

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



## **Centre For Distance Education**

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

**Program Structure Scheme For Post Graduate**

**Master of Arts in Career and Developmental Counselling (New)**

**(M.A. Career and Developmental Counselling (New))**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Career and Developmental Counselling (New)" (Revised 2014 - Regular) under the Faculty of "Faculty of Social Science".

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

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

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

## **Objectives**

- To learn the skill of guidance and counselling
- To attain and master the skill of testing
- To acquire skill in implementation of various therapies
- To develop skill to deal with children with different needs
- To understand the importance of occupational information
- To develop skill of dissemination of occupational information

- Eligibility: Bachelor's Degree in Psychology from a UGC recognized University with credits and practicals./B.Ed / M. Ed/ M.A Education/ PG diploma in school counselling
- Medium of Instruction –Marathi or English.

### **Features of CDE:**

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

### **Academic Programmes:**

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

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

### **Admission Process**

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

- ❖ **Fees:**

## ❖ **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
Ter-End Evaluation	Written exam, viva	Local Regional Language/English

## SNDT Women's University POSTGRADUATE PROGRAMME (two years program)

### M.A. Program in Career and Developmental Counseling 2015-16 onwards

**Eligibility:** Bachelor's Degree in Psychology from a UGC recognized University with 32 credits and practicals.

Sub Code No.	Subject Title	Credit	Int.	T (Ext)	P / V Ext.	Total
	<b>Semester I</b>					
115011	Development across the Life Span	4	50	50		100
115012	Personality perspectives in career and developmental counseling	4	50	50		100
115013	Research methods for career and developmental counseling	4	50	50		100
115014	Fundamentals of psychological and educational assessment	4	50	50		100
115015	Developmental assessment, ability and personality testing practicals	4	50		50	100
	<b>Semester II</b>					
215016	Educational psychology	4	50	50		100
215017	Current emerging trends in career counseling	4	50	50		100
215018	Positive psychology and the world of work	4	50	50		100
215019	Applications of statistics in counseling research	4	50	50		100
215020	Vocational and career information practicals	4	50		50	100
	<b>Semester III</b>					
315021	Group counseling approaches across the Lifespan	4	50	50		100
315022	Career assessment	4	50	50		100
315023	Life skills counseling	4	50	50		100
315777	Dissertation	4	50		50	100
315024	Orientation to Career testing and counseling	4	50		50	
	<b>Semester IV</b>					
415025	Personal counseling approaches across the life span	4	50	50		100
415026	Career counselling for special groups and referral services	4	50	50		100
415777	Dissertation	4	50		50	100
415999	Internship	8	100		100	200

**MA Career and Developmental Counseling 2015-16**

**Semester I Course 1**

**Course code-115011**      **Title- Development across the Lifespan**      **No. of Credits-4,**

**Course Objectives:**

The learner will be able to

- 1) Acquire the basic concepts of development and growth
- 2) Understand the differences between the two
- 3) Prepare themselves for further studies in developmental psychology

<b>Course content</b>	<b>Marks</b>
<b>Module I: Developmental psychology- theoretical perspectives</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to: 1. Compare various theoretical standpoints in the field of developmental psychology 2. Describe the importance of changes occurring across the lifespan of the human being. 1.1 Developmental theories: Piaget, Kohlberg, Havighurst. 1.2 Meaning of growth and development, maturation and learning 1.3 Emphases on puberty, adolescence and early adulthood 1.4 Adjustments to physical, mental, emotional social and vocational changes	25
<b>Module II: Puberty and Adolescence</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Appreciate the importance of the adolescent stage in the lifespan of a person 2. Outline the various changes and challenges in this stage 3. Explain to a youngster the impact of this stage in future vocational life 2.1 Physical and cognitive changes 2.2 Emotional and social changes 2.3 Challenges, developmental tasks 2.4 Preparation for vocational life	25
<b>Module III: Early adulthood</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Describe what happens in the body and mind of an adult 2. Explain how these changes will impact the world of work 3. Empathise with the stresses and strains involved in the stage of life 3.1 Physical and cognitive changes 3.2 Emotional and social changes 3.3 Challenges, developmental tasks 3.4 Vocational and family adjustments, quarter life crisis	25
<b>Module IV: Middle and late adulthood</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Link earlier learned material with learning about changes in middle and late adulthood 2. Explain to an older counselee what are the challenges they are likely to face 3. Outline the strengths of the person at this stage in life 4.1 Physical and cognitive changes 4.2 Emotional and social changes 4.3 Challenges, developmental tasks 4.4 Vocational and family adjustments, mid- life crises and aging changes	25

INTERNAL ASSESSMENT



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

1. A comparative study of any two of the developmental stages with India-relevant examples
2. A quick survey of any of the issues listed above, using appropriate tool

## **Semester I Course 2**

**Course code-115012**Title- **Personality perspectives in career and developmental counseling**

### **Course Objectives:**

After studying this course, the learner will be able to

1. Understand concepts underlying the different theories of personality
2. Learn to critically evaluate the different theories.
3. Get oriented to application of this knowledge to development as well as career choices.

<b>Course content</b>	<b>Marks</b>
<b>Module I: Psychoanalytic and neo-analytic perspectives</b> <b>Objectives:</b> After studying the module the learner will be able to: 1. Differentiate between various theoretical psychodynamic perspectives 2. Underline their role in explaining career preferences  1.1 Classic psychoanalysis – Freud and the relevance today 1.2 Neo Freudian approaches -Alfred Adler, Carl Jung, Karen Horney 1.3 Eric Fromm , Harry Stack Sullivan 1.4 Erik Erickson	25
<b>Module II: Humanistic and existential perspectives</b> <b>Objectives:</b> After studying the module the learner will be able to  1. Appreciate the contributions of the humanistic thinkers 2. Connect their work with more recent emerging trends in personality theory 2.1 Abraham Maslow 2.2 Carl Rogers 2.3 Rollo May 2.4 Victor Frankl	25
<b>Module III: Behaviouristic and social cognitive perspectives</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Apply more recent personality viewpoints to the understanding of human nature 2. Utilize the concepts therein to achieve behaviour change 3. Differentiate clearly between classical and social learning theories  3.1 Classical conditioning - Pavlov 3.2 Instrumental conditioning – Watson 3.3 Operant conditioning - Skinner 3.4 Social learning - Bandura	25
<b>Module IV: Trait theory perspectives</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Apply theoretical understanding of these perspectives to assessment procedures 2. Update themselves with the most recent personality perspectives 4.1 Allport's theory 4.2 Cattell's approach 4.3 Eysenck's model 4.4 Five factor model of personality	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment–

A powerpoint slide set on the application of any theoretical model to assessment in the field of career and developmental psychology

### **Semester I Course 3**

**Course code-115013Title- Research methods for career and developmental counseling**

#### **Course Objectives:**

The learner will be able to

1. Understand the basics of research methods.
2. Weigh the advantages and disadvantages of different methods of research.
3. Develop the research initiating and planning skills.
4. Work on research project and report it properly.
5. Conduct research independently

<b>Course content</b>	<b>Marks</b>
<b>Module I:</b> Introduction to basic research concepts <b>Objectives:</b> After studying the module the learner will be able to <ol style="list-style-type: none"> <li>1. Elaborate on the basics of scientific research.</li> <li>2. Define variables, select the problem and formulate hypotheses.</li> <li>3. Outline the various steps involved in conducting research.</li> <li>4. Appreciate and take care of the ethical issues in behavioral research.</li> </ol> <ol style="list-style-type: none"> <li>1.1 Scientific research – Meaning, aims, objectives and characteristics.</li> <li>1.2 Basic concepts – Variables, Problems and Hypotheses.</li> <li>1.3 Basic steps of research: Problem, Review of Literature, Hypotheses, Sample, Data collection, analysis, interpretation and report.</li> <li>1.4 Ethical issues in research.</li> </ol>	25
<b>Module II: Sampling and data collection</b> <b>Objectives:</b> After studying the module the learner will be able to <ol style="list-style-type: none"> <li>1. Follow the scientific methods of sampling.</li> <li>2. Apply the appropriate method of data collection.</li> </ol> <ol style="list-style-type: none"> <li>2.1 Sampling: (a) Probability sampling (b) Non probability sampling</li> <li>2.2 Data collection methods: Large samples (a) Survey (b) Scales and questionnaires</li> <li>2.3 Data collection : Small samples (a) Observation (b) Structured interview</li> <li>2.4 Single case studies, Archival techniques</li> </ol>	25
<b>Module III: Qualitative methods</b> <b>Objectives:</b> After studying the module the learner will be able to <ol style="list-style-type: none"> <li>1. Comprehend the differences between qualitative and quantitative methods</li> <li>2. Describe and explain how to carry out qualitative analyses</li> </ol> <ol style="list-style-type: none"> <li>3.1 Qualitative v/s quantitative research perspectives</li> <li>3.2 Qualitative methods of research</li> <li>3.3 Analysis of qualitative findings</li> </ol>	25
<b>Module IV: Reporting research</b> <b>Objectives:</b> After studying the module the learner will be able to <ol style="list-style-type: none"> <li>1. Know the importance of writing a research report in a standard format.</li> <li>2. Conduct and report their own research.</li> </ol> <ol style="list-style-type: none"> <li>4.1 Research report formats : Presentation formats, Publication formats.</li> <li>4.2 Writing research references.</li> <li>4.3 Writing a research proposal.</li> <li>4.4 Ethical issues in reporting and publication of research</li> </ol>	25

INTERNAL ASSESSMENT

The following can be submitted as an assignment

1. Select any variables of your choice and demonstrate how a research proposal can be formulated.
2. Create an exhaustive reference list on any subject relevant topic of your choice.

## **Semester I Course 4**

**Course code-115014 Title- Fundamentals of psychological and educational assessment**

### **Course Objectives:**

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

1. Understand the scientific approach to assessment of individual differences
2. Utilize their knowledge of measurement concepts to gauge various types of assessments, and purposes of various types of assessment tools
3. Develop an understanding of the reliability, validity, and uses of various assessment measures

<b>Course content</b>	<b>Marks</b>
<b>Module I: Introduction to psychological testing</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Gain understanding of various steps of test construction and test adaptation. 2. Appreciate the ethical and cultural issues in assessment procedures. 1.1 Definition, characteristics and classification of tests 1.2 Definition and scales of measurement 1.3 General steps in test construction and test adaptation 1.4 Ethical and cultural issues in testing	25
<b>Module II: Concepts in test standardization</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Critically evaluate the reliability and validity of psychological tests 2. Gain understanding of various types of norms and their interpretation. 2.1 Item analysis: purpose, theory, item difficulty, item discrimination 2.2 Reliability: definition, types and importance 2.3 Validity: definition, types and importance 2.4 Norms: types and interpretation and importance in test interpretation <b>Module III: Applications of psychological and educational tests</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Critically evaluate strengths and limitations of various assessment tools 2. Describe the nature and uses of various assessment instruments 3.1 Educational and ability testing, intelligence testing 3.2 Aptitude and Interest tests, Career testing 3.3 Tests of attitudes and values 3.4 Developmental testing, testing of clinical conditions	25  25
<b>Module IV: Recent developments in educational and psychological testing</b> <b>Objectives:</b> After studying the module you will be able to 1. Comprehend the use of assessment later in life 2. Appreciate the importance of re-assessment as the person ages 4.1 Online testing : strengths and weaknesses 4.2 Recent editions and re- norming of tests 4.3 Globalization and its influences on career testing 4.4 Career and vocational assessment in later life, second careers	25

### **INTERNAL ASSESSMENT**

The following can be submitted as an assignment

An essay on Globalization and recent developments in career testing

## **Semester I -Practicals**

**Course code:115015 Title-Developmental assessment,ability and personality testing Practicals**

<b>Course content</b>	<b>Marks</b>
<b>Module I Assessment of Development</b> 1.Vineland Social Maturity Scale, Vineland Adaptive Behaviour Scale 2 Nancy- Bayley Development Scale 3 Dr.Pramila Pathak's DAP 4 Gessel's Developmental Schedule	30
<b>Module II Assessment of ability</b> 1.Intelligence tests WISC, WAIS, WAPIS, and all versions of Wechsler scales 2.Raven's Matrices, all versions. 3.Stanford Binet, all versions of Binet scales 4.Performance tests: Form boards, Bhatia's battery	35
<b>Module III Personality assessment</b> 1.Thematic Apperception test 2.Children's Apperception Test 3.Projective Drawing 4.Projective Play	35

Internal assessment should include continuous assessment through the term using :

- Assessment of test administration following proper instructions
- Interpretation of test profiles
- Viva based knowledge, understanding and interpretation.

## **Semester II Course 1**

**Course code- 215016**Title- **Educational Psychology**

### **Course Objectives:**

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

1. Relate basic concepts of educational psychology to career counseling
2. Understand the current issues in the educational world and search for solutions in educational psychology theory.

<b>Course content</b>	<b>Marks</b>
<b>Module I: Introduction to educational psychology</b> <b>Objectives:</b> After studying the module the learner will be able to: 1. Link theories of motivation to student performance 2. Delineate how learning theory concepts influence career trajectories 3. Apply various theoretical models of transfer of training to behavior change of learners. 1.1 :History of educational psychology. Nature, Scope and Relationship between Education and Psychology. 1.2: Principles and Methods of Educational Psychology. 1.3: Information processing Models, Learning, Motivation, Memory, and Transfer of training. 1.4: Learning Theorists and their contributions 1.5: Motivational Theorists and their contributions.	25
<b>Module II : Conceptual and Theoretical Perspective : Intelligence and creativity</b> <b>Objectives:</b> After studying this module the learner will be able to 1. Develop an understanding about nature, factors and theories of intelligence. 2. Acquire knowledge about the contribution made by intelligence theorists and relate it to the real world. 3. Develop an understanding about various test and non-test techniques in measurement of intelligence. 2.1: Theories, Nature and factors of intelligence. 2.2: Intelligence Theorists: Spearman, Thorndike, Thurstone and Guilford. 2.3: Tests of intelligence : Introduction, applications and limitations. 2.4: Tests of creativity : Introduction, applications and limitations	25
<b>Module III : Psychology and its role in Career Guidance And Counselling</b> <b>Objectives :</b> At the end of this module the learner will be able to 1. Develop an understanding of meaning, definition, objectives of vocational guidance at various stages of education. 2. Use knowledge about vocational choices - Vocational maturity and management. 3. Explain various theories of vocational development. 3.1: Meaning, definition and objectives of career guidance and counseling 3.2: Vocational guidance at the following stages-primary, secondary, higher secondary and college. Second careers, post retirement vocations and avocations. 3.3: Concepts of Vocational choices, Vocational adjustment, Vocational maturity, Vocational management. 3.4: Theories of vocational development: Super, Holland and Krumboltz	25
<b>Module IV :Teaching and learning in the changing world</b> <b>Objectives:</b> At the end of this module the learner will be able to 1. Link cognition and learning with educational choices and paths 2. Evaluate media impact on the learner in this day and age 4.1: Human learning in the changing educational setting. Student centered approaches, self-regulated learning and scaffolding. 4.2: Cognition, development, learning, motivation, affective processes, and socialization: Catering to different target populations.Educational neuropsychology. 4.3 : Skills in influencing classroom learning and discipline, strategies in evaluation. 4.4 : Media and its influence on learners : Advantages and limitations of media impact.	25

### **INTERNAL ASSESSMENT –**

The following can be submitted as assignments– (a) Choose an area of classroom management and discuss it in the light of learning theory. (b) Discuss the influence of media and MOOCs on learners.

## **Semester II Course 2**

### **Course code-215017Title-Current emerging trends in Career Counseling**

#### **Course Objectives:**

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

1. Explain the basic concepts of career counseling
2. Understand the implications of recent changes in the field of career choices

<b>Course content</b>	<b>Marks</b>
<b>Module I: Career counseling</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to: 1. Assess vocational interests 2. Elaborate on the importance of career information systems. 1.1 Career centers and career information systems. Factors affecting choice of career, Ginsberg's Theory of Vocational Choice 1.2 Vocational interests, pre-vocational and vocational training centers. Factors influencing vocational choice. 1.3 Non- traditional occupations, employment opportunities, bias and equity, work attitudes 1.4 Academic support services, counseling services, faculty advisers and student placement.	25
<b>Module II: Computer uses in educational guidance</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Outline recent developments in the field of online learning 2. Weigh the strengths and weaknesses of distance education 2.1 Computer assisted instruction 2.2 Computer mediated communication 2.3 Blended learning 2.4 Online courses and distance education	25
<b>Module III: Preparing for diversity on future workforce</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Appreciate the new expanding sectors in the vocational domain 2. help a client through job search strategies 3.1 Identifying in demand skills and expanding sectors 3.2 Adapting to age, gender and cultural variations; Career development needs and changing scenarios in a global world 3.3 Helping clients succeed : educational, career and job search strategies 3.4 Theories of career development: replacing career fit with enablement, multicultural theories	25
<b>Module IV: Career counselling and mental health</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Deal with mental health issues in the world of work 2. Speak about work life balance with counselees 4.1 Career counselling and management of stress 4.2 Anger management 4.3 Behavioural health and lifestyle issues 4.4 Work life balance	25

#### **INTERNAL ASSESSMENT**

The following can be submitted as assignments –

- Create an anger management module for application at the workplace
- Write an essay on work search strategies in primary and second careers

### Semester II Course 3

**Course code-215018**Title- **Positive psychology and the world of work**

No. of Credits-4,

Marks 100 (50 internal, 50 external)

#### Course Objectives:

The learner will be able to

1. Acquire the basic concepts of positive psychology
2. Relate the fundamental principles of positive psychology to everyday work life.

Course content	Marks
<b>Module I: Introduction to and relevance of positive psychology</b> <b>Objectives:</b> After studying the module the learner will be able to: 1. Gain better understanding of assumptions, goals and themes of positive psychology. 2. Distinguish between eastern and western perspectives on positive psychology 1.1 Definition, assumptions, goals and themes of positive psychology 1.2 Historical antecedents of positive psychology 1.3 Differentiating between eastern and western perspectives on positive psychology 1.5 Classification and measure of strengths vis a vis world of work	25
<b>Module II: Positive emotions across the lifespan</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Relate the concepts of subjective well being, resilience, and flow in the context of positive psychology 2. Link resilience and emotional intelligence to work across the lifespan 2.1 Subjective well being 2.2 Resilience 2.3 Flow 2.4 Emotional intelligence and emotional creativity	25
<b>Module III: Interpersonal focus and its role through life</b> <b>Objectives:</b> After studying the module the learner will be able to 1. Appreciate the role of optimism, hope, self-efficacy in the context of positive psychology. 2. Relate these factors to success and satisfaction through the various life stages 3.1 Optimism 3.2 Hope 3.3 Self-efficacy 3.4 Gratitude, empathy and altruism	25
<b>Module IV: Applications of positive psychology</b> <b>Objectives:</b> After studying the module you will be able to 1. Describe the role of positive psychology as applied to various domains through life 2. Link positive psychology concepts to life at the workplace 4.1 Positive approaches to intervention 4.2 Positive organizational behaviour 4.3 Building better communities 4.4 Assessment in positive psychology	25

#### INTERNAL ASSESSMENT

The following can be submitted as an assignment –

- Choose any domain (community life, corporate life, etc.) and link it to concepts in Positive psychology using examples.
- Conduct a literature search on the existing works that differentiate between eastern and western perspectives on positive psychology.

## Semester II Course 4

**Course code-215019**Title- **Applications of Statistics in Counseling research**

### **Course Objectives:**

The learner will be able to

1. Develop conceptual understanding of statistical methods and their utility for empirical research in the field of counseling
2. Use suitable statistical techniques for interpreting research findings

<b>Course content</b>	<b>Marks</b>
<b>Module I: Introduction to descriptive statistics</b>  <b><u>Objectives:</u></b> After studying the module the learner will be able to:  1. Define measures of central tendency and variability 2. Underline their implications while reading research papers 3. Apply simple statistical procedures to their own data  1.1 Definition and use of statistics, Scales of measurement 1.2 Measures of central tendency 1.3 Measures of variability 1.4 Concept of normality and normal distribution	25
<b>Module II: Understanding and interpreting test scores</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Interpret test scores in the light of statistical concepts underlying them 2. Interpret the meaning of reported levels of significance 2.1 Concept of standard scores, various types of standard scores in assessment tools 2.2 Levels of significance and types of error 2.3 Concepts of power and effect size 2.4 Cross cultural implications of test scores and norms	25
<b>Module III: Measures of association and prediction</b> <b><u>Objectives:</u></b> After studying the module the learner will be able to 1. Interpret correlation values reported in research 2. Understand reliability and validity measures better 3. Comprehend concepts of relationships between and prediction of values 3.1 Correlation: product moment correlation, partial correlation, special correlations. 3.2 Nonparametric correlations: Kendall's tau, Spearman's rho. 3.3 Linear Regression 3.4 Chi Square	25
<b>Module IV: Inferential statistics</b> <b><u>Objectives:</u></b> After studying the module you will be able to 1. Compare group findings using appropriate statistics 2. Choose between parametric and non parametric tests for their data 4.1 Two group Differences: t test- Independent and dependent samples, 4.2 Multi-group Differences: One-way ANOVA: Independent and dependent samples; Two-way ANOVA: Independent samples 4.3 Wilcoxon Sign-Rank test; Median test; U test. 4.4 Kruskal-Wallis test	25

### INTERNAL ASSESSMENT

The following can be submitted as an assignment–

- Choose any research paper and interpret what you understand from the statistical tables presented therein.

A short classroom test may also be given to check for conceptual understanding



**Semester IIPracticals.**

**Course code215020Title-Vocational and Career Informationpracticals**

<b>Course content</b>	<b>Marks</b>
<b>Module I</b> Chart making and Career Exhibition: Organizing/participating in a career exhibition.	25
<b>Module II</b> Preparing and presenting two career talks	25
<b>Module III</b> Visits to industries, employment exchange collecting occupational information.	25
<b>Module IV Procedure:</b> a) Interview and intake sheet. b) Test Administration c) Scoring d) Interpretation e) Report writing	25

Internal assessment :Continuous assessment through the semester to assess comprehension of each aspect of the practical training.

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



## **Centre For Distance Education**

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

### **PROGRAM PROJECT REPORT**

**M.A Gujarati**

**2018 – 2019**

## **Publisher's Note**

This Shreemati Nathibai DamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Gujarati “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Language".

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

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

**Reviewed and Approved by:**

**Hon’ble Vice Chancellor**

**For and On behalf of**

**Board of Management and Academic Council**

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

**Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

### **About Center for distance education**

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

### **Objectives**

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

### **Features of CDE:**

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

### **Academic Programmes:**

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

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

❖ **B.Com**

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

❖ **M.com**

### **Admission Process**

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

❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**

**M.A. I – Rs. 5475/- (Other University)**

**M.A. II – Rs. 5475/-**

❖ **Syllabus:**

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

### **➤ Study Material Preparation**

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

➤ **Credit System:**

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

Norms given Distance mode based on credit system as per following table.

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

➤ **Programme Delivery**

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

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

years but for doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

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

➤ **Evaluations System**

**Evaluation system will comprise.**

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

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

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English



## Semester I

### Paper – 1 મધ્યકાલીન સાહિત્ય સ્વરૂપો અને કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૧

Sr.No.	Topic and Details	Marks
1	આખ્યાન : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો સંદર્ભે સ્વરૂપનો અભ્યાસ. આખ્યાન સ્વરૂપની વિકાસરેખા.	25
2	ફાગુ : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો સંદર્ભે સ્વરૂપનો અભ્યાસ. ફાગુ સ્વરૂપની વિકાસરેખા અને ફાગુના પ્રકારો.	25
3	સુદામા ચરિત્ર - (કવિ પ્રેમાનંદ રચિત) સંદર્ભ સંપા : અનિરૂદ્ધ બ્રહ્મભટ્ટ (સ્વાધ્યાય શ્રેણી પુસ્તક - ૨) નવભારત સાહિત્ય મંદિર.	25
4	વસંત વિલાસ - પ્રાચીન ફાગુ કાવ્ય, સં. કાન્તિલાલ બળદેવરામ વ્યાસ, એન.એમ. ત્રિપાઠી પ્રા.લી., બી.આ. ૧૯૫૭.	25

### Paper – 2 ભાષા વિજ્ઞાન (ઐતિહાસિક, વર્ણનાત્મક) ૧૦૨૦૦૨

Sr.No.	Topic and Details	Marks
1	ભાષાનો સામાન્ય પરિચય: ભાષા વિજ્ઞાનનો પરિચય, વિષય અને સ્વરૂપ, અધ્યયનની પદ્ધતિઓ (વર્ણનાત્મક, ઐતિહાસિક, તુલનાત્મક), ભાષાની વ્યાખ્યા, તેનું સામાન્ય સ્વરૂપ, ભાષા અને બોલી વિજ્ઞાન (પ્રાદેશિક, ઇંદાકીય, સામાજિક અને ગુજરાતી ભાષાની બોલીનો પરિચય).	25
2	ઐતિહાસિક ભાષા વિજ્ઞાન (ગુજરાતી ભાષાના સંદર્ભમાં) ભાષાકીય પરિવર્તન : સ્વરૂપ અને પ્રકારો (ધ્વનિ પરિવર્તન, રૂપ પરિવર્તન, શબ્દરાશિ પરિવર્તન, અર્થ પરિવર્તન, સાદ્રશ્ય પરિવર્તન), પારિવારિક ભાષાકુળો તેની સમજ, પરિચય. (ભારતના ભાષાકુળોનો અભ્યાસ તેમાં ગુજરાતી ભાષાનું સ્થાન)	25
3	વર્ણનાત્મક ભાષાવિજ્ઞાન : ધ્વનિવિચાર ( <b>Phonetics</b> ) અને ધ્વનિઘટકવિચાર ( <b>Phonemics</b> ) ધ્વનિવિચારની ત્રણ શાખાઓનો પરિચય.	25

	<p>ઉચ્ચારણમૂલક ધ્વનિ તંત્ર : ઉચ્ચારણ અંગો, ઉચ્ચારણ સ્થાન, ઉચ્ચારિત ધ્વનિઓનું વર્ગીકરણ.</p> <p>ઉચ્ચારણ સ્થાન અને પ્રયત્નરીતિને આધારે પડતા ધ્વનિઘટકના પ્રકારોનો પરિચય.</p> <p>ખંડિયધ્વનિઘટક : સ્વર અને તેના પ્રકાર (અગ્ર, મધ્ય, પશ્ચિમ-પૃષ્ઠ)</p> <p>વ્યંજન અને તેના પ્રકાર (સ્પર્શ, અનુનાસિક, પ્રકંપી, પાશ્વિક, સંઘર્ષી વગેરે.)</p> <p>અતિખંડીત ધ્વનિઘટક : અક્ષર, સંઘ્યક્ષર, જંકચર, કાલમાન, સ્વરભાર, કાકુ વગેરેનો પરિચય.</p>	
4	<p>રૂપવિચાર (<b>Morphology</b>) (ગુજરાતી ભાષાના સંદર્ભમાં)</p> <p>રૂપ, રૂપ ઘટકની ઓળખ</p> <p>રૂપઘટકનાં પ્રકારો (બદ્ધ-મુક્ત/વિચ્છિન્ન - અવિચ્છિન્ન / ધાતુ - અધાતુ / અંગ)</p> <p>વ્યાકરણિક પ્રવર્ગો : લિંગ, વચન, પુરુષ, વિભક્તિ, પ્રયોગ, કાળ, સમાસ, ક્રિયા વિશેષણ, ઉદ્ગાર વાચકો, નિપાતો.</p> <p>વાક્ય વિચાર (<b>Syntax</b>) (ગુજરાતી ભાષાના સંદર્ભમાં)</p> <p>વાક્ય અને તેનાં પ્રકારો (સાદું, સંકુલ કે મિશ્ર, સંયુક્ત વાક્ય)</p> <p>વિધિ વાચક, નિષેધ વાચક, પ્રશ્નાર્થ, સંકેતાત્મક, આદત વાચી.</p> <p>કર્તારિ-કર્મણિ - પ્રેરક રચનાઓ. રૂપાખ્યાનગત અને વાક્યગત સંબંધો. વાક્ય રચનાના નિકટસ્થ અવયવો.</p>	25

### Paper 3 અર્વાચીન ગદ્ય કૃતિઓનો અભ્યાસ- ૧૦૨૦૦૩

Sr.No.	Topic and Details	Marks
1	અકૂપાર - ધ્રુવ ભટ્ટ, આર. ગૂર્જર પ્રકાશન, ૨૦૧૦ - યુગ, કર્તા, સ્વરૂપ પરિચય - કૃતિનું ભાવવિશ્વ, ભાષાકર્મ, કલાત્મક તત્વ.	100
2	મીરાં ચાક્ષિકની ડાયરી - બિંદુ ભટ્ટ, પાર્શ્વ પ્રકાશન, બી. આ. ૧૯૯૬ - યુગ, કર્તા, સ્વરૂપ પરિચય - કૃતિનું ભાવવિશ્વ, ભાષાચાર્ય, કલાત્મક તત્વ.	

**Paper 4 સાહિત્યિક સંજ્ઞા સ્વરૂપો અને સંજ્ઞા કેન્દ્રિત કૃતિઓનો અભ્યાસ-૧૦૨૦૦૪**

Sr.No.	Topic and Details	Marks
1	પ્રતીક, પ્રતીકવાદ : સંજ્ઞા સ્પષ્ટીકરણ, ઉદ્ભવ, વિચારણા અને સ્વરૂપનો અભ્યાસ.	25
2	પ્રતીક : સંકલ્પના અને અર્થઘટન. પ્રતીક પ્રયોજનની પદ્ધતિઓ. પ્રતીક અને રૂપકાદિ અલંકારો.	25
3	‘પ્રતીક’ - પ્રિયકાન્ત મણિયાર, વોરા પ્રકાશન, અમદાવાદ.	25
4	‘ફેરો’ - રાધેશ્યામ શર્મા. પ્રકાશક : સૂર્યકાંત પરીખ, અમદાવાદ.	25

**Paper 5. ભારતીય સાહિત્ય- ૧૦૨૧૦૧**

Sr.No.	Topic and Details	Marks
1	ભારતીય સાહિત્ય - સંજ્ઞા અને વિભાવના ભારતીયતાની વિભાવના અને નિર્ધારક તત્વો. (ભારતીયતા - પ્રાદેશિકતા, ભારતીયતા - રાષ્ટ્રીયતા, ભારતીયતા - વૈશ્વિકતા)	25
2	ગુજરાતી સાહિત્યમાં ભારતીયતા	25
3	મેઘહૃદય, વસંત બાપટ અનુ. સુરેશ દલાલ, એસ. એન. ડી.ટી. પ્રકાશન, પ્ર. આ. ૧૯૯૨	25
4	કાર્મેલીન, દામોદર માવજો, અનુ. દર્શના ધોળકિયા, સાહિત્ય અકાદમી, દિલ્લી, ૨૦૦૮	25

## SEMESTER II

### Paper 1. અનૂદિત કૃતિઓ (ભારતીય, વૈશ્વિક)- ૨૦૨૦૦૫

Sr.No.	Topics and Details	Marks
1	‘મનોહર છે તો પણ...’ - સુનીતા દેશપાંડે, અનુ. સુરેશ દલાલ, એસ. એન. ડી.ટી. યુનિ. પ્રકાશન, ૧૯૯૨.	25
2	‘આરણ્યક’- બિભૂતિભૂષણ બંદોપાધ્યાય, અનુ. ચંદ્રકાંત મહેતા, સાહિત્ય અકાદમી, દિલ્હી.	25
3	‘ઓથેલો’ - શેક્સપીયર, અનુ. મનસુખલાલ ઝવેરી, ગંગોત્રી ટ્રસ્ટ, ૧૯૭૮	25
4	‘આઉટ સાઈડર’ - અલ્બેર કામૂ, અનુ. રવીન્દ્ર ઠાકોર, આદર્શ પ્રકાશન,	25

### Paper 2. ભારતીય સાહિત્ય મીમાંસા- ૨૦૨૦૦૬

Sr.No.	Topic and Details	Marks
1	- અલંકાર વિચાર - ધ્વનિ વિચાર - ઔચિત્ય વિચાર	50
2	- વક્રોક્તિ વિચાર - રીતિ વિચાર - રસ વિચાર	50

### Paper 3. અર્વાચીન પદ્યકૃતિઓનો અભ્યાસ- ૨૦૨૦૦૭

Sr.No.	Topic and Details	Marks
1	કાવ્ય વિશેષ મણિલાલ દેસાઈ - સં. સુરેશ દલાલ, એસ.એન.ડી.ટી વિ. યુનિ. પ્રકાશન કવિપરિચય, સર્જક વિશેષ, કાવ્યબાની, ભાવવિશ્વ, સર્જકકર્મનો અભ્યાસ.	100
2	વખાર - સિતાંશુ યશસ્વંદ્ર, આર. આર. શેઠની કં., ૨૦૦૬. આધુનિક કવિતા - પરિચય, યુગવિશેષ કાવ્યબાની, ભાવવિશ્વ, સર્જકકર્મનો અભ્યાસ	

**Paper 4. વિવેચનના અભિગમો- ૨૦૨૦૦૮**

Sr.No.	Topic and Details	Marks
1	વિવેચન - સંજ્ઞા, સ્વરૂપ, મહત્વ, કાર્યક્ષેત્ર, વિવિધ અભિગમોનો પરિચય.	25
2	સમાજશાસ્ત્રીય અભિગમ સમાજશાસ્ત્રીય અભિગમનો વિગતે અભ્યાસ મનોવિશ્લેષણાત્મક અભિગમ મનોવિશ્લેષણાત્મક અભિગમનો વિગતે અભ્યાસ	25
3	ગર્ભગાથા - હિમાંશી શેલત, અરુઓદય પ્રકાશન	25
4	પેરેલિસિસ - ચંદ્રકાંત બક્ષી, નવભારત સાહિત્ય મંદિર, મુંબઈ.	25

**Paper 5. આધુનિક અને અનુઆધુનિક સંજ્ઞા ગુજરાતી સાહિત્ય ૨૦૨૧૦૪**

Sr.No.	Topic and Details	Marks
1	આધુનિક, આધુનિકતા, અનુઆધુનિકતા : સંજ્ઞા, સ્વરૂપ અને સંકલ્પના.	25
2	પરંપરા અને આધુનિકતા પરંપરા અને અનુઆધુનિકતા આધુનિકતા અને અનુઆધુનિકતાને ઘડનારાં પરિબલો.	25
3	ગુજરાતી સાહિત્યમાં આધુનિકતા ઈતરા - સુરેશ જોશી, ખુટાલા પ્રકાશન, બરોડા, સં. ૨૦૨૧ - યુગ વિશેષ, સર્જક વિશેષ, ભાવવિશ્વ કાવ્યબાની, સર્જકકર્મનો અભ્યાસ	25
4	ગુજરાતી સાહિત્યમાં અનુઆધુનિકતા 'હિમાંશી શેલતની વાર્તાસૃષ્ટિ' સંપા. મણિલાલ પટેલ, વોરા પ્રકાશન, અમદાવાદ, પ્ર. આ. ૧૯૪૮.	25

## Semester - III

### Paper 1 . અર્વાચીન સાહિત્ય સ્વરૂપ અને કૃતિઓનો અભ્યાસ. (302009)

હેતુ/ઉદ્દેશ્ય :-

- ગુજરાતી અર્વાચીન નિયત સાહિત્ય સ્વરૂપની ભૂમિકાને ધ્યાન રાખી સ્વરૂપગત વિશેષતા, પરંપરા કે પ્રયોગશીલતાની સમજ મેળવવી.
- ભાવ, ભાષા, પ્રયોગની દ્રષ્ટિએ અર્વાચીન સાહિત્ય સ્વરૂપનો ઊંડાણથી અભ્યાસ કરવો.
- ગુજરાતી અર્વાચીન નિયત સાહિત્ય સ્વરૂપની ભૂમિકાને ધ્યાનમાં રાખી નિયત કૃતિઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	ઊર્મિકાવ્ય : સંજ્ઞા, ઉદ્ભવ, વિભાવના, લક્ષણો અને સ્વરૂપ.	25
2	ઊર્મિકાવ્યના પ્રકારો અને વિકાસ	25
3	ખાહુક - ચિનુ મોદી, આર. આર. શેઠની કં., બી.આ. ૧૯૯૯.	25
4	કાવ્યવિશેષ - કાન્ત : સં. સુરેશ દલાલ, એસ.એન.ડી.ટી. પ્રકાશન, ૧૯૯૧.	25

### Paper 2 : પાશ્ચાત્ય સાહિત્યમીમાંસા (302010)

હેતુ/ઉદ્દેશ્ય :-

- પશ્ચિમનાં સાહિત્ય મીમાંસકોનો અભ્યાસ કરતાં પહેલાં પશ્ચિમનાં વિવેચન સાહિત્યનો આછો નકશો આપો.
- પાશ્ચાત્ય કાવ્યતત્ત્વમીમાંસાના અગત્યના મીમાંસકોની કાવ્યવિચારણાઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	- લોન્ગ્મનસ - ઉદાત્તતત્ત્વવિચાર - કોલરિજ - કલ્પનાવિચાર અને કાવ્યવિચાર - આઇ. એ. રિચર્ડસ - પ્રત્યાયનવિચાર અને કાવ્યવિચાર	50
2	- મેથ્યુ આર્નલ્ડ - જીવનસમીક્ષાવિચાર ટી. એસ. એલિયટ - કાવ્યવિચાર - ઝાક દેરિદા - કલાવિચાર	50

### Paper- 3 : સંશોધનશાસ્ત્ર (302011)

હેતુ/ઉદ્દેશ્ય :-

- સંશોધન વિશેની સમજ આપી તેના શાસ્ત્રીય જ્ઞાન વિશે વિદ્યાર્થીનીઓને સજ્જ કરવા.
- સંશોધન અને સાહિત્યિક સંશોધન, તેની ઉપયોગિતા અને તેથી થતાં લાભો વિશે ળાવવું.
- સંશોધનની પદ્ધતિનું મહત્ત્વ તથા તેના સોપાનોની જાણકારી મેળવવી.

Sr.No.	Topic and Details	Marks
1	કાર્યક્ષેત્ર (કાર્યક્ષેત્રો, કૃતિ, કર્તા, યુગ, સાહિત્ય સ્વરૂપો)	25
2	સંશોધન પૂર્વેનો અભ્યાસ અને સંશોધનની સજ્જતા માહિતી એકત્રીકરણ, ક્ષેત્રકાર્ય, ગ્રંથાલય, વગેરેનો અભ્યાસ.	25
3	સાહિત્યિક સંશોધનની પદ્ધતિઓ, નિરીક્ષણ પદ્ધતિ, પ્રશ્નાવલી પદ્ધતિ, મુલાકાત પદ્ધતિ, વૈજ્ઞાનિક પદ્ધતિ ગ્રંથાલય પદ્ધતિ	25
4	પૂર્વધારણા, સામગ્રીચયન, નિરીક્ષણ, પરીક્ષણ, મૂલ્યાંકન, સૂચન, પરિશિષ્ટ, સંદર્ભસૂચિ, પાદટીપ અને સારલેખન	25

### Paper-4 : ગ્રંથકારનો અભ્યાસ (302012)

હેતુ/ઉદ્દેશ્ય :-

- સાહિત્યના વિકાસમાં મહત્ત્વનું યોગદાન આપનારા ગ્રંથકારનો અભ્યાસ કરવો.
- સાહિત્યવિશ્વમાં તેના સાહિત્યિક પ્રદાનથી માહિતગાર થવું.
- ગ્રંથકારના સાહિત્યનો અભ્યાસ કરતી વખતે તેની પાશ્ચાદ્યભૂમાં રહેલાં સાહિત્યિક, સાંસ્કૃતિક પરિબળો અને પ્રવાહોનો પરિચય મેળવવો.
- ગ્રંથકારે પ્રયોજેલ વિવિધ સ્વરૂપોનો પરિચય મેળવી કૃતિઓનો સવિગત અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	રા. વિ. પાઠક - વ્યક્તિ અને યુગસંદર્ભ.	25
2	રા. વિ. પાઠકની સાહિત્યિક વિવેચના	25
3	કવિ રા. વિ. પાઠકનો અભ્યાસ	25
4	વાર્તાકાર રા. વિ. પાઠકનો અભ્યાસ.	25

## Paper 5: ગાંધીવિચાર અને સાહિત્ય (302107)

હેતુ/ઉદ્દેશ્ય :-

- વિશ્વ પ્રસિદ્ધ ચિંતક મહાત્મા ગાંધીનો ગુજરાતી સાહિત્ય સંસ્કૃતિ અને સમાજ પરના પ્રભાવનો અભ્યાસ કરવો. ગાંધીવિચારની વ્યાપકતા, પ્રસ્તુતતાનો અભ્યાસ કરવો.
- ગાંધીજી અને ગાંધી વિચારધારા તેમજ આ વિચારધારાને આગળ ધપાવનારા ચિંતકો અને
- કૃતિઓનો અભ્યાસ કરવો. ગાંધીચિંતન પ્રેરિત સુદીર્ઘ પરંપરાથી અને ગાંધી વિચારણાથી વિદ્યાર્થીઓ અવગત થાય તે દ્રષ્ટિએ અભ્યાસ ધ્યાનમાં લેવો.

