



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 III

Submitted to

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

31ST JULY, 2021

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



CENTRE FOR DISTANCE EDUCATION

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

M.A. in English

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,

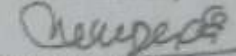
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

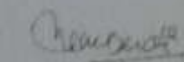
Yours faithfully



(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.



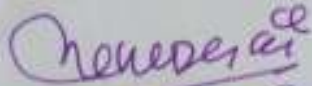
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

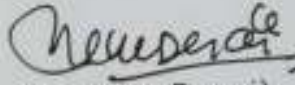
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

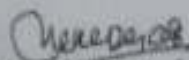
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	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)

Master of Arts in English

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in English
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programmer's Mission and Objectives

Mission:

- The mission of the programme M.A. in English is to create awareness of women's writing and its contribution to English and Indian literature.

Programme Objectives:

1. To enable students to focus on creative and critical texts written in and translated into English.
2. To enable students to critically re-examine and analyze in a comparative frame literary texts, locations, agencies, productions and history of reception of these texts.
3. To teach contemporary approaches in literary criticism and linguistics theories.

Relevance of programme with institution's missions and goals

Mission of S.N.D.T. Women's University:

1. 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.
2. 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 of S.N.D.T. Women's University

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'.

Linkage with Programme Mission:

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 programme of M.A. in English programme of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of English literature. The congruence with the goals of the University, the M.A. in English programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures.

ii. Nature of Prospective Target Groups of Learners

M.A. in English programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in English has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in History.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in English.

iv. Instructional Design

Course Curriculum

Curriculum is developed by the Statutory Authorities of SNTD 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.

Programme Structure

SNDT Women's University

1, NathibaiThackersey Road, Mumbai- 400020

M.A. Syllabus- English

2020 - 21

Faculty Name: Humanities

Name of the Programme: M. A. English

No. of Semesters: 4

No. of Credits per Semesters: 20

Total number of Credits: 80

Eligibility:

A student is being eligible for admission to M.A. in English as per the eligibility norms prescribed by the university.

Programme Specific Outcomes (PSOs)

1. The students will be able to focus on creative and critical texts written in and translated into English.
2. The students will be able to critically re-examine and analyze in a comparative frame literary texts, locations, agencies, productions and history of reception of these texts.
3. The students will be able to analyze contemporary approaches in literary criticism and linguistics theories.

Note: Objectives are also given separately for individual papers.

General Instructions:

- The Duration of M. A. programme is of four semesters and of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For English, each course will have 25% Internal Evaluation (i.e. assignments, projects, seminar- papers, presentations, reports on field visits etc.) and 75% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Syllabus Format

Scheme: Semester I

Sr. No.	Code No.	Subjects	L	Cr	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Modern Critical Theory	4	4	--	2.5	75	25	--	100
2		Genre Paper : Drama	4	4	--	2.5	75	25	--	100
3		Adaptations of Shakespeare in Cinema	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Critical theories from the Global South	4	4	--	2.5	75	25	--	100
4		Modern Feminist Theory and Criticism	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Representation of Women in Dramatic Texts	4	4	--	2.5	75	25	--	100
5		Modern Drama in India	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

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

Evaluation/ Assessment for all modules:

Internal: 25 marks (Two or more assignments on Theory and Prescribed texts)

External: 75 marks (Three questions of 25 marks each with internal choice)

Scheme: Semester II

Sr. No.	Code No.	Subjects	L	Cr	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Genre Paper :Novel	4	4	--	2.5	75	25	--	100
2		Genre Paper :Poetry	4	4	--	2.5	75	25	--	100
3		Research Methodology	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		The Modernist and the Post-Modernist Novel	4	4	--	2.5	75	25	--	100
4		Novels from the Global South	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Epics and the Long Poems from the Classical to the Modern.	4	4	--	2.5	75	25	--	100
5		The Bhakti Tradition and twentieth Century Indian Poetry	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

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

Evaluation/ Assessment for all modules:

Internal: 25 marks (Two or more assignments on Theory and Prescribed texts)

External: 75 marks (Three questions of 25 marks each with internal choice)

Semester I
Subject Code:

Title: Modern Theory and Criticism

Credits:4

Objective:

- i) 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
- ii) To enhance the understanding of the historical, racial, political and social contexts within which theoretical discussions on critical theory take place
- iii) To critically engage with contemporary critical theory

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	i) Ferdinand de Saussure from <i>Modern Criticism and Theory: A Reader</i> , ed. by David Lodge, Longman: 1988 ii) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences. From <i>Modern Criticism and Theory: A Reader</i> , ed. by David Lodge, Longman: 1988	15	25
2	Michel Foucault What is an Author? From <i>Modern Criticism and Theory: A Reader</i> , ed. by David Lodge, Longman: 1988	15	25
3	i) Edward Said: Selections from <i>Orientalism</i> , Vintage Books, New York 1979 ii) GayatriChakravortySpivak: Can the Subaltern Speak? From <i>Postcolonialism: Critical Concepts</i> , Vol. IV ed. by Diana Brydon. Routledge, London and New York,2000	15	25
4	Cornel West Selections from <i>Race Matters</i> Beacon Press, Boston, 1993	15	25

Recommended Readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.
2. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008
4. Adams, Hazard. *Critical Theory Since Plato*. New York: Harcourt Brace Jovanovich, 1971.
5. Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
6. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
7. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.
8. Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.
9. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
10. Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River, N.J. : Prentice-Hall, 1996.
11. Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.
12. Jefferson, Anne. and D. Robey, eds. *Modern Literary Theory: A Comparative Introduction*. London: Batsford, 1986.
13. Keesey, Donald. *Contexts for Criticism*. 4th Ed. Boston: McGraw Hill, 2003.
14. Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.
15. Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.
16. Murfin, Ross and Ray, Supryia M. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford/St. Martin's, 2003.
17. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2006.
18. Natoli, Joseph, ed. *Tracing Literary Theory*. Chicago: University of Illinois P, 1987.
19. Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Ed. Lexington: U of Kentucky P, 1993.
20. Wolfreys, Julian. ed. *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.

Semester I
Subject Code:
Title: Genre Paper: Drama
Credits: 4

Objective:

- i) To introduce some of the outstanding plays and significant critical theory on drama and theater
- ii) To relate plays to their historical, political social and culture contexts
- iii) To analyse and assess the prescribed texts and cultivate a deeper understanding of language and formal elements of the genre

Sr. No.	Topic and Details	No. of Lectures assigned	Weigtage in %
1	Bharata's <i>Natyashastra</i> - "Bharatmuni on 'Natya' and 'Rasa': Aesthetics of Dramatic Experience from the Natyashatra" From <i>Indian Literary Theory: Theory and Interpretation</i> . Ed. G. N. Devy. And Constantin Stanislavski Selections from ' <i>An Actor Prepares</i> '. Chapters I- The First Test II-When Acting is an Art III-Action and IX-Emotion Memory	15	25
2	Christopher Marlowe: Jew of Malta	15	25
3	Bertolt Brecht: <i>The Caucasian Chalk Circle</i>	15	25
4	Samuel Beckett: <i>Endgame</i>	15	25

Recommended Readings

1. Bratton, J. S. (2003) *New Readings in Theatre History: Theatre and Performance Theory*. Cambridge: Cambridge University Press.
2. Raghavan V. and Nagendra (ed.)(1970) *An Introduction to Indian Poetics*. Madras: MacMillan.
3. Esslin Martin, *The Theatre of the Absurd*. (1965) Hammondsworth: Penguin.
4. Kott, Jan. *Shakespeare Our Contemporary*.(1965) translated by Boleslaw Taborski ,London:Metheun.
5. Fortier, Mark. *Theory/Theatre: An Introduction*.(2002)Routledge
6. Carlson,Marvin. *Theories of the Theatre:A Historical and Critical Survey from the Greeks to the Present*.
7. Krasner, David. *Theatre in Theory 1900-2000 An Anthology*.
8. Brandt, George W. *Modern Theories of Drama*. OUP.

Semester I**Subject Code:****Title: Adaptation of Shakespeare in Cinema.****Credits: 4****Objectives:**

- i) To introduce an interdisciplinary approach to the study of Shakespeare
- ii) To explore the changing notions of performance aesthetics
- iii) To explore performance traditions by drawing an engagement and explore how culture influences the way a play is adapted

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	'From play-script to screen play.' By Russel Jackson and 'Looking at Shakespeare's women on film' Carol ChillintonRutter. from <i>Cambridge companion to Shakespeare on Films</i> . Ed by Russell Jackson	15	25
2	<i>Macbeth</i> adaptations; <i>Throne of Blood</i> , Director: <u>Akira Kurosawa</u> with reference to <i>Maqbool</i> Director Vishal Bhardwaj	15	25
3	<i>Hamlet</i> adaptations; Director GrigoriKozintsev and Iosif Shapiro And Director Kenneth Branagh.	15	25
4	<i>As You Like It</i> Director: Christine Edzard	15	25

Recommended Readings

1. Hutcheon Linda. *A Theory of Adaptation*.(2006).NewYork: Routledge.
2. Hindle Maurice. *Studying Shakespeare in Film*.(2007) Hampshire New York: Palgrave Macmillan.
3. Jackson,Russel(ed),*The Cambridge Companion to Shakespeare On Film* Cambridge: Cambridge University Press.
4. Hatchuel, Sarah. *Shakespeare: From Stage to Screen*.(2004) Cambridge: Cambridge University Press.
5. Shaunessy,Robert,ed.(1998)*Shakespeare on Films* New Casebooks' series. London: Houndmills.
6. *Literature/Film Quaterly*,20,4(1992)(issue on film and television)
7. Stam, Robert and Raengo, Alessandra,(eds)(2005) *Literature and Film: A guide to the theory and practice of Film adaptation*. Oxford: Blackwell.

Semester I

Elective Course: **Any one of the following two papers**

Subject Code:

Semester I

Subject Code:

Title: Critical Theory from the Global South

Credits: 4

Objective:

- i. To introduce the seminal literary theories from the global south
- ii. To examine how the theories of the global south challenge eurocentric norms of reading the text
- iii. To understand a comparatist approach to critical theories of the global south
- iv. To understand how to apply critical theories under review to narratives from these specific locations

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Frantz Fanon Selections from 'The Wretched of the Earth'. Grove Press, New York 1963	15	25
2	i) NgugiWaThiongo Selections from 'Decolonising the Mind' in <i>The Politics of Language in Africa</i> London. Portsmouth, N.H. :J. Currey ; Heinemann, 1986 ii) Mbembe, Achilles <i>Necropolitics</i> Translated by Libby Meintjes Public Culture, Vol 15, No.1 (2003), pp 11-40	15	25
3	ParthaChatterjee Selections from <i>Nation and its Fragments</i> ,Verso	15	25
4	Trin T Minha Selections from <i>Woman, Native, Other: Writing Postcoloniality and Feminism</i> . Bloomington, Indiana, Indiana University Press	15	25

Semester I

Subject Code:

Title: Modern Feminist Theory and Criticism

Credits: 4

Objective:

- i) To introduce varieties of feminist criticism from across the globe
- ii) To acquaint with varieties of modern feminist perspectives from across cultures and the rationale for the multiplicity of feminist perspectives
- iii) To critically explore major intellectual patterns and traditions of feminist theory
- iv) To acquaint with the strengths and limitations of the interdisciplinary approach to literary studies
- v) To provide critical tools for feminist readings of literary texts.

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Virginia Woolf Selections from 'A Room of One's Own'.	15	25
2	Annette Kolodny 'Dancing through the Minefield: Some Observations on the Theory, Practice, and Politics of a Feminist Literary Criticism' in <i>Feminisms</i> : ed by Robin r. Warhol and Diane Price Herndl.	15	25
3	Chandra Talpade Mohanty 'Under Western Eyes: Feminist Scholarships and Colonial Discourses in Third World Women and the Politics of Feminism, Bloomington, Indiana, Indiana University Press.	15	25
4	Sandra Harding 'Is there a Feminist Method?' in <i>Feminism and Methodology</i> , Bloomington: Indiana University Press.	15	25

Recommended Readings

1. *Gender & Caste: Issues in Contemporary Indian Feminism* (New Delhi, Kali for Women, 2003).
2. Beauvoir, Simone. *The Second Sex*, (New York, Knopf, 1953).
3. Donovan, Josephine (ed) *Feminist Literary Criticism* (Lexington: University Press of Kentucky, 1975)
4. *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. (London: Routledge.)
5. Moi, Toril. *Sexual/Textual Politics*. (London: Routledge, 1985).
6. Nussbaum, Martha (2000) *Sex and Justice*. New York: Oxford University Press.
7. Braidotti, Rosi (1994) *Nomadic Subjects: Embodiment and Difference Contemporary Feminist Theory*. Columbia: Columbia University Press.
8. Walby, Susan. (2011) *The Future Of Feminism*. polity.
9. Warhol Robin and Diane price Herndl *Feminisms* (1991) New Brunswick, New Jersey: Rutgers University Press.
10. Wollstonecraft, Mary (1992) *A Vindication of the Rights of Women*. London. Penguin.

Semester I

Elective Course: Any one of the following two papers

Subject Code:

Title: Representation of Women in Dramatic Texts

Credits: 4

Objectives:

- i) To critically examine the representation of women in drama by both male and female dramatists
- ii) To contextualize the representation of women within the patriarchal structures of different societies and in different times
- iii) To explore the specificities of 'woman as protagonist' in dramatic texts
- iv) To encourage the reading of plays within feminist frameworks

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	<i>Medea</i> : Euripides	15	25
2	<i>Rudali</i> : (Play) Usha Ganguli and Mahasweta Devi.	15	25
3	<i>Antigone</i> : Jean Anouilh	15	25
4	<i>Pygmalion</i> : George Bernard Shaw	15	25

Recommended Readings

1. Moi, Toril. *Sexual/Textual Politics*. (London: Routledge, 1985).
2. Sandra Gilbert and Susan Gubar *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, 1979.
3. Blondell, R., et al. (Ed.). (1999). *Women on the edge: four plays by Euripides*. New York, NY: Routledge.
4. Chakravorty Spivak, Gayatri. 'Feminism and Critical Theory'. *Modern Criticism and Theory*. David Lodge (ed.). Pearson Education (Singapore) Pte. Ltd.

Semester I

Subject Code:

Title: Modern Drama in India

Credits: 4

Objectives:

- i. To introduce a wide range of theatrical practices in India
- ii. To provide an innovative approach to the reading of drama by Indian writers by contextualizing themes such as nation-building, the politics of language, and the rewriting of history
- iii. To sensitize with various political, culture, social and contemporary issues through dramatic texts

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	<i>EvamIndrajit</i> :BadalSircar	15	25
2	<i>Jokumaraswamy</i> : ChandrashekharaKambara	15	25
3	<i>Tughlaq</i> : GirishKarnad	15	25
4	<i>Mahanirvan</i> : SatishAlekar	15	25

Recommended Readings

1. Reddy, K.V and R.K. Dhawan (2004) *Flowering of Indian Drama: Growth & Development*.
2. Pandey, A.P (ed)(2011) *New Horizons in Indian English Drama*. Kanpur:Bhasker Publishers.
3. GokhaleShanta (2000)*Playwright at the Centre:Marathi Drama from 1843 to the Present..* New Delhi: OUP.
4. DharwadkarAparna (2008) *Drama, Theory, and Urban Performance in India since 1947*. New Delhi: OUP.
5. LalAnanda (ed)(2011) *The Oxford Companion to Indian Theatre*. New Delhi: OUP (2004).
6. Bhatia Nandi(Ed) *Modern Indian Theatre*, OUP.

Semester II

Subject Code:

Title: Genre Paper: Novel

Objectives:

- i. To acquaint with the growth and development of English Novel and introduce critical theories of the novel
- ii. To understand human values, psyche and issues raised in representative novel
- iii. To explore important critical theories pertaining to the study, appreciation and analysis of novel
- iv. To provide an understanding of the important factors and movements that influenced novel as a genre

Sr. No.	Topics and Details	No. of Lectures assigned	Weightage in %
1	Mikhail Bakhtin 'From the prehistory of novelistic discourse' <i>Dialogic Imagination: Four essays</i> (1981) Translated by Caryl Emerson and Michael Holquist. Also in <i>Modern criticism and Theory</i> - ed. David Lodge	15	25
2	<i>Don Quixote</i> : Miguel de Cervantes - Penguin Classics 2000	15	25
3	<i>Midnight's Children</i> : Salman Rushdie Jonathan Cape 1981	15	25
4	<i>Madame Bovary</i> : Gustave Flaubert New York, Modern Library 1950	15	25

Recommended Readings

1. Nicholls, Peter *Modernism: A Literary Guide*
2. Lewis, Pericles (2001) *The Cambridge Introduction to Modernism*
3. Chatman, Seymour (1978) *Story and Discourse: Narrative Structure in Fiction and Film*
4. McCabe, Allyssa and Carole Peterson (1991) *Developing Narrative Structure* Holloway, John (1979) *Narrative and Structure*
5. Mattingly, Cheryl (1998) *Healing Dramas and Clinical Plots: The Narrative Structure*
6. Carr, David (1991) *Time, Narrative and History*.
7. Allen, Graham (2000) *Intertextuality: The New Critical Idiom*
8. Margaret Drabble: *The Oxford Companion to English Literature*
9. Ryan, Judith (2012) *The Novel After Theory*
10. Krieger, M. (1989) *Reopening of Closure*
11. Bowers, Maggie Ann (2004) *Magic(al) Realism: The New Critical Idiom*

Semester II

Subject Code:

Title: Genre Paper: Poetry

Credits: 4

Objectives:

- i) To introduce the seminal poetical works and critical theories from across the globe
- ii) To introduce poetic works to create an aesthetic and a context for reading women's writing
- iii) To develop an ability to engage in critical analysis and develop aesthetic sensibilities through the study of emerging and contemporary texts of poetry
- iv) To develop an understanding of the interrelationships between ideas and expression in works of poetry

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Harold Bloom: Selections from <i>The Anxiety of Influence</i> Preface, Introduction, Chapter I and Adrienne Rich 'When we dead awaken: Writing as Re-vision' From Norton Critical Edition <i>Adrienne Rich's Poetry</i> Edited by Barbara .C. Gelpi and Albert Gelpi.	15	25
2	<i>Paradise Lost</i> : Milton Books I , II and IX	15	25
3	<i>The Waste Land</i> : T.S.Eliot	15	25
4	Selections from <i>Norton Anthology Poetry by Women*</i>	15	25

Note: Names of some poets and their poems are given below. However students may also choose and study other Women poets and poems.

Selections from *Norton Anthology Poetry by Women: The Traditions in English* By Gilbert and Gubar, W. W. Norton & Company, 1996

Poems from Middle Age and Renaissance

1. Queen Elizabeth (1533-1603)
 - The Doubt of Future Foes
 - On Monsieur's Departure
 - Speech to the Troops at Tilbury
2. Mary worth (1587-1651/53)
 - ("When night's black mantle could most darkness prove")
 - ("Love, leave to urge")
 - ("The weary traveler who, tired, sort ")
 - ("When last I saw thee, I did not thee see")
 - ("Like to the Indians, scorched with the sun")
 - Song ("Sweet, let me enjoy thy sight")
 - ("Late in the forest I did Cupid see")
 - ("My muse, now happy, lay thy self to rest")

Seventeenth and Eighteenth Century Poems

3. Anne Bradstreet (1612-1672)
 - The Prologue
 - The Author to Her Book
 - To My Dear and Loving Husband
4. AphraBehn (1640-1689)
 - The Willing Mistress
 - Love Armed
 - The Disappointment
 - On her Loving Two Equally
 - To the Fair Clarinda, Who Made Love to Me, imagined More than Women
5. Phillis Wheatley (c. 1753-1784)
 - On Being Brought From Africa To America
 - To the Right Honourable William, Earl of Darthmouth
 - To S.M.A young African Painter, on Seeing His Works
 - To His Excellency, General Washinton

Nineteenth Century Poems

6. Dorothy Wordsworth (1771-1855)
 - From The Grasmere Journals
 - Peaceful Our Valley, Fair and Green
7. Elizabeth Barrett Browning (1806-1861)
 - A True Dream
 - Grief
 - To George Sand: A Desire
 - To George Sand: A Recognition
 - The Cry of the Children

- The Runaway Slave at Pilgrim's Point

8. Christina Rossetti (1830-1894)

Turn of the century 20th century

9. Oliver Schreiner (1885-1935)

- Woman and Labor
(Sex-parasitism)

10. Mary Elizabeth Coleridge (1861-1907)

- The Other Side of a Mirror
- The Devil's Funeral
- The White Woman
- Marriage

11. Charlotte Mew (1869-1928)

- The Farmer's Bride
- The Quiet House

Early 20th century literature

12. Amy Lowell (1874- 1925)

- The Letter
- Venus Transeins
- Madonna of the Evening Flowers
- Decade
- A Critical Fable

13. Gertrude Stein (1874-1946)

- The Gentle Lena
- Picasso

14. Mina Loy (1882-1996)

- Gertrude Stein
- Three Moments in Paris
One O'clock at Night
- Omen of Victory
- Photo of Pogrom

15. Marianne Moore (1887-1972)

- Sojourn in the Whale
- Those Various Scalpels
- Poetry
- To a Snail
- An Egyptian pulled Glass Bottle in the Shape of a Fish

16. Edna St. Vincent Millay (1892-1950)

- First Fig
- Second Fig

17. Elizabeth Bowen (1899-1973)

- The Demon Lover

Late 20th century literature

18. Stevie Smith (1902-1971)
 - Papa Love Baby
 - This Englishwoman
19. Dorothy livesay (1909-)
 - Green Rain
 - Eve
 - The Three Emily's
 - The Children's Letter
20. Elizabeth Bishop (1911-1979)
 - The Man-Moth
 - Roosters
 - Invitation to Miss Marianne Moore
 - In the waiting Room
21. Muriel Rukeyser (1913-1980)
 - Boy with his Hair Cut short
 - More of a Corpse Than a Woman
 - Letter to the Front
22. Gwendolyn Brooks (1917-2000)
 - The mother
 - The womanhood
 - We Real Cool
23. Anne Sexton (1928-1974)
 - Her Kind
 - Housewife
 - Somewhere in Africa
 - Consorting with Angels
24. Maya Angelou (1928-)
 - I know why The Caged Bird Sings
25. Adrienne Rich (1929-)
 - "I Am in Danger –Sir–"
26. Sylvia Plath (1932-1963)
 - The Disquieting muses
 - The colossus
 - Stings
 - Daddy
 - Medusa
27. Caryl Churchill (1938-)
 - Top Girls
28. Sharon Olds (1942-)
 - The Language of The Brag
 - Rite of Passage

Recommended Readings

1. Gardener, Helen. (1972) *The Art of T.S Eliot*. London: Faber and Faber Ltd.
2. Williamson, G. (1974) *A Readers Guide to T.S Eliot*. London: Thames and Hudson.
3. Moody, A. ed. (1994) *Cambridge Companion to T.S Eliot*. Cambridge University Press
4. Elliot, Bridget and Wallace, Jo Ann. (1994) *Women Artists and Writers: Modernist (Im)positioning*. London and New York: Routledge.

Gilbert, Sandra and Gubar, Susan. (1986). *The Female Imagination and the Modernist Aesthetic*. New Haven: Yale University

Semester II

Subject Code:

Title: Research Methodology

Credits: 4

Objectives:

- i. To learn about research and different research methodologies used in the ambit of Literature and Language Studies
- ii. To be able to apply the methodologies in research
- iii. To train to write critically

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Definition and types of Research Literary Research Language Research Conceptual, analytical and writing skills in Literature and Language research. Ethics in Research.	15	25
2	Literature Survey	15	25
3	Critical methodologies	15	25
4	Preparing and presenting a Research Proposal	15	25

Recommended Reading:

1. Abdul Rahim, F. (2005) *Thesis Writing : A Manual for Researchers* .New Delhi : New Age International)
2. Gibaldi, Joseph (6th edn. 2003) *MLA Handbook for Writers of Research Papers*. New York :MLA Association.
3. Eliot, Simon and W. R. Owens (4th edn. 1998) *A Handbook to Literary Research*. London : Routledge& Open University
4. Miller, R. H. (1995) *Handbook of Literary Research*, Methuen. Basingstoke: Palgrave Macmillan.
5. Wesker, Gina.(2nd edition,2008) *The Postgraduate Research Handbook*
6. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
7. Harner, James L. (2002) *Literary Research Guide : An Annotated Listing of Reference Sources in English Literary Studies*. New York : MLA of America

8. Bateson, F. W. (1972) *The Scholar Critic : An Introduction to Literary Research*. London : Routledge
9. Adam Sirjohn (2004) *Research Methodology: Methods & Techniques*. Delhi : New Age International Ltd.
10. Calvary, R. & Nayak V. K. (2005) *Research Methodology*. New Delhi: S. Chand.
11. Rengachari, S. & Rengachari, Sulochna (eds.). *Research Methodology for English Literature* (2004). Bareilly : Prakash Book Depot.
12. Seliger (2001), *Second Language Research Methods*, Oxford University
13. Sinha, M.P. - *Research Methods in English*
14. Winkler, Anthony C. & Accuen, Jo Roy (2003), *Writing the Research Paper*, Thomson Heinle
15. Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press

Semester II

Elective Course: Any one of the following two papers

Subject Code:

Title: The Modernist and Post-Modernist Novel.

Credits: 4

Objectives:

- i. To understand the significant changes in the novel form in the twentieth Century
- ii. To focus on the emergence and development of the modern novel in the light of colonialism, war, feminism, psychoanalysis, avant-garde movements, mass culture, and theories of the novel
- iii. To understand and critically evaluate modernist and postmodernist novels

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	<i>Mrs Dalloway</i> : Virginia Woolf	15	25
2	<i>The Trial</i> - Franz Kafka	15	25
3	<i>The Unbearable Lightness of Being</i> : Milan Kundera	15	25
4	<i>Sexing the Cherry</i> : Jeanette Winterson	15	25

Recommended Reading:

1. Nicholls, Peter (1991) *Modernism: A Literary Guide*. London.: Macmillan
2. Lewis, Pericles (2001) *The Cambridge Introduction to Modernism*
3. Brooker, Peter, ed.(1991) *Modernisms/Postmodernisms*. London: Macmillan.
4. Bradbury, Malcolm, and James McFarlane, eds(1976) *Modernism:1890-1930*. Harmondsworth: Penguin.
5. Childs, Peter. (2000) *Modernisms* London: Routledge.
6. Gilbert, Sandra and Susan Gubar,(1988-1984) *No Man's Land: The Place of the Woman Writer in the Twentieth Century*. 3 vols.New Haven: Yale UP.
7. Kundera Milan.() *The Art of the Novel*.
8. Waugh, Patricia.(1992)*Practising Postmodernism :Reading Modernism* .London: Arnold.
9. Waugh, Patricia. ed (1992) *Postmodernism: A Reader*. London: Arnold.
10. Hutcheon, Linda. 1988 *A Poetics of Postmodernism: History, Theory, Fiction*. London and New York: Routledge
11. Poplawski, Paul.(2003) *Encyclopedia of Literary Modernism*. Westport, Connecticut,London: Greenwood Press

Semester II

Elective Course: Any one of the following two papers

Subject Code:

Title: Novels from the Global South

Credits: 4

Objectives:

- i) To understand socio-political contexts of production of narratives of the global South
- ii) To examine how narratives of the Global South challenge and resist euro-centric readings of the novel form
- iii) To apply a postcolonial reading to the prescribed novels

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	<i>My Son's story</i> : Nadine Gordimer, Farrar, Strauss and Giroux 1990	15	25
2	<i>Maps</i> : Nurrudin Farah, Arcade Publishing, 1999	15	25
3	<i>The Lost Steps</i> : Alejo Carpentier University of Minnesota, 1953	15	25
4	<i>Snow</i> : Orhan Pamuk (transl). Maureen Freely, Faber & Faber 2004	15	25

Recommended Readings

1. Bruce King *The New literatures: Cultural Nationalism in a Changing World*. Macmillan, 1987.
2. Brydon, Diana & Helen Tiffin (Eds). *Decolonising Fictions* Dangaroo. 1993.
3. Chris Tiffin & Alan Lawson. (eds.) *Describing Empire: Postcolonialism and Textuality*. Routledge, 1994.
4. Ernest Emenyonu *Studies on the Nigerian Novel* Heinemann, 1991.
5. Frantz Fanon *Black Skins, White Masks*. Pluto Press: London, 1986
6. Henry Louis Gates *Race, Writing and Difference*. Chicago: 1985.
7. Mircea Githae-Mugo *Visions of Africa*. Kenya Literature Bureau, 1978
8. Paul Gilroy. *The Black Atlantic: Modernity and Double Consciousness*. Verso. 1994.
9. Susheila Nasta. *Motherlands: Women's Writing from Africa, the Caribbean and South Asia*. Women's Press, 1991.
10. Wole Soyinka. *Myth, Literature and the African World*. Oxford: 1991

Semester- II

Any one of the following four papers

Subject Code:

Title: Epics and Long Poems: Classical to the Modern

Credits: 4

Objectives:

- i) To introduce the narrative tradition of poetry and social and cultural contexts of poetry
- ii) To explore movements and their production of a counter-cultural aesthetic.
- iii) To learn to understand and articulate how diverse cultural identities and other social contexts influence the creation and experience in the world of poetry

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Homer: <i>Odyssey</i>	15	25
2	Ramayana stories from Modern South India: edited by Paula Richman (selections)*	15	25
3	Chaucer : <i>The Canterbury Tales</i> (Selections) The Prologue The Knights Tale The Wife of Bath.	15	25
4	Selections from Allen Ginsberg : Howl VikramSeth : The Golden Gate. The Beatles- (selected lyrics.) Bob Dylan- (selected lyrics.)	15	25

Semester II

Subject Code:

Title: The Bhakti Tradition and 20th Century Indian Poetry

Credits: 4

Objectives:

- To introduce the tradition of Bhakti poetry in India and Modern Indian Poetry
- To introduce the techniques and poetic devices that poets use to elicit emotional and intellectual responses in their poems
- To examine and assess the Bhakti poetry and mainstream aesthetics
- To explore the new and radical socio-political issues expressed in the works of modernist poets
- To sensitize about various themes, issues and concerns of modernist poets

Sr. No.	Topic and Details	No. of Lectures assigned	Weightage in %
1	Dilip Chitre: <i>Says Tuka</i> (Selections) and <i>Speaking of Shiva</i> : A.K. Ramanujan (Selections)*	15	25
2	Women Bhakti Poets: Meerabai, Bhahinabai, Akka Mahadevi (selections)*	15	25
3	Selected Early Modernist poetry (Bangla, From <i>An Anthology of Marathi Poetry</i> edited by Dilip Chitre and <i>the Tree of Tongues</i> edited by E V Ramkrishnan Hindi, Gujarati, Marathi and Malayalam)	15	25
4	Selected Post-1970 Modern Poetry (Bangla, Hindi, Gujarati, Marathi and Malayalam) From <i>An Anthology of Marathi Poetry</i> edited by Dilip Chitre and <i>the Tree of Tongues</i> edited by E V Ramkrishnan	15	25

Note-1: The selected poems for study for Unit 1&2 are given below

Unit 1.: From <i>Says Tuka</i> translated and edited by Dilip Chitre	
Introduction	Page No.
Part One: Being a Poet	3-12, 18, 27
Part Three: Being a Devotee	69-72, 75, 83-84, 92, 99-101
Part Four: Being in Turmoil	115-123, 128
Part Five: Being in Time and Place	139-140, 144-146
Part Seven: Being a Saint	181-187, 191-194
Part Nine: Absolutely Being	221-225, 230, 239

Unit 2 : From <i>Speaking of Shiva</i> edited by A. K. Ramanujan	
Introduction	1-37
Basavanna	43-73
Allama Prabhu	125-150
Mahadeviyakka	93-124

Note-2: The names of some of the significant poets of Units 3 and 4 are given below. However students are encouraged to refer to language poets of the same period from lists/collections/anthologies other than those given in the syllabus.

Unit: 3 Early Modernist Poets (Before 1960)		
Marathi Poetry: • B.S. Mardhekar • VindaKarandikar • SadanandaRege	Hindi Poetry: • Agneya	Bangla Poetry: • Jibanananda Das • Buddhadev Bose • SudhindranathDutta.
Gujarati Poetry: • Uma Shankar Joshi • NiranjanaBhagat • Suresh Joshi	English Poetry: • Dom Moraes • Nissim Ezekiel	

Unit 4: (Post 1960) Modernist poetry	
Marathi Poetry: • DilipChitre • ArunKolatkarr • VasantDahake • BhalchandraNemade • NamdeoDhasal • Mallika Amar Sheikh	Hindi Poetry: • Kedarsath Singh • ShrikantVerma • Dhoomil • Gagan Gil • Teji Grover
Gujarati Poetry: • LabshankarThakar • SitanshyYashaschandra • Gulammohammed Sheikh • Joseph Macwan • SaroopDhruv	English Poetry: • Kamala Das • A.K. Ramanujan • ArunKolatkarr • DilipChitre • Eunice de Souza • AdilJussawalla • Gieve Patel • ArundhatiSubramaniam

Recommended Readings

1. Quayum, M (ed) 2011 *The Poet and His World: Critical Essays on Rabindranath Tagore*. Hyderabad: Orient Blackswan
2. Chitre, Dilip. 1967 *An Anthology of Marathi Poetry: 1945-65*. Bombay: NirmalaSadanand Publishers
3. Ramakrishnan, E.V (ed) 1995 *Making it New: Modernism in Malayalam, Marathi and Hindi Poetry*. Shimla: IAS
4. Seely, C. 1990 *A Poet Apart: A Literary Biography of the Bengali Poet Jibanananda Das 1899-1954*. Delaware: University of Delaware Press.
5. Das ,Sisir Kumar, *History of Indian Literature 1911-1956*, SahityaAkademi 1995.
6. “Manushi”January- June 1989 Nos. 50-51-52
7. KumKumSangari, ‘[Mirabai and the Spiritual Economy of Bhakti](#)’ Vol - XXV No. 27, July 07, 1990

Programme Duration:

The programme duration of Master of Arts in English is *Two years*.

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. Study materials are scrutinized by the SME, supervised by the instructor's / unit designers and edited by the language experts keeping in view the interest of the learner group. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A. English)

Sr. No.	Name of the Faculty	Designation
1.	Mrs. Neeta Kadam	Assistant Professor
2.	Ms. ShifaShikalgar	Assistant Professor
3.	VaishaliPatil	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online materials/ resources
6	Recorded lectures

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self- regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi
- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

v. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. English is *open to all graduates* coming from different streams. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrollment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .
- **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.]

Medium of Instruction:

- The M.A. English is available in English medium.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. English learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face counselling, assignments,
- **Academic Calendar:**

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Semester I		Semester II	
		From	To	From	To
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:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Term End Examination for M.A. in Marathi will be conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in English programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in English	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

vi. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in English programme.

Library: The students can use the library resources available at the University. The University has a well-equipped library at Churchgate campus known as Bharatratna MaharshiKarve 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.

vii. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

viii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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).

Expected programme outcomes

.After completing this programme, learners will be able to:

1. Focus on creative and critical texts written in and translated into English.
2. Critically re-examine and analyze in a comparative frame literary texts, locations, agencies, productions and history of reception of these texts.
3. Analyze contemporary approaches in literary criticism and linguistics theories.



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



CENTRE FOR DISTANCE EDUCATION

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

M.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

31st 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,

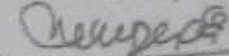
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

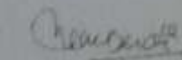
Yours faithfully



(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.



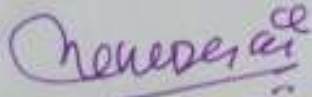
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

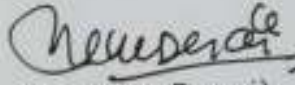
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

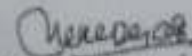
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvama Shinde	English	Associate Professor
		Dr. Aishwarya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	Dr. Pradnya Walkepatil	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)

Master of Arts in Hindi

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in Hindi
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

- The mission of the programme M.A. in Hindi is to create awareness of women's writing and its contribution to Hindi and Indian literature.

Programme Objectives:

- To provide in-depth and comprehensive knowledge of all dimensions of Hindi literature and language.
- To make awareness of women's writing and its contribution in Hindi and Indian literature.
- To enable the girl students to lead a self-reliant lifestyle.
- To inculcate interest in research among the students.

Relevance of programme with institution's missions and goals

Mission of S.N.D.T. Women's University:

1. 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.

2. 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 of S.N.D.T. Women’s University

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'.

Linkage with Programme Mission:

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 programme of M.A. in Hindi programme of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of Hindi. The congruence with the goals of the University, the M.A. in Hindi programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The programme helps learners to understand women's issues and rights with a rational outlook towards society.

ii. Nature of Prospective Target Groups of Learners

M.A. in Hindi programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working

women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in Hindi programme has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in Hindi.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in Hindi.

iv. Instructional Design

Course Curriculum

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.

Programme Structure:



एस.एन.डी.टी. महिला विश्वविद्यालय

1, नाथीबाई ठाकरसी रोड, मुंबई - 20

एम.ए. (हिंदी) पाठ्यक्रम

(2020-21)

- ❖ **कोर्स : एम.ए. हिंदी**
- ❖ **संकाय : मानविकी संकाय**
- ❖ **कुल सत्र : चार**
- ❖ **प्रति सत्र क्रेडिट्स : 20**
- ❖ **कुल क्रेडिट्स : 80**

शैक्षिक अर्हता :

1. छात्र किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक उपाधि या समकक्ष परीक्षा उत्तीर्ण हो।
2. छात्र हिंदी लेखन तथा संवाद में कुशल हो।

उद्देश्य (Programme specific outcomes) -

1. भाषिक राष्ट्रियता को समृद्ध करना।
2. हिंदी साहित्य एवं भाषा के सभी आयामों का गहन एवं विशद ज्ञान प्रदान करना।
3. हिंदी के माध्यम से भारतीय साहित्य से परिचित कराना।
4. हिंदी एवं भारतीय साहित्य में महिला लेखन और उसके योगदान से अवगत कराना।
5. हिंदी सरकारी - गैरसरकारी कार्य से संबंधित उपक्रमों में छात्राओं को रोजगार के योग्य बनाना।
6. छात्राओं को स्वावलंबी जीवन पद्धति के लिए सक्षम बनाना।
7. छात्राओं में शोध के प्रति रुचि जागृत करना।

मूल्यांकन पद्धति -

1. 75अंक की बाह्य परीक्षा (External Exam) और 25 अंक की आंतरिक परीक्षा (Internal Exam) आयोजित की जायेगी।
2. बाह्य और आंतरिक परीक्षा में न्यूनतम 40% अंक पाना अनिवार्य है।
3. जो छात्रा आंतरिक परीक्षा में फेल होगी, उन्हें बाह्य परीक्षा में बैठने की अनुमति नहीं दी जायेगी।

सामान्य सूचना -

1. एम.ए. में 80 क्रेडिट हैं। प्रत्येक सत्र में पाँच विषय हैं। प्रत्येक विषय के 4 क्रेडिट हैं। प्रत्येक सत्र के 20 क्रेडिट हैं। (5x4 = 20 Credits)
2. एम.ए. पाठ्यक्रम को अनिवार्य (compulsory), वैकल्पिक (optional) और CBCS (Choice Based Credit System) में विभाजित किया गया है।
3. प्रथम सत्र में पाँच विषय और द्वितीय सत्र में पाँच विषय पढ़ना अनिवार्य होगा।
4. तृतीय सत्र में यदि छात्रा 'लघुतर शोध प्रबंध' विषय को चुनती है, तब उसेशोध के 2 विषयअर्थात् 8 क्रेडिट पूर्ण करने होंगे।
5. प्रथम, द्वितीय, तृतीय और चतुर्थ सत्र में छात्राएँ 4 क्रेडिट का CBCS विषय चुन सकती हैं।

सत्र -I, II, III एवं IV हेतु प्रश्नपत्र का स्वरूप

प्रश्न 1. संदर्भ सहित व्याख्या (पाठ्य पुस्तकों के प्रश्नपत्रों के लिए) (4 में से 2) 20 अंक
अथवा

प्रश्न 1. आलोचनात्मक प्रश्न (सैद्धांतिक प्रश्नपत्रों के लिए) (4 में से 2) 20 अंक

प्रश्न 2. दीर्घोत्तरी प्रश्न (2 में से 1) 20 अंक

प्रश्न 3. लघुत्तरी प्रश्न (4 में से 2) 20 अंक

प्रश्न 4. टिप्पणियाँ (4 में से 3) 15 अंक

✓ मात्र बहिःस्थ छात्राओं हेतु

प्रश्न 5. किन्हीं पांच प्रश्नों के संक्षेप में उत्तर लिखिए (8 में से 5) 25 अंक

✓ नियमित छात्राओं हेतु आंतरिक मूल्यांकन 25 अंक

कक्ष परीक्षा / प्रकल्प-कार्य / प्रस्तुतिकरण / मौखिकी

एम.ए.(हिंदी) पाठ्यक्रम का स्वरूप

एम.ए. (हिंदी) भाग - 1

प्रथम सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		हिंदी साहित्य का इतिहास भाग - 1	4	4		2.5	75	25		100
2		भाषा विज्ञान	4	4		2.5	75	25		100
3		मध्यकालीन काव्य	4	4		2.5	75	25		100
Elective Course(Any one of the following)										
4 (A)		हिंदी साहित्य में दलित लेखन	4	4		2.5	75	25		100
4 (B)		प्रयोजनमूलक हिंदी								
Elective Course / CBCS (Any one of the following)										
5 (A)		हिंदी नाटक एवं रंगमंच	4	4		2.5	75	25		100
5 (B)		हिंदी पत्रकारिता(C.B.C.S.)								

एम. ए. (हिंदी) भाग - 1

द्वितीय सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		हिंदी साहित्य का इतिहास : भाग-2	4	4		2.5	75	25		100
2		काव्यशास्त्र	4	4		2.5	75	25		100
3		अनुसंधान प्रविधि एवं प्रक्रिया	4	4		2.5	75	25		100
Elective Course(Any one of the following)										
4 (A)		हिंदीतर भारतीय साहित्य	4	4		2.5	75	25		100
4 (B)		अनुवाद : कला एवं तकनीक								
Elective Course / CBCS (Any one of the following)										
5 (A)		धारावाहिक लेखन	4	4		2.5	75	25		100
5 (B)		रचनात्मक लेखन(C.B.C.S.)								

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		आधुनिक हिंदी गद्य	4	4		2.5	75	25		100
2		आलोचना और आलोचक	4	4		2.5	75	25		100
3		हिंदी का आत्मकथा साहित्य	4	4		2.5	75	25		100
Elective Course (Any one of the following)										
4 (A)		Research Component (Writing Research Proposal & Review of Literature)(लघुतर शोध प्रबंध)	4	4		2.5	75	25		100
4 (B)		जनसंचार माध्यम								
Elective Course / CBCS (Any one of the following)										
5 (A)		Research Component(Dissertation & Viva Voce)(लघुतर शोध प्रबंध)	4	4		2.5	75	25		100
5 (B)		सिनेमा और हिंदी साहित्य (C.B.C.S.)								

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		आधुनिक हिंदी कविता	4	4		2.5	75	25		100
2		हिंदी महिला गद्य लेखन	4	4		2.5	75	25		100
3		लोक साहित्य और लोकभाषा	4	4		2.5	75	25		100
Elective Course (Any one of the following)										
4 (A)		Internship Component (प्रशिक्षण वृत्ति)	4	4		2.5	75	25		100
4 (B)		रचनाकार प्रेमचंद								
Elective Course / CBCS (Any one of the following)										
5 (A)		Internship Component(प्रशिक्षण वृत्ति)	4	4		2.5	75	25		100
5 (B)		विज्ञापन लेखन(C.B.C.S.)								

❖ Abriviations :

L = No. of Lectures per Week , **CR** = Credits , **D** = Duration of Theory Paper for
Examination in hrs. **TP** = Theory Paper-Marks , **Int.** = InternalMarks ,
T = Total Marks

एम.ए.हिंदी पाठ्यक्रम
एम. ए. (हिंदी) भाग - 1
प्रथम सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		हिंदी साहित्य का इतिहास भाग - 1	4	4		2.5	75	25		100
2		भाषा विज्ञान	4	4		2.5	75	25		100
3		मध्यकालीन काव्य	4	4		2.5	75	25		100
Elective Course(Any one of the following)										
4 (A)		हिंदी साहित्य में दलित लेखन	4	4		2.5	75	25		100
4 (B)		प्रयोजनमूलक हिंदी								
Elective Course / CBCS (Any one of the following)										
5 (A)		हिंदी नाटक एवं रंगमंच	4	4		2.5	75	25		100
5 (B)		हिंदी पत्रकारिता(C.B.C.S.)								

❖ Abbreviations :

L = No. of Lectures per Week , **CR** = Credits , **D** = Duration of Theory Paper for
Examination in hrs. **TP** = Theory Paper-Marks , **Int.** = InternalMarks ,
T = Total Marks

एम.ए. (हिंदी) भाग - 1

प्रथम सत्र

अनिवार्य पेपर

पेपर	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	Gr
नं. 1		हिंदी साहित्य का इतिहास भाग - 1	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. हिंदी साहित्य इतिहास लेखन की परम्परा से परिचित कराना।
2. हिंदी साहित्य के इतिहास व काल विभाजन से छात्राओं को अवगत कराना।
3. हिंदी साहित्य के विभिन्न कालों के परिवेश व प्रवृत्तियों से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• इतिहास दर्शन की रूपरेखा • हिंदी साहित्येतिहास की परम्परा • साहित्येतिहास के आधार • काल विभाजन और नामकरण	15	25	1
ईकाई 2	• हिंदी साहित्य का प्रारम्भ, सीमांकन और नामकरण की समस्या • आदिकालीन परिवेश • आदिकालीन साहित्य (सिद्ध, जैन, नाथ एवं रासो साहित्य) • आदिकालीन साहित्य की प्रवृत्तियाँ	15	25	1
ईकाई 3	• भक्ति आंदोलन का उद्भव एवं विकास • भक्तिकालीन परिवेश • निर्गुण भक्तिकाव्य और सगुण भक्तिकाव्य • भक्तिकाव्य की प्रासंगिकता • भक्तिकाव्य की प्रवृत्तियाँ	15	25	1
ईकाई 4	• रीतिकालीन नामकरण और सीमांकन • रीतिकालीन परिवेश • रीतिकालीन काव्यधाराएँ (रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त) • रीतिकाव्य की प्रवृत्तियाँ	15	25	1

संदर्भ ग्रंथ :

1. हिन्दी साहित्य का इतिहास - आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी
2. हिन्दी साहित्य का वृहत् इतिहास भाग 3,6,7,8 एवं 13 - सं. ना.प्र.स. वाराणसी
3. हिन्दी साहित्य का इतिहास - सं. डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
4. हिन्दी साहित्य का आदिकाल - आचार्य हजारी प्रसाद द्विवेदी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली 02
5. हिन्दी साहित्य : उद्भव और विकास -आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
6. हिन्दी साहित्य की भूमिका - आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
7. हिन्दी साहित्य का अतीत (भाग 1 तथा 2) - विश्वनाथ प्रसाद मिश्र, वाणी-वितान प्रकाशन, ब्रह्मनाल, वाराणसी - 2
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 तथा 2) - डॉ. गणपतिचंद्र गुप्त, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
9. हिन्दी साहित्य का इतिहास - डॉ. लक्ष्मीसागर वाष्णीय, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
10. हिन्दी साहित्य का मानक इतिहास - डॉ. लक्ष्मीसागर वाष्णीय, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
11. हिन्दी साहित्य का आलोचनात्मक इतिहास - डॉ. रामकुमार वर्मा, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
12. हिंदी साहित्य की प्रवृत्तियाँ - डॉ. जयकिशन खण्डेलवाल, विनोद पुस्तक मन्दिर, रांगेय राघव मार्ग, आगरा - 2
13. हिंदी साहित्य : युग और प्रवृत्तियाँ - शिवकुमार शर्मा, अशोक प्रकाशन, नई सड़क, दिल्ली
14. हिंदी साहित्य : संक्षिप्त इतिवृत्त - शिवकुमार मिश्र, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
15. स्वातंत्र्योत्तर हिंदी साहित्य - डॉ. बेचन, सन्मार्ग प्रकाशन, 16 - यु.बी., बैंगलो रोड, जवाहर नगर, दिल्ली - 7
16. भारतेन्दु हरिश्चंद्र और हिन्दी नवजागरण की समस्याएँ - डॉ. रामविलास शर्मा, राजकमल प्रकाशन प्रा.लि., 1बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
17. महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण - डॉ. रामविलास शर्मा, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002

- 18.राष्ट्रीय नवजागरण और साहित्य - वीर भारत तलवार, हिमाचल पुस्तक भंडार, गांधी नगर, दिल्ली - 31
- 19.प्रेमचंद और उनका युग - डॉ. रामविलास शर्मा,राजकमल प्रकाशन, 1बी, नेताजी सुभाष मार्ग, नई दिल्ली - 02
- 20.लोकजागरण और हिन्दी साहित्य - डॉ. रामविलास शर्मा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली -02
- 21.छायावाद - नामवर सिंह,राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग,नई दिल्ली - 110002
- 22.छायावाद का रचनालोक - रामदरश मिश्र,वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
- 23.छायावाद युगीन काव्य - डॉ. अविनाश भारद्वाज, तक्षशीला प्रकाशन, 23/4761, दरियागंज, नई दिल्ली -02
- 24.भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पाण्डेय,वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली -02

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प्रथम सत्र

अनिवार्य पेपर

पेपर	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	र
नं. 2		भाषा विज्ञान	4	4	-	2.5	75	25	-	100

उद्देश्य :

- भाषा की समग्र प्रवृत्ति, विकास व विज्ञान से अवगत कराना।
- हिंदी भाषा की प्रकृति, विकास व महत्व से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	- भाषा का स्वरूप एवं क्षेत्र - भाषा विकास की वैज्ञानिकता एवं प्रयोग की कलात्मकता - भाषा अध्ययन की विविध प्रणालियाँ (वर्णनात्मक, तुलनात्मक, ऐतिहासिक, व्यतिरेकी, अनुप्रयुक्त) - भाषा परिवर्तन : कारण एवं दिशाएँ	15	25	1
ईकाई 2	- भाषा और व्याकरण - भाषा का ज्ञान - विज्ञान की अन्य शाखाओं से संबंध - भाषा और बोली में अंतर - भाषा और साहित्य का अंतःसंबंध	15	25	1
ईकाई 3	- ध्वनि यंत्र - ध्वनि विज्ञान : स्वर एवं व्यंजन का वर्गीकरण - ध्वनि परिवर्तन के कारण एवं दिशाएँ - वाक्य विज्ञान : शब्द और पद का संबंध, वाक्य के प्रकार, वाक्य परिवर्तन के कारण	15	25	1
ईकाई 4	- रूप विज्ञान : संबंध तत्त्व एवं अर्थ तत्त्व का संबंध - रूप परिवर्तन के कारण और दिशाएँ - अर्थ विज्ञान : शब्द और अर्थ का संबंध, अर्थ बोध के साधन - अर्थ विज्ञान : अर्थ परिवर्तन के कारण और दिशाएँ	15	25	1

संदर्भ ग्रंथ :

1. हिन्दी भाषा का इतिहास - भोलानाथ तिवारी, किताब महल, इलाहाबाद
2. भाषा विज्ञान - भोलानाथ तिवारी, किताब महल, इलाहाबाद
3. ऐतिहासिक भाषा विज्ञान और हिन्दी भाषा - डॉ. रामविलास शर्मा
4. भाषा विज्ञान की भूमिका - देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
5. भाषा विज्ञान और हिंदी भाषा - डॉ. सुधाकर कलावडे, साहित्य रत्नालय, 37/50, गिलिस बाजार, कानपुर - 01
6. भाषा विज्ञान और हिन्दी भाषा की भूमिका - डॉ. त्रिलोचन पाण्डेय
7. सामान्य भाषा विज्ञान - बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग
8. आधुनिक भाषा विज्ञान - डॉ. राजमणि शर्मा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
9. भारत की भाषा समस्या - डॉ. रामविलास शर्मा, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
10. भाषा का समाजशास्त्र- राजेन्द्र प्रसाद सिंह
11. शब्दों का जीवन - भोलानाथ तिवारी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
12. हिन्दी भाषा - भोलानाथ तिवारी, किताब महल, इलाहाबाद
13. हिन्दी शब्द सम्पदा - विद्यानिवास मिश्र
14. भाषा विज्ञान और हिंदी - शरयुप्रसाद अग्रवाल, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
15. भाषा विज्ञान - शिवबालक द्विवेदी एवं अवधेशकुमार चतुर्वेदी, ग्रन्थम्, रामबाग, कानपुर - 208012
16. भाषा विज्ञान एवं भाषाशास्त्र- डॉ. कपिलदेव द्विवेदी आचार्य, विश्वविद्यालय प्रकाशन, चौक, वाराणसी - 01
17. भाषा विज्ञान - रामस्वरूप खरे, सरस्वती प्रकाशन, 128/106, जी.ब्लाक, किदवई नगर, कानपुर - 11
18. भाषा विज्ञान और हिंदी भाषा - डॉ. लक्ष्मीकांत पाण्डेय, आशीष प्रकाशन, कानपुर - 01
19. आधुनिक भाषा-विज्ञान - राजमणि शर्मा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
20. हिंदी भाषा : कल और आज - पूरनचंद टंडन एवं डॉ. मुकेश अग्रवाल, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली - 110002

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प्रथम सत्र

अनिवार्य पेपर

पेपर	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	
नं. 3		मध्यकालीन काव्य	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. मध्यकालीन काव्य की समझ व समीक्षा के विकास से अवगत कराना।
2. भक्तिकालीन एवं मध्यकालीन कवियों की काव्य प्रवृत्तियों से परिचित कराना।
3. रीतिकाव्य की परम्परा व प्रवृत्तिके बारे में समझ पैदा करना।

निर्धारित पाठ्यपुस्तकें :

1. कबीर - सं. डॉ. हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली 02
2. सूरसौरभ (सूरदास) - सं. नंद किशोर आचार्य, वाग्देवी प्रकाश, जयपुर, राजस्थान
3. विनयपत्रिका - योगेंद्र प्रतापसिंह - लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग - इलाहाबाद - 211001
4. घनानंद का काव्य - रामदेव शुक्ल - लोकभारती प्रकाशन, 1-बी, नेताजी सुभाष मार्ग, दरियागंज, नई दिल्ली 110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• संत कालीन जीवन एवं कबीर का काव्य • कबीर काव्य में दर्शन • कबीर काव्य का प्रस्तुति पक्ष • कबीर के काव्य की प्रासंगिकता संसंदर्भ व्याख्या हेतु चयनित पद संख्या : 1, 2, 3, 5, 11, 12, 15, 22, 30, 41, 77, 79, 85, 92, 94, 109, 141, 151, 168, 180, 191, 209, 224, 228, 236	15	25	1
ईकाई 2	• कृष्ण भक्ति काव्य और सूरदास • सूर काव्य में श्रृंगार एवं वात्सल्य रस • सूर काव्य में अभिव्यक्ति कौशल • सूर काव्य की प्रासंगिकता संसंदर्भ व्याख्या हेतु चयनित पद संख्या : 2, 10, 13, 15,	15	25	1

	17, 20, 21, 25, 27, 31, 33,35, 41, 44, 48, 56, 66, 72, 83, 122, 124, 127, 131, 153, 157, 164, 166, 179, 185, 188			
ईकाई 3	• रामभक्ति काव्य और तुलसीदास • विनयपत्रिका : मंतव्य तथा आस्वादन • तुलसी की भक्तिभावना एवं दर्शन • तुलसी के काव्यकला का वैशिष्ट्य ससंदर्भ व्याख्या हेतु चयनित पद संख्या : 1, 8, 30, 41, 45, 66, 79, 90, 95, 99, 111, 115, 154, 158, 162, 169, 174, 185, 198, 214, 270, 279	15	25	1
ईकाई 4	• रीतिकाव्य का स्वरूप एवं विशेषताएँ • घनानंद की प्रेम • घनानंद की भक्ति • घनानंद के काव्यकला का वैशिष्ट्य ससंदर्भ व्याख्या हेतु चयनित पद संख्या : 1, 2, 5, 9, 11, 14, 16, 18, 20, 26, 30, 42, 70, 75, 80, 85, 92, 97, 99, 101	15	25	1

संदर्भ ग्रंथ :

1. कबीर : एक अनुशीलन - डॉ. रामकुमार वर्मा, साहित्य भवन, इलाहाबाद
2. कबीरदास : विविध आयाम - प्रभाकर श्रोत्रिय, भारतीय भाषा परिषद, 36 ए, शेक्सपीयर सरणी, कलकत्ता
3. भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पाण्डेय, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली- 02
4. कृष्णभक्ति काव्य और सूर - डॉ. प्रेमशंकर
5. भक्ति काव्य का समाज दर्शन - डॉ. प्रेमशंकर, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
6. महाकवि तुलसीदास और युग संदर्भ - डॉ. भगीरथ मिश्र, भारतीय ग्रंथ निकेतन, 2713, कूचा चेलान, दरियागंज, नई दिल्ली - 02
7. तुलसी का काव्य सौंदर्य - चंद्रभूषण तिवारी, भारतीय ग्रंथ निकेतन, 2713, कूचा चेलान, दरियागंज, नई दिल्ली - 02
8. हिन्दी साहित्य का बृहत् इतिहास भाग 4 तथा 5 - सं.डॉ. निर्मला जैन, नागरी प्रचारिणी सभा, वाराणसी

9. मध्यकालीन हिंदी काव्य भाषा - डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
10. मध्यकालीन कविता के सामाजिक सरोकार- डॉ. सत्यदेव त्रिपाठी, शिल्पायन, दिल्ली
11. भक्ति आंदोलन एवं भक्ति काव्य - डॉ. शिवकुमार मिश्र
12. हिन्दी साहित्य की भूमिका- आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
13. भक्ति काव्य की प्रासंगिकता - डॉ. संजय कुमार शर्मा, विद्या प्रकाशन, सी - 449, हंस गुजैनी, कानपुर - 22
14. तुलसी की साहित्य साधना - डॉ. लल्लन राय, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
15. भक्ति काव्य में लोक जीवन - शिवकुमार मिश्र, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली- 02
16. मध्यकालीन कवियों के काव्य-सिद्धांत- डॉ. छविनाथ त्रिपाठी, विश्वभारती पब्लिकेशन्स, 4378/ 4 बी, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
17. सूरदास और उनका भ्रमरगीत - प्रो. राजकुमार शर्मा, विश्वभारती पब्लिकेशन्स, 4378/ 4 बी, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
18. भक्ति आंदोलन के सामाजिक आधार - सं. गोपेश्वर सिंह, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
19. रीतिकालीन भारतीय समाज - डॉ. शशिप्रभा प्रसाद, लोकभारती प्रकाशन
20. रीतिकाव्य की इतिहास दृष्टि - सुधींद्र कुमार, वाणी प्रकाशन
21. घनानंद : एक अध्ययन - राजेंद्र मोहन भटनागर
22. घनानंद की काव्य साधना - सभापति मिश्र, भा. ग्रंथ निकेतन
23. घनानंद कविता - विश्वनाथ प्रसाद
24. घनानंद और स्वच्छंद काव्यधारा - मनोहर लाल गौड़
25. विनयपत्रिका - वियोगी हरि, सत्ता साहित्य मंडल, एनं. ७७, कनाॅट सर्कल, नई दिल्ली 110001

एम.ए. (हिंदी) भाग - 1

प्रथम सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4(A)		हिंदी साहित्य में दलित लेखन	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. दलित साहित्य से परिचित कराना।
2. दलित जीवन की त्रासदी से अवगत कराना।
3. दलित साहित्य के विमर्श एवं मानकों से परिचित होना।
4. दलित साहित्य के भाषा सौंदर्य से परिचित कराना।

निर्धारित पाठ्यपुस्तकें :

1. क्रॉच हूँ मैं - श्यौराज सिंह 'बैचेन', कविता प्रकाशन, सी-85/ जी-4, अनुपम अपार्टमेंट्स, शालीमार एक्सटेंशन, साहिबाबाद (उ.प्र.)
2. घुसपैठिये - ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरियागंज, नई दिल्ली - 110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• दलित साहित्य : अवधारणा एवं स्वरूप • दलित साहित्य के मानक और उनके विमर्श • हिंदी दलित साहित्य : सहानुभूति से स्वानुभूति तक • दलित साहित्य की प्रासंगिकता	15	25	1
ईकाई 2	• हिंदी के प्रमुख दलित लेखकों का साहित्यिक परिचय : जयप्रकाश कर्दम, मोहनदास नैमिशराय, कौशल्या बैसंत्री, सुशीला टांकभौर, श्यौराजसिंह बैचैन आदि • समकालीन हिंदी दलित साहित्य की विकास यात्रा (उपन्यास, कहानी, कविता तथा आत्मकथा) • समकालीन दलित आलोचना का परिदृश्य • दलित साहित्य की शिल्पगत प्रवृत्तियाँ (भाषा, बिम्ब, प्रतीक तथा मिथक)	15	25	1
ईकाई 3	• श्यौराज सिंह 'बैचेन' : व्यक्तित्व एवं कृतित्व • समकालीन दलित कविता में 'क्रॉच हूँ मैं' का स्थान • 'क्रॉच हूँ मैं' में व्यक्त दलित संवेदना के विभिन्न	15	25	1

	स्वर			
	• 'क्रौंच हूँ मैं' का शिल्प विधान			
ईकाई 4	• ओमप्रकाश वाल्मीकि : व्यक्तित्व और कृतित्व • 'घुसपैठिये' में व्यक्त दलित जीवन की त्रासदी • 'घुसपैठिये' में चित्रित दलित चेतना • 'घुसपैठिये' का शिल्प विधान	15	25	1

संदर्भ ग्रंथ :

1. दलित साहित्य का सौंदर्यशास्त्र - शरणकुमार लिम्बाले, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
2. दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
3. दलित साहित्य : विविध आयाम - डॉ. सुनीता साखरे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
4. हिंदी और मराठी का दलित साहित्य : एक मूल्यांकन - डॉ. सुनीता साखरे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
5. हिंदी दलित आत्मकथाएँ : एक अनुशीलन - अभय परमार, ज्ञान प्रकाशन, 128/90, जी.ब्लॉक, किदवई नगर, कानपुर - 208011
6. मुख्य धारा और दलित साहित्य - ओमप्रकाश वाल्मीकि, सामयिक प्रकाशन, 3320-21, जटवारा, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
7. अंबेडकरवादी साहित्य विमर्श - ईश गंगानिया, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
8. अंबेडकरवादी आलोचना के प्रतिमान - ईश गंगानिया, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. अंबेडकरवादी साहित्य का समाजशास्त्र - डॉ. तेजसिंह, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
10. आधुनिकता के आईने में दलित - सं. अभय कुमार दुबे, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
11. दलित राजनीति की समस्याएँ - सं. राजकिशोर, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली 02
12. दलित साहित्य : बुनियादी सरोकार - कृष्णदत्त पालीवाल, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
13. दलित चेतना की कहानियाँ : बदलती परिभाषाएँ - प्रो. राजमणि शर्मा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002

