

**S.N.D.T. WOMEN'S UNIVERSITY**

**CENTRE FOR DISTANCE EDUCATION**

**Sir Vithaldas Vidhyavihar, Juhu Tara Road,**

**Santacruz (W), Mumbai - 400 049**

**APPLICATION FOR RECOGNITION OF  
ODL PROGRAMMES**

**Academic Year 2021-22, July – 2021 Session  
(Revised as November – 2021) and onwards.**

# **Volume II**

**Submitted to**

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

**31<sup>ST</sup> JULY, 2021**

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## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in English Literature**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University Grants Commission,  
New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

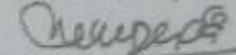
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

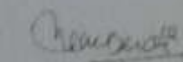
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



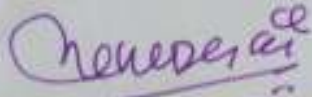
(Dr. Mira Desai)  
Registrar (Addl. Charge)

**AGENDA:**

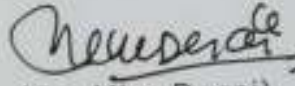
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)



## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Katyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science.	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDT College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)



## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in English Literature**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. DhondoKeshavKarve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

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

**Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

**The CDE aims to achieve the following objectives:**

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

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

The mission of the programme B.A. in English Literature is to make students to be able to comprehend various forms of literature like prose, poetry, drama and fiction, and to have their own perspective of literary movements that existed in different ages.

**Programme Objectives:**

- To acquaint the students with different genres of Literature
- To understand the distinction between different forms of literature.
- To read diverse texts within their historical and cultural contexts, develop a critical understanding of how literature can both uphold and resist existing structures of power.

- To engage with the language skills needed in literary writing- cohesion, coherence, structures of writing.
- To make students think creatively and analytically about the English language and analyse passages, relating texts to their cultural, social, historical and political contexts.
- To examine significant critical theories and history of thought, ideas and debates and issues in the area across period of time which influenced and transformed literary studies

**B. Relevance of the B.A. in English LiteratureProgram with HEI's Mission and Goals:**

S.N.D.T. diversity 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in English Literatureprogramme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in English Literatureprogramme envisions enhancing purposeful education with 'human values' and social responsibility.

**C. Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short thisThe programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

**D. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in English Literature Course offered through the Open and Distance mode is more flexible and can be very useful to students with special difficulty (due to financial backwardness and those living in rural areas that do not have regular colleges). The curriculum has been designed to cater to the emerging needs of the economy and society. The syllabus has been developed to give students more theory and research based knowledge so that they can pursue their next levels without having any problem of understanding. B.A. in English Literature include a large number of career

opportunities like Digital copywriter, Editorial assistant, English as a foreign language teacher, Magazine and Newspaper journalist, Private tutor, Publishing copy-editor/proofreader, Web content manager/Writer etc. Moreover, studying MA English literature can help you inculcate the skills that are essential for today's global and competitive environment; where analytic, creative, and critical reasoning skills are most advantageous. By considering these points, the B.A. in Sociology programme is designed for capacity building of the learners as general competence, job orientation in the respective fields. It is hoped that the Programme offered through the distance mode of the university will be a boon for those who could not join regular colleges owing to social, economic and other constraints such as eligibility for enrolment, age of entry, time and place etc. The BA in English Literature Degree helps students gain essential communication skills and a large bank of English Literature. As such graduates from this course fit perfectly in any industry.

## **E. Instructional Design:**

### **1. Curriculum Design and programme structure:**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University offers B.A. programme through ODL mode with specialization in English, Hindi, Marathi, Economics, History, Political Science and Sociology. The specialization in social sciences is also offered in Marathi Medium. The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

<b>Level of the Program</b>	<b>Duration</b>	<b>No. of credits</b>
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.

### **1.1. Faculty and Support Staff Requirement:**

#### **Available fulltime Faculty:**

1. Mrs. Neeta Kadam: Assistant Professor
2. ShifaShikalgar: Assistant Professor
3. Mrs. VaishaliPatil: Assistant Professor

#### **Note: Faculties allotted in combination with M.A.)**

Apart from faculty theSupport staff is available as per the requirement.

### **2. Process of Admission, curriculum transaction and evaluation:**

#### **2.1. Procedure for Admission:**

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University i.e. [cde.sndt.ac.in](http://cde.sndt.ac.in) or [cde.sndt.ac.in](http://cde.sndt.ac.in) and students can take admission through digital admission portal Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB).

For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

##### **2.1.1. Minimum Eligibility:**

- the candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- Must have passed an examination of another University or body Recognized as Equivalent Thereto  
OR
- Must have passed any three-year Government Recognized Diploma Programmes.  
OR
- Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

##### **2.1.2. Fee Structure:**

<b>B.A.Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----



### **2.1.3. Financial Assistance:**

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

## **2.2. Curriculum Transaction**

### **2.2.1. Self Learning Material:**

The printed study material of the programme in the form of 'Self Learning Material' is supplied to the students during their enrolment in person or by post. The course material is also uploaded on [sntonline.in](http://sntonline.in) in which is being accessed by students anytime. The link for access the online course material is always shared with the students through whatsapp, email and bulk sms. B.A. in sociology is also offered in Marathi medium. Students are provided SML in Marathi medium too.

The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

### **2.2.2. Contact Sessions:**

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. All contact sessions are in English medium but In cases of subjects like Political Science, Sociology, Economics and History, Foundation Course. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has appointed sufficient number of qualified full-time faculty to conduct contact sessions. If required, while conducting contact sessions or planning the course material writing, the University also invites faculty from other Academic institutes and universities to conduct online contact sessions.

### **2.2.3. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

### **2.2.4. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as

online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

#### 2.2.5. Academic Calendar:

<b>Academic Calendar</b> (For the programmes under <b>semester system</b> )					
Sr. No.	Activity	Semestre I		Semester II	
		From	To	From	To
1.	<b>Admissions</b>	November	January	May	July
2.	<b>Distribution of SLM</b>	January	February	July	August
3.	<b>Contact Programmes</b>	January	May	July	November
4.	<b>Assignment Submission</b>	February	March	August	September
5.	<b>Evaluation of Assignments</b>	March	May	September	November
6.	<b>Term End Examination</b>	June		December	
7.	<b>Declaration of Results</b>	July		February	

#### 2.3. Evaluation

Evaluation is done in both the methods i.e. Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%). Minimum passing percentage score is 35% marks. Class improvement facility is available to the students. Results are made available in digital form as well.

#### F. Requirement of the Laboratory Support and Library Resources:

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers

- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of-the-art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500 /-</b>	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

#### **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNTD Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with

the curriculum will be collected based on the discussion alongwith students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance **(CIQA)**.

### **I. Expected Programme Outcomes**

On completion of this course, the student will be able

- To unravel the many meanings of the text
- To develop acumen to read, appreciate and discuss literature and its ramifications at various levels.
- To critically re-examine and analyze in a comparative frame literary texts, locations, agencies, productions and history of reception of these texts.
- Analyze contemporary approaches in literary criticism and linguistics theories.
- To participate in critical conversations and prepare, organize, and deliver their work to the public.
- To demonstrate knowledge of the major texts and traditions of literature written in English in their social, cultural and historical context
- To deploy ideas from works of criticism and theory in their own reading and writing

## Bachelor of Arts in English Literature

### Semester I

Paper I Marks: 100

Paper Code: 140101

Title: Basic Concepts and Genre of Literary Study / Introduction to Literary Studies – Concepts and Genres

	L	Cr	P / T	D	TP	TW	T
Basic Concepts and Genre of Literary Study / Introduction to Literary Studies – Concepts and Genres	4	4		2.30	75	25	100

### 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.

### Learning Outcomes:

At the end of the course the students will be able to:

- Comprehend the basic concepts of what constitutes literature and literariness
- Distinguish between different forms and styles of writing
- Identify the forms and genres of literature especially with regards to Prose writing
- To think and write about books using their knowledge of the features of organized writing.

**Recommended Text:** *The Old Man and the Sea* – Ernest Hemingway, 1952, Harper Collins, Canada, 2013 ISBN: 1443425214, 127 pages.

### Unit-I

- What is Literature? The notion of literariness and figure of the literary author
- Different types of literature, para literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher)

### Unit-II

#### Forms and Genres of Literature:-

- 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, Grime & Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical

*(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. )

### Unit-III

a) Language Skills in Literary Writing – Cohesion, Coherence, Structures of Writing.

#### **Evaluation Scheme:**

**Internal:- 25 Marks**

**Basic concepts and forms 10 marks**

**Language Skills in Literary Writing 15 marks**

**External – 75 Marks (5 Questions)**

Q.1 Short question on Basic Concepts 15 Q.2 Objective questions on forms of Literature 20 Q.3 Reference to Context 20 Q.4 Language Skills 20

#### **Distance Education Students:**

Q.5 Objective Questions 15 Q.6 Essay Types Question 10

#### **Recommended Reading:-**

- 1) Prasad. B. *A Background to the Study of English Literature*, 2008 (reprint). Chennai: Macmillan, India Ltd.
- 2) Klarer, Mario *An Introduction to Literary Studies*, 1998. London: Routledge. 3) Hopkins, Chris, *Thinking About Text – An Introduction to English Studies* 2001. New York: Palgrave.
- 4) Daiches David, *A Study of Literature for Readers and Critics*, 1968. London: Andre Deutsch .
- 5) Stephen Martin, *English Literature A Student Guide*, 2000, Longman, London

### **B.A. I DC**

#### **Semester I**

**Paper II Marks: 100**

**Paper Code: 140201**

**Title: Exploring Literary Studies – Literary Terms and Critical Approaches**

	L	Cr	P / T	D	TP	TW	T
<b>Exploring Literary Studies – Literary Terms &amp; Critical Approaches</b>	4	4		2.30	75	25	100

#### **Objectives:**

- To develop the skills of close critical reading by gaining an introductory understanding of the use of literary terms.
- To learn brief definitions about different literary movements such as sentimentalism, nationalism, modernism and postmodernism
- To understand the nature and function of literary criticism
- 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)

- To have exposure to different forms of literature with special reference to poetry.

### **Learning Outcomes:**

At the end of the course the students will be able to:

- To enhance their ability to truly appreciate and understand literature by being able to analyze and discuss it with proper critical vocabulary.
- Have more concentrated ability to deepen their knowledge of techniques and forms. 3) Demonstrate familiarity with be able to use the intellectual strategies that literary critics use to interpret and discuss literary works.
- Identify poetic forms and critical terms associated with the study of poetry.

**Terms and Approaches:** The following is a list of the terms and approaches that may be emphasized in the course.

**Terms:** absurd, aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, avant-grade, ballad, Bloomsbury group, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, Dadaism, diction, didacticism, digression, drama, dramatic monologue, elegy, Elizabethan Era, enlightenment, epic, epiphany, epistolary, epithet, existentialism, fiction, figurative language, form, genre, gothic, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, magic realism, metaphor, metaphysical poets, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, naturalism, negative capability, neo classicism, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, post-colonial, protagonist, pre-Raphaelites, rationalism, realism, representation, rhetoric, renaissance, rhyme, romanticism, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, surrealism, symbolism, taste, tension, text, theory, tradition, tragedy, transcendentalism, trope, type, unity, universality, Victorian era.

**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.

### **Unit-I**

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.

## Unit-II

### Schools of Literary Criticism

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.

*(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)*

### Hand books:

1. Holman and Harmon - *A Handbook to Literature*
2. M.H. Abrams, *A Glossary of Literary Terms* (5<sup>th</sup> edn, Holt, Rinehart & Winston, 1988)
3. Martin Gray, *A Dictionary of Literary Terms* (Longman, 1992)
4. John Peck and Martin Coyle, *Literary Terms and Criticism* (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.

### RECOMMENDED POEMS

- 1) William Shakespeare
  - i) Shall I Compare Thee To a Summers Day (Lyric)
- 2) William Wordsworth
  - i) Ode to Westminster Bridge (Ode)
- 3) Thomas Campbell
  - i) Lord Ullin's Daughter (Ballad)
- 4) Robert Browning
  - i) My Last Duchess (Dramatic Monologue)
- 5) Thomas Gray
  - i) Elegy written in a country churchyard (Elegy)
- 6) John Milton
  - i) Paradise Lost, Book 1 (1 to 80 lines) (Epic)
- 7) Edgar Allan Poe
  - i) The Raven (1 to 30 lines) (Narrative)

8) Walt Whitman

i) A Noiseless Patient Spider (Free Verse)

9) Matsuo Basho

i) "The Old Pond- a frog jumps in, sound of water (Haiku)

**Evaluation Scheme:**

**Internal:- 25 Marks**

**Forms 10 marks**

**Terms & Approaches 15 marks**

**External – 75 Marks (5 Questions)** Q.1 Short question on Forms 15 Q.2 Objective questions on Approaches 25(MCQ, Short Answers)

Q.3 Questions on Poems 25

Q.4 Objectives 10

**Distance Education Students:**

Q.5 Objective Questions 15 Marks Q.6 Essay Types Question 10 Marks

**Recommended Reading :-**

1) Barry, *Beginning Theory*

2) Richter, *Falling into Theory*

3) Lentricchia and McLaughlin, *Critical Terms for Literary Study*

4) Selden and Widdowson, *A Reader's Guide to Contemporary Literary Theory*

5) Eagleton, *Literary Theory*

6) P. Schakel and J. Ridl. *Approaching Poetry*

7) D. Lodge. *The Art of Fiction*

8) Dianne Sadoff and William Cain, *Teaching Contemporary Theory to Undergraduates* (MLA, 1994)

9) Rivkin and Ryan's *Literary Theory: An Anthology*

10) Jonathan Culler's *Literary Theory: A Very Short Introduction*

**B.A. I DC**

**Semester II**

**Paper I**

**Paper Code: 240301**

**Title: Nineteenth Century Novel / An Introduction to the Novel: The Nineteenth Century Novel**

	L	Cr	P / T	D	TP	TW	T
<b>Nineteenth Century Novel / An Introduction to the Novel: The Nineteenth Century Novel</b>	4	4		2.30	75	25	100

**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 19<sup>th</sup> Century through the study of selected text as located in cultural, material and social contexts.

**Learning Outcomes:** At the end of the course the students will be able to: 1) Develop an understanding of how an author works to construct a particular narrative 2) Enhance skills of analysis and argument as they probe into how cultural and historical context inform the text 3) Appreciate and be enabled to read other works of fiction keeping both form and context in mind.

**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: *Pride & Prejudice*

**Evaluation Pattern:-****Internal- 25 marks**

Context 10 Marks

Novel 15 Marks

**External – 75 Marks (5 Questions)** Q.1 Short question on Basic Concepts 15 Q.2 Objective questions on forms of Literature 20 Q.3 Reference to Context 20 Q.4 Language Skills 20

**Distance Education Students:** Q.5 Objective Questions 15 Q.6 Essay Types Question 10

**Recommended Reading:-**  
1) Dachies, David ed. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press, 2001.

2) Ford, Boris ed. *The New Pelican Guide to English Literature Volume 6 From Dickens to Hardy*. Harmondsworth: Penguin, 1958.

3) Bagchi, Jasodhora. *Literature, Society and Ideology in the Victorian Era*. New Delhi: Sterling Publishers Pvt. Ltd. 1991.

4) E.M. Forster, *Aspects of the Novel*, Penguin, 1990

5) H. Burton, *The Criticism of Prose*, Longman, 1973

6) Walter Allen, *The English Novel*, Pelican, 1958

7) Arnold Kettle, *An Introduction to the English Novel*, Volumes 1 -2, Hutchinson, 1967

8) Ian Watt, *The Rise of the Novel*, Hogarth Press, 1987

9) Andre Brink, *How to Study a Novel*, Macmillan, 1995

10) Jeremy Hawthorn, *Studying the Novel. An Introduction*, Edward Arnold, 1997



- 11) John Peck, *The Novel. Language and Narrative from Cervantes to Calvino*, Macmillan, 1998
- 12) James Cadden, *Prose Appreciation for A – level*, Edward Arnold, 1986.

**B.A. I DC**

**Semester II**

**Paper II**

**Paper Code: 240401**

**Title:- Romantic and Victorian Poetry / An I**

**Introduction to Poetry with special reference to Romantic & Victorian Poetry**

	L	C r	P / T	D		TW	T
<b>Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic &amp; Victorian Poetry</b>	4	4		2.3 0	7 5	25	10 0

**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 19<sup>th</sup> 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.

**Learning Outcomes:** At the end of the course the students will be able to: 1) Identify the formal and contextual dimensions of the poems

2) Demonstrate familiarity with significant poets from the Romantic and Victorian periods and situate their work within the cultural, social, political, economic, scientific and aesthetic debates of the period.

3) Respond to specific and distinguishing features of the poem which give its uniqueness 4) Appreciate poetry knowing how ideas are organized in a poem, how the poet uses language such as similes, metaphors, personification to create a powerful impact. **Unit-I:-**

- a) Rise of the Romantic Movement
- b) Features of Romantic poetry
- c) Introduction to Victorian poetry
- d) 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 Marguerite
- k) Christina Rossetti:- Remember Me

### **Evaluation Pattern:-**

#### **Internal:-**

- a) Background 10 Marks
- b) Poems 15 Marks

#### **External – 75 Marks (5 Questions)** Q.1 Short question on Forms 15

Q.2 Objective questions on Approaches 25

(MCQ, Short Answers)

Q.3 Questions on Poems 25

Q.4 Objectives 10

#### **Distance Education Students:**

Q.5 Objective Questions 15 Marks Q.6 Essay Types Question 10 Marks

#### **Recommended Reading:-**

1. Daiches, David. *A Critical History of English Literature* Vol-V From Blake to Byron. Harmondsworth: Penguin, 1958.
2. Prasad B &Samual Manohar E. *A Short History of English Poetry* (Reprinted) Delhi: Macmillan India Ltd. 2001
3. Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993)
4. Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982)
5. Stuart Curran, *Poetic Form and British Romanticism* (1986)
6. The Norton Anthology of English Literature, Volume D, *The Romantic Period*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012).
7. The Norton Anthology of English Literature, Volume D, *The Victorian Age*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012).
8. *The Norton Introduction to Poetry*, 7<sup>th</sup> e.d., ed. J. Paul Hunter
9. *The Vintage Book of Contemporary World Poetry*, ed. J.D. McClatchy
10. Stephen Adams, *Poetic Designs: An Introduction to Meters, Verse Forms and Figures of Speech*.
11. James Caddan, *Poetry Appreciation for A- Level*, Hodder & Stoughton, 1988
12. John Lennard, *The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford University Press, 1992

13. John Peck, *How to Study a Poet*, Macmillan, 1988

**B.A. II DC**  
**Semester III**  
**Course: Poetry VI**  
**Paper Code:**

**Title of the course: Twentieth century Poetry (1900 to 1970)**

**Credits:** 04

**Marks:** 100

Course	L	Cr	P / T	D	TP	T W	T
<b>Twentieth Century Poetry (1900 to 1970)</b>	4	4		2.30	75	25	100

**Objectives:**

1. To familiarize students with various forms of poetry in the Anglo-American tradition and in Indian Modern Poetry in the 20<sup>th</sup> Century.
2. To critically analyse and evaluate poems.
3. To contextualize the prescribed poems in their historical and cultural settings.

**Learning Outcomes:**

At the end of the course the students will be able to:

1. Identify and describe distinct literary characteristics of modern poetry
2. Analyze poetic works for their structure and meaning, using correct terminology.
3. Write analytically about modern poetry.
4. Effectively communicate ideas related to the poetic works during class and group activities.

	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<ul style="list-style-type: none"><li>• <b>Background</b></li><li>• Understanding terms like modernism, modernity, avantgarde</li><li>• Experiments with poetry such as use of myths, nature, free verse, haiku, prose poetry and confessional poetry. Impact of music and visual arts on poetry</li><li>• Various movements like the women's movement, Irish Nationalist movement, imagism, cubism, surrealism, Dadaism.</li><li>• Impact of World War I &amp; II and the war poets,</li></ul>	15	25%

	<p>Economic depression and rapid decolonization, rise of globalization and technological advances and its impact.</p> <ul style="list-style-type: none"> <li>· Characteristics and movements of Indian English Poetry: differences from pre-independence Indian English poetry, uses of history, cultural locales and identity crises- alienation and nostalgia, language, personal and social landscapes</li> </ul>		
2	<p><b>Twentieth Century Anglo-American Poetry W.B. Yeats</b></p> <ul style="list-style-type: none"> <li>· When You are Old</li> <li>· Second Coming</li> </ul> <p><b>T.S. Eliot</b></p> <ul style="list-style-type: none"> <li>· <b>Love Song of J. Alfred Prufrock</b></li> </ul> <p><b>Amy Lowell</b> Letters</p> <p><b>Wilfred Owen</b></p> <ul style="list-style-type: none"> <li>· <b>Strange Meeting</b></li> </ul> <p><b>Dylan Thomas</b></p> <ul style="list-style-type: none"> <li>· Do not Go Gentle into That Good Night</li> </ul> <p><b>Marianne Moore</b></p> <ul style="list-style-type: none"> <li>· England</li> </ul> <p><b>Elizabeth Bishop</b></p> <ul style="list-style-type: none"> <li>· Invitation to Miss Marianne Moore</li> </ul> <p><b>Philip Larkin</b></p> <ul style="list-style-type: none"> <li>· Church Going</li> </ul> <p><b>Sylvia Plath</b></p> <ul style="list-style-type: none"> <li>· Daddy</li> </ul> <p><b>Note the poems are selections from the following Anthologies:</b></p> <ul style="list-style-type: none"> <li>· The Norton Anthology of Modern and Contemporary Poetry, edited by Jahan Ramazani, Richard Ellman and Robert O'Clair, Third edition.</li> </ul>	25	40%
3	<p><b>Indian English Poetry</b></p> <p><b>Kamala Das</b></p> <ul style="list-style-type: none"> <li>· An Introduction</li> <li>· The Dance of the Eunuchs</li> </ul> <p><b>ArunKolatkarr</b></p> <ul style="list-style-type: none"> <li>· An Old Woman</li> <li>· Yeshwant Rao</li> </ul> <p><b>NissimEzekiel</b></p> <ul style="list-style-type: none"> <li>· Poet, Lover, Birdwatcher</li> <li>· The Railway Clerk</li> </ul> <p><b>Eunice de Souza</b></p> <ul style="list-style-type: none"> <li>· Catholic Mother</li> <li>· Forgive Me, Mother an Advice to Women</li> </ul> <p><b>AdilJussawala</b></p>	20	35%

	<ul style="list-style-type: none"> <li>· Tea in the Universities</li> <li>· Approaching Santacruz Airport, Bombay</li> </ul> <p><b>Note the poems are selections from the following Anthologies:</b></p> <ul style="list-style-type: none"> <li>· Nine Indian Women Poets edited by Eunice de Souza, Oxford University Press, Delhi, 1997. · Indian English Poetry since 1950: an anthology, edited by Villas Sarang, Disha Books, Omen to Gman Ltd., Hyderabad, 1990.</li> <li>· Twelve Modern Indian Poets ed. Arvind Krishna Mehrotra, Oxford University Press, New Delhi, 2006.</li> </ul>		
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### **Evaluation Scheme : 25marks Internal Examination**

1) Forms of Poetry : 10 marks 2) Assignment on one Indian and one Anglo-American poet : 15 marks **External Examination**

1) Question on background (Objective Questions) : 15 marks  
2) Reference to the Context (2 out of 3) : 20 marks 3) Critical Appreciation (2 out of 3) : 20 marks 4) Short questions on Poems (2 out of 3) : 20 marks

### **Recommended Reading:-**

1. Prasad, B & Samual Manohar E. *A Short History of English Poetry*. (Reprinted) Delhi: Macmillan Indian Ltd, 2001. Chennai: Macmillan, Indian Ltd.
2. Dodiya, Jaydipsenh K. *Indian English Poetry Critical Perspectives*. New Delhi: Sarup& Sons, 2004.
3. King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1988.
4. The Cambridge Cultural History, Vol. 9 Modern Britain. Ed. Ford, Boris. Cambridge University Press, 1992.
5. Bloom, Clive and Day Gary. *Literature and Culture in Modern Britain 1956 – 1999*, Vol. 3. London: Routledge, 2000.



**English D.C**  
Scheme: **Semester III**  
Course: **V**  
Title of the Course: **Drama: Realism in Drama**  
Subject Code No:  
**Credits: 04**  
**Marks: 100**

Course	L	Cr	P / T	D	TP	TW	T
<b>Drama: Realism in Drama</b>	4	4		2.30	75	25	100

**Objectives:**

- I) To acquaint student to traditions of Realist and Naturalist Drama
- II) To introduce students to features of realist and naturalist drama
- III) To enable students to critically analyse plays and performance and to see the vital connection between context and performance.

**Learning Outcomes:**

The learners will be able

- I) To understand the elements & structure of Realist Drama
- II) To be familiar with the terminology and concepts related to this genre.

	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<b>Background</b> To acquaint students with <ul style="list-style-type: none"> <li>· Realist and Naturalistic Drama as a form, feature and structure of Drama.</li> <li>· Dramatic devices like Atmosphere, Irony, Soliloquy and Elements of Drama: Plot, Characters, the Unities, Dialogue, Conflict and Protagonist.</li> <li>· The tradition of social Realistic Drama in India.</li> </ul>	15	25%
2	<i>A Doll's House</i> by Henrik Ibsen	20	35%
3	<i>Wada Chirebandi</i> (The Stone Mansion) by Mahesh Elkunchawar	25	40%

## Evaluation Pattern

### Internal Evaluation : 25 Marks

1. Two short notes on Background :10 Marks
2. Assignment on any one prescribed drama :15 Marks

### External Evaluation : 75 Marks

1. Objective questions on background

(Short Notes, multiple choice Questions, Fill in the blanks, match the words)  
: 15 Marks

2. Essay type question ( Text 1) :15 Marks 3. Essay type question ( Text 2) :15Marks 4. Short Notes ( Any one out of two) :15Marks 5. Reference to the context (2out of 3) :15Marks

### Recommended Reading

- Scholes, Robert and Carl H. Claus. *Elements of Drama*. Oxford University Press, 1971.
- 2. GokhaleShantaPlaywright at the Centre: *Marathi Drama from 1843 to the Present*. New Delhi: Oxford University Press, 2000.
- DharwadkarAparna .*Drama, Theory, and Urban Performance in India since 1947*. New Delhi: Oxford University Press, 2008.
- Ed. Lal, Ananda .*The Oxford Companion to Indian Theatre*. New Delhi: Oxford University Press, 2004.
- Hemmer, Bjorn. "Ibsen and the realistic problem drama." *The Cambridge Companion to Ibsen*88 (1994).
- StyanJ.L..*Modern Drama in Theory and Practice, Vol. I, Realism and Naturalism*. London: Oxford University Press, 1981.
- Ed. Banham, Martin. *The Cambridge Guide to Theatre*. Cambridge: Cambridge University Press, 1998.
- Williams, Raymond. *Drama from Ibsen to Brecht*. New York: Oxford University Press, 1969.

### Annexure II

**Semester IV**  
**Course: VII**  
**Course Code:**  
**Title of the course: The Early Modern Novel**  
**Credits: 04**  
**Marks: 100**

Course	L	Cr	P / T	D	TP	T W	T
<b>The Early Modern Novel</b>	4	4		2.30	75	25	100

**Objectives:**

- i. To explain the concepts of 'modernism', 'modernity' and 'modernist' in the context of the novel.
- ii. To introduce students to a variety of novels in the early 20<sup>th</sup> Century.
- iii. To relate to the historical and cultural contexts of the prescribed texts.
- iv. To analyse and interpret individual texts prescribed texts

**Learning Outcomes:**

- i. At the end of the course the students will be able to:
- ii. Demonstrate knowledge of the cultural and historical contexts of the prescribed novels.
- iii. Identify and describe distinctive literary characteristics of the early modern novel.
- iv. Analyze novels for their structure and meaning, using correct terminology.
- v. Discuss ideas related to the modern novel in India and the west.

	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<ul style="list-style-type: none"> <li>· Notions of modern, modernism, modernist, postmodernist in context to the Western and Indian novel.</li> <li>· Development of the novel with reference to Western Literary History.</li> <li>· Influence and the impact of World War I, technological advances, globalization, experimental and innovative movements in the Arts, painting, music, cinema and its effect on literature.</li> <li>· Development of Indian English novels (1900 – 1990) in relation to the historical, socio-political and cultural contexts, themes and types of novels.</li> </ul>	15	30%
2	<i>Lord of The Flies</i> : William Golding (1954), Faber & Faber Publishers, 2013	25	40%
3	<i>Roots and Shadows</i> : Shashi Deshpande, Orient BlackSwan, 1992	20	30%

### Evaluation Scheme:

- Internal Examination : 25marks**
1. Short notes on Unit I : 10 marks
  2. Assignment on any one of the prescribed novels : 15 marks

### External Examination

Objective questions on Unit I : 20 marks  
Reference to context (1 out of 2) : 10 marks  
Essay type Questions on *Lord of the Flies* (1 out of 2) : 15 marks  
Long Questions on *Roots and Shadows* (1 out of 2) : 15 marks  
2 Short notes on Novel (2 out of 3) : 15 marks

### Recommended Reading:-

1. Naik.M.K. and Shyamala A. Narayan *Indian English Fiction: A critical study* .Pencraft International, New Delhi 2009.
2. Naik.M.K. and Shyamala A. Narayan *Indian English Literature 1980 – 2000. A Critical Survey*. Pencraft International, New Delhi 2009.
3. Walsh William, *Indian Literature in English* Longman, London, 1990.
4. Mehrotra, Arvind Krishna, *An Illustrated History of Indian Literature in English*, Permanent Block, Delhi, 2003.
5. Pathak, R.S. *Indian English Literature: Marginalised Voices*, Creative Books, New Delhi, 2003.

### Annexure II

### Prescribed

W.E.F. Year 2016-17

### English

### Semester IV

Course: **VIII**

Title of the Course: **Shakespearean Drama**

Paper Code No.:

**Credits: 04**

**Marks: 100**

Course	L	Cr	P / T	D	TP	TW	T
<b>Shakespearean Drama</b>	4	4		2.30	75	25	100

### Objectives:

- I) To introduce students to Shakespeare's plays
- II) To relate Shakespearean texts to their historical and cultural contexts.
- III) To cultivate a deeper understanding and appreciation of Shakespeare's language and formal elements.
- IV) To analyse and assess the prescribed texts.

**Learning Outcomes:**

At the end of the course the learner will be able to:

- I) To read and comprehend unique features of Shakespeare Drama as a Genre.
- II) To be acquainted to the Shakespearean features of tragedy and comedy.

	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<b>Background</b> <ul style="list-style-type: none"><li>· Renaissance ' Rebirth', Humanism and Conventions of Drama and the Elizabethan Theatre</li><li>· Contemporaries of Shakespeare like Marlowe and Others.</li><li>· Characteristics of Shakespearean drama</li><li>· Kinds of Shakespearean drama : Tragedy, Comedy, Tragi-comedies, and Histories</li></ul>	15	25%
2	The Merchant of Venice : William Shakespeare	20	35%
3	Othello: William Shakespeare.	25	40%

**Evaluation Pattern****Internal Evaluation : 25 Marks**

- 1. Two short notes on Background (2 out of 3) :10 Marks
- 2. Assignment on any one of the prescribed play :15Marks

**External Evaluation : 75 Marks**

- 1. Objective questions on background  
(Short Notes, multiple choice Questions, Fill in the blanks, match the words)  
: 15Marks
- 2. Essay type question ( Text 1) :15 Marks 3. Essay type question ( Text 2) :15Marks 4. Short Notes ( 2out of 3) :15 Marks 5. Reference to the context (2 out of 3) :15Marks

**Recommended Reading:**

- 1. Greenblatt, Stephen. *Will in the world: How Shakespeare became Shakespeare*. WW Norton &Company, 2010.
- 2. Gillespie, Stuart. *Shakespeare's books: a dictionary of Shakespeare sources*. Bloomsbury Publishing, 2016.

3. Wiggins, Martin. *Shakespeare and the Drama of his Time*. Oxford University Press, USA, 2000.
4. Danson, Lawrence. *Shakespeare's dramatic genres*. Oxford University Press, USA, 2000.
5. Norbrook, David. *Poetry and politics in the English Renaissance*. Oxford University Press on Demand, 2002.
6. Knights, Lionel Charles. *Hamlet and other Shakespearean essays*. CUP Archive, 1979.
7. Knights, Lionel Charles. *Drama & society in the age of Jonson*. No. 451. Chatto&Windus, 1937.
8. Greenblatt, Stephen. *Representing the English Renaissance*. Vol. 2. Univ of California Press, 1983.
9. Aers, David, Robert Ian Vere Hodge, and Gunther R. Kress. *Literature, language, and society in England, 1580-1680*. Gill and Macmillan; Totowa, NJ: Barnes & Noble, 1981.

### B.A. III Semester V

From June 2017

#### Scheme: Semester V

Sr. No	Subjects with Code Nos.	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Contemporary Novel (DC IX)	4	4	--	2.5	75	25	--	100
2	Contemporary Drama (DC X)	4	4	--	2.5	75	25	--	100
3	Introducing Critical Writing (DC XI)	4	4	--	2.5	75	25	--	100
4	Indian Literature in English Translation (DC XII)	4	4	--	2.5	75	25	--	100
5	Women's Writing in the Twentieth Century (APC III)	4	4	--	2.5	75	25	--	100
6	English C.C. Paper V (H.L.) Basics of Academic English	3	4	1*	2.3	75	25	--	100
7	English C.C. Paper V (L.L.) English for Empowerment	3	4	2*	2.3	75	25	--	100

L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory paper-marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.

### B.A. III - Semester V

**Course: IX**

**Title of the Course: Contemporary Novel**

**Course Code:**

**Credits: 04**

**Marks: 100**

Course	L	Cr	P/T	D	TP	TW	
<b>Contemporary Novel</b>	4	4	---	2.30	75	25	100

**Objectives:**

- i. To make a critical study of specific post-sixties novels prescribed for study
- ii. To relate novels to their ideological/socio-political contexts
- iii. To familiarize students with different genres, sub genres, techniques and styles employed in contemporary novels

**Learning Outcomes:**

At the end of the course, the students will be able to:

- i. Demonstrate an understanding of historical, social and political contexts of the novels being studied
- ii. Identify and describe distinct literary characteristics of the novel
- iii. Analyze novels for their structure and meaning, using correct terminology
- iv. Effectively communicate ideas related to the contemporary novel during class and group activities

Unit	Topic and Details	Hours	Weight age in %
1	<p>· <b><u>Historical and Socio-political Background of the 1960s:</u></b></p> <p><b>Post 1960s British Novel:</b> decolonization, multiculturalism, immigration, race</p> <p>The post-World War II world, the Cold War, counterculture</p> <p>[Iris Murdoch, Doris Lessing, Kazuo Ishiguro, Jeanette Winterson, **...]</p> <p><b>Post-1960s American novels and black writing: Issues of race, gender, oral traditions***</b></p> <p>[Toni Morrison, Maya Angelou, Zora Neale Hurston, Alex Haley, Jamaica Kincaid, Alice Walker, Gloria Naylor, ****]</p> <p>· <b><u>Indian novel in English, 1960s to the present:</u></b> – linguistic innovations, code-switching, satire, multiple perspectives, retelling history. Responses to postcolonial realities, nationalism, fundamentalism, terrorism, violence, caste system, liberalisation, globalisation, diasporic movements, etc. in contemporary South Asian novels.</p> <p>Kamala Markandaya, NayantaraSahgal, ShashiDeshpande, Anita Desai, Salman Rushdie, AmitavGhosh, Vikram Seth, Arundhati Roy, Kiran Desai</p> <p>· <b><u>Emergence of wide ranging critical theories/ perspectives which affected literary studies</u></b> – Post colonialism, postmodernism, race studies, feminism, gender studies, ecocriticism, popular cultural studies</p> <p><b>Postmodernist literature:</b> metafiction, magic realism, pastiche, parody, satire, dark humour, intertextuality</p> <p>Postcolonialism:</p> <p>Gender studies:</p> <p>Popular cultural studies:</p> <p>Ecocriticism:</p> <p>· <b><u>Genre fiction</u></b> – the novel as a popular form, commercialisation of publishing, paperbacks, bestsellers, science fiction, crime novels, detective novels, romance novels, chick lit, dystopian and utopian novels, etc.</p>	15	30%
2	<i>The Curious Incident of the Dog in the Night-Time</i> (2003) Mark Haddon.	25	40%
3	<i>The Hungry Tide</i> (2004)by AmitavGhosh	20	30%



### **Evaluation Scheme:**

**Internal Examination : 25 marks** 1. Short notes on  
Unit I : 10 marks

2. Assignment on the prescribed novels : 15 marks

**External Examination : 75 marks** Objective  
questions on Unit I - MCQs : 20 marks

Reference to context (3 out of 5) : 15marks Essay

type questions on Units II & III (2 out of 4) :  
20marks

Short notes on Novel (3 out of 5) : 20 marks (7+7+6)

[Internal choice: 3 questions of 7 marks each, 2 questions of  
6 marks each to be given]

### **Recommended Readings:**

- Allen, Nicola. "The Perfect Hero for his Age: Christopher Boone and the Role of Logic in the Boy Detective Narrative." *The Boy Detectives: Essays on Hardy Boys and others*, edited by Michael Cornelius, McFarland, 2010, pp. 167-179.
- Bose Brinda, editor. *Amitav Ghosh: Critical Perspective*. Pencraft International, 2003. Brooker Peter, edited. *Modernisms/Postmodernism*. Routledge, 1992.
- Ciocia, Stefania. "The Case of Christopher Boone in The Curious Incident of the Dog in the Night Time". *Children's Literature in Education*, vol. 40, no. 4, 2009, pp. 320-332.
- Eaglestone, Robert. *Contemporary Fiction: A Very Short Introduction*. Oxford University Press, 2013.
- Gilbert, Ruth. "Watching the Detectives: Mark Haddon's The Curious Incident of the Dog in the Night-Time and Kevin Brooks' Martyn Pig" *Children's Literature in Education*, vol. 36, no. 3, 2005, pp. 241-253.
- KhairTabish, editor. *Amitav Ghosh: A Critical Companion*. Permanent Black, 2005.
- Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Delhi, Permanent Black, 2006.
- Mondal Anshuman. *Amitav Ghosh*. Viva Books, 2010.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2010.
- Nicol, Bran. *Postmodernism and the Contemporary Novel: A Reader*. Edinburgh University Press, 2002.
- Stevenson, Randall. *The Oxford English Literary History: The Last of England?* Oxford University Press, 2004.
- Waugh, Patricia. *Practising Postmodernism: Reading Modernism*. Hodder Education, 1992.\*\* general

**B.A. III - Semester V****Course: X****Title of the Course: Contemporary Drama****Course Code:****Credits: 04****Marks: 100**

Course	L	Cr	P/T	D	TP	TW	
<b>Contemporary Drama</b>	4	4		2.3 0	75	25	100

**Objectives:**

- i. To map the historical and cultural contexts informing contemporary drama
- ii. To develop an understanding of the techniques, styles and forms of contemporary drama
- iii. To develop an understanding of the performative aspects of drama
- iv. To study and analyse the prescribed texts in their socio-cultural, literary and performative contexts
- v. To study the major playwrights of contemporary times

**Learning Outcomes:**

At the end of the course, students should be able to -

- i. Demonstrate an understanding of the socio-political, historical and cultural contexts of contemporary drama
- ii. Identify and describe the techniques and devices employed in contemporary drama
- iii. Write analytically about contemporary drama using correct terminology
- iv. Respond to the performative aspects of drama
- v. Effectively communicate ideas related to drama during class and group activities

Unit	Topic and Details	Hours	Weightage in %
I	<ul style="list-style-type: none"> <li>Critical perspectives and practices that affected and transformed reading and performance of post-60s theatre: Postmodernist theory, Performance theory, Existentialism.</li> <li>Popular and Street Theatre, Epic Theatre, Political theatre, Theatre of Cruelty, Theatre of the Absurd, Kitchen Sink drama, Expressionist drama, Existentialism, Theatre of Menace, Retelling Canonical Drama.</li> <li>Themes and issues in post 1960s Indian Theatre: The Theatre of roots, Use of folk dramatic traditions, Dramatic responses to India's place in a globalised world, fundamentalism, nationalism, liberalization, etc.</li> </ul>	15	30%
II	Tom Stoppard. <i>Rosencrantz and Guildenstern are dead</i> (1966)	25	40%
III	ManjulaPadmanabhan. <i>Harvest</i> (1997)	20	30%

#### Evaluation Scheme:

##### Internal Examination : 25 marks

1. Short notes on Unit I 10 marks
2. Assignment on any one of the prescribed plays 15 marks

##### External Examination : 75 marks

MCQs on Unit I 20 marks Reference to context (3 out of 5) 20 marks

Essay type questions on Units II & III (2 out of 4) 20 marks

Short notes on the plays (2 out of 4) 15 marks

- **Recommended Readings:**
- Banham, Martin, editor. *The Cambridge Guide to Theatre*. Cambridge University Press, 1998.
- Demastes, William. *The Cambridge Introduction to Tom Stoppard*. Cambridge University Press, 2012.
- Dharwadkar Aparna. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. Oxford University Press, 2008.
- Erica Hoagland and Reema Sarwal, editors. *Science Fiction, Imperialism and the Third World: Essays on Postcolonial Literature and Film*. McFarland, 2010.
- Eyre, Richard, and Nicholas Wright. *Changing Stages: a View of British and American Theatre in the Twentieth Century*. Knopf, 2001.
- Gilbert Helen, editor. *Postcolonial Plays: An Anthology*. Routledge, 2001.
- Innes, Christopher. *Modern British Drama: the Twentieth Century*. Cambridge University Press, 2009.

- Kelly, Katherine, editor. *The Cambridge Companion to Tom Stoppard*. Cambridge University Press, 2006.
- Lal, Ananda, editor. *The Oxford Companion to Indian Theatre*. Oxford University Press, 2004.
- Loftis, Sonya Freeman. *Shakespeare's Surrogates: Rewriting Renaissance Drama*. Palgrave Macmillan, 2016.
- Styan J.L. *Modern Drama in Theory and Practice*. Cambridge University Press, 1981.

**B.A. III - Semester V**

**Course: XI**

**Title of the Course: Introducing Critical Writing**

**Course Code:**

**Credits: 04**

**Marks: 100**

Course	L	Cr	P/T	D	TP	TW	
<b>Introducing Critical Writing</b>	4	4		2.30	7 5	25	10 0

**Objectives:**

- To introduce students to significant critical theory from ancient times to the present which influenced and transformed literary studies
- To familiarize students with the theoretical and historical background of some of the central questions, perspectives and concepts in literary criticism

**Learning Outcomes:**

At the end of the course, the students will:

- Be familiar with different approaches that can be used to study literature
- Develop the ability to read works of literary criticism, and deploy ideas from these texts in their own reading and writing

Unit	Topic and Details	Hours	Weightage in %
I	1. Aristotle. <i>Poetics</i> (335 BCE) in <i>Theory of Criticism</i> edited by R. Selden, 1992.Pgs. 350, 45-51, 191, 271. 2. Plato. <i>The Republic</i> (380 BCE) in <i>Theory of Criticism</i> edited by R. Selden, 1992.Pgs. 12-18, 348-349, 476-477.	20	30
II	<u>Romantic Criticism:</u> 3. Wordsworth's "Preface to The Lyrical Ballads" (1800) in <i>Theory of Criticism</i> edited by R. Selden, 1992. Pgs. 86-88, 175-178. 4. John Keats' <i>Letters</i> (1817-1818) in <i>Theory of Criticism</i> edited by R. Selden, 1992. Pgs. 306, 307	20	30
III	5. Virginia Woolf. Selections from <i>A Room of One's Own</i> (1928), Chapter 3. 6. T. S. Eliot. "Tradition and the Individual Talent" in <i>20th Century Criticism: A Reader</i> edited by David Lodge, Longman: 1972. 7. Rabindranath Tagore. "The Principle of Literature" in <i>The English Writings of Rabindranath Tagore: Volume Three, A Miscellany</i> edited by Sisir Kumar Das. Pgs. 595-610 <b>Note: Students should be given an introduction to the historical and literary contexts of the texts.</b>	20	40

#### Evaluation Scheme:

##### Internal Examination 25 marks

1. Short notes  
(Unit 1, 2, 3) 10 marks

##### 2. Assignment 15 marks

##### External Examination 75 marks

Reference to context (3 out of 5) 15 marks

Essay type question on Unit 1 (1 out of 2) 15 marks

Essay type questions on Unit 2 (1 out of 2) 15 marks

Essay type questions on Unit 3 (2 out of 4) 30 marks

#### Recommended Readings:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3<sup>rd</sup> ed., Manchester University Press, 2009.

Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*.

Orient Longman, 2002  
 Eagleton, Terry. *Literary Theory: an Introduction*. 2<sup>nd</sup> ed., Blackwell Publishing, 2008

Selden, Raman. *The Theory of Criticism: from Plato to the Present: a Reader*. Longman, 2001

Stevens, Anne. *Literary Theory and Criticism: an Introduction*.

Broadview Press, 2015  
 The Cambridge History of Literary Criticism series

Waugh, Patricia. *Literary Theory and Criticism: an Oxford Guide*.

Oxford University Press, 2007

Baldick, Chris. *Criticism and Theory 1890 to the Present*. Routledge, 1996

**B.A. III - Semester V****Course: XII**Title of the Course: **Indian Literature in English Translation**

Subject Code No.:

<b>Course:</b>	L	Cr	P / T	D	TP	TW	T
<b>Indian Literature in English Translation</b>	4	4	-	2.30	75	25	100

**Objectives:**

- i. To appraise students of the variety and depth of the literary achievements of Indian Bhasha Literatures in English translation.
- ii. To enable students to appreciate and analyse variations in formal, cultural and aesthetic devices and techniques employed in the prescribed translated works
- iii. To acquaint the students with the ideas, history, myths, events and movements in Indian literary thought and practice as reflected in the translated works
- iv. To get acquainted to the contemporary strategies of translation used by different translators

**Learning Outcomes:**

At the end of the course, the students will be able to:

- i. Appreciate and evaluate bhasha literatures in translation
- ii. Understand basic strategies employed in translation

**Credits: 04 Teaching hours: 60 Marks: 100**

Unit	Topic and Details	Hours	Weightage in %
1	<ul style="list-style-type: none"> <li>· The debate on what is Indian Literature, distinct literary cultures in language literatures, and the concept of Indianness in multiple literatures</li> <li>· Notion of „Bhasa“ literatures</li> <li>· Contemporary historical, social, cultural and aesthetic contexts specifically discussed or described in the Assamese, Gujarati, Hindi, Kannada, Marathi, Tamil and Urdu narratives prescribed for study.</li> <li>· Simple translational devices used in the translations like, retaining the use of ethnic words, indicating differing registers and dialects in the translation, translating specific language related words and phrases, end notes, devices used to indicate/translate ethnic concepts, practices and thought etc [Not for testing]</li> </ul>	15	30
2	<i>Sangatibya</i> Bama. Trans. Lakshmi Holmstrom from Tamil. Oxford University Press, 2005.	15	30
3	<p>Selections from <i>Katha Prize Stories Volume 9</i>. GeetaDharmarajan and NanditaAggarwal, editors. Katha, 2000.</p> <ul style="list-style-type: none"> <li>· "The Boat" by Na D" Souza (Trans. Bagashree S. from Kannada)</li> <li>· "The Web" by SaritaPadki (Trans. MuktaRajadhyaksha from Marathi)</li> <li>· "The Eighteenth Camel" by MeghnaPethe (Trans. SumedhaParande, GeetaDharmarajan and Nandita Aggarwal from Marathi)</li> <li>· "Darwin"s Son" by My Dear Jayu (Trans. TridipSuhrod from Gujarati)</li> <li>· "Cigarette in an Ashtray" by JeelaniBano (Trans. Aateka Khan, GeetaDharmarajan and Nandita Aggarwal from Urdu)</li> </ul>	30	40

### **Evaluation Scheme:**

**Internal Examination 25 marks** 1. Short notes on Unit I 10 marks 2. Assignment on the prescribed texts 15 marks **External Examination 75 marks** Short Notes on Unit I (3 out of 5) 15 marks Reference to context from Units I, II, III (3 out of 5) 15marks Essay type questions from Unit II (1 out of 2) 10 marks Essay type question from Unit III (2 out of 4) 20 marks Short notes on Unit III (3out of 5) 15 marks

### Recommended Reading

- Nubile, Clara. *The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Sarup and Sons, 2003 .
- Tutun Mukherjee, editor. *Translation: From Periphery to Centrestage*. Prestige Books, 1998.
- Satchidanandan, K. *Author, Texts, Issues: Essays on Indian Literature*. Pencraft International, 2003.
- Mehrotra, A.K. *The Concise History of Indian Literature in English*. Permanent Black. 2008.
- Tharu, Susie and K. Lalita. *Women Writing in India: 600 B.C. to the Early Twentieth Century*. The Feminist Press, 1991.
- Tharu, Susie and K. Lalita. *Women Writing in India: The Twentieth Century*. The Feminist Press, 1993.
- Volumes of *Indian Literature*, Sahitya Akademi
- [Please check special editions on Gujarati, Kannada, Marathi, Tamil and Urdu.