Sr.No.	Topic and Details	Marks
1	ગાંધીજી : વ્યક્તિત્વ અને વાક્યમય ગાંધી વિચારધારા : સામાજિક, આર્થિક, રાજકીય, સાંસ્કૃતિક વિચારો.	25
2	ગુજરાતી સાહિત્ય અને ગાંધી વિચારધારા ગાંધી યુગની કવિતા સાહિત્યનો અભ્યાસ.	25
3	સમૂળી ક્રાંતિ' - કિશોરીલાલ મશરૂવાળા, નવજીવન પ્રકાશન, ૧૯૪૮.	25
4	'હિંદ સ્વરાજ' - ગાંધીજી, નવજીવન પ્રકાશન	25



## Semester: IV

Paper-1 : સંશોધકો અને સંશોધનગ્રંથો. (402013)

હેતુ/ઉદ્દેશ્ય :-

- સંશોધનકાર્ય માટે આવશ્યક જ્ઞાન પ્રાપ્ત થાય તે હેતુ સંદર્ભે ગુજરાતી ભાષાસાહિત્યના સંશોધકો અને
- સંશોધનગ્રંથોનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	સંશોધક ઋવેરચંદ મેઘાણી (લોકસાહિત્યક્ષેત્રે પ્રદાન)	25
2	સંશોધક હરિવલ્લભ ભાયાણી (ભાષાસાહિત્યક્ષેત્રે પ્રદાન)	25
3	ગુજરાતી અને મરાઠી સામાજિક નાટકો (૧૮૫૦ થી ૧૯૦૦) ડૉ. જગદીશ દવે. નવભારત સાહિત્ય મંદિર, મુંબઈ, ૨૦૦૦	25
4	કાવ્યબાની - ડૉ. નીતિન મહેતા, 'ક્ષિતિજ' સંશોધન પ્રકાશન કેન્દ્ર, મુંબઈ, ૨૦૦૧.	25

Paper-2 : ભક્તિ સાહિત્ય (402314)

હેતુ/ઉદ્દેશ્ય :-

- મધ્યકાલીન ભારતીય સાહિત્યમાં પ્રાપ્ત થતાં સમયથી માહિતગાર થવું.
- મધ્યકાલીન સમયના સાંસ્કૃતિક પરિવેશની જાણકારી મેળવવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ જાણવી.
- મધ્યકાલીન ગુજરાતી સાહિત્યનો અભ્યાસ કરવો.
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Sr.No.	Topic and Details	Marks
1	મધ્યકાલીન યુગ : પરિવેશ અને યુગપ્રવર્તક પરિબલો, ભક્તિ આંદોલન.	25
2	મધ્યકાલીન ગુજરાતી સાહિત્ય : પદ્યસાહિત્ય. મધ્યકાલીન ગુજરાતી સાહિત્ય : કથાસાહિત્ય.	25
3	(નરસિંહ મહેતા અને મીરાંબાઈની કવિતાનો અભ્યાસ કરવો) કાવ્યવિશેષ - નરસિંહ મહેતા, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૨. કાવ્યવિશેષ - મીરાં, સં. સુરેશ દલાલ, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૧.	25
4	પદ્યવાર્તાકાર શામળનો અભ્યાસ “મદનમોહના” - શામળ, સંપા. હરિવલ્લભ ભાયાણી, પાશ્વરપ્રકાશન, અમદાવાદ, ૨૦૧૧.	25

Paper-3 : તુલનાત્મક સાહિત્યાભ્યાસ (402315))

હેતુ/ઉદ્દેશ્ય :-

- તુલનાત્મક સાહિત્ય, સંજ્ઞાનો ઉદ્ભવ, મતમતાંતર અને સિદ્ધાંતોનો સવિસ્તર અભ્યાસ કરો.  
તુલનાત્મક સાહિત્યમાં અનિવાર્યતા, સિદ્ધિ-મર્યાદાની જાણકારી મેળવવી.
- અન્ય ભારતીય ભાષાઓની અનૂદિત કૃતિઓના તુલનાત્મક અભ્યાસ દ્વારા જ્ઞાનક્ષિતિજનો વિસ્તાર કરવો.

Sr.No.	Topic and Details	Marks
1	તુલનાત્મક સાહિત્યાભ્યાસ : હેતુ, વ્યાખ્યા, કાર્યક્ષેત્ર, સ્વરૂપચર્યા, પ્રશ્નાદ્ભૂમિકા (વ્યાખ્યા : હેની રિમાર્ક, એલ્ફિજ, પિકોઇસ, કુસો, એસ. એસ. પ્રેવર, એફ. શબલ્યૂ એડલર અને વસંત બાપટે આપેલી વ્યાખ્યાને આધારે)	25
2	તુલનાત્મક સાહિત્યની વિભાવના (મેથ્યૂ આર્નોલ્ડ, મેકોલે, ગ્યૂઘથે અને ટાગોરના મતે)	25
3	તુલનાત્મક સાહિત્યાભ્યાસ અને અનુવાદનું મહત્વ. અસર, સાદૃશ્ય તથા પરંપરા. વિષયવસ્તુ શાસ્ત્ર, શાસ્ત્ર તથા એસ. એસ. પ્રેવરનો વિષયવસ્તુ શાસ્ત્ર વિશેનો મત.	25
4	(કૃતિઓનો તુલનાત્મક અભ્યાસ) : ૧. ગીતાંજલિ : રવીન્દ્ર ઠાકુર, અનુ. નગીનદાસ પારેખ, આર. આર. શેઠની કંપની, મુંબઈ ૧૯૭૧. સમ્પ્રક પ્રકાશન, ૧૯૯૦. ૨. વિદાયવેળાએ : ખલિલ જિબ્રાન, અનુ. કિશોરલાલ મશરૂવાળા, નવજીવન ટ્રસ્ટ, મુંબઈ, પાંચમી આવૃત્તિ, ૧૯૯૪. ૩. ગોપીગીત : ભાવાત્મક આસ્વાદ, સુરેશ દલાલ, ઇમેજ પબ્લિકેશન પ્રા. લિ. મુંબઈ, ૧૯૯૮	25

Paper -4 : પ્રશિષ્ટ સાહિત્યકૃતિઓનો અભ્યાસ. (402316)

હેતુ/ઉદ્દેશ્ય :-

- પ્રશિષ્ટ અને પ્રશિષ્ટતાવાદ વિશેની જાણકારી મેળવવી.
- ગુજરાતી સાહિત્યની પ્રશિષ્ટ કૃતિઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	સરસ્વતીચંદ્ર (બૃહતસંક્ષેપ) (નવલકથા) ગોવર્ધનરામ માધવરામ ત્રિપાઠી સંક્ષેપકાર : ઉપેન્દ્ર પંડ્યા ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ, પ્ર. આ. ૧૯૬૦, પુનર્મુદ્રણ ૧૯૯૯.	50
2	-પરિત્રાણ (નાટક) - મનુભાઈ પંચોળી 'દર્શક'.	50

Paper- 5 : ગુજરાતીમાં નારીલેખન (402317)

હેતુ/ઉદ્દેશ્ય :-

- સ્ત્રી અભ્યાસ સંદર્ભે નારીલેખનનો વિભાવ અને તેની અગત્યતાનો અભ્યાસ કરવો.
- સ્ત્રીજીવન, સમાજ અને સંસ્કૃતિ સંદર્ભે નારી લેખનનો અભ્યાસ કરવો.
- નારીલેખનની સાહિત્યિક ગતિવિધિ, તેની વિશેષતાઓ અને મર્યાદાઓનો અભ્યાસ કરવો.

Sr.No.	Topic and Details	Marks
1	ગુજરાતી નારી લેખનનો ઐતિહાસિક સંદર્ભ. ગુજરાતી નારી લેખનની વિશેષતાઓ અને મર્યાદાઓ	50
2	ઘૂંઘટકાપટ ખોલ - સં. ઉષા ઠક્કર, એસ. એન. ડી. ટી. વિ. યુનિ. ૧૯૯૨ પરલોકેપત્ર - હીરાબેન પાઠક, પ્ર. આ. ૧૯૭૦, સંવર્ધિત ૧૯૮૯, ગૂર્જર ગ્રંથરત્ન કાર્યાલય, અમદાવાદ.	50

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



## **Centre For Distance Education**

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

**PROGRAM PROJECT REPORT**

**M.A ECONOMICS**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Economics “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

### **Reviewed and Approved by:**

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

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

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

## Objectives

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

## Features of CDE:

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

## Academic Programmes:

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

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

❖ **B.Com**

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

❖ **M.com**

## Admission Process

CDE arranges pre & post counselling session to take admission through online develop Student friendly portal (e-facilities) Online Admission Procedure, download eligibility

status, Identity Card, Fee Receipt, Exam Hall Ticket & admission to end Degree process information & related matter etc.

- ❖ **Fees:**     **M.A. I – Rs. 5475/- (S.N.D.T. University)**  
                  **M.A. I – Rs. 5475/- (Other University)**  
                  **M.A. II – Rs. 5475/-**

❖ **Syllabus:**

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

➤ **Study Material Preparation**

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

➤ **Credit System:**

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

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

➤ **Programme Delivery**

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

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



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

#### ➤ **Evaluations System**

**Evaluation system will comprise.**

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

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

#### ➤ **11.1 Feedback on performance to learners**

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

## Semester I

### 1. Microeconomics – I (106001)

**Marks: 100 (4 credits)**

#### ***PREAMBLE***

This paper analyses the economic behavior of individuals, firms and markets. It is mainly concerned with objectives of equipping the students in rigorous and comprehensive manner with the various aspects of consumer behaviour and demand analysis, production theory and behaviour of costs, the theory of traditional markets and equilibrium of firm in modern non-profit maximizing framework. The paper also deals with the welfare economics and general equilibrium in closed and open systems and analysis of economic behaviour under uncertainty

Unit	Course Content	Marks
Unit 1	<b>1.Introduction and Consumer behavior :</b> Basic Concepts-Economic Models, Exogenous and endogenous variable, Optimization and equilibrium. Demand curve, Supply curve, Market equilibrium, comparative statics-Market structures. Extension of demand and supply analysis -Elasticity of demand and supply- Income elasticity- concept , methods of measurement-empirical estimation, relationship between individual demand and market demand, application of elasticity of demand. Consumer behavior-The problem of optimization; budget constraints, consumer preference, utility, choice, derivation of law of demand. Revealed preference- The weak and strong ordering- axioms of revealed preference-law of demand-from revealed preference to index numbers. Revision of demand theory by Hicks- Consumer's surplus.	33
Unit 2	<b>2.Production and Costs:</b> law of variable proportions and returns to scale ;Production function: Cobb-Douglas , CES, VES and Translog functions, Cost of production – concepts - Costs in the short run-long run, cost minimization input choices, isoquants – iso-cost, Least cost combination of inputs ; production with two outputs – economies of scope, learning curve.	25
Unit 3	<b>3.Partial and General Equilibrium:</b> The competitive firm (partial equilibrium); General equilibrium, efficiency in exchange – equity and efficiency, efficiency in production, the gains from trade, market failures – marketpower, incomplete information, externalities, public goods.	25
Unit 4	<b>4.Welfare economics:</b> Pareto optimality; criteria for value judgments, social welfare function, Pareto criterion, Kaldor-Hicks criterion, Bergson Criterion, Arrow's Impossibility Theorem	17

## 2. Economics of Growth and Development –I (106002)

**Marks: 100 (4 credits)**

### ***PREAMBLE***

The study of economic development has gained importance because of sustained interest of the development countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. While few success stories can be counted, many have grappled with chronic problems of narrow economic base, inefficiency and low standard of living. For this and other reasons, there have been many approaches to economic development. This paper exposes the students to diverse theories, models and views on development.

Unit	Course Content	Marks
Unit 1	<b>1.Basic Concepts:</b> Economic growth and development- Measurement of Development-Indices of development – PQLI, HDI, Gender Adjusted HDI - Inter country comparisons of development-Development Gap.	17
Unit 2	<b>2.Economic Growth Models-:</b> Neo- classical – Solow and Meade- Joan Robinson’s Growth Model- Hicks-Harrod-; learning by doing approach, Harrod- Domar Model, Technological progress- embodied and disembodied technical progress-Kaldor and Pasinetti- Two sector model – Endogenous growth.	17
Unit 3	<b>3.Economic Growth Theories :</b> Theories of growth and development : Circular Causation, Unlimited Supply of Labour, Ranis and Fei model, Big Push, Balanced and Unbalanced Growth, Critical Minimum Effort, Low Level Equilibrium Trap, Dualism	16
Unit 4	<b>4.Theories of Development:</b> Classical theory of development- contributions of Adam Smith, Ricardo, Malthus and James Mill, Karl Marx and development of capitalistic economy- theory of social change, surplus value and profit; Schumpeter and capitalistic development, innovation- role of credit, profit and degeneration of capitalism, Structural analysis of development.	33
Unit 5	<b>5.Views of Development:</b> Dr.BabasahebAmbedkar -state socialism, - Mahatma Gandhi-Trusteeship; AmartyaSen- entitlements.	17

### 3.Industrial Economics (506101)

**Marks: 100 (4 credits)**

#### PREAMBLE

In the contemporary world with globalization and liberalization more and more attention is being given to industry. This course intends to provide knowledge to the students on the basic issues such as productivity, efficiency, capacity utilization and debates involved in the industrial development of India. The objective is to provide a through knowledge about the economics of industry in a cogent and analytical manner, particularly in the Indian context.

Unit	Course Content	Marks
Unit 1.	<b>1.Industrial Organisation:</b> Market – Structure – Conduct – Performance – Theories of Product Pricing – Administered prices - Theories of Location – Theories of Growth of firms – Financial Ratios – Methods of Investment Appraisal – Depreciation	17
Unit 2.	<b>2.Industrial Policy and Development:</b> Overview of industrial policy prior to 1991-Industrial policy resolution of 1991 and changes thereafter – Trends and pattern in Industrial Development – Regional Development – Problems Industrial sicknessand remedial measures	17
Unit 3.	<b>3.Industrial Finance:</b> Types and Sources of industrial finance, sources and trends of institutional finance (IFCI, SFCs, IDBI, SIDBI) Commercial Banks.	16
Unit 4.	<b>4.Private, Public and Small Scale Sectors</b> Role, Performance and Problems of Private, Public and small scale Sectors – Privatization and Disinvestment.	16
Unit 5.	<b>5.External Sector:</b> Trends and pattern of FDI in India-Trends and pattern of Indian industry abroad-M&A- Export and import component of Indian industrial sector.	17
Unit 6.	<b>6.Selected Industries:</b> Iron and Steel –Cement -Coal - and engineering goods; Cotton textiles- Jute-IT industry.	10

## 4 Demography (506105)

**Marks: 100 (4 credits)**

### PREAMBLE

The main objectives of this paper are to gain a clear understanding of demographic concepts, theories, and processes to make students aware of the importance of population in economic development. The paper also enlightens the student on the quantitative and qualitative aspects and characteristics of the population through various demographic techniques. The issues pertaining to sex ratio, increasing urbanization and components of urbanization like migration and natural increase, changing age structure which are of contemporary importance are also the focus of this paper. The study of this paper is expected to enable the student to understand the population dynamics that leads to the evolution of economic and population policies

Unit	Course Content	Marks
Unit1	<b>1.Introduction and Sources of Population data:</b> Scope and relevance of Demography- Demographic Analysis and Population Studies- Demography and other disciplines Demographic data base – Sources of Population data in India - Population Census – Vital Registration – Sample Registration System and Large Scale Demographic Surveys – National Family Health Surveys (NFHS), District level Household Surveys (DLHS) - Quality of Demographic data .	18
Unit2	<b>2.Population Size and Growth:</b> Population Size and Trends in the World population-Trends in population in India, states in India Components of Population Growth-Demographic Balancing Equation –Natural Growth - Net Migration Population Growth Rate: Ratios and rates- Linear Growth Rate, Geometric Growth Rate, Exponential Growth Rate	08
Unit3	<b>3.Population Processes</b> Basic Measures of Mortality - Crude Death Rate, Age Specific Death Rate, Standardization of Death Rates, Life Table- Life Expectancy, Special measures- Infant Mortality Rates, Maternal Mortality Rates, Trends in Mortality and Infant mortality and Maternal Mortality Rates in India- factors influencing Mortality Basic Measures of Fertility – Period and Cohort Measures – Child Woman Ratio, Crude Birth Rate, General Fertility Rate, Age Specific Fertility Rate, Total Fertility Rate, Gross Reproduction Rate, Net Reproduction Rates- Cohort Rates – Trends in Fertility in India- Bongaart's models of fertility-socio economic determinants of fertility Nuptiality Analysis –Mean Age at Marriage, Singulate Mean Age at Marriage – Indian Experience Migration- Types of Migration, Measures of Migration-Trends of Migration Theories of migration Demographic transition- India's experience	25
Unit 4.	<b>4.Composition and characteristics of population</b>	

	<p>Population Composition by age and sex- mean age, median age, dependency ratio, child dependency ratio, old age dependency ratio, population ageing</p> <p>Age pyramids- determinants of age structure,</p> <p>Age pyramids in India- demographic dividend- demographic social and economic implications of changing age structure</p> <p>Population Ageing and its socio-economic consequences</p> <p>Sex structure- sex ratio- sex ratio of child population - factors determining sex ratio</p> <p>Sex ratio imbalance in India and future scenario-</p> <p>Factors responsible for declining sex ratio in India</p> <p>Characteristics of population Religion, marital status, education, economic status- employments and occupation</p>	<b>22</b>
<b>Unit5</b>	<p><b>5.Population Distribution and Urbanization:</b></p> <p>Geographic Distribution of the World Population – Urbanization – Growth and distribution of rural and urban population in developed and developing countries, level of urbanization and rate of urbanization – Urbanization in India, components of urban growth - deterrents and consequences of urbanization.</p>	<b>07</b>
<b>Unit 6</b>	<p><b>6.Population and Development</b></p> <p>Theories of population: Malthusian theory, Marx's views on population, Boserup's thesis</p> <p>Contemporary debates on population, environment and development-population and sustainable development</p> <p>Gender issues in the population, environment, development</p> <p>Demographic dimension of well being</p>	<b>13</b>
<b>Unit7.</b>	<p><b>7.Population Policy and programmes in India</b></p> <p>Evolution of Population Policies in India – The shift in population control to family welfare, to women empowerment: Role of ICPD</p> <p>Evolution of population programmes-Family planning programmes, Reproductive Health Programme, National Rural Health Programme</p> <p>Family Planning Strategies and their outcomes : Reproductive Health, maternal nutrition and child health policies, population and strategies for human development of different social groups: Social impact of new reproductive technologies and their regulation –The New Population Policy, Tasks before the National Population Commission.</p>	<b>07</b>

## 5.Economics of Gender and Development (506107)

**Marks: 100 (4 credits)**

### PREAMBLE

This course would provide students an understanding of the nature of the economic role of women and their contribution to the national economy on the basis of a scientific and non-sexist analysis. The modules incorporated in this course provide an analysis of issues at the theoretical level and also with regard to specificity of issues prevailing in the Indian context.

Unit	Course Content	Marks
Unit1.	<b>1.Introduction to Gender Studies:</b> Importance of Women's Studies Concepts- 'Sex' Versus 'Gender', Oppression and Exploitation, Socialisation, Social Construction, Deconstruction, Patriarchy, Trends in Feminism, Gender Based Division of labour Economic Basis and Functioning of Patriarchy and Matrilineal societies, structures and systems Gender and the Process of Economic Development: Feminist Criticism of Development Indices and WID-WAD-GAD, Human Development Approach, Gender and Development Indices- Mainstreaming Gender into Development Policies, Gender Planning Techniques and Gender Sensitive Governance, Paradigm Shifts from 'Women's Wellbeing' to 'Women's Empowerment'- Addressing Practical Gender Needs and Strategic Gender Needs of Women	17
Unit2.	<b>2.Women: Demographic Aspects:</b> Age structure, Mortality rates and Sex ratio. Causes of Declining Sex Ratios and Fertility Rates in LDCs with Special Reference to India Theories and Measurement of Fertility and Its Control. Gender and Population Control Policy with Special Reference to India. Reproductive Rights Women, Health and Nutrition Women and Education Economic Status of Women- Work Participation Rate of women	17
Unit3.	<b>3.Women in Decision Making:</b> Factors Affecting Decision-making by Women Role of Voluntary Organizations, Self-help Groups-Women's Leadership in Micro Finance Review of Legislation for Women's Entitlements, Protection of Property Rights and Social Security. Schemes for Safety-net for Women. Social Structure and Social Security of Women - Entitlements, Access to Control over Economic Resources, Ensuring Economic Independence and Risk Coverage. Power of Decision-Making at Household Levels, Class and Community Levels- Role of	17

	<p>Kinship in Allocation of Domestic and Social Resources</p> <p>Economic Status of women and its Effect on work Participation Rate, Income Level, Health and Education in Developing Countries and India.</p> <p>Democratic decentralization and Women's Empowerment in India</p>	
<b>Unit4.</b>	<p><b>4. Conceptualization of Women's Work:</b></p> <p>Concept and Analysis of Women's Work-Paid and Unpaid Work-Valuation of Productive and Unproductive Work Visible and Invisible Works: Visibility of Women in Statistics and Indicators- Economically Productive and Socially Productive Work</p> <p>Economic Status, Private Property and Participation of Women in Pre-industrial and Industrial societies, Women's Contribution to National Income.</p> <p>Women and Labour Markets- Factors Affecting Women's Entry in Labour Market-Supply and Demand of Women's Labour in the Developed and Developing Countries</p> <p>Work participation of women in agriculture and non-agricultural activities (with reference to India) - Work Efficiency and Women</p> <p>Women in the Informal Sector, Small Scale and Cottage Industries-Women in the Organised and Service Sector</p> <p>Wage Differentials in Female Activities- Determinants of Wage Differentials: Gender, Education, Skill, Productivity, Efficiency, Opportunities.</p> <p>Structures of Wages Across Regions and Economic Sectors</p>	<b>16</b>
<b>Unit5.</b>	<p><b>5. Women, Technology and Environment</b></p> <p>Impact of Technological Development and Modernisation on Women's Work Participation</p> <p>Industrial Technologies and Women</p> <p>Agricultural Technologies-Mechanisation, High Yielding Varieties-Green Revolution</p> <p>Horticulture and Floriculture</p> <p>Animal Husbandry, Dairy Development</p> <p>Poultry Development</p> <p>Women in Sericulture</p> <p>Women in the Fisheries</p> <p>Female Activities and Ecological and Environmental Concerns-The Two Way Relationships</p> <p>Role of New Technologies for Helping women</p> <p>Provision of Information and training for Simple Harvesting of Economic Services</p>	<b>17</b>
<b>Unit6.</b>	<p><b>6. Social Security and Social Protection for Women</b></p> <p>Social Security of Women</p> <p>Entitlements, Ensuring Economic Independence and Risk Coverage</p> <p>Access to Credit and Insurance Markets</p> <p>Role of Voluntary Organisations and SHGs in Providing Social Security.</p> <p>Labour Market Biases and Gender Discrimination</p> <p>Effectiveness of Collective Bargaining</p> <p>Review of Legislations for women's Entitlements</p> <p>Protection of Property Rights and Social Security</p> <p>Schemes for Safety Net for Women</p> <p>Need for Women Workers' Union</p> <p>Affirmative Action for women and Improvement in Their Economic and Social Status</p>	<b>16</b>



## Semester II

### 1. Microeconomics– II (206003)

**Marks: 100 (4 credits)**

#### **PREAMBLE**

This paper analyses the economic behavior of individuals, firms and markets. It is mainly concerned with objectives of equipping the students in rigorous and comprehensive manner with the various aspects of consumer behaviour and demand analysis, production theory and behaviour of costs, the theory of traditional markets and equilibrium of firm in modern non-profit maximizing framework. The paper also deals with the welfare economics and general equilibrium in closed and open systems and analysis of economic behaviour under uncertainty

Unit	Course Content	Marks
Unit 1.	<b>1.Game theoretic approach:</b> Basic concepts, Zero sum game, pure strategy – pay off matrix – Nash Equilibrium.	13
Unit 2.	<b>2.Price output determination:</b> Price-output determination under different market structures – Monopoly – price discrimination under monopoly – welfare aspects of monopoly – monopolistic competition – short run and long run equilibrium – excess capacity, Chamberlin's approach – Oligopoly – Non-collusive models (Cournot, Bertrand, Edgeworth, Chamberlin, kinked demand curve and Stackelberg's solution) Collusive Models (Cartels, Price Leadership).	25
Unit 3.	<b>3.Alternative Theories of Firm:</b> Critical evaluation of marginal analysis; Baumol's Sales revenue maximization model – full cost pricing rule, Bain's limit pricing – Sylos-Labini model.	17
Unit 4.	<b>4.Markets for factor input:</b> Factor pricing with perfect competition and imperfect competition in both the markets; Monopsony power and monopoly power, product exhaustion theorem.	16
Unit 5.	<b>5.Market with asymmetric information:</b> Markets for lemons, market signaling, moral hazards, principal agent problem.	12
Unit 6.	<b>6.Choice under uncertainty:</b> Describing risk – expected value, decision making under uncertainty, Neumann-Morgenstern Index, preferences towards risk – reducing risk-diversification-insurance. The demand for risky assets-the trade off between risk and return-mean variance model of asset choice.	17

## 2.Economics of Growth and Development-II (206004)

**Marks: 100 (4 credits)**

### PREAMBLE

The study of economic development has gained importance because of sustained interest of the development countries in uplifting their economic conditions by restructuring their economies to acquire greater diversity, efficiency and equity in consonance with their priorities. While few success stories can be counted, many have grappled with chronic problems of narrow economic base, inefficiency and low standard of living. For this and other reasons, there have been many approaches to economic development. This paper exposes the students to diverse theories, models and views on development.

Unit	Course Content	Marks
Unit 1.	<b>1.Social ,Institutional and Infrastructure Aspects:</b> Role of Infrastructure in economic development and its importance- Population as limits of growth and as ultimate resource- Population , Poverty and Environment, Human Resource Development (HRD)- Development and Quality of Life- Education, Health, Nutrition Development and Underdevelopment - Perpetuation of Underdevelopment- Poverty, Absolute and Relative.	25
Unit 2	<b>2.Sectoral Aspects of Development:</b> Agriculture- Role of agriculture in economic development, Productivity in Agriculture, New technology and sustainable agriculture. Industry- Rationale and pattern of industrialization in developing countries, The choice of techniques and appropriate technology. Labour- Labour markets and their functioning in developing countries.	25
Unit 3	<b>3.Trade and Economic Development:</b> International trade as engine of growth- Prebisch, Singer and Myrdal thesis-Free vs. Protective trade- Export-led growth, Dual Gap analysis- Balance of Payments – Protective policies- WTO and developing countries.	17
Unit 4	<b>4.Macro Policies and Development:</b> Monetary and fiscal policy- Foreign Direct Investment (FDI) – Multi-National Corporations (MNCs)- IMF and World Bank and Developing Countries.	17
Unit 5	<b>5.Planning and Development:</b> Role of planning – Types of planning – Review of Indian Plans.	16

### 3. Agricultural Economics (506106)

**Marks: 100 (4 credits)**

#### PREAMBLE

The objective of this course is to provide a detailed treatment of issues in agricultural economics to those intending to specialize in this area; its objective is to familiarize students with policy issues that are relevant to Indian agricultural economics and enable them to analyze the issues, using basic micro-economic concepts.

Unit	Course Content	Marks
Unit 1	<b>1.Agriculture and Economic Development:</b> Nature and Scope of agriculture economics, Role of agriculture in economic development, Interdependences between agriculture and Industry, Models of interaction between agriculture and rest of the economy.	25
Unit 2	<b>2.Agriculture Production and productivity:</b> Economics of agriculture production, Production function analysis in agriculture, Size of farms and productivity, Size of the farm and profitability, Farm budgeting and cost concepts, ; Land reform measure and performance; Women and land reforms, Problems of marginal and small farmers.	25
Unit 3	<b>3.Agriculture Finance and agriculture prices</b> Characteristics and sources of agricultural credit- Institutional and non institutional, Reorganization of agriculture credit- Co-operative, Regional rural banks, and NABARD. Behavior of agricultural prices- Cobweb Model, Term of trade between agriculture and non agriculture. Agricultural price policy-\ and evaluation.	25
Unit 4	<b>4.Agricultural Growth and External sector</b> Agricultural development in India under the plans,Recent trends in agricultural growth in India, Inter regional variations in growth of output and productivity; Cropping pattern shifts, Role of public investment and capital formation in Indian agriculture; Strategy of agricultural development.New economic policy and Indian agriculture.Role of MNCs, Globalization of Indian economy and problems and prospects of Indian agriculture. WTO and Indian agriculture	25

#### 4. Financial Institution and Market (506108)

**Marks: 100 (4 credits)**

##### **PREAMBLE**

The positive and significant role of financial institutions in the process of growth and development has been very well recognized in the literature and indeed has become more important during the last two decades as the financial systems of different countries have become integrated in the process of globalization. India is no exception and has taken far reaching measures since 1991 in this direction. It is, therefore, essential that the student of economics should be well conversant with the theory and practice of different financial institutions and markets to understand and analyse the interconnection between the monetary forces and real forces, their developmental role and limitations in shaping and influencing the monetary and related policies both at the national and international levels.

Unit	Course Content	Marks
Unit 1	1.Nature and Role of Financial System : Money and finance – Money and near-money – Financial intermediation and financial intermediaries – The structure of the financial system – Functions of the financial sector – Role of financial system in economic development, Indicators of financial development – Criteria to evaluate assets; Risk and financial assets, types of risk – Valuation of Securities, Financial development Ratios ;( Finance ratio, Financial Inter-relation Ratio, Intermediation Ratio)	25
Unit 2	2. Financial institutions Financial institutions- Banks- Central and commercial banks, non-bank financial institutions-financial intermediaries and non-intermediaries- Development banks – role and functions Regulatory role of central bank- Function of Central Bank – The aims and objectives of the monetary policy in developed and developing countries – Instruments of monetary policy- relationship between monetary policy and financial markets Productivity and efficiency of banking system-Financial sector reforms in India	25
Unit 3	3. Financial Markets: Role and Structure of money market and capital market – Call money market, Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Discount market – Government securities market – Markets for derivatives : futures and options, and other derivatives: types, uses and pricing of derivatives, SEBI : its impact on the working of capital market in India.	25
Unit 4	4. International Financial Markets: Nature, organization and participants – Exchange rates – devaluation, and depreciation – Risk hedging and futures in exchange rates –Lending operation of World bank and its affiliates – Working of IDA and IFC. Asian Development bank and its lending activities; Asian Development Bank and India. Euro-dollar and Euro-Currency markets: their developmental role and regulation at the International level.	25

## 5.Public Economics (506110)

**Marks: 100 (4 credits)**

### PREAMBLE

Role and functions of the Government in an economy have been changing with the passage of time. The term 'Public Finance' has traditionally been applied to the package of those policies and operations which involve the use of tax and expenditure measures while budgetary policy is an important part to understand the basic problems of use of resources, distribution of income, etc. There are vast array of fiscal institutions – tax systems, expenditure programmes, budgetary procedures, stabilization instruments, debt issues, levels of government, etc., which raise a spectrum of issues arising from the operation of these institutions. Further, the existence of externalities, concern for adjustment in the distribution of income and wealth, etc. require political processes for their solution in a manner which combines individual freedom and justice. This paper combines a thorough understanding of fiscal institutions with a careful analysis of the issues which underline budgetary policies in general and Indian experience in particular.

Unit	Course Content	Marks
Unit 1	Nature and scope of public economics. Role of government in mixed economy, private, merit and public goods, structure and growth of public expenditure, reforms in expenditure, public goods and market failure	20
Unit 2	Theory of incidence and its types, division of incidence of tax in proportion to elasticity of demand and supply, Benefit principle and ability to pay approaches to taxation, meaning of optimal taxation, excess burden of indirect taxes over direct tax.	20
Unit 3	Public debt: meaning, sources of public debt, effects of public debt, burden of debt, principles of debt repayment and management. Objectives of fiscal policy: full-employment, anti-inflation and economic growth, redistribution of income and wealth, Compensatory finance, measures of resource mobilization and their impact	20
Unit 4	Public budget: kinds of Public budget, zero-base budgeting, different concepts of budget deficits, trends in revenue and expenditure of government of India	20
Unit 5	Fiscal federalism in India, vertical and horizontal imbalance, constitutional provisions of transfer of resources through Finance Commission, direct and indirect taxes and non-tax revenues, reforms in direct and indirect taxes, fiscal crisis and fiscal reforms in India.	20

## Semester III

### 1. Macroeconomics – I (306005)

**Marks: 100 (4 credits)**

#### PREAMBLE

Macroeconomics or aggregative economics analyses and establishes the functional relationship between the large aggregates. The aggregate analysis has assumed great significance in recent times. It is necessary to have a prior understanding of macroeconomic theoretical structure for the proper comprehension of different issues and policies. Macroeconomics now is not only a scientific method of analysis, but also a body of empirical economic knowledge. This paper equips the students at the postgraduate level to understand systemic facts and latest theoretical developments for empirical analysis.

Unit	Course Content	Marks
Unit 1	<b>Macroeconomic variables:</b> GDP-GNP-NNP- Potential output-Actual Output-Okun's Law-Price Indices-Real income-Nominal income- Per capita income-Disposable income –Some key identities-National income accounts-Flow of funds accounts	20
Unit 2	<b>Income Determination:</b> Macroeconomic equilibrium-Simple Keynesian Model- IS-LM Analysis-Impact of fiscal and monetary policies-Aggregate supply and Aggregate demand model	20
Unit 3	<b>Consumption Function and Investment Function:</b> Absolute income hypothesis-Relative income hypothesis –Permanent income hypothesis -Life Cycle hypothesis- Neo-classical and Keynesian approaches-MEC-Accelerator-Multiplier	20
Unit 4	<b>Demand for Money:</b> Cambridge approach-Keynesian approach-Friedman's approach-Tobin's portfolio approach-Tobin and Baumol's approach to transactions demand for money-Patinkin's real balance approach	20
Unit 5	<b>Supply of money:</b> Constituents of money supply-High-powered money-Money multiplier-RBI approach to supply of money	20

## 2. Indian Economy (306006)

**Marks: 100 (4 credits)**

### PREAMBLE

The objective of this Paper at the postgraduate level would be to sharpen the analytical faculty of the student, by highlighting an integrated approach to the functioning aspects of the Indian economy, keeping in view the scope for alternative approaches. Such an analysis is essential because the Indian economy is a unique amalgam of alternative competing and often conflicting theories and a proper understanding of its working is imperative if the student is to comprehend the ramifications that underlie most of the observed phenomena in the Indian economic set-up. The emphasis of the paper is on overall social, Political and economic environment influencing policy decisions. To develop all these themes, the course is divided into specific modules.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Historical Perspective and Macro-Economic Indicators:</b> Review of Five Year plans and policies. National Income– GDP – SDP – NNP - Sectoral Composition– Regional Variations. Analysis of price behavior – Review of monetary policy in post reform period – reforms in banking sector – SEBI	<b>17</b>
<b>Unit 2</b>	<b>Demographic features:</b> Age composition-Sex ratio-Population policy – Literacy – Sectoral pattern of employment	<b>16</b>
<b>Unit 3</b>	<b>Agricultural and Industrial Sector:</b> Land holding pattern – Land Reforms – Crop Pattern – Agricultural Labour – Technological change in agriculture – Agricultural cost and prices commission – impact of reforms. Industrial Policy – Private and public sector –Small scale industries – Disinvestment – Industrial growth.	<b>17</b>
<b>Unit 4</b>	<b>Public Finance:</b> Trends in revenue and expenditure – Centre-State financial relations – Recommendations of Finance Commissions – Fiscal Sector Reforms	<b>17</b>
<b>Unit 5</b>	<b>External Sector:</b> Structure and direction of foreign trade – Foreign Direct Investment – Balance of Payments – Export-Import policy – Trade Reforms.	<b>16</b>
<b>Unit 6</b>	<b>Infrastructure:</b> Physical Infrastructure –Transport – Energy – Telecommunication – Public Utilities – Water, Electricity, Gas; Social Infrastructure – Health, Education, Social sectors.	<b>17</b>

### 3. Research Methodology (306007)

**Marks: 100 (4 credits)**

#### PREAMBLE

The objective of this paper is to orient the students in basic research methodology. This paper is a background for the core research component introduced in the syllabus. This paper will enable the students to prepare proposals for the research and conduct research projects. The students will also be equipped in the elementary Quantitative Techniques required in the processing and analysis of the data used in the research.

Unit	Course Content	Marks
Unit 1	<b>Introduction:</b> Meaning – Objectives – Types – Significance - Research Process – Formulation of Research Problem	16
Unit 2	<b>Research Design and Hypothesis:</b> Meaning of Research Design – Types – Exploratory or formulative – Descriptive – Diagnostic – Experimental Meaning of Hypothesis- Types – Sources – Characteristics Basic Concepts – Testing of Hypothesis (in regression analysis)	17
Unit 3	<b>Sample Design:</b> Basic Concepts – Theory – Sampling methods – Probability and non-probability – Sample size	16
Unit 4	<b>Sources and Methods of data Collection:</b> Sources of data – Primary and secondary – Important secondary sources of data for Indian Economy Primary sources of data – methods of collection of primary data – Observation, Interview, Questionnaire, Schedule, Case study.	17
Unit 5	<b>Processing and Analysis of Data:</b> Processing operations – problems – Statistical tools – Proportion and Percentage – Measures of Central Tendency – Dispersion – Asymmetry – Relationship – Correlation – Regression – Chi Square Test	17
Unit 6	<b>Interpretation of data and Report Writing:</b> Meaning and technique of interpretation – Precaution in interpretation – Significance of Report – Steps in Report Writing – Layout of the report - Presentation	17



#### 4. Labour Economics (506102)

**Marks: 100 (4 credits)**

##### **Preamble**

Issues pertaining to labour markets, employment and unemployment of labour, wages, industrial relations in the globalizing world have become very important for the developing countries. These issues are important for large sections of labour force that is in the organized sector. This paper exposes the students to the theoretical and empirical issues relating to various aspects of labour such as the extent, conditions of work, remuneration and social security.

<b>Unit</b>	<b>Course Content</b>	<b>Marks</b>
<b>Unit 1</b>	<b>Labour Markets:</b> Features of Labour markets in developed and developing Economies – Demand and Supply of Labour – Role of Migration – Outsourcing - Employment Exchanges	<b>17</b>
<b>Unit 2</b>	<b>Employment - Unemployment:</b> Employment and Development –Measurement of unemployment Nature, types and magnitude of Unemployment – Measures to promote employment – Labour Market rigidity and flexibility	<b>17</b>
<b>Unit 3</b>	<b>Wages:</b> Wage determination in different markets – organized and unorganized -Concepts – Components of wages - Wage Legislations – Wage Boards - Profit sharing schemes and practices including bonus.	<b>16</b>
<b>Unit 4</b>	<b>Industrial Relations, Trade Unions and State:</b> Industrial Disputes-Meaning-Causes-Trends— Industrial Disputes Act, 1947 - Collective bargaining –Workers’ participation in management Trade Unions: Emergence – Growth – Characteristics – Problems – Challenges before the Trade Unions in 21 <sup>st</sup> Century, ILO – decent work and Labour Standards – Labour Flexibility Role of State in Labour Market under Globalisation – Labour Commissions	<b>17</b>
<b>Unit 5</b>	<b>Social security:</b> Components of Social Security – ESIC Act, 1948 – Adequacy of security system in developing Countries – Improving Social Security	<b>16</b>

## 5.Rural Economics (506113)

**Marks: 100 (4 credits)**

### PREAMBLE

The significance of rural economy in terms of its size, its role in overall economic development necessitates the study of this sector of the economy. The rural economy has undergone changes in terms of size, industrial and occupational composition in response to policy mix adopted during planning period in India. The objective of this course is to make students understand this transformation and the analytics of rural development.

Unit	Course Content	Marks
Unit 1	<b>Rural Economics</b> Rural Economy of India – size and structure – agricultural sector – non agricultural sector employment - Rural economy in economic development – Intrinsic and instrumental value of rural development	15
Unit 2	<b>The concepts of rural development :</b> Concept- Rural development, Basic elements of rural development, Theories and approaches for rural development, Gandhian approach, technology centered approach, Marxian approach, Rural development with social justice, rural- urban dichotomy- Determinants of rural development.	30
Unit 3	<b>Agricultural development in India:</b> Agricultural development as a pre condition for rural development, green revolution, droughts and their impact, community development programme, land reforms, agrarian unrest, farmers movement in India, agricultural based rural development programme, Poverty, unemployment and agricultural development, , dimensions of rural poverty, Various poverty alleviations programmes, Programmes for self employment generation (IRDP) Programmes for wage employment, NREGA, planning for rural development.	30
Unit 4	<b>Rural industrialization in India:</b> Rural industrialization- typology, location, spread and growth in rural industrialization, Role of the allied agricultural sector in rural development, forestry and logging animal husbandry and dairy, sericulture and other allied activities, Decentralized rural administration, Panchayat Raj System- evolution and experience across states.	30
Unit 5	<b>Infrastructure and rural development:</b> Role of infrastructure in rural development, issues in rural banking, education and rural development, Irrigation and drinking water, rural electrification, cooperatives in rural development.	25

## Semester IV

### 1. Macroeconomics - II (406008)

**Marks: 100 (4 credits)**

#### PREAMBLE

Macroeconomics or aggregative economics analyses and establishes the functional relationship between the large aggregates. The aggregate analysis has assumed great significance in recent times. It is necessary to have a prior understanding of macroeconomic theoretical structure for the proper comprehension of different issues and policies. Macroeconomics now is not only a scientific method of analysis, but also a body of empirical economic knowledge. This paper equips the students at the postgraduate level to understand systemic facts and latest theoretical developments for empirical analysis.

