

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. ECONOMICS

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Economics “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council
Shreemati Nathibai DamodarThackersey Women's University ,
1, Nathibai Thackersey Road,
New Marine Lines, Mumbai-400020, Maharashtra (India)**

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B.A. Part-I

Semester : I

Economy of Maharashtra / Gujarat Since 1991

Code No. 145106 / 175106 - P-I & AC-I

Objectives-

- 1) To Create an awareness and Consciousness about the economy in which students live....
- 2) To increase understanding of students about Social and economic problems before state Economy.
- 3) To enhance the knowledge of policies to solve the problems.
- 4) To prepare Students for Competitive Exams

Unit No.	Topic and Details	Marks Assigned
Unit-1	Introduction of Economy 1.1 History of Economy before 1991 1.2 General description of the economy 1.3 Main features of the economy 1.4 It's Significance of Indian economy	25
Unit-2	Agricultural Sector 2.1 Role of Agriculture 2.2 Agricultural productivity Problems and policy. 2.3 Worsening Condition of farmers , Causes and measures. 2.4 Agricultural Marketing defects & measures.	25
Unit-3	Industrial Sector 3.1 Role of Industrialization 3.2 Socio-Eco effects of Industrialization. 3.3 Role of – a) Maharashtra / Gujarat Industrial Development Corporation [MIDC/ GIDC] b) Small Industrial Corporation of Maharashtra / Gujarat [SICOM / SICOG] c) Maharashtra / Gujarat State finance Corporation [MSFC / GSFC] d) Maharashtra / Gujarat small Scale Industrial Development Corporation [MSSIDC / GSSIDC] 3.4 Industrial policy of Maharashtra since 1991	25
Unit-4	Infrastructural facilities 4.1 Meaning and role of Infrastructural. 4.2 Problems and Progress of transport, communication. 4.3 Problems and Progress of Irrigation and power. 4.4 Problems and Progress of Public health and education.	25

Principles of Economics

Code No.145206 P-II

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Introduction to Economics 1.1 Definition and Meaning of Economics 1.1.1 Wealth Oriented Definition 1.1.2 Welfare Oriented Definition 1.1.3 Scarcity/ Choice Oriented Definition 1.1.4 Growth / Modern Definition 1.2 Scope / Subject Matter of Economics 1.2.1 Traditional Approach 1.2.2 Modern Approach: Micro Economics and Macro Economics	12
Unit-2	Demand Analysis 2.1 Human Wants 2.1.1 Meaning of Human Wants 2.1.2 Characteristic of Human Wants 2.1.3 Classification of Human Wants 2.2 Consumption and Consumer's Sovereignty 2.3 Utility Analysis 2.3.1 Utility: Utility and usefulness, Forms of Utility 2.3.2 Marginal and Total Utility 2.3.3 Assumptions of Utility Analysis 2.3.4 Importance of Utility Analysis 2.3.5 Law of Diminishing Marginal Utility 2.3.6 Criticism of Utility Analysis 2.4 Demand 2.4.1 Meaning and Definition of Demand 2.4.2 Determinants of Demand 2.4.3 Law of Demand 2.4.4 Variation in Demand: Expansion or Contraction 2.4.5 Changes in Demand: Increase or Decrease 2.5 Elasticity of Demand 2.5.1 Meaning and Types of Elasticity of Demand 2.5.2 Price Elasticity: Types of Price Elasticity of Demand 2.5.3 Determinants and Importance of Price Elasticity of Demand	37

Unit-3	Production and Supply 3.1 Production 3.1.1 Meaning of Production 3.1.2 Production Function 3.1.3 Factors of Production: Meaning 3.1.4 Characteristics of Land, Labour, Capital and Entrepreneurs 3.2 Cost of Production 3.2.1 Meaning of cost Production 3.2.2 Concepts of Costs: Money Cost, Real Cost, Opportunity Cost, Private Cost and Social Cost, Total, Average and Marginal Cost. 3.3 Revenue 3.3.1 Concept of Revenue 3.3.2 Total, Average and Marginal Revenue 3.4 Supply 3.4.1 Meaning and Definition of Supply 3.4.2 Determinants of Supply 3.4.3 Law of Supply 3.4.4 Movement along and Shift in Supply Curve 3.4.5 Causes of Changes in Supply 3.4.5 Elasticity of Supply : Meaning ,Types	38
Unit-4	Structure of Market 4.1 Market 4.1.1 Meaning and Definition of Market 4.1.2 Classification of Market 4.2 Feature of Market 4.2.1 Perfect Competition 4.2.2 Monopoly 4.2.3 Imperfect Competition 4.2.4 Oligopoly and Duopoly	13

Semester : II

Macro-level problems in the Economy of Maharashtra / Gujarat since 1991

Code No.245306 / 275206 P-III & AC-II

Objectives-

- 1) To understand about Social and economic problems before state Economy.
- 2) To enhance the knowledge of policies to solve the problems.
- 3) To be prepare Students for Competitive Exams.

Unit No.	Topic and Details	Marks Assigned
Unit-1	Population of Maharashtra 1.1 Size, Growth & Density of Maharashtra's Population 1.2 Birth Rate & Death Rate In Maharashtra 1.3 Literacy In Maharashtra 1.4 Composition of Population of Maharashtra 1.5 Concept of Unemployment & Poverty In Maharashtra 1.6 Employment Guaranty Scheme of Maharashtra 1.7 Housing Problem in Maharashtra	25
Unit-2	Co-Operative Movement in Maharashtra 2.1 Meaning, Objective & Features of Co-Operative Movement. 2.2 History of Co-Operative Movement in Maharashtra 2.3 Co-Operative Financial System in Maharashtra 2.4 Co-Operative Market System in Maharashtra 2.5. Effects of Co-Operative Movement on Rural Development of Maharashtra	25
Unit-3	Public Finance 3.1 Role of State Government in economy of state 3.2 State Budget- Types of budget,Components of budget ,Objectives of budget,State finance commission, budget of state Government. 3.3 Public Expenditure: 3.3.1 Revenue Expenditure – Development and non development expenditure 3.3.2 Capital Expenditure- Development and non development expenditure 3.3.3 Trends in state Government expenditure 3.4 Sources of Revenue : 3.4.1 Share in Central Government tax revenue 3.4.2 Taxes collected by state Government 3.4.3 Sources of non-tax revenue 3.4.4 Capital revenue sources 3.4.5 Trends in state Government revenue	25
Unit-4	Regional Imbalance In Maharashtra State 4.1 Meaning of Regional Imbalance 4.2 Nature of Regional Imbalance In Maharashtra 4.3 Causes of Regional Imbalance In Maharashtra 4.4 Problems Creates by Regional Imbalance In Maharashtra 4.5 Remedies Taken by State Government of Maharashtra for Regional Development	25

Basics of Money, Banking, International Trade and Economic Development

Code No.245406 P-IV

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Money and Banking 1.1 Money 1.1.1 Inconveniences of Barter System 1.1.2 Evolution of Money 1.1.3 Definition of Money 1.1.4 Concept of Money 1.1.5 Functions of Money 1.2 Banking 1.2.1 Definitions & Meaning of Banking 1.2.2 Types of Banking 1.2.3 Classification of Banks 1.2.4 Functions of Commercial Banks 1.2.5 Functions of Central Bank	25
Unit-2	International Trade 2.1 International Trade 2.1.1 Meaning of International & Internal Trade 2.1.2 Differences between International Trade & Internal Trade 2.1.3 Basis of International Trade 2.1.4 Advantages & Disadvantages of International Trade 2.2 The Balance of Payment 2.2.1 Meaning & Definitions of Balance of Payment (BOP) 2.2.2 Credit & Debit Items of BOP 2.2.3 Equilibrium & Disequilibrium in BOP 2.2.4 Concept of Deficit & Surplus in BOP 2.2.5 Meaning & Definitions of Balance of Trade (B.O.T.) 2.2.6 Types of B.O.T. 2.2.7 Difference Between B.O.T. & BOP 2.3 Foreign Exchange Rate 2.3.1 Meaning and Definition of Exchange Rate 2.3.2 Determinants of Exchange Rate 2.3.3 Types of Exchange Rate 2.3.4 Merits & Demerits of Fixed Exchange Rate 2.3.5 Merits & Demerits of Flexible Exchange Rate	50
Unit-3	Economic Development & Population 3.1 Economic Development 3.1.1 Meaning and Definition of Economic Development & Economic Growth 3.1.2 Indicators of Economic Development 3.1.3 Concepts of Vicious Circle of Poverty & Virtuous Circle of Development 3.2 Population 3.2.1 Relation between Economic Development & Population Growth 3.2.2 Problems of Population Growth	25

B.A. Part-II

Semester : III

Sector -wise features of Indian Economy Scince1991

Sub.Code: 345506 / 375306 P- V/AC III

Objective-

- 1) To enable students to understand various Sectoral issues in Indian economy.
- 2) To make them understand the growth and progress in Indian economy.

Unit No.	Topic and Details	Marks Assigned
Unit-1	Characteristic of Indian Economy as a developing economy 1.1 Developed and developing economy: Meaning and concept. 1.2 Characteristics of Indian economy as a developing economy 1.3 Comparison of Indian economy with developed economies: a) Population b) Per capita income c) agriculture d) Industry e) Service sector. (share in National Income and employment) f) human development index 1.4 Role and nature of Agriculture in Indian Economy 1.5 Role of Industrialization in Indian Economy	25
Unit-2	Agriculture 2.1 Low productivity- causes and measures 2.2 Agricultural Finance- importance and sources. 2.3 Agricultural marketing-defects and remedies. 2.4 Problem of farmer suicides- causes and measures.	25
Unit-3	Industrial Sector 3.1 New industrial policy: 1991 3.2 Role and problems of small scale industries and Measures to resolve them. 3.3 Public sector enterprises-Role, problems and measures. 3.4 MNCs: Role and policy. 3.5 FDI : Role and policy	25
Unit-4	Infrastructure sector 4.1 Importance of infrastructure in economic development. 4.2 Energy- importance, sources, crisis and measures. 4.3 Transport - Types, problems and progress. 4.4 Communication and information technology – Types and progress. 4.5 Irrigation –Sources , problems and measures	25

Theory of Value

Sub. Code: 345606 P- VI

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Consumer Behavior 1.1 Utility-Cardinal and Ordinal approach 1.2 Law of diminishing marginal utility 1.3 Ordinal Utility-Indifference curve- Concept and Properties, consumer's equilibrium. 1.4 Price effect, Income effect & Substitution effect.	25
Unit-2	A) Derivation of Demand Curve Derivation of demand curve Hicks Concept of consumer's surplus B) Elasticity of Demand 2.1 Price elasticity-Definition, Types, determination & importance 2.2 Income elasticity- Types& importance 2.3 Cross elasticity-Concept	25
Unit-3	Theory of Production 3.1 Production functions- Iso-quant 3.2 Law of variable proportions; 3.3 Law of returns to scale 3.4 Large scale Production and External and internal economies . 3.5 Diseconomies of scale	25
Unit-4	A) Revenue Concepts 4.1 Total ,Average and Marginal Revenue B) Cost Concepts 4.2 Short run and Long run cost 4.3 Total, Average and Marginal cost 4.4 U shaped short run and Long run cost curve 4.5 Relation between average and Marginal cost curve	25

Entrepreneurship Development

Sub. Code: 365106 APC-I

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Entrepreneurship a) Concept & Functions of an Entrepreneur b) Evolutionary Approach c) Qualities of Entrepreneurship i) Decision Making ii) Communication skills iii) Time Management d) Entrepreneur as a Business Leader e) Classification of Entrepreneurship in Different Basis	25
Unit-2	Types & Role of Entrepreneur- I- Types of Entrepreneur a) Innovative & Imitative Entrepreneurship b) Fabian & Drone & Their Respective Characteristics..	25
	II- Role of Entrepreneur a) In Economic Growth & Development b) In Developed & Underdeveloped Economies. c) Impact of – i. Globalization ii. Liberalization iii. Privatization On Entrepreneurship	
Unit-3	Entrepreneurship Development Programme (EDP) a) Concept b) Phases c) Importance d) Objectives e) Entrepreneurial Training and Development f) MCED ,NSDC e) Women Entrepreneurship Development in India	25
Unit-4	Factors Affecting Entrepreneurial Development a) Internal & External Factors b) Personal Factors – Family Background c) Socio-economic Factors d) Cultural & Political Factors e) Psychological Factors f) Technological Factors g) Educational & International Factors	25

Semester : IV

Problems and Policy in Indian Economy Since 1991

Subject Code : 445706/ 475406 P-VII /ACIV

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Human Resource and Development 1.1 Importance of Human Resource Development 1.2 Indicators of Human Resource Development 1.3 Education and Human Resource Development 1.4 Health and Human Resource Development 1.5 Recent National Population Policy 1.6 Problems of High Population (Unemployment/Poverty/Urbanization)	38
Unit-2	Economic Problem and Policy of Government of India 2.1 New trade policy 2.2 Anti-Inflation policy 2.3.1 Causes of Economic Backwardness and Regional Imbalances 2.3.2 Policy Mayer to remove regional disparities 2.4 Indian Government Policy Towards foreign Capital (FDI) 2.5 Environment policy	37
Unit-3	Recent Structural Changes in Economy 3.1 SEZ: Objectives and problems 3.2 Disinvestment policy: Advantage and disadvantage 3.3 Direct cash Transfer Scheme: features and Disadvantage 3.4 Food Security : Advantage and limitations	24

Distribution and Welfare Economics

Subject Code :445806 P-VIII

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Market Structure 1.1 Meaning & classification 1.2 Perfect Competition: Concept-characteristics, price determination in short run and long run equilibrium of the firm and industry. 1.3 Monopoly- Concept characteristics, price determination in short run and long run equilibrium-price discrimination. 1.4 Monopolistic Competition- Concept characteristics, price determination in short run and long run equilibrium-price discrimination.	38
Unit-2	Distribution Theory 2.1 Marginal Productivity Theory of Distribution 2.2 Rent. Ricardian theory of rent, Modern theory of rent, Quasi rent. 2.3 wages-Causes of Wages differentials; 2.4 Interest- Classical, Loanable fund theory & Keynesian theories, 2.5 Profits- Innovation, risk and uncertainty theories.	38
Unit-3	Welfare Economics 3.1 Meaning of welfare Economics 3.2 Individual welfare and Social welfare 3.3 Role of Value Judgments in welfare Economics	24

Economics of Labour

Subject Code: 465206 APC-I

Objective-

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

Unit No.	Topic and Details	Marks Assigned
Unit-1	Introduction 1.1 Labour Economics 1.1.1 Meaning & Definition 1.1.2 Nature, & Scope 1.1.3 Significance of Labour Economics 1.2 Labour 1.2.1 Meaning & Definition 1.2.2 Significance & Characteristics of Labour 1.2.3 Types of Labour	13
Unit-2	Demand & Supply of Labour 2.1 Demand for Labour 2.1.1 Meaning & Definition 2.1.2 Nature of Demand for Labour 2.1.3 Determinants of Demand for Labour 2.2 Productivity of Labour 2.2.1 Meaning & Definition 2.2.2 Objectives & Forms 2.2.3 Determinants of Productivity of Labour 2.3 Supply of Labour 2.3.1 Meaning & Definitions 2.3.2 Nature of Supply of Labour 2.3.3 Determinants of Supply of Labour	37
Unit-3	Wage Determination 3.1 Meaning & Definition of Wage 3.2 Types of Wage 3.3 Wage Determination- 3.3.1 In Rural Sector 3.3.2 In Urban Sector 3.3.3 In Organized Sector 3.3.4 In Unorganized Sector 3.1.1 Meaning of Public Finance 3.4 Concepts of - 3.4.1 Minimum wage 3.4.2 Living Wage 3.4.3 Fair Wage	37
Unit-4	Women & Child Labour 4.1 Women Labour 4.1.1 Main Features of Women Labour 4.1.2 Problems of Women Labour 4.1.3 Factors Affecting Employment of Women Labour 4.2 Child Labour 4.2.1 Meaning, Definition & Nature 4.1.2 Main Features of Child Labour	13

	4.2.3 Causes of Child Labour	
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PROGRAM PROJECT REPORT

B.A. Political Science

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On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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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”**

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

About Center for distance education

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Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
 - B.A. I** – **Rs. 4040/- (S.N.D.T. University)**
 - B.A. I** – **Rs. 4290/- (Other University)**
 - B.A. II** – **Rs. 3790/- (S.N.D.T. University)**
 - B.A. II** – **Rs. 4290/- (Other University)**
 - B.A. III** – **Rs. 4040/- (S.N.D.T. University)**

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
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- d) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B. A. I

D. C. I / A. C. I - Code: 4109/7109

Objective:

To introduce the student with the Constitutional, Governmental Structure and political Process in India.

Unit	Course Content
Unit 1	Historical Background of Indian Constitution.
Unit 2	Basic Features of India's Constitution.
Unit 3	Preamble, Fundamental Rights and Duties, Directive Principles of State Policy.
Unit 4	Union Government: President, Parliament, Cabinet and Prime Minister.
Unit 5	State Government: Governor, Council of Ministers and Chief Minister.
Unit 6	Centre - state Relations.
Unit 7	Supreme Court and High Court.
Unit 8	Election Commission and Electoral Reforms.
Unit 9	Major Issues in Indian Politics: a) Caste b) Religion c) Language d) Region e) Poverty Alleviation.

D. C. II - Code:4209 - Political Theory

Objective:

To introduce students to the basic theoretical and conceptual framework of Political Science.

Unit	Course Content
Unit 1	Nature and Significance of Political Theory.
Unit 2	Power and Authority.
Unit 3	State: Origin and Development.
Unit 4	Nationalism and Nation – State.
Unit 5	Sovereignty.
Unit 6	Citizenship, Rights and Liberty.
Unit 7	Equality.
Unit 8	Justice.
Unit 9	Democracy.
Unit 10	Welfare State.

B.A. II

D. C. III/ A. C. II - Code:4309/7209 - Select Modern Governments.

Objective:

To analyze the constitutional, ideological and institutional structure of the given political system.

Unit	Course Content
Unit 1	United Kingdom: a. The nature of the Constitution. b. Monarchy. c. Parliament . d. Cabinet Government System. e. Political Parties. f. Rule of law and Judiciary.
Unit 2	United States of America. a. Salient Futures of Constitution. b. Federal System. c. The President. d. The Congress. e. Political Parties. f. The supreme Court and Judicial Review.
Unit 3	People's Republic of China : a. Salient Features of Constitution. b. Rights and Duties of Citizens. c. National People's Congress d. The State Council and Prime Minister. e. The Communist Party. f. Judiciary.
Unit 4	Switzerland: a. Salient Features of Constitution. b. Federal Pattern of Government. c. Federal Assembly. d. Federal Council. e. Direct Democracy.

D. C. IV - Code: 4409 - Public Administration

Objective:

To introduce the student to the principles of public administration.

Unit	Course Content
Unit 1	Meaning, Nature and Scope of Public Administration.
Unit 2	Approaches to public Administration.
Unit 3	Relations between public Administration and Other Social Sciences.
Unit 4	Politics and Public Administration.
Unit 5	Administrative Behavior: Leadership, Decision – Making, Supervision.
Unit 6	Bureaucracy and Budgeting.
Unit 7	Legislative control over Administration.
Unit 8	Administrative Reforms.

A.P.C – I - Code – 6109 - Local Self Government

Objective:

To discuss the role of local self Government in the present governmental set up.

Unit	Course Content
Unit 1	Meaning and significance of Local Self government.
Unit 2	Rise and growth of Urban Local Self government.
Unit 3	Municipal Corporation: Composition, Functions and Powers, Committee System, Role of Municipal commissioner.
Unit 4	Municipality Composition, Functions and Powers, Committee system, Role of Chief Officer, Control of State Government.
Unit 5	Major problems of Urban Local Government.
Unit 6	Rise and Growth of Panchayati Raj Institution. (Pattern of rural local bodies in Maharashtra or Gujarat)
Unit 7	Zila Perished, Composition, Functions and Powers.
Unit 8	Panchayat Samiti and Gram Panchayat Composition, Functions and Powers.
Unit 9	Relations between Officials and Non-Officials.
Unit 10	Major Problems of Rural Local Government.

B.A. III

D.C – V - Code – 4509 - International Relations

Objective:

To highlight the major issues in international relations in the post second world war period.

Unit	Course Content
Unit 1	Consequences of Second World War.
Unit 2	United Nations: Aims, Structure (Organs and Specialized Agencies) Achievements, Problems and Prospects.
Unit 3	Cold War.
Unit 4	Decolonization and Emergence of the Third World.
Unit 5	Non – aligned Movement.
Unit 6	Emergence if New World Order.

D.C – VI - Code: 4609 - Modern Political Analysis

Objectives:

To introduce student to the development in the discipline of Political Science in early 20th Century and to make her familiar with the tools and methods of modern political analysis.

Unit	Course Content
Unit 1	Emergence of Modern Political Analysis.
Unit 2	Nature and Scope of Modern Political Analysis.
Unit 3	Behavioral Approach.
Unit 4	Systems Theory.
Unit 5	Political Culture and Political Socialization.
Unit 6	Political Participation.
Unit 7	Political Elites.
Unit 8	Political Development.

D.C – VII - Code – 4709 - Western Political Thought

Objectives:

To study the evolution of political thought in the socio-economic and historical contest of Europe.

Unit	Course Content
Unit 1	Plato: Ideal State, Philosopher King, Communism.
Unit 2	Aristotle: Views on State, Classification of Government Revolution.
Unit 3	St. Augustine: Justification of Ecclesiastical Authority, Classification Law.
Unit 4	Transition from Medieval to Modern: Decline of Feudalism, Emergence of Capitalism, Enlightenment, Renaissance, Reformation, Emergence of Nation State.
Unit 5	Niccolo Machiavelli: Politics, Religion and Morality, Art of Ruling, Republicanism.
Unit 6	Thomas Hobbes: Social Contract, Theory of Sovereignty, absolutism.
Unit 7	John Locke: Social Contract, Consent, Limited Government, Tolerance.
Unit 8	Jean Jacques Rousseau: Origin of Inequality, General Will, Popular Sovereignty.
Unit 9	John Stuart Mill: Liberty, Utilitarianism, Representative Government, Subjugation of Woman.
Unit 10	Karl Marx: Materialistic Interpretation of History, Class Struggle, Capitalism, State Revolution, Dictatorship of Proletariat, Classless Society.

D.C. VIII – Code: 4809 - Indian Political Thought

Objective:

To analyze the contribution of Indian Political Thinkers to the political discourse in India.

Unit	Course Content
Unit 1	Ram Mohan Roy.
Unit 2	M. G. Ranade.
Unit 3	M. G. Tilak.
Unit 4	M. K. Gandhi.
Unit 5	B. R. Ambedkar.
Unit 6	Jawaharlal Nehru.
Unit 7	V. D. Savarkar.
Unit 8	Jayprakash Narayan.

A. P. C. II - Code: 6209 - Women's Movement and Empowerment

Objective:

To highlight the women's role and contribution to different socio-political movements in pre-and post independence India and to analyze the policies and processes of their empowerment.

Unit	Course Content
Unit 1	Women's Role in Freedom Struggle: Gandhian Movements and Revolutionary Movements.
Unit 2	Women and Ambedkarite Movement.
Unit 3	Women and the Leftist Movements.
Unit 4	Women's movement in Post Independence Era.
Unit 5	Empowerment of Women: Challenges.
Unit 6	Constitutional Provisions and Governmental policies regarding Women.
Unit 7	Women's Participation in Democratic Process: Political parties, Elections and voting Behavior.
Unit 8	Women in decision making Process: Women Legislators at the Union and State level (With special reference to Maharashtra of Gujarat.)
Unit 9	Women and Local Self Government Institutions.

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A Hindi

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Hindi “ (New) (Revised 2015 - 16 - Regular) under the Faculty of "Faculty of Language".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
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Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
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➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

बी.ए.भाग दो (हिंदी)

प्रथम सत्र

पेपर नं . A.C.I / D.C. I हिंदी कहानी

उद्देश्य :

1. कहानी के माध्यमसे छात्राओं में साहित्य पठन के प्रति रुचि जागृत करना.
2. कहानी विधा तथा हिंदी के प्रतिनिधिकहानिकारों से परिचित कराना.
3. भाषा आकलन क्षमता एवं शब्दों के सही प्रयोग की क्षमता बढ़ाना.
4. समाजिक समस्याओं का आकलन , सामाजिक परिवर्तन की दिशा की समझ विकसित करना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none">➤ कहानी : परिभाषाएँ एवं स्वरूप➤ कहानी : तत्व एवं प्रकार➤ अध्ययनार्थ चयनित कहानीकारों का सामान्य परिचय	25
ईकाई 2	<ul style="list-style-type: none">➤ पूस की रात : प्रेमचंद➤ गर्मियों के दिन : कमलेश्वर➤ बहादूर : अमरकांत	25
ईकाई 3	<ul style="list-style-type: none">➤ चीफ की दावत : भीष्म साहनी➤ ठेस : फणीश्वर नाथ 'रेणू'➤ नेलकटर : उदय प्रकाश	25
ईकाई 4	<ul style="list-style-type: none">➤ महुए का पेड : मार्कण्डेय➤ यही सच है : मन्नु भंडारी➤ सिरी उपमा जोग : शिवमूर्ति	25

पेपर नं . D.C. II - लेखन कौशल

उद्देश्य :

- 1- छात्राओं में हिंदी भाषा के श्रवण, पठन, एवं लेखन की क्षमताओं को विकसित करना.
- 2- छात्राओं को निबंध, संवाद, पत्र एवं वृत्तांत लेखन की कला से अवगत कराना.
- 3- छात्राओं की विचार क्षमता तथा कल्पनाशीलता को बढ़ावा देना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none">➤ शब्द रूप : पर्यायवाची शब्दविलोम शब्दयुग्म शब्द	25
ईकाई 2	<ul style="list-style-type: none">➤ संवाद लेखन➤ वृत्तांत लेखन	25
ईकाई 3	<ul style="list-style-type: none">➤ पत्र लेखन : पारिवारिकसामाजिकव्यावहारिक	25
ईकाई 4	<ul style="list-style-type: none">➤ निबंध लेखन :(निबंध की अवधारणा, प्रकार एवं लेखन प्रक्रिया से अवगत करानाअपेक्षित पर इस संबंध में सैद्धांतिक प्रश्न न पूछें)	25

पेपर नं त्र . C.Ap.C.I. / I.D.I. - संवाद एवं लेखन कौशल

उद्देश्य :

1. छात्राओं में हिंदी भाषा के श्रवण, पठन, एवं लेखन की क्षमताओं को विकसित करना.
2. छात्राओं को संवाद एवं लेखन की कला से अवगत कराना.
3. छात्राओं की विचार क्षमता तथा कल्पनाशीलता को बढ़ावा देना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none">➤ सामान्य अशुद्धियाँ➤ शब्द रूप➤ मुहावरें एवं कहावतें	25
ईकाई 2	<ul style="list-style-type: none">➤ संवाद कौशल : पारिवारिक, सामाजिक एवं व्यावसायिक	25
ईकाई 3	<ul style="list-style-type: none">➤ निबंध लेखन➤ व्यावहारिक पत्रलेखन	25
ईकाई 4	<ul style="list-style-type: none">➤ संक्षेपण➤ पल्लवन (विचार विस्तार)	25

द्वितीय सत्र

पेपर नं . A.C.II / D.C. II - हिंदी काव्य

उद्देश्य :

1. काव्य के माध्यम से छात्राओं में साहित्य पठन के प्रति रुचि जागृत कराना.
2. छात्राओं को काव्य विधा तथा हिंदी प्रतिनिधि कवियों से अवगत कराना.
3. भाषा आकलन क्षमता एवं शब्दों के सही प्रयोग की क्षमता बढ़ाना.
4. सामाजिक समस्याओं का आकलन, सामाजिक परिवर्तन, की दिशा की समझ विकसित करना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ कबीर: दोहे संख्या-3, 12, 13, 15 पद संख्या -2 ➤ तुलसीदास : सवैया संख्या-1,2, 5, 7, 8 ➤ सूरदास : पद संख्या-2, 3 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ मीराबाई : पदसंख्या -1, 2, 3 ➤ बिहारी : दोहे संख्या -1, 2, 4, 5, 6, 7, 10, 12, 13, 15 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ सुमित्रानंदन पंत : प्रथम रश्मि ➤ सूर्यकांत त्रिपाठी 'निराला' : वीणावादिनी वर दे ! 'स्नेह - निर्झर बह गया है ➤ महादेवी वर्मा : जाग तुझको दूर जाना ! : बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ ! 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ 'अज्ञेय' :हरा-भरा है देश : नदी के द्वीप ➤ नागार्जुन : कालिदास ➤ धर्मवीर भारती : समापन 	25

पेपर नं . D.C. IV - उपन्यास विधा

उद्देश्य :

1. उपन्यास के माध्यम से छात्राओं में साहित्य पठन के प्रति रुचि जागृत कराना.
2. छात्राओं को उपन्यास विधा से अवगत कराना.
3. भाषा आकलन क्षमता एवं शब्दों के सही प्रयोग की क्षमता बढ़ाना.
4. सामाजिक समस्याओं का आकलन, सामाजिक परिवर्तन की दिशा की समझ विकसित करना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ उपन्यास: परिभाषा, तत्व एवं प्रकार ➤ हिंदी उपन्यास की संक्षिप्त विकास यात्रा ➤ कथाकार उदय प्रकाश : व्यक्तित्व एवं कृतित्व 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ 'मोहनदास' : मूल पाठ ➤ 'मोहनदास' : कथानक ➤ 'मोहनदास' : उद्देश्य 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ 'मोहनदास' : मूल पाठ ➤ 'मोहनदास' : पात्र एवं चरित्र-चित्रण ➤ 'मोहनदास' : संवाद 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ 'मोहनदास' : भाषा शैली ➤ 'मोहनदास' : समस्याएं ➤ 'मोहनदास' : शशीर्षक योजना 	25

पेपर नं . C. Ap. C.II / I.D.II - हिंदी सिनेमा

उद्देश्य :

1. सिनेमा की प्रकृति, स्वरूप एवं उसके प्रकारों की पहचान कराना.
2. हिन्दी सिनेमा के इतिहास से परिचित कराना.
3. हिन्दी सिनेमा की विशिष्ट प्रवृत्तियों से अवगत कराना.
4. समाज, संस्कृति एवं राजनीति में सिनेमा की परिवर्तनकारी भूमिका का ज्ञान कराना.
5. हिन्दी सिनेमा जगत की अनमोल धरोहरों से परिचित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none">➤ फिल्म (सिनेमा) किसे कहते हैं ? : (स्वरूप एवं अवधारणा)➤ फिल्म (सिनेमा) के प्रकार : (व्यावसायिक, सार्थक, कथात्मक एवं कथाविहीन)	25
ईकाई 2	हिंदी सिनेमा : एक ऐतिहासिक आकलन <ul style="list-style-type: none">➤ स्वातंत्र्यपूर्व व्यावसायिक हिंदी सिनेमा➤ स्वातंत्र्योत्तर व्यावसायिक हिंदी सिनेमा➤ स्वातंत्र्योत्तर सार्थक हिंदी सिनेमा	25
ईकाई 3	<ul style="list-style-type: none">➤ हिंदी सिनेमा में स्त्री➤ हिंदी सिनेमा में संस्कृति➤ हिंदी सिनेमा में राजनीति	25
ईकाई 4	<ul style="list-style-type: none">➤ हिंदी सिनेमा : 'उमराव जान', 'जाने भी दो यारो', 'स्वामी'➤ हिंदी सिने निर्देशक : श्याम बेनेगल, प्रकाश झा, बासू भट्टाचार्य	25

बी.ए.भाग दो (हिंदी)
तृतीय सत्र

पेपर नं . A.C. III / D.C. V - आधुनिक गद्य : रेखाचित्र एवं संस्मरण

उद्देश्य :

1. रेखाचित्र एवं संस्मरण विधा का आस्वादन कराना.
2. भाषा के मर्मस्पर्शी रूपों से परिचित कराना.
3. जीवन मुल्यों का परिष्कार कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ कन्हैयालाल मिश्र प्रभाकर : व्यक्तित्व एवं कृतित्व ➤ बयालीस के ज्वार की उन लहरो में. ➤ अबिनीनिया के उस सूने शहर में. 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ लाल अंगारों की उस मुसकान में ➤ ग्रीस के उन तूफानी दिनों में 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ मानवीय पशुता की उस बाढ में ➤ झूठ के उस कडवे धुँ में 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ रेल के पहियों की घडघडाहट में ➤ प्रतिहिंसा के उन पावन क्षणों में 	25

पेपर नं . D.C. VI - साहित्य विवेचन

उद्देश्य :

1. विभिन्न विधाओं की पहचान प्रस्थापित कराना.
2. छात्राओं में साहित्य की मर्मग्राही क्षमताविकसित कराना.
3. साहित्य के समानांतर विविध ज्ञानशाखाओं केसाथ तुलनात्मक समझ विकसित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ साहित्य और समाज ➤ साहित्य और विज्ञान. ➤ साहित्य और नैतिकता ➤ साहित्य तथा व्यक्तित्व ➤ साहित्य के प्रेरणा स्रोत 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ उपन्यास : स्वरूप, तत्व एवं प्रकार ➤ कहानी : स्वरूप, तत्व एवं प्रकार ➤ नाटक : स्वरूप, तत्व एवं प्रकार 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ निबंध : स्वरूप, तत्व एवं प्रकार ➤ आलोचना : स्वरूप तथा विशेषताएँ ➤ आलोचना के प्रकार : (आत्मप्रधान या प्रभावित, सैद्धांतिक, शास्त्रीय या निर्णयात्मक, व्याख्यात्मक, तुलनात्मक) 	
ईकाई 4	<ul style="list-style-type: none"> ➤ अन्य विधाओं का सामान्य परिचय <ol style="list-style-type: none"> 1. एकांकी 2. आत्मकथा 3. जीवनी 4. रेखाचित्र 5. संस्मरण 6. यात्रा वर्णन 7. डायरी 8. पत्र साहित्य 	

पेपर नं . Ap. C. I - भाषा

उद्देश्य :

1. भाषा के स्वरूप, प्रकृति एवं महत्त्व से अवगत कराना.
2. समाज, संस्कृति और व्याकरण के साथ भाषा के संबंधों से परिचित कराना.
3. भाषा विकास के सोपानों से परिचित कराना.
4. भाषा के विभिन्न रूपों एवं बोली की प्रकृति को समझना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none">➤ भाषा की परिभाषा➤ भाषा और साहित्य.➤ भाषा और समाज➤ भाषा और व्याकरण	25
ईकाई 2	<ul style="list-style-type: none">➤ भाषा विकास के सोपान➤ भाषा का महत्त्व (उपयोगिता)➤ भाषा की विशेषताएँ (प्रवृत्तियाँ)	25
ईकाई 3	<ul style="list-style-type: none">➤ भाषा के विभिन्न रूप(परिनिष्ठित, विभाषा, अपभाषा, व्यावसायिक, कूटभाषा, कृत्रिम भाषा, मिश्रित भाषा)➤ विभाषा (बोली) को भाषा में परिवर्तन के साधन (प्रकृतिक, सामाजिक, धार्मिक, साहित्यिक, राजनीतिक, आर्थिक, शैक्षिक, वैज्ञानिक)➤ भाषा और विभाषा (बोली) के प्रमुख भेदक तत्व	25
ईकाई 4	<ul style="list-style-type: none">➤ भाषा की उत्पत्ति संबंधी सिद्धांतों का सामान्य परिचय➤ भाषा परिवर्तन के आभ्यंतर कारण <p>2. भाषा परिवर्तन के बाह्य कारण</p>	25

चतुर्थ सत्र

पेपर नं . AC.IV / DC. VII - आधुनिक पद्य (छायावादोत्तर)

उद्देश्य :

1. काव्य आस्वादन की क्षमता विकसित कराना.
2. सामाजिक परिवर्तन की दिशा में छात्राओं की आकलन क्षमता बढ़ाना.
3. भाषा आकलन तथा शब्दों के सही प्रयोग की क्षमता बढ़ाना.
4. भाषिक सौंदर्य की समझ विकसित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ 'हिमालय' रामधारी सिंह 'दिनकर' ➤ 'जो बीत गई सो बात गई' —हरिवंशराय बच्चन ➤ 'अकाल और उसके बाद — नागार्जुन 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ 'गीत फ़रोश' — भवानी प्रसाद मिश्र ➤ मेचिराम — धूमिल 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ 'गजल' — दुष्यंत कुमार ➤ 'प्यारा हिंदुस्तान'— सूरजपाल चौहान ➤ बीमारी ने बेटे के साथ १ तथा २ 'कात्यायनी 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ दिवंगत पिता के लिए — सर्वेश्वरदयाल सक्सेना ➤ वक्त — अरुण कमल 	25

पेपर नं . DC. VIII - काव्यशास्त्र

उद्देश्य :

1. काव्य की प्रकृति और पहचान से अवगत कराना.
2. काव्य के विभिन्न रूपों का ज्ञान कराना.
3. काव्य में छंद, अलंकार, रस, शब्दशक्ति आदि की भूमिका से परिचित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ काव्य लक्षण ➤ काव्य हेतु ➤ काव्य के तत्व (भाव, बुद्धि, कल्पना, शैली) ➤ काव्य के प्रयोजन 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ काव्य भेद वर्गीकरण ➤ महाकाव्य : अवधारणा एवं स्वरूप ➤ खंडकाव्य : अवधारणा एवं स्वरूप ➤ मुक्तक काव्य : अवधारणा एवं स्वरूप 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ छंद का काव्य में स्थान (महत्त्व) ➤ छंदों का सोदाहरण सामान्य परिचय ➤ दोहा2.चौपाई3.सोरठा4.कुंडलिया 5.हरिगीतिका6.मंदाकांता ➤ अलंकार का काव्य में स्थान (महत्त्व) ➤ अलंकारों का सोदाहरण सामान्य परिचय ➤ 1. अनुप्रास2.यमक3.श्लेष4.उपमा 	25

	5.रूपक6.उत्प्रेक्षा 7. अतिशयोक्ती 8. भ्रान्तिमान	
ईकाई 4	<ul style="list-style-type: none"> ➤ शब्द शक्ति का स्वरूप ➤ शब्द शक्ति के भेद—1. अभिधा 2. लक्षणा 3. व्यंजना ➤ रस : स्वरूप तथा अंग ➤ रस : भेदों का सोदाहरण परिचय 1.शृंगार रस 2.हास्य रस 3.करुण रस 4.रौद्र रस 5. वीर रस 6. भयानक रस 7. बीभत्स रस 8. अद्भूत रस 9.शांत रस 	25

पेपर नं . Ap.C. II - हिंदी भाषा एवं लिपी

उद्देश्य :

1. हिंदी भाषा के स्वरूप, प्रकृति एवंमहत्त्व से अवगत कराना.
2. हिंदी भाषा विकास के सोपानों से परिचित कराना.
3. हिंदी प्रचार संस्थाओं से परिचित कराना.
4. लिपि— विकास तथा देवनागरी लिपि की प्रकृति को समझना

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ आधुनिक भारतीय आर्य भाषाओं का संक्षिप्त परिचय ➤ हिंदी भाषा के विकास का संक्षिप्त परिचय (प्राचीन काल, मध्यकाल, आधुनिक काल) ➤ हिंदी शब्द की व्युत्पत्ति एवं अर्थ 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ हिंदी शब्द समुह(तत्सम, तद्भव, देशज, विदेशी, संकर) ➤ हिंदी के विविध रूप (संपर्क भाषा, राजभाषा, राष्ट्रभाषा) ➤ परिनिष्ठित हिंदी की प्रमुख विभाषाएँ (खड़ी बोली, हिंदी, उर्दु, हिंदुस्तानी, दक्खिनी) 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ हिंदी की संवैधानिक स्थिती (अनुच्छेद ३४३ सक ३५१) ➤ हिंदी प्रचार संस्थाएँ 1 नागरी प्रचारिणी सभा, वाराणसी 2.हिंदी साहित्य सम्मेलन, प्रयाग 3.दक्षिण भारत हिंदी प्रचार सभा ➤ महाराष्ट्र में हिंदी प्रचार संस्थाएँ 1. राष्ट्रभाषा प्रचार समिती, वर्धा 2.राष्ट्रभाषा सभा, पुणे3.मुंबई हिंदी विद्यापीठ मुंबई 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ भाषा और लिपी ➤ भारत की प्राचीन लिपीयाँ (खरोष्ठी, ब्राम्ही, देवनागरी) ➤ छेवनागरी लिपी के गुण तथा सीमाएँ 	25

बी.ए.भाग **तीन** (हिंदी) पंचम् सत्र

पेपर नं . D. C.IX. - आधुनिक निबंध

उद्देश्य :

1. निबंध के माध्यम से छात्राओं में विचारगत प्रौढता विकसित कराना.
2. जीवन मूल्यों का परिष्कार कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ विद्यानिवास मिश्र: व्यक्तित्व एवं कृतित्व ➤ निबंधकार : विद्यानिवास मिश्र ➤ 'छितवन की छॉह' ➤ 'जमुना के तीरे तीरे' 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ 'प्यारे हरिश्चंद्र की कहानी' ➤ 'धनवा पियर भइले' ➤ 'बहुत बडा सवाल' मोहन राकेश 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ 'दिया टिमटिमा रहा है' ➤ 'टिकोरा' 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ 'आहो आहो संझा गोसाइनि' ➤ 'घने नीम तरु तले' 	25

पेपर नं . D. C. X. - मध्यकालीन काव्य

उद्देश्य :

1. मध्यकालीन हिंदी साहित्य की प्रवृत्तियों से परिचित कराना.
2. मध्यकालीन हिंदी कवियों के कृतित्व का आस्वादन एवं आकलन कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ कबीर : निर्गुण काव्य और कबीर, समाज सुधार, भक्तिभाव, काव्य कला संदर्भ : गुरुदेव कौ अंग, चितावणी कौ अंग, माया कौ अंग, कुसंगति कौ अंग, संगति कौ अंग. ➤ जायसी : सूफी काव्य और जायसी, प्रेम भावना, लोक पक्ष. <p>संदर्भ :मानसरोदक खण्ड</p>	25
ईकाई 2	<ul style="list-style-type: none"> ➤ तुलसीदास :राम भक्ती काव्य और तुलसीदास, भक्ति भावना, समन्वय भाव, पारिवारिक और सामाजिक आदर्श, रामराज्य की कल्पना, विनयपत्रिका का भाव, सौंदर्य, तुलसी की काव्य कला, ➤ विनयपत्रिका पद संख्या १ से ५ और गीतावली पद संख्या १ से १० 	25

ईकाई 3	<ul style="list-style-type: none"> ➤ सूरदास : कृष्ण भक्तिकाव्य और सूरदास, भ्रमरगीत में वागविदग्धता , शृंगार वर्णन, वात्सल्य भाव संदर्भ : गोकुल लीला पद संख्या १, ३, ५, ६, ८ भ्रमरगीत पद संख्या १, २, ६, ९, १२ ➤ मीरा के आराध्य प्रेम निरूपण, मीरा का काव्य सौष्ठव ➤ मीरा के पद १ से ५ 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ बिहारी रीति काव्य और बिहारी, शृंगारिकता, भक्ति और नीति, प्रकृति—चित्रण, बहुजता, काव्य कला ➤ संदर्भ : बिहारी का काव्य दोहा संख्या २, ५, ६, १५, १६, १७, २९, ३३, ३५, ३९, ४०, ४४, ४६, ४९. 	25

पेपर नं . D. C. XI - हिंदी साहित्य का इतिहास(प्राचीन और मध्यकालीन)

उद्देश्य :

1. हिंदी साहित्य के गौरवमय इतिहास से परिचित कराना.
2. हिंदी साहित्य के कालगत विभाजन तथा प्रवृत्तियों से अवगत कराना.
3. कालविशेष के रचनाकारों से परिचित कराना.

	Topics and details	Marks Assigned
ईकाई 1	<ul style="list-style-type: none"> ➤ आदिकाल की परिस्थितियाँ ➤ हिंदी साहित्य के इतिहास का काल विभाजन तथा नामकरण ➤ आदिकालीन काव्य की प्रवृत्तियाँ ➤ प्रमुख कृतियों का परिचय – पृथ्वीराज रासो (चंदवरदायी) बीसलदेव रासो, (नरपति नाल्ह) विद्यापति की पदावली (विद्यापती) 	25
ईकाई 2	<ul style="list-style-type: none"> ➤ भक्तिकाल की परिस्थितियाँ ➤ भक्तिकाल का उद्भव एवं विकास ➤ निर्गुण भक्तिधारा ➤ ज्ञानमार्गी काव्य की विशेषताएँ— प्रेममार्गी काव्य की विशेषताएँ ➤ प्रमुख कवियों का सामान्य परिचय —कबीर जायसी 	25
ईकाई 3	<ul style="list-style-type: none"> ➤ सगुण भक्तिधारा ➤ राम भक्ति काव्य की विशेषताएँ, कृष्ण भक्ति काव्य की विशेषताएँ ➤ प्रमुख कवियों का सामान्य परिचय —तुलसीदास, सूरदास, मीरा 	25
ईकाई 4	<ul style="list-style-type: none"> ➤ रीतिकालीन परिस्थितियाँ ➤ रीतिकालीन प्रमुख काव्य धाराएँ (रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त) ➤ रीतिकालीन काव्य की प्रमुख प्रवृत्तियाँ ➤ प्रमुख कवियों का सामाजिक परिचय — बिहारी, भूषण घनानंद. 	25

D.C. XII (A) नाट्य विधा

उद्देश्य :

1. नाट्य विधा के माध्यम से सामाजिक परिवर्तन की दिशा से परिचित कराना.
2. जीवन मूल्यों का परिष्कार कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> • नाटककार शंकर शेष • 'एक और द्रोणाचार्य' का कथनक • 'एक और द्रोणाचार्य' की कथा कला 	२५
ईकाई २	<ul style="list-style-type: none"> • 'एक और द्रोणाचार्य' का परिवेश • 'एक और द्रोणाचार्य' के पात्र एवं चरित्र • 'एक और द्रोणाचार्य' की संवाद योजना 	२५
ईकाई ३	<ul style="list-style-type: none"> • 'एक और द्रोणाचार्य' का कथ्य <ol style="list-style-type: none"> i. शिक्षा क्षेत्र में व्याप्त भ्रष्टाचार (युगीन साक्ष्य) ii. सत्ता की ताकद बनाम व्यक्ति iii. सफलता व नैतिकता का द्वंद्व 	२५

D.C. XII (B) लेखक विशेष : प्रेमचंद्र

उद्देश्य :

1. रचनाकार प्रेमचंद्र के कृतित्व से अवगत कराना.
2. प्रेमचंद्र की वैचारिकता से परिचित कराना.
3. प्रेमचंद्र की भाषा से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> • प्रेमचंद्र : व्यक्ति एवं कृतित्व • कथाकर प्रेमचंद्र • 'गबन' : कथानक • 'गबन' : पात्र तथा चरित्र - चित्रण 	२५
ईकाई २	<ul style="list-style-type: none"> • 'गबन' : संवाद एवं परिवेश • 'गबन' : भाषा शैली • 'गबन' : उद्देश्य • 'गबन' : शीर्षक 	२५
ईकाई ३	<ul style="list-style-type: none"> • 'ईदगाह' • 'सवा सेर गेहूँ' 	२५
ईकाई ४	कहानियाँ <ul style="list-style-type: none"> • 'पूस की रात' • 'कफ़न' 	२५

Ap. C. IIIभाषा विज्ञान : भाग - १

उद्देश्य :

1. भाषाविज्ञान की उपयोगिता का ज्ञान कराना.
2. ज्ञान - विज्ञानकी अन्य शाखाओं से भाषाविज्ञान के संबंध से अवगत कराना.
3. भाषाविज्ञान के अंगों से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none">• 'भाषाविज्ञान' विज्ञान है या कला?• भाषाविज्ञान की उपयोगिता• भाषाविज्ञान का ज्ञान विज्ञान की अन्य भाषाओं से संबंध (समाजशास्त्र, मानव - विज्ञान, इतिहास, साहित्य, व्याकरण)	२५
ईकाई २	<ul style="list-style-type: none">• ध्वनियंत्र और उनकी कार्यप्रणाली का संक्षिप्त परिचय• स्वरों का वर्गीकरण• व्यंजनों वर्गीकरण	२५
ईकाई ३	<ul style="list-style-type: none">• ध्वनि परिवर्तन के कारण• ध्वनि परिवर्तन की दिशाएँ	२५
ईकाई ४	<ul style="list-style-type: none">• शब्द और पद का संबंध• रूप परिवर्तन के कारण• रूप परिवर्तन की दिशाएँ (प्रकार)	२५

षष्ठसत्र

D.C. XII - समकालीन महिला कहानीकार

उद्देश्य :

1. कहानी विधा के माध्यम से सामाजिक परिवर्तन की दिशा से परिचित कराना.
2. जीवन मूल्यों का परिष्कार कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> • कहानीकार मन्नु भंडारी • 'सज़ा' - मन्नु भंडारी • कहानीकार उषा प्रियंवदा • 'कितना बड़ा जूठ' - उषा प्रियंवदा 	२५
ईकाई २	<ul style="list-style-type: none"> • कहानीकार ममता कालिया • 'लडकीयाँ' - ममता कालिया • कहानीकार मृदुला गर्ग • 'हरी बिन्दी' - मृदुला गर्ग 	२५
ईकाई ३	<ul style="list-style-type: none"> • कहानीकार चित्र मुद्रल • 'लक्षागृह' - चित्र मुद्रल • कहानीकार मधु कांकरिया • 'दाखिला' - मधु कांकरिया 	२५
ईकाई ४	<ul style="list-style-type: none"> • कहानीकार क्षमा शर्मा • 'इक्कीसवीं सदी का लड़का' - क्षमा शर्मा • कहानीकार गीतांजली श्री • 'बेल-पत्र' - गीतांजली श्री 	२५

D.C. XIV - समकालीन काव्य

उद्देश्य :

1. समकालीन काव्य की प्रवृत्तियों से परिचित कराना.
2. समकालीन कवियों के कृतित्व का आस्वादन एवं आकलन कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> • रचनाकार मनोहर श्याम जोशी का संक्षिप्त परिचय • हिंदी खंडकाव्य की परंपरा और 'गाथा कुरुक्षेत्र की' • खंडकाव्य के निकष पर 'गाथा कुरुक्षेत्र की' का मूल्यांकन 	२५
ईकाई २	<ul style="list-style-type: none"> • 'गाथा कुरुक्षेत्र की' : मूल पाठ • 'गाथा कुरुक्षेत्र की' : कथा • 'गाथा कुरुक्षेत्र की' : पात्र एवं चरित्र 	२५
ईकाई ३	<ul style="list-style-type: none"> • 'गाथा कुरुक्षेत्र की' : मूल पाठ • 'गाथा कुरुक्षेत्र की' : प्रासंगिकता • 'गाथा कुरुक्षेत्र की' : कथ्य के विविध आयाम 	२५
ईकाई ४	<ul style="list-style-type: none"> • 'गाथा कुरुक्षेत्र की' : मूल पाठ • 'गाथा कुरुक्षेत्र की' : संवाद योजना और भाषा • 'गाथा कुरुक्षेत्र की' : शैली (कविता - लय, छंद, तुक आदि और नाट्य - प्रवेश, निर्गम, नेपथ्य, मंच व मंच निदेश आदि) 	२५

D.C. XV - हिंदी साहित्य का इतिहास (आधुनिक काल)

उद्देश्य :

1. हिंदी साहित्य के गौरवमाय इतिहास से परिचित करना.
2. आधुनिक हांडी साहित्य की प्रवृत्तियों से अवगत कराना.
3. आधुनिक काल के रचनाकारों से परिचित करना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none">• आधुनिक काल की परिस्थितियाँ• भारतेंदु युग• द्विवेदी युग	२५
ईकाई २	<p>आधुनिक हिंदी काव्य की विशेषताएँ</p> <ul style="list-style-type: none">• छायावाद• प्रगतिवाद• प्रयोगवाद• नयी कविता	२५
ईकाई ३	<p>गद्य की प्रमुख विधाओं का विकास</p> <ul style="list-style-type: none">• उपन्यास• कहानी• नाटक• निबंध	२५
ईकाई ४	<ul style="list-style-type: none">• प्रमुख रचनाकारों का परिचय <ol style="list-style-type: none">1. भारतेंदु2. सूर्यकांत त्रिपाठी 'निराला'3. सुमित्रानंदन पंत4. प्रेमचंद5. जैनेंद्रकुमार6. रामचंद्र शुक्ल7. मोहन राकेश8. कमलेश्वर	२५

D.C. XVI (A) - स्फुट विधा

उद्देश्य :

1. स्फुट विधा के माध्यम से सामाजिक परिवर्तन की दिशा से परिचित कराना.
2. जीवन मूल्यों का परिष्कार कराना.
3. भाषा के विभिन्न रूपों से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none">• आत्मकथा की परीभाषा एवं स्वरूप• आत्मकथा की विशेषताएँ• हिंदी महिला आत्मकथा लेखन के विकास का संक्षिप्त परिचय	२५
ईकाई २	<ul style="list-style-type: none">• कौशल्या बैसंत्री का व्यक्तित्व एवं कृतित्व• 'दोहरा अभिशाप' :कथा	२५
ईकाई ३	<ul style="list-style-type: none">• 'दोहरा अभिशाप' :व्यक्तित्व अंकन• 'दोहरा अभिशाप' : कथ्य (दलित होने की त्रासदी, स्त्री होने की त्रासदी)	२५
ईकाई ४	<ul style="list-style-type: none">• 'दोहरा अभिशाप' : प्रस्तुति विधान (भाषा और शैली)• आत्मकथा के निकष पर 'दोहरा अभिशाप'	२५

D.C. XVI (B) लेखिका विशेष : महादेवी वर्मा

उद्देश्य :

1. महादेवी के कृतित्व से अवगत कराना.
2. महादेवी की वैचरिकता का ज्ञान कराना.
3. की भाषा से परिचित कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none">• महादेवी वर्मा : व्यक्तित्व एवं कृतित्व कविताएँ• वे मुस्कराते फुल नहीं• मधुर मधुर मेरे दीपक जल• मैं नीरभरी दुख की बदली !• फिर विकल हूँ प्राण मेरे	२५
ईकाई २	<ul style="list-style-type: none">• निबंध• संस्कृति का प्रश्न• नारीत्व का अभिशाप	२५
ईकाई ३	<ul style="list-style-type: none">• संस्मरण• मैथिलीशरण गुप्त• सूर्यकांत त्रिपाठी 'निराला'	२५
ईकाई ४	<ul style="list-style-type: none">• रेखाचित्र• गौरा• सोना	२५

Ap. C. IVभाषा विज्ञान : भाग - २ तथा व्याकरण

उद्देश्य :

1. भाषाविज्ञान की उपयोगिता का ज्ञान कराना.
2. भाषाविज्ञान के अंगों से परिचित कराना.
3. हिंदी व्याकरण से अवगत कराना.

	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none">• वाक्य की अवधारणा एवं आवश्यकताएं• वाक्य परिवर्तन के कारण• वाक्य के प्रकार	२५
ईकाई २	<ul style="list-style-type: none">• अर्थ की अवधारणा (अर्थक्या है? अर्थ का ज्ञान कैसा होता है?)• अर्थ की प्रतीती• शब्द और अर्थ का संबंध	२५
ईकाई ३	<ul style="list-style-type: none">• अर्थबोध के साधन• अर्थ परिवर्तन की दिशाएँ• अर्थ परिवर्तन के कारण	२५
ईकाई ४	<p>व्याकरण</p> <ul style="list-style-type: none">• संधि• समास• कारक	२५

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. MUSIC

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Fine Arts in Music“ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Fine Art".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon'ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ Syllabus:

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board of studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.A. – PART – I
SEMESTER – I
PAPER – DC I - THEORY (140113)

TITLE – THEORY OF RAGAS AND TECHNICAL TERMS.

Objective: - To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar 2. Writing Talas with detail information and along with Dugun.	25
C	1. Defination of the following technical terms – Sangeet, Nad, Shruti, Purvang, Uttarang, Alankar, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Khatka, Murki, Tal, Matra, Sam, Khali, Laya, Zam-Zama, Ghasit, Meend, Ghonghat.	25
D	1. Short Notes on following - 1. Swar (Shuddha, Vikrut) 2. Saptak (Mandra, Maddhya, Tar) 3. Raga Jati (Audav, Shadav, Sampurna) 4. Geet Varna (Sthai, Aarohi, Avarohi, Sanchari) 5. Naad (Pitch, Timber, Volume) 2. General information about Pt. Vishnu Digambar Paluskar and Pt. Vishnu Narayan Bhatkhande's Notation system.	25

SEMESTER –II
PAPER – DC III - THEORY (240213)

TITLE – STUDY OF RAGA AND MUSICAL FORMS.

Objective: -

To provide the knowledge of Musical Terms, Biographies, Theoretical knowledge of Ragas, Talas, etc.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat. 2. Writing notation of Chota Khyal / Razakhani Gat.	25
B	1. Complete information of Ragas prescribed in the practical paper and Swara Vistar . 2. Writing Talas with detail information and along with Dugun.	25
C	General information of following Musical forms Dhrupad Dhamar Khyal Tarana Thumari Tappa	25
D	General knowledge of the Biographies and contribution of following musicians Pt. Ravishankar Vidushi Kesarbai Kerkar Pt. Bhaskarbuwa Bakhale U. Allarkhan Vidushi Begum Akhtar Pt. V.N. Bhatkhande	25

B.A. – PART – I
SEMESTER –I
PAPER – DC II - PRACTICAL (150113)

TITLE – STUDY OF RAGAS.

Objective: -

Raga gayan and learning different of Music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from the following Raga (with Alaps and Tanas) Bhupali	25
	2. One Chota Khyal / Razakhani Gat with Alap & Tanas in each of the following Raga. 1. Durga 2. Sarang	25
B	From the prescribed course Ragas 1.One Lakshangeet with Dugun Instrumental – one Gat in Tal Rupak. 2.One Dhrupad with Dugun	25
C	1. One Bhajan Instrumental – One Gat in Tal Zaptal. 2. Recitation of Theka bols of the following talas with Dugun Teental Ektal Chautal	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC IX PRACTICAL (450513)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandishes of Ragas of Classical Music and understand forms of classical Music like Dhrupad, Dhamar .

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Jaunpuri 2. One Chota Khyal /one Razakhani Gat with Alaps & Tanas in each of the following Raga Hamir, Des	25
B	1. One Dhamar with Dugun & Chaugun from any of the prescribed course Ragas 2. One Bhaktigeet Instrumental – One Gat in Rupak	25
C	1. One Dadra of Raga Khamaj or Tilang(outline) Instrumental – One Gat in Zaptal. 2. Recitation of Theka bols of the following talas with Dugun & Chaugun Zumara, Adachautal.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC VII PRACTICAL (350413)

Objective: - To bring about improvement in the rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of ragas of classical Music and understand Dhrupad Dhamar forms of classical music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Malkauns.	25
	2. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga Bairagi, Patadeep	25
B	1. One Tarana & One Trivat should be performed. Instrumental – One Dhun & one Gat in Tal Rupak 2. One Lakshangeet with Dugun from the prescribed course Raga Instrumental – One Gat in Tal Zaptal.	25
C	Concert singing – One Bada Khyal and one Chota Khyal of the same Raga of Student's choice from the prescribed syllabus of B.A. Part I & B.A. Part II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – IV
PAPER – DC X PRACTICAL (450613)

TITLE – One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga

Objective: - To bring about improvement in Rendering of Gayaki ang. To enhance the knowledge of Talas and practice of notation and to gain knowledge and acquire expertise in presentation of different Bandish of Ragas of Classical Music and understand forms of Classical Music like Dhrupad,Dhamar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal /one Masitkhane Gat and one Razakhani Gat with Alaps and Tanas in the following Raga Ahir Bhirav	25
	1. One Chota Khyal / Razakhani Gat with Alaps and Tanas in each of the following Raga. Deskar, Kamod	25
B	1. One Thumri in Rag Mand or Bhairavi (outline) 2. One Chaturang to be performed Instrumental – One Gat in Tal Zaptal	25
C	Concert singing – one Bada and Chota Khyal of the same Raga of Student's Choice from the prescribed syllabus of B.A. I & B.A. II may be performed with Gayaki for Ten Minutes.	25

B.A. – PART – II
SEMESTER – III
PAPER – DC V – THEORY (340313)

TITLE –

Objective: - To provide theoretical knowledge of Ragas. Writing the notation in different Talas of Various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani gat ,Chota Khyal / Razakhani Gat and Dhruvad 2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparetive study. 3. Writing Talas with detail information along with Dugun, Chougun.	25 25
B	1. Study of technical terms – Avirbhav, Tirobhav, Nibaddha Gaan, Anibaddha Gaan, Alpatva Bahutva, Ragalap, Roopakalap, Alaptigan. 2. Musical sound Wave motion Frequency Laws of Acoustics	25
C	1. Merits & Demerits of Gayak. 2. Rag samay chakra.	25

B.A. – PART – II
SEMESTER –VIII
THEORY (440413)

TITLE –

Objective: - To provide the critical knowledge of Ragas. Writing the notation in different talas of various Ragas of Classical Music. To provide the knowledge of technical terms. Know the science of music their scales and karnatic music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bada Khyal / Masitkhani Gat, Chota Khyal / Razakhani Gat and Dhamar.	25
	2. Detail information of Ragas prescribed in the practical paper, swara vistar, comparative Study	25
	3. Writing Talas with detail information along with Dugun, Chougun.	
B	1. Study of technical terms 1. Vaggeyakar 2. Gayak 3. Nayak 4. Importance of kaku in Indian Music 2. Study of Natural, Diatonic, Tempered scale.	25
C	General information of Karnatak Musical Forms Varnam Kruti Jawali Padam Tillana Karnatak Tal Paddhati.	25

B.A. – PART – III
MODULE NO. – 540513
SEMESTER – V
PAPER – THEORY – XI

TITLE – THEORY OF RAGAS AND STUDY OF SHRUTI SWARAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also to provide them knowledge of shruti and swaras.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<ol style="list-style-type: none">1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or Masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas.2. Complete information of Ragas prescribed in the practical paper and their comparison.3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigun and Chaugun.	50
B	<p>Study of Shruti Swaras</p> <ol style="list-style-type: none">1. Shruti2. Gram3. Murchhanas4. Jati5. Adhwadarshak Swara6. Sundhiprakash Raga7. Paramela praveshak Raga.	25
C	<ol style="list-style-type: none">1. Detailed information of Chattuh Sarana2. Fixing up Shuddha notes on a stretched Wire (Pt. Shrinivas Paddhati)	25

MODULE NO. – 540613
SEMESTER – V
PAPER – THEORY – XII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the style of the following Gharanas and their History GWALIOR AGRA	25
B	Biographies 1. Vidushi Hirabai Barodekar 2. Pt. Kumar Gandharva 3. U. Vilayat Khan 4. Pt. Pannalal Ghosh	25
C	Essays 1. Gurushishya Parampara and Music education at University level..Discuss 2. Place of Music in Fine Arts. 3. The bearing of Folk Music on Classical Music. 4. Music and Literature.	25
D	1. Staff notation – signs and symbols (introduction) 2. Acoustics – a) Velocity of sound b) Consonance c) Dissonance	25

B.A. – PART – III
MODULE NO. – 550713
SEMESTER – V
PAPER – PRACTICAL – XIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in rendering of Gayaki ang of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. One Bada Khyal and one Chota Khyal/ One Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas). KALAVATI MIYA KI TODI 2. The students also can sing the previous Bada Khyal of Raga Bageshree	50
B	1. One Chota Khyal/ Razakhani Gat from each of the following Ragas (with Alaps and Tanas) BAHAR SHUDDHA KALYAN SOHONI 2. For revision – Previous Chota Khyals in Ragas KEDAR CHAYANAT	50
C	Viva voce – General questions based on theory and practical course.	

MODULE NO. – 550813
SEMESTER – V
PAPER – PRACTICAL – XIV

TITLE – DIFFERENT FORMS OF MUSIC.

Objective – To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Ragakhani Gat. JOG MARWA	25
B	One Dhrupad with Dugan, Tigun and Chaugun in prescribed Course Ragas	25
C	One Tarana and one Thumari in any Raga Instrumental – Students should prepare two Gat in tala Rupak and Zaptala.	25
D	1. To recite Theka Bols in Dugan, Tigun And chaugun along with counting matras by hand for the Talas studied so far and also ADA CHAUTAL JAT TALA SULTAL MATTA TAL	25

MODULE NO. – 550913
SEMESTER – V
PAPER – PRACTICAL – XV

TITLE – STAGE PERFORMANCE

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki(15 minutes) KALAVATI MIYA KI TODI BAGESHREE JAUNPURI	75
B	Light Classical or Light Music – One Composition performed in 5 to 10 minutes.	25

MODULE NO. – 640713
SEMESTER – VI
PAPER – THEORY – XVI

TITLE – THEORY AND CLASSIFICATION OF RAGAS.

Objective: - To provide the students with a thorough theoretical knowledge of specific Ragas from a comparative point of view. Also explaining them the classification of Ragas and brief history of Bharat Natya Shastra and Sangeet Ratnakar.

Sr.No.	TOPIC AND DETAILS	MARKS
A	1. Writing notation of Bandish (Bada Khyal, Chota Khyal, Dhrupad) or masitkhani Gat and Ragakhani Gat with Swar Vistar and Tanas from the prescribed course Ragas. 2. Complete information of Ragas prescribed in the practical paper and their comparison. 3. Writing Talas (Prescribed in the practical paper) with theoretical details along with Dugan, Tigon and Chaugun.	50
B	Classification of Ragas (Raga Vargikaran Paddhati) a) Raga – Ragini b) Mela – Thata c) Raganga - Raga	25
C	Brief history of Bharat Natya Shastra and Sangeet Ratnakar.	25

MODULE NO. – 640813
SEMESTER – VI
PAPER – THEORY – XVII

TITLE – HISTORY OF GHARANAS, BIOGRAPHIES AND ESSAYS.

Objective: - To gain knowledge about Gharanas, Biographies, Acoustics of Music and writing Essays.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Analysis of the styles of the following Gharanas and their History. JAIPUR KIRANA	25
B	Biographies 1. Pt. Bhimsen Joshi 2. Vidushi Shobha Gurtu 3. Pt. V.D. Paluskar 4. U.Ali Akbar Khan	25
C	Essays 1. Role of Music in Multi – Media. 2. Advantages and disadvantages of electronic equipments in connection with music. 3. Changes observed in stage performance with time. 4. The role and importance of accompaniment in classical music.	25
D	1. Writing Aroha and Avaroha of any Two Ragas in staff notation. 2. Acoustics – a) Formation of Beats b) Echo, Resonance c) Room Acoustics	25

MODULE NO. – 651013
SEMESTER – VI
PAPER – PRACTICAL – XVIII

TITLE – RAGA GAYAN AND VIVA.

Objective: - To bring about improvement in the rendition of Gayaki and of Ragas via their detailed study.

Sr.No.	TOPIC AND DETAILS	MARKS
A	<p>1. One Bada Khyal and one Chota Khyal/ one Masitkhani Gat and one Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>PURIYA DHANASHREE MADHUWANTI</p> <p>2. The Students also can sing the previous Bada Khyal of Raga Jaunpuri.</p>	50
B	<p>1. One Chota khyal / Razakhani Gat from each of the following Ragas (with Alaps and Tanas)</p> <p>MIYA KI MALHAR HINDOL PURIYA</p> <p>2. For revision – previous Chota Khyals in Ragas</p> <p>HAMIR DES</p>	50
C	<p>Viva voce – General questions based on theory and practical course.</p>	

MODULE NO. – 651113
SEMESTER – VI
PAPER – PRACTICAL – XIX

TITLE – DIFFERENT FORMS OF MUSIC.

Objective: - To enhance the knowledge of Talas and to gain expertise in rendition of Dhrupad, Dhamar and semi classical music like Thumari, Kajari.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Any one Raga with introduction and Chota Khyal. Instrumental – Any one Raga with Razakhani Gat. LALIT SHREE	25
B	One Dhamar with Dugan, Tigun and Chaugun in prescribed course Ragas.	25
C	One Trivat / Chaturang and one Kajaree in any Raga. Instrumental – Students should prepare two Gats in Tala Rupak and Zaptala	25
D	1. To recite Theka Bals in Dugan, Tigun and Chaugun along with counting matras by hand for the Talas studied so far and also DEEPCHANDI TEWRA PUNJABI TEENTALA GAJAZAMPA	25

MODULE NO. – 651213
SEMESTER – VI
PAPER – PRACTICAL – XX

TITLE – STAGE PERFORMANCE.

Objective: - To gain the knowledge and confidence in stage performance aspect of classical music as well as light music.

Sr.No.	TOPIC AND DETAILS	MARKS
A	Students shall perform any one Raga of the following with advanced Gayaki ..(15 minutes) PURIYA DHANASHREE MADHUWANTI AHIR BHAIKAV MALKAUNC	75
B	Light classical or light Music – One composition Performed in 5 to 10 Minutes.	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A GUJARATI

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Gujarati “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Language".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

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Reviewed and Approved by:

Hon'ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study

Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a year but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.A. I (Gujarati)

SEMESTER I

Paper No. Comp. I

Title : અર્વાચીન ગદ્યકૃતિ

ઉદ્દેશ્ય :

૧. અર્વાચીન ગુજરાતી સાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિનો અભ્યાસ કરવો.
૨. શૈલી અને પ્રયોગની દ્રષ્ટિએ ગુજરાતી ગદ્ય સાહિત્યે સાધેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો તલસ્પર્શી અભ્યાસ કરવો.
૩. કૃતિના અભ્યાસ દ્વારા પરંપરા, અનુસરણ કે પ્રયોગલક્ષીતાનું જ્ઞાન મેળવી સર્જકોના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	પાઠ્યગ્રંથ : સ્ટેચ્યુ - અનિલ જોષી, ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર, ૧૯૮૮	
એકમ ૧.	૧ થી ૫ નિબંધોનો આસ્વાદ અને મૂલ્યાંકન	25
એકમ ૨.	૬ થી ૧૦ નિબંધોનો આસ્વાદ અને મૂલ્યાંકન	25

Paper No. D.C. I / AC I

Title : ભાષાકૌશલ, ગદ્ય સ્વરૂપ અને નિયત કૃતિઓનો અભ્યાસ

ઉદ્દેશ્ય :

૧. મૌખિક પરંપરાથી મુદ્રિત ગદ્યના ઇતિહાસનો આલેખ આપી ગદ્યના ઇતિહાસનો આલેખ આપી ગદ્યના ઉદ્ભવ અને વિકાસ અંગેની સમજણ વિકસાવવી.
૨. ભાવ, ભાવના, શૈલી, વૈવિધ્ય
૨. પ્રયોગની દ્રષ્ટિએ અર્વાચીન ગુજરાતી ગદ્ય સાહિત્યે સાધેલા વિકાસનો અભ્યાસ કરવો. આ સાથે સર્જકોના પ્રદાનની જાણકારી મેળવી, તેમણે ટૂંકીવાર્તાના વિકાસમાં આપેલું પ્રદાન ધ્યાનમાં લેવું.
૩. નિબંધ સાહિત્યના ઉદ્ભવ અને ગદ્યના ઉદ્ભવ સાથેનું તેનું જોડાણ સમજી ગદ્ય સાહિત્યના વિકાસ અંગેની સ્વરૂપગત તાલીમ આપવી.
૪. નિયત નિબંધ કૃતિના અભ્યાસ દ્વારા નિબંધ સાહિત્યનો ઉદ્ભવ, વિકાસ, સ્વરૂપગત વિશેષતા, લાક્ષણિકતાઓ વગેરે અંગેનું જ્ઞાન આપવું.
૪. અપહિત ગદ્યખંડનો વિગતે અભ્યાસ કરી તેના વિવરણની તાલીમ મેળવવી.

Unit.	Topic	Marks
એકમ ૧.	વાચન કૌશલ અને પ્રસ્તુતિકૌશલ : વાર્તા અને કવિતાનું પઠન, લેખન કૌશલ, નિબંધ લેખન.	25
એકમ ૨.	ગુજરાતી ટૂંકીવાર્તા : સંજ્ઞા, સ્વરૂપ, લક્ષણો અને વિકાસ	25
એકમ ૩.	ગાંધીયુગ અને અનુગાંધીયુગની ટૂંકીવાર્તાઓ (નિયત કૃતિઓનો અભ્યાસ): ➤ ધૂમકેતુ - સ્ત્રી હૃદય ➤ સુન્દરમ - માને ખોળે ➤ જયંત ખત્રી - લક્ષ્મી ➤ ચુનીલાલ મડિયા - વાની મારી કોયલ ➤ પન્નાલાલ પટેલ - વાત્રકને કાંઠે ➤ રા.વિ.પાઠક 'દ્વિરેફ' - જક્ષણી	25
એકમ ૪.	આધુનિક અને અનુઆધુનિક ટૂંકીવાર્તાઓ (નિયત કૃતિઓનો અભ્યાસ): ➤ સુરેશ જોષી - જન્મોત્સવ ➤ મધુરાય - સરળ અને શમ્યા ➤ રઘુવીર ચૌધરી - પોટકું ➤ ઉત્પલ ભાચાણી - ખતવણી ➤ કિરીટ દૂધાત - લીલ ➤ હરીશ નાગેચા - કેટવોક	25

(Ad.hoc.B.O.S.Guj. 28/5/2015)

Paper No. D.C. II

Title : અનુવાદકળા અને અનુદિત કૃતિઓનો અભ્યાસ

ઉદ્દેશ્ય :

૧. વિદેશી ભાષાની કૃતિનો અભ્યાસ કરવો.
૨. શિક્ષણ અંગેના નવીન મૂલ્યો, નવીન પદ્ધતિ અને વર્તમાન પરિસ્થિતિ અંગેનો નવીન દ્રષ્ટિકોણ ખીલવવાનો પ્રયત્ન કરવો.
૩. સંસ્કૃત પરંપરા, સંસ્કૃતિ અંગે જાણકારી આપવી.
૨. કૃતિના વિવિધ રસક્ષેત્રનો અભ્યાસ કરવો.
૩. અનુવાદની તાલીમ આપવી.
૪. અનુવાદ કરવાની ક્ષમતાનો વિકાસ કરવો.

Unit.	Topic	Marks
એકમ ૧.	અનુવાદ: સંજ્ઞા, સ્વરૂપ, વ્યાખ્યા, લક્ષણો, કાર્યક્ષેત્ર, મહત્વ.	25
એકમ ૨.	‘ઉત્તરરામચરિત’ – ઉમાશંકર જોશી, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ. કર્તાનો પરિચય અને અનુવાદકનો પરિચય સંસ્કૃત નાટ્ય પરંપરાનો પરિચય.	25
એકમ ૩.	કથાવસ્તુ, કથા સંવિધાનકલા, એ સમયની સમાજ, સંસ્કૃતિ, વાતાવરણનો અભ્યાસ.	25
એકમ ૪.	પાત્ર લેખન, અભિવ્યક્તિ, રસનિરૂપણ, જીવનદર્શન.	25

Paper No. * C.Ap.C. I / I.D I

Title : સમૂહ માધ્યમ અને લેખન

ઉદ્દેશ્ય :

૧. વિવિધ સમૂહ માધ્યમોનો પરિચય મેળવી કાર્યક્ષેત્ર સમજે.
૨. સમયની માંગ અનુસાર કૌશલ કેળવી વ્યવસાયિક નિપુણતા પ્રાપ્ત કરે.

Unit.	Topic	Marks
એકમ ૧.	વીજાણું માધ્યમ: સંજ્ઞા, સ્વરૂપ, સંકલ્પના, પ્રકારો, કાર્યક્ષેત્ર,	25
એકમ ૨.	મુલાકાત સ્વરૂપ, ઉદ્દેશ્ય, કાર્યક્ષેત્ર, પ્રકારો	25
એકમ ૩.	અવલોકન : નાટક, ફિલ્મ, પુસ્તક વગેરેનું અવલોકન	25
એકમ ૪.	લેખ લેખન : જુદા-જુદા વિષયો પર લેખ લખવાની કળા: ઐતિહાસિક, સાંસ્કૃતિક, માનવીય સંબંધ, વર્તમાન વિષયો વગેરે. હરીન્દ્ર દવે, ગુણવંત શાહ, ફાધર વાલેસ. હસમુખ ગાંધી, કાંતિ ભટ્ટ વગેરેના લેખોનો અભ્યાસ	25

B.A. I (Gujarati)

SEMESTER II

Paper No. Comp. II

Title : અર્વાચીન પદ્યકૃતિ

ઉદ્દેશ્ય :

૧. અર્વાચીન ગુજરાતી પદ્ય સાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિનો અભ્યાસ કરવો.
૨. ભાવ, ભાષા- કાવ્યબાની પ્રયોગની દ્રષ્ટિએ અર્વાચીન પદ્ય સાહિત્યક્ષેત્રે થયેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો ઊડાણથી અભ્યાસ કરવો.
૩. કાવ્યના અભ્યાસ દ્વારા ગુજરાતી પદ્ય સાહિત્યની સ્વરૂપગત વિશેષતા પરંપરા કે પ્રયોગશીલતાની સમજ મેળવી તે સર્જકના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	પાઠ્યગ્રંથ : તલાશ - વિપીન પરીખ એન.એમ.ત્રિપાઠી પ્રા.લિ., મુંબઈ, ૧૯૯૦	
એકમ ૧.	વિપીન પરીખનાં કાવ્યોનું ભાવવિશ્વ	25
એકમ ૨.	વિપીન પરીખની કવિતામાં સ્વરૂપ વૈવિધ્ય તથા ભાષાભિવ્યક્તિ	25

Paper No. D.C. III / AC II

Title : પદ્ય સ્વરૂપ અને કૃતિઓનો અભ્યાસ

ઉદ્દેશ્ય :

૧. ગુજરાતી અર્વાચીન પદ્ય સાહિત્યને ધ્યાનમાં રાખી નિયત કૃતિનો અભ્યાસ કરવો.
૨. ભાવ, ભાવના, શેલી વૈવિધ્ય, પ્રયોગની દ્રષ્ટિએ અર્વાચીન ગુજરાતી પદ્ય સાહિત્યે સાધેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો તલસ્પર્શી અભ્યાસ કરવો.
૩. કૃતિના અભ્યાસ દ્વારા ગુજરાતી ગીત સાહિત્યની સ્વરૂપગત વિશેષતા, પરંપરા, વિકાસ, નવીન સંદર્ભોનું જ્ઞાન મેળવીને સર્જકના પ્રદાનની જાણકારી મેળવવી.
૪. નિયત કૃતિમાં રહેલી સ્વરૂપગત વિવિધતાનો અભ્યાસ અને યુગપ્રતિબિંબ અંગેની માહિતી મેળવવી.

Unit.	Topic	Marks
એકમ ૧.	ગીત સ્વરૂપ : સંજ્ઞા, સ્વરૂપ, લક્ષણ અને વિકાસ.	25
એકમ ૨.	‘મેહુલો ગાજે’માં વિષય વૈવિધ્ય.	25
એકમ ૩.	‘મેહુલો ગાજે’માં ભાષા અને અભિવ્યક્તિ	25
એકમ ૪.	‘મેહુલો ગાજે’માં ગીતોનો આસ્વાદ.	25

Paper No. D.C. IV

Title : લોકનાટ્ય : ભવાઈ

ઉદ્દેશ્ય :

૧. લોકસાહિત્ય સંદર્ભે 'લોક' શબ્દનો અર્થ, વ્યાખ્યા, પ્રભાવના અને તેનો અભિજાત્ય સાહિત્ય વચ્ચેનો ભેદ.
૨. લોકસંસ્કૃતિ અને સાહિત્યના સંબંધનો અભ્યાસ કરવો.
૩. લોકભવાઈ તેની વિશેષતા, ભવાઈ સ્વરૂપનું સંશોધન, તેની સમસ્યાઓ વિશે અભ્યાસ કેળવવો.
૪. અન્ય ભાષાના લોકનાટ્યનો પરિચય કેળવવો.
૫. ભાષા અને કલાનો સમન્વય સાધવો.

Unit.	Topic	Marks
એકમ ૧.	ભવાઈની સ્વરૂપ વિભાવના અને અન્ય ભાષાના લોકનાટ્યોનો પરિચય.	25
એકમ ૨.	ભવાઈ, એકાંકી અને નાટકનો સ્વરૂપભેદ.	25
એકમ ૩.	ભવાઈ વેશના અંગો - લક્ષણો. ભવાઈ - લોકશિક્ષણનું માધ્યમ, ભવાઈમાં ગાયન, વાદન, નર્તન.	25
એકમ ૪.	ભવાઈના કેટલાક વેશોનો કથા પરિચય. ➤ લાલજી મણિયારનો વેશ ➤ ગંડાઝૂલણનો વેશ ➤ કજોડાનો વેશ ➤ જોગી-જોગણનો વેશ	25

Paper No. * C.Ap.C. II / I.D II

Title : સાહિત્ય અને રૂપાંતરણ

ઉદ્દેશ્ય :

૧. સાહિત્યને અન્ય કલામાં રૂપાંતરણની પ્રક્રિયા શીખે.
૨. ફિલ્મ અને સાહિત્યને મૂલવતા, તુલના કરતા શીખે.

Unit.	Topic	Marks
એકમ ૧.	રૂપાંતરણ : સંજ્ઞા, પ્રક્રિયા, પ્રવિધિ, પ્રશ્નો અને શક્યતાઓ, પડકારો. ચલચિત્રોની માધ્યમ તરીકેની અસરકારકતા	25
એકમ ૨.	લોકસાહિત્યની કૃતિનું ફિલ્મમાં રૂપાંતરણ ભૂત રૂવે ભેંકાર પરથી બનેલી ફિલ્મ 'વીરમાંગડાવાળો'	25
એકમ ૩.	નવલકથાની કૃતિનું ફિલ્મમાં રૂપાંતરણ મધુરાયની નવલકથા 'કિમ્બલ રેવન્સ વુડ' પરથી બનેલી ફિલ્મ 'વોટ્સ યોર રાશી'	25
એકમ ૪.	વાર્તા કૃતિનું ફિલ્મમાં રૂપાંતરણ ચુનીલાલ મડિયાની વાર્તા 'અબૂ જમાદાર' પરથી બનેલી ફિલ્મ 'મિર્ચ મસાલા'	25

B.A. II (Gujarati)
SEMESTER III

Paper No. Comp III

Title : પ્રશિષ્ટ પદ્યકૃતિ

ઉદ્દેશ્ય :

૧. ગુજરાતી અર્વાચીન પદ્યસાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કરેલ કૃતિનો અભ્યાસ કરવો.
૨. કૃતિના અભ્યાસ દ્વારા ગુજરાતી પદ્યસાહિત્યની સ્વરૂપગત વિશેષતા, પરંપરા, અનુસરણ કે પ્રયોગશીલતાનું જ્ઞાન મેળવી સર્જકના પ્રદાનની જાણકારી મેળવવી.

Sr. No.	Topic	Marks
	પદ્યકૃતિ: કાવ્યવિશેષ : કાન્ત સંપા. સુરેશ દલાલ, શ્રી ના.દા.ઠા.મ. વિદ્યાપીઠ - પ્રકાશન ૧૯૯૧	
એકમ ૧.	કાન્તના ઊર્મિકાવ્યો	25
એકમ ૨.	કાન્તના ખંડકાવ્યો	25

Paper No. D.C. V / AC III

Title : અર્વાચીન ગદ્યકૃતિ (નાટક)

ઉદ્દેશ્ય :

૧. નાટકના સ્વરૂપ અને તેના વિકાસ વિશે સામાન્ય માહિતી મેળવે.
૨. 'મિથ્યાભિમાન' અને 'અંગુલિમાલ' નાટક કથાનો પરિચય મેળવે, નાટકનું સમગ્રપણે મૂલ્યાંકન કરવું, તેના હેતુ અને શીર્ષકની ચર્ચા કરવી.
૩. 'મિથ્યાભિમાન' અને 'અંગુલિમાલ' નાટકની દ્રશ્યસંકલના, તખ્તાલાયકી વિષે જાણકારી મેળવે.
૪. નાટ્યકૃતિના મહત્વના પાત્રોનું પાત્રાલેખન કરે.

Unit.	Topic	Marks
	નાટ્યકૃતિ: 'મિથ્યાભિમાન' - દલપતરામ - સંપા- સતીશ વ્યાસ, પાર્શ્વ પ્રકાશન, અમદાવાદ. ચોથી આવૃત્તિ - ૨૦૦૭. 'અંગુલિમાલ' - સતીશ વ્યાસ, પાર્શ્વ પ્રકાશન, અમદાવાદ. પ્ર.આ.જૂન-૨૦૦૬.	
એકમ ૧.	નાટક : સંજ્ઞા, સ્વરૂપ, વિભાવના અને વિકાસ	25
એકમ ૨.	નાટ્યકાર દલપતરામ અને સતીશ વ્યાસ - સર્જક વિશેષતા	25
એકમ ૩.	નાટ્યકૃતિ - 'મિથ્યાભિમાન'માં દ્રશ્યસંકલના, તખ્તાલાયકી, નાટ્યસંઘર્ષ અને સંવાદ	25
એકમ ૪.	નાટ્યકૃતિ - 'અંગુલિમાલ'માં દ્રશ્યસંકલના, તખ્તાલાયકી, નાટ્યસંઘર્ષ અને સંવાદ	25

Paper No. D.C. VI

Title : ગુજરાતી સાહિત્યનો ઇતિહાસ : મધ્યકાલીન

ઉદ્દેશ્ય :

૧. મધ્યકાલીન યુગના સામાજિક, રાજકીય તથા ધાર્મિક પરિબળો અને સાહિત્ય પર પડેલા તેના પ્રભાવ વિશે જાણવું.
૨. મધ્યકાલીન યુગના વિવિધ સ્વરૂપો તથા વિષયોના સંદર્ભમાં મધ્યકાલીન ગુજરાતી સાહિત્યના વિકાસને તપાસવો.
૩. સુધારક યુગના સામાજિક તથા પાશ્ચાત્ય સાહિત્યની અસરના સંદર્ભમાં સુધારક સાહિત્યનો અભ્યાસ કરવો.
૪. અભ્યાસક્રમમાં નિયત સર્જકોના સાહિત્યનો અભ્યાસ જે તે યુગના સંદર્ભમાં કરવો અને જે તે સર્જકોની સાહિત્યકૃતિ અને સર્જકોના સાહિત્યની લાક્ષણિકતા જાણવી.

Unit.	Topic	Marks
એકમ ૧.	મધ્યકાલીન યુગના સામાજિક, રાજકીય, સાંસ્કૃતિક અને ધાર્મિક પરિબળો અને લાક્ષણિકતાઓ. મધ્યકાલીન સાહિત્ય સ્વરૂપ પદ, છપ્પા, ગરબી, આખ્યાન, પદ્યવાર્તાઓ.	25
એકમ ૨.	નરસિંહ, મીરાં, ભાલણ, અખો	25
એકમ ૩.	દયારામ, પ્રેમાનંદ, શામળ સ્વામીનારાયણ સંપ્રદાયના કવિ	25
એકમ ૪.	<ul style="list-style-type: none">➤ સાહિત્યકૃતિઓનો સમીક્ષાલક્ષી અભ્યાસ➤ કુંવરબાઈનું મામેરું - નરસિંહ મહેતા➤ અનુભવબિંદુ - અખો➤ નળાખ્યાન - પ્રેમાનંદ➤ નંદબત્રીસી - શામળ➤ કાદંબરી - ભાલણ➤ વચનામૃત - સહજાનંદ	25

Paper No. APC I / * C.Ap.C. III / I.D III

Title : વાણિજ્ય પત્રવ્યવહાર અને પ્રયોજન મૂલક લેખન

ઉદ્દેશ્ય :

૧. જીવનનાં રોજિંદા વાણિજ્ય વિનિયોગ માટેનો પત્રવ્યવહાર શીખે.
૨. વીમા અને અન્ય પોલીસી માટે વિનિયોગ કરવા પત્રવ્યવહાર લખતા શીખે.
૩. RTI અંગે માહિતી મેળવે અને એ અંગેના અરજીપત્રો કરતા શીખે.
૪. બાયોડેટા બનાવતા શીખે અને અરજી લખવાની તાલીમ મેળવે.

Unit.	Topic	Marks
એકમ ૧.	કંપની સેક્રેટરીનો ડિરેક્ટર અને શેર હોલ્ડર સાથેનો પત્રવ્યવહાર, બેન્કિંગ અંગેનો પત્રવ્યવહાર	25
એકમ ૨.	વીમા અંગેનો પત્રવ્યવહાર (જીવનવીમા, આગના વીમા અંગે, દરિયાઈ વીમા) પ્રોપર્ટી વીમો (પૂછપરછ અને ફરિયાદના પત્રો)	25
એકમ ૩.	RTI – સંજ્ઞા, સંકલ્પના, ઈતિહાસ, કાર્યક્ષેત્ર RTI અરજી વ્યવહાર	25
એકમ ૪.	બાયોડેટા – વિવિધ પ્રકારના બાયોડેટા (ઔપચારિક અને અનૌપચારિક) નોકરી માટેના વિવિધ અરજીપત્રકો.	25

Paper No. * C.Ap.C. IV / I.D IV

Title : અનુવાદ કળા

ઉદ્દેશ્ય :

૧. મૂળભાષામાંથી અનુવાદ કરતી વખતે ધ્યાનમાં રાખવાની શૈલી શીખે.
૨. અનુવાદ, રૂપાંતર, ભાવાનુવાદનો ભેદ અને કાર્ય સમજે.
૩. અનુવાદના વિવિધ ફાયદા અને વિસ્તાર સમજે.

Unit.	Topic	Marks
એકમ ૧.	અનુવાદ : સ્વરૂપ, કળા, વિજ્ઞાન અને કૌશલ	25
એકમ ૨.	ક્ષેત્ર, સીમા, સજ્જતા અને ઉપકરણો (કોશ અને પારિભાષિક શબ્દાવલી શક્યતા અને મર્યાદાઓ	25
એકમ ૩.	સર્જનાત્મક કૃતિઓ અને સાહિત્યવિવેચનાના અનુવાદની સમસ્યાઓ અને મર્યાદાઓ/વ્યવહારગત સમસ્યાઓ	25
એકમ ૪.	અનુવાદની પ્રક્રિયા : ચયન, પઠન, વિશ્લેષણ, ભાષાંતરણ, પુનઃનિરીક્ષણ વગેરે	25
એકમ ૫.	ભાષાંતર ક્રિયા/કળા ➤ માતૃભાષાથી હિન્દી, મરાઠી, અંગ્રેજી. ➤ સાહિત્યિક ગદ્યખંડનો/કવિતાનો અનુવાદ/ગુજરાતીમાંથી હિન્દી	25

Paper No. Comp IV

Title : પ્રશિષ્ટ ગદ્યકૃતિ

ઉદ્દેશ્ય :

૧. ગુજરાતી અર્વાચીન ગદ્યસાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કરેલ કૃતિનો અભ્યાસ કરવો.
૨. કૃતિના અભ્યાસ દ્વારા ગુજરાતી ગદ્યસાહિત્યની સ્વરૂપગત વિશેષતા, પરંપરા, અનુસરણ કે પ્રયોગશીલતાનું જ્ઞાન મેળવી સર્જકના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	ગદ્યકૃતિ : પૃથિવીવલ્લભ - કનૈયાલાલ મુનશી - ગૂર્જર પ્રકાશન, અમદાવાદ, પુનમુદ્રણ, ૧૯૯૮	
એકમ ૧.	સર્જક પરિચય, નવલકથાનું કથાવસ્તુ	25
એકમ ૨.	નવલકથામાં પાત્રચિત્રણ, ભાષા સંવિધાન	25

Paper No. D.C.VII / AC IV

Title : અર્વાચીન પદ્યકૃતિ

ઉદ્દેશ્ય :

૧. ગુજરાતી અર્વાચીન પદ્યસાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કરેલ કૃતિનો અભ્યાસ કરવો.
૨. ભાવ, ભાષા અને પ્રયોગની દ્રષ્ટિએ અર્વાચીન ગુજરાતી પદ્યસાહિત્યએ સાધેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો તલસ્પર્શી અભ્યાસ કરવો.
૩. કૃતિમાં આલેખાયેલા કલ્પન, પ્રતીક, કાવ્યબાનીનો અભ્યાસ કરે.
૪. કૃતિના અભ્યાસ દ્વારા ગુજરાતી પદ્યસાહિત્યની સ્વરૂપગત વિશેષતા, પરંપરા, અનુસરણ કે પ્રયોગશીલતાનું જ્ઞાન મેળવી સર્જકના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	કૃતિ : બાહુક - ચિનુ મોદી , આર.આર.શેઠ પ્રકાશન. બીજી આવૃત્તિ, ૧૯૯૯	
એકમ ૧.	સર્જક વ્યક્તિત્વ અને સાહિત્યનો પરિચય	25
એકમ ૨.	ખંડકાવ્ય : સ્વરૂપ અને વિકાસ પુરાકલ્પન : સંજ્ઞા અને સંકલ્પના	25
એકમ ૩.	બાહુક : આધુનિક સંદર્ભે નળકથા	25
એકમ ૪.	બાહુક : કલ્પન, પ્રતીક, છંદવૈવિધ્ય, કાવ્યબાની, બાહુકના પાત્રમાં ચૈતસિકતા બાહુકનું આંતરકૃતિગત વાચન	25

Paper No. D.C. VIII

Title : ગુજરાતી સાહિત્યનો ઇતિહાસ : સુધારકયુગ અને પંડિતયુગ

ઉદ્દેશ્ય : ૧.સામાજિક તથા પાશ્ચાત્ય સાહિત્યની અસરના સંદર્ભમાં પંડિતયુગના સાહિત્યનો અભ્યાસ કરવો.
૨.અભ્યાસક્રમમાં નિયત સર્જકોના સાહિત્યનો અભ્યાસ તે યુગના સંદર્ભમાં કરવો અને તે સર્જકોના સાહિત્યનો લાક્ષણિકતા જાણવી.

Unit.	Topic	Marks
એકમ ૧.	સુધારકયુગ/પંડિતયુગના સામાજિક રાજકીય અને સાંસ્કૃતિક યુગપ્રવર્તક પરિબળો, લાક્ષણિકતા સાહિત્ય સ્વરૂપોનો અભ્યાસ: સોનેટ, ખંડકાવ્ય, નવલકથા.	25
એકમ ૨.	સર્જકોનો પરિચય અને તેમનું સાહિત્યમાં પ્રદાન. ➤ ગોવર્ધનરામ ત્રિપાઠી ➤ રમણભાઈ નીલકંઠ ➤ કાન્ત ➤ નર્મદ ➤ દલપતરામ ➤ નવલરામ	25
એકમ ૩.	સર્જકોનો પરિચય અને તેમનું સાહિત્યમાં પ્રદાન. ➤ કલાપી ➤ મણિલાલ દ્વિવેદી ➤ ન્હાનાલાલ ➤ બળવંતરાય ઠાકોર ➤ નરસિંહરાવ દિવેટિયા	25
એકમ ૪.	સાહિત્યકૃતિઓનો સમીક્ષાત્મક અભ્યાસ ➤ સરસ્વતીચંદ્ર ➤ પૂર્વાલાપ ➤ ભણકારા ➤ રાઈનો પર્વત ➤ જયાજયંત ➤ કુસુમમાળા ➤ સ્નેહમુદ્રા ➤ કલાપીનો કેકારવ ➤ મણિલાલનું આત્મવૃતાંત ➤ મારી હકીકત ➤ ભદ્રનું ભોપાળું	25

SEMESTER IV

Paper No. APC IIC.Ap.C V/I.D. V

Title : લેખનકૌશલ: સર્જનાત્મક અને વ્યવસાયિક

ઉદ્દેશ્ય :

1. લેખનશૈલીના વિવિધ ભેદ, ઉપયોગીતા અને હેતુ સમજે.
2. સર્જનાત્મક લેખનની શૈલી કેળવી વ્યવસાયિક લેખન માટેની તાલીમ મેળવે.
3. સમયની માંગ મુજબ વિવિધ લેખનના પ્રકારમાં તાલીમ મેળવી નિષ્ણાંત બની વ્યવસાય કરે.

Unit.	Topic	Marks
એકમ ૧.	સર્જનાત્મક લેખન : નિબંધ, વાર્તા, સંવાદ	25
એકમ ૨.	પટકથા લેખન : રેડિયો, ટીવી, ફિલ્મ	25
એકમ ૩.	જાહેરાત લેખન, સૂત્રાત્મક લેખન, એજન્ડા અને મિનીટ્સ લેખન, અહેવાલ લેખન	25
એકમ ૪.	ભાષા શુદ્ધિ : ➤ જોડણી કોશનો ઉપયોગ ➤ જોડણીના નિયમો ➤ વિરામચિહ્નો ➤ વાક્યરચના ➤ ગદ્યખંડનું સંક્ષેપીકરણ ➤ ગદ્યખંડનું વિવરણ	25

Paper No. * C.Ap.C. VI / I.D VI

Title : વ્યક્તિત્વ વિકાસ અને વાગ્-કૌશલ

ઉદ્દેશ્ય :

1. ભાષા પર પ્રભુત્વ મેળવી વ્યક્તિત્વનો વિકાસ કરે.
2. ભાષા પ્રભુત્વ અને વ્યવસાયિક શક્યતાઓ બદલે.

Unit.	Topic	Marks
એકમ ૧.	વ્યક્તિત્વ વિકાસના પરિબળો : વકતૃત્વ કળાને ખીલવનારા પરિબળો, વકતૃત્વ સજ્જતાના સોપાનો, વ્યક્તિત્વ વિકાસના પરિબળો અને લક્ષણો. વસ્ત્ર સજ્જતા, રજૂઆત સજ્જતા વગેરે.	25
એકમ ૨.	વ્યક્તિત્વ વિકાસના સામાજિક, સાંસ્કૃતિક પરિબળો. ઇન્ટરવ્યુ આપવા માટેની તાલીમ, વકતૃત્વ, વાદવિવાદ, વક્તા તરીકેની તાલીમ.	25
એકમ ૩.	પ્રવચનો : ઉદ્દઘાટનો, આમંત્રિત વ્યક્તિઓનો પરિચય, વિદાય સમારભ, ઇનામ વિતરણ, આભાર વિધિ.	25
એકમ ૪.	સંચાલન : કવિ સંમેલન / મુશાયરો / સામાજિક-સાંસ્કૃતિક-સાહિત્યિક કાર્યક્રમોનું સંચાલન.	25

B.A. III (Gujarati)**SEMESTER V****Paper No. Comp V****Title :** અર્વાચીન ગદ્યકૃતિ**ઉદ્દેશ્ય :**

૧. અર્વાચીન ગુજરાતી સાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિનો અભ્યાસ કરવો.
૨. શૈલી અને પ્રયોગની દ્રષ્ટિએ ગુજરાતી ગદ્ય સાહિત્યે સાધેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો તલસ્પર્શી અભ્યાસ કરવો.
૩. કૃતિના અભ્યાસ દ્વારા પરંપરા કે પ્રયોગશીલતાનું જ્ઞાન મેળવી તે તે સર્જકોના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	પાઠ્યગ્રંથ : સંભવામિ યુગે યુગે : રતિલાલ બોરીસાગર, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ. પ્ર.આ.૧૯૯૪.	
એકમ ૧.	‘સંભવામિ યુગે યુગે’ : કર્તા પરિચય, સ્વરૂપ પરિચય.	25
એકમ ૨.	‘સંભવામિ યુગે યુગે’ : વિષય વસ્તુ, વિષય નિરૂપણ, વાતાવરણ, પાત્ર નિરૂપણ, ભાષાભિવ્યક્તિ	25

Paper No. D.C. IX**Title :** ભારતીય કાવ્યશાસ્ત્ર**ઉદ્દેશ્ય :**

૧. શબ્દની વિવિધ શક્તિઓ અને તેના પ્રકારોનો સવિસ્તર અભ્યાસ કરવો.
૨. રસ, ધ્વનિ, વક્રોક્તિ, અલંકારના સ્થાપક અને પ્રવર્તક આચાર્યોના સિદ્ધાંતોનો પરિચય આપવો તેમજ સાહિત્યમાં આ ઘટકોના સ્થાન બાબતે જાણકારી મેળવવી.
૩. કાવ્યમાં રસ વિષે વિવિધ મીમાંસકોના મતમતાંતરનો સવિસ્તર અભ્યાસ કરવો.
૪. રસપ્રક્રિયા વિષયક બાબતોની માહિતી મેળવવી.
૫. કાવ્યનું પ્રયોજન, કાવ્યના હેતુની જાણકારી મેળવવી.
૬. લલિત અને લલિતેતર કલા વચ્ચેનો ભેદ સમજી સાહિત્યમાં કાવ્યકલાનું મહત્વ સમજવું.
૭. વિવેચનનું મહત્વ અને વિવેચકની સજ્જતા અને કાર્ય અંગે જાણકારી મેળવવી.

Unit.	Topic	Marks
એકમ ૧.	શબ્દની શક્તિ : અભિધા, લક્ષણ, વ્યંજના અભિધા અને તેના પ્રકારો, લક્ષણ અને તેના પ્રકારો, વ્યંજના અને તેના પ્રકારો.	25
એકમ ૨.	કાવ્યલક્ષણ (મમ્મટે આપેલી વ્યાખ્યાને આધારે) કાવ્યમાં ધ્વનિ, વક્રોક્તિ, રીતિ, અલંકાર	25
એકમ ૩.	કાવ્યનું પ્રયોજન તથા કાવ્યનો હેતુરસવિચાર (ભટ્ટ લોલ્લટ, ભટ્ટ શંકુક, ભટ્ટ નાયક, અભિનવગુપ્તના મતમતાંતર સહિત) રસાભાસ-ભાવાભાસ, રસની સંખ્યા, રસના વિધનો	25
એકમ ૪.	લલિત અને લલિતેતર કલાઓ અને તેના ઉપદાનો. વિવેચનનું કાર્ય , વિવેચકની સજ્જતા	25

Paper No. D.C. X

Title : ગુજરાતી ભાષાનો ઇતિહાસ અને ધ્વનિવિચાર

ઉદ્દેશ્ય :

૧. ભાષા અધ્યયનની વિવિધ પદ્ધતિઓની જાણકારી મેળવવી.
૨. ભાષાના ઇતિહાસને તપાસી ભાષાના મૂળને શોધવું.
૩. જગતના પારિવારિક ભાષાકુળોનો પરિચય મેળવી ભારતીય-આર્યથી માંડીને ગુજરાતી ભાષા સુધીની વિકાસભૂમિકાઓનો અભ્યાસ કરવો.
૪. ગુજરાતી ભાષાના વિકાસમા ભારતીય તેમજ વિદેશી ભાષાઓના પ્રદાનને મૂલવવું.
૫. વાગ્ અવયવોની ઓળખ મેળવી સ્થાન અને પ્રયત્નની રીતે ઉચ્ચારણ-પ્રક્રિયાનો અભ્યાસ કરવો.
૬. ઉચ્ચારણ પ્રક્રિયાને આધારે ગુજરાતી ભાષાના સ્વરો- વ્યંજનોની ઓળખ કરવી.
૭. માન્યભાષા અને બોલીનો ભેદ જાણવો અને એ અંગેની શાસ્ત્રીય સમાજ મેળવવી.
૮. ગુજરાતની વિવિધ બોલીઓના પ્રદેશો અને તેના લક્ષણો તારવવા.

Unit.	Topic	Marks
એકમ ૧.	ભાષા વિજ્ઞાની અધ્યયન પદ્ધતિઓ : વર્ણનાત્મક, ઐતિહાસિક, તુલનાત્મક જગતના પારિવારિક ભાષાકુળો ગુજરાતી ભાષાનો વિકાસક્રમ : ભારતીય- આર્યથી ગુજરાતી (પ્રાચીન, મધ્ય અને નવ્ય ભારતીય આર્ય)	25
એકમ ૨.	ગુજરાતી ભાષાનો વિકાસ- ભૂમિકાઓ : ધ્વનિતંત્ર, રૂપતંત્ર અને શબ્દભંડોળના પરિવર્તનના આધારે. ગુજરાતી ભાષાનું શબ્દભંડોળ : પ્રભાવક બળો.	25
એકમ ૩.	ધ્વનિ વિચાર : માન્ય ગુજરાતીના ધ્વનિઘટકો. સ્વરો અને વ્યંજનોના પ્રકાર, જંકચર, કાકુ, કાલમાન,સૂર. ઉચ્ચારણ પ્રક્રિયા.	25
એકમ ૪.	ભાષા અને બોલીવિજ્ઞાન, ગુજરાતની બોલીઓની લાક્ષણિકતાઓ (સૌરાષ્ટ્રી, પદ્મણી, ચરોતરી, સુરતી)	25

Paper No. D.C. XI

Title : ગુજરાતી સાહિત્યનો ઇતિહાસ : ગાંધીયુગ

ઉદ્દેશ્ય :

૧. ગાંધીયુગના સામાજિક અને રાજકીય પરિબલો અને સાહિત્ય પર પડેલા તેના પ્રભાવ વિષે જાણવું.
૨. ગાંધીયુગના વિવિધ સ્વરૂપો તથા વિષયોના સંદર્ભમાં ગાંધીયુગના ગુજરાતી સાહિત્યનો વિકાસ તપાસવો.
૩. અભ્યાસક્રમમાં નિયત સર્જકોના સાહિત્યનો ગાંધીયુગના સંદર્ભમાં અભ્યાસ કરવો અને તે સર્જકોના સાહિત્યની લાક્ષણિકતા જાણવી.
૪. ગુજરાતી સાહિત્યના વિકાસમાં અભ્યાસક્રમમાં નિયત સર્જકોના પ્રદાનને મૂલવવું.
૫. ગાંધીયુગની મહત્વની કૃતિઓની સમીક્ષા કરવી.

Unit.	Topic	Marks
એકમ ૧.	ગાંધીયુગના સામાજિક, રાજકીય, સાંસ્કૃતિક પરિબલો ગાંધીયુગીન સાહિત્યની લાક્ષણિકતાઓ સાહિત્ય સ્વરૂપો : ટૂંકીવાર્તા, એકાંકી, નિબંધ, ગીત, કરુણપ્રશસ્તિ	25
એકમ ૨.	સર્જકો : ગાંધીજી, કાકા કાલેલકર, કનૈયાલાલ મુનશી, રામનારાયણ પાઠક, દર્શક.	25
એકમ ૩.	સુન્દરમ્, ઉમાશંકર જોશી, પન્નાલાલ પટેલ, જયંત ખત્રી, યુનીલાલ મડિયા.	25
એકમ ૪.	કૃતિ સમીક્ષા: ➤ ભારેલો અગ્નિ - ર.વ.દેસાઈ ➤ દિવ્યચક્ષુ - ર.વ.દેસાઈ ➤ યુગવંદના - ઝવેરચંદ મેઘાણી ➤ આગગાડી - ચં.ચી. મહેતા ➤ બાંધ ગઠરિયાં ભાગ ૧-૨ - ચં.ચી.મહેતા ➤ અમે બધાં - જ્યોતીન્દ્ર દવે, ધનસુખલાલ મહેતા ➤ પાદરના તીરથ - જયંતી દલાલ ➤ અમાસના તારા - કિસનસિંહ ચાવડા ➤ કોડિયાં - કૃષ્ણલાલ શ્રીધરાણી	25

Paper No. D.C. XII

Title : સાંપ્રત સાહિત્યના પ્રવાહો

ઉદ્દેશ્ય :

૧. આંતરવિદ્યાકીય શાખાનો અભ્યાસ કરવો.
૨. સ્ત્રી સશક્તિકરણના સાંપ્રત પ્રવાહોની સમજ મેળવવી.
૩. નારીવાદના ઉદ્ભાવક પરિબલોનો પરિચય મેળવવો.
૪. નારીવાદના સ્વરૂપ અને સ્થિત્યંતરોને જાણવા.
૫. દલિત સાહિત્યના ઉદ્ભાવક પરિબલોનો પરિચય મેળવવો.
૬. દલિત સાહિત્યની લાક્ષણિકતાઓની જાણકારી મેળવવી.
૭. અભ્યાસક્રમમાં નિયત કૃતિને નારીવાદી દ્રષ્ટિકોણથી તપાસતા શીખવું.
૮. નિયત કૃતિને દલિત સાહિત્યના દ્રષ્ટિકોણથી તપસ્વી.
૯. લોકશાહી સમાજના નાગરિક તરીકે સમાનતા અને બંધુત્વની ભાવના ખીલવવી.

Unit.	Topic	Marks
એકમ ૧.	નારીવાદ : સંજ્ઞા, ઉદ્ભાવક પરિબલો, સ્વરૂપ, સ્થિત્યંતરો	25
એકમ ૨.	ગુજરાતી નારીવાદી કૃતિનો અભ્યાસ : બત્રીસ પૂતળીની વેદના - ઈલા આરબ મહેતા	25
એકમ ૩.	દલિત સાહિત્ય : વિભાવના, ઉદ્ભાવક પરિબલો, સ્વરૂપ અને કાર્ય.	25
એકમ ૪.	ગુજરાતી દલિત કૃતિઓનો અભ્યાસ : પાંચ ટૂંકીવાર્તા: ➤ બદલો - દલપત ચૌહાણ ➤ દાયણ - હરીશ મંગલમ ➤ નકલંક - મોહન પરમાર ➤ રાખોપાના સમ - અરવિંદ વેગડા કૂવો - અશોકપુરી ગોસ્વામી	25

Paper No. APC III /C.Ap.C. VII/I.D. VII

Title : ગુજરાતી ભાષા અને કોમ્પ્યુટર શિક્ષણ

ઉદ્દેશ્ય :

૧. આજના સમયની માંગ પ્રમાણે કોમ્પ્યુટરના વિવિધ ઉપયોગની જાણકારી મેળવે.
૨. વિવિધ ગુજરાતી ફોન્ટની માહિતી મેળવી તેનો ઉપયોગ કરતા શીખે.
૩. પી.પી.ટી. દ્વારા પોતાની રજૂઆત અસરકારક રીતે કરી શકે.
૪. ગુજરાતી ભાષાસાહિત્યની વિવિધ વેબસાઇટનો પરિચય મેળવે.
૫. ગુજરાતી સાહિત્યના સર્જકોના બ્લોગ્સનો પરિચય મેળવે અને બ્લોગ્સ બનાવતા શીખે અને પોતાના વિચારો રજૂ કરતા શીખે.
૬. સામાજિક વેબસાઇટની મદદથી સાહિત્યના અભ્યાસુઓ સાથે પોતાના વિચારોનું આદાનપ્રદાન કરી શકે.

Unit.	Topic	Marks
એકમ ૧.	ભાષા સંદર્ભે કોમ્પ્યુટરની ઉપયોગીતા અને અનિવાર્યતા-પ્રાયોગિક ઉપયોગ – Microsoft Word – DTP – ગુજરાતી, મરાઠી હિન્દીમાં યુનિકોડનો ઉપયોગ.	25
એકમ ૨.	Microsoft માં PPT બનાવતા શીખે, મલ્ટી-મીડિયાનો ઉપયોગ.	25
એકમ ૩.	ગુજરાતી ભાષા સાહિત્યની વિવિધ વેબસાઇટનો પરિચય અને અભ્યાસ, પોતાની વેબસાઇટ સંરચના	25
એકમ ૪.	બ્લોગ્સનો પરિચય અને બ્લોગ્સ રાઇટીંગ અને બ્લોગ્સની સંરચના.	25

SEMESTER VI

Paper No. Comp VI

Title : અર્વાચીન પદ્યકૃતિ

ઉદ્દેશ્ય :

૧. ગુજરાતી અર્વાચીન પદ્ય સાહિત્યની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિનો અભ્યાસ કરવો.
૨. ભાવ, ભાવના, કાવ્યબાની, પ્રયોગની દ્રષ્ટિએ અર્વાચીન પદ્ય સાહિત્ય ક્ષેત્રે થયેલા વિકાસને ધ્યાનમાં રાખી નિયત કૃતિનો ઊડાણથી અભ્યાસ કરવો.
૩. કાવ્યોના અભ્યાસ દ્વારા ગુજરાતી પદ્ય સાહિત્યની સ્વરૂપગત વિશેષતા, પરંપરા કે પ્રયોગશીલતાની સમાજ મેળવી તે સર્જકના પ્રદાનની જાણકારી મેળવવી.

Unit.	Topic	Marks
	પાઠ્યગ્રંથ : કેટલાંક કાવ્યો વેણીભાઈ પુરોહિત - (કવિ અને કવિતા શ્રેણી) : સંપા. ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર.	
એકમ ૧.	વેણીભાઈ પુરોહિતનું જીવન અને કવન વેણીભાઈની કવિતાનું ભાવવિશ્વ	25
એકમ ૨.	વેણીભાઈની કવિતામાં સ્વરૂપવૈવિધ્ય, કવિ વેણીભાઈ પુરોહિતની વિશેષતાઓ	25

Paper No. D.C. XIII

Title : પાશ્ચાત્ય કાવ્ય વિચારણા

ઉદ્દેશ્ય :

૧. સાહિત્યિક સંજ્ઞાઓનો સામાન્ય પરિચય મેળવવો.
૨. સાહિત્યમાં પ્રવર્તતા વાદોની સમાજ પ્રાપ્ત કરવી.
૩. પાશ્ચાત્ય વિવેચન સાહિત્યનો આછો નકશો આંકી પશ્ચિમના નિયત મિમાંસકોની કાવ્યવિભાવના તપાસવી.

Unit.	Topic	Marks
એકમ ૧.	સાહિત્યિક સંજ્ઞા : કથાઘટક, વસ્તુલક્ષી સહસંબંધ, પ્રતીક, પુરાકલ્પન, કાવ્યબાની, અનુકરણ, મોટિફ, રૂપક.	25
એકમ ૨.	સાહિત્યિક વાદ : કૌતુકપ્રિયવાદ અને સૌષ્ઠવપ્રિયવાદ (Romanticism & Classicism) આદર્શવાદ અને વાસ્તવવાદ	25
એકમ ૩.	પાશ્ચાત્ય વિવેચકો : પ્લેટો અને એરિસ્ટોટલની કાવ્ય વિભાવના	25
એકમ ૪.	પાશ્ચાત્ય વિવેચકો : લોન્જાઈનસ અને કોચેની કાવ્યવિચારણા	25

Paper No. D.C. XIV

Title : ગુજરાતી ભાષાનું વ્યાકરણ

ઉદ્દેશ્ય : ૧. ગુજરાતી ભાષાના રૂપવિચાર, લિંગવિચાર, વચનવિચાર અંગેનો અભ્યાસ કરવો.

૨. આખ્યાતિક રૂપાખ્યાનોની જાણકારી મેળવવી.

૩. સમાસ અને તેના પ્રકારોની સામાન્ય સમાજ મેળવવી.

૪. ગુજરાતી ભાષાના નામિક અને આખ્યાતિક પૂર્વ અને પર પ્રત્યયોની ઓળખ મેળવવી તેમજ તેના અર્થો વિશેની જાણકારી મેળવવી.

૫. વાક્યના વિવિધ પ્રકારો અંગે વિગતે અભ્યાસ કરવો.

Sr. No.	Topic	Marks
એકમ ૧.	<u>રૂપવિચાર</u> : સંજ્ઞા, સર્વનામ, વિશેષણનાં સ્વરૂપ, પ્રકાર અને રૂપાખ્યાનો <u>લિંગવિચાર</u> : વ્યક્તલિંગવાચક - અવ્યક્તલિંગવાચક, લિંગસિદ્ધિ, લિંગભેદના અર્થો.	25
એકમ ૨.	<u>વચનવિચાર</u> : ગુજરાતી ભાષાની વચન વ્યક્ત કરવાની રીતો, બહુવચનના 'ઓ' પ્રત્યયન પ્રયોગનું ક્ષેત્ર, વચન અંગેની લાક્ષણિક પરિસ્થિતિ <u>વિભક્તિવિચાર</u> : વિભક્તિના પ્રત્યયો અને અર્થ, અનુગોના અર્થ અને તેનું કાર્ય, નામયોગીના અર્થ, વિભક્તિ સંબંધ દર્શાવતા પ્રત્યયો, અનુગો અને નામયોગી વચ્ચેનો ભેદ.	25
એકમ ૩.	<u>આખ્યાતિક રૂપાખ્યાનો</u> : આખ્યાતનાં મૂળ અને સાધિત અંગો; સકમર્ક, પ્રેરક, પુનઃપ્રેરક, કર્મણિ અંગેની સિદ્ધિ <u>આખ્યાનનાં સાદા રૂપો</u> : અર્થવાચક રૂપો <u>આખ્યાનનાં સંકુલ રૂપો</u> : સહાયકારક હો/છ નાં રૂપો, સમસ્ત ક્રિયારૂપ (મત આપવો, ઘાડ પડવી, ઠોકર ખાવી..) <u>કૃદંત</u> : સ્વરૂપ, પ્રકારો, પ્રત્યયો અને તેનો વિનિયોગ <u>નિયાત</u> : સ્વરૂપ અને પ્રકાર <u>સંયોજકો</u> : સ્વરૂપ અને પ્રકાર <u>દ્વિરૂક્તિ</u> : દ્વિરૂક્ત અને રવાનુકારી પ્રયોગ	25
એકમ ૪.	<u>અંગસિદ્ધિ</u> : નામિક અને આખ્યાતિક પૂર્વપ્રત્યય અને પરપ્રત્યય (મુખ્યત્વે ગુજરાતી તદ્દભવ પ્રત્યયો) <u>સમાસસિદ્ધિ</u> : સ્વરૂપ અને પ્રકારો <u>વાક્યવિચાર</u> : પદક્રમ, પદસંવાદ, વાક્યના પ્રકારો : સાદું, મિશ્ર, સચુંકત (સંકુલવાક્ય અંતર્ગત ગૌણ વાક્યોના પ્રકારોનો અહીં અભ્યાસ કરવાનો નથી.) વિધિવાચક, નિષેધવાચક, પ્રશ્નાર્થ, સંકેતવાચક કે શરતવાચી, આદીવાચી, આજ્ઞાર્થ વાક્યો; કર્તરિ, કર્મણિ અને પ્રેરક રચનાઓ.	25

Paper No. D.C. XV

Title : ગુજરાતી સાહિત્યનો ઇતિહાસ : અનુગાંધીયુગથી આજ સુધી

ઉદ્દેશ્ય :

૧. અનુગાંધીયુગથી આજ સુધીનો ગુજરાતી સાહિત્યનો ઇતિહાસ અભ્યાસક્રમમાં નિયત કરેલા સર્જકો અને તેમની કૃતિઓને આધારે સમજાવો.
૨. સાહિત્ય સર્જકોના સાહિત્યની લાક્ષણિકતા તપસ્વી તેમજ ગુજરાતી સાહિત્યના વિકાસમાં તેમનું પ્રદાન મૂલવવું.
૩. કૃતિઓનો સામાજિક / સાંસ્કૃતિક સંદર્ભો સાથે અભ્યાસ કરવો.

Unit.	Topic	Marks
એકમ ૧.	અનુગાંધીયુગ, સ્વાતંત્ર્યોત્તર યુગ, આધુનિક યુગ, અનુઆધુનિક યુગ યુગના ઉદ્ભાવક પરિબલો અને ઘડનારા પરિબલો – સાંસ્કૃતિક, સામાજિક, રાજકીય પરિબલોનો અભ્યાસ (નિયત સર્જક અને કૃતિના સંદર્ભે)	25
એકમ ૨.	પ્રહલાદ પારેખ, રાજેન્દ્ર શાહ, નિરંજન ભગત, પ્રિયકાન્ત મણિયાર, હરિશ્ચન્દ્ર ભટ્ટ, સિતાંશુ યશશંકર, રાવજી પટેલ.	25
એકમ ૩.	સુરેશ જોશી, મધુરાય, ચંદ્રકાંત બક્ષી, રઘુવીર ચૌધરી.	25
એકમ ૪.	કૃતિ : સળગતી હવાઓ, નેળિયું, બહિષ્કૃત કુલો, ગર્ભગાથા, હરીફાઈ, ફલેમિંગો, શોષ, સમુદ્રાન્તિકે, ડુંગરદેવ, ભૂંસતા ગ્રામચિત્રો	25

Paper No. D.C. XVI

Title : સાહિત્ય અને સંશોધન

ઉદ્દેશ્ય :

૧. સંશોધનની વિવિધ પ્રવિધિઓ અંગે માહિતી મેળવી, સાહિત્ય સંશોધન અંગે સ્પષ્ટતા કેળવે.
૨. સાહિત્યિક સંશોધન કરતા શીખે, સંશોધનની દ્રષ્ટિ કેળવે.
૩. ભવિષ્યમાં સંશોધન માટે તૈયાર થાય.

Unit.	Topic	Marks
એકમ ૧.	સાહિત્ય સંશોધન : સંજ્ઞા, સ્વરૂપ, સંકલ્પના, પ્રવિધિઓ, વિષયક્ષેત્ર.	25
એકમ ૨.	મધ્યકાલીન સાહિત્યનું સંશોધન : કે. કા. શાસ્ત્રી કેશવ હ. ધુવ	25
એકમ ૩.	શિષ્ટ સાહિત્યનું સંશોધન ઉમાશંકર જોશી જયંત કોઠારી	25
એકમ ૪.	લોકસાહિત્યનું સંશોધન જયમલ્લ પરમાર, હસુયાજ્ઞિક	25

Paper No. APC IV

Title : અપઠિત તુલનાત્મક / કાવ્ય રસદર્શન, છંદ-અલંકાર, સાહિત્યિક સંસ્થા, સામયિકો, તખલ્લુસો

ઉદ્દેશ્ય :

૧. કૃતિના આસ્વાદના આવશ્યક અંગો જેવા કે છંદ, અલંકાર, પ્રતીક, કલ્પન વગેરેની જાણકારી મેળવવી
૨. વાર્તાલેખનની તાલીમ મેળવવી.
૩. ખ્યાત સર્જકોના તખલ્લુસો વિષે જાણકારી મેળવવી

.Unit.	Topic	Marks
એકમ ૧.	અપઠિત તુલનાત્મક કાવ્યરસદર્શન	25
એકમ ૨.	<u>છંદ અને અલંકાર</u> <u>છંદ</u> : માત્રામેળ અને અક્ષરમેળ, સંખ્યામેળ, રૂપમેળ માત્રામેળ : હરિગીત, ઝૂલણા, દોહરો, ચોપાઈ, ગુલબંકી, મનહર અક્ષરમેળ : અનુષ્ટુપ, પૃથ્વી, મંદાકાન્તા, શિખરિણી, દ્રુતવિલંબિત, સ્રગ્ધરા, શાદુર્લવિકીડિત. <u>અલંકાર</u> : શબ્દાલંકાર અને અર્થાલંકાર શબ્દાલંકાર : વર્ણાનુપ્રાસ, શબ્દાનુપ્રાસ, અંત્યાનુપ્રાસ અર્થાલંકાર : ઉપમા, રૂપક, ઉત્પ્રેક્ષા, અનન્વય, વ્યતિરેક, વ્યાજસ્તુતિ, સજીવારોપણ, અર્થાન્તરન્યાસ, વિરોધાભાસ, શ્લેષ, દ્રષ્ટાંત,	25
એકમ ૩.	સાહિત્યિક સામયિકો, સાહિત્યિક સંસ્થાઓ, તખલ્લુસો	25
એકમ ૪.	સૂચિકરણ : કોશ પરિચય, શિસોરસ, ભગવદ્ ગોમંડળ, જોડણી કોશ, વિશ્વકોશ	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. HISTORY

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in History “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
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Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

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Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

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➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B. A. -I

Semester I

Title: History of Ancient India- Indus Valley Civilisation to 3rd cen. A. D.

Course- DC- I/AC- I

Subject Code- 145108/175108

Marks- 100

Objectives:

Learners will be able to:

1. Understand the developments in the history of Ancient India from Indus Valley Civilisation to 3rd cen. A. D.
2. Know the rise and fall of different dynasties
3. Examine the Social and Religious developments in ancient India
4. Analyse the cultural changes that took place and how the Indians reacted to the fresh challenges.
5. Place the socio-cultural history of India in proper historical perspective.

Course Content	Marks
Unit 1 a) Sources: Literary; Archaeological b) Main Features of Indus Valley Civilisation c) Vedic Period: Origin of Vedic Aryans; Socio-economic and religious life	30
Unit II a) Rise of Magadha b) Emergence of New Religions- Jainism and Buddhism	25
Unit III a) Persian and Greek Invasions and their Impact b) Emergence of Mauryan Empire- Chandragupta Maurya and Emperor Ashok c) Mauryan Administration; socio-economic life under the Mauryas	25
Unit IV a) The Shungas, the Satvahanas b) The Shakas and the Kushanas c) Cultural Developments under the above dynasties	20

Title: Socio-Cultural and Economic History of Maharashtra from Yadavas to 1818

Course- DC- II

Subject Code- 145208

Marks- 100

Objectives:

Learners will be able to:

1. Understand the developments in the history of Maharashtra from the Yadava period to the downfall of the Peshwas
2. Examine the factors for the foundation of Hindavi Swarajya
3. Know the Social and Religious developments in medieval Maharashtra
4. Analyse the cultural contribution of the medieval saints
5. Place the socio-cultural and economic history of Maharashtra in the context of contemporary India

Course Content	Marks
Unit 1 a) Yadava Period: social, economic and cultural life b) Mohamedan period: Cultural Impact	25
Unit II a) Bhakti Movement in Maharashtra: Contribution of the Mahanubhav Sect and Warkari Sect b) Contribution of Sufi saints	25
Unit III a) Concept of Maharashtra Dharma-Its Cultural Significance b) Hindavi Swarajya- Cultural Interpretation c) Economic Policies of Chhtrapati Shivaji	25
Unit IV a) Social Life during Peshwa Period b) Economic Policies of the Peshwas c) Cultural Life under the Peshwas	25

Semester II

Title: Political History of India (4th Century to 1000 C. E.)

Course- DC- III/AC- II

Subject Code- 245308/275208

Marks- 100

Objectives:

Learners will be able to:

1. Study the events in the history of Ancient India from Gupta period to the arrival of Islamic Invasions
2. Understand the rise and fall of different dynasties in North India, Deccan and South India during ancient period
3. Examine the concept of Classical Age
4. Analyse the political annexations of the early Islamic invaders
5. Place the role of India in the history of South- east Asia during ancient period

Course Content	Marks
Unit 1 a) Emergence of Gupta Dynasty as a Political Power with special reference to Samudragupta and ChandraguptaII b) Classical Age: An Analysis c) Rule of Harshavardhana	25
Unit II a) Political Powers in Deccan and South India-The Vakatakas, The Chalukyas, The Pallavas, The Rashtrakutas and The Cholas b) Cultural Contribution of the Above Dynasties	25
Unit III a) Arab Invasion- Muhammad-bin-Qasim and Conquest of Sindh b) Impact of these invasions of India	25
Unit IV a) Definition and Explanation of the term 'Greater India' b) Expansion of Indian Power in South-East Asia c) Cultural Impact on South-east Asia	25

Title: History of Maharashtra (1818-1920)

Course- DC- IV

Subject Code- 245408

Marks- 100

Objectives:

Learners will be able to:

1. Know the impact of the policies of British rule on Maharashtra
2. Survey the changes in social and economic spheres in Maharashtra in 19th and early 20th centuries
3. Assess the contribution of social reformers in dealing with certain social issues of Maharashtra
4. Analyse the resistance carried out by the revolutionaries of Maharashtra to the oppressive British policies
5. Examine the role of the leading political associations and political leaders and to know their impact on Maharashtra

Course Content	Marks
Unit 1 Maharashtra Under British Rule 1. Maharashtra on the eve of British conquest 2. Main Features of Land Revenue System under British Rule; Revenue Settlements in Maharashtra 3. Law and Judiciary under British Rule	30
Unit II Socio-Religious Reform Movements 1. Paramhansa Sabha 2. Prarthana samaj 3. Satyashodhak Samaj 4. Vedokta Movement	25
Unit III Resurgence and Insurrections 1. Uprisings of Ramoshis, Bhils and Kolis 2. Revolt of Vasudev Balwant Phadke 3. Other Revolutionaries of Maharashtra 4. Peasant Unrest	20
Unit IV Social and Political Associations 1. Bombay Association 2. M. G. Ranade and Poona Sarvajanik Sabha 3. Indian National Congress and Maharashtra- Role of Gopal Krishna Gokhale 4. Indian National Congress and Maharashtra Lokmanya Bal Gangadhar Tilak	25

Semester III

- **Title:** History of Early Medieval India (1000 C. E.- 1526 A. D.)
- **Course- DC- IV/AC- III**
- **Subject Code-** 345508/375308
- **Marks-** 100

Objectives:**Learners will be able to:**

1. Know the developments in India from the expeditions of Mahmud of Ghazni to arrival of the Mughals in North India
2. Study the different policies of the rulers of Delhi Sultanate
3. Assess the effect of the Islamic rule on India
4. Examine the rule of Vijayanagar and Bahamani rulers and their impact on Indian history
5. Evaluate the beginning of cultural synthesis in India

Course Content	Marks
Unit 1 a) Political and Socio-Economic Conditions of India on Turkish Invasion- Invasions of Mahmud of Ghazni and Muhammad Ghori b) Establishment of Delhi Sultanate- Qutb-uddin Aibak, Iltutmish, Razia Sultan and Balban	25
Unit II a) Expansion and Consolidation of Delhi Sultanate under Alla-uddin Khilji- Administrative and Military Reforms b) Expansion and Consolidation of Delhi Sultanate under Tughlaq Rule- Muhammad Bin Tughlaq and Firoz Tughlaq	25
Unit III a) Establishment of Vijaynagar Empire- Harihar, Bukka and Krishnadevaray b) Establishment and Decline of Bahamani Kingdom	25
Unit IV a) Socio-economic and Cultural Life under Delhi Sultanate b) Socio-economic and Cultural Life under Vijaynagar and Bahamani rules	25

Title: Elements of Historical Methodology

Course- DC VI

Subject Code- 345608

Marks- 100

Objectives:

Learners will be able to:

1. Know the nature, scope of History as a subject
2. Understand the significance of various sources of History
3. Study the categories of History and their relations with other sciences
4. Assess the criteria of objective history-writing
5. Examine the process of passing on the history to future generations

Course Content	Marks
Unit 1 a) Meaning; Nature and Scope of History b) Sources of History- Archaeological; Literary	25
Unit II a) Types of History b) Auxiliary Sciences of History	25
Unit III a) Criteria of Authenticity of Historical Sources b) Criteria of Credibility of Historical Sources	25
Unit IV a) Objectivity in History-writing b) Analysis of Data and Interpretation of Historical Sources	25

Title: History of Europe (1789-1871)

Course- APC- I

Subject Code- 365108

Marks- 100

Objectives:

Learners will be able to:

1. Study the events in the history of Europe from French Revolution to Unification of Germany
2. Understand the significance of role played by Main personalities in the shaping of Europe in late eighteenth and 19th century
3. Examine the power-politics in major countries of Europe in 19th century
4. Assess the developments in Europe leading to the birth of new nations
5. Have a perspective in comparison with the contemporary India

Course Content	Marks
Unit 1 a) French Revolution- Causes and Consequences b) Napoleon Bonaparte- Military Achievements; Administrative Reforms; Decline	25
Unit II a) Congress of Vienna- Principles and Aims b) Consort of Europe- Age of Metternich	25
Unit III a) Revolution of 1848 in France and the Birth of Second Republic b) Napoleon III- Military Achievements; Administration	25
Unit IV a) Role of Bismarck in European Politics b) Unification of Italy c) Unification of Germany	25

Semester IV

- **Title:** History of Later Medieval India (1526 A. D.- 1757)
- **Course- DC- VII/AC IV**
- **Subject Code- 445708/475408**
- **Marks- 100**

Objectives:

Learners will be able to:

1. Study the rise and fall of Mughal Empire in India under its rulers
2. Understand the significance of Sher Shah Suri amidst Mughal rule
3. Assess the role played by Chhatrapati Shivaji in the foundation of Hindavi Swarajya
4. Examine the importance of the Maratha rule till Maharani Tarabai
5. Evaluate the cultural synthesis under Hindu and Islamic rules

Course Content	Marks
Unit 1 a) Emergence of Mughal Power- Babur and Humayun b) Sher Shah Suri- Conquests and administration	25
Unit II a) Expansion and Consolidation of Mughal Rule: Emperor Akbar, Jehangir and Shah Jahan b) Decline of Mughal Power: Policies of Aurangzeb; Later Mughals	25
Unit III a) Chhatrapati Shivaji and Foundation of Swarajya b) Rules of Sambhaji, Rajaram and Tarabai	20
Unit IV a) Mughal Administration b) Administration of Chhatrapati Shivaji c) Socio-economic and Cultural Life	30

Title: Major Trends in Indian Historiography

Course- DC VIII

Subject Code- 445808

Marks- 100

Objectives:

Learners will be able to:

1. Know the main trends in history-writing of India
2. Understand the utility of some texts of Indian languages for the writing of history
3. Assess the importance of foreign travelogues for history-writing
4. Analyse the impact of some ideologies on the history-writing
5. Examine the trends of history-writing in independent India

Course Content	Marks
Unit 1 Historiography of Ancient India a) Main Texts: <i>Sangam Literature, Arthashastra, Harshacharitam, Rajatarangini</i> b) Travelogues of Foreign Travelers: Greek, Chinese	25
Unit II Historiography in Medieval India a) Pre- Mughal Historiography: Al Bairuni, Ibn Batuta b) Historiography During Mughal Period: Abul Fazal, Khafi Khan c) Historiography of Maratha Period: <i>Adnyapatra, Peshwa Daftar, Bakhar Literature</i>	25
Unit III Historiography of Modern Period a) Imperialist School b) Nationalist School c) Marxist School	20
Unit IV Trends of Historiography in Post-independence period a) Oral History b) Local History c) Women's History	30

Title: History of Europe (1870- 1945)

Course- APC II

Subject Code- 465208

Marks- 100

Objectives:

Learners will be able to:

1. Know about the Eastern Question and its effect on Turkish empire
2. Study the struggle of imperial powers of Europe about mastery over Africa
3. Examine the events leading to World War I and the consequences of the War
4. Trace the causes and forms of dictatorship in Germany and Italy
5. Assess the causes and consequences of World War II and evaluate the role of UNO

Course Content	Marks
Unit 1 a) Eastern Question: Crimean War and Treaty of Paris b) Russo-Turkish war and Treaty of Berlin c) Young Turk Movement	25
Unit II a) Consequences of Imperialism in Africa b) Balkan wars; World war I- Causes and Consequences	25
Unit III a) Nazism in Germany b) Fascism in Italy c) Great Depression: Its Effects on Europe	20
Unit IV a) World War II: Causes and Consequences b) Establishment of UNO	30

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A. SOCIOLOGY

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Sociology “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon'ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/housewives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNDT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
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Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

B.A. Part – I

Semester- I

Course I / AC I

Sociology of Indian Society

Objectives :

- To understand the basic Indian Social Structure.
- To know the comprehensive profile of Indian Society.

Unit	COURSE CONTENT	Marks
Unit 1	The Structure & Composition of Indian Society: Tribal, Rural & Urban Communities: Meaning & Characteristics.	25
Unit 2	Basic Institutions of Indian Society <u>Family, Kinship & Marriage:</u> Nature, types & Characteristics. <u>Caste:</u> Nature & Characteristics.	25
Unit 4	Diversity in Indian Society: Unity in diversity Cultural diversity: Regional, linguistic, religious	25
Unit 5	National Integration: National Integration: Meaning & Importance. Obstacles to National Integration. Concept of Nation building	25

Course II

Foundations of Sociology

Objectives :

- To get acquainted with the discipline of Sociology
- To understand the basic concepts in Sociology

Unit	Course Content	Marks
Unit 1	Nature of Sociology Sociology: Meaning, nature & scope Sociology as a science Significance of Sociology Relationship of Sociology with Psychology, Economics & Political Science	25
Unit 2	Concepts in Sociology: Society, Community, Association, Social Interaction: Meaning & Characteristics.	25
Unit 3	Social Structure: Norms & values <u>Social groups</u> : Meaning & Types Status & Role <u>Social Structure</u> : Meaning & Elements	25
Unit 4	Social Stratification: Types of Mobility: Vertical and Horizontal Bases of Stratification: Age, Gender, Wealth & Power <u>Social Mobility</u> : Meaning <u>Social Stratification</u> : Meaning, Types & Characteristics	25

Semester- II

Course III / AC II

Social Problems in India

Objectives :

- To understand the social problems confronting India.
- To know the policies & programmes implemented to ameliorate the social problems.

Unit	Course Content	Marks
Unit 1	I Social Disorganization & Social Problems: Meaning and Nature of Social Disorganization Meaning and Nature of Social Problems. Causes & Types of Social Disorganization.	25
Unit 2	II Problems Related to Family Disorganization: Domestic violence, Dowry, Divorce & problem of elderly	25
Unit 3	III Social Problems in contemporary society: Child abuse Slums Food Adulteration	25
Unit 4	IV Dealing with Social Problems: Role of NGO's Role of the State, Policy & planning (with respect to women, children & elderly)	25

Course IV

Introduction to Sociology

Objectives :

- To get acquainted with the discipline of Sociology
- To be able to apply Sociological concepts, terms to the processes of everyday life.

Unit	Course Content	Marks
Unit 1	I Individual & Society: Culture: Meaning and Characteristics Socialization: Definition & Meaning. Agencies of Socialization: Family, Peer-group, Concept of Re-Socialization School & Mass media.	25
Unit 2	II Social Control & Conformity: Conformity: Meaning & Causes Agencies of Social control Types of Social Control Social Control: Definition & Meaning	25
Unit 3	III Process of Social Interaction: <u>Social Interaction</u> : Meaning & Nature <u>Types of Social Interaction</u> : Accommodation & Assimilation Cooperation, Competition, Conflict,	25
Unit 4	IV Social Change: Meaning & Nature of Social Change. Concepts of Evolution. Revolution & Progress Cultural Lag Factors of Social Change.	25

B. A. Part – II
Semester III
Course V / AC III
Social change and development in India

Objectives:

- To familiarize the Concepts of development and change.
- To understand the processes of social change and development in Indian Society.

Unit	Course content	Marks
Unit 1	<p><u>Understanding development</u></p> <p>Basic concept: Social change, evolution Growth and development</p> <p>Theoretical approaches: Modernization approach Dependency approach</p>	25
Unit 2	<p>Processes of social change in India: Role of social reformers in social change Mahatma Phule, Rajarshi Shahu Maharaj, Dr.Babasaheb Ambedkar</p> <p>Processes Westernization, Sanskritization, Modernization, Globalization</p>	25
Unit 3	<p>Dynamics of social institutions: Changing nature : caste, Family, Marriage, Religion, Education</p>	25
Unit 4	<p>Process of development : Crisis & responses : Issues of land displacement & rehabilitation</p>	25

DC VI

Rural Society in India

Objectives:

-To understand rural social structure & problems.

-To gain knowledge of rural reconstruction & development

Unit	CONTENT	Marks
Unit 1	Introduction to Rural sociology a) Meaning , Nature and Scope of Rural Sociology b) Development of Rural Sociology in India c) Characteristics of Rural Society d) Importance of the study of Rural Sociology	25
Unit 2	Rural Community: Changing Nature a) Rural Economy- Role of co operatives b) Rural Polity - Panchayati Raj, 73 rd amendment c) Nexus between caste & politics	25
Unit 3	Problems of Rural Society a) Economic problems : Poverty & unemployment, Indebtedness b) Social Problems : Health ,Access to education,farmers suicide	25
Unit 4	Rural reconstruction / Welfare Programs a) Integrated rural Development Program IRDP b) Employment Guarantee Scheme c) Sant Gadgebaba Gram Swachta Abhiyan d) Sarva Shiksha Abhiyan	25

Ap. C. I POPULATION & SOCIETY

Objectives :

- To acquaint students with the demographic features & trends of Indian Society Vis-a Vis World Population.
- To understand Population Control in terms of Social needs.
- To review Population Control measures & their implementation.

Unit	COURSE CONTENT	Marks
Unit 1	<u>Theories of Population & World Population</u> A) Theories of Population: Malthus's theory of population, and Theory of Demographic Transition. B) World Population: An Overview	25
Unit 2	<u>Population in India:</u> A) Structure of Indian Population: Age Structure & Sex ratio. B) Causes of population growth in India. C) Population dynamics: Fertility, Mortality and Migration.	25
Unit 3	<u>Population explosion & its Consequences:</u> Poverty & Unemployment, Housing & Civic amenities. Environmental Problems., Urbanization & Transportation	25
Unit 4	<u>Population Policy:</u> A) Population policy: Historical background. B) Population policy of the Government of India after Independence. C) Population Education: Meaning, Objectives & relevance.	25

Semester- IV

Course VII / AC IV Women's Issues in India

Objectives :

- To be aware with women issues.
- To the emerging issues and debates relating women and development.

Unit	Course Content :	Marks
Unit 1	I Need and Importance to Women Studies Women Studies: Need, Scope and Importance. Development of women studies in India.	25
Unit 2	II Women & Health Health issues of women Nutrition, Female Mortality Rate Sex Selection, Female Filicide Access to governmental health and program	25
Unit 3	III Violence against women 1.Domestic violence 2. Sexual harassment to home and workplace 3. Trafficking	25
Unit 4	IV Impact of Women's movements National policy of women 2001 Women Empowerment	25

Course VIII –

URBAN SOCIETY: PROBLEMS & PROSPECTS

Objectives:

-To know the basic concepts of Urban Society.

-To understand the phenomena of Urban Growth & Related Problems.

Unit	Course Content:	Marks
Unit 1	Development of Urban Sociology: a. Basic Concepts: Urban, Urbanism, Urbanization. b. Theories of Urban Sociology: Traditional Theories: Louis Wirth, Burgess & Park. Modern Theories: Manuel Castells & David Harvey.	25
Unit 2	Trends in Urban Growth : a. Migration- Rural Urban Migration. b. Over urbanization. c. Megacity, Satellite city, Suburbs & Rural-Urban fringe.	25
Unit 3	Urban Society : Problems & Challenges a. Problems of Cities: Slums, Squatters & Pavement dwellers. b. Challenges : Environmental degradation, civic amenities (water, electricity, garbage disposal.) Consumerism & Commercialization of festivals.	25
Unit 4	Urban Development & Planning a. Urban Planning : Policy & Importance. b. Obstacles to Urban Planning Urban Renewal.	25

Ap. C. II
-Media Culture and Society

Objectives:

1. To understand the influence of media on Socio-cultural change and development in present society.
2. To analyze the role played by media in the development of Indian society.

Unit	Course content	Marks
Unit 1	The mass media of communication :- a. Meaning, Role and functions of mass media, b. Theories of mass media communication	25
Unit 2	Mass media – Impact and Representation : a. Impact of television viewing on children. b. Impact of Social media. Representation of women in mass media News papers, Cinema, Television and Advertisement	25
Unit 3	Development of regional language media in India : a. Print media. b. television. c. Cinema.	25
Unit 4	The role of mass media in social transformation: a. Television and social changes b. The potential of cybercafé in communication development. c. Media ethics	25

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A Marathi

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in Marathi “ (New) (Revised 2015 - 16 - Regular) under the Faculty of "Faculty of Language".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**

B.A. I	– Rs. 4040/- (S.N.D.T. University)
B.A. I	– Rs. 4290/- (Other University)
B.A. II	– Rs. 3790/- (S.N.D.T. University)
B.A. II	– Rs. 4290/- (Other University)
B.A. III	– Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be

delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.

- c) Practical's/Project Work: Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Term exam, viva	Regional Language/English

D.C.Mar. I & A.C.Marathi (संकेतांक175104) . मराठी कादंबरी**उद्दिष्टे**

१. कादंबरीचे स्वरूप आणि संकल्पना समजून घेणे.
२. कादंबरीच्या घटकांचा अभ्यास करणे.
३. दि.बा.मोकाशी यांच्या आनंद ओवरी या कादंबरीचे सूक्ष्म अध्ययन करणे

अ.क्र	अभ्यासघटकाचे विवरण	तासिका	गुण
1	कादंबरीचेस्वरूप आणि संकल्पना कादंबरीचे घटक	15	25
2	दि.बा.मोकाशी यांच्या लेखनाचा आणि लेखन वैशिष्ट्यांचा स्थूल परिचय दि.बा. मोकाशी यांच्या आनंद ओवरी कादंबरीच्या कथानकाचा अभ्यास	15	25
3	आनंद ओवरी कादंबरीचा आशय, पात्रस्वरूप, वातावरणनिर्मिती आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25
4	आनंद ओवरी कादंबरीचा निवेदन, भाषा आणि शैली आदि घटकांच्या आधारे सूक्ष्म अभ्यास	15	25

D.C.Mar. II . 145204 . लेखन कौशल्य**उद्दिष्टे**

१. छापील माध्यमासाठी बातमी लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. वृत्त आणि अलंकार यांचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	छापील माध्यमासाठी बातमी लेखन— छापील माध्यमाचे स्वरूप विशेष वृत्तांतकथन, बातमी व बातमीपत्र यांतील साम्य— भेद बातमीवरील भाष्य : संपादकीय, स्फुट आक्षेप लेखन छापील माध्यमासाठी प्रत्यक्ष लेखन करणे	२५
२	वृत्त आणि अलंकार लग क्रम, अक्षरगणवृत्त, मात्रावृत्त (जातीवृत्त), अक्षर छंद शादृलविक्रिडीत, वसंततलिका, भूजंगप्रयात, दिंडी, अनुष्टुभ, आर्या शब्दालंकार, अनुप्रास, यमक, श्लेष	२५
३	रसग्रहणाचे स्वरूप आणि वैशिष्ट्ये, पाठयेत्तर कवितेचे रसग्रहण	२५
४	मराठीच्या संदर्भात संगणकाचा परिचय, संकेतस्थळ (वेबसाईट) शोधन, मराठीतून ई-मेल तयार करणे, पाठविणे, मराठीतील ई जर्नलस् शोधणे, त्यांचे अवलोकन, अध्ययन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद / ट्यूटोरियल / अ चाचणी परीक्षा इत्यादी घेणे.	

CApc.Mar. I .185104) लेखन विद्या**उद्दिष्टे**

१. निबंध लेखन करण्यासाठी आवश्यक कौशल्य अवगत करणे.
२. जाहिरात विद्येचा परिचय करून घेणे.
३. रसग्रहण म्हणजे काय ते समजून घेणे आणि कवितांचे रसग्रहण करणे.
४. मराठीच्या संदर्भात संगणकाचा परिचय करून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	कार्यालयीन पत्र लेखन स्वरूप आणि वैशिष्ट्ये कार्यालयीन पत्रांचे प्रकार, कार्यालयीन पत्रलेखन करणे.	२५
३	जाहिरात संकल्पना, स्वरूप व प्रकार इत्यादी विविध माध्यमांनुसार जाहिरातीचे बदलणारे स्वरूप विविध विषयावरील / उत्पादनांच्या जाहिराती तयार करणे.	२५
४	मुद्रित शोधन म्हणजे काय मुद्रित शोधनातील विविध चिन्हे आणि त्यांचे अर्थ प्रत्यक्ष मुद्रित शोधन करणे.	२५
	वरील घटकांवर आधारित सेमिनार / प्रोजेक्ट / परिसंवाद ट्यूटोरियल / अंतर्गत चाचणी परीक्षा इत्यादी घेणे.	२५

D.C.Mar. III . 245304 A.C.Marathi. II 275204 मराठी चरित्र**उद्दिष्टे**

१. चरित्र वाङ्मयाचे स्वरूप आणि संकल्पना समजून घेणे.
२. चरित्र वाङ्मयाच्या घटकांचा अभ्यास करणे.
३. विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	चरित्र वाङ्मयाचे स्वरूप आणि संकल्पना समजून घेणे. चरित्र वाङ्मयाच्या घटकांचा अभ्यास करणे.	२५
२	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' मधील जीवनानुभवाचे स्वरूप	२५
३	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राचे सूक्ष्म अध्ययन	२५
४	विलास खोले लिखित 'महर्षी धोंडो केशव कर्वे' या चरित्राची भाषा आणि शैली	२५

D.C.Mar. IV 245404) व्यवहारिक मराठी

उद्दिष्टे

१. लेखनविषयक नियम समजून घेणे.
२. मुद्रितशोधनाचे स्वरूप समजून घेणे आणि उताऱ्याचे मुद्रितशोधनाच्या खूणा करणे.
३. म्हणी, वाक्प्रचार यांचे भाषेत उपाययोजन करणे.
४. जाहिरातीचे स्वरूप समजून घेणे आणि मुद्रित माध्यमासाठी जाहिरात तयार करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	लेखनविषयक नियम मराठी साहित्य महामंडळाने मान्य केलेले लेखनविषयक नियम	२५
२	मुद्रितशोधनामध्ये वापरल्या जाणाऱ्या वेगवेगळ्या खूणा आणि त्यांचे अर्थ समजून घेणे, दिलेल्या उताऱ्याचे मुद्रितशोधन करणे.	२५
३	म्हणी, वाक्प्रचार यांचे भाषेतील उपाययोजन म्हणी आणि वाक्प्रचार म्हणजे काय ते समजून घेणे. म्हणी आणि वाक्प्रचार यांचा भाषेत उपाययोजन करणे.	२५
४	जाहिरात म्हणजे काय ते समजून घेणे. मुद्रित माध्यमासाठी तयार केल्या जाणाऱ्या जाहिरातीचे स्वरूप मुद्रित माध्यमासाठी जाहिरात तयार करणे.	२५

CApc.Mar. II 285204) लेखन कौशल्य

उद्दिष्टे

१. रसग्रहणाचे स्वरूप समजून घेणे आणि कौशल्य अवगत करणे.
२. विविध कार्यक्रमांच्या पत्रिका तयार करणे.
३. संवाद कौशल्य विकसित करणे.
४. सूत्रसंचालन कौशल्य आत्मसात करणे आणि विविध कार्यक्रमांसाठी सूत्रसंचालन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	शुद्ध लेखनाचे नियम, शुद्ध आणि सुलेखन	२५
२	रसग्रहणाचे स्वरूप विविध प्रकारच्या कवितांचे रसग्रहण करणे.	२५
३	विविध कार्यक्रमांच्या पत्रिकांचे स्वरूप समजून घेणे विविध कार्यक्रमांच्या पत्रिका तयार करणे.	२५
४	संवाद कौशल्याचे स्वरूप संवाद कौशल्य विकसित करणे	२५

D.C.Mar. V 345504) A.C.Marathi. III 375304 मराठी कविता**उद्दिष्टे**

१. कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.
३. कवितासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कविता या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरची सांस्कृतिक पार्श्वभूमी अभ्यासणे.	२५
२	इंद्रजित भालेराव, दासू वैद्य, भूजंग मेश्राम, अरुण काळे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
३	अनुराधा पाटील, नीरजा, प्रज्ञा लोखंडे, यांच्या निवडक कवितांचा सूक्ष्म अभ्यास.	२५
४	सिसिलिया कार्वालो, मीनाक्षी पाटील, शिरीष गोपाळ देशपांडे यांच्या निवडक कवितांचा सूक्ष्म अभ्यास	२५

D.C.Mar. VI 345604) मराठीभाषा आणि व्याकरण**उद्दिष्टे**

१. भाषा म्हणजे काय, तिचे स्वरूप, व्याप्ती, महत्त्व आणि कार्य समजून घेणे.
२. भाषा, प्रमाणभाषा, बोली म्हणजे काय ते समजून घेणे आणि त्याचा परस्पर संबंध समजून घेणे.
३. मराठीतील वर्णमालेचा अभ्यास करणे.
४. मराठीतील शब्दांच्या जाती अभ्यासणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषा : स्वरूप, व्याप्ती, महत्त्व आणि कार्य	२५
२	अ भाषा, प्रमाणभाषा, बोलीभाषा परस्पर संबंध आ मराठीच्या बोली १— अहिराणी २— वऱ्हाडी	२५
३	मराठीची वर्णमाला : स्वर, स्वरादी, व्यंजने व वर्णाची उच्चरस्थाने	२५
४	मराठीतील शब्दांच्या जाती १ — विकारी २ अविकारी	२५

Apc.Marathi I 356104) साहित्याची भाषा

उद्दिष्टे

१. भाषेचे स्वरूप समजून घेणे.
२. साहित्य भाषेचे स्वरूप आणि वेगळेपण समजून घेणे.
३. साहित्यकृतीचा अर्थव्यवहार समजून घेणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	व्यवहार भाषा, साहित्य भाषा, शास्त्रभाषा यांतील साम्य —भेद भाषेचे स्थर १) पृष्ठ स्थर (संक्षिप्त विवेचन) १.१) भाषेचे नादरूप १.२) भाषेचे लेखनरूप १.३) भाषेचे शब्दरूप १.४) भाषेचे व्याकरणरूप	२५
३	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार अ) वाक्यप्रचार, म्हणी, इत्यादीचे स्वरूप आणि साहित्य भाषेतील स्थान आ) उपमा, अलंकार, रूपक यांचा स्थूल परिचय	२५
४	अंतःस्तर साहित्यकृतीचा अर्थव्यवहार— प्रतिमा, प्रतीक आणि मिथक यांचे स्वरूप	२५

CApc.Mar. III 385304) कल्पनाविस्तार, म्हणी वाक्यप्रचार, ग्रंथपरीक्षण

उद्दिष्टे

१. कल्पनाविस्ताराचे स्वरूप समजून घेणे आणि कल्पनाविस्तार करणे.
२. म्हणीचे स्वरूप समजून घेणे आणि म्हणीचे उपयोजन करणे.
३. वाक्यप्रचाराचे स्वरूप समजून घेणे आणि वाक्यप्रचाराचे उपयोजन करणे.
४. ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे आणि ग्रंथपरीक्षण करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कल्पनाविस्ताराचे स्वरूप विविध बाबींचा प्रत्यक्ष कल्पनाविस्तार करणे.	२५
२	म्हणीचे स्वरूप समजून घेणे. म्हणींचे भाषेत उपयोजन करणे.	२५
३	वाक्यप्रचाराचे स्वरूप समजून घेणे वाक्यप्रचाराचे भाषेत उपयोजन करणे	२५
४	ग्रंथपरीक्षण म्हणजे काय ते समजून घेणे. विशिष्ट ग्रंथपरीक्षण करणे.	२५

DC.MarathiVII) 445704) मराठी कथा

उद्दिष्टे

१. कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे.
२. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.
३. नेमलेल्या कथासंग्रहाचे सूक्ष्म अध्ययन करणे.

अ.क्र	अभ्यासघटकाचे विवरण	गुण
१	कथा या साहित्य प्रकाराचे स्वरूप आणि संकल्पना समजून घेणे. १९७५ नंतरच्या कथेचा संक्षिप्त इतिहास अभ्यासणे.	२५
२	गौरी देशपांडे, लक्ष्मण लोंढे, प्रतिमा इंगोले आणि जयंत पवार यांच्या निवडक कथांचा सूक्ष्म अभ्यास	२५
३	आप्पासाहेब खोत, गौतमीपूत्र कांबळे जी.के.ऐनापुरे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५
४	मेनिका गजेद्रगडकर, प्रतिमा जोशी आणि माधव सरकुंडे यांच्या निवडक कथेचा सूक्ष्म अभ्यास.	२५

DC. Marathi IX - वाङ्मयीन वाद 545904)

उद्दिष्टे :

१. विद्यार्थिनीना वाङ्मयीन वाद ही संकल्पना समजेल.
२. त्यांना नेमलेल्या वाङ्मयीन वादांचा सूक्ष्म अभ्यास करता येईल.
३. त्या आधारे मार्क्सवाद, अस्तित्ववाद, अतिवास्तावाद, स्त्रीवाद यांसारख्या इतर वाङ्मयीन वादांचा स्थूल परिचय करून घेता येईल.
४. नेमलेले वाङ्मयीन वाद आणि साहित्य यांचा परस्परसंबंध त्यांच्या लक्षात येईल.

अक्र	अभ्यासघटकाचे विवरण	गुण
१	वाङ्मयीन वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये विविध वाङ्मयीन वादांचा स्थूलपरिचय वैशिष्ट्ये	२५
२	अभिजातातावाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
३	स्वच्छंदता वाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५
४	वास्तववाद : संकल्पना - स्वरूप आणि वैशिष्ट्ये	२५

DC. Marathi X मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग -१ (१२७५ ते १६३० 545104

उद्दिष्टे :

1. यादवकालीन आणि बहामनीकालीन राजकीय, सामाजिक, सांस्कृतिक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा कोणत्या होत्या ते त्यांच्या लक्षात येईल.
3. यादवकालीन आणि बहामनीकालीन परिस्थितीचा तत्कालीन ग्रंथरचनेवर झालेला परिणाम विधार्थिनींना स्पष्ट करता येईल.
4. तसेच या कालखंडातील महत्त्वाच्या पंथ वाङ्मयाचा आणि महत्त्वाच्या कवींचा अभ्यास करता येईल.
5. या कालखंडातील कवींच्या कार्यकर्तृत्वाचे आकलन करून घेता येईल.
6. या काळातील साहित्याच्या एतिहासिक विकासक्रमाचे भान आत्मसात करून घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	यादवकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
२	यादवकालीन साहित्यनिर्मितीचे स्वरूप मुकुंद राज, महानुभाव संप्रदाय -गद्य-गद्यग्रंथ वारकरी संप्रदाय - ज्ञानेश्वर, नामदेव आणि इतर स्त्री - पुरुष संतकवी	२५
३	बहामनीकालीन सामाजिक, सांस्कृतिक, धार्मिक स्थिती व ग्रंथनिर्मितीमागील प्रेरणा	२५
४	बहामनीकालीन साहित्यनिर्मितीचे स्वरूप वारकरी संप्रदाय प्रमुख ग्रंथरचना एकनाथ, तुकाराम आणि इतर स्त्री - पुरुष संतकवी पंडित कवींचे कार्यकर्तृत्व - मुक्तेश्वर, वामन पंडित, नागेश, विठ्ठल, आनंदतनय, रागुनाथ पंडित.	२५

DC. Marathi XI आत्मपर लेखन 545114)

उद्दिष्टे :

1. विधार्थिनींना आत्मपर लेखनही संकल्पना समजेल.
2. यालेखनप्रकारचे स्वरूप अभ्यास करता येईल.
3. आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे प्रकारांचे स्वरूप समजेल.
4. आत्मपरलेखनातील 'मी' ची भूमिका आणि तिचे लेखनावरील परिणाम लक्षात येईल.
5. आत्मपरलेखनातील अनुभव घेणारा 'मी' (गर्भित लेखक), लेखनातील 'मी' (निवेदक) लेखन करणारा मी (लेखक) यांचे परस्परातील नाते विधार्थिनींच्या लक्षात येऊ शकेल.
6. त्या आधारे 'कोवळी उन्हे' आणि 'हिंगण्याच्या माळावरून' या लेखनकृतींचा सूक्ष्म अभ्यास करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	आत्मपर लेखनही संकल्पना, तिचे स्वरूप आत्मचरित्र, आत्मकथन, प्रवासवर्णन, स्थलचित्रण, रोजनिशी इत्यादींचे स्वरूप आत्मपर साहित्यातील अनुभव घेणारा 'मी' आणि लेखन करणारा 'मी' यांचे नाते	२५
२	आधुनिक मराठीतील आत्मपरलेखनाचा संक्षिप्त आढावा विजय तेंडूलकर आणि श्रीमती कावेरी कर्वे, यांच्या आत्मपर लेखनाचे विशेष	२५
३	विजय तेंडूलकर यांच्या 'कोवळी उन्हे' या ललित गद्याचे स्वरूप आणि वैशिष्ट्ये 'कोवळी उन्हे' मधील 'मी' चे स्वरूप	२५
४	श्रीमती कावेरी कर्वे यांच्या 'हिंगण्याच्या माळावरून' या आत्मचरित्राचे स्वरूप आणि वैशिष्ट्ये 'हिंगण्याच्या माळावरून' मधील 'मी' चे स्वरूप	२५

DC. Marathi XII कादंबरी : साहित्यप्रकार 545124)

उद्दिष्टे :

1. विद्यार्थिनीना कादंबरी या साहित्यप्रकाराचे स्वरूप व इतर साहित्यप्रकारापेक्षा असणारे वेगळेपण लक्षात येतील.
2. यांना कादंबरीचे या साहित्यप्रकाराचे घटक निश्चित करून त्यांचा अभ्यास करता येईल.
3. कादंबरी या साहित्यप्रकाराचे उपप्रकार त्यांना अभ्यासता येईल.
4. कादंबरी या साहित्यप्रकाराचे मराठीतील विकासक्रम त्यांच्या लक्षात येतील.
5. नेमलेल्या कादंबऱ्यांचे सूक्ष्म विश्लेषण व मूल्यमापन करता येईल.
6. नेमलेल्या कादंबऱ्यांच्या आधारे कादंबरीकारांच्या लेखनवैशिष्ट्यांचा शोध घेता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	या साहित्य प्रकाराचे स्वरूप आणि संकल्पना कादंबरीचे घटक, कादंबरीचे प्रकार	२५
२	आधुनिक मराठीतील कादंबरीचा संक्षिप्त आढावा गौरी देशपांडे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय उत्तम बंडू तुपे यांच्या कादंबरी लेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	'गौफ' या कादंबरीचा सूक्ष्म अभ्यास	२५
४	'भस्म' या कादंबरीचा सूक्ष्म अभ्यास	२५

Apc. Marathi III प्रसारमाध्यमांसाठी मराठी 565304)

उद्दिष्टे :

1. विद्यार्थिनीना प्रसारमाध्याचे नेमके स्वरूप समजून घेता येईल.
2. प्रसारमाध्यमांच्या संदर्भात भाषा कोणकोणते करू शकते लक्षात येईल.
3. प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध अभ्यासणे.
4. प्रसारमाध्यमांच्या स्वरूपामधील भेदानुसार आवश्यक भाषिककौशल्य कशी बदलता ते कळेल.
5. मुद्रित माध्यमांचे स्वरूप अभ्यासता येईल. बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इ. प्रकारामाधील फरक समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
6. श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. श्राव्य बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि प्रकारचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.
7. दृक् श्राव्य माध्यमांचे स्वरूप अभ्यासता येईल. या प्रकारच्या माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन, कॅप्शनस यांचे स्वरूप समजेल. त्यानुसार आवश्यक भाषिककौशल्य विकसित करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रसारमाध्यमे आणि भाषा यांचा परस्परसंबंध प्रसारमाध्यमांसाठी भाषिककौशल्य	२५
२	प्रसारमाध्याचे स्वरूप व वैशिष्ट्ये बातमी, लेख, वृत्तलेख, स्तंभलेख, अग्रलेख इत्यादि	२५
३	श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, सूत्रसंचालन, इत्यादि	२५
४	दृक् श्राव्य माध्यमांचे स्वरूप व वैशिष्ट्ये माध्यमातील बातमी, मुलाकात, भाषणसंहिता, उद्घोषणा, चर्चासंचालन इत्यादि	२५

CApc. Mar. VII वृत्तलेखन 685704)

उद्दिष्टे :

1. विद्यार्थिनीना कार्यालयीन कामासाठी मराठीचा वापर कशापद्धती केला जातो हे समजून घेता येईल.
2. मराठी भाषेचा औपचारिक शैलीचा परिचय होईल.
3. टिपण्णी लेखन, इतिवृत्त लेख, जाहीर निवेदन, जाहिरातीची इत्यादी लेखन प्रकारचे स्वरूप समजेल. त्यांतील फरक लक्षात येईल. या सर्व प्रकारचे लेखन करण्याचे कौशल्य अवगत होईल.
4. मराठी लेखनचे नियम समजून घेऊन नियामानुसारी लेखन करण्याचा सराव होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	सभेची सूचना, विषय सूची टिपण्णी लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन	२५
२	इतिवृत्त लेखन - स्वरूप, महत्व, प्रकार आणि उपयोजन सभेची इतिवृत्त आणि अहवालात्मक इतिवृत्त	२५
३	जाहीर निवेदन - स्वरूप, महत्व, प्रकार आणि उपयोजन माहिती पत्रक	२५
४	जाहिरात - मुद्रित माध्यमासाठी जाहिरात मसुदालेखन शुध्दलेखनाचे नियम	२५

DC. Marathi XIII भारतीय काव्यशास्त्र 646304)

उद्दिष्टे :

1. विद्यार्थिनीना भारतीय काव्यशास्त्राची अभ्यासपद्धती समजेल तसेच त्यामधील काही घटकांचे सूक्ष्म आकलन होईल.
2. संस्कृत साहित्यशास्त्रकारांनी केलेला काव्यलक्षणांचा विचार समजेल.
3. भरतमुनींपासून मम्मटापर्यंत नाट्यकाव्यप्रयोजनांचा विकासक्रम समजेल.
4. प्रतिभा, व्युत्पत्ती, अभ्यास, आणि इतर घटकांसंदर्भात संस्कृतसाहित्य मीमांसकांनी केलेला काव्यकारण विचार लक्षात येईल.
5. अभिदा, लक्षणा, व व्याजंना या तीन शब्दशक्ती, व त्यांचे प्रकार त्यांना समजतील.
6. संस्कृत साहित्यशास्त्रातील अलंकार विचार समजून घेता येईल.
7. लक्षणा, व्याजंना व अलंकार इत्यांदांचे साहित्याच्या संदर्भातील महत्व त्यांना कळेल त्या आधारे स्वअध्ययन करणे शक्य होईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	काव्यलक्षण	२५
२	नाट्यकाव्यप्रयोजन - भरतमुनीं ते मम्मट आणि काव्यकारण - प्रतिभा, व्युत्पत्ती अभ्यास आणि इतर	२५
३	शब्दशक्ती - अभिदा, लक्षणा, व्याजंना	२५
४	अलंकार विचार	२५

DC. Marathi XIV मध्ययुगीन मराठी वाङ्मयाचा इतिहास भाग - २ (१६३० ते १८१८) 646404)

उद्दिष्टे :

1. विद्यार्थिनीनाशिवकालीन आणि पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक परिस्थिती समजून घेता येईल.
2. त्या आधारे तत्कालीन ग्रंथनिर्मितीमागील प्रेरणा समजून घेता येतील.
3. शिवकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना कळतील.
4. पेशवेकालीन संतकाव्य, पंतकाव्य, बाखारागद्य व शाहिरीकाव्य या प्रवाहांची वैशिष्ट्ये त्यांना आकलन करून घेता येतील.
5. तसेच या काखंडात निर्माण झालेल्या साहित्याचे स्वरूप आणि महत्त्व त्यांचा लक्ष्यात येईल तसेच त्यातील ऐतिहासिक विकासक्रमाचे भान त्या आत्मसात करून घेतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	शिवकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
२	शिवकालीन साहित्यनिर्मितीचे स्वरूप शिवकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५
३	पेशवेकालीन राजकीय, सामाजिक, संस्कृतक, धार्मिक स्थिती ग्रंथनिर्मितीमागील प्रेरणा	२५
४	पेशवेकालीन साहित्यनिर्मितीचे स्वरूप पेशवेकालीन १ - संतकाव्य, २ - पंतकाव्य, ३ - बाखारागद्य	२५

DC. Marathi XV - नाटक : साहित्यप्रकार (646504)

उद्दिष्टे :

1. विद्यार्थिनीनानाटक या साहित्यप्रकाराची संकल्पना इतर साहित्यप्रकाराहून उदा काठ कादंबरी इत्यादि नाटकाचे असलेले वेगळेपण समजून घेता येईल.
2. नाटक हा दृक - श्राव्य प्रकार असल्याने नाट्यसंहिता व नाट्यप्रयोग या संदर्भातील घटकांची माहिती करून घेता येईल.
3. रत्नाकर मतकरी व चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा परिचय झाल्याने नाटककारांच्या नाट्यविषयक दृष्टीचे वेगळेपण त्यांना समजेल.
4. आरण्यक व दढो लताशे या दोन वेगळ्या विषयावरील तसेचरुपबंधातील नाट्यसंहितेचा अभ्यास केल्यावर त्या आधारे त्यांना नाट्यकृतीची समीक्षा करता येईल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	नाटक या साहित्यप्रकाराचे स्वरूप आणि संकल्पना नाटकचे घटक समजून घेणे नाटकचे प्रकार समजून घेणे	२५
२	रत्नाकर मतकरीयांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय चं. प्र. देशपांडे यांच्या नाट्यलेखनवैशिष्ट्यांचा स्थूल परिचय	२५
३	आरण्यक या नाटकाचा सूक्ष्म अभ्यास	२५
४	दोलताशे या नाटकाचा सूक्ष्म अभ्यास	२५

DC. Marathi XVI समकालीन मराठी साहित्यप्रवाह - ग्रामीण साहित्य 646604

उद्दिष्टे :

1. विद्यार्थिनीना साहित्यप्रवाह हीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनीना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. ग्रामीण साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच ग्रामीण साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. बारोमास व दाहीदिशा या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. ग्रामीण साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	ग्रामीण साहित्य हीसंकल्पनाआणि स्वरूप ग्रामीण साहित्याचा संक्षेप इतिहास	२५
३	बारोमास या कादंबरीचे सूक्ष्म अभ्यास	२५
४	दाहीदिशा या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

DC. Marathi XI समकालीन मराठी साहित्यप्रवाह - दलित साहित्य 647604)

उद्दिष्टे :

1. विद्यार्थिनीनासाहित्यप्रवाहहीसंकल्पनासमजून घेता येईल. त्या आधारे वेगवेगळ्या समकालीन मराठी साहित्यप्रवाहांचा उदा. ग्रामीण, दलित, आदिवासी, स्त्रीवादी इत्यादि परिचय झाल्याने विद्यार्थिनीना त्यातील समान व वेगळ्या वैशिष्ट्यांची माहिती मिळेल.
2. दलित साहित्य ही संकल्पना व तिचे स्वरूप अभ्यासल्याने ग्रामीण साहित्य या संज्ञा नेमकेपण त्या समजून घेऊ शकतील.
3. तसेच दलित साहित्याचा संक्षेपत इतिहास अभ्यासल्याने या साहित्याचे ऐतिहासिक चित्र त्यांच्या समोर स्पष्ट होईल.
4. मेलेलं पाणी व तनमाजोरी या नेमलेल्या साहित्यकृतींचे सूक्ष्म अध्ययन करता येईल.
5. दलित साहित्याच्या अभ्यासाची दृष्टी प्राप्त करून घेऊ शकतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	समकालीन मराठी साहित्यप्रवाह हीसंकल्पना समकालीन मराठी साहित्यप्रवाहांचा परिचय	२५
२	दलित साहित्य हीसंकल्पनाआणि स्वरूप दलित साहित्याचा संक्षेप इतिहास	२५
३	मेलेलं पाणी या कादंबरीचे सूक्ष्म अभ्यास	२५
४	तनमाजोरी या कथासंग्रहाचे सूक्ष्म अभ्यास	२५

Apc. Marathi IV ग्रंथ परीक्षण आणि ग्रंथ समीक्षा 665404)

उद्दिष्टे :

1. विद्यार्थिनीना ग्रंथपरिचय, ग्रंथपरीक्षण आणि ग्रंथसमीक्षा या संकल्पना व त्यांतील साम्य भेद समजावून घेता येईल.
2. त्याआधारे साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण यांचे स्वरूप त्यांच्या लक्षात येईल.
3. नेमलेल्या साहित्यकृतींचे परीक्षण किंवा समीक्षण त्यांना करता येईल.
4. साहित्यकृतीचे परीक्षण किंवा समीक्षण करण्याची दृष्टी त्यांना लाभेल.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	ग्रंथ परीक्षण आणि ग्रंथ समीक्षा या संकल्पना व स्वरूप	२५
२	साहित्यप्रकारानुसार बदलणारे ग्रंथसमीक्षण स्वरूप व वैशिष्ट्ये	२५
३	माझे विद्यापीठ या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५
४	तिहार या ग्रंथाचे ग्रंथपरीक्षण/समीक्षा कारणे.	२५

CApc. Mar VIII प्रशासकीय मराठी 685804)

उद्दिष्टे :

1. विद्यार्थिनीना प्रशासकीय कामकाजासाठी योजल्या जाणार्या मराठी भाषेचे स्वरूप लक्षात येईल.
2. प्रशासकीय मराठी भाषेचे वेगळेपण आणि वेगळी परिभाषा त्या आकलन करून घेऊ शकतील.
3. प्रशासकीय आदेश, परिपत्रके यांचा भाषा व लेखनशैली त्यांना समजून घेता येईल.
4. अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादी लेखनाचे तंत्र त्यांना समजून घेता येईल.
5. पारिभाषिक संज्ञा प्रशासकीय वाक् प्रयोग व मुद्रितशोधनाची कौशल्य आत्मसात करता येतील.

अक्र	अभ्यासघटकांचे विवरण	गुण
१	प्रशासकीय भाषेचे स्वरूप आणि वैशिष्ट्ये	२५
२	शासकीय आदेशांच्या आणि परिपत्रकांच्या भाषेचे स्वरूप, वैशिष्ट्ये, लेखनकौशल्य इत्यादि	२५
३	शासकीय परिपत्रके, अहवाल, टिप्पणी, इतिवृत्त, जापण, इत्यादींचा भाषेचे स्वरूप आणि लेखनतंत्र	२५
४	शासकीय पारिभाषिक शब्द आणि प्रशासन वाक् प्रयोग मुद्रितशोधन	२५

SNDT Women's University

UNDERGRADUATE PROGRAMME : Bachelor of Arts (Psychology) 2015-16 onwards

Semester-wise titles of Courses

The ad hoc BOS in Psychology headed by Dr. M. Purandare completed term in December 2014. The new ad hoc BOS chaired by Dr. A. Sovani commenced term from 6th April, 2015. The Department of Psychology, Mumbai has worked in the interim and over the course of three workshops which were conducted jointly by Dr.s Sovani and Purandare, worked on developing syllabi for courses to be offered in the first four semesters of the Bachelor's Program in Psychology of this University.

These sessions were attended by and contributed to by thirteen teachers including faculty from Churchgate UG and PG, and Pune, SNDT Affiliated colleges at Matunga (MMP Shah), Ghatkopar (P.N.Doshi), Malad and Vile Parle East (LJNJ) and West, who also compiled their various suggestions vis a vis syllabus change based on their prior experience, before actually working on new syllabi.

A total of 16 course syllabi are attached, and 12 more of Semester V and VI are almost ready, yielding a total of 28 Psychology courses. The revised syllabi arrived at in this transparent and democratic manner are attached herewith for submission in meeting of Social Science Faculty.

Thus, the previous BOS comprised of Dr. Purandare, Dr. Sovani as ex-officio member, Dr. Pathare, Dr. Khan and Dr. Chillana as external experts, and Dr. Thakre as UG representative.

Now Dr. Thakre is in PG Department, Dr. Sovani is Prof and HOD and Chairperson, and Dr. Purandare and Dr. Pathare are members. More members will be added based on advice from Dean, Social Sciences, and finally Honorable Vice Chancellor.

Year		
B.A.I	Semester -I	Semester-II
	General Psychology-Physiological Basis	General Psychology-Basic Cognitive processes
	Developmental Psychology-Infancy to Middle Childhood	Developmental Psychology-Adolescence to late Adulthood
	CAPC-I-Exceptional Children- Emotional and Social exceptionality	CAPC-II-Exceptional Children- Intellectual and Physical Exceptionality
B.A.II	Semester-III	Semester-IV
	Fundamentals of Social Psychology	Social Psychology – Interpersonal and Group Processes
	Personality Theories	Psychological Testing and Assessment
	APC-I-Organizational Behavior	APC-II-Health Psychology
	CAPC-III-Principals of Child Guidance and Nature of Referrals	CAPC-V- Principals of Child Guidance and Interventional approaches
	CAPC-IV- Psychological Assessment of Children- Ability testing and special populations	CAPC-VI- Psychological Assessment of Children-Aptitude, Interest, Creativity and Personality
B.A.III	Experimental Psychology (Theory)	Cognitive Psychology (theory)
	Experimental Psychology (Practical)	Cognitive Psychology (Practical)
	Fundamental of Abnormal Psychology	Abnormal Psychology-Psychotic Cognitive and Social Disorders in Adults and Children
	Research Methodology & Statistics	Counselling Psychology
	APC-III- Educational Psychology	APC-IV-Sports Psychology
	CAPC –VI- Practicum in Child Guidance-I	CAPC –VII- Practicum in Child guidance-II

B.A I Psychology 2015-16

Semester I

Course code-110001 Title-General Psychology : Physiological Basis of Behavior

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to

- 1) Acquire the basic concepts of psychology.
- 2) Understand the relations of biological and psychological aspects of behaviour.
- 3) Relate the fundamental principles of psychology to everyday life.
- 4) Prepare themselves for further studies in psychology.

Module I: Introduction to Psychology & Research Methods:

Objectives: After studying the module the learner will be able to:

1. Understand historical roots of psychology
2. Understand and define key concepts in psychology
3. Understand various research methods used in psychology

1.1 Definition & History,

- Definition,
- Psychology as basic and applied science,
- Goals of Psychology,
- Brief History of Psychology

1.2 Six Major Perspectives on Human Behavior

- a) Early Perspectives
- b) Modern Perspective

1.3 Major subfields of Psychology

1.4 How Psychological Research is done

- a) Survey
- b) Case Study
- c) Naturalistic Study
- d) Experimental Method

Module II: Physiological Basis of Behavior

Objectives: After studying the module the learner will be able to

1. Identify the divisions of the brain and nervous system and describe their functions.
2. Describe the structure of neurons and how neural impulses are generated.
3. Describe the nature and function of the endocrine system and its effect on behaviour.

- 2.1 Structure, Function and Types of Neurons
- 2.2 Neurotransmitter
- 2.3 The Nervous System: Peripheral and Central
- 2.4 Structure and Behavioural Functions of the Hind Brain, Mid Brain and Fore Brain

Module III: Mechanisms of Motivation and Emotion

Objectives: After studying the module the learner will be able to

1. Know the major theoretical perspectives that address motivated behaviour & their limitations
2. Understand the principle motives of behaviour,

- 3.1 Perspectives on Motivation
- 3.2 Hunger & Thrust
- 3.3 Sleep & Sex
- 3.4 Concept of emotions & Theories of emotions
- 3.5 Physiology of emotion
 - a. Brain mechanism of emotions
 - b. Bodily changes and emotions
 - c. Effects of bodily responses on emotions

Module IV: Sensation and Perception

Objectives: After studying the module you will be able to

1. Distinguish between sensation and perception,
2. Describe the general process by which sensation occurs
3. Understand structure and function of eye and ear
4. Describe the Gestalt principles of perceptual organization

- 4.1 Vision; Structure and function of eye
- 4.2 Audition; Structure and function of eye
- 4.3 Other senses (only for Internals)
- 4.4 Perception & Laws of Perceptual organization- Gestalt laws
- 4.5 Perceptual constancy
- 4.6 Perception of depth. Distance and movement

INTERNAL ASSESSMENT

The following can be submitted as the assignment in written or typed form –

- Crosswords/quizzes prepared,

- Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit,
- Posters/charts along with their explanation,
- Subjective tests

BOOKS

Text book-

1. Ciccarelli S.K. & Meyer G. E.(2014) Psychology. South Asian Edition: Pearson education
2. Feldman, R.S. (2013) Understanding Psychology, 11th edition. New York: McGraw Hill Publications

Reference Books-

1. Myers, D. G. (2013) Psychology, 10th edition; International edition. New York: Worth Palgrave Macmillan
2. Ciccarelli, S. K., & White, J. N. (2012) Psychology. 3rd edition, New Jersey: Pearson education
3. Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
4. Feldman, R.S. (2013) Psychology and your life. 2nd edition, New York: McGraw Hill Publications
5. Martin, D. (2010). Doing psychology experiments (7th ed.) Pacific Grove, CA: Brooks/Cole.
6. Pastorino, E., & Doyle-Portillo, S. (2009). What is psychology? (2nd ed.). Belmont, CA: Thomson Wadsworth
7. Stanovich, K. E. (2010). How to think straight about psychology (9th ed.). Boston, MA: Pearson,

B.A I Psychology Semester I 2015-16

Title: Developmental Psychology: Infancy to Middle Childhood

No. of Credits-4

Marks -100 (25-Internal, 75 -External)

Course Objective:

The learner will be able to

1. Comprehend the basic concepts of Human Development processes
2. Grasp principles, perspectives and modern trends in Developmental psychology
3. Trace the different stages of development
4. Understand the process of physical, cognitive, social and personality across the age groups i.e infancy to middle childhood.

Module I: Introduction

Objectives: After studying this module, the learner will be able to

- Understand the life span development
- Understand the theoretical perspectives guiding life span development
- Gain understanding of the important characteristics of the pre-natal period and post natal period
- Evaluate the factors and influences associated with the pre-natal and post-natal development

- 1.1 Orientation to Life Span development
- 1.2 Theoretical perspectives (Erikson, Piaget, Vygotsky)
- 1.3 Earliest Development
- 1.4 Prenatal Development and Post natal Development
- 1.5 Characteristics of neo-natal period

Module II: Infancy

Objectives: After studying this module, the learner will be able to

- Understand the rapid advances of Infancy
- Understand the development tasks accomplished in this period and the sensory capabilities infant possesses
- Understand the Piaget's perspective about how children develop understanding
- Understand social and personality development in infancy

- 2.1 Physical Growth and Motor Development
- 2.2 Development of the senses
- 2.3 Piaget's approach to Cognitive Development
- 2.4 The Roots of Language
- 2.5 Developing the roots of sociability and forming relationships

Module III: The Preschool Years

Objectives: After studying this module, the learner will be able to

- Understand the physical growth in the pre-school years
- Understand Piaget's approach to Cognitive Development
- Explore factors related to social & personality development in pre-school years.

- 3.1 Physical Growth
- 3.2 Piaget's Approach to Cognitive Development
- 3.3 Forming sense of self
- 3.4 Friends and Family
- 3.5 Moral Development and Aggression

Module IV: Middle Childhood

Objectives: After studying this module, the learner will be able to

- Comrade factors influence the growth in middle childhood
- Understand how children develop cognitively & know trends in schooling
- Recognize the importance of self-esteem & relationship shaping children's behavior

- 4.1 Physical Development
- 4.2 Intellectual Development
- 4.3 Schooling of Middle Childhood
- 4.4 Developing Self and Relationship Building

Internals:

1. Class Test
2. Topic Based Assignment
3. Field Visit

Textbook:

- Feldman, R. S, (2015).Development across the life span .(7th Edition) Pearson Education.
Dorling Kindersley(India) Pvt Ltd.

Books for Reference:

1. Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) Pvt Ltd.
2. Crandell, T. L., Crandell, C. H., and Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
3. Papalia, D. E., Olds, S. W., & Feldman, R. (2004). Human Development. (9th Ed). McGraw Hill, international Edition
3. Shaffer, D. R., and Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7th Ed). Thomson Learning, Indian reprint 2007.

B.A. Semester I

Exceptional Children – CAPC- I

Emotional and Social Exceptionality

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Objectives

- Acquire knowledge of exceptional children
- To create social awareness
- To know rehabilitation methods and facilities
- To prepare students for jobs

Module I: Introduction to exceptional Children

Objectives: After studying the module students will be able to:

- Define the meaning of exceptionality
- Explain the various causes of exceptionality, their needs and problems
 - a. Exceptionality : Meaning and Concept
 - b. Causes
 - c. Needs and Problems of Exceptional Children

Module II : Psychological Issues - I

Objectives: After studying the module students will be able to:

- Understand the characteristics, causes of emotionally disturbed children
- Understand the characteristics, causes of disadvantaged children
 - a. Emotionally disturbed – Nature and Characteristics, Causes
 - b. Disadvantaged Children - Nature and Characteristics, Causes

Module III : Psychological Issues - II

Objectives: After studying the module students will be able to:

- Understand the characteristics, causes of culturally deprived and institutionalized children
- Understand the concept and impacts of child abuse
 - a. Cultural Deprivation & Institutionalized - Nature and Characteristics, Causes
 - b. Child Abuse

References

- Kirk, S., Gallagher, J., Anastasiow, N. (2014). Educating Exceptional Children. XI edn. Cengage Learning.
- Mangal S.K. : Educating Exceptional Children : an Introduction to Special education. Prentice Hall
- Kale Premala – Apvadatmak Balake

Course code-110001 Title-General Psychology; Basic Cognitive Processes

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to

1. Understand the phenomenon of learning, memory, thinking and attention
2. Relate the cognitive processes to everyday life.

Module I: Learning

Objectives: After studying the module you will be able to

1. Understand nature of learning
2. Understand different types of cognitive learning

1.1 Definition of Learning

1.2 Classical Conditioning & Operant Conditioning: Original experiments by Pavlov & Skinner, basic principles and applications

1.3 Cognitive theories of learning

- a. Insight Learning
- b. Latent Learning
- c. Observational learning

Module II: Memory

Objectives: After studying the module you will be able to

1. Explain the information-processing model of memory.
2. Explain the important features of LTM & STM
3. Understand how forgetting occurs

2.1 Models of Memory

2.2 STM

2.3 LTM

2.4 Forgetting

Module III: Thinking and Language

Objectives: After studying the module you will be able to

1. Understand thinking process
2. Understand the nature of thinking process
3. Distinguish how our thinking can be biased.
4. Understand the relationship between Language and Thought

- 3.1 Thinking process- Images and thinking, Language and thinking
- 3.2 Problem solving- Rules in problem solving, Decision making, Biases in decision making
- 3.3 Creative thinking- Insight in creative thinking, stages in creative thinking, characteristics in creative thinking, nature of creative thinking
- 3.4 The levels of Language Analysis
- 3.5 The relationship between language and thought

Module IV: Intelligence

Objectives: After studying the module learner will be able to

1. Understand the individual difference in intelligence
2. Know how Intelligence is assessed

- 4.1 Definition
- 4.2 Measuring Intelligence
- 4.3 Individual difference in intelligence

BOOKS

Text book-

1. Ciccarelli S.K. & Meyer G. E.(2014) Psychology. South Asian Edition: Pearson education
2. Feldman, R.S. (2013) Understanding Psychology, 11th edition. New York: McGraw Hill Publications

Reference Books-

1. Myers, D. G. (2013) Psychology, 10th edition; International edition. New York: Worth Palgrave Macmillan
2. Ciccarelli, S. K., & White, J. N. (2012) Psychology. 3rd edition, New Jersey: Pearson education
3. Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
4. Feldman, R.S. (2013) Psychology and your life. 2nd edition, New York: McGraw Hill Publications
5. Martin, D. (2010). Doing psychology experiments (7th ed.) Pacific Grove, CA: Brooks/Cole.
6. Pastorino, E., & Doyle-Portillo, S. (2009). What is psychology? (2nd ed.). Belmont, CA: Thomson Wadsworth
7. Stanovich, K. E. (2010). How to think straight about psychology (9th ed.). Boston, MA: Pearson,

FOR INTERNAL ASSESSMENT

The following can be submitted as the assignment in written or typed form –

- The PPTs with explanatory notes,
- Crosswords/quizzes prepared,
- Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit,
- Posters/charts along with their explanation,
- Subjective tests

Semester II

Title: Developmental Psychology: Adolescence to Late Adulthood

No. of Credits-4

Marks -100 (25-Internal, 75 -External)

Course Objectives:

The learner will be able to

1. Understand the process of physical, cognitive, social and personality across the age groups
i.e. Adolescence to late Adulthood
2. Foster interest in developmental psychology as a field of study
3. Appreciate implications and applications of various concepts in Developmental Psychology in daily life

Module I Adolescence

Objectives: After studying this module, the learner will be able to

- Understand Physical changes which adolescents experience
- Recognize the way in which Cognitive Development proceeds
- Identify factors related to Social and Personality development in adolescence

1.1. Physical maturation

1.2. Threats to adolescents' well-being

1.3. Identity: Self-concept and self-esteem .

1.4. Relationships: Family and friends

1.5. Dating, Sexual Behavior & Teenage Pregnancy

Module II. Early Adulthood

Objectives: After studying this module, the learner will be able to

1. Gain understanding about the Physical development and the risks to which young adults are exposed.
2. Appreciate the importance of Social and Personality development in early adulthood.
 - 2.1 Physical development and stress
 - 2.2. Cognitive development
 - 2.3 Forging Relationships
 - 2.4. The course of relationships
 - 2.5. Work and career

Module III Middle Adulthood

Objectives: After studying this module, the learner will be able to

1. Gain understanding and be able to evaluate Physical changes and Health in middle adulthood
2. Understand factors related to cognitive development
3. Understand the importance of Social and Personality development in early adulthood.
 3. 1. Physical development and health
 3. 2. Cognitive development
 3. 3 Personality Development
 3. 4. Relationships: Family in middle age
 3. 5. Work and leisure

Module IV Late Adulthood

Objectives: After studying this module, the learner will be able to

1. Identify factors affecting physical development and health
2. Understand Cognitive development in old age
3. Evaluate the factors contributing to successful aging & relationships
4. Comprehend the process of dying, grief & bereavement
 - 4.1 Physical development and health
 - 4.2 Cognitive Development
 - 4.3 Personality Development,
 - 4.4 The daily life of late adulthood
 - 4.5 Relationships, Confronting death, Grief & Bereavement

Internals:

1. Class Test
2. Topic Based Assignment
3. Field Visit
4. Book Review & Movie Review

Textbook:

- Feldman, R. S, (2015).Development across the life span .(7th Edition) Pearson Education.
Dorling Kindersley(India) Pvt Ltd.

Books for Reference:

- Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) Pvt Ltd.
- Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2004). Human Development. (9th Ed). McGraw Hill, international Edition
- Shaffer, D. R., &Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7th Ed). Thomson Learning, Indian reprint 2007

Exceptional Children: Intellectual and Physical Exceptionality

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Objectives

- Acquire knowledge of exceptional children
- To create social awareness
- To know rehabilitation methods and facilities
- To prepare students for jobs

Module I : Intellectually Exceptional Children -I

Objectives: *After studying the module students will be able to:*

- Understand the meaning, definition and identification of Mental Retardation
 - Understand the meaning, and definition and types of Learning Disability
- a. Mental Retardation : Meaning and Definition, Identification of MR
 - b. Learning Disability : Meaning and Definition, Types of LD

Module II : Intellectually Exceptional Children- II

Objectives: *After studying the module students will be able to:*

- Understand the meaning of slow learning, its definition and nature
 - Understand the characteristics, needs and problems of gifted children
- a. Slow Learners : Meaning, definition & Nature , Characteristics
 - b. Gifted : Definition, Characteristics, needs and problems

Module III : Sensory, Motor, Physical Difficulties

Objectives: *After studying the module students will be able to:*

- Explain meaning of visual impairment, and its causes
 - Explain meaning of hearing impairment, and its causes
- a. Visual Impairment : Meaning of Visual Impairment, Causes, Degree
 - b. Hearing Impairment : Meaning of hearing Impairment, Causes, Degree

Module IV : Sensory, Motor, Physical Difficulties

Objectives: *After studying the module students will be able to:*

- Explain meaning of chronic illness and its causes
 - Explain meaning of cerebral palsy and its causes
- a. Chronic illness : Pediatric Cancer,HIV.
 - b. Cerebral Palsy : Meaning, Causes and degree

References

- Kirk, S., Gallagher, J., Anastasiow, N. (2014). Educating Exceptional Children. XI edn. Cengage Learning.
- Mangal S.K. (2007). Educating Exceptional Children : an Introduction to Special education. Prentice Hall
- Uday Shankar : Exceptional Children
- Kale Premala – Apvadatmak Balake

BA II Psychology 2015-16

Semester III - Personality Theories

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

- 1) To introduce to the concept of Personality and its components
- 2) To position Personality as one of the important domains of understanding human behavior
- 3) To orient to various schools and theorizations of Personality

Module I – Introduction to the study of Personality

Objectives:

After studying these modules, the learner will be able to

- Clarify the meaning of Personality as a concept
 - Grasp basic tenets of Personality theories
- 1.1 What is Personality Theory
 - 1.2 Basic assumptions concerning human nature
 - 1.3 Components of Personality theories
 - 1.4 Criteria for evaluating Personality theories

Module II – Psychodynamic approach to Personality

After studying this module, the learner will be able to

- Clarify the meaning of Psychodynamics as a concept
 - Understand the Freudian approach to personality
- 2.1 Introduction to Psychodynamic Approach
 - 2.2 Psychoanalytical Perspective to Personality
 - 2.3 Freudian Approach to Personality
 - Levels of Consciousness
 - Anatomy of Personality
 - 2.4 Application of Psychoanalytical Theory

Module III –Behavioural and Social Learning approaches to Personality

After studying this module the learner will be able to

- Get acquainted with the Behavioural approach to Personality
- Understand Social Learning view of Personality

- 3.1 Introduction to Behavioural Approach
- 3.2 Skinner’s Basic Assumption of human nature
- 3.3 Application of Operant Conditioning
- 3.4 Introduction to Bandura’s Social Cognitive Perspective

Module IV – Humanistic approach to Personality

After studying this module the learner will be able to

- Understand the Humanistic approach to personality
- Understand the Maslovian and Rogerian approach to personality

- 4.1 Introduction to Humanistic Approach
- 4.2 Abraham Maslow’s Approach to Personality
 - Hierarchy of Needs Theory
 - Deficit motivation versus Growth motivation
 - Basic Assumption concerning human nature
- 4.3 Carl Roger’s Approach to Personality
 - Roger’s Phenomenological theory
 - Roger’s basic assumptions concerning human nature

Text book: Larsen, J. & Buss, D. (2012) Personality Psychology: Domains of Knowledge about Human Behaviour, 5th Edition, Mc Graw Hill International Edition.

Books for reference:

Feist, J. & Feist, G. (2006) Theories of Personality, 6th Edition, Mc Graw Hill International Edition.

Hjelle, L. & Ziegler, D. (1992) Personality Theories, 3rd Edition, Mc Graw Hill International Edition.

Internal Evaluation:

Class Assignment

Power Point Presentations on Module II,III, IV

BA II Psychology 2015-16

Fundamentals of Social Psychology

Semester III: DC I - Code Number DC 340510/AC 370310

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

- To introduce the fields of Social Psychology.
- To outline the basic concepts and methods used in Social Psychology.
- To elucidate application of principles of Social Psychology in everyday life.
- To understand Social Psychology from an Indian perspective.

Module I *Introduction to Social Psychology*

Objectives:

After studying these modules, the learner will be able to:

- Understand the nature of social psychology
- Know a brief history of social psychology

1.1 Definition of Social Psychology.

1.2 Nature and brief history of Social Psychology.

1.3 An impact of culture on social behaviour.

1.4 Profession of Social Psychology. Possible roles and employment opportunities

1.5 Research methods in Social Psychology.

(a) The Experimental method. (b) Systematic Observation method. (c) Co-relation method.

Module II : *Social Perception and Cognition*

Objectives:

After studying these modules, the learner will be able to:

- make meaning of non-verbal communication.
- understand Attribution and Self Attribution.
- Know how we think about others, how we judge them, make decisions about them and predict their future behaviour.

2.1 Social perception and cognition

2.2 Non-verbal communication.

2.3 Definition of attribution and theories of attribution.

2.4 Impression formation and impression management.

2.5 Schema and Prototypes.

2.6 Affect and Cognition.

Module III : Attitude Formation and Attitude Measurement

Objectives:

After studying these modules, the learner will be able to:

- Know the process of attitude formation
- Understand the relationship between attitudes and behaviour
- Describe various different types of scales which are used to measure attitudes.

3.1 Attitudes and Behaviour.

3.2 Attitude formation: (a) Social learning. (b) Social comparison.

3.3 Attitude measurement: (a) Thurston's Scale. (b) Likert Scale. (c) Guttman's Scale.

3.4 Attitude Change: (a) Persuasion Approach. (b) Cognitive Dissonance Approach.

3.5 India specific problems related to attitudes.

Module IV: Prejudice and Discrimination

Objectives:

After studying these modules, the learner will be able to:

- Explain the term prejudice and discrimination.
- Understand the causes of prejudice.
- Learn ways of reducing prejudice.

4.1 Prejudice and Discrimination – Its nature and causes.

4.2 Measures to reduce prejudice.

4.3 Prejudice based on caste, gender and religion.

Textbook:

1. Robert A. Baron and Donn Byrne; "Social Psychology – With Research Navigator"; 10th Edition (Pearson Education).

Reference Book: 1. Robert A. Baron, Nyla R. Branscombe, Donn Byrne and Gopa Bhardhwaj; 2009; "Social Psychology"; 12th Edition (Pearson Education).

B A II Psychology 2015-16

Semester III - APC – Organizational Behaviour

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

- 1) To orient the student to the field of Organizational Behaviour
- 2) To get introduced to various concepts used in organizations
- 3) To know how to apply various Psychological principles to organizations

Module I- Introduction to Organizational Behaviour

After studying this module the learner will be able to

- 1) Get an overview of the development of the field of Organizational Behaviour
 - 2) Understand the various biographical characteristics that affect work behaviour
- 1.1 Definition and Concept of Organizational Behaviour
 - Disciplines that contribute to Organizational Behaviour
 - 1.2 Transition from I/O Psychology to Organizational Behaviour
 - 1.3 Foundations of Individual Behaviour : Ability , Biographical Characteristics

Module II- Work Motivation

After studying this module the learner will be able to :

- 1) Understand the relationship between motivation and work behavior
 - 2) Explain theoretical concepts of motivation
- 2.1 Work Motivation –
 - Early Theories of Motivation
 - Hierarchy of Needs Theory by A Maslow
 - Two factor Theory by Herzberg
 - 2.2 Contemporary Theories of Work motivation
 - Goal Setting Theory
 - Cognitive evaluation theory

Module III- Leadership

After studying this module the learner will be able to

- 1) Understand the role of a leader in organizations
- 2) Know the contemporary leadership role
- 3.1 Basic theoretical approaches to leadership
 - Trait Theory of Leadership
 - Behavioural theory of Leadership
- 3.2 Contingency Theories of leadership
 - Situational Theory
 - Path Goal theory
- 3.3 Contemporary Leadership Roles

Module IV – Foundation of Group Behaviour

After studying this module the learner will be able to

- 1) Become aware of group dynamics of in organizations
- 2) Understand the importance of teams in organizations
- 4.1 -Classification of Groups in organizations
 - Stages of Group development
 - Properties of Group
- 4.2 -Difference between Groups and Teams
 - Types of Teams
- 4.3 Building Teams – turning Individuals into team players

Text book:

Robbins S P *Organisational Behaviour*, Pearson Education 13th ed, 2009

References:

Muchinsky P,M. and Culbertson, S.S. *Psychology Applied to Work*, 11th ed, North Carolina: Hypergraphic Press, 2012.

Internal Evaluation:

Test assignment

Group discussion/ Role play

Exercise on Module IV

B.A. Psychology, 2015-16

Semester III CAPC III

Principals of Child Guidance and Nature of Referrals

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

- 1) To orient the student to the field of Child Guidance
- 2) To get introduced to various concepts used in Guidance
- 3) To know how to apply various psychological principles to correction of behavioural problems

Module I : Basic concepts

After studying this module the learner will be able to:

1. Explain the importance of child and adolescent guidance
2. Highlight changes in the concept in the 21st Century

- 1.1 Definitions of Child and Adolescent Guidance
- 1.2 The Guidance Movement
- 1.3 Cultural manifestations and need based intervention
- 1.4 Strengths and Challenges of the approach

Module II : Parental and Child Guidance (PCGC)

After studying this module the learner will be able to:

1. Involve the parent of the child in change management
2. Underline the importance of the family unit in behavior change

- 2.1 Role of the parent as partner
- 2.2 Importance of team work, collaborative approach
- 2.3 Ethical issues in involvement of parents, teachers
- 2.4 Importance of Documentation and its Methods

Module III : Behavioral Problems in Children : Externalizing Disorders

After studying this module the learner will be able to:

1. Differentiate clearly between externalizing and internalizing disorders
 2. Collect important and relevant details in every child and adolescent case
-
- 3.1 Acting out behavior, aggression and violence
 - 3.2 Conduct Disorders and Oppositional Defiance
 - 3.3 Substance use disorders
 - 3.4 Impulse control disorders

Module IV : Behavioral Problems in Children: Internalizing Disorders

After studying this module the learner will be able to:

1. Be sensitive to children who are unable to seek help
 2. Detect high risk children and create intervention plans
-
- 4.1 Shy, withdrawn behavior
 - 4.2 Victims of bullying, ragging
 - 4.3 Anxiety and depression in children and adolescent
 - 4.4 Suicide risk and its management

Text Book

References:

Internal evaluation

B.A. Psychology, Semester III CAPC IV

Psychological Assessment of Children- Ability testing and special populations

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Objectives

- To help students to understand the nature of psychological assessment
- To help students to become familiar with test administration

Module I : Nature of Psychological Assessment of Children

Objectives: After studying the module you will be able to:

- Understand historical development of psychological assessment for children
 - Define Psychological Assessment
 - Understand its uses and limitations
- a. Historical development of psychological assessment with special reference to children
 - b. Definition of Psychological assessment
 - c. Characteristics of Psychological Assessment
 - d. Uses of Psychological Assessment
 - e. Limitations of Psychological Assessment

Module II : Ability Testing for Children : Individual Tests

Objectives: After studying the module you will be able to:

- Understand the nature of and definition of intelligence testing
 - Be familiar with Individual tests of intelligence
- a. Nature of Intelligence Tests, definition
 - b. WISC-III
 - c. Malin's Intelligence Scale for Indian Children
 - d. Bhatia's Battery of Performance test of Intelligence

Module III : Ability Testing for Children : Group Tests

Objectives: After studying the module you will be able to:

- Be familiar with group tests of intelligence
- a. Raven's Standard Progressive Matrices
 - b. Non-verbal Test of Intelligence
 - c. Prayag Mehta's Test of General Intelligence

Module IV : Tests for Special Population

Objectives: *After studying the module students will be able to:*

- Understand the special population
 - Understand the tests for special population : Developmental Schedules, Scales for Social development etc.
- a. What is special Population (Anastasi – pg.235, Gregory pg,242)
 - b. Tests for special population
 - c. Developmental Scales : Gessell Developmental Schedule , Bayley Scales of Infant Development
 - d. Social Development : Vineland's Social Maturity Scale
 - e. Adaptive Behavior Scales

References :

Anastasi, Anne : Psychological Testing

Gregory : Psychological Testing

B A II Psychology 2015-16 Semester IV

Title: Psychological Assessment & Testing

No. of Credits-4

Marks -100 (25-Internal, 75 -External)

Course Objectives:

1. Understand the relevance of psychological tests in the field.
2. Develop the skills necessary to select and use tests .
3. Grasp facts about measurement of intelligence and assessment of personality.
4. Gain knowledge and understanding of the nature, uses, and the process of construction of psychological tests

Module I: Introduction to Psychological Assessment

Objectives: After studying this module, the learner will be able to

- Gain understanding in aspects of Psychological Testing & Assessment
 - Learn Historical perspective and Ethical Issues in Psychological Testing
- 1.1 Psychological Assessment and Psychological testing- Introduction & Differentiation
 - 1.2 Historical Perspectives of Psychological Testing
 - 1.3 Characteristics, Types & Scope of Psychological Tests
 - 1.4 Ethical issues in Psychological Testing.
 - 1.5 Factors to be considered while Test Administration (Examiner Variable, Situational Variable & Cultural Context)

Module II: Principles of Psychological Testing:

Objective: After studying this module, the learner will be able to

- Examine the various principles of Psychological Testing and its applications
- 2.1 Reliability: Concept & Types of Reliability.
 - 2.2 Validity: : Concept & Types of Validity.
 - 2.3 Norms: Concept & Types of Norms.
 - 2.4 Item Analysis: Concept

Module III: Measurement of Intelligence & Aptitude

Objectives : After studying this module, the learner will be able to

- Learn nature of Intelligence, Aptitude and Interest.
- Understand the various assessment tools in Intelligence, Aptitude & Interest.

- 3.1 Intelligence: Nature , Verbal , Performance & Non Verbal Test of Intelligence
Stanford Binet Scales (Fifth Edition), Wechsler Scale (WAIS IV, WISC,IV) .
- 3.2 Aptitude: Nature, Differential Aptitude Test & General Aptitude test Battery.
- 3.3 Interest: Nature, Strong Vocational Interest Inventory.

Module IV: Measurement Of Personality:

Objectives: After studying this module, you will be able to

- Learn nature of Personality Assessment.
 - Understand the various methods used in measuring personality.
- 4.1 Personality Assessment.
 - 4.2 Objective Method: Concept, Sixteen Personality Factor Questionnaire, Minnesota Multiphasic Inventory.
 - 4.3 Projective Method: Concept, Rorschach Inkblot Test, TAT/CAT
 - 4.4 Behavioral Assessment: Nature, Rating Scale, Situational, Self-Monitoring, Role Play, Observation & Psycho physiological Method.

Text Book:

- Cohen, J. R., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New York. McGraw-Hill International edition

References:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
- Gregory, R. J. (2004). Psychological Testing: History, Principles, and Applications. (4th ed.). Pearson Indian reprint 2008, by Dorling Kindersley India pvt ltd, New Delhi
- Kaplan, R. M., & Saccuzzo, D. P. (2008). Psychological Testing – Principles, Applications and Issues. (7th ed.). Wadsworth Thomson Learning,
- Urbina S. (2004). Essentials of Psychological Testing. John Wiley & sons

Internals:

1. Class Test.
2. Project Work.
3. Essay on relevant topics.
4. Presentation

B A II Psychology 2015-16 Semester IV

Title: Social Psychology: Interpersonal and group processes

SEMESTER IV: DC II - Code Number DC 440710/AC 470410

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Objectives:

- To understand the factors responsible for reacting positively or negatively towards another person.
- To develop an understanding of factors affecting social processes

Module I Interpersonal attraction, close relationships and prosocial behaviour

1.1 Internal & external Determinants of Attraction: The Need to Affiliate and the Basic Role of Affect.

1.2 Factors Based on interacting with others: Similarity and Mutual Liking.

1.3. Close Relationships: Family and Friends

1.4 Bystander Effect

1.5 Factors influencing and theoretical explanations of prosocial behavior

Module II : Social Influence And Social Exchange

Objectives: After studying this module, the learner will be able to

- Understand the phenomenon of social influence.
- Learn how our thoughts and actions are changed by others.
- Understand the conditions for social exchange

2.1 Conformity and Compliance

2.2 Obedience and dependence , Indian cultural perspectives

2.3 Co-operation and competition.

2.4 Bargaining and negotiations; resolving interpersonal conflicts.

2.5 Perceived fairness in social exchange.

Module III Group processes and leadership

Objectives: After studying this module, you will be able to

- Define the term group and explain the effect of presence of others on individual's performance.
- Explain the term de-individuation
- Describe the process of decision making in a group.

- Describe the qualities of a leader and when a leader is effective.

3.1 Groups and their nature and function.

3.2 Groups and Task performance; the benefits and costs of working with others.

3.3 Decision making by groups: How it occurs and the pitfalls it faces.

3.4 Group Dynamics - Concept and studies.

3.5 Leadership

Module IV Aggression

Objectives: After studying this module, you will be able to

- Define and explain aggression.
- Describe the causes of aggression.
- Show ways of preventing aggression.

4.1 Nature of aggression and Theoretical Perspectives on Aggression.

4.2 Social determinant of aggression.

4.3 Personal causes of aggression.

4.4 Child abuse and work place violence.

4.5 Prevention and Control of Aggression.

Textbook:

1. Robert A. Baron and Donn Byrne; "Social Psychology – With Research Navigator"; 10th Edition (Pearson Education).

References

1. Robert A. Baron, Nyla R. Branscombe, Donn Byrne and Gopa Bhardhwaj; 2009; *Social Psychology*; 12th Edition (Pearson Education).
2. Feldman R. (2000) *Social Psychology*. Prentice hall: 2000
3. Franzoi Stephen L (2002) *Social Psychology*; 3rd Edition; McGraw Hill (Hardcover).
4. Uday Jain (1987) "The Psychology of Crowding"; New Delhi, Sage Publications.
5. Pragat Samaajik Manasshastra by Amruta Oak and Asha Parulekar

B A II Psychology 2015-16

SEMESTER IV

APC TITLE: *Health Psychology*

COURSE CODE:

No of Credits: 4

Marks 100 (25 Internals, 75 External)

Objectives: After studying the course, the learner will be able to

- Gain an insight about the emerging field of Health Psychology
- Understand the scope and application of Health Psychology

Unit I: Introduction to Health Psychology

Objective: After studying the module, the learner will be able to

- Understand the basic tenets of Health Psychology
- Learn about the history and future trends of Health Psychology
- Understand the research methods used in Health Psychology

1.1 The Field of Health Psychology

1.2 Individual Perspective

1.3 Conducting Research

1.4 Role of Health Psychologist

1.5 Future Trends in Health Psychology

Unit II: Health and Behaviour

Objective: After studying the module, the learner will be able to

- Familiarize yourself with various degenerative diseases
- Understand the faulty life style diseases
- Gain an insight into the theories for promoting healthy behaviour

2.1 Staying Healthy- Degenerative diseases

2.2 Primary, Secondary and Tertiary prevention and behavioural outcomes

2.3 Individual differences and personal characteristics

2.4 Health Recommendations and Behaviour change- Sources of Health Information

2.5 Persuasion- changing beliefs and attitudes

2.6 Social cognitive theory and self regulative theory

Unit III: Psychological Process, Stress and Illness and coping

Objectives: After studying the module, the learner will be able to

- Understand the physiological and psychological effects of stress
- Learn the coping strategies to deal with stress
- Understand the cognitive coping styles of dealing with stress

3.1 Concept and Meaning of Stress

3.2 Role of Cognitive Appraisal

3.3 Hassles of everyday life, major life events

3.4 Physiological reaction to stress, General Adaptation Syndrome

3.5 Cognition and coping- Cognitive coping styles, causal attribution, sense of control, learned helplessness, and hardiness

Unit IV: Healthy Coping

Objectives: After studying the module, the learner will be able to

- Understand the patient's perspective to illness, treatment and healing
- Get a life span perspective on chronic illnesses
- Get an insight into terminal illness and bereavement

4.1 Stages of Illness and treatment of ill patients

4.2 Facing emotional conflicts, stressful medical treatments, and stresses of Hospitalisation

4.3 Chronic illness in children, adolescents and aged

4.4 Caring for Terminally Ill Patients

4.5 Bereavement and Grief Experiences

Internal Assessment:

- Class test
- Topic based Assignments
- Chart and PowerPoint Presentations
- Film/Documentary viewing and group discussion

Skit/Role plays

References:

Textbook:

DiMatteo M. R., Martin L., *Health Psychology*, First Edition, (2002), New Delhi: Pearson.

Reference Books:

Ogden Jane, Health Psychology, Fourth Edition, (2009), McGraw Hill Education (India) Private Limited

Smith, T.W., Sarafino, E.P., Health Psychology Biopsychosocial Interactions, Seventh Edition, (2011), Wiley India Pvt Ltd, New Delhi

Taylor, S.E., Health Psychology, Seventh Edition, (2000), McGraw Hill Education (India) Private Limited

B.A. Psychology, 2015-16

Semester III CAPC IV

Principals of Child Guidance and Interventional Approaches

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

- 1) To orient the student to intervention in Child Guidance settings
- 2) To get introduced to various intervention methods used
- 3) To know how to apply various psychological principles to correction of child and adolescent issues

Module I : Interventional approaches in a Child and Adolescent Guidance Setting

After studying this module the learner will be able to:

1. Explain the approaches used in child and adolescent guidance
2. Highlight changes in these methods in the 21st Century
 - 1.1 Behavior therapy approaches
 - 1.2 Importance of Occupational therapy
 - 1.3 Importance of physiotherapy
 - 1.4 Importance of Speech therapy

Module II : Family therapy in PCGC

After studying this module the learner will be able to:

1. Involve the family members in change management
2. Underline the importance of the family unit in behavior change
 - 2.1 Theoretical approaches in family therapy
 - 2.2 Commonly used techniques
 - 2.3 Challenges in Family therapy settings
 - 2.4 Advantages of family intervention

Module III : Interventions for Learning Difficulties and Disabilities

After studying this module the learner will be able to:

1. Differentiate clearly between different types of Learning Disabilities
2. Know the State rules in educational settings
 - 1.1 identification of reading writing disorders

1.2 Identification of Numerical disorders and Non verbal difficulties

1.3 Identification of Communication and Speech Disabilities

1.4 Intervention and Remediation, Concessions and Rules

Module IV : Interventions for Gifted and Creative Children and Adolescents

After studying this module the learner will be able to:

3. Be sensitive to children who are exceptionally bright and gifted

4. Detect high risk children and create intervention plans

4.1 Giftedness, definition and identification

4.2 Challenges faced in dealing with Giftedness

4.3 Parental involvement and training

4.4 Creativity, definition and concepts

Text Book

References:

Internal evaluation

B A II Psychology 2015-16

SEMESTER IV

CAPC VI

Psychological Assessment of Children-Aptitude, Interest, Creativity and Personality

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Objectives

- To help students to understand the nature of psychological assessment
- To help students to become familiar with test administration

Module I : Aptitude and Creativity testing for Children

Objectives: *After studying the module students will be able to:*

- Understand and Define aptitude and creativity
 - Understand nature of 'I-AM'
 - Understand nature and administration of test of Creativity
- a. Definition of Aptitude and Creativity
 - b. I-Am: Intelligence Aptitude Measurement
 - c. Passi's Test of Creativity

Module II : Interest and Adjustment Inventories for Children

Objectives: *After studying the module students will be able to:*

- Understand and Define Interest and Adjustment and its application
- a. Define Interest and its usefulness
 - b. Define Adjustment and its application
 - c. Sodhi Bhatnagar Interest Inventory
 - d. Bell's Adjustment Inventory
 - e. Palsane's Interest Inventory
 - f. Palsane's Adjustment Inventory

Module III : Projective Personality Tests for Children

Objectives: *After studying the module you will be able to:*

- Understand the nature of Projective Techniques and classification system
 - Be familiar with Projective techniques
- a. Nature of Projective Techniques (Anastasi Page 411)
 - b. Brief classification of Projective Techniques (Gegory – Page 526)
 - c. Rotter Incomplete Sentence Blank (Gregory- Pg.532)
 - d. Rosenzweig Picture Frustration Test / DAP (Gregry pg. 533)

Module IV: Project work and home visit

Objectives: *After studying the module students will be able to:*

- Understand the administration and scoring of tests

- a. Project work and interpretation of test scores and submission of reports

References :

Anastasi, Anne : Psychological Testing

Gregory : Psychological Testing.

NOTE : The detailed syllabi for Semesters V and VI are almost ready, but not included here.

The following courses can be offered to other students from other disciplines for the **Choice Based Credit System**.

- General Psychology: Physiological Basis
- Developmental Psychology: Infancy to Middle Childhood
- Developmental Psychology: Adolescence to Late Adulthood
- Fundamentals of Social Psychology
- Social Psychology: Interpersonal and Group processes
- APC Health Psychology
- APC Sports Psychology
- APC Educational Psychology

CAPC (Combined Applied Component) papers are offered only at Churchgate UG Department, and hence cannot be given as CBCS courses. Some detailing of these courses is still pending.

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.A English

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Arts in English “ (New) (Revised 2015 - 16 - Regular) under the Faculty of "Faculty of Language".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Reviewed and Approved by:

Hon’ble Vice Chancellor

For and On behalf of

Board of Management and Academic Council

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNT Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

- ❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)
- ❖ **B.Com**
- ❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)
- ❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
 - B.A. I** – Rs. 4040/- (S.N.D.T. University)
 - B.A. I** – Rs. 4290/- (Other University)
 - B.A. II** – Rs. 3790/- (S.N.D.T. University)
 - B.A. II** – Rs. 4290/- (Other University)
 - B.A. III** – Rs. 4040/- (S.N.D.T. University)

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University’s IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the ‘Credit System’ for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listing to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor’s Degree (General)
2 years	80	Master’s Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.A. I DC

Semester I - Paper I - Paper Code: 140101

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

Objectives:

- a) To introduce the students to basic concepts in literary studies such as what is literature, the notion of literariness and figure of the literary author
- b) To understand the distinction between literature, para literature and other forms of creative and non-creative writing.
- c) To focus on different forms and genres of literature especially the Novel and prose forms like essay, short story, novella etc
- d) To understand the distinction between different forms of literature.
- e) To engage with the language skills needed in literary writing- cohesion, coherence, structures of writing.

Unit	COURSE CONTENT
Unit I	<ol style="list-style-type: none">a) What is Literature? The notion of literariness and figure of the literary authorb) Different types of literature, para literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher)
Unit II	<p>Forms and Genres of Literature:-</p> <ol style="list-style-type: none">a) Two Categories: Fiction & Non Fiction Types of Non Fiction: Narrative Nonfiction, Essays, Biography, Autobiography, Speech Type of Fiction: Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery.b) Special Reference to Novels : Adventure, Bildungsroman, Chick lit, Grime & Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical <p><i>(This list is not intended to be exhaustive. Moreover, each of these forms and genres will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The teacher has to focus only on a brief explanation of the term.)</i></p>
Unit III	<ol style="list-style-type: none">a) Language Skills in Literary Writing – Cohesion, Coherence, Structures of Writing.

B.A. I DC Semester I - Paper II -Paper Code: 140201

Title: Exploring Literary Studies – Literary Terms and Critical Approaches

Objectives:

- a) To develop the skills of close critical reading by gaining an introductory understanding of the use of literary terms.
- b) To learn brief definitions about different literary movements such as sentimentalism, nationalism, modernism and postmodernism
- c) To understand the nature and function of literary criticism
- d) To be familiar with different schools of literary criticism like historical, biographical, psychological, formalist, feminist, Marxist, post colonial and a very brief introduction to contemporary approaches like Structuralist and post-structuralist approaches. (See detailed list given below)
- e) To have exposure to different forms of literature with special reference to poetry.

Unit	COURSE CONTENT
Unit I	a) Use of Literary Terms: aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, authorship, autotelic, avant-grade, ballad, biographical fallacy, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, diction, didacticism, digression, drama, dramatic monologue, elegy, epic, epiphany, epistolary, epithet, ethos, fiction, figurative language, form, genre, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, metaphor, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, negative capability, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, protagonist, rationalism, realism, representation, rhetoric, rhyme, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, symbolism, taste, tension, text, theory, tradition, tragedy, trope, type, unity, universality.
Unit II	Schools of Literary Criticism a) Approaches: close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies. <i>(These above mentioned lists are not intended to be exhaustive. Moreover, each of these terms and approaches will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The course will require a handbook to introduce students to the above mentioned terms and approaches)</i>

	<p>Hand books:</p> <ol style="list-style-type: none"> 1. Holman and Harmon - <i>A Handbook to Literature</i> 2. M.H. Abrams, <i>A Glossary of Literary Terms</i> (5th edn, Holt, Rinehart & Winston, 1988) 3. Martin Gray, <i>A Dictionary of Literary Terms</i> (Longman, 1992) <p>John Peck and Martin Coyle, <i>Literary Terms and Criticism</i> (Macmillan, 1993)</p>
Unit III	<p>Forms of Poetry & Critical Vocabulary:-</p> <ol style="list-style-type: none"> a) Types of Poems: Lyric, Ode, Ballad, Elegy, Sonnet, Epic, Dramatic Monologue, Narrative Poetry, Epic (Difference between each type is based on format, rhyme scheme and subject matter selected) b) Terms associated with poetry <p>Terms:</p> <p>Technical Terms: alliteration, assonance, blank verse, caesura, couplet, end-stopped, enjambment, internal rhyme, near-rhyme (slant/sight), perfect rhyme, octave (sestet), onomatopoeia, quatrain, rhyme scheme, simile, stanza, syntax, tercet</p> <p>General Terms: allusion, archetype, diction, elegy, free verse (formal verse), idiom, image, irony, metaphor, mnemonic, mood, motif, myth, ode, sonnet, speaker, tone, voice.</p>

Semester II Paper I - Paper Code: 240301

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

Objectives:-

- 1) To introduce students to the skills and concepts of the study of fiction, focusing on the novel in English since 1800.
- 2) To identify and interpret the components of fiction plot, setting, character, point of view, theme, genre and narrative voice etc.
- 3) To be familiar with the key critical debates about the novel and its development.
- 4) To introduce the students to the literature of the 19th Century through the study of selected text as located in cultural, material and social contexts.

Unit	COURSE CONTENT
Unit I	<ol style="list-style-type: none"> a) Industrial Revolution and the Rise of the novel b) Social and Cultural Milieu of the period which includes French and American Revolution c) Rise of democracy, imperialism and colonialism d) Introduction to important writers, novelists and philosophers of the period.
Unit II	Novel:- Jane Austen: <i>Pride & Prejudice</i>

Semester II Paper II - Paper Code: 240401

Title:- Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic & Victorian Poetry

Objectives:-

- 1) To introduce students to the poetry of the Romantic and Victorian periods and the prevailing social, cultural and ideological background of the prescribed poems.
- 2) To acquaint students with the development of different kinds of poetry in the 19th century.
- 3) To help students identify the technical aspects of poetry and its overall impact viz poetic stance, tone, imagery, diction, use of rhyme, metre etc.

Unit	COURSE CONTENT
Unit I	a) Rise of the Romantic Movement b) Features of Romantic poetry c) Introduction to Victorian poetry Characteristics of Victorian poetry
Unit II	a) Romantic Poetry:- 1798-1832 b) Victorian Poetry:- 1832-1899 c) William Wordsworth:- The Solitary Reaper Lucy Poems (Any 4) d) S T Coleridge:- Christable e) P.B. Shelley:- Ode the West Wind To a Skylark f) John Keats:- La Bella Dame Sans Merci To a Nightingale g) Alfred Tennyson:- Tears, Idle Tears Break, Break, Break. h) Robert Browning:- Meeting at Night Parting at Morning Two in a Campana i) Elizabeth Barret Browning: How do I Love Thee j) Matthew Arnold:- Dover Beach To Margueite k) Christina Rossetti:- Remember Me

S.N.D.T Women's University



Centre For Distance Education

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

PROGRAM PROJECT REPORT

B.Com

2018 – 2019

Publisher's Note

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure Graduate program for 3 Year(s) Bachelor Degree Program as "Bachelor of Commerce “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Commerce".

On behalf of the University, I thank experts and authorities of the University for the interest taken and the whole hearted co-operation extended by them in bringing out this publication.

Date: 30-04-2012 16:08:30

Reviewed and Approved by:

**Hon’ble Vice Chancellor
For and On behalf of
Board of Management and Academic Council**

Shreemati Nathibai DamodarThackersey Women's University ,

1, Nathibai Thackersey Road,

New Marine Lines, Mumbai-400020, Maharashtra (India)

Signatures

Registrar

Director, CDE

Vision

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

Mission

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

Goals

The goals of the SNTD Women's University emerging from the Vision and Mission are:

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

About Center for distance education

The Centre For Distance Education was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

Objectives

- To Empower Women With A3 (Anyone, Anytime, Anywhere) Higher Education.
- To Provide Opportunities of L3 (Life Long Learning).
- To Be a Education Resource Centre For Distance Education.

Features of CDE:

- Education for All: Continuous, Flexible and Open Education for disadvantaged people.
- Extensive range of academic programmes: Higher, Vocational and Technical Education through distance learning: Education at various levels and Flexible entry qualification.
- Education as per the Social, Geographical and Contemporary needs: Specialized, Need based Programmes to offer Skill Development.
- Student Support Services: Self Learning Material (SLM): Multimedia instruction Packages: Use of Information Communication and Technology in Education: well established library facility.
- Personal Contact Programmes: Counselling by subject experts for student at study centre.
- Student friendly web portal (e-facilities) Online Admission Procedure, download eligibility status, Identity card, Fee Receipt, Exam Hall Ticket etc.
- Degree Offered by SNTD Women's University Mumbai.
- Syllabus is as same as regular Programmes runned by NMU's Affiliated Colleges.
- Equal Chance to give all type of competitive exams, NET – SET exam and other benefits are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

Academic Programmes:

The courses provided under Liberal Education allows the girls/house wives/working women to complete their graduation without attending regular college. We also provide self learning material, CD's of recorded lecture. We have Contact lectures at various study centre at all over Maharashtra.

❖ **B.A** (English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music)

❖ **B.Com**

❖ **M.A**(English, Gujarati, Hindi, Marathi, Economics, History, Political Science, Sociology, Music, Education)

❖ **M.com**

Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**
 - B.A. I** – **Rs. 4040/- (S.N.D.T. University)**
 - B.A. I** – **Rs. 4290/- (Other University)**
 - B.A. II** – **Rs. 3790/- (S.N.D.T. University)**
 - B.A. II** – **Rs. 4290/- (Other University)**
 - B.A. III** – **Rs. 4040/- (S.N.D.T. University)**

❖ **Syllabus:**

Already our university runs programmes in regular mode. So same syllabus is implemented through Distance mode. It will valid for minimum five years.

➤ **Study Material Preparation**

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

Duration of Programme	Credits	Level of the Programms
3 years	80	Bachelor's Degree (General)
2 years	80	Master's Degree (General)

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.

- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you and opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Practical's/Project Work:** Some Programmes have practical/project components also. Practical are held at designated institutions for which schedule is provided by the Study Centres. Attendance at practical is compulsory. Keeping in tune with the flexibility as regards choice of time for study one way is to skip practical during a years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.
- d) **Instructional System:** The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.
- e) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

Evaluation system will comprise.

- a) Self-assessment exercises within each Unit of study;
- b) The term-end examinations
- c) Class improvement facility. And norms as per University.

The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking term-end examination from time to complete an academic programme. The marks weight age given to assignments, seminars/practical's varies from 25% to 50% of the maximum possible score.

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
End Evaluation	Written exam, viva	Regional Language/English

B.Com Part I
Business Economics Paper I
Micro Economics
(Computer Code 4105)

Objectives:

To familiarize the students with concepts and issue related to Micro Economics and Managerial Economics

Section	Course Content
Section I	<p>I. Fundamentals of Economics: Basic characteristics of Micro and Macro Economics- Managerial Economics and its relationship with Micro and Macro Economics, Statistics, Management theory and Accounting.</p> <p>II. Analysis of Consumer Behaviors: a. Law of Equi-Marginal Utility. b. Indifference Curve analysis – Concept – Properties – Consumer’s Equilibrium – Price Effect – Income Effect – Substitution Effect – Demand relationships and managerial decisions. c. Elasticity of Demand: Concept – Price Elasticity – Income Elasticity – Cross Elasticity – Measurement of Elasticity of demand – Practical importance of elasticity of demand.</p> <p>III. Production Function: a. Concepts of Production Function – Short and Long Run – Isoquants – Meaning and characteristics – Producer’s Equilibrium b. Returns to Scale in terms of isoquants – Economies of Scale.</p>
Section II	<p>IV. Cost Analysis: a. Concepts- money- Real- Opportunity- Social. b. Business Costs- Fixed- Variable- Total- Average Costs- Behaviour of Short and Long Run Cost Curves. c. Concept of Optimum Firm- Economic Cost and Business Accounting.</p> <p>V. Market Structure: a. Meaning and features of different market structures (1. Perfect Competition, 2. Monopoly, 3. Monopolistic Competition and 4. Oligopoly) – Revenue concepts – Break Even Analysis. b. Product Pricing under the different market structures (All four markets.) c. Price Discrimination and Dumping. d. Selling Cost Analysis. e. Pricing Method (Marginal, Full cost, Transfer, Multi-product, Export, New Product.)</p> <p>VI. Project Planning. Meaning – Need – Capital Budgeting- Investment Criteria – Investment Appraisal.</p>

Commerce I
Principles of Management
(Computer Code: 4106)

Objectives: The course aims at introducing students to:

1. Nature and significance of management.
2. Concept and process of planning.
3. Concept, process and significance of organization.
4. Concept, of motivation and leadership.
5. Nature and process of communication.
6. Effective managerial control system.

Unit	Course Content
Unit 1	Principle of Management Introduction: concept, nature, process and significance of management; managerial roles (Mintzberg); An overview of functional areas of management; Development of management thought; Classical and neo-classical systems; Contingency approaches.
Unit 2	Organizing: Concept, nature, process and significance, Authority and responsibility relationships; Centralization and decentralization; Departmentation; Organization structure-forms and contingency factors.
Unit 3	Motivation and Communication Motivating and Leading People at Work: motivation-concept; theories- Maslow, Herzberg, McGregor, and Ouchi; Financial and non- financial incentives. Leadership- concept and leadership styles; theories (Tannenbaum and Schmidt); Likert's System management.
Unit 4	Communication- Nature, process, networks, and barriers; Effective communication. Managerial Control: Concept and process; Effective control system; Techniques of controltraditional and modern.
Unit 5	Management of Change: Concept, nature, and process of planned change; Resistance to change; Emerging horizons of management in a changing environment.

FINANCIAL ACCOUNTING

Computer Code: 4107

Objectives:

1. Students should be capable to handling primary accounting.
2. Syllabus to cover topics of relevance.
3. Practical/Projects to cover basis primary accounting.

Unit	Course Content
Unit 1	Gradual Realisation and Piecemeal Distribution of partnership Assets.
Unit 2	Meaning, Definition, Scope, Objectives and Needs of Accounting Concepts and Conventions.
Unit 3	Final Accounts – Final Accounts of Non Profit making Organisation and Professionals.
Unit 4	Concept of Capital and Revenue Items of Receipt & Expenditure.
Unit 5	Promotional Projects with actual/simulated data: preparation of: Primary Books, Reading of Bank Passbook/Statement, Bank Reconciliation statement, Location and Rectification of Errors.
Unit 6	Accounts relating to Amalgamation of Firms.
Unit 7	Departmental Accounts.
Unit 8	Consignment Accounts.
Unit 9	Brand Accounts: Accounts relating to Branch including Independent Branch but excluding Wholesale Branch and Foreign Branch.

Business Statistics and Mathematics
(Computer Code – 4108)

Course Content
<p>Section I</p> <p>Business Mathematics</p> <ol style="list-style-type: none"> 1. Analytical Geometry- Linear Equations- Straight line- solving 2. Permutation and combination- without the concept of Probability - Fundamental principles of counting- meaning of 'n'-Permutation and Combination Formulae and problems 3. Commercial Arithmetic's <ol style="list-style-type: none"> i. Simple and Compound interest problems ii. Ratio and Percentage. iii. Partnership and proportions – simple practical problems. iv. Commission, brokerage, and discount, simple problems on calculation of commission and brokerage. v. Discount – Concept of Trade Discount and Cash Discount, Cost Price, Selling Price, Profit and loss on Cost Price – Problems involving discounts or commission and/or mixtures are expected. 4. Matrices and Determinants – Definition of a matrix, types, Algebra, Properties of Determinants, calculation of values of determinants up to third order, Adjoin of Matrix, Elementary rows and columns operations, solutions of a system of linear equations having Unique solution and involving not more than three variables.
<p>Section II</p> <p>Business Statistics</p> <ol style="list-style-type: none"> 1. A. Diagrams and graphs – Bars, Rectangles, and circularDiagrams, Histograms, Frequency Polygon and Ogives. B. Measures of Central Tendency and Dispersion – Arithmetic Mean, Median, Mode, Quartiles, Range, Mean Deviation.Quartile Deviation, and Standard Deviation, Co-efficient of Variation 2. Linear Correlation and regression – scattered diagram, Pearson's Product movement correlation co-efficient, Linear regression Method of least squares, Searman's Rank Correlation 3. Index Number – construction of Index numbers, price, quantity And value Index numbers – chain base and fixed base index Numbers, Real Income 4. Anaysis of Time Series – components of Time- series, additive Model, determination of Trend by moving average and least Squares method.

Commercial Geography & Environmental Studies
(Computer Code: 4109)

Objectives:-

To provide a general understanding of the various aspects of geographical and business environment.

Unit	Course Content
Unit 1	Meaning and scope of commercial geography Influence of environment location size, reverse, mountains, coastline & Climate, political & administrative factors.
Unit 2	Resources <ul style="list-style-type: none"> • Human Resources : Growth Distribution & density of population: problems & policies relating to population in India. • Natural Resources:- Vegetation, soils, water minerals, power, animal life & fisheries & their significance in the process of economic development. Afforestation & maintenance of ecological balance & control of pollution. Ecological Standards, commercialization of ecological standards and product standards.
Unit 3	Agriculture Types of agriculture, problems of agriculture, major crops-Rice, wheat, Millets, Groundnuts, Jute, Cotton, Tea, Coffee, Tobacco & Sugarcane. Place of agriculture in the India Economy Green & White revolution, impact of commodity markets on crop selection, organic farming.
Unit 4	Industries Location problems, present position & future prospects of iron & steel, Cotton textiles, cement, sugar, jute, fertilizer, chemical & automobile industries in India. Out sourcing and location of industry. SEZ and their impacts, petro, pharma and IT (elect) Industries, food processing. Small scale & cottage industries their role, problems & Prospects in India.
Unit 5	Tourism Definition, Types, Tourism infrastructure, Tourism problems and prospects in India with reference to natural & cultural environment <ul style="list-style-type: none"> - Natural:- Mountain, rivers, deserts, coastal areas, islands, forests. - Concept of Eco-tourism. - Cultural:- History, religion, customs, festivals etc. - Tourism policy.
Unit 6	Foreign Trade Recent trends, structure & direction of foreign trade of India. Tariff policy Non resident investment, trade zones eg. SEEPs, SEZ etc, WTO (Role of WTO in commodity trade)

B.Com Part II
Economics Paper II
Money, Finance and International Trade
(Computer Code 4205)

Objectives

- 1) To familiarize the students with the various issues in monetary economics and explain how these issues are all inter-related.
- 2) To enable students to understand the issues related to international trade and their significance to the development of an economy.

Unit	Course Content
Unit 1	<p>Theory of Money</p> <p>a) Supply of money – constituents of money, determinants of money supply, velocity of circulation of money, concept of money supply in India – M1, M2, M3 & M4.</p> <p>b) Demand for money – Cash transactions approach, Cash balance approach, Keynesian approach and Friedman’s approach to demand for money.</p> <p>c) Value of money – Fisher’s Cash transactions theory, Cash balance theory, Keynes’ Saving Investment theory and Friedman’s Modern theory of money and prices.</p> <p>d) IS and LM model – The goods market and the money market – the link between them, derivation of IS curve and LM curve, equilibrium in goods and money markets.</p>
Unit 2	<p>Financial System & Resource Mobilization.</p> <p>a) Financial structure (financial institutions – Regulatory, banking and non-banking). Primary & secondary markets). Financial instruments (debt instruments like bank deposits, bonds, debentures etc, assets like shares, units, insurances etc) and financial services. (Structure, markets and instruments to be explained in brief). Financial system & economic development.</p> <p>b) Commercial banks – functions, credit creation & its limitations, principles of sound banking – liquidity & profitability, concept of Statutory Liquidity Ratio, non-performing assets, capital adequacy ratio & recapitalization/capital reconstruction, trends in Indian banking towards greater privatization.</p> <p>c) Central bank – functions, objectives of monetary policy (in brief). Credit control – quantitative & qualitative methods and their limitations, emerging regulatory role of the central bank of India.</p>
Unit 3	<p>National Income & its Determinants</p> <p>a) Circular flow of national Income in a closed & open economy</p> <p>b) Concept of Effective Demand – Components of Aggregate demand – consumption behaviour – Concept of Current Income hypothesis, Relative Income Hypothesis. Permanent Income Hypothesis, and Life Cycle theory.</p> <p>c) Investment – Marginal efficiency of capital and rate of interest.</p> <p>d) Principle of Multiplier & Accelerator, interaction between Multiplier & Accelerator</p>
Unit 4	<p>Trade Cycles</p> <p>a. Meaning and phases. Theories of business cycles – monetary theory, under consumption theory, over – investment theory, Keynes’ theory and Hick’s theory (short explanation of all the theories).</p> <p>b. Meaning of inflation, deflation, disinflation, reflection, inflationary gap,</p>

	causes, effects & control of inflation & deflation.
Unit 5	<p>Trade theory</p> <ol style="list-style-type: none"> a. Internal & International trade (mention the proportion of both to GDP in India). b. Theories of international trade – Comparative Cost Difference Theory, Factor Endowment Theory, Factor Price Equalization, Economic of scale and international trade, growing significance of intro-industry trade. <p>Gains from trade – Benefits from trade, Terms of trade, Measurement of gain, concepts of Net barter, Gross barter & Income Terms of trade, factors affecting terms of trade.</p>
Unit 6	<p>Commercial Policy</p> <ol style="list-style-type: none"> a. Free trade Vs Protection – meaning – arguments for & against free trade & protection, need for protection in developing countries as an engine of growth. b. Protective devices – tariffs, quotas, anti-dumping duties, countervailing duties, voluntary export restraint (protective devices concept has to be explained in short. The detailed explanation of their effects with figures not necessary). c. Role of World Trade Organization in increasing world trade (short explanation on Agreements on agriculture, Multi-fiber agreement. Agreements on manufactured goods, TRIMS, TRIPS, GATS, Dispute Settlement Body). d. WTO – Environmental and Labour standards.
Unit 7	<p>Balance of Payments</p> <ol style="list-style-type: none"> a. Structure of BOP – Concept of current & capital account, BOT & BOP. <p>Disequilibrium in the BOP, autonomous & accommodating movements, types of disequilibrium, causes & methods of correcting disequilibrium in the BOP (monetary & non-monetary).</p>
Unit 8	<p>Foreign Exchange Market</p> <ol style="list-style-type: none"> a. Functions of foreign exchange market, equilibrium rate of exchange, Demand & Supply theory (in detail). Purchasing Power Parity (explain in short). b. Fixed & floating exchange rates (meaning, merits & demerits). Spot rate, forward rates, intervention strategies like Pegging, Hedging, Arbitrage, futures & options (concept only). Meaning of currency convertibility on current & capital account.

Commerce P, II
Marketing
(Computer Code 4206)

OBJECTIVES

The course aims of Introducing students to:

1. Concept of marketing and its applications
2. Concept of consumer behavior and market segmentation.
3. Importance of pricing in marketing.
4. Concept of market research and promotion.
5. Strategies of marketing.
6. Consumer guidance and Protection.

Unit	Course Content
Unit 1	Nature and scope of marketing Importance of marketing as a business function and in the economy, Marketing concept – traditional and modern: selling Vs. marketing mix: Marketing environment. Organized Market – Commodity exchange – Types of Transaction – Functions of Stock Exchange
Unit 2	Market Segmentation Consumer Behavior and Market Segmentation: Nature, scope, and significance of consumer behavior: Market segmentation – concept and important Bases for market segmentation.
Unit 3	Product Concept of product, consumer, and industrial goods; Product planning and development; Packaging role and functions; Brand name and trademark; After Sales service; Product life cycle concept.
Unit 4	Price Importance of price in the marketing mix; Factors affecting price of a product / services; Discounts and rebate, Distribution Channels and Physical Distribution; Distribution Channels – concept, role and Types Factors affecting choice of a distribution channel; Retailer and wholesaler; physical distribution of goods; Transportation; Warehousing; Inventory control; Order recessing.
Unit 5	Marketing research – Importance, Process, Teachquics, Marketing Strategies, MIS.
Unit 6	Methods of promotion Optimum Promotions Mix, Advertising media-their relative Merits and limitation; Characteristics of an effective advertisement, Personal selling. Selling as a Career, Classification of successful Salesperson, functions of salesman.
Unit 7	Customer relationship Building lasting customer relationship – Value customer, customer satisfaction. Retraining customers, customers guidance & Protection.

Accountancy Paper II
Computer Code – 4207

Objectives:

To impart knowledge of Accounting and cover the practical knowledge of the subject.

Unit	Course Content
Unit 1	Analysis of Financial Statement Theory: Analysis of financial statement with respect to schedule VI Of the Companies Act, 1956
Unit 2	Vertical, Comparative and Common Size Statements Theory: Importance, Usefulness, Classification of items of Trading Profit & Loss A/C and Balance Sheet Problems on: Conversion from "T" form i.e. Horizontal form to Vertical Form of Trading, Profit & Loss A/C and Balance Sheet Identification of various groups of items in financial statements Preparation of Comparative Statement (Absolute and Real Value) and Common Size Statements.
Unit 3	Single Entry Theory: Nature & Defect of Single Entry System. Problems On: Ascertainment of Profit, Conversion of Single Entry records into Double Entry, Preparation of Statements of Affairs, & Balance Sheet.
Unit 4	Reading of Ledger Accounts Theory: Importance, Broad Principles of Reading of Ledger Accounts. Problems On: Reading of Ledger Accounts.
Unit 5	Practical Project with Actual / Simulated Data Preparation of Trial Balance, Profit & Loss A/C, Balance Sheet of Joint Stock Companies
Unit 6	Issue of Shares Theory: Baisc of Company Accounts, Different classes of Shares, Right Issue, Bonus Issue. Problems On: Issues of Shares ar Par, Premium, Discount Including Application, Allotment, Calls, Forfeitures, Reissue of Forfeited Shares, Right Issue, Issue of share for consideration other than cash, Bonus Shares.
Unit 7	Redemption of Preference Shares Theory: Legal Restriction of Redemption of shares. Problems On: Redemption of Redeemable Preference Shares.
Unit 8	Profit Prior to Incorporation Problems On: Profit prior to Incorporation including passing of journal Entries.
Unit 9	Company Final Accounts Theory: Schedule VI of the Companies Act, 1956. Problems On: Company Final Accounts (Excluding Managerial Remuneration)

Specialization (I)
Company Law & Secretarial Practice & Office Administration
(Computer Code – 5111)

Unit	Course Content
Unit 1	Law provisions relating to – definition of a company – kinds of companies - Public, Private, government etc. – Restriction and privileges – promotion – memorandum of association – articles of association – prospectus – incorporation of a company.
Unit 2	A) Joint Stock Companies- Meaning & Characteristics – Kinds – chartered companies- statutory companies- registered companies- private companies- public companies- Government companies- Limited, Unlimited and guaranteed Companies- Foreign Companies. B) FORMATION OF JOINT STOCK COMPANIES: 1) Private and Public - promotion, position and function of a promoter – His duties, liabilities and remuneration- preliminary Contracts – incorporation – Capital subscription – business commencement. 2) Memorandum of Association – meaning and importance- purpose – contents- clauses- alteration of clauses. 3) Articles of Association – meaning and importance – purpose – contents – alteration of articles – effects of association – provision Table A. 4) Public Issue of Capital- capital issue control prospectus – meaning and importance – need contents civil and criminal liabilities for misstatements- statement in lieu of prospectus – under writing – listing of shares on stock exchange. 5) Application & Allotment – procedure for application – condition –for allotment – minimum subscription – essential of valid and regular allotment – allotment procedure – remuneration – splitting of allotment – return as to allotment.
Unit 3	Return as to allotment. Minimum subscription clause. Certificate of commencement. Membership of a company. Voting Rights. Definition and Classes of Shares. Issue of shares at discount – premium.
Unit 4	MEMBERSHIP OF A COMPANY Definition – who can become a member? –Types- methods – right and Liabilities of members-termination – register of members – contents – Form – index of members – maintenance and purpose closures and Inspection – changes and rectification – foreign register.
Unit 5	BORROWING POWERS When to borrow? – Restriction – modes giving security – methods of Borrowing – debentures –meaning & kinds – contents – period – Issue procedure – power to re-issue redeemed debentures security of debentures – transmission of debentures – redemption – registration.
Unit 6	Authorised – issue – subscribed – called up – paid up – fixed – reserve working – circulating shares- meaning and kinds of shares – issue of shares at par, premium and discount. 1) Shares Certificates – Preparation – provision and rules regarding the Issue – advantages – procedures and effects of issue of original and duplicate share warrants – conversion in to shares. 2) Shares Warrants – Definition – provision and rules regarding the issue – advantages – procedure and effect to issue of original and Duplicate share warrants – conversion in to shares. 3) Stock Definition – Condition of the issue – procedure of converting shares Into stock into shares – effects of conversion.

Specialization (II)
Banking & Finance Paper I
(Computer Code 5113)

Objective:

1. To enable students to understand the role of banks and their significance to economic development, with special reference to India.
2. To enable students to understand the working of the banking system in India.

Unit	Course Content
Unit 1	Banking Definition of Commercial Banks – Functions of Commercial Banks – Commercial Banks & Financial services to customers.
Unit 2	Banking Operations Different types of banking accounts – Savings – Current – Fixed – Recurrent accounts – NRE & NRO accounts – Procedures for opening the various types of bank accounts.
Unit 3	Banking system in India Scheduled & Non-Scheduled Banks – Role of Public & Private Banks – Foreign Banks – Co-operative Banks – Regional Rural Banks – Development Banking, Merchant Banking, Investment Banking, Other Financial Intermediaries (Non-Banking Finance Companies) – Relationship between Reserve Bank of India & Commercial Banks.
Unit 4	– Banking Policy of Reserve Bank of India Role & Functions of RBI, Objectives of Monetary Policy, credit Regulation, Priority Sector Lending, SLK, CRR Trasury Bills, REPOs & Reverse REPOs.
Unit 5	Payments & Collection of Cheques Bills Negotiations of Bank Instruments – Mechanism of Clearing House – Automatic Teller Machines – Internet Banking.
Unit 6	Bank Lending Operations Pledges, Mortgages & Hypothecation, Different types of securities – Personal guarantee fees – Fungible securities – Shares, Stocks, Bonds & Debentures
Unit 7	General Principles of Credit Assessment Credit Assessment & Risk Analysis
Unit 8	Recent Changes in Banking Operations since 1991 Financial sector reforms since 1991 onwards related to banking operations.

B.Com – Part – III
Economics Paper III
Indian Economy
Computer Code (4305)

Objectives

- i) To familiarise Students with recent and major changes in Indian Economy.
- ii) To make Students understand the role and importance of various aspects of Indian Economy
- iii) To make Students more Competitive

Unit	Course Content
Unit 1	<p>Transition of the Indian Economy:-</p> <p>A. Concepts of underdevelopment and Development: Only concepts supported by one or two definitions.</p> <p>B. Characteristics of India as a Developing Economy:- with special reference to rise in N.I. and percapita income, changing occupational structure, changing composition of GDP, increasing, agricultural and industrial production, development of socio-economic overheads both soft and hard, urbanization, modernization etc.</p> <p>C. India in the international setup: with reference to Human Resources Development Index (HDI), Infant Mortality Rate (IMR), population growth rate, percentage share in world trade, percentage share in world population, in comparison with U.S.A, BRIC(Brazil, Russia, India, China) and SAARC(South Asian Association for Regional Co-operation) countries. (Note: Comparison should be statistical only relating mainly to 1991 and 2001)</p> <p>D. Poverty - Trends – Remedial measures – Concept /meaning of poverty line in terms of calories in brief-whether in India poverty, is rising or falling- anti poverty steps taken by the govt.</p>
Unit 2	<p>A. Meaning of planning – brief introduction and one/two definitions.</p> <p>B. Objectives of current five year plan objectives of that five year plan which is in operation at the time of setting the question paper.</p> <p>C. Mobilization of resources in current plan – plan in operation.</p>
Unit 3	<p>Human Resource Development</p> <p>A. Meaning of HRD – brief explanation</p> <p>B. Importance of HRD – importance for the economy/society</p> <p>C. Education & HRD – Importance of Education in HRD and HRD through education – primary, secondary, Higher & technical Education.</p> <p>D. Education Policy In India: features and problems</p> <p>E. Human Resource Development Index (HDI) – meaning of HDI and relationship between HDI and HRD, (How HDI is constructed and calculated?)</p>
Unit 4	<p>01. Agricultural Production and Productivity during five year plan:-</p> <p>A. Trends in agricultural production and productivity in India – factual illustration relating to 1950-51, 1965-66, 1990-91 and Current.</p> <p>B. Causes of low Agricultural productivity – brief explanation of various causes.</p> <p>C. Measures to raise agricultural productivity – brief illustration.</p> <p>D. Role of Agricultural Research – importance of research in relation to agricultural progress various important agricultural research institutions/projects – weakness of farm research activities in India in general.</p> <p>E. New agricultural strategy & its evaluation – critical evaluation of G.R. in brief.</p> <p>02. Land Tenure:</p> <p>A. Nature of land holding pattern – very brief explanation of types of Land Tenure before</p>

	<p>independence & after independence.</p> <p>B .Tenancy Reforms: Brief illustration of various major steps taken by the Govt. to protect tenants.</p> <p>03. Agricultural finance</p> <p>A .Need for agricultural finance – important of agricultural fnance.</p> <p>B .Source of agricultural finance – institutional and non-institutional brief illustration & evaluation of these sources with factual support.</p> <p>C .Role of Micro credit (Self health group) – meaning & micro finance with suitable example and very brief illustration.</p> <p>04. gricultural Marketing:</p> <p>A. Problems of agricultural Marketing – Meaning of agricultural Marketing brief illustration of various problems of Agricultural Marketing in India.</p> <p>B. Govt. measures to improve agricultural Marketing – various steps taken by the Govt. including establishment of Regulated Markets, Co-operative Markets and commodity Exchange.</p> <p>05 Agricultural Pricing:</p> <p>A. Brief description of agricultural pricing.</p> <p>B. Agricultural Price Policy in India – brief illustration of agricultural price policies since independence.</p> <p>C. Critical evaluation of the Govt.’s agricultural price policy – merits (achievements) and demerits (failures).</p> <p>06 National Agricultural Policy</p> <p>A. Objectives – aims</p> <p>B. Agricultural Policy – 2000</p> <p>C. Critical evaluation – strengths & Weaknesses.</p> <p>07 Food Security in India</p> <p>A. Concept and need – Meaning of food security and need for a food security system in India.</p> <p>B. Food Security in India: Brief illustration of food security system in existence in India.</p> <p>C. Limitations of PDS</p> <p>D. Reforms of PDS</p>
Unit 5	<p>Industry</p> <p>01. Industrial growth during the plan period:</p> <p>A. Performance of the industrial sector in the pre and post reforms period – all the phases of industrialization with brief illustration of structural changes.</p> <p>B. Problems faced in the process of industrialization.</p> <p>C. Industrial Policy 1991 and subsequent industrial policy changes – Detailed illustration of IPR 1991 and very brief illustration of time – to – time changes since 1991.</p> <p>02. Small Scale and Cottage Industries</p> <p>A. Definition of Small Scale and Cottage industries</p> <p>B. Role Importance of SSI</p> <p>C. Problems of SSI</p> <p>D. Govt. policies and measures to promote SSI with special emphasis on recent measures.</p> <p>03. Disinvestment – Policies and Issues</p> <p>A. Need/Rational for disinvestment – a brief introduction and meaning – need for Indian economy.</p> <p>B. Disinvestment Policy in India.</p> <p>Trends in disinvestment in India – 1991 onwards – whether – the disinvestment policy is being introduced freely or with resistance and restrictions – (explanation should be substantiated as far as possible with suitable examples).</p>
Unit 6	<p>Infrastructure:</p>

	<p>A. Concept of infrastructure – meaning and peculiarities</p> <p>B. Role of infrastructure in economic development</p> <p>C. Energy – meaning Brief Explanation of sources – conventional and non – conventional Commercial and non commercial Energy crisis and measures to tackle it - Energy Crisis being faced by India, step so far taken by the Govt. and suggestions.</p> <p>D. Transport and communications</p> <ul style="list-style-type: none"> - Importance of transport and communications - Development and problems of: <ol style="list-style-type: none"> 1. Road transport 2. Rail transport 3. Water transport & 4. Air transport in India. <p>-Communication – development in India – a macro view.</p>
Unit 7	<p>Fiscal system – (only the Indian union, not of the states)</p> <p>a. Indian tax structure and tax reforms – 1991 onward, - Indian tax structure in 1991 (very brief) - various changes in our tax structure since 1991 – only major changes i.e. chelliah Committee report kelkar Committee report.</p> <p>b. Public Expenditure: Changing trends since 1991: inbrief, With reference to India.</p> <p>c. Public debt:- Changing trends since 1991 – in brief with reference to India.</p> <p>d. Fiscal Responsibility of the Govt. Meaning of fiscal policy of govt. of India – brief explanation of objectives of fiscal policy of the govt. of India – Fiscal imbalances and the New Fiscal approach (very brief) – Fiscal responsibility of the Govt. and budget measures.</p>
Unit 8	<p>A. India’s Foreign trade – meaning – composition and direction with factual support.</p> <p>B. Indian BOP problem – and Govt.’s measures (post 1991)</p> <p>C. Foreign direct investment – meaning and trends – in brief.</p> <p>D. India and WTO: Introduction of WTO, India’s Commitments to WTO and Impact of WTO Agreements (Merits and demerits for India)</p>

Modern Financial System
Computer Code – 4306

Objectives :

The course aims at introducing students to:

1. Concept of financial management.
2. Concept of capitalization.
3. Financial system of India
4. Working the Indian stock exchanges.

Unit	Course Content
Unit 1	<ul style="list-style-type: none"> - Finance Functions - Definitions and Importance of Financial Management - Role of Financial Manager - Sources of Finance (Self Financing, Equity Shares, Preference Shares, Debentures, Warrants, convertibles, Public Deposits, Non – Banking Finance Cos., Leasing, Hire – Purchase and Factoring). - Management of Fixed Capital and working capital – Meaning, Features, Factors affecting types of working capital.
Unit 2	<ul style="list-style-type: none"> Capitalization and Capital Structure - Financial Plan - Characteristics of Ideal capital plan – utility - Capitalization – concept, over and under capitalization. - Determinants of capital structure - Concept of Financial Leverage and their limitations
Unit 3	<ul style="list-style-type: none"> Financial System and Money Market - Definition, importance of Financial System - Role in Modern economy, Financial intermediation - Financial System in India – Characteristics, constitution and overview - Investment Environment – Economic, Industry and company analysis - Money Market – Components, Functions and benefits - Concept of Instruments of Money Market - Treasury Bills, Commercial Bills, Participation, Certificates, Commercial Paper Certificate of Deposits, Money market, Mutual Funds, Repose.
Unit 4	<ul style="list-style-type: none"> Capital Market - Functions, Organization, Equity Market, Debt Market – Primary and Secondary Markets. - Role of Mutual Funds, Lease Financing, Venture Capital and Merchant Banking. - Recent Development in the Capital Market e.g. IPOs through Book, Building, Green Shoe option, Credit rating, pervades, depositories.
Unit 5	<ul style="list-style-type: none"> Indian Stock Exchange - Evolution of Stock Exchange (BSE, NSE, OTCEI) - Speculative transactions - Procedures for listing of securities including clause 49 - Trading and Settlement - Methods of Computation of Stock Market Indices (BSE and NSE) - Role of foreign Institutional Investors (Fils) in Capital Market - Recent trends in Global Financial Market.

Business Law
(Computer Code: 4110)

Course Content
Section I
A. The Contract Act (Including Bailment & Agency)
B. Partnership Act (excluding Sections 45, 5647, 501068, 70 & 71)
C. Sale of Goods Act
Section II
D. The Companies Act
1. Introduction
2. Private & Public Association
3. Memorandum of Association
4. Articles of Association
5. Membership of Companies
6. Prospectus
7. Restrictions on Commencement of Business
8. Register of Members
9. Meetings
10. Directors (Definition, Position, Rights, Duties and Liabilities)

Specialization (Group I)

SECRETARIAL PRACTICE & OFFICE ADMINISTRATION

(COMPUTER CODE – 5211)

Course Content
<p>(A) MANAGEMENT OF COMPANIES Companies Administration: Hierarchy of company Administration, Shareholders, Board of Directors, other Managerial Personal and Company Secretary, Managerial Personal and Company secretary, Managerial Personal: number, Restriction and Appointment, Legal Provisions about Directors, Managing Director, Manager and Auditors – Their Duties and Procedures for appointment – and Removal Company secretary – Definition – Appointment – Qualifications as Public Relations Expert.</p>
<p>(B) CONVENING AND CONDUCT OF MEETINGS.</p> <ol style="list-style-type: none">1. Nature and purpose of Meetings.2. Kinds of Meetings.3. Convening the meetings<ol style="list-style-type: none">a) Notice convening meetings: Requirements and contents.b) Agenda for the various meetings.4. Conduct of meetings.<ol style="list-style-type: none">a. Quorum at the meeting.b. Chairman and his rights and duties.c. Motionsd. Amendmentse. Proxiesf. Voting – methodsg. Resolutionsh. Minutes and the meetingi. Adjournment of meeting.
<p>(C) Statutory Books and Returns Register of Members Index of Members – Register and Index of Debenture holders – Account Books minute ‘Books – Register of charges – Register of Directors – Director’s Shareholding – Register of Particular of contracts in which Directors are interested. Register of investment not held in the name of the company, Books of accounts to be kept by company (§ 209). Returns – Annual Returns of allotment of shares – Return regarding alteration of Memorandum of Association – Return as to alteration of share capital.</p>
<p>(D) Profits, Dividend and Interest</p> <ol style="list-style-type: none">1. Profits – Meaning, Ascertainment of net profits – Capitalizations of profits – Dividends payable out of profits.2. Dividends – Meaning – payable out of profits only – provision for depreciation mode of payment of dividends – Statutory provisions regarding Dividends – Restrictions on Dividends – Provision in Articles of Association (Table A) pertaining to Dividends – Company Secretary’s duties relating to Dividends Penalty for failure to distribute dividends.3. Interest – power of company to pay interest out of capital final Accounts Schedule VI, Books of accounts to be kept by Company – inspections of Books of accounts – Getting accounts audited Auditors Report.
<p>(E) Prevention of Oppression and Mis – management application to Court Right to apply –Notice to be given – powers of the Court Effect of Alteration of Memorandum or Articles of company by order of the court –Consequences of termination or Modification of certain agreements –Powers of central Government Investigation: Meaning and Nature of powers of the Central Government – Register’s Power – Powers and duties of investigating officers – Inspector’s report – powers to impose suspension and stoppage of investigation Arrangement for Mergers, Acquisitions and Reconstruction etc. Meeting of the term “arrangement” Power to make compromise or arrangement Provisions for reconstruction and amalgamation of Companies – Schemes approved by majority – Power of the Central Government</p>
<p>(F) Law and Secretarial work relating to Monopolistic and restrictive Trade Practice Dominant undertaking – inter – connected under – takings – undertaking under the same management – monopolistic trade practice – Monopolistic undertaking – restrictive trade practices – trade practices. Registration or undertaking – need for Deregistration – monopolies commission powers and jurisdiction – procedure – inquiry into (a) monopolistic trade practice – Order of the Government (b) Restrictive Trade practice – Order of the Government (c) Restrictive Trade Practice – Orders of the Commission – Resale price maintenance investigation by Central Government.</p>

SPECIALISATION (GROUP I)
COMPANY LAW PAPER III
SECRETARIAL PRACTICE AND OFFICE ADMINISTRATION PAPER III
(COMPUTER CODE – 5311)

OBJECTIVES

1. To provide adequate knowledge relating to organization and working of an office.
2. To acquaint students with modern techniques of office work simplification, measurement and control.
3. To introduce practical bias in the study of the subject specially in topics like systems, equipment, layout, forms, costs control etc.

Course Content
<p>A) OFFICE ADMINISTRATION Importance – scope managerial functions applied to Office Activities, aims and objectives management of information – Office organization – design co –ordination Centralization vs. decentralization – office manager and his job.</p>
<p>B) OFFICE ENVIRONMENT Office location function offices - influencing factors; lighting colorings, sound and air – conditioning – ventilation – Office furniture – Office layout guidelines different approaches – Cabins – Reception room – conference room – ward robe facilities – moving the office.</p>
<p>C) OFFICE WORK</p> <ol style="list-style-type: none"> 1. Collections and creation of data – processing – reading – writing – typing and punching – recording – sorting – transmitting – comparing – sorting – Total management information system. 2. Distribution of information – mail – messenger service – personal means – telephones inter- communication – paging system – telegram & telex – telautograph – tape and wire – recorders 3. Handing of incoming and out coming funds – Accounts receivable and Accounts payable inventory reports – Shipping system and procedure payroll System. 4. Officer Machines & equipments – characteristics – use maintenance use of computers. 5. Records Management mechanical & manual Means – procedure for sorting and retrieving – records – retention programme.
<p>(D) OFFICE WORK SIMPLIFICATION Need –charts and diagrams – procedures – methods – forms and reports – guidelines – Forms design and diagnosis – functions requirements influencing factors – word processing D & M Division.</p>
<p>(E) STANDARDS MEASUREMENT STANDARD lization – meaning and implication, Office security – Forms control – report Control Office supplies control Office rules and regulations office manuals – preparations, distribution and maintenance – office preparation, distribution and maintenance, time control standard work sampling – standard time data Control</p>

Specialization Group (Group II)

Banking & Finance Paper II

Title: Indian Banking

(Computer Code – 5213)

Objective:

1. To Introduce the changing profits of Indian Banking
2. To acquaint the students with the current problems and procedures of banking in India.

Course Content
<p>SECTION I</p> <p>A) The Structure of the Indian Money Market in Pre-independence Period –</p> <ol style="list-style-type: none">1. Inadequacies2. Unorganized and Uncontrolled character3. Deficiencies in its structure. <p>B) The structure of the Indian Money Market in Post-Independence Period</p> <ol style="list-style-type: none">1. Reorganization – Features and Prospectus.2. Functions and structure with special reference to development Banking and social responsibility.3. Role played by commercial banks, lead banks and regional rural banks – A Critical Appraisal <p>C) Analytical aspects of Indian Banking</p> <ol style="list-style-type: none">1. Nationalization of Commercial banks2. Development criteria of Indian Banks – deposit, advances, Investments, profitability, branch expansion – priority sector lending.3. Role of State Bank of India – A critical evaluation and its special banking agencies such as export import bank, foreign exchange banks.
<p>SECTION II</p> <p>D) Special Financial Institutions – Working and critical evaluation og their objectives and progress</p> <p>Of I,F,C,S,F,C,S,I,C,I,C, I,D, B, I, U, T, I, AND Mutual Funds.</p> <p>E) Evaluation of the working and role of Reserve Bank of India.</p> <ol style="list-style-type: none">1. The functions of the Reserve Bank of India.2. Recent Credit Policies, control measures and their effectiveness in the context of structural reforms.3. Concept of autonomy of Reserve Bank of India.4. R.B.I. V/S Commercial banks – regulations of banking companies etc.5. Role of the R.B.I Viz rural credit, plan financing and money market integration.

Specialization (Group II)

Banking and Finance Paper III

Computer Code No: 5313 Title: Comparative Foreign Banking

Objectives:

1. To introduce the comparative banking systems of the major countries.
2. To acquaint the students with the problems and proceeding of banking in the major countries.

Course Content
Section I A) Principles of commercial banking – patterns of commercial banking in different countries – bank portfolios – Financial Services – bank rations – creation of credit – Government Policies recent development. B) Money and Capital markets – features and working of money markets – parallel money markets – Currency markets bill markets – problems and prospectus.
Section II C) Central banking – objectives of monetary policy – methods of credit control, their effectiveness - the role of central banks in economic development with special reference to the concept of autonomy. D) Development banks – non – bank – financial intermediaries – types of long – term investment – their impact on monetary policy – the present position. E) Central banking V/S Commercial banking problems and prospectus NOTE: The topic specified above are to be studied with reference the U.K., the U.S.A. and Japan.

SPECIALIZATION (GROUP III)

FINANCIAL ACCOUNTING & AUDITING PAPER II

COMPUTER CODE – 5215 FINANCIAL ACCOUNTING & AUDITING PAPER II

Objectives:

To impart knowledge of Accounting & Auditing and cover the practical knowledge of the subject.

Course Content
SECTION I – FINANCIAL ACCOUNTING 1. WORKING CAPITAL A) THEORY: Concept Current Assets, Current Liabilities, Working Capital Cycle. B) PROBLEMS ON: Calculation of Working Capital from data and information given. 2. CASH FLOW & FUND FLOW STATEMENTS A) THEORY: Concept, Funds, Flow & Cash Flow. B) SIMPLE PROBLEMS ON: Preparation of Cash Flow Statements and Fund Flow Statement. 3. INSTALMENT SYSTEM A) THEORY: Distinction between Hire Purchase & Installment Sale. B) PROBLEMS ON: Installment Sale including finding out Cash Price. 4. VALUATION OF SHARES A) THEORY: Need for Valuation of Shares, Factors affecting Valuation of Shares, Various Methods of Valuation of Shares. B) PROBLEMS ON: Valuation of Shares by Intrinsic and Yield Method.
SECTION II AUDITING 5. Qualification, Disqualification, Appointment, Removal of Auditor, Rights, Duties, Power of Auditors covered under Companies Act, 1956. 6. Auditing On Line & / or Audit Of Computerized Accounts including CAAT (Computer Assisted Audit Techniques).