### B.A. III - Semester V

#### Course: Ap. C. III

#### Title of the Course: Women's Writing in the Twentieth Century

Credits: 04

Course Code:

**Marks: 100**

Course	L	Cr	P/T	D	TP	TW	T
<b>Women's Writing in the Twentieth Century</b>	4	4	-	2.30	75	25	100

#### Objectives:

- To introduce students to some of the key texts of women's writing from across the world
- To familiarize students to important concepts, perspectives and debates related to women's writing
- To acquaint students about the significant ways that the acknowledgement of gender as a distinct category in literary writing has transformed literature studies in the twentieth century
- To enable students to connect to the temporal and spatial contexts of the prescribed texts in their analysis and appraisals

#### Learning outcomes:

At the end of the course, students will be able to:

- Appreciate and critically evaluate the distinct nature and experience that women's writing articulates
- Be able to negotiate with some of the fundamental questions related to gender and its interconnectedness to other categories like class, race, religion and community



Unit	Topic and Details	Hours	Weightage in %
I	<ul style="list-style-type: none"> <li>Concepts, notions and debates surrounding the category called women's writing and criticism</li> <li>Significant ways that women's writing questions and reshapes literary canons</li> <li>Female, feminist and feminine as distinct definitions. (Reference: Elaine Showalter "Towards a Feminist Poetics", Toril Moi Sexual/Textual Politics: Feminist Literary Theory).</li> <li>Different forms and genres employed by women writers</li> <li>Retrieving lost texts, traditions and legacies as an important project in women's writing and criticism</li> <li>Significant women writers from the Anglo-American tradition: Virginia Woolf, Toni Morrison, Maya Angelou, Margaret Atwood, Doris Lessing, Nadine Gordimer, etc.</li> <li>Women writers from India: Kamala Markandaya, Anita Desai, Nayantara Sahgal, Arundhati Roy, Urmila Pawar, Bama, Mahasweta Devi, etc.</li> </ul>		40%
II	<i>The Women of Brewster Place</i> (1982) by Gloria Naylor		35%
III	<i>Sultana's Dream</i> (1905) by Rokheya Sakhawat Hossain		25%

#### Evaluation Scheme:

**Internal Examination 25 marks** 1. Short notes on Unit I 10 marks  
2. Assignment on any one of the prescribed novels 15 marks

**External Examination 75 marks** Objective questions on Unit I 25 marks  
Reference to context (3 out of 5) 15 marks  
Essay type questions on Units II & III (2 out of 4) 20 marks  
Short notes on the Novels (3 out of 5) 15 marks

#### Recommended Readings:

- Bahun, Sanja, and Marinou Pourgouris. *The Avant-Garde and the Margin: New Territories of Modernism*. Cambridge Scholars Press, 2006.
- Calvin, Ritch. *Feminist Science Fiction and Feminist Epistemology: Four Modes*. Springer International Publishing, 2016.
- Chakravorty Spivak, Gayatri. "Feminism and Critical Theory". *Modern Criticism and Theory*. David Lodge (ed.). Pearson Education (Singapore) Pvt. Ltd.
- Gilbert, Sandra M., and Susan Gubar, eds., *The New Feminist Criticism: Essays on Women, Literature and Theory*. Virago Press, 1989.

- Mathur, Suchitra. "Caught between the Goddess and the Cyborg: Third-World Women and the Politics of Science in Three Works of Indian Science Fiction." *The Journal of Commonwealth Literature*, vol. 39, no. 3, Jan. 2004, pp. 119–138.
- Mitchell, Angelyn, and Danille Taylor, editors. *The Cambridge Companion to African American Women's Literature*. Cambridge University Press, 2009.
- Moi, Toril. *Sexual/Textual Politics*. 2nd ed., Routledge, 2002.
- Ray, Bharati. *Early Feminists of Colonial India Sarala Devi Chaudhurani and Rokeya Sakhawat Hossain*. Oxford University Press, 2012.
- Sage, Lorna. *The Cambridge Guide to Women's Writing in English*, advisory editors, Germaine Greer and Elaine Showalter. Cambridge: Cambridge University Press, 1999.
- Showalter, Elaine. "Towards a Feminist Poetics". *Modern Literary Criticism: A Reader*, edited by Patricia Waugh and Philip Rice, Bloomsbury, 2001, pp. 146-155.
- Tharu, Susie and K. Lalita. *Women Writing in India: 600 B.C. to the Early Twentieth Century*. The Feminist Press, 1991.
- Tharu, Susie and K. Lalita. *Women Writing in India: The Twentieth Century*. The Feminist Press, 1993.
- Tong, Rosemarie. *Feminist Thought: a More Comprehensive Introduction*. West view Press, 2014.
- Warhol, Robyn R., and Diana Price Herndl, editors. *Feminisms: an Anthology of Literary Theory and Criticism*. Rutgers University Press, 2010.

### **B.A. III - Semester V**

#### **Course: English C.C. V (H.L.)**

(For English Medium Students)

Title of the Course: **Basics of Academic English**

Subject Code No.:

<b>Course:</b>	L	Cr	P / T	D	TP	TW	T
<b>Basics of Academic English</b>	3	4	1*	2.30	75	25	100

\*Tutorial batches of 40 students each

#### **Objectives:**

- To read and respond to articles and literary texts containing social and cultural narratives
- To speak English fluently in academic, social and research forums
- To improve comprehension skills by listening to audio discourses from different academic and social sources
- To write formal letters, business letters, goodwill letters and response letters
- To prepare abstracts, key words, short papers and articles in discipline areas\*

### Learning Outcomes:

At the end of the course, the students will be able to:

- i. Read, comprehend and respond to questions on articles, essays and literary texts
- ii. Speak fluently in English viz. to make a presentation and engage in a debate
- iii. Listen and respond to oral debates and discussions from different sources like the radio, T.V., lectures, internet, YouTube etc.
- iv. Draft formal letters, goodwill letters, response letters, job-applications, letters to editors and to different organizational bodies, and responses to enquiries, applications and complaints
- v. Write abstracts, key words, short papers and articles

**Credits: 04 Teaching hours: 60 Marks: 100**

Unit	Topic and Details	Lectures/ Tutorial assigned	Weightage in %
I	<b>Reading Comprehension</b> Selected short stories from <i>Collected Stories, Volume I</i> by Shashi Deshpande, Penguin India, 2003 <ul style="list-style-type: none"><li>· "Can you hear silence?"</li><li>· "The Wall is safer"</li><li>· "Death of a child"</li></ul>	20	30%
II	<b>Speaking skills</b> <ul style="list-style-type: none"><li>· Making a PPT on topics of current social relevance (also related to Unit 1) and present it individually using graphic, pictorial representation and recording</li></ul>	10	20%
III	<b>Listening Skills</b> <ul style="list-style-type: none"><li>· Listening to news on TV, audio recordings of debates and other media forums, discussions like YouTube, Internet, Radio, T.V. and other audio and video recordings and responding to it in writing</li></ul>	10	20%
IV	<b>Writing Skills</b> <ul style="list-style-type: none"><li>· Goodwill letters of thanks, appreciation, congratulation and condolence</li><li>· Writing formal letters like job applications</li><li>· Writing response letters to newspaper articles and/or current happenings</li><li>· Preparing abstracts and identifying keywords</li><li>· Short papers and articles on current topics in their disciplines</li></ul>	20	30%

**Evaluation Scheme:-**

**Internal Examination: 25 Marks** 1. Speaking skills (PPT presentation) : 15 Marks 2. Listening skills (answering to audio presentations- oral or written) : 10 Marks

**External Examination : 75 marks**

1. Broad questions on (Unit I) one out of two : 10 Marks 2. a) Reference to contexts (2 out of 3) (Unit I) : 10 Marks b) Objective or multiple- choice questions (Unit I) : 10 Marks 3. Letters (Formal and Goodwill) (1 out of 2) : 10 Marks 4. a) Identify keywords of the articles : 10 Marks  
b) Response letter to an article / keywords provided in the question paper (unseen) : 10 Marks 5. Write a short article on a current issue (any one out of four topics) : 15 Marks

**RECOMMENDED READING**

NagarajGeetha, *Write to Communicate*. Cambridge University Press/Foundation Books. 2004.

Cholij Mark, *Towards Academic English: Developing Effective Writing Skills*. Foundation Books Pvt. Ltd. 2007.

Lynch Tony, *Study Listening: A course in listening to Lectures and Note Taking*. 2<sup>nd</sup>Ed. Cambridge University Press, 2004.

Grellet Francoise. *Developing Reading Skills*. Cambridge University Press. 1981. Sasikumar V. *A Course in Listening and Speaking II*. Cambridge University Press, 2006. Frances Key, *Smart Skills-Presentations*, Rupa Publications, 2011

KamleshSadanand, *Teaching Listening and Speaking*, Orient Black Swan, 2012 Chery Jain, *Communication Today and Tomorrow*, DND Publications. 2010

MoulaShaikh. ed. *Communication Skills : A Practical Approach*. Frank Bros. & Co. 2011.

**B.A. III - Semester V**

**Course: English C.C. V (L.L.)**

(For Non-English Medium Students)

Title of the Course: **English for Empowerment**

Subject Code No.:

<b>Course:</b>	L	Cr	P / T	D	TP	TW	T
<b>English for Empowerment</b>	3	4	2*	2.30	75	25	100

Tutorial batches of 40 students each.

**Objectives:**

- i. To read a wide variety of short texts for better comprehension
- ii. To develop listening and comprehension skills through audio discourses (news, debates, presentations) in academic and media forums
- iii. To articulate personal and formal responses in fluent English in a variety of situations
- iv. To enhance vocabulary and grammatical correctness
- v. To write formal letters, emails

**Learning Outcomes:**

At the end of the course, the students will be able to:

- i. Read, comprehend and respond to questions on seen and unseen texts
- ii. Listen and respond to aural debates and discussions
- iii. Speak fluently in simple English in a variety of situations
- iv. Write formal letters of application, leave, request and resignation
- v. Articulate responses in grammatically correct English

**Credits: 04 Teaching hours: 60 Marks:100**

Unit	Topic and Details	No. of Lectures/ Tutorial* assigned** *	Weightage in %
1	<b>Reading Comprehension</b> Selected stories from, <i>Let's Go Home and Other Stories</i> , by Meenakshi Mukherjee. Orient Blackswan Pvt Ltd. New Delhi (2009) <ul style="list-style-type: none"> <li>· The Meeting Pool by Ruskin Bond</li> <li>· Green Parrots in a Cage by GopiGaubha</li> <li>· The Portrait of a Lady by Khushwant Singh</li> </ul>		30%
2	<b>Speaking skills</b> <ul style="list-style-type: none"> <li>· Simulated interviews, dramatic situations, everyday conversations, telephonic etiquette</li> </ul>		20%
3	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>· Listening and responding to news on TV or from English newspapers [class activity], audio recordings of debates from different media sources or from the newspaper to be read in class and simulated debates in the classroom/ seminars</li> </ul>		20%
4	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>· Learning to write formal letters like application letters, application for leave, reports and resignation letters · Short answers and answers to objective questions</li> <li>· Language and grammar exercises from Seen and Unseen Texts. (Students should be given practice in sentence formation, correct the sentences and Direct-Indirect speech)</li> </ul>		30%

**Evaluation Scheme:-**

**Internal Examination: 25 Marks** 1. Speaking skills : 15Marks 1)

Evaluating students' comprehension of and response to simulated discussions, debates in a variety of situation (5x3)

2) Evaluating ability to communicate in a variety of everyday situations (classroom, home, public space)

3) Evaluating telephonic etiquette

2. Listening to recordings/ passages read by the teacher in class

And responding in writing : 10 Marks

## **External Examination: 75 Marks**

Seen Comprehension passage (Inferential and opinion based questions) :15 Marks  
Unseen passage for simple comprehension and grammar exercises : 15 Marks  
Application letter with CV : 20 Marks  
Formal Letter (one out of two) : 10 Marks  
Do as directed : 15 Marks

### **Recommended Reading:**

- NagarajGeetha, *Write to Communicate*. Cambridge University Press/Foundation Books. 2004.
- Sasikumar V. *A Course in Listening and Speaking II*. Cambridge University Press, 2006
- Bovee, ThillSchertzman. *Business Communication Today* [7<sup>th</sup> Edition]. Pearson Education. 2006
- Freeman, Sarah. *Written Communication in English*. Orient Longman. Hyderabad. 2008  
Ganguly, Anand. *Group Discussion; For Admissions &Jobs*. PustakMahal. Delhi. 2005
- Mohan, Krishna & Singh, N. P. *Speaking English Effectively*. Cambridge University Press. Cambridge. 2002
- MoulaShaikh. ed. *Communication Skills : A Practical Approach*. Frank Bros. &Co.. 2011.
- Taylor, Shirley & V. Chandra. *Communication for Business: A Practical Approach* [4<sup>th</sup> Edition]. Pearson Education. 2011
- Grellet Francoise. *Developing Reading Skills*. Cambridge University Press. 1981.



## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in Hindi**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University Grants Commission,  
New Delhi  
30th July, 2021.**



**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

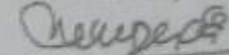
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

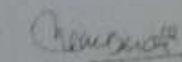
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



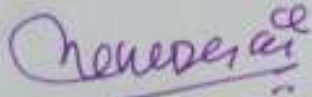
(Dr. Mira Desai)  
Registrar (Addl. Charge)

**AGENDA:**

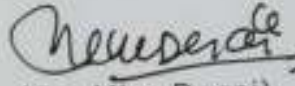
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

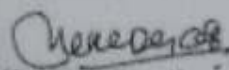
**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Kavyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor



**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rajeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science.	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatjan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDY College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in Hindi**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

1. Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
2. Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
3. Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
4. Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society.
5. Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.

excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

### **Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

### **The CDE aims to achieve the following objectives:**

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

### **A. Programme Mission and Objectives:**

#### **Mission**

The mission of the programme B.A. in Hindi Literature is to make students be able to comprehend various forms of Hindi literature like prose, poetry, drama and fiction, and to have their own perspective of literary movements that existed in India in different ages. It also aims at making students more acquainted with Hindi literature, language and culture, major texts and traditions of literature written in Hindi in their social, cultural and historical context

**Programme Objectives:**

- To explaining the nature of Hindi language and literature.
- To obtain the skills of literary criticism in Hindi.
- To make students think creatively and analytically about the Hindi language.
- To improve the essay writing skills in Hindi.
- To illustrate the nature of literary forms like one-act-play, travelogue and short story.
- To introduce the medieval Hindi literature.
- To introduce the contemporary literary works in Hindi.
- To acquire the skill of translation.
- To cultivate the skill of critical appreciation of a literary text.

**B.****Relevance****Relevance of the B.A. in Hindi Program with HEI's Mission and Goals:**

S.N.D.T. diversity 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in Hindi programme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in Hindi programme envisions enhancing purposeful education with 'human values' and social responsibility.

**C.****Nature****of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short this The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra.



**D.**

**Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in Hindi programme offered through the Open and Distance mode is more flexible and can be very useful to students with special difficulty (due to financial backwardness and those living in rural areas that do not have regular colleges). The curriculum has been designed to cater to the emerging needs of the economy and society. The syllabus has been developed to offer sufficient breadth and depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of PG. The B. A. in Hindi has lot of scope for the students in pursuing career opportunities in the field of teaching, translating or as a freelancer. Most of the educational institutions look for the experts in Hindi. There are various types of jobs available as an interpreter, such as a consecutive interpreter, general interpreter and liaison interpreter. Freelancers can join research firms, translation bureaus, publishing houses, international organizations, hotel industry, travel and tourism sector etc. By taking into consideration the above mentioned job opportunities, the curriculum is planned in such a way that it could cater the needs of both the professional world and academic sphere. It is hoped that the Programme offered through the distance mode of the university will be a boon for those who could not join regular colleges owing to social, economic and other constraints such as eligibility

**E.**

**Instructional Design:**

**1. Curriculum Design and programme structure:**

**Curriculum**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University offers B.A. programme through ODL mode with specialization in English, Hindi, Marathi, Economics, History, Political Science and Sociology. The specialization in social sciences is also offered in Marathi Medium. The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

Level of the Program	Duration	No. of credits
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.

**1.1. Faculty and Support Staff Requirement:**

**Available fulltime Faculty:**

- 1. Mrs. Nitu Sharma: Assistant Professor**
- 2. Dr. Sandesha Bhavsar: Assistant Professor**
- 3. Dr. champa Masiwal: Assistant Professor**

**(Note: Faculties allotted in combination with M.A.)**

Apart from faculty the Support staff is available as per the requirement.

**2. Process of Admission, curriculum transaction and evaluation:****2.1. Procedure for Admission:**

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University and the admission website. Students seeking admission shall apply online. The validity of student's enrollment at each level is 05 years. Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB). For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

**2.1.1. Minimum Eligibility:**

- I. the candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- II. Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- III. Must have passed an examination of another University or body Recognized as Equivalent Thereto  
OR
- IV. Must have passed any three-year Government Recognized Diploma Programmes.  
OR
- V. Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

**2.1.2. Fee Structure:**

Course/Class	Fee for Student's Passing from S.N.D.T. University	Fee for Student's Passing from Other Universities
<b>B.A. Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----

**2.1.3. Financial Assistance:**

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

**2.2. Curriculum Transaction****2.2.1. Self Learning Material:**

The printed study material of the programme in the form of 'Self Learning Material' is supplied to the students during their enrolment in person or by post. The course material is also uploaded on [sndtonline](#), in which is being accessed by students anytime. The link for access the online course material is always shared with the students through whatsapp, email and bulk sms.

The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

### **2.2.2. Contact Sessions:**

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. All contact sessions are in English medium but In cases of subjects like Political Science, Sociology, Economics and History, Foundation Course the contact sessions are also offered in Marathi Medium. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has appointed sufficient number of qualified full-time faculty to conduct contact sessions. If required, while conducting contact sessions or planning the course material writing, the University also invites faculty from other Academic institutes and universities to conduct online contact sessions.

### **2.2.3. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

### **2.2.4. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

### **2.2.6. Academic Calendar:**

<b>Academic Calendar</b> (For the programmes under semester system)					
Sr. No.	Activity	January Session		July Session	
		From	To	From	To
1.	<b>Admissions</b>	November	January	May	July
2.	<b>Distribution of SLM</b>	January	February	July	August
3.	<b>Contact Programmes</b>	January	May	July	November

4.	<b>Assignment Submission</b>	February	March	August	September
5.	<b>Evaluation of Assignments</b>	March	May	September	November
6.	<b>Term End Examination</b>	June		December	
7.	<b>Declaration of Results</b>	July		February	

### 2.3 Evaluation

Evaluation is done in both the methods, Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 75 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%) Class improvement facility is available to the students. Results are made available in digital form as well.

### F. Requirement of the Laboratory Support and Library Resources:

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food

science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500</b> /-	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

#### **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education. From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion along with students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance (CIQA).

#### **I. Expected programme outcomes**

On completion of this course, the student will be able

- To understand the interrelation between literature and society
- To explaining the nature of language and literature.
- To obtain the skills of literary criticism in Hindi.
- To improve the essay writing skills in Hindi.
- To illustrate the nature of literary forms like one-act-play, travellogue and short story.
- To introduce the contemporary literary works in Hindi.
- To acquire the skill of translation.
- To explain the trends and structure of medieval Hindi literature and various trends in Dalit Literature.





## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in Marathi**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University Grants Commission,  
New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

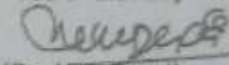
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

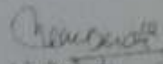
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



(Dr. Mira Desai)  
Registrar (Addl. Charge)



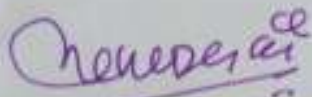
Academic Council  
17.06.2021

**AGENDA:**


To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved. (Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

**CENTRE FOR DISTANCE EDUCATION  
SNDT WOMEN'S UNIVERSITY, Mumbai.**

**Programme Project Report (PPR) and Self Learning  
Material (SLM)**

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

**a. Programme project Report (PPR):**

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

**b. Self-Learning Material (SLM):**

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

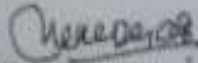
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	Dr. Suvama Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Kalyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
02	Bachelor of Commerce	Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
		Dr. Jyoti Thakur	Commerce	Assistant Professor
03	Master of Commerce	Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
		Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wamburkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, COE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpagan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDI College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in Marathi**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

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



**Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

**The CDE aims to achieve the following objectives:**

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

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

The mission of the programme B.A. in Marathi is to make students be able to comprehend various forms of Marathi literature like prose, poetry, drama and fiction, and to have their own perspective of literary movements that existed in different ages. It also aims at making students more acquainted with Marathi literature, language and culture.

**Programme Objectives:**

- To understand the interrelation between literature and society
- To explaining the nature of language and literature.

- To obtain the skills of literary criticism in Marathi.
- To improve the essay writing skills in Marathi.
- To illustrate the nature of literary forms like one-act-play, travelogue and short story.
- To introduce the medieval Marathi language and literature.
- To introduce the contemporary literary works in Marathi.
- To Acquire the skill of translation.
- To Creating the skill of critical appreciation of a poem

#### **B. Relevance of the B.A. in Marathi Program with HEI's Mission and Goals:**

S.N.D.T. diversity 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in Marathi programme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in Marathi envisions enhancing purposeful education with 'human values' and social responsibility.

#### **C. Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short this The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

#### **D. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in Marathi programme offered through the Open and Distance mode is more flexible and can be very useful to students with special difficulty (due to financial backwardness and those living in rural areas that do not have regular colleges). The curriculum has been designed to cater to the emerging needs of the economy and society. The syllabus has been developed to offer sufficient breadth and depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of PG. The B. A. in Marathi has lot

of scope for the students in pursuing career opportunities in the field of teaching, translating or as a freelancer. Most of the educational institutions look for the experts in Marathi. Freelancers can join research firms, translation bureaus, publishing houses, international organizations, hotel industry, travel and tourism sector etc. Taking into consideration the above mentioned job opportunities; the curriculum is planned in such a way that it could cater the needs of both the professional world and academic sphere. It is hoped that the Programme offered through the distance mode of the university will be a boon for those who could not join regular colleges owing to social, economic and other constraints such as eligibility

## **E. Instructional Design:**

### **1. Curriculum Design and Programme Structure:**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University offers B.A. programme through ODL mode with specialization in English, Hindi, Marathi, Economics, History, Political Science and Sociology. The specialization in social sciences IS also offered in Marathi Medium to The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

<b>Level of the Program</b>	<b>Duration</b>	<b>No. of credits</b>
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.

### **Available fulltime Faculty:**

- 1. Ms. Roshani Shinde: Assistant Professor**
- 2. Ms. Nayana Jadhav: Assistant Professor**
- 3. Ms. Jaswandi More: Assistant Professor**

**(Note: Faculties allotted in combination with M.A.)**

Apart from faculty the Support staff is available as per the requirement.

### **2. Process of Admission, curriculum transaction and evaluation:**



### 2.1. Procedure for Admission:

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University and the admission website. Students seeking admission shall apply online. The validity of student's enrollment at each level is 05 years. Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB). For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

#### 2.1.1. Minimum Eligibility:

- I. The candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- II. Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- III. Must have passed an examination of another University or body Recognized as Equivalent Thereto  
OR
- IV. Must have passed any three-year Government Recognized Diploma Programmes.  
OR
- V. Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

#### 2.1.2. Fee Structure:

<b>B.A. Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----

#### 2.1.3. Financial Assistance:

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

## **2.2. Curriculum Transaction**

### **2.2.1. Self Learning Material:**

The printed material of the programme in the form of Self Learning Material is supplied to the students by post and through online mode. We provide SLM Links to the students through whatsapp groups, and mysmsmantra. The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

### **2.2.2. Contact Sessions:**

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. Students utilize this facility fully and go for examinations well prepared. During the contact sessions teachers go through the Units in all the courses to clear the problem areas in each Unit. Learners should study all the Units before they attend the contact sessions. As stated above, the purpose of the contact sessions is to clarify any doubts learners may have before appearing for the examination. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has appointed sufficient number of qualified full-time faculty to conduct contact sessions.

### **2.2.3. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

### **2.2.4. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

### 2.2.5. Academic Calendar: July, 2021 Session (revised Nov. 2021) and onwards

<b>Academic Calendar</b> (For the programmes under <b>semester system</b> )					
<b>Sr. No.</b>	<b>Activity</b>	<b>January Session</b>		<b>July Session</b>	
		<b>From</b>	<b>To</b>	<b>From</b>	<b>To</b>
1.	<b>Admissions</b>	November	January	May	July
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3.	<b>Contact Programmes</b>	January	May	July	November
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5.	<b>Evaluation of Assignments</b>	March	May	September	November
6.	<b>Term End Examination</b>	June		December	
7.	<b>Declaration of Results</b>	July		February	

### 3. Evaluation

Evaluation is done in both the methods, Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%) Class improvement facility is available to the students. Results are made available in digital form as well.

#### F. Requirement of the Laboratory Support and Library Resources:

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications

- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500</b> /-	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

#### **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion along with students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been

assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance (CIQA).

### **I. Expected programme outcomes**

On completion of this course, the student will be able

- To understand the interrelation between literature and society
- To explaining the nature of language and literature.
- To obtain the skills of literary criticism and essay writing in Marathi.
- To illustrate the nature of literary forms like one-act-play, travelogue and short story.
- To introduce the contemporary literary works in Marathi.
- To Acquire the skill of translation.
- To explain the trends and structure of medieval Marathi literature.
- To understanding the formal and informal language.
- To understanding various trends in rural and Dalit Literature.



## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

**B.A. in Economics**

**PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22**

**(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University  
Grants Commission, New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

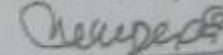
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

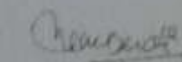
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



(Dr. Mira Desai)  
Registrar (Addl. Charge)

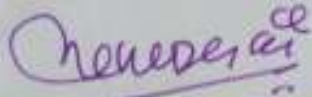


**AGENDA:**

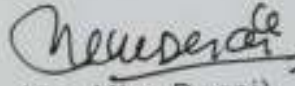
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)



## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

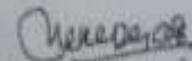
**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Kavyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**

**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smruti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpale	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDY College
		Dr. Sanjay Shedmake	Education	Associate Professor



(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in Economics**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

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

**Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

**The CDE aims to achieve the following objectives:**

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

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

The mission of the programme B.A. in Economics is to make the students to be able to understand economic theories and functioning of basic microeconomic and macroeconomic systems and to provide a well-resourced learning environment for Economics. The programme also aims at providing a foundation in applied econometric analysis and developing skills required for experimental research in economics.

**Programme Objectives:**

- To enable the students to evaluate the consequences of economic activities for individual and social welfare and to use their knowledge to understand and evaluate current economic events and new economic ideas.
- To make the students capable to represent economic relationships using graphical and mathematical tools and provide meaningful verbal interpretations of these representations.
- To develop the analytical and empirical skills necessary to succeed in securing ' professional employment or admission to appropriate post-graduate programs.
- To provide students a well-founded education in Economics

**B. Relevance of the B.A. in EconomicsProgram with HEI's Mission and Goals:**

S.N.D.T. diversity 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in Economicsprogramme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in Economicsenvisions enhancing purposeful education with 'human values' and social responsibility.

**C. Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of variedbackground and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short thisThe programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra.

**D. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in Economics programme offered through the Open and Distance mode is more flexible and can be very useful to students with special difficulty (due to financial

backwardness and those living in rural areas that do not have regular colleges). The syllabus has been developed to offer sufficient breadth and depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of Post Graduation. Our programmes are conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field. B.A. in Economics equips students with mathematical, statistical, and analytical skills and teaches them how to apply different Economic principles and concepts to real-world challenges. This degree prepares the students for job profiles that demand numerical, analytical, and problem-solving skills, such as financial management, market research, business planning, budgeting, resource allocation, etc. These programmes also contribute to the social development, research ability and to acquire the specific skill of administrative knowledge. It has the potentials for providing greater access to education and making education available, flexible and innovative.

## **E. Instructional Design:**

### **1. Curriculum Design and programme structure:**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University offers B.A. programme through ODL mode with specialization in English, Hindi, Marathi, Economics, History, Political Science and Sociology. The specialization in social sciences is also offered in Marathi Medium to the curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

<b>Level of the Program</b>	<b>Duration</b>	<b>No. of credits</b>
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.



## 1.2. Faculty and Support Staff Requirement:

### Available fulltime Faculty:

1. Dr. ShivanandSuryavanshi; Assistant Professor
2. Dr. KaluramDhore: Assistant Professor
3. Dr. MadhuriKhot: Assistant Professor

(Note: Faculties allotted in combination with M.A.)

Apart from faculty theSupport staff is available as per the requirement.

## 2. Process of Admission, curriculum transaction and evaluation:

### 2.1 Procedure for Admission:

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University i.e. [cde.sndt.ac.in](http://cde.sndt.ac.in) or [cde.sndt.ac.in](http://cde.sndt.ac.in) and students can take admission through digital admission portal Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB). For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

#### 2.1.1. Minimum Eligibility:

- The candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- Must have passed an examination of another University or body Recognized as Equivalent Thereto  
OR
- Must have passed any three-year Government Recognized Diploma Programmes.  
OR
- Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

#### 2.1.2. Fee Structure:

<b>B.A.Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----



### **2.1.3. Financial Assistance:**

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

## **2.2. Curriculum Transaction**

### **2.2.1. Self Learning Material:**

The printed study material of the programme in the form of 'Self Learning Material' is supplied to the students during their enrolment in person or by post. The course material is also uploaded on [sndtonline.in](http://sndtonline.in) which is being accessed by students anytime. The link for access the online course material is always shared with the students through WhatsApp, email and bulk sms. B.A. in Economics is also offered in Marathi medium. Students are provided SML in Marathi medium too.

The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

### **2.2.2. Contact Sessions:**

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. Students utilize this facility fully and go for examinations well prepared. During the contact sessions teachers go through the Units in all the courses to clear the problem areas in each Unit. Learners should study all the Units before they attend the contact sessions. As stated above, the purpose of the contact sessions is to clarify any doubts learners may have before appearing for the examination. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has appointed sufficient number of qualified full-time faculty to conduct contact sessions.

### **2.2.3. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

### **2.2.4. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through

WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

#### 2.2.5. Academic Calendar:

<b>Academic Calendar</b> (For the programmes under <b>semester system</b> )					
<b>Sr. No.</b>	<b>Activity</b>	<b>Semester I</b>		<b>Semester II</b>	
		<b>From</b>	<b>To</b>	<b>From</b>	<b>To</b>
1.	<b>Admissions</b>	November	January	May	July
2.	<b>Distribution of SLM</b>	January	February	July	August
3.	<b>Contact Programmes</b>	January	May	July	November
4.	<b>Assignment Submission</b>	February	March	August	September
5.	<b>Evaluation of Assignments</b>	March	May	September	November
6.	<b>Term End Examination</b>	June		December	
7.	<b>Declaration of Results</b>	July		February	

#### 2.3. Evaluation

Evaluation is done in both the methods i.e. Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%). Minimum passing percentage score is 35% marks. Class improvement facility is available to the students. Results are made available in digital form as well.

#### F. Requirement of the Laboratory Support and Library Resources:

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers

- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500 /-</b>	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

#### **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on

teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion alongwith students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance (**CIQA**).

### **I. Expected programme outcomes**

On completion of this course, the student will be able to

- To gain an understanding of the economic principles and fundamentals of the economic system.
- To make decisions wisely using cost-benefit analysis
- To learn for knowledge, capacity building and employability
- To evaluate the consequences of economic activities and institutions for individual and social welfare.
- To apply economic analyses to their everyday lives and see economics in real world situations.

**Course structure and syllabus:**

**SNDT Women's University**

**1,NathibaiThackersey Road, Mumbai-400020**

**Curriculum in Economics-B.A.**

**(Revised)**

**Eligibility:** Students must have passed Std. XII or Equivalent Examination.

**Objectives:**

- To create an awareness and consciousness about the economy in which students live...
- To generate a distinctly economical perspective amongst the students.
- To enhance the knowledge of economic problems amongst the students and to make them aware about the policy to solve these problems.

**Syllabus Format (Since 2014)**

**Faculty Name : Social Sciences**

**Course Name : B.A.- Economics**

**Scheme : semester I**

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1	IDC	ACI/ PI-the Economy of Maharashtra/Gujarat since 1991 OR	4	4	-	2.5	75	25	--	100
		<b>ACI/ PI-Retail Management</b> (For other discipline students)	4	4	-	2.5	50	25	25	100
2		PII –Principles of Economics	4	4	-	2.5	75	25	--	100
3	IDC	ACI-(other than Economics discipline students )	4	4	-	2.5	75	25	--	100

**Scheme : Semester II**

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
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1	IDC	ACII/ PIII-Macro-level problems in the Economy of Maharashtra / Gujarat since 1991 OR <b>ACII/ PIII -Life Insurance Agent</b> (For other discipline students)	4	4	-	2.5	75	25	--	100
			4	4	-	2.5	50	25	25	100
2		PIV - Basics of Money, Banking, International Trade and Economic Development	4	4	-	2.5	75	25	--	100
3	IDC	ACII-(other than Economics discipline students )	4	4	-	2.5	75	25	--	100

### Scheme : Semester III

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1	IDC	ACIII/PV- Sector-wise features of Indian Economy since 1991 OR <b>APCI- Mutual Fund Agent</b> (For other discipline students)	4	4	-	2.5	75	25	--	100
			4	4	-	2.5	50	25	25	100
2		PVI- Theory of Value	4	4	-	2.5	75	25	--	100
3		APCI- Entrepreneurship Development	4	4	-	2.5	75	25	--	100
4	IDC	ACIII- -(other than Economics discipline students )	4	4	-	2.5	75	25	--	100

### Scheme : Semester IV

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1	IDC	ACIV/PVII-Problems and Policy in Indian Economy Since 1991 OR <b>APC II-Investment Analyst / Adviser</b> (For other discipline students)	4	4	-	2.5	75	25	--	100
			4	4	-	2.5	50	25	25	100
2		PVIII- Theory of Distribution & Welfare Economics	4	4	-	2.5	75	25	--	100

3		APCII- Labour Economics	4	4	-	2.5	75	25	--	100
			4	4	-	2.5	50	25	25	100
4	IDC	AC IV- -(other than Economics discipline students )	4	4	-	2.5	75	25	--	100

#### Scheme : Semester V

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1		PIX- Theory of Employment	4	4	-	2.5	75	25	--	100
2		PX-International Economics	4	4	-	2.5	75	25	--	100
3		PXI- Research Methodology	4	4	-	2.5	75	25	--	100
4		PXII- Banking & Financial Institutions	4	4	-	2.5	75	25	--	100
5	IDC	APC III -Agricultural Economics OR	4	4	-	2.5	75	25	--	100
		<b>APC III -Personal Finance</b> (For other discipline students)	4	4	-	2.5	50	25	25	100

#### Scheme : Semester VI

Sr. No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1		PXIII- Business Cycles and Stabilization Policies	4	4	-	2.5	75	25	--	100
2		PXIV-Economics of Development	4	4	-	2.5	75	25	--	100
3		PXV- A) Statistics Techniques (OR) B) Economics of Cooperation	4	4	-	2.5	75	25	--	100
4		PXVI- Public Finance	4	4	-	2.5	75	25	--	100
5	IDC	APCIV- Industrial Economics OR	4	4	-	2.5	75	25	--	100
		<b>APCIV-Tally Accounting</b> (For other discipline students)	4	4	-	2.5	50	25	25	100

**IDC= Intra / Inter Disciplinary Component , L = No. of Lectures / week, Cr =**

**Credits , P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, Internal = Internal Assessment in marks, P/V = Practical / Viva Voce - marks, T = Total**

## **B.A. Part-I**

### **Semester : I P-I & AC-I**

#### **Model-I Economy of Maharashtra / Gujarat Since 1991 (4 Credit -60 Lectures-100 Marks)**

**Code No.145106 / 175106**

**Note - [ Colleges in Maharashtra will teach economy of Maharashtra Since 1991 and Colleges in Gujarat will teach economy of Gujarat Since 1991]**

#### **Objectives-**

- To Create on awareness and Consciousness about the economy in which students live....
- T  
o increase understanding of students about Social and economic problems before state Economy.
- To enhance the knowledge of policies to solve the problems.
- T  
o prepare Students for Competitive Exams

<b>Unit No.</b>	<b>Topic and Details</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Cr.</b>
<b>Unit-1</b>	<b>Introduction of Economy</b> 1.1 History of Economy before 1991 1.2 General description of the economy 1.3 Main features of the economy 1.4 It's Significance of Indian economy	<b>3</b> <b>4</b> <b>4</b> <b>4</b>	<b>15</b>	<b>25</b>	<b>1</b>
<b>Unit-2</b>	<b>Agricultural Sector</b> 2.1 Role of Agriculture 2.2 Agricultural productivity Problems and policy. 2.3 Worsening Condition of farmers , Causes and measures. 2.4 Agricultural Marketing defects & measures.	<b>3</b> <b>4</b> <b>4</b> <b>4</b>	<b>15</b>	<b>25</b>	<b>1</b>



<b>Unit-3</b>	<b>Industrial Sector</b>  3.1 Role of Industrialization 3.2 Socio-Eco effects of Industrialization. 3.3 Role of – a) Maharashtra / Gujarat Industrial Development Corporation [MIDC/ GIDC] b) Small Industrial Corporation of Maharashtra / Gujarat [SICOM / SICOG] c) Maharashtra / Gujarat State finance Corporation [ MSFC / GSFC ] d) Maharashtra / Gujarat small Scale Industrial Development Corporation [ MSSIDC / GSSIDC] 3.4 Industrial policy of Maharashtra since 1991	<b>3</b> <b>4</b> <b>4</b>  <b>4</b>	<b>15</b>	<b>25</b>	<b>1</b>
<b>Unit-4</b>	<b>Infrastructural facilities</b> 4.1 Meaning and role of Infrastructural. 4.2 Problems and Progress of transport, communication. 4.3 Problems and Progress of Irrigation and power.	<b>3</b> <b>4</b> <b>4</b> <b>4</b>	<b>15</b>	<b>25</b>	<b>1</b>
	4.4 Problems and Progress of Public health and education.				

#### Reference Books:

- Committee on Regional Imbalance in Maharashtra, Planning Dept.Bombay
- Deshpande S.H , Economy of Maharashtra, Samajprabodhansanstha, Pune.
- Dandekar V.M. Committee Govt.of Maharashtra, (1984) ,Report of the act finding 2. Economy of Maharashtra Indian International Central Volume I, New Delhi.(1987). 3. Mahajan Mukund, (1994), Indian Economy and the Economic problem of Maharashtra, Volume-I,NiraliPrakashan, Pune.
- Mishra / Puri ,Ruddar&Dutt , Agarwal, (2013),.Indian Economy, Himalaya Publishing House, Mumbai.
- Sthanumoorthy R., (2006), Maharashtra Economy : performance, opportunities and challenges, The Icfai University Prees
- Sabale B.R., Industrial development in Maharashtra, Maharatta Editor Maharatta Chamber of Commerce and Industry, Tilak Road,Pune-2
- www. Maharashtra.gov.in

**B.A. Part-I****Semester : I****P-II Principles of Economics (4 Credit -60 Lectures-100 Marks)****Code No.145206****Objective**

- 1) To present a clear , accurate & interesting introduction to the principles of modern economics.
- 2) To make aware the students to the Economic Environment Prevailing in the Economic system.

Unit No.	Topic and Details	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
Unit-1	Introduction to Economics	4	7	12	0.5
	<b>Definition and Meaning of Economics</b> 1.1.1 Wealth Oriented Definition 1.1.2 Welfare Oriented Definition Scarcity/ Choice Oriented Definition Growth / Modern Definition <b>Scope / Subject Matter of Economics</b> Traditional Approach Modern Approach: Micro Economics and Macro Economics	3			



<b>Unit-4</b>	<b>Structure of Market</b> <b>4.1 Market</b> 4.1.1 Meaning and Definition of Market 4.1.2 Classification of Market <b>4.2 Feature of Market</b> 4.2.1 Perfect Competition 4.2.2 Monopoly 4.2.3 Imperfect Competition 4.2.4 Oligopoly and Duopoly	<b>3</b>          <b>5</b>	<b>8</b>	<b>13</b> <b>3</b>	<b>0.5</b>
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#### **Reference Book:**

1. Agrawal H.S. (2005), Principles of Economics, A N E Books Western India - New Delhi.
2. Desai and Joshi, (1995) , Principles of Economics, NiraliPrakashan , Pune.
3. Dwivedi D.N. (2005), Principles of Economics, Vikas Publication house - New Delhi, 2005
4. Dewelt K. K., Adarsh Chand, Modern Economic Theory, Shyamlal Charitable Trust. Ram nager , New Delhi.
5. Kasyap Anurag, Principles of Economics(2013), Swastik Publication, New Delhi,
6. Lipsey R.G.(1999) , Principles of Economics, Oxford University, Press, New Delhi.
7. Lipsey, Chrystal , Principles of Economics, Oxford University, Press, New Delhi.

**B.A. Part-I****Semester : II****P-III & AC-II Macro-level problems in the Economy of  
Maharashtra / Gujarat since 1991 (4 Credit -60 Lectures-  
100 Marks)****Code No.245306 / 275206**

**Note - [ Colleges in Maharashtra will teach Macro-level  
problems in the economy of Maharashtra Since 1991 and  
Colleges in Gujarat will teach Macro-level problems in  
the economy of Gujarat Since 1991]**

**Objectives-** 1) To understand about Social and economic problems before  
state Economy.

3) To enhance the knowledge of policies to solve the problems.

4) To be prepare Students for Competitive Exams.

<b>Unit No.</b>	<b>Topic and Details</b>	<b>No. of Lectu res Sub Topic</b>	<b>No. of Le ctu res As sig ne d</b>	<b>Mar ks Assig ned</b>	<b>Credit</b>
<b>Unit -1</b>	<b>Population of Maharashtra</b> 1.1 Size, Growth & Density of Maharashtra's Population 1.2 Birth Rate & Death Rate In Maharashtra 1.3 Literacy In Maharashtra 1.4 Composition of Population of Maharashtra 1.5 Concept of Unemployment & Poverty In Maharashtra 1.6 Employment Guaranty Scheme of Maharashtra 1.7 Housing Problem in Maharashtra	<b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>3</b> <b>2</b>	<b>15</b>	<b>25</b> <b>3</b>	<b>1</b>

<b>Unit -2</b>	<b>Co-Operative Movement in Maharashtra</b> 2.1 Meaning, Objective & Features of Co-Operative Movement. 2.2 History of Co-Operative Movement in Maharashtra 2.3 Co-Operative Financial System in Maharashtra 2.4 Co-Operative Market System in Maharashtra 2.5. Effects of Co-Operative Movement on Rural Development of Maharashtra	3  3  3 3 3	15	25	1
<b>Unit -3</b>	<b>Public Finance</b> <b>3.1</b> Role of State Government in economy of state <b>3.2 State Budget-</b> Types of budget, Components of budget, Objectives of budget, State finance commission, budget of state Government. <b>3.3 Public Expenditure:</b> 3.3.1 Revenue Expenditure – Development and non development expenditure 3.3.2 Capital Expenditure- Development and non development expenditure 3.3.3 Trends in state Government expenditure <b>3.4 Sources of Revenue :</b> 3.4.1 Share in Central Government tax revenue 3.4.2 Taxes collected by state Government 3.4.3 Sources of non-tax revenue 3.4.4 Capital revenue sources 3.4.5 Trends in state Government revenue	3 4  4   4	15	25	1
<b>Unit -4</b>	<b>Regional Imbalance In Maharashtra State</b> 4.1 Meaning of Regional Imbalance 4.2 Nature of Regional Imbalance In Maharashtra 4.3 Causes of Regional Imbalance In Maharashtra	2 3 3	15	25	1
	4.4 Problems Creates by Regional Imbalance In Maharashtra 4.5 Remedies Taken by State Government of Maharashtra for Regional Development	3  4			

#### Reference Books:

- Mahajan Mukund, (1994), Indian Economy and the Economic problem of Maharashtra, Pune Volume-I, Nirali Prakashan,.
- Mishra / Puri, Ruddar & Dutt, Agarwal, (2013), Indian Economy, Mumbai. Himalaya Publishing House,
- Sthanumoorthy R., (2006), Maharashtra Economy : performance, opportunities and challenges, The Icfai University Press

- abale B.R., Industrial development in Maharashtra, Pune-2, Maharatta Editor Maharatta Chamber of Commerce and Industry.
- Committee on Regional Imbalance in Maharashtra, Planning Dept. Bombay
- Deshpande S.H , Economy of Maharashtra, Samajprabodhansansta, Pune.
- Dandekar V.M. Committee Govt.of Maharashtra, (1984) ,Report of the act finding 8. Economy of Maharashtra Indian International Central Volume I, New Delhi.(1987).

### **B.A. Part-I**

### **Semester : II**

### **P-IV Basics of Money, Banking, International Trade and**

### **Economic Development**

**Credit -60 Lectures-100 Marks)**

**Code No.245406**

### **Objective**

- To know the principles of modern economics.
- To understand the Economic Environment Prevailing in the Economic system.
- To enable to know Macro level problems of economy.

<b>Unit No.</b>	<b>Topic and Details</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>Unit-1</b>	<b>Money and Banking</b> <b>1.1 Money</b> 1.1.1 Inconveniences of Barter System	<b>7</b>	<b>15</b>	<b>25</b>	<b>1</b>
	1.1.2 Evolution of Money 1.1.3 Definition of Money 1.1.4 Concept of Money 1.1.5 Functions of Money <b>1.2 Banking</b> 1.2.1 Definitions & Meaning of Banking 1.2.2 Types of Banking 1.2.3 Classification of Banks 1.2.4 Functions of Commercial Banks 1.2.5 Functions of Central Bank	<b>8</b>			





Economics, Pune, NiraliPrakashan .

3. Dwivedi D.N. (2005), Principles of Economics, New Delhi, Vikas Publication house. 4. Dewelt K. K., Adarsh Chand, Modern Economic

Theory, New Delhi, Shyamlal Charitable Trust Ram nager .

5. Kasyap Anurag, (2013), Principles of Economics, New Delhi, Swastik Publication. 6. LipseyR.G.(1999) , Principles of Economics, New Delhi, Oxford University, Press. 7. Lipsey, Chrystal ,Principles of Economics, New Delhi, Oxford University, Press.

## **B.A. Part-II**

### **Semester : III**

#### **P- V/AC III Sector -wise features of Indian Economy**

**Scince1991 4 Credit -60 Lectures-100 Marks)**

**Sub.Code: 345506 / 375306**

#### **Objective**

1) To enable students to understand various Sectoral issues in Indian economy.

2) To make them understand the growth and progress in Indian economy.

<b>Unit No.</b>	<b>Topic and Details</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>Unit-1</b>	<b>Characteristic of Indian Economy as a developing economy</b> 1.1 Developed and developing economy: Meaning and concept. 1.2 Characteristics of Indian economy as a developing economy 1.3 Comparison of Indian economy with developed economies: a) Population b) Per capita income c) agriculture d) Industry e) Service sector. (share in National Income and employment) f) human development index 1.4 Role and nature of Agriculture in Indian Economy 1.5 Role of Industrialization in Indian Economy	<b>3</b>  <b>4</b>  <b>4</b>  <b>2</b> <b>2</b>	<b>15</b>	<b>25</b>	<b>1</b>

<b>Unit-2</b>	<b>Agriculture</b> 2.1 Low productivity- causes and measures 2.2 Agricultural Finance- importance and sources. 2.3 Agricultural marketing- defects and remedies. 2.4 Problem of farmer suicides- causes and measures.	4 4 4 3	<b>15</b>	<b>25</b>	<b>1</b>
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<b>Unit -3</b>	<b>Industrial Sector</b>  3.1 New industrial policy: 1991  3.2 Role and problems of small scale industries and Measures to resolve them. 3.3 Public sector enterprises-Role, problems and measures. 3.4 MNCs: Role and policy. 3.5 FDI : Role and policy	<b>3</b>  <b>3</b>  <b>3</b>  <b>3</b>	<b>15</b>	<b>25</b>	<b>1</b>
<b>Unit -4</b>	<b>Infrastructure sector</b> 3.1 Importance of infrastructure in economic development. 3.2 Energy- importance, sources, crisis and measures. 3.3 Transport - Types, problems and progress. 3.4 Communication and information technology – Types and progress. 3.5 Irrigation –Sources , problems and measures	<b>3</b>  <b>3</b>  <b>3</b>  <b>3</b>	<b>15</b>	<b>25</b>	<b>1</b>

#### Reference Books:

1. Agrawal A.N.,(2010), Indian Economy ,36<sup>th</sup> Edition,New Age International Publishers. Delhi.
2. Dutt&Sundharam ,(2013), Indian Economy- 68<sup>th</sup> Edition ,S Chand & cop. Pvt. Ltd. New Delhi.
3. V.K.Puri&S.K.Mishra , (2014), Indian Economy -32<sup>nd</sup> Edition ,Himalaya Publishing House, Mumbai.
4. C.S.Prasad ,VibhaMathur&Anup Chatterjee- (2007 ),Sixty Years of the Indian Economy 1947- Part- I, 2007-New Century Publication ,New Delhi.
5. C.S.Prasad ,VibhaMathur&Anup Chatterjee- (2007 ),Sixty Years of the Indian Economy 1947- Part- II, 2007-New Century Publication ,New Delhi.
6. Uma Kapila, (2006-07), Indian Economy since

Independence- Academic Foundation, New Delhi.

**Marathi:& Hindi:**

**Annexure-I**

**Scheme of Examination:**

**A) Internal Assessment 25 Marks (25%)**

**Sr. No. : Evaluation Type Marks**

- 1) One Assignment / Project (10 Marks)
- 2) One periodical class test (10 Marks)
- 3) Seminars / Presentations / Study tour / Visits (5 Marks)

OR

4) Overall conduct as a responsible students ,mannerism and articulation and exhibit of leadership qualities in organizing related academic actives. (5 Marks) B) **External**

**Theory Examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2 hr.30 min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each questions carries 15 Marks. 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 1Question of 15 Marks
- 2) Unit 2 : 2 Question of 15 Marks
- 3) Unit 3 : 2 Question of 15 Marks
- 4) Unit 4 : 1 1Question of 15 Marks
- 5) Short Notes (Units 1 and Unit 4) 15 Marks

**B.A. Part-II**

**Semester: III**

**P- VI Theory of Value**

**(4 Credit -60 Lectures-100 Marks)**

**Sub. Code: 345606**

## Objective

- 3) To make the students understand the micro concept of economic analysis.
- 4) To make them understand the behavior of an economic agent, namely, a consumer and a producer.
- 5) To make the students aware about the process of determination of demand, production and different cost concept.

Unit No.	Topic and Details	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
<b>Unit-1</b>	<b>Consumer Behavior</b> 1.1 Utility-Cardinal and Ordinal approach 1.2 Law of diminishing marginal utility 1.3 Ordinal Utility-Indifference curve-Concept and Properties, consumer's equilibrium. 1.4 Price effect, Income effect & Substitution effect.	3 3 5 4	15	25	1
<b>Unit-2</b>	<b>A) Derivation of Demand Curve</b> Derivation of demand curve Hicks Concept of consumer's surplus <b>B) Elasticity of Demand</b> 2.1 Price elasticity-Definition, Types, determination & importance 2.2 Income elasticity- Types& importance 2.3 Cross elasticity-Concept	3 2 4 3 3	15	25	1

<b>Unit-3</b>	<b>Theory of Production</b> 2.1 Production functions- Iso-quant 2.2 Law of variable proportions; 2.3 Law of returns to scale 2.4 Large scale Production and External and internal economies . 2.5 Diseconomies of scale	3 4 3 4 1	15	25	1
<b>Unit-4</b>	<b>A) Revenue Concepts</b> 3.1 Total ,Average and Marginal Revenue <b>B) Cost Concepts</b> 3.2 Short run and Long run cost 3.3 Total, Average and Marginal cost 3.4 U shaped short run and Long run cost curve 3.5 Relation between average and Marginal cost curve	3 3 3 3 3	15	25	1

**Reference Books:**

1. Ahuja H. L. (2001), Advanced Economic Theory, S.Chand & Co. Mumbai.
2. Amartya Sen (1990), Micro-Economics Theory Applications - Oxford University Press
3. Dornbusch Rudiger & Fisher Stanley, (2003), Micro-Economics-, TATA McGraw Hill, Meerut
4. Koussavannis A. (1990), Modern Micro-Economic Macmillan Delhi.
5. Mukharjee Sampat, (2009), Principles of Micro-Economics-. New Central Book Agency Kolkata
6. Micro-Economics- Sharma N.K, Jaipur Mangal Deep Publication, 1995
7. Mukarjee Mukarjee & Ghosh (2003), Micro- Economics, Prentice-Hall of India Pvt. Ltd. New Delhi.
8. Sudharama K.P.M. & Sudharama (2007), Micro-Economics, Sulatan Chand & Sons, E.N. New Delhi.
9. Varian H. R. (2000). Intermediate Micro economics A Modern Approach. East-West Press. New Delhi.

**Marathi: & Hindi :****Annexure-II****Scheme of Examination:****C) Internal Assessment 25 Marks (25%)****Sr. No. : Evaluation type marks**

- 5) One Assignment / Project (10 Marks)
  - 6) One periodical class test (10 Marks)
  - 7) Seminars / Presentations / Study tour / Visits (5 Marks)
- OR
- 8) Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities (5 Marks)

**D) External Theory Examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2hr.30min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each questions carries 15 Marks.
- 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 1 Question of 15 Marks
- 2) Unit 2: 2 Question of 15 Marks
- 3) Unit 3: 2 Question of 15 Marks
- 4) Unit 4: 1 Question of 15 Marks
- 4) 3 Short Notes: 1 from Unit 1 and Unit 4- 15 Marks

**B.A. Part-II**

**Semester : III**

**APC-I Entrepreneurship Development**

**(4 Credit -60 Lectures-100 Marks)**

**Sub. Code: 365106**

**Objective**

- 6) To create global competence, training, Skill development and motivation among young learners.
- 7) To prepare the background of students to be Entrepreneurs in future.

Unit No.	Topic and Details	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit

<b>Unit-1</b>	<b>Entrepreneurship</b> a) Concept & Functions of an Entrepreneur b) Evolutionary Approach c) Qualities of Entrepreneurship  i) Decision Making ii) Communication skills iii) Time Management d ) Entrepreneur as a Business Leader  e) Classification of Entrepreneurship in Different Basis	3 3 3  3 3	<b>15</b>	<b>25</b>	<b>1</b>
<b>Unit-2</b>	<b>Types &amp; Role of Entrepreneur-</b> <b>I- Types of Entrepreneur</b> a) Innovative & Imitative Entrepreneurship b) Fabin& Drone & Their Respective Characteristics..	3 3	<b>15</b>	<b>25</b>	<b>1</b>

	<b>II- Role of Entrepreneur</b> a) In Economic Growth & Development b) In Developed & Underdeveloped Economies. c) Impact of – i. Globalization ii. Liberalization iii. Privatization On Entrepreneurship	3 3 3			
<b>Unit-3</b>	<b>Entrepreneurship Development Programme (EDP)</b> a) Concept b) Phases c) Importance d) Objectives e) Entrepreneurial Training and Development f) MCED ,NSDC e) Women Entrepreneurship Development in India	2 2 2 2 2 2 3	<b>15</b>	<b>325</b>	<b>1</b>

<b>Unit-4</b>	<b>Factors Affecting Entrepreneurial Development</b> a) Internal & External Factors b) Personal Factors – Family Background c) Socio-economic Factors d) Cultural & Political Factors e) Psychological Factors f) Technological Factors g) Educational & International Factors	<b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>3</b>	<b>15</b>	<b>25</b>	<b>1</b>
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### Reference Books:

#### English :

1. Bodi R.V, ( 2009) , Entrepreneurship Vrunda Publication ,Jalgaon.
2. Harish Robert D & Peters M.P. (2004) Entrepreneurship Meezut, TATA Mcgrawhill, . 2. LallMadhuzima&sahaishikha ,(2010), Entrepreneurship New Delhi. Excel Books.
3. Neeta Boporikar (2002), Entrepreneurship & small Industry –, Himalaya Publication, Mumbai..
4. Reddy P. Narayana (2002), Entrepreneurship : Tex& cases, Cengage & Learning India Pvt.LtD.
5. Saini J. S. & Dhameja S.K (1998) , Entrepreneurship & Small Business , Rawat publication Jaipur

#### Marathi:

### Annexure-III

#### Scheme of Examination:

#### E) Internal Assessment 25 Marks (25%)

##### Sr. No. : Evaluation type marks

- 9) One Assignment / Project (10 Marks)
- 10) One periodical class test (10 Marks)
- 11) Seminars / Presentations / Study tour / Visits (5 Marks)

OR

- 12) Overall conduct as a responsible students ,mannerism and articulation and exhibit of leadership qualities in organizing related



academic actives (5 Marks)

**F) External theory examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2hr.30 min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each questions carries 15 Marks.
- 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 1 Question of 15 Marks
- 2) Unit 2 : 2 Question of 15 Marks
- 3) Unit 3 : 1 Question of 15 Marks
- 4) Unit 4 : 2 Question of 15 Marks
- 5) 2 Short Notes from Unit 1 and Unit 3: 15 Marks

**B.A. Part-II**

**Semester : IV**

**P-VII / ACIV Problems and Policy in Indian Economy Since 1991 (4 Credit -60 Lectures-100 Marks)**

**Subject Code: 445706/ 475406**

**Objective**

- 1) To create an awareness and consciousness about the economy in which students live. 2) To enhance the knowledge of economic problems in our economy among the students and to make them aware about the policy framework to solve these problems.
- 3) To teach the students to analyze the policy implications and the critical appraisal of the policies

<b>Unit No.</b>	<b>Topic and Details</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>Unit -1</b>	<b>Human Resource and Development</b> 1.1 Importance of Human Resource Development 1.2 Indicators of Human Resource Development 1.3 Education and Human Resource Development 1.4 Health and Human Resource Development 1.5 Recent National Population Policy 1.6 Problems of High Population (Unemployment/Poverty/Urbanization)	4 3 4 4 4	<b>23</b>	<b>38</b>	<b>1.5</b>
<b>Unit -2</b>	<b>Economic Problem and Policy of Government of India</b> 2.1 New trade policy 2.2 Anti-Inflation policy 2.3.1 Causes of Economic Backwardness and Regional Imbalances 2.3.2 Policy Measures to remove regional disparities 2.4 Indian Government Policy Towards foreign Capital (FDI) 2.5 Environment policy	4 3 4 4 4	<b>23</b>	<b>37</b>	<b>1.5</b>

<b>Unit-3</b>	<b>Recent Structural Changes in Economy</b> 3.1 SEZ: Objectives and problems 3.2 Disinvestment policy: Advantage and disadvantage 3.3 Direct cash Transfer Scheme: features and Disadvantage 3.4 Food Security : Advantage and limitations	3 4 4 3	<b>14</b>	<b>24</b>	<b>1</b>
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**Reference Books:****English :**

1. Agrawal A.N.,(2010), Indian Economy ,36<sup>th</sup> Edition,New Age International Publishers. Delhi.
- 2.C.S.Prasad ,VibhaMathur&Anup Chatterjee- (2007 ),Sixty Years of the Indian Economy 1947- Part- I, 2007-New Century Publication ,New Delhi.
- 3..C.S.Prasad ,VibhaMathur&Anup Chatterjee- (2007 ),Sixty Years of the Indian Economy 1947- Part-II, 2007-New Century Publication ,New Delhi.
- 4.Dutt &Sundharam ,(2013), Indian Economy- 68<sup>th</sup> Edition ,S Chand & cop. Pvt.Ltd. New Delhi
5. Mishra and Puri (2011), Indian Economy- Himalaya publication House, Mumbai.
6. Uma Kapila, (2006-07), Indian Economy since Independence- Academic Foundation,New Delhi.
- 7.V.K.Puri&S.K.Mishra , (2014), Indian Economy -32<sup>nd</sup> Edition ,Himalaya Publishing House, Mumbai.

**Marathi:****(Annexure-3 ) pdf****Scheme of Examination:****A)Internal Assessment 25 Marks (25%)****Sr. No. : Evaluation Type Marks**

- 1) One Assignment / Project (10 Marks)
- 2) One periodical class test (10 Marks)
- 3) Seminars / Presentations / Study tour / Visits (5 Marks)

OR

- 4) Overall conduct as a responsible students

,mannerism and articulation and exhibit of leadership qualities in organizing related academic activities. (5 Marks)

**B) External Theory Examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2 hr.30 min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each question carries 15 Marks.
- 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 3 Question of 15 Marks
- 2) Unit 2 : 2 Question of 15 Marks
- 3) Unit 3 : 1 Question of 15 Marks
- 4) Unit 4 : 2 Short Note (Units 2 and Unit 3) 15 Marks

**B.A. Part-II**

**Semester : IV**

**P-VIII Distribution and Welfare Economics**

**(4 Credit -60 Lectures-100 Marks)**

**Subject Code:445806**

**Objective**

- 1) To make the students understand the micro concept of economics analysis.
- 2) To make them understand the behavior of an economic agent, namely, a factor of production.
- 3) To make the students aware about the process of determination of prices of factors of production
- 4) To generate a distinctly economical perspective among the students.

Unit No.	Topic and Details	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
Unit-1	<b>Market Structure</b> 1.1 Meaning & classification  <b>1.2 Perfect Competition:</b> Concept characteristics, price determination in short run and long run equilibrium of the firm and industry. <b>1.3 Monopoly-</b> Concept characteristics, price determination in short run and long run equilibrium-price discrimination. <b>1.4 Monopolistic Competition-</b> Concept characteristics, price determination in short run and long run equilibrium-price discrimination.	2   7   7   7	23	38	1.5
Unit-2	<b>Distribution Theory</b> 2.1 Marginal Productivity Theory of Distribution 2.2 Rent. Ricardian theory of rent, Modern theory of rent, Quasi rent. 2.3 wages-Causes of Wages differentials; 2.4 Interest-Classical, Loanable fund theory & Keynesian theories, 2.5 Profits- Innovation, risk and uncertainty theories.	3 5  5 5  5	23	38	1.5

Unit-3	<b>Welfare Economics</b> 3.1 Meaning of welfare Economics 3.2 Individual welfare and Social welfare 3.3 Role of Value Judgments in welfare Economics	4 5  5	14	24	1
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## **Reference Books:**

### **English :**

- \* Ahuja H. L. (2001), Advanced Economic Theory, S.Chand & Co. Mumbai.
- \* Ahuja H.L.(2011), Advanced Economic Theory (Micro Economics Analysis)- S Chand and Company New Delhi,
- \* Amartya Sen (1990), Micro-Economics Theory Applications -- Oxford University Press.
- \* Dewett K.K. & Navalur M.H.(2010), Modern Economic Theory- S Chand and Company New Delhi,
- \* Dorbush Rudiger & Fisher Stanley (2003), Micro-Economics, -- Meerat -TATA Mcgraw hill
- \* Koustsavannis A. (1990), Modern Micro-Economic Macmillan Delhi.
- \* Mukarjee Mukarjee & Ghosh (2003), Micro- Economics, Prentice-Hall of India Pvt. Ltd. New Delhi.
- \* Mukharjee Sampat (2009), Principles of Micro-Economics. New Central Book Agency Kolkata
- \* Sudhorama K.P.M. & Sudharama, (2007), Micro-Economics Sulatan Chand & Sons, E.N. New Delhi,
- \* Sharma N.K, (1995), Micro-Economics Mangal Deep Publication, Jaypur.
- \* Varian H. R. (2000). Intermediate Micro economics A Modern Approach. East-West Press. New Delhi.

### **Marathi:**

#### **(Annexure- 4 ) pdf**

## **Scheme of Examination:**

### **C) Internal Assessment 25 Marks (25%)**

#### **Sr. No. : Evaluation type marks**

- 1) One Assignment / Project (10 Marks)
- 2) One periodical class test (10 Marks)
- 3) Seminars / Presentations / Study tour / Visits (5 Marks)

OR

- 4) Overall conduct as a responsible students ,mannerism and articulation and exhibit of leadership qualities in organizing related academic actives (5 Marks)

**D)External Theory Examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2hr.30min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each questions carries 15 Marks.
- 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 3 Question of 15 Marks
- 2) Unit 2 : 2 Question of 15 Marks
- 3) Unit 3 : 1 Question of 15 Marks
- 4) 2 Short Notes from Unit 2 and Unit 3- 15 Marks

**B.A. Part-II**

**Semester : IV**

**APC-I Economics of Labour (4 Credit -60 Lectures-100 Marks)**

**Subject Code: 465206**

**Objective**

- 1) To understand the functioning and dynamics of the markets for wage labour. Labour markets function through the interaction of workers and employers.
- 2) To make students aware about Labour economics which looks at the suppliers of labour services (workers), the demands of labour services (employers), and attempts to understand the resulting pattern of wages, employment, and income

Unit No.	Topic and Details	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
Unit-1	<b>Introduction</b> <b>1.1 Labour Economics</b> 1.1.1 Meaning & Definition  1.1.2 Nature, & Scope 1.1.3 Significance of Labour Economics <b>1.2 Labour</b> 1.2.1 Meaning & Definition 1.2.2 Significance & Characteristics of Labour 1.2.3 Types of Labour	3       5	8	13	0.5
Unit-2	<b>Demand &amp; Supply of Labour</b> <b>2.1 Demand for Labour</b> 2.1.1 Meaning & Definition 2.1.2 Nature of Demand for Labour 2.1.3 Determinants of Demand for Labour <b>2.2 Productivity of Labour</b> 2.2.1 Meaning & Definition 2.2.2 Objectives & Forms 2.2.3 Determinants of Productivity of Labour <b>2.3 Supply of Labour</b> 2.3.1 Meaning & Definitions 2.3.2 Nature of Supply of Labour 2.3.3 Determinants of Supply of Labour	8       6       8	22	37	1.5

Unit-3	<b>Wage Determination</b> <b>3.1</b> Meaning & Definition of Wage <b>3.2</b> Types of Wage <b>3.4 Concepts of -</b> 3.4.1 Minimum wage 3.4.2 Living Wage 3.4.3 Fair Wage <b>3.3 Wage Determination</b> 3.3.1 In Rural Sector 3.3.2 In Urban Sector 3.3.3 In Organized Sector 3.3.4 In Unorganized Sector	5       8       9	22	37	1.5       3.1.1 Meaning of Public
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<b>Unit-4</b>	<b>Women &amp; Child Labour</b> <b>4.1 Women Labour</b> 4.1.1 Main Features of Women Labour 4.1.2 Problems of Women Labour 4.1.3 Factors Affecting Employment of Women Labour <b>4.2 Child Labour</b> 4.2.1 Meaning, Definition & Nature 4.1.2 Main Features of Child Labour 4.2.3 Causes of Child Labour	<b>4</b>	<b>8</b>	<b>13</b> <b>3</b>	<b>0.5</b>
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### Reference Book:

#### ENGLISH :

\*. Bhagoliwal T N ,(1999),Economics of Labour& Industrial Relations-, SahityaBhavan Agra

\*Datt R &Sundharam,(2004), Indian Economy-, S Chand & Co. New Delhi.

\* John N Dunlop,(1966), The Theory of wage Determination – (Ed) , Macmillan.

\*Mamoria and Gankar,(2000), Dynamics of Industrial Relations – Himalaya Publishing House 24<sup>th</sup> Ed

\*M S Chauhan,(2011), Labour Economics Issues & Policy-, Global Publications New Delhi.- 2011

\*. Roy , B Helfgott,(1973), Labour Economics - , Random House , New Yark

#### MARATHI :

#### (Annexure- 5 ) pdf

#### Scheme of Examination:

#### E)Internal Assessment 25 Marks (25%)

#### Sr. No. : Evaluation type marks

- 1) One Assignment / Project (10 Marks)
- 2) One periodical class test (10 Marks)
- 3) Seminars / Presentations / Study tour / Visits (5 Marks)

OR

- 4) Overall conduct as a responsible students ,mannerism and articulation and exhibit of leadership qualities in organizing related academic actives (5 Marks)

**F) External Theory Examination 75 Marks (75%)**

Question Paper Pattern

Semester End Examination

Max. Marks 75 , Time 2hr.30min.

**Note :**

- 1) Write any Five questions from the following.
- 2) Each questions carries 15 Marks.
- 3) Draw Neat diagrams wherever necessary.

**Answer the following.**

- 1) Unit 1 : 3 Question of 15 Marks
- 2) Unit 2 : 2 Question of 15 Marks
- 3) Unit 3 : 1 Question of 15 Marks
- 4) 2 Short Notes from Unit 2 and Unit 3- 15 Marks

**Syllabus of BA III Economics, Semester V and VI**

Sr.No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1		PIX- Theory of Employment	4	4	-	2.5	75	25	--	100
2		PX-International Economics	4	4	-	2.5	75	25	--	100
3		PXI- Research Methodology	4	4	-	2.5	75	25	--	100
4		PXII- Banking & Financial Institutions	4	4	-	2.5	75	25	--	100
5	IDC	APC III -Agricultural Economics OR <b>APC III -Personal Finance</b> (For other discipline students)	4 4	4 4	- -	2.5 2.5	75 50	25 25	-- 25	100 100

**Scheme : Semester VI**

Sr.No		Subject	L	Cr	P/T	D	TP (E)	Internal	P/V	T
1		PXIII- Business Cycles and Stabilization Policies	4	4	-	2.5	75	25	--	100
2		PXIV-Economics of Development	4	4	-	2.5	75	25	--	100
3		PXV- A) Statistics Techniques (OR) B) Economics of Cooperation	4	4	-	2.5	75	25	--	100
4		PXVI- Public Finance	4	4	-	2.5	75	25	--	100
5	IDC	APCIV- Industrial Economics OR <b>APCIV-Tally Accounting</b> (For other discipline students)	4 4	4 4	- -	2.5 2.5	75 50	25 25	-- 25	100 100

**DEPARTMENT OF ECONOMICS****B.A.-III, Semester-V**

**SUBJECT: ECONOMICS PAPER TITLE: Theory of Employment PAPER CODE: IX - 545906**

**OBJECTIVES:** The student will be able to

- acquire knowledge about dynamics of employment market
- think critically about employment policies at macro level
- enhance the knowledge about sectorial profile in employment

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lecture assigned sub Topic</b>	<b>No of Lecture Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
I	<b>Output and Employment Theory</b> · Classical Theory of Employment · Keynesian Theory of Employment · Consumption Function	5 5 5	15	25	1
II	<b>Neo-classical and Keynesian synthesis</b> · IS-LM Model · Multiplier Effect · Theory of Investment · Autonomous and Induced Investment · Phillips Curve	3 3 3 3 3	15	25	1
III	<b>Macroeconomics and Employment</b> · Savings and Investment · Marginal Efficiency and Capital · Ex-post and ex-ante – Equality and Equilibrium · Stagflation	4 4 4 3	15	25	1
IV	<b>Rate of Interest</b> · Classical Theory Rate of Interest · Neo-Classical Theory Rate of Interest · Keynesian Theory Rate of Interest	5 5 5	15	25	1
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4</b>

## References:

- Ahuja, H.L. (2012). *Macro Economics Theory and Policy*, New Delhi: S. Chand & Company Ltd
- Bardhan, Ashok, Dwight M. Jaffee, Cynthia A. Kroll (2013) *The Oxford Handbook of Offshoring and Global Employment*, Delhi: Oxford University Press.
- D'Souza, Errol (2008) *Macro Economics*, New Delhi: Pearson Publication.
- Jhingan, M.L. (2013) *Macro Economics* New Delhi: S. Chand and Company Ltd.
- Jhadhan, Ashok, .R. (2001) *Contemporary Macroeconomic Theory and Policy*, New Delhi: Wily Eastern Ltd.
- Kennedy, M.Maria John (2011) *Macroeconomics*, Delhi: PHI Learning Pvt.Limited.
- Samuelson, Paul A. & William D Nordhaus(2004), *Economics*, USA:McGraw-Hill.
- Shapiro, E (2005) *Macro Economic Analysis*, New Delhi: Galgotia Publication.
- Sheehan, Brendan (2009). *Understanding Keynes' General Theory*, London: Palgrave Macmillan.
- <http://econpapers.repec.org/bookchap/>

**SUBJECT: ECONOMICS****DEPARTMENT OF ECONOMICS B.A.-III, Semester-V****PAPER TITLE: International Economics PAPER CODE: DC X-546006****OBJECTIVES: The student will be able to**

- explain the basic principles of International trade
- take position on the impact of free trade on the Global Economy.
- discuss basic knowledge about the policies of international trade

<b>Unit No.</b>	<b>Topic</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>I</b>	<b>Introduction to International Economics and Theories of International Trade</b> <ul style="list-style-type: none"><li>· Importance of the study of international economics</li><li>· Inter-regional and international trade</li><li>· Theory of absolute advantages</li><li>· Theory of Comparative advantage</li><li>· Heckscher-Ohlin theory of trade</li><li>· Doctrine of reciprocal demand</li></ul>	3 2 3 2 2 3	15	25	1.0
<b>II</b>	<b>Gains from International Trade and Terms of Trade</b> <ul style="list-style-type: none"><li>· Gains from international trade –Dynamic and Static Gains- measurements and distributions</li><li>· Trade as engine of economic growth</li><li>· Concept of terms of trade and their importance in the theory of trade</li><li>· Measurement of Terms of Trade-Barter Terms of Trade, Income Terms of Trade, Single and Double factor terms of trade</li></ul>	5 2 3 5	15	25	1.0
<b>III</b>	<b>Policy of International Trade</b> <ul style="list-style-type: none"><li>· Free Trade and Protection</li></ul>	4	15	25	1.0

	<ul style="list-style-type: none"> <li>· Concept of Tariff and Non-Tariff Barriers · Tariff -types and its impacts on trade</li> <li>· Concept of optimum tariff</li> <li>· Quota- types and its impacts on trade</li> <li>· Bilateral and multilateral trade agreement meaning, objectives, merits and demerits</li> </ul>	3 2 2 2 2			
<b>IV</b>	<b>Balance of Trade and Balance of Payments</b> <ul style="list-style-type: none"> <li>· Concept of balance of trade-BOT</li> <li>· Concept of Balance of Payment-BOP</li> <li>· Equilibrium and disequilibrium of balance of Payments</li> <li>· Consequences of disequilibrium in balance of payments</li> <li>· Various measures to correct deficit in the balance of payment-monetary and non-monetary measures · Theories of exchange rate determinations Purchasing power parity theory and Fixed and flexible exchange rate</li> <li>· Partial and full convertibility of currencywith special reference to India</li> </ul>	2 2 2 2 3 2	15	25	1.0
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

### References:

- Jhingan, M.L. (2012) *International Economics*, New Delhi: S. Chand Publication. · Karim, Koshteh MH) and Salarpour Mashallah (2012) *International Trade Reforms and Iranian Economy*, Delhi: Serial Publication.
- Krugman, Paul & Maurice Obstfeld (2015) *International Economics: Theory and Policy*, Delhi: Pearson Education.
- Marrewijk, Charles ( 2010) *International Economics Theory, Application and Policy*, Oxford University Press
- Mithani D.M. (2015) *International Economics*, New Delhi: Himalaya Publishing House · Salvatore, Dominick (2012) *International Economics*, USA: John Wiley & Sons
- Sodersten, Bo (1991), *International Economics*, London: Macmillan Press Ltd.
- Thompson, Henry (2006) *International Economics: Global Markets and Competition*, USA: World Scientific Publishing.<http://www.ebooksdirectory.com/details.php?ebook=2391>
- Suranovic, Steven M. (2007) *International Trade Theory and Policy*, Web: internationalecon.com

**B.A.-III, Semester-V****SUBJECT: ECONOMICS PAPER TITLE: Research Methodology in Economics****PAPER CODE: DC-PXI-546106****OBJECTIVES: The students will be able to**

- develop the spirit of research among students
- differentiate types of research and use different research designs
- identify methods of sampling and data collection
- get proficiency in report writing

<b>Unit No.</b>	<b>Topic</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>I</b>	<b>Introduction to Social Science research</b> <ul style="list-style-type: none"> <li>· Concept and types of research</li> <li>· Research in Economics- Meaning, nature and scope and Significance</li> <li>· Steps for research in Economics</li> <li>· Formulation of research problem</li> <li>· Hypothesis-nature, types and sources of hypothesis</li> </ul>	3 3 3 3 3	<b>15</b>	25	1.0
<b>II</b>	<b>Research Design and Sampling</b> <ul style="list-style-type: none"> <li>· Introduction of research design</li> <li>· Content of research design</li> <li>· Selection of research design</li> <li>· Sampling-need for sampling, types of sampling with merits and demerits               <ul style="list-style-type: none"> <li>· Size of sample ,limitation of sampling, methods and characteristics of good sample</li> </ul> </li> </ul>	2 2 4 4 3	<b>15</b>	25	1.0
<b>III</b>	<b>Introduction to data sources</b> <ul style="list-style-type: none"> <li>· Primary data sources and Secondary data sources</li> </ul> <b>Techniques of Primary data collection:Meaning, merits and demerits</b> <ul style="list-style-type: none"> <li>· Observation</li> </ul>	2 2 2	22	35	1.5



	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Focus Group discussion</li> </ul> <b>Tools of Data Collection:</b> <b>Meaning, merits and demerits</b> <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Survey</li> <li>• Interview Schedule</li> <li>• Case Study</li> </ul> <b>Research Methods</b> <ul style="list-style-type: none"> <li>• Quantitative</li> <li>• Qualitative</li> <li>• Mixed Methods</li> <li>• Triangulation</li> </ul>	2 2 2 2 2 2 1 1			
<b>IV</b>	<b>Report writing</b> <ul style="list-style-type: none"> <li>• Objectives of report writing</li> <li>• Preparations of report writing</li> <li>• Utilization of report</li> </ul>	03 03 02	08	15	0.5
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

#### Reference Books:

- Aglawe, Pradeep (2009) *SamajikSanshodhanPaddhati*, Nagpur: Prakashan (Marathi) •
- Bhandarkar, P.L. (2009) *SanshodhanPaddhati*, Pune: DastaneRamchandra& Co. (Marathi)
- C. R. Kothari (2004) *Research Methodology*, Delhi: New Age International Publishers.
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- Corbin, Juliet M. and Anselm L. Strauss (2008) *Basics of qualitative research: techniques and procedures for developing grounded theory*, Delhi: Sage Publications, •
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- Speigal, M.R, (1992) *Theory and Problems of Statistics*, London: McGraw Hill Book Co.
- Sydsaeter, K. and P. Hammond (2002) *Mathematics for Economic Analysis*, Delhi: Pearson Educational Asia.

- Sondhi, Neema and Dr. Chawla, Deepak (2016). *Research Methodology Concepts and Cases*, New Delhi: Vikas Publishing House.
- Upagade, Vijay and Shende, Arvind (2010). *Research Methodology*, New Delhi: S.Chand and Company Pvt. Ltd.
- UNDP (2015): *Human Development Report*, Oxford University Press, New York.

**B.A.-III, Semester V****SUBJECT: ECONOMICS PAPER TITLE: Banking and Financial Institutions****PAPER CODE: DC-PXII, 546206****OBJECTIVES: Students will be able to**

- explain Banking and Financial Scenario of India
- gain basic knowledge of Financial Institutions & its Functions
- Discuss dynamics of Indian money market and Indian capital market
- Get acquainted with Non-Banking Financial Intermediaries

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lectures Sub Topics</b>	<b>No of Lecture Assigned</b>	<b>Marks</b>	<b>Credit</b>
<b>I</b>	Indian Financial System · Structure of the Indian financial system, financial institution –intermediaries & non intermediaries. · Financial market –primary and secondary market, · Financial instrument, financial services. · Role of financial system ineconomic development.	<b>5</b> <b>5</b> <b>4</b> <b>6</b>	<b>20</b>	38	1.5
<b>II</b>	Indian Money Market · Nature and scope of Indian money market , · Structure & characteristics of Indian money market · Institution of Indian money market , · Drawback of Indian money market, · RBI & Indian money market	<b>3</b> <b>2</b> <b>8</b> <b>1</b> <b>1</b>	<b>15</b>	28	1
<b>III</b>	Indian Capital Market · Structure of Indian capital market, ,characteristics of Indian capital market, · National stock exchange-working of NSE, · Bombay stock exchange - working of BSE, · Over the counter exchange of India – Advantages ,objectives & working of OTCEI	<b>3</b> <b>3</b> <b>3</b>	<b>15</b>	22	1

<b>IV</b>	Non-Banking Financial Intermediaries · Definition, its structure and characteristics , · Distinction between bank and NBFI, · Working and progress of following factors: Mutual fund, Merchant banking, Venture capital finance etc.	4  <b>3</b>  <b>3</b>	<b>10</b>	12	0.5
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

#### Reference Books:

- Agrawal, O.P. (2012). *Modern Banking of India*, Mumbai: Himalaya Publishing House
- Avadhani, V. A. (2011) *International Financial Management*, Mumbai: Himalaya Publication House.
- Bhole, L.M (2008) *Financial Institution & Market Growth and Innovation*, Tata McGraw-Hill, New Delhi
- Bhole, L.M. (2000), *Indian Financial System*, Allahabad: Chaugh Publications, • IIBF, (2010), *Co-operative Banking*, Macmillan India Ltd, India.
- Gupta, M. S. and J.B. Singh (2013) *Indian Banking Development: Growth, reforms & Challenges*, Delhi: Serials Publication.
- Hengan, M. L. (2011). *Monetary Economics*, New Delhi: Vrinda Publication Ltd • Paul J. and P .Suresh (2008) *Management of Banking and Financial services*, Delhi: Pearson Education.
- Prasad, K.N. (2001), *Development of India's Financial System*, Sarup& Sons, New Delhi. • Rao, Subba P., Khanna P. K. (2011). *Principles and practice of Bank Management*, Mumbai: Himalaya Publishing House.
- Reserve Bank of India (2015) *Report On Finance and Currency*, Delhi: Government of India
- Rangaranjan, C. (1999), *Indian Economics: Essays on Money and Finance*, UBS Publication, New Delhi.
- Satya Pal Sharma N. K., Antony R. Podar, A. K. Podar (2011) *Banking and Insurance*, Mumbai: Himalaya publishing House.
- Singh, Asha, M.S. Gupta & T.K. Shandilya (2010) *Banking & Financial sector Reforms in India*, Delhi: Serials publication.
- World Bank (2001) *Developing Government Bond Market A-handbook*, New York, World Bank.

**B.A.III Semester-V**

**SUBJECT: ECONOMICS PAPER TITLE: AGRICULTURAL ECONOMICS PAPER**  
**CODE: APC-III-565306**

**Objectives: The students will be able to**

- discuss importance of agriculture in India economy
- develop policy issues that are relevant to Indian agriculture
- explain the problems of agricultural sector and remedial measures to resolve them

Unit No.	Topic	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
<b>I</b>	<b>Rural Economy of India</b> <ul style="list-style-type: none"> <li>• Structure of India economy –place of Agriculture in rural economy composition of the Indian rural economy.</li> <li>• Farm sector and non-farm sector</li> <li>• Diversification of agriculture and allied activities- (fisheries, Horticulture and floriculture)</li> <li>• Forestry in India-growth problems and policy</li> <li>• cattle wealth of India and dairying</li> <li>• Importance of rural industrialization- food processing industries and agro based industries</li> </ul>	2 3 2 3 2 3	15	25	1.0
<b>II</b>	<b>Development of Agriculture</b> <ul style="list-style-type: none"> <li>• Place of agriculture in national economy</li> <li>• Linkages between the agriculture and non agricultural sectors</li> <li>• Agricultural resources in India- land utilization and changing cropping pattern</li> <li>• Private sector participation in irrigation</li> <li>• Command area development and flood control</li> </ul>	3 3 3 3 3	15	25	1.0
<b>III</b>	<b>Agricultural Productivity and technology</b> <ul style="list-style-type: none"> <li>• Trends in agricultural productivity-causes of low productivity of agriculture</li> <li>• Remedial measures to improve productivity of agriculture</li> </ul>	4 3 4 4	15	25	1.0

	<ul style="list-style-type: none"> <li>· Sustainable development of agriculture</li> <li>· Technological changes in agriculture- dry land farming and use of bio-technology</li> </ul>				
<b>IV</b>	<b>Agricultural Marketing and Pricing</b> <ul style="list-style-type: none"> <li>· Present state of agricultural marketing</li> <li>· Regulated market and cooperative marketing</li> <li>· Causes of rise and fluctuations in agricultural prices</li> <li>· Stabilization and price policy – objectives and instruments</li> <li>· Evaluation of government policy and suggestions</li> </ul>	3 3 3 3 3	15	25	1.0
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

#### References:

- Agrawal, A. G. (2015) *Indian Economy, Delhi*: New Age International Publishers.
- Bilgrami, S.A.R. (1996), *Agricultural Economics*, Mumbai: Himalaya Publishing House.
- Brahmananda P. R. and V.R. Panchamukhi (ed.) (1987) *The Development Process of the India economy*, Mumbai: Himalaya publishing house.
- Dutt and Ashwani Mahajan (2015) *Indian Economy*, Delhi: S. Chand & company Ltd.
- <http://www.freebookcentre.net/Biology/Agriculture-Books.html>
- Evan Drummond & John Goodwin (2004) *Agricultural Economics*, Second edition, Pearson Education.
- Ferroni, Marco (2012) *Transforming Indian Agriculture-India*, New Delhi: SAGE Publishing Pvt.
- Kumar, Subrata (2010) *Agricultural Growth in India*, Delhi: serials publication 2010
- Jharwal S.M. (Edit) (2008) *Glimpses of Indian Agriculture*, I & II Volume, New Delhi: Academic Foundation.
- Krishna K.L. & Kapila Uma (Edit) (2009) *Reading in Indian Agriculture and Industry*, New Delhi: Academic Foundation, New Delhi.
- Lekhi R.K. and Singh Joginder (2015) *Agricultural Economics :An Indian Perspective*, New Delhi: Kalyani Publishers.
- Mujumdar N.A. & Kapila Uma (Edit) (2006) *Indian Agriculture in the New Millennium I & II Volume*, Academic Foundation, New Delhi.
- Reddy, Ram, Sastry & Devi (2008) *Agricultural Economics*, New Delhi: Oxford & IBH Pub. Co.

- Sadhu & Singh, (2004) *Fundamentals of Agricultural Economics*, Mumbai:Himalaya Publishing House.
- Soni R.N. (2011) *Leading Issues in Agricultural Economics*, Delhi: Vishal Publishing Co.
- Sundaram, I. Satya (2011). Rural Development New Delhi: Himalaya Publishing House.
- Subba, Reddy, P.Raghuram, T.V. NeelkantaSastry, I. Bhavani Devi (2009)*Agricultural Economics*, Delhi: Oxford and IBH.
- Swaminathan, M.S. (2007) *Agriculture Can Not Wait*, Delhi: Academic Publications.

### **B.A.-III, Semester V**

**SUBJECT: ECONOMICS PAPER TITLE: Personal Finance**

**PAPER CODE: APC III**

**OBJECTIVES: The student will be able to**

- understand Scenario of Personal Finance in India
- provide basic knowledge of investment and expenditure in day-today's life.

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lectures Sub Topics</b>	<b>No of Lecture Assigned</b>	<b>Marks</b>	<b>Credit</b>
<b>I</b>	Procedure For Opening & Operating of Banks Accounts · Basic Knowledge of (KYC) Application form · Types of Banks Accounts-Merits & Demerits · Process of withdrawal system & Types of cheques· Classification of bank.	<b>3 3 3 3</b>	<b>12</b>	20	0.5
<b>II</b>	Methods of Remittance · Concept of Demand Drafts, Bankers Cheques& Electronics Medium, E- Banking. · Modern Banking Systems –Advantages & Disadvantages · Factors affecting personal finance.	<b>3 4 3 2</b>	<b>12</b>	20	0.5

<b>III</b>	<b>Financial Services:</b> · Classification and importance of financial services. · Merits and Demerits of Financial Services- · Insurances, · Mutual Funds , · Leasing, · Venture financing, · credit rating, · Merchant banking · , E-Banking.	<b>3</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b> <b>2</b>	<b>15</b>	35	1.5
<b>IV</b>	<b>Financial Inclusion &amp; Micro finance</b> · Meaning of Financial Inclusion & Micro Finance · Classification & Importance of Financial Inclusion & Micro Finance. · Self Help Group · Financial Inclusion & Women Empowerment	<b>5</b> <b>7</b> <b>3</b> <b>3</b>	18	25	1.5
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

**Books:**

- Khan M.Y. (2007) *Financial Services*, Tata M-GrawHill, New Delhi
- Pathak, Bharti (2008) *The Indian Financial System Market Institution & Services*, Delhi: Nabhi Publication.



**B.A.-III, Semester VI**

**SUBJECT: ECONOMICS PAPER TITLE: XIII -Business Cycles and Stabilization Policies**

**PAPER CODE: XIII-646306**

**OBJECTIVES: The student will be able to**

- understand the basic theoretical framework underlying the field of Macro-Economics.
- explain knowledge of Trade Cycle, Development and Growth Model.

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lectures Sub Topics</b>	<b>No of Lecture Assigned</b>	<b>Marks</b>	<b>Credit</b>
<b>I</b>	Trade Cycles: · Meaning of Trade Cycle, Nature and Characteristics of Trade Cycle · Types of Trade Cycles · Controls of Trade Cycles.	<b>5 5 5</b>	<b>15</b>	25	1.0
<b>II</b>	Theories of Trade Cycles · Hawtrey's monetary theory ; · Hayek's over – investment theory; · Keynesian view on trade cycle; · The Concept of accelerator; Samuelsson and · Hick's multiplier – accelerator interaction model.	<b>3 3 3 3 3</b>	<b>15</b>	25	1.0
<b>III</b>	Economic Growth · Concept of Growth · Sources of Growth · Dual effect of Investment · Income effect and Capacity Effects · Economic Growth and technical Progress.	<b>3 3 3 3 3</b>	<b>15</b>	25	1.0
<b>IV</b>	Growth Models; · Harrod-Domar , Instability of equilibrium; · Neo- classical growth models- Solow.	<b>10  5</b>	<b>15</b>	25	1.0
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

### Books:

- Ahuja, H. L. (2011) *Modern Macro Economics, Delhi*: S. Chand Publication.
- Davis, Timothy (2010). *Ricardo's Macroeconomics: Money, Trade Cycle and Growth (Historical Perspectives on Modern economic)*, UK: Cambridge University Press.
- Dewett, K.K. (2010) *Modern Economic Theory, Delhi*: S. Chand Publication.
- Hairaut, Jean-Olivier, Henin, Pierre-Yves and Portier, Fronck (1997). *Business cycle and Macroeconomic Stability: Should we Rebuild Built-in Stabilizers?* New York: Springer.
- Heijdra B.J. & F.V. Ploeg (2000) *Foundation of Modern Economics*, Oxford University, Delhi.
- Mishra & Puri (2015) *Modern Macro Economics, Delhi*: S. Chand Publication.

**SUBJECT: ECONOMICS**

DEPARTMENT OF ECONOMICS B.A.-III, Semester-VI PAPER TITLE:

**ECONOMICS OF DEVELOPMENT PAPER CODE: DC XIV-646406 OBJECTIVES: the student will be able to**

- increase the knowledge about concepts of growth and development and distinction between the
- critically analyses various theories of development
- discuss policies to solve the problems underdevelopment

Unit No.	Topic	No. of Lectures Sub Topic	No. of Lectures Assigned	Marks Assigned	Credit
I	<b>Concept of Growth and Development</b> <ul style="list-style-type: none"> <li>· Concept of Economic Growth and Development-factors affecting economic growth –economic and non-economic</li> <li>· Technological progress-embodied and disembodied technological progress</li> <li>· Learning by doing</li> <li>· New technology and sustainable development</li> </ul>	04   04  03 04	15	25	1.0

II	<b>Theories of Economic Development</b> <ul style="list-style-type: none"> <li>Classical theories of economic development Ricardo, Schumpeter</li> <li>Big Push theory</li> <li>Balanced Growth approach</li> <li>Unbalanced Growth approach</li> <li>Critical minimum effort theory</li> </ul>	04 02 03 03 03	15	25	1.0
III	<b>Concept f Underdevelopment</b> <ul style="list-style-type: none"> <li>Concept of poverty; types of poverty-Absolute and relative</li> <li>Vicious circle of poverty</li> <li>Measuring development through per capita income, inequality of income and wealth</li> <li>Human development index and other indices of development and quality of life</li> <li>Concept of intellectual capital</li> <li>Development gap</li> </ul>	03  02 03  03  02  02	15	25	1.0
IV	<b>Sector-wise Views of Development</b>		15	25	1.0
	<ul style="list-style-type: none"> <li>Role of Agriculture in economic development</li> <li>Role Industrial sector in economic development</li> <li>Role of Service sector in economic development</li> <li>Role of Foreign Trade in economic development</li> <li>Role of Infrastructure in economic development</li> </ul>	03  03  03  03 03			
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

**References:**

- Ahuja, H. L. (2015) *Economics of Development*, S. Chand Publication New Delhi. ·
- Garg Sandeep(2015) *Indian Economic Development*, New Delhi: Dhanpat Rai Publications
- Kapila Uma (2009) *Economics Development and Policy in India*, New Delhi: Academic Foundation
- Jhingan M.L. (2013) *Economics of Development and planning*, Delhi: S. Chand and Co. · Lekhi, R.K, Singh Joginder (2014) *The Economic Development and Planning* Ludhiyana (Punjab): Kalyani Publishers.
- LingaiahKaranati (2001) *Economics Growth and Development Models*, New Delhi: S. Chand & Company Ltd.
- Maya R, J. Vanitha, S. Kamala Padmavathi, D.SangaMithirai& M Padmavathy (2012) *Issues and Challenges of Sustainable Development in India*, Delhi: Serials publication. ·
- Mehta, Haresh (2008) *Economics of Development- Theory and Applications*, Jaipur: Paradise Publishers.
- Misra and Puri (2012) *Economics of Development and planning*, Delhi: Himalaya Publishing House.
- Naqvi, Sayed NawabHaider (2015). *Economics of Development*, New Delhi: Sage Publishing Pvt.
- Pande, Sharun, Basak, Swapanlekha (2012). *Human Resources management-Text and Cases*, New Delhi: Pearson Publication.
- Ray, Debraj (2008) *Development Economics*, Delhi: Oxford University Press.
- Seshadri, B. (2012) *Industrialization and Regional Development*, New Delhi:Concept Publishing Company.
- Shanmugam, K.R., Kavi, K.S. (2016). *Environment and Development* New Delhi: Sage Publishing Pvt.
- Singh, Lekhwinder, Joshep, K.J., Johnson, Daniel K.N. (2015) *Technology, Innovation and Economic Development*, New Delhi: SAGE publishing Pvt.
- Somashekar(2003) *Development and Environmental Economics*, New Delhi: New Age International Publishers
- Thakur K. (2008) *Economic Development in India*, Jaipur, Book Enclave

**B.A.-II, Semester-VI**

**SUBJECT: ECONOMICS PAPER TITLE: STATISTICAL TECHNIQUES PAPER CODE: DC-PXV-A-646506**

**OBJECTIVES:** the student will be able to

- understand different statistical techniques used to analyse economic problems
- explain basic knowledge of Statistical concepts and master the skills for their uses in economics

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lecture Assigned Sub-Topics</b>	<b>No of Lecture Assigned</b>	<b>Marks Assigns</b>	<b>Credit</b>
<b>I</b>	<b>Introduction of Statistics</b> <ul style="list-style-type: none"><li>• Importance of Statistics</li><li>• Interrelationship with social science and statistics</li><li>• Data Collection</li><li>• Preparation of table</li><li>• Need and Importance of table</li><li>• Diagram, bar, charts, graphs etc.</li><li>• Coding- impotence of data presentation</li></ul>	<b>01 02 02 02 02 02 02</b>	<b>15</b>	<b>25</b>	<b>01</b>
<b>II</b>	<b>Measures of Central tendency and Dispersion</b> <ul style="list-style-type: none"><li>• mean, median, mode and its merits and demerits with practical example</li><li>• Measures of dispersion- range, mean deviation, standard deviation, variance, quartile deviation with merits and demerits</li></ul>	<b>08 07</b>	<b>15</b>	<b>40</b>	1.5
<b>III</b>	<b>Correlation and Regression</b> <ul style="list-style-type: none"><li>• Correlation merits and demerits , Types of correlation –(simple correlation, coefficients of Correlation- Karl Pearson and rank Correlation)</li><li>• Regression Analysis –estimation of regression line , interpretation of regression coefficients with practical example</li></ul>	<b>08 07</b>	<b>15</b>	<b>20</b>	<b>01</b>

<b>IV</b>	<b>Time series analysis</b> · Concept of Time series analysis components of Time series · Determination of secular trends by Moving average, straight line methods and least	<b>07</b>	<b>15</b>	<b>15</b>	<b>0.5</b>
	square methods with diagram Usefulness of Time series analysis.	<b>08</b>			
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

**Reference:**

- Field,, Andy (2013). *IBM SPSS Statistics* UK: Sage Publication Pvt.
- Graham, Alan (2010). *Statistics: A Complete Introduction* ,UK: Teach Yourself ·
- Gupta, .S.C & V K. Kapoor (1993) *Fundamentals of Applied Statistics*, Delhi: S. Chand & Sons.
- Gupta, .S.C &V.K.Kapoor (2007) *Fundamentals of Applied Statistics*, Delhi: S. Chand & Sons.
- Gupta, S.P. (2012). *Statistical Methods* New Delhi: Sultan Chand and Son.
- Mongia G.S. (1991), *Mathematical & Statistics for Economics*, Delhi: VikasPublishing HousePvt.Ltd.
- Noether ,Gottfried E. (2013). *Introduction to Statistics* New York: Sringer-Verlag publication.
- Patri,,Digambar and Patri, D. N. (2011). *Statistical Methods*, New Delhi: Kalayani publisher.

**B.A. III Semester-VI****SUBJECT: ECONOMICS PAPER TITLE: ECONOMICS OF COOPERATION PAPER****CODE: XV-B-647506****Objectives: The student will be able to**

- get acquainted with the working of cooperative organizations in urban and rural areas.
- discuss principles of cooperation and values of cooperative institutions.

<b>Unit No.</b>	<b>Topic</b>	<b>No. of Lectures Sub Topic</b>	<b>No. of Lectures Assigned</b>	<b>Marks Assigned</b>	<b>Credit</b>
<b>I</b>	<b>Meaning and significance of cooperation</b> <ul style="list-style-type: none"> <li>• Definition of cooperation –</li> <li>• Principles of cooperation</li> <li>• Classification of cooperative societies</li> <li>• Significance of cooperation</li> <li>• Cooperation and mixed economy</li> </ul>	03 03 03 03 03	15	25	1.0
<b>II</b>	<b>Cooperative Finance</b> <ul style="list-style-type: none"> <li>• Agencies of Finance- Rural cooperatives credit</li> <li>• Primary cooperative credit societies</li> <li>• District central cooperative Banks</li> <li>• State Cooperative Banks</li> <li>• Long Term cooperative credit structure</li> <li>• Role of NABARD in rural credit</li> </ul>	03 03 03 03 03	15	25	1.0
<b>III</b>	<b>Non-Credit Cooperatives</b> <ul style="list-style-type: none"> <li>• Processing Cooperatives</li> <li>• Consumers' cooperatives</li> <li>• Agricultural Marketing Societies</li> </ul>	03 02 03	15	25	1.0
	<ul style="list-style-type: none"> <li>• Industrial cooperatives</li> <li>• Housing Cooperatives</li> <li>• Labour cooperatives</li> </ul>	02 03 02			
<b>IV</b>	<b>Cooperation and Social Welfare</b> Social Welfare and Cooperatives Weaker sections and Cooperatives Specialized Cooperatives for weaker sections	05 05 05	15	25	1.0
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

## References:

- Agarwal Babita (2012) *Co-operatives in India History, Problems and Reforms*, New Delhi: New century Publications.
- Basak, Amit (2010) *Co-operative Banks in India Functioning and Reforms*, New Delhi: New Century Publications.
- Bedi R.D. (1983), *Theory, History and practice of cooperation*, Meerut: International Publishing House.
- Jha, Dugra Mohan., JhaNaresh. , Ali, S.R. (2013). **Impact of Reforms on cooperative movement in India**, Delhi: Satyam Publishing House.
- Hajela, T.N. (2010) *Principles, problems and practice of Cooperation in India*, Agra: Agarwal publication.
- Madan, G. R. (2007) *Cooperative Movement in India*, Mittal Publications ,New Delhi • Misra, Baidhynath (1997), *Cooperative movement in India*, New Delhi: A.P.H. publishing cooperation.
- NABARD, Statistical Statement relating to the cooperative movement in India, part I and II, government India, Delhi.
- Ramkishan, Y. (2003) *Management of co-operatives History, Theory, sectors and Case studies*, Mumbai: Jaico Publishing House.
- Tripathi, S.N. (2000) *Cooperative growth and New Dimensions*, New Delhi: Discovery publishing House.