Unit	Course Content	Marks
Unit 1	<b>Rate of interest:</b> Real and nominal rate of interest- Theories of interest rates –Classical- Neo-classical- Lovable Funds and liquidity Preference	20
Unit 2	<b>Macroeconomics in Open economy:</b> Balance of payments-Exchange rates regime-Mundell-Fleming model under fixed and flexible exchange rates- Exchange rates overshooting-Purchasing power and interest rate parities	20
Unit 3	<b>Inflation:</b> Classical, Keynesian and monetarist approaches to inflation-Structuralist approach to inflation-Philips' curve analysis-Short run and long run Philips curve-Natural rate of unemployment-Tobin's modified Philips' curve-Policies to control inflation	20
Unit 4	<b>Business cycles:</b> Theories of Schumpeter-Kaldor-Samuelson and Hicks-Goodwin's Model-Control of business cycles-Relative efficacy of monetary and fiscal policies	20
Unit 5	<b>Macroeconomic policy Issues:</b> Lags in the effects of policy, Automatic stabilizers, Targets, Indicators and instruments-Activist Policy- Gradualism versus shock therapy-Rules versus discretion- Role of Credibility- Dynamic Inconsistency Problem – Inflation targeting	20

## 2. International Economics ( 506111)

**Marks: 100 (4 credits)**

### PREAMBLE

The objective of this course is to provide a deep understanding about the broad principles and theories, which tend to govern the free flow of trade in goods, services and capital – both short term and long-term – at the global level. Besides, preparing the students about the relevance and limitations of these principles, the paper also lays stress on examining the impact of the trade policies followed both at the national and international levels and also their welfare implications at macro level and the distribution of gains from trade with particular reference to India.

Unit	Course Content	Marks
Unit 1	<b>Theory of International Trade:</b> The classical theory – absolute and comparative advantage – real cost and opportunity cost approaches, modern theory of international trade – Heckscher-Ohlin theorem – factor endowment and factor price approaches, Theorem of factor price equalization, empirical testing of theories of comparative cost and Heckscher-Ohlin model and measurement of gains from trade.	20
Unit 2	<b>New Theories of Trade:</b> The product cycle hypothesis, the vent-for-surplus approach, the Rybezynski theorem, imitation gap theories of trade, increasing returns to scale, intra industry trade, the Neo-Heckscher-Ohlin model, Neo-Chamberlinian models, Neo-Hotelling models, oligopolistic model – Brander-Krugman model, the reciprocal dumping model, empirical work in intra-industry trade - Balassa index and Grubel-Lloyd index.	20
Unit 3	<b>Terms of Trade and Interventions:</b> Concept of terms of trade – their uses and limitations, hypothesis of secular deterioration of terms of trade – its empirical relevance and policy implications for less developed countries. Nominal, effective and optimum rates of tariff, Tariffs and non-tariff barriers, economic effect of tariff under partial equilibrium (price effect, terms of trade effect, competitive effect, income effect, revenue effect), effect of tariff under general equilibrium, Stolper-Samuelson theorem,	20
Unit 4	<b>Balance of Payments and Trade Policies in India::</b> Meaning and components of balance of payments, disequilibrium in balance of payments, adjustment mechanisms – elasticity approach, absorption approach, monetary approach and portfolio balance approach, internal and external balance – Swan model, foreign trade multiplier. Trade policies in India during last five decades with emphasis on post reform policies, rationale and impact of trade reforms since 1991 on balance of payments, employment and growth; convertibility of rupee.	20
Unit 5	<b>The Theory of Regional blocks:</b> Optimum currency area theories, Forms of economic cooperation - rationale and economic progress of SAARC/SAPTA and ASEAN regions, regionalism (EU, NAFTA), multilateralism and WTO, IMF and World Bank. Rise and fall of gold standard and Bretton-Woods system, emerging international monetary system, reform of international monetary system.	20

### 3 Urban Economics (506114)

**Marks: 100 (4 credits)**

#### **PREAMBLE**

Historically inexorable urbanization has been concomitant of economic development. The study of urban economy thus forms important component of the domain of development economics particularly in developing world which has been experiencing 'second wave of urbanization'. The objective of this course is to introduce the students to the analytics of the trends in urbanization, main economic forces that lead to existence of cities, their effect on economic development, urban amenities and congestion, poverty in urban India. The policies to combat the problems like urban poverty and unemployment, environmental degradation will be also are the focus of this course.

Unit	Course Content	Marks
Unit 1	<b>Urbanization</b> Urbanization: Definition and basic concepts, Process of urbanization, Indicators of urbanization- Level of urbanization- Rate of urbanization- Size of million plus cities. Industrialization- Urbanization nexus. Urbanization- a global view, Urbanization in developed and developing countries. Urbanization in India	25
Unit 2	<b>Migration and urban growth</b> Components of urban growth- Natural growth, migration, Addition of net new towns, Migration and urban growth, Migration, active and passive migration, Push and Pull factor of migration. Theories of migration-1. Lewis, Fei and Ranis, 2. Revenstein, 3. Everest and 4. Todaro. Contribution of migration in urban growth in India.	25
Unit 3	<b>Theories of Urban Growth</b> Central place theory, Economic base theory: base ratio and concept of economic base multiplier, Dependency theories, Agglomeration economics, Rank size distribution of cities.	25
Unit 4	<b>Urban problems and policies</b> Urban employment and poverty_ Urban informal economy- Urban poverty-migration-urbanization- informal work- poverty nexus- urban poverty alleviation policies- Urban infrastructure- Problem of urban housing and transportation, Urban basic services. Environmental problems in urban area, Finances of urban local bodies- policy measures to urban issues. Jawaharlal Nehru National Urban Renewal Mission (JnURM)	25

#### 4.Economics of Social Infrastructure (506117)

**Marks: 100 (4 credits)**

##### **PREAMBLE**

This elective course covers theoretical foundations of economics of health and education and also techniques of economic evaluation will be covered for both the sectors. These two aspects of social infrastructure are clubbed together because there is an interdependence of output and existence of large externalities in both health and education sectors. Also these are important components having critical linkages to human development through improving human capabilities and empowerment. This course aims to equip students with skills to understand and analyze the development of health and education sectors. The emphasis will be on policy options and issues for developing countries like India but will also draw on the experience of other countries wherever relevant

Unit	Course Content
Unit 1	<b>Economics of Health</b> Distinction between health and health care- Nature of health care as an economic commodity- Demand for health and Supply of health- Opportunity costs and problems of rationing health care. Costs and efficiency- Costs: fixed, marginal and average costs. Efficiency - technical and allocative efficiency, and of various types of equity. Market System and health care needs- Market failure and the role of government – how insurance markets work, and how they can fail for health care Health programmes like RCH programme, ICDS scheme, nutrition programmes- their cost and benefits (economic benefits direct and indirect)-.
Unit 2	<b>Financing health care, delivery of health care</b> The economics of financing health care and different approaches taken by governments in different countries-Options for financing health care in developing countries- The rationale of government funding and regulation of health care- examining the potential role of user charges and community financing schemes. Delivery of health care -decentralization and the role of the private/public mix.-health system reforms. The future of Health Sector reforms in developing countries like India.
Unit 3	<b>Economics of Education</b> Formal and non-formal education-Special characteristics of education- Implications for economic analysis- Role of the state – Education, Productivity and Employment-Investment in education: Costs and benefits, Private and social rates of return (Human capital and Signaling theories of education).
Unit 4	<b>Indian Education System</b> Indian Education system –Rationale of government funding and regulation of education- Alternative method of financing education- Resource allocation to primary, secondary and higher education- Efficiency, equity and distributional aspects: Implications for gender and social groups- Role of private and public sectors, Union and State governments- Special programmes for education.

## 5. Indian Agriculture (506118)

**Marks: 100 (4 credits)**

### PREAMBLE

The objective of this course is to introduce the students to the main issues of Indian agriculture. Agriculture plays a very important role in Indian economy. Agricultural sector is undergoing tremendous changes over the years. The focus of this paper is to enlighten the students on various issues in Indian agriculture. The study of this paper is expected to enable the students to understand and analyse the problems of Indian agriculture and various policy measures.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Role of Agriculture in Indian Economy</b> Role of agriculture in economic development – Agriculture in Indian economy – Agricultural policy and programmes	<b>10</b>
<b>Unit 2</b>	<b>Production and Productivity</b> Cropping pattern in Indian agriculture –Trends in production and productivity – Causes of low agricultural productivity – Remedial Measures – Food security – PDS – TPDS - Other govt. measures	<b>20</b>
<b>Unit 3</b>	<b>Landholding patterns and tenurial systems</b> Landholding pattern – Systems of land tenure – Land reforms – Cooperative farming – Contract farming and corporate farming – Agrarian labour – Size and structure - Problems and remedial measures – Feminisation of Agriculture and Land Rights	<b>20</b>
<b>Unit 4</b>	<b>Agricultural Prices, Marketing and Finance</b> Agricultural price policy – ACPC – Trends in prices – Terms of trade between agriculture and industry – Nature of agricultural markets – Measures – Sources of agricultural finance – NABARD -	<b>20</b>
<b>Unit 5</b>	<b>Agricultural Inputs and Subsidies</b> Agricultural inputs : seeds, irrigation – fertilisers – pesticides – Green revolution – Technological developments	<b>17</b>
<b>Unit 6</b>	<b>Globalisation and Indian Agriculture</b> New economic policy and Indian agriculture - WTO and Indian agriculture – Role of MNCs – International Initiatives	<b>13</b>



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



## **Centre For Distance Education**

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

**PROGRAM PROJECT REPORT**

**M.A HISTORY**

**2018 – 2019**



## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in History “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

## **Reviewed and Approved by:**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

Today we visualise the 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 beneficts are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

### **Academic Programmes:**

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

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

❖ **B.Com**

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

❖ **M.com**

## Admission Process

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

- ❖ **Fees:**     **M.A. I – Rs. 5475/- (S.N.D.T. University)**  
                  **M.A. I – Rs. 5475/- (Other University)**  
                  **M.A. II – Rs. 5475/-**

### ➤ **Syllabus:**

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

### ➤ **Study Material Preparation**

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

### ➤ **Credit System:**

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

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

### ➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are

imparted through distance education methodology rather than face-to-face communication.

- a) Self-Instructional Written Material: The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) Counselling Sessions: In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) Instructional System: The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- d) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

### ➤ **Evaluations System**

**Evaluation system will comprise.**

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

The evaluation of learners depends upon various instructional activities undertaken by them.

A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

### ➤ **11.1 Feedback on performance to learners**

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

## Semester I

### 1. Historiography: Concepts and Tools (core) (108001)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The meaning and scope of History.
2. The sources of History.
3. The methods of writing of History.
4. The major theories in History.

Unit	Course Content	Marks
Unit 1	<b>1. Meaning and Scope of History –</b> 1. Meaning of History – Importance of its Study : 2. Nature of History 3. Scope of History	25
Unit 2	<b>2. Sources of History –</b> 1. Their Nature and classification; Comparative importance. History and other Disciplines. History and Interdisciplinary Research 2. Testing the authenticity and credibility of sources; Forgery in historical sources.	25
Unit 3	<b>3. Writing of History</b> 1. Evidence and its transmission 2. Theory of Causation. 3. Bibliography and foot- notes, Importance, Uses and abuses.	25
Unit 4	<b>4. Major Theories of History –</b> 1. Cyclical, Materialist and Structural.	25

## 2. Historiography: Methods and Approaches (108002)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The Traditions of Historical writing.
2. The approaches to Western History in different periods.
3. The approaches to Indian History.
4. The recent trends in Indian History

Unit	Course Content	Marks
Unit 1	<b>1. Traditions of Historical writings :</b> a. Ancient : Graeco Roman, Chinese, Indian Medieval – Western, Islamic, Indian	25
Unit 2	<b>2. Approaches to Western History:</b> a. Theological, Cyclical b. Ranke, Toynbee, Marxist, Orientalist, Annales School Post Modern	25
Unit 3	<b>3. Major Approaches in Indian Historiography:</b> a. Orientalist b. Imperialist c. Nationalist d. Marxist	25
Unit 4	<b>4. Recent Trends in Indian History:</b> a. Subaltern b. Gender Regional	25

### 3.Indian National Movement (108003)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The ‘Indian National Movement’ and the various forces, debates and movements that contributed to the shaping of it.
2. The multi-dimensionality of the Indian National movement.
3. The various “nationalisms” evolved in India.
4. The approaches to Indian Nationalism: Conceptual Debates.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Evolution of nationalism in India:</b> a. Nationalism : A theoretical Interpretation b. Genesis of Indian Nationalism: Emergence and Development of political associations in Bengal, Bombay and Madras Presidencies c. Formation of Indian National Congress.	<b>25</b>
<b>Unit 2</b>	<b>2.Growth of Nationalism in India:</b> a. Programme and work of Early Nationalists: Economic critique of British Imperialism: Dadabhai Naoroji, M.G. Ranade, Gopal Krishna Gokhale and R.C. Dutt. b. Extremist politics in India: Contribution of Lala Lajpat Rai, Bipin Chandra Pal and Bal Gangadhar Tilak. c. Era of Cultural Nationalism: Manifestation of nationalism in various fields such as literature, theatre, Press Music, Painting etc. d. Revolutionary Nationalists: i) Contribution of men and women ii) Techniques and philosophy.	<b>25</b>
<b>Unit 3</b>	<b>3.Indian National Movement as Mass Movement:</b> a. Gandhian Movement: 1920-1947 i) Non-Cooperation, Civil disobedience and Quit India Movement. ii) Nature, Programme and Philosophy b. Participation of women, peasant and workers in the National movement.	<b>25</b>
<b>Unit 4</b>	<b>4.Parallel Developments:</b> a. Communal Rift: Establishment of the Muslim League-Khilafat Movement-Two-Nation Theory-Partition. b. Constitutional Developments: Reform Act of 1909, 1919, 1935.	<b>25</b>



#### 4. Group 'A': 19<sup>th</sup> Century Maharashtra (108111)

**\Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The stream of "Regional History".
2. The process of "Modernisation" in Maharashtra.
3. The origin and growth of national movement in Maharashtra.

Unit	Course Content	Marks
Unit 1	<b>1. Maharashtra on the eve of the British conquest:</b> a. Political and economic conditions. b. Socio- cultural Conditions	25
Unit 2	<b>2. Administrative Transition Under British Rule:</b> a. Administrative Set- up b. Land Tenures and Revenue Settlements c. Judiciary and Law	25
Unit 3	<b>3. Renaissance in Maharashtra:</b> a. Nature of renaissance in Maharashtra b. Its various manifestations in the various fields such as Education, Press, Literature and arts. c. Socio-religious reform movements- Paramahansa Sabha, PrarthanaSamaj, SatyashodhakSamaj, Depressed Classes Mission, ShahuMaharaj and Vedokta Episode	25
Unit 4	<b>4. Resistance, Insurrection and Political Associations:</b> a. Resistance and Insurrections: Ramoshis, Bhills, Koli Risings, Revolt of VasudeoBalwantPhadke, Peasant Unrest. b. Political Associations: The Bombay Association, PuneSarvajanik Sabha, Indian National Congress and Maharashtra.	25

## 5. Group 'A': 20<sup>th</sup> Century Maharashtra Upto1960 (108112)

**Marks: 100 (4 credits)**

### **Objectives: The students will learn**

1. The stream of “Regional History”.
2. The multi-dimensionality of National Movement in Maharashtra.
3. The various ideologies, debates concerning the political and social movements in Maharashtra.
4. The post-independence developments in Maharashtra.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Growth of Nationalism:</b> a.G.K.Gokhale and the Moderates. b.LokamanyaTilak and the Extremist politics. c.V. D. Savarkar and Militant Nationalism d. National Movement in Maharashtra (1920-1947) e. Dr. B.R. Ambedkar and Non-Brahmin politics	<b>25</b>
<b>Unit 2</b>	<b>2. Economic Development:</b> a.Agriculture b.Transport and Communication c.Industry	<b>25</b>
<b>Unit 3</b>	<b>People’s Movements:</b> a.National Movements in Vidharbha and Marathwada b..Samyukta Maharashtra Movement	<b>25</b>
<b>Unit 4</b>	<b>Cultural Development :</b> A.Education and Literature b. Press c.Fine Arts and Performing Arts Historical Research	<b>25</b>

## Semester – II

### 1. History of Contemporary World (1946-1992) (208004)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The developments in the world after Second World War.
2. The birth of international organizations and their role in contemporary world.
3. The origins of cold war and its impact on world politics in the later half of the 20<sup>th</sup> Century.
4. The events of world in the last decade.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Post War World :</b> a.Nationalist Movements and Decolonisation. b.Communist Revolution in China and its impact on World Politics. c.UNO in World Politics: Its strength and limitations: ( Palestine, Kashmir, Cuba, Korea, Vietnam)	<b>25</b>
<b>Unit 2</b>	<b>2.The Nehru Era(1951-1964)Internal Policy</b> a.Five Year Plans: Analysis b.Development of five year plans c.Political parties (1947-1964) <b>Foreign Policy</b> a.Non-alignment b.Role of India in many International issues c.Relations with USA and Soviet Union d.Relations with neighbours-Pakistan and China	<b>25</b>
<b>Unit 3</b>	<b>3.Post-Nehru Era(1964-1984)</b> a.From Lalbahaddur Shastri to Indira Gandhi (1964-69) b.Indira Gandhi (1969-1973) c.Jayaprakash Narayan movement and EmergencyThe Janata Interregnum and Indira Gandhi's return	<b>25</b>
<b>Unit 4</b>	<b>4.Social Movements and the State:</b> a.Land Reforms- Bhodan movement-Peasant movements. b,Organisedlabour movements and Unionism. c.The Dalit movement- B. R. Ambedkar- The RPI and Buddhism-Rise of Dalit Panthers and New Dalit movement-identity politics. d.Women'smovements-Anti-price rise movement-Chipko movement –Anti-dowry agitations.	<b>25</b>

## 2. History of contemporary India (1947-1984) (208005)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The politics in post-independence India.
2. The processes in nation building.
3. The economic changes in post-independence India.
4. The social movements in post-independence India.

Unit	Course Content	Marks
Unit 1	<b>1.Emergence of Of India as a Nation</b> a.Legacy of the National Movement b.Constitution: Evolution and its basic features c.The Communal Holocaust: Rehabilitation of the Refugees d.Accession of the Princely States e.Formation of states on Linguistic basis f.Integration of tribals	25
Unit 2	<b>2.The Nehru Era(1951-1964)Internal Policy</b> a.Five Year Plans: Analysis b.Development of five year plans c.Political parties (1947-1964) Foreign Policy a.Non-alignment b.Role of India in many International issues c.Relations with USA and Soviet Union d.Relations with neighbours-Pakistan and China	25
Unit 3	<b>3.Post-Nehru Era(1964-1984)</b> a.From Lalbahaddur Shastri to Indira Gandhi (1964-69) b.Indira Gandhi (1969-1973) c.Jayaprakash Narayan movement and EmergencyThe Janata Interregnum and Indira Gandhi's return	25
Unit 4	<b>4.Social Movements and the State:</b> a.Land Reforms- Bhoodan movement-Peasant movements. b,Organised labour movements and Unionism. c.The Dalit movement- B. R. Ambedkar- The RPI and Buddhism-Rise of Dalit Panthers and New Dalit movement-identity politics. d.Women'smovements-Anti-price rise movement-Chipko movement –Anti-dowry agitations.	25

### 3.Women's History Problems and Procedures (208006)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The theory and concept of Feminism.
2. Available sources and historiography of Women.
3. The Status of Women in Indian Traditions.
4. To enable them to undertake their research in the field of women's history.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Feminism :</b> <b>a.</b> Definition <b>b.</b> Origins and Evolution. <b>c.</b> Theories and Concepts	<b>25</b>
<b>Unit 2</b>	<b>2.Sources:</b> <b>a.</b> Archival: Government files, official reports, Census, Private papers. <b>b.</b> Non archival Sacred and non-sacred texts, Epigraphs, Diaries, Memoirs, Autobiographies, Fiction, Songs, Folklore, Photographs, Paintings, Oral History.	<b>25</b>
<b>Unit 3</b>	<b>3.Women's History:</b> <b>a.</b> Women's History as a discipline: Origin and Evolution <b>b.</b> Various stages in the Feminist Historiography: Women's History to Feminist history	<b>25</b>
<b>Unit 4</b>	<b>4.Women in Indian Tradition:</b> <b>a.</b> Brahmanical Tradition - Vedic times to the modern period <b>b.</b> Non-brahmanical Tradition-Buddhist, Jaina, Charvak, Tantrik <b>c.</b> Islam <b>d.</b> Bhakti Movement	<b>25</b>

#### 4. History Of Ideas Upto 1900 (208151)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The current of thought that have shaped the modern world.
2. Certain key concepts –their exact meaning, scope and historical importance.

Unit	Course Content	Marks
Unit 1	1. Intellectual History as a Discipline	25
Unit 2	2. The Renaissance and Reformation: <b>1.</b> Humanism and Secularism <b>2.</b> The Enlightenment <b>3.</b> Rationalism, Romanticism and Positivism	25
Unit 3	3. Economic Thought: Mercantilism, Capitalism and Colonialism	25
Unit 4	4. The origin of the concept of Democracy/ Modern Nation-state: Liberalism and Nationalism  1. Socialist Thought: Utopian Socialism, Communism	25

## 5.20<sup>th</sup> Century Thought (208152)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The current of thought that have shaped the 20th century modern world.
2. Certain key concepts, their exact meaning, scope and historical importance
3. The various ideas and ideologies that have shaped the modern world.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Urbanization</b> 1.First and Second Urbanization in India. 2.Transition from the Pastoral to Agrarian Economy.	<b>25</b>
<b>Unit 2</b>	<b>2.Mauryan Economy-</b> 1.Revenue System 2.Trade	<b>25</b>
<b>Unit 3</b>	<b>3.Post-Mauryan India till Gupta Age</b> 1.Trade and Commerce 2.Guilds 3.Banking and Currency	<b>25</b>
<b>Unit 4</b>	<b>4.From Gupta Age to Harshavardhan</b> 1.Urban Decay 2.Role of Land-grants 3.Feudal formation.	<b>25</b>

## Semester – III

### 1. Research Methodology (308007)

\Marks: 100 (4 credits)

**Objectives: The students will learn:**

1. Meticulous and scientific methods of writing history
2. Analytical concepts in studying the socio-economic-cultural dimensions in the subject of history
3. Co-relating methodology for historical research with those of other disciplines.
4. The use of various tools and its proper use in writing history

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Beginning of research</b> Selection of topic, formation of hypothesis, historical method, preparation of research design and making a research proposal Review of Literature Preparation of the outline of the thesis-scheme of chapters	<b>25</b>
<b>Unit 2</b>	<b>2.Data Collection and Documentation</b> Collection of historical data, unexplored sources or new interpretation of the existing sources; secondary sources from various repositories Primary- archival sources, private papers, letters, memoirs, pamphlets, leaflets, reports, parliamentary papers, autobiographies, oral transcripts and standard secondary sources, Documentation- technique of notes-making, self-regulated card system and use of technology as a tool	<b>25</b>
<b>Unit 3</b>	<b>3.Citation and Bibliography</b> Art of writing history with proper documentation Use of foot-notes, charts, tables, statistics, maps etc Appendices, glossary, abbreviation and index	<b>25</b>
<b>Unit 4</b>	<b>4. Synthesis, interpretation and presentation</b> Logical arrangement of chapters and appropriate title Analytical methods of writing, chronology, consistency and uniformity Objectivity in writing history with evidence, constructive reasoning Cogent and logical exposition and valid conclusion	<b>25</b>



## 2. Economic History of India up to 1200 (308171)

**Marks: 100 (4 credits)**

**Objectives: The students will learn :**

- 1.The stages of economic development in early India.
- 2 The nature content and changes in industrial production and commercial intercourse
- 3 The role played by Guilds and Banking system in the economic life of the people.
- 4 The processes of urban decay and feudal formations

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Urbanization</b>  1.First and Second Urbanization in India.  2.Transition from the Pastoral to Agrarian Economy.	<b>25</b>
<b>Unit 2</b>	<b>2.Mauryan Economy-</b>  1.Revenue System  2.Trade	<b>25</b>
<b>Unit 3</b>	<b>3.Post-Mauryan India till Gupta Age</b>  1.Trade and Commerce  2.Guilds  3.Banking and Currency	<b>25</b>
<b>Unit 4</b>	<b>4.From Gupta Age to Harshavardhan</b>  1.Urban Decay  2.Role of Land-grants  3.Feudal formation.	<b>25</b>

### 3. Socio- Cultural History of India up to 1200 (308172)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. The forces and factors behind social stratification and the processes involved in the formation of varna and Jati in India.
2. The developments in religion and philosophy of the period.
3. The rise and growth of languages and literature therein.
4. The origin, evolution and spread of art and architecture.

Unit	Course Content	Marks
Unit 1	<b>1. Ancient Indian Social order, Varna, Jati, Family; Women, Shudras.</b>	25
Unit 2	<b>2. Ancient Indian Education and Literature:</b> 1.Education: Elementary and Higher 2.Literature: Vedic, Canonical- Brahmanical, Buddhist and Jaina Classical- Sanskrit, Prakrit and Tamil.	25
Unit 3	<b>3. Ancient Indian Religion and Philosophy: Brahmanical, Buddhism and Jainism:</b> 1.Concept of Brahmana Dharma 2. Brahmanical Philosophy- Philosophy of Bhagawadgeeta 3.Buddhism as a Religion And Philosophy 4.Jainism As a Religion And Philosophy	25
Unit 4	<b>4. Ancient Indian Art and Architecture : A Survey North and South India:</b> 1. Fine Arts 2. Performing Arts 3. Cave Architecture 4. Temple Architecture and Fortifications	25

#### 4. Economic History of Medieval India from 1200 to 1757 (308181)

**Marks: 100 (4credits)**

**Objectives: The students will learn:**

1. The nature of Agrarian Economy in Medieval India.
2. The nature and structure of Trade, Commerce and Banking in Medieval India.
3. The nature of Production technology in Medieval India.
4. The growth of cities and towns in the Medieval India.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Agrarian Economy and State:</b> 1. Land Tenure and Revenue System 2.Agricultural Production 3.Taxation Famines and their Impact	<b>25</b>
<b>Unit 2</b>	<b>2.Trade, Commerce and Banking:</b> 1.Inland and Maritime Trade- Transport and Communication 2.Role of Arab, European traders and Indian Merchants. 3.Medium of exchange, currency, coinage. Indigenous structures and methods of banking.	<b>25</b>
<b>Unit 3</b>	<b>3. Industries and Production Technology :</b> 1.Textiles 2.Agro Industries - Salt, Sugar and Paper Industry 3.Metal Technology and Artisans Ship- Building	<b>25</b>
<b>Unit 4</b>	<b>4. Process of Urbanisation:</b> 1.Emergence of Towns and Cities 2.Demographic Changes Urban Communities	<b>25</b>

## 5.Socio-Cultural History of Medieval India from 1200 to 1757 (308182)

**Marks: 100 (4 credits)**

### **Objectives: The students will learn:-**

1. The nature and structure of Urban and Rural Society and the
2. Emergence of composite culture in Medieval India.
3. The nature and functioning of Patriarchy in Medieval India.
4. The origin and nature of Bhakti and Sufi movements in India.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1. Social Structure and composite culture:</b> 1.Urban society 2.Rural society 3.Emergence of composite culture (This should be studied with special emphasis on classes,castes, Untouchability, and women nature and functioning of Patriarchy, slavery, communities, life styles, village communities, relationsbetween two societies, resistance, conflict and mechanism of resolution).	<b>25</b>
<b>Unit 2</b>	<b>2. Bhakti and Sufi Movements:</b> 1.Bhakti Movement – Bhakti cult as a Reformatory Movement and its impact, Nathpanthi, Kabir, Sant Tradition, Nanak, Chaitanya, Tulsidas, Namdev, Acharya and Ramdas. 2.Sufi Movement – It's origins, Nature, Concepts and Silsilas; Relation with other religious groups.	<b>25</b>
<b>Unit 3</b>	<b>3.Education and Literature:</b> 1.Education : Formal and informal Institutional structure 2.Literature : Persian, Sanskrit, Regional Literature	<b>25</b>
<b>Unit 4</b>	<b>4.Art and Architecture:</b> 1.Under Delhi Sultanate 2.Early Phases of Mughal rule, 3.Provincial variations in Architecture, Sculpture, Paintings and Music	<b>25</b>

## Semester IV

### 1. Women in Modern India (408008)

Marks: 100 (4 credits)

#### Objectives: The students will learn:

1. The women question in Social Reform movements.
2. The contribution of women in Freedom Movement and Politics.
3. The nature and structure of women's organizations in pre –independence and post independence periods.
4. The politics of gender issues in the second half of twentieth century in India

Unit	Course Content	Marks
Unit 1	<b>1.Women in Social Reform Movements in 19<sup>th</sup> Century:</b> 1.Colonial State and women 2.Women's reform movement: BrahmoSamaj, SatyashodhakSamaj, Arya Samaj, Aligarh Movement, Arya MahilaSamaj 3.Contribution of Social Reformers: Mahatma Phule, SavitribaiPhule, TarabaiShinde, BadruddinTayyabji, Gopal Ganesh Agarakar, PanditaRamabai, VithhalRamajiShinde, RamaswamiPeriyar.	35
Unit 2	<b>2.Women's Participation in Freedom Movement and Politics:</b> 1.Gandhian Satyagraha 2.Dalit Movements 3.Revolutionary Movements 4.Peasants and Workers Movements 5.Feminist Movements	25
Unit 3	<b>3.Women's Organizations:</b> 1.Colonial: Local and National 2.Post Independence.	15
Unit 4	<b>4.Women in Contemporary India:</b> Landmark cases leading to serious debates on gender issues: 1. Mathura Case 2. Shahabano Controversy 3. Self immolation of Roopkanwar	25

## 2. Urban History of Mumbai (1853 – 1947) (408102)

**Marks:100(4 credits)**

### **Objectives: The students will learn:**

- 1.To get the students acquainted with Local History
- 2'To make the students aware of the urban development of the city
- 3.To motivate the students to utilise the local sources of history -writing

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Town-Planning in Mumbai:</b>  1.Settlement of Communities  2.Necessity of Space; the Work of Rampart Removal Committee  3.Bombay City Improvement Trust and the Expansion of Bombay; Emergence of Slums	<b>25</b>
<b>Unit 2</b>	<b>2.Emergence of Municipality and Bombay Municipal Corporation</b>  1.Establishment of Bombay Municipal Corporation  2.Civic Administration- - Housing: Challenges and Solutions - Roads - Development of Drainage and Sanitation - Water Resources - Lighting and Electricity	<b>25</b>
<b>Unit 3</b>	<b>3.Transport and Communication</b>  1.Means of Transport- Trams, Buses and motor-cars  2.Railways  3.Docks and Ports  4.Means of Communication- Postal Services, Telegraphs and Telephones	<b>25</b>
<b>Unit 4</b>	<b>Unit 4:- Trade, Commerce and Industry</b>  1.Rise of Indigenous Entrepreneurs  2.Mills of Mumbai  3.Establishment of Banks and Chamber of Commerce  4.Industrial and Business Houses	<b>25</b>

### . 3. Cultural History of Mumbai (1818 – 1960) (408103)

**Marks:100(4 credits)**

**Objectives: The students will learn:**

- 1.To get the students acquainted with Local History
- 2.To make the students aware of the culture of the city
- 3.To motivate the students to utilise the local sources
- 4.To generate consciousness among the students to preserve the heritage of the city

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Communities and Social Life in Mumbai</b> 1.The Life-styles 2.Festivals 3.Social life reflected in Literature	<b>25</b>
<b>Unit 2</b>	<b>2.Forms of Entertainment and Eateries</b> 1.Theatres in Mumbai -Parsi Theatre, Prithvi Theatre -Opera and Musical Plays -Marathi Theatre- Plays and Tamasha Houses 2.Hotels in Mumbai	<b>25</b>
<b>Unit 3</b>	<b>3.Trends of Architecture</b> 1.Specimens of Indigenous Architecture 2.Colonial Architecture and Its Styles 3.Art Deco Buildings	<b>25</b>
<b>Unit 4</b>	<b>4.Bombay to Bollywood</b> 1.Early Phase - Silent Movie - Documentaries 2.Films Division and Film Studios 3.Commercial and Art Cinemas	<b>25</b>

#### 4 History of Public Health and Medicine in Modern India (408104)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. To get the students acquainted with the introduction of western medicines in Modern India
2. To make the students aware of army health in British India
3. To make the students to generate the consciousness of Public Health under Colonial Rule
4. To make the students aware of the women's health in Modern India

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1. Western Medical Education in India</b> 1. Introduction of Western Medical Education in India 2. Medical Schools and Medical Colleges 3. Foundation of Indian Medical Service (IMS) 4. Indigenous Systems of Medicine under British in India	<b>37</b>
<b>Unit 2</b>	<b>2. Army Health</b> 1. Army Health 2. Soldiers' Barracks and Army Hospitals Ward 3. Contagious Diseases	<b>13</b>
<b>Unit 3</b>	<b>3. Public Health in Modern India</b> 1. Establishment of the Dispensaries and Hospitals 2. Sanitation 3. Epidemics : Responses of Nationalist Leaders 4. Vaccination : a) Prejudice against Vaccination b) Small Pox, Cholera, Plague, Tuberculosis, Malaria	<b>25</b>
<b>Unit 4</b>	<b>4. Women's Health in Modern India</b> 1. Medical Education for Women 2. Maternal Health : Role of Dai, Infanticide, Women's Welfare Services 3. Birth Control Movement: Gandhi, Margaret Sanger, R. D. Karve	<b>25</b>



## 5. Debates in Indian History ( 408105)

**Marks: 100 (4 credits)**

**Objectives: The students will learn:**

1. To understand the various intellectual content as articulated by various thinkers
2. To understand the critical writings on political, economic and social debates in Indian History.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1. Debates as Intellectual Process:</b> Study of various Schools of Historiography in India	<b>25</b>
<b>Unit 2</b>	<b>2. Indian Feudalism: A Debate</b> 1.Feudalism 2.Feudalism in India: Various Dimensions 3.Origin and decline of Feudalism 4.Interpretation of Marxist School	<b>25</b>
<b>Unit 3</b>	<b>3. 18<sup>th</sup> Century Debate</b> 1.18 <sup>th</sup> Century Debate-various Views 2.Dark Age : An Interpretation over Patronage, Economic Change and Art 3.Interpretation of Imperialist and Marxist Schools of Thought	<b>25</b>
<b>Unit 4</b>	<b>4. Debates in Modern Indian History</b> 1.Revolt of 1857 : Various Interpretations 2.Communalism 3.Two- Nation Theory and Partition of India	<b>25</b>

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



## **Centre For Distance Education**

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

**PROGRAM PROJECT REPORT**

**Master of Arts in Education**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in English “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of language ".

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

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

## **Reviewed and Approved by:**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

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

## **Objectives**

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

## Features of CDE:

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

## Academic Programmes:

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

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

❖ **B.Com**

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

❖ **M.com**

## Admission Process

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

### ➤ Syllabus:

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

### ➤ **Study Material Preparation**

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

### ➤ **Credit System:**

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

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

### ➤ **Programme Delivery**

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

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

doing it in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

d) Instructional System: The methodology of is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to face communication.

e) Student Support Services: These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

### ➤ Evaluations System

**Evaluation system will comprise.**

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

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

### ➤ 11.1 Feedback on performance to learners

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

**SEM- I**  
**Core Course I (Group A)**  
**Advanced Philosophy of Education- 122001**  
**(100 Marks, 4 credits)**

**Module 1: Fundamentals of Educational Philosophy** (Credits:1, Hours:15 Marks:25)

**Objectives:**

At the end of the module learners will be able to:

- Explain the meaning of educational philosophy.
- Explain the relationship between education and philosophy.
- Explain the philosophical terms related to education.

**Content:**

- Meaning and Scope of educational philosophy
- Relationship between education and philosophy
- Need and importance educational philosophy
- Meaning of drill, training, indoctrination, instruction and its role in learning
- Meaning of Ontology, Epistemology, Metaphysics and Axiology

**Module 2: Understanding Values** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain the concept of values.
- Explain the relativity of values.
- Explain the reasons for disfunctionality of values.
- Suggest ways for developing values.

**Content:**

- Meaning, Origin and types of Values
- Relativity and characteristics of Values
- Disfunctionality of Values
- Development of Values
- Values needed in India in the context of globalization

**Module 3: Indian philosophies and Thinkers**(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain Indian philosophies.
- Explain the educational implications of Indian philosophies

**Content:**

- a) Indian Philosophies
  - Vedic
  - Jain
  - Buddhist



- Islamic
- b) Thinkers
  - Aurobindo
  - J. Krishanmurty
  - Osho Rajneesh

**Module 4: Western philosophies and Thinkers**(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain the different Western philosophies.
- Explain the educational implications of Western philosophies

**Content:**

- a) Thinkers
  - Russell
  - Plato
  - Dewey
- b) Western Philosophies
  - Logical positivism
  - Existentialism
  - Essentialism
  - Humanis

**Assignments:**

- Examine the philosophical basis of any formal education program and write report (25 marks).
- Identifying one's own philosophy on the basis of Student Content Inventory (10marks)
- Reflective writing in about 1000 words on educational thought of any one educationist such as Gandhiji, Swami Vivekanand, Rousseau, Spencer, Pestalozzi, J.P.Naik (15 marks)

**Core Course II (Group A)**  
**Advanced Sociology of Education- 122002**  
**(100 Marks, 4 credits)**

**Module 1: Fundamentals of Education & Sociology** (Credits:1, Hours:15 Marks:25)

**Objectives:**

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

**Content:**

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

**Module 2: Role of Education in changing society** (Credits:1, Hours:15 Marks:25)

**Objectives:**

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

**Content:**

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization
- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

### **Module 3: Gender and Education** (Credits:1, Hours:15 Marks:25)

#### **Objectives:**

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

#### **Content:**

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

### **Module 4: Social concerns related to education** (Credits:1, Hours:15 Marks:25)

#### **Objectives:**

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

#### **Content:**

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. BabasahebAmbedkar

#### **Assignments:**

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyze any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

**Core Course II (Group A)**  
**Advanced Sociology of Education- 122002**  
**(100 Marks, 4 credits)**

**Module 1: Fundamentals of Education & Sociology** (Credits:1, Hours:15 Marks 25)

**Objectives:**

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

**Content:**

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

**Module 2: Role of Education in changing society** (Credits:1, Hours:15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

**Content:**

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions: Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization

- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

### **Module 3: Gender and Education**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

#### **Content:**

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

### **Module 4: Social concerns related to education**

(Credits:1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

#### **Content:**

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. BabasahebAmbedkar

#### **Assignments:**

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyse any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

**Core Course III (Group A)**  
**Learner and Process of Learning – 122003**  
**(100 Marks, 4 credits)**

**Module 1: Understanding Learner**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain phases in cognitive development of a person as given by Piaget
- Explain the facets of cognitive development
- Discuss the role of attitude in individual's behaviour
- Apply the Theory of Multiple intelligences in classroom situation

**Content:**

- Piaget's theory of cognitive development and its educational implication
- Problem Solving: Steps, Heuristic and algorithmic methods, development of problem solving skill
- Creativity: Meaning and phases of creativity(by Wallas); Role of a creative person in society; Factors of creativity, Identification and measurement of creativity, Techniques for development of creativity
- Attitudes: Meaning, Nature, Function and formation of attitudes; Attitude change: Festinger's theory, persuasive communication
- Theory of Multiple intelligence

**Module 2: Reflecting on learning process**

(Credits:1, Hours:15 Marks: 25)

**Objectives:**

**At the end of the module** learners will be able to:

- Explain the theories of learning
- Apply theories of learning in classroom situation.

**Content:**

- Theories of Learning
- Ausubel's meaningful verbal learning theory: Concept of cognitive structure, Types of learning, educational implication
- Hebb's neurophysiological theory of learning
- Bandura's social learning theory: 4 steps of observational learning and educational implication
- Connectivism: a learning theory of digital age
- Roger's theory of experiential learning

**Module 3: Reflecting on teaching process** (Credits:1, Hours:15 Marks: 25)

**Objectives:**

At the end of the module learners will be:

- Explain theories of teaching

- Discuss implications of brain research in teaching
- Explain the Concept and characteristics of children with special needs
- Explain Concept and need of inclusive education.

**Content:**

- Teacher and teaching
- Teaching process: meaning
- Theories of teaching: Formal theory, Descriptive theory and Normative theory; Difference between theories of learning and theories of teaching
- Carroll's model of Mastery Learning – need, assumptions, components, and implications.
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instruction
- Implications of brain research in teaching
- Teaching children with special needs:
  - a) Concept and characteristics of :
    - i) Children with ADHD and AD
    - ii) Children with learning disabilities, slow learners
    - iii) Children with behavioural and emotional disorder
  - b) Concept and need of inclusion; teaching techniques for inclusive classrooms

**Module 4: Personality and adjustment** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain theories of personality
- Suggest application of theories for personality development

**Content:**

- Types of personality theories
- Freud's psychoanalytic theory and defense mechanism
- Big 5 model of personality
- Roger's humanistic theory with specific reference to REBT
- Jung's theory with specific reference to MBT

**Assignment:**

- Prepare a session plan based on any learning theory.(15 marks)
- Administer any one psychological test to 10 persons and write a report. (20 marks)
- Visit to special school and writing a report. (15 marks)

**Core Course IV (Group A)**  
**Pedagogy, Andragogy and Heutagogy - 122004**  
**(100 Marks, 4 credits)**

**Module 1: Understanding Pedagogy** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learner will be able to:

- Explain the meaning, need and importance of pedagogy.
- Prepare instructional plan for teaching students.

**Content:**

- Meaning development of concept of pedagogy
- Need and importance,
- Principles of teaching
- Understanding teaching – learning process. ( elements and its relationship)
- Classroom management
- Characteristics of learner
- Media for children
- Instructional strategies for school students
- Education implication

**Module 2: Understanding Andragogy** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learner will be able to:

- Discuss the meaning, need and importance of andragogy.
- Develop instructional plan for adult learner.