14. उत्तर आधुनिकता और दलित साहित्य - कृष्णदत्त पालीवाल, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
15. दलित साहित्य : एक मूल्यांकन - चमन लाल, राजपाल एण्ड सन्ज़, कश्मीरी गेट, नई दिल्ली 01
16. दलित साहित्य का समाजशास्त्र - हरिनारायण ठाकुर, भारतीय ज्ञानपीठ, 18, इन्स्टीट्यूशनल एरिया, लोदी रोड, पो.बॉ. 3113, नई दिल्ली - 110003
17. दलित मुक्ति का प्रश्न और दलित साहित्य - सं. रमणिका गुप्ता, अनंग प्रकाशन, बी-1/107, उत्तरी घोडा, दिल्ली - 110002
18. दलित साहित्य : प्रकृति और संदर्भ - सं. संजय नवले तथा गिरीश काशीद, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012
19. दलित चेतना और हिंदी उपन्यास - डॉ. एन.एस.परमार, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012
20. उत्तरशती के उपन्यासों में दलित विमर्श - विजय कुमार रोडे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर
21. दलित साहित्य और समसामयिक संदर्भ - श्रवण कुमार मीणा, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012
22. दलित विमर्श - डॉ. नरसिंह दास, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
23. दलित साहित्य की भूमिका - हरपाल सिंह 'अरुष', भारतीय ग्रंथ निकेतन, 2713, कूचा चेलान, दरियागंज, नई दिल्ली - 02
24. हिंदी काव्य में दलित काव्यधारा - सं. माताप्रसाद, भारतीय ग्रंथ निकेतन, 2713, कूचा चेलान, दरियागंज, नई दिल्ली - 02
25. दलित साहित्य का समाजशास्त्र - निरंजन कुमार, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
26. हिंदी दलित कविता : स्वप्न और यथार्थ - सं. विमल थोरात तथा सूरज बडत्या, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली -02
27. हाशिये की वैचारिकी (दलित विमर्श : 1) स्वप्न और यथार्थ - सं. उमाशंकर चौधरी, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 02
28. हिस्सेदारी के प्रश्न प्रतिप्रश्न (दलित विमर्श : 2) स्वप्न और यथार्थ - सं. उमाशंकर चौधरी, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002

- 29.दलित साहित्य का स्त्रीवादी स्वर - विमल थोरात, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 30.हिंदी दलित कथा साहित्य अवधारणाएँ और विधाएँ - रजत रानी मीनू, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली-110002
- 31.नवें दशक की हिंदी दलित कविता - रजत रानी मीनू, दलित साहित्य प्रकाशन, नई दिल्ली
- 32.आज का दलित साहित्य - डॉ. तेजसिंह, अन्तिम प्रकाशन, पाकर एक 19, बी.डी.डी.ए.फ्लैट्स, जी-8 एरिया, हरिनगर, दिल्ली - 110064
- 33.दलित हिंदी कविता : नये संदर्भ -डॉ.पी.पी.राही, कल्चर पब्लिशर्स, लखनऊ -18
- 34.दलित साहित्य सृजन के संदर्भ - डॉ. पुरुषोत्तम सत्यप्रेमी, कामना प्रकाशन, दिल्ली - 110093
- 35.भारतीय साहित्य में दलित एवं स्त्री - चमनलाल, सारांश प्रकाशन प्रा.लि., 142, ई.पॉकेट 4, मयूर विहार, दिल्ली - 110001
- 36.चिंतन की परंपरा और दलित साहित्य - डॉ. श्यौराज सिंह बेचैन/ डॉ. देवेन्द्र चौबे, नवलेखन प्रकाशन, मेन रोड, हजारीबाग - 01
- 37.दलित चेतना और सोच - रमणिका गुप्ता, नवलेखन प्रकाशन, मेन रोड, हजारीबाग - 01
- 38.दलित साहित्य रचना और विचार - डॉ. पुरुषोत्तम सत्यप्रेमी, अन्तिम प्रकाशन, पाकर एक 19, बी.डी.डी.ए.फ्लैट्स, जी-8 एरिया, हरिनगर, दिल्ली -110064
- 39.दलित हस्तक्षेप - रमणिका गुप्ता, शिल्पायन, 10292, लेन नं. 11, वैस्ट गोरख पार्क, शाहदरा, दिल्ली-32

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प्रथम सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4(B)		प्रयोजनमूलक हिंदी	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. प्रयोजनमूलक हिंदी से परिचित कराना।
2. हिंदी की संवैधानिक स्थिति को स्पष्ट करना।
3. दैनंदिन कार्य में हिंदी के प्रयोग को बढ़ावा देने का प्रयास।
4. देवनागरी लिपि की वैज्ञानिकता से परिचित कराना।
5. पत्राचार के विविध रूपों से अवगत कराना।
6. कम्प्यूटर प्रणाली की समझ पैदा करना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• हिंदी के विविध रूप : साहित्यिक भाषा, संचार भाषा, राजभाषा तथा माध्यम भाषा • देवनागरी लिपि का मानकीकरण तथा सुधार के प्रयास • देवनागरी लिपि की वैज्ञानिकता • प्रूफ संशोधन	15	25	1
ईकाई 2	• राजभाषा हिंदी : संवैधानिक स्थिति • टिप्पण एवं आलेखन • संक्षेपण एवं पल्लवन • पारिभाषिक शब्दावली : सिद्धांत एवं व्यवहार (प्रशासनिक क्षेत्र की पारिभाषिक शब्दावली (नमूना सूची पृष्ठसंख्या 22 से 30 तक)	15	25	1
ईकाई 3	• पत्राचार : व्यापारिक पत्र तथा व्यावहारिक पत्र • पत्राचार : सरकारी पत्र, अर्द्ध सरकारी पत्र • पत्राचार : ज्ञापन, परिपत्र, अनुस्मारक, अधिसूचना, प्रेस विज्ञप्ति	15	25	1
ईकाई 4	• कम्प्यूटर : व्याप्तता एवं उपयोगिता • वेबसाइट्स, सकिंग, हिंदी सॉफ्टवेयर (यूनीकोड, आकृति, कृतिदेव आदि)	15	25	1

	• प्रमुख हिंदी पोर्टल - हिंदी समय, कविता कोश, अनुभूति, समालोचना आदि • ब्लॉग निर्माण की प्रक्रिया एवं प्रमुख ब्लॉग • कम्प्यूटर : शिक्षणअनुवाद और कोश रचना			

संदर्भ ग्रंथ :

1. हिन्दी भाषा - भोलानाथ तिवारी, किताब महल, इलाहाबाद
2. हिन्दी शब्द सम्पदा - विद्यानिवास मिश्र
3. भाषा विज्ञान और हिंदी भाषा - डॉ. सुधाकर कलावडे, साहित्य रत्नालय, 37/50, गिल्लिस बाज़ार, कानपुर - 01
4. भाषा विज्ञान और हिन्दी भाषा की भूमिका - डॉ. त्रिलोचन पाण्डेय
5. शब्दों का जीवन - भोलानाथ तिवारी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
6. प्रयोजनमूलक हिंदी - डॉ. कमल कुमार बोस, बी.के.तनेजा क्लासिकल पब्लिशिंग कंपनी, 28 शॉपिंग सेंटर, करमपुरा, नई दिल्ली - 15
7. प्रयोजनमूलक हिंदी : अधुनातन आयाम - डॉ. अम्बादास देशमुख, शैलजा प्रकाशन, 57 पी., कुंज विहार II, यशोदा नगर, कानपुर - 11
8. प्रयोजनमूलक हिंदी : विविध स्वरूप - डॉ. विजय कुलश्रेष्ठ एवं डॉ. बीना रुस्तगी, नमन प्रकाशन, 4231/1, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. प्रयोजनमूलक हिंदी - डॉ. विनोद गोदरे, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
10. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग - डॉ. दंगल झाल्टे, वाणी प्रकाशन, 21ए, दरियागंज, नई दिल्ली - 110002
11. प्रयोजनमूलक हिंदी : विविध परिदृश्य - डॉ. रमेशचंद्र त्रिपाठी एवं डॉ. पवन अग्रवाल, अलका प्रकाशन, 128/106, जी.ब्लॉक, किदवई नगर, कानपुर - 11
12. प्रयोजनमूलक व्यावहारिक हिंदी - डॉ. ओमप्रकाश सिंहल, जगताराम एण्ड सन्ज़, IX /221, सरस्वती भण्डार, गांधी नगर, दिल्ली - 110031
13. अनुवाद- कला- भोलानाथ तिवारी, शब्दाकार प्रकाशन, 159, गुरु अंगद नगर (वैस्ट), दिल्ली - 110092
14. अनुवाद की व्यावहारिक समस्याएँ - डॉ. भोलानाथ तिवारी एवं डॉ. ओमप्रकाश गाबा, शब्दाकार, 2203, गली डकौतान, तुर्कमान गेट, दिल्ली - 110006
15. अनुवाद चिंतन - डॉ. अर्जुन चव्हाण, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012

- 16.अनुवाद : समस्याएँ एवं समाधान - डॉ. अर्जुन चव्हाण,अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
- 17.मीडिया कालीन हिंदी : स्वरूप एवं संभावनाएँ - डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 18.प्रयोजनमूलक हिंदी व्याकरण - डॉ. द्विजराम यादव, साहित्य रत्नाकर, 104 ए/118, रामबाग, कानपुर - 12
- 19.प्रयोजनमूलक हिंदी : संरचना और प्रयोग - डॉ. माधव सोनटक्के, छाया पब्लिशिंग हाऊस, 'सरस्वती छाया'20, न्यू समर्थ नगर, निराला बाजार, औरंगाबाद - 431001
- 20.व्यावहारिक हिन्दी - डॉ. लक्ष्मीकान्त पाण्डेय,साहित्य रत्नालय,37/50, गिलिस बाज़ार,कानपुर - 01
- 21.सामयिक प्रशासनिक कोश (अंग्रेजी-हिंदी तथा हिंदी-अंग्रेजी) - गोपीनाथ श्रीवास्तव,सामयिक प्रकाशन 3320-21, जटवारा, एनं.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
- 22.आधुनिक विज्ञापन - प्रेमचन्द्र पातंजली, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02

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प्रथम सत्र

पेपर नं. 4 (ब)

प्रयोजनमूलक हिंदी

प्रशासनिक क्षेत्र की पारिभाषिक शब्दावली

1.	Abbreviation	संक्षिप्त रूप / शब्द
2.	Abnormal circumstances	असाधारण परिस्थितियाँ
3.	Academy	परिषद्, विद्वत्परिषद्
4.	Accede	पदभार ग्रहण करना
5.	Accountant	लेखाकार
6.	Accusation	अभियोग
7.	Acquire	अधिग्रहण, अर्जन
8.	Active service	सामरिक सेवा
9.	Activities	कार्यकलाप
10.	Administrator	प्रशासक
11.	Advance	अग्रिम
12.	Adverse report	प्रतिकूल रिपोर्ट
13.	Affidavit	हलफनामा शपथ-पत्र
14.	Aforesaid	पूर्वोक्त
15.	Agenda	कार्य सूची
16.	Agent	अभिकर्ता
17.	Agreement form	अनुबंध-पत्र इकरारनामा
18.	All rights reserved	सर्वाधिकार सुरक्षित
19.	Ambassador	राजदूत
20.	Ambiguous	संदिग्ध, अस्पष्ट
21.	Amendment	संशोधन
22.	Amenities fund	सुख-सुविधा निधि
23.	Amount	राशि रकम
24.	Annexure to this letter	पत्र से संलग्न अनुबंध
25.	Annual review	वार्षिक समीक्षा
26.	Appeal	पुनरावेदन
27.	Appendix	परिशिष्ट

28.	Applicant	आवेदक
29.	Appropriate action	उचित कार्यवाही
30.	Approval	अनुमोदन
31.	Arrears	बकाया राशि
32.	Article	अनुच्छेद
33.	Assembly	विधान सभा
34.	Attachment	कुर्की, जब्ती
35.	Attested	प्रमाणित
36.	Attorney	मुख्तार न्यायवादी
37.	Auditor	लेखा-निरीक्षक
38.	Authorities	प्राधिकारी
39.	Autonomous institutions	स्वायत्त संस्थाएँ
40.	Ballot box	मत-पेटिका
41.	Ban	प्रतिबंध
42.	Bench	न्यायपीठ
43.	Bibliography	संदर्भ ग्रंथ-सूची
44.	Book binder	जिल्दसाज
45.	Breach of discipline	अनुशासन भंग
46.	Break in service	सेवा -विच्छेद
47.	Broadcast	प्रसारण
48.	Broker	दलाल
49.	Bureaucracy	नौकरशाही अधिकारी तंत्र
50.	Cadre	संवर्ग
51.	Calculation	परिकलन
52.	Calendar year	पंचांग वर्ष
53.	Call account	स्पष्टीकरण माँगना
54.	Career	जीविका /वृत्ति
55.	Cash	रोकड / नकद
56.	Cashier	खजांची

57.	Casting vote	निर्णायक मत
58.	Casual leave	आकस्मिक अवकाश
59.	Casualty ward	हताहत कक्ष
60.	Census officer	जनगणना अधिकारी
61.	Cess	उपकर
62.	Chancellor	कुलाधिपति
63.	Charge sheet	आरोप पत्र
64.	Circular	परिपत्रक
65.	Civil right	नागरिक अधिकार
66.	Code word	सांकेतिक शब्द
67.	Colony	उपनिवेश
68.	Come into force	लागू होना
69.	Comments	टिप्पणी
70.	Communal	सांप्रदायिक
71.	Compensation	मुआवजा क्षतिपूर्ति
72.	Confidential record	गोपनीय अभिलेख
73.	Constituency	निर्वाचन क्षेत्र
74.	Constitution	संविधान
75.	Contempt of court	मानहानि
76.	Contingency fund	आकस्मिकता निधि
77.	Contributory provident fund	अंशदायी भविष्य निधि
78.	Conveyance allowance	सवारी भत्ता
79.	Co-opted member	मनोनीत सदस्य
80.	Copy forwarded to	प्रतिलिपि प्रेषित की
81.	Correspondence	पत्र-व्यवहार
82.	Cost	लागत
83.	Counter signature	प्रति हस्ताक्षर

84.	Covering letter	प्रावरण पत्र
85.	Criminal offence	दंडनीय अपराध
86.	Cut motion	कटौती प्रस्ताव
87.	Dearness allowance	महंगाई भत्ता
88.	Decentralisation	विकेंद्रीकरण
89.	Deduction	कटौती
90.	Demotion	पदावनति
91.	Department	विभाग
92.	Depressed class	दलित वर्ग
93.	Deputation	प्रतिनियुक्ति
94.	Design	अभिकल्प / अभिकल्पना
95.	Designation	पद-संज्ञा
96.	Diploma	सनद उपाधि-पत्र
97.	Diplomatic relations	राजनायिक संबंध
98.	Director	निदेशक
99.	Directorate general	महानिदेशालय
100.	Disciplinary action	अनुशासनिक कार्यवाही
101.	Division	प्रभाग
102.	Document	दस्तावेज प्रलेख
103.	Draft for approval	अनुमोदनार्थ प्रारूप
104.	Drafting and noting	प्रारूपण एवं टिप्पण
105.	Dynamic	क्रांतिकारी
106.	Emergency	आपातकालीन स्थिति
107.	Enrolment number	अनुक्रमांक
108.	Epidemic	महामारी
109.	Estimate	अनुमान
110.	Evaluation	मूल्यांकन

111.	Evidence	प्रमाण साक्ष्य
112.	Exchange	आदान-प्रदान विनिमय
113.	Executive	कार्यपालक
114.	Exemption	छूट
115.	Expedite	शीघ्र निपटना
116.	Expert	विशेषज्ञ कुशल
117.	Exploitation	शोषण
118.	External affairs	परराष्ट्र मामले
119.	Fabricated evidence	गढ़ा हुआ साक्ष्य
120.	Faculty	संकाय
121.	Fair price	उचित मूल्य
122.	Federation	महासंघ
123.	Fitness certificate	आरोग्य प्रमाणपत्र
124.	Foreign exchange	विदेशी मुद्रा
125.	From	प्रेषक
126.	Fundamental rights	मौलिक अधिकार
127.	Gazetted officer	राजपत्रित अधिकारी
128.	General manager	महाप्रबंधक
129.	Governor	राज्यपाल
130.	Gradation	पदक्रम
131.	Grant	अनुदान
132.	Gratuity	अनुग्रहदान
133.	Headquarters	मुख्यालय
134.	Hereditary	पैतृक
135.	Highway	राजपथ
136.	Honorary	अवैतनिक
137.	I am directed to	मुझे निर्देश हुआ कि

138.	I have the honour to	सादर निवेदन है कि
139.	Identity card	परिचय पत्र
140.	Implementation	कार्यान्वयन
141.	In charge officer	प्रभारी अधिकारी
142.	In order of merit	योग्यता क्रम से
143.	In order of priority	अग्रताक्रम से
144.	Incompetent hand	अक्षम कर्मचारी
145.	Incumbent	पदस्थ
146.	Indemnity bond	क्षतिपूर्ति बंध पत्र
147.	Indian Revenue Service	भारतीय राजस्व सेवा
148.	Integrity	अखण्डता
149.	Interference undue	अनुचित हस्तक्षेप
150.	Interpreter	दुभाषिया
151.	Intricate matter	पेचीदा मामला
152.	Investigation	खोज छानबीन
153.	Is hereby informed	अतः सूचित किया जाता है
154.	Joining date	कार्य ग्रहण दिनांक
155.	Judgement	न्यायाधीश का निर्णय
156.	Judicial enquiry	अदालती जाँच
157.	Jurisdiction	अधिकार क्षेत्र
158.	Kept in abeyance	स्थगित रखा गया
159.	Key board	कुंजी बोर्ड
160.	Lack of discipline	अनुशासन का अभाव
161.	Lapse of grant	अनुदान का व्यपगमन
162.	Leader of house	सदन नेता
163.	Ledger	खाता
164.	Legal action	वैध कार्यवाही
165.	Letter of authority	अधिकार पत्र
166.	Letter of consent	स्वीकृति पत्र
167.	Licence	अनुज्ञा पत्र

168.	Lien	पुनर्ग्रहणाधिकार
169.	Manifesto	घोषणा पत्र
170.	Manuscript	पांडुलिपि
171.	Memorandum	ज्ञापन
172.	Minutes	कार्यवृत्त
173.	Moral obligation	नैतिक दायित्व
174.	Municipal corporation	नगर निगम
175.	Mutual agreement	पारस्परिक करार
176.	No objection certificate	अनापत्ति प्रमाण पत्र
177.	Nomination	नामांकन नामजदगी
178.	Notification	अधिसूचना
179.	Oath of secrecy	गोपनीयता शपथ
180.	Occupation	उपजीविका
181.	On probation	परिवीक्षण पर
182.	Option	विकल्प
183.	Ordinance	अध्यादेश
184.	Pamphlet	पुस्तिका
185.	Panel code	दण्ड विधान
186.	Parliamentary procedure	संसदीय कार्य प्रणाली
187.	Particulars	व्यौरा विवरण
188.	Passport	पार-पत्र
189.	Pending	विचाराधीन
190.	Petition	याचिका
191.	Physical verification	प्रत्यक्ष सत्यापन
192.	Planning Commission	योजना आयोग
193.	Post dated	उत्तर दिनांकित
194.	Power of attorney	मुख्तारनामा
195.	Privilege	विशेषाधिकार
196.	Provisional receipt	कच्ची रसीद
197.	Public premises	लोक परिसर
198.	Quorum	गणपूर्ति
199.	Record	अभिलेख
200.	Registrar	निबंधक

201.	Registration	पंजीकरण
202.	Remarks	अभ्युक्ति
203.	Revision	परिशोधन
204.	Scrutiny	संवीक्षा
205.	Section	अनुभाग
206.	Service book	सेवा पुस्तिका
207.	Session	सत्र
208.	Small scale industries	लघु उद्योग
209.	Solicitor general	महाधिवक्ता
210.	Staff	कर्मचारी
211.	Standard	मानक
212.	Statement	विवरण
213.	Statutory rule	सांविधानिक नियम
214.	Stipend	वृत्तिका
215.	Stipulation	अनुबंध
216.	Structure	संरचना
217.	Sub-Division	उप-विभाग
218.	Superintendent	अधीक्षक
219.	Supervision	पर्यवेक्षण
220.	Surcharge	अधिभार
221.	Suspend	मुअतिल
222.	Suspension	निलंबन
223.	Temporary	अस्थायी
224.	Tender	निविदा
225.	Tenure	कार्यकाल
226.	Terms and conditions	शर्तें
227.	Tour	दौरा
228.	Traffic	यातायात
229.	Training	प्रशिक्षण
230.	Transfer	स्थानांतरण
231.	Treasury office	कोषागार कार्यालय
232.	True copy	सत्य प्रतिलिपि
233.	Trust	न्यास

234.	Unconfirmed	अपुष्ट
235.	Uncontested	निर्विरोध
236.	Undertaking	उपक्रम
237.	Unit	इकाई
238.	Up to date	अद्यतन
239.	Urban area	शहरी क्षेत्र
240.	Vacation	दीर्घावकाश
241.	Verbal discussion	मौखिक विमर्श
242.	Verification	सत्यापन
243.	Vice-Chancellor	कुलपति
244.	Violation of rule	नियमोल्लंघन
245.	Waiting list	प्रतीक्षा सूची
246.	Warning	चेतावनी
247.	Without prejudice	पूर्वाग्रह के बिना
248.	Working committee	कार्य समिति
249.	Working days	कार्य दिवस
250.	Zonal	अंचलीय

एम.ए. (हिंदी) भाग - 1

प्रथम सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5(A)		हिंदी नाटक एवं रंगमंच	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. हिंदी रंगमंच के उद्भव एवं विकास से अवगत कराना।
2. पारसी रंगमंच के विकास से परिचित कराना।
3. स्वातंत्र्योत्तर हिंदी नाटकों के योगदान से अवगत कराना।
4. छात्राओं में रंगमंच के लिए रुचि पैदा करना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• पारसी रंगमंच का उद्भव एवं विकास • पारसी रंगमंच : प्रस्तुति विधान • पारसी रंगमंच : अभिनय, संवाद, अदायगी • पारसी रंगमंच : लोकप्रियता	15	25	1
ईकाई 2	• रंगमंच का उद्भव एवं विकास • अभिनय पद्धति • नाट्य रस • प्रस्तुति विधान	15	25	1
ईकाई 3	• भारतेंदुकालीन रंगमंच • पाश्चात्य नाट्य प्रभाव • भारतेंदु का रस सिद्धांत • भारतेंदु रंगमंच के समक्ष समस्याएँ	15	25	1
ईकाई 4	• स्वातंत्र्योत्तर रंगमंचीय नाटक • अंधेर नगरी - भारतेंदु • अंधा युग - धर्मवीर भारती • एक और द्रोणाचार्य - शंकरशेष • सिंहासन खाली है - सुशील कुमार • कोर्ट मार्शल - स्वदेश दीपक	15	25	1

संदर्भ ग्रंथ :

1. स्वातंत्र्योत्तर हिंदी नाटक - डॉ. गिरीश रास्तोगी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
2. हिंदी नाटक : आजकल- डॉ. जयदेव तनेजा, अनंग प्रकाशन, बी-1/107, उत्तरी घोडा, दिल्ली 02
3. हिंदी रंगमंच : समकालीन विमर्श - डॉ. सत्यदेव त्रिपाठी, विनय प्रकाशन, 3-ए-128, हंस पुरम, कानपुर - 21
4. तीसरी आँख का सच - डॉ. सत्यदेव त्रिपाठी, लज्जा प्रकाशन, आनंद (गुजरात)
5. हिंदी रंगमंच और पं. नारायणप्रसाद 'बेताब'- विद्यावती नम्र, विश्वविद्यालय प्रकाशन, चौक, वाराणसी - 1
6. हिंदी नाटकों का विकासात्मक अध्ययन -डॉ. शांतिगोपाल पुरोहित, साहित्य सदन, देहरादून - 02
7. हिंदी नाटकों की शिल्प-विधि - श्रीमती गिरिजा सिंह, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
8. हिंदी-नाटक-साहित्य का आलोचनात्मक अध्ययन - वेदपाल खन्ना 'विमल', श्री. भारत भारती प्रा.लि., अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. हिंदी नाटक की रूपरेखा - प्रो. दशरथ झा एवं प्रो. गुरुप्रसाद कपूर, हिंदी साहित्य संसार, 1361, वैदवाडा, दिल्ली- 110002
10. भारतीय समाज : समसामयिक प्रश्न एक और द्रोणाचार्य, सं. डॉ. संतोष कौल काक, विद्यापीठ प्रकाशन, विले पार्ले, मुम्बई
11. हिंदी नाटककार- प्रो. जयनाथ 'नलिन', आत्माराम एन्ड सन्स, कश्मीरी गेट, दिल्ली - 211006
12. हिंदी नाटक साहित्य का इतिहास - श्री. सोमनाथ गुप्त, हिंदी भवन, 312, रानी मंडी, इलाहाबाद
13. आधुनिक हिंदी नाटक - डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
14. हिंदी नाट्य चिन्तन - डॉ. कुसुमकुमार, इन्द्रप्रस्थ प्रकाशन, के 71, कृष्ण नगर, नई दिल्ली -51
15. समसामयिक हिंदी नाटकों में खंडित व्यक्तित्व का अंकन - डॉ. टी.आर.पाटील, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
16. हिंदी नाटक का आत्मसंघर्ष - गिरीश रास्तोगी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001

- 17.हिंदी नाटकों की शिल्प विधि का विकास - डॉ. शान्ति मलिक,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 18.हिंदी नाटक - डॉ. बच्चन सिंह,लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- 19.स्वातंत्र्योत्तर हिंदी नाटक - डॉ. बेचन,सन्मार्ग प्रकाशन, 16 यु.बी., बैंगलोर रोड, जवाहर नगर, दिल्ली- 211007
- 20.स्वातंत्र्योत्तर नाटक : मूल्य संक्रमण - ज्योतिश्वर मिश्र,लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- 21.दूसरे नाट्यशास्त्र की खोज - देवेन्द्र राज अंकुर, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली -02
- 22.हिंदी नाटक : रंग शिल्प दर्शन - विकल गौतम, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली 02
- 23.नाटकालोचन के सिद्धांत - सिद्धनाथ कुमार, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 24.रंगमंच और स्वाधीनता आंदोलन - विजय पंडित, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली 02
- 25.समकालीन हिंदी नाटक और रंगमंच - डॉ. नरेन्द्र मोहन, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 26.हिंदी के नाटकों में प्रयोग तत्त्व - विनय भूषण पाण्डेय,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 27.नाट्यसिद्धांत विवेचन - शान्ति मलिक,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 28.हिंदी के नाट्य शिल्पी - शान्ति मलिक,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 29.प्रसाद युग के नाटकों की शिल्पविधि - शान्ति मलिक,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 30.भारतेंदु युग के नाटकों की शिल्पविधि - शान्ति मलिक,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 31.रंगभूमि : भारतीय नाट्य सौंदर्य - लक्ष्मीनारायण लाल,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 32.नाटक और रंगमंच- शिवराम माली एवं सुधाकर गोकाककर,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 33.हिंदी और गुजराती नाट्य-साहित्य - रणवीर उपाध्याय,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002

- 34.रंगमंच का सौंदर्यशास्त्र - देवेन्द्रराज अंकुर,राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग,नई दिल्ली - 110002
- 35.रंगमंच के सिद्धांत - महेश आनन्द एवं देवेन्द्रराज अंकुर,राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग,नई दिल्ली - 110002
- 36.स्वातंत्र्योत्तर हिंदी नाटक - डॉ. रामजन्म शर्मा, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- 37.पारसी थियेटर : उद्भव और विकास - डॉ. सोमनाथ गुप्त,राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 38.बीसवीं शताब्दी में हिंदी नाटक और रंगमंच - गिरीश रास्तोगी,भारतीय ज्ञानपीठ,18, इन्स्टीट्यूशनल एरिया, लोदी रोड, पो.बॉ. 3113,नई दिल्ली - 11000
- 39.समकालीन हिंदी रंगमंच - डॉ. रमिता गुरव, अमन प्रकाशन, 104 ए/118, राम बाग,कानपुर - 208012
- 40.पारसी रंगमंच - लक्ष्मीनारायण लाल
- 41.हिंदी रंगमंच का आलोचनात्मक इतिहास - डॉ. अज्ञात
- 42.रंगमंच - बलवंत मार्गी
- 43.हिंदी रंगमंच का इतिहास - चंदूलाल दूबे

एम.ए. (हिंदी) भाग - 1

प्रथम सत्र

CBCS पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5(B)		हिंदी पत्रकारिता	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. हिंदी पत्रकारिता के उद्भव एवं विकास से अवगत कराना।
2. पत्रकार के उत्तरदायित्व एवं चुनौतियों से परिचित कराना।
3. वेब पत्रकारिता से परिचित कराना।
4. पत्रकारिता की स्रोत संस्थाओं का ज्ञान प्राप्त करना।
5. पत्रकारिता की उपयोगिता व समाज पर उसके असर से अवगत कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	- पत्रकारिता का अर्थ, परिभाषा, स्वरूप एवं महत्व - पत्रकारिता के क्षेत्र - पत्रकारिता में अनुवाद की भूमिका - पत्रकारिता की स्रोत संस्थाएँ	15	25	1
ईकाई 2	- पत्रकार के गुण - पत्रकार : उत्तरदायित्व एवं चुनौतियाँ - हिंदी पत्रकारिता का संक्षिप्त इतिहास - स्वतंत्रतापूर्व - हिंदी पत्रकारिता का संक्षिप्त इतिहास - स्वतंत्र्योत्तर	15	25	1
ईकाई 3	- राजनैतिक, आर्थिक एवं खेल पत्रकारिता - कृषि, विज्ञान, पर्यावरण एवं पर्यटन पत्रकारिता - रंगमंचीय, फिल्म एवं मनोरंजन पत्रकारिता - अपराध, खोजी एवं पीत पत्रकारिता	15	25	1
ईकाई 4	- न्यू मीडिया : परिचय एवं चुनौतियाँ - सोशल नेटवर्किंग साइट - न्यूज पोर्टल और ब्लॉगिक, वेब पत्रकारिता - वीडियो पत्रकारिता	15	25	1

संदर्भ ग्रंथ :

1. मीडिया लेखन - सिद्धांत और व्यवहार -चंद्रप्रकाश मिश्र, संजय प्रकाशन, अंसारी मार्ग, दरियागंज, दिल्ली 110002
2. वेब पत्रकारिता नया मीडिया नए रुझान - शालिनी जोशी, शिवप्रसाद जोशी, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरियागंज, दिल्ली 110002
3. ग्लोबल मीडिया और हिंदी पत्रकारिता - डॉ. हरीश अरोड़ा, साहित्य संचय, बी 1030, गली नं. 14/15 पहला पुस्ता, सोनिया विहार, दिल्ली - 94
4. न्यू मीडिया - इंटरनेट की भाषायी चुनौतियाँ और संभावनाएँ - आर. अनुराधा 2012, राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरियागंज, दिल्ली 110002
5. जनसंचार माध्यम हिंदी पत्रकारिता - अर्जुन तिवारी
6. हिंदी पत्रकारिता - डॉ. कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन
7. दक्षिण भारत की हिंदी पत्रकारिता - रवींद्र कात्यायन, लोकभारती प्रकाशन, इलाहाबाद
8. आजादी के पचास वर्ष और हिंदी पत्रकारिता - डॉ. धर्मेंद्र गुप्ता
9. आधुनिक पत्रकारिता - डॉ. अर्जुन तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
10. जनसंचार - राधेश्याम शर्मा, हरियाणा साहित्य अकादमी, चंडीगढ़
11. पत्रकार - आज्ञाराम प्रेम, कला प्रकाशन, जालंधर
12. प्रेसविधि - डॉ. नंदकिशोर त्रिखा, विश्वविद्यालय प्रकाशन, वाराणसी
13. संवाद और संवाददाता - राजेंद्र, हरियाणा साहित्य अकादमी, चंडीगढ़
14. स्वतंत्रता आंदोलन और हिंदी पत्रकारिता - डॉ. अर्जुन तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
15. हिंदी पत्रकारिता - डॉ. कृष्ण बिहारी मिश्र, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली
16. हिंदी पत्रकारिता : विविध आयाम - डॉ. वेद प्रताप कौशिक, नेशनल पब्लिशिंग हाउस, नई दिल्ली
17. हिंदी पत्रकारिता के बढ़ते चरण - डॉ. ठाकुरदत्त शर्मा, सन्मार्ग प्रकाशन, दिल्ली
18. हिंदी पत्रकारिता एवं जनसंचार - डॉ. ठाकुरदत्त शर्मा, वाणी प्रकाशन, नई दिल्ली

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द्वितीय सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		हिंदी साहित्य का इतिहास : भाग-2	4	4		2.5	75	25		100
2		काव्यशास्त्र	4	4		2.5	75	25		100
3		अनुसंधान प्रविधि एवं प्रक्रिया	4	4		2.5	75	25		100
Elective Course(Any one of the following)										
4 (A)		हिंदीतर भारतीय साहित्य	4	4		2.5	75	25		100
4 (B)		अनुवाद : कला एवं तकनीक								
Elective Course / CBCS (Any one of the following)										
5 (A)		धारावाहिक लेखन	4	4		2.5	75	25		100
5 (B)		रचनात्मक लेखन(C.B.C.S.)								

❖ Abbreviations :

L = No. of Lectures per Week , **CR** = Credits , **D** = Duration of Theory Paper for
 Examination in hrs. **TP** = Theory Paper-Marks , **Int.** = InternalMarks ,
T = Total Marks

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द्वितीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
1		हिंदी साहित्य का इतिहास (भाग - 2)	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. आधुनिक काल के परिवेश एवं प्रवृत्तियों से अवगत कराना।
2. पुनर्जागरण की अवधारणा एवं विकास यात्रा से परिचित होना।
3. स्वातंत्र्योत्तर कहानी, उपन्यास, नाटक, कविता एवं अन्य अधुनातन प्रवृत्तियों से अवगत होना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• आधुनिक काल का परिवेश • खड़ीबोली गद्य का उद्भव एवं विकास • पुनर्जागरण की मूल अवधारणा और विकास यात्रा • सामाजिक, सांस्कृतिक नवजागरण एवं भारतेन्दु एवं द्विवेदी युगीन साहित्य	15	25	1
ईकाई 2	• उत्तर छायावादी काव्य की विशेषताएँ • उत्तर छायावादी काव्य के प्रमुख कवि • प्रगतिशील काव्य की विशेषताएँ • प्रगतिशील काव्य एवं प्रमुख कवि	15	25	1
ईकाई 3	• कविता और कहानी का आंदोलनात्मक विकास • कविता तथा कहानी : उत्साह एवं मोहभंग की अभिव्यक्ति • कविता तथा कहानी : आधुनिक बोध की अभिव्यक्ति • कविता तथा कहानी : संस्कृति और संबंधों में बदलाव की अभिव्यक्ति एवं अन्य प्रवृत्तियाँ (दलित विमर्श, स्त्री विमर्श, भूमण्डलीकरण, सांप्रदायिकता आदि)	15	25	1
ईकाई 4	• उपन्यासों में ग्रामीण एवं नगरीय बोध एवं अधुनातन	15	25	1

	प्रवृत्तियाँ - स्वातंत्र्योत्तर नाटकों की प्रमुख प्रवृत्तियाँ - स्वातंत्र्योत्तर हिंदी निबंधों की प्रमुख प्रवृत्तियाँ - स्वातंत्र्योत्तर अन्य विधाएँ एवं उनकी प्रवृत्तियाँ (जीवनी, रेखाचित्र, यात्रा, रिपोतार्ज, संस्मरण)			

संदर्भ ग्रंथ :

- स्वतंत्रता और साहित्य - सं.आर. शशिधरन
- द्वितीय महायुद्धोत्तर हिंदी साहित्य का इतिहास - लक्ष्मीसागर वाष्णीय, राजपाल एन्ड सन्ज़, कश्मीरी गेट, नई दिल्ली - 211001
- स्वातंत्र्योत्तर हिंदी साहित्य - डॉ. बेचन, सन्मार्ग प्रकाशन, 16-यु.बी., बँगलो रोड, जवाहर नगर, दिल्ली - 7
- कविता के नए प्रतिमान - नामवर सिंह, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
- बीसवीं सदी की हिंदी कविता - डॉ. महेन्द्र, नारायण प्रकाशन, धनवतिया, बरवां, भदोई, वाराणसी
- अधूरे साक्षात्कार - नेमिचंद्र जैन
- वर्तमान परिप्रेक्ष्य में हिंदी साहित्य - डॉ. हीरालाल शर्मा एवं डॉ. महेन्द्र, नारायण प्रकाशन, धनवतिया, बरवां, भदोई, वाराणसी
- नयी कविता - जगदीश गुप्त
- नयी कहानी की भूमिका - कमलेश्वर, शब्दकार, 159, गुरु अंगद नगर, (वैस्ट) दिल्ली - 110092
- भाषा और संवेदना - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- स्वातंत्र्योत्तर हिंदी नाटक - डॉ. गिरीश रास्तोगी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- हिंदी नाटक : आजकल - डॉ. जयदेव तनेजा, अनंग प्रकाशन, बी - 1/107, उत्तरी घोडा, दिल्ली- 110002
- हिंदी उपन्यास : समकालीन विमर्श - डॉ. सत्यदेव त्रिपाठी, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर
- अंतिम दो दशकों का हिंदी साहित्य - मीरा गौतम, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली- 02
- उत्तर शती का हिंदी सहित्य - डॉ. सुरेश कुमार जैन, अन्नपूर्णा प्रकाशन, 127/1100, डब्ल्यू - 1, साकेत नगर, कानपुर - 208014

- 16.समकालीन सृजन संदर्भ - भारत भारद्वाज,वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली- 110002
- 17.हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह,राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 18.स्वातंत्र्योत्तर कथासाहित्य और ग्राम जीवन - विवेकी राय, लोकभारती प्रकाशन, पहलीमंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- 19.आधुनिक हिंदी साहित्य का इतिहास - डॉ. सूर्यनारायण रणसुभे, विकास प्रकाशन, 311 सी, विश्व बैंक बर्रा, कानपुर - 27
- 20.हिंदी साहित्य का इतिहास - डॉ. हरिश्चन्द्र वर्मा तथा डॉ. रामनिवास गुप्त,मंथन पब्लिकेशन, 34 - एल., मॉडल टाउन, रोहतक - 124001 (हरियाणा)
- 21.हिंदी साहित्य की प्रवृत्तियाँ - डॉ. जयकिशन खण्डेलवाल, विनोद पुस्तक मन्दिर, रांगेय राघव मार्ग, आगरा - 2

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द्वितीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
2		काव्यशास्त्र	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. भारतीय काव्यशास्त्र के सामान्य ज्ञान व उसकी प्रासंगिकता से अवगत कराना।
2. पाश्चात्य काव्यशास्त्र व आधुनिक हिंदी समीक्षा में उसके उपयोग से अवगत कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• संस्कृत काव्यशास्त्र में काव्य की अवधारणा - काव्य लक्षण, हेतु एवं प्रयोजन • काव्यशास्त्र के सम्प्रदायों का सामान्य परिचय - (रस, ध्वनि, अलंकार, रीति, वक्रोक्ति, औचित्य)	15	25	1
ईकाई 2	• रस निष्पत्ति एवं साधारणीकरण • हिंदी विद्वानों का काव्यशास्त्रीय चिंतन • संस्कृत काव्यशास्त्र की प्रासंगिकता • रीतिकालीन लक्षण ग्रंथों का सामान्य परिचय	15	25	1
ईकाई 3	• पाश्चात्य काव्यशास्त्र के मूल सिद्धांत • प्लेटो : चिंतन एवं समीक्षा दृष्टि • अरस्तू : चिंतन एवं समीक्षा दृष्टि • लॉजाइनस : चिंतन एवं समीक्षा दृष्टि	15	25	1
ईकाई 4	• आई.ए.रिचर्ड्स : चिंतन एवं समीक्षा दृष्टि • टी.एस.इलियट : चिंतन एवं समीक्षा दृष्टि • शैली विज्ञान एवं शैली के घटक • संरचनात्मक शैली	15	25	1

संदर्भ ग्रंथ :

1. समीक्षा शास्त्र के मानदण्ड - रामसागर त्रिपाठी
2. काव्यशास्त्र- भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
3. पाश्चात्य काव्यशास्त्र- पं. देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
4. भारतीय समीक्षा और आचार्य शुक्ल - नगेंद्र, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
5. पाश्चात्य काव्यशास्त्र के सिद्धांत - डॉ. शांतिस्वरूप गुप्त
6. रस सिद्धांत - नगेंद्र, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
7. काव्यशास्त्रीय निबंध - सत्यदेव चौधरी
8. भारतीय एवं पाश्चात्य काव्य-सिद्धांत - गणपतिचंद्र गुप्त, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
9. भारतीय काव्यशास्त्र के सिद्धांत - डॉ. कृष्णदेव झारी, अशोक प्रकाशन, दिल्ली
10. भारतीय काव्यशास्त्र के सिद्धांत - डॉ. सुरेश अग्रवाल, अशोक प्रकाशन, दिल्ली
11. पाश्चात्य साहित्यालोचन के सिद्धांत - श्री. लीलाधर गुप्त, हिंदुस्तानी एकेडेमी, इलाहाबाद
12. साहित्यानुशीलन - डॉ. राकेश गुप्त तथा ऋषिकुमार चतुर्वेदी, सरस्वती प्रेस, 5 सरदार पटेल मार्ग, इलाहाबाद
13. पाश्चात्य काव्यशास्त्र के सिद्धांत - डॉ. मैथिली प्रसाद भारद्वाज, हरियाणा साहित्य अकादमी, 1563, सेक्टर 18-डी, चण्डीगढ़ - 160018
14. भारतीय साहित्य सिद्धांत - डॉ. तारकनाथ बाली, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002

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द्वितीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
3		अनुसंधान प्रविधि एवं प्रक्रिया	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. अनुसंधान की प्रविधि एवं प्रक्रिया से परिचित कराना।
2. शोध कार्य के प्रति रुचि पैदा करना।
3. शोध कार्य की तकनीक से अवगत कराना।
3. अनुसंधान हेतु छात्राओं को सक्षम बनाना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• अनुसंधान : स्वरूप एवं महत्व • अनुसंधान के मूल तत्व • अनुसंधान का उद्देश्य • अनुसंधानकर्ता तथा निर्देशक की योग्यताएँ	15	25	1
ईकाई 2	• साहित्यिक अनुसंधान और साहित्येतर अनुसंधान : साम्य तथा वैषम्य • अनुसंधान और आलोचना • साहित्यिक अनुसंधान के प्रकार : वर्णनात्मक, ऐतिहासिक, तुलनात्मक आदि • अंतर्विद्या शाखीय अनुसंधान का सामान्य परिचय	15	25	1
ईकाई 3	• विषय-चयन एवं सामग्री-संकलन • संदर्भ कार्ड तथा टिप्पणियाँ बनाना • सर्वेक्षण और साक्षात्कार • सामग्री का विवेचन-विश्लेषण तथा निष्कर्ष की स्थापना	15	25	1
ईकाई 4	• शीर्षक-निर्धारण, अनुक्रम, भूमिका तथा अध्याय विभाजन • संदर्भ सूची, पाद टिप्पणी, परिशिष्ट तथा प्रबंध प्रस्तुतीकरण • कम्प्यूटर : कम्प्यूटर की कार्य प्रणाली, एम.एस.वर्ड, युनिकोड एवं माइक्रोसॉफ्ट पावर पॉइंट प्रस्तुति	15	25	1

	• इंटरनेट : वेबसाईटस्, सर्च, ई-मेल प्रेषण एवं प्राप्तिऔर ई-जर्नलस्			

संदर्भ ग्रंथ :

1. शोध कैसे करें? -पुनीत बिसारिया, अटलांटिक पब्लिशर्स अँड डिस्ट्रीब्यूटर्स प्रा.लि., बी 2, विशाल एन्क्लेव, राजौरी गार्डन के सामने, नई दिल्ली - 27
2. शोध-प्रविधि - विनयमोहन शर्मा, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
3. अनुसंधान प्रविधि- विजयपाल डॉ. गणेशन,लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
4. शोध और सिद्धांत - डॉ. नगेन्द्र,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली
5. शोध : स्वरूप एवं मानक व्यवहारिक कार्यविधि - बैजनाथ सिंहल,वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
6. शोध प्रस्तुति- उमा पाण्डेय,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड,दरियागंज,नई दिल्ली - 02
7. हिंदी अनुसंधान - विजयपाल सिंह,लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
8. साहित्यिक अनुसंधान के प्रतिमान - सं. देवराज उपाध्याय एवं रामगोपाल शर्मा, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. सर्वेक्षण, अनुसंधान और सांख्यिकी - सत्यपाल रुहेला, विकास पब्लिशिंग हाऊस प्रा.लि., 5 दरियागंज, अंसारी रोड,दिल्ली - 110006
- 10.शोध : प्रविधि और प्रक्रिया - डॉ. चन्द्रभान रावत एवं डॉ. रामकुमार खंडेलवाल, जवाहर पुस्तकालय, सदर बाजार, मथुरा (उ.प्र.)
- 11.हिंदी अनुसंधान का स्वरूप - सं. भ.ह. राजूरकर एवं राजमल बोरा,नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 12.अनुसंधान की समस्याएँ - डॉ. ओमप्रकाश, आर्य बुक डिपो, 30 नाईवाला, करोलबाग,नई दिल्ली - 05
- 13.अनुसंधान का व्यावहारिक रूप- डॉ. उर्वशी जे. सूरति, हिंदी ग्रंथ रत्नाकर प्रा.लि., हीराबाग, बम्बई - 4
- 14.साहित्यिक अनुसंधान के आयाम - रविन्द्र कुमार जैन, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 15.अनुसंधान प्रविधि -डॉ. गणेशन,लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001

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वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4 (A)		हिंदीतर भारतीय साहित्य	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. हिंदीतर साहित्य लेखन से परिचित कराना।
2. हिंदीतर भारतीय साहित्य के प्रति रुचि पैदा करना।

निर्धारित पाठ्य पुस्तकें :

1. खानाबदोश - अजीत कौर, किताबघर प्रकाशन, अंसारी रोड, दरियागंज 110002
2. घासीराम कोतवाल - विजय तेंदुलकर, राजकमल प्रकाशन, प्रा.लि. नई दिल्ली 110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• अजीत कौर का व्यक्तित्व और कृतित्व • हिंदी महिला आत्मकथाओं का सामान्य परिचय • आत्मकथा के निकष पर 'खानाबदोश'	15	25	1
ईकाई 2	• एक लेखिका के रूप में अजीत कौर के जीवनानुभव • महिला होने की त्रासदी • अस्मिता और अस्तित्व के लिए संघर्ष	15	25	1
ईकाई 3	• विजय तेंदुलकर : व्यक्तित्व एवं कृतित्व • नाट्य क्षेत्र में विजय तेंदुलकर का योगदान • घासीराम कोतवाल - इतिहास और यथार्थ • घासीराम कोतवाल का उद्देश्य • घासीराम कोतवाल - पात्र योजना एवं चरित्र	15	25	1
ईकाई 4	• घासीराम कोतवाल की प्रासंगिकता • घासीराम कोतवाल - भाषा एवं शिल्प-विधान • रंगमंचीयता की दृष्टि से घासीराम कोतवाल	15	25	1

संदर्भ ग्रंथ :

1. हिंदी नाटक और रंगमंच - डॉ. आशारानी श्रीवास्तव, भारत प्रकाशन, लखनऊ 17, अशोक मार्ग 226001
2. अनूदित हिंदी नाटक : एक रंगदृष्टि - डॉ. अनवर अहमद सिद्दीकी, प्रकाशन संस्थान, 1268 -बी - 3, अंसारी रोड, दरियागंज, नई दिल्ली
3. भारतीय नाट्य परम्परा और डॉ. लाल तथा विजय तेंदुलकर के नाटक - डॉ. नानासाहेब जावले, विनय प्रकाशन, 3ए-128, हंसपुरम, कानपुर
4. महिला आत्मकथाओं में नारी चिंतन - डॉ. रमेशचंद्र शुक्ल, विनय प्रकाशन
5. नाटकालोचन के सिद्धांत - सिद्धनाथ कुमार, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
6. रंगमंच और स्वाधीनता आंदोलन - विजय पंडित, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली 02
7. समकालीन हिंदी नाटक और रंगमंच - डॉ. नरेन्द्र मोहन, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
8. हिंदी के नाटकों में प्रयोग तत्त्व - विनय भूषण पाण्डेय, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. नाट्यसिद्धांत विवेचन - शान्ति मलिक, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
10. रंगभूमि : भारतीय नाट्य सौंदर्य - लक्ष्मीनारायण लाल, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
11. नाटक और रंगमंच - शिवराम माली एवं सुधाकर गोकाककर, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
12. हिंदी और गुजराती नाट्य-साहित्य - रणवीर उपाध्याय, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
13. रंगमंच का सौंदर्यशास्त्र - देवेन्द्रराज अंकुर, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
14. रंगमंच के सिद्धांत - महेश आनन्द एवं देवेन्द्रराज अंकुर, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
15. स्वातंत्र्योत्तर हिंदी नाटक - डॉ. रामजन्म शर्मा, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
16. पारसी थियेटर : उद्भव और विकास - डॉ. सोमनाथ गुप्त, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
17. हिंदी नाटक : आजकल - डॉ. जयदेव तनेजा, अनंग प्रकाशन, बी -1/107, उत्तरी घोडा, दिल्ली 02

- 18.हिंदी रंगमंच : समकालीन विमर्श - डॉ. सत्यदेव त्रिपाठी, विनय प्रकाशन, 3-ए-128, हंस पुरम, कानपुर - 21
- 19.तीसरी आँख का सच - डॉ. सत्यदेव त्रिपाठी, लज्जा प्रकाशन, आनंद (गुजरात)
- 20.हिंदी रंगमंच और पं. नारायणप्रसाद 'बेताब' - विद्यावती नम्र, विश्वविद्यालय प्रकाशन, चौक,वाराणसी - 1
- 21.समसामयिक हिंदी नाटकों में खंडित व्यक्तित्व का अंकन - डॉ. टी.आर.पाटील,राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 22.हिंदी नाटक का आत्मसंघर्ष - गिरीश रास्तोगी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
- 23.नाट्य विमर्श - के. नारायण काले
- 24.भारत के लोकनाट्य - डॉ. शिवकुमार
- 25.भारतीय साहित्य - मूलचंद गौतम
- 26.भारतीय साहित्य की भूमिका - डॉ. राम विलास शर्मा
- 27.मराठी साहित्य परिदृश्य - डॉ. चंद्रकांत बांदिवडेकर

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द्वितीय सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4 (B)		अनुवाद : कला एवं तकनीक	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. अनुवाद : प्रक्रिया का ज्ञान कराना।
2. अनुवाद के महत्व और उपयोगिता से परिचित कराना।
3. अनुवाद के लिए छात्राओं को सक्षम बनाना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• अनुवाद : स्वरूप, प्रक्रिया एवं प्रविधि • अनुवाद की आवश्यकता और विकास • अनुवाद के विविध क्षेत्र • अनुवाद के उपकरण : कोशग्रंथ, पारिभाषिक शब्दावली, संदर्भ ग्रंथ, इंटरनेट आदि	15	25	1
ईकाई 2	• अनुवाद के सिद्धांत • अनुवादक के गुण • अनुवाद : कला या विज्ञान • अनुवाद के प्रकार	15	25	1
ईकाई 3	• स्रोत और लक्ष्य भाषा के अंतःसंबंध • अनुवाद की उपयोगिता और महत्व • अनुवाद की समस्याएँ • अनुवाद की समस्याओं के समाधान	15	25	1
ईकाई 4	• साहित्य और साहित्येतर अनुवाद • अनुवाद और संस्कृति में आदान-प्रदान • अनुवाद में भाषिक प्रकृति की समस्या • अनुवाद : उपलब्धि और सीमाएँ • अंग्रेजी से हिंदी में अनुवाद	15	25	1

संदर्भ ग्रंथ :

1. प्रयोजनमूलक हिंदी : अधुनातन आयाम - डॉ. अम्बादास देशमुख, शैलजा प्रकाशन, 57 पी.कुंज विहार II, यशोदा नगर, कानपुर - 11
2. अनुवाद-कला- भोलानाथ तिवारी, शब्दाकार प्रकाशन, 159, गुरु अंगद नगर (वैस्ट),दिल्ली -92
3. अनुवाद की व्यावहारिक समस्याएँ - डॉ. भोलानाथ तिवारी एवं डॉ. ओमप्रकाश गाबा, शब्दाकार, 2203, गली डकौतान, तुर्कमान गेट, दिल्ली - 110006
4. अनुवाद चिंतन - डॉ. अर्जुन चव्हाण, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012
5. अनुवाद के भाषिक पक्ष -विभा गुप्ता, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
6. ई-अनुवाद और हिंदी -हरीशकुमार सेठी, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली
7. अनुवाद : समस्याएँ एवं समाधान - डॉ. अर्जुन चव्हाण,अमन प्रकाशन, 104 ए/118, राम बाग,कानपुर -12
8. मीडिया कालीन हिंदी : स्वरूप एवं संभावनाएँ - डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. अनुवाद विज्ञान की भूमिका - कृष्णकुमार गोस्वामी,राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग,नई दिल्ली - 110002
- 10.अनुवाद विज्ञान : सिद्धांत एवं प्रविधि - डॉ. भोलानाथ तिवारी, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली - 110002
- 11.अनुवाद विज्ञान - भोलानाथ तिवारी, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली
- 12.अनुवाद कला - डॉ. भोलानाथ तिवारी, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली
- 13.अनुवाद कला : सिद्धांत एवं प्रयोग - डॉ. कैलाशचंद्र भाटिया, तक्षशिला प्रकाशन, 23/4761, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 14.सूचना प्रौद्योगिकी और हिंदी अनुवाद -हरीश कुमार सेठी, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली - 110002
- 15.अनुवाद और रचना का उत्तर जीवन - डॉ. रमण सिन्हा, वाणी प्रकाशन, 21 ए, दरियागंज,नई दिल्ली
- 16.अनुवाद क्या है?- राजमल बोरा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002

17. अनुवाद प्रक्रिया एवं परिदृश्य - रीतारानी पालीवाल, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली
18. अनुवाद सिद्धांत की रूपरेखा-डॉ. सुरेश कुमार, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली
19. अनुवाद - कार्यक्षमता : भारतीय भाषाओं की समस्याएँ -सं. महेन्द्रनाथ दुबे, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
20. भाषान्तरण कला : एक परिचय - डॉ. मधु धवन, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
21. अनुवाद : भाषाएँ-समस्याएँ - एन.ई.विश्वनाथ अय्यर, प्रभात प्रकाशन, 4/19, आसफ अली रोड, नई दिल्ली- 02
22. व्यावहारिक अनुवाद - एन.ई.विश्वनाथ अय्यर, प्रभात प्रकाशन, 4/19, आसफ अली रोड, नई दिल्ली
23. अनुवादकला- एन.ई.विश्वनाथ अय्यर, प्रभात प्रकाशन, 4/19, आसफ अली रोड, नई दिल्ली - 02
24. व्यावहारिक अनुवाद कला- रमेश चंद्र, प्रवीण प्रकाशन, 1075/1-2 नं.1, प्रथम तल, ओल्ड पोस्ट ऑफिस बिल्डिंग, महरौली, नई दिल्ली - 110130
25. अनुवाद चिंतन : दृष्टि और अनुदृष्टि - डॉ. सु. नागलक्ष्मी, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर 12
26. अनुवाद शिल्प : समकालीन संदर्भ - कुसुम अग्रवाल, भारतीय ग्रंथ निकेतन, 2713, कूचा चेलान, दरियागंज, नई दिल्ली - 02
27. अनुवाद के विविध आयाम -किशारी लाल व्यास, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
28. अनुवाद और मीडिया - कृष्ण कुमार रत्न, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली

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द्वितीय सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5 (A)		धारावाहिक लेखन	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. दूरदर्शन पर साहित्य की प्रस्तुति और साहित्य से परिचित कराना।
2. पाठ और प्रदर्शन के अंतर को स्पष्ट करना।
3. पटकथा लेखन के प्रति रुचि पैदा करना।
4. दृश्य-श्रव्य माध्यम की भाषा से अवगत कराना।
5. दूरदर्शन और साहित्य का अंतःसंबंध से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• धारावाहिक लेखन : अवधारणा और स्वरूप • धारावाहिक लेखन के तत्व • पटकथा लेखन की प्रक्रिया	15	25	1
ईकाई 2	• धारावाहिक का इतिहास और विकास • धारावाहिकों के प्रकार (विषयाधारित और संरचना आधारित) • धारावाहिकों का समाज पर प्रभाव	15	25	1
ईकाई 3	• प्रमुख साहित्यिक कृतियों पर आधारित धारावाहिक (भारत एक खोज, तमस, चंद्रकांता, स्वामीएवं सरस्वती चंद्र) • साहित्यिक कृतियों का पटकथा में रूपांतरण (कफन, नया धंधा, धरती अब भी घूम रही है)	15	25	1
ईकाई 4	• धारावाहिक : आदि, मध्य और अंत • दृश्य-श्रव्य माध्यम भाषा की प्रकृति • ध्वनि एवं संगीत प्रभाव किसी एक लघुकथा का पटकथा में रूपांतरण	15	25	1

संदर्भ ग्रंथ :

1. जनमाध्यम और मास कल्चर - जगदीश्वर चतुर्वेदी, सारांश प्रकाशन, 13, दरियागंज, नई दिल्ली - 02
2. पटकथा लेखन : एक परिचय - मनोहर श्याम जोशी, राजकमल प्रकाशन प्रा. लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
3. सक्सेसफुल स्क्रिप्ट फॉर थियेटर, टेलीविजन & फिल्म - डाले मिलर & माइकेल टोरंटो, कोल्स पब्लिकेशन, कनाडा
4. टेलिविजन पटकथा-लेखन - विनोद तिवारी, परिदृश्य प्रकाशन, सोहराबजी सन्तुक लेन, अनमोल बिल्डिंग, मरीन लाईन, मुंबई - 02
5. पटकथा लेखन के तत्व - कुलदीप सिन्हा, चित्राश्रम प्रकाशन, 13-508, एम.एफ.कॉलनी, माहिम, मुंबई - 16
6. मीडिया और साहित्य - डॉ. महेन्द्र, अनंग प्रकाशन, बी - 1/107, उत्तरी घोडा, दिल्ली - 110002
7. साहित्य के नये दायित्व - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
8. नये जनसंचार माध्यम और हिंदी - सुधीश पचौरी, राजकमल प्रकाशन प्रा. लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
9. भारतीय कला की भूमिका - भगवत शरण उपाध्याय, पी पी एच, 5 ई, नई झाँसी रोड, नई दिल्ली
10. टेलिविजन लेखन - असगर वजाहत, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 02
11. टेलिविजन, संस्कृति और राजनीति - जगदीश्वर चतुर्वेदी, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
12. टेलिविजन समीक्षा : सिद्धांत और व्यवहार - जगदीश्वर चतुर्वेदी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
13. दूरदर्शन : विकास के बाजार तक - सुधीश पचौरी, प्रवीण प्रकाशन, 1075/1-2 नं.1, प्रथम तल, ओल्ड पोस्ट ऑफिस बिल्डिंग, महरौली, नई दिल्ली - 110130
14. सक्सेसफुल स्क्रिप्ट फॉर थियेटर, टेलीविजन फिल्म - डाले मिलर माइकेल टोरंटो, कोल्सपब्लिकेशन, कनाडा

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द्वितीय सत्र

CBCS पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5 (B)		रचनात्मक लेखन	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. रचनात्मक लेखन को बढ़ावा देना।
2. भाषा कौशल्य का विकास करना।
3. विविध विधाओं के व्यावहारिक ज्ञान से परिचित कराना।
4. रचनात्मक लेखन की चुनौतियों से अवगत कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• रचनात्मक लेखन : स्वरूप और प्रक्रिया • रचनात्मक लेखन के तत्त्व • रचनात्मक लेखन के प्रकार	15	25	1
ईकाई 2	• रचनात्मक लेखन कला • रचनात्मक लेखन, भाषा, प्रतीक, अलंकार • शब्द शक्ति एवं शब्द प्रयोग	15	25	1
ईकाई 3	• विविध विधाओं का व्यावहारिक लेखन • कविता - संवेदना, काव्य रूप, भाषा-सौष्ठव, छंद, लय, गति और तुक • कथात्मक लेखन - वस्तु, पात्र, परिवेश और विमर्श • कथेतर लेखन - परिवेश, प्रासंगिकता एवं उद्देश्य	15	25	1
ईकाई 4	• पुस्तक समीक्षा, फिल्म समीक्षा • साक्षात्कार, फीचर लेखन • रिपोर्ट लेखन, स्तम्भ लेखन, ब्लॉग लेखन	15	25	1

संदर्भ ग्रंथ :

1. रचनात्मक लेखन - सं. रमेश गौतम, भारतीय ज्ञानपीठ १८, इंस्टीट्यूशनल एरिया, लोदी रोड, नई दिल्ली 110003
2. भाषा और संवेदना - राम स्वरूप चतुर्वेदी, लोकभारती प्रकाशन, पहली मंज़िल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, इलाहाबाद 211001
3. लेखन कला और रचना कौशल - अली अशरफ, प्रगति प्रकाशन, मास्को
4. लेखन पत्रकार निर्देशिका - सैन्नी अशेष/अशोक भाटिया, तारिका प्रकाशन, अंबाला छावनी
5. हिंदी मौलिक व्याकरण - निगजानंद परमहंस, साहित्यकार घमाणी, मार्केट की गली, चौड़ा रास्ता, जयपुर
6. सृजनात्मक लेखन-हरीश अरोड़ा, युवा साहित्य चेतना मण्डल, एन-23, श्रीनिवास पुरी, नई दिल्ली
7. लेखन कला सृजनात्मक एवं जनसंचार लेखन विधियाँ - डॉ. आबिद अली, संदीप कुमार
8. रचनात्मक लेखन - सं. रमेश गौतम, माधुरी सुबोध, राजेंद्र गौतम, प्रभात रंजन, भारतीय ज्ञानपीठ प्रकाशन

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तृतीय सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		आधुनिक हिंदी गद्य	4	4		2.5	75	25		100
2		आलोचना और आलोचक	4	4		2.5	75	25		100
3		हिंदी का आत्मकथा साहित्य	4	4		2.5	75	25		100
Elective Course (Any one of the following)										
4 (A)		Research Component (Writing Research Proposal & Review of Literature)(लघुतर शोध प्रबंध)	4	4		2.5	75	25		100
4 (B)		जनसंचार माध्यम								
Elective Course / CBCS (Any one of the following)										
5 (A)		Research Component(Dissertation & Viva Voce)(लघुतर शोध प्रबंध)	4	4		2.5	75	25		100
5 (B)		सिनेमा और हिंदी साहित्य (C.B.C.S.)								

❖ **Abriviations :**

L = No. of Lectures per Week , **CR** = Credits , **D** = Duration of Theory Paper for
Examination in hrs. **TP** = Theory Paper-Marks , **Int.** = InternalMarks ,
T = Total Marks

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तृतीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
1		आधुनिक हिंदी गद्य	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. आधुनिक हिंदी गद्य साहित्य की उपन्यास एवं व्यंग्य विधा से परिचित कराना।
2. आधुनिक हिंदी गद्य साहित्य की समझ पैदा करना।

निर्धारित पाठ्य पुस्तकें :

1. फॉस - संजीव - वाणी प्रकाशन 4695, 21- ए, दरियागंज, नयी दिल्ली 110002
2. हम भ्रष्टन के भ्रष्ट हमारे - शरद जोशी, भारतीय ज्ञानपीठ 18, इंस्टीट्यूशनल एरिया, लोदी रोड, नई दिल्ली 110003

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• संजीव : व्यक्तित्व और कृतित्व • फॉस का कथानक • फॉस के पात्र-चरित्र • फॉस का कथ्य • फॉस का परिवेश	15	25	1
ईकाई 2	• कृषक जीवन पर आधारित अन्य आधुनिक उपन्यासों का संक्षिप्त परिचय • फॉस में चित्रित समस्याएँ • फॉस का भाषा-शैलीगत अध्ययन • फॉस के शीर्षक की सार्थकता	15	25	1
ईकाई 3	• शरद जोशी : व्यक्तित्व और कृतित्व • व्यंग्य विधा का महत्व • व्यंग्य विधा की संक्षिप्त विकास-यात्रा • 'हम भ्रष्टन के भ्रष्ट हमारे' में चित्रित राजनीतिक व्यंग्य • संदर्भ हेतु चयनित व्यंग्य रचनाएँ -	15	25	1

	1. हम भ्रष्टन के भ्रष्ट हमारे 2. समस्या सुलझाने में बुद्धिजीवी का योगदान 3. सरकार का जादू 4. समस्याग्रस्त वर्तमान और ००० का बड़ा बट्टा 5. कॉफी-हाउस में बैठे चार व्यक्ति			
ईकाई 4	• 'हम भ्रष्टन के भ्रष्ट हमारे' में चित्रित सामाजिक व्यंग्य • 'हम भ्रष्टन के भ्रष्ट हमारे' में समकालीन जीवन अभिव्यक्ति • 'हम भ्रष्टन के भ्रष्ट हमारे' की भाषा-शैली • हिंदी व्यंग्य विधा में शरद जोशी का प्रदेय • संदर्भ हेतु चयनित व्यंग्य रचनाएँ - 1.स्मृति-चिह्नों का सदुपयोग 2.मुद्रिका रहस्य3.तुम कब जाओगे, अतिथि 4.अध्यक्ष महोदय 5.जिंदगी को कुरेदती हुई कला	15	25	1

संदर्भ ग्रंथ :

1. व्यंग्य-पुरोधा-हरिशंकर परसाई - डॉ. राजेश चंद्र पाण्डेय, नमन प्रकाशन, नई दिल्ली 110002
2. स्वातंत्र्योत्तर हिंदी व्यंग्य निबंध एवं निबंधकार - डॉ. बापूराव देसाई, चिंतन प्रकाशन 787/4, पशुपति नगर, नौबस्ता, कानपुर -204021
3. संजीव का व्यक्तित्व एवं कृतित्व - रामचंद्र लोढ़े, विनय प्रकाशन, 3 ए - 128, हंसपुरम, कानपुर
4. हिंदी उपन्यासों में चित्रित कृषक जीवन - डॉ. कुट्टे सुभाव, विनय प्रकाशन, 3 ए - 128, हंसपुरम, कानपुर
5. संजीव जनधर्मी कथाशिल्पी - डॉ. गिरीश काशिद, दिव्य डिस्ट्रीब्यूटर्स, कानपुर
6. संजीव : व्यक्तित्व एवं कृतित्व-डॉ. रामचंद्र मारुती लोढ़े, ए.बी.एस. पब्लिकेशन, वाराणसी-07
7. समकालीन कथा विमर्श - रवींद्र कात्यायन, नवभारत प्रकाशन, गजियाबाद
8. चयन और चिंतन व्यंग्य के संग - सं. राहुल देव
9. हिंदी हास्य-व्यंग्य संकलन - श्रीलाल शुक्ल, प्रेम जनमेजय
- 10.स्वातंत्र्योत्तर हिंदी व्यंग्य निबंध - डॉ. शशि मिश्र, किताबघर
- 11.घाव करें गंभीर- शरद जोशी, राजकमल प्रकाशन
- 12.शरद जोशी एक यात्रा - डॉ. शशि मिश्र, किताबघर

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
2		आलोचना और आलोचक	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. समीक्षाशास्त्र के आधुनिक आयामों से अवगत कराना।
2. हिंदी आलोचना के लगभग सौ वर्षों के विकास के मानकों से अवगत कराना।
3. प्रमुख हिंदी आलोचकों की आलोचना दृष्टि से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• आधुनिक समीक्षाशास्त्र : उपयोगिता एवं दृष्टि • सैद्धांतिक एवं व्यावहारिक आलोचना पद्धतियाँ • समाजशास्त्रीय आलोचना • मनोवैज्ञानिक आलोचना	15	25	1
ईकाई 2	• रूपवादी एवं संरचनात्मक समीक्षा • प्रभाववादी समीक्षा • पुस्तक समीक्षा • समीक्षा में सृजन एवं सृजन में समीक्षा	15	25	1
ईकाई 3	• भारतेंदु युगीन समीक्षा एवं समीक्षक • द्विवेदी युगीन समीक्षा एवं समीक्षक • हिंदी समीक्षा को रामचंद्र शुक्ल की देन • दूसरी परंपरा की खोज (नामवर सिंह) : हजारी प्रसाद द्विवेदी का समीक्षा कर्म	15	25	1
ईकाई 4	• हिंदी की मार्क्सवादी आलोचना • मुक्तिबोध और रामविलास शर्मा की समीक्षा दृष्टि • दलित समीक्षा और स्त्री समीक्षा • आलोचना के नये प्रतिमान	15	25	1

संदर्भ ग्रंथ :

1. आलोचना के आयाम - डॉ. महेन्द्र, अनंग प्रकाशन, बी - 1/107, उत्तरी घोडा, दिल्ली - 110002
2. साहित्य के समाजशास्त्र की भूमिका - डॉ. मैनेजर पाण्डेय
3. मार्क्सवादी, समाजशास्त्रीय और ऐतिहासिक आलोचना - शशिभूषण पाण्डेय राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
4. साहित्य का मनोवैज्ञानिक विश्लेषण - डॉ. देवराज उपाध्याय
5. आधुनिक हिंदी आलोचना के बीज शब्द - बच्चन सिंह, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
6. हिंदी आलोचना - विश्वनाथ त्रिपाठी, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 02
7. भारतीय समीक्षा और आचार्य शुक्ल - नगेंद्र, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
8. आलोचना और आलोचना दृष्टि - डॉ. रामस्वरूप चतुर्वेदी
9. हिंदी आलोचना का पुनःपाठ - डॉ. कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन
10. आलोचक और आलोचना - बच्चन सिंह, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
11. शास्त्रवादी एवं स्वच्छंदतावादी साहित्यादर्श एवं समीक्षा प्रणालियाँ- पी. वासवदत्ता
12. हिंदी आलोचना : विकास एवं प्रवृत्तियाँ - पशुपतिनाथ उपाध्याय
13. आचार्य रामचंद्र शुक्ल : आलोचना के नये मानदण्ड - भवदेय पाण्डेय
14. दलित साहित्य का सौंदर्यशास्त्र - शरणकुमार लिम्बाले, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
15. आधुनिकता के आईने में दलित - सं. अभयकुमार दुबे, वाणी प्रकाशन, 21ए, दरियागंज, नई दिल्ली - 02
16. आलोचना के पूर्व आयाम - मोहन कृष्ण बोहरा, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
17. आंबेडकरवादी आलोचना के प्रतिमान - ईश कुमार गंगानिया, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
18. हिंदी आलोचना का विकास - नंदकिशोर नवल, राजकमल प्रकाशन प्रा.लि., 1बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
19. दलित साहित्य : बुनियादी सरोकार - कृष्णदत्त पालीवाल, वाणी प्रकाशन, 21ए, दरियागंज, नई दिल्ली - 02

- 20.दलित साहित्य : विविध आयाम - डॉ. सुनीता साखरे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
- 21.हिंदी आलोचना के नये वैचारिक सरोकार - कृष्णदत्त पालीवाल,वाणी प्रकाशन,21ए, दरियागंज, नई दिल्ली - 02
- 22.हे सामाजिक - सुरेश अवस्थी
- 23.आचार्य रामचंद्र शुक्ल की हिंदी आलोचना - रामविलास शर्मा
- 24.आलोचक रामविलास शर्मा - नयन सिंह, विभूति प्रकाशन, नई दिल्ली
- 25.आलोचक और आलोचना - डॉ. बच्चन सिंह, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 26.आलोचना और आलोचना - देवीशंकर अवस्थी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
- 27.आठवें दशक की हिंदी आलोचना - सं. विश्वनाथ प्रसाद तिवारी, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 28.हिंदी आलोचना की परंपरा और आचार्य रामचंद्र शुक्ल - शिवकुमार मिश्र, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
- 29.'आलोचना' विशेषांक - सं. नामवर सिंह, राजकमल प्रकाशन, नई दिल्ली (रामचंद्र शुक्ल, रामविलास शर्मा)
- 30.हिंदी आलोचना की परंपरा और डॉ. रामविलास शर्मा - कालूराम परिहार, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
3		हिंदी का आत्मकथा साहित्य	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. आत्मकथा के स्वरूप से अवगत कराना।
2. हिंदी के प्रमुख आत्मकथाकारों से परिचित कराना।
3. हिंदी आत्मकथा लेखन की विशेषताओं से परिचित होना।

निर्धारित पाठ्य पुस्तकें :

1. जूठन - ओमप्रकाश वाल्मीकि, पहला खंड, राधाकृष्ण प्राइवेट लिमिटेड, 7/31, अंसारी मार्ग, दरियागंज, नई दिल्ली -110002
2. दीवारों के बीच -निदा फाजली, वाणी प्रकाशन 4695, 21-ए, दरियागंज, नयी दिल्ली-110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• आत्मकथा : परिभाषा और स्वरूप, उपयोगिता • आत्मकथा साहित्य की प्रवृत्तियाँ • आत्मकथा : तात्त्विक विवेचन • हिंदी आत्मकथा साहित्य का विकास क्रम	15	25	1
ईकाई 2	• आत्मकथा और साहित्यकी अन्य विधाएँ • आत्मकथा और उपन्यास • आत्मकथा और जीवनी • आत्मकथा और संस्मरण • आत्मकथा और डायरी	15	25	1
ईकाई 3	• जूठन - ओमप्रकाश वाल्मीकि • ओमप्रकाश वाल्मीकि : व्यक्तित्व एवं कृतित्व • हिंदी दलित आत्मकथा लेखन के विकास में 'जूठन' का स्थान • जूठन : दलित चेतना • जूठन : परिवेश बोध • जूठन : भाषा एवं शिल्प विधान • जूठन : शीर्षक की सार्थकता	15	25	1

ईकाई 4	- दीवारों के बीच - निदा फाजली - निदा फाजली : व्यक्तित्व एवं कृतित्व - निदा फाजली की कविता का वैशिष्ट्य - दीवारों के बीच : कथ्य - दीवारों के बीच : परिवेश बोध - दीवारों के बीच : भाषा एवं शिल्पविधान - दीवारों के बीच : शीर्षक की सार्थकता	15	25	1

संदर्भ ग्रंथ :

1. हिन्दी का आत्मकथा-साहित्य - डॉ. विश्वबन्धु शास्त्री 'विद्यालंकार', राधा प्रकाशन, 1528, आर्य समाज गली, सीताराम बाजार, दिल्ली - 6
2. आत्मकथा की संस्कृति - पंकज चतुर्वेदी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
3. साहित्यिक विधाएँ : पुनर्विचार- डॉ. हरिमोहन, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
4. हिंदी आत्मकथा : स्वरूप और साहित्य - डॉ. हरिमोहन, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
5. भारतीय समाज : समसामयिक प्रश्नदोहरा अभिशाप : विविध परिप्रेक्ष्य-डॉ. संतोष कौल काक, विद्यापीठ प्रकाशन, विलेपार्ले, मुम्बई
6. दलित साहित्य का सौंदर्यशास्त्र - शरणकुमार लिम्बाले, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
7. दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
8. दलित साहित्य : विविध आयाम - डॉ. सुनीता साखरे, अमन प्रकाशन, 104-ए/118, राम बाग, कानपुर - 12
9. हिंदी और मराठी का दलित साहित्य : एक मूल्यांकन - डॉ. सुनीता साखरे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
10. हिंदी दलित आत्मकथाएँ : एक अनुशीलन - अभय परमार, ज्ञान प्रकाशन, 128/90, जी.ब्लॉक, किदवई नगर, कानपुर - 208011
11. आत्मकथा लेखन और बच्चन - डॉ. विजया
12. हिंदी दलित आत्मकथा - डॉ. संजय नवले, अमन प्रकाशन, 104-ए/118, राम बाग, कानपुर - 12
13. हिंदी दलित आत्मकथाएँ : एक मूल्यांकन, सुनीता जैन, सामयिक बुक्स, नई दिल्ली - 110002

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4(A)		लघुतर शोध प्रबंध	4	4	-				-	100

Details	No. of Lectures Assigned	Marks Assigned	Credit
साहित्य से संबंधित किसी एक विषय पर पठित शोध-प्रविधि के प्रारूप के अनुसार लघुतर शोध-प्रबंध की परिकल्पना और अपने शोध साहित्य से संबंधित समीक्षा लिखी जाएगी।	60	100	4

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4(B)		जनसंचार माध्यम	4	4	-	2.5	75	25	-	100

उद्देश्य :

- समाचार पत्र की कार्यप्रणाली, उपयोगिता व समाज पर उसके असर से अवगत कराना।
- दृश्य - श्रव्य माध्यम की कार्यप्रणाली तथा समाज के समक्ष उसकी शक्ति व सीमाओं से अवगत कराना।
- फिल्म कला व उसके सरोकार तथा प्रमुख फिल्मकारों के कार्यों से अवगत कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<u>मुद्रित माध्यम</u> - जनसंचार- अवधारणा, उपयोगिता एवं महत्व - समाचारों के स्रोत, चयन एवं संपादन - समाचार पत्र : पृष्ठ योजना और स्तंभ लेखन - समाचार लेखन के विविध रूप (अग्रलेख,	15	25	1

	रिपोर्ट, फीचर, साक्षात्कार) • समाचार पत्र की आचारसंहिता			
ईकाई 2	<u>श्रव्य माध्यम</u> • रेडियो - इलेक्ट्रॉनिक माध्यम : स्वरूप और प्रयोग • कार्य पद्धति : रेकॉर्डिंग, प्रसारण एवं श्रोताओं की भागीदारी • संचार माध्यम के रूप में रेडियो की शक्ति और सीमाएँ • रेडियो का वर्तमान और भविष्य	15	25	1
ईकाई 3	<u>दृश्य-श्रव्य माध्यम</u> • संचार माध्यम के रूप में दूरदर्शन की शक्ति और सीमाएँ • दूरदर्शन : प्रस्तुति के विविध रूप (धारावाहिक, समाचार, विज्ञापन, साक्षात्कार, स्पर्धात्मक कार्यक्रम, हास्य, शैक्षणिक आदि) • दूरदर्शन : लेखन कला • दूरदर्शन : भाषा और समाज	15	25	1
ईकाई 4	<u>सिनेमा माध्यम</u> • हिंदी सिनेमा : ऐतिहासिक परिदृश्य (व्यावसायिक और सार्थक सिनेमा) • सिनेमा, साहित्य और समाज • हिंदी सिनेमा के प्रमुख विषय (स्त्री-पुरुष संबंध, नारी, प्रेम, व्यवस्था से समक्षता, सांप्रदायिक एवं दलित चेतना, परिवार, शहर व गाँव) • कुछ प्रमुख सिनेमा - आनंद, आविष्कार, इजाजत, गंगा जल, गर्म हवा, मुगल-ए-आजम, सूरज का सातवां घोड़ा, परिणीता, उमराव जान (मुजफ्फर अली), शोले आदि	15	25	1

संदर्भ ग्रंथ :

1. समाचार लेखन - पी.के.आर्य, विद्या विहार, 1660, कूचा दखनीराय, दरियागंज, नई दिल्ली - 2
2. लोक संचार माध्यम : प्रस्तुति के रचनात्मक आयाम - डॉ. सत्यदेव त्रिपाठी, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012

3. मीडिया कालीन हिंदी : स्वरूप एवं संभावनाएँ - डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
4. मीडिया में कैरियर - पुष्पेंद्र कुमार आर्य, ग्रंथ अकादमी, 1659, पुराना दरियागंज, नई दिल्ली - 2
5. मीडिया लेखन - सुमित मोहन, नवोदय सेल्स, 21 - ए, दरियागंज, नई दिल्ली - 2
6. मीडिया लेखन और संपादन कला- डॉ. गोविंद प्रसाद एवं अनुपम पाण्डेय, डिस्कवरी पब्लिशिंग हाऊस, 4831/24, अंसारी रोड, दरियागंज, नई दिल्ली - 2
7. मीडिया के सामाजिक सरोकार - कालूराम परिहार, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
8. इलेक्ट्रॉनिक मीडिया- टी.डी.एस.आलोक, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
9. इलेक्ट्रॉनिक मीडिया- डॉ. सुधीर सोनी, विश्वभारती पब्लिकेशन्स, 4378/4 बी, अंसारी रोड, दरियागंज, नई दिल्ली
10. जनसंचार माध्यम : दशा और दिशा - सं. डॉ. सुरेश कानडे, जगत भारती प्रकाशन, इलाहाबाद
11. इलेक्ट्रॉनिक मीडिया लेखन - डॉ. हरीश अरोडा, के.के.पब्लिकेशन्स, 109, 4855/24, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
12. मीडिया और साहित्य - डॉ. योगेंद्र प्रताप सिंह, साहि, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
13. मीडिया कानून एवं नीतिशास्त्र- डॉ. सुधीर सोनी, विश्वभारती पब्लिकेशन्स, 4378/4 बी, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
14. मीडिया और हिंदी साहित्य - सं. राजकिशोर, किताबघर प्रकाशन, 4855-56/24, अंसारी रोड, दरियागंज, नई दिल्ली-02
15. मीडिया और साहित्य - डॉ. महेन्द्र, अनंग प्रकाशन, बी - 1/107, उत्तरी घोडा, दिल्ली - 110002
16. मीडिया भाषा और संस्कृति - कमलेश्वर, प्रवीण प्रकाशन, 1075/1-2 नं.1, प्रथम तल, ओल्ड पोस्ट ऑफिस बिल्डिंग, महरौली, नई दिल्ली - 110130
17. मीडिया की परख - सुधीश पचौरी, प्रवीण प्रकाशन, 1075/1-2 नं.1, प्रथम तल, ओल्ड पोस्ट ऑफिस बिल्डिंग, महरौली, नई दिल्ली - 110130
18. साइबर स्पेस और मीडिया- सुधीश पचौरी, प्रवीण प्रकाशन, 1075/1-2 नं.1, प्रथम तल, ओल्ड पोस्ट ऑफिस बिल्डिंग, महरौली, नई दिल्ली - 110130
19. समाचार लेखन के सिद्धांत एवं तकनीक- डॉ. संजीवन भानावत, विश्वभारती पब्लिकेशन्स, 4378/ 4 बी, अंसारी रोड, दरियागंज, नई दिल्ली - 110002

- 20.संपादन कला- डॉ. संजीवन भानावत,विश्वभारती पब्लिकेशन्स, 4378/ 4 बी, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 21.समकालीन भारत एवं जनसंचार माध्यम - डॉ. सुधीर सोनी,विश्वभारती पब्लिकेशन्स, 4378/ 4 बी, अंसारी रोड, दरियागंज,नई दिल्ली - 110002
- 22.मीडिया विमर्श - रामशरण जोशी,सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 02
- 23.मीडिया और जनसंवाद - वर्तिका नन्दा तथा उदय सहाय,सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
- 24.उत्तर आधुनिक मीडिया तकनीक - हर्षदेव, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 25.समाचार संपादन- कमल दीक्षित तथा महेश दर्पण,राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 26.समाचार बाज़ार की नैतिकता - कुमुद शर्मा,सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
- 27.पत्रकारिता की लक्ष्मण रेखा - आलोक मेहता,सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
- 28.इक्कीसवीं सदी और हिंदी पत्रकारिता - सं. अमरेंद्र कुमार,सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
- 29.हिंदी पत्रकारिता : स्वरूप और संदर्भ- विनोद गोदरे, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली
- 30.पत्रकारिता के उत्तर आधुनिक चरण - कृपाशंकर चौबे, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 31.फिल्म पत्रकारिता- विनोद तिवारी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 32.प्रसार भारती प्रसारण नीति- सुधीश पचौरी, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
- 33.प्रयोजनमूलक हिंदी : अधुनातन आयाम - डॉ. अम्बादास देशमुख, शैलजा प्रकाशन, 57 पी.,कुंज विहार II, यशोदा नगर, कानपुर - 11
- 34.प्रयोजनमूलक हिंदी : विविध स्वरूप - डॉ.विजय कुलश्रेष्ठ एवं डॉ. बीना रुस्तगी, नमन प्रकाशन, 4231/1, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
- 35.रेडियो नाट्य शिल्प - डॉ. सिद्धनाथ कुमार
- 36.रेडियो और दूरदर्शन पत्रकारिता - डॉ. हरिमोहन
- 37.आजादी के पचास वर्ष और हिंदी पत्रकारिता - डॉ. धर्मेन्द्र गुप्त
- 38.टेलिविजन लेखन - असगर वजाहत,राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली

39. रेडियो नाटक की कला- डॉ. सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 02
40. दूरदर्शन और टेलिफिल्में - सविता चड्ढा
41. सिनेमा और संस्कृति - राही मासूम रज़ा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
42. सिनेमा और साहित्य - हरीश कुमार
43. पटकथा लेखन - मनोहर श्याम जोशी
44. समकालीन हिंदी सिनेमा के आईने में समाज - सत्यदेव त्रिपाठी, शिल्पायन, 10295-लेन- 1, वेस्ट गोरख पार्क, शाहदरा, दिल्ली - 32
45. सिनेमा : कल, आज, कल - विनोद भारद्वाज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
46. फिल्में कैसे बनती हैं - हरमल सिंह
47. सिनेमा, समकालीन सिनेमा - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
48. सिनेमा की सोच - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
49. हिंदी सिनेमा का सच - सं. शम्भुनाथ, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
50. लोकप्रिय सिनेमा और सामाजिक यथार्थ - जबरीमल पारख, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
51. हिंदी सिनेमा के 100 वर्ष - दिलचस्प, सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 02

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5(A)		लघुतर शोध प्रबंध	4	4						100

Details	No. of Lectures Assigned	Marks Assigned	Credit
साहित्य से संबंधित किसी एक विषय पर पठित शोध-प्रविधि के प्रारूप के अनुसार लघुतर शोध-प्रबंध लिखा जायेगा और मौखिकी सम्पन्न की जायेगी। लघुतर शोध प्रबंध लगभग 12000 शब्दों में	60	100	4

एम.ए. (हिंदी) भाग - 2

तृतीय सत्र

CBCS पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5 (B)		सिनेमा और हिंदी साहित्य	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. सिनेमा और साहित्य के अंतःसंबंध से अवगत कराना।
2. भिन्न कला माध्यमों में अभिव्यक्ति के आयाम से परिचित कराना।

निर्धारित पाठ्यपुस्तकें एवं फिल्में :

1. 'काली आंधी' (उपन्यास) - कमलेश्वर, राजपाल एन्ड सन्ज़, कश्मीरी गेट, नई दिल्ली - 211001
❖ आंधी (सिनेमा) - निर्देशक गुलजार
2. 'तर्पण' (उपन्यास) - शिवमूर्ति, राजकमल प्रकाशन प्रा. लि., 1-बी, नेताजी सुभाष मार्ग, नई दिल्ली
❖ तर्पण (सिनेमा) - निर्देशक : नीलम सिंह
3. 'तीसरी कसम' अर्थात् 'मारे गए गुलफ़ाम' (कहानी) - फणीश्वरनाथ रेणू, 'मेरी प्रिय कहानियां' - फणीश्वरनाथ रेणू, राजपाल एन्ड सन्ज़, कश्मीरी गेट, नई दिल्ली - 211001 में संकलित
❖ तीसरी कसम (सिनेमा) - निर्देशक : बासु भट्टाचार्य

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• सिनेमा और साहित्य का अंतःसंबंध • हिंदी साहित्यिक रचनाओं पर आधारित सिनेमा (फिल्में) : एक सर्वेक्षण (आँधी, रजनीगंधा, शतरंज के खिलाड़ी आदि के संदर्भ में) • मूल कृति और सिनेमा : साम्य और वैषम्य • साहित्य के फिल्मांकन का सामाजिक, शैक्षणिक, सांस्कृतिक योगदान	15	25	1
ईकाई 2	• 'काली आंधी' उपन्यास और 'आंधी' फिल्म का कथ्य • कृति के फिल्मांकन में साम्य और वैषम्य • 'आंधी' फिल्म के पाठ और प्रदर्शन का तुलनात्मक प्रभाव • 'आंधी' के फिल्मांकन का सामाजिक, शैक्षणिक, सांस्कृतिक योगदान • 'आंधी' के गीतों की लोकप्रियता एवं सामाजिक सरोकार	15	25	1
ईकाई 3	• 'तर्पण' उपन्यास और फिल्म का कथ्य • कृति के फिल्मांकन में साम्य और वैषम्य • 'तर्पण' फिल्म के पाठ और प्रदर्शन का तुलनात्मक प्रभाव • 'तर्पण' के फिल्मांकन का सामाजिक, शैक्षणिक, सांस्कृतिक योगदान • 'तर्पण' के गीतों की लोकप्रियता एवं सामाजिक सरोकार	15	25	1
ईकाई 4	• 'तीसरी कसम' कहानी और फिल्म का कथ्य • कृति के फिल्मांकन में साम्य और वैषम्य • 'तीसरी कसम' फिल्म के पाठ और प्रदर्शन का तुलनात्मक प्रभाव • 'तीसरी कसम' के फिल्मांकन का सामाजिक, शैक्षणिक, सांस्कृतिक योगदान • 'तीसरी कसम' के गीतों की लोकप्रियता एवं सामाजिक सरोकार	15	25	1

संदर्भ ग्रंथ :

1. मीडिया और साहित्य - डॉ. महेन्द्र, अनंग प्रकाशन, बी- 1/107, उत्तरी घोडा, दिल्ली - 02
2. सिनेमा और साहित्य - हरीश कुमार, संजय प्रकाशन, ए- 2/703, प्रगति विहार, सोम बाजार, नई दिल्ली - 53
3. सिनेमा और समाज - विजय अग्रवाल, सत्साहित्य प्रकाशन, 205 बी, चावडी बाजार, दिल्ली - 6
4. समय और सिनेमा - विनोद भारद्वाज, प्रवीण प्रकाशन, 1/1089- ई, महरौली, नई दिल्ली - 30
5. आज का सिनेमा - विजय अग्रवाल, नीलकण्ठ प्रकाशन, 1/1079 - ई, महरौली, नई दिल्ली - 30
6. सिनेमा नया सिनेमा - ब्रजेश्वर मदान, पुस्तकायन, 2/4240 - ए, अंसारी रोड, नई दिल्ली - 2
7. हिंदी सिनेमा का सच - सं. मृत्युंजय, समकालीन सृजन, 20 - बालमुकुंद मक्कर रोड, कलकत्ता-7
8. वसुधा - 81 - हिंदी सिनेमा विशेषांक - सं. प्रहलाद अग्रवाल, एम - 31, निराला नगर, दुष्यंत मार्ग, भोपाल- 3
9. मीडिया लेखन एवं फिल्म विमर्श - रवींद्र कात्यायन, साहित्य संस्थान, गाजियाबाद - 201102
10. सिनेमा और साहित्य का अंतःसंबंध - डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, साहित्य विहार, बिजनोर (उ.प्र.), 24670
11. सामाजिक मूल्यनिर्धारण में सिनेमा का योगदान - डॉ. चंद्रकांत मिसाल, जगत भारती प्रकाशन, दूरवाणी नगर, इलाहाबाद
12. लोकप्रिय सिनेमा और सामाजिक यथार्थ - जवरीमल पारख, अनामिका, 4897/3 - ए, अंसारी रोड, नई दिल्ली - 2
13. सिनेमा के बारे में - जावेद अख्तर से मुन्नी कबीर की बातचीत, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
14. इंडियन पॉप्युलर सिनेमा - क. मोती गोकुलसिंग, 3 - 6 - 272, हिमायत नगर, हैदराबाद - 29
15. सिनेमा के सौ वर्ष - सं. मृत्युंजय, शिल्पायन, 10295 - लेन - 1, वेस्ट गोरख पार्क, शाहदरा, दिल्ली - 32
16. समकालीन फिल्मों के आईने में समाज - सत्यदेव त्रिपाठी, शिल्पायन, 10295 - लेन - 1, वेस्ट गोरख पार्क, शाहदरा, दिल्ली - 32

17. सिनेमा और संस्कृति - राही मासूम रज़ा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
18. सिनेमा : कल, आज, कल - विनोद भारद्वाज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
19. फिल्में कैसे बनती हैं - हरमल सिंह
20. सिनेमा, समकालीन सिनेमा - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली
21. सिनेमा की सोच - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
22. हिंदी सिनेमा का सच - सं. शम्भुनाथ, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
23. हिंदी सिनेमा के 100 वर्ष - दिलचस्प, सामयिक प्रकाशन, 3320-21, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 02
24. सिनेमा की संवेदना - विजय अग्रवाल, प्रभात प्रकाशन, 4/19, आसफ अली रोड, नई दिल्ली - 02
25. हिंदी साहित्य और सिनेमा - विवेक दुबे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
26. साहित्य और सिनेमा : बदलते परिदृश्य में सम्भावनाएँ और चुनौतियाँ - डॉ. शैलजा भारद्वाज, चिंतन प्रकाशन
27. हिंदी सिनेमा और दाम्पत्य संवेदना - डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, 16 सहित्य विहार, बिजनौर, उ.प्र. 246701
28. हिंदी सिनेमा में चित्रित पत्नी उत्पीड़न - डॉ. चंद्रकांत मिसाल, ओम व्हिजन अकेडमी, शॉप नं. 11, 985, भूपती कॉम्प्लेक्स, ज्ञान प्रबोधिनी स्कूल के सामने, सदाशिव पेठे, पुणे - 30

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

Sr. No.	Code No.	Subjects	L	CR	P/T	D	TP (E)	Int.	P/V	T
		Core Course								
1		आधुनिक हिंदी कविता	4	4		2.5	75	25		100
2		हिंदी महिला गद्य लेखन	4	4		2.5	75	25		100
3		लोक साहित्य और लोकभाषा	4	4		2.5	75	25		100
Elective Course (Any one of the following)										
4 (A)		Internship Component (प्रशिक्षण वृत्ति)	4	4		2.5	75	25		100
4 (B)		रचनाकार प्रेमचंद								
	Elective Course / CBCS (Any one of the following)									
5 (A)		Internship Component(प्रशिक्षण वृत्ति)	4	4		2.5	75	25		100
5 (B)		विज्ञापन लेखन(C.B.C.S.)								

❖ Abriviations :

L = No. of Lectures per Week , **CR** = Credits , **D** = Duration of Theory Paper for
 Examination in hrs. **TP** = Theory Paper-Marks , **Int.** = InternalMarks ,
T = Total Marks

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
1		आधुनिक हिंदी कविता	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. मुक्तिबोध के काव्य-संसार के माध्यम से कविता के मानदण्डों से परिचित कराना।
2. धूमिल के काव्य-संसार के माध्यम से व्यवस्था विद्रोह के आयामों से अवगत कराना।
3. कुँवर नारायण के काव्य-संसार के माध्यम से ऐतिहासिक और दार्शनिक दृष्टिकोण से परिचित कराना।
4. केदारनाथ सिंह के काव्य-संसार के माध्यम से मानवीय संवेदनाओं और सामाजिक सरोकारों से अवगत कराना।

निर्धारित पाठ्य पुस्तकें :

1. चाँद का मुँह टेढ़ा है - गजानन माधव मुक्तिबोध, भारतीय ज्ञानपीठ प्रकाशन, 18, इंस्टीट्यूशनल एरिया, लोदी रोड, नई दिल्ली -110002
2. संसद से सड़क तक -धूमिल, राजकमल प्रकाशन प्रा. लि. 1-बी, नेताजी सुभाष मार्ग, दरियागंज, नयी दिल्ली 110002
3. प्रतिनिधि कविताएँ - कुँवर नारायण,सम्पादक - पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन प्रा. लि. 1-बी, नेताजी सुभाष मार्ग, दरियागंज, नयी दिल्ली 110002
4. जमीन पक रही है - केदारनाथ सिंह, राजकमल प्रकाशन प्रा. लि. 1-बी, नेताजी सुभाष मार्ग, दरियागंज, नयी दिल्ली 110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	‘चाँद का मुँह टेढ़ा है’- मुक्तिबोध • ‘चाँद का मुँह टेढ़ा है’: मध्यम वर्ग का अंतर्द्वंद्व • ‘चाँद का मुँह टेढ़ा है’: पूँजीवादी समाज का यथार्थ • ‘चाँद का मुँह टेढ़ा है’: कवि की विचारधारा • ‘चाँद का मुँह टेढ़ा है’: भाषा एवं शिल्प विधान • ‘चाँद का मुँह टेढ़ा है’ - चयनित कविताएँ 1.भूल गलती, 2.ब्रह्म राक्षस,3.मुझे कदम-कदम पर, 4.मैं तुम लोगों से दूर हूँ, 5.अंधेरे में	15	25	1
ईकाई 2	‘संसद से सड़क तक’- धूमिल	15	25	1

	• धूमिल की कविताओं में राजनीतिक चेतना • धूमिल की कविताओं में व्यवस्था विरोध • धूमिल की कविताओं में आम आदमी • धूमिल की कविताओं की भाषा और शिल्प • संसद से सड़क तक - चयनित कविताएँ 1.बीस साल बाद, 2.बसंत, 3.मोचीराम, 4.शहर का व्याकरण, 5.कवि १९७०, 6.नक्सलबाड़ी, 7.मुनासिब कार्यवाही, 8.भाषा की रात, 9.पटकथा			
ईकाई 3	प्रतिनिधि कविताएँ - कुँवर नारायण • कुँवर नारायण की कविताओं में मिथक और इतिहास • कुँवर नारायण की कविताओं का दार्शनिक चिंतन • कुँवर नारायण की कविताओं में प्रकृति चित्रण • कुँवर नारायण की कविताओं की भाषा एवं शिल्पविधान • प्रतिनिधि कविताएँ- चयनित कविताएँ 1.ओस नहाई रात, 2.हम, 3.जो सोता है, 4.बसंत आ, 5.वाजश्रवा, 6.नचिकेता, 7.भाषा की ध्वस्त, 8.गोलकुंडा की एक शाम, 9.अलग-अलग खतों में, 10.एक अजीब-सी मुश्किल	15	25	1
ईकाई 4	जमीन पक रही है- केदारनाथ सिंह • केदारनाथ सिंह की कविताओं में मानव संवेदना • केदारनाथ सिंह की कविताओं में प्रकृति और परिवेश • केदारनाथ सिंह की कविताओं की भाषा और शिल्पविधान • केदारनाथ सिंह की कविताओं में सामाजिक सरोकार • चयनित कविताएँ 1.सूर्य, 2.जमीन, 3.बिना नाम की नदी, 4.प्रतीक्षा के विरुद्ध कुछ पंक्तियाँ, 5.रोटी, 6.जब वर्षा शुरू होती है, 7.दो लोग, 8.दिशा, 9.पेड़, 10.फ़र्क नहीं पड़ता, 11.सम्पर्क भाषा	15	25	1

संदर्भ ग्रंथ :

1. मुक्तिबोध एक मूल्यांकन - सम्पादक दिनेश कुमार, सामयिक बुक्स 3320-21, जटवाड़ा, दरियागंज, नई दिल्ली 110002
2. समकालीन कविता - सम्पादक परमानंद श्रीवास्तव, साहित्य अकादमी, रवींद्र भवन, 35 फिरोजशाह मार्ग, नयी दिल्ली -110001
3. शब्द और देशकाल - कुँवर नारायण, राजकमल प्रकाशन, प्रा.लि., नई दिल्ली 110002
4. आज और आज से पहले - कुँवर नारायण, राजकमल प्रकाशन, प्रा.लि., नई दिल्ली 110002
5. सृजन और शिल्प - गजानन माधव मुक्तिबोध, जय भारती प्रकाशन, 258/365, मुट्ठीगंज, माया प्रेस रोड, इलाहाबाद -605609
6. मुक्तिबोध और धूमिल का काव्य - डॉ. शिवप्रसाद स्वानंद दीक्षित, चिंतन प्रकाशन
7. गजानन माधव मुक्तिबोध : सृजन और शिल्प - रणजीत सिंह
8. धूमिल का काव्य संघर्ष - डॉ. ब्रह्मदेव मिश्र, लोकभारती, इलाहाबाद
9. कटघरे का कवि धूमिल - अष्टेकर मधुकर
10. आलोचना -33 (धूमिल विशेषांक) - मंजुल उपाध्याय
11. धूमिल और उनका काव्य - डॉ. नाजिम शेख, विनय प्रकाशन
12. नई कविता और मुक्तिबोध - डॉ. वर्षारानी, विनय प्रकाशन
13. मुक्तिबोध का साहित्य चिंतन - डॉ. रमेशचंद्र शुक्ल, विनय प्रकाशन
14. जनवादी कविता और धूमिल - डॉ. मुकुंद माधवराव कवडे, चिंतन प्रकाशन

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
2		हिंदी महिला गद्य लेखन	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. समसामयिक हिंदी महिला गद्य लेखन की विशेषताओं से परिचित कराना।
2. महिला लेखन के प्रति रुचि पैदा करना।

निर्धारित पाठ्य पुस्तकें :

1. शृंखला की कड़ियाँ - महादेवी वर्मा, लोकभारती प्रकाशन, 15-ए, महात्मा गांधी मार्ग, इलाहाबाद-1
2. पोस्ट बॉक्स नं. 203 नाला सोपारा - चित्रा मुद्गल, सामयिक प्रकाशन, 3320-21, जटवाड़ा, नेताजी सुभाष मार्ग, दरियागंज, नई दिल्ली 110002

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• महादेवी वर्मा : व्यक्तित्व एवं कृतित्व • नारी विमर्श के निकष पर शृंखला की कड़ियाँ • शृंखला की कड़ियाँ : नारी पराधीनता के कारण • शृंखला की कड़ियाँ : स्त्री समस्याएँ	15	25	1
ईकाई 2	• शृंखला की कड़ियाँ : नारी स्वतंत्रता • शृंखला की कड़ियाँ : नारी का घर और बाहर का संघर्ष • शृंखला की कड़ियाँ : भाषा और शिल्पविधान • शृंखला की कड़ियाँ में महादेवी का दृष्टिकोण	15	25	1
ईकाई 3	• चित्रा मुद्गल : व्यक्तित्व और कृतित्व • हिंदी उपन्यासों में थर्ड जेंडर • नाला सोपारा : किन्नर समाज का यथार्थ • नाला सोपारा : सामाजिक परिवेश	15	25	1
ईकाई 4	• नाला सोपारा : पात्र एवं चरित्र • नाला सोपारा : शैल्पिक वैशिष्ट्य • नाला सोपारा : शीर्षक एवं नामकरण	15	25	1

संदर्भ ग्रंथ :

1. महादेवी वर्मा के गद्य साहित्य में सामाजिक चेतना और संवेदनाएँ - डॉ. माधुरी शुक्ला, चिंतन प्रकाशन, 3-A/119, आयास विकास, हंसपुरम, कानपुर - 204021
2. महादेवी वर्मा व्यक्तित्व और कृतित्व - डॉ. विमलेश तेवतिया, चिंतन प्रकाशन, कानपुर
3. स्त्री-अस्मिता साहित्य और विचारधारा - जगदीश्वर चतुर्वेदी व सुधा सिंह, आनंद प्रकाशन, 176-178, रविंद्र सरणी, कोलकाता-700007
4. चित्रा मुद्गल : एक अध्ययन - डॉ. के. वैजना
5. चित्रा मुद्गल के कथा साहित्य में संघर्ष और संचेतना - डॉ. अंजू दुआ जैमिनी
6. हिंदी उपन्यास का स्त्री पाठ - डॉ. रोहिणी अग्रवाल
7. अस्मिता बोध के विविध आयाम - कविता भाटिया
8. 21 वीं शती का हिंदी उपन्यास - डॉ. पुष्पलता सिंह
9. स्त्री-लेखन : स्वप्न और संकल्प - डॉ. रोहिणी अग्रवाल
10. स्त्री-विमर्श की उत्तर गाथा - अनामिका
11. चित्रा मुद्गल के कथा साहित्य का अनुशीलन - डॉ. गोरक्ष थोरात, अन्नपूर्णा प्रकाशन, कानपुर
12. चित्रा मुद्गल के कथा साहित्य में युग-चिंतन - डॉ. अर्चना मिश्रा, भारती पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, फैजाबाद - 224001 (उ.प्र.)
13. चित्रा मुद्गल : एक मूल्यांकन - के. वनजा, सामयिक बुक्स, नई दिल्ली - 110002
14. महादेवी : नया मूल्यांकन, डॉ. गणपतिचंद्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद - 1
15. नवजागरण और महादेवी का रचना-कर्म स्त्री-विमर्श के स्वर - कृष्णदत्त पालीवाल, किताबघर प्रकाशन, नई दिल्ली
16. चित्रा मुद्गल के कथा-साहित्य में संघर्ष और संचेतना - अंजू दुआ जैमिनी, कल्याणी शिक्षा परिषद्, नई दिल्ली - 110002
17. महादेवी - डॉ. परमानंद श्रीवास्तव, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, इलाहाबाद - 1
18. महादेवी की कविता का नेपथ्य - विजय बहादुर सिंह, किताबघर प्रकाशन, नयी दिल्ली
19. महादेवी : विचार और व्यक्तित्व - शिवचंद नागर, किताब महल, इलाहाबाद
20. महादेवी वर्मा - शचीरानी गुट्टू, आत्माराम एण्ड सन्स, दिल्ली
21. महादेवी का गद्य - सूर्यप्रसाद दीक्षित, राधाकृष्ण प्रकाशन, दिल्ली
22. महादेवी का वेदना भाव - जयकिशन प्रसाद, विनोद पुस्तक मंदिर, आगरा (उ.प्र.)
23. महादेवी संस्मरणात्मक ग्रंथ - सं. सुमित्रानंदन जोशी शांति, राजकमल प्रकाशन, दिल्ली
24. चित्रा मुद्गल के कथा साहित्य का अनुशीलन - डॉ. गोरस धोरात, अन्नपूर्णा प्रकाशन, 127/1100 डबल्यू वन, साकेत नगर, कानपुर - 208014
25. महादेवी साहित्य - सं. ओमकार शरद, सेतु प्रकाशन, झाँसी

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चतुर्थ सत्र

अनिवार्य पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
3		लोकसाहित्य एवं लोक भाषा	4	4	-	2.5	75	25	-	100

उद्देश्य :

- हिंदी और उसके क्षेत्र के लोक साहित्य से अवगत कराना।
- लोक भाषा की प्रयुक्ति से साहित्य की समृद्धि व सौंदर्य से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<u>लोक साहित्य की अवधारणा एवं साहित्य तथा लोक साहित्य</u> - लोक एवं साहित्य का संबंध - लोक साहित्य की अवधारणा - लोक साहित्य एवं साहित्य - लोक साहित्य के प्रमुख रूपों - गीत, नाट्य, कथा आदि का परिचय एवं प्रकार	15	25	1
ईकाई 2	<u>लोक साहित्य मूल्यांकन के निकष पर</u> - लोक साहित्य की प्रमुख प्रवृत्ति, वैशिष्ट्य और सीमा - लोक साहित्य की सामाजिकता एवं वैज्ञानिकता - संचार युग में लोक व लोक साहित्य - लोक साहित्य की भाषिक समृद्धि (शब्द संसार, लोक प्रतीक एवं बिम्ब, कथा, कथा गाथाएँ, लोकोक्तियाँ, कहावतें एवं मुहावरें) आधार- हिंदी प्रांत अथवा महाराष्ट्र अथवा गुजरात के लोक साहित्य	15	25	1
ईकाई 3	<u>साहित्य में लोक भाषा की प्रवृत्ति : विधान एवं सर्वेक्षण</u> - प्रयुक्ति की अनिवार्यता पर विचार - प्रयुक्ति विधानों के प्रमुख रूप - लोक शब्द, गीत-संगीत, मुहावरें, कहावतें, शैली - लोक प्रयुक्ति की उपलब्धियाँ	15	25	1
ईकाई 4	<u>लोक भाषा की प्रयुक्ति : उपलब्धियाँ एवं मूल्यांकन</u>	15	25	1

	• लोक भाषा की प्रयुक्ति की उपलब्धियाँ -कला, सौंदर्य, रोचकता, वैविध्य आदि • प्रयुक्ति की सीमाएँ - अगूढ़ता, पाठकीयता का हास,.....आदि • निर्धारित सहायक कृतियाँ - कुरू-कुरू स्वाहा (मनोहर श्याम जोशी), बहती गंगा (शिवप्रसाद मिश्र रूद्र), ठुमरी (फणीश्वरनाथ रेणु), बकरी (सर्वेश्वर दयाल सक्सेना), चरनदास चोर (हबीब तनवीर), माटी की मूरतें (रामवृक्ष बेनीपुरी), त्रिभंगिमा (बच्चन), नजीर अकबराबादी की शायरी आदि के साथ अन्य उपयुक्त रचनाएँ भी			

संदर्भ ग्रंथ :

1. लोक साहित्य का अध्ययन - डॉ. सत्येन्द्र
2. लोक साहित्य की भूमिका - कृष्ण देव उपाध्याय
3. मध्ययुगीन हिन्दी साहित्य का लोकतात्विक अध्ययन - डॉ. सत्येन्द्र
4. द साइंस ऑफ फोकलोर - ए.एच.फेकी
5. फोकलोर एराउंड द वर्ल्ड- एम.आर.डारसन
6. लोक साहित्य के स्वरूप का सैद्धान्तिक विवेचन - डॉ. नारायण चौधरी, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012
7. लोक साहित्य में समाज और संस्कृति - मोतीराज राठौर, सरस्वती प्रकाशन, 128/106, जी.ब्लाक, किदवई नगर, कानपुर - 11
8. भारतीय लोक साहित्य की रूपरेखा - दुर्गा भागवत, (अनुवादक - डॉ. स्वर्णकांता 'स्वर्णिम'), भूमिका प्रकाशन, 2/38, अंसारी मार्ग, दरियागंज, नयी दिल्ली - 21
9. लोक - साहित्य की भूमिका - डॉ. कृष्णदेव उपाध्याय, साहित्य भवन (प्रा.)लिमिटेड, इलाहाबाद - 3
10. हिंदी उपन्यास और जनजातीय जीवन - शिवदत्ता वावलकर, सामयिक प्रकाशन, नई दिल्ली
11. लोक साहित्य के प्रतिमान - डॉ. कुन्दनलाल उप्रेती, भारत प्रकाशन मन्दिर, अलीगढ़
12. लोक साहित्य की सांस्कृतिक परंपरा - डॉ. मनोहर शर्मा, रोशनलाल जैन एण्ड सन्स, चैनसुखदास मार्ग, जयपुर - 21
13. हिंदी लोक साहित्य - गणेशदत्त सारस्वत, विद्या विहार, 87/40 ए, आचार्य नगर, कानपुर - 6

- 14.लोक साहित्य विज्ञान - डॉ. सत्येन्द्र, हिंदी साहित्य मन्दिर,160,शिक्षक कॉलोनी, दुर्गा मन्दिर रोड, चौपासनी, जोधपुर (राजस्थान)
- 15.भारतीय लोक - साहित्य - श्याम परमार,राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग,नई दिल्ली - 110002
- 16.लोक साहित्य : अर्थ और व्याप्ति - सुरेश गौतम, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
- 17.लोक साहित्य - सुरेश गौतम, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर- 208012
- 18.लोक साहित्य - शशीकांत सोनवने, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर- 208012
- 19.लोक साहित्य विविध आयाम एवं नयी दृष्टि - डॉ. जयश्री गावित, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 208012

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चतुर्थ सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4 (A)		प्रशिक्षण वृत्ति	4	4						100

Details	No. of Lectures Assigned	Marks Assigned	Credit
- स्कूल / कॉलेज में अध्यापन - सहायक - नॉन फॉर्मल एज्युकेशन में अध्यापन - प्रौढ़ एवं निरंतर शिक्षा में अध्यापन - सहायक - समाचार पत्र का कार्यालय : प्रूफ रीडिंग करना, अनुवाद करना, वृत्तांत लेखन करना, साक्षात्कार लेना, फीचर लेखन (सरकारी-गैर सरकारी परियोजनाओं, सांस्कृतिक उपक्रमों, स्थानीय ऐतिहासिक/भौगोलिक स्थलों जैसे विषयों पर संबंधित प्राध्यापक / छात्राएँ विषय चयन करें आदि) - आकाशवाणी : रूपक लेखन, कार्यालयीन पत्रों का अनुवाद करना, वार्ता-संचालन आदि - फिल्म और दूरदर्शन : कथा, पटकथा, गीत, संवाद आदि का लेखन - साहित्यिक पत्रिकाओं का कार्यालय : प्रूफ रीडिंग करना, कवि/लेखक/आलोचक का साक्षात्कार लेना, साहित्यिक गतिविधियों का वृत्त लेखन करना, पुस्तक परिचय एवं समीक्षा आदि - कहानी, एकांकी, नुक्कड़ नाटक, हास्य व्यंग्य निबंध आदि विधाओं में रचनात्मक लेखन करना - किसी साहित्यिक रचना का मराठी ←→हिंदी←→गुजराती में अनुवाद (लगभग 5,000 शब्दों में)	60	100	4

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चतुर्थ सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
4 (B)		रचनाकार प्रेमचंद	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. प्रेमचंद के कथासाहित्य में व्यक्त आदर्शवादी सोच व प्रतिफलन से अवगत कराना।
2. कथाकार प्रेमचंद के आदर्शोन्मुख यथार्थवादी होने के कारणों व परिणामों से अवगत कराना।
3. प्रेमचंद की यथार्थवादी मंजिल के महत्व व उसके विमर्श से अवगत कराना।
4. प्रेमचंद के कथेतर लेखन के विविध रूपों से अवगत कराना।

निर्धारित पाठ्य पुस्तकें :

1. प्रतिनिधि कहानियाँ - प्रेमचंद, राजकमल प्रकाशन, प्रा. लि. 1 - बी, नेताजी सुभाष मार्ग, दरियागंज, नई दिल्ली - 110002
2. गबन- प्रेमचंद, सुमित्र प्रकाशन, 204 लीला अपार्टमेंट्स, 15 हेस्टिंग्स रोड, इलाहाबाद-1

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• साहित्य में आदर्शवाद की परम्परा एवं प्रयोग • प्रेमचंद की आदर्शवाद संबंधी मान्यताएँ व उस परम्परा में उनके योगदान का मूल्यांकन • आदर्शवाद और प्रेमचंद के सामाजिक सरोकार • आदर्शोन्मुख यथार्थवाद : अवधारणा एवं प्रयोग • आदर्श और यथार्थ को लेकर प्रेमचंद का द्वंद्व	15	25	1
ईकाई 2	• चयनित कहानियाँ - बड़े भाई साहब, बड़े घर की बेटी, ईदगाह, मंत्र, पंच परमेश्वर, पूस की रात, नमक का दारोगा, कफन, ठाकुर का कुआँ, शतरंज के खिलाड़ी	15	25	1
ईकाई 3	• उपन्यास 'गबन' • 'गबन' में चित्रित समस्याएँ • मध्यम वर्ग की मानसिकता • 'गबन' के चरित्र-पात्र	15	25	1

	• 'गबन' की भाषा और शिल्पविधान			
ईकाई 4	• आधार रचना - 'प्रेमचंद : कुछ विचार' • नाटककार और पत्रकार प्रेमचंद • पात्रों के आईने में प्रेमचंद • साहित्य व समाज के चिंतक प्रेमचंद	15	25	1

संदर्भ ग्रंथ :

1. प्रेमचंद और उनका युग - रामविलास शर्मा, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
2. प्रेमचंद की कला - नन्ददुलारे वाजपेयी
3. प्रेमचंद : विरासत का सवाल - शिवकुमार मिश्र, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
4. प्रेमचंद : विगत महत्ता व वर्तमान अर्थवत्ता - सं. मुरली मनोहर प्रसाद सिंह
5. प्रेमचंद के आयाम - सं. ए. अरविदाक्षण
6. आलोचनात्मक यथार्थवाद और प्रेमचंद - सत्यकाम
7. कहानीकार प्रेमचंद : रचना दृष्टि और रचना शिल्प - शिवकुमार मिश्र
8. प्रेमचंद : कहानी का रहनुमा - डॉ. जाफर रज़ा
9. गोदान : संवेदना और शिल्प - चन्द्रेश्वर कर्ण
10. प्रेमचंद के विचार (तीन भागों में) - प्रेमचंद, प्रकाशन संस्थान, 4715 / 21, दयानंद मार्ग, दरियागंज, नई दिल्ली - 02
11. प्रेमचंद रचना संरचना - निर्मल वर्मा व कमलकिशोर गोयनका
12. प्रेमचंद के उपन्यासों में समकालीनता - रजनीकांत जैन, लोकभारती प्रकाशन, पहली मंजिल, दरबारी बिल्डिंग, महात्मा गांधी मार्ग, इलाहाबाद - 211001
13. प्रेमचंद की विरासत - राजेंद्र यादव, सामयिक प्रकाशन 3320-21, जटवारा, एन.एस.मार्ग, दरियागंज, नई दिल्ली - 110002
14. प्रेमचंद : जीवन, कला और कृतित्व - हंसराज रहबर, किताबघर प्रकाशन, 4855-56/24, अंसारीरोड, दरियागंज, नई दिल्ली - 110002
15. प्रेमचंद : एक विवेचन - इन्द्रनाथ मदान, राधाकृष्ण प्रकाशन, 7/23, अंसारी रोड, दरियागंज, नई दिल्ली - 02
16. प्रेमचंद पत्रों में - सं. मंगलमूर्ति, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा.लि., 4697/3, 21 ए, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
17. 'एकांतर' पत्रिका का प्रेमचंद विशेषांक, अप्रैल - सितंबर, 2008 सं. डॉ. महेन्द्र, सी/302, नेशनल एवेन्यू, आकुर्ली रोड, कांदीवली (पूर्व), मुंबई - 400101

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

वैकल्पिक पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5 (A)		प्रशिक्षण वृत्ति	4	4	-				-	100

Details	No. of Lectures Assigned	Marks Assigned	Credit
- स्कूल / कॉलेज में अध्यापन - सहायक - नॉन फॉर्मल एज्युकेशन में अध्यापन - प्रौढ़ एवं निरंतर शिक्षा में अध्यापन - सहायक - समाचार पत्र का कार्यालय : प्रूफ रीडिंग करना, अनुवाद करना, वृत्तांत लेखन करना, साक्षात्कार लेना, फीचर लेखन (सरकारी-गैर सरकारी परियोजनाओं, सांस्कृतिक उपक्रमों, स्थानीय ऐतिहासिक/भौगोलिक स्थलों जैसे विषयों पर संबंधित प्राध्यापक / छात्राएँ विषय चयन करें आदि) - आकाशवाणी : रूपक लेखन, कार्यालयीन पत्रों का अनुवाद करना, वार्ता-संचालन आदि - फिल्म और दूरदर्शन : कथा, पटकथा, गीत, संवाद आदि का लेखन - साहित्यिक पत्रिकाओं का कार्यालय : प्रूफ रीडिंग करना, कवि/लेखक/आलोचक का साक्षात्कार लेना, साहित्यिक गतिविधियों का वृत्त लेखन करना, पुस्तक परिचय एवं समीक्षा आदि - कहानी, एकांकी, नुक्कड़ नाटक, हास्य व्यंग्य निबंध आदि विधाओं में रचनात्मक लेखन करना - किसी साहित्यिक रचना का मराठी $\longleftrightarrow$ हिंदी $\longleftrightarrow$ गुजराती में अनुवाद (लगभग 5,000 शब्दों में)	60	100	4

एम.ए. (हिंदी) भाग - 2

चतुर्थ सत्र

CBCS पेपर

पेपरनं.	कोड नं.	शीर्षक	L	CR	P/T	D	TP(E)	Int.	P/V	T
5 (B)		विज्ञापन लेखन	4	4	-	2.5	75	25	-	100

उद्देश्य :

1. विज्ञापन लेखन के प्रति रुचि पैदा करना।
2. विज्ञापन लेखन की समझ पैदा करना।
3. विज्ञापन का समाज पर प्रभाव से परिचित कराना।

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	• विज्ञापन अवधारणा एवं स्वरूप • विज्ञापनों का वर्गीकरण • विज्ञापन का उद्देश्य • उपभोक्तावादी संस्कृति और विज्ञापन	15	25	1
ईकाई 2	• विज्ञापन : एक कला • विज्ञापनों की आचार संहिता • विज्ञापन लेखन में नैतिकता • चुनिंदा विज्ञापनों का आकलन	15	25	1
ईकाई 3	• विज्ञापन लेखन मुद्रित एवं श्रव्य माध्यम • विज्ञापन की भाषा • विज्ञापन लेखन की प्रक्रिया • विज्ञापन की प्रस्तुति प्रक्रिया • विज्ञापन लेखन-अभ्यास	15	25	1
ईकाई 4	• विज्ञापन लेखन : दृश्य श्रव्य माध्यम • विज्ञापन की भाषा • विज्ञापन लेखन की प्रक्रिया • विज्ञापन की प्रस्तुति प्रक्रिया • विज्ञापन लेखन-अभ्यास	15	25	1

संदर्भ ग्रंथ :

1. विज्ञापन और ब्रांड - संजय सिंह वघेल, सस्ता साहित्य मण्डल प्रकाशन एन-77, पहली मंजिल, कनॉट सर्कल, नई दिल्ली 110001
2. विज्ञापन माध्यम एवं प्रचार - विजय कुलश्रेष्ठ, प्रतुल अथड्यां, पंचशील प्रकाशन, जयपुर
3. विज्ञापनों का मसौदा लेखन - डॉ. रघुनाथ देसाई, चिंतन प्रकाशन
4. हिंदी विज्ञापन : परख और पहचान - डॉ. आर. जय चंद्रन, चिंतन प्रकाशन
5. आधुनिक विज्ञापन - प्रेमचंद पातंजलि, वाणी प्रकाशन, 20-A, दरियागंज, नई दिल्ली
6. हिंदी विज्ञापनों का पहला दौर - आशुतोष पार्थेश्वर, अद्वैत प्रकाशन
7. विज्ञापन की दुनिया - कुमुद शर्मा
8. इलेक्ट्रॉनिक मीडिया और विज्ञापन - महेंद्र मल्होत्रा
9. हिंदी विज्ञापन संरचना और प्रभाव - डॉ. सुमित मोहन
10. जनसंपर्क एवं विज्ञापन : सिद्धांत और व्यवहार - एन. सी. पंत

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A. Hindi)

Sr. No.	Name of the Faculty	Designation
1.	Ms. Nitu Sharma	Assistant Professor
2.	Dr. Sandesha Bhavsar	Assistant Professor
3.	Dr. Champa Masiwal	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online materials/ resources
6	Recorded lectures

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self-regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi
- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

v. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. Hindi is *open to all graduates* coming from different streams even if they have not studied Hindi at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrollment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .

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.

Medium of Instruction:

- The M.A. Hindi is available in Hindi medium.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. Hindi learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counseling, work books, assignments, audio/ video programmes and technology assisted teaching.

Academic Calendar: July, 2021 session (Revised as November, 2021) and onwards.

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Sem-I		Sem-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	

Evaluation:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Term End Examination for M.A. in Marathi will be conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in Hindi programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in Hindi	Internal Assessment	Theory Examination	100 Marks
	25 Marks	75 Marks	

vi. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in Hindi programme.

Library: The students can use the library resources available at the University. 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.

vii. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

viii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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).

Expected programme outcomes

After completing this programme, learners will be able to:

1. Enrich linguistic skills
2. Gain a detailed knowledge of Hindi literature
3. Understand Indian literature through Marathi language
4. Discuss women's writing and its contribution to Hindi and Indian literature
5. Prepare for Government and private jobs
6. To lead a self-reliant lifestyle
7. Get ready for research work and be aware about Research skills



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



CENTRE FOR DISTANCE EDUCATION

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

M.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

31st 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,

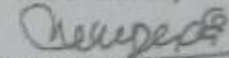
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

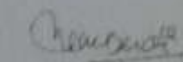
Yours faithfully



(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.



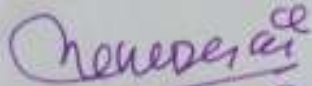
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

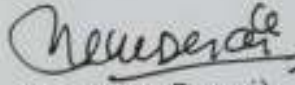
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

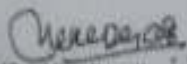
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	Dr. Pradiya Walkepatan	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)

Master of Arts in Marathi

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in Marathi
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

- The mission of the programme M.A. in Marathi is to create awareness of women's writing and its contribution to Marathi and Indian literature.

Programme Objectives:

- To understand the Sanskrit linguistics
- To explain the important theories in Sanskrit linguistics
- To understand the contemporary relevance of Sanskrit linguistics.
- To Enrich linguistic skills
- To gain a detailed knowledge of Marathi literature
- To Understanding Indian literature through Marathi language
- To create awareness of women's writing and its contribution to Marathi and Indian literature
- To prepare students for Government and private jobs

Relevance of programme with institution's missions and goals

Mission of S.N.D.T. Women's University:

1. 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.
2. 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 of S.N.D.T. Women's University

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'.

Linkage with Programme Mission:

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 programme of M.A. in Marathi programme of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of Marathi. The congruence with the goals of the University, the M.A. in Marathi programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The programme helps learners to understand women's issues and rights with a rational outlook towards society.

ii. Nature of Prospective Target Groups of Learners

M.A. in Marathi programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in Marathi has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in History.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in Marathi.

iv. Instructional Design

Course Curriculum

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.

SNDT Women's University
1, NathibaiThakersey Road,Mumbai -20

M.A. (Marathi) Syllabus

Academic Year – 2020-21

Course: M.A. Marathi

Faculty: Humanities

Total Semesters: Four (4)

Credits

Total Credits: 80

(Per semester): 20

SNDT Women's University
1, NathibaiThackersey Road, Mumbai- 400020

M. A.MARATHI
Programme Structure
2020-2021

Faculty Name: Humanities
Name of the Programme: M. A.
Total Credits: 80

Eligibility:

A student is being eligible for admission to M.A. programme as per the eligibility norms prescribed by the university.

General Information:

- The M. A. programme is of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For the subject Marathi, each course will have 25% Internal Evaluation and 75% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Programme Specific Outcomes (PSOs):

1. Enriching linguistic skills
2. Gain a detailed knowledge of Marathi literature
3. Understanding Indian literature through Marathi language
4. Aware of women's writing and its contribution to Marathi and Indian literature
5. Prepare for Government and private jobs
6. Enable to lead a self-reliant lifestyle
7. Get ready for research work and be aware about Research skills

Syllabus Format**Semester 1**

Sr. no.	Code no.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		अनिवार्य अभ्यासपत्रिका								
1		साहित्यविचार - १	4	4	--	2.5	75	25	--	100
2		भाषाविज्ञान	4	4	--	2.5	75	25	--	100
3		आधुनिक मराठी वाङ्मयाचा इतिहास	4	4	--	2.5	75	25	--	100
		पर्यायी अभ्यासपत्रिका (खालीलपैकी कोणतीही एक)								
4-A		मराठी लोकसाहित्य	4	4	--	2.5	75	25	--	100
4-B		मराठी ललित गद्य	4	4	--	2.5	75	25	--	100
		पर्यायी अभ्यासपत्रिका (CBCS) (खालीलपैकी कोणतीही एक)								
5-A		मराठी स्त्रीसाहित्य	4	4	--	2.5	75	25	--	100
5-B		सर्जनशील लेखन	4	4	--	2.5	75	25	--	100

Semester 2

Sr. no.	Code no.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		अनिवार्य अभ्यासपत्रिका								
1		साहित्यविचार - २	4	4	--	2.5	75	25	--	100
2		संशोधनशास्त्र	4	4	--	2.5	75	25	--	100
3		आधुनिक मराठी वाङ्मयाचा इतिहास (कथात्म साहित्य)	4	4	--	2.5	75	25	--	100
		पर्यायी अभ्यासपत्रिका (खालीलपैकी कोणतीही एक)								
4-A		मराठीवैचारिकसाहित्य	4	4	--	2.5	75	25	--	100
4-B		भाषांतरित साहित्य	4	4	--	2.5	75	25	--	100
		पर्यायी अभ्यासपत्रिका (CBCS) (खालीलपैकी कोणतीही एक)								
5-A		स्त्रीवाद आणि स्त्रीवादी समीक्षा	4	4	--	2.5	75	25	--	100
5-B		साहित्याचे अध्यापन	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 (E) = Theory paper for Examination marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.

सत्र - १**मराठी विभाग****मराठी अभ्यासक्रम (नवीन)**

२०२० – २०२१

एम. ए. भाग १ / सत्र १

अनिवार्य अभ्यासपत्रिका**अभ्यासपत्रिका क्र. १: १ साहित्यविचार - १**

उद्दिष्टे- १) संस्कृत साहित्यशास्त्रातील साहित्याच्या भाषेचा विचार समजून घेणे.

२) संस्कृत साहित्यशास्त्रातील महत्वाच्या सिद्धांतांचा परिचय करून घेणे.

३) संस्कृत भाषेतील साहित्यविचाराची समकालीन प्रस्तुतता लक्षात घेणे.

अभ्यास घटक- १) शब्दशक्तिविचार

२) वक्रोक्तिसिद्धांत व रीतिसिद्धांत

३) रससिद्धांत

४) ध्वनिसिद्धांत व औचित्यसिद्धांत

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) भाषेतील शब्द व अर्थ यांचे साहचर्य, शब्दशक्तिविचाराचा परिचय आ) अभिधा - स्वरूप व प्रकार	१	१५	२५

	इ) लक्षणा- स्वरूप व प्रकार ई) व्यंजना- स्वरूप व प्रकार उ) शब्दशक्तींचे महत्त्व			
२	अ) कुन्तकाची वक्रोक्तिविषयक कारिका व तिचे स्पष्टीकरण आ) कुन्तकाचा भाषाविचार इ) वामनाचीरीतिविषयक व्याख्या व तिचे स्पष्टीकरण ई) शब्दगुण व अर्थगुण - संकल्पना व प्रकार उ) वामनाचा भाषाविचार	१	१५	२५
३	अ) भरताचे रससूत्र व त्याचे स्पष्टीकरण - विभाव, अनुभाव व व्यभिचारी भाव या संकल्पना व त्यांचे प्रकार आ) स्थायी भाव व त्यानुसार रसांची विभागणी, रससंख्या इ) रसविषयक ४ उपपत्ती - भट्टलोल्लट, शंकुक, भट्टतौत, अभिनवगुप्त ई) साधारणीकरण, महारसाची संकल्पना, रसविघ्ने उ) करुणरसमीमांसा	१	१५	२५
४	अ) ध्वनीची संकल्पना - आनंदवर्धन व अभिनवगुप्त यांचा विचार आ) ध्वनीचे प्रकार (लौकिक आणि अलौकिक) इ) ध्वनिविचार व व्यंजनाविचार ई) रस आणि ध्वनी उ) औचित्यसिद्धांत	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प याच्याप्रमाणेच वस्तुनिष्ठपरीक्षापद्धतीचाही समावेश करणे आवश्यक आहे.

संदर्भसाहित्य-१) भारतीय साहित्यशास्त्र - ग. त्र्यं. देशपांडे, पॉप्युलर प्रकाशन, मुंबई, १९६३

२) काव्यशास्त्रप्रदीप- स. रा. गाडगीळ, मोघे प्रकाशन, कोल्हापूर, १९७१

३) रसचर्चा- पद्माकर दादेगावकर

४) अभिनव काव्यप्रकाश - रा. श्री. जोग, आ. ३, पुणे १९५१

५) भरतमुनींचे नाट्यशास्त्र - गोदावरी केतकर

६) संस्कृत काव्यशास्त्राची प्रस्तावना - गो. के. भट, महाराष्ट्र ग्रंथ भांडार, कोल्हापूर, १९६३

७) काव्यप्रकाश - मम्मट, भांडारकरओरिएण्टल रिसर्च इन्स्टिट्यूट, पुणे, १९५०

८) सौंदर्यशोध आणि आनंदबोध - रा. भि. जोशी, व्हीनस प्रकाशन, पुणे, आ. ३, १९६८

९) प्राचीन काव्यशास्त्र - र. पं. कंगले, मौज प्रकाशन, मुंबई, १९७४

१०) काव्यालोचन - द. के. केळकर, १९३९

११) साहित्यविचार - दि. के. बेडेकर, मुंबई, १९६४

मराठी विभाग
मराठी अभ्यासक्रम (नवीन)
२०२० - २०२१
एम्. ए. भाग १ / सत्र १

अनिवार्य अभ्यासपत्रिका

मराठी अभ्यासपत्रिका क्र. १: २भाषाविज्ञान

उद्दिष्टे - १) भाषाविज्ञानया अभ्यासक्षेत्राची व्याप्ती जाणून घेणे.

२) आधुनिक भाषाविज्ञानाची भूमिका व स्वरूप समजून घेणे.

३) ध्वनिविचार, स्वनविचार, रूपविचार, रचनावार्थविचार यांचा अभ्यास करणे.

अभ्यास घटक - १) आधुनिक भाषाविज्ञान : भूमिका व स्वरूप

२) ध्वनींचे वर्गीकरण वस्वनविचार

३) रूपविचार वरचना

४) अर्थविचार

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	ऊ) मानवीभाषेचे स्वरूप ऋ) भाषाविज्ञान या अभ्यासक्षेत्राचे स्वरूप, व्याकरण व भाषाविज्ञान - साम्यभेद, ल) फर्डिनंड द सस्युर यांचा भाषाविचार (एककालिक व कालक्रमिक भाषाभ्यास, भाषिक वर्तन (Parole) व भाषिक व्यवस्था (Langue), भाषिक चिन्हांचे स्वरूप) ँ) नॉम चॉम्स्की यांचा भाषाविचार (भाषिक प्रयोग (Performance) वभाषिक क्षमता (competence), रचनांतरणवादी निर्देशनात्म व्याकरण) ऐ) अमेरिकन संरचनावादी विचार	१	१५	२५
२	ऊ) मानवी भाषेतील ध्वनींचे स्वरूप, मानवी वागयंत्राचे स्वरूप ऋ) ध्वनींचे उच्चारणस्थान व उच्चारण-प्रयत्न यांनुसार केले जाणारे वर्गीकरण व त्यानुसार होणारे ध्वनींचे प्रकार.ध्वनींचे भाषेतील कार्य ल) स्वन - स्वनांतर - स्वनिम या संकल्पनांचे स्पष्टीकरण ँ) स्वनिमाची व्याख्या, स्वनिमाचे स्वरूप व प्रकार (खंडित व खंडिताधिष्ठितस्वनिम / खंडिताधिष्ठितस्वनिमांचे प्रकार), मराठीचे स्वनिम ऐ) भाषेतील स्वनिम निश्चित करण्याचेतंत्र (लघुतमांतर युग्म) व तत्वे (पूरक विनियोग, व्यवच्छेदक विनियोग, वैकल्पिक विनियोग)	१	१५	२५
३	ऊ) भाषिक रूप, रूपिका या संकल्पनेचे स्पष्टीकरण, रूपिकांचे प्रकार, शब्द व रूपिकापरस्परसंबंध ऋ) रूपिकांतर या संकल्पनेचे स्पष्टीकरण, रूपिकांतरांचे प्रकार (स्वनिमाश्रयी, रूपिमाश्रयी व शून्य), रूपिकांतरांचे रूपिमात वर्गीकरण ल) रूपिम या संकल्पनेचे स्पष्टीकरण, रूपिमांचे प्रकार	१	१५	२५

	ऐ) रुपिम विश्लेषणाचे तंत्र, रुपिम प्रक्रिया (योग, लोपव आदेश) ऐ) रचना म्हणजे काय? रचनेचे स्तर व प्रकार (अन्तःपदप्रधान व बाह्यपदप्रधान)			
४	ऊ) भाषेतील अर्थाचे स्वरूप ऋ) शब्दार्थविषयक सिद्धांत (निर्देशवादी, प्रतिमावादी, संकल्पनावादी) लृ) शब्दार्थाचे प्रकार ऐ) रूप व अर्थ संबंध (सरूपता, समानार्थता, अनेकार्थता, अर्थ-समावेश व विरोध) ऐ) अर्थक्षेत्र संकल्पना आणिघटकविश्लेषण	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण याच्याप्रमाणेचवस्तुनिष्ठ परीक्षापद्धतीचाही समावेश करणे आवश्यक आहे.

संदर्भसाहित्य- १)भाषाविज्ञान : वर्णनात्मक आणि ऐतिहासिक, संपा.- डॉ.स. गं. मालशे, डॉ. हे. वि. इनामदार, डॉ. अंजली सोमण, पद्मगंधा प्रकाशन, पुणे,आ.४, २०१०.

२)आधुनिकभाषाविज्ञान, संपा.- डॉ. कल्याण काळे, डॉ. अंजली सोमण, प्रतिमा प्रकाशन, पुणे, १९९९

३)आधुनिकभाषाविज्ञान : सिद्धांत आणि उपयोजन, डॉ. मिलिंद मालशे, लोकवाङ्मयगृह, मुंबई, १९९५.

४)वैखरी: भाषा आणि भाषाव्यवहार, डॉ. अशोक केळकर, मुंबई, १९८३

५)ध्वनिविचार - डॉ. ना. गो. कालेलकर, मौज प्रकाशन, मुंबई, आ. २, १९८५

६)भाषा: इतिहास आणि भूगोल-डॉ. ना. गो. कालेलकर, मौज प्रकाशन, मुंबई, आ. २, १९८५

७) भाषा आणि संस्कृती - डॉ. ना. गो. कालेलकर, मौज प्रकाशन, मुंबई, आ. २, १९८५

८) अर्वाचीन मराठी - डॉ. रमेश धोंगडे, दिलीपराज प्रकाशन, पुणे,

९)मराठीचा भाषिक अभ्यास - डॉ. मु. श्री. कानडे,स्नेहवर्धन प्रकाशन, पुणे, आ. २, १९९८

१०)मराठीच्या प्रमाणभाषेचे स्वरूप - डॉ. सुहासिनी लद्दू, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर, १९८३

११)शास्त्रीय मराठी व्याकरण - मो. के. दामले (संपा. कृ. श्री. अर्जुनवाडकर),

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आधुनिक मराठी वाङ्मयाचा इतिहास (अव्वल इंग्रजी काळ आणि निबंधवाङ्मय - १८१८ ते २०००)

उद्दिष्टे- १) आधुनिक मराठी वाङ्मयाची व्याप्ती व स्वरूप जाणून घेणे.

२) आधुनिक मराठी वाङ्मयाच्या इतिहासाची पार्श्वभूमी व भूमिकासमजून घेणे.

३) महत्वाच्या वाङ्मयप्रकारांचा उदय व त्यांची सुरुवातीची जडणघडण यांचा अभ्यास करणे.

४) मराठी निबंधवाङ्मयाची परंपरा अभ्यासणे.

अभ्यास घटक - १) अव्वल इंग्रजी काळ आणि प्रबोधन युग

२) अव्वल इंग्रजी काळातील साहित्यनिर्मितीचे स्वरूप

३) मराठी निबंधवाङ्मयाची परंपरा - वैचारिक निबंध

४) मराठी निबंधवाङ्मयाची परंपरा - लघुनिबंध ते ललित निबंध

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) अव्वल इंग्रजी कालखंड, प्रबोधन युगाची सुरुवात आ) महत्वाचे राजकीय बदल व महत्वाच्या घडामोडी इ) इंग्रजांचे शैक्षणिक धोरण, शैक्षणिक संस्था व उदारमतवादाचा प्रभाव ई) महत्वाचे सामाजिक बदल व महत्वाच्या सामाजिक सुधारणा उ) धर्मसुधारणेचे प्रयत्न व संस्थांचा उदय	१	१५	२५
२	अ) अव्वल इंग्रजी काळातील साहित्यनिर्मिती आणि पुस्तकनिर्मिती यांचे स्वरूप आ) शालेय पाठ्यपुस्तके व व्याकरण ग्रंथ इ) कोशवाङ्मय ई) नियतकालिकांची सुरुवात व त्यांचे कार्य उ) भाषांतरित साहित्य	१	१५	२५
३	अ) वैचारिक निबंधवाङ्मयाची सुरुवात व जडणघडण आ) वैचारिक निबंधवाङ्मयाची ठळक वैशिष्ट्ये व कार्य इ) सुरुवातीचे निबंध लेखन - महत्वाच्या निबंधकारांचा स्थूल परिचय - विष्णुबुवा ब्रह्मचारी / लोकहितवादी / महात्मा जोतीबा फुले ई) निबंधकारांची दुसरी पिढी - महत्वाच्या निबंधकारांचा स्थूल परिचय - विष्णुशास्त्री चिपळूणकर / गो. ग. आगरकर / लोकमान्य टिळक उ) वेगळ्या वाटा - महत्वाच्या निबंधकारांचा स्थूल परिचय - शि. म. परांजपे / न. चिं. केळकर	१	१५	२५
४	अ) लघुनिबंधाची सुरुवात व स्वरूप (पर्सनल एसेचा प्रभाव) - गुजगोष्ट - ना. सी. फडके	१	१५	२५

	आ) लघुनिबंधाची वाटचाल - महत्वाच्या निबंधकारांचा स्थूल परिचय - अनंत काणेकर / गो. वि. करंदीकर इ) ललितनिबंधाची सुरुवात व स्वरूप- कुसुमावती देशपांडे ई) ललितनिबंधाची वाटचाल - महत्वाच्या निबंधकारांचा स्थूल परिचय - इरावती कर्वे / दुर्गा भागवत / श्री. वि. कुलकर्णी/ प्रकाश संत			
एकूण		४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

संदर्भसाहित्य-१) मराठी वाङ्मयाचा इतिहास, संपा. रा. ग. जाधव, म. सा. प., पुणे

२) प्रदक्षिणा (खंड १ व २), संपा. जयंत वष्ट. कॉन्टिनेन्टल प्रकाशन, पुणे

३) मराठी साहित्य: प्रेरणा व स्वरूप, संपा. हातकणंगलेकर/ पवार, पॉप्युलर प्रकाशन, मुंबई.

४) लघुनिबंध ते मुक्त गद्य, वि. शं. चौधुरे

५) साहित्य: अध्यापन व प्रकार, संपा. श्री. पु. भागवत, मौज प्रकाशन, मुंबई

६) वाङ्मयप्रकार: संकल्पना व स्वरूप, संपा. वासकर आनंद, अन्वय प्रकाशन, पुणे

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मराठी अभ्यासपत्रिका क्र. १: ४ - अ-मराठी लोकसाहित्य

उद्दिष्टे - १) मराठी लोकसाहित्याचे स्वरूप जाणून घेणे.

२) मराठी लोकसाहित्य आणि लोककला यांची वैशिष्ट्ये समजून घेणे.

३) लोककथा, लोकगीत, लोकनाट्यांचा अभ्यास करणे.

४) लोकसाहित्याच्या अभ्यासपद्धती माहीत करून घेणे

अभ्यास घटक - १) लोकसाहित्याची संकल्पना

२) मराठी लोकाविष्काराची प्रमुख रूपे

३) मराठी लोकनाट्याचे ठळक प्रकार

४) लोकसाहित्याच्या अभ्यासपद्धती

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) लोकसाहित्य, लोकविद्या या संज्ञाचा परिचय. लोकसाहित्याची लक्षणे आ) लोकसाहित्यातील लोक, लोकसंस्कृती आणि ठळक प्रवृत्ती इ) लोकसाहित्यातील मिथके, आदिबंध आणि आदिप्रतिमा ई) लोकसाहित्य व ललित साहित्य यातील साम्यभेद	१	१५	२५
२	अ) मराठी लोकसाहित्याचा परिचय. आ) मराठी लोकगीतांचे स्वरूप व प्रकार इ) मराठी लोककथा : स्वरूप व प्रकार ई) मराठी लोकसाहित्यातील स्त्रियांचे कार्य	१	१५	२५
३	अ) मराठी लोकनाट्याचे स्वरूप: लोकनाट्य, विधिनाट्य व नाट्यविधी आ) दशावतार : स्वरूप व वैशिष्ट्ये इ) तमाशा : स्वरूप व वैशिष्ट्ये ई) गोंधळ व जागरण - स्वरूप व वैशिष्ट्ये	१	१५	२५
४	अ) लोकसाहित्याचे संकलन, अभ्यास व संशोधन आ) लोकसाहित्याचा अभ्यास- संप्रदाय व पद्धती (भाषाशास्त्रीय/ निसर्गरूपकवादी/ आंतरकल्पनावादी/ हेतुकथावादी) इ) लोकसाहित्याविषयीचा भारतमूलक सिद्धांत ई) लोकसाहित्याच्या अभ्यासपद्धती - कार्यान्वयी/ संदर्भान्वयी/ आंतरसांस्कृतिक/ लोकसांस्कृतिक	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

संदर्भसाहित्य-

- १) लोकसाहित्याचे स्वरूप, प्रभाकर मांडे, परिमल प्रकाशन, औरंगाबाद.
- २) लोकसाहित्याचे अंतःप्रवाह, प्रभाकर मांडे, गोदावरी प्रकाशन, औरंगाबाद.
- ३) लोकनागर रंगभूमी, तारा भवाळकर, सविता प्रकाशन, औरंगाबाद
- ४) लोकसाहित्याची रूपरेखा, दुर्गा भागवत,
- ५) लोकसाहित्यातील स्त्रीप्रतिमा, तारा भवाळकर, सुगावा प्रकाशन, पुणे
- ६) मराठी लोककथा : स्वरूपमीमांसा, वैदेही कोळेकर, १९८७, सविता प्रकाशन, औरंगाबाद
- ७) समीक्षा संज्ञा कोश (वाङ्मय कोश खंड ४) संपा. विजया राजाध्यक्ष व इतर, म.रा.सा.सं.मंडळ, मुंबई

किंवा

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मराठी अभ्यासपत्रिका क्र. १: ४ - ब - मराठी ललित गद्य

उद्दिष्टे - १) मराठी ललितगद्याचे स्वरूप जाणून घेणे.

- २) मराठी ललितगद्याची परंपरा अभ्यासणे
- ३) ललितगद्याच्या ठळक प्रकारांचा अभ्यास करणे.
- ४) नेमलेल्या साहित्यकृतींच्या आधाराने ललितगद्याच्या ठळक प्रकारांची वैशिष्ट्ये अभ्यासणे

अभ्यास घटक - १) ललितगद्याचे स्वरूप प्रकार. मराठी ललितगद्याची परंपरा

- २) प्रवासवर्णन- *वंगचित्रे* - पु. ल. देशपांडे, साकेत प्रकाशन, औरंगाबाद
- ३) आत्मकथन - *मौनराग* महेश एलकुंचवार, मौज प्रकाशन, मुंबई
- ४) ललित निबंध - *ऋतुचक्र* - दुर्गा भागवत, पॉप्युलर प्रकाशन, मुंबई.

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) ललितगद्याचे स्वरूप, अन्य साहित्यप्रकारांपेक्षा वेगळेपण आ) ललितगद्यातील वास्तवाचे व सत्याचे स्वरूप, ललितगद्यातील मी आणि आत्मपरतेचे महत्त्व इ) ललितगद्याचे प्रमुख प्रकार (ललित निबंध, आत्मकथन, व्यक्तिचित्रे, प्रवासवर्णन) ई) मराठी ललितगद्याची परंपरा	१	१५	२५
२	अ) प्रवासवर्णन या साहित्यप्रकाराचे स्वरूप, वैशिष्ट्ये व प्रकार आ) मराठीतील प्रवासवर्णनपर लेखनाची परंपरा इ) वंगचित्रे मधील अनुभवविश्वाचे स्वरूप ई) वंगचित्रे या प्रवासवर्णनाचे वाङ्मयीन विशेष	१	१५	२५
३	अ) आत्मकथन या साहित्यप्रकाराचे स्वरूप, वैशिष्ट्ये व प्रकार आ) मराठीतील आत्मकथनपर लेखनाची परंपरा इ) मौनराग मधील अनुभवविश्वाचे स्वरूप ई) मौनरागची वाङ्मयीन वैशिष्ट्ये	१	१५	२५
४	अ) ललितनिबंध या साहित्यप्रकाराचे स्वरूप, वैशिष्ट्ये व प्रकार आ) मराठी ललितनिबंधाची वाटचाल इ) ऋतुचक्र मधील अनुभवविश्वाचे स्वरूप ई) ऋतुचक्र मधील लेखनाची वाङ्मयीन वैशिष्ट्ये	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

संदर्भसाहित्य-

- १) मराठी वाङ्मयाचा इतिहास, संपा. रा. ग. जाधव, म. सा. प., पुणे
- २) प्रदक्षिणा (खंड १ व २), संपा. जयंत वष्ट. कॉन्टिनेन्टल प्रकाशन, पुणे
- ३) मराठी साहित्य: प्रेरणा व स्वरूप, संपा. हातकणंगलेकर/ पवार, पॉप्युलर प्रकाशन, मुंबई.
- ४) लघुनिबंध ते मुक्त गद्य, वि. शं. चौधुले
- ५) प्रवासवर्णन: एक वाङ्मयप्रकार, वसंत सावंत
- ६) साहित्य: अध्यापन व प्रकार, संपा. श्री. पु. भागवत, मौज प्रकाशन, मुंबई
- ७) वाङ्मयप्रकार: संकल्पना व स्वरूप, संपा. वासकर आनंद, अन्वय प्रकाशन, पुणे

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मराठी अभ्यासपत्रिका क्र. १: ५ - अ - मराठी स्त्रीसाहित्य

- उद्दिष्टे-** १) मराठी स्त्रीसाहित्याचे स्वरूप जाणून घेणे.
 २) मराठी स्त्रीसाहित्याची परंपरा अभ्यासणे.
 ३) मराठी स्त्रीसाहित्यातील बदलत्या जाणिवा समजून घेणे.
 ४) नेमलेल्या साहित्यकृतींच्या आधारे मराठी स्त्रीसाहित्याची वैशिष्ट्ये अभ्यासणे.

अभ्यास घटक -

- १) मध्ययुगीन मराठी स्त्रीसाहित्याची परंपरा
 २) आधुनिकमराठी स्त्रीसाहित्याची परंपरा
 ३) *संत जनाबाई (चरित्र व काव्य)*-संपा. चिटणीस व कार्यकारिणी, श्री संत जनाबाई शिक्षण संस्था, गंगाखेड, अनमोल प्रकाशन, पुणे
 ४) *आंधळ्यांच्या गाई* - मेघना पेठे, राजहंस प्रकाशन, पुणे

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) मध्ययुगीन मराठी स्त्रीसाहित्यामागील प्रेरणा आ) मध्ययुगीन मराठी स्त्रीसाहित्यामधून प्रकट होणारे स्त्रीजीवनाचे पैलू इ) मध्ययुगीन मराठी स्त्रीसाहित्यातील स्त्रीजाणिवेचे स्वरूप ई) मध्ययुगीन मराठी स्त्रीसाहित्याचे स्वरूप व वेगळेपण	१	१५	२५
२	आधुनिकमराठीस्त्रीसाहित्य - स्वातंत्र्यपूर्व काळ अ) स्वातंत्र्यपूर्वकाळातीलस्त्रीसाहित्यामागील प्रेरणा,स्त्रीसाहित्यामधून प्रकट होणारे स्त्रीजीवनाचे पैलू, स्त्रीजाणिवेचे स्वरूप आ) या काळातील मराठी स्त्रीसाहित्याचे स्वरूप व वेगळेपण आधुनिकमराठीस्त्रीसाहित्य - स्वातंत्र्योत्तर काळ इ) स्वातंत्र्योत्तर काळातील स्त्रीसाहित्यामधून प्रकट होणारे स्त्रीजीवनाचे पैलू ई) स्त्रीवादाच्या प्रभावामुळे या काळातील मराठी स्त्रीसाहित्यातील बदललेल्या स्त्रीप्रतिमेचे स्वरूप व वेगळेपण	१	१५	२५
३	संत जनाबाई अ) <i>जनाबाईंच्या अभंगांमधून</i> व्यक्त होणारे मध्ययुगीन काळातील आ) स्त्रीजीवनाचे पैलू	१	१५	२५

	इ) जनाबाईच्या अभंगांमागील विविधप्रेरणा व स्त्रीमनाचे दर्शन ई) जनाबाईच्या अभंगांमधून व्यक्त होणारी स्त्रीजाणीव उ) जनाबाईच्या अभंगांचे स्वरूप व वेगळेपण			
४	आंधळ्यांच्या गाई - मेघना पेठे अ) आंधळ्यांच्या गाईमधून व्यक्त होणारे आधुनिक महानगरी-जगातील स्त्रीजीवनाचे पैलू आ) आंधळ्यांच्या गाईमधून व्यक्त होणारी आधुनिक स्त्रीचीजाणीव इ) आंधळ्यांच्या गाईमधून व्यक्त होणारी स्त्रीवादी आशयसूत्रे ई) आंधळ्यांच्या गाईमधील स्त्रीप्रतिमेचे व भाषेचे वेगळेपण	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

- संदर्भसाहित्य-**
- १)स्त्रीसाहित्याचा मागोवा(खंड १ ते ४), संपा. मंद खांडगे व इतर, साहित्यप्रेमी भगिनीमंडळ, पुणे
 - २)अर्थ आकाश, अश्विनी धोंगडे, दिलीपराज प्रकाशन, पुणे
 - ३)संत कवयित्री - इंदुमती शेवडे, पॉप्युलर प्रकाशन, मुंबई.
 - ४)मराठी लेखिका : चिंतन व चिंता, भालचंद्र फडके
 - ५) लोकसाहित्यातील स्त्रीप्रतिमा, तारा भवाळकर
 - ६) मराठी वाङ्मयाचा इतिहास, संपा. रा. ग. जाधव,म. सा. प., पुणे
 - ७) स्त्रीलिखित मराठी कादंबरी, संपा. अरुणा ढेरे, २०१३, पद्मगंधा प्रकाशन, पुणे
 - ८) स्त्रीलिखित मराठी कथा, संपा. अरुणा ढेरे, २०१४, पद्मगंधा प्रकाशन, पुणे
 - ९) १९८० नंतरचे स्त्री-निर्मित कथनपर साहित्य, संपा. पुष्पलताराजापुरे-तापस, २०१०, शब्दालय प्रकाशन, श्रीरामपूर

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मराठी अभ्यासपत्रिका क्र. १: ५ - ब- सर्जनशील लेखन

- उद्दिष्टे -** १) साहित्याच्या निर्मितीप्रक्रियेचे स्वरूप जाणून घेण्याचा प्रयत्न करणे
२)निर्मितीप्रक्रियेचे स्वरूप समजून घेण्यासाठी साहित्यप्रकार अभ्यासणे

३)निर्मितीप्रक्रियेचा अनुभव घेणे

४) स्वतः लेखन करून साहित्यनिर्मिती करणे

अभ्यास घटक - १)कथनात्मसाहित्याचे स्वरूप

२)कविता म्हणजे काय?

३)नाटक या वादमयप्रकाराचे स्वरूप

४) प्रत्यक्ष लेखनानुभव

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) कथनात्मसाहित्याची संकल्पना आ) कथनात्मसाहित्याचे स्वरूप इ) कथानकाची रचना,पात्रचित्रणाच्या पद्धती ई) कथनपद्धती व भाषा	१	१५	२५
२	अ) कवितेची संकल्पना आ) कवितेतील शब्द व अर्थ यांचे साहचर्य, शब्दक्रमाचे महत्त्व इ) अल्पाक्षरत्व,अलंकरण व प्रतिमासृष्टी ई) नादमयता आणि लयबद्धता यांचे स्वरूप	१	१५	२५
३	अ) नाटक या वादमयप्रकाराचे दृक्श्राव्य स्वरूप आ) नाटकातील द्वन्द्वात्मकता आणि नाटकाचा आकृतिबंध इ) पात्रचित्रणाच्या पद्धती व संवादभाषा ई) नाटक :संहिता व प्रयोग	१	१५	२५
४	लेखन - १- कथनात्म साहित्य अ) कथाबीजाचा विस्तार करणे आ) पात्रांचे स्वभावरेखाटन करण्याचे कौशल्य आत्मसात करणे इ) निवेदनाच्या पद्धती आत्मसात करणे ई) भाषेचा व शैलीचा तोल सांभाळणे लेखन - २- कविता अ) काव्यबीजाचे अंकुरण (विशिष्टप्रात्यक्षिकासाठी) आ) कल्पनाविस्तार इ) शब्दक्रम, नाद, लय यांचे प्रतिबिंब लेखनात कसे उमटते ते बघणे ई) प्रतिमांमधून अभिव्यक्ती कशी होते ते अनुभवणे लेखन - ३ - नाटक अ) नाट्यबीजाचे नाट्यरूप फुलवणे आ) कथेचा प्लॉट तयार करणे इ) पात्रचित्रणाचे कौशल्य आत्मसात करणे ई) संवादाचे मध्यम वापरून नाट्यवस्तूला आकार देणे उ) रंगभूमीवरील सादरीकरणाच्या मर्यादा लक्षात घेणे (लेखनाचे प्रात्यक्षिक घेतले जाईल. तयार झालेल्या संहितांचे वाचन व गुणदोषांची चर्चा करून पुनर्लेखन करून घेतले जाईल.)	१	१५	२५

एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १)२५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना एका परीक्षेतप्रत्यक्ष लेखनाचे कौशल्य लक्षात घ्यावे.वएक परीक्षा संकल्पनात्मक भागावर घ्यावी

३)या विषयाची बहिःस्थ परीक्षा संकल्पनात्मक भागावर होईल.

संदर्भसाहित्य-१) मराठी वाङ्मयाचा इतिहास, संपा. रा. ग. जाधव, म. सा. प., पुणे

२) प्रदक्षिणा (खंड १ व २), संपा. जयंत वष्ट. कॉन्टिनेन्टल प्रकाशन, पुणे

३) मराठी साहित्य: प्रेरणा व स्वरूप, संपा. हातकणंगलेकर/ पवार, पॉप्युलर प्रकाशन, मुंबई.

४)कादंबरीविषयी, हरिश्चंद्र थोरात, २००६, पद्मगंधा प्रकाशन, पुणे

५)कवितेचा शोध, वसंत पाटणकर,२०११, मौज प्रकाशन, मुंबई

६) साहित्य: अध्यापन व प्रकार, संपा. श्री. पु. भागवत, मौज प्रकाशन वपॉप्युलर प्रकाशन, मुंबई

७) वाङ्मयप्रकार: संकल्पना व स्वरूप, संपा. वासकर आनंद, अन्वय प्रकाशन, पुणे

सत्र - २

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एम्. ए. भाग १ / सत्र २

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अभ्यासपत्रिका क्र. २: १ साहित्यविचार - २

उद्दिष्टे - १) पाश्चात्य साहित्यविचारातील महत्वाच्या सिद्धांतांचा परिचय करून घेणे.

- २) पाश्चात्य साहित्यविचारातील विविध संकल्पना समजून घेणे.
- ३) पाश्चात्य साहित्यविचारातील विविध भूमिका व त्यांची प्रस्तुतता लक्षात घेणे.
- ४) मराठीतील महत्वाच्या साहित्यविषयक संकल्पना अभ्यासणे

अभ्यास घटक- १) साहित्याचे स्वरूप

- २) साहित्याची निर्मिती- कल्पनाशक्तीचे कार्य
- ३) लौकिकतावादी व अलौकिकतावादी भूमिका

४) मराठीतील साहित्यविषयक संकल्पना

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) अनुकृती सिद्धांत - प्लेटोची मांडणी आ) अनुकृती सिद्धांत - अरिस्टॉटलची भूमिका इ) अरिस्टॉटलची वाङ्मयीन घाटाची कल्पना / आदि-मध्य व अंत या संकल्पना ई) साहित्याचा रूपबंध	१	१५	२५
२	अ) साहित्याच्या निर्मितीप्रक्रियेमागील रूपस्फुरण (चमत्कृती), स्फूर्ती यांचे कार्य आ) प्रतिभाशक्तीचे स्वरूप व कार्य इ) साहित्याच्या निर्मितीप्रक्रियेमधील कल्पनाशक्तीचे स्थान व कल्पनाशक्तीचे प्रकार ई) साहित्याच्या निर्मितीप्रक्रियेविषयीचा कांटाचा विचार	१	१५	२५
३	अ) प्लेटोचानीतिविचार आ) अरिस्टॉटलची कथासंविषयक भूमिका इ) प्रेरणासंतुलन- आय. ए. रिचर्ड्स ई) लौकिकतावादी व अलौकिकतावादी भूमिका	१	१५	२५
४	अ) विदाग्भता (ह. ना. आपटे) / सविकल्प समाधी (न. चिं. केळकर) आ) बा. सी. मर्ढेकरांचा लयसिद्धांत इ) भावनानिष्ठ समतानता आणि आत्मनिष्ठ-मर्ढेकरांचा विचार ई) पोत - द. ग. गोडसे/ मानुषतेचे तत्त्व - शरच्चंद्र मुक्तिबोध	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १)२५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प याच्याप्रमाणेच वस्तुनिष्ठ परीक्षापद्धतीचाही समावेश करणे आवश्यक आहे.

संदर्भसाहित्य - १)सौंदर्यमीमांसा, रा. भा. पाटणकर,मौज प्रकाशन, मुंबई.

२)कांटची सौंदर्यमीमांसा, रा. भा. पाटणकर, मौज प्रकाशन, मुंबई.

३)सौंदर्य आणि साहित्य, बा. सी. मर्ढेकर,मौज प्रकाशन, मुंबई.

४)सृष्टी,साहित्य आणि सौंदर्यमूल्य, शरच्चंद्र मुक्तिबोध, लोकवाङ्मय गृह, मुंबई.

५)सौंदर्यानुभव, प्रभाकर पाध्ये, मौज प्रकाशन, मुंबई.

६)निवडक मराठी समीक्षा, संपा.- पवार/ हातकणंगलेकर,१९९९, साहित्य अकादमी, नवी दिल्ली

७)अरिस्टॉटलचे काव्यशास्त्र, गो. वि. करंदीकर, १९७८, मौज प्रकाशन, मुंबई

८)साहित्यशास्त्र: स्वरूप आणि समस्या, वसंत पाटणकर, २००६, पद्मगंधा प्रकाशन, पुणे

९)पोत, द. ग. गोडसे, पॉप्युलर प्रकाशन, मुंबई.

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अभ्यासपत्रिका क्र. २: संशोधनशास्त्र

उद्दिष्टे - १) संशोधनप्रक्रियेचे स्वरूप आणि व्याप्ती यांचे आकलन करून घेणे..

- २) संशोधनप्रक्रियेची सर्व अंगोपांगे समजून घेणे.
- ३) साहित्यसंशोधनाच्या विविध पद्धती जाणून घेणे
- ४) संशोधन आणि प्रबंधलेखन करण्याची क्षमता मिळवणे,

अभ्यास घटक- १) संशोधन संकल्पना

- २) संशोधनाची साधने
- ३) साहित्याचे संशोधन
- ४) मराठीतील संशोधन परंपरा

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) संशोधनाचे स्वरूप : व्याख्या, प्रेरणा, गृहीतकृत्य, निष्कर्ष आ) संशोधनप्रक्रियेतील टप्पे- विषयनिश्चिती, अभ्युपगम निश्चिती, संशोधन आराखडा इ) संशोधनाचे प्रकार - वैज्ञानिक संशोधन, सामाजिक शास्त्रांमधील संशोधन, साहित्यसंशोधन ई) माहितीचे संकलन करण्याच्या पद्धती, वर्गीकरणे व विश्लेषण	१	१५	२५
२	अ) पूर्वसंशोधनाचा आढावा व खंडन-मंडन आ) ग्रंथालयीन साधने, पुढीकांचा वापर इ) प्रश्नावली, मुलाखती, सर्वेक्षण, ध्वनिमुद्रण, चित्रीकरण इत्यादी १) आवश्यकतेनुसार साधनांची निर्मिती	१	१५	२५
३	अ) साहित्यसंशोधन- स्वरूप व व्याप्ती आ) आंतरविद्याशाखीय ज्ञानदृष्टी व साहित्यसंशोधन इ) मध्ययुगीन साहित्याचे संशोधन ई) शोधनिबंधाची/ प्रबंधाची लेखनपद्धती	१	१५	२५
४	अ) मराठीतील साहित्यसंशोधनाची परंपरा आ) महत्वाचे संशोधक - अ. का. प्रियोळकर, गं. ब. ग्रामोपाध्ये इ) मराठीतील मध्ययुगीन साहित्याच्या संशोधनाची परंपरा ई) महत्वाचे संशोधक - वि. भि. कोलते, म. रा. जोशी	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प याच्याप्रमाणेच वस्तुनिष्ठ परीक्षापद्धतीचाही समावेश करणे आवश्यक आहे.

- संदर्भसाहित्य -**
- १)भाषा आणि साहित्य संशोधन, संपा. वसंत जोशी खंड १, १९८१, म.सा.प. पुणे
 - २).भाषा आणि साहित्य संशोधन, संपा. वसंत जोशी खंड२, १९८१, म.सा.प. पुणे
 - ३)भाषा आणि साहित्य संशोधन, संपा. वसंत जोशी खंड३, १९८१, म.सा.प. पुणे
 - ४)संशोधन सिद्धांत आणि पद्धती, सदा कऱ्हाडे, १९९७, लोकवाङ्मय गृह, मुंबई
 - ५)संहिता समीक्षा आणि पारिभाषिक संज्ञा, वसंत दावतर, म.रा.सा. सं. मंडळ, मुंबई
 - ६) मराठी संशोधनविद्या उषा देशमुख, स्नेहवर्धन प्रकाशन, पुणे.
 - ७) शोधनिबंधाचीलेखनपद्धती, मिलिंद मालशे १९७९ म. सा. प., पुणे
 - ८) तपोनिधी, संपा. भारती निरगुडकर, २०१९, पॉप्युलर प्रकाशन, पुणे

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२०२० - २०२१
एम्. ए. भाग १ / सत्र २

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अभ्यासपत्रिका क्र. २: ३ आधुनिक मराठी वाङ्मयाचा इतिहास : कथात्म साहित्य(१८७४ ते २०००)

उद्दिष्टे - १) मराठी कथा वाङ्मयाची परंपरा अभ्यासणे

- २) मराठी कथेच्या वाटचालीतील ठळक टप्पे समजून घेणे.
- ३) मराठी कादंबरीचा उद्गम आणि जडणघडण अभ्यासणे
- ४) मराठी कादंबरीमागील प्रेरणा आणि मराठी कादंबरीचे प्रकार लक्षात घेणे.

अभ्यास घटक- १) मराठी कथेची परंपरा (प्रारंभ ते १९४०)

- २) नवकथा वनंतरची कथा
- ३) मराठी कादंबरीची वाटचाल (प्रारंभ ते १९५०)
- ४) स्वातंत्र्योत्तरकादंबरी

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) प्रारंभीचे कथालेखन - स्फुटगोष्ट - ह. ना. आपटे/ संपूर्ण गोष्ट - वि. सी. गुर्जर, काशीबाई कानिटकर आ) लघुकथेची सुरुवात - दिवाकर कृष्ण इ) तंत्रप्रधान कथा - ना. सी. फडके, वि. स. खांडेकर ई) नवकथापूर्व कथा - दिवाकर कृष्ण, विभावरी शिरूरकर, वामन चोरघडे, कुसुमावती देशपांडे	१	१५	२५
२	अ) नवकथा - गाडगीळ, गोखले, भावे, माडगुळकर आ) नवकथेनंतरची कथा - जी. ए. कुलकर्णी, चिं. न्य. खानोलकर, कमाल देसाई, विजया राजाध्यक्ष इ) दीर्घकथा - भारतसासणे ५) दलित व ग्रामीण कथा	१	१५	२५
३	अ) प्रारंभीचे कादंबरीलेखन - सामाजिक कादंबरी - ह. ना. आपटे आ) वामन मल्हार, केतकर, ना. ह. आपटे, विभावरी शिरूरकर इ) रंजनप्रधान कादंबरी - मुक्तामाला/ फडके, खांडेकर, माडखोलकर ई) ऐतिहासिक कादंबरी - हरिभाऊ, नाथमाधवते रणजीत देसाई	१	१५	२५
४	अ) नवकादंबरी - मर्ढेकर, नेमाडे, भाऊ पाध्ये आ) दलित कादंबरी इ) ग्रामीण कादंबरी ई) स्त्री कादंबरीकार	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प याच्याप्रमाणेच वस्तुनिष्ठ परीक्षापद्धतीचाही समावेश करणे आवश्यक आहे.

- संदर्भसाहित्य -**
- १) मराठी वाङ्मयाचा इतिहास, संपा. रा. ग. जाधव, म. सा. प., पुणे
 - २) प्रदक्षिणा (खंड १ व २), संपा. जयंत वण्ट. कॉन्टिनेन्टल प्रकाशन, पुणे
 - ३) मराठी साहित्य: प्रेरणा व स्वरूप, संपा. हातकणंगलेकर/ पवार, पॉप्युलर प्रकाशन, मुंबई.
 - ४) मराठी कादंबरी : पहिले शतक, कुसुमावती देशपांडे
 - ५) मराठी कथा : उद्गम व विकास - इंदुमती शेवडे
 - ६) अवलोकन, दिगंबर पाध्ये, २०१२, लोकवाङ्मय गृह, मुंबई
 - ७) कादंबरीविषयी, हरिश्चंद्र थोरात, २००६, पद्मगंधा प्रकाशन, पुणे
 - ८) खडक आणि पाणी, गंगाधर गाडगीळ,
 - ९) मराठी कादंबरी- आस्वाद यात्रा, संपा. विजया राजाध्यक्ष, पॉप्युलर प्रकाशन, मुंबई.
 - १०) मराठी कादंबरी : परंपरा आणि चिकित्सा, संपा. सलालकर/ बोपचे, २०१९, विजय प्रकाशन, नागपूर

मराठी विभाग
मराठी अभ्यासक्रम (नवीन)
२०२० - २०२१
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मराठी अभ्यासपत्रिका क्र. २: ४ - अ -मराठी वैचारिक साहित्य

- उद्दिष्टे -**
- १) मराठी वैचारिक साहित्याची परंपरा अभ्यासणे
 - २) वैचारिक साहित्याची लक्षणे समजून घेणे.
 - ३) मराठी वैचारिक साहित्याच्या प्रकारांचा अभ्यास करणे.
 - ४) नेमलेल्या पुस्तकांच्या आधारे मराठी वैचारिक साहित्याची वैशिष्ट्ये माहीत करून घेणे

- अभ्यास घटक -**
- १) वैचारिक साहित्याचे स्वरूप
 - २) शेतकऱ्याचा असूड- महात्मा जोतीबा फुले
 - ३) निवडक विठ्ठल रामजी शिंदे - विठ्ठल रामजी शिंदे (संपा. गो. मा. पवार)
 - ४) मनस्विनीचं चिंतन - मालती बेडेकर

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) वैचारिक साहित्याची संकल्पना व स्वरूप विशेष (विचार व तथ्ये यांची वस्तुनिष्ठमांडणी, पूर्वमतांचे खंडन वामंडन, तार्किकता, युक्तिवाद, सुस्पष्ट भाषाशैली इत्यादी.) आ) वैचारिक साहित्याचे प्रकार - वैचारिक निबंध / संशोधनपर लेखन / समीक्षात्मक लेखन / शास्त्रीय लेखन इ) वैचारिक साहित्य आणि ललित साहित्य- परस्परसंबंध ई) वैचारिक साहित्यातील मी चे स्वरूप	१	१५	२५
२	अ) शेतकऱ्याचा असूड मधील विचारांचे स्वरूप आ) शेतकऱ्याचा असूड मधील समाजदर्शन इ) शेतकऱ्याचा असूड मधून जाणवणारी जीवनदृष्टी ई) शेतकऱ्याचा असूड मधील भाषा व शैली	१	१५	२५
३	अ) निवडक वि. रा. शिंदे या संग्रहातील वैचारिक लेखनाचे स्वरूप आ) या संग्रहातील समाजदर्शन व जीवनदृष्टी इ) वि. रा. शिंदे या संग्रहातील वैचारिक लेखनामागील अध्यात्मिक जाणीव ई) निवडक वि. रा. शिंदे या संग्रहातील भाषेचे व शैलीचे स्वरूप	१	१५	२५
४	अ) मनस्विनीचं चिंतन मधील विचारविश्व आ) मनस्विनीचं चिंतन मधील वैचारिक लेखनाचे वेगळे स्वरूप इ) मनस्विनीचं चिंतन मधील जेन्डरविषयक मांडणी ई) मनस्विनीचं चिंतन मधील भाषेचे स्वरूप	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

संदर्भसाहित्य- १) विचार शिल्प, संपा. रा. ग. जाधव, १९७५, कॉटिनेटल प्रकाशन, पुणे

२) प्रदक्षिणा (खंड १ व २), संपा. जयंत वष्ट. कॉन्टिनेटल प्रकाशन, पुणे

किंवा

मराठी विभाग

मराठी अभ्यासक्रम (नवीन)

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पर्यायी अभ्यासपत्रिका

मराठी अभ्यासपत्रिका क्र. २: ४ - ब - भाषांतरित साहित्य

उद्दिष्टे -

१) भाषांतर प्रक्रियेचे स्वरूप अभ्यासणे

- २) भाषांतर व रूपांतर यातील भेद आणि भाषांतर प्रक्रियेतील अडचणी समजून घेणे
- ३) नेमलेल्या साहित्यकृतींच्या आधाराने भाषांतरित साहित्याची वैशिष्ट्ये लक्षात घेणे
- ४) भाषांतरित कृतींच्या मूल्यमापनाचे निकष जाणून घेणे

अभ्यास घटक -

१) भाषांतर प्रक्रियेचे स्वरूप

२) अरण्यक (बंगाली)- विभूतिभूषण बंडोपाध्याय अनु.- शंकर बालाजी शास्त्री, साहित्य अकादमी, नवी दिल्ली

३) तिरिछ (हिंदी) ले.- उदय प्रकाश अनु.- जयप्रकाश सावंत, लोकवाङ्मय गृह, मुंबई

४) नागमंडल (कन्नड) ले.- गिरीशकार्नाड अनु.- उमा कुलकर्णी, पॉप्युलर प्रकाशन, मुंबई.

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) ललित साहित्याच्या भाषांतराची प्रक्रिया, भाषांतराचे प्रकार आ) भाषांतर व रूपांतर यातील साम्यभेद इ) ललित साहित्याच्या भाषांतरातील अडचणी - साहित्यप्रकारानुसार ई) ललित साहित्याच्या भाषांतरातील अडचणी- काळ, संस्कृती, वाङ्मय परंपरा यातील भेदानुसार	१	१५	२५
२	अ) अरण्यक मधील अनुभव विश्व आ) भाषांतरित कृती या दृष्टीने अरण्यक चे यशापयश इ) अरण्यकमधील भाषेचे स्वरूप	१	१५	२५

	ई) अरण्यक चे वाङ्मयीन विशेष			
३	अ) तिरिंछ मधील अनुभव विश्व उ) भाषांतरित कृती या दृष्टीने तिरिंछचे यशापयश ऊ) तिरिंछमधील भाषेचे स्वरूप ऋ) तिरिंछ चे वाङ्मयीन विशेष	१	१५	२५
४	उ) नागमंडल मधील अनुभव विश्व ऊ) भाषांतरित कृती या दृष्टीने नागमंडल चे यशापयश ऋ) नागमंडलमधील भाषेचे स्वरूप लृ) नागमंडल चे वाङ्मयीन विशेष	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १)२५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण इ. स्वरूपात घ्यावी.

संदर्भसाहित्य-

- १)भाषांतरमीमांसा, संपा. काळे/ सोमण, प्रतिमा प्रकाशन, पुणे
- २)तर्खडकर भाषांतर पाठमाला, संपा. चंपानेरकर, २००४, मज्जेस्टिक प्रकाशन, मुंबई
- ३)राजा लियर, गो. वि. करंदीकर, पॉप्युलर प्रकाशन, मुंबई.
- ४)भाषांतर, अशोक केळकर, मराठी विश्वकोश खंड १२, १९८५
- ५)आधुनिकभाषाविज्ञान : सिद्धांत आणि उपयोजन, डॉ. मिलिंद मालशे, लोकवाङ्मयगृह, मुंबई, १९९५.
- ६) साहित्य: अध्यापन व प्रकार, संपा. श्री. पु. भागवत, मौज प्रकाशन व पॉप्युलर प्रकाशन मुंबई
- ७) भाषांतर, सदा कऱ्हाडे, लोकवाङ्मयगृह, मुंबई.

मराठी विभाग
मराठी अभ्यासक्रम (नवीन)
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पर्यायी अभ्यासपत्रिका (CBCS)

मराठी अभ्यासपत्रिका क्र. २: ५ - अ - स्त्रीवाद आणि स्त्रीवादी समीक्षा

- उद्दिष्टे -**
- १) स्त्रीवाद या विचारसरणीचे स्वरूप अभ्यासणे
 - २) स्त्रीवादाचे प्रमुख प्रवाह समजून घेणे
 - ३) स्त्रीवादी समीक्षा, तिचे प्रकार आणि वेगळेपण जाणून घेणे.
 - ४) नेमलेल्या साहित्यकृतीची स्त्रीवादी समीक्षा करणे

- अभ्यास घटक -**
- १) स्त्रीवाद या विचारसरणीचे स्वरूप
 - २) स्त्रीवादाचे प्रमुख प्रवाह
 - ३) स्त्रीवादी समीक्षा, तिचे प्रकार, जेन्डर संकल्पना
 - ४) स्त्रीवादी समीक्षापद्धतीचे उपयोजन -

उपयोजनासाठी नेमलेली पुस्तके -आहे हे असं आहे - गौरी देशपांडे

तिची कथा - संपा, - मंगला आठल्येकर

(या संग्रहांतील कथा उपयोजनासाठी निवडाव्या,)

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) स्त्रीवाद या विचारसरणीचे स्वरूप व पार्श्वभूमी आ) पितृसत्ताक समाजव्यवस्थेचे स्वरूप व स्त्रीची अभावात्मक प्रतिमा इ) पितृसत्ताक समाजव्यवस्थेतील संस्थांमार्फत होणारे स्त्रीच्या अस्तित्वाचे खच्चीकरण, स्त्री-पुरुष विषमता व तिचे उदात्तीकरण ई) अन्यमानवतावादी विचारसरणीपेक्षा स्त्रीवादाचे वेगळेपण	१	१५	२५
२	अ) उदारमतवादी स्त्रीवाद आ) मार्क्सवादी स्त्रीवाद इ) जहाल स्त्रीवाद ई) भारतीय स्त्रीवाद	१	१५	२५
३	अ) स्त्रीवादी समीक्षा पद्धतीची उद्दिष्टे आ) स्त्रीवादी समीक्षा पद्धती (feminist criticism) इ) स्त्रीकेंद्री समीक्षा पद्धती (gynocritics) ई) जेन्डर संकल्पना व तिचे महत्त्व	१	१५	२५
४	अ) स्त्रीवादी समीक्षा पद्धतीचे उपयोजन करणे आ) स्त्रीवादी आशयसूत्रांचा शोध घेणे इ) स्त्रीप्रतीमेचे स्वरूप अभ्यासणे ई) भाषेची वैशिष्ट्ये शोधणे	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते अंतर्गत परीक्षेचे गुण मानावे.

२) या विषयाची अंतर्गत परीक्षा घेताना एक परीक्षा प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प / सादरीकरण. स्वरूपात घ्यावी. एकपरीक्षा उपयोजनावर घ्यावी.

संदर्भसाहित्य- १) स्त्रीवादी समीक्षा- स्वरूप आणि उपयोजन, अश्विनी धोंगडे, दिलीपराज प्रकाशन, पुणे.

२) स्त्रीवाद, संकलन- सुमती लांडे, २००७, शब्दालय प्रकाशन, श्रीरामपूर

३) अर्थ आकाश, अश्विनी धोंगडे, २०१९, दिलीपराज प्रकाशन, पुणे.

४) समीक्षा - संज्ञा कोश(वाङ्मय कोश खंड ४, संपा. विजया राजाध्यक्ष व इतर, म. रा. सा. स.

म. मुंबई

५) समीक्षामीमांसा, गंगाधर पाटील, २०११, मौज प्रकाशन, मुंबई

किंवा

मराठी विभाग

मराठी अभ्यासक्रम (नवीन)

२०२० - २०२१

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पर्यायी अभ्यासपत्रिका (CBCS)

मराठी अभ्यासपत्रिका क्र. २: ५ - ब - साहित्याचे अध्यापन

उद्दिष्टे -

१) अध्यापनाच्या प्रक्रियेचे स्वरूप व महत्त्व समजून घेणे

२) अध्यापनाच्या विविध साधनाची माहिती करून घेणे

३) साहित्याच्या अध्यापनाची कौशल्ये अवगत करून घेणे

अभ्यास घटक -

१) अध्यापन प्रक्रियेचे स्वरूप, साहित्याच्या अध्यापनाची पूर्वतयारी

२) अध्यापनाची विविध साधने व त्यांची उपयुक्तता

३) साहित्याचे स्वरूप व अध्यापनाची कौशल्ये

४) साहित्याच्या अध्यापनाचे वेगवेगळे स्तर

क्र.	अभ्यास घटकांचे विवरण	श्रेयांक	तासिका	गुण
१	अ) अध्यापन प्रक्रियेचे स्वरूप आ) अध्यापनाच्याप्रमुख पद्धती इ) साहित्याच्या अध्यापनाचे वेगळेपण ई) साहित्याच्या अध्यापनाची पूर्वतयारी	१	१५	२५
२	अ) ग्रंथालयीन साधने आ) दृक्श्राव्य साधने इ) प्रत्यक्षअनुभव (उदा. नाट्यप्रयोग) ई) संगणकाचा वापर	१	१५	२५
३	अ) साहित्याचे स्वरूप, अन्य अध्यापन विषयांपेक्षा वेगळेपण आ) साहित्यप्रकारानुसार बदलणारे अध्यापनाचे स्वरूप इ) साहित्यकृतीच्या स्वरूपानुसार अध्यापन कौशल्यांचा वापर ई) उत्तम अध्यापनासाठी आवश्यक गोष्टी	१	१५	२५
४	अ) पूर्व माध्यमिक स्तर आ) माध्यमिक स्तर इ) पदवी-पूर्व स्तर ई) पदव्युत्तर स्तर स्तरानुसारव्यामिश्रता व काठीण्य पातळीत होणारा फरक स्पष्ट करणे.	१	१५	२५
	एकूण	४	६०	१००

अंतर्गत परीक्षापद्धती - १) २५ गुणांच्या दोन परीक्षा घेणे आवश्यक आहे. त्यांच्या गुणांची सरासरी काढून ते

अंतर्गत परीक्षेचे गुण मानावे.

२)या विषयाची अंतर्गत परीक्षा घेताना प्रकल्प / वर्गपरीक्षा / लघुप्रकल्प /

सादरीकरणइ. स्वरूपात घ्यावी.

संदर्भसाहित्य- १)साहित्य: अध्यापन व प्रकार, संपा. श्री. पु. भागवत, मौज प्रकाशन वपॉप्युलर प्रकाशन, मुंबई

२)साहित्याचे अध्यापन, वसंत दावतर

३)कौशल्याधिष्ठित अध्यापन - वासंती फडके, लोकवाङ्मय गृह, मुंबई

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A. Marathi)

Sr. No.	Name of the Faculty	Designation
1.	Ms. Roshani Shinde	Assistant Professor
2.	Ms. Nayana Jadhav	Assistant Professor
3.	Ms. Jaswandi More	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online materials/ resources
6	Recorded lectures

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self- regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi for social science subjects.
- Contact sessions in 2 medium; English and Marathi for social science subjects.

- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

v. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. Marathi is *open to all graduates* coming from different streams even if they have not studied Marathi at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrollment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .
- **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.]

Medium of Instruction:

- The M.A. Marathi is available in Marathi medium.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. Marathi learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counseling, work books, assignments, audio/ video programmes and technology assisted teaching.

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	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:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Term End Examination is conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in Marathi programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in Marathi	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

vi. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in Marathi programme.

Library: The students can use the library resources available at the University. 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.

vii. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

viii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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).

Expected programme outcomes

After completing this programme, learners will be able to:

1. Enrich linguistic skills
2. Gain a detailed knowledge of Marathi literature
3. Understand Indian literature through Marathi language
4. Discuss women's writing and its contribution to Marathi and Indian literature
5. Prepare for Government and private jobs
6. To lead a self-reliant lifestyle
7. Get ready for research work and be aware about Research skills



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



CENTRE FOR DISTANCE EDUCATION

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

M.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

31st 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,

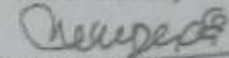
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

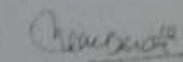
Yours faithfully



(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.



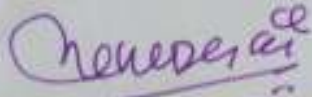
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

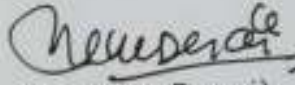
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

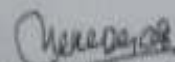
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	Dr. Pradnya Walpaitan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVD College
		Dr. Sanjay Shedmake	Education	Associate Professor



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

Programme Project Report (PPR)

Master of Arts in Economics

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in Economics
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

- The mission of the programme M.A. in Economics is to create broad vision of learners about the historical, socio-economic and intellectual forces in the rise of sociological theory and to prepare for the professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Programme Objectives:

- To enhance theoretical ability of the students.
- To build a deeper understanding of real world microeconomics.
- To learn basic concepts and theories of economic development will gain the sustained interest of the developing countries.
- To study the various economic development models and theories and compare between them.
- To enable the learners to application of the theories receptively development stages of the developed and developing economies.
- To familiarize students about the rationale for and role of government intervention in economic activities and how the government makes economic decisions.

- To make students learn types of taxes, government expenditure programmes, public debt and its effects, deficit financing, federal finance and stabilization instruments.
- To enable the learners to gain a clear understanding of demographic concepts, theories, and processes to aware of the importance of population in economic development.
- To acquaint the learners to gain a sound command over the basic tenets of demography as well as key demographic issues and illustrations in India's context.
- To enable the learners to understand the population dynamics that leads to the evolution of economic and population policies.
- To equip students with economic concepts and theories interpreted with the help of mathematical tools and techniques to refine verbal logic.
- To introduce various mathematical techniques/methods/models related to economic theory like consumer theory, theory of production, product pricing in the decision making by firms in different market structures.
- To make use of calculus and integration in economic analysis relating consumers and producer's surplus, optimization behavior of firms and consumers and so on.
- To enhance theoretical ability of the students
- To build a deeper understanding of real worlds microeconomics.
- To study the role of physical and social infrastructure plays in a country's development need not be reiterated.
- The objective of this paper is to orient the students in basic research methodology.
- To enable the learners to know about preparation of plan and management of agricultural development
- To acquaint the learners with the different strategies adopted by the Government of India for enabling financial resources for agricultural development
- To familiarize students with policy issues that are relevant to Indian agricultural economics and enable them to analyse the issues, using basic micro-economic concepts.
- To familiarize students with statistical theory and its application as the foundations for data analysis.

- To develop a reasonable understanding of economics relationships and relevant statistical methods.
- To strengthen the skill of students to make a statistical analysis of numerical facts and data.
- To familiarize students with the financial system and its components viz. financial instruments, financial institutions, financial markets and financial regulations.
- To upgrade students with contemporary theories about the workings of different financial markets including money market, capital markets (bonds, stocks and hybrids) and derivative markets.
- To make students understand policy and regulatory framework within which financial institutions are required to function.
- To provide students with basic knowledge of OLS method and its limitations.
- To acquaint them with econometric techniques beyond the OLS method
- To introduce the students with econometric techniques that are widely used in empirical studies, covering problems relating estimation and inference in the context of single and multiple equations regression model.
- To operationalize empirically economic theory and test economic theory helping in the predication of economic variables of interest on the basis of econometric models.

Relevance of programme with institution's missions and goals

Mission of S.N.D.T. Women's University:

1. 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.
2. 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 of S.N.D.T. Women's University

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'.

Linkage with Programme Mission:

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 programme of M.A. in History offered through Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of Economics. The congruence with the goals of the University, the M.A. in Economics programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The programme helps learners to understand women's issues and rights with a rational outlook towards society.

ii. Nature of Prospective Target Groups of Learners

M.A. in Economics programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in Economics programme has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in Economics.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in Economics.
3. The Masters Programme in Economics aims to impart in-depth sociological knowledge based on critical comprehension and analysis of social dynamics.

i. Instructional Design

Course Curriculum

Curriculum is developed by the Statutory Authorities of SNTD 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.

SNDT Women's University
1, Nathibai Thackersey Road, Mumbai- 400020

M. A. Economics - 2020 - 21

Faculty Name: Humanities

Name of the Programme: M. A.

Total Credits: 80

Eligibility:

A student is being eligible for admission to M.A. in Economics as per the eligibility norms prescribed by the university.

Programme Specific Outcomes (PSOs)

The objective of the course is to introduce the students to

- Understand the concepts and application of the advanced theories in Economics.
- Be equipped to understand analytical aspects of the subject.
- Understand the tools of empirical analysis in the subject.
- Critically reflect and interpret the economic reality.

General Instructions:

- The M. A. programme is of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. ($5 \times 4 = 20$ Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For Economics each course will have 25% Internal Evaluation and 75% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Course Structure of Department of Economics as per University Format

Scheme: Semester I

Sr. No	Code No.	Subjects	L	C r.	P/ T	D	TP (E)	Internal	P/ V	T
Core Courses										
1		Microeconomics-I	4	4	--	2.5	75	25	--	100
2		Economics of Growth and Development -I	4	4	--	2.5	75	25	--	100
3		Public Economics	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Industrial Economics	4	4	--	2.5	75	25	--	100
4		Environmental Economics								
		Elective Course /CBCS (any one of the following)								
5		Demography	4	4	--	2.5	75	25	--	100
5		Mathematical Economics								
		Total	20	20	--		375	125	--	500

Scheme: Semester II

Sr. No	Code No.	Subjects	L	Cr.	P/ T	D	TP (E)	Internal	P/ V	T
		Core Courses								
1		Microeconomics-II	4	4	--	2.5	75	25	--	100
2		Economics of Growth and Development -II	4	4	--	2.5	75	25	--	100
3		Research Methodology	4	4	--	2.5	75	25	--	100
		Elective Course:								
		(any one of the following)								
4		Agricultural Economics	4	4	--	2.5	75	25	--	100
4		Statistics for Economics								
		Elective Course /CBCS								
		(any one of the following)								
5		Banking & Financial System	4	4	--	2.5	75	25	--	100
5		Econometrics								
		Total	20	20	--		375	125	--	500

Scheme: Semester III

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Macroeconomics-I	4	4	--	2.5	75	25	--	100
2		Indian Economy-I	4	4	--	2.5	75	25	--	100
3		History of Economic Thoughts	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Research Component-I (Writing Research Proposal & Review of Literature)	4	4	--	--	--	50	50	100
4		Rural Development	4	4	--	2.5	75	25	--	100
Elective Course /CBCS (any one of the following)										
5		Research Component-II (Dissertation & Viva Voce)	4	4	--	--	--	50	50	100
5		Economy of Maharashtra	4	4	--	2.5	75	25	--	100
		Total	20	20	--		225	175	100	500

Scheme: Semester IV

Sr. No	Code No.	Subjects	L	C r.	P/T	D	TP (E)	Internal	P/V	T
Core Courses:										
1		Macroeconomics-II	4	4	--	2.5	75	25	--	100
2		Indian Economy-II	4	4	--	2.5	75	25	--	100
3		International Economics	4	4	--	2.5	75	25	--	100
Elective Course:(any one of the following)										
4		Internship Component-I	4	4	--	--	--	50	50	100
4		Urban Economics	4	4	--	2.5	75	25	--	100
Elective Course /CBCS (any one of the following)										
5		Internship Component-II	4	4	--	--	--	50	50	100
5		Economics of Co-operation	4	4	--	2.5	75	25	--	100
		Total	20	20	--		225	175	100	500

L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs., D = Duration of Theory paper for Examination in hrs., TP (E) = Theory paper for

Examination marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.

Semester 1

1. Microeconomics-I

Objectives

- To enhance theoretical ability of the students.
- To build a deeper understanding of real world microeconomics.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	(A) Basic Concepts: Economic models: Micro and macro model examples, Production Possibility curve (PPC), Endogenous & Exogenous variables, Extension and increase in demand and supply, Price, income and cross elasticity of demand with numerical exercises and classification of goods into substitutes and complementary, Economic static and dynamics from micro and macroeconomics. (No long question to be asked from this) (B) Consumer Behaviour: Optimization problem based on Hick's-Allen ordinal utility approach: Budget constraint, consumer equilibrium, Price effect split into income and substitution effect based on Slutsky and Hicks methods, Derivation of demand curve from PCC in case of normal, inferior and Giffen goods. Behavioristic ordinalistic approach to demand, Strong and weak ordering hypotheses, Derivation of demand law based on Samuelson's Revealed Preference theory. Demand theorem based on Hicks Revision of demand theory and direct consistency test. Marshall's and Hick's concepts of consumer's surplus.	1	15	25
2	Theory of production and cost: Concept of production function: short-run, long-run, Cobb-Douglass production functions with characteristics, Concepts of iso-quants and iso-cost, Stages in the law of variable proportions and laws of returns to scale, Least cost combination of inputs: constrained cost minimization and output maximization rules, Short run and long-run cost concepts, with explanation U-shaped and L-shaped LAC Curves.	1	15	25

3	General Equilibrium Analysis: Difference between general and partial equilibrium, Interdependence nature of markets with examples, Edgeworth box diagram illustrating general equilibrium model, General equilibrium of consumption, production separately and simultaneously, Externalities in consumption, production and how they together cause market failure, Public goods: their features and market failure.	1	15	25
4	Welfare Economics: Concept and conditions of Pareto Optimality in welfare economics, Hicks-Kaldor-Scitovsky's Compensation Principle, Bergson-Samuelson's Social welfare function, Arrow's Impossibility Theorem of social choice.	1	15	25

Course Outcomes

- To provide advance skills in Microeconomics.
- To enable the students to analyse the economic behavior of individuals, firms and markets.
- To understand welfare economics and general equilibrium in closed and open systems.

References:

- Arrow, K.J. and M.D. Intriligator (Eds) (1981), Handbook of Mathematical Economics, Vol, I North Holland, Amsterdam.
- Braodway, R.W. and N. Bruce (1984), Welfare Economics, Basil Blackwell , London.
- Da Costa, G.C. (1980) , Production, Prices and Distribution, Tata McGraw Hill, New Delhi.
- Hall of India, New Delhi.
- Hansen, B. (1970), A Survey of General Equilibrium Systems, McGraw Hill New York.
- Henderson, J.M. and R.E. Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
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- Kreps, David M. (1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
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- Pindyck Robert S. and Rubinfeld () , Microeconomics
- Salvatore D., Microeconomics
- Sen , A. (1999), Microeconomics : Theory and Applications, Oxford University Press, New Delhi.

- Stigler, G. (1996), Theory of Price, (4th Edition), Prentice Hall of India, New Delhi.
- Varian , H. (2000), Microeconomic Analysis, W.W. Norton , New York.

2. ECONOMICS OF GROWTH AND DEVELOPMENT-I

OBJECTIVES:

- To learn basic concepts and theories of economic development will gain the sustained interest of the developing countries.
- To study the various economic development models and theories and compare between them.
- To enable the learners to application of the theories receptively development stages of the developed and developing economies.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Basic Concepts: Economic growth and development- Factors affecting economic development- Characteristics of developed and developing countries Measurement of Development-Indices of development – PQLI, HDI, Gender Adjusted HDI - Inter country comparisons of development- Development Gap.	1	15	25
2	Models of Economic Growth: Neo- classical – Solow and Meade- Joan Robinson's Growth Model-Hicks-Harrod-; learning by doing approach, Harrod- Domar Model, Technological progress- embodied and disembodied technical progress-Kaldor and Pasinetti- Two sector model – Endogenous growth.	1	15	25
3	Theories of Economic Growth : Theories of growth and development : Circular Causation, Unlimited Supply of Labour, Ranis and Fei model, Big Push, Balanced and Unbalanced Growth, Critical Minimum Effort, Low Level Equilibrium Trap, Dualism	1	15	25
4	Theories of Economic Development: Classical theory of development- contributions of Adam Smith, Ricardo, Malthus and James Mill, Karl Marx and development of capitalistic economy-theory of social change, surplus value and profit; Schumpeter and capitalistic development, innovation-role of credit, profit and degeneration of capitalism, Structural analysis of development.	1	15	25

Course Outcomes

- To acquire greater diversity, efficiency and equity in the subject.
- To understand many approaches to economic development.
- To get exposed to diverse theories and models on economic development.

References:

- Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Barrow, R. and X. Sela – I, Martin, Economic Growth, McGraw Hill, New York.
- Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics, Vol.3, Elsevier, Amsterdam.
- Chakravarti, S. (1982), Alternative Approaches to the Theory of Economic Growth, Oxford University Press, New Delhi.
- Chenery, H. and T.N. Srinivasan (Eds.) (1989), Handbook of Development Economics, Vols. 1& 2, Elsevier, Amsterdam.
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- Kahkonen, S. and M. Olson (2000), A New Institutional Approach to Economic Development, Vistaar.
- Kindleberger, C.P.(1977), Economic Development, (3rd Edition), McGraw Hill, New York.
- Kuznets, Simon (1971), Economic Growth of Nations, Total Output and Production Structure, Harvard University Press, Cambridge, Mass.
- Lewis, W.A. (1955), The Theory of Economic Growth, George Allen and Unwin, London.
- Little, I.M.D. (1982), Economic Development : Theory and International Relations, Basic Books, New York.
- Mehrotra, S. and J. Richard (1998), Development with a Human Face, Oxford University Press, New Delhi.
- Meier, G.M. (1995), Leading Issues in Economic Development, (6th Edition), Oxford University Press, New Delhi.
- Thirwal, A.P. (1999), (6th Edition), Growth and Development, Macmillan, U.K.

3. Public Economics

Course Objectives:

- To familiarize students about the rationale for and role of government intervention in economic activities and how the government makes economic decisions.
- To analyze role of fiscal tools and to understand the nature and working of fiscal policy,
- To make students learn types of taxes, government expenditure programmes, public debt and its effects, deficit financing, federal finance and stabilization instruments.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Public Economics: An Introduction: Nature and scope of public economics, Private, public and merit goods, nature of public goods and role of positive and negative externalities, public goods and market failure, Role of public sector and private sector in the context of changing conditions of India's mixed economy, private preference for public goods, principle of maximum social advantage.	1	15	25
2	Incidence and theories of taxation: Incidence and impact of tax, types of incidence, Dalton's theory of incidence of tax divided between buyers and sellers based on supply and demand elasticity, Benefit principle of taxation and Ability to pay approaches to taxation, optimal taxation, excess burden of indirect taxes over direct tax, Progressive, proportional and regressive tax with their relative merits.	1	15	25
3	Public revenue and expenditure: Sources of public revenue, tax and non-tax revenue, Trend in revenue of central government from direct and indirect taxes in India, Review of tax reforms and its impact on direct and indirect taxes in India since 1991, Introduction of GST on India's tax system, taxation on agriculture, Trends in public expenditure of central and state governments since 1991, Effect of public expenditure in economic development and economic stability.	1	15	25
4	Fiscal policy, Public debt and Federal Finance: Objectives of fiscal policy in the context of full-employment, anti-inflation and economic growth and resource mobilization, Fiscal reforms in	1	15	25

	India, Fiscal federalism in India, vertical and horizontal imbalance, constitutional provisions of transfer of resources through Finance Commission, Important provisions of resource transfer since the constitution of 14 th Finance Commission, Meaning and effects of public debt, Internal and external burden of debt, Principles of debt repayment and management.			

Course Outcomes:

- Understand the role of modern state in a market oriented Economy.
- Learn the nature of fiscal policy in India
- Comprehend the role of finance commission of India.
- Get knowledge on various issues relating taxes and programs of government expenditure and understand the rationale of public debt and deficit financing.

References:

- Musgrave, R.A. and P.B. Musgrave (1976), Public Finance in Theory and Practice, McGraw Hill, Kogakusha, Tokyo.
- Musgrave; R.A., (1959), The Theory of Public Finance, McGraw Hill, Kogakusha, Tokyo.
- Bhargava, P.K. (1976), Taxation of Agriculture in India, Vora and Co., Bombay.
- Bhargava, P.K. (1991), India's Fiscal Crisis, Ashish Publishing House, New Delhi
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- Datt, R. (Ed.) (2001), Second Generation Economics Reforms in India, Deep & Deep Publications, New Delhi.
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- Sury, M. M. (2010). Finance Commissions and Fiscal Federalism in India. New Delhi: New Century Publications.
- Jain, I. (1988), Resource Mobilization and Fiscal Policy in India, deep & Deep Publications, New Delhi.
- Lekhi R K, Public Finance, Kalyani Publishere, New Delhi.

4. INDUSTRIAL ECONOMICS

Objectives:

- The objective is to provide a thorough knowledge about the economics of industry.
- The papers deals with the industrial policy framework in a cogent and analytical manner, particularly in the Indian context.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Industrial Organisation: Market – Structure – Conduct – Performance – Theories of Product Pricing – Administered prices – Theories of Location – Theories of Growth of firms – Financial Ratios – Methods of Investment Appraisal	1	15	25
2	Industrial Policy, Industrial Finance and Development: Overview of industrial policy prior to 1991 – Industrial Policy Resolution of 1991 and changes thereafter – Trends and pattern in national and regional industrial development – Problems of industrial sector – industrial sickness- imbalance in regional development – industrial pollution – Remedial measures Types and Sources of industrial finance, sources and trends of institutional finance (IFCI, SFCs, IDBI, SIDBI) Commercial Banks.Problems of Industrial finance – Remedial measures	1	15	25
3	Private, Public and Small Scale and External Sectors Role, Performance and Problems of Private, Public and small scale Sectors – Privatization and Disinvestment. Trends and pattern of FDI in India-Trends and pattern of Indian industry abroad-M&A- Export and import component of Indian industrial sector	1	15	25
4	Some Selected Industries: Performance, problems and remedial measures of selected industries Iron and Steel – Cement – Coal – Engineering Goods – Textiles – Information and Technology	1	15	25

Course Outcomes:

- To understand the basic issues such as productivity, efficiency, capacity utilization and a contemporary world with globalization and liberalization
- To provide knowledge to the students on the debates involved in the industrial development of India.

References:

- Bagchi, A. and M. Banerjee (Eds.) (1979), Change and Choice in Indian Industry, Bagchi publications, Calcutta.
- Bain, J.S. (1996), Industrial Organization, Cheltenham, U.K.
- Barthwal, R.R. (1985), Industrial Economics, Wiley Eastern Ltd. , New Delhi
- Bhagwati J. and P. Desai (1972), India : Planning for Industrialization, Oxford University Press, London.
- Brahmananda, P.R. and V.R. Panchamukhi (Eds.) (1987), The Development Process of the Indian Economy, Himalaya Publishing House, Bombay.
- Chakravarty, S. (1987), Development Planning : The Indian Experience, Oxford University Press, New Delhi.
- Cherunilam, F. (1994), Industrial Economics : Indian Perspective, Himalaya Publishing House, Mumbai
- Das, N. (1969), The Public Sector in India, Vora and Company, Bombay.
- Dasgupta, P.S. Marglin and A. Sen (1972), Guideline for Project Evaluation, Unido Publications, New York.
- Datta, B. (1992), Indian Planning at the Crossroads, Oxford University Press, New Delhi.
- Dhameeja, N. and K.S. Sastry (1998), Privatization : Theory and Practice, A.H. Wheeler, New Delhi.
- Fog, B. (1959), Industrial Pricing Policies, North Holland, Amsterdam.
- Ghosh, P.K. (1977), Government and Industry, Oxford University Press, New Delhi.
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- Mamoria and Mamoria (2000), Dynamics of Industrial Relations in India (15th Edition) Himalaya Publishing House, Mumbai.
- Martin, S. (1989), Industrial Economics – Economic Analysis and Public Policy, Macmillan Publishing Co. New York.
- Pandey, I.M. (), Financial Management,
- Rama Murti, R. and R. Verman (Eds.) (1991), Privatization and Control of State-owned Enterprises, The World Bank, Washington.
- RBI, Report on Currency and Finance (Annual reports)
- Sandesara, J.C. (1992), Industrial policy and Planning- 1947-1991 : Tendencies, Interpretations and Issues, Sage Publications, India Pvt. Ltd., New Delhi.
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- Kamien, M.T. and N.L. Schwartz (1982), Market Structure and Innovation, Cambridge University Press, Cambridge.

- Khan, M.Y. (1981), Indian Financial Systems, Allied

5. Environmental Economics

Objectives:

- Identify and analyze the key issues related to economic growth with environmental and ecological constraints.
- Demonstrate the use of economic theory in analyzing contemporary environmental issues and to identify valuation techniques to measure environmental problems

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Basic Environmental Issues: Environment and Ecology; Linkages between Ecology, Environment and Ecosystems; Material Balance Approach; Principles of Uncertainty, Irreversibility, Inter-Temporal Efficiency, Inter-Generational Equity; Environment-Development Trade-Offs; Environmental Costs of Economic Growth, Limits to Growth; Sustainable Development — Concepts and Indicators; Environmental Kuznets Curve.	1	15	25
2	Welfare Economics: Social Sectors and Environment Pareto optimality and competitive equilibrium: Market failures; Theories of Externality and Public Goods, Solutions to Externality, Coase's Theorem, Property Rights and Transaction Costs; Free Rider's Problem, Optimal Provision of Public Goods — Lindahl's Equilibrium; Common Property Resources – Tragedy of Commons. Land use: Deforestation, Urbanization and their Impact on Environment; Air and Water Pollution; Pigovian Tax and Subsidy on Pollution Control.	1	15	25
3	Environmental Valuation: Environmental damages/Benefits, Social Cost Benefit Analysis; Definitions: Use Value, Option Value and Non-Use Values — Total Economic Value. Valuation Techniques – Market and Non-Market: - Scientific, Behavioural and Technological - Production Based, Contingent Valuation, Hedonic-Pricing, Travel Cost Method, Risk Assessment, Environmental Impact Assessment; Valuation of Land, Forest and Mineral Resources.	1	15	25
4	Economics of Resource Management : Theories of Optional Use of Exhaustible and	1	15	25

	Renewable Resources; Integrated Environmental and Economic Accounting and the Measurement Environmentally Corrected GDP; Ecological Footprint Analysis; Comprehensive Wealth and Genuine savings; Global Environmental Governance.			

Course Outcomes:

- Understanding of various roles the environment plays in the economic process with merits and demerits of market based and control mechanism.
- Recognize and apply valuation techniques and undertake a basic environmental cost benefit analysis.
- Analyze the issues involved in meeting the challenges of climate change.

References

- Baumol, W.J. and W.E. Oates (1988): The Theory of Environmental Policy (2e), CUP, Cambridge.
- Fisher, A.C. (1981): Resource and Environmental Economics, CUP, Cambridge
- Hanley, Shogren and White (1997): Environmental Economics in Theory and Practice, Macmillan.
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6. DEMOGRAPHY

OBJECTIVES:

- To enable the learners to gain a clear understanding of demographic concepts, theories, and processes to aware of the importance of population in economic development.
- To acquaint the learners to gain a sound command over the basic tenets of demography as well as key demographic issues and illustrations in India's context.
- To enable the learners to understand the population dynamics that leads to the evolution of economic and population policies.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Population and Development Meaning, Scope and relevance of Demography, Structure, distribution and sources of Population data in India. Population growth and economic development, Theories of population- Malthus optimum theory of population, Theory of demographic transition, India's experience Views of Medows, Simon and Enke.	1	15	25
2	Structure of Population Population Size and Trends in the World population- Trends in population in India, states in India Components of population growth and their interdependence Structure of population – Age structure, Age pyramids- determinants of age structure, Population Ageing and its socio-economic consequences Sex structure- sex ratio- sex ratio of child population - factors determining sex ratio, Sex ratio imbalance in India and future scenario- Factors responsible for declining sex ratio in India Characteristics of population- Religion, marital status, education, economic status- employments and occupation Distribution of rural-urban population	1	15	25
3	Fertility, Nuptiality and Mortality Basic Measures of Fertility – Period and Cohort Measures – Child Woman Ratio, Crude Birth Rate, General Fertility Rate, Age Specific Fertility Rate, Total Fertility Rate, Gross Reproduction Rate, Net Reproduction Rates, Trends in Fertility in India, fertility-socio economic determinants of fertility Nuptiality Analysis –Mean Age at Marriage, Singulate Mean Age at Marriage – Indian Experience Basic Measures of Mortality - Crude Death Rate, Age Specific Death Rate, Standardization of Death Rates, Life Table- Life Expectancy, Special measures- Infant Mortality Rates, Maternal Mortality Rates, Trends in Mortality and Infant mortality and Maternal Mortality Rates in India- factors influencing Mortality	1	15	25
4	Sustainable Development and population Policy Contemporary debates on population, environment	1	15	25

	and development-population and sustainable development Population, Economy and Environment linkages Evolution of Population Policies in India – The shift in population control to family welfare, to women empowerment: Role of ICPD Evolution of population programmes-Family planning programmes, Reproductive Health Programme, National Rural Health Programme Family Planning Strategies and their outcomes : Reproductive Health, maternal nutrition and child health policies, population and strategies for human development of different social groups: Social impact of new reproductive technologies and their regulation –The New Population Policy, Tasks before the National Population Commission.			

Course Outcome

- This paper enlightens the student on the quantitative and qualitative aspects and characteristics of the population through various demographic techniques.
- The issues pertaining to sex ratio, increasing urbanization and components of urbanization like migration and natural increase, changing age structure which are of contemporary importance are also the focus of this paper.

References:

- Bhende Asha, kanitkar Tara (2001). *Principles of Population Studies*. Himalaya Publishing House.
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Articles/ Papers

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● Guilmoto Christophe Z “Characteristics of Sex Imbalance in India and Future Scenario”

www.unfpa.org/gender/case_studies.htm

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www.iasp.ac.in/pdf/simmons%20memorial%20Lecture.pdf

7. Mathematical Economics

Objectives

- To equip students with economic concepts and theories interpreted with the help of mathematical tools and techniques to refine verbal logic.
- To introduce various mathematical techniques/methods/models related to economic theory like consumer theory, theory of production, product pricing in the decision making by firms in different market structures.
- To make use of calculus and integration in economic analysis relating consumers and producer's surplus, optimization behavior of firms and consumers and so on.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Derivative and applications in economics: Functions and its types, Rules of differentiation with one variable case, maxima and minima, interpretation of revenue, cost, profit maximization, elasticity of demand and supply, Partial derivatives: its rules and total differential. Budget constraint and equilibrium of consumers, producer's constrained cost minimization and output maximization rules using Lagrange multiplier method, Cobb-Douglas Production function.	1	15	25
2	Integral calculus: Techniques of definite and indefinite integration, consumer's surplus and producer's surplus with illustrations using definite integrals, Lorenz curve inequalities and Gini coefficients with illustrations, consumption functions, investment functions, cost functions obtained using integration.	1	15	25
3	Matrix Algebra and input-output model: Rules for addition, subtraction and multiplication of matrices, types of matrices, Transpose of a matrix and its properties. Determinants: properties, inverse of matrix and solution of linear equations with examples, Cramer's rule and its uses to solve equations. Solution of input-output analysis in Leontief open input-output model with two sectors and Hawkin-Simion conditions.	1	15	25
4	Market equilibrium: Shut down point with illustrations, Monopoly equilibrium with and without taxation and subsidy, Equilibrium under price discrimination and multi-plant monopolist, Duopoly Solutions under Cournot model and Cartels (Market sharing and joint profit maximizing cartels).	1	15	25

Course Outcomes:

- Determine the optimal quantity combination of goods by consumers and constrained output maximization and cost minimization behavior of firms while producing goods. .
- Learners can compute equilibrium prices, outputs and profits under different market structures.
- Evaluate effect of taxation and subsidies on firm's equilibrium price, output and profits.
- Use mathematical tools in economic analysis.

References:

- Chiang, Alpha C., Fundamental Methods of Mathematical Economics, McGraw Hill
- Rosser, Mike, Basic Mathematics for Economists, Routledge, Taylor & Francis Group
- Monga, G. S. 91972), Mathematics and Statistics for Economists, Vikas Publishing House, New Delhi.
- R G D Allen, Mathematical Economics
- A C Chiang, Mathematical Economics
- Henderson & Quadant, A Mathematical Treatment to Microeconomics
- A Koutsoyiannis, Modern Microeconomics
- MeheS C Patra, Mathematical Techniques for Economic Analysis
- ta & Mednani, Mathematics for Economists
- Apostol, T. (1991): Calculus, Volumes 1 and 2, Wiley.
- Simmons, G. and Krantz, S. (2006): Differential Equations, McGraw Hill.
- Baumol, W. J. (1984), Economic Theory and Operations Analysis, Prentice Hall, Englewood Cliffs, New Jersey.

Semester 2

1. Microeconomics: II

Objectives

- To enhance theoretical ability of the students
- To build a deeper understanding of real world microeconomics.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Market for product Pricing: Product pricing under Monopoly and Perfect competition: A comparative analysis, Welfare aspect under monopoly and monopoly equilibrium under Dumping, Fixation of price and output in different markets by a discriminating monopolist, Short run and long run equilibrium under monopolistic competition and Excess Capacity, Comparing long-run equilibrium between perfect competition and monopolistic competition. Oligopoly: features and reason for price indeterminateness, why price rigidity? Models of price and output determination under oligopoly: Cournot model, Kinked demand curve model, Bertrand and Chamberlin's model, cartels and Price leadership model Game theoretic approach to oligopoly: Two-person zero sum game with example and Nash equilibrium.	1	15	25
2	Behavioral Theories of Firm: A critical analysis of traditional theory of firm: Marginal analysis and profit maximization. Baumol's Sales Revenue Maximization Model, Full cost pricing rule, Bain's Theory of limit pricing, Sylos-Labini Model	1	15	25
3	Market for factor pricing: Marginal productivity theory of factor pricing, Factor pricing when there is perfect competition prevailing in both product and factor markets, Factor pricing under imperfect competition in both product and factor markets, Determination of factor price when there is perfect competition in product market but imperfect competition in factor market, Determination of factor price when there is imperfect competition in product market but perfect competition in factor market, Product exhaustion theorem (Euler's Theorem) with examples.	1	15	25
4	Asymmetric information and choice under	1	15	25

	uncertainty: Market for lemons and adverse selection, Asymmetric information and market failure, Moral hazard, Market signaling and principal-agent problem. Attitude towards risk, risk lover and risk aversion, Measuring risk: expected value and risk return trade-off, Mean and variance model of asset choice, Neumann-Morgenstern method of constructing utility index.			

Course Outcomes:

- The course is designed to provide advance skills in Microeconomics.
- This paper analyses the product pricing of firms and markets under monopoly and monopolistic competition.
- It is mainly concerned with the various aspects of behavioural economics, factor pricing, choice and theories of uncertainty and information.

References:

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- Braodway, R.W. and N. Bruce (1984), Welfare Economics, Basil Blackwell , London.
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- Hansen, B. (1970), A Survey of General Equilibrium Systems, McGraw Hill New York.
- Henderson, J.M.and R.E. Quandt (1980), Microeconomic Theory:A Mathematical Approach, McGraw Hill, New Delhi.
- Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice
- Koutsoyiannis, A. (1979), Modern Microeconomics, (2nd Edition), Macmillan Press, London.
- Kreps, David M. (1990), A Course in Microeconomic Theory, Princeton University Press, Princeton.
- Layard, P.R.G. and A.W. Walters (1978), Microeconomic Theory , McGraw Hill, New York.
- Pindyck Robert S. and Rubinfeld () , Microeconomics
- Salvatore D., Microeconomics
- Sen , A. (1999) , Microeconomics : Theory and Applications, Oxford University Press, New Delhi.
- Stigler, G. (1996), Theory of Price, (4th Edition) , Prentice Hall of India, New Delhi.
- Varian , H. (2000), Microeconomic Analysis, W.W. Norton , New York.

2. ECONOMICS OF GROWTH AND DEVELOPMENT-II

OBJECTIVES:

- To study the role of physical and social infrastructure plays in a country's development need not be reiterated.
- To enable the learners to know the sectoral aspects and their role and present status in the development.
- To enable the learners to understand the role of macro policies and economic planning in development of Indian economy.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Social , Institutional and Infrastructure Aspects: Role of Infrastructure in economic development and its importance Population as limits of growth and as ultimate resource- Population, Poverty and Environment, Human Resource Development (HRD) - Development and Quality of Life- Education, Health, Nutrition, their status in India	1	15	25
2	Sectoral Aspects of Development: Agriculture- Role of agriculture in economic development, Productivity in Agriculture, New technology and sustainable agriculture. Industry- Rationale and pattern of industrialization in developing countries, The choice of techniques and appropriate technology. Labour- Labour markets and their functioning in developing countries.	1	15	25
3	Trade and Economic Development: International trade as engine of growth- Prebisch, Singer and Myrdal thesis-Free vs. Protective trade-Export-led growth, Dual Gap analysis- Balance of Payments – Protective policies- WTO and developing countries.	1	15	25
4	Macro Policies, Planning and Development: Monetary and fiscal policy- Foreign Direct Investment (FDI) – Multi-National Corporations (MNCs)- IMF and World Bank and Developing Countries. Role of planning – Types of planning – Review of Indian Plans since 1991.	1	15	25

Course Outcomes:

- Besides hardcore economic prescriptions to development, students will be made familiar with concern such as education, health and infrastructural development, which have found a place of pride in explaining the preferences of various economies.

- Modules incorporated in this course are devoted to the economic growth and development, social and institutional aspects with special reference to developing countries.

References:

- Barrow, R. and X. Sela – I, Martin, Economic Growth, McGraw Hill, New York..
- Bhagwati, J. and P. Desai (1970), India : Planning for Industrialization, Oxford University Press, London.
- Brahmananda, P.R. and C.N. Vakil (1956), Planning for an Expanding Economy, Vora and Co., Bombay..
- Chakravarti, S. (1987), Development Planning : The Indian Experience, Clarendon Press, Oxford.
- Chenery, H. and T.N. Srinivasan (Eds.) (1989), Handbook of Development Economics, Vols. 1& 2, Elsevier, Amsterdam.
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- Killick, T. (1995), IMF Programmes in Developing Countries : Design and Impact, Routledge, London.
- Kuznets, Simon (1971), Economic Growth of Nations, Total Output and Production Structure, Harvard University Press, Cambridge, Mass..
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- Mehrotra, S. and J. Richard (1998), Development with a Human Face, Oxford University Press, New Delhi.
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- Myint, H. (1971), Economic Theory and Underdevelopment Countries, Oxford University Press, New York.
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- Nayyar, D. (Ed) (1994), Industrial Growth and Stagnation. The Debate in India, Oxford University Press, New Delhi.
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- Sclow, R.M. (2000), Growth Theory : An Exposition, Oxford University Press, Oxford.
- Sen, A : (1992), Inequality Reexamined, Oxford University Press , Oxford.
- Sen, A.K. (Ed.)(1990), Growth Economics , Penguin, Harmondsworth.
- Taylor, L. (1979), Macro Models for Developing Countries, McGraw Hill, New York.
- Therberge, J.D. (Ed.) (1968), Economics of Trade and Development, John Wiley , New York.
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- Todaro, M.P. (1971), Development Planning : Models and Methods, Oxford University Press, Oxford.
- Todaro, M.P. (1996), (6th Edition), Economic Development, Longman, London.
- Todaro, M.P.(1971), Development Planning : Models and Methods, Oxford University Press, Oxford.
- United Nations (1994), Human Development Report, United Nations, New York.
- Weiss, J. (1988), Industry in Developing Countries, Croom Helm, London.
- World Bank (1993), East Asian Miracle, World Bank Report, Washington D.C.
- World Bank (1994), Infrastructure and Development, World Bank, Washington D.C.

3. RESEARCH METHODOLOGY

Objectives:

- The objective of this paper is to orient the students in basic research methodology.
- The students will also be equipped in the elementary Quantitative Techniques required in the processing and analysis of the data used in the research.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Introduction and Research Design: Meaning – Objectives – Types – Significance - Research Process – Formulation of Research Problem Meaning of Research Design – Types – Exploratory or formulative – Descriptive – Diagnostic – Experimental.	1	15	25
2	Hypothesis and Sample Design: Meaning of Hypothesis- Types – Sources – Characteristics Basic Concepts – Testing of Hypothesis (in regression analysis) Basic Concepts – Theory – Sampling methods – Probability and non-probability – Sample size	1	15	25
3	Sources and Methods of data Collection and Processing of Data: Sources of data – Primary and secondary – Important secondary sources of data for Indian Economy Primary sources of data – methods of collection of primary data – Observation, Interview, Questionnaire, Schedule, Case study. Processing operations – problems – Statistical tools – Proportion and Percentage – Measures of Central Tendency – Dispersion – Asymmetry – Relationship – Correlation – Regression – Chi Square Test	1	15	25
4	Interpretation of data and Report Writing: Meaning and technique of interpretation – Precaution in interpretation – Significance of Report – Steps in Report Writing – Layout of the report - Presentation	1	15	25

Course Outcomes:

- This paper is a background for the core research component introduced in the syllabus.

- This will enable the students to prepare proposals for the research and conduct research projects.

References:

- Aglawe Pradeep (2009) *Samajik Sanshodhan Paddhati*, Nagpur: Prakashan (Marathi)
- Allen, R.G.D. (1974) *Mathematical Analysis for Economists*, Macmillan Press and ELBS, London.
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- Yates Frank (1981): *Sampling Methods for Censuses and Surveys*, New York: Macmillan, 1981.

4. AGRICULTURAL ECONOMICS

OBJECTIVES:

- To enable the learners to know about preparation of plan and management of agricultural development
- To acquaint the learners with the different strategies adopted by the Government of India for enabling financial resources for agricultural development
- To familiarize students with policy issues that are relevant to Indian agricultural economics and enable them to analyse the issues, using basic micro-economic concepts.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Agriculture and Economic Development: Nature and Scope of agriculture economics, Necessity to study agricultural economics separately, Role of agriculture in economic development, Interdependences between agriculture and Industry, Models of interaction between agriculture and rest of the economy.	1	15	25
2	Agriculture Production and productivity: Economics of agriculture production, Production function analysis in agriculture, Size of farms and productivity, Size of the farm and profitability, Farm budgeting and cost concepts, ; Land reform measure and performance; Women and land reforms, Problems of marginal and small farmers.	1	15	25
3	Agriculture Finance and agriculture prices Characteristics and sources of agricultural credit- Institutional and non institutional, Reorganization of agriculture credit- Co-operative, Regional rural banks, and NABARD. Behavior of agricultural prices- Cobweb Model, Term of trade between agriculture and non agriculture. Agricultural price policy-\ and evaluation.	1	15	25
4	Agricultural Growth and External sector Agricultural development in India under the plans, Recent trends in agricultural growth in India, Inter regional variations in growth of output and productivity; Cropping pattern shifts, Role of public investment and capital formation in Indian agriculture; Strategy of agricultural development. New economic policy and Indian agriculture. Role of MNCs, Globalization of Indian economy and problems and prospects of Indian agriculture. WTO and Indian agriculture	1	15	25

Course Outcomes:

- The place and role of agriculture sector is unique in the context of the Indian economy.
- The paper is intended to highlight the working and significance of the agricultural economy along with the institutional involvement in implementing the government programmes.

References:

- Bhalla, G.S. (1994), Economic Liberalisation and Indian Agriculture, Institute for Studies in Industrial Development, New Delhi..
- Bilgrami, S.A.R. (1996), Agricultural Economics, Himalya Publishing House, Delhi.
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- Chadha, G.K. and A.N. Sharma (1997), Growth, Employment and Poverty : Change and Continuity in Rural India, Vikas Publishing House, New Delhi.
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- Desai, G. and A. Vaidyanathan (Eds.) (1995), Strategic Issues in Future Growth of Fertilizer Use in India, Macmillan, New Delhi.
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- Subbarao, K. and De Janvry (1986), Agricultural Price Policy and Income Distribution in India, Oxford University Press, New Delhi.

- Visaria, P. and R. Basant (1994), Non-Agricultural Employment in India : Trends and Prospects, Sage Publications, New Delhi.

5. Statistics for Economics

Objectives:

- The objective of this paper is to train students to use statistical methods which can be applied to understand and analyze economic problems. They can understand economics with the help of quantitative techniques.
- To familiarize students with statistical theory and its application as the foundations for data analysis.
- To develop a reasonable understanding of economics relationships and relevant statistical methods.
- To strengthen the skill of students to make a statistical analysis of numerical facts and data.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Descriptive Statistics: Measures of central tendency: Computation of Mean, Median, Mode, Harmonic Mean and Geometric Mean in discrete and continuous series, Measures of dispersion: Absolute and relative measures of dispersion, Properties of a good measure of dispersion, Quartile Deviation, Mean Deviation, Standard Deviation and coefficient of quartile and mean deviations, coefficient of variation, combined mean and standard deviation.	1	15	25
2	Correlation and Regression Analysis: Correlation: concept of simple, partial and multiple Correlation, Scatter diagram, Karl Pearson's coefficient of correlation and Spearman's rank coefficient of correlation and Concurrent Deviation Method, Probable Error of the Coefficient of Correlation and coefficient of determination, Regression: Least square method of estimating regression, two regression lines, regression coefficients and standard error of estimate.	1	15	25
3	Index Number and Time Series Analysis: Meaning, weighted and unweighted index numbers, methods of constructing index numbers, Paasche and Laspeyers method, Fisher's idle index, Marshall-Edgeworth and D-B formula of index number, Base shifting, splicing and deflating index numbers. Time series analysis: meaning, components of time series, three and four yearly moving averages, fitting the linear trend by least square	1	15	25

	method, uses of second degree trend in time series, forecasting based on time series data.			
4	Theoretical probability distribution and hypothesis testing: Concept of probability distribution, the binomial distribution with properties and illustrative problems, normal distribution with properties and area under the normal curve, illustrative problems on normal distribution. Hypothesis Testing: Meaning and Procedure, Type 1 and Type 2 errors, the goodness of fit; Confidence intervals and level of significance, Tests of Significance for Large Samples and Small Samples- Student's 't'-test, Z test and Chi Square Test with illustrative examples.	1	15	25

Course Outcomes:

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

- Apply statistical tools in economic analysis.
- Appreciate statistical techniques used for understanding and analyzing economic problems and variables.
- Get a broad outlook on analyzing and interpreting vast amount of economic data for getting a practical exposure to the world through research initiatives.

References:

- Gupta, S. C. (1993), Fundamentals of Applied Statistics, S. Chand & Sons., New Delhi.
- Gupta, S.P. (2016) Statistical Methods, Sultan Chand & Sons, New Delhi
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- Goon, A. M., M. K. Gupta and B. Dasgupta (1993), Fundamentals of Statistics, Vol. 1, The World Press Ltd., Calcutta.

6. Banking & Financial System

Objectives:

- To familiarize students with the financial system and its components viz. financial instruments, financial institutions, financial markets and financial regulations.
- To upgrade students with contemporary theories about the workings of different financial markets including money market, capital markets (bonds, stocks and hybrids) and derivative markets.
- To make students understand policy and regulatory framework within which financial institutions are required to function.
- To appreciate interconnections exist between the monetary forces and real forces, their developmental role and limitations in shaping and influencing the monetary and related policies at national and international levels.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Nature and Role of the Financial System: Money and near-money, Structure of the financial system, Role of the financial system in economic development, Indicators of financial development, Criteria to evaluate assets; Risk and financial assets, types of risk, Valuation of Securities, Financial development Ratios; (Finance ratio, Financial Inter-relation Ratio, Intermediation Ratio).	1	15	25
2	Financial institutions: Financial institutions: Central and Commercial banks, non-bank financial institutions, Development banks and their role, functions and structure. Regulatory role and function of Central Bank with reference to RBI, Aims, objectives and instruments of monetary policy of RBI, relationship between monetary policy and financial markets. Financial sector reforms in India, Role of financial institution in the development of urban and rural economy.	1	15	25
3	Money Market, Capital Market and Markets for Derivatives: Meaning, Functions and instruments of the money market, Meaning, functions and instruments of capital market, Structure of capital market, Defects and Suggestions to Improve Indian Money Market; Recent Developments in Indian Money Market. Recent changes of the Stock Market in India. Markets for derivatives: futures and options, and other derivatives: types, Economic benefits of derivatives, and pricing of derivatives, functions and role of SEBI in the	1	15	25

	regulation of capital markets.			
4	International Financial Markets Foreign Exchange Market: Nature and role of foreign exchange market, players in the market. Recent trends in exchange rates and its impact on India. International financial flows: types, importance and problems. Euro-dollar and Euro-Currency markets: their developmental role and regulation at the International level. Global Financial Crisis 2008: Its causes and impact on developing and developed economies.	1	15	25

Course Outcomes:

- Understand the structure and role of financial system.
- Know monetary policy of RBI and their effectiveness in the Indian economy.
- Appreciate role of development banks in economic development.
- Analyze workings of different financial markets including money market, capital markets (bonds, stocks and hybrids) and derivative markets.

References:

- Bhole L.M, 5th edition, Financial Institutions & Markets, Tata McGraw, New Delhi.
- Khan, M.Y., Indian Financial System, Tata McGraw Hill, New Delhi.
- Pathak Bharti, 2009, Indian Financial System, Pearson Education Publication, New Delhi
- Shrivastava P.K., Banking Theory and Practice, Himalaya Publishing House, New Delhi, 2009.
- RBI Bulletin and various RBI Report.

7. Econometrics

Objectives:

- To provide students with basic knowledge of OLS method and its limitations.
- To acquaint them with econometric techniques beyond the OLS method
- To critically study econometrics methods like 2 stage LS, identification rule, simultaneous equation models etc which are crucial in the real world situation.
- To introduce the students with econometric techniques that are widely used in empirical studies, covering problems relating estimation and inference in the context of single and multiple equations regression model.
- To operationalize empirically economic theory and test economic theory helping in the predication of economic variables of interest on the basis of econometric models.

Sr. No.	Topic and Details	Credits	Lectures	Marks
1	Classical linear regression model for two variables and estimation: Least square estimation of two variable linear regression, Mean, variance of OLS estimators, Assumptions of random term, Gauss Markov theorem of BLUE property of OLS estimators, Test of significance of parameters: 't' test and Z test.	1	15	25
2	Econometric problems with relaxation of assumptions of Classical Model: Multiple regression analysis extended to 3 variables with estimation of parameters and Application of ANOVA for 2 and 3 variable regression model, Homoscedasticity and heteroscedasticity, Multicollinearity, its plausibility and consequences, Autocorrelation, its sources, First order auto regressive model, consequences and tests of autocorrelation, the Durbin-Watson Test.	1	15	25
3	Linear Programming, Transportation Problems and Game theory: Linear Programming Problems of minimization and maximization, Formulation and graphical solutions to the LPP, Simplex method for solving of maximization problems, Duality in LPP, Transportation problem: solution of transportation problem by North-West corner rule, least cost method and VAM method. Two-person zero-sum game, pure and mixed strategy, game with and without saddle point, solution to games with mixed strategy through graphical solution.	1	15	25
4	Simultaneous equation models and	1	15	25

	Identification: Simultaneous Equation Bias and Inconsistency of Ordinary Least Squares estimators, The structural and reduced form of simultaneous equation models with examples from Demand-Supply and IS-LM Models, Methods of estimating simultaneous equation system, Recursive method and OLS, Indirect least squares (ILS), 2SLS methods, Identification problem, order and rank conditions of identification, identification from the reduced form.			

Course Outcomes:

- Understand, evaluate and analyze economic data.
- Develop simple econometric models and interpret the econometric and statistical results reported in other studies.
- Operationalize the empirically economic theory and test it with the help of econometric methods. This helps them to predict future movement in the economic variable of interest to the empirical world.

References:

- Intrilligator, M. D. (1978), Econometrics Methods, Techniques and Applications, Prentice Hall, Englewood Cliffs, New Jersey.
- Johnston (1984) Econometrics Methods, MacGraw Hill, New York
- Kennedy, P. (1998), A Guide to Econometrics, MIT press, New York.
- Koutsoyiannis, A. (1977), Theory of Econometrics (2nd ed.), the Macmillan Press Ltd., London.
- Allen, R.G. D. (1976), Mathematical Economics, Macmillan, London.
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- Hadley, G. (1962) Linear Programming, Addison Wesley Publishing Co. Massachusetts.
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- Richard I. Levin and David S. Rubin, "Statistics for Management" Pearson Prentice Hall, New Delhi.
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Programme Duration:

The programme duration of Master of Arts in Economics is *Two years*.

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. Study material is offered in Marathi and English Medium. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A.Economics)

Sr. No.	Name of the Faculty	Designation
1.	Dr. Shivanand Suryavanshi	Assistant Professor
2.	Dr. Kaluram Dhore	Assistant Professor
3.	Dr. Madhavi Khot	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online materials/ resources
6	Recorded lectures

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self-regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi
- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

iv. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. Economics is *open to all graduates* coming from different streams even if they have not studied history at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrolment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .

- **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.

Medium of Instruction:

- The M.A. Economics is available both in English and Non English mediums.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. Economics learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counseling, work books, assignments, audio/ video programmes and technology assisted teaching.

Academic Calendar: July, 2021 session (revised as November, 2021) session and onwards:

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Sem-I		Sem-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	

Evaluation:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Examinations are conducted by conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in Economics programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in Economics	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

v. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in Sociology programme.

Library: The students can use the library resources available at the University. 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.

vi. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

vii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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

After completing this programme, learners will be able to:

- Build a deeper understanding of real world microeconomics.
- Explain basic concepts and theories of economic development will gain the sustained interest of the developing countries.
- Discuss the various economic development models and theories and compare between them. .
- Talk / write knowledgably demographic concepts, theories, and processes to aware of the importance of population in economic development.
- Understand the population dynamics that leads to the evolution of economic and population policies.
- Understand the structure and role of financial system.
- Know monetary policy of RBI and their effectiveness in the Indian economy.
- Appreciate role of development banks in economic development.
- Analyze workings of different financial markets including money market, capital markets (bonds, stocks and hybrids) and derivative markets.
- Understand, evaluate and analyze economic data.
- Develop simple econometric models and interpret the econometric and statistical results reported in other studies.



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



CENTRE FOR DISTANCE EDUCATION

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

M.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
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,

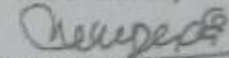
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

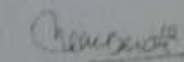
Yours faithfully



(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.



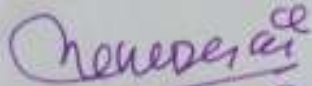
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

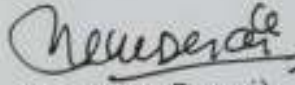
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

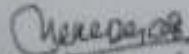
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	Gujrati	Associate Professor
		Dr. Katyari 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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	Dr. Manisha Madhava	Political Science.	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lale	Political Sci.	Assistant Professor
12	Master of Arts-Education	Dr. Pradiya 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)

Master of Arts in History

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in History
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

- The mission of the programme M.A. in History is to create broad vision of learners about the socio-economic and cultural history of India from medieval period to contemporary period

Programme Objectives:

- To understand the meaning, scope and nature of History.
- To familiarize with the philosophy of History.
- To study the approaches of writing of History.
- To get acquainted with a broad overview of significant historiographical trends in History
- To get knowledge of the stages of economic development in north and south early India.
- To understand the nature, content and changes in industrial production and commercial intercourse.
- To study the role played by guilds and banking system in the economic life of the people.
- To comprehend the processes of urban decay and feudal formations
- To understand the forces and factors behind social stratification and the processes involved in the formation of varna and jati in India.
- To be acquainted with developments in religion and philosophy of the period.
- To study the system of education and rise and growth of languages and literature therein.
- To get knowledge of the origin, evolution and spread of art and architecture in north and south in early India.
- To acquaint with the concept of 'Regional History'.
- To get acquainted with Cultural studies and study of popular culture.

- To understand various theories and approaches to study popular culture.
- To understand popular culture in Modern India.
- To utilise primary sources to understand popular culture in Modern India.
- To understand the details of social movements
- To discuss the Tribal and Peasant movement
- To study the Dalit movement
- To analyse the Labour movement
- To get acquainted with ancient traditions of historical writing.
- To understand the style of historical writing in medieval period.
- To analyze the approaches of the Western history.
- To introduce the Schools of History in modern period.
- To understand the developments in the world after Second World War.
- To learn the role of international organizations in contemporary world politics.
- To analyse of cold war and its impact on world politics.
- To study the events of world in the last decade.
- To understand research as a way of new thinking.
- To get acquainted to the preparation of historical research design.
- To learn to use of various tools and its proper use in writing history.
- To be familiar with the methodology for historical research.
- To understand the connotation of the words “culture” and “civilization”
- To be acquainted with the evolution of human civilization
- To get knowledge of the accomplishments of ancient civilizations
- To assess the legacy of the ancient civilizations.
- To learn sources of history of Science, Technology and Medicine in Early India.
- To understand the development of Science and Technology in Medieval India.
- To study the different scientific surveys and debates in British India.
- To analyse the developments of Science, Technology and Medicine in Independent India.
- To help the students get acquainted with the Concept of Heritage
- To make the students aware of the UNESCO Regulations of Heritage

Relevance of programme with institution’s missions and goals

Mission of S.N.D.T. Women’s University:

1. 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.
2. 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 of S.N.D.T. Women's University

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'.

Linkage with Programme Mission:

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 programme of M.A. in History of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of History. The congruence with the goals of the University, the M.A. in History programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The programme helps learners to understand women's issues and rights with a rational outlook towards society.

ii. Nature of Prospective Target Groups of Learners

M.A. in History programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in History programme has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in History.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in History.

iv. Instructional Design

Course Curriculum

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.

Programme Structure:

S. N. D. T. Women's University

1, Nathibai Thackersey Road, Mumbai- 400020

M. A. History- 2020 - 21

Faculty Name:

Humanities

Name of the Programme:

M. A.

Total Credits:

80

Eligibility:

A student is being eligible for admission to M.A. in History as per the eligibility norms prescribed by the university.

Programme Specific Outcomes (PSOs)

- Clearly understand the concepts in the subject.
- Critically understand and interpret historical reality.
- Understand Indian history better on the wide canvas of world history and historiography.
- Know the historiographical philosophy and methodological perspectives well.
- Enhancement of the social sensitivity and gender sensibility.
- Acquire skills that will be useful in personal and professional life.

General Instructions:

- The Duration of M. A. programme of History is of four semesters and of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For History, each course will have 25% Internal Evaluation (i.e. Assignments, Projects, Presentations, Reports on visits to Historical places etc.) and 75% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Syllabus Format**Scheme: Semester I**

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Historiography-1: Philosophy and Approaches	4	4	--	2.5	75	25	--	100
2		Economic History of India till 8th Century	4	4	--	2.5	75	25	--	100
3		Socio-Cultural History of India till 8th Century	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Maharashtra in the 19 th Century	4	4	--	2.5	75	25	--	100
4		Urban History of Mumbai (1853-1947)	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Popular Culture in Modern India (1757-1947)	4	4	--	2.5	75	25	--	100
5		Social Movements in India (1850-1982)	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Scheme: Semester II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Historiography-2 : Methods and Theories	4	4	--	2.5	75	25	--	100
2		History of Contemporary World (1946-2010)	4	4	--	2.5	75	25	--	100
3		Research Methodology	4	4	--	2.5	75	25	--	100
Elective Course:(any one of the following)										
4		Ancient Civilizations of the World	4	4	--	2.5	75	25	--	100
4		History of Science and Technology in India	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Dimensions of World Heritage: Conservation and Preservation	4	4	--	2.5	75	25	--	100
5		Gender in Modern Indian History	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

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

SEMESTER I

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Historiography-1: Philosophy and Approaches	4	4	--	2.5	75	25	--	100
2		Economic History of India till 8th Century	4	4	--	2.5	75	25	--	100
3		Socio-Cultural History of India till 8th Century	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Maharashtra in the 19 th Century	4	4	--	2.5	75	25	--	100
4		Urban History of Mumbai (1853-1947)	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Popular Culture in Modern India (1757-1947)	4	4	--	2.5	75	25	--	100
5		Social Movements in India (1850-1982)	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Historiography-1 : Philosophy and Approaches

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the meaning, scope and nature of History.
- To familiarize with the philosophy of History.
- To study the approaches of writing of History.
- To get acquainted with a broad overview of significant historiographical trends in History

Course Content:

	Credit	Lectures	Marks
I : Introduction to History:	1	15	25
a) Meaning, Nature and Scope of History			
b) Historicism			
c) Auxiliary and Ancillary Disciplines			
II : Philosophy of History:	1	15	25
a) Linear			
b) Cyclical Theories			
c) Theory of Causation			
III : Approaches to Indian History:	1	15	25
a) Orientalist			
b) Imperial			
c) Nationalist			
IV : Recent Trends in Indian History:	1	15	25
a) Regional and Local			
b) Gender and Feminist			
c) Subaltern			

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कोठेकर शांता, इतिहास तंत्र आणि तत्वज्ञान, नागपूर, साईनाथ प्रकाशन.

देव, प्रभाकर, २००१. इतिहास : एक शास्त्र, नांदेड, कलना प्रकाशन.

लेले, वि. गो., (अनु.), इतिहास म्हणजे काय? पुणे, कॉन्टीनॅन्टल प्रकाशन.

वांबुरकर जास्वंदी, इतिहास लेखनातील नवे प्रवाह, पुणे, डायमंड ब्लिकेशन.

समाज प्रबोधन प्रकाशन, इतिहास लेखन मीमांसा, मुंबई, लोकवामय गृह काशन.

सरदेसाई बी. एन., इतिहास लेखनशास्त्र, कोल्हापूर फडके प्रकाशन.

Economic History of India till 800 C. E.

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get knowledge of the stages of economic development in north and south early India.
- To understand the nature, content and changes in industrial production and commercial intercourse.
- To study the role played by guilds and banking system in the economic life of the people.
- To comprehend the processes of urban decay and feudal formations

Course Content:

	Credit	Lectures	Marks
I : Early India :	1	15	25
a) Understanding economic history			
b) Transition from the Pastoral to Agrarian Economy			
c) First and Second Urbanization in India : various debates			
II : Agrarian Economy and Revenue system :	1	15	25
a) Centralised revenue system			
b) Land-grants and feudal formation			
c) Urban decay			
III : Crafts and Industries :	1	15	25
a) Crafts and Industries			
b) Role of Guilds			
c) Centres of production			
IV : Trade and Commerce:	1	15	25
a) Internal and Foreign Trade- Ports and Internal markets			
b) Banking and Currency			
c) Transport system			

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ढवळीकर, मधुकर, कोण होते सिंधू लोक, पुणे, राजहंस प्रकाशन.

ढवळीकर, मधुकर, प्राचीन भारतीय नाणकशास्त्र, पुणे, काँन्टीनेन्टल प्रकाशन.

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Socio-Cultural History of India till 8th Century

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the forces and factors behind social stratification and the processes involved in the formation of varna and jati in India.
- To be acquainted with developments in religion and philosophy of the period.
- To study the system of education and rise and growth of languages and literature therein.
- To get knowledge of the origin, evolution and spread of art and architecture in north and south in early India.

Course Content:

	Credit	Lectures	Marks
I : Ancient Indian Social order:	1	15	25
a) Family			
b) Gender			
c) Varna/Jati			
II : Ancient Indian Education and Literature:	1	15	25
a) Education: Elementary and Higher			
b) Literary languages- Sanskrit, Pali, Prakrit, Apabhramsha, Regional Languages.			
c) Literature: Canonical- Brahmanical, Buddhist and Jaina			
d) Secular-Kavya, Dramas, Biographies, Popular genre(Stories, folk tales)			
III : Ancient Indian Religion and Philosophy:	1	15	25
a) Concept of Brahmana Dharma			
b) Brahmanical Philosophy- Philosophy of Bhagawadgeeta			
c) Buddhism as a Religion And Philosophy			
d) Jainism as a Religion And Philosophy			
IV Ancient Indian Art and Architecture:	1	15	25
a) Fine Arts			
b) Performing Arts			
c) Cave Architecture			
d) Temple Architecture and Fortifications			

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Maharashtra in the 19th Century

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To acquaint with the concept of 'Regional History'.
- To study the nature of 'Modernity' in Maharashtra.
- To comprehend the stages of social and economic developments in Maharashtra.
- To understand the origin and growth of the national movement in Maharashtra.

Course Content:

	Credit	Lectures	Marks
I : Administrative changes Under British Rule:	1	15	25
a) Administrative Set- up			
b) Land Tenures and Revenue Settlements			
c) Law and Judiciary			
II : Socio-religious reform movements :	1	15	25
a) Issues of caste, untouchability and gender			
b) Paramahansa Sabha, Prarthana Samaj and Satyashodhak Samaj			
c) Sharda Sadan and Anath Balikashram			
III : Development in various fields :	1	15	25
a) Education			
b) Press and Literature			
c) Transport and Communication			
IV: Resistance and Political Awakening:	1	15	25
a) Tribals Uprisings and Revolts of Umaji Naik and Vasudeo Balwant Phadke.			
b) Peasant Unrest and workers' movement.			
c) Political Associations: The Bombay Association, Pune Sarvajanik Sabha.			
d) Indian National Congress and Maharashtra.			

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Urban History of Mumbai (1853-1947)

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get acquainted with the concept of local History.
- To understand the nature of urban history.
- To know about the urban development of Mumbai.
- To study the development of trade and industry.

Course Content:

	Credit	Lectures	Marks
I : Town-Planning in Mumbai:	1	15	25
a) Settlement of Communities b) Necessity of Space; the Work of Rampart Removal Committee c) Bombay City Improvement Trust and the Expansion of Bombay; Emergence of Slums			
II : Emergence of Municipality and Bombay Municipal Corporation:	1	15	25
a) Establishment of Bombay Municipal Corporation b) Civic Administration- Housing : Challenges and Solutions, Roads c) Development of Drainage and Sanitation, Water Resources ; Lighting and Electricity			
III : Transport and Communication :	1	15	25
a) Means of Transport - Trams, Buses and Motor-cars b) Railways, Docks and Ports c) Means of Communication - Postal Services, Telegraphs and Telephones			
IV: Changing Landscapes - Role of Trade and Industry :	1	15	25
a) Rise of Indigenous Entrepreneurs And Mills of Mumbai b) Establishment of Banks and Chamber of Commerce c) Industrial and Business Houses			

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Popular Culture in Modern India

(1757-1947)

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get acquainted with Cultural studies and study of popular culture.
- To understand various theories and approaches to study popular culture.
- To understand popular culture in Modern India.
- To utilise primary sources to understand popular culture in Modern India.

Course Content:

Credit Lectures Marks

I : Popular Culture: an Introduction :

1 15 25

- a) Definitions and critical approaches
- b) Means of spreading popular culture:
Literature, Newspapers, Magazines, Calendar Art
- c) Popular culture : Theatre, Music
Photography and Cinema

II : Literature and Theatre :

1 15 25

- a) Emergence of Opera and Musical Plays
in the nineteenth century
- b) Development of Theatre- its relationship with
the social reform and the national movement.
- c) Literature as a mean of social change and politics

III: Photography and Calendar Art :

1 15 25

- a) Development of Indian Photography -
Contribution of Lala Dindayal
- b) Rise of Company Art and Influence of
West Calendar Art : Raja Ravi Varma
- c) Paintings and national consciousness -
Rise of Independent Art Schools -Bombay School
and Bengal School

- a) Rise of Cinema as a medium of entertainment
- b) Filmic representations of nationalism.
- c) Changing life-styles, fashions, consumerism
And gender formations

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Social Movements in India (1850 - 1982)

Credit: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the details of social movements
- To discuss the Tribal and Peasant movement
- To study the Dalit movement
- To analyse the Labour movement

Course Content:

	Credit	Lectures	Marks
I: Social Movements:	1	15	25
a) Sources and Features of Social Movements			
b) Review of Social Movements – Political, Reformist, Environmentalist			
c) Historiography and Debates of social Movements			
II : Tribal and Peasant Movements:	1	15	25
a) Tribal Movements: Bhil Revolt (1857-58), Koli Revolt (1857), Munda Revolt(1895)			
b) Kuki Revolt of North East (1917-19), Gond and Kolam Revolt (1941)			
c) Pre-Independent Peasant Movement- Deccan Riots, Bardoli Satyagrah, Tebhaga Andolan			
d) Post -Independent Peasant Movements- Naxalbari and New Farmers Movement			
III : Dalit Movements:	1	15	25
a) Theory and Ideology			
b) Pre-Ambedkarite Movement - Mahatma Jyotiba Phule, Vitthal Ramji Shinde, E.V.Ramasamy Naicker (Periyar), Rajarshi Shahu Maharaj.			
c) Ambedkarite Movement – Chavdar Tank Satyagraha, Kala Ram Temple Satyagraha, Schedule Castes Federation, Mass Conversion to Buddhism			

IV : Labour Movements:**1****15****25**

- a) Nature, Causes and Consequences
- b) Labour movement in Pre-independence period
- N. M. Lokhande, N. M. Joshi, AITUC, INTUC
- c) Post-Independent movement- Datta Samant Strike of 1981-82.

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लि.

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शाह घनश्याम, २०१७. भारतातील सामाजिक चळवळी, साग पब्लिकेशन.

साळुंके संजय, २००२. गोंड, औरंगाबाद, संवेदन प्रकाशन.

सिंह कुमार सुरेश, २००३. बिरसा मुंडा और उनका आंदोलन.

SEMESTER II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Historiography-2 : Methods and Theories	4	4	--	2.5	75	25	--	100
2		History of Contemporary World (1946-2010)	4	4	--	2.5	75	25	--	100
3		Research Methodology	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Ancient Civilizations of the World	4	4	--	2.5	75	25	--	100
4		History of Science and Technology in India	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Dimensions of World Heritage: Conservation and Preservation	4	4	--	2.5	75	25	--	100
5		Gender in Modern Indian History	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Historiography-2: Methods and Theories

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get acquainted with ancient traditions of historical writing.
- To understand the style of historical writing in medieval period.
- To analyze the approaches of the Western history.
- To introduce the Schools of History in modern period.

Course Content:

	Credit	Lectures	Marks
I: Ancient Traditions of Historical writings:	1	15	25
a) Greek Tradition			
b) Roman Tradition			
c) Indian Tradition			
II: Medieval Traditions of Historical writings:	1	15	25
a) Western Tradition			
b) Arabic Tradition			
c) Indian Tradition			
III: Approaches to Western History:	1	15	25
a) Romanticism			
b) Scientific Approach- Ranke			
c) Positivism			
IV: Schools of History:	1	15	25
a) Friedrich Engels & Karl Marx			
b) Annales School			
c) Structural & Post Modern			

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कोठेकर शांता, इतिहास तंत्र आणि तत्वज्ञान, नागपूर, साईनाथ प्रकाशन.

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समाज प्रबोधन प्रकाशन, इतिहास लेखन मीमांसा, मुंबई, लोकवामय गृह काशन.

सरदेसाई बी. एन., इतिहास लेखनशास्त्र, कोल्हापूर फडके प्रकाशन.

History of Contemporary World (1946-2010)

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the developments in the world after Second World War.
- To learn the role of international organizations in contemporary world politics.
- To analyse of cold war and its impact on world politics.
- To study the events of world in the last decade.

Course Content:

	Credit	Lectures	Marks
I : Post World War:	1	15	25
a) Nationalist Movements in Asia and Africa and Decolonisation. b) Communist Revolution in China and its impact on World Politics. c) UNO in World Politics: Its strength and limitations:(Palestine, Kashmir)			
II: Cold War and its Impact :	1	15	25
a. Ideological and Political basis of Cold War, (Cuba, Korea, Vietnam) b. Pacts and Treaties, (NATO, Warsaw Pacts, Non-Aligned Movement). c) Oil Politics			
III: Popular Movements :	1	15	25
a) Martin Luther King Jr. and the Civil Rights Movement b) Apartheid c) Feminist Movements.			
IV: Disintegration of Socialist Bloc and the end of cold war: ` 1	1	15	25
a) Fall of the Berlin Wall, Perestroika, Glasnost and the Disintegration of the Soviet Union; Its Impact on society and politics. b) The Unipolar world system-the changing Political Order. c) Globalization and its Impact; La Via Campesina			

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दिक्षित, जे. एन., भारत की विदेश नीती और आतंकवाद.

देव, अर्जुन, समकालीन विश्व का इतिहास.

शर्मा, रामशरण और कृष्ण कुमार मंडल, विश्व इतिहास कि भूमिका.

Research Methodology

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand research as a way of new thinking.
- To get acquainted to the preparation of historical research design.
- To understand meticulous and scientific methods of writing history with proper sources.
- To learn to use of various tools and its proper use in writing history.
- To be familiar with the methodology for historical research.

Course Content:	Credit	Lectures	Marks
I : Research : A way of Thinking:	1	15	25
a) Meaning, Definition, Objectives			
b) Types of Research: Empirical, Historical, Descriptive, Analytical, Comparative			
c) Ethics : Honesty, Intellectual Ownership, Plagiarism, Permissions			
II : Preparation of Research Design:	1	15	25
a) Selection of subject, Formation of Objectives, Formation of Hypothesis			
b) Review of Literature: Nature, Functions, Developing theoretical and conceptual frame work			
c) Scheme of Chapters, Importance and Limitations of the Study, Bibliography			
d) Making of a Research Proposal			
III: Data Collection and Documentation:	1	15	25
a) Collection of Historical Data: Primary Sources, Secondary sources and Oral History			
b) Testing the authenticity and credibility of sources; Forgery in historical sources			
c) Skills of Documentation: Technique of Notes-making, Self-regulated card system			
d) Tools of Presentation of Data: Use of Charts, Tables, Statistics, Maps, Glossary, Abbreviation, Appendices and Index			

IV: Art of writing History:

1 15 25

- a) Citation: Use of Foot-notes and Bibliography
Logical Arrangement of Chapters, Appropriate Title
- b) Proper chronology, Main Ingredients and
Sequence of Research Proposal.
- c) Objectivity, Interpretation- Analytical methods of writing,
Consistency and Uniformity
- d) Constructive Reasoning: Cogent and Logical Exposition
and Valid Conclusion

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- कोठेकर, शांता, इतिहास : तंत्र आणि तत्त्वज्ञान, नागपूर, साईनाथ प्रकाशन.
- संत, दु. का. , १९८८. २ री आवृत्ती, संशोधन : पद्धती, प्रक्रिया, अंतरंग, पुणे, पुणे विद्यार्थी प्रकाशन.
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Ancient World Civilizations

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the connotation of the words “culture” and “civilization”
- To be acquainted with the evolution of human civilization
- To get knowledge of the accomplishments of ancient civilizations
- To assess the legacy of the ancient civilizations.

Course Content:

	Credit	Lectures	Marks
I : Introduction:	1	15	25
a) Debates on Culture and Civilization			
b) Brief survey of the Pre-Historic age			
II: Ancient Civilizations: The Fertile Crescent and Beyond:	1	15	25
a) Civilizations of the ‘Fertile Crescent’ (Mesopotamia):			
b) Egyptian Civilization			
c) Persian Civilization			
III : Greco-Roman and Chinese Civilization :	1	15	25
a) Classical Civilization: Greek			
b) Classical Civilization: Roman			
c) Chinese Civilization			
IV: Ancient Americas :	1	15	25
a) Andean Civilization:			
b) Olmec of Mesoamerica			
c) Chavin Civilizations			

Pedagogy

Teaching sessions should be focused on the development of Polity, Socio- Economic and Cultural Aspects, Religion, Literature, Art and Architecture, Science and Technology in all world civilizations.

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History of Science and Technology in India

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To learn sources of history of Science, Technology and Medicine in Early India.
- To understand the development of Science and Technology in Medieval India.
- To study the different scientific surveys and debates in British India.
- To analyse the developments of Science, Technology and Medicine in Independent India.

Course Content:

	Credit	Lectures	Marks
I : Science and Technology in Early India:	1	15	25
a) Sources of History of Science and Technology b) Technology in Pre and Proto Historical period c) Developments in Science and Technology in Ancient Period- Agriculture, Astronomy, Mathematics, Metallurgy, Textiles and Medicine			
II : Scientific Thoughts in Medieval India:	1	15	25
a) Science and Technological Developments - Agriculture, Textile, Metallurgy and Military Technology b) Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh. c) Various theories of medicine- Unani, Siddha, Tantric Aids and Superstitious beliefs.			
III : Growth of Science and Technology in Modern India:	1	15	25
a) British policies on introduction of Western Science, Technology and Medicine, Establishment of Scientific and Technical Education and Institutions b) Establishment of Scientific Surveys and Commissions: Survey of India, Geological Survey of India, Royal Commissions and their reports c) Epidemics & Endemics -Control Measure and Vaccination d) Western Science and Indian Nationalism, Indian Scientists in British India- P.C. Ray, J.C. Bose, C.V. Raman, C. Ramanujan, Mahendra Lal Sarkar			

IV: STM Policy in Independent Era:

1 15 25

- a) Development of Science and Technology in the Nehru period
- b) Nuclear Power, Space Technology, Information Technology
- c) Defense Research in India, Medicine and
Public Health -Bhore Committee Report and its Implication

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कलाम अब्दुल पी. जे, वाई सुंदर राजन (अनु.), १९९९. ईक्कसवी सदी का भारत : नव निर्माण कि
रूपरेखा, दिल्ली, राजपाल.

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बर्गर, मेलविन; केळकर, भा. पा. (अनु.), १९६८. नव विज्ञानाचा विजय, मुंबई., व्होरा अँड कंपनी.

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नारळीकर, जयंत, १९९८. आकाशाशी जडले नाते, पुणे, राजहंस.

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प्रबोधन संस्था.

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शेळके, रामचंद्र, भारताची अवकाश युगात झेप.

Dimensions of World Heritage : Conservation & Preservation

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To help the students get acquainted with the Concept of Heritage
- To make the students aware of the UNESCO Regulations of Heritage
- To motivate the students towards conservation and preservation of regional and local heritage
- To generate consciousness among the students to heritage tourism of the city

Course Content:	Credit	Lectures	Marks
I : Concept of Heritage:	1	15	25
a) Meaning, Definition and Importance b) Nature of Heritage - Tangible and Intangible c) Types of Heritage: Natural, Historical, Cultural			
II : World Heritage:	1	15	25
a) Pre-Venice Charter Conferences and Venice Charter (1964) b) Earth Summit in Rio De Janeiro, Brazil (1992) c) Role of UNESCO, Governance and Funding, World Heritage Fund, World Heritage Committee			
III : Heritage sites in India:	1	15	25
a) History and Tourism, Importance of Regional To Local Tourism. b) World heritage Sites in India: Caves, Stupas, Temples, Forts, Mausoleum and Monuments in Modern times. c) Measures and Debates on Preservation and Conservation of Historic Sites.			
IV : New Trends in World Heritage & Tourism:	1	15	25
a) Adventure, Entertainment, Eco Tourism, Agro Tourism b) Medical and Health Tourism: Curse or Boon, Impact of Pandemic Covid-19. d) Threats to World tourism			

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Gender in Modern Indian History

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the importance of gender in the modern world.
- To learn the contribution of women in the mass Movement and politics.
- To comprehend the nature and structure of women's movements in pre-independence and post-independence periods.
- To study the politics of gender issues in the twentieth century in India.

Course Content:

Credit Lectures Marks

I : Conceptualizing Gender:

1 15 25

- a) Colonial State and approaches towards women
- b) Social reform movement and the question of gender
- c) Agency and women social reformers :
Savitribai Phule and Tarabai Shinde
Pandita Ramabai, Ramabai Ranade and Rakhamabai
Cornelia Sorabji and Sister Nivedita

II : Women in the Mass movements :

- a) Swadeshi movement to Gandhian movement
- b) Tribal, Peasants and Workers Movements
- c) Dalit and Revolutionary Movements

III: Feminist and Gender Movements in post-independent times

1 15 25

- a) Economic issues and Women's responses :
Anti-price rise, land-rights and equal wages
- b) Social issues and Women's responses :
anti-dowry, domestic and sexual violence
- c) Eco-feminist movements : Chipko, Silent
Valley and Narmada movement

IV Gender issues in Modern India:

1 15 25

- d) Shah Bano Controversy and issues of Muslim women
- e) Self-immolation of Roop Kanwar and revivalism
- f) LGBTQ movement, intersectionality
- g) Me too Movement

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- पवार, उर्मिला, मून, मीनाक्षी, १९८९. आम्हीही इतिहास घडवला : आंबेडकरी चळवळीत स्त्रियांचा सहभाग, मुंबई, स्त्री उवाच प्रकाशन.

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वरदे, मोहिनी, २०१७. रखमाबाई एक आर्त, मुंबई, ऑप्युलर प्रकाशन.

शिरगावकर, शरावती व इतर (सं०।.), १९९२. स्त्रीजीवनविषयक स्थित्यंतर : मुंबई ँरिसर (इ. स. १८७६ ते १९५०), मुंबई, भारतीय इतिहास संकलन समिती.

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors. SLM is provided to Students in English and Marathi Medium.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A. History)

Sr. No.	Name of the Faculty	Designation
1.	1. Mrs. Bhavani Dedhiya	Assistant Professor
2.	2. Ms. Supriya Gamre	Assistant Professor
3.	3. Mr. Raju Sonawane	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online materials/ resources
6	Recorded lectures

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self- regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi
- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

v. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. History is *open to all graduates* coming from different streams even if they have not studied history at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrolment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .
- **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.]

Medium of Instruction:

- The M.A. History is available both in English and Marathi Medium.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. History learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counseling, work books, assignments, audio/ video programmes and technology assisted teaching.

Academic Calendar:

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Semester I		Semester II	
		From	To	From	To
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:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Term Examinations are conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in History programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in History	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

vi. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in History programme.

Library: The students can use the library resources available at the University. 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.

vii. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

viii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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

The aim of this programme is to introduce learners about the basic concepts of Indian History from the earliest times up to present. After completing this programme, learners will be able to:

- Clearly understand the concepts in the subject.
- Critically understand and interpret historical reality.

- Understand Indian history better on the wide canvas of world history and historiography.
- Know the historiographical philosophy and methodological perspectives well.
- Enhancement of the social sensitivity and gender sensibility.
- Acquire skills that will be useful in personal and professional life.



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



CENTRE FOR DISTANCE EDUCATION

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

M.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**

31st 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 Vitthalidas Vidyavihar,
Juhu Road, Santacruz (W),
Mumbai - 400 049.

Madam,

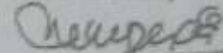
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

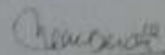
Yours faithfully



(Dr. Mifa 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. Mifa Desai)

Registrar (Addl. Charge)

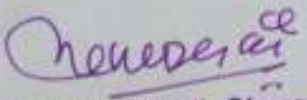
Academic Council
17.06.2021

AGENDA:

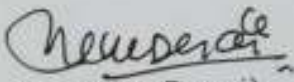
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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:

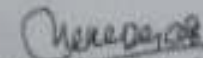
- It involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and the course.
- There is a detailed learning map in the Self Learning Material for the learner so that she or he will be self-directed 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	Bachelor of Arts	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vadgama	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	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)

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in Political Science
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

The mission of the programme M.A. in Political Science is to create broad vision of learners about the national, state and local level political institutional dynamics as well as international affairs and administrative functioning

Programme Objectives:

The MA Programme in Political Science seeks to:

- inculcate in students an in depth knowledge of the discipline
- acquaint students with the understanding of the national , state and local level political institutional dynamics as well as international affairs and administrative functioning
- Critically understand and interpret social and political reality.
- enhance political awareness and sensibility.
- apply their knowledge in the field.

- 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.
- 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 of S.N.D.T. Women's University

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'.

Linkage with Programme Mission:

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 programme of M.A. in History of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of Political Science. The congruence with the goals of the University, the M.A. in Political Science programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The

who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in Political Science programme has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in Political Science.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in Political Science.
3. The Masters Programme in Political Science aims to impart in-depth sociological knowledge based on critical comprehension and analysis of social dynamics.

i. Instructional Design

Course Curriculum

Curriculum is developed by the Statutory Authorities of SNTD 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.



Shreemati Nathibai Damodar Thackersey Women's University
1, Nathibai Thackersey Road, New Marine Lines, Mumbai-400020, Maharashtra
(India)

**Post Graduate Programme
Master Degree in Political Science**

Faculty of Humanities

M.A. Political Science (CBCS)
S. N. D. T. WOMEN'S UNIVERSITY

THE INSTRUCTIONS

GENERAL INFORMATION:

- The M. A. degree will be awarded to students who complete a total of 80 credits in a minimum of two years taking five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A. in Political Science Programme, courses are classified into compulsory courses and elective courses. In Semester I and Semester II every student will study three compulsory courses which are the core disciplines of Political Science. In Semester III she will study two compulsory courses.
- In all Students can choose one elective course of 4 credits in each semester
- In semester I, II, III and IV, students have an option to choose one CBCS course each of 4 credits.
- Students from any disciplines can opt for CBCS courses.

ELIGIBILITY:

A student is eligible for admission to M.A. in Political Science as per the eligibility norms prescribed by the university.

EVALUATION:

- For an MA in Political Science, each course will have Internal Evaluation (i.e. assignments, projects, seminar- papers, presentations, reports on field visits etc.) of 25% and External Evaluation of 75%.
- Minimum 40% marks are required in Internal & External assessment, separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.
- In order to pass, a Student should get minimum 40% marks in each course.

PROGRAMME SPECIFIC OUTCOMES (PSOS)

The MA Programme in Political Science seeks to:

- inculcate in students an in depth knowledge of the discipline
- acquaint students with the understanding of the national , state and local level political institutional dynamics as well as international affairs and administrative functioning
- Critically understand and interpret social and political reality.
- enhance political awareness and sensibility.
- apply their knowledge in the field.

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1		Classical Traditions in Political Thought	4	4	--	2.5	75	25	--	100
2		Indian Constitution & Political Institutions	4	4	--	2.5	75	25	--	100
3		Administrative Theory	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
(any one of the following)										
4		Indian Administration	4	4	--	2.5	75	25	--	100
4		Public Policy: Theories and Process	4	4	--	2.5	75	25	--	100
Elective Course/CBCS: (any one of the following)										
5		Gandhi: Non Violence & Satyagraha	4	4	--	2.5	75	25	--	100
5		Development Administration	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Scheme: Semester II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Modern Political Thought & Theory	4	4	--	2.5	75	25	--	100
2		Politics & Society in India	4	4	--	2.5	75	25	--	100
3		Research Methodology	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Modern Indian Political Thought	4	4	--	2.5	75	25	--	100
4		Parties and Party System in India	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Political Process in Maharashtra	4	4	--	2.5	75	25	--	100
5		Local Governance and Politics	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

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

1		Theoretical Aspects of International Relations	4	4	T	2.5	75	25		100
2		Issues in World Politics	4	4	T	2.5	75	25	-	100
3		Research Project	4	4	T	2.5	-	50	50	100
		Elective Course: (any one of the following)								
4		India & the World	4	4	T	2.5	75	25	-	100
4		Recent Debates in Political Theory	4	4	T	2.5	75	25	-	100
		Elective Course/CBCS (any one of the following)								
5		Human Rights in International Politics	4	4	T	2.5	75	25	-	100
5		Peace & Conflict Studies	4	4	T	2.5	75	25	-	100
		Total	20	20			300	150	50	500

Semester IV

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1		Research Project	4	4	T	2.5	-	50	50	100
2		Internship	4	4	T	2.5	-	50	50	100
3		Internship	4	4	T	2.5	-	50	50	100
		Elective Course: (any one of the following)								
4		Political Sociology	4	4	T	2.5	75	25	-	100
4		Comparative Politics	4	4	T	2.5	75	25	-	100
		Elective Course/CBCS (any one of the following)								
5		Gender Studies	4	4	T	2.5	75	25	-	100
5		Environment & Politics	4	4	T	2.5	75	25	-	100
		Total	20	20			150	200	150	500

Credits: 4

Marks 100

Lectures: 60 Hours

Course Objective:

- Introducing the students to the major traditions in western political thought.
- Encourage students to understand theories and debates in political thought.
- Developing a sound understanding of the traditional political philosophy which informs modern day politics and society

Unit 1: Classical Traditions in Political Thought

- a) Plato
- b) Aristotle

Unit 2. Ethics and Politics: Machiavelli

- a) Strategies and tactics of consolidating power
- b) Civic virtues and
- c) Republicanism

Unit 3: Liberalism

- a) Hobbes, Locke & Rousseau
 - a. Grounds of political obligation
 - b. Liberty & Private Property
 - c. Political Authority
- b) J. S Mill : Liberty and Representative Government

Unit 4: Contemporary Liberalism*

Contributions of:

- a) J. Rawls
- b) R. Nozick
- c) Amartya Sen

Unit 5: Critiques of Liberalism*

(A) Communitarianism

- a) MacIntyre
- b) Sandel

(B) Feminists: M.G. Nussbaum

2. Amartya Sen, *Idea of Justice*, Cambridge: Cambridge University Press, 2009
3. Farrelly, Colin *An Introduction to Contemporary Political Theory* ,London: Sage Publications, 2004
4. Locke John, *Two Treatises of Government*, London: Awnsham Churchill, 1689
5. Plamenatz, John, *Political and Social Theories from Machiavelli to Marx*, New York , Longman, 1992.
6. Rawls John, *A Theory of Justice* ,MA.: Harvard University Press, 1971
7. Hinchman Lewis P., *Virtue or Autonomy: Alasdair MacIntyre's Critique of Liberal Individualism*, Polity, 1989,
8. Sandel, M. *Liberalism and the Limits of Justice* , Cambridge University Press, Harvard, 1998
9. Martha C. Nussbaum, *The Feminist Critique of liberalism*, Princeton, N.J.: Princeton University Press, 1999
10. Michael Freeden, *Ideologies and Political theory: A Conceptual Approach*, Clarendon Press, 1998
11. Michael Walzer, *The Communitarian Critique of Liberalism* , *Political Theory* 1990
12. Neera Chandhoke, *State and Civil Society* (Cambridge : Cambridge University Press , 1988 , PP 1-13 .
13. Quintin Skinner, *Machiavelli: A Very Short Introduction* , OUP, 1981
14. Richard Kraut (ed.), *The Cambridge companion to Plato*, Cambridge: CUP, 2006)
15. Robert Goodin, Philip Pettit, Thomas W. Pogge (eds.), *A Companion to Contemporary Political Philosophy*, Vol. 2, 2nd edition.
16. Robert Nozick, *Anarchy, State and Utopia* ,New York, Basic Books, 1974

Marks: 100

Lectures: 60 Hours

Objective:

- Provide an in-depth 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.

Units & Subunits

Unit 1: Constitution & Constitutionalism

- a. Constitutionalism in Post-Colonial Countries
- b. Constituent Assembly Debates in India and the shaping of the philosophy of Indian constitution,
- c. Constitution as a source of Public Policy, as an instrument of governance and transformation

Unit 2: Constitutional Functionaries

- a. Executive: President- Prime Minister & Council of Ministers: Relationship
- b. Collective Responsibility as an instrument of control
- c. Parliamentary Accountability: How effective?
- d. Governor & Chief Ministers : Dynamics

Unit 3: Legislature & Representation

- a. Overview of Theories of Representation, changing nature of Parliamentary Representation and its Impact on Parliamentary functioning
- b. Parliamentary Elections: Electoral Reform, Anti Defection
- c. Reservation as an instrument of Representation
- d. Parliamentary Accountability: Committee system,

Unit 4: Judiciary:

- a. Judicial Powers & Independence,
- b. Judicial Review as an instrument of Social Transformation & Change
- c. Judicial Activism, PIL
- d. Judicial Independence and Judicial Reform

Unit 5: Centre State Relations

- a. Framework of Centre State Relations: Strong Centre Framework: Its Challenges
- b. Division of Power with special reference to Emergency powers
- c. Dynamics of Centre State Relations: Central intervention in State Rights, Reforms
- d. Multi level Federalism

Suggested Readings

1. Constituent Assembly Debates (Selections).

5. Bhargava, R. Ed. *Politics and Ethics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.
6. Rao Shiva B., *The Framing of India's Constitution*, A Study and Select Documents, Tripathi, Bombay, 1968.
7. Morris Jones W.H. *Parliament in India*, University of Pennsylvania Press, Philadelphia, PA, 1967.
8. Manor, J. 'The Presidency', in Kapur, D & Mehta, P. Ed. *Public Institutions in India*, New Delhi: Oxford University Press, 2005, pp.105-127.
9. Manor, J. 'The Prime Minister and the President', in Dua, B. & Manor, J. Ed. *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, 1994, pp. 20-47.
10. Khare, H. 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in Mehra, A. & Kueck, G. Ed. *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, (2003) pp. 350-368
11. Mehra, A.K. & Pai Panandiker, V.A. *The Indian Cabinet: A Study in Governance*, Konark Publishers, New Delhi, 1996.
12. Morris Jones, W.H. *Parliament in India*, University of Pennsylvania, 1967
13. Shankar, B & Rodrigues, V 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, 2011, pp. 105-173.
14. Bhagat A.K., *Elections and Electoral Reforms*, Vikas Publications, New Delhi, 1996.
15. Lyngdoh J. M., *Chronicle of an Impossible Election: The Election Commission and the 2002 Jammu and Kashmir Assembly*, Penguin , New Delhi, 2004.
16. Hasan, Z. et al., Ed. *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.
17. Kashyap, S. Ed. *Constitutional Reforms: Problems, Prospects and Perspectives*, Radha Publications, New Delhi, 2004.
18. Kirpal B.N. et al. Ed. *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi, 2000.
19. Sathe, S.P. *Judicial Activism in India: Transgressing Borders and Enforcing Limits*, Oxford University Press, New Delhi, 2002.
20. Arora, B & Douglas, V. Ed. *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*, Konark Publishers, New Delhi, 1995.
21. Brass, P. *The Politics of India since Independence*, Cambridge University Press, London, 1991.
22. Kapur, D & Mehta, P.B. Ed. *Public Institutions in India: Performance and Design*, Oxford University Press, New Delhi, 2007.
23. Mukherji, N. & Arora, B. Ed. *Federalism in India: Origins and Development*, Vikas Publishing House, New Delhi, 1992.
24. Lawrence, S. *Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System*, Sage, New Delhi, 2002.
25. Khosla Madahv, *India's Founding Moment*,: The Constitution of a Surprising Democracy, Harvard University Press, Harvard, 2020
26. Mehra Ajay , *The Indian Parliament and Democratic Transformation* , Routledge, 2018

Marks: 100

Lectures: 60

Course Objective:

- Expose the students to the evolution of and major approaches in the discipline of Public Administration.
- Develop an understanding of the theories of administration
- Understand the major theoretical developments and debates

Units & Subunits

Unit 1: Introduction to Public Administration: Meaning, Scope, Evolution, Theories and Approaches to the Study of Public Administration

Unit 2: Classical Schools

- a. Scientific Management School
- b. Classical Theory of Management
- c. Bureaucratic organization: Max Weber.
- d. Human Relations: Elton Mayo.
- e. Systems approach

Unit 3: Contextual Public Administration

- a. Ecological Approach: Fred Riggs
- b. Rational Decision-Making Approach: Herbert Simon
- c. Development Administration Approach
- d. Political Economy Approach : Marxist Approach

Unit 4: Paradigms of Administration:

- a) New Public Administration
- b) New Public Management
- c) Public Choice Theory

Unit 5: Contemporary Developments

- a) Good Governance and Development
- b) Corporate Governance
- c) E Governance
- d) Feminist Perspectives on Administration

2. Arora, Ramesh K, *Comparative Public Administration: An Ecological Perspective*, New Delhi, Associated Publishing House, 1979.
3. Bhattacharya, Mohit, *Restructuring Public Administration Essays in Rehabilitation*, New Delhi, Jawahar, 1999.
4. Gant, George F., *Development Administration: Concepts, Goals, Methods*, Madison, University of Wisconsin Press, 1979.
5. Henry, Nicholas, *Public Administration and Public Affairs*, Delhi, Prentice-Hall of India, 1999.
6. Leftwich, A., 'Governance, in the State and the Politics of Development', *Development and Change*, Vol. 25r 1994.
7. Minogue, Martin, 'The Internationalization of New Public Management'in *The Internationalization of Public Management: Reinventing the Third World State* edited, McCourt W and M. Minogue. U.K., Edward, Elgar, 2001.
8. Self, Peter, *Administrative Theories and Politics: An Inquiry into the Structure and process of Modern Government*. New Delhi, S. Chand and Co, 1984.
9. Stivers, Camilla, 'Towards a Feminist Theory of Public Administration in Gender'in *Images in Public Administration: Legitimacy and the Administrative State*. New Delhi, Sage, 1993
10. Trembley, Chaudhary and Prema Kumtakar, *Governance and Representation: A Study of Women and Local Self Government*, in *Indian Journal of Public Administration*, 44(3), Jul.- September 1995 : pp 54-67.

Course Objective

- To 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.

Units & Subunits

Unit 1: Foundations of Administration

- a. Ancient Administration and Kautilya's Arthashastra,
- b. Mughal and British Administration
- c. Change and Continuity in Indian Administration in the Post-independence

Unit 2: Structures, Powers and Reforms of Central, State and District Administration

- a. Prime Minister's Office- Cabinet Secretariat and Central Secretariat
- b. State Administration
- c. District Administration:- Changing Role of the District Collector
- d. Administrative Reforms - Major concerns; Important Committees and Commissions; Problems of implementation, emerging paradigm

Unit 3: All India Services

- a. Union and State Public Services: Structure, Recruitment, Training
- b. Good governance initiatives
- c. Code of conduct and discipline
- d. Civil service neutrality

Unit 4: Local Governance

- a. Democratic Decentralization and Panchayati Raj Institutions; 73rd and 74th Constitutional Amendments: Its Impact on Decentralization
- b. State Election Commission: Role
- c. Challenges to Local and Urban Governance, Problems of Autonomy, Accountability and Control

Unit 5 New trends and significant issues in Indian Administration

- a. Values in Public Service
- b. NGOs
- c. Disaster Management
- d. Civil service Activism

2. Mahashwari, M. *Administrative Thinkers*. New Delhi: Macmillan, 2009.
3. Mehta, V.R. *Foundations of Indian Political Thought*. Delhi: Manohar, 1999.
4. Sapru, R.K., *Indian Administration: A Foundation of Governance*, 2019
5. Singh, Amita. "Indian Administrative Theory: Context and Epistemology." *Administrative Theory & Praxis*, vol. 27, no. 1, 2005, pp. 51–80. JSTOR, www.jstor.org/stable/25610713. Accessed 10 June 2020.
6. Basu, Rumki. *Indian Administration: Structure, Performance and Reform*. New Delhi: Adroit Publishers, 2019
7. Saha, Tushar Kanti, *Administrative Law*, New Delhi: Kanishka Publishers, 2001
8. Sinha, Chandana, *Public sector reforms in India: New Role of District Collector*, New Delhi: Sage, 2007.
9. Das, S.K. *The Civil Services in India*. New Delhi: OUP, 2013.
10. Arora, Ramesh K. and R. Goyal. *Indian Administration: Institutions and Issues*. New Delhi: New Age, 2016.
11. Bakshi, P.M. *The Constitution of India*, Delhi. Universal Law Publishing Co., 2018.
12. Barthwal, C.P. *Indian Administration Since Independence*. Lucknow: Bharat Publishers, 2003.
13. Basu, Rumki. *Indian Administration: Structure, Performance and Reform*. New Delhi: Adroit Publishers, 2019
14. Gupta, Bhuvanesh. *State Administration in India*. RBSA Publishers, 2012.
15. Bevir, Mark. *Governance: A Very Short Introduction*. OUP, 2012
16. Bardhan, P. and D. Mookherjee (Eds). *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*. MIT Press, 2006.
17. Jain, Jasbir S. and R.P. Joshi, *Panchayat Raj in India: Emerging Trends Across the States*. Delhi: Rawat Publication, 2002.
18. Jain, L.C. *Decentralization and Local Governance*. Orient Black Swan, 2005.
19. Jayal, Niraja Gopal, Amit Prakash and Pradeep K. Sharma. *Local Governance in India Decentralization and Beyond*. Delhi: OUP, 2007.
20. Kumar, Girish. *Local Democracy in India; Interpreting Decentralization*. New Delhi: IIPA, 2006.
21. Maheshwari, S.R. *Local Government in India*. Lakshmi Narain Agarwal, 2014.
22. Raghunandan, T.R. *Decentralization and Local Governments: The Indian Experience*. Orient Black Swan, 2012.
23. Rao, P.S.N. *Urban Governance and Management: Indian Initiatives*. Delhi: Kanishka, 2006.

Course Objective:

- Study theories, models and process of Public policy making in India
- Explore the role of institutions, actors and stakeholders in the public policy process making and analyse its strengths and shortcomings.
- contextualises public policy making in India and understand, the different actors that shape public policy

Units & Subunits

Unit 1: Theoretical Perspectives on Public Policy

- a. Public Policy: Meaning, Nature, Scope & Significance.
- b. Why Public Policy?
- c. Stages of Policy Making:
 - i. Agenda Setting , Policy Formulation
 - ii. Policy Legitimation (policy approval)
 - iii. Policy Implementation , -
 - iv. Policy Evaluation

Unit 2: Theories and Models of Public Policy*

- a. Group theory
- b. Elite theory
- c. Institutional theory
- d. Rational theory
- e. Process theory
- f. Incremental theory
- g. Public policy beyond welfare and public administration : Neo –Institutionalism

Unit 3: Policy Typologies

- a. Distributive Policies
- b. Regulatory Policies
- c. Redistributive Policies
- d. Substantive vs procedural policies
- e. Material vs symbolic Policies
- f. Public vs private Policies
- g. Liberal vs conservative Policies

Unit 4: Constitution& Public Policy in India

- a. Idea of Social Justice and equity as conceptualized in the Constitution
- b. Constitution as a source of social policy in India
- c. Policy making role of Parliament & Judicial system : PIL
- d. Developmental Planning: the Planning Commission of India & NITI Ayog.

Unit 5: State, Market & Civil Society in Public Policy Making

- a. Civil Services in India : Challenges of Governance & reforms
- b. Civil Society participation in Policy Making,
- c. Policies of Economic Reforms in India since 1991: A paradigm Shift?

2. Dye, Thomas R. 2013, *Understanding public policy*, 14th ed, Pearson, Boston. Chapter 1, pp. 1-13
3. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action* from *The Oxford Handbook of Classics in Public Policy and Administration* – Poteete (2016)
4. B. Guy Peters, *The Politics of Bureaucracy*, 5 th Edition ,London: Routledge,2001
5. k. Sabatier, Paul. A. 2007, *Theories of the policy process*, 2nd edn, Westview Press, Colarado. Chapter 3, pp 93-128.
6. Woodside, Kenneth 1986, Policy instruments and the study of public policy, *Canadian Journal of Political Science*, Vol. 19, No. 4, pp 775-993.
7. Kaboolian Linda, *The New Public Management: Challenging the Boundaries of the Management vs. Administration Debate* *Public Administration Review* Vol. 58, No. 3 (May - Jun., 1998), pp. 189-193
8. Birkland, Thomas A. 2010, *An introduction to the policy process: theories, concepts and models of public policymaking*, 3rd edn , ME Sharpe, New York. Chapter 1.
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10. March J. & J. Olsen, *The New Institutionalism: Organizational Factors in Political*
11. Peters, B. G. and J. Pierre. (1998). Governance without Government? Rethinking Public Administration. *Journal of Public Administration Research and Theory*, Vol. 8,No. 2, pp. 223-243.
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14. Kohli, Atul *The State & Poverty* Cambridge University Press; 1989(edition)
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16. Sinha,Aseema Rethinking the Developmental State Model; Divided Leviathan and Subnational Comparisons in India, *Comparative Politics*, Vol 35, no 4. (July 2003) pp 459-476
17. Mukherjee,Rahul India's Economic Transition; The Politics of Reforms, OUP; 2010
18. Mehta Pratap Bhanu and Devesh Kapur (edited) India's Public Institutions, OUP;2006.
19. Rodrigues Valerian & B.L. Shankar, *The Indian Parliament; Democracy at Work*,OUP;2011
20. Jenkins, Rob *Democratic Politics and Economic Reform in India*, Cambridge University Press; 1999.
21. Sukhamoy Chakravarty, *Development Planning: The Indian Experience*, OUP;1998,
22. Zoya Hasan, E. Sridharan, R. Sudarshan, (edited), *India's Living Constitution* Anthem Press; 2005.
23. David Potter, *India's Political Administrators*; From ICS to IAS OUP; 1996.
24. Amy Douglas J. 1984. Why policy analysis and ethics are incompatible. *Journal*

Marks 100
Lectures: 60

Objective:

- To encapsulate the socio-cultural-economic and political thought of Mohandas Karmchand Gandhi
- To develop a comprehensive grasp of Gandhian Philosophy, through his life work
- Understand the impact, significance and relevance of Gandhian thought in contemporary times.

Units & Subunits

Unit 1: Political and Intellectual Context

a. Political Context:

- Immediate Colonial Context: Partition of Bengal
- Hindu – Muslim divide and rise of militant religious nationalism
 - Politics within Indian National Congress: Liberals versus radicals

b. Intellectual Context:

- Claims of colonial modernity
- Reactions to western modernity and industrial civilization: Leo Tolstoy and Henri David Thoreau
- Tradition – modernity debates in India
- Construction of nationalism in the late 19th & early 20th century

c. Two Roads to Decolonisation: Tagore and Gandhi

Unit 2. Gandhi's Critique of Modern Civilization

a. Gandhi's understanding of western modernity

b. Nation & Nationalism

c. Conceptualising Swaraj

d. Gandhi: Modernist, post – modernist or beyond?

Unit 3: Gandhi on Non Violence

a. Ahimsa: Non Violence as a Creed, Non Violent Society & State

b. Communal Harmony

c. Mass movements : Civil Disobedience & Satyagraha

Unit 4: Gandhi on Caste, Untouchability and Gender

a. Gandhi on Caste

b. Gandhi's Views on Untouchability

c. Gandhis on Gender

Unit 5: Socialism and Trusteeship

- University Press, 1997.
2. Chakrabarty Bidyut ed., *Nonviolence: Challenges and Prospects*, New Delhi: Oxford University Press, 2014.
3. Bidyut Chakrabarty, *Confluence of Thought: Mahatma Gandhi and Martin Luther King Jr*, Oxford University Press, New York, 2013.
4. Chakrabarty Bidyut , *Social and Political Thought of Mahatma Gandhi*, Routledge, New York, 2006.
5. Nanda BR, *In Search of Gandhi: Essays and Reflections*, New Delhi: Oxford University Press, 2002.
6. Markovits, Claude *The UnGandhian Gandhi: the Life and Afterlife of the Mahatma*, London: Anthem Press, 2005.
7. Hiren Gohain, Two Roads to Decolonisation: Tagore and Gandhi *Economic and Political Weekly* Vol. 46, No. 31 (JULY 30-August 5, 2011), pp. 23-26
8. Namboodiripad, EMS *The Mahatma and the Ism*, New Delhi: PPH, 1959.
9. Erikson, Erik H *Gandhi's Truth: on the Origins of Militant Nonviolence*, New York: WWNorton & CO, 1969.
10. Mukherjee, Hiren *Gandhiji: a Study*, New Delhi: PPH, 1991 (4th edition).
11. Bondurant, Joan V *Conquest of Violence: the Gandhian Philosophy of Conflict*, Berkeley: University of California Press, 1971.
12. Rudolph Lloyd I and Susanne Hoeber Rudolph, *Post-modern Gandhi and Other Essays: Gandhin the World and at Home*, Oxford University Press, New Delhi, 2006.
13. Steger, Martin B *Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power*, New York: St. Martin Press, 2000.
14. Gandhi MK, *An Autobiography or the Story of My Experiments with Truth*, Ahmedabad: Navajivan, 1948.
15. Gandhi MK, *Satyagraha in South Africa*, Ahmedabad: Navajivan, 1972.
16. Gandhi, MK *The Hind Swaraj or Indian Home Rule*, Ahmedabad: Navajivan, 1938.
17. Iyer, Raghavan *The Moral and Political Thought of Mahatma Gandhi*, New York: Oxford University, 1973.
18. Richard Gregg, *The Power of Nonviolence*, Ahmedabad: Navajivan, 1960.
19. Roanld J Tarchek, *Gandhi: Struggling for Autonomy*, Maryland: Rowman and Littlefield Publishers, 1998.
20. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* New Delhi: Oxford University Press, 1986.
21. Dadhich, Rita. *Modernity, Civilization and Conflict – Resolution: Hermeneutical Explorations in Gandhian Thought* Jaipur: Arihant, 2001
22. Dalten, D. *Gandhi's Power*. New Delhi: Oxford University Press, 1998.
23. Dasgupta, Ajit. *Gandhi's Economic Thought*. London: Rutledge, 1996.
24. Nanda, B. R. *In Search of Gandhi: Essays and Reflections*. New Delhi: Oxford University Press, 2002
25. _____ *Gandhi and His Critics*. New Delhi: Oxford University Press. 1998.

Marks: 100

Lectures: 60

Objective:

- Acquaints students with the role of administration in the development of society.
- Understand the changing role of state and public administration in the process of development in the post – globalisation period.
- Provide a thorough understanding of function of administrators.

Units & Subunits:

1. Nature and Significance of Development Administration

- a. Understanding Administration as an instrument of development
- b. Evolution of Development Administration

2. Development Programmes: Planning and Implementation

- a. Bloc Development Programme
- b. Development Programmes for Weaker Sections of the Society
- c. Development Programmes for Rural Development
- d. Development Programmes for Urban population

3. Machinery of Development Administration

- a. Machinery at the Centre
- b. Machinery at the State Level
- c. Machinery at the local level

4. New Trends in People's Self – Development and Empowerment

- a. From Welfarism to People's Self Development
- b. Empowerment of women. Tribal and minorities
- c. Citizen's Participation in Development

5. Development Administration in the Era of Globalization

- a. Changing role of the State viz – a – viz development
- b,. International Aid and technical Assistance Programmes
- c. Role of Voluntary agencies in development Administration.

Modern Political Thought & Theory (Compulsory Course)

Credits:4

Marks : 100

Lectures: 60

Objective:

- Develop a sound theoretical understanding of the discipline
- To understand contemporary theories in political thought.
- To bring to fore the emerging issues & debates in political discourse

Units & Subunits:

Unit 1: Theory of State & Civil Society

- a. Hegel & Marx on State Society Relationship
- b. Gramsci on Hegemony

Unit 2: a. Structural Marxism:

- a. Background
- b. Views of Poulanzas and Altussiers

Unit 3: Critical Theory: The Frankfurt School—An overview

- a. Overview
- b. Habermas on Public sphere
- c. Critique

Unit 4. Theories of Post Colonialism

- a) Edward Said's Orientalism

Unit 5: Emerging themes in Political Thought

- a) Green Political Theory
- b) Multiculturalism: Will Kymlica

2. Loomba, Ania, *Colonialism/Postcolonialism* ,Routledge,2016
3. Bart Moore-Gilbert, *Postcolonial Theory: Contexts, Practices, Politics* ,London: Routledge, 2000
4. Best,Beverley, Bonefeld Werner and Chris O'Kane (eds.) *The Sage handbook of Frankfurt School Critical Theory* ,2018
5. Parekh, Bhikhu *Rethinking Multiculturalism* ,Palgrave Macmillan, 2005
6. Ashcroft Bill., Griffiths, G. H Tiffin (eds.) *The Post-Colonial Studies Reader* ,New York: Routledge, 1996
7. Jessop, Bob 'Marxist Approaches to Power' in E. Amenta, K. Nash, A. Scott, eds, *The Wiley Blackwell Companion to Political Sociology*, Oxford: Blackwell, 2012).
8. Said,Edward *Orientalism: Western Conception of the Orient* , Penguin India,2001
9. Laclau Ernesto and Mouffe, Chantal *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*, (London: Verso, 1985
10. Ernesto Laclau, *The Specificity of the Political: The Poulantzas-Miliband Debate, Economy and Society* 5 ,1975: 87-110.
11. Fonseca, Marco, *Gramsci's Critique of Civil Society: Towards a New Concept of Hegemony* (New York: Routledge, 2016)
12. Rush Fred. (ed.) *The Cambridge Companion to Critical Theory* (United Kingdom: Cambridge University Press, 2004)
13. Barry, John Green Political Theory in V. Geoghegan, & R. Wilford (eds.), *Political Ideologies: An Introduction* (4 ed.), (New York: Routledge, 2003, pp. 153-178)
14. Femia,Joseph Gramsci's *Political Thought: Hegemony, Consciousness, and the Revolutionary Process* (New York: Oxford University Press.1987)
15. . Gandhi,Leela *Postcolonial Theory: A Critical Introduction* , Columbia University Press,1998
16. Leszek Kolakowski., *Main Currents of Marxism – The Founders, The Golden Age, The Breakdown* ,W.W. Norton Company.2008
17. 22. Marx, K. and Engels, F. (1845-6) 'The German Ideology', pp 19-539, in *Marx-Engels Collected Works*, vol 5, London: Lawrence & Wishart.
18. Marx, K. and Engels, F. *The Manifesto of the Communist Party*, 1848
19. Chandhoke, Neera *State and Civil Society: Explorations in Political Theory* ,New Delhi: Sage,1995
20. Nicos Poulantzas, *Political power and social classes* ,Humanities Press,1975
21. Poulantzas,Nicos *The Capitalist State*, *New Left Review*, No. 95 (January/February 1976: 63-83.
22. Miliband, Ralph Poulantzas, *The Capitalist State*, *New Left Review*, No. 82 ,November/December 1973: 83-92;
23. Miliband, Ralph *The Capitalist State: Reply to Poulantzas*, *New Left Review*. No. 59 (January/February 1970): 53-60
24. Geuss Raymond. *The Idea of a Critical Theory: Habermas and the Frankfurt School* (Cambridge University Press,1981
25. Bronner, Stephen Eric, *Critical Theory: A Very Short Introduction* , New York, Oxford University Press,2017.
24. Hall Stuart & Gieben B (ed.) *Formations of Modernity. Understanding Modern Societies an Introduction* .Polity Press 1992

Marks: 100

Lectures: 60 Hours

Course Objective:

- Explore the interconnectedness between the state and society
- Understand the centrality of the state in the developmental process
- Explore the multiple socio- political challenges that state faces in India

Units & Subunits

Unit 1: Conceptualizing the 'State' & Society in India

- a. Political Economy Approach of Conceptualizing the State
- b. State Building in India: Nehruvian Consensus & After
- c. Political Culture in India

References

- a. Nettle, **The State as conceptual variable**, *World Politics*, July 1968, 20(4), pp559-592.
- b. Levi, **Why we need a Theory of Government?**, *Perspectives on Politics*, March, 2006, 4(1), pp.5-19.
- c. Almond, G **The Return of the State**, *American Political Science Review* , September 1998, 82(3), pp.875-901.
- d. Chalmers, **MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975**, *Stanford University Press*, 1982.
- e. Chibber, Pradeep **Locked in Place: State-Building and Late Industrialization in India**, Princeton University Press, 2003.
- f. Sinha, Assema, **Rethinking the developmental state model**, *Comparative Politics*, July 2003, 35(4), pp. 459-476C

Unit 2: Indian Democracy & Society

Multiple Paradoxes of Indian Democracy with Reference to following:

- a. Kothari, R. Politics in India. Orient Black Swan, 1978 (relevant chapters).

Castes in Indian Democracy with references to following:

- a. Ambedkar, B.R. **Annihilation of Castes in India**, (1936), Samyak Publications Reprint , 2012
- b. Rudolph, **Modernity of Tradition: The Democratic Incarnation of Caste in India**, American Political Science Review, 1965,59(4), pp. 975-989.
- c. Kothari, R. & Manor, J. Ed. Caste in Indian Politics. Orient Black Swan, 2010(relevant chapters).
- d. Sheth, **Secularization of Caste and Making of New Middle Class**, Economic and Political Weekly, 1998,37(14), pp. 1317-8.
- e. Andre Beteille; **Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village**, OUP, 2012

Unit 4: Ethnic Conflict and Violence in Indian Society

Ethnicity and Ethnic conflicts in India with reference to following Readings

- a. Varshney, A. Ethnic Conflict and Civic Life, Yale University Press, 2002.
- b. Brass, P. Theft of an Idol; Text and Context in the Representation of Collective Violence, Princeton University Press, 1997.
- c. Wilkinson, S. Votes and Violence: Electoral Competition and Ethnic Riots in India, Cambridge University Press, 2004.
- d. Dipankar Gupta The Context For Ethnicity: Sikh Identity in a Comparative Perspective Oxford University Press, New Delhi: 1996.

Unit 5: Secularism and Indian Democracy

Debates on Indian Secularism with reference to Readings

- a. Nandy, **Secularism in crisis**, India International Centre Quarterly, Spring 1995, Vol. 22, No. 1,
- b. Chandhoke, N. **Secularism: The Biography of a Troubled Concept** in Mehta, P.B & Jayal, N.G. Ed. Oxford Companion to Politics in India, Oxford University Press, 2011.
- c. Bhargava, R. Secularism and its Critics, Oxford University Press, 2004.

Marks: 100

Lectures: 60 Hours

Objective:

- Expose students to basics of quantitative and qualitative methods of research
- Introduce basic techniques of data collection & analysis
- Introduce the Process Research Writing
- Explain the importance of Ethics in Research.

Units & Subunits:

Unit 1: Scientific Method of Political Enquiry

- a. Basic Concepts in Research Methodology and Social Research
- b. Positivist, Interpretative & Critical Paradigms & Ensuing research Methods, Hermeneutics
- c. Basis assumptions of Qualitative and Quantitative Research

Unit 2: Designing Social Research

- a. Theory Construction—Quantitative and Qualitative Dimensions
- b. Essential aspects of Quantitative Research Design
- c. Essential aspects of Qualitative Research Design

Unit 3: Techniques of Collection and Analysis

- a. Methods of Data Collection--Sampling and Measurement
- b. Dealing with Quantitative Data: Coding, Entering, Cleaning
- c. Basic Statistics : Frequency Distribution, Central Tendency and Measures of Variation

Unit 4: Content Analysis

- a. Content & Textual Analysis: Usage & Preparing of coding schedule & coding manual
- b. Interviews
- c. Participant Observation

Unit 5: Research Writing

- a. Writing Process
- b. Essential aspects of a Research Report
- c. Ethics in Social Research

2. Blackie, Norman, *Designing Social Research*, Cambridge, Polity Press, 2000.
3. Denscombe, Martyn, *The Good Research Guide*, New Delhi, Viva Books, 1999,
4. Flick, Uwe. *An Introduction to Qualitative Research*, Sage, New Delhi, 2010 4e.
5. Goel, M. Lal, *Political Science Research: A Methods Handbook*, Ames, Iowa State University Press, 1988.
6. Harding, S., *Feminism and Methodology*, Bloomington, Indiana University Press, 1987.
7. Hay, C. *Political Analysis: A Critical Introduction*, Palgrave – Macmillan, New York, 2002. Chapter 1
8. Henn, M. et al. *A Critical Introduction to Social Research*, Sage, New Delhi, 2010 3e
9. *Indian Journal of Social Work* (Special Issue - Social Research Methods: Persistent Issues and Emergent Trends) Vol. 67 No. 1 & 2. Jan – Apr 2006
10. Johnson, J.B. & Joslyn, R. *Political Science Research Methods*, New Delhi, Prentice Hall of India, 1987.
11. Manheim, J.B. et al., *Empirical Political Analysis: Research Methods in Political Science*. New York, Longman, 2001.
12. Marsh, D. & Stoker, G. *Theory and Methods in Political Science*, Palgrave – Macmillan, New York, 2009. 2nd e.
13. Sheurich, J.J, *Research Methods in the Postmodern*, London, Palmer Press, 1996.
14. Sjoberg, G & Nett, R. *A Methodology for Social Research*, Jaipur, Rawat Publications, 1992.
15. Verma, S. L. *Research Methods in Political Science*, Jaipur, Rawat Publications, 1989.
16. White, L.G, *Political Analysis. Techniques and Practices*, Fort Worth, Harcourt Brace College Publishers, 1999.

Marks: 100

Lectures: 60 Hours

Objective:

- Explain the significant contributions of Indian social and political thinkers
- Introduced the non-western discourses to the study of politics
- Understand the historical basis of contemporary politics.
-

Unit and Subunits

Unit 1. Modern ideas of Nationalism and Nation Building: Bankim Chandra, Tilak, Nehru

- a. Introduction to post colonial Construction of Nation
- b. Bankim Chandra's imagination of Nation
- c. Tilak on Cultural Nationalism
- d. Nehru on Nation Building

Unit 2: Socialist Ideas in Indian Thought: Vivekananda, M.N.Roy & Ram Manohar Lohia

- a. Contributions of Vivekananda
- b. New Humanism of M.N. Roy
- c. Rammanohar Lohia's Socialist Philosophy
- d. Jayaprakash Narayan's understanding of socialism, Jayprakash Narayan and Gandhi Interface on Socialism

Unit 3: Sarvodaya Society: Gandhi, JayPrakash Narayan, Vinoba Bhave

- a. Origin and development of Sarvodaya
- b. Doctrine of Bhudan and Gram – dan
- c. Gandhi's critique of Westminster model of democracy and Vinoba's doctrine of Lokniti

Unit 4: Anti – Caste Discourse: E. V. RamaswamyPeriyar & BhimraoRaoji Ambedkar

- a. Origin of anti-caste discourse: The Colonial Context
- b. Analysis of Caste system & ways to annihilate the caste system
- c. Critique of Brahminism, Contribution to equality discourse

Unit 5: Hindutva: Vinayak Damodar Savarkar & M S Golwalkar

- a. Construction of Hindutva: The Colonial Context – Hindu Mahasabha & Rashtriya Swayamsevak Sangh
- b. Ideology of Hindu nationalism
- c. Views regarding Varna and Caste system
- d. Views regarding Muslims, Dalit and Women

- 1984.
2. Mishra, G & Pandey, B.K. *Rammanohar Lohia: The Man and His Ism*. New Delhi: Eastern Books, 1992.
 3. Nehru, J. *The Discovery of India*. Penguin, 1946.
 4. Pillai, K.G. Political Philosophy of Rammanohar Lohia: Alternative Development Perceptions. Deep and Deep Publications, New Delhi, 1994.
 5. Rudolph, L.& Rudolph, S. *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*, OUP, New Delhi, 2006.
 6. Roy, M.N. *India in Transition*. Geneve: J.B. Target, 1922.
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 8. Lohia, R.M. *Marx, Gandhi and Socialism*. Navahind, Hyderabad: 1963.
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 10. Habib, I. Ed. *Indian Nationalism: The Essential Writings*. Aleph Book Company, New Delhi, 2017.
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 13. Savarkar, V.D. *Hindutva: Who is a Hindu?* Veer Savarkar Prakashan, Bombay, 1969.
 14. Sampath, V. Savarkar: *Echoes from a Forgotten Past, 1883-1924*. Penguin India, 2019

Marks: 100
Lectures: 60 Hours

Units & Subunits

Objective

- Introduce students to the various typologies political parties & party systems.
- Make the students aware of the changing structure and social base of political parties in India
- To study the impact of Parties on the functioning of the government.

Units & Subunits

Unit 1: Political Parties: Evolution, Typologies, Role and Relevance

- a. Approaches to the study of Political Parties and Parties and Party System
- b. Relevance of Political Parties in modern Democracies
- c. Party in the electorate, party in office and party as organization
- d. Party types: Cadre, Mass, Catch-all, Cartels and Beyond

Unit 2: Party System in India

- a. From Single Party to Dominant to Multi-Party System
- b. Regional and State Parties:
- c. Coalition Politics
- d. Party Alliances and Government Formation

Unit 3: National Parties in India

- a. Ideology
- b. Leadership
- c. Social Base
- d. Electoral Performance

Unit 4: State Parties in India

- a. Origin
- b. Social Base
- c. Programmatic competition
- d. Leadership of State parties

Unit 5: Parties & Elections in India

- a. Determinants of Voting Behaviour: Caste, Community, Class, Gender and Region
- b. Money Power, Violence and the Electoral Process
- c. Electoral Reforms,
 1. Funding of Elections

2. Eckstein, H. Political Parties, Party Systems, *International Encyclopedia of the Social Sciences*, vol. 11, 1968, pp. 436—53
3. LaPalombara, J & Weiner, M. The Origin and Development of Political Parties in LaPalombara & Weiner. Ed. *Political Parties and Political Development*, Princeton UP. 1966, pp.3-42.
4. Ramon-Montero, J. & Gunther, R. Introduction: Reviewing and Reassessing Parties." in Ramon-Montero, J and Linz, J.J. Ed. *Political Parties: Old Concepts and New Challenges*, Oxford University Press, Oxford, UK. 2002. pp. 1-35.
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8. Hasan, Z. Political Parties in India in Jayal, N.G. & Mehta, P.B. Ed. *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi, 2010.
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14. Mair, P. Party System change in Katz, R.S & Crotty, W. Ed. *Handbook of Party Politics*. Sage, London. 2006. pp. 63-73.
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17. Suri, K.C. Party System and Party Politics in India, ICSSR Research Surveys and Explorations in Political Science, Volume two, *Indian Democracy*, General editor AchinVanaik, OUP: New Delhi, 2013 pp. 209-52
18. Mair, P.. Party Systems, in Smelser, N.J. & Baltes, P.B. Ed. *International Encyclopedia of the Social & Behavioral Sciences*, Pergamon, Oxford, 2001 pp. 11106-11108. <http://dx.doi.org/10.1016/B0-08-043076-7/01192-X>.
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26. Sartori, G. *Parties and Party Systems: A framework for Analysis*, Cambridge University Press, Cambridge. 1976
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33. Chhibber, P. Dynastic parties: Organization, finance and impact, *Party Politics*, 2013. 19(2): 277-295.
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Marks: 100 Lectures:

60 Hours

Objective: This course aims to

- To introduce to the student the interface between state and society in Maharashtra.
- Orients students towards the major issues in Maharashtra politics.
- To analyze the unfolding of the political process in the State.

Units & Subunits:

Unit 1. Pre – 1960 Maharashtra

- a. Legacy of the Freedom Movement
- b. Samyukta Maharashtra Movement
- c. Impact of the Non – Brahmin and Dalit Movement
- d. Rise of Hindutva Politics

Unit 2. Issues of Regionalism and Sub – Regionalism

- a. Politics of Marathi identity
- b. Issue of backwardness and regional imbalance
- c. Demand for separate Vidarbha State.

Unit 3. Caste in Maharashtra Politics

- a. Politics of Dominant Caste
- b. Patterns of Dalit Politics
- c. Rise and Impact of O. B. C. Politics

Unit 4. Social Movements in Maharashtra

- a. Labour movements
- b. Agrarian movements
- c. Women's movements
- d. Dalit movements
- c. Rise of Urban Interests

5. Local Politics in Maharashtra

- a. Patterns of Rural local Politics
- b. Issues in Urban Politics
- c. Politics in Mumbai

Course Objective

- Explain the process of democratic local governance structures
- To understand the Structures of urban and Local Self Governance
- Understand the impact of Democratic decentralization

Units & Subunits

Unit 1: Local Governance, Local Democracy and Local Development: Overview of Approaches and Thematic linkages

Unit 2. Perspectives on Local Governance:

- a. Historical origins of Local Self Governance in India: Contributions of Tagore and Gandhi
- b. Classification of Urban and Rural Local Government: Types
- c. Democratic decentralization :72nd and 73rd Amendment Act

Unit 3: Urban Local Self Government

- a. Classification of Urban Local Government with specific reference to Maharashtra
- b. Elections, Structures, function
- c. Major Challenges

Unit 4: Rural Local Self Governing Institutions

- a. Classification of Rural Local Self Government with reference to Maharashtra
- b. Structure & Functions
- c. Elections to Self Governing institutions, Reservation
- d. Role in implementing welfare programmes (MNREGA, Bet Bachao,)

Unit 5: Democratic Decentralisation and Impact on Marginalised

- a. Caste
- b. Class
- c. Tribe
- d. Gender

2. Chakrabarty, B. & Bhattacharya, M. Ed. *The Governance Discourse*. Oxford University Press, New Delhi, 1998.
3. *Inclusive Urban Planning State of the Urban Poor Report*, 2013, Ministry of Housing and Urban Poverty Allievation, GoI, (New Delhi: OUP, 2014).
4. Rosenau, J & Czempiel, E. Ed. *Governance without Government: Order and Change in World Politics*. Cambridge University Press. Cambridge, 1992.
5. Mukherjee, J. Ed. *Sustainable Urbanization in India: Challenges and Opportunities*, Springer, Singapore, 2018.
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7. Sivaramakrishnan, K.C. *Power to the People? The Politics and Progress of Decentralisation*, Konark Publishers, New Delhi 2000.
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9. Mandal, K.C. *Empowerment of Women and Panchayati Raj: Experiences from West Bengal*, Levant Books, Kolkata, 2010.
10. Bhattacharya, M. *Public Administration*. World Press, Calcutta. 1999.
11. Mathur, O. Ed. *India: The Challenge of Urban Governance*, National Institute of Public Finance & Policy, New Delhi, 1999.
12. Chaubey, P.K. *Urban Local Bodies in India: Governance with Self-Reliance*, IIPA, New Delhi, 2004.
13. Rao, PSN. *Urban Governance and Management*, IIPA and Kanishka Publication, New Delhi 2006.
14. Bardhan, P.K. & Mookherjee, D. *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, Cambridge & Mass: MIT Press, 2006.
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16. Samaddar, R. Ed. *The Politics of Autonomy: Indian Experiences*, Sage. New Delhi 2005.
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regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. Study materials are scrutinized by the SME, supervised by the instructor's / unit designers and edited by the language experts keeping in view the interest of the learner group. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors.

Faculty and Support Staff Requirements

Assistant Professor: 03 (Faculties allotted in combination with B.A. Political Science)

Sr. No.	Name of the Faculty	Designation
1.	Dr. Mangesh Kadam	Assistant Professor
2.	Mr. Gurunath Sawant	Assistant Professor
3.	Ms. Niyati Wadkar	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
	Online contact sessions

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self- regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi
- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available

- Examination Centers at various places in Maharashtra

iv. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. History is *open to all graduates* coming from different streams even if they have not studied history at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrolment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .
- **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.

Medium of Instruction:

- The M.A. Political Science is available both in English and Marathi Medium.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. Political Science learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counselling, work books, assignments, audio/ video programmes and technology assisted teaching.

Academic Calendar:

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:

The Term End Examination (TEE) evaluation system followed in Centre for Distance Education, S.N.D.T. Women's University. Examinations are conducted by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in Political Science programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in Political Science	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

v. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in Sociology programme.

Library: The students can use the library resources available at the University. 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.

vi. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fee	Rs. 20,55,000/-	

7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

vii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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

After completing this programme, learners will be able to:

- have knowledge of the discipline
- understand of the national , state and local level political institutional dynamics as well as international affairs and administrative functioning
- Critically understand and interpret social and political reality.
- enhance political awareness and sensibility.
- apply their knowledge in the field.



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



CENTRE FOR DISTANCE EDUCATION

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

M.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
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,

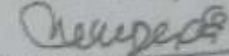
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

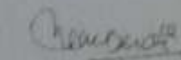
Yours faithfully



(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.



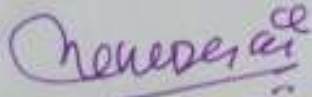
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

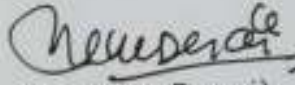
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

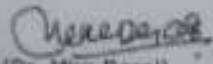
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	Dr. Meharjoti Sangle	History	Asst. Professor & I/C Head, Dept. Of History
		Dr. Jaswanti Wambhurkar	History	Assistant Professor
		Dr. Ramkumar Pradhan	History	Associate Professor
09	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	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)

Master of Arts in Sociology

Sr. No.	Heading	Particulars
1	Degree Awarding Body	S.N.D.T. Women's University
2	Teaching Institution	Centre for Distance Education
3	Programme Name	Master of Arts in Sociology
4	Programme Duration	Two years
5	Minimum Eligibility for Programme	Any Graduate
6	Programme Credits	80
7	Qualification Framework Level	Post Graduate
8	Nature of Target Group of Learners	Graduate Women /Working Women/ Girls /House wives
9	Date of Commencement	Academic Year 2021-2022
10	Programme Category: Professional/General	General

i. Programme's Mission and Objectives

Mission:

- The mission of the programme M.A. in Sociology is to create broad vision of learners about the historical, socio-economic and intellectual forces in the rise of sociological theory and to prepare for the professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Programme Objectives:

- To understand the historical, socio-economic and intellectual forces in the rise of sociological theory.
- To prepare with theoretical insights, to know, analyze and interpret the social scenario.
- To familiarize with the different sociological perspectives and theories.
- To get knowledge of the fundamentals of various research techniques and methods.
- To develop conceptual clarity for the future research.
- To identify with the history and contemporary changes in Anthropological theory.
- To understand the growth of Anthropology in India.
- To know the major concepts, theoretical approaches and development of sociology of education.
- To focus on some important aspects of the interface between education and society.

- To know the recent advances in criminology; changing profile of crime and criminals, particularly in India.
- To prepare for the professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.
- To know the nature and functioning of political system and the political processes.
- To be aware of our own status and role as citizens of the state.
- To understand the prerequisites of sound democratic political system and its vulnerability.
- To understand the theoretical approaches related to environment.
- To prepare with the knowledge of contemporary environmental issues, it's causes and consequences.
- To work towards developing the sub- field of sociology of environment with an Indian perspective, utilizing theory to elucidate current issues & debates.
- To understand the substantive, theoretical and methodological issues which have shaped the sociological thinking.
- To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.
- To get knowledge regarding sources of data collection.
- To be acquainted with the rational use of techniques of data collection, analytical procedures, statistical measures and computers.
- To understand the basic concepts in demographic studies.
- To have knowledge of the various dimensions of Indian and world population.
- To be familiar with the demographic features & trends in India.
- To comprehend population control in terms of social needs.
- To know the characteristics and the issues related to globalization.

Relevance of programme with institution's missions and goals

Mission of S.N.D.T. Women's University:

1. 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.
2. 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 of S.N.D.T. Women's University

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. Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
4. Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

Linkage with Programme Mission:

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 programme of M.A. in History of Centre for Distance Education. This programme delivers required theoretical inputs to students that develop creative thinking to make them experts and professionals in the field of Sociology. The congruence with the goals of the University, the M.A. in Sociology programme envisages to enhance purposeful education with 'human values' and social responsibility. The programme also aims at making students fit for taking up various jobs and to initiate and run self-employment ventures. The programme helps learners to understand women's issues and rights with a rational outlook towards society.

ii. Nature of Prospective Target Groups of Learners

M.A. in Sociology programme is specifically designed to cater the need of students who are not able to study through regular mode. Working professional, graduate women, working women, girls, house wives, students from rural areas, students who are not able to pursue regular courses due to various reasons are our target group learners.

iii. Appropriateness of ODL mode for acquiring specific competencies or skills

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.

1. M.A. Programme in Sociology programme has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in Sociology.
2. The programme would be of great use for the teachers working in schools, working people in various organizations and all fresh graduates who are desirous of acquiring a Master's Degree in Sociology.
3. The Masters Programme in Sociology aims to impart in-depth sociological knowledge based on critical comprehension and analysis of social dynamics.

iv. Instructional Design

Course Curriculum

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.

Program Structure

SNDT Women’s University

1, Nathibai Thackersey Road, Mumbai- 400020

M. A. Sociology-2020 - 21

Faculty Name:	Humanities
Name of the Programme:	M. A.
Total Credits:	80

Eligibility:

A student is being eligible for admission to M.A. in Sociology as per the eligibility norms prescribed by the university.

Programme Specific Outcomes (PSOs)

- Clearly understand the concepts and application in the subject.
- Critically understand and interpret social reality.
- Enhancement of the social sensitivity and sensibility.
- Acquire skills that will be useful in personal and professional life.

General Instructions:

- The Duration of M. A. programme is of four semesters and of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

Evaluation:

- For Sociology, each course will have 25% Internal Evaluation (i.e. assignments, projects, seminar- papers, presentations, reports on field visits etc.) and 75% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student needs to clear internal assessment to be eligible to appear for semester end (external) examination.

Syllabus Format

Scheme: Semester I

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Classical Sociological Traditions	4	4	--	2.5	75	25	--	100
2		Methodology of Social Research	4	4	--	2.5	75	25	--	100
3		Social Anthropology	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Education & Society	4	4	--	2.5	75	25	--	100
4		Criminology	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Political Sociology	4	4	--	2.5	75	25	--	100
5		Environment & Society	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Scheme: Semester II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
Core Courses										
1		Theoretical Perspectives in Sociology	4	4	--	2.5	75	25	--	100
2		Data Collection & Analytical Procedures	4	4	--	2.5	75	25	--	100
3		Social Demography	4	4	--	2.5	75	25	--	100
Elective Course: (any one of the following)										
4		Globalization & Society	4	4	--	2.5	75	25	--	100
4		Sociology of Health	4	4	--	2.5	75	25	--	100
Elective Course/CBCS (any one of the following)										
5		Sociology of Disaster Management	4	4	--	2.5	75	25	--	100
5		Sociology of Tourism	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Scheme: Semester III

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses:								
1		Perspectives on Indian Society	4	4	--	2.5	75	25	--	100
2		Urban Sociology	4	4	--	2.5	75	25	--	100
3		Industry & Society in India	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Research Component (Writing Research Proposal & Review of Literature)	4	4	--	--	--	50	50	100
4		Sociology of Agrarian Society	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Research Component (Dissertation & Viva Voce)	4	4	--	--	--	50	50	100
5		Sociology of Popular Culture & Mass Communication	4	4	--	2.5	75	25	--	100
		Total	20	20	--		225	175	100	500

Scheme: Semester IV

Sr. No.	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses:								
1		Recent Trends in Sociological Theory	4	4	--	2.5	75	25	--	100
2		Sociology of Modernization & Development	4	4	--	2.5	75	25	--	100
3		Sociology of Social Movements	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Internship Component	4	4	--	--	--	50	50	100
4		Gender & Society	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Internship Component	4	4	--	--	--	50	50	100
5		Sociology of Information Society	4	4	--	2.5	75	25	--	100
		Total	20	20	--		225	175	100	500

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

SEMESTER I

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Classical Sociological Traditions	4	4	--	2.5	75	25	--	100
2		Methodology of Social Research	4	4	--	2.5	75	25	--	100
3		Social Anthropology	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Education & Society	4	4	--	2.5	75	25	--	100
4		Criminology	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Political Sociology	4	4	--	2.5	75	25	--	100
5		Environment & Society	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Classical Sociological Tradition

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the historical, socio-economic and intellectual forces in the rise of sociological theory.
- To prepare with theoretical insights, to know, analyze and interpret the social scenario.
- To familiarize with the different sociological perspectives and theories.

Course Content:

Credit Lectures Marks

I Introduction:

1 15 25

- a) Socio-political & Economic forces in the development of Sociological Theory
- b) Intellectual & Philosophical forces responsible for development of sociological Theory.

II Karl Marx

1 15 25

- a) Dialectical materialism
- b) Historical materialism,
- c) Class, Class formation, Class Conflict,
- d) Concept of Surplus Value, Alienation.

III Emile Durkheim

1 15 25

- a) Theory of Division of Labour
- b) Types of suicide & suicide rate
- c) Views on Religion
- d) The methodology of Sociology

IV Max Weber

1 15 25

- a) Theory of social action
- b) Protestant ethic and emergence of capitalism.
- c) Theory of Authority, Types of authority

d) Views on Bureaucracy.

References:

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Modern Sociological Thought: From Comte to Sorokin, McMillan India Limited, Delhi.

Aron, Raymond 1965-1967: Main Currents in Sociological Thought, Vol. I and II. Penguin.

Coser, Lewis A. - 1979 . Masters of sociological thought . New York : Harcourt Brace Jovanovich.

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Classical Statements' (Third Edition), Allyn and Bacon, Paramount Publishing,
Massachusetts.

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Fletcher, Ronald -1994 .The making of sociology (2 Vols.) Jaipur : Rawat Publications.

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of Harrington. Modern Social Theory. Oxford.

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Marx, Weber and Durkheim, London, Sage Publications.

Morrison, Ken, 1995 . Marx, Durkheim, Weber : Formation of Modern social thought,
London : Sage Publication .

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Penguin, Chapters on Marx, Durkheim and Weber.

Ritzer, George, 1996 . Sociological Theory. New Delhi: Tata McGraw Hill.

Zeitlin, Irving, 1998 . (Indian edition) Rethinking sociology: A critique of Contemporary
theory . Jaipur: Rawat Publications.

Methodology of Social Research

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get knowledge of the fundamentals of various research techniques and methods.
- To develop conceptual clarity for the future research.

Course Content:

Credit Lectures Marks

I Scientific Research

1 15 25

- a) Nature and Types: Pure/applied, Qualitative/Quantitative and Comparative/Longitudinal
- b) Difference between scientific method and methodology
- c) Difference between approach of natural and social scientist

II Social Science Research:

1 15 25

- a) Meaning and functions of Social Research
- b) Positivism & Methods of research
- c) The nature of scientific method:
 - Concepts
 - Measurement
 - Reliability and Validity
- d) Steps of Social Research

III Research Design:

1 15 25

- a) Phases in Research Designing
- b) Design for Descriptive, Explanatory and Exploratory Research
- c) Survey and Online Research

IV Sampling:

1 15 25

- a) Purposes, Principles and Advantages
- b) Probability Sampling (Simple Random(Lottery, Tippet's Table), Stratified, Systematic, Cluster, Multistage and Multi-phase
- c) Non-probability Sampling: Reliance on available subjects, Purposive or judgmental sampling, Snowball sampling,

and Quota sampling.

References:

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Bose, Pradip Kumar, 1995: Research Methodology. New Delhi: ICSSR.

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Young P.V., 1988. Scientific Social Surveys and Research, Prentice-Hall of India, New Delhi.

Social Anthropology

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To identify with the history and contemporary changes in Anthropological theory.
- To understand the growth of Anthropology in India.

Course Content:

Credit Lectures Marks

I Introduction

1 15 25

- a) Meaning and scope of Anthropology
- b) Distinction between Social and Cultural Anthropology
- c) Cultural Traits, Culture complex, Culture Area
- d) Integration of Culture, Paradoxes of Culture.

II Contemporary Anthropological Theories

1 15 25

- a) From Functionalism to Structuralism:
Levi Strauss and Edmund Leach
- b) Marx and Marxist Anthropology:
Terry, Godelier, Meillassoux
- c) Cultural Anthropology to Postmodern Ethnography:
Clifford Geertz and James Clifford.

III Socio- Economic Organization

1 15 25

- a) Family
- b) Marriage
- c) Kinship
- d) Primitive economy

IV Political and Religious Organization

1 15 25

- a) Law and Social control
- b) Primitive law and justice
- c) Primitive religion, Animism, Bongaism, Totemism
- d) Types and functions of magic
Magic religious functionalists like shaman, priest,

medicine man.

References:

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Education & Society

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To know the major concepts, theoretical approaches and development of sociology of education.
- To focus on some important aspects of the interface between education and society.

Course Content:

Credit Lectures Marks

I Theoretical Perspectives

1 15 25

- a) Functionalist perspectives
- b) Radical perspectives
- c) Cultural Reproduction
- d) Feminist perspective

II Education: Progress & Development

1 15 25

- a) Access to Educational Opportunity:
Equity, Excellence and Efficiency.
- b) Gender Inequalities: Education; Employment.
- c) Education and Information Technology.

III Education & Society

1 15 25

- a) Education & Socialization
- b) Education & Social stratification
- c) Education & Modernization
- d) Education, Social mobility and social change

IV Recent Development and challenges of Education

1 15 25

- a) Higher Education: system & governance
- b) Higher Education: Problem & challenges
- c) Higher Education: Skill development & globalization
- d) Higher Education & Privatization

References:

Ahmad Karuna. 1984. Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.

Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.

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Criminology

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To know the recent advances in criminology; changing profile of crime and criminals, particularly in India.
- To prepare for the professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Course Content:

	Credit	Lectures	Marks
I The Concept of Crime	1	15	25
a) Definition of Crime b) <u>Conceptual Approaches to Crime:</u> Legal, Behavioural and Sociological c) Types of crime d) Classification of Criminals.			
II Theoretical Perspectives & Sociological Explanations on Crime Causation	1	15	25
a) <u>Perspectives on Crime Causation:</u> Classical, Positivist & psychological. b) <u>Sociological Explanations:</u> Social Disorganization theory, Anomie theory, Multiple-Factor theory, Control theory, Labeling theory, Differential Association theory, Differential Opportunity theory			
III Changing Profile of Crime and Criminals	1	15	25
a) Juvenile Delinquency b) Organized Crimes c) White- Collar Crime d) Female Criminality			
IV Correctional Administration	1	15	25
a) <u>Prison Administration:</u> Role of prisons in modern Penology Problem of overcrowding in prisons Problems of Under-trial prisoners. Prison Reforms in India b) <u>Alternatives to Imprisonment:</u> Probation, Parole, Open prisons.			

New Delhi Model of Correction.

c) Criminal Justice System:

Process of Criminal Justice System.

d) Crime Prevention:

Distinction between Crime prevention & Treatment.

Perspective of Crime Prevention.

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.

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Political Sociology

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To know the nature and functioning of political system and the political processes.
- To be aware of our own status and role as citizens of the state.
- To understand the prerequisites of sound democratic political system and its vulnerability.

Course Content:

Credit Lectures Marks

I Introduction

1 15 25

- a) Definition and subject matter of Political Sociology
- b) Interrelationship between political system and society
- c) Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability.

II Political culture

1 15 25

- a) Meaning and significance
- b) Political socialization – meaning, significance and agencies
- c) Intellectuals – Political role of intellectuals – significance
- d) Pressure groups and interests groups

III Political Bureaucracy in India

1 15 25

- a) Bureaucracy: its characteristics, types and significance in political development.
- b) Political Parties: Characteristics, Social composition of parties, Recruitment
- c) Political apathy, its causes and consequences.

IV Political Process in India

1 15 25

- a) Role of caste & Religion
- b) Regionalism and language in Indian Politics
- c) Public opinion: Role of mass media
- d) Politicization of social life.

References:

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William Riker et.al., 1973 – An Introduction to Positive Political Theory.
Englewood,Cliff.

Environment & Society

Credits: 4

Lectures: 60

Marks: 100

Objectives:

To understand the theoretical approaches related to environment.

To prepare with the knowledge of contemporary environmental issues, it's causes and consequences.

To work towards developing the sub- field of sociology of environment with an Indian perspective, utilizing theory to elucidate current issues & debates.

Course Content:

	Credit	Lectures	Marks
I Approaches to the study of Environment	1	15	25
a) Marxian			
b) Gandhian			
c) Eco-feminist			
II Society and the Environment:	1	15	25
a) Urban Problems related to Energy, Water Conservation, Rain Water Harvesting, Watershed Management.			
b) Resettlement and Rehabilitation of People: Problems and Concerns			
c) Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion,			
d) Consumerism and Waste Products			
III Social& Environmental Issues in India	1	15	25
a) Impact of Big Infrastructure & Natural resources Development projects, Issues of Displacement, Rehabilitation, & Resistance movements (Chipko, Narmada, Tehri, Baliapal, Chilika Lake, Enron)			
b) Issues of Urban Environment: pertaining to population, water, sanitation, pollution & health outcomes especially for women. (Eg. Bhopal Gas Tragedy & its consequences)			
IV Global Environmental Issues & Initiatives of the State & International Agencies	1	15	25
a) Debate on Sustainable Development			

- b) Intellectual Property Rights & Patenting of Traditional Knowledge
- c) Biodiversity; Climate change. Initiatives of International Agencies- Stockholm to Rio Conference
- d) Global Environmental Movements- North & South

References:

Agarwal, B. 1992. The Gender & Environment Debate: Lessons from India. Feminist Studies. 18 (1): 119-158.

Gadgil, Madhav and Ramchandra Guha 1996. Ecology and Equity: The Use and Abuse of Nature in contemporary India. New Delhi. OUP.

Giddens, Anthony. 1996 "Global Problems and Ecological Crisis" in Introduction to Sociology. 2nd Edition. New York: W.W. Norton and Co.

Guha. Ramchandra. 2000. Environmentalism: A Global History. New Delhi. OUP

Michael Redclift, 1984 Development and the Environmental Crisis, Meheun Co. Ltd. New York.

Munshi, Indra. 2000 "Environment" in Sociological Theory", Sociological Bulletin. Vol. 49, No. 2.

Riley E. Dunlap et. al. (ed.), 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights, Rowman & Littlefield.

Saxena H. M., 2006 Environmental Studies, Rawat Publications, Jaipur.

Schnaiberg Allan, 1980 The Environment, Oxford University Press. N.Y.

Sharma, S.L. 1994 "Perspective on Sustainable Development in South Asia" in Samad (Ed.) Perspectives on Sustainable Development in Asia. Kuala Lumpur: ADIPA

Shiva. Vandana. 1988. Staying Alive: Women, Ecology & Survival. Kali for Women. Delhi.

Venkateswaran, S. 1995. Environment, Development & the Gender Gap. Sage. New Delhi.

UNDP. Sustainable Development. New York: OUP.

World Commission on Environment and Development, 1987. Our common future. Brundtland report, New Delhi. OUP.

SEMESTER II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
		Core Courses								
1		Theoretical Perspectives in Society	4	4	--	2.5	75	25	--	100
2		Data Collection & Analytical Procedures	4	4	--	2.5	75	25	--	100
3		Social Demography	4	4	--	2.5	75	25	--	100
		Elective Course: (any one of the following)								
4		Globalization & Society	4	4	--	2.5	75	25	--	100
4		Sociology of Health	4	4	--	2.5	75	25	--	100
		Elective Course/CBCS (any one of the following)								
5		Sociology of Disaster Management	4	4	--	2.5	75	25	--	100
5		Sociology of Tourism	4	4	--	2.5	75	25	--	100
		Total	20	20	--		375	125	--	500

Theoretical Perspectives in Sociology

Credits: 4

Lectures: 60

Marks: 100

Objectives:

To understand the substantive, theoretical and methodological issues which have shaped the sociological thinking.

To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Course Content:

Credit Lectures Marks

I Introduction:

1 15 25

- a) Historical & Intellectual background of Sociological Theory
- b) Structuralism: C. Levi-Strauss.
- c) Structural-Functional approach: Malinowski, Radcliffe-Brown, T. Parsons, R.K. Merton.
- d) Critique of Structural- Functional approach — C.W. Mills, Dahrendorf&Gouldner.

II Conflict theory:

1 15 25

- a) R.Dahrendorf
- b) L.Coser
- c) R.Collins.

III Symbolic Interactionism:

1 15 25

- a) G.H.Mead
- b) H.Blumer.

IV Ethnomethodology & Phenomenology:

1 15 25

- a) Ethnomethodology: H. Garfinkel.
- b) Phenomenological Sociology: A. Schutz , Husserl

References:

Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological theory since World War II. New York: Columbia University Press.

Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat Publications.

Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press.

Giddens, Anthony. 1983. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan.

Ritzer, George, 2000 Sociological theory (International editions), New York: McGraw-Hill.

Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derrida. Oxford: Oxford University Press.

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur, Rawat Publications.

Wallace Ruth A. and Alison Wolf., 1986. Contemporary Sociological Theory: Continuing the Classical Tradition (Second Edition) Prentice Hall, Englewood Cliffs, New Jersey.

Zeitlin, Irving M. 1998. (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

Data Collection and Analytical Procedures

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To get knowledge regarding sources of data collection.
- To be acquainted with the rational use of techniques of data collection, analytical procedures, statistical measures and computers.

Course Content:

Credit Lectures Marks

I	Data Collection:1	15	25
	a) Secondary Sources		
	b) Primary Sources: Questionnaire, Interview and Observation		
	c) Primary Sources: Experiment, Case study, Content analysis		
II	Data Processing and Tabulation:1	15	25
	a) Editing, Coding, Computer feeding.		
	b) Data distribution: Frequency, Percentage and Cumulative.		
	c) Tabulation: Univariate, Bivariate and Multivariate		
	d) Relation of Review of Literature and Graph		
III	Analytical Procedures:1	15	25
	a) Stages: Categorization, Frequency distribution, Measurement and Interpretation.		
	b) Measures of Central Tendency: Mean, Median and Mode.		
	c) Measures of Dispersion: Standard Deviation		
	d) Measures of Association: Chi-square, "t" test Correlation		
IV	Computers and Social Sciences Data:1	15	25
	a) Use of Computers for Analysis of Data		
	b) Introduction to SPSS		
	c) Interpretation of Data		
	d) Preparation of research Report		

References:

- Ahuja Ram, 2003. Research Methods, Rawat Publications, Jaipur.
- Das D.K., 2004. Practice of Social Research, Rawat Publications, Jaipur.
- Dooley, David, 2003. Social Research Methods, Prentice-Hall of India, New Delhi.
- Goode W.J. and Hatt P.K., 1992. Methods of Social Research, Mc-Graw Hill, New York.
- Gaur, Ajai S. and Gaur Sanjaya S., 2006. Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS, Response Book, New Delhi.
- Majumdar P.K., 2002. Statistics: A Tool for Social Sciences, Rawat Publications, Jaipur.
- Seltiz, Claise et al; 1959. Research Methods in Social Relation, New York: Henry Holt and Co.
- Srivastava, Prakash G.N., 1994. Advances Research Methodology, Delhi: Radha Publication.
- Thakur, Devender, 2003. Research Methodology in Social Science, Delhi: Deep and Deep Publication.
- Young, P.V., 1988. Scientific Social Survey and Research, New Delhi Prentice Hall.

Social Demography

Credits: 4

Lectures: 60

Marks: 100

Objectives :

- To understand the basic concepts in demographic studies.
- To have knowledge of the various dimensions of Indian and world population.
- To be familiar with the demographic features & trends in India.
- To comprehend population control in terms of social needs.

Course Content:

Credit	Lectures	Marks

I Nature of Demographic Studies

1 15 25

a)	Social Demography: Meaning, Nature
b)	Development of Demography
c)	Social Demography and Sociology

II Theories of Population growth

1 15 25

- a) Malthusian theory of population
- b) Biological theories of population
- c) Theory of Optimum population
- d) Theory of Demographic Transition.

III Population Growth

1 15 25

a)	World Population
growth and current trends.	
b)	Population growth in
India: Past and Present.	
c)	Factors responsible
for population growth in India.	
d)	India's Population
Structure: Age, Sex, Literacy,	

Rural- Urban, Caste and Religion, Economic Status.

IV Demographic Trends and Population Policy in India

1 15 25

- Population dynamics: Fertility, Mortality and Migration
- Population policy: Meaning and Objectives.

- c) Population policy of the Government of India after Independence.
- d) Performance appraisal of Family Welfare Programmes.

References:

Bhattacharjee, P.T. and Shastri, 1976. G.N, Population in India: A study of Inter-State variations, New Delhi.

Bhende, A.A. and Tara Kanitkar, 1992. Principles of Population Studies, Himalaya Publishing House, Bombay.

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.

Coontz, S.E., 1957. Population Theories and their Economic Interpretation, McMillan, London.

Joshi, B.H., 2000. Changing Demographic Structure of India, Raj Publishing House, Jaipur, 2000.

Pande, G.C., 1990. Principles of Demography, Amol publication, New Delhi.

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.

Thompson, W.S., 1972. Population Problem, Tata McGraw, New Delhi.

Globalization and society

Credits: 4

Lectures: 60

Marks: 100

Objectives:

To know the characteristics and the issues related to globalization.

To be familiar with the various agencies involved in the process of globalization.

To study the impacts of globalization in the context of socio-economic and cultural aspects.

Course Content:

Credit Lectures Marks

I The nature and dynamics of globalization

1 15 25

- a) The historical and social context of globalization
- b) World capitalism, modernization and globalization
- c) Distinctive characteristics of globalization
- d) The role of information and communication technology
- e) Benefits and disadvantages of globalization.

II Agencies of globalization

1 15 25

- a) Political economy of globalization
- b) Agencies of Globalization: Multinational Corporations (MNCs), Nation-State, Media, Market
- c) Non- Governmental Organizations (NGOs)
- d) International agencies- (International Monetary Fund, World Bank, etc.).

III Globalization & Culture

1 15 25

- a) Cultural Homogenization, Hegemony and Dominance
- b) Globalization and the Resurgence of Ethnic Consciousness: Global Tourism, Diasporic Communities, Transnational Ethnic and Religious Movements, Religious Fundamentalism.

IV Social Consequences of Globalization & the Indian Experience

1 15 25

- a) Differential perception of globalization among nations and their populations
- b) Socio-economic impact of globalization - impact on individual and group identities.
- c) Globalization and public policy

- d) Debate on globalization
- e) Impact of globalization: Trends and prospects.

References:

Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. Indian economic development and social opportunity. Delhi: Oxford University Press.

Escobar, Arturo. 1995. Encountering development: The making and unmaking of the third world. Princeton: Princeton University Press.

Hoogvelt, Ankie. 1997. Globalization and the post-colonial world - The new political economy of development. London: Macmillan.

Hoogvelt, Ankie. 1998. The sociology of development. London: Macmillan.

Kiely, Ray and Phil Marfleet (eds.). 1998. Globalization and the third world. London: Routledge.

Preston, P.W. 1996. Development theory - An introduction. Oxford Blackwell.

Waters, Malcolm. 1996. Globalization. London: Routledge.

Sociology of Health

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand the interrelationship between society and health.
- To understand the basic concepts & perspectives of sociology of health, social causes of sickness and modes of treatment, various health policies of the State and the Nation.

Course Content:

	Credit	Lectures	Marks
I Concept of Sociology of Health	1	15	25
a) Meaning, Nature and Scope of Sociology of Health. b) Medical and Social Definition of Sickness and Illness. c) Sociological Perspectives on Health: Functional approach, Conflict approach, Interactionist approach, Labeling approach.			
II Causes of Sickness and Modes of Treatment	1	15	25
a) Social Causes of Sickness. b) The role of traditional and religious institutions in health and disease. c) Various modes of treatment with reference to Indian society- Primitive, Medieval, Contemporary d) Systems of medicine in India: Indigenous, Ayurveda, Onami, Allopathy, Homeopathy and their different approaches to Health Care.			
III Hospital System and Types of Hospitals	1	15	25
a) Hospital as a social system. b) Inter personal relationship in hospital settings: Doctors, Nurses, Patients & Paramedicals. c) Hospital Administration d) Types of hospitals: General hospitals, Special hospitals, Teaching and corporate hospitals, Voluntary hospitals & Polyclinics.			
IV Health Policy	1	15	25
a) National health Programme and Health Planning. b) Public Health Act. c) Primary Health Centres. d) Control of Food Adulteration: Legal and Administrative Provisions. e) Health Policies of the State.			

References:

Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.

Cockerham, William C. 1997. Medical sociology. New Jersey: Prentice Hall.

Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall.

Conrad, Peter et al. 2000. Handbook of medical sociology, New Jersey: Prentice Hall.

Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.

Fox, Renee C. 1988. Essays in medical sociology: Journeys into the field. New York: Transaction Publishers.

Francis C.M. Hospital administration, Japee Brothers, Medical Publishers, New Delhi.

MathurIndu and Sharma Sanjay, 1995. Health Hazards, Gender and Society, Rawat Publication, New Delhi.

NaglaMadhu, 1988. Medical Sociology: Print well Publishers, Jaipur.

Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing Corporation.

Pokarna K. L. 1994. Social Beliefs, Cultural Practices in Health and diseases, Rawat Publications, New Delhi.

Rao, Mohan. 1999. Disinvesting in health: The World Bank's prescription for health New Delhi: Sage.

Schwartz, Howard. 1994. Dominant issues in medical sociology. New York: McGraw Hill.

Scrambler, Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.

Sociology of Disasters & Disaster Management

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To familiarize with the concepts, theories related to disaster management.
- To understand the role of the state & civil society in disaster management.

Course Content:

	Credit	Lectures	Marks
I Sociology of Disaster	1	15	25
a) Concepts, Definitions, & Nature of Disasters.			
b) Types of disasters: Natural and Man-made			
c) Disaster Management: Issues and Challenges			
II Causes & Effects of Disasters	1	15	25
a) Famines			
b) Floods			
c) Earthquakes			
d) Cyclones			
III Role of State in Disaster Management	1	15	25
a) Prevention			
b) Apprehendtion			
c) Disaster Management			
d) Disaster Management Act 2005			
IV Disasters & Civil Society:	1	15	25
a) Role of Voluntary Organizations			
b) Political Organizations			
c) Citizens Associations & International bodies.			

References:

- Barton A. H. 1969. *Communities in Disaster: A Sociological Analysis of Collective Stress*. Garden City, NY: Doubleday.
- Burkle, F. M., Jr., 2006. Globalization and disaster: issues of public health, state capacity and political action. *Journal of International Affairs*, **59**(2), 241–265
- Cutter, S. L., Boruff, B. J., and Shirley, W. L., 2003. Social vulnerability to environmental hazards. *Social Science Quarterly*, **84**(2), 242–261.
- Couch, S., 2000. The cultural scene of disasters: conceptualizing the field of disasters and popular culture. *International Journal of Mass Emergencies and Disasters*, **18**(1), 21–37.
- Drabek T.E. 1986. *Human System Responses to Disaster*. New York: Springer-Verlag.
- Fritz, C. E., 1961. Disasters. In Merton, R. K., and Nisbet, R. A. (eds.), *Contemporary Social Problems*. New York: Harcourt.
- Hewitt, K., 1997. *Regions of Risk: A Geographical Introduction to Disasters*. Essex, UK: Longman.
- Hoffman, S., and Oliver-Smith, A. (eds.), 1999. *The Angry Earth: Disaster in Anthropological Perspective*. New York: Routledge.
- Quarantelli, E. L., 1998. *What is A Disaster? Perspectives on the Question*. London: Routledge.
- Sen Amartya, 1981. *Poverty & Famines*, New Delhi, O.U.P.
- Sharma Dharendra, 1983. *India's Nuclear Estate*, New Delhi, Lancers.
- Thomas E. Drabek, Ruth A. Drabek, 2019. *The Sociology of Disasters: Fictional Explorations of Human Experiences*, London, Routledge.
- Tobin, G., and Montz, B., 1997. *Natural Hazards*, New York: Guildford.
- Wisner, B., Blaikie, P., Cannon, T., and Davis, I., 2004. *At Risk: Natural Hazards, People's Vulnerability and Disasters*, Second ed.. New York: Routledge.

Sociology of Tourism

Credits: 4

Lectures: 60

Marks: 100

Objectives:

- To understand Tourism from a sociological perspectives.
- To explore the changing Tourism practices and its significance.

Course Content:

	Credits	Lectures	Marks
1) Tourism	1	15	25
a) Emergence and history of tourism			
b) Sociology of tourism			
c) Modern Tourism			
d) The psychology of tourism; need and motivation			
2) Tourism and development	1	15	25
a) Development of tourism in India			
b) Tourism and economy			
c) Relation between tourism and development			
d) The Role of “India Tourism Development Corporation”			
3) Changing Trends in Tourism	1	15	25
a) Tourism and pilgrimage			
b) Eco Tourism			
c) Medical Tourism			
d) Cultural Tourism			
e) Agro-Tourism			
4) Impact of Tourism	1	15	25
a) Changing life style			
b) Impact on cultural identity			
c) Impact on Environment			

References:

- Lea, J., 1988. Tourism and development in the Third World. Methuen Introductions to Development. London: Routledge
- Noronha Fredrick, 1997. 'Fighting the Bane of Tourism', Economic and Political Weekly, Economic and political Weekly, 32(51), Dec. 20-26, 1997, 3253-3256.
- Wood Robert: 1993. 'Tourism, Culture and the Sociology of Development' pp.48-70 in Michel Hitchcock, vector King and Michael Parnwall (eds) Tourism in Southeast Asia. London: Routledge.
- Britton, S.G, 1982.the Political economy of tourism in the Third World. Annals of Tourism Research. 9(3):331-158.
- Friedman Jonathan,1990. 'Being in the World: Globalization and Localization', Theory culture Society, 7;311 -328.
- Paul Rouledge, 2001. Selling the Rain resisting the sale: resistant identities and the conflict over tourism in Goa, Social and Cultural Geography, 2(2).
- Saldanha, Arun, 2002.Identity, Spatiality and Postcolonial Resistance: Geographies of the Tourism Critique in Goa.
- Burns, P. &Holden, A., 1995. Tourism: a new perspective. Englewood Cliffs: Prentice-Hall.
- MecCannell, Dean, 1973. Staged Autenticity: Arrangements of Social Space in Tourist setting. ' American Journal of Sociolgy, No.;79:589-603.
- Newman Robert S, 2001. 'Western Tourists and Goan Pilgrims: A Comparison of Two Ritual Drama in of Umbrellas in Goddesses & Dreams- Essays on Goan Culture and Society, Mapusa, Other India Press.
- Thomas, Graham(ed.), 1987. Holidays (Block 3 Unit II of the 2nd. Level course on Popular Culture), Brutain: Open University Press.
- Edenson Tim, 1998. Tourists at the Taj: performance and meaning at a symbolic site, London: Routledge.
- Borstin Daniel, 1992. 'From Traveller to Tourist: The Lost Art of Travel'. The Image: A guide to pseudo event in America, US: Vintage Books, 77-117.
- Cohen, Erik, 1988. 'Traditions in the qualitative sociology of tourism', Annuals of tourism research, Vol. 10.
- Urry, J, 1990. The Tourist Gaze. London: Sage

Study Materials

The study material is developed in self- learning material (SLM) format as per the UGC regulations and on the guidelines laid down by statutory body. The S.N.D.T. Women's University conducts Self-Learning Material (SLM) writing/ training workshop for teachers of the University. Study materials are collaboratively prepared in SLM format by subject experts from the S.N.D.T. Women's University and other Universities in Maharashtra and other states. Study materials are scrutinized by the SME, supervised by the instructor's / unit designers and edited by the language experts keeping in view the interest of the learner group. The course material is written in such a manner that the students can study it by themselves with a little assistance from Counsellors. Study material is provided in two medium i.e. English and Marathi.

Faculty and Support Staff Requirements

Assistant Professor: 03(Faculties allotted in combination with B.A. Sociology)

Sr. No.	Name of the Faculty	Designation
1.	Dr. Falguni Vahanwala	Assistant Professor
2.	Mr. Avinash Daithankar	Assistant Professor
3.	Ms. Nakesha Bhosle	Assistant Professor

Supporting Staff – Will be provided by Centre for Distance Education (CDE)

Instructional Delivery Mechanism and Instructional Media

The following media is used for delivery of instructions for this programme:

Sr. No.	Media
1	Self-Learning Material (SLM)
2	PPT
3	Assignments
4	E-Learning
5	Online classes

Student Support Service Systems

The idea behind the Student Support Service is that there must be a real dialogue between the teacher and learner as it can enhance self- learning and also build the confidence among learners. At Centre for Distance Education, S.N.D.T. Women's University, learner support system is hassle- free and meaningful and learner friendly.

At the onset CDE provide academic counselling in terms of programme orientation, pointers on syllabi and schemes. Learners are supported at CDE to practice self-regulated learning strategies. A major portion of academic programme is supported with contact sessions.

The Centre for Distance Education provides the following student support services:

- Study Material in Self learning Material (SLM) format.
- Study Material in 2 medium; English and Marathi

- Contact sessions in 2 medium; English and Marathi.
- Examination in 4 medium; English, Marathi, Hindi and Gujarati
- University Library Membership available
- Solving students' problems in person and through email, Phone, post and Courier
- Student counseling in person and through email, phone post and Courier
- Admission forms are provided free of cost
- Question paper sets for the previous years are made available
- Admission Centers at various places in Maharashtra
- Examination Centers at various places in Maharashtra

v. Procedure for admissions, curriculum transactions and evaluation

Admission:

- The University will notify academic calendar of programs / courses in newspaper and on official website of the S.N.D.T. Women's University (www.sndt.ac.in)
- Admission process is online (www.sndt.digitaluniversity.ac.in)
- Admission will be conducted in online mode in as per the time period stipulated by University Grants Commission, Distance Education Bureau (UGC- DEB)

Eligibility:

- In keeping with the policy of 'openness' and flexibility admission to M.A. History is *open to all graduates* coming from different streams even if they have not studied history at the graduate level. There is no entrance test for seeking admission.

Duration:

- The Programme can be completed in a minimum of **two** years. The validity of student's enrolment at each level is 05 years.

Fee Structure:

- Fee for the programme is to be paid year-wise. In the first year fee is Rs.8220/ for student from S.N.D.T. University and Rs.8520/- for student from Other University and in the second year it is Rs.8220/- .
- **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.

Medium of Instruction:

- The M.A. Sociology is available both in English and Non English mediums.

Credits:

- In CDE, we follow the credit system. For obtaining degree of M.A. Sociology learner have to successfully complete courses worth 80 credits. These are spread in two years. Each year learner has to opt for 40 credits.

Curriculum Transactions:

- The curriculum to distance learners is delivered through printed Self Learning Materials (SLM's), face to face teaching and counseling, work books, assignments, audio/ video programmes and technology assisted teaching.

Academic Calendar:

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Semester I		Semester II	
		From	To	From	To
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:

The continuous evaluation system followed for M.A. in Sociology by Director, Board of Examinations and Evaluation, S.N.D.T. Women's University.

Method of Evaluation for M.A. in Sociology programme

Programme	Contentious Evaluation	Term End Examination	Weightage in assessment
M.A. in Sociology	Internal Assessment 25 Marks	Theory Examination 75 Marks	100 Marks

vi. Requirement of the laboratory support and library resources

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility will not be provided for M.A. in Sociology programme.

Library: The students can use the library resources available at the University. 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.

vii. Cost estimate of the programme and provisions (for 250 students)

Sr. No.	Heads/ Particulars	Income	Expenses
1.	Registration Fees	Rs.20,55,000/-	-
2.	Administrative Charges	-	Rs.2,47,500/-
3.	Examination Process	-	Rs.4,00,000/-
4.	SLM Development	-	Rs.1,00,000/-
5.	SLM Printing	-	Rs.1,87,500/-
6.	SLM Distribution	-	Rs.37,500/-
7.	Salary of teaching and support staff	-	Rs.4,00,000/-
8.	Miscellaneous Expenses	-	Rs.6,82,500/-

viii. Quality assurance mechanism and expected programme outcomes

Quality assurance mechanism

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

After completing this programme, learners will be able to:

- Explain the historical, socio-economic and intellectual forces in the rise of sociological theory.
- Prepare with theoretical insights, to know, analyze and interpret the social scenario.
- Familiarize with the different sociological perspectives and theories.
- Talk / write knowledgeably about the fundamentals of various research techniques and methods.
- Develop conceptual clarity for the future research.
- Discuss advances in criminology; changing profile of crime and criminals, particularly in India.
- Talk and write on professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.
- Communicate about the functioning of political system and the political processes.
- Aware of our own status and role as citizens of the state.



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



CENTRE FOR DISTANCE EDUCATION

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

M.A. in Education

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
31st 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,

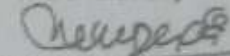
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

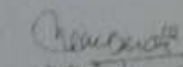
Yours faithfully



(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)

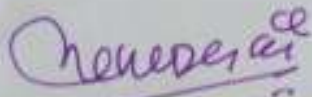
Academic Council
17.06.2021

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

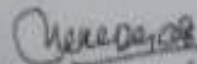
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Nitin Vадgama	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubheshi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamesha	English	Associate Professor
		Dr. Rakeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mahra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	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	Master of Arts-Education	Dr. Pradnya Wakpagan	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) MASTER OF ARTS (EDUCATION)

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.

There are various challenges and dilemmas in the field of Education today. The quality and nature of education determines the nature and success of any educational system. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility.” Education serves as a

social function when it seeks to respond to the demands of individuals or communities for education suited to their particular needs, aspirations and cultural traditions. It serves as a manpower function when it seeks to provide the economy with trained personnel, to ensure that there are sufficient teachers, and other professionals to meet the needs of the society as a whole. Education should seek to discharge both social and manpower functions. So, it is necessary to understand how educational planning reconciles these functions, and to what extent manpower planning has contributed to educational planning

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 provide learners a wider and more comprehensive understanding of education.
2. To improve research, analysis and critical thinking skills in the field of education.
3. To enhance professional practice through greater theoretical understanding of current educational issues.
4. To develop professionals for effective participation in educational actions in different areas of education.
5. To work in cooperation with others, to form human relationships and to have a deep commitment to human wellbeing, both individual and collective.
6. To promote innovative and analytical thinking.
7. To create specific and professional skills among women's.
8. To prepare graduates to demonstrate effective leadership skills in a group project/ society.
9. To equip women's with a range of subject related key skills.
10. To develop women's ability to carry out independent scientific work.
11. To discuss philosophical, psychological and sociological prospects, perspectives and principles of education.
12. To develop and evaluate curriculum design and development process in accordance with recent developments in education at all levels.
13. To understand the significant role of Guidance and counselling in Education
14. To evolve assistive practices for teacher education and special education.

2. Relevance of the M.Com Program with HEI's Mission and Goals:

The SNDT Women's University has developed an innovative programme of M.A in Education with emphasis on Philosophy, Psychology, Sociology, and History. The relevance of this program under ODL mode of education is to uplift the nation through Educational, Social, Technological, Environmental and Economic Magnificence. The planning of this programme through ODL mode is compatible with the programme already run in regular mode in Mumbai.

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. The basic objective of the programme is to develop capacities of students for academic study of education with a view to facilitating their active immersion and self-reflexive involvement at the ground level whether as teachers/teacher educators or textbook writers/policy makers or in a range of capacities associated with the field of education.

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 higher studies in regular mode due to any reason. In short this programme 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. M.A in Education Programme of CDE offers quality education keeping in view the market trends of teachers/teacher educators or textbook writers/policy makers, educational administrators, counselors, researchers of education etc. 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 educators in the Education sector.

5. Instructional Design:

➤ **Curriculum Design:** Curriculum is developed by the University 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
Master's Degree	02 Years	80

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

Course Structure

M.A.Education Part- I

Objectives of M.A. Programme:

- To acquire advance knowledge about philosophy, sociology and psychology of education.
- Develop knowledge and understanding of the process of educational research and skill in conducting research in the field of education.
- Explore, reflect on and develop one's own teaching practice.
- Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
- Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.

Name of the Programme: Master of Arts in Education

Faculty: Education

Duration: 2 years

Semester: Four

Credits: 80 Total marks: 2000

Major components:

- Core Courses
- Special Courses
- Internship/field attachment: (200 marks /8 credits)
- Action research/project (100 marks /4 credits)

Mode: Distance (ICT enabled ode)

Course Structure: All courses are 4 credits

M.A. Education – PART I

COURSE NAME	CODE	COURSE NAME	CODE
Advance Philosophy of Education	122001	Research Methodology	222001
Advanced Sociology of Education	122002	Methods of Data Analysis	222002
Learner and Process of Learning	122003	Instructional Strategies	222003
Pedagogy, Andragogy and Heutagogy	122004	Instructional Media and ICTs in Education	222004
Human Rights Education	122005	Process of Communication (in education)	222005

M.A. Education Part- II

COURSE NAME	CODE	COURSE NAME	CODE
Curriculum Development	322001	Inclusive Education- I	422401
Management Of Education	322201	Inclusive Education – II	422402
Educational Leadership And Administration	322202	Inclusive Education - III	422403
Quality Management In Education	322203	Internship (8 Credits)	422999
Action Research/Project (4 Credits)	322888		

➤ **Detailed Syllabi:**

M.A. EDUCATION PART- I
SEMESTER- I
Advanced Philosophy of Education
Computer Code 122001
(100 Marks, 4 credits)

Module 1: Fundamentals of Educational Philosophy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the meaning of educational philosophy.
- Explain the relationship between education and philosophy.
- Explain the philosophical terms related to education.

Content:

- Meaning and Scope of educational philosophy
- Relationship between education and philosophy
- Need and importance educational philosophy
- Meaning of drill, training, indoctrination, instruction and its role in learning
- Meaning of Ontology, Epistemology, Metaphysics and Axiology

Module 2: Understanding Values

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the concept of values.
- Explain the relativity of values.
- Explain the reasons for dis functionality of values.
- Suggest ways for developing values.

Content:

- Meaning, Origin and types of Values
- Relativity and characteristics of Values
- Dis functionality of Values
- Development of Values
- Values needed in India in the context of globalization

Module 3: Indian philosophies and Thinkers

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain Indian philosophies.
- Explain the educational implications of Indian philosophies

Content:

- a. Indian Philosophies
 - Vedic
 - Jain
 - Buddhist
 - Islamic
- b. Thinkers
 - Aurobindo
 - J. Krishanmurty
 - Osho Rajneesh

Module 4: Western philosophies and Thinkers

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the different Western philosophies.
- Explain the educational implications of Western philosophies

Content:

- a. Thinkers
 - Russell
 - Plato
 - Dewey
- b. Western Philosophies
 - Logical positivism
 - Existentialism
 - Essentialism
 - Humanism

Assignments:

- Examine the philosophical basis of any formal education program and write report (25 marks).
- Identifying one's own philosophy on the basis of Student Content Inventory (10marks)
- Reflective writing in about 1000 words on educational thought of any one educationist such as Gandhiji, Swami Vivekanand, Rousseau, Spencer, Pestalozzi, J.P.Naik (15 marks)

Suggested Readings:

- Chakraborty, A. K.: Education in Emerging Indian Society, R. Lall Book Depot, Meerut, 2008.

- Chakraborty, A. K.: Principles & Practice of Education: Philosophy & Sociological Foundation, Surya Publication, Meerut, 2003.
- Chandra, Soti S. & Sharma, R.: Philosophy of Education, Atlantic Publisher & Distributor, New Delhi, 2004
- Chaube, S. P. & Chaube, A.: Western Educational Thinkers, Concept Publication, New Delhi, 2002
- Ghosh, S.: Education in Emerging Indian Society: Challenges & Issues, PHI learning Pvt. Ltd., New Delhi, 2009.
- Khanna, S.: Educational Philosophy, Maxford Books, New Delhi, 2009.
- Pflug, Bernd: The modern Conditions of Educational Thought, Gyan Publishing House, New Delhi, 2000.
- Rathor, Kusum Lata: Existentialism in Education, Sanjay Prakashan, New Delhi, 2005
- Shrivastava, K. K.: Philosophical Foundation of Education, Kanishka Publishers & Distributors, 2003
- Sudarshan, N.: Right to Education Emerging Scenario, The ICFAI University Press, Hyderabad, 2007.
- Vaidya, N. & Vaidya, S.: Encyclopedia of Educational Foundation & Development, Deep & Deep Publisher, New Delhi, 2002
- Winch, C. & Gingell, J.: Key concepts in Philosophy of Education, Routledge, London, 2004

M.A.EDUCATION PART- I
SEMESTER- I
Advanced Sociology of Education
Computer Code 122002
(100 Marks, 4 credits)

Module 1: Fundamentals of Education & Sociology

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

Content:

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

Module 2: Role of Education in changing society

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

Content:

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions:
Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization
- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

Module 3: Gender and Education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

Content:

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

Module 4: Social concerns related to education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

Content:

- Multicultural education
- Peace education

- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. Babasaheb Ambedkar

Assignments:

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyse any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

Suggested Reading:

- Ballantine, J: Sociology of Education, 7th edition, Prentice Hall, 2011
- Bhattacharya, S.: Sociological Foundation of Education, Atlantic Publisher & Distributor, New Delhi, 2003.
- Chandra S. S. & Sharma, R.: Sociology of Education, Atlantic Publishers & Distributors, New Delhi, 2004
- Meighan, R & Harber C.: A Sociology of Educating, Continuum International Publishing group: Newyork, 2007
- Sadovnik, A: Sociology of Education, Tylor & Francis Group, 2010
- Saha, L.(ed.), International Encyclopedia of Sociology of Education, Elsevier Science Inc.: Newyork,1997
- Sharma, Yogendra: Sociological Philosophy of Education, Kanishka Publishers & Distributors, New Delhi, 2003.

M.A.EDUCATION PART- I
SEMESTER- I
Learner and Process of Learning
Computer Code 122003
(100 Marks, 4 credits)

Module 1: Understanding Learner

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain phases in cognitive development of a person as given by Piaget
- Explain the facets of cognitive development
- Discuss the role of attitude in individual's behaviour
- Apply the Theory of Multiple intelligences in classroom situation

Content:

- Piaget's theory of cognitive development and its educational implication
- Problem Solving: Steps, Heuristic and algorithmic methods, development of problem solving skill
- Creativity: Meaning and phases of creativity(by Wallas); Role of a creative person in society; Factors of creativity, Identification and measurement of creativity, Techniques for development of creativity
- Attitudes: Meaning, Nature, Function and formation of attitudes; Attitude change: Festinger's theory, persuasive communication
- Theory of Multiple intelligence

Module 2: Reflecting on learning process

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain the theories of learning
- Apply theories of learning in classroom situation.

Content:

- Theories of Learning
- Ausubel's meaningful verbal learning theory: Concept of cognitive structure, Types of learning, educational implication
- Hebb's neurophysiological theory of learning

- Bandura's social learning theory: 4 steps of observational learning and educational implication
- Connectivism: a learning theory of digital age
- Roger's theory of experiential learning

Module 3: Reflecting on teaching process

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be:

- Explain theories of teaching
- Discuss implications of brain research in teaching
- Explain the Concept and characteristics of children with special needs
- Explain Concept and need of inclusive education.

Content:

- Teacher and teaching
- Teaching process: meaning
- Theories of teaching: Formal theory, Descriptive theory and Normative theory; Difference between theories of learning and theories of teaching
- Carroll's model of Mastery Learning – need, assumptions, components, and implications.
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instruction
- Implications of brain research in teaching
- Teaching children with special needs:
 - a. Concept and characteristics of :
 - i) Children with ADHD and AD
 - ii) Children with learning disabilities, slow learners
 - iii) Children with behavioural and emotional disorder
 - b. Concept and need of inclusion; teaching techniques for inclusive classrooms

Module 4: Personality and adjustment (Credits: 1, Hours: 15 Marks: 25)

Objectives:

At the end of the module learners will be able to:

- Explain theories of personality
- Suggest application of theories for personality development

Content:

- Types of personality theories

- Freud's psychoanalytic theory and defense mechanism
- Big 5 model of personality
- Roger's humanistic theory with specific reference to REBT
- Jung's theory with specific reference to MBT

Assignment:

- Prepare a session plan based on any learning theory.(15 marks)
- Administer any one psychological test to 10 persons and write a report. (20 marks)
- Visit to special school and writing a report. (15 marks)

Suggested Reading:

- Agarwal, J. C.: Psychology of learning & Development, Shipra Publications, Delhi, 2004.
- Bhattacharya, S.: Psychological Foundation of Education, Atlantic Publisher & Distributors, New Delhi, 2003
- Mangal, S. K.: Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Mangal, S. K.: Educating Exceptional Children, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Pandey, R. S.: Advanced Educational Psychology, Vinay Rakheja Publishers, Lall Book Depot, Meerut, 2008.
- Prakash, P.: Psychological Foundation of Education, Kanishka Publisher & Distributor, New Delhi, 2007.
- Rao, Usha: Advanced Educational Psychology, Himalaya Publishing, Mumbai, 2008.
- Skinner, Charles: Educational Psychology, 4th ed., PHI learning Pvt. Ltd., New Delhi, 2009
- Williams, R. B.: Multiple Intelligences for differentiated learning, Growth Press & Sage Pub. Co., Thousands OAKS, CA, 2002.
- Woolfolk, A.: Educational Psychology, 9th ed., Pearson Education, New Delhi, 2004.

M.A.EDUCATION PART- I
SEMESTER- I
Pedagogy, Andragogy and Heutagogy
Computer Code 122004
(100 Marks, 4 credits)

Module 1: Understanding Pedagogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Explain the meaning, need and importance of pedagogy.
- Prepare instructional plan for teaching students.

Content:

- Meaning development of concept of pedagogy
- Need and importance,
- Principles of teaching
- Understanding teaching – learning process. (elements and its relationship)
- Classroom management
- Characteristics of learner
- Media for children
- Instructional strategies for school students
- Education implication

Module 2: Understanding Andragogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss the meaning, need and importance of andragogy.
- Develop instructional plan for adult learner.

Content:

- Meaning and development of concept andragogy
- Need and importance,
- Principles of andragogy
- Instructional strategies for adult learner

- Models of Self directed learning (Grow's Instructional model, Tough's sequential model, Brockett and Hiemstra's interwoven model)
- Transformative learning.
- Educational implications

Module 3: Understanding Heutagogy

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- explain and reflect on development of concept of heutagogy

Content

- Meaning and development of concept heutagogy
- Need and importance,
- Principles of heutagogy
- Applying heutagogy in distance learning
- Heutagogy and lifelong learning
- Transition from pedagogy to heutagogy
- Educational implications

Module 4: Assessment and evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

The learner will be able to:

- Discuss types of evaluation.
- Suggest appropriate tool of evaluation.
- Develop evaluation tool.

Content:

- Meaning of assessment and evaluation
- Need and importance of evaluation
- Types of evaluation: Purposive, formative, summative
- Assessment tools for school student, adult learner, distance learner (achievement tests, examination, Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars)

Assignments:

- Develop two activities for school students for face to face mode.(10 marks)
- Prepare a session plan for adult learner(10 marks)

- Develop a instructional plan based on principles of heutagogy.(15 marks)
- Prepare a rubric to assess a seminar or project/discussion/presentation (15 marks)

References:

- Michael W. Bridges, Michele P. Marie K. Norman (2010) How Learning Works: Seven Research-Based Principles for Smart Teaching. Jossey –Bass
- Malcolm S. , Elwood F. Holton III , Swanson R.(2005) The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development
- Kenyon, C., & Hase, S. (2010). Andragogy and heutagogy in postgraduate work. In T. Kerry (Ed.), Meeting the challenges of change in postgraduate education. London: Continuum Press.
- Knowles M.(1984) The Modern Practice of Adult Education: from Pedagogy to Androgogy. New York: Cambridge
- Hase S, Kenyon C. (2013)Self-Determined Learning: Heutagogy in Action. London; bloomsburry
- <https://heutagogycop.wordpress.com/2013/03/04/the-pah-continuum-pedagogy-andragogy-heutagogy/>
- http://books.google.co.in/books?id=RtHdC2RSThAC&pg=PA45&source=gbs_toc_r&cad=3#v=onepage&q&f=falsePedagogy
- <https://usergeneratededucation.wordpress.com/2013/05/13/education-3-0-and-the-pedagogy-andragogy-heutagogy-of-mobile-learning/> (IMP)
- <http://cat-udc.blogspot.in/2012/05/understanding-pedagogy-andragogy-and.html>

M.A.EDUCATION PART- I
SEMESTER- I
Human Rights Education
Computer Code 122005
(100 Marks, 4 credits)

Module 1: Understanding Human Rights

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain origins of Human rights
- Elaborate the Historical context of Human Rights
- Explain Concept of Human Rights
- Explain the Need and Importance of human right in Contemporary context
- Compare various types of human rights
- Elaborate the Universal declaration of human rights
- Bring out issues and challenges towards human rights

Content:

- Origin and History of Human rights (2)
- Concept of human rights :Meaning ,definitions ,nature (2)
- Need and importance of human rights in contemporary context (Socio ,political, Economic and cultural) (3)
- Types of rights :Universal Human rights ,Constitutional fundamental rights, General civil rights(its nature features)(2)
- Universal declaration of Human rights and Indian constitutional fundamental rights (3)
- Issues and Challenges in Human rights (Castism, child marriages ,gender discriminations, terrorism ,Fundamentalism (3)

Module 2: Understanding Human Rights education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the concept of Human rights education.
- Elaborate the aims and objectives of human rights education
- Evaluate the human rights education at secondary and higher secondary levels

- Use Constructivist and Interdisciplinary approach
- Develop various teaching strategies for human rights education.
- To evaluate the role of educational institutions and NGO'S in human right education

Content:

- Concept of human rights education :Meaning ,definitions , nature.(2)
- Need and importance of human rights education.(1)
- Aims and objectives of Human rights education.(1)
- Human rights education at various levels(secondary and higher secondary).(2)
- Pedagogical strategies for human rights education.(6)
 - a. Approaches: Constructivist approach, Interdisciplinary approach
 - b. Methods: Role play, project, dramatization, brain storming
 - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
 - d. Resources : e-resources, organizations, commissions,
- Role of educational institutions (teacher, management, student councils), NGO's ,(3)

Module 3: Organization efforts toward RTE

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

Content:

- Nature, need and importance of RTE in India.(2)
- History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009.(3)
- Objectives and Features of RTE Act2009.(2)
- Provisions of RTE Act 2009(3)
- Teaching learning and evaluation strategies in RTE (2)
- Duties and responsibilities of school and teachers(2)
- Role of stakeholder, parents, media (1)

Module: 4 Organizational efforts towards RTE

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

After learning this module the student teacher will be able to

- Evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

Content:

- Organizational effort to implement RTE:(5)
 - a. Central organization MHRD,NCTE , NCERT,KVS
 - b. State organization: Education Ministry of state, SCERT, Balbharti.
 - c. Local organization: Z.P., Municipal corporation, corporation
- Special Schemes to implement RTE:SSA, midday meal,(2)
- Various Types of schools and its function: Sakhar shala, kuran shala , Tambu shala, vasti shala . (3)
- The role of school management committee and local supervisory authorities.(2)
- Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

Assignments:

- To celebrate international human rights day and write a brief report on it. (5)
- Content analysis of any text book of secondary level in perspectives of human rights. (10Marks).
- Case study of any one school regarding RTE implementation. (10 Marks)

References:

- Agrawal J.C. (2010)Right to Education and revitalizing education: Shipra publication, Merrat
- Bajpeyi asha (2006).Child Rights in India: law, policy and practices. Oxford university press ,New Delhi
- Convention on education as a fundamental right –background material department of education university of Delhi 1997
- Constitution of India
- Jack Dollelly. (2014) Universal human rights in Theorty and practice, Third edition :Rawat publication
- Lata kaushal (2009).child labour and human Rights M.D. publications PVT LTD new Delhi
- RTE Act 2009 Government of India Gazette
- Sachar R. (2004).Human Rights Perspectives and challenges, New Delhi
- Singh.P. (2011).Human Rights education in 21st century Delhi: Discovery publishing house PVT LTD
- Universal declaration of human rights UNO

M.A.EDUCATION PART- I
SEMESTER-II
Research Methodology
Computer Code 222001
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: concept and nature of research in education

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research
- Differentiate between approaches to research

Content:

- Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research
- Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables- types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action
- Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved

Module 2: Quantitative research methods

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the quantitative methods of research
- Apply appropriate methods of research

Content:

- Research Methods:
 - i. Case study
 - ii. Causal comparative
 - iii. Survey Method
 - iv. Co- relational
 - v. Ethnography
- Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi experimental
- (One group pretest design, the static group design, the posttest only equivalent groups design, Solomon four group design, Pretest posttest nonequivalent group design, time series design—with single group, with two groups, factorial design)

Module 3: Qualitative research methods

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the qualitative methods of research
- Apply appropriate methods of research In education
 - i. Case study
 - ii. Grounded theory
 - iii. Ethnography
 - iv. Phenomenology
 - v. Participatory action research

Module 4: Data collection procedures

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concept s of & difference between sample & population,
- Select sample by proper sampling methods

Content:

- Techniques of data collection: Observation, Interview, projective & sociometric
- Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and reliability
- Sampling: Sample & population -- Meaning, Need, sampling error, determining sample size
- Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
- Non probability sampling methods (incidental, purposive)
- Features of Qualitative data collection

Assignments for internal assessment:

- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks)
- Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks)
- Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10marks)

References:

- Best J (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, W and Gall, M (1983) Educational Research – An Introduction, New York: Longman, Inc
- Christensen, L (2007) Experimental Methodology Boston: Allyn & Bacon
- Fraenkel, JR, Wallen, NE (1996) How to Design and Evaluate Research in Education New York: McGraw Hill
- Kaul, Lokesh (1984) Methodology of Educational Research New Delhi: Vikas Publications
- Kerlinger, FN (1986) Foundations of Behavioural Research Fort Worth, TX: Harcourt Bmce Jovanovich
- Kirkpatrick, DL (2005) Evaluating training Programmes: The four Levels San Francisco: Brrett-Kochler
- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, ott: Merrill, Prentice Hall
- Sharma, Bharti (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors
- Sharma, SR (2003) Problems of Educational Research New Delhi: Anmol Publications Pvt Lt

M.A. EDUCATION PART- I
SEMESTER- II
Methods of Data Analysis
Computer Code 222002
(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Select appropriate type of scale
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

Module 1: Descriptive analysis of data (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different types of scale
- Use different types of graph to present data

Content:

- Normal Probability curve: properties and uses
- Types of scales (nominal, Ordinal, Interval, Ratio)
- Uses of graphs in the analysis of data,
- Measures of Central tendency (concept & uses)
- Measures of variability (concept & uses)
- Percentile and percentile rank

Module 2: Inferential Analysis

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain different terms related to inferential analysis
- Select appropriate techniques of data analysis

Content:

- Levels of significance, Degree of freedom,
- Type I & Type II error, Standard error of mean
- One tailed & two tailed test

- Power of Statistical test and effect size
- Parametric tests—t test, analysis of variance, co-variance, coefficient of correlation
- Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test

Module 3: Qualitative data analysis (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Select appropriate techniques of data analysis
- Carry out analysis of data in qualitative form.

Content:

- Types of Qualitative Data: Structured text, (writings, stories, survey comments, news articles, books etc) Unstructured text (transcription, interviews, focus groups, conversation) Audio recordings, music Video recordings (graphics, art, pictures, visual)
- Approaches in analysis: Deductive and Inductive
- Principles of Qualitative data analysis
- The Process of Qualitative data analysis
-

Module 4: Report Writing (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Prepare list of references using APA style
- Evaluate a research report.

Content:

- Elements of report of qualitative and quantitative research
- format, style, content organization & chapterization
- References, appendices
- Characteristics of a good research report

Assignments for internal assessment:

- Presentation of given data in different graphical forms(10 marks)
- Computer training in data analysis (15marks)
- Collect data from ten students in qualitative form and analyze it.(20 marks)
- Prepare a reference list of your topic (5marks)

References:

- Best JW (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, WR and Gall, MD (1983) Educational Research – An Introduction, New York: Longman, Inc
- Garrett, H (2008) Statistics in Psychology and Education, Surjeet Publications, Delhi.
- Mangal, S.K (2002) Statistics in Psychology and Education, PHI Learning Pvt. Ltd, Delhi.
- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage Publications.
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, OH: Merrill, Prentice Hall
- Sharma, B (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors.

M.A.EDUCATION PART- I

SEMESTER- II

Instructional Strategies

Computer Code 222003

(100 Marks, 4 credits)

Course Objectives:

Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

Module 1: Large group instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synectics model

Content:

- Lecturette, Demonstration, Story-telling
- Techniques of questioning, narration, board-writing, use of media
- Learner-centred large group strategies: Brain-storming
- Models of teaching: families, syntax
- Concept-attainment Model,
- Role-play Model,
- Inquiry training Model,
- Assertiveness training Model,
- Synectics Model

Module 2: Co-operative instructional strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan sessions with Co-operative instructional strategies
- Write procedures for conducting Co-operative instructional strategies

Content:

- Psychological foundation for constructivist strategies
- Psychological foundation for co-operative learning strategies
- Classification of co-operative learning strategies
- Procedure of at least 10 Strategies
- Planning for co-operative learning strategies

Module 3: Individualised learning strategies (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

Content:

- Individualised learning: characteristics
- Programmed Instruction
- Computer-Assisted Learning
- Self-learning material: Overview

Module 4: Planning Workshop (Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Design workshop planning template
- Write a workshop session plan

Content:

- Workshop plan template design
- Analysis of Content
- Designing Objectives
- Identification of strategies
- Planning of session
- Material Development for Workshop

Assignment for internal assessment:

- Prepare a session plan with any one large group instructional method Write procedures for conducting sessions with any two models of teaching.(10 marks)
- Write procedures of at least 2 co-operative strategies other than discussed in the class Conduct a co-operative instructional strategy (15 Marks)
- Compare Programmed Instruction, Interactive Multimedia Packages and Self-learning modules Write a few screens of any one type of programmed instruction(10 marks)

- Design your own workshop planning template Write a workshop session plan for any one target group on a topic of your choice(15 Marks)

References:

- Moore Kenneth (2012) Effective Instructional Strategies: From Theory to Practice Third Edition, SAGE Publications, Inc
- Reiser Robert, Dempsey John (2012) Trends and Issues in Instructional Design and Technology Pearson Education, Limited
- Romiszowski Alexander (1988) The Selection Guide and Use of Instructional Media. Kogan Page, London.
- Tucker Catlin (2012) Blended Learning in Grades 4–12: Leveraging the Power of Technology to Create Student-Centered Classrooms, Windsor Unified School District

M.A. EDUCATION PART- I
SEMESTER- II
Instructional Media and ICT in Education- 222004
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain role of mass media in formal and non formal education
- Prepare presentation and learning material
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Module 1: Instructional media (Credits: 2, Hours: 15, Marks 25)

Objectives: Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain Factors affecting selection of instructional media
- Explain characteristics of learning material

Content:

- Meaning, need and importance of Instructional media in teaching learning process
- Classification of instructional media (Audio, video, audio-video, Teaching vs learning)
- Factors affecting selection of instructional media
- Characteristics of learning material

Module 2: Instructional Media in teaching and learning (Credits: 1, Hours 15, Marks: 25)

Objectives:

The learners will be able to

- Explain types of instructional media
- Explain Strengths and weaknesses of instructional media
- Explain role of mass media in formal and non formal education

Content:

- Student workbook, worksheets, teacher handbook
- Strengths and weaknesses of instructional media
- Precautions to be taken while using media
- Mass media- newspaper, TV, Radio, Internet
- Role of mass media in formal and non formal education

Module 3: Preparation of presentation material for classroom teaching

(Credits: 2, Hours: 15, Marks 25)

Objectives:

Learners will be able to

- Prepare presentation material
- Prepare learning material

Content:

- Preparation of presentation material- Charts, posters, models, maps, OHP transparencies, PPTs
- Preparation of Learning material- worksheets, puzzles, quizzes, games

Module 4: Integration of ICT in Education (Credits: 1, Hours 15, Marks: 25)**Objectives:**

Learner will be able to

- Explain meaning need and importance of ICT
- Explain role of ICT in creation of knowledge
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

Content:

- Meaning , need and ,importance of Information and communication technology
- Role of information and communication technology in 'construction of knowledge'.
- Use of social Media in education
- Challenges to integrate I C T in Indian Classrooms and strategies to overcome them

Assignments for internal assessment:

- Prepare worksheet/ puzzle/ game/quiz for teaching any topic of your choice (15 marks)
- Prepare teacher handbook (10 marks)
- Prepare power point presentation for teaching any topic of your choice (15 marks)
- Create blog and send 5 educational posts.(10 marks)

References:

- Mangal, S.K (2011) Essentails of Educational Technology, PHI learning, new Delhi.
- Pathak, R and Choudhary, J (2012) Educational Technology, Pearson, Delhi.
- Saxena and Oberoi (2005) Essentials of Educational Technology management, Lall book depot, Meerut.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.
- Taj, H (2006) Educational Technology, Vedant publications, Lukhnaw.

M.A. EDUCATION PART- I
SEMESTER- II
Process of Communication in Education
Computer Code 222005
(100 Marks, 4 credits)

Course objectives:

Learners will be able to

- Explain communication process
- Apply various models of communication in communication process
- Apply communication networks in classroom and online setting
- Explain role of teacher and learner in Internet based Communication process
- Apply communication networks in distance education
- Explore Synchronous and Asynchronous communication tools

Module 1: Communication Process and Models (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain communication process
- Explain modes of communication
- Explain barriers in communication
- Apply various models of communication in communication process

Content:

- Communication process- concept, components and characteristics.
- Modes of communication- Verbal- non verbal , Written- oral, Text- non text
- Barriers in communication, Distortion in communication, noise in communication
- Models of communication – Simple model, Osgood and Schramm, Newcomb,
- Gerbner, Shanon Weaver's model of communication
- Mass Communication

Module 2: Communication Networks (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Apply communication networks in classroom setting
- Apply communication networks in online setting
- Review researches done on communication

Content:

- Communication Networks in Classroom Setting – nature and examples
 - Teacher-students
 - Teacher-students
 - Student - student
 - Student - student

- Student - student
- Communication networks in online Setting – nature and examples
 - Teacher-students (virtual classroom)
 - Student - student (blog)
 - Student - student (hang out)
 - Student - material (e- content)
- Ethics of Communication,
- Research in communication

Module 3- Internet–based communication process (Credits: 2, Hours: 15, Marks 25)

Objectives:

The learners will be able to

- Explain nature of Internet based Communication process
- Explain role of teacher in Internet based Communication process
- Explain various roles of learner in Internet based Communication process
- Apply communication networks in distance education

Content:

- Nature of Internet based Communication process
- Modes of Internet based Communication – virtual class, email, LMS, blog .
- Role of teacher in Internet based Communication
- Role of learner as communicator- participant of a community
- Initiator of a community
- Leader of community
- Netiquettes

Module 4- Synchronous and Asynchronous communication tools

(Credits: 2, Hours: 15, Marks: 25)

Objectives:

The learners will be able to

- Explain characteristics of online learners
- Explore Synchronous communication tools
- Explore Asynchronous communication tools

Content:

- Components of online learning Environment, Characteristics of online learners,
- Facilitator's role in online learning Environment
- Asynchronous communication tools-
- e- tutoring through discussion forums,Co- operative Learning strategies for group work,
- Synchronous communication tools –
- e- tutoring through chats, video-conferencing, virtual classrooms, Co- operative Learning strategies.

Assignments for internal assessment:

- Prepare activities for developing a component of basic communication skills. (15 marks)
- Conduct a small session of 15 minutes using any synchronous communication tool.(15 marks)
- Analyze pattern of communication network in given classroom setting. (10 marks)
- Analyze pattern of communication network in a given online setting. (10 marks)

References:

- Batestegies ,T Sangra ,A(2011) managing technology in Higher Education: strategies for transforming teaching and learning, Jossey-Bass, cop.,San Francisco
- Mangal, S.K (2011) Essentails of Educational Technology, PHI learning, new Delhi.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.

M.A.EDUCATION PART- II
SEMESTER – III
CURRICULUM DEVELOPMENT
Computer Code 322001
(100 Marks, 4 Credits)

Course Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

Module 1: Curriculum Development: An Introduction

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum. Explain the foundations of curriculum.

Content:

- Meaning and concept of curriculum
- Understanding curriculum as a
Body of knowledge to be transmitted
 - as a product.
 - as a process.
 - as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its
- Role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

Module 2: Models of Curriculum Development

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum development.

- Apply models in the development of curriculum.

Content:

- Hilda Taba's model
- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision- Making model
- Weinstein and Fantini model
- Fink's model of integrated course design

Module 3: Curriculum Transaction

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the principles and criteria for developing learning opportunities.
- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction

Content:

- Planning curriculum implementation.
 - Criteria for selecting learning opportunities
 - Use of Learner-centred methods and media with their strength and limitation.
 - ICT as a mode of curricular transaction with their strengths and limitation:
- Computer based learning
 - Online learning
 - Blended learning
 - Models of curriculum implementation
 - ORC mode I(overcoming resistance to change)
 - Linkage model
 - Factors influencing effective curriculum implementation

Module 4: Curriculum Evaluation

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

Learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

Content:

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
 - Tyler's Goal attainment model.
 - Stufflebeam's CIPP model
 - Scriven's Goal free model
 - Kilpatrick's 4 level model
- Curriculum improvement through problem solving model

Assignments:

- Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
- Observe one lesson to study the effectiveness of curriculum implementation.(10)
- Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- SaritaKumari (2005) Curriculum and Instruction, Isha Books, Delhi
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Wiles, J.W. & Joseph
- Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication
- http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf
- <http://www.brad.ac.uk/educational-development/course-and-module-design/characteristics/>

M.A.EDUCATION PART- II
SEMESTER – III
EDUCATION MANAGEMENT SPECIAL COURSE – I
MANAGEMENT OF EDUCATION
Computer Code 322201
(Credits: 1, Hours: 15 Marks: 25)

Course Objectives: At the end of this course student teachers will be able to:

1. Explain the functions of management
2. Describe the role, functions and skills of education manager
3. Apply theories of motivation for managing people in the organization
4. Suggest strategies for managing stress, conflict and time
5. Explain the process of performance management
6. Suggest ways of enhancing institutional climate

MODULE 1: UNDERSTANDING CONCEPTS IN MANAGEMENT OF EDUCATION

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of and need for management of education
2. Describe the role, functions and skills of education manager
3. Explain the functions of management.

Content:

- Concept of Administration, Management and Organization.
- Need and objectives of Education Management.
- Role and functions of Education manager: Mintzberg's managerial roles)
- Skill required: Technical, Conceptual and Human.
- Management Functions: Planning, Organizing, Staffing, Controlling, Directing, Delegating

MODULE 2: MANAGING PEOPLE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain concept, need principles of human resource management
2. Apply theories of motivation for managing people in the organization
3. Suggest strategies for managing stress, conflict and time

Content:

- Human resource management: Concept, Need and principles
- Motivation : Meaning need and importance
- Theories of motivation and their application.[Maslow', Hertzberg's, Vroom's, Equity, McClelland's].

- Conflict management: Meaning, Sources and Strategies.
- Stress management: Meaning, sources and strategies
- Time management: Need, importance and strategies

MODULE 3: PERFORMANCE MANAGEMENT

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the process of performance management
2. Suggest strategies to create learning organization

Content:

- Performance Management : Meaning , Need and Importance
- Staff development: Meaning, objective, process and methods of staff development
- Performance appraisal: Meaning, objectives, and stages of performance appraisal.
- Performance measurement: tools and techniques for measuring performance. its strengths and limitations
- Learning organization: - Meaning, characteristics need of learning organization
- Strategies for creating learning organization.

MODULE 4: INSTITUTIONAL CLIMATE

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the concept of resource management in education
2. Describe need and importance of resource management in education
3. Explain the dimensions of institutional climate
4. Suggest ways of enhancing institutional climate

Content:

- Meaning of institutional climate and culture
- Importance and dimension of institutional climate.
- Team building: Nature of organizational group, group processes.
- Halpin and Croft's theory of institutional climate
- Impact of Institutional climate on performance and satisfaction of staff and students
- Measures for creating conducive institutional climate

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Prepare a plan for any one activity to be carried out in school (such as Annual Day, Unit test) (10 marks)
2. Administer tool to measure performance of teacher (at least 2 teachers) and write a report with the suggestions on the areas of improvement (15 marks)
3. Analyze own time management skill and prepare plan for improvement. Administer motivational tool on self and prepare motivational profile (10 marks)
4. Study the climate of an educational institute and write a report.(15 marks)

References:

- Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T., Bell, L., Bolam, R., Glatler, R. and Ribbins, P. (1999) Educational Management. London: Paul Chapman Publishing Ltd.
- Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
- Harigopal, K. (2001) Management of Organizational Change. New Delhi: Response Books.
- Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.
- Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: Himalaya Publishing House.
- Luthans, F. (2005) Organisational Behaviour. New York: McGraw – Hills Inc.
- Nair, S.R. (2004) Organisational Behaviour, Texts and Cases. Mumbai: Himalaya Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001) Organisational Behaviour in Education. Boston: Allyn and Bacon
- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books, Sage Publications.

M.A.EDUCATION PART- II
SEMESTER – III
EDUCATION MANAGEMENT SPECIAL COURSE – II
EDUCATIONAL LEADERSHIP AND ADMINISTRATION
Computer Code 322202
(100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

1. Discuss factors influencing leadership
2. Discuss the importance of communication
3. Suggest the improvement for performance of staff
4. Discuss the role of leader in the development of school
5. Design organization development plan

MODULE 1: INTRODUCTION TO EDUCATIONAL LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

5. Explain the concept of leader
6. Discuss factors influencing leadership
7. Discuss the qualities of good leader

Content:

- Concepts of leadership
- Difference in educational leadership and management
- Power and Authority
- Factors influencing leadership
- Leadership for Inclusive Education
- Competencies of leader
- Qualities of good leader

MODULE 2: THEORIES OF LEADERSHIP

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the different models of leadership
2. Discuss the implications of leadership theories

Content:

- Charismatic leaders (Characteristics and need in situation)
- Transformational leader (Characteristics and need in situation)
- Participative leadership theory [theory X, theory Y Situational leadership]
- Distributed Leadership Model

MODULE 3: COMMUNICATION IN ORGANIZATION

(Credits: 1, Hours: 15 Marks: 25)

Objectives: Student teachers will be able to:

1. Explain the communication process
2. Suggest the ways for effective communication
3. Analyses style of communicator
4. Analyses decision making style of leader

Content:

- Structure of organization (vertical, Horizontal)
- Communication (process and types)
- Barriers to effective communication
- Styles of communicator and its application (active, Logical ,connector, Thinker)
Characteristics of each type of communicator
- Decision making style (Decisive, flexible, Hierarchic, integrative)

Module 4 : ORGANIZATION DEVELOPMENT

To enable learner to

- Explain the need, importance of organization development
- Prepare a plan for OD

Content:

- Types of resources in education: physical, material (instructional), human, financial
- Need for resource management in education.
- Resource utilization and resource allocation
- Organization development: Concept, need, importance, process of OD
- Organization development intervention techniques: (sensitivity training, Process consultation, Survey feedback, Management by objectives)
- Team building: Process of team building
- Role of leader in team building

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)
- Collect data from five student teachers using Myers-Briggs scale and prepare profile. (15 marks)
- Identify a leadership style of principal by using tool and write a report (10 marks)
- Visit one school,collect information about resources to study institutional climate and write a report with area of improvement . (15 marks)

References:

- [Blandford](#) S.(1997)Resource Management in Schools
- Vurnum G(2000) [Transformational Leadership: 92 Tips For Using The Different Types Of Leadership To Identify Leadership Traits That Uncover Your Leadership Strengths](#) by incomplete
- Taher Z (2011) Fundamental Concepts of Educational Leadership and Management Allyn& Bacon, Pennsylvania State University
- McKerlich, R., & Anderson, T. (2007). Community of inquiry and learning in immersive environments 11 (4). Journal of Asynchronous Learning Networks

M.A. EDUCATION PART- II
SEMESTER – III
SPECIAL COURSE – III
QUALITY MANAGEMENT IN EDUCATION
Computer Code 322203
(100 Marks, 4 Credits)

Course Objectives: At the end of this course student teachers will be able to:

1. Explain the conceptual development of quality management
2. Discuss the dimensions of Total Quality Management
3. Apply appropriate tool of quality control
4. Explain strategic plan models
5. Prepare strategic plan for institution
6. Explain the indicators of effective Institution
7. Suggest ways of making Institution effective

MODULE 1: CONCEPTS RELATED TO QUALITY

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

1. Understand the concept of Quality in education
2. Explain the conceptual development of quality management
3. Discuss the views of Deming and Juran on Total Quality Management

Content:

- Concepts of Quality and Quality in Education: Indian and Western Perspective
- Dimensions and Characteristics of Quality
- Evolution of Quality management: Inspection, Quality control, Quality Assurance, Total Quality management.
- Meaning of Quality learning environment, quality curriculum, quality processes, quality teaching.
- Deming and Juran's principles of Quality.

MODULE 2: QUALITY CONTROL IN EDUCATION

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain approaches for quality improvement
- Explain the role of agencies in maintaining quality
- Apply appropriate tool of quality control

Content:

- Meaning of and Difference Between: Quality Assurance, Quality Control and Quality Improvement
- Quality Management system in Education: International Organization for Standardization (ISO)
- National Assessment Accreditation Council (NAAC): Performance Indicators
- The National Accreditation Board for Education and Training (NABET)
- Approaches to Quality Improvement: Kaizen, Six sigma, system thinking

MODULE 3: STRATEGIC PLANNING FOR TOTAL QUALITY MANAGEMENT (TQM)

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the concept of TQM
- Explain strategic plan models
- Prepare strategic plan for institution.

Content:

- Strategic planning: Meaning and Need
- Strategic plan models : Murgatroyd and Morgan's Four generic models (Basic-Open, Enhanced-Open, Basic- Niche, Enhanced- Niche)
- Kaufman's four stage model of Strategic planning
- SWOC analysis of an educational institution
- Crawford's Eight stages in implementing TQM

MODULE 4: INSTITUTIONAL EFFECTIVENESS

(Credits: 1, Hours: 15, Marks: 25)

Objectives: Student teachers will be able to:

- Explain the indicators of effective Institution
- Suggest ways of making institution effective

Content:

- Institutional Effectiveness : Meaning, Need and Importance
- Institutional Effectiveness cycle
- Key elements of Institutional Effectiveness
- Strategic plan and assessment plan for institutional effectiveness
- Model of institutional effectiveness

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Analyze the learning environment in teacher education institute. (10 marks)
2. Map the competencies of two teachers using appropriate tool and prepare a profile(12 Marks)
3. Using MIPQ (Mukhopadhyay Institutional profile questionnaire) collect data from 5 teachers from one school and prepare profile (13 marks)
4. Conduct SWOC analysis of institution and write a report (15marks)

References:

- Arcaro, J.(1997): Quality in Education: An Implementation Handbook, Vanity Books International New Delhi
- Basterfield, D.et.al.(2010): Total Quality Management, Pearson Education Asia, Third Edition. New Delhi: prentice Hall
- Burt Scanlan, B. K. (1987). Management & Orgnizational Behavior, Second Edition. Florida: Roberte Krieger Publishing Company.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Frank M. Gryna, R. C. (2007). Juran's Quality Planning And Analysis,fifth edition. New Delhi: Tata McGraw-Hill Publishing.
- Fraiser, A (2000): A Roadmap For Quality Transformation In Education
- Mukhopadhaya, M. (2000): Total Quality in Education, NIEPA, New Delhi.
- Mukherjee, P.N. (2010). Total Quality Management. New Delhi: PHI Learning Pvt.ltd.
- Prasad, A. (2007). University Education Administration and the Law. New Delhi: Deep & Deep Publications.
- R.Kesavan, C. B. (2008). Total Quality Management. New Delhi: I.K.International.
- Rampersad, H.(2001): Total Quality Management: An executive guide to continuous Improvement, Springer: New York
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi:Association of Indian Universities.
- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books,Sage Publications.
- Sanghi, S. (2007). The Handbook of Competency Mapping, Second Edition. New Delhi: Response Books,Publications.
- Stella, A. &Gnanam, A. (2003): Making the most of Accreditation, New Delhi.Concept Publishing Company

M.A. EDUCATION PART- II
SEMESTER – IV
INCLUSIVE EDUCATION- I
Computer Code 422401
(100 Marks, 4 Credits)

MODULE 1: INTRODUCTION TO INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the diverse learner
- Understand the concept of inclusion
- Understand the meaning and importance of inclusive education
- Differentiate between special education, integrated education and inclusive education

Content:

- Diverse learners in education: culturally, socially and biologically diversity
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Foundations of inclusive education:
 - Meaning, concept, need and evolution of inclusion
- Definition, concept and importance of inclusive education
 - Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for education for all children
- Comparison between mainstreaming, integration and inclusion

MODULE 2: POLICIES AND PRACTICES FOR PROMOTING INCLUSIVE EDUCATION (Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the policies for inclusion
- Understand the implications of policies for inclusion

Content:

- Policies prior to SSA: IEDC, 1974; NPE, 1986 & 1992; PIED, 1987; DPEP, 1994; PWD Act, 1995; National Trust Act (1999)
- SarvaShikshaAbhiyan (SSA, 2000) with respect to inclusive education
- National Curriculum Framework for School Education (NCFSE, 2000)
- Constitutional Amendment (2001)
- Comprehensive Plan of Action for Children and Youth with Disabilities (2005)

- National Policy for Persons with Disabilities (2006)
- UN - Convention on the Rights of Persons with Disabilities (UNCRPD India, 2007)
- Right to education (2009)
- Concessions and facilities for children with special needs: Academic and Financial

MODULE 3: INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Identify the children with special needs
- Understand the needs of children with special needs

Content:

- Definition and characteristics of children with:

1. Sensory motor needs: hearing, visual and physically challenged
 2. Intellectual needs: (gifted, talented and mentally challenged children)
 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
 5. Children with special health problems, environmental/ecological difficulties and
 6. Children belonging to other marginal groups
- Importance of early detection, Functional assessment for development of Compensatory skills

MODULE 4: RESOURCES FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the resources require for inclusion
- Identify the role of various personnel involved
- Describe the managerial skills required for resource mobilization

Content:

- Concept and importance of human and material resources
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities
- Resources in inclusive schools: material resources and human resources, Exploring and utilizing the services and resources available in the community

- Mobilization of Resources for inclusion
- Identifying the required resources for children with varied special needs

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct an interview of one special educator and write a report (15 marks)
2. Read a policy document for person with disability and present a seminar (10 marks)
3. Visit to special/integrated/inclusive classrooms and write a report with reflections (15 marks)
4. Visit a school and study the resources available and write a report on school readiness for inclusion (10 marks)

References:

- Ainscow, M, Booth T (2003): The Index for Inclusion: Developing Learning and Participation in Schools Bristol: Center for Studies in Inclusive Education
- Ahuja A, Jangira, NK (2002): Effective Teacher Training; Cooperative Learning Based
- Approach: National Publishing house 23 Daryaganj, New Delhi 110002
- Jangira NK and Mani, MNG (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press
- Jha M (2002) Inclusive Education for All: Schools Without Walls, Heinemann
- Educational publishers, Multivista Global Ltd, Chennai, 600042, India
- Sharma, PL (1990) Teachers handbook on IED-Helping children with special needs N C
- E R T Publication
- Sharma PL (2003) *Planning Inclusive Education in Small Schools*, R I E Mysore

M.A. EDUCATION PART- II
SEMESTER – IV
INCLUSIVE EDUCATION- II
Computer Code 422402
(100 Marks, 4 Credits)

MODULE 1: CREATING ENVIRONMENT FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the barrier free environment
- Identify the barriers for inclusion
- Suggest strategies to overcome barriers

Content:

- Concept and meaning of barrier free environment
- Barriers to inclusive education: attitudinal, infrastructure
- Strategies to Overcome the barriers:
- Role of ICT in special educational needs
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- Strategies for Capacity building and collaborative working of human resources

MODULE 2: CLASSROOM PRACTICES AND MANAGEMENT OF INCLUSIVE CLASSROOM

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the principles of differentiated instruction
- Understand the needs of children with special needs

Content:

- Concept and Principles of differentiated instruction
- Use of different teaming models and teaching styles
- Evaluation for inclusive education
- Techniques and Tools of evaluation, Interpretation of Evaluation Reports and their Educational Implication
- Preparation of teaching learning material for inclusive classrooms
- Role of teachers working in inclusive settings and resource teacher in developing and

enriching academic skills for higher learning.

MODULE 3: CURRICULUM ADAPTATIONS FOR INCLUSION

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Explain the concept of curriculum adaptation
- Understand the adaptation in curricular, co-curricular activities
- Suggest modification in existing curricular plan for adaptation

Content:

- Overcoming curricular barrier
- Concept meaning and need for curriculum adaptations for children with special needs
 1. Sensory motor needs: hearing, visual and physically challenged)
 2. Intellectual needs: (gifted, talented and children mentally challenged children)
 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
 5. Children with special health problems, environmental/ecological difficulties and
 6. Children belonging to other marginal groups
- Nine types of adaptations for inclusion
- Approaches & Technique for adaptation

MODULE 4: TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA

(Credits: 1, Hours: 15 Marks: 25)

Objectives:

To enable students to

- Understand the facts and myths about inclusive education
- Understand the ethical issues in inclusive education
- Identify research areas in inclusive education

Content:

- Facts and myths of inclusive education with reference to India
- Current Status and Issues of inclusive education in India: Present status of inclusive education with reference to India
- Problems and issues related to: Admission, Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring Evaluation

- Ethical Issues in Inclusive Education: ethics for different personnel involved in inclusion
- Research trends in Inclusive Education in India and abroad

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conduct a survey of existing school and prepare a plan to create barrier free environment for inclusion (15 marks)
2. Prepare a lesson plan for inclusive classroom (10 marks)
3. Select one disability & prepare plan of evaluation (15 marks)
4. Prepare a report on research trends in inclusive education (10 marks)

References:

- Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.
- Bank, B.J. (2007): *Gender and Education: An Encyclopedia*. Praeger, Westport, London.
- Bhatt, B.D. & Sharma, S.R. (1992): *Women's' education and social Development*. Delhi:
- Kanishka. Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in SouthAsia*. Economics and Political Weekly
- Ramchandran, V. (1998): *Girls and women Education: Policies and implementationMechanism*. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion anddisability: Addressing through educational interventions; A handbook for SensitizingTeacher and Teacher educators*. NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements.*International Journal of Educational Development, July*. 115

M.A. EDUCATION PART- II
SEMESTER – IV
INCLUSIVE EDUCATION- III
422403
(100 Marks, 4 Credits)

TEACHING CHILDREN IN INCLUSIVE CLASSROOM

MODULE 1: TEACHING OF LANGUAGE (15 Hrs.)

Objective: To enable students to:

- Explain the objectives and maxims of Language teaching.
- Describe the approaches to language teaching
- Use appropriate method of language teaching in inclusive classrooms

Content:

- Aims, objectives and maxims of teaching language
- Approaches to language teaching: structural, communicative, language experience, phonetics
- Methods of language teaching: Direct, translation, grammar
- Teaching language in inclusive classrooms

MODULE 2: TEACHING OF SOCIAL STUDIES (15 Hrs.)

Objectives: To enable students to:

- explain the aims and objectives of teaching social studies
- describe the approaches to teaching social studies
- demonstrate the methods of teaching of social studies
- describe the process of teaching of Social studies in inclusive classroom

Content:

- Aims and objectives of teaching and maxims of teaching of social studies at various levels
- Approaches to teaching of social studies: co-ordination, co relational, concentric, special, Integrated, and regressive.
- Methods of teaching of social studies: Lecture method, project method, role play, field study, story telling
- Teaching of social studies in inclusive classrooms.

MODULE 3: TEACHING OF MATHS (15 Hrs.)

Objectives: To enable students to:

- explain the aims and maxims of teaching maths

- describe the approaches to teaching of math teaching
- demonstrate the various methods of math teaching
- describe the process of teaching math in inclusive classroom

Content:

- Aims, objectives and maxims of teaching maths
- Approaches to math teaching: Inductive- deductive, Analytic, Synthetic, Problem Solving, Programmed learning.
- Methods of teaching math: cooperative learning, guided discovery, and simulations
- Teaching of maths in an inclusive classroom.

MODULE 4: TEACHING OF SCIENCE

(15 Hrs.)

Objective: To enable students to:

- Explain the objectives and maxims of teaching maths
- Describe the approaches to teaching of science.
- Demonstrate the methods of teaching science.
- Describe the process of teaching science in an inclusive classroom.

Content:

- Objective and maxims of teaching science
- Approaches to teaching of science: Heuristic, Project, Inductive-deductive
- Methods of teaching science: explanation, demonstration, collaboration, activities
- Teaching of science in an inclusive classroom

ASSIGNMENTS FOR INTERNAL ASSESSMENT

- Preparation of differentiated instruction for a given unit in (40 marks)
 1. Maths
 2. Science
 3. Language
 4. Social studies
- Preparation of teaching learning aids for a given learner in Primary or Upper primary or Secondary level (10 marks)

References:

- [Armstrong](#), C.A, [Armstrong](#), D. [Spandagou](#), I. (2009) Inclusive Education: International Policy & Practice, Sage Publications.
- [Clough](#) P., [Corbett](#) J., (2000) Theories of Inclusive Education: A Student's Guide, Sage Publication
- [Hamill](#), L.E., [Everington](#) C.T. (2003) Teaching students with moderate to severe disabilities: an applied approach for inclusive environments, Merrill/Prentice Hall

- [Johnsen S. K., Kendrick J.](#) ,(2005) Teaching Strategies in Gifted Education, Prufrock Press
- [Kaiser](#) ,B. [Rasminsky](#) J.S., (2003) Challenging behavior in young children: understanding, preventing, and responding effectively, Allyn and Bacon, 2009
- **[Karnes F.A. , Bean S.M., \(2009\) Methods and Materials for Teaching the Gifted](#)**
Prufrock Press
- [Kendall](#) F. E., (1996), Diversity in the Classroom: New Approaches to the Education of Young Children, teachers College Press,
- [Lenz](#) K.B., [Deshler](#) D.D., [Kissam](#) B. R. ,(2003) Teaching content to all: evidence-based inclusive practices in middle and secondary schools, Pearson/Allyn and Bacon, publishing.
- [Loreman](#) T., [Deppeler](#) J., [Harvey](#) D. (2005) Inclusive Education: A Practical Guide To Supporting Diversity In The Classroom, Routledge
- [Peterson](#) J.M., [Hittie](#) M.M., (2003) Inclusive teaching: creating effective schools for all learners, Allyn and Bacon publishing.
- [Smith](#) C, (2005) **Teaching Gifted and Talented Pupils in the Primary School**
A Practical Guide, *SAGE Publications Ltd*
- [Smutny J.F. , Walker S.Y., Meckstroth](#) E.A, (2007), **Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9**, Free Press Inc.
- [Tomlinson](#) C.A. (2004) How to Differentiate Instruction in Mixed Ability Classrooms (2nd Edition), ASCD Publications.

➤ **Faculty and Support Staff Requirement:**

❖ **Available fulltime Faculty:**

1. Dr. Rashida Kapadia – Assistant Professor
2. Ms. Kalpana Navale –Assistant Professor

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

➤ **Instructional Delivery Mechanism:** The Master of Arts in Education 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. CDE follows the following Instructional Delivery Mechanism:

❖ **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 Moodle (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. PCP are conducted in English and Marathi Medium.

❖ **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 online and face to face.

➤ **Student Support Service System:**

In addition to the Self Learning Material (SLM) 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. 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.

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

❖ **Admission Criteria:** The admission to M.A in Education programme 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 handbook of information.

❖ **Minimum Eligibility:** For Admission to this programmes Candidate must have passed: In keeping with the policy of 'openness' and flexibility admission to M.A. Education is *open to all graduates*. There is no entrance test for seeking admission

❖ **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
M.Com I	Rs. 11,060/-	Rs. 11,360/-
M.Com II	Rs. 11,060/-	-----

❖ **Financial Assistance:** not available.

❖ **Curriculum Transaction:** The curriculum will be transacted 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

❖ **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	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.	Semester Examination	April		September	
7.	Declaration of Results	May		October	

❖ **Evaluation:**

1. Standard of passing for each subject and overall at M.A in Education will be 40%.
2. Each subject head will carry 100 marks consisting of internals (50 marks) and externals (50 marks). Internals may include written tests, written assignments, field work etc.
3. Minimum 40% marks are required in Internal and External Evaluation separately for passing in each course.
4. The internal assessment/continuously assessment of MA education also includes research, internship and action research

7. Requirement of the Laboratory Support and Library Resources: In the present syllabus of M A in Education 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. 11,060/- x 250 students = Rs. 27,65,000 /-	
2.	Administrative Charges	--	Rs.2,47,500/-
3.	Examination Process	--	Rs. 4,00,000/-
4.	SLM Development	--	Rs. 1,00,000/-
5.	SLM Printing	--	Rs. 1,87,500/-
6.	SLM Distribution	--	Rs. 37,500/-
7.	Teaching and Support Staff Salary	--	Rs. 4,00,000/-
8.	Miscellaneous expenses	--	Rs. 13,92,500/-

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:** After completing the course, the students will learn to be a good teacher with emphasis on pedagogy, teaching methods, philosophy of education, and educational technology. They can also prepare themselves for a career in teaching, research and trained educational officers for promoting the education. The students can set benchmarks in education at school level and college level, communicate effectively, both in written and oral, communicate ideas clearly and persuasively in writing. They can become trained education administrators/ consultants/ advisers who will build up young leaders in public, private and social administration.



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



CENTRE FOR DISTANCE EDUCATION

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

M.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,

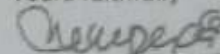
This is to inform you that, the Academic Council at its meeting held on June 17, 2021 has considered the following item and passed the resolution as attached herewith.

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.

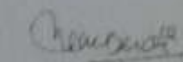
Yours faithfully



(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.



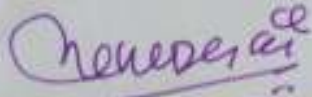
(Dr. Mira Desai)
Registrar (Addl. Charge)

AGENDA:

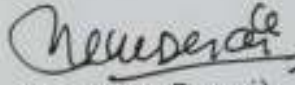
To take approval for the 'Programme Project Report' (PPR) and for 'Self Learning Material' (SLM) for the Centre for Distance Education.

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

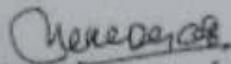
c) The Expert committee for Course designing and planning of Self Learning Material for each programme is being proposed as below:

Expert Committee: Course Design and Planning

Sr. No.	Programme	Name of Expert	Subject/ Specialization	Designation
01	Bachelor of Arts	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	Bachelor of Commerce	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	Master of Commerce	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	Master of Arts-	Dr. Aruna Dubhashi	Marathi	Associate Professor

Academic Council
17.06.2021

	Marathi	Dr. Sunil Ramteke	Marathi	Head, Department of Marathi
05	Master of Arts-English	Dr. Suvarna Shinde	English	Associate Professor
		Dr. Acharya Tamasha	English	Associate Professor
		Dr. Rajeshree Trivedi	English	Associate Professor
06	Master of Arts-Hindi	Dr. Sunita Sakhare	Hindi	HOD, Department of Hindi
		Dr. Santosh Kaul	Hindi	Associate Professor
		Dr. Usha Mishra	Hindi	Associate Professor
07	Master of Arts-Gujarati	Dr. Darshana Oza	Gujarati	Head & Associate Professor, Department of Gujarati
		Dr. Hetal Barot	Gujarati	Assistant Professor
		Dr. Sejal Shah	Gujarati	Associate Professor
08	Master of Arts-History	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	Master of Arts-Economics	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	Master of Arts-Sociology	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	Master of Arts-Political Science	Dr. Manisha Madhava	Political Science.	Head & Associate Professor, Dept. of Political Science
		Dr. Chaitra Redkar	Political Sci.	Associate Professor
		Dr. Chitra Lale	Political Sci.	Assistant Professor
12	Master of Arts-Education	Dr. Pradiya Wakpatjan	Education	Associate Professor
		Dr. Meena Kute	Education	Principal, PVD College
		Dr. Sanjay Shedmake	Education	Associate Professor


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

PROGRAMME PROJECT REPORT (PPR) MASTER OF COMMERCE (M.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 inculcate the knowledge of business and the techniques of managing the business with special focus on finance, Accountancy, Taxation, Insurance and Human Resource Management.
2. To impart the knowledge of accounting principles and Accounting Standards with latest application oriented corporate accounting, Cost Accounting and Management Accounting principles and methods.
3. To enhance the horizon of knowledge in various field of commerce through Accounting and Finance, advertising and sales promotion, auditing, Human Resource management and entrepreneurial development.
4. To enhance the computer literacy and its applicability in business through latest version on tally and e-commerce principles.
5. To create awareness in application oriented research through research for business decisions.

2. Relevance of the M.Com Program with HEI's Mission and Goals:

The SNDT Women's University has developed an innovative programme of M.Com with emphasis on Human Resource Management, Marketing, Accounting and Finance. The relevance of this program under ODL mode of education is to develop entrepreneurship skills in the hard situation of the present days. The planning of this programme through ODL mode is compatible with the programme already run in regular mode in Mumbai.

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. The basic objective of the programme is to prepare the students with necessary conceptual, entrepreneurial and analytical skills required for handling modern and technical business operations at both national and international levels.

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 higher studies in regular mode due to any reason. In short this programme 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. M.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 programmed 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 University 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
Master's Degree	02 Years	80

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

M.Com. I – (Semester I)
Basic Structure: Distribution of Courses

	Subjects	Credits	External	Internal	Total
1	Management of Finance	4	75	25	100
2	Strategic Management	4	75	25	100
3	Corporate Accountancy	4	75	25	100
4	Economic Environment of Business	4	75	25	100
5	Basics of Accounting(Opt for CBCS)	4	75	25	100
	Total	20	375	125	500

M.Com. I – (Semester II)
Basic Structure: Distribution of Courses

	Subjects	Credits	External	Internal	Total
1	Business & Economic Policies of India	4	75	25	100
2	Accounting for Managers	4	75	25	100
3	Research Methodology	4	75	25	100
4	Consumer Behaviour	4	75	25	100
5	Retail Banking Operations(Opt For CBCS)	4	75	25	100
	Total	20	375	125	500

➤ **General Information:**

1. The M.COM Programme is of 4 Semesters and of 80 Credits
2. Each semester will have **five** subject heads with a total of 20 credits (4 credits for each course)
3. For the M.COM Programme, courses are classified into Core (compulsory), Elective (optional) courses and CBCS (Choice Based Credit System) courses. Students for many discipline can opt for CBCS Courses.

- **Medium of Instruction:** The medium of instruction at the university departments & colleges will be English or Marathi or Gujarati. The medium of examination shall be English or Marathi or Gujarati. Students have to appear for all the papers in one permissible medium only.
- **Attendance:** 75% attendance is compulsory for all students in each semester, failing which the student will not be eligible to write the external examination at the end of each semester.
- **Choice Based Credit System(CBCS):**
 1. The students can opt 20% credit of each semester i.e 4 credits in each semester through CBCS.
 2. Students from many disciplines can opt for CBCS courses.
 3. In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

➤ **Detailed Syllabi:**

SEMESTER I MANAGEMENT OF FINANCE

Computer Code4 Credits

Course Objectives:

The learners will be able to

- Understand the perspective of financial management function in the organization.
- Identify the practices and policies, processes, techniques and theories used in the financialmanagement.
- Gain acquaintance on the types of cost of capital and Leverages in financial management.
- Improve the ability to face problems relate to financial management through consistentapproaches.
- Develop planning skill, monitoring skill on Investment Decisions of FinancialManagement in Organization.
- Realize the usefulness of Dividend Decisions and Working capital Management inorganization.

Module	Topic	Weightage %	No. of Periods
1.	Objectives: This module will facilitate the students to: 1. Understand the concepts, objectives and scope and functions of financial management. 2. Examine determinants capital structure decisions. 3. Plan Capital Structure of an organisation. 4. Examine Various Theories of Capital Structure of an organisation. 5. Recognize the Arbitrage Process of Capital Structure. 6. Plan Capital Structure of an organisation. Financial Management – Meaning, nature and scope of finance; financial goals: profit maximization, wealth maximization; finance functions,- investment, financing and dividend decisions, Organization of finance function: Role of finance manager. Financial Mathematics: Concept & relevance of time value of money, Application of the concept of time value of money. Capital Structure: Factors Determining Capital Structure, Capital Structure Theories (Net Income, Net Operating Income, Traditional, and M.M hypotheses) , Arbitrage Process	20	15

	Determining capital structure in practice.		
2.	Objectives: This module will facilitate the students to: 1. Determine cost of capital. 2. Calculate cost of debt, cost of preference share and cost of Equity. 3. Understand meaning of combined cost of capital. 4. Calculate weighted average cost of capital as part of financing function. 5. Develop insight on CAPM method of cost of Equity capital 6. Understand impact of leverages on profitability. 7. Analyze alternative financial Plans. Financing decisions - Meaning and significance of cost of capital – Calculation of cost of capital (debt, preference capital, equity capital and retained earnings) – Combined cost of capital (weighted) – Cost of equity and CAPM (Including practical problems). Operating and Financial Leverage – Measurement of leverage - Effects of operating and financial leverage on profit – Analyzing alternate financial plans – Combined / Composite Leverage [Including practical problems]	20	15
3	Objectives: This module will facilitate the students to: 1. Understand the significance of Investment Decisions. 2. Analyze various Criteria of investments Decision. 3. Apply suitable project selection criteria for proper capital investments. Investment Decision: Nature and significance of investment decisions, process; Project classification; Investment evaluation criteria; Non-discounting criteria: Pay-back, Accounting Rate of Return (Traditional method); Discounting criteria: Internal Rate of Return, Net Present Value, Profitability Index, NPV and IRR comparison, Capital Rationing.	20	
4.	Objectives: This module will facilitate the students to: 1. Understand the Dividend Policy of an organization. 2. Identify various issues in dividend decisions 3. Understand various models of Dividend Policy. 4. Identify various dividend policies in practice. 5. Know stability and uncertainty in dividend Policy. 6. Identify an appropriate corporate dividend behavior. 7. Identify various modes of payments and areas covered by receivables management. 8. Identify various tools and techniques used for inventory management.	20	15

	9. Analyze various models of cash Management. Working Capital And Dividend Decision Working Capital Management: Meaning, need, determinants; estimation of working capital need; management of cash; inventory & receivables; Dividend Decision: Factors determining Dividend Policy, Form of Dividends, Stability of Dividends, Dividend models-Walter, Gordon & M.M. models.		
	Total	100	60

Course Outcomes:

1. The Course would enable the learner to explore various Functions of financial Management in managing the finance of an organization.
2. The Course would help learner to know application of theories , policies, models and various functions for profit and wealth maximization.

References :

1. Bhattacharya, Hrishikas (2018), Working Capital Management; Strategies & techniques, Prentice Hall, New Delhi.
2. Brealey Richard A & Steward C, Meyers (2018): Corporate Finance, Tata Mcgraw Hill, New Delhi.
3. Hampton, John (2019): Financial decision making, Prentice Hall, New Delhi.
4. Pandey, I M (2018), Financial Management, Vikas Publishing House, New Delhi.
5. Khan M Y, Jain P K (2018), Financial Management, Tata Mcgraw Hill, New Delhi.
6. Inamdar S.N. (2018), Financial Management, Himalaya Publication, Mumbai.
7. Talsian Bharat (2020), Financial Management, 1st Edition, Tata Mcgraw Hill, New Delhi.
8. Rustagi R. P (2019), Fundamentals of Financial Management, Taxman Publication, New Delhi.

M. COM. I SEMESTER I
STRATEGIC MANAGEMENT

Computer Code 4 Credits

Course Objectives:

1. To enhance the ability of students to understand main concepts of business strategies, strategy formulation.
2. To enable the learners to understand new forms of Strategic Management concepts and their use in business.
3. To enhance decision making abilities of students in situations of uncertainty in a dynamic business environment.
4. To understand the concept of competitive advantage and its sources and the ability to recognize it in real-world scenarios.

Unit	Topic	Weightage %	No. of Periods
1.	Objective : To acquaint the students to the conceptual understanding of the concept of Strategic Management Strategic Management -Concept, Importance, Strategic Management Process , Vision, Mission and Purpose, Goals and Objectives , Challenges for Strategic Management, Strategic Business Unit (SBU)	25	15
2.	Objective: To understand the perspective of the organization in relation to opportunities and threats posed by the environment. Environmental analysis & diagnosis: concept of environment and its components , environment scanning & appraisal, organizational appraisal, Competitive Analysis: Porters Five Force Model, SWOT analysis TOWS Matrix.	25	15
3.	Objectives: 1.To acquaint the learner to the various types of Strategic Formulation and Strategic decision-making methods adopted by the Organization. 2.To familiarize students to the various Functional Strategies employed by Organizations a) Strategy formulation & choice of alternative strategies,	25	15

	Strategic Alliances, Diversification , Mergers and Acquisitions, Takeover ,Joint Venture, Modernization Turnaround – Disinvestment ,Liquidation, Outsourcing, b) Functional strategies : Marketing , Production / operations , Human Resources, Research and Development Strategies.		
4.	Objectives: 1.To familiarize students to process of Strategy Implementation 2.To enable students to understand the importance of evaluation of strategies a) Strategy Implementation :Process and Issues in implementation of Strategies b) Strategic Evaluation and Control-Purpose-Process-Techniques of Strategic Evaluation and Control	25	15
	Total	100	60

Learning Outcomes:

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

1. Understand the strategic decisions that organisations make and have an ability to engage in strategic planning.
2. Explain the basic concepts, principles and practices associated with strategy formulation and implementation.

References:

1. AzharKazmi,(2015), Strategic Management, McGraw Hill Education, New Delhi.
2. Bhattacharya, S K &VenkataraminiN(2009)- Managing Business Enterprises:Strategies, Structures & Systems, Vikas Publishing House, New Delhi
3. Bhudhiraja S B &Athreya M B(2009): Cases in Strategic Management, McGraw Hill,New Delhi.
4. Coulter, Mary K (2008)– Strategic Management in Action, Prentice Hall, New Jersey.
5. Fred.R.David (2018) .Strategic Management, Prentice Hall of India Pvt Ltd, NewDelhi.
6. John Pearce, Richard Robinson, AmitaMital,(2018), Strategic Management, McGrawHill Education, New Delhi.
7. Kazmi, Azhar(2008) ,Strategic Management and Business Policy, Tata McGraw Hill,New Delhi.
8. Rao VSP,Hari Krishna (2004), Strategic Management, Excel Books.
9. Ravi Kishore(2010), Strategic management Text and Cases,Taxmann Publication,New Delhi
10. Srinivas R.(2014), strategic Management-The Indian Context, Prentice Hall IndiaLearning Pvt.LTd.

Compulsory Paper CORPORATE ACCOUNTANCY
Computer Code:

4 Credits

About the Course:

Course content focuses on conceptual aspect, application of accounting principles and standards to different commercial activities and corporate entities.

Course Objectives: To facilitate the students to have detailed understanding of

1. Accounting for Group Companies including Holding and more than one subsidiaries
2. Analysis of financial statements with Accounting Ratios.
3. Internal and External Reconstruction of Companies.
4. Application of International Financial Reporting Standards and Ind. ASs

Module	Topic	Weightage %	No. of Periods
1.	Objectives: This module will facilitate the students to: Develop an insight towards Capital Budgeting Techniques Gain ability to use capital budgeting techniques for evaluation of Investment proposals Accounting For Group Companies: (Practical Problems) Holding Companies- Definition, Provisions of Accounting Standards 21-Accounts Consolidation-Preparation of Consolidated Balance sheet-Minority Interest-Pre-acquisition or Capital profits –cost of control or goodwill-inter-company balances-unrealized intercompany profits-Revaluation of Assets and liabilities-Bonus Share treatment of dividend-more than one subsidiary –intercompany holdings consolidation of profits and loss account (including problems)	25	15
2.	Objectives: This module will facilitate the students to: Develop an insight towards various types of liquidity, operational, efficiency and profitability ratios. Gain ability to prepare financial statements on the basis of liquidity, operational, efficiency and profitability ratios provided. Analyze the financial statements prepared from ratios Accounting Ratios: (Practical Problems) Preparation and Analysis of Financial Statements -Balance Sheet and Trading, profit & Loss A/C on the basis of ratios and data provided.	25	15

3.	Objectives: This module will facilitate the students : Gain ability to prepare financial accounts after re-constructing companies internally and externally. Internal and External Reconstructions: (Practical Problems)	25	15
4.	Objectives: This module will facilitate the students to: Appreciate the significance of IFRSs and Ind. AS Recognize the process of IFRSs and Ind. AS Recognize the theoretical framework and application of IFRSs and Ind ASs in accounting and preparation of Corporate Financial Statements. Meaning and Foundation of IFRSs Process/Phases of IFRS Adoption Process/ Phases of Adoption of Ind AS Ind AS 101-115	25	15
Total		100	60

Course Outcomes:

1. The Course would enable the learner to study and account the various intercompany transactions involved in holding and subsidiaries companies as well as to prepare consolidated balance sheet of Holding and more than one subsidiary companies. The learner would be able to make managerial decisions such as make or buy product, export or domestic sale, operate or shut down the production etc.
2. The learner would also be able to analyze procedure of and prepare financial statements after internal and external reconstruction of the Companies.
3. The learner would be able to gain in-depth knowledge of accounting ratios and to prepare financial statements from various accounting ratios.
4. The Course would help learner to learn the theoretical framework and application of IFRSs and Ind AS in preparation and presentation of Financial Statements

References:

1. Haniff and Mukherjee (2020), Corporate Accounting, Tata McGraw Hill Publication, New Delhi.
2. Goyal Bhushan Kumar (2020), Corporate Accounting, Taxman Publication, New Delhi.
3. Bhalla Kapileshwar (2020), Advanced Accounting, Tata McGraw Hill Publication, New Delhi.
4. Shukla and Grewal (2018), Advanced Accountancy-Vol. 1 & 2, S. Chand Publication, New Delhi.
5. Gupta R. L. (2018), Advanced Accountancy, S. Chand, New Delhi
6. Vijay Kumar M. P., (2010, 2nd Edition), IFRS-Beginners Guide, Prime Knowledge Series, New Delhi.
7. Ghose T. P. (2018), IFRSs for Finance Executives, Taxman Publication, New Delhi.
8. Haniff and Mukherjee (2019), Modern Accountancy (II), MC Graw Hills, New Delhi.
9. Jawahar Lal (2018), Financial Accounting, S. Chand & Co., New Delhi.
10. Rawat D. S (2019), Taxman Students Guide to Ind Ass, Taxman Publication New Delhi.
11. Taxman (2019), Indian Accounting Standards (Ind AS), Taxman Publication, New, Delhi.

M. COM. I**SEMESTER I****Economic Environment of Business*****Computer Code4 Credits******Course Objectives:***

- 1) To Know and understand the changing environment of India's economy
- 2) To study macro policy changes of India since 1991

Module	Topic	Weightage %	No. of Periods
1.	Economic System in Changing Environment and Globalization An overview of capitalism, Socialism and Mixed economy and demerits. Changing nature India's mixed economy in the context of privatization pave in India Case for globalization in India and various measures adopted for promoting globalization Effects of globalization on India's economic growth, foreign trade and balance of payments	25	15
2.	2.1	25	15
3.	Roles of Foreign Capital and WTO Foreign Direct Investment (FDI): its flows and reforms in policy on FDI Case for and against FDI in Multi-brand retail Various agreements of WTO Issues on TRIPs and TRIMs with reference to India	25	15
4.	Regulatory frameworks of business and balance of payments Role of SEBI (Security and Exchange Board of India) as market Role of IRDA (Insurance Regulatory and Development Authority) as regulator of insurance sector Recent trends in India's balance of payments Disequilibrium in BOP: its causes and measures adopted to correct disequilibrium (deficit) in the context of India.	25	15
	Total	100	60

References:

- 1) H L Ahuja, "Economic Environment of Business: Macro Economic Analysis", SChand & Company Ltd, New Delhi, 2019
- 2) Mishar S K and Puri V K, "Indian Economy" Himalaya Publishing House, Mumbai, 2018
- 3) Dutt Rudra & Sundaram KPM, Indian Economy, S Chand & Company Ltd, New Delhi, 2019
- 4) Bhole L.M (2007), " Financial Institutions and Market" , Tata McGraw Hill Publishing Company, Ltd, New Delhi
- 5) Sarkar A N (2005), "Strategic Business Management & Banking", Deep Publishing Pvt Ltd, New Delhi
- 6) Dr Guruswami S (2004), "Financial Investments & Markets" , Thomson Business Information, India Pvt Ltd.

M. COM. I SEMESTER I
BASICS OF ACCOUNTING

Computer Code 4 Credits

Course Objectives: To facilitate the students to:

1. Provide basic knowledge of various disciplines of Accounting to the students.
2. Understand the principles, conventions and system of financial accounting.
3. Make the students to understand the Accounting process and procedure
4. Improve the ability to prepare the Job cost sheet and to analyze the financial statements.
5. Understand the preparation of Trial balance and Bank Reconciliation Statement from business transactions.
6. Analyze the types of cost and identify the elements of cost sheet.
7. Examine the preparation of Corporate Financial Statements.
8. Develop an insight of analysis of Financial Statements using Ratios.

Module	Topic	Weightage %	No. of Periods
1.	Objectives: This module will facilitate the students to: 1. Understand various disciplines of Accounting. 2. Examine Indian AS and IAS. 3. Develop insight on Application of accounting principles and conventions in preparation of Financial Statements. Financial Accounting: Meaning, Accounting Principles, Concepts, Conventions, IND-AS, IAS Accounting Equation, System of accounting: Cash system and mercantile system, Accounting as information system, Users of accounting information.	20	10
2.	Objectives: This module will facilitate the students to: 1. To understand the basic concepts of GST calculation 2. To Prepare various types of vouchers, subsidiary books and Ledger Accounts. 3. To prepare Trial Balance after journalization and posting into the ledger. 4. Develop an insight to prepare Bank Reconciliation Statement. Accounting Process & Procedure Transaction/Event, Voucher: Meaning, Types of Vouchers, Receipt (Credit Voucher), Payment (Debit Voucher), Journal (Accrual) Voucher, Journal, Subsidiary Books (Purchase/Sales Day book, Purchase Return/Sales Return Book, Cash Book (double and	30	20

	triple column), Ledger, Trial Balance. Including Simple GST Calculation Bank Reconciliation Statement: Meaning, Need and Preparation of Bank Reconciliation		
	Statement		
3.	Objectives: This module will facilitate the students to: 1. Understand the Provisions of Preparation of final Accounts of sole trader and partnership firm in vertical and horizontal form.. 2. Identify the adjustments to prepare final accounts. 3. Develop an understanding of Corporate Financial Statement. 4. Develop an insight to prepare final accounts of sole trader and Partnership Firm. Financial Statements: Preparation of financial statements: Horizontal and Vertical form. Horizontal Form (Trading A/c, Profit and Loss A/c, Balance Sheet), Vertical form (Income statement and Balance Sheet with and without schedules).	25	15
4.	Objectives: This module will facilitate the students to: 1. Understand various elements of Cost. 2. Differentiate between Financial Accounting Management Accounting and Cost Accounting. 3. Prepare Cost Sheet for assigned Job. 4. Apply ratios for analysis of Financial Statements. Basic of Cost And Management Accounting: Cost Accounting, Meaning, Elements of cost, Job Costing Preparation of Job Cost Sheet. Management Accounting: Meaning, Functions, Merits and Demerits, Distinction Between Financial Accounting, Management Accounting and Cost Accounting Financial Statement Analysis: Ratio Analysis: Calculation of Ratios	25	15
	Total	100	60

Course Outcomes:

1. The Course would enable the learner to explore various disciplines of Accounting.
2. The Course would help learner to apply accounting knowledge in preparation and analysis of Financial Statements.

References:

1. Khan M Y, Jain P k(2018), Financial Management, Tata McGraw Hill, New Delhi
2. M. N. Arora (2018) Cost Accountancy, Himalaya Publication, Mumbai.
3. Dr. Maheshwari S. N. (20018), Advanced Accountancy, S. Chand Publication, New Delhi.
4. Ravi Kishore(2019), Students Guide to Cost Accounting Taxman Publication, New Delhi.
5. Gupta R. L. (2018), Advanced Accountancy Vol. 2, S. Chand & Sons, New Delhi.
6. Arora M. N. (2018), Accounting for managers, Himalaya Publication, Navi Mumbai.
7. Arora M. N. (2018), Cost and management Accounting, M. N. Arora, Himalaya Publication, Mumbai.
8. Haniff and Mukherjee (2018), Corporate Accounting, Tata McGraw Hill Publication, New Delhi.

M. COM. I**policies of India**

Computer Code4 Credits

1.	Agriculture: Agricultural Price Policy Food Security policy and Public distribution system Importance and trend of agri-business and Government measures to improve agri-business in India Land reform policy of India and its implications on India's farming sector	25	15
2.	Industry: Broad policy changes in industry since 1991 Small Scale Industry (SSI) in India: Its importance and government policy measures to improve performance of SSI Focus of the government on Micro, Small and Medium Enterprises (MSME) in India Make in India	25	15
3.	Trade: Convertibility of rupee and its implications on India's trade Export-Import policy of government in post reform period Importance of Special Economic Zones (SEZ) in India and government policy measures on SEZ Trade blocs: Economic integration, European Union, SAARC and ASEAN	25	15
4.	Infrastructure: Meaning and significance of infrastructure in economic development Energy crisis and energy policy of the government	25	15
	Road and rail transport in India: Problems and growth and rail-road coordination Privatization and commercialization of infrastructure, its need and prerequisite for private investment in this sector		
	Total	100	60

References:

- (1) Mishar S K and Puri V K, "Indian Economy" Himalaya Publishing House, Mumbai, 2018
- (2) Dutt Rudra & Sundaram KPM, Indian Economy, S Chand & Company Ltd, NewDelhi, 2019
- (3) K Narinder Jetli & Vishal Sethi, "Infrastructure development in India: Post Liberalization initiatives and challenges" New Century :Publications, New Delhi
- (4) "India Infrastructure Report" 2007 & 2008, Oxford University Press.
- (5) H L Ahuja, "Macro Economics: Theory and Policy", S Chand & Company Ltd, New Delhi, 2019
- (6) H L Ahuja, "Economic Environment of Business: Macro Economic Analysis", SChand & Company Ltd, New Delhi, 2019

M.COM- I
SEMESTER II

**Compulsory Paper Accounting for
Managers Computer Code:**

4 Credits Course Objectives: To

facilitate the students to:

1. To provide knowledge on cost accounting practices and management accounting at advanced level.
2. To equip the students with the knowledge of managerial decision making.
3. To make aware the students various contemporary issues in accounting.

Module	Topic	Weightage %	No. of Periods
1.	Objectives: This module will facilitate the students to: 1. Develop an insight towards Capital Budgeting Techniques 2. Gain ability to use capital budgeting techniques for evaluation of Investment proposals Capital Budgeting (Practical Problems) Payback Period Method (Discounted and Non Discounted) Accounting Rate of Return Method. Net Present Value Method. Profitability Index Method Internal Rate of Return Method.	25	15
2.	Objectives: This module will facilitate the students to: 1. Develop an insight towards Marginal Costing and break even analysis. 2. Gain ability to make managerial decisions. Marginal Costing & Managerial Decision Making(Practical Problems) Marginal Costing Vs Absorption Costing – Contribution – P/V Ratio – Margin of Safety — Cost – Profit – Volume Analysis – Computation of Break Even Point (BEP) – Composite Break – Even Point – Contribution – Angle of Incidence – (Including Problems) Decision making: Costs for decision making, variable costing and differential analysis as aids in making decisions – fixation of selling price, Problem of key or Limiting Factor - Export Decisions –, make or buy, product mix, operate or shut down, sell or process further (Including Practical Problems)	25	15
3.	Objectives: This module will facilitate the students to : 1. Acquire knowledge and understand the various types of material, Labour, overhead and Sales variances. 2. Gain ability to compute and analyze the Material, Labour, Overhead	25	15

	and Sales variances Standard Costing and Variance Analysis (Practical Problems): Types of Standards – Standard Costing and Estimated Costing – Advantages – Limitations – Setting of Standards Analysis of Different types of Material Variances, Labour Variances, Overhead Variances Sales Variances		
4.	Objectives: This module will facilitate the students to: 1. Appreciate the significance of various contemporary developments in Accounting. 2. Recognize the process of Environmental Accounting and Human Resource Accounting and forensic Accounting. 3. Recognize the framework of Target Costing, Life Cycle costing and value Chain analysis Contemporary Developments in Accounting(Theory) Introduction: Recent developments in Accounting- Environmental Accounting, Inflation Accounting, Human Resource Accounting and Forensic Accounting. Value Chain Analysis – Target Costing – Life Cycle Costing – Balance Score Card – Value Added Statement	25	15
	Total	100	60

Course Outcomes:

1. The Course would enable the learner to evaluate various capital investment proposals using capital budgeting techniques.
2. The learner would be able to make managerial decisions such as make or buy product, export or domestic sale, operate or shut down the production etc.
2. The learner would also be able to compute and analyze the material, labour, overhead and sales variances.
3. The Course would help learner to learn the theoretical framework Environmental Accounting, Inflation Accounting, Human Resource Accounting and Forensic Accounting. Value Chain Analysis – Target Costing – Life Cycle Costing – Balance Score Card – Value Added Statement. Etc.

References:

1. Arora M. N. (2019), Cost Accountancy, Himalaya Publication, Mumbai.
2. Maheshwari. S. N. (2018), Cost Accountancy, S. Chand Publication, New Delhi.
3. Ravi Kishore (2019), Students Guide to Cost Accounting, Taxmann Publication, New Delhi.
4. Pouline Weetman's (2018), Financial and Management Accounting, Pearson Education, Mumbai
5. Shukla R.K(2018), Cost and Management Accounting, Bharat Law House Pvt. Ltd., Jaipur
6. Madhu Vij(2018), Management Accounting, MacMillan Publishers, New Delhi.
7. Arora M. N. (2019), Accounting for managers, Himalaya Publication, Mumbai.
8. Arora M. N. (2019), Cost and management Accounting, Himalaya Publication, Mumbai.
9. Bhatia Puneet(2018), Cost and Management Accounting, Pooja Law Publishing
10. Maheshwari S. N(2020), Cost Accounting Theory and Problems, A Mahavir Publication, Assam.
11. Debnath Somnath(2019), Environmental Accounting, SAGE Publication, New Delhi.

M.COM. I SEMESTER II

RESEARCH METHODOLOGY

Computer Code-4 Credits

Course Objectives:

1. To make the students to understand various components of Research Methodology.
2. To enable the learners in formulating the research problems.
3. To familiarize students with the techniques of data collection, analysis of data and its interpretation.
4. To develop an in depth understanding of students for [preparation of research report.

Unit	Topic	Weightage %	No. of Periods
1.	Objectives: 1. o facilitate students to understand the process of research formulation. 2. o enable students to conduct review of literature from various sources. Introduction to Research Methodology a) eatures and Importance of research in business, Social Science Research, Objectives and Types of research- Basic, Applied, Descriptive, Analytical and Empirical Research, Ethics in Social Science Research. b) esearch Formulation Process, Significance of Review of Literature, Sources of Review of Literature	25	15
2.	Objectives: 1. To enable the learners to understand, develop and apply the fundamental skills in formulating research problems 2. To develop insights into methods of sampling. a. Formulation of research problem, Research Design- meaning, definition, types, contents, Formulation of Hypothesis: Meaning, Types of Hypothesis, Concepts relating to Testing of Hypothesis, Procedure for Testing of Hypothesis. b. eaning and of nature Census survey and sample survey, Sampling: Significance, Methods-Probability and non-probability, Factors determining sample size	25	15

3.	Objective: To familiarize students with the techniques of data collection, analysis of data and its interpretation	25	15
	a. Data Collection: Primary data: Observation, Experimentation, Interview, Schedules, Survey, Questionnaire: Types, Steps in Questionnaire Designing, Essentials of a good questionnaire, Secondary data: Sources and Limitations, Factors affecting the choice of method of data collection. b. Data Processing: Significance in Research, Stages in Data Processing: Editing, Coding, Classification, Tabulation, Graphic Presentation.		
4.	Objective: To enable the students to understand how to prepare Research Report Research Report Writing: Importance, Essentials, Structure/ layout, Types of Research Reports Components of Research Reports , References and Citation Methods , Footnotes and Bibliography	25	15
	Total	100	60

Learning Outcomes:

1. The course will help the students to explain the process of research formulation and review literature..
2. The course will help the students to identify the various types of sampling ‘
3. The course will enable students to formulate hypothesis of research .
4. The course will enable the students to collect and analyse the data.
5. The course will explain the students how to prepare research report.

References:

1. Cooper D. and Schindler P.(2014) Business Research Methods, Tata McGraw Hill. Sultan Chand & Sons, New Delhi.
2. Krishnaswamy O. R (2016), Methodology of Research in Social Science, Himalaya Publication, Mumbai.
3. Kothari C. R. (2019), Research Methodology: Methods and Techniques, New Age International, New Delhi.
4. Prahlad Mishra (2015), Business Research Methods, Oxford University Press, New Delhi
5. P and Saunders and MNK and Lewis (2012), Research Methods for Business Strategy, Pearson , India.
6. Ranjit Kumar (2018), Research Methodology, Sage Publications, New Delhi
7. Rajendra Kumar C. (2008), Research Methodology, APH Publisher, New Delhi.

M. COM. I SEMESTER II
CONSUMER BEHAVIOUR
Computer Code:4 Credits

Course Objectives: To facilitate the students to:

1. Develop an in-depth understanding of the consumer and industrial buying processes.
2. Develop marketing strategies that are consumer based and focus on enhancing customer value.
3. Analyse the dynamics of consumer behaviour and the factors influencing consumer decision process.
4. Recognise the Internal and External factors influencing consumer behaviour.

Module	Topic	Weightage %	No. of Periods
1.	Objectives: This module will enable the students to: 1. Understand the basic concepts of consumer behaviour. 2. Develop an insight about various concepts related to consumerism and apply them in Consumer Decision making. 3. Identify the role of present technology used by consumers for shopping. Consumer Behaviour and its need: - Concept – need – factors influencing consumer behaviour. Buying motives- (types), Maslow's need hierarchy theory Consumer Decision Making Model- Input, Process and Output. Consumerism- Online shopping: e-commerce – m-commerce	25	15
2.	Objectives: This module will enable students to: 1. Get acquainted with the significance of market segmentation in developing marketing strategies. 2. Examine and analyse the different bases of market segmentation 3. Identify the criteria for effective market segmentation.	25	15

	Market segmentation: - Scope - need – benefits of market segmentation, criteria for effective segmentation. Bases of effective segmentation – geographic – demographic – economic – psychographic – socio – cultural segmentation. Implementing segmentation strategies.		
3.	Objectives: This module will enable the students to: 1. Understand the dynamics of Consumer Perception. 2. Recognise the perceived risk while developing marketing strategies. 3. Examine the various models of Consumer Attitude. 4. Recognise the changing Lifestyle trends in market. Internal factors affecting consumer behaviour: - Perception – meaning – dynamics of perception- Perceived risk. Consumer Attitude – functions and models. Lifestyle Profiles– changing lifestyle trends.	25	15
4.	Objectives: This module will enable the students to: 1. Develop an insight about the group influences affecting consumer behaviour. 2. Understand the significance of family influences on consumer decision making. 3. Recognise the cultural and sub cultural influences and its impact on buying decision making. External factors affecting consumer behaviour: - Group influences -factors that affect reference group influence- Types of reference groups. Household consumption behaviour: Family Influences- Husband-wife influences – Parent-child influences – Children’s socialization. Cultural and Sub-cultural influences: Characteristic of Indian culture – Influence of culture on consumer behaviour.	25	15

Learning Outcomes:

1. The course will help the students to explain the fundamental concepts associated with consumer and organizational buying behaviour.
2. The course will help the students to identify the various bases of market segments and apply the knowledge to develop effective marketing strategies.
3. The course will enable the students to analyse the dynamics of human behaviour and the basic factors that influence the consumer's decision process.

References:

1. Tyagi C. L. and Arun Kumar, (2008), Consumer Behaviour, Atlantic Publishers & Distributors, New Delhi.
2. Jain P. C. and Monika Bhatt, (2006), Consumer Behaviour in India context, S. Chand & Co. Ltd. New Delhi.
3. Leon G. Schiffman, Leslie Lazar Kanuk, (2000), Consumer Behaviour, Prentice Hall of India Pvt. Ltd. New Delhi, 6th Edition.
4. Hawkins, Best, Coney, (2008), Consumer Behaviour, - Applications for Marketing Strategy, Pearson Education, 6th Edition.
5. Raju M.S., Xardel Dominique, (2005), Consumer Behaviour- Concepts, Applications & Cases, Vikas Publishing House, New Delhi.
6. Chunawalla S.A., (2000), Commentary on Consumer Behaviour, Himalaya Publishing House, New Delhi.
7. Suja R Nair, (2015), Consumer Behaviour in Indian Perspective, Text and Cases, 2nd edition, ISBN: 978--81-8488-899-7, Himalaya Publishing House, 632 pages.

M.COM. Part I SEMESTER II

RETAIL BANKING OPERATIONS

Computer Code:4 credits

Course Objectives: To facilitate the students to:

1. Acquaint with the various trends in retail banking services
2. Develop understanding of the payments and settlement systems of Retail Banks.
3. Examine the various foreign exchange services offered by retail banks.
4. Familiarise with the distribution channels in present day Retail Banking.

Unit	Topic	Weightage %	No. of Periods
1.	Objectives: This module will enable the students to: 1. Develop conceptual understanding of functioning of Retail banking. 2. Examine the various types of deposit accounts in retail banking. a) Retail Banking: Evolution, Definition, Role within the banking operation, Distinction between Retail and Corporate/Wholesale Banking. b) Liability Products : Deposits and types of deposit accounts.	25	15

2.	Objective: This module will enable the students to: 1. get acquainted to the various Retail Asset Products available through Retail Banking. 2. develop in depth understanding of the recent developments in payments and settlement systems a) Retail Assets Products: Loans- Personal, Home, Auto/Vehicle, Education, Farm Equipment etc. Credit Scoring b) Payments and Settlement Systems: Real Time Gross Settlements (RTGS) ,National Electronic Funds Transfer(NEFT), National Electronic Clearing Services(NECS), Collection and Clearing Services, Immediate Payment Service (IMPS) ,Unified Payments Interface (UPI), Debit Cards, Credit Cards, Prepaid Cards, Digital Wallets	25	15
3.	Objective : This module will enable the students to: To familiarize the learner with various Foreign Exchange Services offered by Retail banks Forex Services of Retail Banks: Travel Forex Cards, Foreign Currency Cash/ Demand Drafts , International Fund Transfer NRI Bank Accounts	25	15
4.	Objective : This module will enable the students to: 1. to acquaint the students to various distribution channels adopted in Retail banking . 2. to enable students to understand trends in retail banking a) Distribution Channels of Retail Banking: Branch Banking, ATMs, Internet Banking, Mobile banking b) Trends in Retail Banking: Private Banking and Wealth Management, Reverse Mortgage	25	15
	Total	100	60

Learning Outcomes:

1. The course will enable students to identify the various retail banking products .
2. The course will help students to apply the payments and settlement systems of retailbanks.
3. The course will enable students to explain the concepts of various forex services of retailBanks.
4. The course will help students to analyse the distribution channels of retail banking.

References:

1. Joseph A. DiVanna(2004), The Future of Retail Banking: Delivering Value to GlobalCustomer (Hardcover), Palgrave Macmillan.
2. Hugh Croxford , Frank Abramson, Alex Jablonowski(2005), The Art of Better Retail Banking: Supportable Predictions on the Future of Retail Banking (Hardcover), Wiley.
3. Shelagh Heffernan(, 2005), Modern Banking (Paperback) Wiley).
4. Retail Banking(2010), Institute of banking and Finance (IIBF), McMillan Publishers,India,.
5. Srivastava,P.K.(2018). Banking Theory and Practice. Himalaya Publishing House
6. Agarwal,O.P.(2012). Fundamentals of Retail Banking. Himalaya Publishing House.

➤ **Faculty and Support Staff Requirement:**

❖ **Available fulltime Faculty:**

1. Mr. Avinash Chaurasia – Assistant Professor
2. Ms. Sangeeta Kanojia – Assistant Professor
3. Ms. Divyalaxmi Tripathi – Assistant Professor

(Note: Faculties allotted in combination with B.com)

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

➤ **Instructional Delivery Mechanism:** The Master 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. CDE follows the following Instructional Delivery Mechanism:

- ❖ **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 Moodle (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 book 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. 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

❖ **Admission Criteria:** The admission to M. 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 handbook of information.

❖ **Minimum Eligibility:** For Admission to this programmes Candidate must have passed:

- i. **M.Com I Year:** The candidate desirous of getting admission to M Com. should have passed B.Com. / B.M.S. /B.B.A. examination of this university or other recognized university.
- ii. **M.Com. II Year:** For a student from this University - should have cleared Ist year in the same subject or has passed with admissible ATKT. For M. Com. through Distance Mode and M.Com. Online same criteria apply.

❖ **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
M.Com I	Rs. 8,220/-	Rs. 8,520/-
M.Com II	Rs. 8,220/-	-----

❖ **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 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

Academic Calendar:

Academic Calendar (For the programmes under semester system)					
Sr. No.	Activity	Semester I		Semester II	
		From	To	From	To
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:

1. Standard of passing for each subject and overall at M.Com. will be 40%.
2. Each subject head will carry 100 marks consisting of internals (25 marks) and externals (75 marks). Internals may include written tests, written assignments, fieldwork etc.
3. Minimum 40% marks are required in Internal and External Evaluation separately for passing in each course.
4. The minimum marks to qualify for passing in Internals will be 10 and the minimum marks to qualify for passing in Externals will be 30.
5. Students who fail to secure the minimum marks of 10 in a subject head in the internals will not qualify to take the external examination of 75 marks in that subject head at the end of the semester.
6. Admission from Semester I to Semester II will be automatic regardless of the number of subject heads in which a student may have failed. But admission to Semester III (M. Com. II) will be given provided the student is not failing in more than four subject heads in Semester I and Semester II taken together.
7. Degree will be awarded on the basis of performance of student in all 4 semesters taken together.

7. Requirement of the Laboratory Support and Library Resources: In the present syllabus of M 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. 8,220/- x 250 students = Rs. 20,55,000/-	
2.	Administrative Charges	--	Rs.2,47,500/-
3.	Examination Process	--	Rs. 4,00,000/-
4.	SLM Development	--	Rs. 1,00,000/-
5.	SLM Printing	--	Rs. 1,87,500/-
6.	SLM Distribution	--	Rs. 37,500/-
7.	Teaching and Support Staff Salary	--	Rs. 4,00,000/-
8.	Miscellaneous expenses	--	Rs. 6,82,500/-

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:** After completing the course, the students can opt for the opportunities available in corporate and government sectors, which focuses on operational areas of business activities. They can also prepare themselves for a career in teaching and research. The learners can pursue a career in Auditors, Book Keepers, Budget, Analysis, Business Consultants, Chartered Management,

Accountant, Chief Financial Officer, Financial Managers, Financial Analyst, Human Resource Managers, Investment Managers, Marketing Managers, Stock Brokers, and Teacher. The employment areas are Bank, Budget Planning, Business Consultancies, and Educational Institutes. 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.