**B.A.-III, Semester VI****SUBJECT: ECONOMICS PAPER TITLE: Public Finance PAPER CODE: DC-PXVI-646606****OBJECTIVES: The student will be able to**

- understand Scenario of Public Finance in India
- explain Center and State Financialrelationship

<b>Unit No.</b>	<b>Topic</b>	<b>No of Lectures Sub Topics</b>	<b>No of Lecture Assigned</b>	<b>Marks</b>	<b>Credit</b>
<b>I</b>	<b>Public Finance</b> • Meaning ,Nature ,Scope & Importance of public finance • Different between private and public finance · Principle of maximum social advantage • Market failure and Role of government	<b>3</b> <b>1</b> <b>3</b> <b>3</b>	<b>10</b>	15	0.5
<b>II</b>	<b>Public Expenditure</b> • Meaning and classification of public expenditure • Principle of public expenditure • Trends of public expenditure in India • Causes & Effects of increasing public expenditure in India	<b>3</b> <b>4</b> <b>3</b> <b>5</b>	<b>15</b>	25	1
<b>III</b>	<b>Public Revenue</b> • Sources of public revenue • Meaning and Objectives of Taxation • Types tax –Direct, Indirect, Progressive, Proportional& Regressive-Merits and Demerits of each. • Theories of taxation	<b>3</b> <b>2</b> <b>8</b> <b>5</b>	<b>18</b>	35	1.5
<b>IV</b>	<b>Public Debt</b> • Meaning and Classification of Public Debt · Sources of Public Debt • Effects of Public Debt	<b>3</b> <b>1</b> <b>3</b>	<b>7</b>	15	0.5

<b>V</b>	<b>Centre-State Financial Relationship</b> <ul style="list-style-type: none"> <li>Constitutional Provision of Centre-State Financial Relationship</li> <li>Role of Finance commission</li> <li>Recommendation of 13<sup>th</sup> and 14<sup>th</sup> Finance Commission</li> </ul>	<b>2 2 6</b>	<b>10</b>	15	0.5
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>4.0</b>

#### **Books:**

- Bhatiya, H.L. (2012). *Public Finance*, New Delhi: S. Chand (G/L) and Company Ltd. •
- Datt, Rudra (2001) *Second Generation of Economics Reforms in India*, Deep&Deep Publication  
New Delhi
- Lekhi, R.K. and Singh, Joginder (2014). *Public Finance*, Ludhiana (Punjab): Kalyani Publishers
- Mishra &Puri (2015). *Indian Economy*, Mumbai: Himalaya publishing House
- Musgrave, Richard and Musgrave, Peggy B. (2004). *Public Finance in Theory and Practice*,  
New Delhi: McGrow Hill Education India Pvt. Ltd.
- Rao, Govinda M., Rakshit, Mihir (2010). *Public Economics* New Delhi: SAGE Publishing Pvt.
- Srivastva, D.K.(Ed) (2000) *Fiscal Federalism in India*,Har-Anand Publication Ltd, New Delhi
- Srivastava, D.K., Sankar, U. (2012). *Development and Public Finance*, New Delhi: SAGE Publishing Pvt.
- Tyagi.B.P. (1992-93) *Public Finance*, Meerut: Jai Prakash Nath CO.

**B.A.-III, Semester-VI****SUBJECT: ECONOMICS PAPER TITLE: INDUSTRIAL ECONOMICS****PAPER CODE: APC-IV- 665406****OBJECTIVES:** The student will be able to

- develop knowledge about the principles of international trade
- understand the free flow of trade at the global level
- take stand on impacts of term of trade on India trade.

Unit No.	Topic	No of Lecture assigned sub Topic	No of Lecture assigned	Marks Assigned	Credit
I	<b>Industrial Finance</b> <ul style="list-style-type: none"> <li>• Introduction of Industrial Finance</li> <li>• Need of industrial Finance, nature, type, and mode of finance- Equity and debt, industrial finance,</li> <li>• Bank Finance for Industry</li> <li>• Institutions for industrial finance</li> </ul>	2 6 3 4	15	25	1.0
II	<b>Industrial productivity</b> <ul style="list-style-type: none"> <li>• Concept of Industrial productivity</li> <li>• Measurement of industrial productivity</li> <li>• Productivity in Indian industries</li> <li>• Industrial sickness</li> <li>• Under-utilisation capacity</li> <li>• Factors accounting for it and consequences</li> </ul>	2 2 3 2 3 3	15	25	1.0
III	<b>Industrial labour</b> <ul style="list-style-type: none"> <li>• Introduction of industrial labour</li> <li>• Structure of Indian labour</li> <li>• Employment dimensions of Indian Industries</li> <li>• Industrial legislation</li> <li>• Industrial relation</li> <li>• Exit policy and security</li> <li>• V.R.S.</li> <li>• Wages and problems of bonus</li> </ul>	1 1 2 2 2 2 1 3	15	25	1.0
IV	<b>Trade Union</b> <ul style="list-style-type: none"> <li>• Concept-Meaning of Trade Union</li> <li>• Pattern and structure of labour union in India</li> <li>• Achievements and limitations of trade union in India</li> </ul>	3 4 4	15	25	1.0

	· Evaluation of trade union activities pre and post globalization period.	4			
	<b>Total Lectures</b>	<b>60</b>	<b>60</b>	100	4.0

### References:

- Desai B 1999, Industrial Economy of India, Mumbai: Himalaya Publishing House. ·
- Barthwal, R. R. (2014) Industrial Economics: An Introductory Textbook, Delhi: New Age International
- Kapila, Uma (2013) *Indian Economy: Performance and Policies*, Delhi: Academic Publications.
- Kuchhal, S.C. (1989) *The Industrial Economy of India*, Allahabad: Chaitanya Publishing House.
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- Seth, Ranjana (2015) *Industrial Economics*, New Delhi: Ane Books Pvt. Ltd.
- Sankaran A. & M. Ravichandran (2010) *Industrial Economy of India*, Delhi: Serial Publication.
- Symeonidis (2011). *Industrial Economics*, London : University of London Press
- Seth Ranjana (2010). *Industrial Economics*, New Delhi: Ane Books Pvt. Ltd.



## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in HISTORY**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University Grants Commission,  
New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

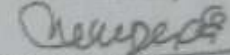
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

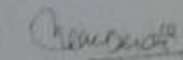
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



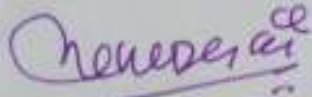
(Dr. Mira Desai)  
Registrar (Addl. Charge)

**AGENDA:**

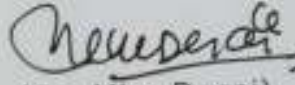
**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)



## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test



- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

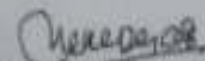
**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Kavyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**

**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wamburkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDI College
		Dr. Sanjay Shedmake	Education	Associate Professor



(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in History**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

1. Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
2. Provide a wide range of professional and vocational courses for women to meet the socio-economic demands. P
3. Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives. D
4. Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society. I
5. Enhance purposeful education with 'human values' and social responsibility by E

participating in outreach programmes.

6.

A

achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

### **Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

### **The CDE aims to achieve the following objectives:**

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

### **A. Programme Mission and Objectives:**

#### **Mission**

The mission of the programme B.A. in History is to make the students to explore an incredibly diverse range of historical events and the contexts in which they occurred. It also aims at preparing students for a wide range of careers by teaching the study of societies, cultures, and economies across a broad chronological and geographical spectrum.

**Programme Objectives:**

- To familiarize with the meaning, scope and nature of History, and the philosophy of History.
- To get acquainted with a broad overview of significant historiographical trends in History
- To comprehend the processes of urban decay and feudal formations
- To be acquainted with developments in religion and philosophy of the period.
- To get knowledge of the origin, evolution and spread of art and architecture in north and south in early India.
- To understand Indian history better on the wide canvas of world history and historiography.
- To know the historiographical philosophy and methodological perspectives well.

**B.**

**R**

**Relevance of the B.A. in History Program with HEI's Mission and Goals:**

S.N.D.T. diversity 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in History programme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in History envisions enhancing purposeful education with 'human values' and social responsibility.

**C.**

**N**

**Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background

and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short this The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

**D.**

**A**

**appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in History programme offered through the Open and Distance mode is more flexible and can be very useful to the students with special difficulty (due to financial backwardness and those living in rural areas that do not have regular colleges). The curriculum has been designed to cater to the emerging needs of the economy and society. The syllabus has been developed to offer sufficient breadth and depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of PG. The B. A. in History has lot of scope for the students in pursuing career opportunities in the field of teaching, or as a freelancer. Most of the educational institutions look for the experts in History. This programme allows the students to explore and expand their interests in ancient, medieval, early modern and modern cultures and civilizations. It has the potentials for providing greater access to education and making education available, flexible and innovative. The curriculum is planned in such a way that it could cater the needs of both the professional world and academic sphere. It is hoped that the Programme offered through the distance mode of the university will be a boon for those who could not join regular colleges owing to social, economic and other constraints such as eligibility

**E.**

**I**

**Instructional Design:**

**1.**

**C**

**Curriculum Design and programme structure:**

The B.A. with Specialization programme comprises 144 credits. The S.N.D.T. Women's University offers specialization under B.A. programme in English, Hindi, Marathi, Economics, History, Political Science and English Literature. The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same

units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

Level of the Program	Duration	No. of credits
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.

#### **Faculty and Support Staff Requirement:**

##### **Available fulltime Faculty:**

- 1. Mrs. Bhavini Dedhiya: Assistant Professor**
- 2. Mrs. Supriya Gamre: Assistant Professor**
- 3. Mr. Raju Sonawane: Assistant Professor**

##### **Note: Faculties allotted in combination with M.A.)**

Apart from faculty the Support staff is available as per the requirement.

#### **2. Process of Admission, curriculum transaction and evaluation:**

##### **2.1. Procedure for Admission:**

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University and the admission website. Students seeking admission shall apply online. The validity of student's enrollment at each level is 05 years. Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB). For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

##### **2.1.1. Minimum Eligibility:**

- I. The candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- II. Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- III. Must have passed an examination of another University or body  
Recognized as Equivalent Thereto

OR

IV. Must have passed any three-year Government Recognized Diploma Programmes.

OR

V. Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

#### **2.1.2. Fee Structure:**

<b>B.A.Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----

#### **2.1.3. Financial Assistance:**

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

#### **2.2. Curriculum Transaction**

##### **2.2.1. Self-Learning Material:**

The printed material of the programme in the form of Self Learning Material is supplied to the students during their enrolment to the course and also through online Moodle. The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests. We also propose to go online with some of our materials. The course material is provided in English and Marathi medium.

##### **2.2.2. Contact Sessions:**

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. Students utilize this facility fully and go for examinations well prepared. During the contact sessions teachers go through the Units in all the courses to clear the problem areas in each Unit. Learners should study all the Units before they attend the contact sessions. As stated above, the purpose of the contact sessions is to clarify any doubts learners may have before appearing for the examination. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has



appointed sufficient number of qualified full-time faculty to conduct contact sessions. The contact sessions are organized in English and Marathi Medium.

### **2.2.3. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

### **2.2.4. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

### **2.2.6. Academic Calendar: July, 2021 session (revised November, 2021) and onwards:**

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	January Session		July Session	
		From	To	From	To
1.	Admissions	November	January	May	July
2.	Distribution of SLM	January	February	July	August
3.	Contact Programmes	January	May	July	November
4.	Assignment Submission	February	March	August	September
5.	Evaluation of Assignments	March	May	September	November
6.	Term End Examination	June		December	
7.	Declaration of Results	July		February	

## **3. Evaluation**

Evaluation is done in both the methods, Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%) Class improvement facility is available to the students. Results are made available in digital

form as well.

#### **F. Requirement of the Laboratory Support and Library Resources:**

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500 /-</b>	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>

4.	SLM Development	<b>Rs 1,20,000/-</b>
5.	SLM Printing	<b>Rs. 2,25,000/-</b>
6.	SLM Distribution	<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary	<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses	<b>Rs. 1,77,500/-</b>

#### **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion alongwith students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance (**CIQA**).

#### **I. Expected programme outcomes**

On completion of this course, the student will be able to

- Understand the chronology, narrative, major events, personalities and turning points of the history of the India.
- Provide explanations of major historical developments based on a contextualized analysis of Modern World History.
- Evaluate secondary historical sources through the study of British Indian history by analyzing them in relation to the evidence that supports them, and other secondary historical literature.
- Present orally their conclusion on an argument or a summary of scholars findings in an organized, coherent, and compelling manner.
- Understand the socio-cultural heritage of India and world as well.
- Develop the national and international understanding among history students.

- Engage as educators, archivists, producers of multimedia material and even as a researcher in historic Sites and Museums, Historical Organizations, Cultural Resources Management and Historic Preservation etc.

### **SYLLABUS STRUCTURE & DETAILED SYLLABUS**

**Faculty Name: Social Sciences**  
**Course Name : History B. A. Part I and Part II**

**(TO BE IMPLEMENTED FROM 2015-16)**

#### **B. A. Part I** **Semester I**

Sr. no	Course Title	DC/AC	L	Cr	P / T	D	TP	TW	P/V	T
1	History of Ancient India-Indus Valley Civilisation to 3 <sup>rd</sup> cen. A. D. <b>Subject Code 145108/175108</b>	<b>DC I/AC-I</b>	4	4	-	2.5	75	25	--	100
2	Socio-Cultural and Economic History of Maharashtra from Yadavas to 1818 <b>Subject Code-145208</b>	<b>DC-II</b>	4	4	-	2.5	75	25	--	100
<b>Total</b>			<b>08</b>	<b>08</b>	<b>-</b>	<b>--</b>	<b>150</b>	<b>50</b>	<b>--</b>	<b>200</b>

**Note:**

TW= Internal Evaluation

- Internal evaluation of 25 marks per course will be: PPT of 10 marks/ Oral Presentation and a Report writing of Field Visit/Excursion/Educational Visit 15 marks thus evaluating e-skills of students with a view of a complete project

work or assignment

- For internal evaluation it will be mandatory for students to have inter-disciplinary/intra-disciplinary topics for PPT and Report-writing
- The topic of PPT will be selected in consultation with the concerned teacher
- The students of DC History will choose a topic for PPT from a theme from their AC course connecting it with History. Eg., A student of DC History with AC Music will combine a theme of History course with the respective music of the period.
- A student opting for AC History will connect a topic of the respective course with her DC subject. **SEMESTER II**

Sr.no	Course Title	DC/AC	L	Cr	P / T	D	TP	TW	P/V	T
1	Political History of India (A. D. 4 <sup>th</sup> Century to A. D. 1000) <b>Subject Code- 245308/275208</b>	<b>DC III/AC II</b>	4	4	-	2.5	75	25	--	100
2	History of Maharashtra (1818- 1920) <b>Subject Code- 245408</b>	<b>DC- IV</b>	4	4	-	2.5	75	25	--	100
<b>Total</b>			<b>08</b>	<b>08</b>	-	--	<b>150</b>	<b>50</b>	--	<b>200</b>

**Note:**

TW= Internal Evaluation

· Internal evaluation of 25 marks per course will be: PPT of 10 marks/ Oral Presentation and a Report writing of Field Visit/Excursion/Educational Visit 15 marks thus evaluating e-skills of students with a view of a complete project work or assignment

· For internal evaluation it will be mandatory for students to have inter-disciplinary/intra-disciplinary topics for PPT and Report-writing

· The topic of PPT will be selected in consultation with the concerned teacher

· The students of DC History will choose a topic for PPT from a theme from their AC course connecting it with History. Eg., A student of DC History with AC Music will combine a theme of History course with the respective music of the period.

· A student opting for AC History will connect a topic of the respective course with her DC subject.

B. A.-I

**Semester I**

**Title:** History of Ancient India- Indus Valley Civilisation to 3<sup>rd</sup> cen. A. D.

**Course- DC- I/AC- I**

**Subject Code- 145108/175108**

**Credits- 4**

**Marks- 100 External- 75; Internal- 25**

**Objectives:**

**Learners will be able to:**

1. Understand the developments in the history of Ancient India from Indus Valley Civilisation to 3<sup>rd</sup> 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. Place the socio-cultural history of India in proper historical perspective

Course Content	Credits	Lectures	Marks
<b>Module 1</b> a) Sources: Literary; Archaeological b) Main Features of Indus Valley Civilisation c) Vedic Period: Origin of Vedic Aryans; Socio-economic and religious life	1.25	20	30
<b>Module II</b> a) Rise of Magadha b) Emergence of New Religions- Jainism and Buddhism	1	15	25
<b>Module III</b> 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	1	15	25
<b>Module IV</b> a) The Shungas, the Satvahanas b) The Shakas and the Kushanas c) Cultural Developments under the above dynasties	.75	10	20

#### Reference Books:

1. Basham A. L, *The Wonder that was India*, Rupa, Mumbai, 1971
2. Chattopadhyaya, B. D, *A Survey of Historical Geography of Ancient India*, Manisha, Kolkata, 1984
3. Majumdar, A. K, *Concise History of Ancient India*, Vol. I, (Political History) Munshiram Manoharlal, New Delhi, 1977
4. Majumdar, R. C, (ed.) *History and Culture of the Indian People*, Vol. I to V (Relevant – chapters) Bharatiya Vidya Bhavan, Bombay
5. Mukherji, B. N, *Rise and Fall of the Kushana Empire*, Firma KLM, Kolkata, 1988
6. Raychoudhari, H. C and Thapar, R *Political History of Ancient India, Early India: From the origins to A.D. 1300* (Revised) Delhi, 1996
7. Sastri, K.A. Nilakanta, (ed.), *A Comprehensive History of India Vol. II The Mauryas and Satavahanas*, (B.C. 325 to A.D. 300) (Relevant Chapters) Orient Longman, Bombay, 1957
8. Sastri, K.A. Nilakanta, *Age of Nandas and Mauryas*, (Second Edition), Motilal Banarsidass, Delhi, 1967
9. Thapar, R, *Asoka and the Decline of the Mauryas*, (Second Edition), O. U. P., Delhi, 1983
10. Thapar, R, *Early India: From the origins to A.D. 1300*, University of California Press, Berkeley, Los Angeles, 2002

#### B. A.-I

**Semester I****Title: Socio-Cultural and Economic History of  
Maharashtra from Yadavas to 1818 Course- DC-  
II****Subject Code- 145208****Credits- 4****Marks- 100 External- 75; Internal-25****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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>Module 1</b> a) Yadava Period: social, economic and cultural life b) Mohamedan period: Cultural Impact	1	15	25
<b>Module II</b> a) Bhakti Movement in Maharashtra: Contribution of the Mahanubhav Sect and Warkari Sect b) Contribution of Sufi saints	1	15	25
<b>Module III</b> a) Concept of Maharashtra Dharma-Its Cultural Significance b) Hindavi Swarajya- Cultural Interpretation c) Economic Policies of Chhtrapati Shivaji	1	15	25
<b>Module IV</b> a) Social Life during Peshwa Period b) Economic Policies of the Peshwas c) Cultural Life under the Peshwas	1	15	25

**Note for CBCS: This course can be offered to the students of B. A. Part I who have opted for Sanskrit, Marathi and Hindi as DC subjects.**

**B. A.-I****Semester II****Title: Political History of India (4<sup>th</sup> Century to 1000 C. E.)****Course- DC- III/AC- II****Subject Code- 245308/275208****Credits- 4****Marks- 100 External- 75; Internal-25****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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>Module 1</b> a) Emergence of Gupta Dynasty as a Political Power with special reference to Samudragupta and Chandragupta II b) Classical Age: An Analysis c) Rule of Harshavardhana	1	15	25
<b>Module II</b> 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	1	15	25
<b>Module III</b> a) Arab Invasion- Muhammad-bin-Qasim and Conquest of Sindh b) Impact of these invasions of India	1	15	25
<b>Module IV</b> 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	1	15	25

**Reference Books:**

1. Basham A. L, *The Wonder that was India*, Rupa, Mumbai, 1971
2. Chattopadhyaya, B. D, *A Survey of Historical Geography of Ancient India*, Manisha, Kolkata, 1984
3. Chopra, P.N. Ravindran, T. K, Subramanian,



*History of South India*, Vol. I, (Ancient Period), S. Chand and Co., New Delhi, 1979

4. Majumdar, A. K, *Concise History of Ancient India*, Vol. I, (Political History) Munshiram Manoharlal, New Delhi, 1977
5. Majumdar, R. C, (ed.) *History and Culture of the Indian People*, Vol. I to V (Relevant – chapters) Bharatiya Vidya Bhavan, Bombay
6. Raychoudhari, H. C and Thapar, R *Political History of Ancient India, Early India: From the origins to A.D. 1300* (Revised) Delhi, 1996
7. Sastri, K.A. Nilakanta, (ed.), *A Comprehensive History of India Vol. II The Mauryas and Satavahanas*, (B.C. 325 to A.D. 300) (Relevant Chapters) Orient Longman, Bombay, 1957
8. Sastri, K.A. Nilakanta, *A History of South India*, (Fourth Edition), O.U.P., 1976.
9. Thapar, R, *Early India: From the origins to A.D. 1300*, University of California Press, Berkeley, Los Angeles, 2002

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## **B. A.-I**

### **Semester II**

**Title: History of Maharashtra (1818-1920)**

**Course- DC- IV**

**Subject Code- 245408**

**Credits- 4**

**Marks- 100 External-75; Internal- 25**

#### **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 19<sup>th</sup> and early 20<sup>th</sup> 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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>Module 1 Maharashtra Under British Rule</b> 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	1.25	20	30
<b>Module II Socio-Religious Reform Movements</b> 1. Paramhansa Sabha 2. Prarthana samaj 3. Satyashodhak Samaj 4. Vedokta Movement	1	15	25

<b>Module III Resurgence and Insurrections</b> 1. Uprisings of Ramoshis, Bhils and Kolis 2. Revolt of Vasudev Balwant Phadke 3. Other Revolutionaries of Maharashtra 4. Peasant Unrest	.75	10	20
<b>Module IV Social and Political Associations</b> 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	1	15	25

### Books for Study:

1. Ballhachet, K. A., *Social Policy and Social Change in Western India, 1817-1830*, Oxford University Press, London, 1961.
2. Chandra, Bipin, (ed.), *Ranade's Economic Writings*, Gyan Publishing House, New Delhi, 1990 .
3. Desai, A. R., *Social Background of Indian Nationalism*, Popular Prakashan, Mumbai, Reprint, 1984 (First Edition: 1948).
4. Jagirdar, P.J, *Studies in Social Thought of M.G. Ranade*, Asia Publishing House, Bombay, 1963.
5. Keer, Dhananjaya, Mahamta Jyotirao Phoolley: Father of Our Social Revolution, Popular Prakashan, Bombay, 1964.
6. Kumar, Ravindra, *Western India in the Nineteenth Century*, Routledge and Kegan Paul, London, 1968.
7. Lederle, M. S., *Philosophical Trends in Modern Maharashtra*, Popular Prakashan, Bombay, 1976.
8. Masselos, J. C., *Towards Nationalism*, Popular, Bombay, 1974.
9. Nanda, B.R, *Gokhale: The Indian Moderates and the British Raj*, Oxford University Press, Bombay, 1993.
10. Natarajan, S., *A Century of Social Reform*, Asia Publishing House, Bombay, Madras, 1959.
11. Omvedt, Gail, *Cultural Revolt in Colonial Society: The Non-Brahmin Movement in Western India, 1873-1930*, Scientific Socialist Education Trust, Bombay, 1976.
12. Phadke, Y. D., *Social Reformers of Maharashtra*, Information Centre, New Delhi, 1975 .
13. Shirgaonkar, Varsha S., *Social Reforms in Maharashtra and V. N. Mandlik*, Navrang, New Delhi, 1989.
14. Sunthankar, B.R, *Nineteenth Century History of Maharashtra 1818-1857*, Popular Book, Bombay, 1988.
15. Sunthankar, B. R., *Maharashtra 1858-1920*, Popular Book Depot, Bombay, 1993.
16. Tucker, R., *Ranade and The Roots of Indian Nationalism*, Popular Prakashan, Bombay, 1977.

**B. A. Part II  
Semester III**

Sr. No.	Course Title	DC/AC	L	Cr	P / T	D	TP	TW	P/V	T
1	History of Early Medieval India (A. D. 1000- A. D. 1526) <b>Subject Code- 345508/375308</b>	<b>DC V/AC III</b>	4	4	-	2.5	75	25	--	100
2	Elements of Historical Methodology <b>Subject Code- 345608</b>	<b>DC VI</b>	4	4	-	2.5	75	25	--	100
3	<b>History of Europe (1789- 1871)</b> <b>Subject Code- 365108</b>	<b>APC I</b>	4	4	-	2.5	75	25	--	100
<b>Total</b>			<b>12</b>	<b>12</b>	<b>-</b>	<b>--</b>	<b>225</b>	<b>75</b>	<b>--</b>	<b>300</b>

**Note:**

TW= Internal Evaluation

- Internal evaluation of 25 marks per course will be: PPT of 10 marks/ Oral Presentation and a Report writing of Field Visit/Excursion/Educational Visit 15 marks thus evaluating e-skills of students with a view of a complete project work or assignment
- For internal evaluation it will be mandatory for students to have inter-disciplinary/intra-disciplinary topics for PPT and Report-writing
- The topic of PPT will be selected in consultation with the concerned teacher
- The students of DC History will choose a topic for PPT from a theme from their AC course connecting it with History. Eg., A student of DC History with AC Music will combine a theme of History course with the respective music of the period.
- A student opting for AC History will connect a topic of the respective course with her DC subject.

**Semester IV**

Sr. No.	Course Title	DC/AC	L	Cr	P / T	D	TP	TW	P/V	T
1	History of Later Medieval India (A.D. 1526- 1757) <b>Subject Code- 445708/475408</b>	<b>DC VII/AC IV</b>	4	4	-	2.5	75	25	--	100
2	Major Trends of Indian Historiography <b>Subject Code- 445808</b>	<b>DC VIII</b>	4	4	-	2.5	75	25	--	100

3	<b>History of Europe (1870- 1945) Subject Code- 465208</b>	<b>APC- II</b>	4	4	-	2.5	75	25	--	100
<b>Total</b>			<b>12</b>	<b>12</b>	<b>-</b>	<b>--</b>	<b>225</b>	<b>75</b>	<b>--</b>	<b>300</b>

**Note:**

TW= Internal Evaluation

- Internal evaluation of 25 marks per course will be: PPT of 10 marks/ Oral Presentation and a Report writing of Field Visit/Excursion/Educational Visit 15 marks thus evaluating e-skills of students with a view of a complete project work or assignment
- For internal evaluation it will be mandatory for students to have inter-disciplinary/intra-disciplinary topics for PPT and Report-writing
- The topic of PPT will be selected in consultation with the concerned teacher
- The students of DC History will choose a topic for PPT from a theme from their AC course connecting it with History. Eg., A student of DC History with AC Music will combine a theme of History course with the respective music of the period.
- A student opting for AC History will connect a topic of the respective course with her DC subject.

**B. A.-II**

**Semester III**

**Title: History of Early Medieval India (1000 C. E.- 1526 A. D.)**

**Course- DC- IV/AC- III**

**Subject Code- 345508/375308**

**Credits- 4**

**Marks- 100**

**External- 75**

**Internal-25**

**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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
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<b>Module 1</b> 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	1	15	25
<b>Module II</b> 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	1	15	25
<b>Module III</b> a) Establishment of Vijaynagar Empire- Harihar, Bukka and Krishnadevaray b) Establishment and Decline of Bahamani Kingdom	1	15	25
<b>Module IV</b> a) Socio-economic and Cultural Life under Delhi Sultanate b) Socio-economic and Cultural Life under Vijaynagar and Bahamani rules	1	15	25

#### Reference Books:

1. Chandra, Satish, *Medieval India, From Sultanate to the Mughals*, Har Anand Publication, Delhi, 1997
2. Chandra, Satish, *History of Medieval India*, Orient Blackswan, New delhi, Mumbai, 2007
3. Majumdar, R.C., *History and Culture of the Indian People*, V, VI, VIII, (V - *The Struggle for Empire*, VI – *The Delhi Sultanate*, VII – *The Maratha Supremacy*) Bharatiya Vidya Bhavan, Bombay, 1974
4. Nizami, K. A., *Studies in Medieval Indian History and Culture*, Allahabad, 1966
5. Salotere, B. A, *Social and Political Life in the Vijaynagara Empire (AD 1346-1646)*, 2Vols., B. G. Paul and Company, Madras, 1934
6. Rizvi, S. A.A, *The Wonder that was India*, Sidwick & Jackson, London, 1987

#### B. A.-II

#### Semester III

**Title: Elements of Historical Methodology**

**Course- DC VI**

**Subject Code- 345608**

**Credits- 4**

**Marks- 100**

**External- 75**

**Internal-25**

**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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>Module 1</b> a) Meaning; Nature and Scope of History b) Sources of History- Archaeological; Literary	1	15	25
<b>Module II</b> a) Types of History b) Auxiliary Sciences of History	1	15	25
<b>Module III</b> a) Criteria of Authenticity of Historical Sources b) Criteria of Credibility of Historical Sources	1	15	25
<b>Module IV</b> a) Objectivity in History-writing b) Analysis of Data and Interpretation of Historical Sources	1	15	25

**Reference Books:**

1. Ali, Sheik B., *History: Its Theory and Method*, (Second Edition) Macmillan India Ltd., Madras, 1984.
2. Carr, E. H., *What is History?* Palgrave Hampshire Macmilan & Co., London, Reprint 2001 First Pub. (1969).
3. Chitnis, K. N., *Research Methodology in History*, Pune, 1979
4. Jain Gopal Lal, *Research Methodology: Methods, Tools and Techniques*, Jaipur, 2003
5. Kothari, C. R., *Research Methodolgy: Methods and Techniques*, New Delhi, 2001
6. Rajayyan, K., *History in Theory and Method*, Raj Publishers, Madurai, (Fourth Edition),

1982

B. A.-II

**Semester III**

**Title:** History of Europe (1789-1871)

**Course- APC- I**

**Subject Code-** 365108

**Credits-** 4

**Marks-** 100

**External-** 75

**Internal-**25

**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 19<sup>th</sup> century
3. Examine the power-politics in major countries of Europe in 19<sup>th</sup> 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	Credits	Lectures	Marks
<b>Module 1</b> a) French Revolution- Causes and Consequences b) Napoleon Bonaparte- Military Achievements; Administrative Reforms; Decline	1	15	25
<b>Module II</b> a) Congress of Vienna- Principles and Aims b) Consort of Europe- Age of Metternich	1	15	25
<b>Module III</b> a) Revolution of 1848 in France and the Birth of Second Republic b) Napoleon III- Military Achievements; Administration	1	15	25
<b>Module IV</b> a) Role of Bismarch in European Politics b) Unification of Italy c) Unification of Germany	1	15	25

**Reference Books:**

1. Carr, E. H, *International Relations between the two World Wars*,
2. Chandler, David, G, *The Illustrated Napoleon*, Greenhill, London, 1990
3. Cornwell, R. D., *World History in the Twentieth Century*, Longmans, Gordon, 1969
4. Croff, Richard Moses, Walfer, Terry Janice, Jiu-Hwa Upshur, *The Twentieth Century: A Brief Global History*, John Wiley and Sons, New York, 1983
5. Davies, H. A., *An outline History of the World*, Oxford

- University Press, New Delhi, Fifth Edition, 1968
6. Doyle, William, *The Oxford History of the French Revolution*, Oxford University Press, London, 2003
  7. Fay, S. B., *Origins of the World War*, New York, 1991
  8. Garraty, John A., *The Columbia History of the World*, Gay, Peter (eds), Sixth Dorset Press, Printing, Harpeg and Row, New York, 1986
  9. Gokhale, B. K., *History of Modern World*, Himalaya Publishing House, Bombay, 1982
  10. Grant, A. J. and Temperley, *Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*, H. Longmans Green and Co., London, 1952
  11. Herold, J. Christopher, *The Age of Napoleon*, Weidenfeld & Nicolson, London, 2002 [First published 1963]

B. A.-II

#### **Semester IV**

**Title:** History of Later Medieval India (1526 A. D.- 1757)

**Course- DC- VII/AC IV**

**Subject Code- 445708/475408**

**Credits- 4**

**Marks- 100**

**External- 75**

**Internal-25**

#### **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

<b>Course Content</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>Module 1</b> a) Emergence of Mughal Power- Babur and Humayun b) Sher Shah Suri- Conquests and administration	1	15	25
<b>Module II</b> a) Expansion and Consolidation of Mughal Rule: Emperor Akbar, Jehangir and Shah Jahan b) Decline of Mughal Power: Policies of Aurangzeb; Later Mughals	1	15	25



<b>Module III</b> a) Chhatrapati Shivaji and Foundation of Swarajya b) Rules of Sambhaji, Rajaram and Tarabai	.75	10	20
<b>Module IV</b> a) Mughal Administration b) Administration of Chhatrapati Shivaji c) Socio-economic and Cultural Life	1.25	20	30

**Reference Books:**

1. Kulkarni, A. R., *Maharashtra in the age of Shivaji*, Pune, 1969
2. Nadkarni, R. V., *The Rise and Fall of Maratha Empire*, Popular Prakashan, Bombay, 1966
3. Ranade, M. G., *The Rise of Maratha Power*, The Publication Division, 1961
4. Sardesai, G. S., *Main Current of Maratha History*, Dhavale, Bombay, 1923
5. Sharma, S. R., *Mughal Empire in India*, Atlantic, New Delhi, 1999

B. A.-II

**Semester IV**

**Title:** Major Trends in Indian Historiography

**Course-** DC VIII

**Subject Code-** 445808

**Credits-** 4

**Marks-** 100

**External-** 75

**Internal-** 25

**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	Credits	Lectures	Marks
<b>Module 1 Historiography of Ancient India</b> c) Main Texts: <i>Sangam Literature, Arthashastra, Harshacharitam, Rajatarangini</i> d) Travelogues of Foreign Travelers: Greek, Chinese	1	15	25

<b>Module II Historiography in Medieval India</b> c) Pre- Mughal Historiography: Al Bairuni, Ibn Batuta d) Historiography During Mughal Period: Abul Fazal, Khafi Khan e) Historiography of Maratha Period: <i>Adnyapatra</i> , <i>Peshwa Daftar</i> , <i>Bakhar</i> Literature	1	15	25
<b>Module III Historiography of Modern Period</b> c) Imperialist School d) Nationalist School e) Marxist School	1	15	20
<b>Module IV Trends of Historiography in Post-independence period</b> d) Oral History e) Local History f) Women's History	1	15	30

#### Reference Books:

1. Ali, Sheik B., *History: Its Theory and Method*, (Second Edition) Macmillan India Ltd., Madras, 1984.
2. Carr, E. H., *What is History?* Palgrave Hampshire Macmilan & Co., London, Reprint 2001 First Pub. (1969).
3. Chitnis, K. N., *Research Methodology in History*, Pune, 1979.
4. Gopal, S., & Thapar, R., *Problems of Historical Writing in India*, India International Centre, New Delhi, 1963.
5. Kothari, C. R., *Research Methodolgy: Methods and Techniques*, New Delhi, 2001.
6. Sen, S. P. (ed.), *Historians and Historiography in Modern India*, Calcutta, 1973.
7. Sreedharan, E, *A Textbook of Historiography 500 B. C. To A.D. 2000*, Orient Black Swan, New Delhi, Mumbai, 2004

B. A.-II

**Semester IV**

**Title:** History of Europe (1870- 1945)

**Course- APC II**

**Subject Code-** 465208

**Credits-** 4

**Marks-** 100

**External-** 75

**Internal-**25

**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	Credits	Lectures	Marks
<b>Module 1</b> a) Eastern Question: Crimean War and Treaty of Paris b) Russo-Turkish war and Treaty of Berlin c) Young Turk Movement	1	15	25
<b>Module II</b> a) Consequences of Imperialism in Africa b) Balkan wars; World war I- Causes and Consequences	1	15	25
<b>Module III</b> a) Nazism in Germany b) Fascism in Italy c) Great Depression: Its Effects on Europe	1	15	20
<b>Module IV</b> a) World War II: Causes and Consequences b) Establishment of UNO	1	15	30

**Reference Books:**

1. Anderson, M. S., *The Eastern Question 1774-19232: A Study in International Relations*, Macmillan, 1966
2. Gooch, G. P., *History of Modern Europe*, S. Chand, New Delhi, 1954
3. Gottschalk, Louis and Lath, D., *Europe and the Modern World*, Mumbai, 1964
4. Millman, Richard, *Britain and Eastern Question 1875-78*, Oxford university Press, London, 1979
5. Lyons, Michael, J., *World war I: A Short History*, Prentice hall Press, 2<sup>nd</sup> edition, 1999
6. Longmans, Green, *Twentieth Century Europe*, Longmans Green, London, 1977
7. Taylor, A. J. P., *The Struggle for Mastery over Europe 1848-1918*, Oxford University Press, London, 1956

**SNDT Women's University Syllabus B.A. in History**

**Revised -2017**

**SYLLBUS STRUCTURE**

**Faculty Name: Social Sciences**

**Course Name: History B. A. Part III**

B.A. Part III

Semester – V

Sr .n o.	Course Title	DC/AP C	L	Cr	P / T	D	TP	TW	P/ V	T
1	History of India 1857 C.E. to 1920 C.E. Subject Code:-545908	DC- IX	4	4	-	2.5	75	25	-	100
2	Indian Women in Historical Perspective ( Vedic Period to 1800 C.E.) Subject Code:- 5451008	DC- X	4	4	-	2.5	75	25	-	100
3	History of Art and Architecture in India from Pre-Historic to 10 <sup>th</sup> Century C.E. Subject Code:-5451108	DC -XI	4	4	-	2.5	75	25	-	100
4	Elements of Archaeology in India Subject Code:-5451208	DC XII	4	4	-	2.5	75	25	-	100
5	History of China and Japan 1900 C.E. to 1963 C.E. Subject Code:-565308	APC III	4	4	-	2.5	75	25	-	100
	Total		20	20	-	--	375	125	--	500

**Note:**

TW= Internal Evaluation:

Internal evaluation of 25 marks per course will be: project work or  
assignment, Oral Presentation and a Report-writing of Field

Visit/Excursion/Educational Visit. B.A. Part III

Semester – VI

Sr .n o.	Course Title	DC/APC	L	Cr	P / T	D	TP	T W	P/ V	T
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1	History of Modern India (1920 C.E. to 1950 C.E.) Subject Code:-6451308	DC - XIII	4	4	-	2.5	75	25	-	100
2	Changing Position of Women in India (From 19 <sup>th</sup> to 20 <sup>th</sup> Century) Subject Code:- 6451408	DC - XIV	4	4	-	2.5	75	25	-	100
3	Development of Travel and Tourism in India Subject Code:- 6451508	DC- XV	4	4	-	2.5	75	25	-	100
4	Museology and Numismatics Code:-6451608	DC- XVI	4	4	-	2.5	75	25	-	100
5	History of U.S.A. 1900 C.E. to 1963 C.E. Subject Code:-665408	APC- IV	4	4	-	2.5	75	25	-	100
	Total		20	20	-	--	375	125	--	500

**Note:**

TW= Internal Evaluation: Internal evaluation of 25 marks per course will be: project work or assignment, Oral Presentation and a Report-writing of Field Visit/Excursion/Educational Visit.

Internal:- 25 Credits: 04 External :-75

Lectures:-60

### Objectives:

Learners will be able to:

- 1) Understand the details of the Revolt of 1857
- 2) Know the regional political associations
- 3) Examine the role of Indian National Congress
- 4) Assess the Constitutional Developments in India
- 5) Analyse the nature of movements and pacts before 1920

Course Content	Credits	Lectures	Marks
Module-1 <b>Revolt of 1857</b> a) Causes of Revolt b) Nature of Revolt c) Ramifications of 1857 Revolt	1	20	30
Module-2 <b>Genesis and Evolution of Political Associations</b> a) Regional Associations - Bengal and Maharashtra b) Indian National Congress -Aims and Objectives c) Schism in Indian National Congress- Moderates and Extremists	1	20	30
Module -3 <b>Constitutional Acts between 1909- 1919</b> a) Morley Minto Reforms Act, 1909 b) Montague Chelmsford Reforms Act, 1919	1	10	20
Module -4 <b>Movements and Pacts</b> a) Khilafat Movement b) Home Rule Movement c) Lucknow Pact, 1916	1	10	20

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1. Argov Daniel, *Moderates and Extermists in Indian National Movement*(1883-1920), Asia Publishing House, Bombay, 1967
2. Chandra Bipan, Tripathi, Amalesh and De, Barun, *Indian Freedom Struggle*, National Book Trust, 1992.
3. Chandra Bipan, *India's Struggle for Independence, 1857-1947*, National Book Trust, New Delhi, 1989
4. Chandra Bipin, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, Har Anand Publications, New Delhi, 2010
5. Chopra, P.N. (Ed), *Role of Indian Muslims in Struggle for Freedom*, Light & Life Publishers, New Delhi, 1979
6. Gopal S., *Jawaharlal Nehru: A Biography, Vol. I ,1889-1947* ,Oxford University, London, 1975
7. Grover B.L. and Grover S., *A New Look at Modern Indian History*, S. Chand and Co. ,New Delhi, 1994
8. Majumdar, B.B. *Indian Political Associations and Reform of*

*Legislature, 1818-1917*, Firm Mukhopadhyaya, Calcutta, 1965  
 9. Pannikar K. M., *The foundation of New India*, George Allen of Unwin, London, 1963  
 10. Sarkar Sumit, *Modern India*, Macmillan India Ltd. New Delhi, 1985  
 11. Sarkar, Sumit, *Swadeshi Movement in Bengal 1903-1908*, Orient BlackSwan, 2011  
**भयाठी:**

- 1: कोरायकयळ.ग., आधुननकबायताचाइनतशाव१७६१-१९६५, भौगेलप्रकाळन, नागनूय, नुणे
- 2: भाईकयभदन, आधुननकबायताचाइनतशाव१८१८-१९७५, लद्माफक्ुव, औयोगाफाद, १९९८
- 3: लद्मवुभन, कोठेकयळोता, आधुननकबायताचाइनतशाव१८५७-१९२०, वाईनाथप्रकाळन, नागनूय, 1985

B.A. III Semester V

**Title:- Indian Women in Historical Perspective ( Vedic Period to 1800 C.E.)** DC X- Code:-5451008

Marks:- 100

Internal:- 25 Credits: 04 External :-75 Lectures:-60

**Objectives:**

Learners will be able to:

- 1) Understand condition of Indian Women Through Ages
- 2) Examine the utility of sources of Indian history for knowing the women's condition
- 3) Assess the position of women in India in ancient and medieval period
- 4) Analyse the contribution of Important Indian women in history

Course Content	Credits	Lectures	Marks
Module -1 <b>Sources of Women Study</b> a) Literary Sources b) Archaeological Source	1	15	25
Module -2 <b>Position of women in Vedic and non-Brahmanical tradition</b> a) Women in Vedic period b) Women in Jainism c) Women in Buddhism	1	15	25
Module -3 <b>Position of Women in Various Religious Cults</b> a) Mahanubhav Cult b) Varkari Cult c) Veershaiva Cult	1	15	25
Module -4 <b>Political Role of Women</b> a) Dynasties in Ancient India- Satvahanas and Guptas b) Sultanate period -Sultan Razia c) Mughal period- Noor Jahan and Chandbibi d) Maratha period- Jijabai and Ahilyabai Holkar	1	15	25

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**English:**

1. Altekar A. S., *The Position of Women in Hindu Civilization*, Motilal Banarasidas, Delhi, 1962
2. Chakravarti Uma, & Roy, Kumkum, "In search of our past: A review of the limitations and possibilities of Historiography of women in early India", *Economic and Political Weekly*, April 30, 1998
3. Chakravarty Uma, *Rewriting History, The life and time of Pandita Ramabai*, Zubaan, Delhi, Reprint 2013
4. Desai Neera, *Women in Modern India*, Vora and Co., Bombay 1977
5. Nanda B. R., *Indian Women - From Pardah to Modernity*, Bikes Publishing House, New Delhi, 1979
6. Talim, Meena, *Women in Early Buddhist Literature*, University of Bombay, Bombay, 1972.
7. Thomas P., *Indian Women through the Ages*, Asia publishing House, New York, 1967

**भयाठी :**

1. डॉ. ओफेर्डकयफी, आय., हशन्दूस्त्रिमाँउन्ननत, अलनत, वुगतप्रकाळन, नागनुय, 2004
2. कोवोफीदाभोदायधभानोद, प्राचज्जबायतमवोरक, नतलवभमता, डमभोर्डनस्तरकेळन, नुणे, 2006
3. देशार्डयामवयात्ता, बायतातएरिअभमाव - वोरथाआणणव्मलशयाचाळोध, क्ाोनतज्मोतव्रावलीफाईपुरेरीअभमावकेंद्रनुण, वेलदमानाळनुण, 2009
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5. डॉ. नाहिरनदभजा, डॉ. जाधलळोबना, बायतमइनतशावातएस्त्रिमाँ, पर्डकेप्रकाळन, कोल्शानूय, 2007
6. प्रा.नायध, आय. एन, बायतमरि - जलनलकताव्म, लेदभुद्राप्रकाळन, अभयालत, 2005
7. बागलतलदमुत, रीलादीइनतशाव - भाओवाआणणव्मलशाय, क्ाोनतज्मोतव्रावलीफाईपुरेरीअभमावकेंद्र, नुणवेलदमानाळ, 2009
8. डॉ. फोर्ड-खर्डवेवुननता, खर्डवेवोतळ, ऐनतशाशवकनयप्रेक्षयामातएस्त्रिमा,ळबुभनस्तरकेळन, नुण, 2010

B.A. III Semester V

**Title: - History of Art and Architecture in India from Pre-Historic to 10<sup>th</sup> Century C.E.** DC XI- Code:-5451108

Marks:- 100

Internal:- 25 Credits: 04 External :-75 Lectures:-60

**\Objectives:**

Learners will be able to:

- 1) Identify Fine Arts of ancient India
- 2) Understand Architectural Trends in ancient India
- 3) Assess the contribution of major dynasties to art and architecture



4) Analyse the different styles of art and architecture

Course Content	Credits	Lectures	Marks
Module -1 <b>Art and Architecture during pre and proto historic period</b> a) Terracotta b) Paintings c) Sculptures d) Town Planning	1	15	25
Module -2 <b>Mauryan Art</b> a) Sculpture b) Stupas c) Chaityas and Viharas	1	15	25
Module -3 <b>Art and architecture from 1<sup>st</sup> Century B.C.E to 7<sup>th</sup> Century C.E.</b> a) Gandhara and Mathura Art b) Tri-rashmi Caves Nasik and Karle Caves c) Gupta temple architecture	1	15	25
Module -4 <b>South Indian Art and Architecture</b> a) Chalukya ( Aihole, Pattadikkal) b) Cholas ( Brihadishwar temple) c) Pallavas ( Ratha temple) d) Palas and Jain Miniature Paintings	1	15	25

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**English :**

- 1) Banerji, Arundhati, *Hari Smriti Studies on Art, Archaeology and Indology*, Vol. I & II, Kaveri Books, New Delhi, 2006.
- 2) Beck, Elisabeth, *Sri Aurobindo On Indian Art – Selection from his writing* – Mapin Publishing Pvt. Ltd., Ahmedabad, 1999
- 3) Beach, Milo (ed), *The Ajanta Caves Ancient Paintings of Buddhist India*, Thames and Hudson, New York, 2005
- 4) Fritz, John and Michell, George, *Hampi*, India Book house, New Delhi, 2003.
- 5) Huntington, Susan, *The Art of Ancient India: Hindu, Buddhist, Jain*, Weatherhills Publication, London, 1991.
- 6) Michell, George, *Architecture and Art of Southern India*, Cambridge University press, 2001. 7) Michell, George, *Elephanta*, India book house, New Delhi, 2002.
- 8) Mitter, Partha, *Indian Art (Oxford History of Art)*, Oxford University Press, London, 2001. 9) Pal, Pratapditya, *Reflections on the Arts in India*, Marg Publication, Mumbai, 2000. 10) Roy C. Craven, *Indian Art – A Concise History*, Thames and Hudson Ltd., London, 1987. 11) Pande Anupa, *The Art of Central Asia and the Indian Subcontinent: In Cross-Cultural Perspective*, Aryan Books International, New Delhi, 2009
- 12) Tomory, Edith, *A History of Fine Arts in India & West*, Orient BlackSwan, Chennai, 1989

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२) नाकियभळ, बायतामचचिकरेचाइनतशाव, गोगरप्रकाळन, भोफई, १९९८.

३) नाताईफारकृष्टण, दाबाई, बायतामचचिकरा- चिकरेलयारभौरकलदुभरायोथ, भातबृभाप्रकाळन,

नुण, १९९७. ४) भाळिभ. श्र, प्राचमबायतामकरा, कॉन्िजेन्रिप्रकाळन, नुणे,

१९७४.

4

B.A. III Semester V

Title: - Elements of Archaeology in India

DC XII- Code:-5451208

Marks: - 100

Internal: - 25 Credits: 04 External:-75 Lectures:-60 **Objectives:**

Learners will be able to:

- 1) Know significance of Archaeology
- 2) Identify Methods of Archaeology
- 3) Analyse the importance of excavation sites
- 4) Examine the major archaeological sites in India

Course Content	Credits	Lectures	Marks
Module -1 <b>Introduction to Archaeology</b> a) Definition and Types of Archaeology b) Archaeology and its relations with other subjects with reference to Geography, Anthropology and Sociology c) History of Archaeology in India	1	15	25
Module -2 <b>Methods of Archaeology</b> a) Field Archaeology b) Types of Excavation c) Methods of Dating the Objects	1	15	25
Module -3 <b>Excavation Sites in India</b> a) Lothal b) Nalanda c) Jorwe d) Diamabad	1	15	25
Module -4 <b>Archaeological Sites in India</b> a) Kanheri Caves b) Ajanta Caves c) Sanchi d) Hampi	1	15	25

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**English :**

- 1) Cumming, John (ed.), *Revealing India's Past*, The India Society, London,

1939. 2) Ghosh A. (ed.), *Archaeological Remains, Monuments and Museums*, Govt. of India, New Delhi, 1964.
- 3) Paddayya K., *The New Archaeology and Aftermath*, Ravish Publishers, Pune, 1990. 4) Paddayya, K, *Essays in the history of archaeology: themes, institutions and personalities*, New Delhi, Archaeological Survey of India, New Delhi, 2013
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- 1) डॉ.कठारे/डॉ.वाखये/डॉ.नांरि, नुयातल्ललद्मा, लरतुवोगशारमळारि, आणणनमांनि, लद्माफुक्कनस्तरळव, ाऔयोगाफाद, २०११ . 2) गोखरेळोबना, नुयाबरेखलद्मा, कॉस्त्न्िनेन््रिप्रकाळन, नुणे, १९७५
- 3) थोयातबारकय, लरतुवोगशारमळारि- नुयातल्लीमलद्मा, प्राचप्रकाळन, भोफई, २००१
- 4) देलळोकय, देलळोतायाभबारचोद्र, नुयातल्ललद्मा, कॉस्त्न्िनेन््रिप्रकाळन, नुणे, १९७६
- 5) देलळोतायाभबारचोद्र, भशयाष्ट्रातउत्खनने, भाहशतआणणनबोलाणओारिम, हदली, १९६२
- 6) डॉ.वभेरलपना, डॉ.यानईअनुयाधा, नुयातल्लळारिलगोथारमळारि, भनन, प्रकाळन, भोफई, १९९६

B.A. III Semester V

**Title: - History of China and Japan 1900 C.E. to 1963 C.E.**

APC III - Code:-565308

Marks: - 100

Internal: - 25 Credits: 04 External:-75 Lectures:-60

**Objectives:**

Learners will be able to:

- 1) Know major happenings in China and Japan in 20<sup>th</sup> Century
- 2) Understand the origin and expansion of Nationalism in China
- 3) Study rise and growth of Communism in China

4) Evaluate the role of Japan as World Power

Course Content	Credits	Lectures	Marks
Module -1 <b>Emergence of Nationalism in China</b> a) Revolution of 1911 b) Principles and Policies of Dr. Sun Yat Sen c) Warlordism: 1916 to 1928	1	15	25
Module -2 <b>Rise of Communism</b> a) Role of Mao tse Tung (1928-1949) b) Communist Revolution in China c) May 4 <sup>th</sup> Movement: Nature and Significance	1	15	25
Module -3 <b>Emergence of Japan as World Power</b> a) Anglo-Japanese Alliance b) Russo-Japanese War c) World War I and Manchurian Crisis	1	15	25
Module -4 <b>Japan and World War II</b> a) Second Sino-Japanese War b) Role of Japan in World War II c) SCAP administration in Japan	1	15	25

**Bibliography:**

English:

1. Akita, George, *Foundation of the Constitutional Government in Modern Japan*, Harward University Press, Harward, 1967
  2. Backmann, George M., *Modernization of China and Japan*, Harper and Row, New York, 1962.
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  5. Franke Wolfgang, *A Century of Chinese Revolution*, University of South Carolina Press, Carolina, 3<sup>rd</sup> edition, 1980
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  8. Michael Franz, *The Taiping Rebellion*, Washington University Press, Washington, 1966
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3. देलनुजायाभु.फा., आधुननकआठमाचाइनतशाव, भोगेठप्रकाठननागनूय,१९७६
4. देलप्रबाकय, आधुननकचम, कायदाप्रकाठन, नोदेई,१९८२
5. देलप्रबाकय, आग्नेमआठमामाष्ट्राचाइनतशाव(इनतशावनूलाते१९७२एकवभारोचन), लदमाप्रकाठन, नागनूय,१९७७6. ननकभतानाजमाल,, आधुननकचम- जनानचाइनतशाव,

Title:- History of Modern India (1920 C.E. to 1950 C.E.)

DC – XIII Code:-6451308

Marks:- 100

Internal:- 25 Credits: 04 External :-75 Lectures:-60

**Objectives:**

Learners will be able to:

- 1) Study the Freedom Movement of India
- 2) Understand the role of Mahatma Gandhi
- 3) Analyse the Contribution of Revolutionaries
- 4) Know the constitutional Development in India

Course Content	Credits	Lectures	Marks
Module -1 <b>Gandhian Era (1920-1942)</b> a) Non-co-operation Movement b) Civil Disobedient Movement c) Quit India Movement	1	15	25
Module -2 <b>Role of Revolutionaries</b> a) Bhagatsingh, Rajguru and Sukhdev b) Chandrashekhhar Aazad c) Vinayak Damodar Savarkar d) Subhashchandra Bose	1	15	25
Module -3 <b>Partition of India</b> a) Two-Nation Theory b) Various Plans related to the Issue of Partition c) Consequences of Partition	1	15	25
Module -4 <b>Constitutional Developments</b> a) Government of India Act 1935 b) Formation of Constituent Assembly c) Role of Dr. B. R. Ambedkar d) Significance of Indian Constitution	1	15	25

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भयाठेलबििळकारीनबायत, ननोरानुयेप्रकाशन, नागनूय,जून,२००१ .

B.A. III Semester VI

Title:- Changing Position of Women in India (From 19<sup>th</sup> to 20<sup>th</sup> Century)

DC XIV- Code:-6451408

Marks:- 100

Internal:- 25 Credits: 04

External :-75 Lectures:-60

### Objectives:

Learners will be able to:

Understand the evolution of women in India

- 1) Examine the Role of Women in social reforms
- 2) Analyse the contribution of women in freedom movement
- 3) Study the participation of women in various organizations at National level
- 4) Know the achievements of women in socio-cultural fields

Course Content	Credits	Lectures	Marks
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Module -1 <b>Emancipation of women through Social Reform</b> A) Brahmo Samaj c) Satyashodhak Samaj d) Arya Mahila Samaj	1	15	25
Module -2 <b>/Women in Freedom Movement</b> a) Women in Gandhian Movement b) Revolutionary Movements c) Women in Regional Movements -Hyderabad and Sanyukta Maharashtra	1	15	25
Module -3 <b>Awareness Among Women</b> a) Education- Role of Missionaries and Non- government Institutions b) Education- Government Measures c) Indian Constitution and Women's Rights	1	15	25
Module -4 <b>Contribution of Indian Women to:</b> a) Indian Constitution b) Cultural Development- Fine Arts and Performing Arts; Sports	1	15	25

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४. देशादयामरलात, अनघाताोफे, बायतातरिस्त्रिमाएकओरख, क्ाोतज्मोतव्वालिफाईपुरेरिअभ्मावकेंद्रनुण,

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नुण, े२०१०

हशोदी:

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B.A. III Semester VI

Title: - **Development of Travel and Tourism in India**

DC XV- Code:-6451508

Marks:- 100

Internal:- 25 Credits: 04 External :-75 Lectures:-60

**Objectives:**

Learners will be able to:

Understand the Potential of Travel and Tourism

- 1) Explore the possibility of Tourism as an Employable Skill of History
- 2) Study the rich heritage of India
- 3) Examine Government and non-government policy towards Tourism

Course Content	Credits	Lectures	Marks
Module -1 <b>Concept of Tourism</b> a) Definition, Scope and Potential b) Historical Perspective c) Types of Tourism	1	15	25
Module -2 <b>Indian States- A Tourist Destination</b> a) Kashmir b) Madhya Pradesh c) Maharashtra d) Kerala e) Aasam	1	15	25
Module -3 <b>Role of A Tour Operator</b> a) Qualifications of Tour Operator b) Responsibilities of Tour Operator c) Organisation of Tours	1	15	25
Module -4 <b>Policies related to Tourism</b> a) Government Policies- Central and State b) Non-Government Policies c) Role of Tourist Companies	1	15	25

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6. नाशवयकयअरुण, दक्षषणबायतनमािनरथरे, वश, आम. न, प्रकाळन, नाशळक, २०००
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2. अलरथायाजेन्द्र, बायतदळान- भधमप्रदेळ, याजनारएण्डवन्व, हदली, १९७२
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4. निरवनतोफय, बायतदळान- गुजयात, याजनारएण्डवन्व, हदली, १९७२
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9. व्माभयाजेळकुभाय, नमािनउदबलएलोवलकाव, याजरथानहशोदीग्रन्थअकादभ, जमनुय, २००८
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11. वशामशळलरलरून, नमािकोंकादेळबायत, भोतशारफनायवादाव, हदली, २००५
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B.A. III Semester VI

Title: - **Museology and Numismatics**

DC XVI- Code:-6451608

Marks: - 100

Internal: - 25 Credits: 04 External:-75 Lectures:-60

**Objectives:**

Learners will be able to:

- 1) Know about Museum Movement in India
- 2) Understand the importance of Numismatics
- 3) Explore the possibilities of Skill Development related to History

Examine the significance of Indian Heritage through the study of Museology and Numismatics

Course Content	Credits	Lectures	Marks
Module -1 <b>Introduction to Museology</b> a) Origin, Definition and Types b) Museum Movement in India c) Qualifications and Responsibilities of Curator	1	15	25
Module -2 <b>Techniques and Methods in Museology</b> a) Methods of collection b) Principles of Preservation and Care c) Presentation Techniques	1	15	25
Module -3 <b>Introduction to Indian Numismatics</b> a) Importance of Coins as Sources of History b) Development of Indian Numismatics c) Types of Coins	1	15	25
Module -4 <b>Coinage Through the Ages</b> a) Coins of Ancient Indian Dynasties- Maurya, Kushana, Gupta b) Coins of Medieval Indian dynasties- Sultanate, Sher Suri, Mughals c) Maratha Coinage	1	15	25

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 ३गोर्डफोरेला.ना.,घोयनर्डवल.श, रुनमाअथातआभचेचरन,शवद्ेशलयछनखाना,कोल्शानूय, १९२२.  
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 ,नाशळक ,भशयाष्ट, १९९८. १०डॉ.वभेररलपना, डॉ.यानर्डअनुयाधा,  
 नुयातललळारिलगोथारमळारि, भनन, प्रकाळन, भोफर्ड, १९९६  
**हशोदी:**

1. उनाधमामलावुदेन, प्राचजबायतमभुद्राए, ाभोतप्रारफनायवदाव, हदली, १९७१  
 2. झाअशभतेशलय, बायतमशवक्केएकएनतशाशवकनरयचम,  
 आमआमआयएनएवप्रकाळन ,नाशवक ,भशयाष्ट, १९९८. 3.  
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 १९९८4. वशामशळलरलरुन, प्राचजबायतमशवक्के, भोतप्रारफनायवदाव, हदली, २००१

APC IV - Code:-665408

Marks: - 100

Internal: - 25 Credits: 04 External:-75 Lectures:-60

**Objectives:**

Learners will be able to:

- 1) Know the historical developments in U. S. A. in 20<sup>th</sup> century
- 2) Study the role of Presidents of U. S. A. in World Politics
- 3) Analyse the phenomenon of Great Depression
- 4) Examine the causes of emergence of U. S. A. as a World Power

Course Content	Credits	Lectures	Marks
Module -1 <b>U. S. A. between 1900 to World War I</b> a) Progressive Era of Theodore Roosevelt b) Woodrow Wilson- Internal Policy c) U. S. A. and World War I	1	15	25
Module -2 <b>U. S. A. between two World Wars</b> a) Great Depression- Causes and Consequences b) Domestic Policy of U. S. A. c) Foreign Policy of U. S. A.	1	15	25
Module -3 <b>U. S. A. and World War II</b> a) New Deal Policy of Franklin Roosevelt b) Role of U. S. A. in World War II c) Role of U. S. A. in Cold war	1	15	25
Module -4 <b>Emergence U. S. A. as World Power</b> a) U. S. A. and Latin America b) U. S. A. and Far East c) Developments of Science and Technology	1	15	25

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## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in Political Science**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau,  
University Grants Commission, New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

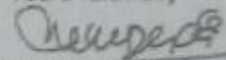
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

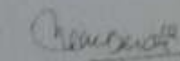
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



(Dr. Mira Desai)  
Registrar (Addl. Charge)



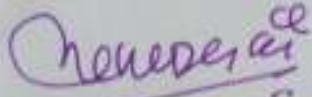
Academic Council  
17.06.2021

**AGENDA:**

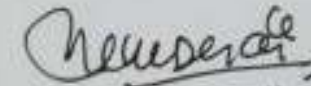
**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

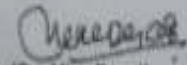
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vадgama	Gujrati	Associate Professor
		Dr. Kavya Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhakar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patel	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Menisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatkar	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVD College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PPROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in Political Science**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by BharatratnaMaharshiDhondoKeshavKarve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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

#### **Goals**

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



**Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

**The CDE aims to achieve the following objectives:**

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

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

The mission of the programme B.A. in Political Science is to expose the students to the evolution of and major approaches in the discipline of Public Administration and to make the students aware of the theories, models and process of Public policy making in India, the changing role of state and public administration in the process of development in the post – globalisation period.

**Programme Objectives:**

- To inculcate in students an in depth knowledge of the discipline
- To acquaint students with the understanding of the national, state and local level political institutional dynamics as well as international affairs and administrative functioning
- To critically understand and interpret social and political reality.
- To enhance political awareness and sensibility.
- To introducing the students to the major traditions in western political thought.
- To encourage students to understand theories and debates in political thought.
- To developing a sound understanding of the traditional political philosophy which informs modern day politics and society

**B. Relevance of the B.A. in Political ScienceProgram with HEI's Mission and Goals:**

The S.N.D.T. Women's University's goals are inherited in the B.A. in Political Scienceprogramme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs and empowering them. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in Political Science envisions enhancing purposeful education with 'human values' and social responsibility.

**C. Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short this programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

**D. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

The BA in Political Science programme offered through the Open and Distance mode is more flexible and can be very useful to students with special difficulty (due to financial backwardness and those living in rural areas that do not have regular colleges). The curriculum has been designed to cater to the emerging needs of the economy and society. The syllabus has been developed to offer sufficient breadth and depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of PG. Our programmes are conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field. B.A. in Political Science focuses on imparting knowledge of the political system, political behavior, political theories, and political practice of national and international grounds. B.A. in Political Science also covers public affairs, government laws & policies, international relations, and historical & modern political systems. Equipped with these skills, students can find employment opportunities in central, state, or local government agencies, enter into law, social services, or academia, pursue political journalism, or aim to become a civil servant/political advisor. The programme BA in Political Science offered through distance education envisioned to provide skilled manpower to the economy and to make the students to be the productive citizens. It has the potentials for providing greater access to education and making education available, flexible and innovative.

**E. Instructional Design:**

**1. Curriculum Design:**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University B.A. programme offers specialization in English, Hindi, Marathi, Economics, History, Political Science and English Literature. The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:



Level of the Program	Duration	No. of credits
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level. Students are allowed to keep term in all heads of passing and can register for next level of Programme.

### **1.1. Faculty and Support Staff Requirement:**

#### **Available fulltime Faculty:**

1. Dr. Mangesh Kadam- Assistant Professor
2. Ms. Niyati Wadkar- Assistant Professor
3. Mr. Gurunath Sawant: Assistant Professor

#### **(Note: Faculties allotted in combination with M.A.)**

Apart from faculty the Support staff is available as per the requirement.

### **2. Process of Admission, curriculum transaction and evaluation:**

#### **2.1. Procedure for Admission:**

The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University time to time. Students seeking admission shall apply online through digital portal of the University ([www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)). Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB).

#### **2.1.1. Minimum Eligibility:**

- I. The candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.  
OR
- II. Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.  
OR
- III. Must have passed an examination of another University or body Recognized as Equivalent Thereto  
OR
- IV. Must have passed any three-year Government Recognized Diploma Programmes.  
OR
- V. Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

### 2.1.2. Fee Structure:

Course/Class	Fee for Student's Passing from S.N.D.T. University	Fee for Student's Passing from Other Universities
B.A.Part I	Rs. 6,030/-	Rs. 6,330/-
B.A. Part II	Rs. 5,730/-	Rs. 6,330/-
B.A. Part III	Rs. 6,030/-	-----

### 2.1.3. Financial Assistance:

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

## 2.2. Curriculum Transaction

### 2.2.1. Self-Learning Material:

The printed material of the programme in the form of Self Learning Material is provided to the students during their enrolment to the course and also through online Moodle (sndtonlin.in).the SLM if provided in English and Marathi Medium. The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

### 2.2.2. Contact Sessions:

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. PCP is provided in English and Marathi medium. Virtual classes are also arranged from time to time for the benefits of the students/learners. apart from CDE faculty, the faculty outside of SNDT University/Expert faculty is also called sometime for interacting with Students.

### 2.2.3. Individual Counseling and Guidance:

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

#### 2.2.4. Student Support Service System:

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNDT Women's University. A formative and summative assessment approach is followed.

#### 2.2.5. Academic Calendar: July, 2021 session (revised as November 2021) and onwards

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Semester I		Semester II	
		From	To	From	To
1.	Admissions	November	January	May	July
2.	Distribution of SLM	January	February	July	August
3.	Contact Programmes	January	May	July	November
4.	Assignment Submission	February	March	August	September
5.	Evaluation of Assignments	March	May	September	November
6.	Term End Examination	June		December	
7.	Declaration of Results	July		February	

### 3. Evaluation

Evaluation is done in both the methods, Continuous Assessment method and Term End Examination method. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%) Class improvement facility is available to the students. Results are made available in digital form as well. Examination is conducted by Director, Board of Examinations and Evaluations, SNDT Women's University.

#### F. Requirement of the Laboratory Support and Library Resources:

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and

digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

**G. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

<b>Sr. No.</b>	<b>Heads/ Particulars</b>	<b>Income</b>	<b>Expenses</b>
1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500</b> /-	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

## **H. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion alongwith students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance **(CIQA)**.

### **I. Expected programme outcomes**

On completion of this course, the student will be able to

- Understanding of the institutional structures as provided in the Constitution of India
- Explore contemporary institutional forms and practices on the basis of their historical underpinnings and debates from the past.
- Understand the inter relationship between institutions and actors in the context of social and political processes.
- Understanding of the theories of administration and the major theoretical developments and debates
- Discuss the scope and the challenges of administration in contemporary India.
- Understand the foundations, structure, functioning of Indian administration.
- To explore the duties of administrators in a democratic context.
- Engage in a critical inquiry on emerging challenges of administration.

## **Syllabus and programmes structure:**

### **B. A. POLITICAL SCIENCE**

#### **SEMESTER PATTERN**

#### **SYLLABUS**

##### **Scheme: Semester I**

	Subjects	L	P/T	D	TP	TW	P/V	T
1	Indian Constitution and Government.	4		2.15	75	25		100
2	Introduction to Political Theory.	4		2.15	75	25		100
	<b>Total</b>	8	2	4.30	150	50		200

##### **Scheme: Semester II**

	Subjects	L	P/T	D	TP	TW	P/V	T
3	Political Process in India.	4		2.15	75	25		100
4	Key Political Concepts.	4		2.15	75	25		100
	<b>Total</b>	8		4.30	150	50		200

##### **Scheme: Semester III**

	Subjects	L	P/T	D	TP	TW	P/V	T
5	Federal Systems: U. S. A. & Switzerland	4		2.15	75	25		100
6	Introduction to Public Administration.	4		2.15	75	25		100
7	Urban Local Self Government.	4		2.15	75	25		100
	<b>Total</b>	12		6.45	225	75		300

##### **Scheme: Semester IV**

	Subjects	L	P/T	D	TP	TW	P/V	T
8	Unitary Systems: U. K. & China	4		2.15	75	25		100
9	Administrative Process.	4		2.15	75	25		100
10	Panchayati Raj System	4		2.15	75	25		100
	<b>Total</b>	12		6.45	225	75		300

**Scheme: Semester V**

	Subjects	L	P/T	D	TP	TW	P/V	T
1 1	Post Second World War International Relations.	4		2.15	75	25		100
1 2	Introduction to Modern Political Analysis.	4		2.15	75	25		100
1 3	Western Political Thought: From Ancient to Modern Period	4		2.15	75	25		100
1 4	Indian Political Thought I.	4		2.15	75	25		100
1 5	Women's Movement and Empowerment.	4		2.15	75	25		100
	<b>Total</b>	24		7.5	450	150		600

**Scheme: Semester VI**

	Subjects	L	P/T	D	TP	TW	P/V	T
1 6	International Organizations.	4		2.15	75	25		100
1 7	Methods and Tools of Political Analysis.	4		2.15	75	25		100
1 8	Modern Political Thought.	4		2.15	75	25		100
1 9	Indian Political Thought II.	4		2.15	75	25		100
2 0	Women's Participation in Governance.	4		2.15	75	25		100
	<b>Total</b>	24		7.5	450	150		600

**Module 1: Indian Constitution and Government****Semester: I**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce the student with the Constitution of India and the Governmental Structure. **Course Content:**

Unit 1: Historical Background of the Indian Constitution (12) 1.1) a) Govt. of India Act 1858, Indian Council's Act 1861 and 1892, Govt. Of India Act 1909 and Govt. of

India Act 1919 Govt. of India Act 1935, Independence Act of 1947

b) Legacy of Indian Freedom Movement

1.2) a) Making of the Constitution – Cripps Proposal 1942, Cabinet Mission Plan 1946, Mount Batten Plan 1947.

b) Functioning of Constituent Assembly.

Unit 2: Basic Features of India's Constitution (8) · Written Constitution

- Parliamentary Democracy
- Independence of Judiciary
- Republic
- Federal
- Secularism
- Provisions for Commissions – Finance Com., Election Com.

Unit 3: Preamble, Fundamental Rights and Duties, Directive Principles of

State Policy (16) 3.1) Preamble – Philosophy of the Constitution

3.2) Fundamental Rights – Right to Equality, Right to Freedom, Right Against Exploitation, Right to Religion, Educational and Cultural Rights, Right to Property, Importance of Fundamental Rights 3.3) Directive Principles of State Policy – Significance of DPSP, Fundamental Rights and DPSP, Fundamental Duties of the Indian Citizen, Difference between Fundamental Rights and DPSP

Unit 4: Union Government: President, Parliament, Cabinet and Prime Minister

(14) 4.1) President – Election, Powers- Executive, Legislative, Judiciary,

Financial, Emergency Powers 4.2) Parliament – Lok Sabha and Rajya Sabha – Composition, Functions, Speaker of Lok Sabha, Vice President – Elections and Importance

4.3) Prime Minister – Elections, Powers, Functions, Importance Cabinet – Composition and Functioning 4.5) Change in the Nature of Union Govt. – Efficacy of Lok Sabha, Role of Prime Minister, Role of Speaker, Role of President, Departmental Related Standing Committees.

Unit 5: State Government: Governor, Council of Ministers and Chief Minister

(10) 5.1) Governor – Election, Power, Importance

5.2) Chief Minister – Election, Powers and Functions, Importance

5.3) Council of Ministers – Composition, Functions, Collective Responsibility

## **Module 2: Introduction to Political Theory**

### **Semester: I**

Credits: 4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the basic theoretical



framework of Political Science. Course Content:

Unit 1: Nature and Significance of Political Theory (15) · Definition of Political Theory

- Nature of Political Theory
- Significance of the study of Political Theory

Unit 2: Theories of State (15) · State – Definitions, Characteristics  
Theories of the Emergence of States –Social contract theory, Marxist Theory, Liberal Theory

Unit 3: Theories of Sovereignty (10) · Sovereignty- Definition, Characteristics, Types

- Monistic Theory of Austin, Pluralistic Theory

Unit 4: Theories of Democracy (20) · Democracy – Definition, Characteristics, Types

- Economic Democracy – Robert Dahl, Social Democracy – Dr. Ambedkar· Future of Democracy

**Module 3: Political Process in India.**

**Semester: II**

Credits:4

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce the student with the Political Process in India.

Course Content:

Unit 1: Centre- State Relations (13) a) Characteristics, Center –State Relations- Legislative, Administrative, Financial Relations b) Sarkaria Commission and its recommendations

c) Changing nature of federalism in India – Party System

Unit 2: Judicial Process and Judicial Activism (12) a) Supreme Court – Composition, Power . High Court – Composition, Powers b) Judiciary as guardian of Democracy

c) Judicial Activism – Critical Appraisal

Unit 3: Election Commission and Electoral Reforms (8) a) Election Commission – Composition, Functions

a) Electoral Reforms in India – Declaration of Assets and Property, Regulations for conducting the Election, Regulation for Political Parties

Unit 4: Major Issues in Indian Politics (27) a. Caste – Politicization of Caste, Caste in Electoral Politics

b. Religion – Growth of Communal Politics in India

c. Language – Linguistic Reorganization of States

d. Region – Phases of Regionalism

e. Poverty Alleviation – Measures for Poverty Alleviation - Planning

**Module 4: Key Political Concepts**

**Semester: II**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the basic conceptual framework of Political Science.

**Course Content:**

Unit 1: Power and Authority (15) a) Power- Meaning, Types, Influence – Meaning and Difference between Influence and Power b) Authority – Authority as legitimate power, Types of Authority

Unit 2: Rights and Liberty (15) a) Rights – Meaning , Significance, Individual and Collective Rights, Theories of Rights – Utilitarian and Natural Rights Theories b) Liberty – Meaning , Liberty and Equality, Liberty and Rights

Unit 3: Equality (15) a) Meaning, Types, Liberty and Equality

b) Liberal Notion of Equality, Marxist Concept of Equality, Equality and Positive Discrimination, Equality of Capabilities

Unit 4: Justice (15) a) Meaning, Types

b) Theories of Justice – Plato's views on Justice, Rawl's conception of Distributive Justice

**Module 5: Comparative Governments: U. S. A. & Switzerland**

**Semester: III**

Credits: 4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the constitutional, ideological and institutional structure of the federal political systems.

**Course Content:**

Unit 1: United States of America (30) 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 2: Switzerland (30) a.Salient Features of Constitution

b.Federal Pattern of Government

c.Federal Assembly

d.Federal Council

e.Direct Democracy

## **Module 6: Introduction to Public Administration**

### **Semester: III**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the nature of administrative set of government. Course Content:

Unit 1: Meaning, Nature and Scope of Public Administration (15) a) Definition of

administration, Meaning of Public Administration, Difference between Public and

Private Administration

b) Nature of Public Administration – Political in Nature, Art or Science

c) Scope of Public Administration – POSDCORB, New Public Administration,

Development Administration

Unit 2: Approaches to Public Administration (20) a) Traditional Approaches – Historical Approach, Legal Approach and Philosophical Approach

b) Modern Approaches – Behavioural Approach, System Approach, Ecological Approach, Comparative Approach

Unit 3: Relations between Public Administration and Other Social Sciences (08) a) Relation with Politics

b) Relation with History

c) Relation with Sociology

d) Relation with Economics

e) Relation with Law

f) Relation with Psychology

Unit 4: Organization: Meaning, Principles and Approaches. (17) a) Organization –

Meaning, Types- Informal organization and Formal organization, Bases of organization

b) Approaches – Mechanistic approach and Humanistic Approach

c) Principles of organization – Hierarchy, Span of Control, Unity of Command, Authority principle, Centralization and Decentralization, Head Quarter and Field

## **Module 7: Urban Local Self Government**

### **Semester: III**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the governmental set up at local

level in rural India. Course Content:

Unit 1: Meaning and significance of Local Self government (13) a) Meaning of Local Self Government, Scope, Significance of Local Self Government

Unit 2: Rise and growth of Urban Local Self government (13) a) Ancient time, Medieval time, Modern time

Unit 3: Municipal Corporation: Composition, Functions and Powers, Committee System, Role of Municipal Commissioner (13)

Unit 4: Municipality: Composition: Composition, Functions and Powers, Committee System, Role of Chief Officer, Control of State (13)

Unit 5: Major Challenges in Urban Governance (08) Issues of Urbanization, Finance issues, PPP Challenge etc

### **Module 8: Unitary Systems: U. K. & China**

#### **Semester: IV**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the constitutional, ideological and institutional structure of the unitary political systems.

Course Content:

Unit 1: United Kingdom (30) a. Nature of the British Political System: Unwritten Constitution, Role of Customs and Traditions, Monarchy

b. Difference between King and Crown

c. Parliament

d. Cabinet Government System

e. Political Parties

f. Rule of Law and Judiciary

Unit 2: People's Republic of China (30) a. Nature of the Chinese Political System: Communist model and Role of the Constitution b. History of Constitution in Communist China

c. Rights and Duties of Citizens

d. National People's Congress

e. The State Council and Prime Minister

f. The Communist Party

g. Judiciary

### **Module 9: Key Concepts in Public Administration**

#### **Semester: IV**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce student to the key concepts in Public Administration.

#### **Course Content:**

Unit 1: Administrative Behavior: Leadership, Supervision, Co-ordination, Delegation. (20) a) Leadership - Meaning, Functions, Qualities, Approaches

b) Supervision – Meaning, Functions of Supervisor, Qualities of Supervisor, Means of supervision,

c) Co ordination – Meaning, Need, Means of Co ordination

d) Delegation – Meaning, Need Types, Principles of Delegation

Unit 2: Bureaucracy and Budgeting (15) a) Bureaucracy – Meaning, Characteristics

b) Budgeting – Meaning, Budgetary process in India, Role of Finance Ministry in India

Unit 3: Executive, Legislative and Judicial control over Administration (10) a) Need of Control

b) Legislative Control – Means of Control

c) Administrative Control – Means of Control

d) Judicial Control – Means of Control

Unit 4: Administrative Reforms (15)

a) Administrative reforms - Meaning, Need

b) Administrative Reforms in India

c) Administrative Reform Commission in India - Composition, Functions and Recommendations

### **Module 10: Panchayati Raj System**

#### **Semester: IV**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the local self governmental set up at in rural India. Course Content:

Unit 1: Rise and Growth of Panchayati Raj Institutions. (Pattern of rural local bodies in Maharashtra or Gujarat) (15) a) Community development Programme, Panchayat Raj in India, Balwant Rai Committee Report, Mehta Committee Report, Ashok Mehta Committee Report

b) 73rd Constitutional Amendment Act, Pattern of Panchayati Raj System in India

Unit 2: ZilaParishad: Composition, Functions and Powers. (15) a) President – Election, Powers

b) District Development Officer (DDO) – Election, Powers

c) Committee System

Unit 3: Panchayat Samiti and Gram Panchayat: Composition, Functions and Powers. (15) a) President – Powers and Functions

b) Talika Development Officer, Talathi- cum Mantri

Unit 4: Relations between Officials and Non – Officials. (07)

Unit 5: Major Problems of Rural Local Bodies. (08)

### **Module 10: Post Second World War International Relations**

#### **Semester: V**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce students to the important political developments at the international level. Course Content:

Unit 1: Consequences of the Second World War (15) a) Second World War – Causes and Effects

b) Effects – Decolonization, Democratization in the Third World,  
Emergence of

Superpowers, Changes within Europe, Impact of Second World War on Africa, Latin America and Asia

Unit 2: Cold War (15) a) Cold War – Meaning, Factors responsible for the Cold War, Phases of Cold War, 'Détente', New Cold War, Impact on Asia, Africa, Latin America

Unit 3: Decolonization, Emergence of the Third World and the Non – Aligned Movement (NAM). (15)

a) Problems of Third World Nations, Non Alignment Movement

Unit 4: North - South Conflict and Demand for New International Economic Order (NIEO) (15) a) Dependency, OPEC group

b) Prospects of South – South Dialogue

### **Module 11: Introduction to Modern Political Analysis**

#### **Semester: V**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce student to the developments in the discipline of Political Science in early 20th century.

Course Content:

Unit 1: Emergence of Modern Political Analysis (15) a) What is Modern Political Analysis?

b) Institutionalization, American Political Science Association

c) Chicago School and its impact on the growth of Political Science

Unit 2: Nature and Scope of Modern Political Analysis (10) a) Nature of Traditional Political Science

- b) Difference between traditional and modern political science
- c) Role of Modern political analysis in expanding the scope of political science

Unit 3: Behavioral Approach (15) a) What is Behavioral Approach?

- b) Characteristic features of Behavioral Approach.
- c) Limitations of Behavioral Approach
- d) Post- Behavioralism

Unit 4: System's Theory & Structural Functionalism (20)

- a) General System Theory
- b) David Easton's Model of Input-Output Model
- c) Gabriel Almond's Structure Function Approach Model

### **Module 12: Western Political Thought (From Ancient to Modern)**

**Semester: V**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To study the evolution of political thought in the ancient medieval Europe.

Course Content:

Unit 1: Plato: Ideal State, Philosopher King, Communism. (13)

Unit 2: Aristotle: Views on State, Classification of Government, Revolution (13)

Unit 3: St. Augustine: Justification of Ecclesiastical Authority, Classification Law (06)

Unit 4: Transition from Medieval to Modern: Decline of Feudalism, Emergence Of Capitalism, Enlightenment, Renaissance, Reformation, and Emergence Nation – State. (15)

Unit 5: Niccolo Machiavelli: Politics, Religion and Morality, Art of Ruling, Republicanism.(13)

### **Module 13: Indian Political Thought - I**

**Semester: V**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To analyze the contribution of Indian Political Thinkers to the political discourse in India.

Course Content:

Unit 1: Ram Mohan Roy: Views on Social Reform, Views about Freedom, Understanding of the Colonial Rule (15)

Unit 2: . G. Ranade: Views about the British rule, Views about Social

Unit 3: B.G. Tilak: Doctrine of *Chattusutri*, Critique of Colonialism,  
Nationalism, Views

about Social Reform. (15) Unit 4: M.K. Gandhi: Theory of Satyagraha,  
Views on State, Economic Ideas, Gram Swaraj. (15)

#### **Module 14: Women's Movement and Empowerment**

**Semester: V**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To highlight the women's role and contribution to different socio-political movements in pre and post independence India.

Course Content:

Unit 1: Women's Role in Freedom Struggle: Gandhian Movements and Armed Revolutionary Movements. (18) a) Gandhian Movement – Gandhi's Views on Women,

Non Cooperation , Civil Disobedience, 1942 – Quit India Movement Gandhi's Role in bringing women in public sphere

b) Women in Armed Revolutionary Movements – Punjab and Benagal Provinces, Women in Indian National Army, Women in Patri Sarkar

Unit 2: Women and Ambedkarite Movements (12) a) Dr. Ambedkar's Views on Women

b) Mahad Satyagraha, Kalaram Temple Movement

Unit 3: Women and the Lefties Movements (12) a) Women in Working class movement b) Women in peasant movement – with reference to Tebhaga and Telengana c) Women's organization in Leftist Milieu

Unit 4: Women's Movements in post independence India. (18) a) Factors responsible for the emergence of the women's movement in 1970s

b) Towards Equality Report, Mathura Rape Case,

c) Issues Addressed by Women's Movement – Rape, Dowry

d) Factors Responsible for decline of Women's Movement – Communalization, Rup Kuwar Case, Shah Bano Case and Danger of Communalization

e) Challenges Before women's movement – Issue of State Cooption, Difference issue



## **Module 16: International Organizations**

### **Semester: VI**

Credits:4 (External - 3 + Practical - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To explain the role played by various international organizations in world peace.

Course Content:

Unit1: Nature and Emergence of International Organizations (08) Views about efficacy of International Organization in International Politics

Unit 2: United Nations: Aims, Structure, Achievements, Problems & Prospects (22)

a) United Nations – Aims and Objectives, Structure and functions of major organs – General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, Secretariat

b) Major Agencies of UNO – Role and Function of Major Agencies

c) Achievements of UNO, Limitations of UNO, Challenges of UNO

Unit 3: Role of Regional Organizations: European Union (EU), South Asian Association for Regional Co-operation (SAARC), Association of South East Asian Nations (ASEAN) (15)

Unit 4: World Organizations: International Monetary Fund (IMF), World Bank, World Trade Organization (WTO) – their structures and functions (15)

## **Module 17: Methods and Tools of Political Analysis**

### **Semester: VI**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To introduce student to the various methods and tools of political analysis.

Course Content:

Objective: and to make her familiar with the tools and methods of modern political analysis.

Unit 1: Political Culture and Political Socialization (17) a) Political Culture – Various

definitions of Political Culture, Determinants, Types b) Political Socialization – Definition, Nature of Political Socialization, Agencies of Political Socialization

Unit 2: Political Participation ( 13) a) Political Participation – Definitions, Types, Level of Political Participation, Factors Affecting Political Participation

Unit 3: Political Elites (17) a) Political Elite – Meaning, Types, Characteristics, Democracy and Political Elite, Masse

Unit 4: Political Development. (13) a) Political Development – Meaning, Phases of Development, Almond's Model of Political Development, Huntington's Model of Political Development

**Module 18: Modern Political Thought**

**Semester: VI**

Credits:4 (External - 3 + Practical - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To study the evolution of political thought in the socio-economic and historical context of modern Europe.

Course Content:

Unit 1: Thomas Hobbes: Social Contract, Theory of Sovereignty, Absolutism.

(12) Unit 2: John Locke: Social Contract, Consent, Limited Government, Tolerance. (12) Unit 3: Jean Jacques Rousseau: Origin of Inequality, General Will, Popular Sovereignty. (12)

Unit 4: John Stuart Mill: Liberty, Utilitarianism, Representative Government, Subjugation of Women. (12)

Unit 5: Karl Marx: Materialistic Interpretation of History, Class Struggle, Capitalism, State, Revolution, Dictatorship of Proletariat, Classless society.

**Module 19: Indian Political Thought - II**

**Semester: VI**

Credits:4 (External - 3 + Internal - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To analyze the contribution of select Indian political thinkers to the political discourse in India.

Course Content:

Unit 1: B.R. Ambedkar: Critique of Caste System, Social Democracy, Economic Thought,

Doctrine of Neo - Buddhism. (15)

Unit 2: Jawaharlal Nehru: Views on Secularism, Composite Nationalism and Internationalism. (15)

Unit 3: V.D. Savarkar: Concept of Hindutva, Views on Caste System. (15)

Unit 4: Jayprakash Narayan: Views on Sarvodaya, Total Revolution. (15)

**Module 20: Women's Participation in Governance**

**Semester: VI**

Credits:4 (External - 3 + Practical - 1)

Marks: 100 (External - 75 + Internal - 25)

Objective: To analyze the policies and processes of the empowerment of women in India. **Course Content:**

Unit 1: Empowerment of Women: Challenges. (12) a) Empowerment of Women – Meaning, Major Steps of Empowerment of Women, Major Challenges to Empowerment of Women

Unit 2: Constitutional Provisions and Governmental Policies regarding Women. (16)

- a) Constitutional Provisions for women – In Fundamental Rights, Directive Principles for State Policies
- b) Laws for Women
- c) Government Policies regarding women – with reference to Central Government and Government of Gujarat or Maharashtra

Unit 3: Women's Participation in Democratic Process: Political parties, Elections and Voting Behavior. (12) a) Women wings of Political Parties

Unit 4: Women in decision making Process: Women Legislators at the Union and State level (With special reference to Maharashtra or Gujarat.)

- a) Percentage of Women in Central and State Legislatures
- b) Women in Cabinet
- c) Debate about Women Reservation Bill

Unit 5: Women and Local Self Government Institutions. (10) a) 73rd and 74th Constitutional Amendment and 33% Reservation for Women

- b) Significance and limitations of 33% reservation for women

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**Module 2: Introduction to Political Theory.**

**Module 4: Key Political Concepts.**

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**Module 5: Federal Systems: U. S. A. & Switzerland**

**Module 8: Unitary Systems: U. K. & China**

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**Module 9: Administrative Process.**

English

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- Ganguly, S. P. Central Government Budgets in India. New Delhi, Concept, 2000.
- Government of India. Introduction to Zero – Budgeting in India. New Delhi, Government of India, 1986.

**Module 7: Urban Local Self Government.**

**Module 10: Panchayati Raj System**

English

1. State of Panchayati Raj in the States and the Union Territories of India.  
Institute of Social Sciences. Concept Publishing. 2000.
2. Shendurnikar, P. S. & Shendurnikar, P. S. Panchayati Raj Institutions. Mumbai.  
Government of India. 1992.

**Module 11: Post Second World War International Relations**

**Module 16: International Organizations**

ENGLISH:

1. Calvocoressi, Peter. World Politics 1945 - 2000. Delhi, Pearson Education, 2001.
2. Griffins, Martin & O' Callaghan, Terry. International Relations: The Key  
Concepts. London, Rutledge, 2002.
3. Myneni, S. R. International Relations and Organizations. Delhi, New Era Law  
Publications, 2007.
4. Raskin, Michael G & O' Berry, Nicholas. IR: The New World of International  
Relations. New Delhi, Prentice Hall of India, 2000.

**Module 12: Introduction to Modern Political Analysis.**

**Module 17: Methods and Tools of Political Analysis.**

1. Almond, G. A. & Coleman, J. S. Ed. The Politics of Developing Areas. New  
Jersey: Princeton, 1960.
2. Apter, D. Introduction to Modern Political Analysis. New Delhi: Prentice Hall,  
1977.
3. Dahl, R. Modern Political Analysis. New Delhi: Prentice Hall, 2000.
4. Rush, D. & Althop, M. An Introduction to Political Sociology. London: Nelson  
University, 1971.

**Module 13: Western Political Thought: From Ancient to Modern Period**

**Module 18: Modern Political Thought.**

1. Coleman, J. A History of Political Thought: From Ancient Greece to Early  
Christianity. London, Blackwell, 2000.
2. Dunning, J. A. History and Political Theories. New York, Macmillan. 1992.
3. Ebenstein, W. Great Political Thinkers. New Delhi, Oxford, 1969.
4. Germino, D. Modern Western Political Thought: Machiavelli to Marx. Chicago,  
University of Chicago Press. 1972.

**Module 13: Indian Political Thought - I**

**Module 19: Indian Political Thought - II**

1. Mehta, V. R. Indian Political Thought. Delhi, Manohar, 1996.
2. Sharma, G. N. & Shakir, Moin. Politics and Society: Rammohan Roy to Nehru. Aurangabad, Parimal, 1976.
3. Pantham, Thomas & Deutsch, K. Modern Indian Political Thought. Delhi, Sage, 1994.

**Module 14: Women's Movement and Empowerment**

**Module 20: Women's Participation in Governance**

1. Forbes, G. Cambridge History of India: Women in Modern India. New Delhi, Foundation Books, 1996.
2. Lalitha, K et al. We were Making History: Life and Stories of Women in Telangana Peoples' Struggle. New Delhi, Kali for Women, 1989.
3. National Conference on Women's Studies. The Dynamics of the New Economic Policy. Mysore, Centre for Women's Studies, 1993.
4. National Conference on Women's Studies. Women's Perspective on Public Policy. New Delhi, The Indian Association of Women's Studies, 2000.
5. Pardeshi, P. Dr. Babasaheb Ambedkar and the Question of Women's Liberation in India. Pune, University of Pune, 1998.
6. Patel, V. Gender Budget: A Case Study of India. Mumbai, University of Mumbai, 2003.
7. Policy for Women. Mumbai, Government of Maharashtra, 1994.
8. Poonacha, V. Ed. Women, Empowerment and Political Participation. Mumbai, RCWS, 1997.
9. Ranjana Kumari. Women in Decision Making. New Delhi, Vikas, 1992.
10. Saksena, K. E. Women and Politics. New Delhi, Gyan, 2000.



## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.A. in Sociology**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau,  
University Grants Commission, New Delhi  
30th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

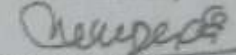
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

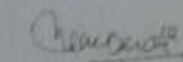
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



(Dr. Mira Desai)  
Registrar (Addl. Charge)

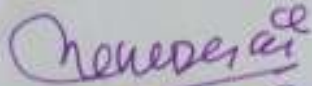


**AGENDA:**

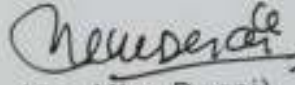
**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

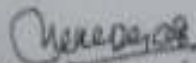
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Katyan Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvama Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rajeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smriti Bhosale	Sociology	Director, CDE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatjan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVDT College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR)**

### **Bachelor of Arts in Sociology**

#### **About the University**

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. DhondoKeshavKarve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

#### **Vision**

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

#### **Mission**

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**

1. Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
2. P  
Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
3. D  
Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
4. I  
Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society.
5. E



enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.

6.

A

achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

#### **Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength".

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

#### **The CDE aims to achieve the following objectives:**

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

#### **A. Programme Mission and Objectives:**

##### **Mission**

The mission of the programme B.A. in Sociology is closely related to the study of society,

social structure, social policy, role of government and non-governmental agencies, social theories etc. It broadly tries to understand the development of society as a whole. It also aims at stimulating the prospective learners to get acquainted with the theories, interpretations, and research methodology related to sociology as a discipline.

**Programme Objectives:**

- To identify the main concerns of social science disciplines.
- To identify the nature and characteristics of social processes.
- To provide a sociological perspective for understanding the dynamics of Indian Society.
- To define sociological theory, understand its features and describe and illustrate the role of theory in building sociological knowledge.
- To familiarize with Anthropological studies in India by focusing on Tribal Communities in the country and social, economic and cultural features of minorities and other weaker section in India.
- To explain social change and the factors affecting social change.
- To realize the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution.

**B.**

**R**

**Relevance of the B.A. in Sociology Program with HEI's Mission and Goals:**

S.N.D.T. 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. The S.N.D.T. Women's University's goals are inherited in the B.A. in Sociology programme offered by the Centre for Distance Education. The programme aims at making students eligible for taking up various jobs. Under the Choice Based on Credit and Semester pattern students have a reasonable choice with regard to Compulsory and Elective subjects, without hampering routine work and responsibilities. In resemblance with the goals of the S.N.D.T. Women's University, B.A. in Sociology programme envisions enhancing purposeful education with 'human values' and social responsibility.

**C.**

**N**

**Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due

to any reason. In short this The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

**D.**

**A**

**ppropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

To reach the unreached is the sole aim of ODL system of education. The learners who could not upgrade their educational qualification, ODL system offers them effective way to upgrade their educational qualification and achieve career enhancement. The syllabus has been developed to offer sufficient depth in the main subject so that those who wish to continue in academic line will have no problem adjusting to the demands of PG in the same subject. B. A. in Sociology has lot of scope for the students a teacher, counselor, or consultant in research institutes, educational institutions, public health and welfare organizations, international welfare organizations, and medical centers. As a social worker, they can work for local authorities, government agencies, NGOs, charities, and community groups. Sociology encompasses a broad range of roles, including administration, organization, management, counseling, and support. The students can undertake and supervise projects designed to bring about positive changes in the chosen location. By considering these points, the B.A. in Sociology programme is designed for capacity building of the learners as general competence, job orientation in the respective field. It is planned in such a way that it could cater the needs of both the professional world and academic sphere. It is hoped that the Programmes offered through the distance mode of the S.N.D.T. Women's university will be a boon for those who could not join regular colleges owing to social, economic and other constraints such as eligibility for enrolment, age of entry, time and place etc.

**E.**

**I**

**nstructional Design:**

**1.**

**C**

**urriculum Design:**

The B.A. programme comprises 144 credits. The S.N.D.T. Women's University offers B.A. programme through ODL mode with specialization in English, Hindi, Marathi, Economics, History, Political Science and Sociology. The specialization in social sciences is also offered in Marathi Medium to The curriculum is developed by the Statutory Authorities of SNDT Women's University. Guidelines of UGC for the same are followed. It is updated as per the



need and requirements. Syllabus of regular mode programs are implemented as it is, along with the same units, total marks, and credits. The University follows the "Choice Based Credit System" for all programmes. The curriculum and syllabi is then placed in the Board of Studies. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi. The same is implemented for the programmes offered through Distance Mode as under:

Level of the Program	Duration	No. of credits
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level. The Students admitted in ODL programmes are allowed to keep term in all heads of passing and can enroll to next level.

**i. Faculty and Support Staff Requirement:**

- Dr. Falguni Vahanwala – Assistant Professor
- Mr. Avinash Daithankar – Assistant Professor
- Ms. Nakesha Bhosle – Assistant Professor

**(Note: Faculties allotted in combination with M.A.)**

Apart from faculty the Support staff is available as per the requirement.

**2. Process of Admission, curriculum transaction and evaluation:**

**i. Procedure for Admission:** The detailed information regarding admission is uploaded on the official website of S. N. D. T. Women's University i.e. [cde.sndt.ac.in](http://cde.sndt.ac.in) or [cde.sndt.ac.in](http://cde.sndt.ac.in) and students can take admission through digital admission portal. Admission procedure takes place as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC-DEB).

**ii. Minimum Eligibility:**

- the candidate must have passed the Higher Secondary Examination conducted by different Divisional Boards of the Maharashtra State Board.
- OR
- Must have passed the Higher Secondary Examination with the minimum Competency based Vocational Courses (MCVC) conducted by different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.

OR

- Must have passed an examination of another University or body Recognized as Equivalent Thereto

OR

- Must have passed any three-year Government Recognized Diploma Programmes.

OR

- Must have passed University Entrance test conducted by Centre for Distance Education, SNDT Women's University.

### iii. Fee Structure:

<b>B.A.Part I</b>	Rs. 6,030/-	Rs. 6,330/-
<b>B.A. Part II</b>	Rs. 5,730/-	Rs. 6,330/-
<b>B.A. Part III</b>	Rs. 6,030/-	-----

### iv. Financial Assistance:

As per the government rules freeship / scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

### v. Curriculum Transaction

#### a. Self Learning Material:

The printed study material of the programme in the form of 'Self Learning Material' is supplied to the students during their enrolment in person or by post. The course material is also uploaded on [sndtonline.in](http://sndtonline.in) which is being accessed by students anytime. The link for access the online course material is always shared with the students through whatsapp, email and bulk sms. B.A. in sociology is also offered in Marathi medium. Students are provided SML in Marathi medium too.

The Self Learning Material (SLM) for the programme has been developed keeping in mind the needs and special difficulties of the said categories of learners ensuring that it is self-explanatory, self-contained, comprehensive and simple. The norms and guidelines regarding the background of the learner, their learning needs and learning experiences suggested in the University Grants Commission (Open and Distance Learning) Regulations, 2020 are strictly adhered to during the planning period of developing SLM. While developing SLMs, following points were taken into consideration: (a) Learning Objectives (b) Prior knowledge (c) Learning activities (d) Feedback of learning activities (e) Examples and illustrations (f) Self-assessment tests.

#### b. Contact Sessions:

Personal contacts Programmes (PCP) are conducted online well in advance in each semester. All contact sessions are in English medium but In cases of subjects like Political Science, Sociology, Economics and History, Foundation Course the contact sessions are also offered in Marathi Medium. Virtual classes are also arranged from time to time for the benefits of the students/learners. The University has appointed sufficient number of qualified full-time faculty to conduct contact sessions If required, while conducting contact sessions or planning the course material writing, the University also invites faculty from other Academic institutes and universities to conduct online contact sessions.

**c. Individual Counseling and Guidance:**

The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.

**d. Student Support Service System:**

In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, etc. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNTD Women's University. A formative and summative assessment approach is followed.

**e. Academic Calendar:**

<b>Academic Calendar</b> (For the programmes under <b>semester system</b> )					
Sr. No.	Activity	semester-I		Semester-II	
		From	To	From	To
1.	<b>Admissions</b>	November	January	May	July
2.	<b>Distribution of SLM</b>	January	February	July	August
3.	<b>Contact Programmes</b>	January	May	July	November
4.	<b>Assignment Submission</b>	February	March	August	September
5.	<b>Evaluation of Assignments</b>	March	May	September	November
6.	<b>Term End Examination</b>	June		December	
7.	<b>Declaration of Results</b>	July		February	

#### **f. Evaluation**

Evaluation is done in both the methods i.e. Continuous Assessment method and Term End Examination method. Self-assessment of learners is encouraged through in-text questions in the SLMs. The Term End Examination for all semesters is conducted by the S.N.D.T. Women's University at the end of each semester. Internal evaluation is done by continuous assessment of the assignments submitted by students. Each paper is of 100 marks. The assessment of the papers is done in 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%). Minimum passing percentage score is 35% marks. Class improvement facility is available to the students. Results are made available in digital form as well.

#### **3. Requirement of the Laboratory Support and Library Resources:**

In the present syllabus of B.A. there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi, Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of -the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### 4. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))

1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students = <b>Rs. 15,07,500 /-</b>	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>

#### 5. Quality Assurance Mechanism and Expected Programme Outcomes:

The SNTD Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion alongwith students and teachers.

The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council and Management Council etc.

#### 6. Expected Programme Outcomes:

On completion of this course, the student will be able

- To understand origin and survival of society and social relationships
- To develop an understanding of basic concepts in sociology.
- And relevance of sociology as a discipline To interact with different communities to enable them to identify social problems around them and existence and relevance of social movement.
- To understand the fundamentals of social research and its applications.
- To define Sociology and demonstrate nature, scope and subject-matter of Sociology.

**1, NathibaiThackersey Road, Mumbai- 400020**  
**Curriculum in Sociology- B.A.**  
**From June 2015**

**Objectives:**

- To create an awareness and consciousness about the society in which students live.
- To generate in students a distinctly sociological perspective on socio- economic and cultural reality.
- To enhance the social sensitivity and sensibility of the students.

**Syllabus Format**

**Faculty Name: Social Sciences**

**Course Name: B. A. – Sociology**

**Scheme: Semester I**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course I / AC I - Sociology of Indian Society	4	4	--	2.5	75	25	--	100
2	Course II - Foundations of Sociology	4	4	--	2.5	75	25	--	100

**Scheme: Semester II**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course III / AC II - Social Problems in India	4	4	--	2.5	75	25	--	100
2	Course IV - Introductions to Sociology	4	4	--	2.5	75	25	--	100

**Scheme: Semester III**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course V - Social change & Development in India	4	4	--	2.5	75	25	--	100
2	Course VI - Rural Society in India	4	4	--	2.5	75	25	--	100
3	Ap. C. I - Population and Society	4	4	--	2.5	75	25	--	100

**Scheme: Semester IV**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course VII - Women's Issues in India	4	4	--	2.5	75	25	--	100
2	Course VIII - Urban Society: Problems and Prospects	4	4	--	2.5	75	25	--	100
3	Ap. C. II - Media, Culture & Society	4	4	--	2.5	75	25	--	100

**Scheme: Semester V**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course IX - Classical Sociological Theorists	4	4	--	2.5	75	25	--	100
2	Course X - Social Anthropology	4	4	--	2.5	75	25	--	100
3	Course XI - Crime and Deviance	4	4	--	2.5	75	25	--	100
4	Course XII -	4	4	--	2.5	75	25	--	100

	Industrial Sociology								
5	Ap. C. III - Environment & Society	4	4	--	2.5	75	25	--	100

**Scheme: Semester VI**

Sr. No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Course XIII - Contemporary Sociological Theorists	4	4	--	2.5	75	25	--	100
2	Course XIV - Methodology in Social Research	4	4	--	2.5	75	25	--	100
3	Course XV - Social Movements in India	4	4	--	2.5	75	25	--	100
4	Course XVI - Sociology of Marginalized Groups	4	4	--	2.5	75	25	--	100
5	Ap. C-IV - Sociology of Tourism	4	4	--	2.5	75	25	--	100

**Scheme: Semester V**

Sr.No	Subjects with Code Nos.	L	Cr.	P/T	D	TP(E)	Internal	P/V	T
1	Course IX - (545911) Classical Sociological Theorists	4	4	--	2.5	75	25	--	100
2	Course X - (546011) Social Anthropology	4	4	--	2.5	75	25	--	100
3	Course XI - (546111) Crime and Deviance	4	4	--	2.5	75	25	--	100
4	Course XII - (546211) Industrial Sociology	4	4	--	2.5	75	25	--	100
5	Ap. C. III - (565311) Environment & Society	4	4	--	2.5	75	25	--	100

**Scheme: Semester VI**

Sr.No	Subjects with Code Nos.	L	Cr.	P/T	D	TP(E)	Internal	P/V	T
1	Course XIII - (646311) Contemporary Sociological Theorists	4	4	--	2.5	75	25	--	100
2	Course XIV - (646411) Methodology in Social Research	4	4	--	2.5	75	25	--	100
3	Course XV - (646511) Social Movements in India	4	4	--	2.5	75	25	--	100
4	Course XVI - (646611) Sociology of Marginalized Groups	4	4	--	2.5	75	25	--	100
5	Ap. C-IV - (665411) Sociology of Tourism	4	4	--	2.5	75	25	--	100

L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory paper-marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce - marks, T = Total.

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**B.A. in Sociology**  
**Part – I**  
**Course I / AC I**  
**Sociology of Indian Society**  
**Credits: 4    Lectures: 60    Marks: 100**

**Objectives :**        -To understand the basic Indian Social Structure.  
                                  - To know the comprehensive profile of Indian Society.

**COURSE CONTENT:**

**Credit Lectures Marks**

<b>I    The Structure &amp; Composition of Indian Society:</b>	1	15	25
Tribal, Rural & Urban Communities: Meaning & Characteristics.			
<b>II Basic Institutions of Indian Society</b>	1	15	25
<u>Family, Kinship &amp; Marriage:</u>			
Nature, types & Characteristics.			
<u>Caste:</u> Nature & Characteristics.			
<b>III Diversity in Indian Society:</b>	1	15	25
Unity in diversity			
Cultural diversity: Regional, linguistic, religious			
<b>IV National Integration:</b>	1	15	25
National Integration: Meaning & Importance.			
Obstacles to National Integration.			
Concept of Nation building			

**References :**

- Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.
- Dube, S.C. 1990, Society in India, New Delhi: National Book Trust.
- Dube, S.C. 1953, India's Changing Villages. London: Routledge & Kegan Paul.
- Mandelbaum, D.G. , 1970 , Society in India, Bombay, Popular Prakashan.
- Srinivas, M.N., 1980, India: Social Structure, New Delhi: Hindustan Publishing Corporation. Press.
- Uberoi, Patricia, 1993, Family , Kinship & Marriage in India, New Delhi: Oxford University Press.
- Oommen, T.K. & Mukherjee P.N., eds 1986, Indian Sociology: Reflections & Introspections, Bombay : Popular Prakashan.

**Marathi—**

- Deshpande Vijay, Moreshwar Bardapurkar-1998-Bharatiya Samajik Sanrachana Vidya Book Publications, Aurangabad.
- Kondekar and Marulkar,- Bharatiya Samaj Sanrachana ani Parivartan, Phadke Prakashan, Kolhapur
- Lote R.J.- 2003, Bharatita Samajani Samajik Samasya, Pimpalapur Prakashan, Nagpur



**B.A. in Sociology Part – I**  
**Semester- I**  
**Course II**  
**Foundations of Sociology**  
**Credits: 4    Lectures: 60    Marks: 100**

**Objectives :**

- To get acquainted with the discipline of Sociology
- To understand the basic concepts in Sociology

**Course Content :**

<b><u>Nature of Sociology</u></b>	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
Sociology: Meaning, nature & scope Sociology as a science Significance of Sociology  Relationship of Sociology with Psychology, Economics & Political Science	1	15	25
<b>II    Concepts in Sociology:</b> 25 Society, Community, Association, Social Interaction: Meaning & Characteristics.			1      15
<b>III    Social Structure:</b> 25 <u>Social Structure</u> : Meaning & Elements <u>Social groups</u> : Meaning & Types Status & Role Norms & values			1      15
<b>IV Social Stratification:</b>  <u>Social Stratification</u> : Meaning, Types & Characteristics Bases of Stratification: Age, Gender, Wealth & Power	1	15	25

Social Mobility: Meaning

Types of Mobility: Vertical and Horizontal

**References :**

- Bottomore T.B. 1972, 'Sociology : A guide to problems and literature, Bombay : George Allen & Unwin\_
- Harlambos M. 1998, 'Sociology : Themes & Perspectives', New Delhi : Oxford University Press.
- Inkles Alex, 1987 'What is Sociology? Pentice- Hall of India, New Delhi.
- Jayram N. 1988, 'Introductory Sociology', Macmillan India, Madras.
- Johnson, Harry M. 1995, 'Sociology : A Systematic Introduction', Allied Publishers, New Delhi.
- Schater Richard T. & Robert P. Lamm. 1999, 'Sociology', Tata Mc Graw Hill, New Delhi.

- H.K. Rawat-2013, Sociology Basic Concepts, Rawat Publications , Jaipur.
- Dasgupta Sameer & Saha Paulami, 2012-The Introduction to Sociology-Pearson Publication.
- Vidyabhushan & Sachdeva-2003- Introduction to Sociology-Kitab Mahal

#### **Marathi—**

- Salankhe Sarjerao -2006 -Samajshastratil Mulbhoot Sankalpana -Narendra prakashan, Pune.
- Marulkar Vijay - 2007-Samajshastracha Parichay Phadke Prakashan, Kolhapur.
- Pradeep Aaglave -2003- Samajshastra -Sri Sainath Prakashan, Nagpur.
- Gurunath Nadgaude- 2001- Samajshastrachi Mulatatve -Continental Prakashan -Pune.

**B.A. Part – I Semester- II**  
**Course III / AC II**  
**Social Problems in India**  
**Credits: 4 Lectures: 60 Marks: 100**

#### **Objectives :**

- To understand the social problems confronting India.
- To know the policies & programmes implemented to ameliorate the social problems.

#### **Course Content :**

#### **Credit Lectures Marks**

<b>ISocial Disorganization &amp; Social Problems:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Meaning and Nature of Social Disorganization Causes & Types of Social Disorganization. Meaning and Nature of Social Problems.			
<b>II Problems Related to Family Disorganization:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Domestic violence, Dowry, Divorce & problem of elderly			
<b>III Social Problems in contemporary society:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Child abuse Slums Food Adulteration			
<b>IV Dealing with Social Problems:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Role of NGO's Role of the State, Policy & planning (with respect to women, children & elderly)			

## **References :**

Ahuja Ram, 2007. Social Problems in India, Jaipur, Rawat Publications.

Houton Paul B. & Leslie Gerald R., 1974. The Sociology of Social Problems, Prentice Hall, Inc. Englewood Cliffs.

JoganShankar, Social Problems and Welfare in India, New Delhi, Ashish Publishing House.

Madan G.R., Indian Social Problems, Vol. I & II, New Delhi, Allied Publishers.

Memoria C.B., Social Disorganization and Social Problems in India, New Delhi, Kitab Mahal.

Sharma Ram Nath, Indian Social Problems, Mumbai, Media Promoters and Publishers.

Weinberg M. S., Rubington Earl and Sue Kiefer Hammersmith, 1981. The Solution of Social Problems- Five Perspectives, Oxford University Press.

Deb Sibnath -2005 Contemporary Social Problems in India-Anmol Prakashan , New Delhi.  
Tripathi R.N. -2011, Indian Social Problems,- Pinnacle Technology, New Delhi

Marathi-

Lote R.J. 2003,-BharatiyaSamajAaniSamajikSamasya – PimpalapurPrakashan, Nagpur

Oomman T. K. -BharatiyaSamajatilSamasyaaanivad (Anuvad- SangeetaPhatak) ,Diamond Publication, Pune.

Salunkhe, Jatratar, Marulkar, -2000, -SamkalinBharatiyaSamajikSamasya –Narendra Prakashan, Pune.

**B.A. Part – I Semester- II**  
**Course IV**  
**Introduction to Sociology**

**Credits: 4    Lectures: 60    Marks: 100**

**Objectives :**

- To get acquainted with the discipline of Sociology
- To be able to apply Sociological concepts, terms to the processes of everyday life.

**Course Content :**

**Credit    Lectures    Marks**

<b>I    Individual &amp; Society:</b>	1	15
25		

Culture: Meaning and Characteristics

Socialization: Definition & Meaning.  
 Agencies of Socialization: Family, Peer- group,  
 School & Mass media.  
 Concept of Re-Socialization

<b>II    Social Control &amp; Conformity:</b>	1	15	25
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Conformity: Meaning & Causes  
 Social Control: Definition & Meaning  
 Types of Social Control  
 Agencies of Social control

<b>III    Process of Social Interaction:</b>	1	15	25
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Social Interaction: Meaning & Nature

Types of Social Interaction:

Cooperation, Competition, Conflict,  
 Accommodation & Assimilation

<b>IV    Social Change:</b>	1	15	25
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Meaning & Nature of Social Change.

Factors of Social Change.

Cultural Lag

Concepts of Evolution. Revolution & Progress

**References :**

- Bottomore T.B. 1972, 'Sociology : A guide to problems and literature, Bombay : George Allen & Unwin.
- Harlambos M. 1998, 'Sociology : Themes & Perspectives', New Delhi : Oxford University Press.
- Inkles Alex, 1987 'What is Sociology? Pentice- Hall of India, New Delhi.
- Jayram N. 1988, 'Introductory Sociology', Macmillan India, Madras.
- Johnson, Harry M. 1995, 'Sociology : A Systematic Introduction', Allied Publishers, New Delhi.
- Schater Richard T. & Robert P. Lamm. 1999, 'Sociology', Tata Mc Graw Hill, New Delhi.
- H.K. Rawat-2013, Sociology Basic Concepts, Rawat Publications , Jaipur

- Dasgupta Sameer & Saha Paulami, 2012-The Introduction to Sociology- Pearson Publication,

**Marathi—**

- Salankhe Sarjerao -2006 -Samajshastratil Mulbhoot Sankalpana - Pune, Narendra prakasha.
- Marulkar Vijay - 2007-Samajshastracha Parichay Phadke Prakashan, Kolhapur.
- Pradeep Aaglave -2003- Samajshastra -Sri Sainath Prakashan, Nagpur.
- Gurunath Nadgaude- 2001- Samajshastrachi Mulatatve -Continental Prakashan -Pune

**B. A. Part – II Semester III**

**Course V / AC III**

**Social change and development in India**

**Credit: 04      Lectures: 60      Marks: 100**

**Objectives:** To familiarize the Concepts of development and change.

To understand the processes of social change and development in Indian Society.

**Credit    Lectures    Marks**

**Course content:**

**I    Understanding development**

**1            15            25**

**Basic concept:**

Social change, evolution  
Growth and development

**Theoretical approaches:**

Modernization approach  
Dependency approach

**II    Processes of social change in India:**

**1            15            25**

Role of social reformers in social change  
Mahatma Phule, Rajarshi Shahu Maharaj,  
Dr. Babasaheb Ambedkar

**Processes**

Westernization,      Sanskritization,      Modernization,  
Globalization

**III    Dynamics of social institutions:**

**1            15            25**

Changing nature : caste, Family, Marriage, Religion,  
Education

**IV    Process of development : Crisis & responses :**

**1            15            25**

Issues of land displacement & rehabilitation  
Food crisis

Sustainable development

Inclusive development

**References :**

Dr. RajanSethi – Social Change – Theory and perspective – Educational Publishers and Distributors, New Delhi, 2010

Uma Joshi – Understanding Development Communication – Dominant Publishers and Distributors, New Delhi, 2001

R. K. Ravindran – Encyclopedia Dictionary of Journalism and Mass Communication, 3 Volume Set, Dominant Publishers and Distributors, New Delhi

Ghanashyam Shah – Social transformation in India – Vol. I/II – Rawat Publications, Jaipur, 1997

Kamlesh Singh – Social change in modern India – Navyug Publishers and Distributors, New Delhi, 2008

Rajendra Sharma – Indian society – Institutions and change, Atlantic Publishers and Distributors, New Delhi, 2004

Dereze, Jean and Amartya Secn, 1996, India: Economic Development and Social opportunity, New Delhi: OUP.

Dube S. C., Modernization and Development, New Delhi, Vistaar Publications, 1988.

Harrison, D. 1989.The Sociology of Modernization and Development, New Delhi, Sage

Sharma, S L 1986, Development: Socio – Cultural Dimensions. Jaipur: Rawat (Ch. 1)

## **B.A. II Sem. III**

**Credits: 4    Lectures: 60    Marks: 100**

### **DC VI- Rural Society in India**

**Objectives:** To understand rural social structure & problems.

To gain knowledge of rural reconstruction & development

	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>I Introduction to Rural sociology</b> 25		1	15
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			
<b>II Rural Community: Changing Nature-</b> 25		1	15
a) Rural Economy- Role of co operatives b) Rural Polity    - Panchayati Raj, 73 <sup>rd</sup> amendment c) Nexus between caste & politics			
<b>III Problems of Rural Society</b> 25		1	15
a) Economic problems : Poverty & unemployment, Indebtedness b) Social Problems : :Health ,Access to education, farmers suicide			
<b>VI Rural reconstruction / Welfare Programs</b> 25		1	15
a) Integrated rural Development Program IRDP b) Employment Guarantee Scheme c) SantGadgebaba Gram SwachtaAbhiyan d) SarvaShikshaAbhiyan			

### **References :**

1. Desai A.R. 1994. 'Rural Society in India' Bombay, Popular Prakashan.
2. Desai A.R. 1979. ' Rural India in Transition' Bombay, Popular Prakashan
3. Mukherji R. 1957. The Dynamic of Rural Society
4. Joshi S.L & Jain P.C. 2002. 'Rural Sociology' Rawat Publication Jaipur.
5. Desai Vasant 1988. 'Rural Development Himalaya Publishing Hou

**B. A. PART – II      Semester- III**  
**Ap. C. I   POPULATION & SOCIETY**  
**Credits: 4    Lectures: 60    Marks: 100**

**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.

**COURSE CONTENT:**

	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I. <u>Theories of Population &amp; World Population</u></b>	1	15	25
A) Theories of Population: Malthus's theory of population, and Theory of Demographic Transition.			
B) World Population: An Overview			
<b>II. <u>Population in India:</u></b>	1	15	25
A) Structure of Indian Population: Age Structure & Sex ratio.			
B) Causes of population growth in India.			
C) Population dynamics: Fertility, Mortality and Migration.			
<b>III. <u>Population explosion &amp; its Consequences:</u></b>	1	15	25
Poverty & Unemployment, Housing & Civic amenities.			
Environmental Problems, Urbanization & Transportation			
<b>IV. <u>Population Policy:</u></b>	1	15	25
A) Population policy: Historical background.			
B) Population policy of the Government of India after Independence.			
B) Population Education: Meaning, Objectives & relevance.			

**References :**

- Agarwal, S.N. India's Populations Problems.  
 Bhosle Smriti, 2008. Population and Society, Mumbai, Prachi Prakashan.  
 Bose, Ashish 1991. Demographic Diversity of India. Delhi : B.R. Publishing Corporation.  
 Chandrashekhar, S. ( Ed) 1974. Infant Mortality, Population Growth & Family Planning in India. London : George Allen & Unwin Ltd.  
 Pathak L. P., 1998, Population Studies, Rawat Publication, Jaipur.  
 Premi, M.K. et al 1983. An Introduction to Social Demography. New Delhi: Vikas Publishing House.  
 Rajendra Sharma, 1997. Demography & Population Problems. New Delhi : Atlantic Publishers.  
 Srivastava, O.S. 1994, Demography and Population Studies. New Delhi: Vikas Publishing House.



**B.A. Part – II Semester- IV**  
**Course VII / AC IV**  
**Women's Issues in India**

**Credits: 4    Lectures: 60    Marks: 100**

**Objectives :** - To be aware with women issues.

To the emerging issues and debates relating women and development.

**Course Content :**

	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I Need and Importance to Women Studies</b>	<b>1</b>	<b>15</b>	<b>25</b>
Women Studies: Need, Scope and Importance			
Development of women studies in India			
<b>II Women &amp; Health</b>		<b>1</b>	<b>15</b>
Health issues of women			<b>25</b>
Nutrition, Female Mortality Rate			
Sex Selection, Female Filicide			
Access to governmental health and program			
<b>III Violence against women</b>	<b>1</b>	<b>15</b>	<b>25</b>
1. Domestic violence			
2. Sexual harassment to home and workplace			
3. Trafficking			
<b>IV Impact of Women's movements</b>	<b>1</b>	<b>15</b>	<b>25</b>
National policy of women 2001			
Women Empowerment			

**B.A. Part – III Semester- V**  
**Course IX / Code No. – 545911**  
**CLASSICAL SOCIOLOGICAL THEORISTS**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives :**

- To understand the development of Sociological thoughts.
- To know the contribution of classical sociological theorist in sociology.
- To gain the knowledge of classical sociological theories.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>August Comte:</b>  Law of three stages Positivism Hierarchy of Sciences	1	15	25
<b>II</b>	<b>Karl Marx :</b> Historical Materialism Theory of Class Conflict Concept of Alienation Concept of Surplus Value	1	15	25
<b>III</b>	<b>Emile Durkheim :</b>  Concept of Social Fact Division of Labour & Social solidarity Theory of Suicide Views on Religion	1	15	25
<b>IV</b>	<b>Max Weber:</b> Social Action theory The Protestant Ethics & Spirit of Capitalism Concept of Authority Views on Bureaucracy	1	15	25

**References :**

Aron, Raymond - 1967. Main currents in Sociological thought ( 2 vols.) Harmondsworth, Middlesex: Penguin Books.

Coser, Lewis A. - 1979. Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.

Fletcher, Ronald. - 1994 .The making of sociology (2 vols.) Jaipur: Rawat Publications.

Morrison, Ken -1995. Marx, Durkheim, Weber: Formation of Modern social thought, London: Sage Publication

Ritzer, George -1996. Sociological Theory. New Delhi: Tata McGraw Hill.

Singh, Yogendra - 1986. Indian Sociology: Social conditioning & emerging trends, New Delhi: Vistaar.

Zeitlin , Irving -1998. (Indian edition) Rethinking sociology: A critique of Contemporary theory, Jaipur: Rawat Publications.

**B.A. Part – III Semester- V**  
**Course X / Code No. - 546011**

**SOCIAL ANTHROPOLOGY**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives :**    - To understand the growth of Social Anthropology.  
                             - To know the comprehensive life of primitive society.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Introduction:</b> Meaning, Nature and Scope of Social Anthropology Difference between Social and Cultural Anthropology Relation of Social Anthropology with Sociology, History, and Biology	1	15	25
<b>II</b>	<b>The Concept of Culture:</b> Elements of Culture, Attributes of Culture, Cultural Traits Theories of Cultural Change: Evolution, Diffusion and Acculturation	1	15	25
<b>III</b>	<b>Social &amp; Religious organizations in tribal society:</b> <u>Marriage</u> : Functions & Features, Ways of acquiring mates <u>Family</u> : Characteristics, Functions and Types <u>Kinship</u> : Kinship Terminology, Kinship Behaviour <u>Religion</u> : Significance, Religious Beliefs and Forms of Religion. <u>Magic</u> : Types of magic, Functions of Magic	1	15	25
<b>IV</b>	<b>Economic and Political Organizations in Tribal Society:</b> <u>Economy</u> : Characteristics, Types of Primitive Economy, Property Rights & Inheritance  <u>Polity</u> : Types of Political Organizations- Egalitarian & Non-egalitarian, Law and Justice, Tribal Leadership	1	15	25

**References :**

Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.  
Desai A.R. 1979, Peasant Struggles in India. Bombay : Oxford University Press.  
Hasnain, N 1983, Tribes in India, New Delhi :Harnam Publications,  
Nongbri T., 2003, Development, Ethnicity & Gender, Rawat Publications, Jaipur.  
Raza, Moonis& A. Ahmad, 1990. An Atlas of Tribal India. Delhi : Concept Publishing.  
Sharma, Suresh, 1994. Tribal Identity & Modern Work. New Delhi : Sage.  
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Singh, K.S. 1984. Economics of the Tribes & Their Transformation. New Delhi :  
Concept Publishing.  
Singh K.S. 1995. The Scheduled Tribes New Delhi : Oxford University Press.

**B.A. Part – III Semester- V**  
**Course XI / Code No. - 546111**

**CRIME AND DEVIANCE**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives :** 1. To understand the range of theories sociologists use to explain crime.  
 2. To identify the behaviour in which deviance is engaged and controlled.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Introduction:</b> Concept of Crime Delinquency: Meaning & Definition Difference between Crime and Delinquency Classification of crimes	1	15	25
<b>II</b>	<b>Crime Causation:</b> <u>Theoretical explanations of criminal behaviour:</u> Biological theory & Psychological theory <u>Sociological explanations of criminal behaviour:</u> Theory of Anomie Differential Association theory / Learning Theory Differential Opportunity theory Control theory Labeling theory	1	15	25
<b>III</b>	<b>Changing profile of Crime:</b> <u>White- Collar Crime:</u> Features, Types & Prevention  <u>Female Crime:</u> Nature & Pattern of female crime  <u>Organized Crime:</u> Characteristics, Types & Control	1	15	25
<b>IV</b>	<b>Crime Correction &amp; prevention:</b> <u>Crime Correction:</u> Meaning and Significance Probation, Parole, Open Prisons <u>Crime Prevention:</u> Aims & Objectives, Role of Police and Community	1	15	25

**References :**

- Bedi Kiran, 1998. It is Always Possible, New Delhi: Sterling publications Pvt. Ltd.
- BhosleSmriti, 2009. Female Crime in India & Theoretical Perspectives of Crime, New Delhi:Kalpaz publications.
- Reid Suetitus, 1976. Crime and Criminology, Illinois, Deyden Press.
- Ryan Patrick J. & George Rush, 1997. Understanding Organized Crime in Global Perspective, London: Sage publications.
- Sutherland Edwin H. and Donald R.C., 1968. Principles of Criminology, Bombay: Times of India Press.
- Walklete Sandra, 1998. Understanding Criminology, Philadelphia: Open University Press.
- Williams Frank P. & Marilyn D.M., 1998. Criminological Theory, New Jersey: Prentice Hall.

**B.A. Part – III Semester- V**  
**Course XII / Code No. - 546211**

**INDUSTRIAL SOCIOLOGY**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives :** - To gain knowledge about the process of industrialization & the evolution of production system.

- To familiarize with the actual problem situations in Industrial organization

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Introduction:</b> A) Definition, Nature, Subject matter, & Significance of Industrial Sociology  B) Process of Industrialization Consequences of industrialization Characteristics of Industrial society	1	15	25
<b>II</b>	<b>Evolution of the production System:</b> A) Earlier production systems: Manorial, Guild & Domestic system B) Factory system of production	1	15	25
<b>III</b>	<b>Industrial Labour:</b> A) Characteristics, Growth & development of Formal & Informal Sector B) Problems of workers in organized & unorganized sectors	1	15	25
<b>IV</b>	<b>Industrial Disputes and Trade Unions:</b> A) Causes & Consequences of Industrial disputes Methods of settling Industrial disputes B) Trade Unions: Functions, Objectives & Growth of trade unions Problems of trade unions	1	15	25

**References :**

- Schneider, E. V., 1957. Industrial Sociology, New York : Mc Graw Hill .
- Gisbert, P., 1972. Fundamentals of Industrial Sociology, Bombay: Tata Mc GrawHill .
- Ramaswamy, E. R., 1977. The worker & his union, New Delhi: Allied Publishers..
- Miller & Form, 1964. Industrial Sociology, Harper & brothers, United Kingdom.
- Ramaswamy, E. A., Managing Human Resources, New Delhi: OUP
- Singh Narender, 2012. Industrial Sociology, New Delhi: Tata McGraw Hill.
- Watson, Tony J. 2008. Sociology, Work, and Industry, London: Routledge.

**B.A. Part – III Semester- V**  
**Ap. C. Course III / Code No. - 565311**  
**ENVIRONMENT AND SOCIETY**

**Credits:                      Lectures: 60                      Marks: 100**

**Objectives:** - To aware about a variety of environmental concerns.  
- To develop an analytical understanding of current issues related to environment.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> Environment, Ecology and Social Ecology Relation between Environment and Society Ecological Degradation: Causes and Consequences	1	15	25
II	<b>Natural Resources:</b> <u>Forest resources:</u> Use and over-exploitation, deforestation and their effects on forests <u>Water resources:</u> Use and over-utilization of surface and ground water <u>Mineral resources:</u> Usage and exploitation <u>Energy resources:</u> Renewable and non-renewable energy resources	1	15	25
III	<b>Environmental Pollution:</b> Definition, Causes & Effects of environmental pollution  Control measures of air pollution, water pollution, soil pollution & noise pollution.  Solid Waste Management: causes, effects and control measures of urban and industrial wastes.	1	15	25
IV	<b>Environment Protection:</b>  Disaster Management: floods, earthquake, cyclone and tsunami. Water conservation & Rain water harvesting Environmental Protection Act	1	15	25

**References :**

- Bhide A, .D. and Sunderasan, B.B (1983). *Solid waste management in developing countries*. New Delhi:
- David W. Pearce and Keny Turner R (1990). *Economics of Natural resources and the environment*. Britain: Harvester Wheat-Sheat.
- Doria, R.S (1990). *Man, development and environment*. New Delhi: Ashish publishing house.
- Edwin.S. Mills (1980). *Pollution and Environment quality*. London: Scott Foresman and company.
- Giddens, Anthony. 1996 "*Global Problems and Ecological Crisis*" in Introduction to Sociology. 2nd Edition. New York: W.W. Norton and Co.
- GuhaRamchadra and Gadgil, M. (1995). *Ecology and equity: the use and abuse of nature in contemporary India*, New Delhi: Penguin.
- Jadhav, H.&Bhosale, V.M.1995, *Environmental Protection and Laws*, Himalaya Pub. House, Delhi.
- Nath, B. and Hens, L (1999). *Environmental management in practice*. London: Rutledge Publishers..
- RaghupathiUsha, P. (1993). *Environmental protection in developing countries*. New Delhi: Oxford Press.

**B.A. Part – III Semester- VI**  
**Course XIII / Code No. – 646311**  
**CONTEMPORARY SOCIOLOGICAL THEORISTS**

**Credits: 4      Lectures: 60      Marks: 100**

- Objectives:** - To Identify and understand the important concepts & assumptions.  
 - To develop critical thinking and evaluation of Sociological theory.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Symbolic Interactionism:</b> Erving Goffman George H. Mead Herbert Blumer	1	15	25
<b>II</b>	<b>Structural- Functionalism:</b>  Radcliff Brown Talcott parsons Robert merton	1	15	25
<b>III</b>	<b>Conflict theory:</b> Lewis Coser Ralf Dahrendorf R. Collins	1	15	25
<b>IV</b>	<b>Post- Structuralism:</b> Lewi Strauss Michael Foucault	1	15	25

**References:**

- Craib, Ian, 1992. Modern social theory: From Parsons to Habermas (2nd edition). London:Harvester Press.
- Collins, Randall, 1997 (Indian edition): Sociological theory, Jaipur and New Delhi: RawatPublications.
- Giddens, Anthony, 1983. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan.
- Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.
- Turner, Jonathan H., 1995 (4th edition). The structure of sociological theory. Jaipur, RawatPublications.
- Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

**B.A. Part – III Semester- VI**  
**Course XIV / Code No. - 646411**

**METHODOLOGY IN SOCIAL RESEARCH**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives:**

- To understand different tools & techniques of social research.
- To study the research techniques as a means of understanding social reality.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Scientific Method in Social Research:</b> The Meaning & Nature of Scientific method Objectivity & Subjectivity in Social Science Reliability and Validity Hypothesis: Formulation , Importance & Characteristics	1	15	25
<b>II</b>	<b>Social Research: Meaning, Significance, Major Steps &amp; Types</b> Meaning & Significance of Social Research Major steps in Social Research <u>Types of Social Research:</u> Quantitative & Qualitative Survey	1	15	25
<b>III</b>	<b>Tools &amp; Techniques of Data Collection:</b> Primary & Secondary Sources of Data Collection Observation: Meaning & Types Questionnaire: Meaning, Types, Merits & Demerits Interview: Meaning, Types, Merits & Demerits	1	15	25
<b>IV</b>	<b>Classification &amp; Presentation of Data:</b> Coding & Tabulation Measures of Central Tendency: Mean, Median & Mode Report Writing	1	15	25

**References:**

- Bryman, Alan, 1988. Quality and Quantity in Social Research, London: Unwin Hyman.
- Kothari, C. R., 1989. Research Methodology: Methods & Techniques, Bangalore: Wiley Eastern.
- Punch, Keith, 1996. Introduction to Social Research, London: Sage.
- Mukherjee, P.N. (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage.
- Sjoberg, Gideon and Roger Nett. 1997. Methodology for Social Research, Jaipur: Rawat publication.



**B.A. Part – III Semester- VI****Course XV / Code No. - 646511****SOCIAL MOVEMENTS IN INDIA****Credits: 4****Lectures: 60****Marks: 100**

**Objectives:** -To know the dynamics of social movements and their role in social transformation.  
- To enable to look at social movements in a sociological perspective.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Concept of Social Movement:</b> Meaning & Definition of Social Movement Features of Social Movement Origin of Social Movement Stages of Social Movement <u>Types of Social Movements:</u> Reformist, Revolutionary, Resistance, Revivalist	1	15	25
<b>II</b>	<b>Origin &amp; Theories Social Movements:</b> <u>Origins of Social Movements:</u> Caste, Class, Ethnicity & Gender <u>Theories of Social Movement:</u> <i>Deprivation Theory, Resource Mobilization Theory &amp; Structural Strain Theory</i>	1	15	25
<b>III</b>	<b>Social Movements in India:</b> Dalit Movement Peasant Movement Tribal movements: Jharkhand, Bodo & Naxalite	1	15	25
<b>IV</b>	<b>New Social Movements in India:</b> Women's Movement (after 1975) Environmental Movement: Narmada BachaoAndolan&Chipco movements.	1	15	25

**References:**

- o Banks, J. A. 1972: The Sociology of Social Movements, London: Macmillan
- o Dhanagare, D. N. 1983: Peasant Movements in India 1920 -1950, Delhi : OUP.
- o Oomen, T. K., 1990: Protest and change: Studies in Social Movements, Delhi: Sage.
- o Ray &Katzenstein, (Ed.) 2005: Social Movements in India, Oxford: Rowman&littlefieldPublishers.
- o Rao, M.S.A., 1979: Social Movement in India, New Delhi: Manohar.
- o Singh, K. S., 1982: Tribal movements in India, New Delhi: Manohar.
- o Selliot, Eleanor, 1995 : Form Untouchable to dalit : Essays on the Ambedkar Movement,New Delhi: Manohar.
- o Shah, Ghanshyam, 1990 : Social Movements in India; a review of literature, Delhi:Sage.  
Shah Nandita, 1992: The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.

**B.A. Part – III Semester- VI**  
**Course XVI / Code No. - 646611**

**SOCIOLOGY OF MARGINALIZED GROUPS**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives: -**

- To sensitize about the sociological significance of the study of marginalized groups.
- To understand the groups and communities who have suffered through extreme poverty,
- deprivation and discrimination over a long period of time.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
<b>I</b>	<b>Marginalization and Social Exclusion:</b> Understanding marginalization and social exclusion <u>Socio- Economic Indices of Marginalization</u> : Poverty, Deprivation, Exploitation, Discrimination, Educational backwardness & Inequality	1	15	25
<b>II</b>	<b>Groups on the Margins: Historical and Social Roots:</b> Scheduled Castes Scheduled Tribes Nomadic Tribes Physically Challenged groups Minorities	1	15	25
<b>III</b>	<b>Perspectives on Marginalization:</b> Jotirao Phule Dr. Babasaheb Ambedkar Ram Manohar Lohiya.	1	15	25
<b>IV</b>	<b>Marginalized Groups: Role of State and Civil Society</b> Constitutional provisions and Government policies and programmes. Role of NGO's and Social movements	1	15	25

**References:**

- Beteille, Andre (1992) The backward classes in Contemporary India, Delhi: Oxford university press.
- Jogdand P.C (1991). Dalit Movement in Maharashtra New Delhi: Kanak Publication.
- M. Priyaram. (2005). Tribal Communities and social change, sage publications, New Delhi.
- Omvedt, Gali (1995): Dalit Visions The Anti-caste Movement and the Construction of an Indian Identity New Delhi: Orient Longman.
- Omvedt, Gali (1999): Dalits and the Democratic Revolution. New Delhi: Sage.
- Singha, Roy (2004), (ed), Social development and the Empowerment of Marginalized groups. Perspectives and strategies New Delhi: Sage.
- Ziyauddin K.M (Ed), 2009. Dimensions of Social Exclusion: Ethnographic Explorations. Cambridge Scholars Publishing.

**B.A. Part – III Semester- VI**  
**Ap. C. Course IV / Code No. - 665411**

**SOCIOLOGY OF TOURISM**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives:** - To understand Tourism from sociological perspectives.  
- To explore the changing Tourism practices and its significance.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> <u>Sociology of Tourism</u> : Meaning Significance and Scope History of tourism Psychology of tourism	1	15	25
II	<b>Types of Tourism:</b> <i>Heritage Tourism, Pilgrimage Tourism, Business tourism, Eco Tourism, Adventure Tourism, Spiritual &amp; Yoga Tourism</i>	1	15	25
III	<b>Growth of Tourism in India:</b> Tourist attractions in India Travel and Tourism's growth <i>Impact of Tourism on Environment: Positive &amp; Negative Impact</i>	1	15	25
IV	Role of Tourism in India's Development: Development of Industrial Sector <i>Employment Opportunities in Tourism</i> Initiatives by the Government for Tourism Promotion <i>Challenges to the Tourism Industry</i>	1	15	25

**References:**

- Blanke J, Chiesa T, 2013. WEF Travel and Tourism Competitiveness Report: Reducing Barriers to Economic Growth and Job Creation. World Economic Forum.
- Hari Srinivas, 2001. Environmental impacts of tourism. United Nations Environment Programme.
- India Tourism Statistics at a Glance, 2012. Market Research Division, Ministry of Tourism, Government of India.
- Lea J., 1988. Tourism and Development in the Third World. Methuen Introductions to Development. London: Routledge.
- Rank in Tourism, 2014. Press Information Bureau, Ministry of Tourism, Government of India.

## B.A – II Semester IV

### Course VIII - URBAN SOCIETY: PROBLEMS & PROSPECTS

**Credits : 4**

**Lectures :60**

**Marks: 100.**

**Objectives:** To know the basic concepts of Urban Society.

To understand the phenomena of Urban Growth & Related Problems.

Course Content: Marks	Credit	Lectures
<b>I Development of Urban Sociology:</b>	01	15
a. Basic Concepts: Urban, Urbanism, Urbanization.		25
b. Theories of Urban Sociology:		
Traditional Theories: Louis Wirth, Burgess & Park.		
Modern Theories: Manuel Castells & David Harvey.		
<b>II Trends in Urban Growth :</b>	01	15
a. Migration- Rural Urban Migration.		25
b. Over urbanization.		
c. Megacity, Satellite city, Suburbs & Rural-Urban fringe.		
<b>III Urban Society : Problems &amp; Challenges</b>	01	15
a. Problems of Cities: Slums, Squatters & Pavement dwellers.		25
b. Challenges : Environmental degradation, civic amenities (water, electricity, garbage disposal.)		
c. Consumerism & Commercialization of festivals.		
<b>IV Urban Development &amp; Planning</b>	01	15
a. Urban Planning : Policy & Importance.		25
b. Obstacles to Urban Planning		
c. Urban Renewal.		

#### References :

1. Bergel E.E. Urban Sociology McGraw Hill Co. New York, 1955.
2. Breese Gerald Urbanization in the newly developing countries, Prentice Hall, Englewood Cliffs, 1966.
3. Das Veena (ed) Companion to Sociology & Social Anthropology, OUP, New Delhi, 2003.
4. Fernandes Leela, The New Urban Middle Class, OUP, New Delhi, 2007.
5. K. Sivaramakrishnan, A. Kundu & B.N. Singh Handbook of Urbanization in India, Delhi, 2005,
6. Rao M.S.A (ed) Urban Sociology : A Reader, Orient Longman, 1974.
7. Rao, Bhatt & Kadekar (eds) Urban Sociology, Orient Longman, New Delhi 1991
8. Appadurai Modernity at Large: Cultural Dimensions of Globalisation, OUP, 1997.

**B. A. Part – II Semester IV**  
**Ap. C. II -Media Culture and Society**  
**Credit: 04      Lectures: 60      Marks: 100**

**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.

**Course content:**

	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I    The mass media of communication :-</b>	<b>01</b>	<b>15</b>	<b>25</b>
a. Meaning, Role and functions of mass media,			
b. Theories of mass media communication			
<b>II   Mass media – Impact and Representation :</b>	<b>01</b>	<b>15</b>	<b>25</b>
a. Impact of television viewing on children.			
b. Impact of Social media.			
c. Representation of women in mass media News papers, Cinema, Television and Advertisement			
<b>III   Development of regional language media in India :</b>	<b>01</b>	<b>15</b>	<b>25</b>
a. Print media.			
b. television.			
c. Cinema.			
<b>IV   The role of mass media in social transformation:</b>	<b>01</b>	<b>15</b>	<b>25</b>
a. Television and social changes			
b. The potential of cybercafé in communication development.			
c. Media ethics			

**References:**

- AggrawalVirbala (2002): Media and Society challenges and opportunities- concept Publishing Company – New Delhi
- ChiranjeevAvinash (2000): Electronic Media Management Authors Press – New Delhi
- Chakravarthy. Suhas: V(1997) Press and Media – The Global Dimensions, Kanishka Publications, New Delhi
- Desai Ashok (2006): India's Telecommunication Industry History, Analysis Diagnosis – Sage Publication – New Delhi
- Dan Laughey: Key Themes in Media theory. Rawat Publications. 2007 (First published by McGraw – Hill, U.K.)



## **S.N.D.T. WOMEN'S UNIVERSITY**



### **CENTRE FOR DISTANCE EDUCATION**

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

### **B.Com.**

#### **PROGRAMME PROJECT REPORT (PPR)**

**Academic Session beginning July, 2021-22  
(Revised as November, 2021-22) and Onwards**

**Application Submitted to Distance Education Bureau, University Grants Commission,  
New Delhi  
31th July, 2021.**

**SHREEMATI NATHIBAI DAMODAR THACKERSEY  
WOMEN'S UNIVERSITY**

1, Nathibai Thackersey Road,  
Mumbai - 400 020.

Ref. No.: Univ. Sec. A.C./2021-22/170

June 22, 2021.

To,  
Dr. Smriti Bhosale,  
Director, Centre for Distance Education,  
SNDT Women's University,  
Sir Vithaldas Vidyavihar,  
Juhu Road, Santacruz (W),  
Mumbai - 400 049.

Madam,

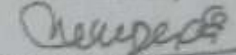
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

**Agenda Item No.10**

**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

In view of the above you are hereby requested to take necessary action in the matter in accordance with the resolutions passed by the Academic Council and submit the compliance report in the prescribed format, within eight days of receiving this resolution.

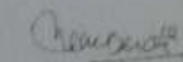
Yours faithfully



(Dr. Mira Desai)

Registrar (Addl. Charge)

- C.C.to:
1. The DOEE Examinations, Juhu.
  2. The Dean, Faculty of Science & Technology,
  3. The Dean, (Addl. Charge) Faculty of Commerce
  4. The Dean (Addl. Charge) Faculty of Humanities
  5. The Dean (Addl. Charge) Faculty of Inter-disciplinary
  6. All the Associate Deans (Addl. Charge).
  7. The AR Academic Section.



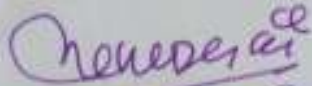
(Dr. Mira Desai)  
Registrar (Addl. Charge)

**AGENDA:**

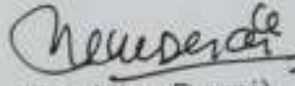
**To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.**

**RESOLUTION:**

Resolved that, the 'Programme Project Report' (PPR) and 'Self Learning Material' (SLM) as per the UGC ODL Regulations prepared by the 'Centre for Distance Education' (CDE) for 17 programmes i.e. B.A. in Marathi, B.A. in English, B.A. in Hindi, B.A. in History, B.A. in Political Science, B.A. in Economics, B.A. in Sociology, B.Com., M.Com., M.A. in Marathi, M.A. in English, M.A. in Hindi, M.A. History, M.A. Political Science, M.A. Economics, M.A. in Sociology and M.A. in Education be accepted and approved.  
(Annexure - I)

  
Registrar (Addl. Charge)  
SNDT Women's University  
Mumbai - 20.



  
(Dr. Mira Desai)  
Registrar (Addl. Charge)



## ANNEXURE I

### CENTRE FOR DISTANCE EDUCATION SNDT WOMEN'S UNIVERSITY, Mumbai.

#### Programme Project Report (PPR) and Self Learning Material (SLM)

The Centre for Distance Education has prepared the Programme Project Report and Self Learning Material as per the UGC ODL regulations

##### a. Programme project Report (PPR):

As per the UGC ODL Regulations, CDE has prepared the Programme Project Report (PPR) to introduce 12 programme i.e. BA, B. Com, M. Com, MA Marathi, MA English, MA Hindi, MA Gujarati, MA History, MA Political Science, MA Economics, MA Sociology and MA Education, to be implemented from January, 2021. The proposal for the recognition of these programs has already been submitted. As per the UGC regulations the PPR of all the Programmes includes following points:

- Mission and Goals of the SNDT Women's University (HEI)
- Programme objectives and outcomes.
- Nature of target group of learners, Curriculum design, detailed syllabi, duration of the programme.
- appropriateness of the programme with quality assurance for acquiring specific skills;
- programme content designing and developing;
- procedure for admissions, curriculum transaction and evaluation, prospective target group,
- Instructional delivery mechanisms, identification of media i.e. print and student support service systems. etc.

The programs being implemented by CDE are the same programmes as being implemented through regular mode hence the launching and implementation of programmes are aligned with Mission and objective of the SNDT Women's University.

##### b. Self-Learning Material (SLM):

as per the guidelines provided in UGC-ODL regulations CDE has Prepared the Self-Learning Material. The SLM is Prepared with proper planning prior to development of the learning material. While preparing the SLM the following points were considered:

- backgrounds of learner and learning needs;
- inclusion of learning objectives
- Example and illustrations
- Self-assessment test

- Summary
- References

The SLM is developed as per the defined credit Structure of the programme approved by the Academic Council of the University.

The Self Learning Material (SLM) is consists of:

- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed for completion of their studies.
- It encourages the learner to apply new knowledge and skills.
- Clear definition of learning objectives and outcomes are given
- The content is divided into small sections (blocks) and sub-sections (units & sub-units) for effective learning.
- Activities are also included in each unit of the Self Learning Material.
- The assignments are also given on the content

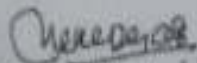
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

**Expert Committee: Course Design and Planning**

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	<b>Bachelor of Arts</b>	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Katyani Mishra	Hindi	Associate Professor
		Dr. Shakuntala Bharambe	Marathi	Associate Professor
		Dr. Sarat chandra Patra	Economics	Associate Professor
		Dr. Sunita Khadse	History	Associate Professor
		Ms. Chitra Lele	Political Sci.	Associate Professor
		Ms. Sonali Hajare	Sociology	Associate Professor
		Dr. Ramesh Pathare	Psychology	Associate Professor
02	<b>Bachelor of Commerce</b>	Dr. Smita Deshpande	Commerce	Associate Professor
		Ms. Madhavi Kulkarni	Commerce	Associate Professor
		Dr. Shobha Dedhiya	Commerce	Associate Professor
		Mr. Ashok Jain	Commerce	Associate Professor
03	<b>Master of Commerce</b>	Dr. Jyoti Thakur	Commerce	Assistant Professor
		Dr. Anand Jumle	Commerce	Principal, Dept. of Commerce
		Dr. Anita Jacob	Commerce	Associate Professor
		Dr. Smita Deshpande	Commerce	Associate Professor
04	<b>Master of Arts-</b>	Dr. Aruna Dubhashi	Marathi	Associate Professor

**Academic Council**  
**17.06.2021**

	<b>Marathi</b>	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	<b>Master of Arts-English</b>	Dr. Suvama Shinde	English	Associate Professor
		Dr. Acharya Tamesha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	<b>Master of Arts-Hindi</b>	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	<b>Master of Arts-Gujarati</b>	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	<b>Master of Arts-History</b>	Dr. Meherjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	<b>Master of Arts-Economics</b>	Dr. Ruby Oza	Economics	Professor, Dept. of Economics
		Dr. Subhash Patil	Economics	I/C Head, Department of Economics
		Dr. Sanjay Phad	Economics	Associate Professor
10	<b>Master of Arts-Sociology</b>	Dr. Smruti Bhosale	Sociology	Director, COE
		Dr. Sujata Gokhale	Sociology	Head, Dept. of Sociology
		Dr. Jagan Karade	Sociology	Head and Professor, Dept. of sociology
11	<b>Master of Arts-Political Science</b>	Dr. Manisha Madhava	Political Science	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lele	Political Sci.	Assistant Professor
12	<b>Master of Arts-Education</b>	Dr. Pradnya Wakpatjan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PYDT College
		Dr. Sanjay Shedmake	Education	Associate Professor

  
(Dr. Mira Desai)  
Registrar (Addl. Charge)

## **PROGRAMME PROJECT REPORT (PPR) BACHELOR OF COMMERCE (B.COM)**

### ***About the University***

SNDT Women's University is the first Women's University in India as well as in South – East Asia. The University was founded by Maharshi Dr. Dhondo Keshav Karve in 1916 for a noble cause of women's education. The first five women graduate in 1921 from this university. The university headquarter is in Churchgate Campus, Mumbai and the other two campuses of this university are at Juhu, Mumbai and Karve Road, Pune.

### ***Vision***

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

### ***Mission***

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

### ***Goals***

1. Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
2. Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
3. Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
4. Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society.
5. Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.

6. Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

## **1. Programmes Mission and Objectives**

### **Establishment of Centre for Distance education (CDE):**

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. The university is committed to meet the changing socio – economic needs, with human values and purposeful social responsibility and to achieve excellence with “Quality in every Activity” through vocational and professional courses for women. The motto of the university is “An enlightened woman is a source of infinite strength”.

Apart from regular mode education, SNDT Women's University took a bold step towards proliferation of knowledge and democratization of educational opportunities by setting up the Centre for Distance Education in 1979. The University has played a pioneering role in launching the Open and Distance learning Programmes at the Undergraduate and Postgraduate level, certificate and PG Diploma level. Over the years, the Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multi-media approach to impart instruction.

Since its inception, the CDE has been striving hard to serve women's who are otherwise deprived of higher education. It has become a lighthouse of learning for women of all ages and strata's of Indian society, particularly to such women's who, for different reasons, cannot avail the higher course of studies as regular full time students. Those girl's/house wives/ working women who could not complete their education (not even SSC/HSC through university Entrance Test in Arts and Commerce), but are strongly motivated to upgrade their educational and / or professional qualifications. It aims to promote the holistic development through academic excellence, employability, acquisition of analytical skills and higher research.

### **The CDE aims to achieve the following objectives:**

1. To Empower Women with A3 (Anyone, Anytime, Anywhere) Higher Education.
2. To Provide Opportunities of L3 (Life Long Learning) to all the women.
3. To Be an Education Resource Centre, for Distance Education in India.

### **The programme aims to achieve the following objectives:**

1. To help the learners, study at their own pace and to develop skills in matters related to

commerce.

2. To provide adequate basic understanding about commerce among the students.
3. To provide the learner an insight into functioning, instruments and regulations of financial markets.
4. To provide the learner an overview of the principles and operations of banking system in India.
5. To acquaint the students with the fundamental, legal and regulatory framework of banks.
6. To provide the learner a broad overview of Computer Fundamentals, basic of sound and video editing.

## **2. Relevance of the B.Com Program with HEI's Mission and Goals:**

The SNTD Womens University has developed an innovative programme of B.Com with emphasis on commerce, industry and trade through regular mode. The same programmes is being implemented through ODL mode to develop entrepreneurship skills in the hard situation of the present days. The course, curriculum and syllabi are designed and evaluated by a Departmental Committee with experts both from within and outside the University. The curriculum and syllabi is then placed in the Board of Studies of Commerce and the faculty of Commerce and Management approval. The finalized curriculum and syllabi are then placed in the Academic Council and Executive Council for the final approval and which proves as a major contribution in achieving the goals relevant to HEI's mission and goals. The course curriculum is completely revised periodically. Approval of Board of Studies and Academic Council are obtained whenever modifications/additions are made in the existing curriculum and syllabi.

## **3. Nature of prospective target group of learners:**

The curriculum has been designed to fulfill the needs of diversified learners including rural women, women from low income group, minorities and underprivileged women and working women. This programme is intended for aspirant professionals and students of varied background and those who could not study in regular mode due to their financial problems, social and family issues, job commitments or who do not find an opportunity to go for studies in regular mode due to any reason. In short this The programmes provided under Distance mode allows the girls/house wives/working women/under graduate women to complete their graduation, develop skill without hampering routine work and responsibilities. Apart from women in general, currently

we have also reached to Transgender women and the under trial women from jail in Mumbai and Maharashtra

**4. Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:**

To reach the unreached is the sole aim of ODL system of education. The learners who could not upgrade their educational qualification for achieving higher education, ODL system offers learners effective way to upgrade their educational qualification and achieve higher education and career enhancement. B.Com Programme of CDE offers quality education keeping in view the market requirements of human resource in the fields of business, trade and industry. Besides their professional/ academic developments, this programme also reflects their occupational standards as they get jobs/ promotions through this programme and develop manpower with specialized knowledge to cater the demand of business in manufacturing and service sectors, to cater to the demand of local industries and organizations in the different specialized areas and to develop skilled manpower for economic progress.

**5. Instructional Design:**

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

Level of the Program	Duration	No. of credits
Bachelor's Degree	03 Years	144

This programme is of three years, student's enrolment of each year is valid for 05 years at each level.

**B.Com. I – (Semester I)**  
**Basic Structure: Distribution of Courses**

Sr. No	Subject	Paper Code	Paper Name
1.	CC English	110101	Paper I – CC English
2.	Business Economics	145105	Paper I – Theory of Consumer Behaviour and Demand
3.	Commerce	145106	Paper I – Principles of Management
4.	Accountancy	145107	Paper I – Financial Accounting
5.	Business Mathematics	145108	Paper I - Business Mathematics
6.	Business Environment	145109	Business Environment

**B.Com. I – (Semester II)**  
**Basic Structure: Distribution of Courses**

Sr. No.	Subject	Paper Code	Paper Name
1.	CC English	210201	Paper II – CC English
2.	Business Economics	245205	Paper II – Theory of Production, Costs and Competitive Markets
3.	Commerce	245206	Paper II – Human Resource Management
4.	Accountancy	245207	Paper II – Advanced Financial Accounting
5.	Business Statistics	245208	Paper II – Business Statistics
6.	Environmental Studies	245209	Environmental Studies

**Note: All Papers are Compulsory**



**B.Com. II – (Semester III)**

**Basic Structure: Distribution of Courses**

<b>Sr. No</b>	<b>Subject</b>	<b>Paper Code</b>	<b>Paper Name</b>
1.	CC English	310301	Paper III - CC English
2.	Economics	345305	Paper III – Aspects of Macro Economics
3.	Commerce	345306	Paper III – Principles of Marketing and Customer Relationship Management
4.	Accountancy	345307	Financial Accounting
5.	Business Law	345110	Business Law – I
6.	Advertising	375144	Paper – I Introduction to Advertising

**B.Com. II – (Semester IV)**

**Basic Structure: Distribution of Courses**

<b>Sr. No</b>	<b>Subject</b>	<b>Paper Code</b>	<b>Paper Name</b>
1.	CC English	410401	Paper IV - CC English
2.	Economics	445405	Paper IV - International Trade and Business
3.	Commerce	445406	Paper IV – Introduction to Banking and Insurance
4.	Accountancy	445407	Paper IV –Advanced Financial Accounting
5.	Business Law	445210	Business Law – II
6.	Advertising	475244	Paper II – Techniques of Advertising

**Note: All Papers are Compulsory**

**B.Com. III - (Semester V)**

**Basic Structure: Distribution of Courses**

<b>Sr. No.</b>	<b>Subject</b>	<b>Paper Code</b>	<b>Paper Name</b>
1	CC English	510501	CC English
2	Economics	545505	Public Finance and Banking
3	Commerce	545506	Modern Finance
4	Banking and Finance – Paper I	555113	Banking in India: Principles and Operations
5	Banking and Finance – Paper II	555213	Banking System in India
6	Banking and Finance – Paper III	555313	Comparative Foreign Banking

**B.Com. III - (Semester VI)**

**Basic Structure: Distribution of Courses**

<b>Sr. No.</b>	<b>Subject</b>	<b>Paper Code</b>	<b>Paper Name</b>
1	CC English	510501	CC English
2	Economics	645605	Issues in Indian Economy
3	Commerce	645606	Financial Markets
4	Banking and Finance – Paper IV	655413	Banking in India: Principles and Operations
5	Banking and Finance – Paper V	655513	Banking System in India
6	Banking and Finance – Paper VI	655613	Comparative Foreign Banking

**Note: All Papers are Compulsory**

etailed Syllabi:

<b>SEMESTER I</b> <b>CC ENGLISH (English Medium) Paper I</b> <b>(For English Medium)</b> <b>Computer Code 110101</b> <b>4 Credits</b>			
Sr. No.	Topic	No. of Lectures	Weightage %
<b>Objectives</b>	At the end of this semester, the student will: -Understand the theory of business communication. - Learn to write grammatically correct sentences. - Develop basic reading and comprehension skills. - Learn to write letters of enquiry.		
<b>Unit 1</b>	Theory of communication: The process, objectives, methods, channels and barriers to communication.	<b>15</b>	<b>25</b>
<b>Unit 2</b>	Empowerment English Lessons 1-5 Focus on: textual comprehension and vocabulary building. Grammar exercises on verb tenses, articles, prepositions, active-passive voice and correction of common errors.	<b>15</b>	<b>25</b>
<b>Unit 3</b>	Language and Layout of Business letters: Requisites of effective letter writing (the c's of communication); register of business correspondence; layout and parts of a business letter .	<b>15</b>	<b>25</b>
<b>Unit 4</b>	Business Letters: Enquiries and Replies to Enquiries: theory and practice.	<b>15</b>	<b>25</b>

**PATTERN OF EVALUATION:**

**Internal Assessment: 25 marks**

Students are required to collect at least ten newspaper clippings related to women's issues and write a paragraph responding to these. This will be a group activity of not more than 10 students per group.

**B.COM I  
SEMESTER I  
BUSINESS ECONOMICS PAPER I  
THEORY OF CONSUMER BEHAVIOUR  
COMPUTER CODE - 145105  
4 CREDITS**

**Objective:**

1. To familiarize the students with concepts and issues related to Micro Economics.  
To make students understand the fundamentals of consumer behaviour.

Unit	TOPIC & DETAILS	No. of Lectures assigned	Weightage in %
1	<b>A. Fundamentals of Economics:</b> Meaning and definition micro and macro economics, concept of economic statics, economic dynamics, comparative statics, partial and general equilibrium.	02	05
2	<b>Indifference Curve Analysis I:</b> Concept of Scale of Preference, Indifference Schedule. Meaning of Indifference Curve, Indifference Map, Marginal Rate of Substitution, Law of Diminishing Marginal Rate of Substitution, Properties of Indifference Curve, Price Line, Consumer's Equilibrium with Indifference Curve technique.	18	30
3	<b>Indifference Curve Analysis II:</b> Income Effect, Substitution Effect, Price Effect, Price effect as a combination of Income effect and Substitution effect (normal goods only), Derivation of demand curve from Price Consumption Curve, superiority of ordinal approach over cardinal approach, limitations of ordinal approach.	15	30
4	<b>A. Revealed preference Theory:</b> Introduction, Assumptions, Hypothesis, critical evaluation, merits and demerits of the theory. <b>B. Consumer's surplus:</b> Meaning, Marshallian approach, Hicksian approach, practical utility of consumer's surplus.	10	15
5	<b>Elasticity of Demand:</b> Meaning, types of elasticity of demand (Price, Income, Cross & Substitution), Methods of measuring elasticity of demand (proportional, total outlay, geometric and Arc), determinants of elasticity of demand and importance of elasticity of demand.	15	20

**B.COM I  
SEMESTER I  
COMMERCE PAPER I  
PRINCIPLES OF MANAGEMENT  
COMPUTER CODE – 145106  
4 CREDITS**

**Objective:**

The purpose of this paper is to impart the basic principles of management with a view to impart the basic principles of management with a view to prepare the students to face up to the emerging challenges of managing resources, managing business processes and managing managers.

Unit	TOPIC & DETAILS	No. of Lectures assigned	Weightage in %
1	<b>1 Management:</b> Concept – Introduction, Meaning & Definitions. Evolution – Pre-historical to recent developments. Importance <b>2 Planning Concept</b> –Introduction, meaning & definition, Process and Types. <b>3 Decision Making Concept</b> – Introduction, Meaning & Definitions, Process / steps of rational decision making	15	25
2	<b>1 Organising :</b> Concepts Types of Organisation. <b>2 Staffing :</b> Meaning & Importance, Recruitment Process	15	25
3	<b>1 Direction :</b> Concept, Importance, Nature & Principles. <b>2 Motivation :</b> Introduction && Definition, Theories of Maslow & McGregor, Financial & Non-Financial Incentives.	15	25
4	<b>1 Leadership :</b> Concept & Meaning, Leadership Styles, Leadership Theories (Tannenbaum & Schmidt). <b>2. Managerial Control :</b> Concept, Characteristic of control. Nature & Process of control.	15	25

**Suggested Readings:-**

1. Basu, Business Organization and management, Tata McGraw Hill, New Delhi.
2. Gupta, C. B. Management Theory and Practice, Sultan Chand and Sons, New Delhi.
3. Prasad, L. M. Principles and Practice of Management, Sultan Chand and Sons, New Delhi.
4. Prasad, Lallan and S. S. Gulshan, Management Principles and Practices, S. Chand and Co Ltd, New Delhi.
5. Robbins, Stephen P. and Mary Coulter Management, Prentice - Hall of India Pvt. Ltd, New Delhi.
6. Stoner, James A. P., R. Edward Freeman and Daniel R. Gilbert. Management, Prentice - Hall of India Pvt. Ltd., New Delhi.



B.COM I  
SEMESTER I  
ACCOUNTANCY PAPER I  
FINANCIAL ACCOUNTING  
COMPUTER CODE - 145107  
4 CREDITS

**ABOUT THE COURSE:**

Course contents focus on conceptual aspects, application of accountancy principles to different commercial activities.

External Exam: 75 Marks

Unit	Topic	Weightage	No of Hours
1	<b>Objectives:</b> To enable the students to understand the basic theory concept of preparation of accounts. To enable the learner to understand and relate the theories with practical along with the standards lay down. <b>Contents</b> a) Accounting Concepts and Conventions b) Elementary Acquaintance with Compulsory Accounting Standard issued by Institute of Chartered Accountants of India being -AS1, AS2, AS8  NOTE: The Accounting Standard to be studied is that which is pronounced by the ICAI for the year ended immediately before commencement of the Academic Year.	25	15
2	<b>Objectives:</b> To understand the basic concept of preparation of final accounts of Sole Traders and Manufacturers. <b>Contents</b> Final Accounts of Sole Trading Concerns including Manufacturing Account.	25	15
3	<b>Objectives:</b> To understand the basic concept of preparation of Branch Accounts, accounting procedure adopted and evaluation of performance of branch. <b>Contents</b> Branch Account including Stock and Debtors Method but excluding Independent Branch, Wholesale Branch and Foreign Branch.	25	15
4	<b>Objectives:</b> To enable the students to understand the preparation of Departmental Accounts and inter-department comparisons. <b>Contents</b> Departments Accounts, including Inter-Departmental transfer at Cost.	25	15

Sr. No	Internal Assignment	Marks
1	Quiz/Debate / Group Discussion / Case Study on Concept and Conventions OR Debate / Group Discussion /PPT Presentations on Final Accounts	10
2	Class room assignment	15
	<b>Total</b>	<b>25</b>

**References :**

Anapure, 2011, Advance Accounting, Manas Prakashan -Mumbai  
 Choudhary, 2011, Corporate Accounting, Sheth Publishers, - Mumbai  
 Krishnadwala, 2008, Financial Accountancy & Management, Vipul Prakashan, Mumbai.  
 B.L.Gupta, 2014, Advance Accountancy, Sultan Chand & Sons - Delhi  
 Shukla & Grewal, 2008, Advance Accountancy, S. Chand & Co - Delhi

<b>B.COM I SEMESTER I BUSINESS MATHEMATICS COMPUTER CODE – 145108 4 CREDITS</b>			
<b>Sr. No.</b>	<b>TOPIC &amp; DETAILS</b>	<b>No. of Lectures assigned</b>	<b>Weightage as a %</b>
1	Commercial Mathematics Simple and Compound interest Ratio and Percentage Partnership and proportion Commission, brokerage, and discount Concept of Trade Discount and Cash Discount, Cost Price, Selling Price, Profit and Loss on Cost Price / Selling Price.	20	25
2	Determinants & Matrices Properties of determinants, Calculation of values of Determinants up to Third Order Cramer's Rule for Solution of Equations Definition & Types of Matrices Rule of Addition & Multiplication of matrices Inverse Matrix Solution of Linear Equations not more than 3 variables.	15	25
3	Analytical Geometry Standard equation of lines with problems	10	20
4	Linear Programming – Concept - Solving Linear problems in two variables by graphical methods.	08	15
5	Permutation & Combination (Without concept of probability) Fundamental principles of counting Meaning of Permutation & Combination (Formula) simple problems	07	15
	<b>Recommended Books</b> 1. Business Mathematics (Lower Level) : M.L. Vaidya & A.V. Deshpande. 2. Business Mathematics Sancheti & Kapoor. 3. Business Mathematics : Atul Prakashan		

<b>B.COM I SEMESTER I BUSINESS ENVIRONMENT COMPUTER CODE – 145109 4 CREDITS</b>			
<b>Sr. No.</b>	<b>TOPIC &amp; DETAILS</b>	<b>No. of Lectures assigned</b>	<b>Weightage in %</b>
Unit I	<b>Meaning and Scope of commercial geography</b> Influence of Environment- Location- Size, Rivers, Mountains, Coastline & Climate, Political & administrative factors on commercial activities.	07	10
Unit II	<b>Resources</b> a. Human Resources b. Natural Resources Vegetation – Importance, Types & Distribution - Soil – Fisheries - Minerals - - Significance of resources in the process of economic development.	15	25
Unit III	<b>Agriculture</b> Importance – Factors affecting agriculture - Types Characteristics and problems of following agriculture: - Subsistence Farming - Intensive farming - Mixed farming - Plantation farming - Co-operative farming, Organic farming, and Contract farming. - Major crops of the world and geographical conditions required for them. - Wheat – Rice – Cotton – Tea - Coffee - Sugarcane. - Concept of Green Revolution - Second Green revolution. Problems of Indian Agriculture.	20	30
Unit IV	<b>Industries</b> Locational Factors. Distribution & Factors of following industries- - Iron & Steel Industry - Refineries, Cotton Textiles - Cement Industry- Sugar Industry, Petro Chemical Industry -Automobile Industry.	10	20
Unit V	<b>Tourism &amp; Foreign Trade.</b> - Tourism – Definition - Types – Importance – Factors Promoting Tourism - Tourism Infrastructure, Tourism Problems & prospects of Tourism in India. - Foreign Trade – Composition & Direction of	08	15



<b>B.COM I</b> <b>SEMESTER II</b> <b>ENGLISH (ENGLISH MEDIUM) PAPER II</b> <b>Computer Code – 210201</b> <b>4 Credits</b>			
<b>Sr. No</b>	<b>TOPIC &amp; DETAILS</b>	<b>No. of Lectures assigned</b>	<b>Weightage in %</b>
	Objectives: By the end of this semester the student will: - Further develop comprehension skills. - Learn to organize ideas and write paragraphs. - Develop an independent response to social issues. - Learn to write routine office letters.		
<b>Unit I</b>	Empowerment English 6-10 : Focus on comprehension , vocabulary, grammar and personal response.	<b>15</b>	<b>25</b>
<b>Unit II</b>	Business Letters: Orders / Replies to orders: Theory and practice.	<b>15</b>	<b>25</b>
<b>Unit III</b>	Business Letters: Complaints and Adjustments: Theory and Practice.	<b>15</b>	<b>25</b>
<b>Unit IV</b>	Guided Paragraph Writing: Use of linking words; Unity of idea; Topic sentence; Coherence; Cohesion.	<b>15</b>	<b>25</b>

#### **PATTERN OF EVALUATION**

##### **Internal Assessment: 25 marks**

Students are required to choose one woman-oriented issue and make an oral, visual or dramatic presentation. Suggested topics would be – the dowry system/ educating the girl child / violence against women / working women/ tradition and modernity / urban and rural divide/ caste and gender/ single women etc.

##### **External Assessment: 75 marks**

- Question no. 1 is compulsory. It will carry 15 marks.
- Any 3 out of questions 2, 3, 4 & 5 carrying 20 marks each for all students.
- Question No 6 carrying 25 marks will be attempted only by external students and repeaters who have not cleared internals.

##### **Details:**

**Question 1 – Compulsory -** Unseen comprehension passage. Focus on textual comprehension, vocabulary, grammar, personal response. (15 marks)

<p style="text-align: center;"> <b>B.COM I</b>  <b>SEMESTER II</b>  <b>BUSINESS ECONOMICS PAPER II</b>  <b>THEORY OF PRODUCTION, COSTS AND COMPETITIVE MARKETS</b>  <b>COMPUTER CODE - 245205</b>  <b>4 CREDITS</b> </p>			
Sr. No	TOPIC & DETAILS	No. of Lectures assigned	Weightage as a %
Unit I	<b>A. Theory of Production Function:</b> Meaning of production function, meaning of short and long run, short run production function, Law of Variable Proportions, long run production function, Law of Returns to Scale, Internal and External Economies and Diseconomies of large scale production. <b>B. Cost Analysis</b> Meaning, types (money, real, opportunity, and social costs), Implicit and Explicit costs, Business costs (fixed, variable, total, average fixed, average variable, average total and marginal costs), behaviour of short and long run cost curves.	22	30
Unit II	<b>Revenue Concepts:</b> Meaning of revenue, Average revenue, marginal revenue and total revenue under perfect competition and imperfect competition. Objectives of a firm, break-even point, concept of firm, industry, group and equilibrium.	08	15
Unit III	<b>Market Structures I:</b> <b>A. Perfect Competition :</b> Meaning, features, equilibrium of firm and industry in the short and long run under identical cost conditions. <b>B. Monopoly:</b> Meaning, features, factors responsible for emergence of monopoly power, equilibrium of monopoly firm in the short and long run, meaning of discriminating monopoly, conditions under which price discrimination is possible and profitable, merits and demerits of monopoly.	15	25
Unit IV	<b>Market Structures II:</b> <b>C. Monopolistic Competition:</b> Meaning, features, equilibrium of firm and group in the short and long run. <b>D. Oligopoly</b> Meaning, features, equilibrium with kinked demand curve, merits and demerits of oligopoly.	15	30

<b>B.COM I SEMESTER II COMMERCE PAPER II HUMAN RESOURCE MANAGEMENT COMPUTER CODE – 245206 4 CREDITS</b>			
<b>Sr. No</b>	<b>TOPIC &amp; DETAILS</b>	<b>No. of Lectures assigned</b>	<b>Weightage in %</b>
	<b>Objectives</b> 1. To introduce students to the concepts of marketing along with core marketing concepts. 2. To acquaint students with the current developments in the field of marketing.		
<b>Unit I</b>	<b>A. Marketing</b> – Evolution, Meaning& Importance, Objectives & functions of marketing. <b>B. Organised markets</b> : Regulated Markets, Stock exchange & commodity exchange, Meaning, importance & functions.	<b>15</b>	<b>25</b>
<b>Unit II</b>	<b>Market Segmentation:</b> Introduction, Importance & Bases for Market – Segmentation & Marketing mix. – Concept & Variables (4 Ps)	<b>15</b>	<b>25</b>
<b>Unit III</b>	<b>Product</b> - Concept, product planning and development - product life cycle.  Price - objectives, method, factors affecting price of a product / service.  Consumer Behaviour – Types & factors affecting consumer behaviour.	<b>15</b>	<b>25</b>
<b>Unit IV</b>	<b>Marketing Research</b> - Meaning & definitions, scope & objectives of marketing research, sources of collecting marketing data, Procedure of marketing research, scientific methods of marketing research, survey method.	<b>15</b>	<b>25</b>

B.COM I  
SEMESTER II  
ACCOUNTANCY PAPER II  
ADVANCED FINANCIAL ACCOUNTING  
COMPUTER CODE – 245207  
4 CREDITS

**ABOUT THE COURSE:**

Course contents focus on conceptual aspects, application of accountancy principles to different commercial activities.

**External Exam: 75 Marks**

Unit	Topic	Weightage	No. of Hours
1	<b>Objectives:</b> To enable the students to understand the Concept for classification of expenditure and receipts- classification of expenditure, receipts and losses into capital, revenue and deferred revenue. <b>Contents:</b> <b>Concepts of Capital and Revenue:</b> <b>Theory:</b> Meaning of Capital Receipts and Payments. Revenue Receipts and Payments, Capital and Revenue Profits, Capital and Revenue Losses. Difference between Capital and Revenue Expenditure. <b>Problems on:</b> Classification and Accounting of Items of Revenue, Expenditure, Profits and Losses.	25	15
2	<b>Objectives:</b> To enable the students to understand the basic fundamentals of need and method of providing depreciation. To correlate the life span of the asset with yearly extinguishment as expenditure. <b>Contents:</b> <b>Depreciation Accounting.</b> <b>Theory:</b> Introduction, Definition, Factors required for Calculation of depreciation, Methods of calculating depreciation. <b>Problems on:</b> Accounting Treatment, Calculation of depreciation by Fixed Installment Method, Reducing Balance Method, Change in the Method of Depreciation. Preparation Accumulation Depreciation Account.	25	15

3	<b>Objectives:</b> To enable the students to understand the concept of sale of goods through agents and to improve their understanding on how large scale business carryout voluminous sale with the help of outsiders by minimizing the overhead. <b>Contents:</b> <b>Consignment Accounts.</b> <b>Theory:</b> Understanding Consignment business with respect to Meaning of – Consignment Sale, Consignor, Consignee, Accounts Sale, Expenses on Consignment, Normal and Abnormal Losses, Commission on Sales, Bad debts, Discounts, Valuation of Closing Stock. <b>Problems on:</b> Accounting Treatment and Accounting Entries in the books of Consignor and Consignee, Preparation of Ledger Accounts in the Books of Consignor and Consignee including Valuation of Normal and Abnormal Losses and Recording the Valuation of Closing Stock.	25	15
4	<b>Objectives:</b> To enable the students to understand the concept of Single Entry System and difference between Double Entry and <i>Single Entry system of maintenance of accounts.</i> <b>Contents:</b> <b>Single Entry System.</b> <b>Theory:</b> Nature and Defect of Single Entry System. <b>Problems on:</b> Ascertainment of Profit, Conversion of Single Entry records into Double Entry, Preparation of Final Accounts by Conversion Method only.	25	15

Sr. No	Internal Assignment	Marks
1	Quiz / Group discussion on Capital & Revenue –Income, Expenditure and Losses OR Group Discussion /PPT Presentations on Single Entry.	10
2	Class room assignment	15
	<b>Total</b>	<b>25</b>



**B. COM – I**  
**SEMESTER – II**  
**BUSINESS STATISTICS**  
**Computer Code – 245208**  
**4 Credits**

<b>Unit</b>	<b>TOPICS &amp; DETAILS</b>	<b>No. of Lectures assigned</b>	<b>Weightage %</b>
1	Basic Statistical Concepts, Collection of Data, Classification of Data, Frequency Distribution & Tabulation up to 3 Characteristics.	08	10
2	Measures of Central Tendency and Dispersion – Mean, Median, Mode, Quartiles, Deciles, Percentiles, Range, Quartile Deviation, Mean Deviation, and Standard Deviation, Co-efficient of Variation.	15	15
3	Linear Correlation and Regression- Scatter Diagram, Pearson's Product-Movement, Correlation Coefficient, Spearman's Rank Correlation Coefficient, Linear Regression Equation by method of Least squares.	22	25
4	Index Numbers – Construction of Index Numbers, Price, Quantity and Value Index Numbers- Chain Base and Fixed Base Index Numbers, Cost of Living Index Number.	08	20
5	Analysis of Time Series- Definition & Utility of Time Series, Components of Time-Series, Additive Model, Determination of Trend by Moving Average and Least Squares Method.  Reference 1. Methods of Statistics - S.P. Gupta 2. Practical Statistics - C.B. Gupta 3. Business Statistics – Bapat and Rana 4. Business Statistics - Deshpande Vaidya 5. Sa Oxai Nak sa MayaaSaas – akp. ma. BaaMDarkr	07	20

**B. COM – I**  
**SEMESTER – II**  
**ENVIRONMENTAL STUDIES**  
**Computer Code – 245209**  
**4 Credits**

Sr. No.	TOPICS & DETAILS	No. of Lectures assigned	Weightage %
Unit I	<b>Nature of Environment Studies</b> Definition – Scope – Importance	02	05
Unit II	<b>Natural Resources</b> Types – Renewable – Non-Renewable <b>a. Forest Resources</b> Use & overexploitation, Deforestation – Causes & Effects, Timber Extraction, Mining, Dams & their effects on forest & Tribal People. <b>b. Water Resources</b> Use & overexploitation of Surface & ground water, Floods Droughts, Dams – Benefits & Problem, Water Conservation, Water Management. <b>c. Food Resources</b> World Food Problems – Over grazing, Effects of Modern agriculture, Fertilizer – Pesticide problem, Water-logging, Salinity. <b>d. Energy Resources</b> Growing Energy Needs, Renewable – Non-Renewable Energy Sources, Hydroelectricity. <ul style="list-style-type: none"> <li>- Role of Individual in conservation of natural resources.</li> <li>- Equitable use of resources for sustainable lifestyle.</li> </ul>	22	35
Unit III	<b>Ecosystem</b> <ul style="list-style-type: none"> <li>- Concept of an ecosystem – Meaning</li> <li>- Structure &amp; function of an ecosystem.</li> <li>- Producers, consumers &amp; Decomposers.</li> <li>- Food chains, food webs &amp; ecological pyramids.</li> <li>- Introduction, types, characteristics features.</li> </ul> Structures & function of the following ecosystem: a. Forest ecosystem. b. Grassland ecosystem c. Aquatic ecosystem (ponds, streams, lakes, rivers, ocean estuaries)	15	25
Unit IV	<b>Environmental Pollution</b> Definition – Types – Causes & Effects & Control measures of the following : a. Air Pollution. b. Water Pollution. c. Soil Pollution. d. Noise Pollution. e. Marine Pollution. <ul style="list-style-type: none"> <li>- Disaster Management – Floods, earthquake, cyclone, &amp; landslides.</li> <li>- Role of individual in prevention of pollution.</li> </ul>	15	25
Unit V	<b>Population &amp; Environment</b> Population growth – factors affecting density of population – population explosion – family welfare programme – Environment & human health.	06	10
Unit VI	<b>Field Work</b> <ul style="list-style-type: none"> <li>- Visit to local area to document environmental asset – rivers forest / hill/ mountain/ grassland</li> <li>- Visit to local polluted site – Urban / Rural / Industrial</li> </ul>		

**Economics Paper III (compulsory)**  
**Aspects of Macro Economics**  
**Computer Code 345305**

**4 credits**

**Objectives**

- To familiarize the students with the various aspects of Macro Economics and explain how they are inter-related.

To enable students to understand contemporary economic environment

Unit	Topic	Weightage %	Lectures
I	<b>National Income &amp; its Determinants.</b>  a. Circular flow of national Income in a closed & open economy. b. Different Concepts of National Income - GNP, GDP, NNP, NDP, National Income - at Factor Cost, Personal Income, Disposable Income  c. Measurement of National Income <ul style="list-style-type: none"> <li>Value Added Method</li> <li>Income Method</li> <li>Expenditure Method</li> <li>Green Accounting Method</li> </ul> d. Trade Cycles : Meaning and its Phases	25	15
II	<b>Keynesian Economics</b>  a) Principle of Effective Demand - Aggregate Demand - Aggregate Supply b) Consumption Function: Average and Marginal Propensities to Consume and Save; Determinant of propensity to consume - subjective and objective factors influencing propensity to consume, Importance of Consumption Function c) Investment Demand - Marginal efficiency of capital, MEC & Rate of Interest; Liquidity Preference theory of Rate of interest d) Principle of Investment Multiplier	30	18
III	<b>Post- Keynesian Economics</b>  a) IS-LM Model of Integration of Commodity and Money Market b) Principle of Accelerator; Interaction between Multiplier and Accelerator c) Post Keynesian Theories of Consumption (Only Concepts In Brief) <ul style="list-style-type: none"> <li>Relative Income Hypothesis,</li> <li>Permanent Income Hypothesis and</li> <li>Life Cycle Hypothesis</li> </ul>	15	09
IV	<b>Money : Supply and Demand</b>  a. Supply of money -determinants of money supply, velocity of circulation of money, concept of money supply in India - M1, M2, M3 & M4. b. Demand for money - Meaning and Determinants. c. Value of money - Fisher's Cash transactions theory, Cash Balance theory d. Inflation - Meaning, Cost Push and Demand Pull Inflation and other Causes, Effects & Measures to control of inflation. e. Inflation - Unemployment Relationship : Philips Curve f. Meaning of deflation, Stagflation : Meaning and Causes	30	18



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#### **Suggested Readings**

1. Ahuja, H.L; Macro Economics, Theory and Policy, S. Chand and Co. Ltd.
2. Sheth, M.L., Monetary Economics, Lakshmi Narain Agarwal,
3. Dornbush, Fisher Macro Economics
4. M L Jhingan Principles of Economics
5. Shapiro E 1996 Macro Economic Analysis

#### **Note**

1. Case Studies are to be used where applicable, during teaching.
2. Recommended Project Work for Internal Assessment (Any one or Similar)
  - Comparison of National Income data of 2-3 countries obtained from World Bank data
  - Global Financial Crisis

#### **Following skills are expected to be acquired during project work :**

- a) Use of Microsoft Excel for basic calculation of percentage growth rates, etc.
- b) Making appropriate diagrams using Microsoft Excel or similar spreadsheet package
- c) Basic interpretation of data
- d) Ability to apply theoretical understanding to contemporary economic situations.

**B.COM. II**  
**SEMESTER III**  
**COMMERCE PAPER III**  
**PRINCIPLES OF MARKETING AND CUSTOMER RELATIONSHIP MANAGEMENT**  
**Computer Code - 345306**  
**4 credits**

**Objective:**

To acquaint the students with changing dynamics in the marketing world moving towards creating customer value.

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

Unit	TOPIC	Lectures	Credits	Marks
1	<b>Objective: To understand the concept of marketing and the changing marketing landscape.</b> <ul style="list-style-type: none"> <li>Definition, Scope, Importance of Marketing &amp; Marketing Concepts.</li> <li>Marketing Process</li> <li>Market Segmentation - Concept and Bases of Market Segmentation</li> <li>Changing Marketing Landscape - Changing Economic Environment, The Digital Age, Rapid Globalization, Sustainable Marketing</li> </ul>	25	1	25
2	<b>Objective: To analyse the effective use of important marketing strategies.</b> <ul style="list-style-type: none"> <li><b>Product:</b> New Product Development Strategy, Process and Product Life Cycle</li> <li><b>Place:</b> Channel Design Decisions</li> <li><b>Price:</b> Importance of Pricing and Major Pricing Strategies</li> <li><b>Promotion:</b> Promotion Mix Tools, Direct and Online Marketing</li> </ul>	25	1	25
3	<b>Objective: To understand the concept of Customer Relationship Management.</b> <ul style="list-style-type: none"> <li>Meaning, Definition, Significance and Components of Customer Relationship Management (CRM). Techniques of Building Customer Relationship</li> <li>Customer Service, Customer care, Customer Delight</li> <li>Effective Customer Acquisition</li> <li>Customer Satisfaction - Meaning, Methods and Techniques of Customer Satisfaction</li> </ul>	25	1	25
4	<b>Objective: To provide insight into creating customer value.</b> <ul style="list-style-type: none"> <li>Managing Customer Complaints - Types, Effective ways of Managing Customer Complaints</li> <li>Customer Retention - Techniques or Strategies of Retaining customers, Important stages in Retention process of CRM</li> <li>Building Customer Loyalty</li> <li>Creating Competitive Advantages</li> </ul>	25	1	25

**Reference Books:**

1. Kotler, P., & Armstrong, G. (2017). *Principles of Marketing*, (17th Edition) Pearson Education.
2. Kotler, P., & Keller, K. (2017). *Marketing Management*, (15th Edition), Pearson Education.
3. Saxena, R. (2017). *Marketing Management*, (5th Edition), McGraw Hill Education, New Delhi.
4. Galka, R., & Baran, R. (2016). *Customer Relationship Management: The Foundation of Contemporary Marketing Strategy*, Routledge, Taylor & Francis.
5. Bhasin, J. (2012). *Customer Relationship Management*, Dreamtech Press.

**B. COM – II**  
**SEMESTER – III**  
**ACCOUNTANCY PAPER III**  
**FINANCIAL ACCOUNTING**  
**Computer Code – 345307**  
**4 Credits**

**ABOUT THE COURSE:**

Course contents focus is on conceptual aspects, application of accountancy principles to different commercial activities.

**External Exam: 75 Marks**

Unit	TOPICS	No. of Lectures assigned	Weightage %
1	<b>Objectives :</b> To enable the students to understand how double entry transaction is recorded posted to ledger and to make analytical study of scrutinizing the ledger with each debit entry with the credit entry. <b>Contents :</b> <b>Reading of Ledger Accounts</b> <b>Theory:</b> Importance, Broad Principles of Reading of Ledger Accounts. <b>Problem on:</b> Reading of ledger accounts.	25	15
2	<b>Objectives :</b> To enable the students to understand the theoretical concept of preparation of financial statement of joint stock companies. To understand the legal provisions and preparation of financial statements in vertical format as per Companies Act. 2013 <b>Contents :</b> <b>Analysis of Financial Statement</b> <b>Theory:</b> Analysis of Financial Statement with respect to schedule VI of the Companies Act. 2013	25	15
3	<b>Objectives :</b> To enable the students to understand the concept of goodwill valuation by different methods and accounting treatment in books. <b>Contents :</b> <b>Valuation of Goodwill:</b> Meaning, factors affecting valuation of Goodwill. Need for valuation Goodwill. Methods of valuation of Goodwill. Simple Average, Super Profits, Capitalization Method	25	15
4	<b>Objectives :</b> To enable the students to understand the meaning objectives, advantages and methods of Valuation of stock <b>Contents :</b> <b>Valuation of stock:</b> (LIFO, FIFO Simple Average & Weighted Average Methods)	25	15

**Internal Assignments (25 Marks)**

Sr. No.	Internal Assignment	Marks
1	Assignment Quiz on preparation of financial statements of joint stock companies in vertical format and quiz on various terms used in Schedule VI of Companies Act 2013. Newspaper cuttings on financial results of joint Stock Companies Comments on the news items	08
2	Group Discussion and Group Presentation of reading of ledger accounts	08
3	PPT Presentation of any one Unit	09

	<b>Total</b>	<b>25</b>
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**Business Law III (compulsory)**

**Business Law**

**Computer Code 345110 4 credits**

<b>Numbers</b>	<b>Topics</b>	<b>Weightage %</b>	<b>No. of Lectures</b>
Unit-I	<b>The Indian Contract Act -1872</b> (Including Bailment)	50	30
A-	<b>General Principles of Contract</b> <b>Sec.1 to 75</b> Proposal Acceptance – Revocation Communication – Modes of revocation of after – Requisites of Valid Acceptance. Sec.2(a) Sec.2 (b) and Sec. 3 to 7		
(i)			
(ii)	<b>Consideration</b> a) Definition Sec.2(d) Stranger to consideration, stranger to contract and exceptions. b) An agreement made without consideration is void. *Rule and exceptions. Sec.25 and Sec.185		
(iii)	<b>Free Consent</b> – Sec.13 to 22 Coercion Undue Influence Fraud –Misrepresentation and mistake of Fact and Mistake of Law. <b>Void Agreements</b> Sec. 20 to 30 a) Agreement in Restraint of trade Sec.27 b) Agreement by way of wager is void Sec.30		
(iv)	<b>Time as essence of Contract.</b> Sec.55 Clayton's Rules as to appropriation of payment. Sec.59 to 62		
(v)	Novation Sec. 62 Quasi – Contracts. Sec.68 to 72		
B-I	<b>Specific Contracts</b> Contract of Bailment Sec. 148 to 171		
C-I	Right to Information Act – 2005 Definition – Concept – Need of RTI Act		
II	Procedure – Use of RTI Act Appeal- Disclosures – Exemption.		
Unit – II	<b>The Sale of Goods Act – 1930</b> Sec. 4 to 54	25	15
(i)	<b>Contract of Sale and Essentials Sale and Agreement to sell &amp; Distinction Between them</b> Sec. 4 to 6 Effect of destruction of Goods Sec. 7 & 8 Ascertainment of Price of Goods. Sec. 9, 10		
(ii)	<b>Conditions and Warranties</b> Sec.12.to 17 Definitions of Condition and Warranty and distinction Implied Conditions and Warranties a. Implied Conditions as to title Sec.15 b. Implied Condition in case of sale by description. Sec.15 c. Rule of Caveat Emptor and Exceptions sec.16 d. Implied condition in case of Sale by Sample. Sec.17		
(iii)	<b>Rules regarding passing of property in case of</b> a. Ascertained Goods. Sec.18 to 22 b. Unascertained Goods. Sec. 18 & 23 c. Sale on Approval or Return Basis. Sec.24 d. Short Note – Delivery and deliverable State.		
(iv)	Nemo dat quod non-habet.		
(v)	i.e "No one can transfer a better title than what he himself possesses". Sec.27 to 30 Rule and Exceptions. Unpaid seller and his rights . Sec. 45 to 54		
Unit – III	<b>The Indian Partnership Act- 1932</b> Sec. 4 to 44	25	15

**ELECTIVE COMPONENT**  
**ADVERTISING PAPER I**  
**INTRODUCTION TO ADVERTISING COMPUTER CODE – 375144**  
**4 CREDITS**

**Course Objective:**

To acquaint the students with the fundamentals and role of advertising in the contemporary world.

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

Unit	Topic	No. of Lectures	Credits	Marks
1	<b>INTRODUCTION TO ADVERTISING</b> <b>Objective:</b> To familiarize students about the role and importance of advertising in contemporary society. <ul style="list-style-type: none"> <li>Advertising - Meaning, Features, Importance, Evolution of Advertising.</li> <li>Role of advertising in marketing mix. Active participants in advertising.</li> <li>Benefits of advertising to business and consumers. Criticisms against advertising.</li> <li>Classification of Advertising - Geographic area, media, audience, functions, product life cycle.</li> </ul>	15	1	25
2	<b>ECONOMIC, SOCIAL AND REGULATORY ASPECTS OF ADVERTISING</b> <b>Objective:</b> To acquaint students with the economic, social and regulatory issues relating to advertising. <ul style="list-style-type: none"> <li><b>Economic Aspect</b> - Effect of advertising on consumer demand, competition and price. Waste in advertising.</li> <li><b>Social Aspect</b> - Advertising and Cultural values, Ethical and Social issues in advertising, Advertising and Standard of living.</li> <li><b>Regulatory Aspect</b> - Role and services of Advertising Standards Council of India (ASCI)</li> </ul>	15	1	25
3	<b>RESEARCH IN ADVERTISING</b> <b>Objective :</b> To make students understand the techniques of research used in advertising. <ul style="list-style-type: none"> <li><b>Market Research</b> - Meaning, Definition, Features, Techniques, Process of Market Research.</li> <li><b>Advertising Research</b> - Meaning, Definition, Need and Importance of Advertising Research. Methods of Testing Advertising effectiveness- Pre-testing and Post-testing methods.</li> <li><b>Product Research</b> - Meaning, Need for Product Research, Product Positioning Strategies- Steps in product positioning, Trademarks and Brands.</li> </ul>	15	1	25
4	<b>ADVERTISING AND MEDIA</b> <b>Objectives:</b> To enable students to comprehend the forms of advertising and emerging media options in the modern world. <ul style="list-style-type: none"> <li>Role of media in advertising, Factors affecting choice of media</li> <li>Forms of Media in Advertising - Indoor and Outdoor advertising, Digital Media- Internet Advertising- Types- Significance and Limitations of Internet advertising.</li> <li>Emerging Media Options - marketing through social networking sites, advertising through mobile phones</li> <li>Audit Bureau of Circulation (ABC), National Readership Survey (NRS), Television Rating Points (TRP)</li> </ul>	15	1	25

**Reference Books:**

- Arens, W., Weigold, M., & Arens, C. (2017). *Contemporary Advertising*, (15th Edition), Hill Higher Education.
- Chunawala, S., & Sethia, K. (2017). *Foundations of Advertising Theory & Practice*, (8th Edition), Himalaya Publishing House, Mumbai.
- Aaker, D., Batra, R., & Myers, J. (2002). *Advertising Management*, (5th Edition), Pearson Education.
- Katz, H. (2016). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying*, (6th Edition), Routledge Communication.
- Ogilvy, D. (2011). *Confessions of an Advertising Man*, Southbank Publishing.
- Young, M. (2017). *Ogilvy on Advertising in the Digital Age*, Goodman Books.

**Semester IV**  
**Economics Paper IV (compulsory)**  
**International Trade and Business**  
**Computer Code 445405**  
**4 credits**

**Objectives:**

To enable students to understand the issues related to international business.  
To enable students to understand contemporary economic environment

Unit	Topic	Weight age %	Lecture s
I	<b>Introduction to International Business</b> c) Globalisation – Meaning, Merits and Demerits f) International Business and Domestic Business, g) International Business Environment - Economic, Cultural and Political h) Modes of Entry into International Business(In brief)	20	12
II	<b>Theories of Trade and Commercial Policy</b> d) David Ricardo's Comparative Cost Advantages e) Heckscher- Ohlin's Modern Theory of International Trade f) Meaning of Free trade and Protective Trade Policy; Protective devices – tariffs and non-tariff barriers : anti-dumping duties, countervailing duties, voluntary export restraint, Sanitary and Phytosanitary measures	25	15
III	<b>International Organisation and Regional Economic Co-operation</b> World Trade Organisation (WTO) 3. Objectives and Principles of WTO 4. TRIPS, TRIMS, GATS, Agreement on Agriculture, Dispute Settlement Mechanism 5. Forms of Regional Groupings - Preferential Trade Arrangement, Free Trade Area, Customs Union, Common Market, Economic Union.	25	15
IV	<b>Balance of Payments and Foreign Exchange Market</b> e. Structure of BOP – Concepts of current & capital account, BOT & BOP. f. Disequilibrium in the BOP, autonomous & accommodating, transactions, causes & methods of correcting disequilibrium in the BOP (monetary & non-monetary). <b>Foreign Exchange Market</b> g. Functions of foreign exchange market, h. Determination of exchange rates: • Balance of payment theory • Purchasing Power Parity theory. i. Fixed & floating exchange rates (meaning, merits & demerits), spot rate, forward rates(concepts only)	30	18

**Suggested Readings**

- g. Salvatore, Dominick, International Economics, Macmillan Publishing Co., Newyork.
- h. Sodertern, Bo & Reed, Geoffrey, International Economics, Macmillan Press Ltd., 2003.
- i. Mansur, H.G. International Economics – Theory & Policy Issues, Vikas Publishing House Pvt. Ltd.
- j. Mathur, Reeta, International Economics, Subline Publications, Jaipur, 2002.
- k. Cherunilam, Francis, International Business Environment, Himalaya Publishing House, 2003.
- l. Cherunilam, Francis, Global Economy & Business Environment, Himalaya Publishing House, 2001.

**Note**

1. Case Studies are to be used where applicable, during teaching.
2. Recommended Project Work for Internal Assessment (Any one or similar)
  - Comparison of trade data for 2-3 countries obtained from WTO
  - Case studies of specific protective trade policy used in any country

**Following skills are expected to be acquired upon project submission**

1. Basic ability to interpret, analyse quantitative data
2. Use of Microsoft PowerPoint or similar package to prepare presentation
3. Ability to present project, in group or otherwise

**SEMESTER IV**  
**COMMERCE PAPER IV**  
**INTRODUCTION TO BANKING AND INSURANCE**  
Computer Code - 445406  
4 Credits

**Objective:**

**To impart an understanding of Banking and Insurance Sector to Students.**

External Exam: 75 marks Internal Exam: 25 marks

Unit	Topic	Lectures	Credits	Marks
1	<b>INTRODUCTION TO BANKING</b> Objective: To enable the students to understand the concept of Banking <ul style="list-style-type: none"> <li>• Concept of a Bank, Evolution and Classification of Banks.</li> <li>• Primary and Secondary Functions of a Bank</li> <li>• Retail Banking Services – ATM, Internet Banking, Credit/Debit card etc.</li> <li>• Process of Credit Creation in Banks.</li> </ul>	15	1.0	25
2	<b>ADVANCE BANKING FUNCTIONS</b> Objective: To make students understand various Banking Functions <ul style="list-style-type: none"> <li>• Different types of Loans &amp; Advances</li> <li>• Objectives, Structure and Functions of Treasury</li> <li>• Key Risks: Interest Rate Risk, Market Risk, Credit Risk, Liquidity Risk &amp; Legal Operational Risk.</li> <li>• Micro Finance: Concept and Institutions, (Joint Liability Group, SHG etc)</li> </ul>	15	1.0	25
3	<b>FUNDAMENTALS OF INSURANCE</b> Objective: To acquaint the students with fundamentals of Insurance <ul style="list-style-type: none"> <li>• Concept of Risk – Meaning &amp; Types</li> <li>• Insurance – Meaning and Benefits – Individual, Business and Society, Concepts of Premium, Compensation and Policy</li> <li>• Principles of Insurance – <ul style="list-style-type: none"> <li>✓ Life Insurance (Insurable Interest, Utmost Good Faith &amp; Co-operation)</li> <li>✓ General Insurance (besides all above three Subrogation, Indemnity, CausaProxima etc)</li> </ul> </li> <li>• Concepts of Annuity, Mortality, Reinsurance &amp; Bancassurance and its use in Insurance.</li> </ul>	15	1.0	25
4	<b>WORKING AND TRENDS IN INSURANCE SECTOR</b> Objective: To make students understand Working and Trends in Insurance Sector <ul style="list-style-type: none"> <li>• Types of Insurance <ol style="list-style-type: none"> <li>1. Life Insurance – Meaning &amp; Features.</li> <li>2. General Insurance <ul style="list-style-type: none"> <li>✓ Fire Insurance – Meaning &amp; Features</li> <li>✓ Marine Insurance – Meaning &amp; Features</li> <li>✓ Miscellaneous Insurance – Meaning &amp; Features</li> </ul> </li> <li>3. Social Insurance – Concept</li> </ol> </li> <li>• Insurance Agent – Qualification, Rights, Duties and Commission Structure</li> <li>• Historical Trends – History up to Nationalization (LIC and General) – Developments up to 1999 and Role of IRDA</li> </ul>	15	1.0	25

**References:**

- Indian Institute of Banking and Finance. (2009). *Theory and Practice of Treasury & Risk Management*. Taxman.
- Gordon, E. & Natrajan, K. (2016). *Banking Theory Law and Practice*. Himalaya publishing House
- Srivastava, A.K. (2012). *Essentials of Bank Management: an Indian perspective*. Kunal books
- Vijaykumar, A. (2009). *Banking Microfinance & Self help groups in India*. New Century Publication.
- Mittal, R.K., Saini, A.K. & Dhingra, S. (2008). *Emerging Trends in Banking Sector*. Macmillan Publication
- Feroze, S.M. & Chauhan, A.K. (2011). *Microfinance In India*. New Century Publication.
- Agarwal, O.P. (2012). *Innovation in Banking & Insurance*. Himalaya Publishing House.
- Mathew, M.J. (2005). *Insurance: Principles & Practice*. RBSA Publishing
- Mishra, M.N. & Mishra, S.B. (2007). *Insurance Principles and Practice*. S. Chand co. Pub.

**SEMESTER – IV**  
**ACCOUNTANCY PAPER IV**  
**ADVANCE FINANCIAL ACCOUNTING**  
**Computer Code – 445407**  
**4 Credits**

**ABOUT THE COURSE:**

Course contents focus is on conceptual aspects, application of accountancy principles to different commercial activities.

**External Exam: 75 Marks**

Unit	TOPICS	No. of Lectures assigned	Weightage %
1	<b>Objectives :</b> To enable the students to understand the impact on revenue to preparation of financial statement of Joint stock companies in pre and post incorporation period <b>Contents :</b> <b>Profit Prior to Incorporation</b> <b>Problem on:</b> Profit prior to incorporation including passing of journal entries.	25	15
2	<b>Objectives :</b> To understand the legal provisions laid down in redemption of preference shares and understanding the journal entries to redeem the shares. <b>Contents :</b> <b>Redemption of Preference shares</b> <ol style="list-style-type: none"> <li>Theory Legal restriction of Redemption of Shares</li> <li>Problems of Redemption of Redeemable Preference Shares</li> </ol>	25	15
3	<b>Objectives :</b> To understand the practical concept of preparation of financial statement of Joint stock companies. Application of legal provision and preparation of financial statements in vertical format as per Companies Act. 2013 <b>Contents :</b> <b>Company Final Accounts</b> <ol style="list-style-type: none"> <li><b>Theory :</b> Schedule VI of the Companies Act.2013</li> <li><b>Problem on :</b> Company final Accounts as per schedule VI of the Companies Act 2013 (excluding managerial remuneration)</li> </ol>	25	15
4	<b>Objectives :</b> To understand the theoretical concept of the topic with terminologies used in hire purchase system and accounting treatment in book of accounts. <b>Contents :</b> <b>Hire Purchase / Instalment Theory :</b> Distinction between Hire Purchase & Instalment <b>Problem on :</b> Hire Purchase Instalment.	25	15

**Internal Assignments (25 Marks)**

Sr. No.	Internal Assignment	Marks
1	Assignment Quiz on preparation of financial statements of joint stock companies in vertical format and quiz on various terms used in Schedule VI of Companies Act 2013. Analysis of published financial statements of Joint Stock Companies.	08
2	Group Discussion and Group Presentation of reading of ledger accounts	08
3	PPT Presentation of any one Unit	09
	<b>Total</b>	<b>25</b>



**B.Com. II**  
**Semester IV**  
**Business Law IV (compulsory)**  
**Business Law 445210**  
**Computer Code**

**Evaluation Pattern:**  
**Internal Evaluation: 25 Marks**  
**External Evaluation: 75 Marks**

Unit	Topic	Weightage %	No. of Lectures
	<b>Objectives :</b> This course aims at providing the students a basic introduction to the areas of corporate laws, compliance procedure and understanding of the allied legislations.		
<b>I</b>	<b>The Companies Act, 2013</b>	<b>50</b>	<b>30</b>
	<b>Definition and Features of a Company:</b> a) Kinds of Companies b) Public Company, Private Company and Distinction between them. c) Privileges of Private Company d) Lifting of Corporate Veil  <b>Memorandum of Association and Articles of Association of a Company.</b> a) Doctrine of Ultra Vires b) Doctrine of Indoor Management.  <b>Membership of a Company</b>  a) Meaning & definition of Member b) Who can be member of a company? c) How membership is acquired and How membership ceases? d) Rights and Privileges of Members,		
	<b>Prospectus</b> a) Definition b) Contents of a Prospectus c) Red-Herring Prospectus <b>Meetings of a Company.</b> a) Meaning & Definition of Meeting b) Annual General Meeting. c) Extra Ordinary General Meeting. <b>Directors</b> a) Meaning & definition of Director b) Types Of Directors, c) Director's Identification Number (DIN) d) Appointment/Reappointment, e) Qualifications, Disqualifications		

<b>II</b>	<b>The Negotiable Instruments Act, 1881</b>	<b>25</b>	<b>15</b>
	<p>The Negotiable Instrument Act – 1881.</p> <p>Meaning and definition of Negotiable Instrument – Sec.13</p> <p>What is Negotiation? Sec-14</p> <p>Negotiable Instruments –</p> <p style="padding-left: 40px;">Promissory Note Sec – 4</p> <p style="padding-left: 40px;">Bill of Exchange. Sec – 5</p> <p style="padding-left: 40px;">Cheque Sec – 6</p> <p style="padding-left: 40px;">Meaning of terms – Drawer, Drawee, Drawee in case of need, Payee and Acceptor. Sec - 7</p> <p>Definition of Holder Sec-8 Holder in Due Course and his privileges. Sec – 9</p> <p>Kinds of Endorsements (Endorsement in Blank and restrictive Endorsement in Full. Restrictive Endorsement, Conditional Endorsement. Endorsement. Liability of Drawee of a Cheque, Sec.30, when Banker is justified in requesting the payment of a cheque Sec 31.</p> <p>Noting and Protest Sec.99 to 104 – A. Reasonable Time Sec.105 – 106 -107.</p> <p>Crossing of a cheque Sec.123, 124 &amp; 125. Who can cross?</p> <p>Kinds of Crossing of a Cheque</p>		
<b>III</b>	<b>The Consumer Protection Act,1986</b>	<b>25</b>	<b>15</b>
	<p>Meanings and Definitions.</p> <p>Rights of Consumers.</p> <p>Establishment of Consumer Dispute Redressal Agencies.</p> <p style="padding-left: 40px;">District Forums in Districts.</p> <p style="padding-left: 40px;">State Commissions in States.</p> <p style="padding-left: 40px;">National Commission in Delhi.</p> <p>Penalties and Frivolous Complaints.</p>		

<b>Sr. No.</b>	<b>Internal Assignment</b>	<b>Marks</b>
<b>1</b>	Quiz on legal words in each Unit of syllabus/ Group discussion and debate on different legislation , Law lexicon OR PPT presentation, Play group to bring awareness about Consumer Protection Act.	<b>15</b>
<b>2</b>	Class room assignment	<b>10</b>

**Reference Books:**

- Business and Commercial Laws,by Sen and Mitra 2016 Publisher: World Press Pvt Limited.
- Introduction to Mercantile Law 2016 by N.D.Kapoor Publisher :Sultan Chand and Publication
- Business Law, K.R. Bhattacharya,2013,Publisher Himalaya Publishing House
- Companies Act,2013 Author Dr.T.P.Ghosh 2017 Tanman Publication
- Commentary on Consumer Protection Act, 1986 by: Y.V.Rao,2017
- Bare Text of relevant Act

**ELECTIVE COMPONENT  
ADVERTISING PAPER II  
TECHNIQUES OF ADVERTISING  
COMPUTER CODE – 475244**

**Objective:** To familiarize students with advertising planning and management using effective tools and techniques of advertising.

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

Unit	Topic	No. of Lectures	Credits	Marks
1	<b>CREATIVITY IN ADVERTISING</b> <b>Objective:</b> To make the students understand the use of creative techniques in advertising. <ul style="list-style-type: none"> <li>• Visualization: Definition, process, techniques of visualization, role of different elements of advertising.</li> <li>• Copy: Elements of copy, types of copy.</li> <li>• Headline – essential of good headline, forms of headline.</li> <li>• Creative aspect in advertising – buying motive, selling points, advertising appeals, logo and slogan.</li> </ul>	15	1	25
2	<b>CONSTRUCTION OF EFFECTIVE ADVERTISEMENT</b> <b>Objective:</b> To familiarize students about the creativity in construction of effective advertisements. <ul style="list-style-type: none"> <li>• Layout – meaning, features, types, essential qualities of effective layout.</li> <li>• Illustration – function, techniques of illustration.</li> <li>• Creating broadcast advertisements - TV commercials (Visual) – techniques, script writing, develop storyboard.</li> <li>• Creating radio commercial – words, sound, music, copywriting.</li> </ul>	15	1	25
3	<b>PLANNING ADVERTISING CAMPAIGN</b> <b>Objective:</b> To enable the students to understand the concept of Advertising Campaign and framing of Advertising Budget. <ul style="list-style-type: none"> <li>• Advertising Campaign - Concept, Planning, Steps</li> <li>• Models of Advertising Campaign- AIDA, DAGMAR</li> <li>• Factors influencing planning of Advertising Campaign</li> <li>• Advertising Budget - factors determining advertising budget, methods of framing advertising budget.</li> </ul>	15	1	25
4	<b>ADVERTISING MANAGEMENT</b> <b>Objective:</b> To make students understand the services provided by Advertising Agency and Career options in advertising. <ul style="list-style-type: none"> <li>• Advertiser - Agency relationship, Functions and services of advertising agency</li> <li>• Structure of Advertising Agency</li> <li>• Criteria for selection of Advertising Agency, Agency Accreditation</li> <li>• Career options in Advertising</li> </ul>	15	1	25

**Reference Books**

1. Aaker, D., Batra, R., & Myers, J. (2002). *Advertising Management*, (5th Edition), Pearson Education.
2. Sharma, S., & Singh, R. (2008). *Advertising Planning and Implementation*, Prentice Hall India New Delhi.
3. Gupta, A. (2008). *Advertising and Sales Promotion Concepts and Strategies*, Everest Publication House Pune.
4. Arens, W., Weigold, M., & Arens, C. (2017). *Contemporary Advertising*, (15th Edition), Hill Higher Education.
5. Katz, H. (2016). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying*, (6th Edition), Routledge Communication
6. Gupta, R. (2012). *Advertising Principles and Practice*, S Chand & Company.
7. Chunawala, S., & Sethia, K. (2017). *Foundations of Advertising Theory & Practice*, (8th Edition), Himalaya Publishing House, Mumbai.
8. Young, M. (2017). *Ogilvy on Advertising in the Digital Age*, Goodman Books.

**B.Com III Semester V**  
**Economics (Compulsory)**  
**Public Finance & Banking**  
**Computer Code 545505 - 4 Credits**

**Objectives**

To provide students with the understanding of fiscal system To familiarize students with functioning of the banking system

Unit	Topic	Weightage %	Lectures
1.	<b>Meaning, Scope of Public Finance</b> <b>a.</b> Definition and concept of public finance, Objectives of public finance - allocation, distribution and stabilization. <b>b.</b> Principle of Maximum Social Advantage: Dalton's view; Concepts of Public Goods and Merit Goods <b>c.</b> Budget – meaning, objectives, structure of Budget – Deficit Concepts	15	09
2.	<b>Public Revenue</b> <b>a.</b> Tax and non-tax revenue <b>b.</b> Canons of Taxation <b>c.</b> Classification of taxes – Direct, Indirect, Proportional, Progressive, Regressive <b>d.</b> Shifting of Tax Burden – Impact and Incidence of Taxation – Factors influencing Incidence of Taxation - Elasticity of Demand and Supply <b>e.</b> Effects of taxation <b>f.</b> Tax reforms in India - GST	30	18
3.	<b>Public Expenditure and Public Debt</b> <b>a.</b> Classification of the public expenditure <b>b.</b> Causes of increasing public expenditure <b>c.</b> Effects of public expenditure <b>d.</b> Classification of Public Debt <b>e.</b> Burden of internal and external Debt <b>f.</b> Methods of Repayment of public Debt	30	18
4.	<b>Banking: Central Bank</b> <b>a.</b> Functions <b>b.</b> Credit Control – quantitative & qualitative methods and their limitations <b>Commercial Banks</b> <b>a.</b> Functions <b>b.</b> Process of multiple credit creation <b>c.</b> Principles of sound Banking – liquidity & profitability, non performing assets, Recapitalization of Public Sector Banks	25	15

**Recommended Books**

1. Musgrave Richard A : The Theory of Public Finance, Mcgrano Hill Publication
2. Mithani D.M.: Public Finance: Theory and Practice Himalaya Publishing House, 2006.
3. Sundaram KPM and Andley KK. Public Finance Theory & Practice, S. Chand & Co. Ltd.
4. Taylor Philip E: Economics of Public Finance, Ox-Ford and IBH Publishing Co.
5. M.C. Vaishya and H.S. Agrawal: Public Finance Awiley Stone Ltd.
6. S.K. Singh 2001 Public Finance in Theory and Practice.
7. Richard A. Msgrave and Teggy: Public Finance in Theory and Practice S. Chand &Co.
8. Philip Taylor: Economics of Public Finance, Ox-Ford and IDH Publishing Co.
9. Ahuja, H.L; Macro Economics, Theory and Policy, S. Chand and Co. Ltd.
10. Sheth, M.L., Monetary Economics, Lakshmi Narain Agarwal,
11. Mithani, D.M., Money Banking & Public Finance, Himalaya Publishing House, 2004.
12. Desai, Vasant, The Indian Financial System, Himalaya

**B.Com III**  
**Semester V**  
**Commerce Paper V (Compulsory)**  
**Modern Finance**  
**Computer Code 545506**  
**4 credits**

<b>Objective: The course provides the learner a broad overview of financial and portfolio management.</b>				
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Credit</b>	<b>Weightage %</b>
<b>Unit- 1</b>	<b>Objective: To familiarize the learner with the concepts of financial management. <u>Introduction to Financial Management</u></b> · Nature, Importance and Scope of Financial Management. · Financial Goals – Profit Maximization v/s Wealth Maximisation · Sources of Finance – Short Term and Long Term (Public Deposits, Factoring, Warrants, Self-Financing, Equity Shares, Preference Shares and Debentures) · Changing Role of Finance Manager in Globalization Era.	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit- 2</b>	<b>Objective: To summarize the learner with the various factors influencing capital structure. <u>Capital Structure Decisions</u></b> · Concepts and Determinants of Capital Structure · Financial Leverage (Pros and Cons) · Working Capital and Fixed Capital (Concept and Determinants) · Theories of capitalization (Cost and Earning Theory) Overcapitalization and Undercapitalization (causes, effects and remedies)	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit- 3</b>	<b>Objective: The learner will be able to describe and explain important financial services <u>Financial Services</u></b> · Merchant Banking – Concept, Services, Present Scenario · Venture Capital – Concept, Characteristics, Role, Present Scenario · Lease Financing – Types, Advantages, Limitations · Mutual Funds – Concept, Types, Role in Economic Development	<b>15</b>	<b>1</b>	<b>25</b>

<b>Unit- 4</b>	<b>Objective: The learner will be able to gain theoretical and practical knowledge in the field of investment.</b> <b><u>Portfolio Management</u></b> · Nature and Scope of Real and Financial Assets (Asset Classes) · Investment Objectives and Principles of Portfolio Management · Investor Profiling and Goal Planning · Risk and Return Matrix · Portfolio and Wealth Management Industry in India	<b>15</b>	<b>1</b>	<b>25</b>
	<b>Total</b>	<b>60</b>	<b>4</b>	<b>100</b>

**Recommended / Reference Books:**

1. Khan, M. Y., & Jain, P. K. (2018). *Financial Management – Text, Problems and Cases* (8th ed.). McGraw Hill Education
2. Pandey, I. M. (2015). *Financial Management* (11th ed.). New Delhi: Vikas Publishing House Pvt Ltd.
3. Chandra, P. (2017). *Financial Management Theory and Practice* (9th ed.). New Delhi: McGraw Hill Education (India) Private Limited.
4. Gurusamy, S. (2009). *Indian Financial System*. McGraw Hill Education.
5. Pathak, B. (2018). *Indian Financial System - Markets, Institution and Services* (5th ed.). Pearson India Education Services Pvt. Ltd.
6. Chandra, P. (2017). *Investment Analysis and Portfolio Management* (5th ed.). McGraw Hill Education.
7. Gordon, E. & Natarajan, K. (2016). *Financial Markets and Services*. Himalaya Publishing House.
8. Ranganatham, M. & Madhumathi, R. (2012). *Security Analysis and Portfolio Management* (2nd ed.). Pearson Publication.
9. Gurusamy, S. (2009) *Financial Services and Systems*. McGraw Hill Education.

**GROUP II: BANKING AND FINANCE-PAPER I BANKING IN  
INDIA: PRINCIPLES AND OPERATIONS**  
**Computer Code: 555113**  
**4 credits**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

<b>Objective: The course provides the learner an overview of the principles and operations of Banking in India.</b>				
<b>Unit</b>	<b>Topic</b>	<b>No of lectures</b>	<b>Credit</b>	<b>Weightage %</b>
<b>Unit 1</b>	<b>Objective: To acquaint the learner with the history and growth in Banking sector.</b> <u><b>INTRODUCTION TO BANKING</b></u> <ul style="list-style-type: none"> <li>• Definition of Banks - Evolution of Banking: History and Development of Banking Sector</li> <li>• Nationalisation of Banks- Reasons for Nationalisation</li> <li>• Changing Profile of Indian Banking: Trends Achievements and Drawbacks of Indian Banking System</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit 2</b>	<b>Objective: To familiarize the learner with the types of banks and their functions.</b> <u><b>CLASSIFICATION OF BANKS</b></u> <ul style="list-style-type: none"> <li>• Structure of Banking in India - Scope and Functions of Banks</li> <li>• Types of Banks – Central Bank, Commercial Banks- Scheduled and Non-Scheduled Banks, Public and Private Sector Banks, Co- Operative Banks, Regional Rural Banks, Foreign Banks, Development Banks, Merchant Banks, Investment Banks, Non Banking Financial Company (NBFCs), Export-Import Bank of India.</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit 3</b>	<b>Objective: To familiarize the learner about the functions and services of Commercial Banks and their role in economic development.</b> <u><b>COMMERCIAL BANKS AND ECONOMIC DEVELOPMENT</b></u> <ul style="list-style-type: none"> <li>• Definition and meaning of Commercial Bank • Origin and growth of Commercial Banks in India, Changing Role of Commercial Banks</li> <li>• Functions of Commercial Banks, Services offered by Commercial Banks.</li> <li>• Importance of commercial banks in economic development- innovative lending schemes</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>

<b>Unit 4</b>	<b>Objective: To provide the learner an overview of the banking operations.</b> <b><u>BANKING OPERATIONS</u></b> <ul style="list-style-type: none"> <li>• Banker and Customer Relationship- General and Special Relationship – Rights of Banker</li> <li>• Types of Accounts- Savings, Current Account, Fixed Deposit, Recurring Deposit, Non-Resident Accounts (Non Resident Ordinary Account, Non Resident External Account, Foreign Currency, Non Resident Account)</li> <li>• Types of Account Holders</li> <li>• Procedure for opening an account – Filling form Nomination – Know Your Customer (KYC) – Need and norms of KYC, Closure of Account</li> <li>• Transfer of Account to Other branches/banks</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
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**Reference Books:**

1. Varshney, P.N. (2018). Banking Law and Practice, Sultan Chand and Sons
2. Gordon, E. and Natarajan, K. (2019). Banking Theory, Law and Practice, Himalaya Publishing House
3. Muraleedharan, D. (2014). Modern Banking Theory and Practice, PHI Learning Private Limited.
4. Principles and Practices of Banking by Indian Institute of Banking & Finance, MacMillan India Ltd
5. Shekhar and Shekhar. (2013). Banking Theory and Practice. Vikas Publishing House Pvt. Ltd.
6. Srivastava, P.K. (2016). Banking Theory and Practice, Himalaya Publishing House.
7. Bhattacharaya K.M & Agarwal O.P. (2018). Basics of Banking and Finance, Himalaya Publishing House.
8. Jyotsna Sethi and Nishwan Bhatia, (2017). Elements of Banking and Insurance, PHI Learning.



**SPECIALIZATION GROUP II: BANKING AND  
FINANCE-PAPER II BANKING SYSTEM IN INDIA  
COMPUTER CODE: 555213  
4 CREDITS**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

<b>Objective:</b> The course provides the learner an overview of Banking System in India				
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Credit</b>	<b>Weightage %</b>
1	<p><b>Objective: To enable the learner to understand the history and current reforms of banking system in India.</b>  <b><u>AN OVERVIEW OF BANKING INDUSTRY</u></b> Banking System in India, Brief history of Banking sector reforms from 1991-2000 and Current developments in banking sector, Critical evaluation of banking industry in India  <b><u>PRIVATIZATION OF BANKS</u></b>            Introduction-New guidelines for the private sector banks –Factors favouring and arguments against privatization-Licensing of new private sector banks. Foreign Banks – Branch and Office structure</p>	15	1	25
2	<p><b>Objective: To understand the relation between universal banking and advancement in banking technology</b>  <b><u>UNIVERSAL BANKING</u></b>            Concept of Universal banking, Evolution of Universal banking, Merchant Banking, Mutual Funds, Depository services, Wealth Management, Portfolio Management.  <b><u>TECHNOLOGY IN BANKING</u></b>            Traditional Banking v/s E- banking-Electronic Delivery Channels-Models of E-banking (Electronic Banking) Advantages and Constraints of E- banking- Security measures related to E-banking            Security features on bank notes-identification of fake notes            Mobile Banking- Real Time Gross Settlement (RTGS)- National Electronic Fund Transfer (NEFT)-Immediate Payment Service (IMPS)- Electronic Clearing service            (ECS)- Society for Worldwide Interbank FinancialTelecommunication code (SWIFT)- Mobile Wallets (M-Wallets).</p>	15	1	25
3	<p><b>Objective: To provide an overview of various types of banking in India</b>  <b><u>VARIOUS TYPES OF BANKING</u></b>            Evolution-Functions and Services of Commercial banks - Retail banking- Significance and Services, Corporate Banking- Significance and Overview of its products Rural Banking- Significance and Overview of its Products</p>	15	1	25

4	<p><b>Objective: To study the structure and functioning of apex financial institutions in India and understand the role of Micro finance <u>APEX FINANCIAL INSTITUTIONS IN INDIA</u></b></p> <p>Objectives, Structures, Functions, Role and special policies of Reserve Bank Of India (RBI), National Bank for Agriculture and Rural Development (NABARD), Industrial Development Bank of India (IDBI), Export Import Bank of India (EXIM Bank), National Housing bank (NHB), Unit Trust of India (UTI).</p> <p><b><u>MICRO FINANCE</u></b></p> <p>Genesis of Micro Finance, Principles of Micro Finance, Role of Micro Finance in Poverty Alleviation, Role of SHG's (Self Help Groups) and JLG's (Joint Liability Groups), Bank linkage Model.</p>	15	1	25
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#### Reference Books.

1. Srivastava.P.K,(2016). Banking Theory and Practice, Himalaya Publishing House.
2. Gordon. E and Natrajan. K. (2019). Banking Theory, Law and Practice, Himalaya Publishing House.
3. Nirali Parikh, Rajagopalan.S, (2007). Micro Finance, Impacts and Insight, ICFAI Press.
- 4.Gordon. E and Natrajan. K. (2019). Financial Markets and Services, HimalayaPublishing House.
- 5.Kavitha Lakshmi N. (2017). An Overview of Banking Sector, Vipul Prakashan.
- 6.Agarwal O.P (2014). Banking and Insurance, Himalaya Publishing House.
7. Suresh Chandra Bihari, (2019). Retail Banking challenges and latest trends inIndia, Himalaya Publishing House.
- 8.Mukund Sharma, (2015). Banking and Financial Services, Himalaya Publishing House.
9. Rana.O.C and Hem Raj, (2016). Micro Finance, Himalaya Publishing House. 10.Mahua Majumdar, (2010). Privatization and Indian BankingSector, RituPiublication

**SPECIALIZATION: GROUP II BANKING AND  
FINANCE-PAPER III COMPARATIVE  
FOREIGN BANKING - I COMPUTER CODE:  
555313  
4 CREDITS**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

<b>Objectives :</b> - To provide Knowledge of International Banking, central banking and comparative banking systems in UK, USA and Japan - To understand the role and performance of non-banking financial companies and Development Banking in UK, USA and Japan				
Modules	Content	No. of Lectures	Credit	Weightage %
1	<b><u>INTERNATIONAL BANKING</u></b> <b>Objective: To understand the concept of International Banking</b> • Evolution of International Banking – meaning, functions, factors affecting growth of International Banking • Banking for financing foreign trade (export-import of goods & services) • International payment system.	15	1	25
2	<b><u>NON BANKING FINANCIAL COMPANIES AND DEVELOPMENT BANKING</u></b> <b>Objective: To introduce the concept of Non Banking Financial Companies and Development Banking</b> • Non Banking Financial Companies in UK, USA and Japan, their role and importance. • Development Banking in UK, USA and Japan. Functions, Role & Importance.	15	1	25
3	<b><u>COMMERCIAL BANKING</u></b> <b>Objective: To acquaint students with the pattern of Commercial Banking</b> • Structure and Pattern of Commercial Banking in UK, USA and Japan : Introduction and pattern of commercial banking, • Unit banking and branch banking, correspondent banks.	15	1	25
4	<b><u>CENTRAL BANKING</u></b> <b>Objective: To introduce students to the pattern of Central Banking</b> • Central Banking in UK, USA and Japan: Introduction, Objectives of their monetary policy • Methods of control adopted, autonomy in these banks.	15	1	25

**Recommended books :**

- 1) Joseph F Sinkey, Jr (2016), Commercial Bank and Financial Management, Prentice Hall
- 2) Bharati V. Pathak. (2008), The Indian Financial System-Markets, Institutions and Services, Pearson Education, Patparganj, Delhi.
- 3) Mathur B L (2017). Economic Policy & Administration, Rbsa Publishers.
- 4) Maximilian Hall (1993) Banking Regulation and Supervision: A Comparative Study of UK, USA and Japan, The Edward Elgar Publishing Ltd.
- 5) Jhonson Hazel (1993), Global Banking Today, MC-Graw Hill Publication.
- 6) Jack Revell (1973), The British Financial System, Macmillan, London and Basingstoke.
- 7) Chandler (2017), Economics of Money and Banking USABankingSystem, Harper and Row.
- 8) Robin Pringle (2015), Banking in Great Britain, Methuen Young Books.

**B.Com III**  
**Semester VI**  
**Economics Paper – VI (Compulsory)**  
**Issues in Indian Economy**  
**Computer Code 645605**  
**4 Credits**

**Objectives**

To introduce the students to the various developmental issues facing Indian Economy.

Unit	Topic	Weightage %	Lectures
1.	<b>Development issues in India</b> A. Characteristic features of India as a developing economy B. Concept of Poverty Line; Extent of Poverty and Poverty Alleviation Programs C. Trend of Unemployment in India, Measures to reduce Unemployment D. Extent of Inequality of Income in India Measures to reduce Inequality in India, E. Human development Index and Gender Development Index	20	12
2.	<b>Issues in Agriculture</b> A. Trends in Agricultural Production and Productivity and Measures to increase productivity B. Sources of Agricultural Finance C. Problems of Agriculture Marketing and Government Measures to improve the system of Agricultural Marketing D. Agriculture Price Policy of Government of India E. Targeted Public Distribution System (TPDS) F. Subsidy on Agriculture Inputs	30	18
3.	<b>Issues in Industry and Trade</b> 1) Industrial Policy Since 1991 2) MSME- Role, Problems, measures. 3) Components of Foreign Capital and policy measures to attract FDI. 4) Competition act, 2002 5) Foreign trade policy - 2015-20 6) Special Economic Zones in India - evaluation	30	18
4.	<b>Infrastructure and Service Sector</b> a. Energy crisis and measures to tackle it. b. Public Private Partnership - meaning, Advantages and Disadvantages c. Growth ,contribution and factors responsible for rapid growth in Service sector d. IT Industry and policy of Government e. Sustainability of Services led growth in India	20	12

**Recommended Books**

- g. S.K. Mishra and V.V. Puri Indian Economy, Himalaya Publishing House 2008.
- h. Ruddar Dutt and KM Sundaram, Indian Economy, S. Chand and Co. Ltd.
- i. A.N. Agrawal Indian Economy Problems of Development and Planning New Age International (P) Ltd. Publishers.
- j. Tandon, Indian Economy
- k. India Infrastructure Report, 2007 and 2008, Ox-Ford University Press.
- l. K. Narinder Jetli and Vishal Sethi “Infrastructure Development in India: Post Liberalisation initiatives and challenge”, New Century Publication, N. Delhi.
- m. K.K. Dewett and Verma and A.N. Agrawal: Indian Economy.
- n. Uma Kapila : Indian Economy since independence.
- o. Indian Economy Problems : Sahu Raja, Kamble Rodricyes.

**B.Com III**  
**Semester VI**  
**Commerce Paper VI (Compulsory)**  
**Financial Markets**  
**Computer Code 645606**  
**4 credits**

<b>Objective: The course provides the learner an insight into:</b> <ul style="list-style-type: none"> <li>• <b>Functioning of Financial Markets</b></li> <li>• <b>Instruments of Financial Markets</b></li> <li>• <b>Regulation of Financial Markets</b></li> </ul>				
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Credit</b>	<b>Weightage %</b>
<b>Unit 1</b>	<b>Objective:</b> <b>To familiarize the learner with an overview of Indian Financial System.</b> <b><u>The Financial System: An Introduction</u></b> • Structure of Financial System (Financial Institutions, Markets, Instruments and Services) • Financial System and Economic Development • Meaning and Process of Financial Development • Developments in Indian Financial System Post 1990 • Indian Financial Regulators (RBI, IRDA, FEMA, SEBI)	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit 2</b>	<b>Objective:</b> <b>To acquaint the learner with the functioning of Money Market and Capital Market. <u>An Overview of Financial Markets</u></b> <ul style="list-style-type: none"> <li>• Money Market – Call Money Market, Treasury Bill Market, Commercial Bill Market, Market for Commercial Paper and Certificate of Deposit, The Discount Market, Market for Financial Guarantees, Government (Gilt-edged) Securities Market, Money Market Mutual Fund (MMMF).</li> <li>• Capital Market – Functions, Primary and Secondary markets, their organisation, IPOs Pricing and Book Building Process and Products.</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
<b>Unit 3</b>	<b>Objective:</b> <b>The learner will get an insight into the working of the financial exchanges in India. <u>The Secondary Market</u></b> <ul style="list-style-type: none"> <li>• Functions and importance of a stock exchange. Listed Products [Equity, Derivatives, Debt, Mutual Funds (MFs), Exchange Traded Funds (ETFs)]</li> <li>• Financial Exchanges in India – NSE, BSE, MCX/NCDEX, SME Segment.</li> <li>• Trading and Settlement Procedure</li> <li>• Stock Market Indices</li> <li>• Development of Equity Culture in India.</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>

<b>Unit 4</b>	<b>Objective:</b> <b>To provide the learner with various aspects of Financial Derivatives.</b> <b><u>The Market for Derivatives, Futures, Options and Swaps</u></b> <ul style="list-style-type: none"> <li>• Derivatives - Meaning, Types, Trading and Settlement of Derivative Contracts</li> <li>• Participants in Derivative Markets – Hedgers, Speculators and Arbitrageurs</li> <li>• Futures – Meaning, Types and Forward v/s Futures</li> <li>• Options – Features, Types and Benefits • Swaps – Features and Types</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
	<b>Total</b>	<b>60</b>	<b>4</b>	<b>100</b>

**Recommended / Reference Books:**

1. Khan, M. Y. (2017). *Indian Financial System* (10th ed.). McGraw Hill Education.
2. Pathak, B. (2018). *Indian Financial System - Markets, Institution and Services* (5<sup>th</sup> ed.). Pearson India Education Services Pvt. Ltd.
3. Gurusamy, S. (2009). *Indian Financial System*. McGraw Hill Education.
4. Bhole, L. M., & Mahakud, J. (2017). *Financial Institutions and Markets* (6th ed.). McGraw Hill Education (India) Private Limited.
5. Sasidharan, K. & Mathews, A. (2008). *Financial Services and System*. McGraw Hill Education.
6. Desai, V. (2010). *Financial Markets and Financial Services*. Himalaya Publishing House.
7. Gordon, E. & Natarajan, K. (2016). *Financial Markets and Services*. Himalaya Publishing House.
8. Ranganatham, M. & Madhumathi, R. (2012). *Security Analysis and Portfolio Management* (2nd ed.). Pearson Publication.
9. Gurusamy, S. (2009) *Financial Services and Systems*. McGraw Hill Education.
10. NISM Study Material.

**B.COM III  
SEMESTER VI  
SPECIALIZATION  
GROUP II: BANKING AND FINANCE PAPER IV BANKING IN  
INDIA: PRINCIPLES AND OPERATIONS  
Computer Code No. – 655413  
4 Credits**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

<b>Objective:</b> <b>To acquaint the students with the fundamental, legal and regulatory framework of banks</b>				
Unit	Topic	No. of Lectures	Credit	Weightage %
Unit 1	<b>NEGOTIABLE INSTRUMENTS</b> <b>Objective: To familiarize students about Negotiable Instruments.</b> <ul style="list-style-type: none"> <li>• <b>Cheque</b> – Types of cheque- Crossing of Cheque format of a cheque (MICR [Magnetic Ink Character Recognition], IFSC [Indian Financial System Code]) - cheque clearance procedure</li> <li>• <b>Promissory Note</b> - features and parties to promissory note,</li> <li>• <b>Bills of Exchange</b> – Characteristics - Parties to Bill of Exchange. Endorsement of Negotiable Instrument - essentials of valid endorsement- Types of Endorsement</li> </ul>	15	1	25
Unit 2	<b>LENDING AND CREDIT CREATION BY THE BANK</b> <b>Objective:</b> <b>To acquaint students with lending by banks, credit creation by Bank, Priority sector</b>	15	1	25
	<b>lending</b> <ul style="list-style-type: none"> <li>• <b>Lending by Banks-</b> Lending Principles – Credit History – CIBIL (Credit Information Bureau (India) Limited) score</li> <li>• <b>Credit Creation by the Bank</b> - Basis of Credit creation- Limitations of credit creation – principles of Credit Assessment</li> <li>• <b>Priority Sector Lending-</b> role and importance of priority sector lending-structure of priority sector lending-role of priority sector lending in promotion of weaker sections including agriculture and allied activities- MSME (Micro, Small and Medium Enterprises) - small scale industries</li> </ul>			
Unit 3	<b>MODES OF CHARGING SECURITIES AND FORMS OF LOANS AND ADVANCES</b> <b>Objective: To make students understand the modes of Charging securities and forms of Loans and Advances</b> <ul style="list-style-type: none"> <li>• <b>Modes of Charging Securities:</b> Pledge- rights and duties of Pledgee. Mortgage Types/classification of Mortgage-rights and duties of Mortgagor.</li> <li>• <b>Forms of loans and Advances</b> - Forms of Advances-Advances against Guarantee- Advances against Bill.-Advances against collateral securities.</li> </ul>	15	1	25

<b>Unit 4</b>	<b>REFORMS IN BANKING SECTOR</b> <b>Objectives: To enable students to comprehend the reforms in Banking sector</b> Banking Reforms- Role of Commercial Bank from 1950-1980- achievement and failure of commercial bank in India after Diversification- reforms introduced in Banks from 1980-1990- Banking sector reforms since 1991	<b>15</b>	<b>1</b>	<b>25</b>
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#### Reference Books

1. Bedi, H.L. and Hardikar, V.K. (2016) „Practical Banking Advances“, UBS Publishers, New Delhi.
2. S.Natrajan and Dr.R.Parmeshwaran (2013), „Indian Banking“, S. Chand Publications, New Delhi
3. O.P.Agarwal (2016), „Retail Banking in India“ (4<sup>th</sup> Edition), Skylark Publications, New Delhi
4. Rakesh Kumar (2017), „Banking and Economic Awareness“, The Masters Publication, Kaithal.
5. O.P.Agarwal and K.M.Bhattacharya (2018), „Basics of Banking and Finance“ (3<sup>rd</sup> Edition), Himalaya Publishing House, Mumbai.
6. N.S.Toor and Arundeeep Toor (2017) „ Legal and Regulatory aspects of Banking“ (12<sup>th</sup>Edition), Skylark publications New Delhi
7. Sundaram, KPN., and Varshney, P.N (2017) „Banking Theory Law and Practice“, Sultan Chand & Sons, New Delhi,
8. Sukhavinder Mishra (2014) Banking Law and Practice, S.Chand & Co. Ltd, New Delhi. 9. Gordon E and Natarajan K (2019) Banking Theory, Law and Practice, Himalaya Publications 10. K.P. Kandasami, S. Natarajan, R. Parameshwaran (2015), „Banking Law & Practice“, S.Chand & Co. Ltd, New Delhi
11. D.D. Mukherjee (2014). Credit Appraisal, Risk Analysis & Decision Making. Snow White Publications Pvt. Ltd.
12. D.D. Mukherjee (2015). Credit Monitoring, Legal Aspects and recovery of Bank Loan. Snow White Publications Pvt. Ltd.



**SEMESTER VI  
SPECIALIZATION  
GROUP II: BANKING AND FINANCE-PAPER V BANKING  
SYSTEM IN INDIA  
Computer Code: 655513  
4 Credits**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

Unit	Topic	No. of Lectures	Credit	Weightage %
<b>UNIT 1</b>	<b>OVERVIEW OF INDIAN MONEY MARKET</b>  <b>Objective:</b> To enable the students to understand the functioning of Indian money market and its recent developments <ul style="list-style-type: none"> <li>- Indian money market –structure</li> <li>function/importance of money market</li> <li>- Deficiency of Indian money market and recent development</li> <li>- Call money market, commercial bill market, treasury bill market-money market instrument</li> <li>- Commercial paper-certificates of deposit Interbank participation certificate-REPO instruments</li> <li>- New bill market scheme 1970</li> <li>- Discount and finance house of India as a money market institution</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>
<b>UNIT- 2.</b>	<b>BANKING POLICY OF R.B.I, CENTRAL BANKING &amp; FINANCIAL INCLUSION</b> <b>Objective:</b> To acquaint the students about monetary policy of RBI and various measures of financial Inclusion taken by RBI <ul style="list-style-type: none"> <li>- Concept and function of R.B.I</li> <li>- Organization structure of R.B.I</li> <li>- Department of R.B.I</li> <li>- Methods of credit control</li> <li>- Objectives of monetary policy &amp; creditpolicy</li> <li>- The R.B.I &amp; Agricultural credit</li> <li>- Financial inclusion</li> <li>• Concept &amp; Need for financial inclusion, Advantages</li> <li>• Measure of financial inclusion</li> <li>(A) R.B.I</li> <li>(B) NABARD (National Bank for Agriculture and Rural Development)</li> <li>• Pradhan Mantri Jan Dhan Yojana 2014 (PMJDY)</li> <li>• Pradhan Mantri Mudra Yojana 2015</li> <li>• Stand up India scheme for greenfield</li> <li>• Make in India</li> </ul>	<b>15</b>	<b>1</b>	<b>25</b>

<b>UNIT-3</b>	<b>LAWS RELATING TO BANKING</b> <b>Objective:</b> To acquaint the students about Laws relating to Banking • Banking Regulation Act 1949 Business of banking company- Licensing of bank -Capital requirement- Opening of new branches- inspection of banks • The Banking Ombudsman Scheme 1995 The objective of the scheme- appointment of ombudsman- power and duties of banking ombudsman- procedure for redressal of grievance- amendment in 2002,2006,2009- nature of complaints and character of customer rights • Management of Non-performing Assets (NPAs) Features contributing to Non-performing Assets Management of NPAs – Classification of NPA Remedies available (Legal & Non-Legal) Fraud Account Management	<b>15</b>	<b>1</b>	<b>25</b>
<b>UNIT-4</b>	<b>RISK MANAGEMENT IN BANKS</b> <b>Objective:</b> To enable the students to understand various types of risks in banking business and management of risks • Necessity of risk management for banks • Causes of risk & risk mitigation • Types of risks in banks • Asset Liability Management (ALM) Concepts and objectives of ALM Prerequisites for ALM Framework of policy, credit policy, Investment policy, Liquidity policy Interest rate sensitivity policy • Asset Liability Committee (ALCO) its Activities • Rural banking Concept- Importance- product & services Types of banks provide rural finance	<b>15</b>	<b>1</b>	<b>25</b>

#### Reference Books:

1. Gordan E. & Nataraja K. (2017). Banking Theory, Law and Practice. Himalaya publishing house.
2. Agarwal O.P. (2014). Banking and Insurance. Himalaya Publishing House.
3. Sethi Jyotsna and Bhatia Nishwan (2015). Elements of Banking and Insurance. PHI Learning Private Limited.
4. Kavitha Laxshmi N. (2017). An overview of banking sector. Vipul Prakashan.
5. Gordan E. & Nataraja K. (2017). Financial markets and services. Himalaya Publishing House.
6. Desai Vasant (2013) Bank management. Himalaya Publishing House.
7. Srivastava P.K. (2016). Banking Theory and Practice. Himalaya Publishing House.
8. Dr.Bandgar P.K., Business Aspects in Banking and Insurance. Vipul Prakashan.
9. Gupta P.K. & Gordan E. (2012). Banking and Insurance. Himalaya Publishing House.
10. Dr.Bandgar P.K., Laws Relating to Banking and Insurance. Vipul Prakashan.
11. Dr.Bandgar P.K., Principles and Practice of Banking and Insurance. Vipul Prakashan.

**SEMESTER VI**  
**SPECIALIZATION**  
**GROUP II: BANKING AND FINANCE PAPER VI**  
**COMPARATIVE FOREIGN BANKING**  
**Computer Code No. – 655613**  
**4 Credits**

**Marks: 100** (External Exam: 75 Marks and Internal Exam: 25 Marks)

<b>Objectives: To acquaint the students with the fundamentals and role of comparative foreign Banking</b>				
<b>Unit</b>	<b>Topic</b>	<b>No of lectur es</b>	<b>Credi t</b>	<b>Weightage %</b>
<b>1</b>	<p><b>Objective:</b> To familiarize students about the role and functions of money market and parallel Money Market of UK, USA and Japan.  <b>MONEY MARKET OF UK USA, AND JAPAN</b></p> <p>The Role of Acceptance Houses in London Money Market.  US Securities market-commercial Paper market functions of Short-term market  Japanese Money Market- participants in the market Types of Call Loan-Collateral Securities  Parallel money Market.</p>	<b>15</b>	<b>1</b>	<b>25</b>
<b>2</b>	<p><b>Objective:</b> To acquaint students with the functioning of Capital Market of UK, USA and Japan  <b>CAPITAL MARKET OF UK, USA AND JAPAN</b></p> <p>Capital market of UK Treasury Bill Market-Capital Market London Stock Exchange. Euro Currency Market.</p> <p>Capital market of USA- Long- term market- Bond Market Stock Market-Residential Mortgage Market.  Capital market of Japan- New Issue Market- Secondary Market.</p>	<b>15</b>	<b>1</b>	<b>25</b>
<b>3</b>	<p><b>Objective:</b> To familiarize the learner about the Role of World Bank, International Financial Institution and IDA <b>INTERNATIONAL FINANCIAL INSTITUTIONS</b></p> <p>World Bank- lending policies of World Bank –critical evaluation Management and Organization of World Bank, Objectives and Functions of World Bank, Failures of World Bank. International Finance Corporation - Role and Functions</p> <p>International Development Association - Services and Functions.</p>	<b>15</b>	<b>1</b>	<b>25</b>
<b>4</b>	<p><b>Objectives:</b> To enable students to comprehend the requisites of Basel I and Basel II Accord.  <b>BASEL NORMS</b></p> <p>Basel Norms - Introduction (Basel I and Basel II Accord),  Basel II Accord - Pillars of Basel II - Impact on Global Banking,  Difference between Basel I and Basel II norms, Challenges in Basel II – (Implementation challenges for Banks, Organizational Challenges, Risk Management Challenges)</p>	<b>15</b>	<b>1</b>	<b>25</b>

**Reference Books:**

1. Maximillian Hall (1993) Banking Regulations and Supervision- A comparative study of USA, UK and Japan, Edward Elgar Publication.
2. Shahrulkh Rafi Khan, (1999) Do World Bank and IMF policies work? Palgrave Macmillan Publication.
3. R.Kyle, Ajay Chibber (2017) Reforms and Growth- Evaluation the World Bank Experience, Routledge Publications.
4. IIBF (2015) Principles and Practices of Banking –Macmillan Education 3rd Edition.
5. Royc Smith, Ingo Walter (2012), Global Banking, 3rd Edition, OUP, USA.
6. K Vaudya Nathan, Credit Risk Management for Indian Banks, SAGE Publications
7. Jhonson Hazel, Global Banking Today, Mc-Graw Hill Publication.

## **Faculty and Support Staff Requirement:**

### **Available fulltime Faculty:**

1. Mr. Avinash Chaurasia: Assistant Professor
2. Ms. Ashwini Kankodia—Assistant Professor

Apart from faculty the Support staff is available as per the requirement.

- **Instructional Delivery Mechanism:** The Bachelor in Commerce programme conducted through CDE follows the modern ICT enabled approach for instruction. The system adopted is more learners centric and the learner is an active participant in the teaching learning process.
- ❖ **Self-Learning Material (SLM):** The printed material of the programme in the form of Self Learning Material is supplied to the students during their enrolment to the course and also through online Moodle. ([www.sndtonline.in](http://www.sndtonline.in))
- ❖ **Personal Contact Programme:** Personal contacts Programmes (PCP) are conducted online well in advance in each semester. Students utilize this facility fully and go for examinations well prepared. As a very important strategy of face to face classroom teaching, the interactions during Personal Contact Programmes benefit the students immensely. Virtual classes are also organized from time to time for the benefits of the students/learners.
- ❖ **Individual Counseling and Guidance:** The students can visit the CDE and seek individual guidance and counseling from the concerned Coordinators/Faculties. Besides, students can seek guidance from the counselors engaged by the Centre for this purpose at study centers. The students are also provided counseling and guidance through different other ways i.e. WhatsApp groups Phone Calls, Email and Letter.
- **Student Support Service System:**  
In addition to the Self Learning Material (SLM) in printed form, CDE also provides an exclusive online portal for students to cater to all of their academic matters such as online admission procedure, online payment downloads, eligibility status, Identity card, Fee Receipt, Exam Hall Ticket and notification for contact sessions, assignment details, course material and examination schedule etc.. Support is also provided through WhatsApp group, email, bulk SMS/Email. The students also get the facility of a well-established library by the University. The syllabus is same as the regular/ face to face mode programmes run by SNTD Women's University. A formative and summative assessment approach is followed.

**6. Procedure for Admissions, Curriculum Transaction and Evaluation:**

❖ **Procedure for Admission:** Admissions are conducted as per the time period specified by UGC, through online develop Student friendly portal (e-facilities). Online hall tickets, online payment, etc. are available to the students. For admission the students can visit [www.sndtoadigitaluniversity.ac.in](http://www.sndtoadigitaluniversity.ac.in)

❖ **Admission Criteria:** The admissions to B. Com programmes is through Online Admission Process (Digital portal). The information regarding the admission process, fee structure, minimum eligibility, fee concession for the students is available on University websites and other information.

❖ **Minimum Eligibility:** For Admission to this programmes Candidate must have passed:

i. The higher Secondary School Certificate (HSC/Std XII) examination conducted by different Divisional Boards of the Maharashtra state Board of Secondary and Higher Secondary Education from Commerce Stream.

**OR**

ii. Must have passed the higher Secondary School Certificate (Std XII) exam. With the minimum Competency based Vocational Commerce courses (MCVC) conducted by different Divisional Boards of the Maharashtra state Board of Secondary and Higher Secondary Education

**OR**

iii. Must have passed any three-year Government Recognized Diploma Programmes.

**OR**

iv. Must have passed University Entrance Test conducted by Centre for Distance Education, SNDT Women's University.

❖ **Validity of term:** The validity of student's enrollment at each level is 05 years.

❖ **Fee Structure:**

Course/Class	Fee for Student's Passing from S.N.D.T. University	Fee for Student's Passing from Other Universities
B.Com I	Rs. 6,030/-	Rs. 6,330/-
B.Com II	Rs. 5,730/-	Rs. 6,330/-
B.Com III	Rs. 6,030/-	-----

❖ **Financial Assistance:** As per the government rules free ship/ scholarship is available to the students with reserved categories as per the Government of Maharashtra norms.

- ❖ **Curriculum Transaction:** The curriculum will be transacted in blended mode i.e. in the form of self-instructional material & through contact sessions (PCP's). The instructions are imparted mainly through Lecture method during the Personal Contact Programme. We also make use of smart class room. The printed study material is sent to the students by post. Efforts are afoot to provide the study material in soft copies and also through email to the learners and to provide them the facility to download the study material from the website ([www.sndtonline.in](http://www.sndtonline.in))

- ❖ **Academic Calendar:**

<b>Academic Calendar</b> (For the programmes under <b>semester system</b> )					
<b>Sr. No.</b>	<b>Activity</b>	<b>Semester I</b>		<b>Semester II</b>	
		<b>From</b>	<b>To</b>	<b>From</b>	<b>To</b>
1.	Admissions	November	December	----	-----
2.	Distribution of SLM	January	February	May	June
3.	Contact Programmes	January	March	May	July
4.	Assignment Submission	February	March	July	August
5.	Evaluation of Assignments	March	March	August	August
6.	First Semester Examination	April		September	
7.	Declaration of Results	May		October	

- ❖ **Evaluation:**

Each paper is of 100 marks. The assessment of the papers is 25:75 pattern i.e. Internal Assessment 25 Marks (25%). External Theory Examination 75 Marks (75%) Class improvement facility is available to the students. Results are made available in digital form as well.

- Requirement of the Laboratory Support and Library Resources:** In the present syllabus of B Com there are no courses which include laboratory support. The University has a well-equipped library at Churchgate campus known as Bharatratna Maharshi Karve Knowledge resource Centre. CDE also provides Library facility to students at Juhu Campus. The students are required to take the membership and then they can utilize the huge resources available in print and digital form. The collection of the BMK-Knowledge Resource Centre includes information material in English, Hindi,

Marathi, Gujarati and Sanskrit. The collection includes:

- Books and monographs
- Journals, newspapers
- Back volumes of Indian & foreign journals Back runs of newspapers and women's magazines
- State-of-the art reviews
- Databases
- Dissertations and theses
- Standards and specifications
- Reprints of articles & newspaper clippings
- Pamphlets, leaflets and brochures
- Annual reports of Governments agencies & research institutes
- Unique collection of Hindustani Music
- Select collection of teaching aids audio-visual material, microforms
- Electronic resources including e-books, e-journals

The collection of the BMK-Knowledge Resource Centre is particularly strong in the social sciences, Gandhian, women's studies, arts, literature, nursing, education and library & information science. The BMK-KRC Pune Branch has a rich and varied collection of materials in home science, education, geography and Marathi, while the BMK-KRC Juhu Branch's special strengths are its collection in food science & nutrition, human development, computer sciences, family resource management, special education technology, apparel manufacture & design, etc.

#### **8. Cost Estimate of the Programme and the Provisions: (For 250 Students (Projected))**

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees (Includes tuition fees, exam other fees etc.)	Rs. 6,030/- x 250 students= <b>Rs. 15,07,500/-</b>	
2.	Administrative Charges		<b>Rs.2,47,500/-</b>
3.	Examination Process		<b>Rs. 3,00,000/-</b>
4.	SLM Development		<b>Rs 1,20,000/-</b>
5.	SLM Printing		<b>Rs. 2,25,000/-</b>
6.	SLM Distribution		<b>Rs. 37,500/-</b>
7.	teaching and support staff Salary		<b>Rs. 4,00,000/-</b>
8.	Miscellaneous expenses		<b>Rs. 1,77,500/-</b>



## **9. Quality Assurance Mechanism and Expected Programme Outcomes:**

The SNDT Women's University has established Centre for Internal Quality Assurance (CIQA) in accordance with the UGC ODL regulations 2020 to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education.

From the beginning, i.e. even from the Pre-admission phase the students will be taken care in terms of guidance by our academic and administrative members. At the most, care and support will be provided during the study period. Before and after examination proper guidance and counseling will be provided. The feedback from students on teaching will also be collected every semester using appropriate feedback formats. In order to monitor the effectiveness of the programme the experience with the curriculum will be collected based on the discussion along with students and teachers.

The entire curriculum is approved and revised by the statutory authorities of the SNDT Women's University. The quality of the Programmes offered through Distance Mode is been assessed, reviewed and monitored by the statutory committees of the University like Board of Deans, Academic Council Management Council etc. as well as Centre for Internal Quality Assurance (CIQA).

**Expected programme outcomes:** Through this programme the necessary conceptual, entrepreneurial and analytical skills of the students will be developed for handling modern and technical business operations at both national and international levels. The programme produces the quality resources such as evaluators, counselors, facilitators, trainers, skilled Professionals, entrepreneurs and managers to perform their functions efficiently at their work place through new knowledge, with the use of ICT and to maintain continuous improvement in their day to day work, who will contribute towards social and national welfare.