**Content:**

- Meaning and development of concept andragogy
- Need and importance,
- Principles of andragogy
- Instructional strategies for adult learner
- Models of Self directed learning ( Grow's Instructional model, Tough's sequential model, Brockett and Hiemstra's interwoven model)
- Transformative learning.
- Educational implications

**Module 3: Understanding Heutagogy** (Credits:1, Hours: 15 Marks: 25)

**Objectives:**

The learner will be able to:

- explain and reflect on development of concept of heutagogy

**Content**

- Meaning and development of concept heutagogy
- Need and importance,



- Principles of heutagogy
- Applying heutagogy in distance learning
- Heutagogy and lifelong learning
- Transition from pedagogy to heutagogy
- Educational implications

#### **Module 4: Assessment and evaluation**

(Credits: 1, Hours: 15 Marks: 25)

##### **Objectives:**

The learner will be able to:

- Discuss types of evaluation.
- Suggest appropriate tool of evaluation.
- Develop evaluation tool.

##### **Content:**

- Meaning of assessment and evaluation
- Need and importance of evaluation
- Types of evaluation: Purposive, formative, summative
- Assessment tools for school student, adult learner, distance learner (achievement tests, examination, Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars)

##### **Assignments:**

- Develop two activities for school students for face to face mode.(10 marks)
- Prepare a session plan for adult learner(10 marks)
- Develop a instructional plan based on principles of heutagogy.(15 marks)
- Prepare a rubric to assess a seminar or project/discussion/presentation (15 marks)

**Core Course V (Group A)**  
**Human Rights Education - 122005**  
**(100 Marks, 4 credits)**

**Module 1: Understanding Human Rights** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

After learning this module the student teacher will be able to

- Explain origins of Human rights
- Elaborate the Historical context of Human Rights
- Explain Concept of Human Rights
- Explain the Need and Importance of human right in Contemporary context
- Compare various types of human rights
- Elaborate the Universal declaration of human rights
- Bring out issues and challenges towards human rights

**Content:**

- Origin and History of Human rights (2)
- Concept of human rights :Meaning ,definitions ,nature (2)
- Need and importance of human rights in contemporary context (Socio ,political, Economic and cultural ) (3)
- Types of rights :Universal Human rights ,Constitutional fundamental rights, General civil rights(its nature features)(2)
- Universal declaration of Human rights and Indian constitutional fundamental rights (3)
- Issues and Challenges in Human rights (Castism, child marriages ,gender discriminations, terrorism ,Fundamentalism (3)

**Module 2: Understanding Human Rights education** (Credits:1, Hours:15 Marks: 25)

**Objectives:**

After learning this module the student teacher will be able to

- Explain the concept of Human rights education.
- Elaborate the aims and objectives of human rights education
- Evaluate the human rights education at secondary and higher secondary levels
- Use Constructivist and Interdisciplinary approach
- Develop various teaching strategies for human rights education.
- To evaluate the role of educational institutions and NGO'S in human right education

**Content:**

- Concept of human rights education :Meaning ,definitions , nature.(2)
- Need and importance of human rights education.(1)
- Aims and objectives of Human rights education.(1)
- Human rights education at various levels(secondary and higher secondary).(2)
- Pedagogical strategies for human rights education.(6)
  - a. Approaches: Constructivist approach, Interdisciplinary approach
  - b. Methods: Role play, project, dramatization, brain storming
  - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
  - d. Resources : e-resources, organizations, commissions,
- Role of educational institutions (teacher, management, student councils), NGO's ,(3)

### **Module 3: Organization efforts toward RTE** (Credits:1, Hours: 15 Marks: 25)

#### **Objectives:**

After learning this module the student teacher will be able to

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

#### **Content:**

- Nature, need and importance of RTE in India.(2)
- History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009.(3)
- Objectives and Features of RTE Act2009.(2)
- Provisions of RTE Act 2009(3)
- Teaching learning and evaluation strategies in RTE (2)
- Duties and responsibilities of school and teachers(2)
- Role of stakeholder, parents, media (1)

### **Module: 4 Organizational efforts towards RTE**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

After learning this module the student teacher will be able to

- Evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

#### **Content:**

- Organizational effort to implement RTE:(5)
  - a. Central organization MHRD,NCTE , NCERT,KVS
  - b. State organization: Education Ministry of state, SCERT, Balbharti.
  - c. Local organization: Z.P., Municipal corporation, corporation
- Special Schemes to implement RTE:SSA, midday meal,(2)
- Various Types of schools and its function: Sakharshala, kuranshala ,Tambushala, vastishala . (3)
- The role of school management committee and local supervisory authorities.(2)
- Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

#### **Assignments:**

- To celebrate international human rights day and write a brief report on it. (5)
- Content analysis of any text book of secondary level in perspectives of human rights. (10Marks).
- Case study of any one school regarding implementation of RTE

**Semester-II**  
**Core Course VI (Group A)**  
**Research Methodology- 222001**  
**(100 Marks, 4 credits)**

**Course Objectives:**

Learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

**Module 1: concept and nature of research in education** (Credits:1,Hours:15Marks:25)

**Objectives:**

Learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research
- Differentiate between approaches to research

**Content:**

- Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research
- Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables- types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action
- Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved

**Module 2: Quantitative research methods** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain the quantitative methods of research
- Apply appropriate methods of research

**Content:**

- Research Methods:
  - i) Case study
  - ii) Causal comparative
  - iii) Survey Method
  - iv) Co- relational
  - v) Ethnography
- Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi experimental

- (One group pre test design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre testpost testnon equivalent group design, time series design—with single group, with two groups, factorial design)

### **Module 3: Qualitative research methods** (Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Explain the qualitative methods of research
- Apply appropriate methods of research In education
  - i) Case study
  - ii) Grounded theory
  - iii) Ethnography
  - iv) Phenomenology
  - v) Participatory action research

### **Module 4: Data collection procedures** (Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concept s of & difference between sample & population,
- Select sample by proper sampling methods

#### **Content:**

- Techniques of data collection: Observation, Interview, projective & sociometric
- Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and reliability
- Sampling: Sample & population -- Meaning, Need, sampling error, determining sample size
- Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
- Non probability sampling methods (incidental, purposive)
- Features of Qualitative data collection

#### **Assignments for internal assessment:**

- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks)
- Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks)
- Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10marks)

**Core Course VII (Group A)**  
**Methods of Data Analysis- 222002**  
**(100 Marks, 4 credits)**

**Course Objectives:**

Learners will be able to

- Select appropriate type of scale
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

**Module 1: Descriptive analysis of data** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain different types of scale
- Use different types of graph to present data

**Content:**

- Normal Probability curve: properties and uses
- Types of scales (nominal, Ordinal, Interval, Ratio)
- Uses of graphs in the analysis of data,
- Measures of Central tendency (concept & uses)
- Measures of variability (concept & uses)
- Percentile and percentile rank

**Module 2: Inferential Analysis** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain different terms related to inferential analysis
- Select appropriate techniques of data analysis

**Content:**

- Levels of significance, Degree of freedom,
- Type I & Type II error, Standard error of mean
- One tailed & two tailed test
- Power of Statistical test and effect size
- Parametric tests—t test, analysis of variance, co-variance, coefficient of correlation
- Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test

### **Module 3: Qualitative data analysis** (Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Select appropriate techniques of data analysis
- Carry out analysis of data in qualitative form.

#### **Content:**

- Types of Qualitative Data: Structured text, (writings, stories, survey comments, news articles, books etc) Unstructured text (transcription, interviews, focus groups, conversation) Audio recordings, music Video recordings (graphics, art, pictures, visual)
- Approaches in analysis: Deductive and Inductive
- Principles of Qualitative data analysis
- The Process of Qualitative data analysis
- 

### **Module 4: Report Writing**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Prepare list of references using APA style
- Evaluate a research report.

#### **Content:**

- Elements of report of qualitative and quantitative research
- format, style, content organization & chapterization
- References, appendices
- Characteristics of a good research report

#### **Assignments for internal assessment:**

- Presentation of given data in different graphical forms( 10 marks)
- Computer training in data analysis (15marks)
- Collect data from ten students in qualitative form and analyze it.(20 marks)
- Prepare a reference list of your topic (5marks)

**Core Course VIII (Group A)**  
**Instructional Strategies- 222003**  
**(100 Marks, 4 credits)**

**Course Objectives:**

Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

**Module 1: Large group instructional strategies** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synnectics model

**Content:**

- Lecturette, Demonstration, Story-telling
- Techniques of questioning, narration, board-writing, use of media
- Learner-centred large group strategies: Brain-storming
- Models of teaching: families, syntax
- Concept-attainment Model,
- Role-play Model,
- Inquiry training Model,
- Assertiveness training Model,
- Synnectics Model

**Module 2: Co-operative instructional strategies** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Plan sessions with Co-operative instructional strategies
- Write procedures for conducting Co-operative instructional strategies

**Content:**

- Psychological foundation for constructivist strategies
- Psychological foundation for co-operative learning strategies



- Classification of co-operative learning strategies
- Procedure of at least 10 Strategies
- Planning for co-operative learning strategies

### **Module 3: Individualised learning strategies**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

#### **Content:**

- Individualised learning: characteristics
- Programmed Instruction
- Computer-Assisted Learning
- Self-learning material: Overview

### **Module 4: Planning Workshop**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Design workshop planning template
- Write a workshop session plan

#### **Content:**

- Workshop plan template design
- Analysis of Content
- Designing Objectives
- Identification of strategies
- Planning of session
- Material Development for Workshop

#### **Assignment for internal assessment:**

- Prepare a session plan with any one large group instructional method Write procedures for conducting sessions with any two models of teaching.(10 marks)
- Write procedures of at least 2 co-operative strategies other than discussed in the class Conduct a co-operative instructional strategy (15 Marks)
- Compare Programmed Instruction, Interactive Multimedia Packages and Self-learning modules Write a few screens of any one type of programmed instruction( 10 marks)
- Design your own workshop planning template Write a workshop session plan for any one target group on a topic of your choice(15 Marks)

**Core Course IX (Group A)**  
**Instructional Media and ICT in Education- 222004**  
**(100 Marks, 4 credits)**

**Course objectives:**

Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain role of mass media in formal and non formal education
- Prepare presentation and learning material
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

**Module 1: Instructional media** (Credits: 2, Hours: 15, Marks 25)

**Objectives:** Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain Factors affecting selection of instructional media
- Explain characteristics of learning material

**Content:**

- Meaning, need and importance of Instructional media in teaching learning process
- Classification of instructional media (Audio, video, audio-video, Teaching vs learning)
- Factors affecting selection of instructional media
- Characteristics of learning material

**Module 2: Instructional Media in teaching and learning**(Credits:1, Hours15,Marks: 25)

**Objectives:**

The learners will be able to

- Explain types of instructional media
- Explain Strengths and weaknesses of instructional media
- Explain role of mass media in formal and non formal education

**Content:**

- Student workbook, worksheets, teacher handbook
- Strengths and weaknesses of instructional media
- Precautions to be taken while using media
- Mass media- newspaper, TV, Radio, Internet
- Role of mass media in formal and non formal education

### **Module 3: Preparation of presentation material for classroom teaching**

(Credits: 2, Hours: 15, Marks 25)

#### **Objectives:**

Learners will be able to

- Prepare presentation material
- Prepare learning material

#### **Content:**

- Preparation of presentation material- Charts, posters, models, maps, OHP transparencies, PPTs
- Preparation of Learning material- worksheets, puzzles, quizzes, games

### **Module 4: Integration of ICT in Education** (Credits: 1, Hours 15, Marks: 25)

#### **Objectives:**

Learner will be able to

- Explain meaning need and importance of ICT
- Explain role of ICT in creation of knowledge
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

#### **Content:**

- Meaning , need and ,importance of Information and communication technology
- Role of information and communication technology in 'construction of knowledge'.
- Use of social Media in education
- Challenges to integrate I C T in Indian Classrooms and strategies to overcome them

#### **Assignments for internal assessment:**

- Prepare worksheet/ puzzle/ game/quiz for teaching any topic of your choice ( 15 marks)
- Prepare teacher handbook ( 10 marks)
- Prepare power point presentation for teaching any topic of your choice (15 marks)
- Create blog and send 5 educational posts.( 10 marks)

**Core Course X (Group A)**  
**Process of Communication in Education- 222005**  
**(100 Marks, 4 credits)**

**Course objectives:**

**Learners will be able to**

- Explain communication process
- Apply various models of communication in communication process
- Apply communication networks in classroom and online setting
- Explain role of teacher and learner in Internet based Communication process
- Apply communication networks in distance education
- Explore Synchronous and Asynchronous communication tools

**Module 1: Communication Process and Models** (Credits: 2, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Explain communication process
- Explain modes of communication
- Explain barriers in communication
- Apply various models of communication in communication process

**Content:**

- Communication process- concept, components and characteristics.
- Modes of communication- Verbal- non verbal , Written- oral, Text- non text
- Barriers in communication, Distortion in communication, noise in communication
- Models of communication – Simple model, Osgood and Schramm, Newcomb,
- Gerbner, Shanon Weaver's model of communication
- Mass Communication

**Module 2: Communication Networks** (Credits: 2, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Apply communication networks in classroom setting
- Apply communication networks in online setting
- Review researches done on communication

**Content:**

- Communication Networks in Classroom Setting – nature and examples  
Teacher-students

Teacher-students

Student - student

Student - student

Student - student

- Communication networks in online Setting – nature and examples  
Teacher-students (virtual classroom)  
Student - student (blog)  
Student - student (hang out)  
Student - material (e- content)
- Ethics of Communication,
- Research in communication

### **Module 3- Internet-based communication process** (Credits: 2, Hours: 15, Marks 25)

#### **Objectives:**

The learners will be able to

- Explain nature of Internet based Communication process
- Explain role of teacher in Internet based Communication process
- Explain various roles of learner in Internet based Communication process
- Apply communication networks in distance education

#### **Content:**

- Nature of Internet based Communication process
- Modes of Internet based Communication – virtual class, email, LMS, blog .
- Role of teacher in Internet based Communication
- Role of learner as communicator- participant of a community
- Initiator of a community
- Leader of community
- Netiquettes

### **Module 4- Synchronous and Asynchronous communication tools**

(Credits: 2, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to

- Explain characteristics of online learners
- Explore Synchronous communication tools
- Explore Asynchronous communication tools

#### **Content:**

- Components of online learning Environment, Characteristics of online learners,
- Facilitator's role in online learning Environment
- Asynchronous communication tools-

- e- tutoring through discussion forums,Co- operative Learning strategies for group work,
- Synchronous communication tools –
- e- tutoring through chats, video-conferencing, virtual classrooms, Co-operative Learning strategies.

**Assignments for internal assessment:**

- Prepare activities for developing a component of basic communication skills. (15 marks)
- Conduct a small session of 15 minutes using any synchronous communication tool.(15 marks)
- Analyze pattern of communication network in given classroom setting. (10 marks)
- Analyze pattern of communication network in a given online setting. (10 marks)

## **M.A.EDUCATION PART- II \_ SEM-III**

### **CURRICULUM DEVELOPMENT (322001) (100 Marks, 4 Credits)**

#### **Course Objectives:**

Learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

#### **Module 1:Curriculum Development: An Introduction** (Credits:1, Hours:15 Marks: 25)

##### **Objectives:**

Learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum. Explain the foundations of curriculum.

##### **Content:**

- Meaning and concept of curriculum
- Understanding curriculum as a  
Body of knowledge to be transmitted
  - as a product.
  - as a process.
  - as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its
- Role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

#### **Module 2: Models of Curriculum Development** (Credits: 1, Hours: 15 Marks: 25)

##### **Objectives:**

Learners will be able to

- Explain the various models of curriculum development.
- Apply models in the development of curriculum.

##### **Content:**

- Hilda Taba's model
- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision- Making model

- Weinstein and Fantini model
- Fink's model of integrated course design

### **Module 3: Curriculum Transaction**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Explain the principles and criteria for developing learning opportunities.
- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction

#### **Content:**

- Planning curriculum implementation.
  - Criteria for selecting learning opportunities
  - Use of Learner-centred methods and media with their strength and limitation.
  - ICT as a mode of curricular transaction with their strengths and limitation:
- Computer based learning
  - Online learning
  - Blended learning
    - Models of curriculum implementation
  - ORC mode I (overcoming resistance to change)
  - Linkage model
  - Factors influencing effective curriculum implementation

### **Module 4: Curriculum Evaluation**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

#### **Content:**

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
  - Tyler's Goal attainment model.
  - Stufflebeam's CIPP model
  - Scriven's Goal free model
  - Kilpatrick's 4 level model
- Curriculum improvement through problem solving model

#### **Assignments:**

- Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
- Observe one lesson to study the effectiveness of curriculum implementation. (10)
- Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)



## **Education Management**

### **Special Course – I**

**MANAGEMENT OF EDUCATION-322201**(Credits: 1, Hours: 15 Marks: 25)

**Course Objectives:** At the end of this course student teachers will be able to:

1. Explain the functions of management
2. Describe the role, functions and skills of education manager
3. Apply theories of motivation for managing people in the organization
4. Suggest strategies for managing stress, conflict and time
5. Explain the process of performance management
6. Suggest ways of enhancing institutional climate

#### **MODULE 1: UNDERSTANDING CONCEPTS IN MANAGEMENT OF EDUCATION**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the concept of and need for management of education
2. Describe the role, functions and skills of education manager
3. Explain the functions of management.

**Content:**

- Concept of Administration, Management and Organization.
- Need and objectives of Education Management.
- Role and functions of Education manager: Mintzberg's managerial roles)
- Skill required: Technical, Conceptual and Human.
- Management Functions: Planning, Organizing, Staffing, Controlling, Directing, Delegating

#### **MODULE 2: MANAGING PEOPLE**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

**Objectives:**

1. Explain concept, need principles of human resource management
2. Apply theories of motivation for managing people in the organization
3. Suggest strategies for managing stress, conflict and time

**Content:**

- Human resource management: Concept, Need and principles
- Motivation : Meaning need and importance
- Theories of motivation and their application.[ Maslow', Hertzberg's, Vroom's, Equity, McClelland's].
- Conflict management: Meaning, Sources and Strategies.
- Stress management: Meaning, sources and strategies
- Time management: Need, importance and strategies

**MODULE 3: PERFORMANCE MANAGEMENT**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the process of performance management
2. Suggest strategies to create learning organization

**Content:**

- Performance Management : Meaning , Need and Importance
- Staff development: Meaning, objective, process and methods of staff development
- Performance appraisal: Meaning, objectives, and stages of performance appraisal.
- Performance measurement: tools and techniques for measuring performance. its strengths and limitations
- Learning organization: - Meaning, characteristics need of learning organization
- Strategies for creating learning organization.

**MODULE 4: INSTITUTIONAL CLIMATE**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the concept of resource management in education
2. Describe need and importance of resource management in education
3. Explain the dimensions of institutional climate
4. Suggest ways of enhancing institutional climate

**Content:**

- Meaning of institutional climate and culture
- Importance and dimension of institutional climate.
- Team building: Nature of organizational group, group processes.
- Halpin and Croft's theory of institutional climate
- Impact of Institutional climate on performance and satisfaction of staff and students
- Measures for creating conducive institutional climate

**ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Prepare a plan for any one activity to be carried out in school ( such as Annual Day, Unit test) (10 marks)
2. Administer tool to measure performance of teacher ( at least 2 teachers) and write a report with the suggestions on the areas of improvement (15 marks)
3. Analyze own time management skill and prepare plan for improvement. Administer motivational tool on self and prepare motivational profile (10 marks)
4. Study the climate of an educational institute and write a report.(15 marks)

## **Education Management**

### **Special Course – II**

#### **Educational Leadership and Administration-322202**(100 Marks, 4 Credits)

**Course Objectives:** At the end of this course student teachers will be able to:

1. Discuss factors influencing leadership
2. Discuss the importance of communication
3. Suggest the improvement for performance of staff
4. Discuss the role of leader in the development of school
5. Design organization development plan

#### **MODULE 1: INTRODUCTION TO EDUCATIONAL LEADERSHIP**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

5. Explain the concept of leader
6. Discuss factors influencing leadership
7. Discuss the qualities of good leader

**Content:**

- Concepts of leadership
- Difference in educational leadership and management
- Power and Authority
- Factors influencing leadership
- Leadership for Inclusive Education
- Competencies of leader
- Qualities of good leader

#### **MODULE 2: THEORIES OF LEADERSHIP**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the different models of leadership
2. Discuss the implications of leadership theories

**Content:**

- Charismatic leaders ( Characteristics and need in situation)
- Transformational leader ( Characteristics and need in situation)
- Participative leadership theory [theory X, theory Y Situational leadership]
- Distributed Leadership Model

### **MODULE 3: COMMUNICATION IN ORGANIZATION** (Credits:1, Hours:15Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the communication process
2. Suggest the ways for effective communication
3. Analyses style of communicator
4. Analyses decision making style of leader

**Content:**

- Structure of organization ( vertical, Horizontal)
- Communication ( process and types)
- Barriers to effective communication
- Styles of communicator and its application (active, Logical ,connector, Thinker)  
Characteristics of each type of communicator
- Decision making style ( Decisive, flexible, Hierarchic, integrative)

### **Module 4 : ORGANIZATION DEVELOPMENT**

To enable learner to

- Explain the need, importance of organization development
- Prepare a plan for OD

**Content:**

- Types of resources in education: physical, material (instructional), human, financial
- Need for resource management in education.
- Resource utilization and resource allocation
- Organization development: Concept, need, importance, process of OD
- Organization development intervention techniques: ( sensitivity training, Process consultation, Survey feedback, Management by objectives)
- Team building: Process of team building
- Role of leader in team building

### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

- Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)
- Collect data from five student teachers using Myers-Briggs scale and prepare profile. (15 marks)
- Identify a leadership style of principal by using tool and write a report (10 marks)
- Visit one school,collect information about resources to study institutional climate and write a report with area of improvement . (15 marks)

### **Special Course – III**

#### **QUALITY MANAGEMENT IN EDUCATION-322203 (100 Marks, 4 Credits)**

**Course Objectives:** At the end of this course student teachers will be able to:

6. Explain the conceptual development of quality management
7. Discuss the dimensions of Total Quality Management
8. Apply appropriate tool of quality control
9. Explain strategic plan models
10. Prepare strategic plan for institution
11. Explain the indicators of effective Institution
12. Suggest ways of making Institution effective

#### **MODULE 1: CONCEPTS RELATED TO QUALITY** (Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

1. Understand the concept of Quality in education
2. Explain the conceptual development of quality management
3. Discuss the views of Deming and Juran on Total Quality Management

**Content:**

- Concepts of Quality and Quality in Education: Indian and Western Perspective
- Dimensions and Characteristics of Quality
- Evolution of Quality management: Inspection, Quality control, Quality Assurance, Total Quality management.
- Meaning of Quality learning environment, quality curriculum, quality processes, quality teaching.
- Deming and Juran's principles of Quality.

#### **MODULE2: QUALITY CONTROL IN EDUCATION** (Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain approaches for quality improvement
- Explain the role of agencies in maintaining quality
- Apply appropriate tool of quality control

**Content:**

- Meaning of and Difference Between: Quality Assurance, Quality Control and Quality Improvement
- Quality Management system in Education: International Organization for Standardization (ISO)
- National Assessment Accreditation Council (NAAC): Performance Indicators
- The National Accreditation Board for Education and Training (NABET)
- Approaches to Quality Improvement: Kaizen, Six sigma, system thinking

### **MODULE 3: STRATEGIC PLANNING FOR TOTAL QUALITY MANAGEMENT (TQM)**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the concept of TQM
- Explain strategic plan models
- Prepare strategic plan for institution.

**Content:**

- Strategic planning: Meaning and Need
- Strategic plan models :Murgatroyd and Morgan's Four generic models ( Basic- Open, Enhanced-Open, Basic- Niche, Enhanced- Niche )
- Kaufman's four stage model of Strategic planning
- SWOC analysis of an educational institution
- Crawford's Eight stages in implementing TQM

### **MODULE 4: INSTITUTIONAL EFFECTIVENESS**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the indicators of effective Institution
- Suggest ways of making institution effective

**Content:**

- Institutional Effectiveness : Meaning, Need and Importance
- Institutional Effectiveness cycle
- Key elements of Institutional Effectiveness
- Strategic plan and assessment plan for institutional effectiveness
- Model of institutional effectiveness

### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Analyze the learning environment in teacher education institute. (10 marks)
2. Map the competencies of two teachers using appropriate tool and prepare a profile(12 Marks)
3. Using MIPQ ( Mukhopadhyay Institutional profile questionnaire) collect data from 5 teachers from one school and prepare profile (13 marks)
4. Conduct SWOC analysis of institution and write a report (15marks)

**SEM-IV**  
**INCLUSIVE EDUCATION- I (422401) (100 Marks, 4 Credits)**

**MODULE 1: INTRODUCTION TO INCLUSION** (Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Identify the diverse learner
- Understand the concept of inclusion
- Understand the meaning and importance of inclusive education
- Differentiate between special education, integrated education and inclusive education

**Content:**

- Diverse learners in education: culturally, socially and biologically diversity
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Foundations of inclusive education:
  - Meaning, concept, need and evolution of inclusion
- Definition, concept and importance of inclusive education
- Difference between special education, integrated education and inclusive education
- Advantages of inclusive education for education for all children
- Comparison between mainstreaming, integration and inclusion

**MODULE 2: POLICIES AND PRACTICES FOR PROMOTING INCLUSIVE EDUCATION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Understand the policies for inclusion
- Understand the implications of policies for inclusion

**Content:**

- Policies prior to SSA: IEDC, 1974; NPE, 1986 & 1992; PIED, 1987; DPEP, 1994; PWD Act, 1995; National Trust Act (1999)
- SarvaShikshaAbhiyan (SSA, 2000) with respect to inclusive education
- National Curriculum Framework for School Education (NCFSE, 2000)
- Constitutional Amendment (2001)
- Comprehensive Plan of Action for Children and Youth with Disabilities (2005)
- National Policy for Persons with Disabilities (2006)
- UN - Convention on the Rights of Persons with Disabilities (UNCPRD India, 2007)
- Right to education (2009)
- Concessions and facilities for children with special needs: Academic and Financial

### **MODULE 3: INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Identify the children with special needs
- Understand the needs of children with special needs

#### **Content:**

- Definition and characteristics of children with:

1. Sensory motor needs: hearing, visual and physically challenged
2. Intellectual needs: (gifted, talented and mentally challenged children)
3. Developmental needs: (autism, cerebral palsy, learning disabilities)
4. Social and emotional problems, scholastic backwardness, underachievement, slow learners
5. Children with special health problems, environmental/ecological difficulties and
6. Children belonging to other marginal groups

- Importance of early detection, Functional assessment for development of Compensatory skills

### **MODULE 4: RESOURCES FOR INCLUSION** (Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Explain the resources required for inclusion
- Identify the role of various personnel involved
- Describe the managerial skills required for resource mobilization

#### **Content:**

- Concept and importance of human and material resources

- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities

- Resources in inclusive schools: material resources and human resources, Exploring and utilizing the services and resources available in the community

- Mobilization of Resources for inclusion

- Identifying the required resources for children with varied special needs

### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Conduct an interview of one special educator and write a report (15 marks)
2. Read a policy document for person with disability and present a seminar (10 marks)
3. Visit to special/integrated/inclusive classrooms and write a report with reflections (15 marks)
4. Visit a school and study the resources available and write a report on school readiness for inclusion (10 marks)



## **INCLUSIVE EDUCATION- II (422402) (100 Marks, 4 Credits)**

### **MODULE 1: CREATING ENVIRONMENT FOR INCLUSION**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Explain the barrier free environment
- Identify the barriers for inclusion
- Suggest strategies to overcome barriers

#### **Content:**

- Concept and meaning of barrier free environment
- Barriers to inclusive education: attitudinal, infrastructure
- Strategies to Overcome the barriers:
- Role of ICT in special educational needs
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- Strategies for Capacity building and collaborative working of human resources

### **MODULE 2: CLASSROOM PRACTICES AND MANAGEMENT OF INCLUSIVE CLASSROOM**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Explain the principles of differentiated instruction
- Understand the needs of children with special needs

#### **Content:**

- Concept and Principles of differentiated instruction
- Use of different teaming models and teaching styles
- Evaluation for inclusive education
- Techniques and Tools of evaluation, Interpretation of Evaluation Reports and their Educational Implication
- Preparation of teaching learning material for inclusive classrooms
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

### **MODULE 3: CURRICULUM ADAPTATIONS FOR INCLUSION**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

To enable students to

- Explain the concept of curriculum adaptation

- Understand the adaptation in curricular, co-curricular activities
- Suggest modification in existing curricular plan for adaptation

**Content:**

- Overcoming curricular barrier
- Concept meaning and need for curriculum adaptations for children with special needs
- 1. Sensory motor needs: hearing, visual and physically challenged)
- 2. Intellectual needs: (gifted, talented and children mentally challenged children)
- 3. Developmental needs: (autism, cerebral palsy, learning disabilities)
- 4. Social and emotional problems, scholastic backward ness, underachievement, slow learners
- 5. Children with special health problems, environmental/ecological difficulties and
- 6. Children belonging to other marginal groups
- Nine types of adaptations for inclusion
- Approaches & Technique for adaptation

**MODULE 4: TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Understand the facts and myths about inclusive education
- Understand the ethical issues in inclusive education
- Identify research areas in inclusive education

**Content:**

- Facts and myths of inclusive education with reference to India
- Current Status and Issues of inclusive education in India: Present status of inclusive education with reference to India
- Problems and issues related to: Admission, Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring Evaluation
- Ethical Issues in Inclusive Education: ethics for different personnel involved in inclusion
- Research trends in Inclusive Education in India and abroad

**ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Conduct a survey of existing school and prepare a plan to create barrier free environmentfor inclusion (15 marks)
2. Prepare a lesson plan for inclusive classroom (10 marks)
3. Select one disability & prepare plan of evaluation (15 marks)
4. Prepare a report on research trends in inclusive education (10 marks)

## **INCLUSIVE EDUCATION- III (422403) (100 Marks, 4 Credits)**

### **TEACHING CHILDREN IN INCLUSIVE CLASSROOM**

#### **MODULE 1: TEACHING OF LANGUAGE**

**(15 Hrs.)**

**Objective:** To enable students to:

- Explain the objectives and maxims of Language teaching.
- Describe the approaches to language teaching
- Use appropriate method of language teaching in inclusive classrooms

**Content:**

- Aims, objectives and maxims of teaching language
- Approaches to language teaching: structural, communicative, language experience, phonetics
- Methods of language teaching: Direct, translation, grammar
- Teaching language in inclusive classrooms

#### **MODULE 2: TEACHING OF SOCIAL STUDIES**

**(15 Hrs.)**

**Objectives:** To enable students to:

- explain the aims and objectives of teaching social studies
- describe the approaches to teaching social studies
- demonstrate the methods of teaching of social studies
- describe the process of teaching of Social studies in inclusive classroom

**Content:**

- Aims and objectives of teaching and maxims of teaching of social studies at various levels
- Approaches to teaching of social studies: co-ordination, co relational, concentric, special, Integrated, and regressive.
- Methods of teaching of social studies: Lecture method, project method, role play, field study, story telling
- Teaching of social studies in inclusive classrooms.

#### **MODULE 3: TEACHING OF MATHS**

**(15 Hrs.)**

**Objectives:** To enable students to:

- explain the aims and maxims of teaching maths
- describe the approaches to teaching of math teaching
- demonstrate the various methods of math teaching
- describe the process of teaching math in inclusive classroom

**Content:**

- Aims, objectives and maxims of teaching maths
- Approaches to math teaching: Inductive- deductive, Analytic, Synthetic, Problem Solving, Programmed learning.
- Methods of teaching math: cooperative learning, guided discovery, and simulations
- Teaching of maths in an inclusive classroom.

**MODULE 4: TEACHING OF SCIENCE****(15 Hrs.)****Objective:** To enable students to:

- Explain the objectives and maxims of teaching maths
- Describe the approaches to teaching of science.
- Demonstrate the methods of teaching science.
- Describe the process of teaching science in an inclusive classroom.

**Content:**

- Objective and maxims of teaching science
- Approaches to teaching of science: Heuristic, Project, Inductive-deductive
- Methods of teaching science: explanation, demonstration, collaboration, activities
- Teaching of science in an inclusive classroom

**ASSIGNMENTS FOR INTERNAL ASSESSMENT**

- Preparation of differentiated instruction for a given unit in ( 40 marks)
  - (1) Maths
  - (2) Science
  - (3) Language
  - (4) Social studies
- Preparation of teaching learning aids for a given learner in Primary or Upper primary or Secondary level (10 marks)

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



## **Centre For Distance Education**

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

### **PROGRAM PROJECT REPORT**

**M.A MARATHI**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as “Master of Arts in Marathi” (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Language".

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

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

**Reviewed and Approved by:**

**Hon’ble Vice Chancellor**

**For and On behalf of**

**Board of Management and Academic Council**

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

**Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

### **About Center for distance education**

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

### **Objectives**

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

### **Features of CDE:**

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



### **Academic Programmes:**

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

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

### **Admission Process**

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

- ❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**  
**M.A. I – Rs. 5475/- (Other University)**  
**M.A. II – Rs. 5475/-**

### ❖ **Syllabus:**

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

### ➤ **Study Material Preparation**

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

per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

➤ **Credit System:**

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

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

➤ **Programme Delivery**

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

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

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

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

➤ **Evaluations System**

**Evaluation system will comprise.**

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

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

➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English

## सत्र पहिले

### पेपर १. मध्ययुगीन गद्य-पद्य

नं.	विषय	नेमलेले गुण
१.	अ. मध्ययुगीन भक्तिसंप्रदायांचे साहित्यातील प्रतिबिंब आ. मध्ययुगातील सामाजिक स्थितीचे कवितेत पडलेले प्रतिबिंब इ. मध्ययुगातील स्त्रीचे सांस्कृतिक, धार्मिक व सामाजिक रूप	२५
२.	सोयराबाईंचे अभंग (६२ अभंग)	२५
३.	ए. मध्ययुगातील राजकीय स्थित्यंतरे, स्वराज्याची स्थापना व विस्तार ऐ. मध्ययुगातील गद्यलेखनाच्या प्रेरणा व स्वरूप	२५
४.	पेशव्यांची बखर	२५

### पेपर २. साहित्यविचार-१

नं.	विषय	नेमलेले गुण
१	ध्वनिसिद्धान्त	२५
२	रीतिविचार	२५
३	रसचर्चा	२५
४	काव्यानंदमीमांसा	२५

### पेपर ३. मराठी वाङ्मयाचा इतिहास (१८७४-१९२०)

नं.	विषय	नेमलेले गुण
१	निबंध (प्रेरणा, निबंधकार, प्रकार इ.)	२५
२	कविता	२५
३	नाटक	२५
४	कथा-कादंबरी व इतर	२५

## पेपर ४. ऐतिहासिक भाषाविज्ञान

नं.	विषय	नेमलेले गुण
१	ऐतिहासिक भाषाविज्ञानाचे स्वरूप ध्वनीचे स्थान व प्रयत्न यावर आधारित वर्गीकरण	२५
२	भाषिक परिवर्तन व आदान	२५
३	भाषाकुल संकल्पना व भारतातील भाषाकुलांचा परिचय	२५
४	मराठी भाषेची उत्पत्ती मराठीचे कालिक भेद	२५

## पेपर ५. नाटक

नं.	विषय	नेमलेले गुण
१	नाटक : वाङ्मयप्रकार, प्रयोगप्रकार : रूपभेद	२५
२	नाटकाचे प्रकार : गद्य, संगीत, एकांकिका, शोकांतिका, सुखांतिका, विनोदी, नाटक, फार्स, एकपात्री नाटक, एकपात्री प्रयोग इत्यादी प्रकारांचा आशय व अभिव्यक्तीच्या संदर्भात रूपविचार काही लोकप्रयोज्यकला : कीर्तन, तमाशा, जागरण व गोंधळ	२५
३	शांतता ! कोर्ट चालू आहे – विजय तेंडुलकर	२५
४	महानिर्वाण : सतीश आळेकर	२५

## सत्र दुसरे

### पेपर १. वाङ्मयप्रकार (सैद्धान्तिक)

नं.	विषय	नेमलेले गुण
१	सिद्धांतस्वरूप : साहित्यप्रकारनिश्चितीची सैद्धान्तिक भूमिका. वाङ्मयप्रकार, लेखनप्रकार व प्रयोगप्रकार	२५
२	रूपभेद : साहित्याचे मूलद्रव्य, साधन व माध्यम. साहित्यकृतीच्या वर्गीकरणाचे निकष (उदा. ग्रामीणकथा, प्रेमकविता) कविता, नाटक, कथा, कादंबरी यातील मुलभूत भेद	२५
३	विशेष प्रकार : कविता, गीत व गीतकाव्य शोकान्तिका, सुखान्तिका, संगीत नाटक संस्कृतिभेदानुसार स्तुतिगीताची रूपे :- आदिम- स्तोत्र, लोक-भारूड, जनप्रिय- पोवाडा, नागर-आरती, भक्ती- अभंग	२५
४	कथात्म साहित्यातील घटनाक्रम : कथा, लघुकथा व नवकथा. दीर्घकथा व लघुकादंबरी : साम्यभेद सत्याधिष्ठित गद्याचे रूप : वस्तुस्थिती, वास्तव, तथ्य व सत्य	२५

### पेपर २. साहित्यविचार-२

नं.	विषय	नेमलेले गुण
१	साहित्याचे स्वरूप : अनुकृतिसिद्धान्त- प्लेटो, अरिस्टॉटल रूपबंध - सेंद्रिय एकात्मता, संघटना हेतुपूर्णता	२५
२	साहित्याचे प्रयोजन : लौकिकतावादी विचारसरणी, ज्ञान व नीती - कॅथारसिस अलौकिकतावादी विचारसरणी, स्वायत्तवादी भूमिका, निरपेक्ष आनंद (पाश्चिमात्य व भारतीय)	२५
३	साहित्याची निर्मिती : चमत्कृती, स्फूर्ती, कल्पनाशक्ती, प्रतिभाशक्ती यासंबंधीचा विचार (कोलरीज, इलियट, बी. सी. मर्ढेकर, कुसुमावती देशपांडे)	२५
४	साहित्याचे माध्यम : भाषेचे स्वरूप, अनेकार्थता, विरोधाभास, अपरिचितीकरण, नियमोल्लंघन इ.	२५

### पेपर ३. मराठी वाङ्मयाचा इतिहास (१९२०-७५)

नं.	विषय	मलेले गुण
१	कविता	२५
२	नाटक व कादंबरी	२५
३	कथा	२५
४	वैचारिक व ललित गद्य	२५

### पेपर ४. वर्णनात्मक भाषाविज्ञान

नं.	विषय	नेमलेले गुण
१	वर्णनात्मक भाषाविज्ञानाचे स्वरूप स्वनिमविन्यास	२५
२	पदिमविन्यास भाषिक रचना	२५
३	अर्थविन्यास	२५
४	वर्हाडी व अहिराणी बोलींचा वर्णनात्मक अभ्यास	२५

### पेपर ५ लोकसाहित्य

नं.	विषय	नेमलेले गुण
१	लोकसाहित्याचे स्वरूप	२५
२	लोकसाहित्याच्या अभ्यासपद्धती	२५
३	लोकाविष्काराची रूपे व लोकप्रयोज्य कला	२५
४	लोकसंस्कृतीचे विशेष	२५

### सत्र तिसरे (३)

पेपर १ अर्वाचीन गद्य पद्य (३०४००९)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. गद्य पद्याचे रूप समजून घेणे.
२. अर्वाचीन साहित्यनिर्मिती मागील प्रेरणा समजून घेणे.
३. आशय आणि अभिव्यक्तीतील अभेद समजून घेणे.
४. अर्वाचीन कविता व गद्याची रूप समजून घेणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	अ. अर्वाचीन मराठी साहित्याची स्थूल रूपे : कविता, नाटक, कथानात्म ललितसाहित्य, सत्यधिष्ठीत गद्य:रूपभेद आ. साहित्यकृतीतील सत्य व सौंदर्य : साहित्यच्या मूलद्रव्याचा वेध.	२५
२	माझी जन्मठेप : विनायक दामोदर सावरकर	२५
३	जोगवा : आरती प्रभू	२५
४	अर्वाचीन साहित्य: आधुनिक दृष्टी, प्रयोजन, भाषा, रचनाविशेष व नेमलेल्या साहित्यकृतींची वाङ्मयीन महात्मात	२५

पेपर २ समीक्षा (३०४०१०)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. साहित्यसमीक्षेचे स्वरूप व कार्य समजून घेणे.
२. समीक्षाप्रक्रिया ध्यानात घेणे.
३. समीक्षापद्धतीचा स्थूल परिचय करून घेणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	साहित्यसमीक्षेचे स्वरूप: समीक्षेचे संकल्पना : विज्ञान संशोधन, इतिहास इ. याहून वेगळेपण साहित्यसमीक्षेची प्रक्रिया : आस्वाद, आकलन, विश्लेषण, अर्थनिर्णयन व मूल्यमापन समीक्षेची भाषा	२५
२	रूपवादी समीक्षा : वैचारिक भूमिका, 'न्य' टिसिझम मधील मूलतत्त्वे, रशियन रूपवादातील मूलतत्त्वे, शैलीलक्षी समीक्षा : वैचारिक भूमिका, शैलीचे स्वरूप व प्रकार	२५
३	ऐतिहासिक , चारित्रात्मक, आस्वाद समीक्षा : वैचारिक भूमिका व स्थल परिचय समाजशास्त्रीय समीक्षा : वैचारिक भूमिका (तेन व मार्क्स यांच्या विचारांसह)	२५
४	मानसशास्त्रीय समीक्षा : वैचारिक भूमिका, फ्रॉइड (मानवी मन , कार्यप्रेरणा व स्वप्न यांजविषयी सिद्धांत ) युग (समूहमन व आदिबंध यांजविषयीच्या संकल्पना) उपयुक्तता व मर्यादा	२५



पेपर ३ लेखकाचा अभ्यास (सैद्धांतिक) (३०४०११)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. एखादा लेखक कोणत्या परिस्थितीत साहित्यनिर्मिती करतो याचा वेध घेणे.
२. परिस्थितीवादानुषंगाने प्रेरणांचा शोध घेणे.
३. परिस्थितिनिरपेक्ष अक्षर साहित्यनिर्मिती होण्यामागील सिद्धांत निश्चिती तपासणे.
४. लेखकाची जाणीव व नेणीव यांची साहित्यनिर्मितीमधील भूमिका समजून घेणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	परिस्थिती : जन्म व बालपण, काळ, प्रदेश, शिक्षण, व्यवसाय, परिसर वातावरण : कौटुंबिक, सामाजिक, सांस्कृतिक, राजकीय, राष्ट्रीय इत्यादी वातावरणाची लेखकाच्या जडणघडण भूमिका	२५
२	पोवाडे : बंगालची हाक, पंजाब दिल्लीचा दंगा, तेलंगाचा संग्राम, महाराष्ट्राची परंपरा, अमळनेरचे अज्ञात हुतात्मे, मुंबईचा कामगार, काळ्या बाजाराचा पोवाडा	२५
३	‘ माकडीचा माळ ’ (व त्यावरील आधारित चित्रपट : ‘डोंगराची मैना’)	२५
४	प्रेरणा व मूल्यमापण : लेखकाच्या प्रेरणा आदिकरण व निष्कर्ष : लेखकाने लेखनासाठी केलेली वाङ्मयप्रकाराची निवड : प्रस्तुत लेखकाच्या लेखनकृतीचे माहात्म्य : वाङ्मयीन सामर्थ्य : प्रस्तुत लेखकाचे वाङ्मयीन योगदान	२५

पेपर ४ संशोधनशास्त्र (३०४०१२)

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. वाङ्मयाच्या विद्यार्थिनींना वाङ्मयीन संशोधनाचा परिचय करून देणे.
२. वाङ्मयीन संशोधनाची रूपरेखा समजून घेणे.
३. संशोधनाचे विविध प्रकार व प्रकृती समजून घेणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	संशोधनाचे स्वरूप व व्याख्या गृहिते प्रमेय : स्वरूप व मांडणी शक्यता (possibility) व संभाव्यता (probability) : निवडप्रक्रिया	२५
२	साहित्यपरिचय, परिक्षण, समीक्षा व संशोधन : व्याख्या साम्यभेद साहित्यकृतीचे संपादन	२५
३	विशिष्ट लेखक विशिष्ट कालखंड विशिष्ट साहित्यप्रकार विशिष्ट साहित्यकृती	२५
४	शोधलेखनाची पूर्वतयारी साधनसामग्रीचे समायोजन व उपकल्पनांचे विवरण प्रकरणशः लेखन व निष्कर्ष सूचि, तळटिपा, व परिशिष्टे : प्रयोजन, आवश्यकता व कार्य	२५

पेपर ५. संस्कृती – २ (३०४११२ )

गुण : १०० (४ श्रेयांक)

उद्दिष्टे :

१. मराठी भाषा साहित्य संस्कृती यांचे शिक्षण घेताना मराठी संस्कृतीचेही अध्ययन करणे निकडीचे आहे.
२. मराठी संस्कृतीची विशेषता समजून घेणे
३. मराठी संस्कृतीचे संशोधन करण्यासाठी उद्युक्त करणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	महाराष्ट्रातील धार्मिक संप्रदाय : नाथ, वारकरी, महानुभाव, दत्त, रामदासी इ.	२५
२	महाराष्ट्रातील राजकीय परिवर्तने व जनांची राजकीय मानसिकता: यादव, बहीमनी, पारतंय, शिवाजी म्हाराज, पेशवे, इंग्रजी राजवट, १८५७ चे स्वातंत्र्यसमर, स्वातंत्र्यचळवळी, स्वातंत्र्यप्राप्ती, आक्रमणे, संयुक्त महाराष्ट्राची चळवळ व महाराष्ट्र राज्य निर्मिती आणीबाणी इ.	२५
३	विज्ञानयुगाची आळख, वर्तमानपत्रे, वैचारिक पुनरुत्थान, स्त्रीस्वातंत्र्य व शिक्षण, जातिभेदाविरुद्ध विद्रोह,	२५
४	साहित्यिकांचे सांस्कृतिक कार्य	२५

## सत्र चौथे

### पेपर १ समकालीन वाङ्मयीन प्रवाह (४०४३१४) गुण : १०० (४ श्रेयांक)

#### उद्दिष्टे :

१. आजच्या काळात म्हणजे इस १९७५ सला पासून पुढे, मराठी काय नवीन चालले आहे, याचा अंदाज घेणे
२. विद्यमान सर्व नव्या प्रवाहाबाबत अवगत होणे
३. काही प्रवाहांचा अभ्यास पदवी वर्गात झाला आहे. इतर दोन प्रवाहांचा विशेषत्वाने अभ्यास करणे

क्र.	विषय आणि विवरण	नेमलेले गुण
१	वैज्ञानिक प्रगती, विज्ञान दृष्टी व विज्ञान संगती; विश्वमन व मानवी मन यांतील नाते.	२५
२	यंत्रमानव (वेगवेगळ्या विज्ञानकथांचा कथासंग्रह) : संपादक - सुबोध जावडेकर	२५
३	स्त्रीवाद : संकल्पना, स्वरूप व प्रवाह स्त्रीवादी समीक्षा : स्वप व प्रकार	२५
४	रिटा वेलिणकर : शांता गोखले	२५

### पेपर २ उपयोजित समीक्षा (४०४३१५ ) गुण : १०० (४ श्रेयांक)

#### उद्दिष्टे :

- १ तिसऱ्या सत्रापर्यन्त सौंदर्यविचार, साहित्यविचार, समीक्षा व संशोधन इत्यादी विषयांचे अध्ययन झाले आहे त्याचा उपयोग करून पाहणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	रूपवादी समीक्षा : 'पेशव्यांची बखर' , 'शीळ'	२५
२	आस्वादक समीक्षा : 'जोगवा' , 'शांतता! कोर्ट चालू आहे'	२५
३	समाजशास्त्रीय समीक्षा : 'माझा प्रवास' , 'रिटा वेलीणकर'	२५
४	समाजशास्त्रीय समीक्षा : 'माहानिर्वाण' , 'स्मृतिचित्रे'	२५

## उद्दिष्टे :

- १ साहित्यातील प्रमुख प्रकार कविता; व मराठी प्राचीन काळापासून परंपरा आहे ती कवितेची. तीत कशी परिवर्तने घडून आली ते समजून घेणे  
 २ जी परिवर्तने घडून आलीत त्यांतील सिद्धांत समजून घेणे  
 ३ जे प्रवाह निर्माण झाले वा प्रवाह निर्मितीचे समर्थ्य ज्या कवितेने दाखवून दिले तिचे माहात्म्य जोखणे.

क्र.	विषय आणि विवरण	नेमलेले गुण
१	ज्ञानेश्वर अ. 'ज्ञानेश्वरी' : प्रारंभीचे मंगलाचरण (५ ओव्या), पसायदान (९ ओव्या), श्रोतृसंवाद ९ वा अध्याय- ३३ ओव्या) ब. अभंग व पदे : घनूवाजे घुणघुणा, मोगरा फुलला, आजि सोनियाचा दिनु गे काऊ कोकताहे, रूप पाहता लोचनी, 'हरिपाठा'चा पहिला अभंग ('देवाचिया द्वारी')	२५
२	तुकाराम अभंगवाणी प्रसिद्ध तूकयची (अभंगसंग्रह)(प्रत्येक विभागातील पहिले तीन अभंग): संपादक गं. बा. सरदार	२५
३	'हरपले श्रेय' (कविता संग्रह)(प्रत्येक स्तबकातील पहिल्या तीन कविता; शिवाय 'तुतारी', 'हरपले श्रेय', 'रांगोळी घालताना पाहून', 'दुर्मुखलेला', 'आम्ही कोण', 'क्षणत नाहीसे हाणारे दिव्य भास', 'सतारीचे बोल' - केशवसूत : (संपादक : रा. श्री. जोग)	२५
४	मढेकर 'आणखी काही कविता' (कविता संग्रह) बा. सी. मढेकर	२५

## उद्दिष्टे :

१. गोष्ट सांगणे हे मानवी संस्कृतीच्या प्रारंभापासून चाललेले कत्य आजच्या मराठीत कितपत समर्थतेपावेतो येऊन पोचले ते तपासणे  
 २. कथा व कादंबरी या दोन कथनपद्धतींतील अंतर समजून घेणे  
 ३. कथा व कादंबरी यातील गुणात्म फरक सिद्धांतानुरूप अभ्यासणे  
 ४. लेबलांमागील वर्गीकरणाचा नियम समजून घेणे

क्र.	विषय आणि विवरण	नेमलेले गुण
१	कथा व कादंबरी : कथन मीमांसा, घटना व घटनाक्रम, कथावस्तू व कलावस्तू, वस्तुभूमी-स्वप्नभूमी-मनोभूमी लघुकथाकादंबरी व दीर्घकथा यांतील भेद कथा-लघुकथा-नवकथा कादंबरी-कथेचे वर्गीकरण (उदा. ग्रामीण इ.)	२५
२	रणांगण (कादंबरी) : विश्राम बेडेकर	२५
३	ज्या जाऊन येतो (कथासंग्रह) : दि. बा. मोकाशी (संपा. माधुरी पणशीकर)	२५
४	रमलखुणा (कथासंग्रह) : जी. ए. कुळकर्णी	२५

उद्दिष्टे :

१. गद्य व पद्य लेखनात विनोदाचे माहात्म कोणते आहे, त्याचा अभ्यास करणे
२. विनोदाचे तत्त्वज्ञान समजून घेणे.
३. विनोदाची प्रक्रिया व रूप समजून घेणे.

क्र	विषय आणि विवरण	बेमलेले गुण
१	विनोदाचे तत्त्वज्ञान, विनोदाची आदिकरणे व पद्धती, प्रकार, विडंबन, उपहासिका, प्रहसनात्मकता.	२५
२	झेंडूची फूले : प्र के अत्रे	२५
३	नाटक व नाटयबाह्य लेखन प्रकार: कॉमेडी, लो कॉमेडी, फार्स, बर्लेस्क, डार्क कॉमेडी	२५
४	चिमणरावांचे चव्हाट : चिं. वि. जोशी	२५

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



## **Centre For Distance Education**

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

**PROGRAM PROJECT REPORT**

**M.A MUSIC**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Fine Arts in Music “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

## **Reviewed and Approved by:**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

Today we visualise the 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 beneficts are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

### **Academic Programmes:**

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

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

❖ **B.Com**

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

❖ **M.com**

## Admission Process

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

- ❖ **Fees:**     **M.A. I – Rs. 5475/- (S.N.D.T. University)**  
                  **M.A. I – Rs. 5475/- (Other University)**  
                  **M.A. II – Rs. 5475/-**

### ➤ **Syllabus:**

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

### ➤ **Study Material Preparation**

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

### ➤ **Credit System:**

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

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

### ➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities. Distance learning system is more learner – oriented and the learner is an active participant in the dialogical (teaching and learning) process. Most of the instruction are

imparted through distance education methodology rather than face-to-face communication.

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- d) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

## ➤ **Evaluations System**

**Evaluation system will comprise.**

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

The evaluation of learners depends upon various instructional activities undertaken by them.

A learner has to write assignment responses compulsorily before taking term-end examination from time to time to complete an academic programme. The marks weightage given to assignments, seminars/practicals varies from 25% to 50% of the maximum possible score.

### ➤ **11.1 Feedback on performance to learners**

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

## Semester I

### 1. Theory of Ragas and Musical Compositions - (113001)

**Marks:100(4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Theoretical Study of Ragas</b></p> <p>Theoretical Study &amp; comparison of the Ragas prescribed in the module 113004 named Rag Gayan &amp; Viva of M.A.- Part – I with Swar-vistar &amp; Taans.</p>	50 Marks = 2 credits
Unit 2	<p>➤ <b>Writing Notation</b></p> <p>Writing notation of Bada Khayal / Masitkhani gat and Chota Khayal / Razakhani gat of the ragas prescribed in the Module 113004 named Rag Gayan &amp; Viva of M.A. - Part – I</p>	25 Marks = 1 credit
Unit 3	<p>i) Knowledge of common talas with dugan, tigan, chaugun</p> <p>ii) Brief knowledge of</p> <ul style="list-style-type: none"> <li>➤ Pashto</li> <li>➤ Punjabi</li> <li>➤ Dipchandi.</li> </ul>	25 Marks = 1 credit

## 2. Study of Light Music & Film Music - (113002)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<ul style="list-style-type: none"><li>➤ <b>Light music of Maharashtra or Gujarat.</b><ul style="list-style-type: none"><li>• Brief history</li><li>• Importance of literature</li><li>• Contribution of Music directors:</li></ul></li><li>➤ <b>For Maharashtra</b><ul style="list-style-type: none"><li>i) Sudhir Phadake</li><li>ii) Shrinivas Khale</li><li>iii) Hridaynath Mangeshkar</li></ul></li><li>➤ <b>For Gujrat</b><ul style="list-style-type: none"><li>i) Ashit Desai</li><li>ii) Avinash Vyas</li><li>iii) Purushottam Upadhyay</li></ul></li><li>• Role of singers</li><li>• Relation between classical music and light music.</li></ul>	50 Marks = 2 Credits
Unit 2	<ul style="list-style-type: none"><li>➤ <b>Film music (HINDI)</b><ul style="list-style-type: none"><li>• Brief history</li><li>• Importance Music Direction</li><li>• Contribution of Music Directors</li></ul></li><li>i) Naushad</li><li>ii) R.D. Barman</li><li>iii) A.R. Reheman</li><li>• Role of Playback singers</li><li>• Relation of classical music with Film music.</li></ul>	50 Marks = 2 Credits

### 3. Study of Regional Music of India (Cafeteria Paper) – (113003)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Folk music of Maharashtra or Gujarat</b></p> <ul style="list-style-type: none"><li>• Essential features</li><li>• Various forms</li><li>• Instruments of folk music</li></ul>	25 = 1 Credit
Unit 2	<p>➤ <b>Rabindra Sangeet</b></p> <ul style="list-style-type: none"><li>• Essential Features</li><li>• Various forms</li><li>• Common Ragas and Talas used in Rabindra Sangeet.</li></ul>	25 = 1 Credit
Unit 3	<p>➤ <b>Karnataka Sangeet</b></p> <ul style="list-style-type: none"><li>• Vocal forms<ul style="list-style-type: none"><li>i) Varnam</li><li>ii) Padam</li><li>iii) Kriti</li><li>iv) Jawali</li><li>v) Tillana</li></ul></li><li>• Life history and Contribution of following musicians –<ul style="list-style-type: none"><li>i) Purandardas</li><li>ii) Tyagaraja</li><li>iii) Shyamashastri</li><li>iv) MutthuswamiDixitar</li></ul></li><li>• Comparative study of Hindustani Sangeet and Karnataka sangeet with reference to swar, tala and Mela.</li><li>• Concert Presentation in Karnatak Sangeet.</li></ul>	50 Marks = 2 Credits

#### 4. Rag Gayan And Viva (Practical Paper) - (113004)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Khyal Gayan</b></p> <p>One Bada Khayal and one Chota Khayal (For Vocal)  Masitkhani and Razakhani gat (For Instrumental) from any five of the following ragas with Gayaki Anga  (For Vocal – Aalap, Sargam, Taan)  (For Instrumental – Aalap, Layakari, Jod, Zhala)</p> <ol style="list-style-type: none"> <li>I. BilaskhaniTodi</li> <li>II. Jog</li> <li>III. Miya ki Malhar</li> <li>IV. Multani</li> <li>V. Shree</li> <li>VI. Puriya</li> <li>VII. Hansadhwani</li> </ol>	50 Marks = 2 Credits
Unit 2	<p>➤ <b>Study of Non-detail Ragas (swarawistar and bandish)</b></p> <ul style="list-style-type: none"> <li>• Kirvani</li> <li>• Shivaranjani</li> <li>• Charukeshi</li> </ul>	25 Marks = 1 Credit
Unit 3	<p>➤ <b>Recitation of Carnatic Music for vocal (Any Two)</b></p> <ul style="list-style-type: none"> <li>• Varnam</li> <li>• Kriti</li> <li>• Tillana</li> <li>• Padam</li> <li>• Javali</li> </ul> <p><b>For instrumental student</b>  One gat in Jhaptal</p>	25 Marks = 1 Credit

## 5. Stage Performance (Practical Paper) - (113005)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ Presentation of Ragas</p> <ul style="list-style-type: none"> <li>• <b>For Vocal –</b> A student is supposed to prepare any one of the ragas from previous syllabus( B.A./Visharad)</li> <li>• The performance should not be less than 30 min. in presence of invited audience.</li> <li>• <b>For Instrumental –</b> Alaap, Jod, Jhala, Masitkhani and Razakhani gat</li> </ul>	75 Marks = 3 Credits
Unit 2	<p>➤ Presentation of Light Music</p> <ul style="list-style-type: none"> <li>• <b>For Vocal –</b> Any one classical based Bhavageet or Bhaktigeet.</li> <li>• <b>For Instrumental –</b> Any one dhun with elaboration.</li> </ul>	25 Marks = 1 Credit



## Semester II

### 1. Acoustics And Voice Culture - (213006)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Acoustics</b></p> <ul style="list-style-type: none"> <li>• What is acoustics</li> <li>• Its importance in music for richness in musical instruments.</li> <li>• Use of acoustics in designing Auditorium</li> <li>• Sound waves and their propagation</li> <li>• Types of Waves (transverse &amp; longitudinal) Relation between velocity, frequency and wavelength.</li> <li>• Graphical representation of sound wave.</li> <li>• Transient state, steady state and decay of note.</li> <li>• Effect of striking, plucking and blowing on initiating a note.</li> <li>• Modes, Overtones, Partial, Harmonics.</li> <li>• Structure and functioning of Amplifier</li> <li>• Amplification in pipes, tubes, plates and boxes.</li> <li>• Chladni's figures</li> <li>• Types of microphones</li> <li>• Use of microphones.</li> </ul>	50 Marks =2 Credits
Unit 2	<p>➤ <b>Voice Culture</b></p> <ul style="list-style-type: none"> <li>• What is voice culture</li> <li>• Its importance in Music</li> <li>• Brief history of Voice Culture</li> <li>• Indian methods of voice culture</li> <li>• Western methods of voice culture</li> <li>• Physiology and anatomy of human voice</li> <li>• Breathing resonators</li> <li>• Vowel production</li> <li>• Formants in human voice</li> <li>• Importance of Yoga in voice culture</li> </ul>	50 Marks =2 Credits

## 2. Essay on Music (Cafeteria) – (213007)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Essays</b></p> <ul style="list-style-type: none"><li>• Music education at different levels – Various methods and changes occurred from time to time</li><li>• Use of technology in the field of music</li><li>• Importance of Psychology in music.</li><li>• Relation between society and music.</li><li>• Applied Music</li><li>• Use of music library</li><li>• Role of media in popularizing classical music</li><li>• Importance of literature in various music forms</li><li>• Music and other art forms</li></ul>	100 Marks = 4Credit

### 3. Rag Gayan And Viva (Practical Paper) – (213008)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Khyal Gayan</b></p> <p>One Bada Khayal and one Chota Khayal (For Vocal)  Masitkhani and Razakhani gat (For Instrumental)  from any five of the following ragas with Gayaki Anga</p> <p>For Vocal – Aalap, Sargam, Taan)  For Instrumental – Aalap, Layakari, Jod, Zhala)</p> <ul style="list-style-type: none"> <li>• Abhogi</li> <li>• Natbhairav</li> <li>• Pooriya Kalyan</li> <li>• Nand</li> <li>• Lalat</li> <li>• Madhukauns</li> <li>• Devgiri Bilawal</li> </ul>	50 Marks = 2 Credits
Unit 2	<p>➤ <b>Study of non-detail Ragas (swarawistar and bandish)</b></p> <ul style="list-style-type: none"> <li>• Gauri (Bhairav or Poorvi)</li> <li>• Gavati</li> <li>• Basant</li> </ul>	25 Marks = Credit
Unit 3	<p>➤ <b>Study of semi classical forms for Vocal (Any two)</b></p> <ul style="list-style-type: none"> <li>• Kajari</li> <li>• Chaiti</li> <li>• Jhoola</li> <li>• Hori</li> </ul> <p><b>For instrumental -</b></p>	25 Marks = Credit

#### 4. Stage Performance (Practical Paper) – (213009)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Presentation of Ragas</b> Student should present any one of ragas mentioned in module 113004</p> <p>The performance should not be less than 30 min in presence of invited audience</p> <p><b>For Instrumental</b> – Alaap, Jod, Jhala, Masitkhani and Razakhani gat</p>	75 Marks = 3 Credits
Unit 2	<p>➤ <b>Presentation of Light Music</b> <b>For Vocal</b> - Any one Natyageet / Gazal</p> <p><b>For instrument</b> - Any one dhun in Mand or Dhani</p>	25 Marks = 1credit

**5. Study of Various Types of Songs in Indian Music (Practical Paper) – (213010)**

**Marks : 100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<ul style="list-style-type: none"> <li>➤ Recitation of                             <ul style="list-style-type: none"> <li>i) One Light Song</li> <li>ii) One Folk Song</li> <li>iii) One Rabindra Sangeet</li> <li>iv) One Patriotic Song</li> </ul> </li> </ul>	25 Marks = 1 Credit
Unit 2	<ul style="list-style-type: none"> <li>➤ Harmonium accompaniment for above forms (any two)</li> <li>➤ LAHARA accompaniment for Tabla.</li> </ul>	25 Marks = 1 Credit
Unit 3	<ul style="list-style-type: none"> <li>➤ Playing Basic Talas on Tabla .(any two)                             <ul style="list-style-type: none"> <li>i) Teental</li> <li>ii) Roopak</li> <li>iii) Ektal</li> <li>iv) Dadra</li> <li>v) Keherwa</li> </ul> </li> </ul>	25 Marks = 1 Credit
Unit 4	<ul style="list-style-type: none"> <li>➤ Reciting 2 Dhamars</li> </ul>	25 Marks = 1 Credit

## Semester – III

### 1. Applied Theory of Ragas - (313011)

**Marks: 100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Theoretical Study of Ragas</b></p> <p>Theoretical Study and comparison of ragas prescribed in practical module 113014 Named Rag Gayan &amp; Viva for M.A. Part II with Swarvistar &amp; Tana.</p>	25 Marks = 1 Credit
Unit 2	<p>➤ <b>Writing Notation</b></p> <p>Writing notation of Bada Khayal / Masitkhani gat and Chota Khayal / Razakhani gat from the ragas prescribed in practical module 113014 of M.A. part II</p>	25 Marks = 1 Credit
Unit 3	<p>➤ <b>Theoretical study of</b></p> <ul style="list-style-type: none"> <li>• Thumari</li> <li>• Tappa</li> <li>• Tarana</li> </ul>	25 Marks = 1 Credit
Unit 4	<p>➤ <b>Dance Music</b></p> <p>Vocal and instrumental accompaniment for Kathak and Bharatnatyam.</p>	25 Marks = 1 Credit

## 2. Research Methodology (Cafeteria) – (313012)

Marks : 100 (4 credits)

Unit	Course Content	Marks
Unit 1	<ul style="list-style-type: none"> <li>• What is research</li> <li>• Areas of research in music</li> <li>• Sources of research</li> <li>• Hypothesis</li> <li>• Synopsis</li> <li>• Index</li> <li>• Bibliography</li> <li>• Foot notes</li> <li>• Methods of research                             <ul style="list-style-type: none"> <li>i) Historical</li> <li>ii) Analytical</li> <li>iii) Empirical</li> <li>iv) Comparative</li> </ul> </li> </ul>	50 Marks = 2 credits
Unit 2	<p>➤ <b>Work &amp; Contribution of Musicologists -</b></p> <ul style="list-style-type: none"> <li>• B.R.Devdhar</li> <li>• S.N. Ratanjankar</li> <li>• Dr. Premlata Sharma</li> <li>• Dr. Ashok Ranade</li> <li>• Vamanrao Deshpande</li> </ul>	50 Marks = 2 credits

### 3. World Music And Western Music – (313013)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Music of Asian countries:-</b></p> <ul style="list-style-type: none"> <li>• China</li> <li>• Iran</li> <li>• Japan</li> <li>• Indonesia</li> <li>• Thailand</li> </ul>	50 Marks = 2 Credits
Unit 2	<p>➤ <b>Western Music :-</b></p> <ul style="list-style-type: none"> <li>• Brief history</li> <li>• Forms of vocal music – <ul style="list-style-type: none"> <li>i) Song</li> <li>ii) Opera</li> <li>iii) Oratorio</li> <li>iv) Religious music</li> </ul> </li> <li>• Short notes – <ul style="list-style-type: none"> <li>i) Rhythm</li> <li>ii) Syncopation</li> <li>iii) Meter</li> <li>iv) Tempo</li> <li>v) Dynamic cadence</li> </ul> </li> <li>• Forms of instrumental music – <ul style="list-style-type: none"> <li>i) Binary and ternary forms</li> <li>ii) Suite</li> <li>iii) Sonata</li> <li>iv) Symphony</li> <li>v) Concerto</li> <li>vi) Rondo</li> <li>vii) Fugue</li> <li>viii) Cannon</li> <li>ix) Theme and variation</li> </ul> </li> <li>• Classification of western musical instruments with their details (Two instruments in each category)</li> <li>• Staff notation</li> </ul>	50 Marks= 2 Credit



#### 4. Raag Gayan And Viva (Practical Paper) - (313014)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Khyal Gayan</b></p> <p>One Bada Khayal and one Chota Khayal (For Vocal) Masitkhani and Razakhani gat (For Instrumental) from any five of the following ragas with Gayaki Anga (For Vocal – Aalap, Sargam, Taan) (For Instrumental – Aalap, Layakari, Jod, Zhala)</p> <ul style="list-style-type: none"> <li>• Bhatiyar</li> <li>• Komal Rishabh Asawari</li> <li>• Shuddh Sarang</li> <li>• Rageshree</li> <li>• Gaud Malhar</li> <li>• Jayjayvanti</li> <li>• Marubihag</li> </ul>	50 Marks = 2 Credits
Unit 2	<p>➤ <b>Study of non-detail Ragas (Swarvistar &amp; Bandish)</b></p> <ul style="list-style-type: none"> <li>• Jogkauns</li> <li>• Jhinjoti</li> <li>• Behagada</li> </ul> <p>➤ <b>One Tappa (outline) for vocal</b></p> <p>➤ <b>For instrumental</b></p> <p>One gat in Parameshwari or Janasammohini .</p>	50Marks = 2 Credits

## 5. Stage Performance (Practical Paper) –( 313015)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Presentation of Ragas</b></p> <p>Student is supposed to prepare any one of ragas mentioned in module 113008 (Named Raga Gayan and Viva at M.A. 1, Semester II)The performance should not be less than 30 min.(named Rag Gayan &amp; viva ) in presence of invited audience (alap, jod, jhala, masitkhani and razakhani gat for instrumental music)</p>	75 Marks = 3 Credits
Unit 2	<p>➤ <b>Presentation of Light Music</b></p> <p>Any one form from the following</p> <ul style="list-style-type: none"> <li>• Dadara</li> <li>• Kajari</li> <li>• Hori</li> <li>• Jhoola</li> </ul>	25 Marks = 1 credit

## Semester IV

### 1. Aesthetics & Criticism – (413016)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Asthetics</b></p> <ul style="list-style-type: none"><li>• What is Aesthetics</li><li>• Concept of Rasa</li><li>• Aesthetics of swara, laya and bandish.</li><li>• Aesthetic principles of Vocal forms.</li><li>• Aesthetic Principles of Gharanas in Khayal ( for Vocal)</li><li>• Different Baj ( for instrumental)</li></ul>	50 Marks=2 Credits
Unit 2	<p>➤ <b>Criticisim</b></p> <ul style="list-style-type: none"><li>• What is criticism</li><li>• Historical review of criticism in India</li><li>• Norms of criticism of live performance, recorded music and books</li><li>• Effect of criticism on music, musician and listeners.</li><li>• What are the merits and demerits of a critic</li></ul>	50 Marks=2 credit

## 2. Natyasangeet – (413017)

Marks: 100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Detail theoretical Study of Natyasangeet.</b></p> <ul style="list-style-type: none"><li>• Brief History upto Kirloskar period.</li><li>• Structural changes from Kirloskar period to present period.</li><li>• Salient features of Natyasangeet</li><li>• Various forms used in Natyasangeet .</li><li>• Eminent Personalities – Bal Gandharva, Deenanath Mangeskar, Pt. Vasant Rao Deshpande , Jyotsna Bhole, Ram Marathe Chota Gandharva</li><li>• Music Director – Pt. Bhaskar Bua Bakhale, Govind Rao Tembe, Master Krishnarao Phulambrikar Keshavrao Bhole, Pt. Jitendra Abhisheki</li></ul>	100 Marks = 4 Credits

### 3. Rag Gayan And Viva (Practical Paper) –( 413018)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Khyal Gayan</b></p> <p>One badaKhayal and one chotaKhahyal (Masitkhani and razakhani Gat for instrumental Music) from any five of the following ragas with gayakianga (alap, sargam. Laykari, tan, Jhala etc.)</p> <ul style="list-style-type: none"> <li>• ShyamKalyan</li> <li>• Chandrakauns</li> <li>• NayakiKanada</li> <li>• GorakhKalyan</li> <li>• BairagiBhairav</li> <li>• Vibhas</li> <li>• DarabariKanada</li> </ul>	50 Marks=2 Credits
Unit 2	<p>a) <b>Non detail ragas</b></p> <ul style="list-style-type: none"> <li>• BhinnaShadja</li> <li>• Shankara</li> <li>• Bhairavi</li> </ul> <p>-----</p> <p>b) One Thumari outline (for vocal)</p> <p>One dhun in deepchandi (for instrumental)</p>	<p>25 Marks= 1 Credit</p> <p>25 Marks= 1 Credit</p>

#### 4. Stage Performance (Practical Paper) – (413019)

Marks:100 (4 credits)

Unit	Course Content	Marks
Unit 1	<p>➤ <b>Presentation of Ragas</b></p> <p>a) Student is supposed to prepare any one of ragas mention in module 113014 or 113018 (Named Raga Gayan and Viva at M.A. II, SemesterIII &amp; IV)</p> <p>The performance should not be less than 30 min in presence of invited audience (alap, jod, jhala, masitkhani and razakhani gat for instrumental music)</p> <p>➤ <b>Presentation of Light Music</b></p> <p>b) Student will Prepare 3 chotaKhayalsin ragas from entire syllabus.out of which . one raga to be presented by examiners choice. (Note- these three ragas should be other than raga presented in section a)</p>	<p>75Marks = 2 Credits</p> <p>25Marks = 2 Credits</p>

## 5. Practical Study of Different Forms of Music (Practical) – (413020)

**Marks:100 (4 credits)**

Unit	Course Content	Marks
Unit 1	<ul style="list-style-type: none"><li>• 3 – Gazal,</li><li>• 2 – NatyaGeet</li><li>• 2 – Nirguni Bhajan</li><li>• 3- Hindi film songs based on ragas.</li></ul>	50 Marks= 2 Credits
Unit 2	<ul style="list-style-type: none"><li>• Tarana</li><li>• Ashtapadi</li><li>• Ragmala</li></ul>	25Marks = 1 Credit
Unit 3	Reciting two Dhrupads outline.  Dhamar for instrument.	25Marks = 1 Credit

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



## **Centre For Distance Education**

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

### **PROGRAM PROJECT REPORT**

**M.A Political Science**

**2018 – 2019**



## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Political Science “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Social Science".

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

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

**Reviewed and Approved by:**

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

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

**Signatures**

**Registrar**

**Director, CDE**

## **Vision**

Today we visualise the 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 beneficts are same as regular Degree holders.
- Annual Exam Pattern
- Contact Session Facility available at centre for distance education

### **Academic Programmes:**

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

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

❖ **B.Com**

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

❖ **M.com**

## Admission Process

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

- ❖ **Fees:**     **M.A. I – Rs. 5475/- (S.N.D.T. University)**  
                  **M.A. I – Rs. 5475/- (Other University)**  
                  **M.A. II – Rs. 5475/-**

### ➤ **Syllabus:**

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

### ➤ **Study Material Preparation**

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

### ➤ **Credit System:**

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

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

### ➤ **Programme Delivery**

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

- a) **Self-Instructional Written Material:** The printed study material (written in self-instructional style) for both theory and practical components of the programmes will be supplied to the learners in batches of books for every course. A book usually comprises 8 to 10 units.
- b) **Counselling Sessions:** In distance education, face-to-face contact between the learners and their tutors/counsellors is relatively less and, therefore, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication. It also intends to provide you an opportunity to meet your fellow students. There are academic counsellors at the Study Centres to provide counselling and guidance in the courses that are chosen for study. Normally, these sessions will be held at the Study Centres during week-ends (Saturdays and Sundays). Note that the counselling sessions will be very different from the classroom teaching or lectures. Counsellors will not be delivering lectures as in conventional teaching. They will try to help learners to overcome difficulties which they face while studying for the programme.
- c) **Instructional System:** The methodology is more learner-oriented, and the student has to be an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.
- d) **Student Support Services:** These include counselling sessions, practicals, library facilities, disseminating information and advice. The Study Centre will also be equipped with some useful books on the subjects of this programme. These will be accessible to the participants during their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with the Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

## ➤ **Evaluations System**

### **Evaluation system will comprise.**

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

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

## ➤ **11.1 Feedback on performance to learners**

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

## Semester I

### 1. Political Theory (109001)

**Marks: 100 (4 credits)**

#### **Objective:**

This Course gives a broad overview of the essential character and role of political theory within the larger discipline of Political Science. Student gets an historical overview of the fundamental concerns of the discipline of Political Science. She is equipped with the basic conceptual framework of the discipline.

Unit	Course Content	Marks
Unit 1	<b>1. Nature and Significance of Political Theory</b> a. What is theory?: Difference between theory, thought, philosophy and ideology b. Changes in nature of the term 'theory': Little Theories, Grand Theories c. Changes in the content of the term 'political' d. Why do we study political theories?	<b>10</b>
Unit 2	<b>2. Importance and Limitations of the Classical Tradition</b> a. Essential characteristics of Classical Tradition b. Overview of the Contribution of Ancient Political Philosophers to Political Theory with reference to Plato, Aristotle, Polybius, Cicero c. Significance of value based approach d. Medieval Period: Emergence of Christianity and its impact on the Political Theory e. Advent of Positivism and its impact on Political Theory	<b>20</b>
Unit 3	<b>3. Modern Approaches: Behaviouralism, Post-behaviouralism and Marxism</b> a. Positivist Social Sciences, Vienna Circle and Institutionalisation of the discipline of Political Science in the West b. Chicago School and the Search for Universal Theory c. Essential tenets of Behaviouralism d. Post Behaviouralism and Critique of Behavioural assumptions e. Beyond post - behaviouralism f. Behaviouralism vis-à-vis Marxism: Stability versus change & scientism versus	<b>30</b>

	<p>humanism debates.</p> <p>g. Decline and Revival of Political theory</p> <p>h. Marxist approach to Political Theory:</p> <p>i. Variations in Traditional Marxist Approach: Marx, Engels, Lenin &amp; Gramsci</p> <p>j. Introduction to the Frankfurt school</p>	
<b>Unit 4</b>	<p><b>4. Civil Society and the State</b></p> <p>a. Historical Evolution of the idea of Civil Society:</p> <ul style="list-style-type: none"> <li>- Liberal idea,</li> <li>- Political Economy &amp; Civil society,</li> <li>- Hegelian Civil Society,</li> <li>- Marx, Gramsci &amp; Civil Society.</li> </ul> <p>b. Contemporary Revival of Civil Society: Global Civil Society</p> <p>c. Difference between State and Civil Society, Difference between State and Nation</p> <p>d. Social Contract and State</p> <p>e. Neutral State, Class State and Patriarchal State</p> <p>f..Challenges to the Sovereignty of State</p>	<b>20</b>
<b>Unit 5</b>	<p><b>5. Citizenship &amp; Nation</b></p> <p>a. Historical Evolution of the concept of Citizenship</p> <p>b. Idea of Equal and Universal Citizenship: Marshall &amp; His Critique</p> <p>c. Limits of Liberal Citizenship</p> <p>d. Citizenship in the New Context: Multiculturalism &amp; Globalization</p> <p>e. Objective &amp; Subjective Criteria of Nation.</p>	<b>20</b>

## 2.Administrative Theory (109002 )

**Marks: 100 (4 credits)**

**Objective:**

Student is exposed to the evolution of and major approaches prevailing in the sub-field of Public Administration. She is familiarised with the theoretical debates pertaining to the dynamics of bureaucracy and public policy.

No	Course Content	Marks
Unit 1	<b>1.The Study of Administration: Its Nature and Development</b> a. Changing nature of administration – Art Science or Profession, Political nature b.Development of administration – Paradigm by Nicholas Henry c. New Public Management, Public Choice Approach, Governance, Entrepreneurial Government	15
Unit 2	<b>2. Ecological, Decision-Making and Political Economy Approaches</b> a. Modern Approached to Public Administration b. Ecological Approach – Riggs Contribution, Riggs typology and Sala Model c. Decision Making Approach – Simon’s Contribution, Garbage Can Model, Muddling Through Model, Mix Scanning Model d. Political Economy Approach – Meaning, contributions by Anthony Downs	25
Unit 3	<b>3. Development Administration</b> a. Development Administration – Meaning, Emergence, b. Approaches c. Riggs contribution	15
Unit 4	<b>4. Bureaucracy and Society: Weberian, Marxist and Feminist Perspectives</b> a. Weberian argument – Ideal Type Bureaucracy by Weber, Context and Characteristics of Bureaucracy, Criticism of Weberian Model b. Marxist understanding of Bureaucracy c. Feminist Perspective – Feminist argument against bureaucracy, Arguments by Cathy Fergusson, Camilla Stivers	25
Unit 5	<b>5. Public Policy: Theories and Processes</b> a.Stages of Public Policy Making b.Role of Parties c. Role of Pressure Groups d. Role of Public Opinion	20



### 3. Theoretical Aspects of International Politics (109003 )

**Marks 100 (4 credits)**

**Objective:**

This Course focuses on the study of International Politics as a sub-field of Political Science. Student is exposed to the major approaches and concepts in the sub-field. She is familiarised with different perspectives on the organization of the international political system. Student is equipped to explore and analyse the power dynamics at international level.

No	Course Content	Marks
<b>Unit 1</b>	<b>1.The Study of International Politics: Its Nature and Scope</b> a. Evolution of the Discipline: Major Stages b. Sub – disciplines of the discipline of International Politics	<b>15</b>
<b>Unit 2</b>	<b>2. Major Approaches: Realism, Idealism, Systems Theory, Marxism and Feminism</b> a. Realism and Neo - Realism: Basic Assumptions b. Idealism: Major Debates c. Systems Theory: Contribution and Limitations d. Marxism: Nature of the International System, International Political Economy and Dependency Theory e. Feminism: Interrogations about the prevailing conceptual framework of IR	<b>25</b>
<b>Unit 3</b>	<b>3. The Concept of National Power: Its Constituents and Limitations</b> 1. Debates about the constituent of the National Power 2. Limitations of the National Power in the contemporary scenario	<b>15</b>
<b>Unit 4</b>	<b>4. The Management of Power: Balance of Power and Collective Security</b> a. Hans Morgenthau: Basic Assumptions of the Balance of Power b. Types of Balance of Power system c. Debates about the efficacy of Balance of Power d. Essential tenets of Collective security system e. Efficacy of the Collective security	<b>25</b>
<b>Unit 5</b>	<b>5. The Concept of Non-alignment: Bases, Role and Relevance</b> a. Principle Assumptions of Non Alignment b. Role Played by the NAM in the Cold War period c. Relevance of NAM in a the post-Cold War world	<b>20</b>

#### 4. Theoretical Aspects of Comparative Politics (109004 )

**Marks: 100 (4 credits)**

**Objective:**

Student is exposed to the evolution of and major approaches within the sub-field comparative politics. Student is equipped to compare various political systems by using different approaches and parameters of comparative inquiry.

No	Course Content	Marks
<b>Unit 1</b>	<b>1.The Study of Comparative Politics: Its Nature and Development</b> a.Origins of Comparative Politics b. Development of Comparative Analysis: Renaissance, Enlightenment, Historicism, c. Emergence of Formal and Legal studies, Evolutionalism, Political Sociology d. Distinction between Traditional and Modern Comparative Politics	<b>20</b>
<b>Unit 2</b>	<b>2. Systems and Structural-Functionalist Approaches</b> a. David Easton's Theory of Political System: Input - Out Put Model b. Gabriel Almond's Theory of Structural Functionalism (Meaning of Political Structure, Functions of Political Systems – Capabilities Functions, System Maintenance and Adaptation Functions and Conversion Functions)	<b>20</b>
<b>Unit 3</b>	<b>3. Marxist and Feminist Approaches</b> a. Class approaches to Comparative Analysis: Stages of Capitalist Development, Dependency Theories b. Gender in Comparative Politics: Patriarchy & State in Comparative perspective	<b>20</b>
<b>Unit 4</b>	<b>4. Strategies for Comparison</b> a. Levels of Analysis & Causal Theories b. Themes for Comparative Analysis: State – Economy – Democratic Ideas – Collective Identity	<b>15</b>
<b>Unit 5</b>	<b>5. Typology of Political Systems</b> a. Almond's Typology (Primitive, Traditional, Modern Systems) b. Blondel's Typology (Liberal Democratic, Authoritarian, Conservative, Radical & Populist Systems) c. Macormiks' Typology (Liberal Democracies, Communist & Post – Communist States, New Democracies, Less Developed States, Islamic States & Marginal States)	<b>25</b>

## 5. Indian Political System (109005)

**Marks: 100 (4 credits)**

### Objective:

Students is exposed to the historical and structural dimensions of Indian Political System. She is familiarised with the major debates about the structural set up of Indian politics. She is equipped with the terms of reference for analysing contemporary Indian Politics.

No	Course Content	Marks
<b>Unit 1</b>	<b>1.The Colonial Legacy of the Indian Political System</b> a. Contribution of British Acts and Legislations b. Continuity and Change – Constitutional Framework, Administration, Political Structures	<b>15</b>
<b>Unit 2</b>	<b>Salient Features of the Indian Political System</b> a. Democracy – Substantive or Procedural? b. Secularism and Pseudo Secularism c. Federalism – From Cooperative Federalism to Competitive Federalism d. Independent Judiciary – Issues : Politicization, Judicial	<b>25</b>
<b>Unit 3</b>	<b>Changing Nature of Party and Electoral Politics</b> a. Era of One Party Dominance – ‘Congress System’ b. Decline of Congress System c. National Parties and Regional Parties, d. Post 90s Electoral Politics – Fragmentation of Party System, Impact Mandir,Market, Mandal issues e. Emergence of Coalition politics	<b>25</b>
<b>Unit 4</b>	<b>4. Contemporary Challenges: Terrorism, Corruption and Regionalism</b> a. Challenges posed by Terrorism and responses of Indian Political System b. Challenges posed by Corruption and response of Indian Political System c. Regionalism – Language Politics, Punjab and Assam Crises, Emergence of regional parties	<b>20</b>
<b>Unit 5</b>	<b>5. India’s Role in World Politics</b> a. Changing nature of World Politics and Changing role of India b. UNO and India’s Role c. Indian’s Role in the developing countries	<b>15</b>

## Semester II

### 1. Political Philosophy (209006)

**Marks: 100 (4 credits)**

**Objective:**

Student is introduced to the debates about the compulsions and predicaments of collective human life as well as to the debates about individual's relationship with the collectivity. She is familiarised with the various patterns of organising collective life. Student is equipped to explore the moral roots of political problems.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1. Grounds of Political Obligation</b> a. Justifications for Authority b. Moral & Prudential Obligations c. Grounds of Political Obligation: Contract, Consent, General Will, Justice & Common Good)	<b>15</b>
<b>Unit 2</b>	<b>2. Political Disobedience and Resistance</b> a. Intellectual Foundations of Political Disobedience: Thoreau, Gandhi, Martin Luther King (Jr.), Russell b. Debate over the objections to the idea of disobedience: Majority rule, Participation in Democratic Rule, Lawful channels of Protest c. Difference between Conscientious Resister and Civil Disobedient d. Theories of Resistance: Althusser, Foucault, Feminist view	<b>15</b>
<b>Unit 3</b>	<b>3. Democracy, Liberty and Rights</b> a. Aspects of Liberal Democracy b. Democracy: Procedural Democracy and Substantive Democracy Debate c. Two concepts of liberty: Positive & Negative d. Isaiah Berlin's concept of liberty e. Theories of Rights: (Theory of Natural Rights, Utilitarian Theory of Rights, Libertarian Theory of Right, Human Rights) f. Individual Rights - Group Rights Debate: Communitarian & Multicultural Perspectives.	<b>25</b>
<b>Unit 4</b>	<b>4. Equality and Justice</b> a. Equality: Evolution of the Concept b. Liberal, Marxist and Feminist understanding of Equality c. Rawls's Libertarian critique of Distributive Justice d. Amartya Sen's views on justice e. Interdependence of Equality and Justice	<b>20</b>
<b>Unit 5</b>	<b>5. Recent trends: Post Modernism &amp; Feminism</b> a. Post Modernism and Changed nature of Knowledge b. Post modernism and Late Capitalism c. Issues raised by Feminism with reference to the nature of Political Theory	<b>25</b>

## 2. Issues in Administration (209007)

**Marks: 100 (4 credits)**

### Objective:

Student is introduced to the key issues pertaining to administrative structures and processes. She is familiarised with the problems that emerge from the interaction of administration with politics and economics.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1. Administration and Politics: Civil Service Neutrality and Integrity</b> a. Relation between Administration and Politics – types of administration and type of political culture b. Neutrality – meaning, Concept of Representative Bureaucracy, Committed Bureaucracy c. Integrity – meaning, administrative corruption, measures to maintain integrity	<b>15</b>
<b>Unit 2</b>	<b>2. Economic Administration in a Planned Economy and Free Market Economy</b> a. Features of Planned System, Role of state in the Planned System, Role of administration in it, Planning Commission b. Planned System – Role of administration in the Russia, Post-Soviet Communist Countries c. Features of Free Market System, Role of state in the Free Market System, Role of Administration in it, Independent Regulatory Commission d. Free Market system – Role of administration in the U.S.A., Advanced Industrialist States	<b>15</b>
<b>Unit 3</b>	<b>3. Administrative Ethics and Accountability</b> a. Importance of Administrative Ethics b. Code of Administrative Ethics c. Ethics as a tool of accountability d. Difference between responsibility and accountability e. Agencies of ensuring accountability	<b>25</b>
<b>Unit 4</b>	<b>4. Governance: Issues and Challenges</b> a. Concept of Governance b. Administrative Reforms and Governance c. Good Governance	<b>20</b>
<b>Unit 5</b>	<b>5. Recent Trends:</b> a. Modernisation of Administration, b. Partnership with Industry c. Non – Governmental Organisations (NGOs), Disaster Management	<b>25</b>

### 3. Issues in World Politics (209008)

**Marks:100 (4 credits)**

**Objective:**

Student is introduced to the mechanism with which nations pursue their interests. She is familiarised with the way they compete, conflict and compromise with each other. She is equipped to analyse and explain the politics at international level.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Foreign Policy and Diplomacy</b> a. Role of Foreign Policy b. Determinants of Foreign Policy c. Determinants of Diplomacy d. Limitations of Diplomacy	<b>15</b>
<b>Unit 2</b>	<b>2. War, Arms Race and Disarmament</b> a. War: Meaning, Causes, Changes in the nature b. Feminist critique of war c. Arms Race: Causes and Impact d. Disarmament: Means and Efforts	<b>25</b>
<b>Unit 3</b>	<b>3.International Law and Organisation</b> a. Achievements b. Limitations c. Prospects	<b>15</b>
<b>Unit 4</b>	<b>4.Regional Organisations</b> a. Patterns: Economic, Cultural, Strategic, Regional b. Role played in International Relations c. Importance of Regional Organisations	<b>20</b>
<b>Unit 5</b>	<b>5. Contemporary Challenges: Terrorism, Human Rights, Globalisation and Clash of Civilisations</b> a. Terrorism: Phases & Impact on International Relations b. Human Rights: Mechanisms to assure Human Rights, Impact on IR c. Globalisation: Changes in the International Political Economy and consequent implications for international Relations d. Clash of Civilisation: Context, argument and Implications	<b>25</b>

## 4. Issues in Comparative Politics (209009)

**Marks:100 ( 4 credits)**

### Objective:

This Course provides a broad overview of the various conceptual frameworks that have been used over the years for comparative political analysis across the paradigms. Student is introduced to the various classificatory schemes that have resulted from such analysis. She is thus equipped to with conceptual tools to undertake comparative political analysis.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>1.Political Culture and Socialisation</b> a. Types of Political Culture: Parochial, Subject, Participatory b. Levels of Political Culture: System, Process, Policy c. Agents of Political Socialisation.	<b>20</b>
<b>Unit 2</b>	<b>2. Political Elites and Classes</b> a..Elite Theories: Organisational Approach, Institutional Approach, Economic Approach & Psychological Approach b. Class: Economic class & Social Class: Marxist view &NicosPoulantzas's views	<b>20</b>
<b>Unit 3</b>	<b>3.Political Parties and Elections</b> a. Determinants & Functions of Political Party b.Typologies of Political Parties: Blondel's Typology, Sartori's Typology &Duverger's Typology c. Electoral Systems for Parliaments & for Presidents d. Elections in Authoritarian Regimes & in Liberal Democracies	<b>20</b>
<b>Unit 4</b>	<b>4.Interest Groups and People's Movements</b> a. Forms of Interest Groups: Anomic, Non – associational, Institutional & Associational. b.Interest Group Systems: Pluralist Interest Group Systems, Democratic Corporatist interest group systems, Controlled Interest Group Systems c. Determinants of People's Movement d. Issues raised by People's Movements	<b>20</b>
<b>Unit5</b>	<b>5. Political Development and Revolution</b> a. Modernisation as development: Apter's view b. Lucian Pye's view on Political development c. Samuel Huntington's view on Political Development d. Revolution as systemic problem e. Marxist Theory of Revolution f. Skocpol's Theory of Revolution	<b>20</b>

## 5. Politics and Society in India (209010)

**Marks:100 (4 credits)**

### Objective:

This Course highlights the dynamics of politics-society interaction in India. Students is familiarised with the impact of social stratification on politics and new forms of popular mobilisation in India. She is equipped with an analytical insight into the political history of the post – independence India.

Unit	Course Content
<b>Unit 1</b>	<b>1. Salient Features of Indian Political Culture</b> a. People's Participation b. Secularism c. Nationalism d. Voting culture – Political Symbols
<b>Unit 2</b>	<b>2. Political Economy of Development in India</b> a. Nehruian Model of Development b. Political Economy of Development in the post – liberalisation period
<b>Unit 3</b>	<b>3. Role of Class, Caste and Gender</b> a. Role of Working Class, Agricultural Classes and Middle Class in India b. Dalit Politics & O. B. C. Politics: Pre and Post – Mandal Caste Politics, Regional variations in caste mobilisation c. Issues raised by Women's Movement, Women in Power & Politics of Women's Reservation
<b>Unit 4</b>	<b>4. Role of Ethnicity and Religion</b> a. Ethnicity as an aspect of the politics in the North – East b. Factors responsible for communalism, causes of riots & Phases of communal politics.
<b>Unit 5</b>	<b>5. Rise of People's Movements</b> a. Context of the rise of people's movement b. Agenda before the people's movements c. Challenges before the people's movements



## Semester III

### 1. Research Methods for Political Enquiry (309011)

**Marks: 100 (4 credits)**

**Objective:**

This Course encompasses the important steps involved in carrying out a research project in political science. It will expose students both to the quantitative and qualitative methods of research, introduce them to the basic techniques of data analysis and also to write reports and theses. Student is equipped to undertake a research project.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Scientific Method of Political Enquiry</b> <ol style="list-style-type: none"> <li>Meanings of Methodology</li> <li>Positivist, Interpretative &amp; Critical Paradigms &amp; Ensuing research Methods</li> <li>Basic Assumptions of Quantitative Methodology</li> <li>Basic Assumptions of Qualitative Methodology</li> </ol>	<b>20</b>
<b>Unit 2</b>	<b>Sampling and Research Design</b> <ol style="list-style-type: none"> <li>Terminology of Sampling</li> <li>Types of Sampling</li> <li>Essential aspects of Quantitative Research Design</li> <li>Essential aspects of Qualitative Research Design</li> </ol>	<b>15</b>
<b>Unit 3</b>	<b>Techniques of Data Collection</b> <ol style="list-style-type: none"> <li>Observation: Types &amp; Essential considerations</li> <li>Interview: Types &amp; Essential considerations</li> <li>Questionnaire: Types &amp; Essential consideration</li> </ol>	<b>20</b>
<b>Unit 4</b>	<b>Content Analysis &amp; Hermeneutics</b> <ol style="list-style-type: none"> <li>Content Analysis: Usage &amp; Preparing of coding schedule &amp; coding manual</li> <li>Hermeneutics: Types – Conservative, Moderate, Critical &amp; Radical</li> </ol>	<b>20</b>
<b>Unit 5</b>	<b>Techniques of Data Analysis</b> <ol style="list-style-type: none"> <li>Dealing with Quantitative Data: Coding, Entering, Cleaning</li> <li>Frequency Distribution, Central Tendency and Measures of Variation</li> <li>Introduction to Qualitative Data Analysis</li> </ol>	<b>15</b>
<b>Unit 6</b>	<b>Report Writing</b> <ol style="list-style-type: none"> <li>Writing Process</li> <li>Essential aspects of a Research Report</li> </ol>	<b>10</b>

## 2. Modern Political Ideologies (309111)

**Marks: 100 (4 credits)**

### Objective:

Student is introduced to the emergence and nature of ideological thought and is familiarised with the major debates on the continued relevance of ideologies. Student is equipped to analyse the role played by modern ideologies in shaping political life.

Unit	Course Content	Marks
Unit 1	<b>Nature and Significance of Ideologies</b> <ol style="list-style-type: none"> <li>Meaning of the term Ideology</li> <li>Characteristics of Ideologies</li> <li>Perspectives on Ideology</li> <li>Ideology and Utopia</li> <li>End of Ideology and End of History Debates</li> </ol>	20
Unit 2	<b>Liberalism</b> <ol style="list-style-type: none"> <li>Emergence and doctrinal basis: Natural Rights, Principle of Utility, Social Contract theory</li> <li>Central themes: Individualism, tolerance, liberty, equality, justice, fraternity, Constitutionalism</li> <li>Salient features of classical &amp; modern liberalism</li> <li>Contribution of John Rawls</li> <li>Neo-liberalism &amp; libertarianism</li> </ol>	20
Unit 3	<b>Socialism</b> <ol style="list-style-type: none"> <li>Origins of Socialism</li> <li>Core Themes: Opposition to Private Property, Economic equality, Opposition to exploitation, Opposition to Capitalism</li> <li>Types of Socialism: Utopian Socialism, Scientific Socialism, Democratic Socialism</li> <li>Major Debates in Socialism: Base – Super – Structure Relations, Revolution versus Reform, Issue of violence, Role of Party</li> </ol>	20
Unit 4	<b>Nationalism</b> <ol style="list-style-type: none"> <li>Types of Nationalism: Progressive Nationalism, Ethnic Nationalism, Religious Nationalism, Reactionary Nationalism</li> <li>Relation between Nationalism and Internationalism</li> <li>Debates within Nationalism:               <ul style="list-style-type: none"> <li>Nationalism as Bourgeois ideology</li> <li>Modernist - Perennialist debate, Ethnic versus Civic nationalism</li> <li>Nation as Imagined Community</li> <li>Nationalism as Derivative Discourse</li> <li>The Post Nation Debate</li> </ul> </li> </ol>	20
Unit 5	<b>Environmentalism</b> <ol style="list-style-type: none"> <li>Origin and Development</li> <li>Core themes of environmentalism</li> <li>Environmentalism and Ecologism</li> <li>Development and Environmentalism: Sustainable Development</li> <li>Ecofeminism</li> </ol>	20

### 3. Political Process in Maharashtra (309124)

**Marks: 100 (4 credits)**

**Objective:**

This course aims to introduce the student to the interface between state and society in the State of Maharashtra. It orients her towards the major issues in Maharashtra politics. The student is equipped to analyze the unfolding of the political process in contemporary times.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Pre – 1960 Maharashtra</b> a. Legacy of the Freedom Movement b. Impact of the Non – Brahmin and Dalit Movement c. Rise of Hindutva Politics d. Samyukta Maharashtra Movement	<b>25</b>
<b>Unit 2</b>	<b>Issues of Regionalism and Sub – Regionalism</b> a. Politics of Marathi identity b. Issue of backwardness and regional imbalance c. Demand for separate Vidarbha State.	<b>25</b>
<b>Unit 3</b>	<b>Caste in Maharashtra Politics</b> a. Politics of Dominant Caste b. Patterns of Dalit Politics c. Rise and Impact of O. B. C. Politics	<b>25</b>
<b>Unit 4</b>	<b>Political Economy of Development in Maharashtra</b> a. Co – operatives b. Agrarian Interests c. Rise of Urban Interests	<b>25</b>
<b>Unit 5</b>	<b>Local Politics in Maharashtra</b> a. Patterns of Rural local Politics b. Issues in Urban Politics c. Politics in Mumbai	

#### 4. Social Movements in India (309122)

**Marks: 100 (4 credits)**

**Objective:**

The study of social movements throws light on the input aspect of political system. Student is introduced to various types of social movements in India. She is equipped to analyze the interlinks between social movements and politics.

Unit	Course Content	Marks
Unit 1	<b>Social Movements as a Framework of understanding Indian Politics</b> a. Meaning and Nature of Social Movements b. Social Movements: Old and New c. Interlinks between social movements and politics	
Unit 2	<b>Movements of Linguistic State Formation</b> a. Movement for Andhra Pradesh: Origin, Development & Impact on politics b. Movement for Maharashtra State: Origin, Development & Impact on politics	
Unit 3	<b>Peasant and Working Class Movements</b> a. Origin b. Development c. Issues d. Decline	
Unit 4	<b>Dalit Movements</b> a. Origin b. Development c. Issues	
Unit 5	<b>Tribal Movements</b> a. Origin b. Development c. Issues	
Unit 6	<b>Women's Movement</b> a. Origin b. Development c. Issues	

## 5. India and the World(309133)

**Marks: 100 ( 4 credits)**

### Objective:

This course acquaints student with how India views the world vis – a vis international politics. It introduces her to India's perception of her role in the world politics. Student is equipped to analyse and explain how India balances global concern with her national interest.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>Nature of India's Foreign Policy</b> a. Evolution b. Domestic Compulsions & External Determinants c. Non – alignment d. Post-Cold War Shifts in India's Foreign policy	
<b>Unit 2</b>	<b>India and her Neighbours</b> a. India – China Relations b. India – Pakistan Relations c. India – Sri Lanka Relations d. India's Relations with Bangladesh, Bhutan and Nepal	
<b>Unit 3</b>	<b>. India's Security Concerns</b> a. Changing Security Perspective: Internal and External Dimensions b. Trans – national dimensions: Ethno – cultural, demographic and terrorism c. Disarmament & Nuclearization	
<b>Unit 4</b>	<b>India and the International Economy</b> a. Foreign Economic Policy b. India and WTO c. India, IMF and World Bank	
<b>Unit 5</b>	<b>India and United Nations</b> a. NIEO b. UN Reforms c. India and Peace keeping missions	

## Semester IV

### 1. Main Currents of Feminist Thought(409012)

**Marks: 100 (4 credits)**

**Objective:**

This Course provides an overview of the various political strands within feminist thought. Student is introduced to recent debates within the global currents. She is equipped to within depth knowledge about the issues raised by various feminist streams in recent times.

Unit	Course Content	Marks
Unit 1	<b>Liberal Feminism</b> a. Evolution b. Issues raised	20
Unit 2	<b>Socialist Feminism</b> a. Evolution b. Issues raised	20
Unit 3	<b>Radical Feminism</b> a. Evolution b. Issues raised	20
Unit 4	<b>Black Feminism</b> a. Evolution b. Issues raised	12
Unit 5	<b>Eco Feminism</b> a. Evolution b. Issues raised	10
Unit 6	<b>Post Feminism</b> a. Major arguments b. Implications for women's liberation	8

## 2. Themes in Indian Political Thought(309114)

**Marks: 100 (4 credits)**

### Objective:

Indian Political Thought is often explored with reference to western categories and conceptual frameworks. This course offers exploration of Indian Political Thought in the context of the conceptual framework that evolved in India. Student is introduced to the Indian ideas of organising polity and society. She is equipped with in depth understanding of the nuance differences within various ideological streams.

Unit	Course Content	Marks
Unit 1	<b>Sarvodaya: MohandasKaramchand Gandhi &amp; VinobaBhave</b> a. Origin and development of Sarvodaya b. The doctrine of satyagraha c. Doctrine of Bhudan and Gram – dan d. Gandhi’s critique of Westminster model of democracy and Vinoba’s doctrine of Lokniti	25
Unit 2	<b>Anti – Caste Discourse: E. V. RamaswamyPeriyar&amp;BhimraoRaojiAmbedkar</b> a. Origin of anti-caste discourse: The Colonial context b. Analysis of Caste system & ways to annihilate the caste system c. Critique of Brahminism d. Contribution to equality discourse	25
Unit 3	<b>Hindutva: VinayakDamodarSavarkar&amp; M S Golwalkar</b> a. Construction of Hindutva: The Colonial Context – Hindu Mahasabha&RashtriyaSwayamsevakSangh b. Ideology of Hindu nationalism c. View regarding Varna and Caste system d. Views regarding Muslims, Dalit and Women	25
Unit 4	<b>Muslim Political Thinking: Syed Ahmed Khan &amp;AbulKalam Azad</b> a. Construction of Muslim Political Identity: The Colonial Context b. Responses to Modernization c. Views on State and Nation d. Views on Liberty, Equality & Fraternity	25

### 3. State Politics in India(309121)

**Marks: 100 (4 credits)**

**Objective:**

A comprehensive understanding of Indian politics necessitates in depth study of the politics within the states. This study reveals various patterns of political mobilization, electoral politics and overall democratic politics. This course introduces the student to the diversity of democratic politics in India as well as the nature of Indian federalism. She is equipped to analyze the politics in Indian states.

Unit	Course Content	Marks
Unit 1	<b>State as Unit of Politics</b> a. Formation of States b. Linguistic States c. Politics of Regional identity d. Sub – regionalism	20
Unit 2	<b>Issues in Centre – State and Inter – State Relations</b> a. President’s Rule b. Issues of Autonomy and Allocation of resources c. water and border disputes	20
Unit 3	<b>Caste and State Politics</b> a. Role of Dominant Caste b. Rise of O.B.C. c. Patterns of Dalit Politics d. Role of Caste associations	20
Unit 4	<b>Political Economy and State Politics</b> a. Regional Imbalance and the Issue of Development b. Responses to the liberalisation of economy	20
Unit 5	<b>Nature of Electoral Politics</b> a. Factors affecting electoral politics b. Parties and Party alliances c. Elections and Coalition Politics	20



#### 4. Development Administration (309132)

**Marks: 100 (4 credits)**

**Objective:**

This course acquaints student with the role administrative machinery plays in the development of society. It informs her about the changing role of state and public administration in the process of development in the post – globalisation period. It prepares her to function as administrator.

Unit	Course Content	Marks
Unit 1	<b>Nature and Significance of Development Administration</b> a. Understanding Administration as an instrument of development b. Evolution of Development Administration	
Unit 2	<b>Development Programmes: Planning and Implementation</b> a. Bloc Development Programme b. Development Programmes for Weaker Sections of the Society c. Development Programmes for Rural Development d. Development Programmes for Urban population	
Unit 3	<b>Machinery of Development Administration</b> a. Machinery at the Centre b. Machinery at the State Level c. Machinery at the local level	
Unit 4	<b>New Trends in People's Self – Development and Empowerment</b> a. From Welfarism to People's Self Development b. Empowerment of women. Tribal and minorities c. Citizen's Participation in Development	
Unit 5	<b>Development Administration in the Era of Globalization</b> a. Changing role of the State viz – a – viz development b,. International Aid and technical Assistance Programmes c. Role of Voluntary agencies in development Administration.	

## 5. Human Rights in International Politics (309134)

**Marks: 100 (4 credits)**

### Objective:

This course acquaints student with the evolution of the concept of human rights and various mechanisms available for the protection of human rights. It introduces her to the tensions within the notion of human rights as well as to the contemporary challenges.

Unit	Course Content	Marks
Unit 1	<b>Concept of Human Rights</b> a. Meaning and Historical Development b. Human Rights: One or Many c. Internationalisation of Human Rights	
Unit 2	<b>. Human Rights and United Nations</b> a. Universal Declaration of Human Rights b. UN Conventions on Human Rights	
Unit 3	<b>. Human Organisations</b> a. International Human Rights Commission b. Amnesty International c. Human Rights Commission at national and state level	
Unit 4	<b>Human Rights, Good Governance and Development</b> a. Development and Human Rights of Project affected people b. Tension between Right to Development and Right to be Human c. Good Governance practices and Protection of Human Rights	
Unit 5	<b>Challenges to Human Rights</b> a. Poverty and Global Inequities b. Discrimination c. Armed Conflict and Violence d. Knowledge gap, capacity gap and security gap	



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**Syllabus for Distance Education Students  
(w.e.f. Year – 2013 – 14)**

**M.A. Part - I English**

## English Syllabus

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3	Genre Paper III : Poetry	201005
4	The Bhakti Tradition and Twentieth Century Indian Poetry	201143
5	Novels by Women Writers	201306

## **M.A-I**

### **Semester I**

#### **Paper – 1 Modern Critical Theory (101001)**

**Marks: 100 (4 credits)**

Objectives:

1. To introduce students to significant critical theory which influenced and transformed literary studies

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	(i) Ferdinand de Saussure Selections from Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988  (ii) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences. From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988	25
2	Michel Foucault  What is an Author?  From Modern Criticism and Theory: A Reader, ed. By David Lodge, Longman: 1988	25
3	Edward Said: Selections from Orientalism,  Vintage Books, New York 1979.	25
4	Gayatri Chakravorty Spivak:  Can the Subaltern Speak?	25

#### **Recommended Readings:**

1. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi: Atlantic, 2007.
2. Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.

3. Nagarajan M. S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Black Swan, 2006.
4. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008
5. Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.
6. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
7. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
8. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.
9. Fowler, Roger. Ed. A Dictionary of Modern Critical Terms. Rev. ed. London: Routledge & Kegan Paul, 1987.
10. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. London: Blackwell, 2005.
11. Harmon, William; Holman, C. Hugh. A Handbook to Literature. 7th ed. Upper Saddle River, N.J. : Prentice-Hall, 1996.
12. Hall, Donald E. Literary and Cultural Theory: From Basic Principles to Advanced
13. Application. Boston: Houghton, 2001.
14. Jefferson, Anne. and D. Robey, eds. Modern Literary Theory: A Comparative Introduction, London: Batsford, 1986.
15. Keeseey, Donald. Contexts for Criticism. 4th Ed. Boston: McGraw Hill, 2003.
16. Latimer, Dan. Contemporary Critical Theory. San Diego: Harcourt, 1989.
17. Lentriccia, Frank. After the New Criticism. Chicago: Chicago UP, 1980.
18. Lodge, David (Ed.) Twentieth Century Literary Criticism. London: Longman, 1972.
19. Murfin, Ross and Ray, Supryia M. The Bedford Glossary of Critical and Literary Terms. Boston: Bedford/St. Martin's, 2003.
20. Nagarajan M. S. English Literary Criticism and Theory: An Introductory History. Hyderabad: Orient Black Swan, 2006.
21. Natoli, Joseph, ed. Tracing Literary Theory. Chicago: U of Illinois P, 1987.
22. Selden, Raman and Peter Widdowson. A Reader's Guide to Contemporary Literary Theory. 3rd
23. Ed. Lexington: U of Kentucky P, 1993.
24. Wolfreys, Julian. ed. Introducing Literary Theories: A Guide and Glossary .
25. Edinburgh: Edinburgh University Press, 2003.

## Paper – 2 Feminist Critical Theories (101113)

**Marks: 100 (4 credits)**

### Objectives:

1. To introduce students to varieties of feminist criticism from across the globe.

Sr.No.	Topic and Details	Marks
1	Virginia Woolf (selections from A Room of one's own)	25
2	Annette Kolodny Dancing through the Minefield: Some Observations on the Theory, Practice and Politics of a Feminist Literary Criticism' in Feminisms: Ed by robin r. Warhol and diane price herndl.	25
3	Chandra Talpade Mohanty ' Under Western Eyes: Feminist Scholarships and Colonial Discourses in Third World Women and the Politics of Feminism, Bloomington, Indiana, Indiana University Press.	25
4	Sandra Harding 'Is there a Feminist Method?' in Feminism and Methodology, Bloomington, Indiana University Press.	25

### Recommended Readings

1. Gender & Caste: Issues in Contemporary Indian Feminism ( New Delhi, Kali for Women, 2003).
2. Beauvoir, Simone. *The Second Sex*,( New York, Knopf, 1953).
3. Donovan, Josephine (ed)*Feminist Literary Criticism* (Lexington: University Press of Kentucky,1975)

4. *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. (London: Routledge.)
5. Moi, Toril. *Sexual/Textual Politics*. (London: Routledge, 1985).
6. Nussbaum, Martha (2000) *Sex and Justice*. New York: Oxford University Press.
7. Braidotti, Rosi (1994) *Nomadic Subjects: Embodiment and Difference Contemporary Feminist Theory*. Columbia: Columbia University Press.
8. Walby, Susan. (2011) *the Future of Feminism*. Polity.
9. Warhol Robin and Diane price Herndl *Feminisms* (1991) New Brunswick, New Jersey, Rutgers University Press.
10. Wollstonecraft, Mary (1992) *A Vindication of the Rights of Women*. London. Penguin.



## Paper – 3 Genre Paper I: Drama (101002)

**Marks: 100 (4 credits)**

### Objectives:

1. To introduce students to some of the outstanding plays and significant critical theory on drama and theater

Sr.No.	Topic and Details	Marks
1	Bharta's Natyashastra- "Bharatmuni on Natya and Rasa": Aesthetics of Dramatic Experience from the Natyashatra" From Indian Literary Theory: Theory and Interpretation. Ed.G.N. Devy. Constantin Stanislavski Selections from 'An Actor Prepares'	25
2	William Shakespeare: The Winter's Tale	25
3	Bertolt Brecht: The Caucasian Chalk Circle	25
4	Samuel Beckett: Endgame	25

### Recommended Readings

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

## **Paper 4 Representation of Women in Dramatic Texts (101121)**

**Marks: 100 (4 credits)**

### **Objectives:**

1. To critically examine the representation of women by both male and female dramatists in drama

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	Medea : Euripides	25
2	Rudali : (Play) Usha Ganguli and Mahasweta Devi. Seagull Press	25
3	Antigone : Anouilh	25
4	Pygmalion: George Bernard Shaw.	25

### **Recommended Readings**

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

## **Paper 5 Re- Reading Canonical Drama (101303)**

**Marks: 100 (4 credits)**

### **Objectives:**

1. To enable students to analyze canonical dramatic texts in the light of contemporary interpretation.
2. To study retelling of well-known dramatic texts

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	Rosencratz and Guildenstern are Dead: Tom Stoppard.	25
2	Kanchana Sita : C.N.Sreekantan Nair and Sarah Joseph OUP2005	25
3	Lear: Edward Bond	25
4	The Merchant : Arnold Wesker	25

## Semester II

### Paper 1 Genre Paper II: Novel (201004)

**Marks: 100 (4 credits)**

#### Objectives:

1. To introduce students to some of the important critical theories of the novel as well as seminal novels.

Sr.No.	Topic and Details	Marks
1	Mikhail Bakhtin 'From the prehistory of novelistic discourse' Dialogic Imagination : Four essays (1981) Translated by Caryl Emerson and Michael Holquist. From Modern criticism and Theory ed. David Lodge	25
2	Don Quixote : Cervantes	25
3	Midnight's Children : Salman Rushdie	25
4	Madame Bovary : Gustave Flaubert New York, Modern Library	25

#### Recommended Readings

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

## **Paper 2 The Eighteenth and Nineteenth century British Novel (201131)**

**Marks: 100 (4 credits)**

Objectives:

1. To introduce students to the novel form as it emerged in England in the eighteenth century
2. To enable students to critically understand the different forms of the novel that emerged in the 19th Century.

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	Tristram Shandy : Lawrence Sterne.	25
2	Wuthering Heights : Emily Bronte	25
3	Great Expectations : Charles Dickens	25
4	Frankenstein : Mary Shelly	25

### **Recommended Readings**

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

### Paper 3 Genre Paper III: Poetry (201005)

**Marks: 100 (4 credits)**

#### **Objectives:**

1. To introduce the students to seminal poetical works and critical theories from across the world

Sr.No.	Topic and Details	Marks
1	Harold Bloom : Selections from <i>The Anxiety of Influence</i> And Adrienne Rich	25
2	<i>Paradise Lost</i> : Milton	25
3	<i>The Waste Land</i> : T.S. Eliot	25
4	Selections from Norton Anthology Poetry by Women	25

Selected Poems from Norton *Anthology Literature by Women: The traditions in English* by Gilbert and Gubar, W. W. Norton & Company, 1996.

#### **List of the poem period wise:**

##### ***Poem from Middle age and renaissance***

1. Queen Elizabeth (1533-1603) into: 27

- ☐ The Doubt of Future Foes
- ☐ On Monsieur's Departure
- ☐ Speech to the Troops at Tilbury`

2. Mary worth (1587-1651/53) WROTH

- ☐ When night's black mantle could most darkness prove
- ☐ Love, leave to urge
- ☐ The weary traveller who, tired, sort

- ☐ When last I saw thee, I did not thee see
- ☐ Like to the Indians, scorched with the sun
- ☐ Song ("Sweet, Let me enjoy the sight
- ☐ Late in the forest I did Cupid see
- ☐ My muse, now happy, lay thy self to rest

***Seventeenth and eighteenth Century poem:***

3. Anne Bradstreet (1612-1672)

- ☐ The Prologue
- ☐ The Author to Her Book
- ☐ To My Dear and Loving Husband

4. Aphra Behn (1640-1689)

- ☐ The Willing Mistress
- ☐ Love Armed
- ☐ The Disappointment
- ☐ On her Loving Two Equally
- ☐ To the Fair Clarinda, Who Made Love to Me, imagined More than Women

5. Phillips Wheatley (c. 1753-1784)

- ☐ On Being Brought From Africa To America
- ☐ To the Right Honourable William, Earl of Darthmouth
- ☐ To s.m.a young African Painter, on Seeing His Work
- ☐ To His Excellency, General Washington

***Nineteenth century poem***

6. Dorothy Wordsworth (1771-1855)

- ☐ From The Grasmere Journals
- ☐ Peaceful Our Valley, Fair and Green

7. Elizabeth Barrett Browning (1806-1861)

- ☐ A True Dream
- ☐ Grief
- ☐ To George Sand: A Desire
- ☐ To George Sand: A Recognition
- ☐ The Cry of the Children
- ☐ The Runway Slave at Pilgrim's Point

8. Christina Rossetti (1830-1894)

***Turn of the century 20<sup>th</sup> Century:***

9. Olive Schreiner (1885-1935) –Prose

- ☐ Women and Labor Prose (Sex-parasitism)

10. Mary Elizabeth Coleridge (1861-1907)

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

11. Charlotte Mew (1869 – 1928)

- ☐ The Farmer's Bride
- ☐ The Quiet House

***Early 20<sup>th</sup> Century literature:***

12. Amy Lowell (1874 – 1925)

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

13. Gertrude Stein (1874 – 1946)



☐ The gentle Lena Prose

☐ Picasso

14. Mina Loy (1882-1996) – 1360

☐ Gertrude Stein

☐ Three Moments in Paris

☐ One O' clock at night

☐ Omen of Victory

☐ Photo of Pogrom

☐ Feminist Manifesto prose

15. Marianne Moore (1887 – 1972)

☐ Sojourn in the Whale

☐ Those Various Scalpels

☐ POETRY

☐ To a Snail

☐ An Egyptian pulled Glass Bottle in the Shape of a Fish

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

☐ First Fig

☐ Second Fig

17. Elizabeth Bowen (1899-1973)

☐ The Demon Lover - Prose

***Later 20<sup>th</sup> century literature***

18. Stevie Smith (1902-1971)

☐ Papa Love Baby

☐ This Englishwomen

19. Dorothy livesay (1909) –

☐ Green Rain

- ☐ Eve
- ☐ The Three Emily's
- ☐ The Children's Letter

20. Elizabeth Bishop (1911-1979)

- ☐ The Man-moth
- ☐ Roosters
- ☐ Invitation to Miss Marianne Moore
- ☐ In the Waiting Room

21. Muriel Rukeyser (1913-1980)

- ☐ Boy with his Hair Cut Short
- ☐ More of a Corpse Than a Women
- ☐ Letter to the Front

22. Gwendolyn Brooks (1917-2000)

- ☐ The mother
- ☐ The womanhood
- ☐ We Real Cool

23. Anne Sexton (1928-1974)

- ☐ Her Kind
- ☐ Housewife
- ☐ Somewhere in Africa
- ☐ Consorting with Angels

24. Adrienne Rich (1929-)

- ☐ I Am in Danger –Sir

25. Sylvia Plath (1932-1963)

- ☐ The Disquieting muses
- ☐ The colossus

- ☐ Stings
- ☐ Daddy
- ☐ Medusa

26. Sharon Olds (1942-)

- ☐ The Language of The Brag
- ☐ Rite of Passage

**Note: Students are required to read the actual poem from prescribed text.**

### **Recommended Readings**

1. Gardener, Helen. (1972) *The Art of T.S Eliot*. London: Faber and Faber Ltd.
2. Williamson, G. (1974) *A Readers Guide to T.S Eliot*. London: Thames and Hudson.
3. Moody, A. ed. (1994) *Cambridge Companion to T.S Eliot*. Cambridge University Press
4. Elliot, Bridget and Wallace, Jo Ann. (1994) *Women Artists and Writers: Modernist (Im) positioning*. London and New York: Routledge.
5. Gilbert, Sandra and Gubar, Susan. (1986). *The Female Imagination and the Modernist Aesthetic*. New Haven: Yale University Press

## Paper 4 The Bhakti Tradition and Twentieth Century Indian Poetry (201143)

**Marks: 100 (4 credits)**

Objectives:

1. To introduce to the tradition of Bhakti poetry in India and Modern Indian Poetry

Sr.No.	Topic and Details	Marks
1	Dilip Chitre : Says Tuka (Selections) and Speaking of Shiva : A.K. Ramanujan (Selections)	25
2	Women Bhakti Poets: Meerabai, Bahinabai, Akka Mahadevi(Selections)	25
3	Selected Early Modernist poetry(Bangla, Hindi, Gujarati, Marathi and Malayalam)	25
4	Selected Post-1970 Modern Poetry (Bangla, Hindi, Gujarati, Marathi and Malayalam)	25

From An Anthology of Marathi Poetry edited by Dilip Chitre and the Tree of Tongues edited by E V Ramkrishnan

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

Unit 1 - Says Tuka Translated and edited by Dilip Chitre

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

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

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

Unit-III: Early Modernist Poets (Before 1960)				
Marathi poetry	Gujarati Poetry	Hindi Poetry	English Poetry:	Bangla Poetry:
B.S. Mardhekar	Uma Shankar Joshi	Agneya	Dom Moraes	Jibanananda Das
Vinda Karandikar	Niranjan Bhagat		Nissim Ezekiel	
Sadananda Rege	Suresh Joshi			
Unit-IV Post 1960 Poetry				
Marathi poetry	Gujarati Poetry	Hindi Poetry	English Poetry:	
Dilip Chitre	Labshankar Thakar	Kedarsath Singh	Kamala Das	
Arun Kolatkar	Sitanshy Yashaschandra	Shrikant Verma	A.K. Ramanujan	
Vasant Dahake	Gulam mohammed Sheikh	Dhoomil	Arun Kolatkar	
Bhalchandra Nemade	Joseph Macwan	Gagan Gil	Dilip Chitre	
Namdeo Dhasal	Saroop Dhruv	Teji Grover	Eunice de Souza	
Mallika Amar Sheikh			Adil Jussawalla	
			Gieve Patel	
			Arundhati Subramaniam	

### **Recommended Readings**

1. Quayum, M (ed) 2011 The Poet and His World: Critical Essays on Rabindranath Tagore. Hyderabad: Orient Blackswan
2. Chitre, Dilip. 1967 An Anthology of Marathi Poetry: 1945-65. Bombay: Nirmala Sadanand Publishers
3. Ramakrishnan, E.V (ed) 1995 Making it New: Modernism in Malayalam, Marathi and Hindi Poetry. Shimla: IIAS
4. Seely, C. 1990 A Poet Apart: A Literary Biography of the Bengali Poet Jibanananda Das 1899-1954. Delaware: University of Delaware Press.

## Paper 5 Novels by Women Writers (201306)

**Marks: 100 (4 credits)**

### Objectives:

1. To study the distinct ways which women writers represent their vision and interpretation of the society and cultural practice in the novel form

Sr.No.	Topic and Details	Marks
1	Love, AAgain. Doris Lessing, Harper Collins, 1996	25
2	Bashai Tudu : Mahasweta Devi	25
3	Beloved : Toni Morrison	25
4	The Penelopiad : Margaret Atwood, Knopf, Canada 2005	25

### Recommended Reading:

1. Showalter, Elaine: A Literature of their Own: British Women Novelists from Bronte to Lessing (1977) Princeton: Princeton University Press  
The New Feminist Criticism: Essays on Women, Literature and Theory (1985)  
Speaking of Gender (1989)
2. \*Spivak, Gayatri Chakravorty.  
In Other Worlds: Essays in Cultural Politics (1987)  
The Post-Colonial Critic: Interviews, Strategies, Dialogues (1990)
3. Christian, Barbara  
Black Feminist Criticism: Perspectives on Black Women Writers (1985) Elmsford, N.Y: Pergamon Press.  
Black Women Novelists: The Development of Tradition, 1892-1976.(1980)
4. Jacobus, Mary. (1987) Reading Women: Essays in Feminist criticism.  
New York: Columbia Press.
5. Greene, Gayle and Coppelia Kahn. ed (1985) Making a Difference: *Feminist Literary Criticism*. London: Methuen.



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**Syllabus for Distance Education Students  
(w.e.f. Year – 2013 – 14)**

**M.A. Part - II**

**English**



## English Syllabus

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4	Theories of Language Acquisition and Learning And Approaches to syllabus Design.	301171
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## **M.A. –II English**

### **Semester III**

#### **Paper-1 Research Methodology (301007)**

**Marks: 100 (4 credits)**

#### **Objectives:**

1. To learn about research and different research methodologies used in the ambit of Literature and Language Studies.
2. To be able to apply the methodologies in the students own research.

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	Definition and types of Research  Literary Research  Language Research	25
2	Literature Survey	25
3	Critical methodologies	25
4	Preparing and presenting a Research Proposal	25

#### **Recommended Reading:**

1. Abdul Rahim, F. (2005), Thesis Writing : A Manual for Researchers (New Delhi : New Age International)
2. Gibaldi, Joseph (6th edn. 2003), MLA Handbook for Writers of Research Papers, New York :MLA Association
3. Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London : Routledge & Open University
4. Miller, R. H. (1995), Handbook of Literary Research, Methuen
5. Lenburg, Jeff (2007), Guide to Research, Viva Books

6. Harner, James L. (2002), *Literary Research Guide : An Annotated Listing of Reference Sources in English Literary Studies*, New York : MLA of America
7. Gupta, R. K. (1971), *American Literature Fundamentals of Research*, ASRC Hyderabad
8. Mishra, D. S. (1989), *A Grammar of Literary Research*, New Delhi : Harman Publishing House
9. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
10. Bateson, F. W. (1972), *The Scholar Critic : An Introduction to Literary Research*, London : Routledge
11. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi : New Age International Ltd
12. Caivary, R. & Nayak V. K. (2005), *Research Methodology*, S. Chand
13. Kothari, C.R. (1985), *Research Methodology: Methods & Techniques*, Delhi : New Age International Ltd
14. Litosseliti, Lia (2000), *Using Focus Groups in Research*, British Library Cataloguing.  
Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi : New Age International Ltd
15. Rengachari, S. & Rengachari, Sulochna - *Research Methodology for English Literature*, Bareilly : Prakash Book Depot
16. Seliger (2001), *Second Language Research Methods*, Oxford University
17. Sinha, M.P. - *Research Methods in English*
18. Winkler, Anthony C. & Accuen, Jo Roy (2003), *Writing the Research Paper*, Thomson Heinle
19. Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press

## Paper-2 Post-Colonial Theory and Practice: Indian Perspectives (301151)

**Marks: 100 (4 credits)**

### Objectives:

1. To introduce students to significant ideas and theories that have emerged from India which have questioned and critiqued political and cultural colonialisms
2. To study representative texts which explore issues of the truncated identity, nationhood and the collective past of colonized subjects

Sr.No.	Topic and Details	Marks
1	'Literary Theory and Third World Literature' From Aijaz Ahmad : <i>In Theory</i> (Selections)*	25
2	Rabindranath Tagore: <i>Gora</i>	25
3	Amitav Ghosh: <i>ShadowLines</i>	25
4	Arundhati Roy: <i>The God of Small Things</i>	25

### Recommended Reading:

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (1989). *Empire Writes Back: Theory and Practice in Post Colonial Literatures*. London: Routledge
2. *Subaltern Studies* Volumes 1-8. Series Editor: Ranajit Guha
3. Bhabha, H. ed (1990) *Nation and Narration*. London: Routledge
4. Chatterjee, Partha (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse*
5. Devi, G N. 1992 *After Amnesia: Tradition and Change in Indian Literary Criticism*. Hyderabad: Blackswan
6. Mukherjee, Meenakshi (2000). *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford UP.
7. Spivak, G. C. (1985) 'Three Women's Text and A Critique of Imperialism.' *Critical Inquiry* 12(1) pg 43-61 Said, E. (2004) *Culture and Imperialism* (London: Vintage)

## Paper-3 Post-Colonial Voices (301152)

**Marks: 100 (4 credits)**

### Objectives:

1. To introduce students to significant texts that have emerged from third world nations which have questioned and critiqued political and cultural colonialisms

Sr.No.	Topic and Details	Marks
1	J.M. Coetzee: <i>Foe</i>	25
2	Michele Cliff: <i>No Telephone to Heaven</i>	25
3	Gabriel Garcia Marquez : <i>One Hundred Years of Solitude</i>	25
4	Earl Lovelace: <i>Salt</i>	25

### Recommended Reading:

1. Achebe, C. (1988) *Hopes and Impediments: Selected Essays 1965-1987*. London: Heinemann
2. Anderson, B (1989). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso
3. Brennan, T (1990). 'National Longing for Form' in Bhabha (ed) *Nation and Narration*. London: Routledge
4. Fanon, F. *Wretched of the Earth*, trans Constance Farrington. Harmondsworth: Penguin
5. Farah, N. (1970) *From a Crooked Rib*, London: Heinemann
6. Hooks, bell (1989). 'On Self Recovery' in *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press
7. Memmi, A. (1965) *The Colonizer and the Colonized*. New York: Orion
8. Ngugi, wa Thiong'o (1981) *Decolonizing the Mind: the Politics of Language in African Literature*. London: James Curry
9. Soyinka, W. (1976) *Myth, Literature and the African World*. Cambridge: Cambridge University Press

## Paper-4 Theories of Language Acquisition and Learning and Approaches (301171)

**Marks: 100 (4 credits)**

### Objectives:

1. To acquaint students with the current theories in the field of language acquisition and learning and to familiarize them with the concepts of first language acquisition, and second language acquisition learning in the Indian context.
2. To develop an understanding of the process of syllabus design in second language teaching and to familiarize students with the different types of language teaching syllabi with special focus on the communicative syllabus.

Sr.No.	Topic and Details	Marks
1	Theories of language acquisition  particularly behaviorism and cognitivism, Notions of linguistics competence and performance  Theories of language acquisition vs. Learning	25
2	Language Acquisition in children, Teaching and learning English as a 2 <sup>nd</sup> language in the Indian context, The concept of the good language learner.	25
3	Syllabus vs. Curriculum , Product vs. Process Structural, Situational, Notional- Functional Syllabus	25
4	Procedural Syllabus ,Communicative Syllabus design and implementation	25

### Recommended Reading:

1. Agnihotri, R.K. & A.L.Khanna. 1994. *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. New Delhi: Sage
2. Alderson, J.C. & Hughes, Arthur (eds.). 1981. *Issues in Language Testing*. ELT Documents 111. The British Council.
3. Bachman, Lyle F. 1990. *Fundamental Considerations in Language Testing*. Oxford University Press.
4. Brown, G. & Yule, G. 1983. *Discourse Analysis*. Cambridge University Press.
5. Carter, R. & D. Nunan. 2001. *The Cambridge Guide to Teaching English to Speakers*

*of other Languages*. Cambridge University Press.

6. Ellis, R. 1985. *Understanding Second Language Acquisition*. London: Oxford University Press.
7. Ellis, R. 1990. *Instructed Second Language Acquisition: Learning in the Classroom*. Oxford: Basil Blackwell.
8. Fletcher, p. & Garman, M. 1986. *Language Acquisition*. (Second Ed.). Cambridge, U.K.: Cambridge University Press.
9. Freeman, Richard 1991. *Mastering Study Skills* London : The Macmillan Press Ltd. Harmer, Jeremy. 1989. *The Practice of English Language Teaching*. Lond. & N.Y.:Longman
10. Hatch, E.M. 1977. *Second Language Acquisition*. New York: Newbury House
11. Heaton, J.B. 1975. *Studying in English: A Practical Approach to Study Skills in English as a Second Language* . London : Longman
12. Holliday, A. 1994. *Appropriate Methodology and Social Context*. Cambridge University Press
13. Hutchinson, Tom and Alan Waters, 1987. *English for Specific Purposes : A Learner Centred Approach*. Cambridge University Press
14. Ingram, D. 1989. *First Language Acquisition*. Cambridge: Cambridge University Press.
15. Krashen, S. 1982. *Second Language Acquisition and Second Language Learning*. Oxford, New York: Pergamon
16. Kroll, Barbara (ed.). 1992. *Second Language Writing*. Cambridge University Press
17. Leech, Geoffrey N. 1983. *Principles of Pragmatics*. Lond. & N.Y.: Longman
18. McArthur, T. 1983. *A Foundation Course for Language Teachers*. Cambridge University Press
19. Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press.
20. Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford University Press.
21. Pride, J.B.( ed) .1979. *Sociolinguistic Aspects of Learning and Teaching* Oxford University Press.
22. Richards, Jack & Ted Rodgers. 2001. *Approaches and Methods in Language Teaching*. Cambridge University Press.
23. Richards, Jack C. 1972. *An Introduction to Error Analysis*. London: Longman.
24. Ritchie, W. & T. Bhatia (eds.). 1996. *Handbook of Second Language Acquisition*. New York: Academic Press.
25. Spolsky, Bernard. 1989. *Conditions for Second Language Learning*. Oxford University Press.

## **Paper-5 Language Teaching Skills and Issues in Language Testing (301172)**

**Marks: 100 (4 credits)**

### **Objectives:**

1. To provide students with essential knowledge and insights into the field of foreign language teaching. It approaches Central language teaching issues will be approached through a series of questions – what to teach? Where to teach? And how to teach? These issues will be related to the aims and contexts of language teaching, the participants, and the materials, which may be utilized for teaching.
2. To help students build on their knowledge of language testing by providing theoretical input on issues Central to language testing and opportunities to develop test items in specific areas.

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	Grammar translation Method, Direct Method Audio-lingual Method, other innovative methods such as communicational method. Approaches to teaching methodology	25
2	Material production and evaluation for the teaching of LSRW. (Listening, Speaking, Reading, Writing)	25
3	Criteria for a good test. : Reliability, concept of proficiency in language, Validity, Feasibility	25
4	Criteria in Evaluation and making of tests; the testing of grammar connective and structure evaluation. , The testing of LSRW. (Listening, Speaking, Reading, Writing)	25

### **Recommended Reading:**

1. Heaton, J.B. 1975.Studying in English: A Practical Approach to Study Skills in English as a Second Language. London : Longman
2. Holliday, A. 1994.Appropriate Methodology and Social Context. Cambridge University Press
3. Hutchinson, Tom and Alan Waters, 1987. English for Specific Purposes : A Learner Centred Approach. Cambridge University Press



4. Ingram, D. 1989. First Language Acquisition. Cambridge: Cambridge University Press.
5. Krashen, S. 1982. Second Language Acquisition and Second Language Learning. Oxford, New York: Pergamon
6. Kroll, Barbara (ed.). 1992. Second Language Writing. Cambridge University Press
7. Leech, Geoffrey N. 1983. Principles of Pragmatics. Lond. & N.Y.: Longman
8. McArthur, T. 1983. A Foundation Course for Language Teachers. Cambridge University Press.
9. Nunan, David. 1989. Designing Tasks for the Communicative Classroom. Cambridge University Press.
10. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford University Press.
11. Pride, J.B. (ed). 1979. Sociolinguistic Aspects of Learning and Teaching Oxford University Press.
12. Richards, Jack & Ted Rodgers. 2001. Approaches and Methods in Language Teaching. Cambridge University Press.
13. Richards, Jack C. 1972. An Introduction to Error Analysis. London: Longman.
14. Ritchie, W. & T. Bhatia (eds.). 1996. Handbook of Second Language Acquisition. New York: Academic Press.
15. York: Academic Press.

## Semester IV

### Paper-1 Critical Methodology and skill development for Research and Internship (401008)

**Marks: 100 (4 credits)**

#### Objectives:

1. To enable students to choose and areas for research and develop research question.
2. To introduce students to different methodologies, conceptual frameworks and research perspectives that help shape the design, analysis and findings of the dissertation.
3. To inform students about the importance and usefulness and skills required for internship.

Sr.No.	Topic and Details	Marks
1	Starting Research and Developing Research Questions.	25
2	Methodologies, Methods, Skills and Ethics in Literature and language research	25
3	Planning the writing of the Dissertation. Presentation and publishing	25
4	Learning about Internship	25

#### Recommended Reading

1. Gibaldi, Joseph (6<sup>th</sup> edn. 2003), Mla Handbook for Writers of Research Papers, New York, MLA Association.
2. Williams, D(2005) The Essential Guide to Postgraduate Study, Thousands Oak :Sage.
3. Murray, R and Moore, S.(2006) The Handbook of Academic Writing, Buckingham: Oxford University Press.
4. Dunleavy, P(2003) Authoring a Ph. D Basingstoke: Palgrave Macmillan.
5. Murray, R(2003) How to Write a Thesis, Buckingham: Open University Press.

## Paper-2 Introduction to American Literature (401411)

**Marks: 100(4 credits)**

### Objectives:

1. To introduce students to the development and expression of some fundamental ideas, assumptions, myths and beliefs that influence the construction of American identity

Sr.No.	Topic and Details	Marks
1	William Faulkner: <i>The Sound and the Fury</i>	25
2	Tennessee Williams: <i>A Street Car named Desire</i>	25
3	Sam Shepard: <i>Buried Child</i>	25
4	Selections from <i>The Norton Anthology of Modern and Contemporary Poetry</i> edited by Jahan Ramazani, Richard Ellmann, and Robert O'Clair	25

### Recommended Reading:

1. Altieri, Charles F. Modern Poetry. Arlington Heights, IL: AHM Publishing Corporation, 1979.
2. Bain, Robert, ed. Southern Writers: A Biographical Dictionary. Baton Rouge: Louisiana State Univ. Press, 1979.
3. Contemporary Black American Fiction Writers. New York: Chelsea House Publishers, c1995.
4. Contemporary Native American Literature: A Selected & Partially Annotated Bibliography.
5. Metuchen, NJ: Scarecrow Press, 1977.
6. Gerstenberger, Donna and Hendrick, George. The American Novel, 2 vols. Chicago: The Swallow Press, 1961-1970.
7. Greiner, Donald J., ed. American Poetry Since World War II, 2 vols. Detroit: Gale Research Co., 1980.
8. Hassan, Ihab. Contemporary American Literature, 1945-1972: An Introduction. New York: Ungar, 1973.
9. Hassan, Ihab. Radical Innocence: Studies in the Contemporary American Novel. Princeton, N. J: Princeton University Press, 1961.
10. Helterman, Jeffrey and Layman, Richard, ed. American Novelists Since World War II. Detroit: Gale Research Co., 1980.

11. Henderson, Stephen, ed. *Understanding the New Black Poetry*. New York: William Morrow, 1973.
12. Hoffman, Daniel, ed. *Harvard Guide to Contemporary Writing*. Cambridge, Mass.: Harvard University Press, 1979.
13. Holman, C. Hugh. *The American Novel Through Henry James*, 2nd ed. Arlington heights, IL: AHM Publishing Corporation, 1979.
14. Jacobson, Angeline. *Contemporary Native American Literature*. Metuchen, NJ: Scarecrow Press, 1977.
15. Kernan, Alvin B., ed, *The Modern American Theater*. Englewood Cliffs, N. J.: Princeton Hall, 1967.
16. Kibler, Jr., James E., ed. *American Novelists Since World War II, Second Series*. Detroit: Gale Research Co., 1980.
17. Kiernan, Robert F. *American Writing since 1945: A Critical Survey*. New York: Frederick Ungar, 1983.
18. Lawrence, Shaffer. *History of American Literature and Drama*. New Delhi: Sarup, 2000.
19. Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. New York: Crown, 1970.
20. Ludwig, Richard M. and Nault, Clifford A. *Annals of American Literature, 1602-1983*. New York: Oxford Univ. Press, 1986.
21. MacNicholas, John, ed. *Twentieth-Century American Dramatists*, 2 vols. Detroit: Gale Research Co., 1981.
22. Myerson, Joel, ed. *The American Renaissance in New England*. Detroit: Gale Research Co. 1978.
23. Myerson, Joel, ed. *Antebellum Writers in New York and The South*. Detroit: Gale Research Co., 1978.
24. Parker, Patricia L. *Early American Fiction: A Reference Guide*. Boston: G.K. Hall, 1984.
25. Rock, Roger O. *The Native American in American Literature*. Westport, CT: Greenwood Press, 1985.
26. Rood, Karen Lane, ed. *American Writers in Paris, 1920-1939*. Detroit: Gale Research co., 1980.
27. Rush, Theresa Gunnels. *Black American Writers Past and Present*. 2 vols. Metuchen, NJ: Scarecrow Press, 1975.
28. Scholes, Robert. *Radical Sophistication: Studies in Contemporary Jewish American Novelists*. Athens: Ohio University Press, 1969.
29. Spiller, Robert E., et. al. *Literary History Of The United States*, 3rd ed. New York: Macmillan, 1963.

30. Stensland, Anna Lee. Literature by and about the American Indian. Urbana, IL: National Council of Teachers of English, 1979.
31. Van Doren, Carl, et al., eds. The Cambridge History of American Literature. New York: Macmillan, 1917.
32. White, Barbara a., American Women's Fiction, 1790-1870: A Reference Guide. New York: Garland Pub., 1990.
33. Woodress, James. American Fiction, 1900-1950: A Guide to Information Sources. Detroit: Gale Research Co., 1974.

## Paper-3 Multicultural Literatures from America (401412)

**Marks: 100 (4credits)**

### Objectives:

1. To analyze American literary texts with reference to their historical, cultural, ethnic and ideological contexts

Sr.No.	Topic and Details	Marks
1	Toni Morrison: <i>A Mercy or Jazz</i>	25
2	Louise Erdrich: <i>Love Medicine</i>	25
3	Lorraine Hansberry: <i>A Raisin in the Sun</i>	25
4	Selected poems by Black American, Native American and other Immigrant poets	25

### Recommended Reading:

1. Abel, Darrel. Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.
2. Barrish, Phillip. American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995. Cambridge: Oxford U P, 2001.
3. Bell, Michael Davitt. The Problem of American Realism. Chicago: U of Chicago P, 1993.
4. Belluscio, Steven J. To Be Suddenly White: Literary Realism and Racial Passing. Columbia, MO: U of Missouri P, 2006.
5. Buell, Lawrence. Literary Transcendentalism: Style and Vision in the American Renaissance. Ithaca, NY: Cornell University Press, 1986.
6. Chase, Richard. The American Novel and Its Tradition. Garden City, N. Y.: Doubleday Anchor, 1957.
7. Elliot, Emory., and Cathy N. Davidson, eds. The Columbia History of the American Novel. New York: Columbia University Press, 1991.
8. Myerson, Joel, ed. The Transcendentalists: A Review of Research and Criticism. New York: Modern Language Association, 1984

9. Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century*. Chicago: University Chicago Press, 1955.
10. Pattee, Fred Lewis. *The Development of the American Short Story*. [1966] New York: Harper, 1923.
11. Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction*. Carbondale: Southern Illinois U P, 1966.
12. Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers*. New Brunswick, NJ: Rutgers University Press, 1993.
13. Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

#### **Paper-4 Women's Articulation and Patriarchal Projection (401309)**

**Marks: 100 (4 credits)**

##### **Objectives:**

1. To sensitize students to representations of women in literature.
2. To study representations of women across periods and cultures.
3. To draw from the ongoing debates on politics of representation of women and self-representation from the domains of women's studies and related areas.

<b>Sr.No.</b>	<b>Topic and Details</b>	<b>Marks</b>
1	<i>"The Hand maid's tale" by Margaret Atwood</i>	25
2	<i>Women writing in India</i> vol. 1 (1991, 1993) . Editors-Tharu, Susie J;Lalitha, K; New Delhi: Oxford University Press. Selections	25
3	<i>Women writing in India</i> vol. 2 (1991, 1993) Editors-Tharu, Susie J;Lalitha, K; New Delhi: Oxford University Press. Selections	25
4	<i>Women in Love</i> , D.H. Lawrence. ed. Charles L. Ross (Harmondsworth, Middlesex Penguin, 1982).	25



## Paper-5 Innovative Forms in Women's Narratives (401310)

**Marks: 100 (4 credits)**

### Objectives:

1. To critically study the innovative and experimental forms evolved by women.
2. To enable students to understand and analyze the formal, social, aesthetic strategies and literary devices used by women writers to explore different forms and women's experiences.

Sr.No.	Topic and Details	Marks
1	1) <i>Wide Sargasso Sea</i> Jean Rhys. Penguin. 1966.	25
2	2) <i>For Colored Girls who Considered Suicide</i> Ntozake Shange. 1975.	25
3	3) <i>Norton Anthology of Literature by Women The Tradition in English</i> : ed S.M.Gilbert and Susan Gubar. Norton And Co. 1996. (Selections.)	25
4	4) <i>The Blue Donkey and Other Fables</i> . Suniti Namjoshi. Womens Pr. Ltd. 1998.	25

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



## **Centre For Distance Education**

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

**PROGRAM PROJECT REPORT**

**M.A HINDI**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in Hindi “ (New) (Revised 2012 - Regular) under the Faculty of "Faculty of Languages".

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

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

**Reviewed and Approved by:**

**Hon’ble Vice Chancellor**

**For and On behalf of**

**Board of Management and Academic Council**

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

**Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

**The Centre For Distance Education** was Established in 1979 with The Objective Of giving access to Education to a Large number Of **Women From All Strata** Of Indian Society, Who is not and would not have had access to education. The **CDE** is offering several

certificate/diploma/degree/post-graduate programmes in various disciplines to lakhs of girls/house wives/ working women who could not complete their education (not even SSC/HSC), but are strongly motivated to upgrade their educational and / or professional qualifications.

### **Objectives**

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

### **Features of CDE:**

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

### **Academic Programmes:**

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

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

### **Admission Process**

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

- ❖ **Fees: M.A. I – Rs. 5475/- (S.N.D.T. University)**  
**M.A. I – Rs. 5475/- (Other University)**  
**M.A. II – Rs. 5475/-**

### ❖ **Syllabus:**

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

### ➤ **Study Material Preparation**

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

### ➤ **Credit System:**

The University follows the 'Credit System' for most of its programmes. Each credit in our system is equivalent to 30 hours of student study comprising all learning activities (i.e.

reading and comprehending the print material, listening to audio, watching video, attending counselling session, and teleconference and writing assignment responses). Norms given Distance mode based on credit system as per following table.

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

➤ **Programme Delivery**

The methodology of instruction is different from that of the conventional Universities.

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

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

in a subsequent year or in order to have a repeat exercise, For project work, study centres will provide the necessary guidance but the learner will have to manage own resources.

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

### ➤ **Evaluations System**

**Evaluation system will comprise.**

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

The evaluation of learners depends upon various instructional activities undertaken by them.

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

### ➤ **11.1 Feedback on performance to learners**

Feedback on performance	Methods	Medium of Communication
Ter-End Evaluation	Wtitten exam, viva	Loc Regional Language/English



## सत्र पहिला

### पेपर १. हिंदी साहित्य का इतिहास भाग-१ (स्वतंत्रता पूर्व)

नं.	विषय	गुण
ईकाई १	<b>दरबार साहित्य एवं साहित्यकार</b> वीर तथा रीति कवियों के अस्तित्व में दरबार की भूमिका वीर एवं रीति काव्य की दरबारी स्थिति : ऐतिहासिक परिदृश्य वीर एवं रीति काव्य की प्रवृत्तियों का तुलनात्मक अध्ययन दरबारी साहित्य का प्रवृत्तिगत अध्ययन (आश्रयदाता का गुणमान, जीवनी परकता, अतिरंजनापूर्ण चित्रण, वीरता एवं रीति चित्रण आदि)	२५
ईकाई २	<b>भक्ति आंदोलन एवं भक्ति साहित्य</b> भक्ति आंदोलन : उद्भव और विकास साहित्यिक परिचय : कबीर, जायसी, सूर, तुलसी, मीरा भक्ति काव्य में तत्कालीन जीवन की अभिव्यक्ति भक्ति काव्य की प्रासंगिकता भक्ति काव्य की प्रमुख विशेषताएँ	२५
ईकाई ३	<b>पुनर्जागरण और सुधार काल</b> पुनर्जागरण की मूल अवधारणा और विकास यात्रा सामाजिक, सांस्कृतिक नवजागरण एवं हिंदी साहित्य पुनर्जागरण और भारतेंदु युगीन साहित्य पुनर्जागरण और विद्वेदी युगीन साहित्य	२५
ईकाई ४	<b>छायावाद एवं उत्तर छायावाद</b> छायावाद कालीन परिवेश छायावादी कविता के सामाजिक सरोकार छायावाद युगीन गद्य साहित्य उत्तर छायावाद एवं प्रगतिशील आंदोलन और साहित्य	२५

## पेपर २. भाषाविज्ञान

नं.	विषय	गुण
ईकाई १	<b>भाषा का स्वरूप एवं क्षेत्र</b> भाषा विकास की वैज्ञानिकता एवं प्रयोग की कलात्मकता भाषा अध्ययन की विविध प्रणालियाँ (वर्णनात्मक, तुलनात्मक, ऐतिहासिक, व्यतिरेकी, अनुप्रयुक्त) भाषा परिवर्तन : कारण एवं दिशाएँ	२५
ईकाई २	<b>भाषा</b> भाषा और व्याकरण भाषा का ज्ञान-विज्ञान की अन्य शाखाओं से संबंध भाषा और बोली में अंतर भाषा और साहित्य का अंतःसंबंध	२५
ईकाई ३	<b>भाषाविज्ञान</b> ध्वनियंत्र ध्वनि विज्ञान : स्वर एवं व्यंजन का वर्गीकरण ध्वनि परिवर्तन के कारण एवं दिशाएँ वाक्य विज्ञान : शब्द और पद का संबंध, वाक्य के प्रकार, वाक्य परिवर्तन के कारण	२५
ईकाई ४	<b>भाषा विज्ञान</b> रूप विज्ञान : संबंध तत्त्व एवं अर्थ तत्त्व का संबंध रूप परिवर्तन के कारण और दिशाएँ अर्थ विज्ञान : शब्द और अर्थ का संबंध, अर्थ बोध के कारण अर्थ विज्ञान : अर्थ परिवर्तन के कारण और दिशाएँ	२५

### पेपर ३. मध्यकालीन काव्य

नं.	विषय	गुण
ईकाई १	<b>कबीर</b> संतकालीन जीवन एवं कबीर का काव्य कबीर काव्य में दर्शन कबीर काव्य का प्रस्तुति पक्ष कबीर के काव्य की प्रासंगिकता ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, २, ३, ५, ११, १२, १५, २२, ३०, ४१, ७७, ७९, ८५, ९२, ९४, १०९, १४१, १५१, १६८, १८०, १९१, २०९, २२४, २२८, २३६.	२५
ईकाई २	<b>सूरदास</b> कृष्ण भक्ति काव्य और सूरदास सूर काव्य में श्रृंगार एवं वात्सल्य रस सूर काव्य में अभिव्यक्ति कौशल ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १०, २३, ४२, ५२, ६१, ६४, ६५, ८५, ९५, ९७, ११६, १७१, २१०, २७८, २८९, २९९, ३०६, ३६५, ३८४, ४००.	२५
ईकाई ३	<b>तुलसीदास</b> सगुण भक्ति काव्य एवं उसके सरोकार : तुलसीदास के संदर्भ में तुलसी काव्य में चित्रित समकालीन समाज बनाम तुलसी का परिकल्पित समाज तुलसी की भक्ति भावना एवं दर्शन तुलसी की भाषा और अभिव्यंजना कौशल के निकष ससंदर्भ व्याख्या – 'अयोध्या काण्ड'	२५
ईकाई ४	<b>बिहारी</b> सामंती परिवेश और बिहारी की कविता बिहारी के काव्य में प्रेम (श्रृंगार वर्णन, नायिका भेद आदि) बिहारी के काव्य में अभिव्यक्त भक्ति, नीति और तत्कालीन समाज बिहारी की काव्य – कला के विविध आयाम ससंदर्भ व्याख्या हेतु चयनित पद संख्या : १, १३, २०, ३२, ३७, ३८, ५२, ६०, ८०, ९४, १२९, १६१, १८८, २५५, २५६, ३००, ३४७, ३६३, ३७७, ७१३	२५

## पेपर ४. आधुनिक हिंदी गद्य

नं.	विषय	गुण
ईकाई १	हिंदी निबंध परंपरा और ललित निबंध ललित निबंध परंपरा और आचार्य हजारीप्रसाद द्विवेदी आचार्य हजारीप्रसाद द्विवेदी का निबंध संसार 'अशोक के फूल' में सांस्कृतिक चेतना	२५
ईकाई २	'अशोक के फूल' : निबंधों का विषय वैविध्य 'अशोक के फूल' में लालित्य योजना 'अशोक के फूल' में प्रकृति 'अशोक के फूल' का भाषा और शिल्प. अध्ययन हेतु चयनित निबंध : १. अशोक के फूल २. वसंत आ गया है ३. घर जोड़ने की माया ४. मेरी जन्मभूमि ५. सावधानी की आवश्यकता ६. आपने मेरी रचना पढ़ी? ७. भारतवर्ष की सांस्कृतिक समस्या ८. पुरानी पोथियां ९. एक कुत्ता और एक मैना १०. मनुष्य की साहित्य का लक्ष्य हैं	२५
ईकाई ३	समकालीन हिंदी उपन्यास में 'मुझे चांद चाहिए' की इयत्ता 'मुझे चांद चाहिए' की लोकप्रियता 'मुझे चांद चाहिए' : नारी संघर्ष मीडिया और जीवन	२५
ईकाई ४	'मुझे चांद चाहिए' : सफलता और मूल्यवत्ता का द्वंद्व नाटक का उपन्यास और उपन्यास में नाटक 'मुझे चांद चाहिए' का शिल्प – विधान 'मुझे चांद चाहिए' : कथ्य विमर्श	२५

## पेपर ५. प्रयोजनमूलक हिंदी

नं.	विषय	गुण
ईकाई १	हिंदी के विविध रूप : साहित्यिक भाषा, संचार भाषा, राजभाषा तथा माध्यम भाषा लिपि और भाषा का संबंध देवनागरी लिपि : वैज्ञानिकता तथा दोष देवनागरी लिपि : वर्तनी का मानकीकरण तथा सुधार के प्रयास	२५
ईकाई २	राजभाषा के प्रकार्य : प्रारूपण एवं पत्रलेखन राजभाषा के प्रकार्य : संक्षेपण, पल्लवन और ठिपण पारिभाषिक शब्दावली निर्माण के सिद्धांत प्रशासनिक क्षेत्र की पारिभाषिक शब्दावली (नमूना सूची संलग्न पृष्ठ २३ से २८ तक)	२५
ईकाई ३	पत्राचार : व्यापारिक पत्र तथा व्यावहारिक पत्र पत्राचार : सरकारी पत्र, अर्द्ध सरकारी पत्र एवं प्रेस विक्षति कम्प्यूटर : उपयोगिता, इंटरनेट सर्व, हिंदी सॉफ्टवेयर एवं हिंदी संबंधी वेबसाइट्स कम्प्यूटर : शिक्षण, अनुवाद और कोश रचना	२५
ईकाई ४	विज्ञापन : अर्थ, स्वरूप एवं प्रकार विभिन्न माध्यमों में विज्ञापन की प्रकृति विज्ञापनों में हिंदी विज्ञापन की उपयोगिता एवं कार्य	२५

## सत्र दुसरे

### पेपर १. हिंदी साहित्य का इतिहास भाग- २

#### (स्वातंत्र्योत्तर)

नं.	विषय	गुण
ईकाई १	<b>स्वातंत्र्योत्तर साहित्य : कविता एवं कहानी</b> कविता और कहानी का आंदोलनात्मक विकास कविता तथा कहानी : उत्साह एवं मोहभंग की अभिव्यक्ति कविता तथा कहानी : आधुनिक बोध की अभिव्यक्ति कविता तथा कहानी : संस्कृति और संबंधों में बदलात की अभिव्यक्ति	२५
ईकाई २	<b>स्वातंत्र्योत्तर उपन्यास, नाटक एवं अन्य विधाएँ</b> उपन्यासों में ग्रामीण एवं नगरीय बोध नाटकों में सत्ता, कलाकार एवं समाज का द्वंद्व सांप्रदायिक चेतना और उपन्यास एवं नाटक निबंध, व्यंग्य एवं अन्य गद्य विधाएँ	२५
ईकाई ३	<b>आपात्काल एवं साहित्य</b> समकालीन जीवन और आपात्काल साहित्य और आपात्काल आपात्काल के प्रत्यक्ष असर में सृजित गद्य साहित्य आपात्काल के प्रत्यक्ष असर में सृजित काव्य	२५
ईकाई ४	<b>आपात्कालोत्तर साहित्य</b> आपात्कालोत्तर कविता आपात्कालोत्तर कथासाहित्य आपात्कालोत्तर नाटक आपात्कालोत्तर अन्य विधाएँ और विधाओं की पहचान का संकट	२५

## पेपर २. काव्यशास्त्र

नं.	विषय	गुण
ईकाई १	<b>भारतीय काव्यशास्त्र</b> संस्कृत काव्यशास्त्र में काव्य की अवधारणा- काव्यलक्षण, हेतु एवं प्रयोजन काव्यशास्त्र के सम्प्रदायों का सामान्य परिचय – रस, ध्वनि, अलंकार, रीति, वक्रोक्ति, औचित्य	२५
ईकाई २	<b>भारतीय काव्यशास्त्र</b> रस निष्पत्ति साधारणीकरण संस्कृत काव्यशास्त्र की प्रासंगिकता रीतिकालीन लक्षण ग्रंथों का सामान्य परिचय	२५
ईकाई ३	<b>पाश्चात्य काव्यशास्त्र</b> पाश्चात्य काव्यशास्त्र के मूल सिद्धांत प्लेटो : चिंतन एवं समीक्षा दृष्टि अरस्तू : चिंतन एवं समीक्षा दृष्टि लॉजाइनस : चिंतन एवं समीक्षा दृष्टि	२५
ईकाई ४	<b>पाश्चात्य काव्यशास्त्र</b> आई. ए. रिचर्ड्स : चिंतन एवं समीक्षा दृष्टि टी. एस. हलियट : चिंतन एवं समीक्षा दृष्टि शैली विज्ञान एवं शैली के घटक संरचनात्मक शैली	२५

### पेपर ३. आधुनिक हिंदी कविता

नं.	विषय	गुण
ईकाई १	<b>महादेवी वर्मा</b> छायावादी कविता और महादेवी वर्मा महादेवी के काव्य में सामाजिक चेतना महादेवी के काव्य में वेदना महादेवी : अभिव्यंजना शिल्प और काव्य प्रस्तुति	२५
ईकाई २	<b>धर्मवीर भारती</b> समकालीन परिवेश और धर्मवीर भारती धर्मवीर भारती का काव्य - संसार धर्मवारी भारती के काव्य का प्रमुख स्तर धर्मवीर भारती का काव्य - कला	२५
ईकाई ३	<b>भवानी प्रसाद मिश्र</b> नयी कविता और भवानी प्रसाद मिश्र भवानी प्रसाद मिश्र : काव्य - यात्रा भवानी प्रसाद मिश्र के काव्य की विशेषताएँ भवानी प्रसाद मिश्र के काव्य की शिल्प विधान	२५
ईकाई ४	<b>दुष्यंत कुमार</b> हिंदी गजल परंपरा और दुष्यंत कुमार दुष्यंत कुमार की गजलों के मुख्य स्तर दुष्यंत कुमार की प्रतीक घोषणा दुष्यंत कुमार की गजलियन	२५



## पेपर ४. हिंदी महिला गद्य लेखन

नं.	विषय	गुण
ईकाई १	समकालीन महिला कथालेखन और मैत्रेयी पुष्पा वर्तमान भारतीय ग्राम जीवन के परिप्रेक्ष्य में 'चाक' 'चाक' में राजनीतिक चेतना 'चाक' एवं सामाजिक परिवर्तन की प्रक्रिया	२५
ईकाई २	'चाक' में नारी -चेतना 'चाक' में स्त्री-पुरुष संबंध 'चाक' में लोक- संस्कृति 'चाक' का प्रस्तुति – विधान और भाषा	२५
ईकाई ३	हिंदी में आत्मकथा लेखन हिंदी महिला आत्मकथा लेखन और मन्नू भंडारी 'एक कहानी यह भी' : पृष्ठभूमि एवं प्रवृत्ति 'एक कहानी यह भी' में व्यक्त साहित्य – संसार	२५
ईकाई ४	'एक कहानी यह भी' : मन्नू भंडारी की जीवन यात्रा की साक्ष्य 'एक कहानी यह भी' : पत्नी रूप की त्रासदी 'एक कहानी यह भी' : पति और साहित्यकार के रूप में राजेंद्र यादव के अंतर्विरोध 'एक कहानी यह भी' : भाषा और प्रस्तुति	२५

## पेपर ५. अनुवाद कला एवं तकनीक

नं.	विषय	गुण
ईकाई १	अनुवाद : स्वरूप, प्रक्रिया एवं प्रतिनि अनुवाद की आवश्यकता और विकास अनुवाद के विविध क्षेत्र अनुवाद के उपकरण : कोश ग्रंथ, पारिभाषिक शब्दावली संदर्भ ग्रंथ, इंटरनेट आदि	२५
ईकाई २	अनुवाद के सिद्धांत अनुवादक के गुण अनुवाद : कला या विज्ञान अनुवाद के प्रकार	२५
ईकाई ३	स्रोत और लक्ष्य भाषा के अंतःसंबंध अनुवाद की उपयोगिता और महत्व अनुवाद की समस्याएँ अनुवाद की समस्याओं के समाधान	२५
ईकाई ४	साहित्य और साहित्येतर अनुवाद अनुवाद और संस्कृति में आदान-प्रदान अनुवाद में भाषिक प्रकृति की समस्या अनुवाद : उपलब्धि और सीमाएँ	२५

## तृतीय सत्र

**पेपर नं. १- लोक साहित्य तथा साहित्य में लोक भाषा (303009)**

उद्देश : १. हिंदी और उनके क्षेत्र के लोक साहित्य से अवगत करना

२. लोक भाषा की प्रयुक्ति से साहित्य कि समृद्धि व सौंदर्य से परिचित कराना.

Sr. No.	Topics and details	Marks
ईकाई १	<p><u>लोक साहित्य कि अवधारणा एवं साहित्य तथा लोक साहित्य</u></p> <ul style="list-style-type: none"> <li>➤ लोक एवं साहित्य का संबंध</li> <li>➤ लोक साहित्य की अवधारणा</li> <li>➤ लोक साहित्य एवं साहित्य</li> <li>➤ लोक साहित्य के प्रमुख रूपो, गीत, नाट्य, कथा , आदी का परिचय एवं</li> </ul>	२५
ईकाई २	<p><u>लोक साहित्य मुल्यांकन के निकष पर</u></p> <ul style="list-style-type: none"> <li>➤ लोक साहित्य की प्रमुख प्रवृत्ति , वैशिष्ट और सीमा</li> <li>➤ लोक साहित्य की सामाजिकता एवं वैज्ञानिकता</li> <li>➤ संचार युग में लोक साहित्य</li> <li>➤ लोक साहित्य कि भाषिक समृद्धि</li> </ul> <p>( शब्द संचार , लोक प्रतिक एवं बिम्ब, कथा , कथा गाथाएँ, लोकोक्तीया, कहावते, एवं मुहावरे )</p> <p>आधार – हिंदी प्रांत अथवा महाराष्ट्र अथवा गुजरात के लोक साहित्य</p>	२५
ईकाई ३	<p><u>साहित्य में लोक भाषा की प्रवृत्ति : विधान एवं सर्वेक्षण</u></p> <ul style="list-style-type: none"> <li>➤ प्रयुक्ति की अनिवार्यत पर विचार</li> <li>➤ प्रयुक्ति विधानो के प्रमुख रूप – लोक शब्द, गीत, संगीत, मुहावरे, कहावते, शैली.</li> <li>➤ लोक प्रयुक्ति की उपलब्धियाँ</li> </ul>	२५
ईकाई ४	<p><u>लोक भाषा की प्रयुक्ति : उपलब्धियाँ एवं मूल्यांकन</u></p> <ul style="list-style-type: none"> <li>➤ लोक भाषा की प्रयुक्ति की उपलब्धियाँ – कला, सौंदर्य रोचाकता, वैविध..... आदी.</li> <li>➤ प्रयुक्ति की सीमाएँ – अगुढता, पाठकीयता, का हास..... आदी</li> <li>➤ निर्धारित सहाय्यक कृतीयाँ- करु कुरु स्वाहा ( मनोहर श्याम जोशी), तहती गंगा ( शिवप्रसाद मिश्रा रुद्र) ठुमरी ( फणीश्वरनाथ), बकरी ( सर्वेश्वर दाल सक्सेना ), चरनदास चोर ( हबीब तलवीर ), माठी की मुरतें (रामवृक्ष बेजीपुरी ) त्रीभांगिमा (बच्चन, नजीर अकाबरवादी) कि शायरी.....आदी के साथ अन्य उपयुक्त रचनाएँ भी.....</li> </ul>	२५

**पेपर नं. 2 आलोचना और आलोचक (303010)**

- उद्देश्य : 1. समीक्षाशास्त्र के आधुनिक आयामों से अवगत कराना  
 2. हिंदी आलोचन के लगभग सौ वर्षों से विकास के मानकों से अवगत कराना  
 3. प्रमुख हिंदी आलोचकों की आलोचना दृष्टि से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> <li>➤ आधुनिक समीक्षाशास्त्र : उपयोगिता एवं दृष्टि</li> <li>➤ सैध्दांतिक एवं व्यावहारिक आलोचना पद्धतियाँ</li> <li>➤ समाजशास्त्रीय आलोचना</li> <li>➤ मनोवैज्ञानिक आलोचना</li> </ul>	25
ईकाई 2	<ul style="list-style-type: none"> <li>➤ रूपवादी एवं संरचनात्मक समीक्षा</li> <li>➤ प्रभाववादी समीक्षा</li> <li>➤ पुस्तक समीक्षा</li> <li>➤ समीक्षा में सुजन एवं सुजन में समीक्षा</li> </ul>	25
ईकाई 3	<ul style="list-style-type: none"> <li>➤ भारतेंदु युगीन समीक्षा एवं समीक्षक</li> <li>➤ द्विवेदी युगीन समीक्षा एवं समीक्षक</li> <li>➤ हिंदी समीक्षा को रामचंद्र शुक्ल की देन</li> <li>➤ दूसरी परंपरा की खोज : हजारी प्रसाद द्विवेदी का समीक्षा कर्म</li> </ul>	25
ईकाई 4	<ul style="list-style-type: none"> <li>➤ हिंदी की मार्क्सवादी आलोचना</li> <li>➤ मुक्तिबोध और रामविलास शर्मा की समीक्षा दृष्टि</li> <li>➤ हिंदी समीक्षा में दलित एवं स्त्री</li> <li>➤ आलोचना की नयी भूमिका</li> </ul>	25

पेपर नं. ३ - हिंदी साहित्य मे दलित लेखन (303011)

उद्देश्य : 1. हिंदी दलित साहित्य से परिचित कराना

2. दलित जीवन की त्रासदी से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<ul style="list-style-type: none"> <li>➤ दलित साहित्य : अवधारणा एवं स्वरूप</li> <li>➤ दलित साहित्य के मानक और उनके विमर्श</li> <li>➤ हिंदी दलित साहित्य : सहानुभूति से स्वानुभूति तक</li> <li>➤ दलित साहित्य की प्रासंगिकता</li> </ul>	25
ईकाई 2	<ul style="list-style-type: none"> <li>➤ हिंदी के प्रमुख दलित लेखकों का साहित्यिक परिचय : जयप्रकाश कर्दम , मोहनदास नैमिशराय , कौशल्या बैसंत्री , सुशीला टांकभौर , श्यराजसिंह बेचैन आदि</li> <li>➤ समकालीन हिंदी दलित साहित्य की विकास यात्रा (उपन्यास , कहानी , कविता तथा आत्मकथा)</li> <li>➤ समकालीन दलित आलोचना का परिदृश्य</li> <li>➤ दलित साहित्य की शिल्पगत प्रवृत्तियाँ_ ( भाषा , बिम्ब ,प्रतीक तथा मिथक )</li> </ul>	25
ईकाई 3	<ul style="list-style-type: none"> <li>➤ ओमप्रकाश वाल्मीकी : व्यक्तित्व एवं कृतित्व</li> <li>➤ समकालीन दलित कविता और 'सदियों का संताप'</li> <li>➤ 'सदियों का संताप' का कथ्य – विश्लेषण</li> <li>➤ 'सदियों का संताप' का शिल्प विवेचन</li> </ul>	25
ईकाई 4	<ul style="list-style-type: none"> <li>➤ सूरजपाल चौहान : व्यक्तित्व एवं कृतित्व</li> <li>➤ समकालीन दलित कहानी लेखन और 'नया ब्राम्हण'</li> <li>➤ 'नया ब्राम्हण' का कथ्य – विश्लेषण</li> <li>➤ 'नया ब्राम्हण' का शिल्प विवेचन</li> </ul>	25

**पेपर नं. ४ अनुसंधान : प्रविधि एवं प्रक्रिया (303012)**

उद्देश्य : 1. अनुसंधान कि प्रविधि एवं प्रक्रिया से परिचित कराना

2. शोध कार्य के प्रति रुचि पैदा करना

3. शोध कार्य की तकनीक अवगत करना

4. अनुसंधान – पद्धति के तहत अनुसंधान हेतु छात्राओं को समक्ष बनाना

Sr. No.	Topics and details	Marks
ईकाई 1	<p><u>अनुसंधान का स्वरूप</u></p> <ul style="list-style-type: none"> <li>➤ अनुसंधान : स्वरूप एवं महत्व</li> <li>➤ अनुसंधान के मूल तत्व</li> <li>➤ अनुसंधान का उद्देश्य</li> <li>➤ अनुसंधानकर्ता तथा निर्देशक की योग्यताएँ</li> </ul>	25
ईकाई 2	<p><u>अनुसंधान के प्रकार</u></p> <ul style="list-style-type: none"> <li>➤ साहित्यिक अनुसंधान और साहित्येतर अनुसंधान : साम्य तथा वैषम्य</li> <li>➤ अनुसंधान और आलोचना</li> <li>➤ साहित्यिक अनुसंधान के प्रकार : वर्णनात्मक , ऐतिहासिक, तुलनात्मक आदि</li> <li>➤ अंतर्विद्या शाखीय अनुसंधान का सामान्य परिचय</li> </ul>	25
ईकाई 3	<p><u>अनुसंधान के प्रक्रिया</u></p> <ul style="list-style-type: none"> <li>➤ विषय-चयन एवं सामग्री-संकलन</li> <li>➤ संदर्भ कार्ड तथा टिप्पणियाँ बनाना</li> <li>➤ सर्वेक्षण और साक्षात्कार</li> <li>➤ सामग्री का विवेचन-विश्लेषण तथा निष्कर्ष की स्थापना</li> </ul>	25
ईकाई 4	<p><u>शोध प्रबंध की लेखन प्रणाली एवं कम्प्यूटर</u></p> <ul style="list-style-type: none"> <li>➤ शीर्षक-निर्धारण अनुक्रमभूमिका तथा अध्याय विभाजन</li> <li>➤ संदर्भ सूची पाद टिप्पणी परिशिष्ट तथा प्रबंध प्रस्तुतीकरण</li> <li>➤ कम्प्यूटर : कम्प्यूटर की कार्य प्रणाली एम. एस . वर्ड युनिकोड एवं मायक्रोसॉफ्ट पॉवर पॉइंट</li> <li>➤ इंटरनेट : वेबसाइट्स , सर्च , ई-मेल प्रेषण एवं प्राप्ति और ई-जर्नलस्</li> </ul>	25

**पेपर नं. ५ - जनसंचार माध्यम (303106)**

उद्देश:

१. समाचार पत्र की कार्यप्रणाली, १. उपयोगिता व समाज पर उसके असर से अवगत करना.
२. दृश्य – श्राव्य माध्यम की कार्यप्रणाली तथा समाज के समक्ष शक्ति व सीमाओं से अवगत करना .
३. फिल्म कला व उसके सरोकार तथा प्रमुख फिल्मकारों के कार्यों से अवगत करना

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>मुद्रित माध्यम</u></p> <ul style="list-style-type: none"> <li>➤ सामाचारों के स्रोत चयन एवं संपादन</li> <li>➤ समाचार पत्र : पृष्ठ योजना और स्तंभ लेखन</li> <li>➤ समाचार लेखन के विविध रूप (अग्रलेख, रिपोर्ट, फिचर, साक्षात्कार )</li> <li>➤ समाचार पत्र कि आचारसंहिता</li> </ul>	२५
ईकाई २	<p style="text-align: center;"><u>श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> <li>➤ रेडीओ – इलेक्ट्रॉनिक माध्यम : स्वरूप और प्रयोग</li> <li>➤ कार्य पद्धति : रेकॉर्डिंग प्रसारण एवं श्रोताओं की भागीदारी</li> <li>➤ संचार माध्यम के रूप में रेडीओ की शक्ति और सीमाएँ</li> <li>➤ रेडीओ का वर्तमान और भविष्य</li> </ul>	२५
ईकाई ३	<p style="text-align: center;"><u>दृश्य – श्राव्य माध्यम</u></p> <ul style="list-style-type: none"> <li>➤ संचार माध्यम के रूप में दूरदर्शन की शक्ति और सीमाएँ</li> <li>➤ दूरदर्शन : प्रस्तुती के विविध रूप ( धारवाहिका, समाचार, विज्ञापन, साक्षात्कार, स्पर्धात्मक कार्यक्रम, हास्य, शैक्षणिक आदि )</li> <li>➤ दूरदर्शन : लेखन कला</li> <li>➤ दूरदर्शन : भाषा और समाज</li> </ul>	२५
ईकाई ४	<p style="text-align: center;"><u>सिनेमा माध्यम</u></p> <ul style="list-style-type: none"> <li>➤ हिंदी सिनेमा : ऐतिहासिक परिदृश्य (व्यावसायिक और सार्थक सिनेमा )</li> <li>➤ सिनेमा साहित्य और समाज</li> <li>➤ हिंदी सिनेमा के प्रमुख विषय (स्त्री पुरुष संबंध नारी प्रेम व्यवस्था से समक्षता सांप्रदायिक एवं दलित चेतना परिवार शहर व गांव )</li> <li>➤ कुछ प्रमुख सिनेमा – आनंद आविष्कार इजाजत गंगाजल गर्म हवा मुगल-ए-आजम सुरज का सतावां घोडा परिणीत उमराव जान (मुजप्फर अली शोले आदि .</li> </ul>	२५

## चतुर्थ सत्र

पेपर नं. १ - हिंदीवर भारतीय साहित्य (403013)

उद्देश : १. अखिल भारतीय स्तर पार महिला लेखन से अवगत करना

२. बनागी के तौर पर यहाँ वैचारिक लेखन व नाट्य लेखन से अवगत करना

Sr. No.	Topics and details	Marks
ईकाई १	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> <li>➤ ‘युगांत’ : अभिधान के आधार पार</li> <li>➤ इरावती कर्वे की व्याख्या : आधारभूत मान्यताएँ</li> <li>➤ ‘युगांत’ : चारीत्रों के नए विमर्श</li> <li>➤ ‘युगांत’ : स्त्री एवं पुरुष पात्रों का नारी विषयक दृष्टीकोन</li> </ul>	२५
ईकाई २	<p style="text-align: center;"><u>‘युगांत’</u></p> <ul style="list-style-type: none"> <li>➤ ‘युगांत’ की शोधपरकता व तार्किकता</li> <li>➤ ‘युगांत’ : मै चिंतन की मौलिकता व प्रामाणिकता</li> <li>➤ ‘युगांत’ के विवेचन की सिमाएँ</li> <li>➤ ‘युगांत’ का रचना विधान</li> </ul>	२५
ईकाई ३	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> <li>➤ गिरीश कर्नाड का नाट्य संसार</li> <li>➤ ‘तुगलक’ कालीन परिवेश</li> <li>➤ ‘तुगलक’ : इतिहास और कल्पना</li> <li>➤ ‘तुगलक’ मै तत्कालीन जीवन – वास्तव</li> </ul>	२५
ईकाई ४	<p style="text-align: center;"><u>तुगलक</u></p> <ul style="list-style-type: none"> <li>➤ ‘तुगलक’ : कथा के विविध आयाम</li> <li>➤ चरित्र योजना और ‘तुगलक’</li> <li>➤ नाट्यालेख के निकष पार ‘तुगलक’</li> <li>➤ मंचीय दृष्टी से ‘तुगलक’</li> </ul>	२५

पेपर नं. २ छायावाद (403314)

उद्देश्य : १. छायावादी काव्य की विशेषताओं से परिचित कराना

२. छायावादी कवियों की काव्य – कला से अवगत कराना

३. छायावादी काव्य में व्यक्त चिंतन के अवगत कराना

Sr. No.	Topics and details	Marks
एकई १	<p><u>जयशंकर प्रसाद</u></p> <ul style="list-style-type: none"> <li>➤ कवि जयशंकर प्रसाद : व्यक्तित्व एवं कृतित्व</li> <li>➤ प्रसाद – काव्य में व्यक्त चिंतन और दृष्टि</li> <li>➤ 'आंख' : संवेदना और वैशिष्ट्य</li> <li>➤ प्रसाद की काव्य – कला</li> <li>➤ संदर्भ हेतु समग्र 'आंख' काव्य – संग्रह</li> </ul>	२५
एकई २	<p><u>सुमित्रानंदन पंत</u></p> <ul style="list-style-type: none"> <li>➤ कवि सुमित्रानंदन पंत – व्यक्तित्व एवं कृतित्व</li> <li>➤ पंत के काव्य का वैशिष्ट्य</li> <li>➤ पंत की काव्य – कला</li> <li>➤ 'तारापथ' : प्रतिपाद्य विषय</li> <li>➤ संदर्भ हेतु चयनित कविताएँ : 'युगांत', 'परिवर्तन' तथा 'ग्राम्या'</li> </ul>	२५
एकई ३	<p><u>सूर्यकांत त्रिपाठी 'निराला'</u></p> <ul style="list-style-type: none"> <li>➤ सूर्यकांत त्रिपाठी 'निराला': व्यक्तित्व एवं कृतित्व</li> <li>➤ निराला के काव्य में प्रेम व सौंदर्य</li> <li>➤ निराला के काव्य में व्यंग्य एवं विद्रोह</li> <li>➤ 'राग विराग' : कलात्मक सौंदर्य</li> <li>➤ संदर्भ हेतु चयनित कविताएँ : 'सरोज स्मृति' कुकुरमुत्ता' तथा 'वन बेला'</li> </ul>	२५
एकई ४	<p><u>छायावादी आलोचना</u></p> <ul style="list-style-type: none"> <li>➤ छायावादी रचनाकारों की आलोचना : एक परिचय</li> <li>➤ छायावाद के संदर्भ में छायावादी आलोचना</li> <li>➤ छायावादी रचनाकारों की छायावादेतर आलोचना</li> <li>➤ छायावादी आलोचना का प्रदेय</li> </ul>	२५



**पेपर नं. ३ सांप्रदायिक चेतना और स्वतंत्र्योत्तर हिन्दी साहित्य (403315)**

उद्देश्य : १. सांप्रदायिक चेतना के विविध रूपों से परिचित कराना

२. सांप्रदायिक सदभावना की समझ पैदा कराना

Sr. No.	Topics and details	Marks
ईकाई १	<ul style="list-style-type: none"> <li>➤ सांप्रदायिकता : अवधारणा एवं स्वरूप</li> <li>➤ सांप्रदायिकता के विभिन्न रूप</li> <li>➤ सांप्रदायिकता और राजनीति</li> <li>➤ सांप्रदायिकता का जनजीवन पर प्रभाव</li> </ul>	२५
ईकाई २	<ul style="list-style-type: none"> <li>➤ विभाजन की त्रासदी और हिन्दी साहित्य</li> <li>➤ 'बाबरी मस्जिद' के असर में सुजित हिन्दी साहित्य</li> <li>➤ सांप्रदायिक दंगे और हिन्दी साहित्य</li> <li>➤ सांप्रदायिक सदभावना और हिन्दी साहित्य</li> </ul>	२५
ईकाई ३	<ul style="list-style-type: none"> <li>➤ राही मासूम रजा : व्यक्तित्व एवं कृतित्व</li> <li>➤ टोपी का चरित्र (बलभद्र नारायण शुक्ला बनाम टोपी शुक्ला)</li> <li>➤ 'टोपी शुक्ला' का कथ्य – विश्लेषण</li> <li>➤ 'टोपी शुक्ला' की शिल्पगत चेतना</li> </ul>	२५
ईकाई ४	<ul style="list-style-type: none"> <li>➤ असगर वजाहत : व्यक्तित्व एवं कृतित्व</li> <li>➤ विभाजन की त्रासदी और मानवीय संवेदना ('जिस लहौर न देख्या ओ जम्याइ नइ' के संदर्भ में)</li> <li>➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' नाटक के चरित्र</li> <li>➤ 'जिस लहौर न देख्या ओ जम्याइ नइ' : नाट्य और रंगचेतना</li> </ul>	२५

**पेपर नं ४ हिंदी का आत्मकथा साहित्य (403316)**

उददेश्य : १. आत्मकथा के स्वरूप से अवगत कराना

२. हिंदी के प्रमुख आत्मकथाकारों से अवगत कराना

३. हिंदी आत्मकथा लेखन की विशेषताओं से परिचित करना

S. No	Topics and details	Marks
ईकाई 1	<p>आत्मकथा</p> <ul style="list-style-type: none"> <li>➤ आत्मकथा : स्वरूप और उपयोगिता</li> <li>➤ आत्मकथा : साहित्य कि प्रवृत्तियाँ</li> <li>➤ आत्मकथा : प्रस्तुति विधान</li> <li>➤ हिंदी आत्मकथा साहित्य : एक परीचय</li> </ul>	२५
ईकाई 2	<p>आत्मकथा और साहित्य – विधाएँ</p> <ul style="list-style-type: none"> <li>➤ आत्मकथा और कविता (सरोज स्मृती – जिराला मधुप गन कर कह जाता – जयशंकर प्रसाद ‘लहर’काव्य संग्रह में संकलीत</li> <li>➤ आत्मकथा और उपन्यास (शेखर एक जीवनी : भाग १ अज्ञेयछीन्नमस्ता – प्रभा खेतान )</li> <li>➤ आत्मकथा और कहानी (एक और जिंदगी – मोहन राकेश नमो अंधकररम् – दुधनाथ सिंह )</li> <li>➤ आत्मकथा और अन्य विधाएँ (मुड-मुड के देखता हूँ – राजेंद्र यादव कुटज (निबंध ) – डॉ हरिप्रसाद द्विवेदी )</li> </ul>	२५
ईकाई 3	<p>‘नीड का निर्माण फिर’</p> <ul style="list-style-type: none"> <li>➤ हरिवंशराय बच्चन की आत्मकथा : परिचयात्मक अध्ययन</li> <li>➤ ‘नीड का निर्माण फिर : कथावस्तु का विश्लेषण</li> <li>➤ ‘नीड का निर्माण फिर’ में बच्चन का आत्म – संघर्ष</li> <li>➤ ‘नीड का निर्माण फिर’ भाषा और शिल्प</li> </ul>	२५
ईकाई ४	<p>‘मुर्दहिया’</p> <p>हिंदी दलित आत्मकथा लेखन और मुर्दहिया’</p> <p>मुर्दहिया’ की कथावस्तु का विश्लेषण</p> <p>‘मुर्दहिया’ में डॉ. तुलसी राम का आत्म – संघर्ष</p> <p>मुर्दहिया’ : भाषा</p>	२५

**पेपर -५ रचनाकार प्रेमचंद (403408)**

उद्देश्य :

१. प्रेमचंद के कथासाहित्य में व्यक्त आदर्शवादी सोच व प्रतुफलन से अवगत कराना
२. कथाकार प्रेमचंद के आदर्शोन्मुख यथार्थवादी होने के कारणों व परिणामों से अवगत कराना
३. प्रेमचंद की यथार्थवादी मंजिल के महत्व व उसके विमर्श रूपों से अवगत कराना
४. प्रेमचंद के कथेतर लेखन के विविध रूपों से अवगत कराना

Sr. No.	Topics and details	Marks
ईकाई 1	<p>प्रेमचंद : आदर्शोन्मुख लेखन</p> <ul style="list-style-type: none"> <li>➤ मैं आदर्शवाद की परंपरा एवं प्रयोग</li> <li>➤ प्रेमचंद की आदर्शवाद संबंधी मन्यताएं व उस परंपरा में उनके योगदान का मूल्यांकन</li> <li>➤ आदर्शवाद और प्रेमचंद के सामाजिक सरोकार</li> <li>➤ आधार रचनाएं – उपन्यास ‘गबन’ कहानियाँ ‘बड़े घर की बेटी और ‘पंच परमेश्वर’</li> </ul>	२५
ईकाई 2	<p>प्रेमचंद : आदर्शोन्मुख यथार्थवादी लेखन</p> <ul style="list-style-type: none"> <li>➤ आदर्शोन्मुख यथार्थवाद : अवधारण एवं प्रयोजन</li> <li>➤ आदर्श और यथार्थ को लेकर प्रेमचंद का द्वंद्व – लेखन के साक्ष्य</li> <li>➤ आदर्शोन्मुख यथार्थवादी सोच : सृजन में प्रतिफलन की प्रक्रिया व परिणाम का समीक्षात्मक विश्लेषण</li> <li>➤ आधार रचनाएं – उपन्यास ‘रंगभूमि’ कहानियाँ ‘ईदगाह’ और ‘नमक का दरोगा’</li> </ul>	२५
ईकाई 3	<p>प्रेमचंद : यथार्थवादी लेखन</p> <ul style="list-style-type: none"> <li>➤ यथार्थवाद : अवधारणा एवं स्वरूप</li> <li>➤ प्रेमचंद के यथार्थवाद तक आने की सामाजिक एवं साहित्यिक व्याख्या</li> <li>➤ शिल्प के यथार्थवादी विधान</li> <li>➤ आधार रचनाएँ – उपन्यास ‘गोदान’ कहानियाँ ‘कफन’ और ‘ठाकूर का कुआँ’</li> </ul>	२५
ईकाई 4	<p>प्रेमचंद : कथेतर लेखन</p> <ul style="list-style-type: none"> <li>➤ नाटककार एवं पत्रकार प्रेमचंद</li> <li>➤ पत्रों के आईने में प्रेमचंद</li> <li>➤ साहित्य व समाज के चिंतक प्रेमचंद</li> <li>➤ आधार रचना – ‘प्रेमचंद : कुछ विचार</li> </ul>	२५

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



## **Centre For Distance Education**

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

### **PROGRAM PROJECT REPORT**

**M.A. SOCIOLOGY**

**2018 – 2019**

## **Publisher's Note**

This ShreematiNathibaiDamodarThackersey Women's University has great Pleasure in publishing this program structure for Post Graduate program for 2 Year(s) Master Degree Program as "Master of Arts in 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**

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

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

## **Objectives**

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

## Features of CDE:

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

## Academic Programmes:

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

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

## Admission Process

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

- ❖ **Fees:** **M.A. I – Rs. 5475/- (S.N.D.T. University)**  
**M.A. I – Rs. 5475/- (Other University)**  
**M.A. II – Rs. 5475/-**
- ❖ **Syllabus:**

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

## ➤ Study Material Preparation

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statuary 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 be advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

**Evaluation system will comprise.**

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

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

➤ **11.1 Feedback on performance to learners**

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

# SOCIOLOGY

## Semester I

### 1. Classical Sociological Tradition (111001)

**Marks: 100 (4 credits)**

**Objectives:**

- 1.To equip the students with theoretical insights to know, analyse and interpret the social scenario around them.
- 2.To familiarize students with the different sociological perspectives and theories.

Unit	Course Content	Marks
Unit 1	<b>I Introduction</b> Social and Intellectual forces responsible for Development of sociology.	25
Unit 2	<b>II Karl Marx</b> Dialectical materialism, Historical materialism, Class, Class formation, Class Conflict, Concept of Surplus Value, Alienation, Role of the State	25
Unit 3	<b>III Emile Durkheim</b> 1.Division of Labour Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour. 1. Types of suicide. 2. Views on Religion 3. The methodology of Sociology	25
Unit 4	<b>IV Max Weber</b> 1. Concepts of status, class and power. 2. Theory of social action 3. Protestant ethic and emergence of capitalism. 4. Theory of Authority, Authority and power, Types of authority 5. Views on Bureaucracy. 6. Contribution to the methodology of social science	25

## 2. Sociology of Indian society (111002)

**Marks 100 (4 credits)**

### Objectives:

1. To acquire students with adequate and comprehensive understanding of Indian Society.
2. To acquaint with the Development of Sociology in India.

Unit	Course Content	Marks
Unit 1	<b>I Introduction:</b> Unity in Diversity Culture and Civilization Varna and Caste Race & Ethnicity Religious & Language diversities in India Segments of Indian Society; Tribal, Rural, Urban.	25
Unit 2	<b>II Approaches to the study of Indian Society:</b> 25 Indological: G.S. Ghurye, Louis Dumant Structural Functionalism: M.N.Shrinivas of S.C.Dube. Marxist: D.P. Mukharji, A.R.Desai.	25
Unit 3	<b>III History and Development of Sociology in India:</b> Proto-Sociologists-Sociologists-Non-Sociologists, Colonial period Post Independence.	25
Unit 4	<b>IV Subaltern Perspectives:</b> Ranjeet Guha, David Hardiman. Phule, Dr. Ambedkar	25

### 3. Social Anthropology (111101)

**Marks 100 (4 credits)**

**Objectives:**

1. To introduce the students the history and contemporary changes in Anthropological theory and to understand the growth of Anthropology in India.

Unit	Course Content	Marks
Unit 1	<b>I Introduction</b> Meaning and scope of Anthropology, Distinction between Social and Cultural Anthropology, Ethnography, Ethnology. Theories of Culture, Attributes of Culture, Cultural Traits, Culture complex, Culture Area, Integration of Culture, Paradoxes of Culture.	25
Unit 2	<b>II Contemporary Anthropological Theories</b> <u>From Functionalism to Structuralism:</u> Levi Strauss and Edmund Leach <u>Marx and Marxist Anthropology:</u> Terry, Godelier, Meillassoux <u>Cultural Anthropology to Postmodern Ethnography:</u> Clifford Geertz and James Clifford.	25
Unit 3	<b>III Art, Aesthetics, Culture and Language</b> Forms of Music, Musical Instruments, Ritualistic and Symbolic Painting and Types of Artifacts. Origin and Evolution of Human Language, Phonology Morphology, Syntax, Semantics, Importance of language in Anthropological Research, and Applied Linguistics.	25
Unit 4	<b>IV Social Economic and Political Organisation</b> Family, Marriage, Kinship, Kinship terminology, Kinship behavior, Primitive communism, value in primitive economy, property, stages of economy, subsistence surplus in market economy, system of trade exchange. Law and Social control, Authority and Leadership. Types of political organization band, Tribe and State, kingship and chiefdom, Primitive law and justice, Type of punishment. Religion, Primitive religion, Animism, Bongaism, Totemism, Types and functions of magic, Magic religious functionalists like shaman, priest, medicine man, sorcerer, witch-symbolism in religion and rituals.	25

#### 4. Environment & Society (111102)

**Marks 100 (4 credits)**

**Objectives:**

1. To make students aware of current environmental issues, local, national & global.
2. To encourage critical & analytical thinking of these issues through the in depth study of specific cases.
3. To develop independent research skills in the students & help them to develop an analytical understanding of current issues & problems through the application of theory.
4. To work towards developing the sub- field of sociology of environment with an Indian perspective, utilizing theory to elucidate current issues & debates.

Unit	Course Content	Marks
Unit 1	<b>I Approaches to the study of Environment</b> Marxian Gandhian Ecofeminist Environmental History	25
Unit 2	<b>II Environmental &amp; Social Outcomes:</b> <b>Pre-Colonial, Colonial &amp; Post- Colonial India</b> <u>Pre-Colonial India</u> : Ecology, Settlement Patterns & Social Organisation. <u>Colonial India</u> : Development of State policies & their consequences <u>Post- Colonial India</u> : Nehruvian Development State Policies	25
Unit 3	<b>III Social &amp; Environmental Issues in India</b> Impact of Big Infrastructure & Natural resources Development projects, Issues of Displacement, Rehabilitation, & Resistance movements (Chipko, Narmada, Tehri, Baliapal, Chilika Lake, Enron) <u>Issues of Urban Environment</u> : pertaining to population, water, sanitation, pollution & health outcomes especially for women. (Eg. Bhopal Gas Tragedy & its consequences)	25
Unit 4	<b>IV Global Environmental Issues &amp; Initiatives of the State &amp; International Agencies</b> Debate on Sustainable Development; Intellectual Property Rights & Patenting of Traditional Knowledge; Biodiversity; Climate change. Initiatives of International Agencies- Stockholm to Rio Conference Global Environmental Movements- North & South	25

## 5. Political Sociology (111105)

**Marks 100 (4 credits)**

### Objectives:

1. To acquaint the students with the nature and functioning of political system, and the political processes.
2. To generate in the minds of students an awareness of their status and role as citizens of the state.
3. To make the students aware of the prerequisites of sound democratic political system and its vulnerability.

Unit	Course Content	Marks
<b>Unit 1</b>	<b>I Introduction</b> Definition and subject matter of Political Sociology Interrelationship between political system and society. Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability.	<b>25</b>
<b>Unit 2</b>	<b>II Political culture</b> Meaning and significance. Political socialization – meaning, significance and agencies. Intellectuals – Political role of intellectuals – significance. <u>Pressure groups and interests groups:</u> Nature, bases, political significance.	<b>25</b>
<b>Unit 3</b>	<b>III Political Bureaucracy in India</b> Bureaucracy: its Characteristics, Types, Significance in Political development. Political Parties : Characteristics, Social composition of parties, Recruitment, Mass participation, Political apathy, its causes and consequences.	<b>25</b>
<b>Unit 4</b>	<b>IV Political Process in India</b> Role of caste, Religion, Regionalism and language in Indian Politics. Public opinion: Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.	<b>25</b>

## Semester II

### 1. Sociology of Modernization and Development (211003)

Marks:100 (4 credits)

#### Objectives:

1. To understand the concepts & theories of modernization & change.
2. To understand the process of modernization in India.
3. To know the various concepts of development.

Unit	Course Content	Marks
Unit 1	<b>I Introduction:</b> Meaning & concept of Social Modernization Characteristics of Modernization. Attributes & Pre-conditions to Modernization.	25
Unit 2	<b>II Theories of Modernization:</b> Contributions of Daniel Lerner – Passing of Traditional Society. Marion Levy – Modernization & the structure of societies. Parsons & Smelson- Theory of Social Action & Pattern Variables. Hutington – The clash of Civilizations.	25
Unit 3	<b>III Theories of Development &amp; Underdevelopment:</b> Dependency theory Centre – Periphery analysis Imperialism & Under-development of Third – World Countries. Theory of World Capitalist System Women & Development.	25
Unit 4	<b>IV Alternative World Views:</b> 25 M.K.Gandhi E.F.Schumacher Sustainable Development.	25

## 2. Theoretical Perspectives in Sociology (211004)

**Marks: 100 (4 credits)**

### Objectives:

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
2. To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change

Unit	Course Content	Marks
Unit 1	<b>I Introduction</b> Historical & Intellectual background of Sociological Theory Structuralism : C. Levi-Strauss. Structural-Functional approach: Malinowski, Radcliffe-Brown, T. Parsons, R.K. Merton. Critique of Structural- Functional approach — C.W. Mills, Dahrendorf & Gouldner.	<b>25</b>
Unit 2	<b>II</b> Conflict theory: R.Dahrendorf, L.Coser, R.Collins.	<b>25</b>
Unit 3	<b>III</b> Symbolic interactionis: G.H.Mead and H.Blumer	<b>25</b>
Unit 4	<b>IV</b> Ethnomethodology: H.Garfinkel. Phenomenological Sociology: A.Schutz , Husserl	<b>25</b>



### 3. Social Demography(211107)

**Marks 100 (4 credits)**

**Objectives :**

- 1.To understand the basic concepts in demographic studies.
- 2.To introduce the students with various dimensions of Indian and world population.
- 3.To acquaint students with the demographic features & trends in India.
- 4.To understand Population Control in terms of Social needs.

Unit	Course Content	Marks
Unit 1	<b>I Nature of Demographic Studies</b> Meaning, Nature and Importance of Social Demography. Development of Demography. Sociology of Demography. Demography and Population Studies.	25
Unit 2	<b>II Theories of Population growth</b> Malthusian theory of population Biological theories of population Theory of Optimum population Theory of Demographic Transition.	25
Unit 3	<b>III Population Growth</b> 25 World Population growth and current trends. Population growth in Asian countries and current trends. Population growth in India: Past and Present. Factors responsible for population growth in India. <u>India's Population Structure</u> : Age, Sex, Literacy, Rural- Urban, Caste and Religion, Economic Status..	25
Unit 4	<b>IV Demographic Trends and Population Policy in India</b> Population dynamics: Fertility, Mortality and Migration Population policy: Meaning and Objectives. Population policy of the Government of India after Independence. Performance appraisal of Family Welfare Programmes. .	25

#### 4. Globalization and Society (211108)

Marks 100 (4 credits)

**Objectives:**

1. To delineate the characteristics of and the issues relating to globalization.
2. To explain the various agencies involved in the process of globalization.
3. To examine its socio-economic and cultural impact.
4. To examine the Indian experience of globalization and reflects on its problems and prospects

Unit	Course Content	Marks
Unit 1	<b>I The nature and dynamics of globalization</b> The historical and social context of globalization World capitalism, modernization and globalization Distinctive characteristics of globalization The role of information and communication technology Benefits and disadvantages of globalization.	25
Unit 2	<b>II Agencies of globalization</b> Political economy of globalization- Agencies of Globalization: Multinational Corporations (MNCs), Nation-State, Media, Market, Non- Governmental Organizations (NGOs), International agencies- (International Monetary Fund, World Bank, etc.).	25
Unit 3	<b>III Globalization &amp; Culture</b> Cultural Homogenization, Hegemony and Dominance Globalization and the Resurgence of Ethnic Consciousness: Global Tourism, Diasporic Communities, Transnational Ethnic and Religious Movements, Religious Fundamentalism.	25
Unit 4	<b>IV Social Consequences of Globalization &amp; the Indian Experience</b> Inequality within and among nation states Differential perception of globalization among nations and their populations — Socio-economic impact of globalization — Impact on individual and group identity Globalization and public policy Debate on globalization -Impact of globalization: Trends and prospects.	25

## 5. Sociology of Disasters & Disaster Management (211109)

**Marks 100 ( 4 credits)**

### Objectives:

1. To familiarize students with the concepts, theories related to disaster management.
2. To understand the role of the state & civil society in disaster management

Unit	Course Content	Marks
Unit 1	<b>I</b> Concepts, Definitions, & Nature of Disasters.	<b>25</b>
Unit 2	<b>II</b> Causes, Types & Effects of Disasters: Famines, Floods, Earthquakes, Tsunami, Nuclear, Industrial disaster, Wars. Victims & Survivors of disasters.	<b>25</b>
Unit 3	<b>III</b> Welfare State & Disasters: Role of State in preventing, apprehending & managing disaster	<b>25</b>
Unit 4	<b>IV</b> Disasters & Civil Society: Role of Voluntary Organisations, Political Organisations, Citizens Associations & International bodies.	<b>25</b>

## Semester III

### 1. Recent Trends in Sociological Theory (311005)

**Marks: 100 (4 credits)**

**Objectives:**

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
2. To examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Unit	Course Content	Marks
<b>Unit 1</b>	Introduction The Frankfurt school: J.Habermas. Contemporary Marxist Theory: L.Althusser, A.Gramsci. Neofunctionalism: J.Alexander.	<b>25</b>
<b>Unit 2</b>	Central Issues in Sociological Theory Agency & Structure integration: Anthony Giddens , Margaret Archer, Bourdieu. Macro- Micro debate.	<b>25</b>
<b>Unit 3</b>	Post-structuralism & Post- modernism Poststructuralist: M.Foucault. Postmodern Theory: Jameson, Baudrillard	<b>25</b>
<b>Unit 4</b>	Feminist Theory Radical, Liberal, Marxist, Psychoanalytical, Post-Modern.	<b>25</b>

## 2. Research Methodology (311006)

**Marks: 100 (4 credits)**

### Objectives:

1. To provide exposure to the fundamentals of various research techniques and methods.
2. To introduce certain philosophical ideas underlying the emergence of different methodologies in social sciences.
3. To sensitize students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research.

Unit	Course Content	Marks
Unit 1	Positivism & Methods of research The nature of scientific method Concepts Measurement Reliability and Validity Hypothesis	25
Unit 2	Research design Survey techniques Sampling techniques Techniques of Data collection Content Analysis	25
Unit 3	Participant observation, Ethnography, Field- work. Encounters and experiences in field work. Subjectivity & Objectivity Value neutrality in research.	25
Unit 4	Report Writing Statistics in Social Research: Measures of central tendency: Mean, median, mode. Measures of Dispersion: Standard/Quartile Deviation Correlational Analysis: Tests of Significance and Covariance Regression Analysis	25

### 3. Sociology of Marginalized Communities (311111)

**Marks: 100 (4 credits)**

**Objectives:**

1. To sensitize students to the significance of the sociological study of Dalits, Tribal communities and Nomadic Castes and Tribes.
2. To understand the groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Unit	Course Content	Marks
<b>Unit 1</b>	Marginalization and its socio-economic indices: Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality. A critical view of the caste system; untouchability: historical and social roots, dysfunctions.	<b>25</b>
<b>Unit 2</b>	The social structure and culture of marginalized communities: the status of SC, ST, Nomadic Castes and Tribes and De-notified Tribes; problems; social mobility; identity formation	<b>25</b>
<b>Unit 3</b>	Perspectives on marginalization: Views of Jotirao Phule, Periyar, Dr. Babasaheb Ambedkar, Ram Manohar Lohiya	<b>25</b>
<b>Unit 4</b>	Marginalization and affirmative action: Constitutional provisions; implementation; impact on marginalized communities; limitations; critical review.	<b>25</b>

#### 4. Criminology (311114)

**Marks: 100 (4 credits)**

**Objectives:**

1. To acquaint the students with recent advances in criminology; changing profile of crime and criminals, particularly in India.
2. To prepare the students for professional roles of correctional agents in agencies of criminal justice administration, particularly in prisons and correctional institutions.

Unit	Course Content	Marks
Unit 1	<b>The Concept of Crime</b> Definition of Crime <u>Conceptual Approaches to Crime:</u> Legal, Behavioral and Sociological. Types of crime, Classification of Criminals.	25
Unit 2	<b>Theoretical Perspectives &amp; Sociological Explanations on Crime Causation</b> <u>Perspectives on Crime Causation:</u> Classical, Geographical, Positivist & psychological. <u>Sociological Explanations:</u> Social Disorganization theory, Multiple Factors theory, Control theory, Differential Association theory, Anomie theory, Differential Opportunity theory & Labeling theory.	25
Unit 3	<b>Changing Profile of Crime and Criminals</b> Juvenile Delinquency Organized Crimes White- Collar Crime Female Criminality	25
Unit 4	<b>Correctional Administration</b> <u>Prison Administration:</u> Role of prisons in modern Penology, Problem of overcrowding in prisons, Problem of Under-trial prisoners, Prison Reforms in India. <u>Alternatives to Imprisonment:</u> Probation, Parole, Open prisons. New Delhi Model of Correction. <u>Criminal Justice System:</u> Process of Criminal Justice System. <u>Crime Prevention:</u> Distinction between Crime prevention & Treatment. Perspective of Crime Prevention.	25

## 5. Sociology of Agrarian Society (311115)

**Marks: 100 (4 credits)**

### **Objectives:**

1. To familiarize students to the concepts of Agrarian Sociology.
2. To make the students aware of contemporary agrarian issues & protests.

<b>Unit</b>	<b>Course Content</b>	<b>Marks</b>
<b>Unit 1</b>	The Concept of Peasant Society Features of Agrarian, Tribal & Peasant society. Approaches to study of Peasant society. Women in Agriculture, Agricultural Labour.	<b>25</b>
<b>Unit 2</b>	Growth of Agrarian Structure in India Colonial and Post- colonial era. Caste and Class relations in Agrarian society. Land Reforms in India.	<b>25</b>
<b>Unit 3</b>	Development Programme Community Development Programmes. Green Revolution IRDP, NREP, EGS, Poverty Alleviation programme. Globalization and Agriculture. Farmers' Displacement.	<b>25</b>
<b>Unit 4</b>	Agrarian Movements in India Peasant Movement Agricultural Labour Movement Farmers Movement , Women's Struggle.	<b>25</b>



## Semester IV

### 1. Gender and Society (411007)

**Marks: 100 (4 credits)**

**Objectives:**

1. To familiarize students with the basic concepts developed in gender studies.
2. To understand the linkages between state policies & gender issues in Indian Society.
3. To trace the evolution of gender as a category of social analysis in the late twentieth century.

Unit	Course Content	Marks
Unit 1	Basic Concepts in Gender Studies & Theories Gender vs. Biology Women in the family: Socialization, Nature vs. Gender, Gender Roles, Private–Public dichotomy, Sexual division of labour. Patriarchy as ideology and practice.	25
Unit 2	Gender & Sociological Analysis Feminism, Feminist Methodologies as Critique, Theorising women & subordination. Emergence of women’s studies	25
Unit 3	Women in India: The changing profile Pre-colonial, colonial and post-colonial. Demographic profile. <u>Alternative conceptions of gender–</u> caste and gender; class and gender. The role of the state and the NGOs. Gender and Society in India	25
Unit 4	Contemporary Trends in Sociology <u>Issues affecting the quality of life of women:</u> Ecology, Development, Health, Communalism & Violence. Development and Women’s Empowerment.	25

## 2. Sociology of Tourism (411116)

**Marks: 100 (4 credits)**

**Objectives:**

1. To understand Tourism from a sociological perspectives.
2. To explore the changing Tourism practices and its significance.

Unit	Course Content	Marks
Unit 1	Introduction: Emergence and history of tourism Sociology of tourism – Modern Tourism The psychology of tourism; need and motivation.	25
Unit 2	Tourism and development : Development of tourism in India. Tourism and economy. Relation between tourism and development. Communities and occupation. The Role of India tourism development corporation.	25
Unit 3	Changing Trends in Tourism. Tourism and pilgrimage. Tourism and Pseudo events. Eco Tourism, Medical Tourism, Cultural Tourism.	25
Unit 4	Impact of Tourism Changing life style. Impact on cultural identity. Impact on Environment.	25

### 3. Rural Society in India (411117)

**Marks: 100 (4 credits)**

#### Objectives

1. To understand rural social structure and change and development in rural India.
2. To realize the issues related to contemporary rural economy.

Unit	Course Content	Marks
<b>Unit 1</b>	Rural social structure: Basic characteristics of peasant and agrarian society: Family, Caste, religion, habitat and settlement.	<b>25</b>
<b>Unit 2</b>	Issues related to rural economy: Debates on mode of production and Agrarian relation. Tenancy lands and labour Agrarian legislations. Rural poverty, migration and landless labour, Rural artisans	<b>25</b>
<b>Unit 3</b>	Rural Society change and development. Panchayat raj, