets Productivity and efficiency of banking system-Financial sector reforms in India	25
Unit 3	3. Financial Markets: Role and Structure of money market and capital market – Call money market, Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Discount market – Government securities market – Markets for derivatives : futures and options, and other derivatives: types, uses and pricing of derivatives, SEBI : its impact on the working of capital market in India.	25
Unit 4	4. International Financial Markets: Nature, organization and participants – Exchange rates – devaluation, and depreciation – Risk hedging and futures in exchange rates –Lending operation of World bank and its affiliates – Working of IDA and IFC. Asian Development bank and its lending activities; Asian Development Bank and India. Euro-dollar and Euro-Currency markets: their developmental role and regulation at the International level.	25

5.Public Economics (506110)

Marks: 100 (4 credits)

PREAMBLE

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

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

Semester III

1. Macroeconomics – I (306005)

Marks: 100 (4 credits)

PREAMBLE

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

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

2. Indian Economy (306006)

Marks: 100 (4 credits)

PREAMBLE

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

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

3. Research Methodology (306007)

Marks: 100 (4 credits)

PREAMBLE

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

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

4. Labour Economics (506102)

Marks: 100 (4 credits)

Preamble

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

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

5.Rural Economics (506113)

Marks: 100 (4 credits)

PREAMBLE

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

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

Semester IV

1. Macroeconomics - II (406008)

Marks: 100 (4 credits)

PREAMBLE

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

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

2. International Economics (506111)

Marks: 100 (4 credits)

PREAMBLE

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

Unit	Course Content	Marks
Unit 1	Theory of International Trade: The classical theory – absolute and comparative advantage – real cost and opportunity cost approaches, modern theory of international trade – Heckscher-Ohlin theorem – factor endowment and factor price approaches, Theorem of factor price equalization, empirical testing of theories of comparative cost and Heckscher-Ohlin model and measurement of gains from trade.	20
Unit 2	New Theories of Trade: The product cycle hypothesis, the vent-for-surplus approach, the Rybezynski theorem, imitation gap theories of trade, increasing returns to scale, intra industry trade, the Neo-Heckscher-Ohlin model, Neo-Chamberlinian models, Neo-Hotelling models, oligopolistic model – Brander-Krugman model, the reciprocal dumping model, empirical work in intra-industry trade - Balassa index and Grubel-Lloyd index.	20
Unit 3	Terms of Trade and Interventions: Concept of terms of trade – their uses and limitations, hypothesis of secular deterioration of terms of trade – its empirical relevance and policy implications for less developed countries. Nominal, effective and optimum rates of tariff, Tariffs and non-tariff barriers, economic effect of tariff under partial equilibrium (price effect, terms of trade effect, competitive effect, income effect, revenue effect), effect of tariff under general equilibrium, Stolper-Samuelson theorem,	20
Unit 4	Balance of Payments and Trade Policies in India:: Meaning and components of balance of payments, disequilibrium in balance of payments, adjustment mechanisms – elasticity approach, absorption approach, monetary approach and portfolio balance approach, internal and external balance – Swan model, foreign trade multiplier. Trade policies in India during last five decades with emphasis on post reform policies, rationale and impact of trade reforms since 1991 on balance of payments, employment and growth; convertibility of rupee.	20
Unit 5	The Theory of Regional blocks: Optimum currency area theories, Forms of economic cooperation - rationale and economic progress of SAARC/SAPTA and ASEAN regions, regionalism (EU, NAFTA), multilateralism and WTO, IMF and World Bank. Rise and fall of gold standard and Bretton-Woods system, emerging international monetary system, reform of international monetary system.	20

3 Urban Economics (506114)

Marks: 100 (4 credits)

PREAMBLE

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

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

4.Economics of Social Infrastructure (506117)

Marks: 100 (4 credits)

PREAMBLE

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

Unit	Course Content
Unit 1	Economics of Health Distinction between health and health care- Nature of health care as an economic commodity- Demand for health and Supply of health- Opportunity costs and problems of rationing health care. Costs and efficiency- Costs: fixed, marginal and average costs. Efficiency - technical and allocative efficiency, and of various types of equity. Market System and health care needs- Market failure and the role of government – how insurance markets work, and how they can fail for health care Health programmes like RCH programme, ICDS scheme, nutrition programmes- their cost and benefits (economic benefits direct and indirect)-.
Unit 2	Financing health care, delivery of health care The economics of financing health care and different approaches taken by governments in different countries-Options for financing health care in developing countries- The rationale of government funding and regulation of health care- examining the potential role of user charges and community financing schemes. Delivery of health care -decentralization and the role of the private/public mix.-health system reforms. The future of Health Sector reforms in developing countries like India.
Unit 3	Economics of Education Formal and non-formal education-Special characteristics of education- Implications for economic analysis- Role of the state – Education, Productivity and Employment-Investment in education: Costs and benefits, Private and social rates of return (Human capital and Signaling theories of education).
Unit 4	Indian Education System Indian Education system –Rationale of government funding and regulation of education- Alternative method of financing education- Resource allocation to primary, secondary and higher education- Efficiency, equity and distributional aspects: Implications for gender and social groups- Role of private and public sectors, Union and State governments- Special programmes for education.

5. Indian Agriculture (506118)

Marks: 100 (4 credits)

PREAMBLE

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

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

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A ENGLISH

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai Damodar Thackersey Women's University,

1, Nathibai Thackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

➤ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)

2 years	80	Master's Degree (General)
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➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that you have chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practicals are held at designated institutions for which a schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a year but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

M.A-I

Semester I

Paper – 1 Modern Critical Theory (101001)

Marks: 100 (4 credits)

Objectives:

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

Sr.No.	Topic and Details	Marks
1	<ul style="list-style-type: none">) Ferdinand de Saussure Selections from Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences. From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988 	25
2	Michel Foucault What is an Author? From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988	25
3	Edward Said: Selections from Orientalism, Vintage Books, New York 1979.	25
4	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	25

Paper – 2 Feminist Critical Theories (101113)

Marks: 100 (4 credits)

Objectives:

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

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

Paper – 3 Genre Paper I: Drama (101002)

Marks: 100 (4 credits)

Objectives:

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

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

Paper 4 Representation of Women in Dramatic Texts (101121)

Marks: 100 (4 credits)

Objectives:

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

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

Paper 5 Re- Reading Canonical Drama (101303)

Marks: 100 (4 credits)

Objectives:

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

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

Semester II

Paper 1 Genre Paper II: Novel (201004)

Marks: 100 (4 credits)

Objectives:

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

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

Paper 2 The Eighteenth and Nineteenth century British Novel (201131)

Marks: 100 (4 credits)

Objectives:

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

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

Paper 3 Genre Paper III: Poetry (201005)

Marks: 100 (4 credits)

Objectives:

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

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

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

List of the poem period wise:

Poem from Middle age and renaissance

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

Seventeenth and eighteenth Century poem:

3. Anne Bradstreet (1612-1672)
 - ☐ The Prologue
 - ☐ The Author to Her Book
 - ☐ To My Dear and Loving Husband
4. Aphra Behn (1640-1689)
 - ☐ The Willing Mistress
 - ☐ Love Armed
 - ☐ The Disappointment
 - ☐ On her Loving Two Equally
 - ☐ To the Fair Clarinda, Who Made Love to Me, imagined More than Women
5. Phillis Wheatley (c. 1753-1784)
 - ☐ On Being Brought From Africa To America
 - ☐ To the Right Honourable William, Earl of Dartmouth
 - ☐ To s.m.a young African Painter, on Seeing His Work
 - ☐ To His Excellency, General Washington

Nineteenth century poem

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

8. Christina Rossetti (1830-1894)

Turn of the century 20th Century:

9. Olive Schreiner (1885-1935) –Prose
 - ☐ Women and Labor Prose (Sex-parasitism)
10. Mary Elizabeth Coleridge (1861-1907)
 - ☐ The Other Side of a Mirror
 - ☐ The Devil's Funeral

☐ The White Woman

11. Charlotte Mew (1869 – 1928)

☐ The Farmer's Bride

☐ The Quiet House

Early 20th Century literature:

12. Amy Lowell (1874 – 1925)

☐ The Letter

☐ Venus Transeins

☐ Madonna of the Evening Flowers

☐ Decade

☐ A Critical Fable

13. Gertrude Stein (1874 – 1946)

☐ The gentle Lena Prose

☐ Picasso

14. Mina Loy (1882-1996) – 1360

☐ Gertrude Stein

☐ Three Moments in Paris

☐ One O' clock at night

☐ Omen of Victory

☐ Photo of Pogrom

☐ Feminist Manifesto prose

15. Marianne Moore (1887 – 1972)

☐ Sojourn in the Whale

☐ Those Various Scalpels

☐ POETRY

☐ To a Snail

☐ An Egyptian pulled Glass Bottle in the Shape of a Fish

16. Edna St. Vincent Millay (1892-1950)

☐ First Fig

☐ Second Fig

17. Elizabeth Bowen (1899-1973)

☐ The Demon Lover - Prose

Later 20th century literature

18. Stevie Smith (1902-1971)

☐ Papa Love Baby

☐ This Englishwomen

19. Dorothy livesay (1909) –

- ☐ Green Rain
- ☐ Eve
- ☐ The Three Emily's
- ☐ The Children's Letter

20. Elizabeth Bishop (1911-1979)

- ☐ The Man-moth
- ☐ Roosters
- ☐ Invitation to Miss Marianne Moore
- ☐ In the Waiting Room

21. Muriel Rukeyser (1913-1980)

- ☐ Boy with his Hair Cut Short
- ☐ More of a Corpse Than a Women
- ☐ Letter to the Front

22. Gwendolyn Brooks (1917-2000)

- ☐ The mother
- ☐ The womanhood
- ☐ We Real Cool

23. Anne Sexton (1928-1974)

- ☐ Her Kind
- ☐ Housewife
- ☐ Somewhere in Africa
- ☐ Consorting with Angels

24. Adrienne Rich (1929-)

- ☐ I Am in Danger –Sir

25. Sylvia Plath (1932-1963)

- ☐ The Disquieting muses
- ☐ The colossus
- ☐ Stings
- ☐ Daddy
- ☐ Medusa

26. Sharon Olds (1942-)

- ☐ The Language of The Brag
- ☐ Rite of Passage

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

Paper 4 The Bhakti Tradition and Twentieth Century Indian Poetry (201143)

Marks: 100 (4 credits)

Objectives:

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

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

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

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

Unit 1 - Says Tuka Translated and edited by Dilip Chitre

Introduction	Page No.
Part One: Being a Poet	3-12, 18, 27
Part Three: Being a Devotee	69-72, 75, 83-84, 92, 99-101
Part Four: Being in Turmoil	115-123, 128
Part Five: Being in Time and Place.....	139-140, 144-146
Part Seven: Being a Saint.....	181-187, 191-194
Part Nine: Absolutely Being.....	221-225, 230, 239

From <i>Speaking of Shiva</i>: A. K. Ramanujan	
Introduction	7
Basavanna.....	73
Allama Prabhu.....	150
Mahadeviyakka.....	124

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

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

Paper 5 Novels by Women Writers (201306)

Marks: 100 (4 credits)

Objectives:

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

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

M.A. Part - II

M.A. –II English

Semester III

Paper-1 Research Methodology (301007)

Marks: 100 (4 credits)

Objectives:

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

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

**Paper-2 Post-Colonial Theory and Practice: Indian Perspectives
(301151)**

Marks: 100 (4 credits)

Objectives:

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

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

Paper-3 Post-Colonial Voices (301152)

Marks: 100 (4 credits)

Objectives:

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

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

**Paper-4 Theories of Language Acquisition and Learning and Approaches
(301171)**

Marks: 100 (4 credits)

Objectives:

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

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

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

Marks: 100 (4 credits)

Objectives:

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

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

Semester IV

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

Marks: 100 (4 credits)

Objectives:

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

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

Paper-2 Introduction to American Literature (401411)

Marks: 100(4 credits)

Objectives:

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

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

Paper-3 Multicultural Literatures from America (401412)

Marks: 100 (4credits)

Objectives:

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

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

Paper-4 Women's Articulation and Patriarchal Projection (401309)

Marks: 100 (4 credits)

Objectives:

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

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

Paper-5 Innovative Forms in Women's Narratives (401310)

Marks: 100 (4 credits)

Objectives:

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

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

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A Gujarati

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**

M.A. I – Rs. 5475/- (Other University)

M.A. II – Rs. 5475/-

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ Study Material Preparation

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses).

Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practicals are held at designated institutions for which a schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a

years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

Semester I

Paper – 1 મધ્યકાલીન સાહિત્ય સ્વરૂપો અને કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૧

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

Paper – 2 ભાષા વિજ્ઞાન (ઐતિહાસિક, વર્ણનાત્મક) ૧૦૨૦૦૨

Sr.No.	Topic and Details	Marks
1	ભાષાનો સામાન્ય પરિચય: ભાષા વિજ્ઞાનનો પરિચય, વિષય અને સ્વરૂપ, અધ્યયનની પદ્ધતિઓ (વર્ણનાત્મક, ઐતિહાસિક, તુલનાત્મક), ભાષાની વ્યાખ્યા, તેનું સામાન્ય સ્વરૂપ, ભાષા અને બોલી વિજ્ઞાન (પ્રાદેશિક, ઇંદાકીય, સામાજિક અને ગુજરાતી ભાષાની બોલીનો પરિચય).	25
2	ઐતિહાસિક ભાષા વિજ્ઞાન (ગુજરાતી ભાષાના સંદર્ભમાં) ભાષાકીય પરિવર્તન : સ્વરૂપ અને પ્રકારો (ધ્વનિ પરિવર્તન, રૂપ પરિવર્તન, શબ્દરાશિ પરિવર્તન, અર્થ પરિવર્તન, સાદ્રશ્ય પરિવર્તન), પારિવારિક ભાષાકુળો તેની સમજ, પરિચય. (ભારતના ભાષાકુળોનો અભ્યાસ તેમાં ગુજરાતી ભાષાનું સ્થાન)	25
3	વર્ણનાત્મક ભાષાવિજ્ઞાન : ધ્વનિવિચાર (Phonetics) અને ધ્વનિઘટકવિચાર (Phonemics) ધ્વનિવિચારની ત્રણ શાખાઓનો પરિચય.	25

	<p>ઉચ્ચારણમૂલક ધ્વનિ તંત્ર : ઉચ્ચારણ અંગો, ઉચ્ચારણ સ્થાન, ઉચ્ચારિત ધ્વનિઓનું વર્ગીકરણ.</p> <p>ઉચ્ચારણ સ્થાન અને પ્રયત્નરીતિને આધારે પડતા ધ્વનિઘટકના પ્રકારોનો પરિચય.</p> <p>ખંડિયધ્વનિઘટક : સ્વર અને તેના પ્રકાર (અગ્ર, મધ્ય, પશ્ચિમ-પૃષ્ઠ)</p> <p>વ્યંજન અને તેના પ્રકાર (સ્પર્શ, અનુનાસિક, પ્રકંપી, પાશ્વિક, સંઘર્ષી વગેરે.)</p> <p>અતિખંડીત ધ્વનિઘટક : અક્ષર, સંઘ્યક્ષર, જંકચર, કાલમાન, સ્વરભાર, કાકુ વગેરેનો પરિચય.</p>	
4	<p>રૂપવિચાર (Morphology) (ગુજરાતી ભાષાના સંદર્ભમાં)</p> <p>રૂપ, રૂપ ઘટકની ઓળખ</p> <p>રૂપઘટકનાં પ્રકારો (બદ્ધ-મુક્ત/વિચ્છિન્ન - અવિચ્છિન્ન / ધાતુ - અધાતુ / અંગ)</p> <p>વ્યાકરણિક પ્રવર્ગો : લિંગ, વચન, પુરુષ, વિભક્તિ, પ્રયોગ, કાળ, સમાસ, ક્રિયા વિશેષણ, ઉદ્ગાર વાચકો, નિપાતો.</p> <p>વાક્ય વિચાર (Syntax) (ગુજરાતી ભાષાના સંદર્ભમાં)</p> <p>વાક્ય અને તેનાં પ્રકારો (સાદું, સંકુલ કે મિશ્ર, સંયુક્ત વાક્ય)</p> <p>વિધિ વાચક, નિષેધ વાચક, પ્રશ્નાર્થ, સંકેતાત્મક, આદત વાચી.</p> <p>કર્તારિ-કર્મણિ - પ્રેરક રચનાઓ. રૂપાખ્યાનગત અને વાક્યગત સંબંધો. વાક્ય રચનાના નિકટસ્થ અવયવો.</p>	25

Paper 3 અર્વાચીન ગદ્ય કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૩

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

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

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

Paper 5. ભારતીય સાહિત્ય- ૧૦૨૧૦૧

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

SEMESTER II

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

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

Paper 2. ભારતીય સાહિત્ય મીમાંસા- ૨૦૨૦૦૬

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

Paper 3. અર્વાચીન પદ્યકૃતિઓનો અભ્યાસ- ૨૦૨૦૦૭

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

Paper 4. વિવેચનના અભિગમો- ૨૦૨૦૦૮

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

Paper 5. આધુનિક અને અનુઆધુનિક સંજ્ઞા ગુજરાતી સાહિત્ય ૨૦૨૧૦૪

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

Semester - III

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

હેતુ/ઉદ્દેશ્ય :-

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

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

Paper 2 : પાશ્ચાત્ય સાહિત્યમીમાંસા (302010)

હેતુ/ઉદ્દેશ્ય :-

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

Sr.No.	Topic and Details	Marks
1	- લોન્ગ્મનસ - ઉદાત્તતત્ત્વવિચાર - કૉલરિજ - કલ્પનાવિચાર અને કાવ્યવિચાર - આઇ. એ. રિચર્ડસ - પ્રત્યાયનવિચાર અને કાવ્યવિચાર	50
2	- મેથ્યુ આર્નલ્ડ - જીવનસમીક્ષાવિચાર ટી. એસ. એલિયટ - કાવ્યવિચાર - ઝાક દેરિદા - કલાવિચાર	50

Paper- 3 : સંશોધનશાસ્ત્ર (302011)

હેતુ/ઉદ્દેશ્ય :-

- સંશોધન વિશેની સમજ આપી તેના શાસ્ત્રીય જ્ઞાન વિશે વિદ્યાર્થીનીઓને સજ્જ કરવા.
- સંશોધન અને સાહિત્યિક સંશોધન, તેની ઉપયોગિતા અને તેથી થતાં લાભો વિશે ળાવવું.
- સંશોધનની પદ્ધતિનું મહત્ત્વ તથા તેના સોપાનોની જાણકારી મેળવવી.

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

Paper-4 : ગ્રંથકારનો અભ્યાસ (302012)

હેતુ/ઉદ્દેશ્ય :-

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

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

Paper 5: ગાંધીવિચાર અને સાહિત્ય (302107)

હેતુ/ઉદ્દેશ્ય :-

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

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

Semester: IV

Paper-1 : સંશોધકો અને સંશોધનગ્રંથો. (402013)

હેતુ/ઉદ્દેશ્ય :-

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

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

Paper-2 : ભક્તિ સાહિત્ય (402314)

હેતુ/ઉદ્દેશ્ય :-

- મધ્યકાલીન ભારતીય સાહિત્યમાં પ્રાપ્ત થતાં સમયથી માહિતગાર થવું.
- મધ્યકાલીન સમયના સાંસ્કૃતિક પરિવેશની જાણકારી મેળવવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ જાણવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યનો અભ્યાસ કરવો.
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Sr.No.	Topic and Details	Marks
1	મધ્યકાલીન યુગ : પરિવેશ અને યુગપ્રવર્તક પરિબલો, ભક્તિ આંદોલન.	25
2	મધ્યકાલીન ગુજરાતી સાહિત્ય : પદ્યસાહિત્ય. મધ્યકાલીન ગુજરાતી સાહિત્ય : કથાસાહિત્ય.	25
3	(નરસિંહ મહેતા અને મીરાંબાઈની કવિતાનો અભ્યાસ કરવો) કાવ્યવિશેષ - નરસિંહ મહેતા, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૨. કાવ્યવિશેષ - મીરાં, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૧.	25
4	પદ્યવાર્તાકાર શામળનો અભ્યાસ “મદનમોહના” - શામળ, સંપા. હરિવલ્લભ ભાયાણી, પાશ્વરપ્રકાશન, અમદાવાદ, ૨૦૧૧.	25

Paper-3 : તુલનાત્મક સાહિત્યાભ્યાસ (402315))

હેતુ/ઉદ્દેશ્ય :-

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

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

Paper -4 : પ્રશિષ્ટ સાહિત્યકૃતિઓનો અભ્યાસ. (402316)

હેતુ/ઉદ્દેશ્ય :-

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

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

Paper- 5 : ગુજરાતીમાં નારીલેખન (402317)

હેતુ/ઉદ્દેશ્ય :-

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

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

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A HINDI

2018 – 2019

Publisher's Note

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

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

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Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several

certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**
M.A. I – Rs. 5475/- (Other University)
M.A. II – Rs. 5475/-

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e.

reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities.

Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that you have chosen for study. Normally, these sessions will be held at the Study Centres during weekends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practicals are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a year but for doing it

in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them.

A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

सत्र पहिला

पेपर १. हिंदी साहित्य का इतिहास भाग-१ (स्वतंत्रता पूर्व)

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

पेपर २. भाषाविज्ञान

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

पेपर ३. मध्यकालीन काव्य

नं.	विषय	गुण
ईकाई १	कबीर संतकालीन जीवन एवं कबीर का काव्य कबीर काव्य में दर्शन कबीर काव्य का प्रस्तुति पक्ष कबीर के काव्य की प्रासंगिकता ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, २, ३, ५, ११, १२, १५, २२, ३०, ४१, ७७, ७९, ८५, ९२, ९४, १०९, १४१, १५१, १६८, १८०, १९१, २०९, २२४, २२८, २३६.	२५
ईकाई २	सूरदास कृष्ण भक्ति काव्य और सूरदास सूर काव्य में श्रृंगार एवं वात्सल्य रस सूर काव्य में अभिव्यक्ति कौशल ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १०, २३, ४२, ५२, ६१, ६४, ६५, ८५, ९५, ९७, ११६, १७१, २१०, २७८, २८९, २९९, ३०६, ३६५, ३८४, ४००.	२५
ईकाई ३	तुलसीदास सगुण भक्ति काव्य एवं उसके सरोकार : तुलसीदास के संदर्भ में तुलसी काव्य में चित्रित समकालीन समाज बनाम तुलसी का परिकल्पित समाज तुलसी की भक्ति भावना एवं दर्शन तुलसी की भाषा और अभिव्यंजना कौशल के निकष ससंदर्भ व्याख्या – 'अयोध्या काण्ड'	२५
ईकाई ४	बिहारी सामंती परिवेश और बिहारी की कविता बिहारी के काव्य में प्रेम (श्रृंगार वर्णन, नायिका भेद आदि) बिहारी के काव्य में अभिव्यक्त भक्ति, नीति और तत्कालीन समाज बिहारी की काव्य – कला के विविध आयाम ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, १३, २०, ३२, ३७, ३८, ५२, ६०, ८०, ९४, १२९, १६१, १८८, २५५, २५६, ३००, ३४७, ३६३, ३७७, ७१३	२५

पेपर ४. आधुनिक हिंदी गद्य

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

पेपर ५. प्रयोजनमूलक हिंदी

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

सत्र दुसरे

पेपर १. हिंदी साहित्य का इतिहास भाग- २

(स्वातंत्र्योत्तर)

नं.	विषय	गुण
ईकाई १	स्वातंत्र्योत्तर साहित्य : कविता एवं कहानी कविता और कहानी का आंदोलनात्मक विकास कविता तथा कहानी : उत्साह एवं मोहभंग की अभिव्यक्ति कविता तथा कहानी : आधुनिक बोध की अभिव्यक्ति कविता तथा कहानी : संस्कृति और संबंधों में बदलात की अभिव्यक्ति	२५
ईकाई २	स्वातंत्र्योत्तर उपन्यास, नाटक एवं अन्य विधाएँ उपन्यासों में ग्रामीण एवं नगरीय बोध नाटकों में सत्ता, कलाकार एवं समाज का द्वंद्व सांप्रदायिक चेतना और उपन्यास एवं नाटक निबंध, व्यंग्य एवं अन्य गद्य विधाएँ	२५
ईकाई ३	आपात्काल एवं साहित्य समकालीन जीवन और आपात्काल साहित्य और आपात्काल आपात्काल के प्रत्यक्ष असर में सृजित गद्य साहित्य आपात्काल के प्रत्यक्ष असर में सृजित काव्य	२५
ईकाई ४	आपात्कालोत्तर साहित्य आपात्कालोत्तर कविता आपात्कालोत्तर कथासाहित्य आपात्कालोत्तर नाटक आपात्कालोत्तर अन्य विधाएँ और विधाओं की पहचान का संकट	२५

पेपर २. काव्यशास्त्र

नं.	विषय	गुण
ईकाई १	भारतीय काव्यशास्त्र संस्कृत काव्यशास्त्र में काव्य की अवधारणा- काव्यलक्षण, हेतु एवं प्रयोजन काव्यशास्त्र के सम्प्रदायों का सामान्य परिचय – रस, ध्वनि, अलंकार, रीति, वक्रोक्ति, औचित्य	२५
ईकाई २	भारतीय काव्यशास्त्र रस निष्पत्ति साधारणीकरण संस्कृत काव्यशास्त्र की प्रासंगिकता रीतिकालीन लक्षण ग्रंथों का सामान्य परिचय	२५
ईकाई ३	पाश्चात्य काव्यशास्त्र पाश्चात्य काव्यशास्त्र के मूल सिद्धांत प्लेटो : चिंतन एवं समीक्षा दृष्टि अरस्तू : चिंतन एवं समीक्षा दृष्टि लॉजाइनस : चिंतन एवं समीक्षा दृष्टि	२५
ईकाई ४	पाश्चात्य काव्यशास्त्र आई. ए. रिचर्ड्स : चिंतन एवं समीक्षा दृष्टि टी. एस. हलियट : चिंतन एवं समीक्षा दृष्टि शैली विज्ञान एवं शैली के घटक संरचनात्मक शैली	२५

पेपर ३. आधुनिक हिंदी कविता

नं.	विषय	गुण
ईकाई १	महादेवी वर्मा छायावादी कविता और महादेवी वर्मा महादेवी के काव्य में सामाजिक चेतना महादेवी के काव्य में वेदना महादेवी : अभिव्यंजना शिल्प और काव्य प्रस्तुति	२५
ईकाई २	धर्मवीर भारती समकालीन परिवेश और धर्मवीर भारती धर्मवीर भारती का काव्य - संसार धर्मवीर भारती के काव्य का प्रमुख स्तर धर्मवीर भारती का काव्य - कला	२५
ईकाई ३	भवानी प्रसाद मिश्र नयी कविता और भवानी प्रसाद मिश्र भवानी प्रसाद मिश्र : काव्य - यात्रा भवानी प्रसाद मिश्र के काव्य की विशेषताएँ भवानी प्रसाद मिश्र के काव्य की शिल्प विधान	२५
ईकाई ४	दुष्यंत कुमार हिंदी गजल परंपरा और दुष्यंत कुमार दुष्यंत कुमार की गजलों के मुख्य स्तर दुष्यंत कुमार की प्रतीक घोषणा दुष्यंत कुमार की गजलियन	२५

पेपर ४. हिंदी महिला गद्य लेखन

नं.	विषय	गुण
ईकाई १	समकालीन महिला कथालेखन और मैत्रेयी पुष्पा वर्तमान भारतीय ग्राम जीवन के परिप्रेक्ष्य में 'चाक' 'चाक' में राजनीतिक चेतना 'चाक' एवं सामाजिक परिवर्तन की प्रक्रिया	२५
ईकाई २	'चाक' में नारी -चेतना 'चाक' में स्त्री-पुरुष संबंध 'चाक' में लोक- संस्कृति 'चाक' का प्रस्तुति – विधान और भाषा	२५
ईकाई ३	हिंदी में आत्मकथा लेखन हिंदी महिला आत्मकथा लेखन और मन्नू भंडारी 'एक कहानी यह भी' : पृष्ठभूमि एवं प्रवृत्ति 'एक कहानी यह भी' में व्यक्त साहित्य – संसार	२५
ईकाई ४	'एक कहानी यह भी' : मन्नू भंडारी की जीवन यात्रा की साक्ष्य 'एक कहानी यह भी' : पत्नी रूप की त्रासदी 'एक कहानी यह भी' : पति और साहित्यकार के रूप में राजेंद्र यादव के अंतर्विरोध 'एक कहानी यह भी' : भाषा और प्रस्तुति	२५

पेपर ५. अनुवाद कला एवं तकनीक

नं.	विषय	गुण
ईकाई १	अनुवाद : स्वरूप, प्रक्रिया एवं प्रतिनि अनुवाद की आवश्यकता और विकास अनुवाद के विविध क्षेत्र अनुवाद के उपकरण : कोश ग्रंथ, पारिभाषिक शब्दावली संदर्भ ग्रंथ, इंटरनेट आदि	२५
ईकाई २	अनुवाद के सिद्धांत अनुवादक के गुण अनुवाद : कला या विज्ञान अनुवाद के प्रकार	२५
ईकाई ३	स्रोत और लक्ष्य भाषा के अंतःसंबंध अनुवाद की उपयोगिता और महत्व अनुवाद की समस्याएँ अनुवाद की समस्याओं के समाधान	२५
ईकाई ४	साहित्य और साहित्येतर अनुवाद अनुवाद और संस्कृति में आदान-प्रदान अनुवाद में भाषिक प्रकृति की समस्या अनुवाद : उपलब्धि और सीमाएँ	२५

तृतीय सत्र

पेपर नं. १- लोक साहित्य तथा साहित्य में लोक भाषा (303009)

उद्देश : १. हिंदी और उनके क्षेत्र के लोक साहित्य से अवगत करना

२. लोक भाषा की प्रयुक्ति से साहित्य कि समृद्धि व सौंदर्य से परिचित कराना.

Sr. No.	Topics and details	Marks
ईकाई १	<p><u>लोक साहित्य कि अवधारणा एवं साहित्य तथा लोक साहित्य</u></p> <ul style="list-style-type: none"> ➤ लोक एवं साहित्य का संबंध ➤ लोक साहित्य की अवधारणा ➤ लोक साहित्य एवं साहित्य ➤ लोक साहित्य के प्रमुख रूपो, गीत, नाट्य, कथा , आदी का परिचय एवं 	२५
ईकाई २	<p><u>लोक साहित्य मुल्यांकन के निकष पर</u></p> <ul style="list-style-type: none"> ➤ लोक साहित्य की प्रमुख प्रवृत्ति , वैशिष्ट और सीमा ➤ लोक साहित्य की सामाजिकता एवं वैज्ञानिकता ➤ संचार युग में लोक साहित्य ➤ लोक साहित्य कि भाषिक समृद्धि <p>(शब्द संचार , लोक प्रतिक एवं बिम्ब, कथा , कथा गाथाएँ, लोकोक्तीया, कहावते, एवं मुहावरे)</p> <p>आधार – हिंदी प्रांत अथवा महाराष्ट्र अथवा गुजरात के लोक साहित्य</p>	२५
ईकाई ३	<p><u>साहित्य में लोक भाषा की प्रवृत्ति : विधान एवं सर्वेक्षण</u></p> <ul style="list-style-type: none"> ➤ प्रयुक्ति की अनिवार्यत पर विचार ➤ प्रयुक्ति विधानो के प्रमुख रूप – लोक शब्द, गीत, संगीत, मुहावरे, कहावते, शैली. ➤ लोक प्रयुक्ति की उपलब्धियाँ 	२५
ईकाई ४	<p><u>लोक भाषा की प्रयुक्ति : उपलब्धियाँ एवं मूल्यांकन</u></p> <ul style="list-style-type: none"> ➤ लोक भाषा की प्रयुक्ति की उपलब्धियाँ – कला, सौंदर्य रोचाकता, वैविध..... आदी. ➤ प्रयुक्ति की सीमाएँ – अगुढता, पाठकीयता, का हास..... आदी ➤ निर्धारित सहाय्यक कृतीयाँ- करु कुरु स्वाहा (मनोहर श्याम जोशी), तहती गंगा (शिवप्रसाद मिश्रा रुद्र) ठुमरी (फणीश्वरनाथ), बकरी (सर्वेश्वर दाल सक्सेना), चरनदास चोर (हबीब तलवीर), माठी की मुरतें (रामवृक्ष बेजीपुरी) त्रीभांगिमा (बच्चन, नजीर अकाबरवादी) कि शायरी.....आदी के साथ अन्य उपयुक्त रचनाएँ भी..... 	२५

पेपर नं. 2 आलोचना और आलोचक (303010)

- उद्देश्य : 1. समीक्षाशास्त्र के आधुनिक आयामों से अवगत कराना
 2. हिंदी आलोचन के लगभग सौ वर्षों से विकास के मानकों से अवगत कराना
 3. प्रमुख हिंदी आलोचकों की आलोचना दृष्टि से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> ➤ आधुनिक समीक्षाशास्त्र : उपयोगिता एवं दृष्टि ➤ सैध्दांतिक एवं व्यावहारिक आलोचना पद्धतियाँ ➤ समाजशास्त्रीय आलोचना ➤ मनोवैज्ञानिक आलोचना 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ रूपवादी एवं संरचनात्मक समीक्षा ➤ प्रभाववादी समीक्षा ➤ पुस्तक समीक्षा ➤ समीक्षा में सुजन एवं सुजन में समीक्षा 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ भारतेंदु युगीन समीक्षा एवं समीक्षक ➤ द्विवेदी युगीन समीक्षा एवं समीक्षक ➤ हिंदी समीक्षा को रामचंद्र शुक्ल की देन ➤ दूसरी परंपरा की खोज : हजारी प्रसाद द्विवेदी का समीक्षा कर्म 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ हिंदी की मार्क्सवादी आलोचना ➤ मुक्तिबोध और रामविलास शर्मा की समीक्षा दृष्टि ➤ हिंदी समीक्षा में दलित एवं स्त्री ➤ आलोचना की नयी भूमिका 	25

पेपर नं. ३ - हिंदी साहित्य में दलित लेखन (303011)

उद्देश्य : 1. हिंदी दलित साहित्य से परिचित कराना

2. दलित जीवन की त्रासदी से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> ➤ दलित साहित्य : अवधारणा एवं स्वरूप ➤ दलित साहित्य के मानक और उनके विमर्श ➤ हिंदी दलित साहित्य : सहानुभूति से स्वानुभूति तक ➤ दलित साहित्य की प्रासंगिकता 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ हिंदी के प्रमुख दलित लेखकों का साहित्यिक परिचय : जयप्रकाश कर्दम , मोहनदास नैमिशराय , कौशल्या बैसंत्री , सुशीला टांकभौर , श्यराजसिंह बेचैन आदि ➤ समकालीन हिंदी दलित साहित्य की विकास यात्रा (उपन्यास , कहानी , कविता तथा आत्मकथा) ➤ समकालीन दलित आलोचना का परिदृश्य ➤ दलित साहित्य की शिल्पगत प्रवृत्तियाँ_ (भाषा , बिम्ब , प्रतीक तथा मिथक) 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ ओमप्रकाश वाल्मीकी : व्यक्तित्व एवं कृतित्व ➤ समकालीन दलित कविता और 'सदियों का संताप' ➤ 'सदियों का संताप' का कथ्य – विश्लेषण ➤ 'सदियों का संताप' का शिल्प विवेचन 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ सूरजपाल चौहान : व्यक्तित्व एवं कृतित्व ➤ समकालीन दलित कहानी लेखन और 'नया ब्राम्हण' ➤ 'नया ब्राम्हण' का कथ्य – विश्लेषण ➤ 'नया ब्राम्हण' का शिल्प विवेचन 	25

पेपर नं. ४ अनुसंधान : प्रविधि एवं प्रक्रिया (303012)

उद्देश्य : 1. अनुसंधान कि प्रविधि एवं प्रक्रिया से परिचित कराना

2. शोध कार्य के प्रति रुचि पैदा करना

3. शोध कार्य की तकनीक अवगत करना

4. अनुसंधान – पद्धति के तहत अनुसंधान हेतु छात्राओं को समक्ष बनाना

Sr. No.	Topics and details	Marks
ईकाई 1	<u>अनुसंधान का स्वरूप</u> <ul style="list-style-type: none"> ➤ अनुसंधान : स्वरूप एवं महत्व ➤ अनुसंधान के मूल तत्व ➤ अनुसंधान का उद्देश्य ➤ अनुसंधानकर्ता तथा निर्देशक की योग्यताएँ 	25
ईकाई 2	<u>अनुसंधान के प्रकार</u> <ul style="list-style-type: none"> ➤ साहित्यिक अनुसंधान और साहित्येतर अनुसंधान : साम्य तथा वैषम्य ➤ अनुसंधान और आलोचना ➤ साहित्यिक अनुसंधान के प्रकार : वर्णनात्मक , ऐतिहासिक, तुलनात्मक आदि ➤ अंतर्विद्या शाखीय अनुसंधान का सामान्य परिचय 	25
ईकाई 3	<u>अनुसंधान के प्रक्रिया</u> <ul style="list-style-type: none"> ➤ विषय-चयन एवं सामग्री-संकलन ➤ संदर्भ कार्ड तथा टिप्पणियाँ बनाना ➤ सर्वेक्षण और साक्षात्कार ➤ सामग्री का विवेचन-विश्लेषण तथा निष्कर्ष की स्थापना 	25
ईकाई 4	<u>शोध प्रबंध की लेखन प्रणाली एवं कम्प्यूटर</u> <ul style="list-style-type: none"> ➤ शीर्षक-निर्धारण अनुक्रमभूमिका तथा अध्याय विभाजन ➤ संदर्भ सूची पाद टिप्पणी परिशिष्ट तथा प्रबंध प्रस्तुतीकरण ➤ कम्प्यूटर : कम्प्यूटर की कार्य प्रणाली एम. एस . वर्ड युनिकोड एवं मायक्रोसॉफ्ट पॉवर पॉइंट ➤ इंटरनेट : वेबसाइट्स , सर्च , ई-मेल प्रेषण एवं प्राप्ति और ई-जर्नलस् 	25

पेपर नं. ५ - जनसंचार माध्यम (303106)

उद्देश:

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

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>मुद्रित माध्यम</u></p> <ul style="list-style-type: none"> ➤ सामाचारों के स्रोत चयन एवं संपादन ➤ समाचार पत्र : पृष्ठ योजना और स्तंभ लेखन ➤ समाचार लेखन के विविध रूप (अग्रलेख, रिपोर्ट, फिचर, साक्षात्कार) ➤ समाचार पत्र कि आचारसंहिता 	२५
ईकाई २	<p style="text-align: center;"><u>श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> ➤ रेडीओ – इलेक्ट्रॉनिक माध्यम : स्वरूप और प्रयोग ➤ कार्य पद्धति : रेकॉर्डिंग प्रसारण एवं श्रोताओं की भागीदारी ➤ संचार माध्यम के रूप में रेडीओ की शक्ति और सीमाएँ ➤ रेडीओ का वर्तमान और भविष्य 	२५
ईकाई ३	<p style="text-align: center;"><u>दृश्य – श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> ➤ संचार माध्यम के रूप में दूरदर्शन की शक्ति और सीमाएँ ➤ दूरदर्शन : प्रस्तुती के विविध रूप (धारवाहिका, समाचार, विज्ञापन, साक्षात्कार, स्पर्धात्मक कार्यक्रम, हास्य, शैक्षणिक आदि) ➤ दूरदर्शन : लेखन कला ➤ दूरदर्शन : भाषा और समाज 	२५
ईकाई ४	<p style="text-align: center;"><u>सिनेमा माध्यम</u></p> <ul style="list-style-type: none"> ➤ हिंदी सिनेमा : ऐतिहासिक परिदृश्य (व्यावसायिक और सार्थक सिनेमा) ➤ सिनेमा साहित्य और समाज ➤ हिंदी सिनेमा के प्रमुख विषय (स्त्री पुरुष संबंध नारी प्रेम व्यवस्था से समक्षता सांप्रदायिक एवं दलित चेतना परिवार शहर व गांव) ➤ कुछ प्रमुख सिनेमा – आनंद आविष्कार इजाजत गंगाजल गर्म हवा मुगल-ए-आजम सुरज का सतावां घोडा परिणीत उमराव जान (मुजप्फर अली शोले आदि . 	२५

चतुर्थ सत्र

पेपर नं. १ - हिंदीवर भारतीय साहित्य (403013)

उद्देश : १. अखिल भारतीय स्तर पार महिला लेखन से अवगत करना

२. बनागी के तौर पर यहाँ वैचारिक लेखन व नाट्य लेखन से अवगत करना

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> ➤ ‘युगांत’ : अभिधान के आधार पार ➤ इरावती कर्वे की व्याख्या : आधारभूत मान्यताएँ ➤ ‘युगांत’ : चारीत्रों के नए विमर्श ➤ ‘युगांत’ : स्त्री एवं पुरुष पात्रों का नारी विषयक दृष्टीकोन 	२५
ईकाई २	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> ➤ ‘युगांत’ की शोधपरकता व तार्किकता ➤ ‘युगांत’ : मै चिंतन की मौलिकता व प्रामाणिकता ➤ ‘युगांत’ के विवेचन की सिमाएँ ➤ ‘युगांत’ का रचना विधान 	२५
ईकाई ३	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> ➤ गिरीश कर्नाड का नाट्य संसार ➤ ‘तुगलक’ कालीन परिवेश ➤ ‘तुगलक’ : इतिहास और कल्पना ➤ ‘तुगलक’ मै तत्कालीन जीवन – वास्तव 	२५
ईकाई ४	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> ➤ ‘तुगलक’ : कथा के विविध आयाम ➤ चरित्र योजना और ‘तुगलक’ ➤ नाट्यालेख के निकष पार ‘तुगलक’ ➤ मंचीय दृष्टी से ‘तुगलक’ 	२५

पेपर नं. २ छायावाद (403314)

उद्देश्य : १. छायावादी काव्य की विशेषताओं से परिचित कराना

२. छायावादी कवियों की काव्य – कला से अवगत कराना

३. छायावादी काव्य में व्यक्त चिंतन के अवगत कराना

Sr. No.	Topics and details	Marks
एकाई १	<p><u>जयशंकर प्रसाद</u></p> <ul style="list-style-type: none"> ➤ कवि जयशंकर प्रसाद : व्यक्तित्व एवं कृतित्व ➤ प्रसाद – काव्य में व्यक्त चिंतन और दृष्टि ➤ 'आंख' : संवेदना और वैशिष्ट्य ➤ प्रसाद की काव्य – कला ➤ संदर्भ हेतु समग्र 'आंख' काव्य – संग्रह 	२५
एकाई २	<p><u>सुमित्रानंदन पंत</u></p> <ul style="list-style-type: none"> ➤ कवि सुमित्रानंदन पंत – व्यक्तित्व एवं कृतित्व ➤ पंत के काव्य का वैशिष्ट्य ➤ पंत की काव्य – कला ➤ 'तारापथ' : प्रतिपाद्य विषय ➤ संदर्भ हेतु चयनित कविताएँ : 'युगांत', 'परिवर्तन' तथा 'ग्राम्या' 	२५
एकाई ३	<p><u>सूर्यकांत त्रिपाठी 'निराला'</u></p> <ul style="list-style-type: none"> ➤ सूर्यकांत त्रिपाठी 'निराला': व्यक्तित्व एवं कृतित्व ➤ निराला के काव्य में प्रेम व सौंदर्य ➤ निराला के काव्य में व्यंग्य एवं विद्रोह ➤ 'राग विराग' : कलात्मक सौंदर्य ➤ संदर्भ हेतु चयनित कविताएँ : 'सरोज स्मृति' कुकुरमुत्ता' तथा 'वन बेला' 	२५
एकाई ४	<p><u>छायावादी आलोचना</u></p> <ul style="list-style-type: none"> ➤ छायावादी रचनाकारों की आलोचना : एक परिचय ➤ छायावाद के संदर्भ में छायावादी आलोचना ➤ छायावादी रचनाकारों की छायावादेतर आलोचना ➤ छायावादी आलोचना का प्रदेय 	२५

पेपर नं. ३ सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य (403315)

उद्देश्य : १. सांप्रदायिक चेतना के विविध रूपों से परिचित कराना

२. सांप्रदायिक सदभावना की समझ पैदा कराना

Sr. No.	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> ➤ सांप्रदायिकता : अवधारणा एवं स्वरूप ➤ सांप्रदायिकता के विभिन्न रूप ➤ सांप्रदायिकता और राजनीति ➤ सांप्रदायिकता का जनजीवन पर प्रभाव 	२५
ईकाई २	<ul style="list-style-type: none"> ➤ विभाजन की त्रासदी और हिन्दी साहित्य ➤ 'बाबरी मस्जिद' के असर में सुजित हिन्दी साहित्य ➤ सांप्रदायिक दंगे और हिन्दी साहित्य ➤ सांप्रदायिक सदभावना और हिन्दी साहित्य 	२५
ईकाई ३	<ul style="list-style-type: none"> ➤ राही मासूम रजा : व्यक्तित्व एवं कृतित्व ➤ टोपी का चरित्र (बलभद्र नारायण शुक्ला बनाम टोपी शुक्ला) ➤ 'टोपी शुक्ला' का कथ्य – विश्लेषण ➤ 'टोपी शुक्ला' की शिल्पगत चेतना 	२५
ईकाई ४	<ul style="list-style-type: none"> ➤ असगर वजाहत : व्यक्तित्व एवं कृतित्व ➤ विभाजन की त्रासदी और मानवीय संवेदना ('जिस लहौर न देख्या ओ जम्याइ नइ' के संदर्भ में) ➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' नाटक के चरित्र ➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' : नाट्य और रंगचेतना 	२५

पेपर नं ४ हिंदी का आत्मकथा साहित्य (403316)

उददेश्य : १. आत्मकथा के स्वरूप से अवगत कराना

२. हिंदी के प्रमुख आत्मकथाकारों से अवगत कराना

३. हिंदी आत्मकथा लेखन की विशेषताओं से परिचित करना

S. No	Topics and details	Marks
ईकाई 1	<p>आत्मकथा</p> <ul style="list-style-type: none"> ➤ आत्मकथा : स्वरूप और उपयोगिता ➤ आत्मकथा : साहित्य कि प्रवृत्तियाँ ➤ आत्मकथा : प्रस्तुति विधान ➤ हिंदी आत्मकथा साहित्य : एक परीचय 	२५
ईकाई 2	<p>आत्मकथा और साहित्य – विधाएँ</p> <ul style="list-style-type: none"> ➤ आत्मकथा और कविता (सरोज स्मृती – जिराला मधुप गन कर कह जाता – जयशंकर प्रसाद ‘लहर’काव्य संग्रह में संकलीत ➤ आत्मकथा और उपन्यास (शेखर एक जीवनी : भाग १ अज्ञेयछीन्नमस्ता – प्रभा खेतान) ➤ आत्मकथा और कहानी (एक और जिंदगी – मोहन राकेश नमो अंधकररम् – दुधनाथ सिंह) ➤ आत्मकथा और अन्य विधाएँ (मुड-मुड के देखता हूँ – राजेंद्र यादव कुटज (निबंध) – डॉ हरिप्रसाद द्विवेदी) 	२५
ईकाई 3	<p>‘नीड का निर्माण फिर’</p> <ul style="list-style-type: none"> ➤ हरिवंशराय बच्चन की आत्मकथा : परिचयात्मक अध्ययन ➤ ‘नीड का निर्माण फिर : कथावस्तु का विश्लेषण ➤ ‘नीड का निर्माण फिर’ में बच्चन का आत्म – संघर्ष ➤ ‘नीड का निर्माण फिर’ भाषा और शिल्प 	२५
ईकाई ४	<p>‘मुर्दहिया’</p> <p>हिंदी दलित आत्मकथा लेखन और मुर्दहिया’</p> <p>मुर्दहिया’ की कथावस्तु का विश्लेषण</p> <p>‘मुर्दहिया’ में डॉ. तुलसी राम का आत्म – संघर्ष</p> <p>मुर्दहिया’ : भाषा</p>	२५

पेपर -५ रचनाकार प्रेमचंद (403408)

उद्देश्य :

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

Sr. No.	Topics and details	Marks
ईकाई 1	<p>प्रेमचंद : आदर्शोन्मुख लेखन</p> <ul style="list-style-type: none"> ➤ मैं आदर्शवाद की परंपरा एवं प्रयोग ➤ प्रेमचंद की आदर्शवाद संबंधी मन्यताएं व उस परंपरा में उनके योगदान का मूल्यांकन ➤ आदर्शवाद और प्रेमचंद के सामाजिक सरोकार ➤ आधार रचनाएं – उपन्यास ‘गबन’ कहानियाँ ‘बड़े घर की बेटी और ‘पंच परमेश्वर’ 	२५
ईकाई 2	<p>प्रेमचंद : आदर्शोन्मुख यथार्थवादी लेखन</p> <ul style="list-style-type: none"> ➤ आदर्शोन्मुख यथार्थवाद : अवधारण एवं प्रयोजन ➤ आदर्श और यथार्थ को लेकर प्रेमचंद का द्वंद्व – लेखन के साक्ष्य ➤ आदर्शोन्मुख यथार्थवादी सोच : सृजन में प्रतिफलन की प्रक्रिया व परिणाम का समीक्षात्मक विश्लेषण ➤ आधार रचनाएं – उपन्यास ‘रंगभूमि’ कहानियाँ ‘ईदगाह’ और ‘नमक का दरोगा’ 	२५
ईकाई 3	<p>प्रेमचंद : यथार्थवादी लेखन</p> <ul style="list-style-type: none"> ➤ यथार्थवाद : अवधारणा एवं स्वरूप ➤ प्रेमचंद के यथार्थवाद तक आने की सामाजिक एवं साहित्यिक व्याख्या ➤ शिल्प के यथार्थवादी विधान ➤ आधार रचनाएँ – उपन्यास ‘गोदान’ कहानियाँ ‘कफन’ और ‘ठाकूर का कुआँ’ 	२५
ईकाई 4	<p>प्रेमचंद : कथेतर लेखन</p> <ul style="list-style-type: none"> ➤ नाटककार एवं पत्रकार प्रेमचंद ➤ पत्रों के आईने में प्रेमचंद ➤ साहित्य व समाज के चिंतक प्रेमचंद ➤ आधार रचना – ‘प्रेमचंद : कुछ विचार 	२५

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A HISTORY

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council
ShreematiNathibaiDamodarThackerseyWomen's University ,
1, NathibaiThackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of

girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other beneficts are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:** **M.A. I – Rs. 5475/- (S.N.D.T. University)**
 M.A. I – Rs. 5475/- (Other University)
 M.A. II – Rs. 5475/-

➤ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are

imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Instructional System: The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- d) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them.

A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Term-End Evaluation	Written exam, viva	Regional Language/English

Semester I

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

2. Historiography: Methods and Approaches (108002)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

3.Indian National Movement (108003)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

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

\Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

5. Group 'A': 20th Century Maharashtra Upto1960 (108112)

Marks: 100 (4 credits)

Objectives: The students will learn

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

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

Semester – II

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

Unit	Course Content	Marks
Unit 1	1.Post War World : a.Nationalist Movements and Decolonisation. b.Communist Revolution in China and its impact on World Politics. c.UNO in World Politics: Its strength and limitations: (Palestine, Kashmir, Cuba, Korea, Vietnam)	25
Unit 2	2.The Nehru Era(1951-1964)Internal Policy a.Five Year Plans: Analysis b.Development of five year plans c.Political parties (1947-1964) Foreign Policy a.Non-alignment b.Role of India in many International issues c.Relations with USA and Soviet Union d.Relations with neighbours-Pakistan and China	25
Unit 3	3.Post-Nehru Era(1964-1984) a. From Lalbahaddur Shastri to Indira Gandhi (1964-69) b. Indira Gandhi (1969-1973) c. Jayaprakash Narayan movement and EmergencyThe Janata Interregnum and Indira Gandhi's return	25
Unit 4	4.Social Movements and the State: a. Land Reforms- Bhoodan movement-Peasant movements. b. Organisedlabour movements and Unionism. c. The Dalit movement- B. R. Ambedkar- The RPI and Buddhism-Rise of Dalit Panthers and New Dalit movement-identity politics. d. Women'smovements-Anti-price rise movement-Chipko movement –Anti-dowry agitations.	25

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

4. History Of Ideas Upto 1900 (208151)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

5.20th Century Thought (208152)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

Semester – III

1. Research Methodology (308007)

\Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

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

Marks: 100 (4 credits)

Objectives: The students will learn :

- 1.The stages of economic development in early India.
- 2 The nature content and changes in industrial production and commercial intercourse
- 3 The role played by Guilds and Banking system in the economic life of the people.
- 4 The processes of urban decay and feudal formations

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

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

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

Marks: 100 (4credits)

Objectives: The students will learn:

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

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

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

Marks: 100 (4 credits)

Objectives: The students will learn:-

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

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

Semester IV

1. Women in Modern India (408008)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

Unit	Course Content	Marks
Unit 1	1.Women in Social Reform Movements in 19th Century: 1.Colonial State and women 2.Women's reform movement: BrahmoSamaj, SatyashodhakSamaj, Arya Samaj, Aligarh Movement, Arya MahilaSamaj 3.Contribution of Social Reformers: Mahatma Phule, SavitribaiPhule, TarabaiShinde, BadruddinTayyabji, Gopal Ganesh Agarakar, PanditaRamabai, VithhalRamajiShinde, RamaswamiPeriyar.	35
Unit 2	2.Women's Participation in Freedom Movement and Politics: 1.Gandhian Satyagraha 2.Dalit Movements 3.Revolutionary Movements 4.Peasants and Workers Movements 5.Feminist Movements	25
Unit 3	3.Women's Organizations: 1.Colonial: Local and National 2.Post Independence.	15
Unit 4	4.Women in Contemporary India: Landmark cases leading to serious debates on gender issues: 1. Mathura Case 2. Shahabano Controversy 3. Self immolation of Roopkanwar	25

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

Marks:100(4 credits)

Objectives: The students will learn:

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

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

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

Marks:100(4 credits)

Objectives: The students will learn:

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

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

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

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

5. Debates in Indian History (408105)

Marks: 100 (4 credits)

Objectives: The students will learn:

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

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

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

Master of Arts in Education

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council
ShreematiNathibaiDamodarThackerseyWomen's University ,
1, NathibaiThackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

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

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

➤ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for

doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.

e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ Evaluations System

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ 11.1 Feedback on performance to learners

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

SEM- I
Core Course I (Group A)
Advanced Philosophy of Education- 122001
(100 Marks, 4 credits)

Module 1: Fundamentals of Educational Philosophy (Credits:1, Hours:15 Marks:25)

Objectives:

At the end of the module learners will be able to:

- Explain the meaning of educational philosophy.
- Explain the relationship between education and philosophy.
- Explain the philosophical terms related to education.

Content:

- Meaning and Scope of educational philosophy
- Relationship between education and philosophy
- Need and importance educational philosophy
- Meaning of drill, training, indoctrination, instruction and its role in learning
- Meaning of Ontology, Epistemology, Metaphysics and Axiology

Module 2: Understanding Values (Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the concept of values.
- Explain the relativity of values.
- Explain the reasons for disfunctionality of values.
- Suggest ways for developing values.

Content:

- Meaning, Origin and types of Values
- Relativity and characteristics of Values
- Disfunctionality of Values
- Development of Values
- Values needed in India in the context of globalization

Module 3: Indian philosophies and Thinkers(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain Indian philosophies.
- Explain the educational implications of Indian philosophies

Content:

- a) Indian Philosophies
 - Vedic
 - Jain
 - Buddhist

- Islamic
- b) Thinkers
 - Aurobindo
 - J. Krishanmurty
 - Osho Rajneesh

Module 4: Western philosophies and Thinkers(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the different Western philosophies.
- Explain the educational implications of Western philosophies

Content:

- a) Thinkers
 - Russell
 - Plato
 - Dewey
- b) Western Philosophies
 - Logical positivism
 - Existentialism
 - Essentialism
 - Humanis

Assignments:

- Examine the philosophical basis of any formal education program and write report (25 marks).
- Identifying one's own philosophy on the basis of Student Content Inventory (10marks)
- Reflective writing in about 1000 words on educational thought of any one educationist such as Gandhiji, Swami Vivekanand, Rousseau, Spencer, Pestalozzi, J.P.Naik (15 marks)

Core Course II (Group A)
Advanced Sociology of Education- 122002
(100 Marks, 4 credits)

Module 1: Fundamentals of Education & Sociology (Credits:1, Hours:15 Marks:25)

Objectives:

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

Content:

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

Module 2: Role of Education in changing society (Credits:1, Hours:15 Marks:25)

Objectives:

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

Content:

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization
- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

Module 3: Gender and Education (Credits:1, Hours:15 Marks:25)

Objectives:

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

Content:

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

Module 4: Social concerns related to education (Credits:1, Hours:15 Marks:25)

Objectives:

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

Content:

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. BabasahebAmbedkar

Assignments:

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyze any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

Core Course II (Group A)
Advanced Sociology of Education- 122002
(100 Marks, 4 credits)

Module 1: Fundamentals of Education & Sociology (Credits:1, Hours:15 Marks 25)

Objectives:

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

Content:

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

Module 2: Role of Education in changing society (Credits:1, Hours:15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

Content:

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization

- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

Module 3: Gender and Education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

Content:

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

Module 4: Social concerns related to education

(Credits:1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

Content:

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. BabasahebAmbedkar

Assignments:

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyse any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

Core Course III (Group A)
Learner and Process of Learning – 122003
(100 Marks, 4 credits)

Module 1: Understanding Learner

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain phases in cognitive development of a person as given by Piaget
- Explain the facets of cognitive development
- Discuss the role of attitude in individual's behaviour
- Apply the Theory of Multiple intelligences in classroom situation

Content:

- Piaget's theory of cognitive development and its educational implication
- Problem Solving: Steps, Heuristic and algorithmic methods, development of problem solving skill
- Creativity: Meaning and phases of creativity(by Wallas); Role of a creative person in society; Factors of creativity, Identification and measurement of creativity, Techniques for development of creativity
- Attitudes: Meaning, Nature, Function and formation of attitudes; Attitude change: Festinger's theory, persuasive communication
- Theory of Multiple intelligence

Module 2: Reflecting on learning process

(Credits:1, Hours:15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the theories of learning
- Apply theories of learning in classroom situation.

Content:

- Theories of Learning
- Ausubel's meaningful verbal learning theory: Concept of cognitive structure, Types of learning, educational implication
- Hebb's neurophysiological theory of learning
- Bandura's social learning theory: 4 steps of observational learning and educational implication
- Connectivism: a learning theory of digital age
- Roger's theory of experiential learning

Module 3: Reflecting on teaching process (Credits:1, Hours:15 Marks: 25)

Objectives:

At the end of the module learners will be:

- Explain theories of teaching

- Discuss implications of brain research in teaching
- Explain the Concept and characteristics of children with special needs
- Explain Concept and need of inclusive education.

Content:

- Teacher and teaching
- Teaching process: meaning
- Theories of teaching: Formal theory, Descriptive theory and Normative theory; Difference between theories of learning and theories of teaching
- Carroll's model of Mastery Learning – need, assumptions, components, and implications.
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instruction
- Implications of brain research in teaching
- Teaching children with special needs:
 - a) Concept and characteristics of :
 - i) Children with ADHD and AD
 - ii) Children with learning disabilities, slow learners
 - iii) Children with behavioural and emotional disorder
 - b) Concept and need of inclusion; teaching techniques for inclusive classrooms

Module 4: Personality and adjustment (Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain theories of personality
- Suggest application of theories for personality development

Content:

- Types of personality theories
- Freud's psychoanalytic theory and defense mechanism
- Big 5 model of personality
- Roger's humanistic theory with specific reference to REBT
- Jung's theory with specific reference to MBT

Assignment:

- Prepare a session plan based on any learning theory.(15 marks)
- Administer any one psychological test to 10 persons and write a report. (20 marks)
- Visit to special school and writing a report. (15 marks)

Core Course IV (Group A)
Pedagogy, Andragogy and Heutagogy - 122004
(100 Marks, 4 credits)

Module 1: Understanding Pedagogy (Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Explain the meaning, need and importance of pedagogy.
- Prepare instructional plan for teaching students.

Content:

- Meaning development of concept of pedagogy
- Need and importance,
- Principles of teaching
- Understanding teaching – learning process. (elements and its relationship)
- Classroom management
- Characteristics of learner
- Media for children
- Instructional strategies for school students
- Education implication

Module 2: Understanding Andragogy (Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss the meaning, need and importance of andragogy.
- Develop instructional plan for adult learner.

Content:

- Meaning and development of concept andragogy
- Need and importance,
- Principles of andragogy
- Instructional strategies for adult learner
- Models of Self directed learning (Grow's Instructional model, Tough's sequential model, Brockett and Hiemstra's interwoven model)
- Transformative learning.
- Educational implications

Module 3: Understanding Heutagogy (Credits:1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- explain and reflect on development of concept of heutagogy

Content

- Meaning and development of concept heutagogy
- Need and importance,

- Principles of heutagogy
- Applying heutagogy in distance learning
- Heutagogy and lifelong learning
- Transition from pedagogy to heutagogy
- Educational implications

Module 4: Assessment and evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss types of evaluation.
- Suggest appropriate tool of evaluation.
- Develop evaluation tool.

Content:

- Meaning of assessment and evaluation
- Need and importance of evaluation
- Types of evaluation: Purposive, formative, summative
- Assessment tools for school student, adult learner, distance learner (achievement tests, examination, Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars)

Assignments:

- Develop two activities for school students for face to face mode.(10 marks)
- Prepare a session plan for adult learner(10 marks)
- Develop a instructional plan based on principles of heutagogy.(15 marks)
- Prepare a rubric to assess a seminar or project/discussion/presentation (15 marks)

Core Course V (Group A)
Human Rights Education - 122005
(100 Marks, 4 credits)

Module 1: Understanding Human Rights (Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain origins of Human rights
- Elaborate the Historical context of Human Rights
- Explain Concept of Human Rights
- Explain the Need and Importance of human right in Contemporary context
- Compare various types of human rights
- Elaborate the Universal declaration of human rights
- Bring out issues and challenges towards human rights

Content:

- Origin and History of Human rights (2)
- Concept of human rights :Meaning ,definitions ,nature (2)
- Need and importance of human rights in contemporary context (Socio ,political, Economic and cultural) (3)
- Types of rights :Universal Human rights ,Constitutional fundamental rights, General civil rights(its nature features)(2)
- Universal declaration of Human rights and Indian constitutional fundamental rights (3)
- Issues and Challenges in Human rights (Castism, child marriages ,gender discriminations, terrorism ,Fundamentalism (3)

Module 2: Understanding Human Rights education (Credits:1, Hours:15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the concept of Human rights education.
- Elaborate the aims and objectives of human rights education
- Evaluate the human rights education at secondary and higher secondary levels
- Use Constructivist and Interdisciplinary approach
- Develop various teaching strategies for human rights education.
- To evaluate the role of educational institutions and NGO'S in human right education

Content:

- Concept of human rights education :Meaning ,definitions , nature.(2)
- Need and importance of human rights education.(1)
- Aims and objectives of Human rights education.(1)
- Human rights education at various levels(secondary and higher secondary).(2)
- Pedagogical strategies for human rights education.(6)
 - a. Approaches: Constructivist approach, Interdisciplinary approach
 - b. Methods: Role play, project, dramatization, brain storming
 - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
 - d. Resources : e-resources, organizations, commissions,
- Role of educational institutions (teacher, management, student councils), NGO's ,(3)

Module 3: Organization efforts toward RTE (Credits:1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

Content:

- Nature, need and importance of RTE in India.(2)
- History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009.(3)
- Objectives and Features of RTE Act2009.(2)
- Provisions of RTE Act 2009(3)
- Teaching learning and evaluation strategies in RTE (2)
- Duties and responsibilities of school and teachers(2)
- Role of stakeholder, parents, media (1)

Module: 4 Organizational efforts towards RTE

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

Content:

- Organizational effort to implement RTE:(5)
 - a. Central organization MHRD,NCTE , NCERT,KVS
 - b. State organization: Education Ministry of state, SCERT, Balbharti.
 - c. Local organization: Z.P., Municipal corporation, corporation
- Special Schemes to implement RTE:SSA, midday meal,(2)
- Various Types of schools and its function: Sakharshala, kuranshala ,Tambushala, vastishala . (3)
- The role of school management committee and local supervisory authorities.(2)
- Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

Assignments:

- To celebrate international human rights day and write a brief report on it. (5)
- Content analysis of any text book of secondary level in perspectives of human rights. (10Marks).
- Case study of any one school regarding implementation of RTE

Semester-II
Core Course VI (Group A)
Research Methodology- 222001
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: concept and nature of research in education(Credits:1,Hours:15Marks:25)

Objectives:

Learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research
- Differentiate between approaches to research

Content:

- Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research
- Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables- types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action
- Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved

Module 2: Quantitative research methods (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the quantitative methods of research
- Apply appropriate methods of research

Content:

- Research Methods:
 - i) Case study
 - ii) Causal comparative
 - iii) Survey Method
 - iv) Co- relational
 - v) Ethnography
- Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi experimental

- (One group pre test design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre testpost testnon equivalent group design, time series design—with single group, with two groups, factorial design)

Module 3: Qualitative research methods (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the qualitative methods of research
- Apply appropriate methods of research In education
 - i) Case study
 - ii) Grounded theory
 - iii) Ethnography
 - iv) Phenomenology
 - v) Participatory action research

Module 4: Data collection procedures (Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concepts of & difference between sample & population,
- Select sample by proper sampling methods

Content:

- Techniques of data collection: Observation, Interview, projective & sociometric
- Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and reliability
- Sampling: Sample & population -- Meaning, Need, sampling error, determining sample size
- Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
- Non probability sampling methods (incidental, purposive)
- Features of Qualitative data collection

Assignments for internal assessment:

- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks)
- Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks)
- Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10marks)

Core Course VII (Group A)
Methods of Data Analysis- 222002
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Select appropriate type of scale
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: Descriptive analysis of data (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different types of scale
- Use different types of graph to present data

Content:

- Normal Probability curve: properties and uses
- Types of scales (nominal, Ordinal, Interval, Ratio)
- Uses of graphs in the analysis of data,
- Measures of Central tendency (concept & uses)
- Measures of variability (concept & uses)
- Percentile and percentile rank

Module 2: Inferential Analysis (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different terms related to inferential analysis
- Select appropriate techniques of data analysis

Content:

- Levels of significance, Degree of freedom,
- Type I & Type II error, Standard error of mean
- One tailed & two tailed test
- Power of Statistical test and effect size
- Parametric tests—t test, analysis of variance, co-variance, coefficient of correlation
- Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test

Module 3: Qualitative data analysis (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Select appropriate techniques of data analysis
- Carry out analysis of data in qualitative form.

Content:

- Types of Qualitative Data: Structured text, (writings, stories, survey comments, news articles, books etc) Unstructured text (transcription, interviews, focus groups, conversation) Audio recordings, music Video recordings (graphics, art, pictures, visual)
- Approaches in analysis: Deductive and Inductive
- Principles of Qualitative data analysis
- The Process of Qualitative data analysis
-

Module 4: Report Writing

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Prepare list of references using APA style
- Evaluate a research report.

Content:

- Elements of report of qualitative and quantitative research
- format, style, content organization & chapterization
- References, appendices
- Characteristics of a good research report

Assignments for internal assessment:

- Presentation of given data in different graphical forms(10 marks)
- Computer training in data analysis (15marks)
- Collect data from ten students in qualitative form and analyze it.(20 marks)
- Prepare a reference list of your topic (5marks)

Core Course VIII (Group A)
Instructional Strategies- 222003
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

Module 1: Large group instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synnectics model

Content:

- Lecturette, Demonstration, Story-telling
- Techniques of questioning, narration, board-writing, use of media
- Learner-centred large group strategies: Brain-storming
- Models of teaching: families, syntax
- Concept-attainment Model,
- Role-play Model,
- Inquiry training Model,
- Assertiveness training Model,
- Synnectics Model

Module 2: Co-operative instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with Co-operative instructional strategies
- Write procedures for conducting Co-operative instructional strategies

Content:

- Psychological foundation for constructivist strategies
- Psychological foundation for co-operative learning strategies

- Classification of co-operative learning strategies
- Procedure of at least 10 Strategies
- Planning for co-operative learning strategies

Module 3: Individualised learning strategies

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

Content:

- Individualised learning: characteristics
- Programmed Instruction
- Computer-Assisted Learning
- Self-learning material: Overview

Module 4: Planning Workshop

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Design workshop planning template
- Write a workshop session plan

Content:

- Workshop plan template design
- Analysis of Content
- Designing Objectives
- Identification of strategies
- Planning of session
- Material Development for Workshop

Assignment for internal assessment:

- Prepare a session plan with any one large group instructional method Write procedures for conducting sessions with any two models of teaching.(10 marks)
- Write procedures of at least 2 co-operative strategies other than discussed in the class Conduct a co-operative instructional strategy (15 Marks)
- Compare Programmed Instruction, Interactive Multimedia Packages and Self-learning modules Write a few screens of any one type of programmed instruction(10 marks)
- Design your own workshop planning template Write a workshop session plan for any one target group on a topic of your choice(15 Marks)

Core Course IX (Group A)
Instructional Media and ICT in Education- 222004
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain role of mass media in formal and non formal education
- Prepare presentation and learning material
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Module 1: Instructional media (Credits: 2, Hours: 15, Marks 25)

Objectives: Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain Factors affecting selection of instructional media
- Explain characteristics of learning material

Content:

- Meaning, need and importance of Instructional media in teaching learning process
- Classification of instructional media (Audio, video, audio-video, Teaching vs learning)
- Factors affecting selection of instructional media
- Characteristics of learning material

Module 2: Instructional Media in teaching and learning(Credits:1, Hours15,Marks: 25)

Objectives:

The learners will be able to

- Explain types of instructional media
- Explain Strengths and weaknesses of instructional media
- Explain role of mass media in formal and non formal education

Content:

- Student workbook, worksheets, teacher handbook
- Strengths and weaknesses of instructional media
- Precautions to be taken while using media
- Mass media- newspaper, TV, Radio, Internet
- Role of mass media in formal and non formal education

Module 3: Preparation of presentation material for classroom teaching

(Credits: 2, Hours: 15, Marks 25)

Objectives:

Learners will be able to

- Prepare presentation material
- Prepare learning material

Content:

- Preparation of presentation material- Charts, posters, models, maps, OHP transparencies, PPTs
- Preparation of Learning material- worksheets, puzzles, quizzes, games

Module 4: Integration of ICT in Education (Credits: 1, Hours 15, Marks: 25)

Objectives:

Learner will be able to

- Explain meaning need and importance of ICT
- Explain role of ICT in creation of knowledge
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Content:

- Meaning , need and ,importance of Information and communication technology
- Role of information and communication technology in 'construction of knowledge'.
- Use of social Media in education
- Challenges to integrate I C T in Indian Classrooms and strategies to overcome them

Assignments for internal assessment:

- Prepare worksheet/ puzzle/ game/quiz for teaching any topic of your choice (15 marks)
- Prepare teacher handbook (10 marks)
- Prepare power point presentation for teaching any topic of your choice (15 marks)
- Create blog and send 5 educational posts.(10 marks)

Core Course X (Group A)
Process of Communication in Education- 222005
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain communication process
- Apply various models of communication in communication process
- Apply communication networks in classroom and online setting
- Explain role of teacher and learner in Internet based Communication process
- Apply communication networks in distance education
- Explore Synchronous and Asynchronous communication tools

Module 1: Communication Process and Models (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain communication process
- Explain modes of communication
- Explain barriers in communication
- Apply various models of communication in communication process

Content:

- Communication process- concept, components and characteristics.
- Modes of communication- Verbal- non verbal , Written- oral, Text- non text
- Barriers in communication, Distortion in communication, noise in communication
- Models of communication – Simple model, Osgood and Schramm, Newcomb,
- Gerbner, Shanon Weaver's model of communication
- Mass Communication

Module 2: Communication Networks (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Apply communication networks in classroom setting
- Apply communication networks in online setting
- Review researches done on communication

Content:

- Communication Networks in Classroom Setting – nature and examples
Teacher-students

Teacher-students

Student - student

Student - student

Student - student

- Communication networks in online Setting – nature and examples
Teacher-students (virtual classroom)
Student - student (blog)
Student - student (hang out)
Student - material (e- content)
- Ethics of Communication,
- Research in communication

Module 3- Internet-based communication process (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain nature of Internet based Communication process
- Explain role of teacher in Internet based Communication process
- Explain various roles of learner in Internet based Communication process
- Apply communication networks in distance education

Content:

- Nature of Internet based Communication process
- Modes of Internet based Communication – virtual class, email, LMS, blog .
- Role of teacher in Internet based Communication
- Role of learner as communicator- participant of a community
- Initiator of a community
- Leader of community
- Netiquettes

Module 4- Synchronous and Asynchronous communication tools

(Credits: 2, Hours: 15, Marks: 25)

Objectives:

The learners will be able to

- Explain characteristics of online learners
- Explore Synchronous communication tools
- Explore Asynchronous communication tools

Content:

- Components of online learning Environment, Characteristics of online learners,
- Facilitator's role in online learning Environment
- Asynchronous communication tools-

- e- tutoring through discussion forums,Co- operative Learning strategies for group work,
- Synchronous communication tools –
- e- tutoring through chats, video-conferencing, virtual classrooms, Co-operative Learning strategies.

Assignments for internal assessment:

- Prepare activities for developing a component of basic communication skills. (15 marks)
- Conduct a small session of 15 minutes using any synchronous communication tool.(15 marks)
- Analyze pattern of communication network in given classroom setting. (10 marks)
- Analyze pattern of communication network in a given online setting. (10 marks)

M.A.EDUCATION PART- II _ SEM-III

CURRICULUM DEVELOPMENT (322001) (100 Marks, 4 Credits)

Course Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

Module 1:Curriculum Development: An Introduction (Credits:1, Hours:15 Marks: 25)

Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum. Explain the foundations of curriculum.

Content:

- Meaning and concept of curriculum
- Understanding curriculum as a
Body of knowledge to be transmitted
 - as a product.
 - as a process.
 - as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its
- Role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

Module 2: Models of Curriculum Development (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum development.
- Apply models in the development of curriculum.

Content:

- Hilda Taba's model
- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision- Making model

- Weinstein and Fantini model
- Fink's model of integrated course design

Module 3: Curriculum Transaction

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the principles and criteria for developing learning opportunities.
- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction

Content:

- Planning curriculum implementation.
 - Criteria for selecting learning opportunities
 - Use of Learner-centred methods and media with their strength and limitation.
 - ICT as a mode of curricular transaction with their strengths and limitation:
- Computer based learning
 - Online learning
 - Blended learning
 - Models of curriculum implementation
 - ORC mode I (overcoming resistance to change)
 - Linkage model
 - Factors influencing effective curriculum implementation

Module 4: Curriculum Evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

Content:

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
 - Tyler's Goal attainment model.
 - Stufflebeam's CIPP model
 - Scriven's Goal free model
 - Kilpatrick's 4 level model
- Curriculum improvement through problem solving model

Assignments:

- Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
- Observe one lesson to study the effectiveness of curriculum implementation. (10)
- Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)

Education Management

Special Course – I

MANAGEMENT OF EDUCATION-322201(Credits: 1, Hours: 15 Marks: 25)

Course Objectives: At the end of this course student teachers will be able to:

1. Explain the functions of management
2. Describe the role, functions and skills of education manager
3. Apply theories of motivation for managing people in the organization
4. Suggest strategies for managing stress, conflict and time
5. Explain the process of performance management
6. Suggest ways of enhancing institutional climate

MODULE 1: UNDERSTANDING CONCEPTS IN MANAGEMENT OF EDUCATION

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of and need for management of education
2. Describe the role, functions and skills of education manager
3. Explain the functions of management.

Content:

- Concept of Administration, Management and Organization.
- Need and objectives of Education Management.
- Role and functions of Education manager: Mintzberg's managerial roles)
- Skill required: Technical, Conceptual and Human.
- Management Functions: Planning, Organizing, Staffing, Controlling, Directing, Delegating

MODULE 2: MANAGING PEOPLE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

Objectives:

1. Explain concept, need principles of human resource management
2. Apply theories of motivation for managing people in the organization
3. Suggest strategies for managing stress, conflict and time

Content:

- Human resource management: Concept, Need and principles
- Motivation : Meaning need and importance
- Theories of motivation and their application.[Maslow', Hertzberg's, Vroom's, Equity, McClelland's].
- Conflict management: Meaning, Sources and Strategies.
- Stress management: Meaning, sources and strategies
- Time management: Need, importance and strategies

MODULE 3: PERFORMANCE MANAGEMENT

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the process of performance management
2. Suggest strategies to create learning organization

Content:

- Performance Management : Meaning , Need and Importance
- Staff development: Meaning, objective, process and methods of staff development
- Performance appraisal: Meaning, objectives, and stages of performance appraisal.
- Performance measurement: tools and techniques for measuring performance. its strengths and limitations
- Learning organization: - Meaning, characteristics need of learning organization
- Strategies for creating learning organization.

MODULE 4: INSTITUTIONAL CLIMATE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of resource management in education
2. Describe need and importance of resource management in education
3. Explain the dimensions of institutional climate
4. Suggest ways of enhancing institutional climate

Content:

- Meaning of institutional climate and culture
- Importance and dimension of institutional climate.
- Team building: Nature of organizational group, group processes.
- Halpin and Croft's theory of institutional climate
- Impact of Institutional climate on performance and satisfaction of staff and students
- Measures for creating conducive institutional climate

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Prepare a plan for any one activity to be carried out in school (such as Annual Day, Unit test) (10 marks)
2. Administer tool to measure performance of teacher (at least 2 teachers) and write a report with the suggestions on the areas of improvement (15 marks)
3. Analyze own time management skill and prepare plan for improvement. Administer motivational tool on self and prepare motivational profile (10 marks)
4. Study the climate of an educational institute and write a report.(15 marks)

Education Management

Special Course – II

Educational Leadership and Administration-322202(100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

1. Discuss factors influencing leadership
2. Discuss the importance of communication
3. Suggest the improvement for performance of staff
4. Discuss the role of leader in the development of school
5. Design organization development plan

MODULE 1: INTRODUCTION TO EDUCATIONAL LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

5. Explain the concept of leader
6. Discuss factors influencing leadership
7. Discuss the qualities of good leader

Content:

- Concepts of leadership
- Difference in educational leadership and management
- Power and Authority
- Factors influencing leadership
- Leadership for Inclusive Education
- Competencies of leader
- Qualities of good leader

MODULE 2: THEORIES OF LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the different models of leadership
2. Discuss the implications of leadership theories

Content:

- Charismatic leaders (Characteristics and need in situation)
- Transformational leader (Characteristics and need in situation)
- Participative leadership theory [theory X, theory Y Situational leadership]
- Distributed Leadership Model

MODULE 3: COMMUNICATION IN ORGANIZATION (Credits:1, Hours:15Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the communication process
2. Suggest the ways for effective communication
3. Analyses style of communicator
4. Analyses decision making style of leader

Content:

- Structure of organization (vertical, Horizontal)
- Communication (process and types)
- Barriers to effective communication
- Styles of communicator and its application (active, Logical ,connector, Thinker)
Characteristics of each type of communicator
- Decision making style (Decisive, flexible, Hierarchic, integrative)

Module 4 : ORGANIZATION DEVELOPMENT

To enable learner to

- Explain the need, importance of organization development
- Prepare a plan for OD

Content:

- Types of resources in education: physical, material (instructional), human, financial
- Need for resource management in education.
- Resource utilization and resource allocation
- Organization development: Concept, need, importance, process of OD
- Organization development intervention techniques: (sensitivity training, Process consultation, Survey feedback, Management by objectives)
- Team building: Process of team building
- Role of leader in team building

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)
- Collect data from five student teachers using Myers-Briggs scale and prepare profile. (15 marks)
- Identify a leadership style of principal by using tool and write a report (10 marks)
- Visit one school,collect information about resources to study institutional climate and write a report with area of improvement . (15 marks)

Special Course – III

QUALITY MANAGEMENT IN EDUCATION-322203 (100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

6. Explain the conceptual development of quality management
7. Discuss the dimensions of Total Quality Management
8. Apply appropriate tool of quality control
9. Explain strategic plan models
10. Prepare strategic plan for institution
11. Explain the indicators of effective Institution
12. Suggest ways of making Institution effective

MODULE 1: CONCEPTS RELATED TO QUALITY (Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Understand the concept of Quality in education
2. Explain the conceptual development of quality management
3. Discuss the views of Deming and Juran on Total Quality Management

Content:

- Concepts of Quality and Quality in Education: Indian and Western Perspective
- Dimensions and Characteristics of Quality
- Evolution of Quality management: Inspection, Quality control, Quality Assurance, Total Quality management.
- Meaning of Quality learning environment, quality curriculum, quality processes, quality teaching.
- Deming and Juran's principles of Quality.

MODULE2: QUALITY CONTROL IN EDUCATION (Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain approaches for quality improvement
- Explain the role of agencies in maintaining quality
- Apply appropriate tool of quality control

Content:

- Meaning of and Difference Between: Quality Assurance, Quality Control and Quality Improvement
- Quality Management system in Education: International Organization for Standardization (ISO)
- National Assessment Accreditation Council (NAAC): Performance Indicators
- The National Accreditation Board for Education and Training (NABET)
- Approaches to Quality Improvement: Kaizen, Six sigma, system thinking

MODULE 3: STRATEGIC PLANNING FOR TOTAL QUALITY MANAGEMENT (TQM)

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the concept of TQM
- Explain strategic plan models
- Prepare strategic plan for institution.

Content:

- Strategic planning: Meaning and Need
- Strategic plan models :Murgatroyd and Morgan's Four generic models (Basic- Open, Enhanced-Open, Basic- Niche, Enhanced- Niche)
- Kaufman's four stage model of Strategic planning
- SWOC analysis of an educational institution
- Crawford's Eight stages in implementing TQM

MODULE 4: INSTITUTIONAL EFFECTIVENESS

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the indicators of effective Institution
- Suggest ways of making institution effective

Content:

- Institutional Effectiveness : Meaning, Need and Importance
- Institutional Effectiveness cycle
- Key elements of Institutional Effectiveness
- Strategic plan and assessment plan for institutional effectiveness
- Model of institutional effectiveness

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Analyze the learning environment in teacher education institute. (10 marks)
2. Map the competencies of two teachers using appropriate tool and prepare a profile(12 Marks)
3. Using MIPQ (Mukhopadhyay Institutional profile questionnaire) collect data from 5 teachers from one school and prepare profile (13 marks)
4. Conduct SWOC analysis of institution and write a report (15marks)

SEM-IV
INCLUSIVE EDUCATION- I (422401) (100 Marks, 4 Credits)

MODULE 1: INTRODUCTION TO INCLUSION (Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the diverse learner
- Understand the concept of inclusion
- Understand the meaning and importance of inclusive education
- Differentiate between special education, integrated education and inclusive education

Content:

- Diverse learners in education: culturally, socially and biologically diversity
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Foundations of inclusive education:
 - Meaning, concept, need and evolution of inclusion
- Definition, concept and importance of inclusive education
- Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for education for all children
- Comparison between mainstreaming, integration and inclusion

MODULE 2: POLICIES AND PRACTICES FOR PROMOTING INCLUSIVE EDUCATION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the policies for inclusion
- Understand the implications of policies for inclusion

Content:

- Policies prior to SSA: IEDC, 1974; NPE, 1986 & 1992; PIED, 1987; DPEP, 1994; PWD Act, 1995; National Trust Act (1999)
- SarvaShikshaAbhiyan (SSA, 2000) with respect to inclusive education
- National Curriculum Framework for School Education (NCFSE, 2000)
- Constitutional Amendment (2001)
- Comprehensive Plan of Action for Children and Youth with Disabilities (2005)
- National Policy for Persons with Disabilities (2006)
- UN - Convention on the Rights of Persons with Disabilities (UNCPRD India, 2007)
- Right to education (2009)
- Concessions and facilities for children with special needs: Academic and Financial

MODULE 3: INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the children with special needs
- Understand the needs of children with special needs

Content:

- Definition and characteristics of children with:

1. Sensory motor needs: hearing, visual and physically challenged
2. Intellectual needs: (gifted, talented and mentally challenged children)
3. Developmental needs: (autism, cerebral palsy, learning disabilities)
4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
5. Children with special health problems, environmental/ecological difficulties and
6. Children belonging to other marginal groups

- Importance of early detection, Functional assessment for development of Compensatory skills

MODULE 4: RESOURCES FOR INCLUSION (Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the resources require for inclusion
- Identify the role of various personnel involved
- Describe the managerial skills required for resource mobilization

Content:

- Concept and importance of human and material resources

- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities

- Resources in inclusive schools: material resources and human resources, Exploring and utilizing the services and resources available in the community

- Mobilization of Resources for inclusion

- Identifying the required resources for children with varied special needs

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct a interview of one special educator and write a report (15 marks)
2. Read a policy document for person with disability and present a seminar (10 marks)
3. Visit to special/integrated/inclusive classrooms and write a report with reflections (15 marks)
4. Visit a school and study the resources available and write a report on school readiness for inclusion (10 marks)

INCLUSIVE EDUCATION- II (422402) (100 Marks, 4 Credits)

MODULE 1: CREATING ENVIRONMENT FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the barrier free environment
- Identify the barriers for inclusion
- Suggest strategies to overcome barriers

Content:

- Concept and meaning of barrier free environment
- Barriers to inclusive education: attitudinal, infrastructure
- Strategies to Overcome the barriers:
- Role of ICT in special educational needs
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- Strategies for Capacity building and collaborative working of human resources

MODULE 2: CLASSROOM PRACTICES AND MANAGEMENT OF INCLUSIVE CLASSROOM

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the principles of differentiated instruction
- Understand the needs of children with special needs

Content:

- Concept and Principles of differentiated instruction
- Use of different teaming models and teaching styles
- Evaluation for inclusive education
- Techniques and Tools of evaluation, Interpretation of Evaluation Reports and their Educational Implication
- Preparation of teaching learning material for inclusive classrooms
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

MODULE 3: CURRICULUM ADAPTATIONS FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the concept of curriculum adaptation

- Understand the adaptation in curricular, co-curricular activities
- Suggest modification in existing curricular plan for adaptation

Content:

- Overcoming curricular barrier
- Concept meaning and need for curriculum adaptations for children with special needs
- 1. Sensory motor needs: hearing, visual and physically challenged)
- 2. Intellectual needs: (gifted, talented and children mentally challenged children)
- 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
- 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
- 5. Children with special health problems, environmental/ecological difficulties and
- 6. Children belonging to other marginal groups
- Nine types of adaptations for inclusion
- Approaches & Technique for adaptation

MODULE 4: TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the facts and myths about inclusive education
- Understand the ethical issues in inclusive education
- Identify research areas in inclusive education

Content:

- Facts and myths of inclusive education with reference to India
- Current Status and Issues of inclusive education in India: Present status of inclusive education with reference to India
- Problems and issues related to: Admission, Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring Evaluation
- Ethical Issues in Inclusive Education: ethics for different personnel involved in inclusion
- Research trends in Inclusive Education in India and abroad

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct a survey of existing school and prepare a plan to create barrier free environmentfor inclusion (15 marks)
2. Prepare a lesson plan for inclusive classroom (10 marks)
3. Select one disability & prepare plan of evaluation (15 marks)
4. Prepare a report on research trends in inclusive education (10 marks)

INCLUSIVE EDUCATION- III (422403) (100 Marks, 4 Credits)

TEACHING CHILDREN IN INCLUSIVE CLASSROOM

MODULE 1: TEACHING OF LANGUAGE

(15 Hrs.)

Objective: To enable students to:

- Explain the objectives and maxims of Language teaching.
- Describe the approaches to language teaching
- Use appropriate method of language teaching in inclusive classrooms

Content:

- Aims, objectives and maxims of teaching language
- Approaches to language teaching: structural, communicative, language experience, phonetics
- Methods of language teaching: Direct, translation, grammar
- Teaching language in inclusive classrooms

MODULE 2: TEACHING OF SOCIAL STUDIES

(15 Hrs.)

Objectives: To enable students to:

- explain the aims and objectives of teaching social studies
- describe the approaches to teaching social studies
- demonstrate the methods of teaching of social studies
- describe the process of teaching of Social studies in inclusive classroom

Content:

- Aims and objectives of teaching and maxims of teaching of social studies at various levels
- Approaches to teaching of social studies: co-ordination, co relational, concentric, special, Integrated, and regressive.
- Methods of teaching of social studies: Lecture method, project method, role play, field study, story telling
- Teaching of social studies in inclusive classrooms.

MODULE 3: TEACHING OF MATHS

(15 Hrs.)

Objectives: To enable students to:

- explain the aims and maxims of teaching maths
- describe the approaches to teaching of math teaching
- demonstrate the various methods of math teaching
- describe the process of teaching math in inclusive classroom

Content:

- Aims, objectives and maxims of teaching maths
- Approaches to math teaching: Inductive- deductive, Analytic, Synthetic, Problem Solving, Programmed learning.
- Methods of teaching math: cooperative learning, guided discovery, and simulations
- Teaching of maths in an inclusive classroom.

MODULE 4: TEACHING OF SCIENCE**(15 Hrs.)****Objective:** To enable students to:

- Explain the objectives and maxims of teaching maths
- Describe the approaches to teaching of science.
- Demonstrate the methods of teaching science.
- Describe the process of teaching science in an inclusive classroom.

Content:

- Objective and maxims of teaching science
- Approaches to teaching of science: Heuristic, Project, Inductive-deductive
- Methods of teaching science: explanation, demonstration, collaboration, activities
- Teaching of science in an inclusive classroom

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Preparation of differentiated instruction for a given unit in (40 marks)
 - (1) Maths
 - (2) Science
 - (3) Language
 - (4) Social studies
- Preparation of teaching learning aids for a given learner in Primary or Upper primary or Secondary level (10 marks)

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.A MARATHI

2018 – 2019

Publisher's Note

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

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

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

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**
M.A. I – Rs. 5475/- (Other University)
M.A. II – Rs. 5475/-

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

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

per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practicals are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the

flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

सत्र पहिले

पेपर १. मध्ययुगीन गद्य-पद्य

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

पेपर २. साहित्यविचार-१

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

पेपर ३. मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)

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

पेपर ४. ऐतिहासिक भाषाविज्ञान

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

पेपर ५. नाटक

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

सत्र दुसरे

पेपर १. वाङ्मयप्रकार (सैद्धान्तिक)

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

पेपर २. साहित्यविचार-२

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

पेपर ३. मराठी वाङ्मयाचा इतिहास (१९२०-७५)

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

पेपर ४. वर्णनात्मक भाषाविज्ञान

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

पेपर ५ लोकसाहित्य

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

सत्र तिसरे (३)

पेपर १ अर्वाचीन गद्य पद्य (३०४००९)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

क्र.	विषय आणि विवरण	नेमलेले गुण
१	अ. अर्वाचीन मराठी साहित्याची स्थूल रूपे : कविता, नाटक, कथानात्म ललितसाहित्य, सत्यधिष्ठीत गद्य:रूपभेद आ. साहित्यकृतीतील सत्य व सौंदर्य : साहित्यच्या मूलद्रव्याचा वेध.	२५
२	माझी जन्मठेप : विनायक दामोदर सावरकर	२५
३	जोगवा : आरती प्रभू	२५
४	अर्वाचीन साहित्य: आधुनिक दृष्टी, प्रयोजन, भाषा, रचनाविशेष व नेमलेल्या साहित्यकृतींची वाङ्मयीन महात्मात	२५

पेपर २ समीक्षा (३०४०१०)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. साहित्यसमीक्षेचे स्वरूप व कार्य समजून घेणे.
२. समीक्षाप्रक्रिया ध्यानात घेणे.
३. समीक्षापद्धतीचा स्थूल परिचय करून घेणे.

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

पेपर ३ लेखकाचा अभ्यास (सैद्धांतिक) (३०४०११)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

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

पेपर ४ संशोधनशास्त्र (३०४०१२)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

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

पेपर ५. संस्कृती – २ (३०४११२)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

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

सत्र चौथे

पेपर १ समकालीन वाङ्मयीन प्रवाह (४०४३९४) गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

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

पेपर २ उपयोजित समीक्षा (४०४३९५) गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

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

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

उद्दिष्टे :

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

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

उद्दिष्टे :

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

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

उद्दिष्टे :

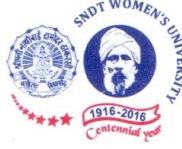
१. गद्य व पद्य लेखनात विनोदाचे माहात्म कोणते आहे, त्याचा अभ्यास करणे
२. विनोदाचे तत्त्वज्ञान समजून घेणे.
३. विनोदाची प्रक्रिया व रूप समजून घेणे.

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

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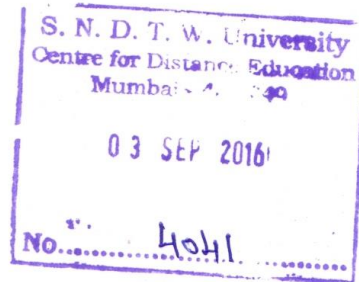
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September 1, 2016

NOTIFICATION

All the programmes offered through Centre for Distance Education, SNDT Women's University Mumbai, are approved by statutory authority of SNDT Women's University Mumbai.


(Dr. S. P. Badgujar)
Registrar



Ashehar
3.9.16

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.Com. – (80 credits)

2018 – 2019

Publisher's Note

This Shreemati Nathibai Damodar Thackersey Women's University has great Pleasure in publishing this program structure for Posttt Graduate program for 2 Year(s) Master Degree Program as " Masters of Commerce “ (New) (Revised 2014 - Regular) under the Faculty of "Faculty of Commerce".

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

Date: 30-04-2014 16:08:30

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:** **M.Com. I – Rs. 5475/- (S.N.D.T. University)**
M.Com. I – Rs. 5725/- (Other University)
M.Com. II – Rs. 5475/-

➤ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ Study Material Preparation

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for

approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during

their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Written exam, viva	Local Regional Language/English

SEM – I

FINANCIALMANAGEMNET
Computer Code- 100001

Objective:

The objective of this course is

- To help students to understand the conceptual framework of financial management
2. To understand the applications of Financial Management under various environmental constraints.
 3. To understand the management of cash, receivables and inventory.

Unit	Topic	Weightage %
1.	Concept of Financial Management – Meaning & scope – Capital Structure theories: traditional & M.M hypothesis–without taxes & with taxes – determining capital structure in practice.	25
2.	Cost of capital: Meaning & significance of cost of capital; calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted) ; cost of equity & CAPM.	25
3.	Dividend Policies; Issues in dividend decisions – Walter’s model – Gordon’s model – M.M Hypothesis – dividend & uncertainty – relevance of dividend – dividend policy in practice - forms of dividends – stability in dividend policy – corporate dividend behaviour.	25
4.	Management of cash – receivables & inventory.	25
	Total	100

STRATEGIC MANAGEMENT

Computer Code -100002

Objective:

The objective of this course is

1. To enhance the ability of students to understand business strategies, strategy formulation.
2. To enhance decision making abilities of students in situations of uncertainty in a dynamic business environment.

Unit	Topic	Weight age %
1.	Concept of strategy – defining strategy – levels at which strategy operates – approaches to strategic decision making – mission & purpose – objectives & goals – strategic business unit (SBU) – functional level strategies.	25
2.	Environmental analysis & diagnosis – concept of environment and its components – environment scanning & appraisal – organizational appraisal – strategic advantage analysis & diagnosis – SWOT analysis.	25
3.	Strategy formulation & choice of alternative strategies – modernization – diversification – integration – merger – takeover & joint strategies –turnaround – disinvestment & liquidation strategies – process of strategic choice – industry – competitor & SWOT – factors affecting strategic choice – generic competitive strategies – cost leadership – differentiation – focus – value chain analysis – bench marking – service blue printing.	25
4.	Functional strategies – marketing – production / operations & R & D plans and policies.	25
	Total	100

CORPORATE ACCOUNTING- I

Computer Code- 100003

Objectives:

1. Analysis of financial statements with accounting ratios.
2. Cash Flow statements as per AS 3
3. International Financial Reporting Standards

Unit	Topic	Weightage %
1.	Holding & Subsidiary Companies (Practical) Problems with consolidation of Balance sheets including profit prior and post acquisition, revaluation of assets, inter-company transactions and unrealized profit	25
2.	Accounting Ratios – Preparation of balance Sheet and Trading, profit & Loss A/C on the basis of data provided.	25
3.	Cash Flow Statement as per AS 3 issued by ICAI (Practical)	25
4.	(IFRS) International Financial Reporting Standards 1 - 20	25
	Total	100

ECONOMIC AND BUSINESS ENVIRONMENT

Computer Code- 100004

- Objective:** 1. To understand economic System in India.
2. To understand the changing environment of business in India.

Unit	Topic	Weightage %
1.	Economic Systems and Business: a. Overview of Economic Systems- Capitalism, Socialism and Mixed Economy- Meaning and basic features. b. Changing Economic Systems in the Context of Globalization. c. Changes in Indian business in the post liberalization period. d. Gandhiji's Trusteeship Concept	25
2.	Macro Policy Environment: a. Objectives of Monetary Policy and Fiscal Policy b. Recent Changes in Monetary Policy and Fiscal Policy. c. Fiscal Responsibility d. Analysis of union Government Budget	25
3.	Regulatory Framework of Business a. Role of SEBI as a Regulator of the Capital Markets. b. Role of IRDA as a Regulator of the Insurance Sector. c. Role of Competition commission. d. Role of TRAI	25
4.	Social Responsibility of Business: a. Meaning and Importance of Social Responsibility of Business. b. Code of Business Ethics. c. Corporate Governance. d. CSR in Indian Business	25
	Total	100

BASICS OF FINANCE AND ACCOUNTS

Computer Code– 100005

Objective: 1.To provide basic knowledge of finance and accounts disciplines to the students.

2. To make the students to understand principles of finance and accounts.

3. To make the students to understand the cost of finance

Unit	Topic	Weightage %
1.	Introduction to Financial Accounting, its importance, Accounting principles-concepts and conventions , journal, ledger, Trial balance, preparation of final accounts and balance Sheet, Financial Vs management Accounting.	25
2.	Adjustments valuation of stock & depreciation. Other adjustments, provisions & preparation of final accounts with adjustment. Corporate financial statements vertical form.	25
3.	Basic of cost accounting, introduction, types of cost, cost statement. Valuation of work in progress, finished goods stock, Concepts of normal loss, abnormal loss. Materials- Organizations,. Labour- Labour Cost control, Methods of remuneration, Overheads-Classification allocation, appointment & absorption. Activity Based Costing (ABC).	25
4.	Cost of capital: calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted)(practical problems)	25
	Total	100

SEM- II
ECONOMIC AND BUSINESS POLICIES

Computer Code– 200001

Objective:

1. To Understand the Policy changes introduced by the government of the India in recent years
2. To prepare the Indian economy to face challenges of the globalizing world

Unit	Topic	Weightage %
1.	Sectoral Policies 1-Agriculture Introduction to food crisis –Policy Measures Agri-Business- Importance-Trends and Government Measures. Agricultural Price Policy	25
2.	Sectoral Policies 2 - Industry Overview of Industrial Policy for period 1948-1991- Broad policy Trends post 1991 with respect to small Scale Industries, FDI, Mergers & Acquisitions Location and Environment	25
3.	3-Trade a-Overview of trade Policy For Period 1951-1991 b-Trade Policy post 1991 c-SEZs	25
4.	4-Infrastructure Infrastructure Policy- a-Energy Policy b-Transport Policy-Road Rail, Water and Air c-Telecommunication Policy	25
	Total	100

ACCOUNTING FOR MANAGERIAL DECISIONS

Computer Code– 200002

Unit	Topic	Marks
1.	Capital Budgeting (Practical)	25
2.	Marginal Costing and Break Even Analysis (Practical)	25
3.	Standard Costing – Material and Labour Variances (Practical)	25
4.	Theory- A) Responsibility Accounting B) Price level Accounting i) Inflation Accounting ii) Current Cost Accounting iii) Methods of Accounting of Changing Prices	25
	Total	100

FINICAL SERVICES

Computer Code– 200003

1. To introduce students to concept and importance of financial services.
2. To acquaint students about working of factoring, forfeiting.
3. To make students of credit rating in India.

Unit	Topic	Weightage %
1.	Financial services: need for financial services – various types of financial services –fund based & non-fund based – characteristics and role of financial intermediaries.	25
2.	International Capital Flows A. FDI – Meaning, Role & Determinants of FDI. B. MNCs – Motives for MNCs, Problems of MNCs for host & Home country. C. FII - Meaning, Role & Determinants of FII. Trends in FDI & FII.	25
3.	International Capital Flows A. Factoring - Meaning, origin & types of factoring – factoring mechanism & benefits. B. International Financial Institutions - IMF, IBRD, IFC – Objectives & Performance.	25
4.	Credit rating – meaning – origin and importance of credit rating – rating methodology & rating symbols – credit rating agencies in India.	25
	Total	100

A. Optional Group: HRM
ORGANIZATIONAL BEHAVIOUR
Computer Code – 210301

Objectives:

1. Understand the context of Organizational Behaviour and its role within the business world.
2. Understand how individual attributes contribute to Organizational Behaviour.
3. Understand how group attributes and organizational contribute to Organizational Behaviour.
4. Forecast the future of Organization Development.

Unit	Topic	Weightage %
1.	Fundamentals of Organizational Behavior <input type="checkbox"/> Understanding Organizational Behavior: Definition of Organizational Behaviour, Challenges and Opportunities for Organizational Behaviour; Environmental Challenges- Globalization, Information Technology, Total Quality and Diversity and Ethics; Models of Organizational Behavior. <input type="checkbox"/> Understanding People and Organization: Uniqueness of Human Beings; Influence of Internal and External Factors of Human Behaviour; Understanding Behavior; the Social Aspect of Organizations. <input type="checkbox"/> Diversity and Ethics: Concept and Nature of Diversity; Managing Diversity of Organizations; Developing the Multicultural organization; Ethics and Ethical Behaviour in Organizations. <input type="checkbox"/> International Organizational Behaviour: Conditions Affecting Multinational Operations, How Culture Influences International OB; Differences in Managerial Leadership Across Cultures; Cultural Contingencies and Productivity.	25
2.	Dynamics of Organizational Behaviour <input type="checkbox"/> Empowerment and Participation: Empowerment, Participation; Programs for Participation; Limitations of Participation. <input type="checkbox"/> Conflict, Negotiations and Intergroup Behaviour: Sources of Conflict, Classification of Conflict, Conflict Process; Negotiations – Process & Issues; Intergroup Relations. <input type="checkbox"/> Foundations of Group Behavior: Nature and Types of Groups; Stages of Group Development; Group Structure; Group Tasks and Processes.	25
3.	The Organization System: <input type="checkbox"/> Foundations of Organization Structure: Key Elements in Designing	25

	<p>an Organizational Structure; Types of Organizational Designs, Organizational Designs and Employee Behaviour.</p> <p><input type="checkbox"/> Decision Making: Nature and Types of Decisions, Behaviorally Oriented Decision-Making Techniques; Group Decision Making.</p> <p><input type="checkbox"/> Power and Politics: Definition and Bases of Power; Contingency Approaches to Power; Power in Groups Coalitions; Organizational Politics; the Ethics of Power and Politics.</p> <p><input type="checkbox"/> Organizational Culture: Definition and Characteristics of Organizational Culture; Types of Culture; Learning Culture; Changing Organizational Culture.</p>	
4.	<p>Organizational Change and Organizational Development:</p> <p><input type="checkbox"/> Organizational Change: Forces of Change; the Change Process; Innovation; the Learning Organization.</p> <p><input type="checkbox"/> Fundamentals of Organization Development: Definition and History of Organizational Development; Nature and Organizational Development; Client-Consultant Relationship.</p> <p><input type="checkbox"/> Organization Development Interventions: Meaning and Types of Organization Development Interventions.</p> <p><input type="checkbox"/> Future of Organizational Development: Strengths of Organizational Development (OD); The Future of OD; Possible Changes in OD Processes and Practices.</p>	25

A. Optional Group: HRM

TALENT MANAGEMENT & REWARD SYSTEM

Computer Code – 210302

Objectives:

1. Understanding need and importance of talent management and its relationship with compensation practices, strategies and reward.
2. Being able to institute talent management system that ensures identification, management and development of talent portfolio that accelerates performance improvements.

Unit	Topic	Weightage %
1.	Talent Management a) Meaning and process of human resource planning b) Concept and importance of talent management, factors creating need for vast talent. c) Interrelation between talent management and reward system d) Return on talent, talent measurement, developing talent management information system	25
2.	Building Blocks Of Talent Management a) Meaning and methods of competency mapping b) Concept and importance of assessment centre, Assessment centre activities-psychometric testing, interviews, group discussions, presentation, management games, in basket activities. c) Training and development- objectives and process of training programmes (need analysis, instruction design, validation through sample testing, implementation of programme, evaluation.)	25
3.	Reward System a) Strategies of reward system-employee incentives and recognition programs b) Elements of compensation structure-fixed, cash benefits, retrials and social security, valuable pay/ incentives/ stock options. c) Designing salary template with understanding of provident fund, ESIC, gratuity, annuation, bonus etc.	25
4.	Compensation of Various Groups a) CEO and corporate directors b) Chief executives c) Professional managers, Skilled employees(blue collared job employees)	25

B. Optional group: Finance

FINANCIAL INSTITUTIONS & MARKETS

Computer Code - 210101

4 credits

Objectives:

This course aims at providing students

1. To provide an understanding of the structure, organizations and working of financial markets and institutions in India.
2. To provide knowledge about working of financial markets and institutions in India.

Unit	Topic	Weightage %
1.	Commercial Banking – meaning – functions – management and investment policies of commercial banks – present structure – E-banking and E-trading – recent developments in commercial banking.	25
2.	Non-banking institutions and development of banks – concept and role of no-banking financial institutions – Money market mutual funds – Assassination of mutual funds in India	25
3.	Merchant Banking – concept – functions and growth – government policy on merchant banking services – SEBI guidelines – future of merchant banking in India.	25
4.	Interest rate structure – determinants of interest rate structure – differential interest rate – recent changes in interest rate structure.	25
	Total	100

B. Optional group: FINANCE**SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT****Computer Code - 210102****Objectives:**

The objective of this course is to help students understand various issues in security analysis and portfolio management.

Unit	Topic	Weightage %
1.	Investment – Nature and scope of investments – analysis – elements of investment – avenues of investment – approaches to investment analysis.	25
2.	Concept of return and risk – security return and risk analysis – measurement of return and risk – financial assets – types and their characteristics – sources of financial information.	25
3.	a. Fundamental Analysis: economic analysis – industry analysis – company analysis. Technical analysis: trends – indicators and moving averages applied in technical analysis. b. Efficient marketing hypothesis: weak – semi strong and strong market and its testing techniques.	25
4.	Portfolio analysis : estimating rate of return and standard deviation of portfolio – effect of combining the securities – markowitz risk – return optimization – single index model or market model – portfolio total risk – portfolio market risk and unique risk, simple Sharpe's optimization solution.	25
	Total	100

C. Optional group: Marketing

INTRODUCTION TO MARKETING MANAGEMENT

Computer Code - 210201

Objectives:

- The objective of this course is to facilitate understanding of the conceptual framework of marketing and its applications in decision making.
- To impart knowledge about the significance of market segmentation, elements of marketing and marketing strategy.
- To provide a deep insights into the significance of Pricing and distribution concepts.

Unit	Topic	Weightage %
1.	Introduction: Concept, nature, scope and importance of marketing; Marketing concept and its evolution; Marketing mix; Marketing in the Indian Economy and its implications. Market Environment and Selection: Marketing environment – macro and micro components and their impact on marketing decisions; Market segmentation; Buyer behaviour; Consumer decision making process.	25
2.	Product Decisions: Concept of a product; Classification of products; Major product decisions; Packaging and labeling; Product life cycle – strategic implications. Pricing Decisions: Factors affecting price determination; Pricing policies and strategies.	25
3.	Distribution Channels and Physical Distribution Decisions: Nature, functions, and types of distribution channels; Distribution channel intermediaries; Distribution system and Logistic Management. Promotion Decisions: Promotion mix – advertising, personal selling, sales promotion, publicity and public relations; Determining advertising budget.	25
4.	Issues and Developments in Marketing: Social, ethical and legal aspects of marketing; International marketing; Green marketing; Cyber marketing; Guerrilla Marketing, Online Marketing, Database marketing. B2C, B2B and C2C.	25
	Total	100

C. Optional group: Marketing

INTEGRATED MARKETING COMMUNICATION

Computer Code – 210202

Objectives:

- With severe competition, it has become necessary for every Company to undertake effective Marketing Communication. This syllabus will provide a deep insight to the students on various tools and techniques of effective integrated marketing communication.
- Media play an important role in making or breaking a product. Hence this syllabus stresses on the various aspects of media planning and scheduling.
- The later half of the syllabus gives a deep insight into PR and its significance in the corporate world.

Unit	Topic	Weightage %
1.	Role of IMC- in marketing process, IMC planning model, Communication process, Elements of IMC & steps involved in developing IMC programme, Effectiveness of marketing communications Concept.	25
2.	Marketing Communications (IMC): 1. Advertising – Classification of advertising, types, advertising campaigns. 2. Sales Promotion – Different types of Sales Promotion, relationship between Sales promotion and advertising. 3. Publicity – Types of Publicity, relationship between advertising and publicity. 4. Personal Selling. 5. Direct marketing and direct response methods. 6. Event Management. 7. E-Commerce. 8. Corporate Communication. 9. Public Relations – Types of PR. 10. Media relations. 11. Government relations. 12. Employee relations (House Journals / Newsletter)	25
3.	Integrated Advertising, Promotion, and Marketing: Media Management - Media Selection - Media Speed - Media Effectiveness, Developing an effective media plan, media scheduling strategies and media objectives – Reach, frequency and GRP Media planning. Media in advertising Comparative analysis of Media options for advertising – Television (cable / satellite / DD), Radio (special reference to FM), Internet, Print, Film (Product Placement) and Outdoor advertising.	25
4.	Public relations:- Meaning, Objectives, tools of public relations, Public relation strategies, Corporate Advertising – Role, Types, Limitations, PR Vs Publicity.	25

D. Optional group: Advanced Management Accounting and Auditing**Advanced Accountancy: Paper I****Computer Code – 210601****Objectives:**

1. To lay a theoretical foundation of IFRSs.
2. To understand Accounting in computerized Environment.
3. To gain ability to solve problems relating to accounts of Insurance companies and special types of situations.

Unit	Topic	Weightage %
1.	Final Accounts of Insurance Companies: (Practical problems)	25
2.	Service Sector Accounting: Practical problems on Hospital Accounting and Hotel Accounting	25
3.	Foreign Currency Transactions (as per AS-11): Practical problems	25
4.	<p>A] International Financial Reporting Standards (Theory) Meaning of IFRSs, Concepts under IFRSs, Structure of IASC Foundation and IASB, Process of IFRSs, IFRSs Based Financial Statements, Evolution of IFRSs, Global Developments in IFRSs Adoption – Organisational Frame work for IFRSs Adoption and Continuation with IFRSs, List of IFRSs – IFRS-1, IFRS-2, IFRS-4, IFRS-8, IFRS-9.</p> <p>B] Accounting in Computerised Environment and Software (Theory) Meaning and features of Computerised Environment, Difference between Computerised and Manual Accounting, Advantages and Disadvantages of Computerised Accounting, Computerisation-Scope and Experiences in Banking, Functions performed by Computerised Accounting Software available in the market: Tally Versions 4, 4.5, 5, 5.4, 6.3, 7.2, 8.2 and 9 Ex Accounting Software Bank 2000 for Accounting needs of banks B@NKS – 24 – core banking solution A.U.D.I.T.O.R. & A.U.D.I.T.I.M.E. Cash basis software for professionals and their accounts MEFCOMP accounting software for professionals. Quick FA</p>	25
	Total	100

D. Optional group: Advanced Management Accounting and Auditing

Advanced Cost Accounting and Auditing Paper I

Computer Code – 210602

Objectives:

1. To provide adequate knowledge on methods of Financial Analysis.
2. To provide knowledge on Cost and Audit practices.

Unit	Topic	Weightage %
1.	Financial Analysis – Comparative and Common size Statements: (Practical Problems)	25
2.	Reconciliation between Cost and Financial Records	25
3.	Government System of Audit (Theory) and Corporate Social Responsibility- Case Studies.	25
4.	A] Activity Based Costing (ABC) (Theory): Meaning and Importance, Characteristics of ABC, Elements involved in ABC, Steps involved in ABC, ABC v/s Traditional Costing, Requirements of ABC System, Uses of AB Information, Problems with the ABC Approach. B] Auditing in Computerized Environment (Theory): Approach to Computer Auditing – Types of Computer Systems, Characteristics of a CIS Environment, Internal Controls in a CIS Environment, Computer Assisted Audit Technique Approaches to Auditing in a CIS Environment, Special Consideration in case of Audit of E-Commerce Transactions.	25
	Total	100

M.Com II
SEM III
RESEARCH METHODOLOGY
Computer Code – 300001

Objectives:

1. To develop the awareness of research in social sciences among M. Com. Students.
2. To make the students to understand various components of Research Methodology.

Unit	Topic	Weightage %
1.	Introduction to Research Methodology Meaning, Definition, Research Methods and Methodology, Social Science Research, Types of Research, Ethics in Social Science Research.	25
2.	Planning of Research Selection of problem of research, essentials of good research problem, review of literature, research design, meaning, definition, types, contents.	25
3.	Census survey and sample survey Meaning and of nature Census survey and sample survey , Sampling methods – probability and non probability methods	25
4.	Methods of data collection Types of Data – Primary and Secondary data, Observation method, Experimentation, Simulation, Interview and Questionnaire Method	25
	Total	100

Consumer Behaviour

Computer code - 300002

Objectives:

1. To make the students aware about the basic concepts of consumer behaviour.
2. To develop understanding about various concepts related to consumerism.
3. To acquaint the students about the various marketing strategies affecting consumer behavior.

Unit	Topic	Weightage %
1.	Consumer Behaviour and its need:- Concept – need – buying motives (types)- factors influencing Maslow's	20
2.	Market segmentation:- Implementing segment strategies – scope and need – benefits – bases of effective segmentation – geographic – demographic – economic	25
3.	Internal factors affecting consumer behaviour:- Perception – meaning – perceived risk – attitudes – functions and models lifestyle – changing lifestyle trends.	25
4.	External factors affecting consumer behaviour: - Group influences – when do reference groups exert influence? Types of reference groups. Household consumption behaviour: Husband-wife influences – Parent-child influences – Children's socialization – Sub- cultural influences: Characteristic of Indian culture – Influence of culture on consumer behaviour.	25
	Total	100

INTERNATIONAL BUSINESS

Computer Code – 300003

Objectives:

To enable students to understand and to get an insight into:

1. International Marketing and the environment
2. Market selection process and market strategies
3. International market promotion and quality control.

Unit	Topic	Weightage %
1.	International marketing: Introduction, Meaning and concept, Motives of international marketing, Factors affecting international marketing, International marketing environment, Economic, social and cultural, political and government, technological Issues of international marketing, Dominance of MNC's.	25
2.	Developing international marketing strategy: International marketing intelligence, Market selection process, Market entry strategies, Organizational structure, Market coverage and niche marketing.	25
3.	Product strategy and promotion: Product strategy, Product mix, Packaging and labeling, Marketing of services, Factors affecting international pricing, International marketing promotion, Promotion mix and communication mix.	25
4.	International Distribution and quality control: Distribution strategies, International channel system, International logistics, Trade procedure and documentation, International retailing: Quality control and inspection, Indian international marketing: control and regulation.	25
	Total	100

A. Optional group: HRM

LEADERSHIP SKILL AND CHANGE MANAGEMENT

Computer Code – 310303

Objectives:

1. Define and compare the differences between leadership and management.
2. Assess, analyze and discuss one's own leadership abilities, attributes and foundation for leading.
3. Examine the leader's role as it relates to bringing about constructive change to an organization.
4. Evaluate the learner's own leadership style.
5. Evaluate and discuss change management efforts related to one's own organization and/ or team.

Unit	Topic	Weightage %
1.	Concept of Leadership <input type="checkbox"/> Understanding Leadership: The difference between Leadership and Management; Evolution of Leadership Theories; Attributes of Effective Leaders. <input type="checkbox"/> Leadership Styles: Leadership Styles; Likert's Four Styles; Tannenbaum & Schmidt Continuum of Leader's Behaviour; the impact of Leadership Styles on Work Climate. <input type="checkbox"/> Leadership Skills and Tactics: Persuasion Skills; Motivational Skills; Conflict Resolution Skills; Leadership Tactics. <input type="checkbox"/> The Making of a Leader: Making of a leader, Developing Next Generation Leaders, Tying Leadership Development to Organizational Goals.	25
2.	Role of a Leader <input type="checkbox"/> Leading a Learning Organization: Learning; The Learning Organizations; Leading a Learning Organization. <input type="checkbox"/> Coaching Leaders: Demystifying Coaching; The Leader as a Coach; Improving as a Coach. <input type="checkbox"/> Developing Performing Teams: Moving from Command and Controls of Team works, Understanding Teams and Teamwork; Principles of Great Teams; Team Size and Skills; Leadership Approaches that Foster Team Performance; Team Learning.	25

3.	<p>Leadership Succession:</p> <p><input type="checkbox"/> Leadership Succession: An overview; Importance of the Right CEO; Insider V/s. Outsider for CEO Job; Choosing The Right CEO; Women CEOs.</p> <p><input type="checkbox"/> Level 5 Leadership: Classification of leaders; Characteristics of Level 5 Leaders; Operating Style of Level 5 Leaders.</p> <p><input type="checkbox"/> Narcissistic Leaders: Understanding Narcissism; Characteristics of Narcissistic Leaders; Balancing a Narcissistic Leader.</p>	25
4.	<p>Change Management:</p> <p>Leadership Challenges: Challenges of Knowledge Work; Realities of E-Commerce Environment; Men Diversity.</p> <p>Understanding Change: Factors that Inhibit Change; Classification of Change; Mode of Change.</p> <p>Implementing Change: Transforming an Organization; Understanding Organizational Culture; The Need to Change Culture; Changing the Culture.</p> <p>Change Agents: CEOs as Change Agents; Middle – Level Managers as Change Agents; HR Personnel as Change Agents; Consultant as Change Agents.</p>	25

A. Optional group HRM

KEY PEOPLE MANAGEMENT RETENTION AND HR AUDIT

Computer Code – 310304

Objectives:

1. Learning to identify key people and developing them for organizational growth.
2. Understanding the importance of retention and developing the ability of creating retention strategies for stability and growth.
3. To study the concept and methodology of HR audit in the organization and determine the excellence.

Unit	Topic	Weightage %
1.	Career planning, succession planning and Key people identification a. Concept and Importance of career planning b. Concept and objectives of succession planning c. Definition of key people, categories of key people (high potential employees, critical skill employee) d. Process of identification of key people:	25
2.	Key people management a. Assessment and review for grooming (to explore potential, interest of employee through assessment center, interviews, feedback) b. Compensation and career development to key people c. Retention strategy (periodic review, one to one coaching/mentoring,) d. Individual development plan(IDP) and communication to employee e. Recognition and motivation program to avoid volatility of individuality f. Case studies of Toyota and GE	25
3.	Retention a. Employee Engagement-meaning, elements and benefits b. Importance/benefits of retention c. Strategies/plans/tips of retention	25
4.	HR Audit a. Organizational HR strategies, goals, plans and issues related to HR audit b. Concept, objectives and broad view about various areas of HR audit. c. HR audit methodology -Interviews, observation, questionnaires, HRD score cards	25

B. Optional group: FINANCE
TREASURY AND RISK MANAGEMENT
Computer Code – 310103

Objectives:

1. To make the students to understand about instruments in money market and capital market.
2. To get the students acquainted with risk management in financial markets.

Unit	Topic	Weightage %
1.	Concept of treasury – objectives of treasury structure and organization – functions of treasury – liquidity management – objectives – sources and development.	25
2.	Regulation – supervision and compliance of treasury functions – integrated treasury – role of IT in treasury management.	25
3.	Definition of risk – risk process – risk organization – creditors liquidity risk – legal and operational risk – risk measurement and control.	25
4.	Risk hedging – instruments and mechanism – significance of system audit in risk management	25
	Total	100

B. Optional group: FINANCE
FINANCIAL INSTRUMENTS AND DERIVATIVES
Computer Code – 310104

Objectives:

1. To acquaint students about financial instruments.
2. To introduce students with working of Mutual Funds and Derivative markets.
3. To make students aware of financial regulations in India.

Unit	Topic	Weightage %
1.	Financial instruments – Meaning – types – financial instruments of capital market – financial instrument of money market – new financial instrument.	25
2.	Futures and options, types of options, hedging contracts	25
3.	Derivatives – meaning – economic benefits – history of derivatives trading – types of financial derivatives – derivatives markets in India.	25
4.	Financial regulation – regulation of capital market – role and functions of SEBI – role and functions of RBI.	25
	Total	100

C. Optional group: Marketing

PRODUCT AND BRAND MANAGEMENT

Computer Code – 310203

Objectives:

- The objective is to give in-depth knowledge about managing a product and creating a dependable brand.
- To increase the understanding of important issues in planning and evaluating branding strategies across goods and services.
- To give a deep insight into important concepts like reinforcing and revitalizing of brands.
- To acquaint the students with brand building strategies and celebrity endorsements.

Unit	Topic	Weightage %
1.	Product Concepts: Product concepts, Product Classification, Role of product in Marketing and Communication, Market Potential, Product Market Strategies. Product Life Cycle: Product Life Cycle Stages and corresponding Strategies. Product Mix - A strategic choice. Product Mix decisions, Product Line decisions - strategic decision involving adding or pruning product lines.	25
3.	Product Positioning: Concept, Positioning Strategies, New Product Categories, Product Innovation, prototyping, New Product Development Process, test marketing Developing Product Strategy: Setting objectives & alternatives. Market Potential & Sales Forecasting: Forecasting target market potential and sales, Methods of sales forecasting.	25
3.	Understanding Brands: Brands Vs Products, Benefits of branding; Brand attributes, Significance of branding to consumers & firms, selecting brand names. Brand extensions, merits and demerits, line extensions, co- branding and licensing brands. Reinforcing and revitalization of brands -need, methods, line, range, umbrella brands. Brand portfolio management. Concept of a Brand-Evolution.	25
4.	Brand Awareness -Types of Brand Awareness, Brand Identity, Brand Personality, Brand Positioning, Creating Core Brand Values; sustaining Brand equity- Customer Based Brand Equity, Managing Brands: Building Branding Strategies, Brand Extensions. Celebrity endorsement.	25

C. Optional group: Marketing

SERVICE MARKETING AND CUSTOMER RELATIONSHIP MANAGEMENT

Computer Code- 310204

Objectives:

- Since Services have emerged to be as important as Products, it is important to acquaint the students with the Marketing of Services.
- As we all know Customers are called as a king, Companies have realized that it is important to value Long Term Relationships with Individual Customers and therefore the need for CRM. The Course aims at providing tools and techniques of CRM.
- To get the students acquainted with CRM in service sector.
- To provide knowledge about various steps that can be taken to sustain customer loyalty.

Unit	Topic	Weightage %
1.	Marketing of Services - Introduction - Growth of the Service Sector -The Concept of Service - Characteristics of Services- Classification of Services - Designing the Service-Blueprinting, Using Technology, Developing Human Resources, Building Service Aspirations. Distinctive Characteristics of Service - Four I's of services - Intangibility, Inconsistency, Inseparability and Inventory.	25
3.	Marketing Mix In Services Marketing - The Seven Ps - Product Decisions, Pricing Strategies and Tactics, Promotion of Services and Placing or Distribution Methods for Services - Additional Dimensions in Services Marketing - People, Physical Evidence and Process. Marketing of Services with especial reference to Health Services, Travel & Tourism, Airlines, Educational Institutes.	25
3.	CRM- Emerging Concepts; Significance, Growing Need for CRM; winning over customers-need, methods, Types of business requiring CRM.	25
4.	Sustaining Customer Loyalty -Need and significance of sustaining customers, Relationship building with customers-need, retaining customers.	25

D. Optional group: Advanced management Accounting auditing

ADVANCED ACCOUNTANCY: PAPER II

Computer Code –310603

Objectives:

1. To lay a theoretical foundation of Indian and Global Accounting Standards.
2. To gain ability to solve problems relating to accounts of Nonprofit organizations and special types of situations.

Unit	Topic			Weightage %
1.	Accounts of Non-Profit Organization-Educational Institution: (Practical problems)			25
2.	Profit prior to and after Incorporation: (Practical problems)			25
3.	Buyback of Shares: (Practical problems)			25
4.	Comparative study of Global Accounting Standards and Converged Indian Accounting Standards (Theory)			25
	Title	IAS	Converged AS	
	Accounting policies, Changes in Accounting Estimates and Errors	IAS-8	AS-5	
	Accounting for Government Grants and Disclosure of Government Assistance	IAS-20	AS-12	
	Accounting and Reporting by Retirement Benefit Plans	IAS-26	AS-36	
	Financial Instruments - Presentation	IAS-32	AS-31	
	Agriculture	IAS-41	AS-38	
	Total			100

D. Optional group: Advanced management Accounting auditing

ADVANCED COST ACCOUNTING AND AUDITING: PAPER II

Computer Code – 310604

Objectives:

1. To provide knowledge on cost accounting practices at advanced level.
2. To equip the students with the knowledge of special areas of Accounting and Auditing

Unit	Topic	Weightage %
1.	Operating Costing: Practical problems on Transport and Hotel Costing	25
2.	Contract Costing: (Practical problems)	25
3.	Audit of Limited Companies (Theory) Qualification – Disqualification of an Auditor of a Ltd. Company Classes of Auditor, Powers, Duties, Appointment of an Auditor. Audit Report: Contents of Audit Report. Basic elements of Auditor's Report – Types of Opinion/Reporting Requirements under section 227(IA) 227(4A), Reasons to be stated for unfavorable or qualified opinion, Events occurring after Balance Sheet date.	25
4.	A] Human Resource Accounting and Inflation Accounting (Theory) Meaning of Human Resource Accounting, Methods of Accounting Human Resource, Determination of Human Value, Importance of Human Resource Accounting. Meaning of Inflation Accounting, Methods of Accounting for Inflation. B] Environmental Accounting (Theory) Concept of Environmental Accounting Forms of Environmental Accounting, Scope and Limitations of Environmental Accounting, Legal Framework for Environmental Accounting in India, Practice of Environmental Accounting in India.	25
	Total	100

SEM- IV**RETAIL BANKING****Computer Code: 400001****Objective:**

1. To provide an introduction to retail banking services
2. To enable the students to study trends in present day Retail Banking.

Unit	Topic	Weightage %
1.	History, Definition, Role within the banking operation, Distinction between Retail and Corporate/Wholesale Banking Deposits and types of accounts, Payments services, Bill Pay, EFT, VISA, Smart Payment etc Remittance Services Collection and Clearance services.	25
2.	Loans- Personal, Home, Vehicle, Education, Farm Equipment etc., Documentary Billing Collection Interbanking settlement for multiple accounts customers.	25
3.	Forex and Trade Services- Travelers Cheques, Foreign Currency Cash/ Drafts NRI Bank Accounts Distribution channels DEMAT operations	25
4.	Trends in Retailing ATMs, Internet Banking, Mobile banking Credit Cards, Debit Cards, Prepaid Cards Private Banking and Wealth Management, Reverse Mortgage	25
	Total	100

DYNAMICS OF ENTREPRENEURIAL DEVELOPMENT
Computer Code- 420001

Objectives:

1. To give rationale behind developing entrepreneurial business in the country.
2. To facilitate understanding of what a prospective entrepreneur must know.
3. To provide various dimensions of sustaining competitiveness in Entrepreneurship.
4. To help students learn about project development process.
5. To identify challenges and prospects faced by women entrepreneurs.
6. To impart deeper understanding of the subject through case studies.
7. To acquaint the students about various central and state government policies towards developing and promoting various business enterprises in the country.
8. To introduce the concept of social entrepreneurship.
9. Entrepreneurship Development – Role of Government
10. Role of Central Government in promoting Entrepreneurship- with especial reference to export oriented units.

Unit	Topic	Weight age %
1	The Entrepreneurial Development Perspective - Evolution and concept of Entrepreneurship Development - Entrepreneurship as a creative & dynamics process (Creativity & Innovation). - Traits / Characteristics and Myths of Successful Entrepreneur. - Entrepreneurial Development Programme (EDP), Man the problems faced by entrepreneurs.	25
2	Sustaining Competitiveness – Maintaining Competitive Advantage - Concept of Entrepreneurial Competencies – knowledge, skills, achievement motivation. - External Influence on Entrepreneurship Development (Socio-cultural, Political, Economical & Personal). - Theories of Entrepreneurship (Innovation theory by Schumpeter, Theory of High Achievement by McClelland, Theory of Profit by Knight, Theory of Social Change by Everett Hagen). - Creating Entrepreneurial Venture (Idea Generation, Environmental Scanning & SWOT Analysis, Project Report Preparation, Project Appraisal).	25

3	<p>Women Entrepreneurs</p> <ul style="list-style-type: none"> -Reasons for Low / No Women Entrepreneurs (Challenges) -Why do women entrepreneurs fail (The FOUR Entrepreneurial Pitfalls (Peter Drucker). -Development of Women Entrepreneurs – with reference to SHGs. -Case Studies of Successful / Failed Women Entrepreneurial Ventures and Turn around Ventures. 	25
4	<ul style="list-style-type: none"> - Role of State Government in promoting Entrepreneurship – various incentives, subsidies and grants. - Role of the following agencies in the Entrepreneurship Development – District Industries Centres (DIC), Small Industries Service Institutes (SISI-DI), National Institute of Entrepreneurship Development (EDII), National Institute of Entrepreneurship and Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB). - Social Entrepreneurship – Definition, importance and social responsibilities. 	25
	Total	100

RECENT TRENDS IN COMMERCE AND BUSINESS

Computer code- 420002

Objectives:

1. Students will develop knowledge and understanding about emerging trends in E- Commerce.
2. Students will develop ability to understand the concepts, technologies and future of Mobile Commerce in India.
3. Students will develop skill to analysis the current trend in SCM and how green SCM and how it helps to save environment
4. Students will learn the selection process used in planning for global work force and how collaborative talent mobility practices can be a key driver for economic growth.

Unit	Topic	Weightage %
1	Trends in E-Commerce	25
	E-Business strategy Business to Business E-Commerce and EDI (Electronic Data Interchange) Data warehousing and data mining	
2	Trends in M-Commerce	25
	Growth of Mobile Commerce Technologies for Mobile Commerce Mobile Commerce and banking sector Future of Mobile Commerce in India	
3	Trends in SCM (Supply Chain Management)	25
	Role of SCM in business SCM in emerging market Green Supply Chain Management and its opportunities	
4	Globalisation and Human Resource Management	25
	Global workforce planning Human Resource outsourcing Collaborative talent mobility practices	
	Total	100

ADVANCED RESEARCH METHODOLOGY AND STATISTICAL TECHNIQUES

Computer Code - 420003

Objectives:

1. To know how important research is hypothesis for conducting research on a particular topic and to learn the sources from where it can be derived.
2. To know how important is sampling design and research design for conducting research in social sciences.
3. To understand concepts of random and non-random sampling and to know the methods for the selection of a random sample.
4. To know calculation of various measures of central tendency and dispersion and to study their relative importance.
5. To learn various steps in the hypothesis testing.
6. To make application of chi-square test, Z-test and t-test for large and small sample sizes.

Unit	Topic	Weightage %
1	Research Hypothesis: Meaning of hypothesis, criteria for constructing research hypothesis, types of hypothesis, difficulties in its formulation, sources for deriving hypothesis, characteristics of a useful hypothesis and its importance	25
2	Research and Sampling design: Research design: Importance and features of a good design, concepts relating research design, difference in designing qualitative and quantitative research, Stages for outlining research proposal, pilot study. Sampling Design: importance and steps in sampling design, characteristics of a good sample design, types of sample design, Simple random sampling, non-random sampling, methods for selection of a random sample	25
3	Measures of central tendency and dispersion: Calculation of Mean, Median and Mode in discrete and continuous series, their relative merits and demerits: Absolute and relative measures of dispersion: Quartile deviation, Mean deviation, Standard Deviation, Variance and Coefficient of Variation.	25
4	Hypothesis Testing: Steps in testing of research hypothesis, null and alternative hypothesis, level of significance and confidence interval. Hypothesis testing using Z-test for large sample sizes and students t- test for small sample sizes. Chi-square as a test of independence and goodness of fit, solving illustrative examples.	25
	Total	100

DIGITALISATION OF BUSINESS AND E-COMMERCE

Computer Code: 420004

Objectives:

1. To know what is E-business and how action plans are prepared to boost E-commerce in our country
2. To have a deep insight into technology trends that have enabled IT based innovations in business
3. To know understand the nature & organization of E-business
4. To have knowledge of threats, challenges & impediments of E-business
5. To know how various business transactions are carried out through internet
6. To understand various business strategies which help in evolving challenges to meet international standards
7. To enable students to have basic knowledge of cyber laws
8. To make them understand about cyber crimes, how they are detected and application of security measures to prevent such crimes

Unit	Topic	Weightage (%)
1	Moving towards E-business Definitions and concepts of E-business, action plans which boosts E-commerce in the country Themes of E-business (work system, information systems & E-business systems) E-business models Obstacles while applying IT in business world	25
2	E-business : E-business Enterprise Nature of E-business, organization of business in digital form (E-business, E-commerce, E-communication & E-collaboration) Real time E-enterprise – Technology aspects for becoming a real time enterprise Challenges, threats faced by E-enterprises Management of challenges in E-Enterprise	25
3	E-business Applications E-business transactions : E-marketing, E-purchasing, E-HR, E-trade documents Online trading & stock market/ buying & selling using online platform Internet banking & electronic funds transfer system (EFT) & (NEFT), E-filing of Returns Elements of IT opportunity segments (corporate websites, corporate portals & kiosk transactions (like ATM)	25
4	Cyber-Laws in India Need for legal framework Issues under Indian law affecting E-commerce Computer crime – Essentials of computer crime, digital signature & how it works (process) IT Act 2000 – issues need to be dealt, various clauses of IT Act 2000	25
	Total	100

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

M.Com. – (80 credits)

2018 – 2019

Publisher's Note

This Shreemati Nathibai Damodar Thackersey Women's University has great Pleasure in publishing this program structure for Posttt Graduate program for 2 Year(s) Master Degree Program as " Masters of Commerce “ (New) (Revised 2014 - Regular) under the Faculty of "Faculty of Commerce".

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

Date: 30-04-2014 16:08:30

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

ShreematiNathibaiDamodarThackerseyWomen's University ,

1, NathibaiThackersey Road,

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

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

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

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

About Center for distance education

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

Objectives

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

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

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

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:** **M.Com. I – Rs. 5475/- (S.N.D.T. University)**
 M.Com. I – Rs. 5725/- (Other University)
 M.Com. II – Rs. 5475/-

➤ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ Study Material Preparation

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for

approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during

their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Written exam, viva	Local Regional Language/English

SEM – I

FINANCIALMANAGEMNET
Computer Code- 100001

Objective:

The objective of this course is

- To help students to understand the conceptual framework of financial management
2. To understand the applications of Financial Management under various environmental constraints.
 3. To understand the management of cash, receivables and inventory.

Unit	Topic	Weightage %
1.	Concept of Financial Management – Meaning & scope – Capital Structure theories: traditional & M.M hypothesis–without taxes & with taxes – determining capital structure in practice.	25
2.	Cost of capital: Meaning & significance of cost of capital; calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted) ; cost of equity & CAPM.	25
3.	Dividend Policies; Issues in dividend decisions – Walter’s model – Gordon’s model – M.M Hypothesis – dividend & uncertainty – relevance of dividend – dividend policy in practice - forms of dividends – stability in dividend policy – corporate dividend behaviour.	25
4.	Management of cash – receivables & inventory.	25
	Total	100

STRATEGIC MANAGEMENT

Computer Code -100002

Objective:

The objective of this course is

1. To enhance the ability of students to understand business strategies, strategy formulation.
2. To enhance decision making abilities of students in situations of uncertainty in a dynamic business environment.

Unit	Topic	Weight age %
1.	Concept of strategy – defining strategy – levels at which strategy operates – approaches to strategic decision making – mission & purpose – objectives & goals – strategic business unit (SBU) – functional level strategies.	25
2.	Environmental analysis & diagnosis – concept of environment and its components – environment scanning & appraisal – organizational appraisal – strategic advantage analysis & diagnosis – SWOT analysis.	25
3.	Strategy formulation & choice of alternative strategies – modernization – diversification – integration – merger – takeover & joint strategies –turnaround – disinvestment & liquidation strategies – process of strategic choice – industry – competitor & SWOT – factors affecting strategic choice – generic competitive strategies – cost leadership – differentiation – focus – value chain analysis – bench marking – service blue printing.	25
4.	Functional strategies – marketing – production / operations & R & D plans and policies.	25
	Total	100

CORPORATE ACCOUNTING- I

Computer Code- 100003

Objectives:

1. Analysis of financial statements with accounting ratios.
2. Cash Flow statements as per AS 3
3. International Financial Reporting Standards

Unit	Topic	Weightage %
1.	Holding & Subsidiary Companies (Practical) Problems with consolidation of Balance sheets including profit prior and post acquisition, revaluation of assets, inter-company transactions and unrealized profit	25
2.	Accounting Ratios – Preparation of balance Sheet and Trading, profit & Loss A/C on the basis of data provided.	25
3.	Cash Flow Statement as per AS 3 issued by ICAI (Practical)	25
4.	(IFRS) International Financial Reporting Standards 1 - 20	25
	Total	100

ECONOMIC AND BUSINESS ENVIRONMENT

Computer Code- 100004

- Objective:** 1. To understand economic System in India.
2. To understand the changing environment of business in India.

Unit	Topic	Weightage %
1.	Economic Systems and Business: a. Overview of Economic Systems- Capitalism, Socialism and Mixed Economy- Meaning and basic features. b. Changing Economic Systems in the Context of Globalization. c. Changes in Indian business in the post liberalization period. d. Gandhiji's Trusteeship Concept	25
2.	Macro Policy Environment: a. Objectives of Monetary Policy and Fiscal Policy b. Recent Changes in Monetary Policy and Fiscal Policy. c. Fiscal Responsibility d. Analysis of union Government Budget	25
3.	Regulatory Framework of Business a. Role of SEBI as a Regulator of the Capital Markets. b. Role of IRDA as a Regulator of the Insurance Sector. c. Role of Competition commission. d. Role of TRAI	25
4.	Social Responsibility of Business: a. Meaning and Importance of Social Responsibility of Business. b. Code of Business Ethics. c. Corporate Governance. d. CSR in Indian Business	25
	Total	100

BASICS OF FINANCE AND ACCOUNTS

Computer Code– 100005

Objective: 1.To provide basic knowledge of finance and accounts disciplines to the students.

2. To make the students to understand principles of finance and accounts.

3. To make the students to understand the cost of finance

Unit	Topic	Weightage %
1.	Introduction to Financial Accounting, its importance, Accounting principles-concepts and conventions , journal, ledger, Trial balance, preparation of final accounts and balance Sheet, Financial Vs management Accounting.	25
2.	Adjustments valuation of stock & depreciation. Other adjustments, provisions & preparation of final accounts with adjustment. Corporate financial statements vertical form.	25
3.	Basic of cost accounting, introduction, types of cost, cost statement. Valuation of work in progress, finished goods stock, Concepts of normal loss, abnormal loss. Materials- Organizations,. Labour- Labour Cost control, Methods of remuneration, Overheads-Classification allocation, appointment & absorption. Activity Based Costing (ABC).	25
4.	Cost of capital: calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted)(practical problems)	25
	Total	100

SEM- II
ECONOMIC AND BUSINESS POLICIES

Computer Code– 200001

Objective:

1. To Understand the Policy changes introduced by the government of the India in recent years
2. To prepare the Indian economy to face challenges of the globalizing world

Unit	Topic	Weightage %
1.	Sectoral Policies 1-Agriculture Introduction to food crisis –Policy Measures Agri-Business- Importance-Trends and Government Measures. Agricultural Price Policy	25
2.	Sectoral Policies 2 - Industry Overview of Industrial Policy for period 1948-1991- Broad policy Trends post 1991 with respect to small Scale Industries, FDI, Mergers & Acquisitions Location and Environment	25
3.	3-Trade a-Overview of trade Policy For Period 1951-1991 b-Trade Policy post 1991 c-SEZs	25
4.	4-Infrastructure Infrastructure Policy- a-Energy Policy b-Transport Policy-Road Rail, Water and Air c-Telecommunication Policy	25
	Total	100

ACCOUNTING FOR MANAGERIAL DECISIONS

Computer Code– 200002

Unit	Topic	Marks
1.	Capital Budgeting (Practical)	25
2.	Marginal Costing and Break Even Analysis (Practical)	25
3.	Standard Costing – Material and Labour Variances (Practical)	25
4.	Theory- A) Responsibility Accounting B) Price level Accounting i) Inflation Accounting ii) Current Cost Accounting iii) Methods of Accounting of Changing Prices	25
	Total	100

FINICAL SERVICES

Computer Code– 200003

1. To introduce students to concept and importance of financial services.
2. To acquaint students about working of factoring, forfeiting.
3. To make students of credit rating in India.

Unit	Topic	Weightage %
1.	Financial services: need for financial services – various types of financial services –fund based & non-fund based – characteristics and role of financial intermediaries.	25
2.	International Capital Flows A. FDI – Meaning, Role & Determinants of FDI. B. MNCs – Motives for MNCs, Problems of MNCs for host & Home country. C. FII - Meaning, Role & Determinants of FII. Trends in FDI & FII.	25
3.	International Capital Flows A. Factoring - Meaning, origin & types of factoring – factoring mechanism & benefits. B. International Financial Institutions - IMF, IBRD, IFC – Objectives & Performance.	25
4.	Credit rating – meaning – origin and importance of credit rating – rating methodology & rating symbols – credit rating agencies in India.	25
	Total	100

A. Optional Group: HRM
ORGANIZATIONAL BEHAVIOUR
Computer Code – 210301

Objectives:

1. Understand the context of Organizational Behaviour and its role within the business world.
2. Understand how individual attributes contribute to Organizational Behaviour.
3. Understand how group attributes and organizational contribute to Organizational Behaviour.
4. Forecast the future of Organization Development.

Unit	Topic	Weightage %
1.	Fundamentals of Organizational Behavior <input type="checkbox"/> Understanding Organizational Behavior: Definition of Organizational Behaviour, Challenges and Opportunities for Organizational Behaviour; Environmental Challenges- Globalization, Information Technology, Total Quality and Diversity and Ethics; Models of Organizational Behavior. <input type="checkbox"/> Understanding People and Organization: Uniqueness of Human Beings; Influence of Internal and External Factors of Human Behaviour; Understanding Behavior; the Social Aspect of Organizations. <input type="checkbox"/> Diversity and Ethics: Concept and Nature of Diversity; Managing Diversity of Organizations; Developing the Multicultural organization; Ethics and Ethical Behaviour in Organizations. <input type="checkbox"/> International Organizational Behaviour: Conditions Affecting Multinational Operations, How Culture Influences International OB; Differences in Managerial Leadership Across Cultures; Cultural Contingencies and Productivity.	25
2.	Dynamics of Organizational Behaviour <input type="checkbox"/> Empowerment and Participation: Empowerment, Participation; Programs for Participation; Limitations of Participation. <input type="checkbox"/> Conflict, Negotiations and Intergroup Behaviour: Sources of Conflict, Classification of Conflict, Conflict Process; Negotiations – Process & Issues; Intergroup Relations. <input type="checkbox"/> Foundations of Group Behavior: Nature and Types of Groups; Stages of Group Development; Group Structure; Group Tasks and Processes.	25
3.	The Organization System: <input type="checkbox"/> Foundations of Organization Structure: Key Elements in Designing	25

	<p>an Organizational Structure; Types of Organizational Designs, Organizational Designs and Employee Behaviour.</p> <p><input type="checkbox"/> Decision Making: Nature and Types of Decisions, Behaviorally Oriented Decision-Making Techniques; Group Decision Making.</p> <p><input type="checkbox"/> Power and Politics: Definition and Bases of Power; Contingency Approaches to Power; Power in Groups Coalitions; Organizational Politics; the Ethics of Power and Politics.</p> <p><input type="checkbox"/> Organizational Culture: Definition and Characteristics of Organizational Culture; Types of Culture; Learning Culture; Changing Organizational Culture.</p>	
4.	<p>Organizational Change and Organizational Development:</p> <p><input type="checkbox"/> Organizational Change: Forces of Change; the Change Process; Innovation; the Learning Organization.</p> <p><input type="checkbox"/> Fundamentals of Organization Development: Definition and History of Organizational Development; Nature and Organizational Development; Client-Consultant Relationship.</p> <p><input type="checkbox"/> Organization Development Interventions: Meaning and Types of Organization Development Interventions.</p> <p><input type="checkbox"/> Future of Organizational Development: Strengths of Organizational Development (OD); The Future of OD; Possible Changes in OD Processes and Practices.</p>	25

A. Optional Group: HRM

TALENT MANAGEMENT & REWARD SYSTEM

Computer Code – 210302

Objectives:

1. Understanding need and importance of talent management and its relationship with compensation practices, strategies and reward.
2. Being able to institute talent management system that ensures identification, management and development of talent portfolio that accelerates performance improvements.

Unit	Topic	Weightage %
1.	Talent Management a) Meaning and process of human resource planning b) Concept and importance of talent management, factors creating need for vast talent. c) Interrelation between talent management and reward system d) Return on talent, talent measurement, developing talent management information system	25
2.	Building Blocks Of Talent Management a) Meaning and methods of competency mapping b) Concept and importance of assessment centre, Assessment centre activities-psychometric testing, interviews, group discussions, presentation, management games, in basket activities. c) Training and development- objectives and process of training programmes (need analysis, instruction design, validation through sample testing, implementation of programme, evaluation.)	25
3.	Reward System a) Strategies of reward system-employee incentives and recognition programs b) Elements of compensation structure-fixed, cash benefits, retrials and social security, valuable pay/ incentives/ stock options. c) Designing salary template with understanding of provident fund, ESIC, gratuity, annuation, bonus etc.	25
4.	Compensation of Various Groups a) CEO and corporate directors b) Chief executives c) Professional managers, Skilled employees(blue collared job employees)	25

B. Optional group: Finance
FINANCIAL INSTITUTIONS & MARKETS
Computer Code - 210101
4 credits

Objectives:

This course aims at providing students

1. To provide an understanding of the structure, organizations and working of financial markets and institutions in India.
2. To provide knowledge about working of financial markets and institutions in India.

Unit	Topic	Weightage %
1.	Commercial Banking – meaning – functions – management and investment policies of commercial banks – present structure – E-banking and E-trading – recent developments in commercial banking.	25
2.	Non-banking institutions and development of banks – concept and role of no-banking financial institutions – Money market mutual funds – Assassination of mutual funds in India	25
3.	Merchant Banking – concept – functions and growth – government policy on merchant banking services – SEBI guidelines – future of merchant banking in India.	25
4.	Interest rate structure – determinants of interest rate structure – differential interest rate – recent changes in interest rate structure.	25
	Total	100

B. Optional group: FINANCE**SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT****Computer Code - 210102****Objectives:**

The objective of this course is to help students understand various issues in security analysis and portfolio management.

Unit	Topic	Weightage %
1.	Investment – Nature and scope of investments – analysis – elements of investment – avenues of investment – approaches to investment analysis.	25
2.	Concept of return and risk – security return and risk analysis – measurement of return and risk – financial assets – types and their characteristics – sources of financial information.	25
3.	a. Fundamental Analysis: economic analysis – industry analysis – company analysis. Technical analysis: trends – indicators and moving averages applied in technical analysis. b. Efficient marketing hypothesis: weak – semi strong and strong market and its testing techniques.	25
4.	Portfolio analysis : estimating rate of return and standard deviation of portfolio – effect of combining the securities – markowitz risk – return optimization – single index model or market model – portfolio total risk – portfolio market risk and unique risk, simple Sharpe's optimization solution.	25
	Total	100

C. Optional group: Marketing

INTRODUCTION TO MARKETING MANAGEMENT

Computer Code - 210201

Objectives:

- The objective of this course is to facilitate understanding of the conceptual framework of marketing and its applications in decision making.
- To impart knowledge about the significance of market segmentation, elements of marketing and marketing strategy.
- To provide a deep insights into the significance of Pricing and distribution concepts.

Unit	Topic	Weightage %
1.	Introduction: Concept, nature, scope and importance of marketing; Marketing concept and its evolution; Marketing mix; Marketing in the Indian Economy and its implications. Market Environment and Selection: Marketing environment – macro and micro components and their impact on marketing decisions; Market segmentation; Buyer behaviour; Consumer decision making process.	25
2.	Product Decisions: Concept of a product; Classification of products; Major product decisions; Packaging and labeling; Product life cycle – strategic implications. Pricing Decisions: Factors affecting price determination; Pricing policies and strategies.	25
3.	Distribution Channels and Physical Distribution Decisions: Nature, functions, and types of distribution channels; Distribution channel intermediaries; Distribution system and Logistic Management. Promotion Decisions: Promotion mix – advertising, personal selling, sales promotion, publicity and public relations; Determining advertising budget.	25
4.	Issues and Developments in Marketing: Social, ethical and legal aspects of marketing; International marketing; Green marketing; Cyber marketing; Guerrilla Marketing, Online Marketing, Database marketing. B2C, B2B and C2C.	25
	Total	100

C. Optional group: Marketing

INTEGRATED MARKETING COMMUNICATION

Computer Code – 210202

Objectives:

- With severe competition, it has become necessary for every Company to undertake effective Marketing Communication. This syllabus will provide a deep insight to the students on various tools and techniques of effective integrated marketing communication.
- Media play an important role in making or breaking a product. Hence this syllabus stresses on the various aspects of media planning and scheduling.
- The later half of the syllabus gives a deep insight into PR and its significance in the corporate world.

Unit	Topic	Weightage %
1.	Role of IMC- in marketing process, IMC planning model, Communication process, Elements of IMC & steps involved in developing IMC programme, Effectiveness of marketing communications Concept.	25
2.	Marketing Communications (IMC): 1. Advertising – Classification of advertising, types, advertising campaigns. 2. Sales Promotion – Different types of Sales Promotion, relationship between Sales promotion and advertising. 3. Publicity – Types of Publicity, relationship between advertising and publicity. 4. Personal Selling. 5. Direct marketing and direct response methods. 6. Event Management. 7. E-Commerce. 8. Corporate Communication. 9. Public Relations – Types of PR. 10. Media relations. 11. Government relations. 12. Employee relations (House Journals / Newsletter)	25
3.	Integrated Advertising, Promotion, and Marketing: Media Management - Media Selection - Media Speed - Media Effectiveness, Developing an effective media plan, media scheduling strategies and media objectives – Reach, frequency and GRP Media planning. Media in advertising Comparative analysis of Media options for advertising – Television (cable / satellite / DD), Radio (special reference to FM), Internet, Print, Film (Product Placement) and Outdoor advertising.	25
4.	Public relations:- Meaning, Objectives, tools of public relations, Public relation strategies, Corporate Advertising – Role, Types, Limitations, PR Vs Publicity.	25

D. Optional group: Advanced Management Accounting and Auditing**Advanced Accountancy: Paper I****Computer Code – 210601****Objectives:**

1. To lay a theoretical foundation of IFRSs.
2. To understand Accounting in computerized Environment.
3. To gain ability to solve problems relating to accounts of Insurance companies and special types of situations.

Unit	Topic	Weightage %
1.	Final Accounts of Insurance Companies: (Practical problems)	25
2.	Service Sector Accounting: Practical problems on Hospital Accounting and Hotel Accounting	25
3.	Foreign Currency Transactions (as per AS-11): Practical problems	25
4.	<p>A] International Financial Reporting Standards (Theory) Meaning of IFRSs, Concepts under IFRSs, Structure of IASC Foundation and IASB, Process of IFRSs, IFRSs Based Financial Statements, Evolution of IFRSs, Global Developments in IFRSs Adoption – Organisational Frame work for IFRSs Adoption and Continuation with IFRSs, List of IFRSs – IFRS-1, IFRS-2, IFRS-4, IFRS-8, IFRS-9.</p> <p>B] Accounting in Computerised Environment and Software (Theory) Meaning and features of Computerised Environment, Difference between Computerised and Manual Accounting, Advantages and Disadvantages of Computerised Accounting, Computerisation-Scope and Experiences in Banking, Functions performed by Computerised Accounting Software available in the market: Tally Versions 4, 4.5, 5, 5.4, 6.3, 7.2, 8.2 and 9 Ex Accounting Software Bank 2000 for Accounting needs of banks B@NKS – 24 – core banking solution A.U.D.I.T.O.R. & A.U.D.I.T.I.M.E. Cash basis software for professionals and their accounts MEFCOMP accounting software for professionals. Quick FA</p>	25
	Total	100

D. Optional group: Advanced Management Accounting and Auditing

Advanced Cost Accounting and Auditing Paper I

Computer Code – 210602

Objectives:

1. To provide adequate knowledge on methods of Financial Analysis.
2. To provide knowledge on Cost and Audit practices.

Unit	Topic	Weightage %
1.	Financial Analysis – Comparative and Common size Statements: (Practical Problems)	25
2.	Reconciliation between Cost and Financial Records	25
3.	Government System of Audit (Theory) and Corporate Social Responsibility- Case Studies.	25
4.	A] Activity Based Costing (ABC) (Theory): Meaning and Importance, Characteristics of ABC, Elements involved in ABC, Steps involved in ABC, ABC v/s Traditional Costing, Requirements of ABC System, Uses of AB Information, Problems with the ABC Approach. B] Auditing in Computerized Environment (Theory): Approach to Computer Auditing – Types of Computer Systems, Characteristics of a CIS Environment, Internal Controls in a CIS Environment, Computer Assisted Audit Technique Approaches to Auditing in a CIS Environment, Special Consideration in case of Audit of E-Commerce Transactions.	25
	Total	100

M.Com II
SEM III
RESEARCH METHODOLOGY
Computer Code – 300001

Objectives:

1. To develop the awareness of research in social sciences among M. Com. Students.
2. To make the students to understand various components of Research Methodology.

Unit	Topic	Weightage %
1.	Introduction to Research Methodology Meaning, Definition, Research Methods and Methodology, Social Science Research, Types of Research, Ethics in Social Science Research.	25
2.	Planning of Research Selection of problem of research, essentials of good research problem, review of literature, research design, meaning, definition, types, contents.	25
3.	Census survey and sample survey Meaning and of nature Census survey and sample survey , Sampling methods – probability and non probability methods	25
4.	Methods of data collection Types of Data – Primary and Secondary data, Observation method, Experimentation, Simulation, Interview and Questionnaire Method	25
	Total	100

Consumer Behaviour

Computer code - 300002

Objectives:

1. To make the students aware about the basic concepts of consumer behaviour.
2. To develop understanding about various concepts related to consumerism.
3. To acquaint the students about the various marketing strategies affecting consumer behavior.

Unit	Topic	Weightage %
1.	Consumer Behaviour and its need:- Concept – need – buying motives (types)- factors influencing Maslow's	20
2.	Market segmentation:- Implementing segment strategies – scope and need – benefits – bases of effective segmentation – geographic – demographic – economic	25
3.	Internal factors affecting consumer behaviour:- Perception – meaning – perceived risk – attitudes – functions and models lifestyle – changing lifestyle trends.	25
4.	External factors affecting consumer behaviour: - Group influences – when do reference groups exert influence? Types of reference groups. Household consumption behaviour: Husband-wife influences – Parent-child influences – Children's socialization – Sub- cultural influences: Characteristic of Indian culture – Influence of culture on consumer behaviour.	25
	Total	100

INTERNATIONAL BUSINESS

Computer Code – 300003

Objectives:

To enable students to understand and to get an insight into:

1. International Marketing and the environment
2. Market selection process and market strategies
3. International market promotion and quality control.

Unit	Topic	Weightage %
1.	International marketing: Introduction, Meaning and concept, Motives of international marketing, Factors affecting international marketing, International marketing environment, Economic, social and cultural, political and government, technological Issues of international marketing, Dominance of MNC's.	25
2.	Developing international marketing strategy: International marketing intelligence, Market selection process, Market entry strategies, Organizational structure, Market coverage and niche marketing.	25
3.	Product strategy and promotion: Product strategy, Product mix, Packaging and labeling, Marketing of services, Factors affecting international pricing, International marketing promotion, Promotion mix and communication mix.	25
4.	International Distribution and quality control: Distribution strategies, International channel system, International logistics, Trade procedure and documentation, International retailing: Quality control and inspection, Indian international marketing: control and regulation.	25
	Total	100

A. Optional group: HRM

LEADERSHIP SKILL AND CHANGE MANAGEMENT

Computer Code – 310303

Objectives:

1. Define and compare the differences between leadership and management.
2. Assess, analyze and discuss one's own leadership abilities, attributes and foundation for leading.
3. Examine the leader's role as it relates to bringing about constructive change to an organization.
4. Evaluate the learner's own leadership style.
5. Evaluate and discuss change management efforts related to one's own organization and/ or team.

Unit	Topic	Weightage %
1.	Concept of Leadership <input type="checkbox"/> Understanding Leadership: The difference between Leadership and Management; Evolution of Leadership Theories; Attributes of Effective Leaders. <input type="checkbox"/> Leadership Styles: Leadership Styles; Likert's Four Styles; Tannenbaum & Schmidt Continuum of Leader's Behaviour; the impact of Leadership Styles on Work Climate. <input type="checkbox"/> Leadership Skills and Tactics: Persuasion Skills; Motivational Skills; Conflict Resolution Skills; Leadership Tactics. <input type="checkbox"/> The Making of a Leader: Making of a leader, Developing Next Generation Leaders, Tying Leadership Development to Organizational Goals.	25
2.	Role of a Leader <input type="checkbox"/> Leading a Learning Organization: Learning; The Learning Organizations; Leading a Learning Organization. <input type="checkbox"/> Coaching Leaders: Demystifying Coaching; The Leader as a Coach; Improving as a Coach. <input type="checkbox"/> Developing Performing Teams: Moving from Command and Controls of Team works, Understanding Teams and Teamwork; Principles of Great Teams; Team Size and Skills; Leadership Approaches that Foster Team Performance; Team Learning.	25

3.	<p>Leadership Succession:</p> <p><input type="checkbox"/> Leadership Succession: An overview; Importance of the Right CEO; Insider V/s. Outsider for CEO Job; Choosing The Right CEO; Women CEOs.</p> <p><input type="checkbox"/> Level 5 Leadership: Classification of leaders; Characteristics of Level 5 Leaders; Operating Style of Level 5 Leaders.</p> <p><input type="checkbox"/> Narcissistic Leaders: Understanding Narcissism; Characteristics of Narcissistic Leaders; Balancing a Narcissistic Leader.</p>	25
4.	<p>Change Management:</p> <p>Leadership Challenges: Challenges of Knowledge Work; Realities of E-Commerce Environment; Men Diversity.</p> <p>Understanding Change: Factors that Inhibit Change; Classification of Change; Mode of Change.</p> <p>Implementing Change: Transforming an Organization; Understanding Organizational Culture; The Need to Change Culture; Changing the Culture.</p> <p>Change Agents: CEOs as Change Agents; Middle – Level Managers as Change Agents; HR Personnel as Change Agents; Consultant as Change Agents.</p>	25

A. Optional group HRM

KEY PEOPLE MANAGEMENT RETENTION AND HR AUDIT

Computer Code – 310304

Objectives:

1. Learning to identify key people and developing them for organizational growth.
2. Understanding the importance of retention and developing the ability of creating retention strategies for stability and growth.
3. To study the concept and methodology of HR audit in the organization and determine the excellence.

Unit	Topic	Weightage %
1.	Career planning, succession planning and Key people identification a. Concept and Importance of career planning b. Concept and objectives of succession planning c. Definition of key people, categories of key people (high potential employees, critical skill employee) d. Process of identification of key people:	25
2.	Key people management a. Assessment and review for grooming (to explore potential, interest of employee through assessment center, interviews, feedback) b. Compensation and career development to key people c. Retention strategy (periodic review, one to one coaching/mentoring,) d. Individual development plan(IDP) and communication to employee e. Recognition and motivation program to avoid volatility of individuality f. Case studies of Toyota and GE	25
3.	Retention a. Employee Engagement-meaning, elements and benefits b. Importance/benefits of retention c. Strategies/plans/tips of retention	25
4.	HR Audit a. Organizational HR strategies, goals, plans and issues related to HR audit b. Concept, objectives and broad view about various areas of HR audit. c. HR audit methodology -Interviews, observation, questionnaires, HRD score cards	25

B. Optional group: FINANCE
TREASURY AND RISK MANAGEMENT
Computer Code – 310103

Objectives:

1. To make the students to understand about instruments in money market and capital market.
2. To get the students acquainted with risk management in financial markets.

Unit	Topic	Weightage %
1.	Concept of treasury – objectives of treasury structure and organization – functions of treasury – liquidity management – objectives – sources and development.	25
2.	Regulation – supervision and compliance of treasury functions – integrated treasury – role of IT in treasury management.	25
3.	Definition of risk – risk process – risk organization – creditors liquidity risk – legal and operational risk – risk measurement and control.	25
4.	Risk hedging – instruments and mechanism – significance of system audit in risk management	25
	Total	100

B. Optional group: FINANCE
FINANCIAL INSTRUMENTS AND DERIVATIVES
Computer Code – 310104

Objectives:

1. To acquaint students about financial instruments.
2. To introduce students with working of Mutual Funds and Derivative markets.
3. To make students aware of financial regulations in India.

Unit	Topic	Weightage %
1.	Financial instruments – Meaning – types – financial instruments of capital market – financial instrument of money market – new financial instrument.	25
2.	Futures and options, types of options, hedging contracts	25
3.	Derivatives – meaning – economic benefits – history of derivatives trading – types of financial derivatives – derivatives markets in India.	25
4.	Financial regulation – regulation of capital market – role and functions of SEBI – role and functions of RBI.	25
	Total	100

C. Optional group: Marketing

PRODUCT AND BRAND MANAGEMENT

Computer Code – 310203

Objectives:

- The objective is to give in-depth knowledge about managing a product and creating a dependable brand.
- To increase the understanding of important issues in planning and evaluating branding strategies across goods and services.
- To give a deep insight into important concepts like reinforcing and revitalizing of brands.
- To acquaint the students with brand building strategies and celebrity endorsements.

Unit	Topic	Weightage %
1.	Product Concepts: Product concepts, Product Classification, Role of product in Marketing and Communication, Market Potential, Product Market Strategies. Product Life Cycle: Product Life Cycle Stages and corresponding Strategies. Product Mix - A strategic choice. Product Mix decisions, Product Line decisions - strategic decision involving adding or pruning product lines.	25
3.	Product Positioning: Concept, Positioning Strategies, New Product Categories, Product Innovation, prototyping, New Product Development Process, test marketing Developing Product Strategy: Setting objectives & alternatives. Market Potential & Sales Forecasting: Forecasting target market potential and sales, Methods of sales forecasting.	25
3.	Understanding Brands: Brands Vs Products, Benefits of branding; Brand attributes, Significance of branding to consumers & firms, selecting brand names. Brand extensions, merits and demerits, line extensions, co- branding and licensing brands. Reinforcing and revitalization of brands -need, methods, line, range, umbrella brands. Brand portfolio management. Concept of a Brand-Evolution.	25
4.	Brand Awareness -Types of Brand Awareness, Brand Identity, Brand Personality, Brand Positioning, Creating Core Brand Values; sustaining Brand equity- Customer Based Brand Equity, Managing Brands: Building Branding Strategies, Brand Extensions. Celebrity endorsement.	25

C. Optional group: Marketing

SERVICE MARKETING AND CUSTOMER RELATIONSHIP MANAGEMENT

Computer Code- 310204

Objectives:

- Since Services have emerged to be as important as Products, it is important to acquaint the students with the Marketing of Services.
- As we all know Customers are called as a king, Companies have realized that it is important to value Long Term Relationships with Individual Customers and therefore the need for CRM. The Course aims at providing tools and techniques of CRM.
- To get the students acquainted with CRM in service sector.
- To provide knowledge about various steps that can be taken to sustain customer loyalty.

Unit	Topic	Weightage %
1.	Marketing of Services - Introduction - Growth of the Service Sector -The Concept of Service - Characteristics of Services- Classification of Services - Designing the Service-Blueprinting, Using Technology, Developing Human Resources, Building Service Aspirations. Distinctive Characteristics of Service - Four I's of services - Intangibility, Inconsistency, Inseparability and Inventory.	25
3.	Marketing Mix In Services Marketing - The Seven Ps - Product Decisions, Pricing Strategies and Tactics, Promotion of Services and Placing or Distribution Methods for Services - Additional Dimensions in Services Marketing - People, Physical Evidence and Process. Marketing of Services with especial reference to Health Services, Travel & Tourism, Airlines, Educational Institutes.	25
3.	CRM- Emerging Concepts; Significance, Growing Need for CRM; winning over customers-need, methods, Types of business requiring CRM.	25
4.	Sustaining Customer Loyalty -Need and significance of sustaining customers, Relationship building with customers-need, retaining customers.	25

D. Optional group: Advanced management Accounting auditing

ADVANCED ACCOUNTANCY: PAPER II

Computer Code –310603

Objectives:

1. To lay a theoretical foundation of Indian and Global Accounting Standards.
2. To gain ability to solve problems relating to accounts of Nonprofit organizations and special types of situations.

Unit	Topic			Weightage %
1.	Accounts of Non-Profit Organization-Educational Institution: (Practical problems)			25
2.	Profit prior to and after Incorporation: (Practical problems)			25
3.	Buyback of Shares: (Practical problems)			25
4.	Comparative study of Global Accounting Standards and Converged Indian Accounting Standards (Theory)			25
	Title	IAS	Converged AS	
	Accounting policies, Changes in Accounting Estimates and Errors	IAS-8	AS-5	
	Accounting for Government Grants and Disclosure of Government Assistance	IAS-20	AS-12	
	Accounting and Reporting by Retirement Benefit Plans	IAS-26	AS-36	
	Financial Instruments - Presentation	IAS-32	AS-31	
	Agriculture	IAS-41	AS-38	
	Total			100

D. Optional group: Advanced management Accounting auditing

ADVANCED COST ACCOUNTING AND AUDITING: PAPER II

Computer Code – 310604

Objectives:

1. To provide knowledge on cost accounting practices at advanced level.
2. To equip the students with the knowledge of special areas of Accounting and Auditing

Unit	Topic	Weightage %
1.	Operating Costing: Practical problems on Transport and Hotel Costing	25
2.	Contract Costing: (Practical problems)	25
3.	Audit of Limited Companies (Theory) Qualification – Disqualification of an Auditor of a Ltd. Company Classes of Auditor, Powers, Duties, Appointment of an Auditor. Audit Report: Contents of Audit Report. Basic elements of Auditor's Report – Types of Opinion/Reporting Requirements under section 227(IA) 227(4A), Reasons to be stated for unfavorable or qualified opinion, Events occurring after Balance Sheet date.	25
4.	A] Human Resource Accounting and Inflation Accounting (Theory) Meaning of Human Resource Accounting, Methods of Accounting Human Resource, Determination of Human Value, Importance of Human Resource Accounting. Meaning of Inflation Accounting, Methods of Accounting for Inflation. B] Environmental Accounting (Theory) Concept of Environmental Accounting Forms of Environmental Accounting, Scope and Limitations of Environmental Accounting, Legal Framework for Environmental Accounting in India, Practice of Environmental Accounting in India.	25
	Total	100

SEM- IV**RETAIL BANKING****Computer Code: 400001****Objective:**

1. To provide an introduction to retail banking services
2. To enable the students to study trends in present day Retail Banking.

Unit	Topic	Weightage %
1.	History, Definition, Role within the banking operation, Distinction between Retail and Corporate/Wholesale Banking Deposits and types of accounts, Payments services, Bill Pay, EFT, VISA, Smart Payment etc Remittance Services Collection and Clearance services.	25
2.	Loans- Personal, Home, Vehicle, Education, Farm Equipment etc., Documentary Billing Collection Interbanking settlement for multiple accounts customers.	25
3.	Forex and Trade Services- Travelers Cheques, Foreign Currency Cash/ Drafts NRI Bank Accounts Distribution channels DEMAT operations	25
4.	Trends in Retailing ATMs, Internet Banking, Mobile banking Credit Cards, Debit Cards, Prepaid Cards Private Banking and Wealth Management, Reverse Mortgage	25
	Total	100

DYANMICS OF ENTREPRENURIAL DEVELOPMENT
Computer Code- 420001

Objectives:

1. To give rationale behind developing entrepreneurial business in the country.
2. To facilitate understanding of what a prospective entrepreneur must know.
3. To provide various dimensions of sustaining competitiveness in Entrepreneurship.
4. To help students learn about project development process.
5. To identify challenges and prospects faced by women entrepreneurs.
6. To impart deeper understand of the subject through case studies.
7. To acquaint the students about various central and state government policies towards developing and promoting various business enterprises in the country.
8. To introduce the concept of social entrepreneurship.
9. Entrepreneurship Development – Role of Government
10. Role of Central Government in promoting Entrepreneurship- with especial reference to export oriented units.

Unit	Topic	Weight age %
1	The Entrepreneurial Development Perspective - Evolution and concept of Entrepreneurship Development - Entrepreneurship as a creative & dynamics process (Creativity & Innovation). - Traits / Characteristics and Myths of Successful Entrepreneur. - Entrepreneurial Development Programme (EDP), Man the problems faced by entrepreneurs.	25
2	Sustaining Competitiveness – Maintaining Competitive Advantage - Concept of Entrepreneurial Competencies – knowledge, skills, achievement motivation. - External Influence on Entrepreneurship Development (Socio-cultural, Political, Economical & Personal). - Theories of Entrepreneurship (Innovation theory by Schumpeter, Theory of High Achievement by Mc Clelland, Theory of Profit by Knight, Theory of Social Change by Everett Hagen). - Creating Entrepreneurial Venture (Idea Generation, Environmental Scanning & SWOT Analysis, Project Report Preparation, Project Appraisal).	25

3	<p>Women Entrepreneurs</p> <ul style="list-style-type: none"> -Reasons for Low / No Women Entrepreneurs (Challenges) -Why do women entrepreneurs fail (The FOUR Entrepreneurial Pitfalls (Peter Drucker). -Development of Women Entrepreneurs – with reference to SHGs. -Case Studies of Successful / Failed Women Entrepreneurial Ventures and Turn around Ventures. 	25
4	<ul style="list-style-type: none"> - Role of State Government in promoting Entrepreneurship – various incentives, subsidies and grants. - Role of the following agencies in the Entrepreneurship Development – District Industries Centres (DIC), Small Industries Service Institutes (SISI-DI), National Institute of Entrepreneurship Development (EDII), National Institute of Entrepreneurship and Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB). - Social Entrepreneurship – Definition, importance and social responsibilities. 	25
	Total	100

RECENT TRENDS IN COMMERCE AND BUSINESS

Computer code- 420002

Objectives:

1. Students will develop knowledge and understanding about emerging trends in E- Commerce.
2. Students will develop ability to understand the concepts, technologies and future of Mobile Commerce in India.
3. Students will develop skill to analysis the current trend in SCM and how green SCM and how it helps to save environment
4. Students will learn the selection process used in planning for global work force and how collaborative talent mobility practices can be a key driver for economic growth.

Unit	Topic	Weightage %
1	Trends in E-Commerce	25
	E-Business strategy Business to Business E-Commerce and EDI (Electronic Data Interchange) Data warehousing and data mining	
2	Trends in M-Commerce	25
	Growth of Mobile Commerce Technologies for Mobile Commerce Mobile Commerce and banking sector Future of Mobile Commerce in India	
3	Trends in SCM (Supply Chain Management)	25
	Role of SCM in business SCM in emerging market Green Supply Chain Management and its opportunities	
4	Globalisation and Human Resource Management	25
	Global workforce planning Human Resource outsourcing Collaborative talent mobility practices	
	Total	100

ADVANCED RESEARCH METHODOLOGY AND STATISTICAL TECHNIQUES

Computer Code - 420003

Objectives:

1. To know how important research is hypothesis for conducting research on a particular topic and to learn the sources from where it can be derived.
2. To know how important is sampling design and research design for conducting research in social sciences.
3. To understand concepts of random and non-random sampling and to know the methods for the selection of a random sample.
4. To know calculation of various measures of central tendency and dispersion and to study their relative importance.
5. To learn various steps in the hypothesis testing.
6. To make application of chi-square test, Z-test and t-test for large and small sample sizes.

Unit	Topic	Weightage %
1	Research Hypothesis: Meaning of hypothesis, criteria for constructing research hypothesis, types of hypothesis, difficulties in its formulation, sources for deriving hypothesis, characteristics of a useful hypothesis and its importance	25
2	Research and Sampling design: Research design: Importance and features of a good design, concepts relating research design, difference in designing qualitative and quantitative research, Stages for outlining research proposal, pilot study. Sampling Design: importance and steps in sampling design, characteristics of a good sample design, types of sample design, Simple random sampling, non-random sampling, methods for selection of a random sample	25
3	Measures of central tendency and dispersion: Calculation of Mean, Median and Mode in discrete and continuous series, their relative merits and demerits: Absolute and relative measures of dispersion: Quartile deviation, Mean deviation, Standard Deviation, Variance and Coefficient of Variation.	25
4	Hypothesis Testing: Steps in testing of research hypothesis, null and alternative hypothesis, level of significance and confidence interval. Hypothesis testing using Z-test for large sample sizes and students t- test for small sample sizes. Chi-square as a test of independence and goodness of fit, solving illustrative examples.	25
	Total	100

DIGITALISATION OF BUSINESS AND E-COMMERCE

Computer Code: 420004

Objectives:

1. To know what is E-business and how action plans are prepared to boost E-commerce in our country
2. To have a deep insight into technology trends that have enabled IT based innovations in business
3. To know understand the nature & organization of E-business
4. To have knowledge of threats, challenges & impediments of E-business
5. To know how various business transactions are carried out through internet
6. To understand various business strategies which help in evolving challenges to meet international standards
7. To enable students to have basic knowledge of cyber laws
8. To make them understand about cyber crimes, how they are detected and application of security measures to prevent such crimes

Unit	Topic	Weightage (%)
1	Moving towards E-business Definitions and concepts of E-business, action plans which boosts E-commerce in the country Themes of E-business (work system, information systems & E-business systems) E-business models Obstacles while applying IT in business world	25
2	E-business : E-business Enterprise Nature of E-business, organization of business in digital form (E-business, E-commerce, E-communication & E-collaboration) Real time E-enterprise – Technology aspects for becoming a real time enterprise Challenges, threats faced by E-enterprises Management of challenges in E-Enterprise	25
3	E-business Applications E-business transactions : E-marketing, E-purchasing, E-HR, E-trade documents Online trading & stock market/ buying & selling using online platform Internet banking & electronic funds transfer system (EFT) & (NEFT), E-filing of Returns Elements of IT opportunity segments (corporate websites, corporate portals & kiosk transactions (like ATM)	25
4	Cyber-Laws in India Need for legal framework Issues under Indian law affecting E-commerce Computer crime – Essentials of computer crime, digital signature & how it works (process) IT Act 2000 – issues need to be dealt, various clauses of IT Act 2000	25
	Total	100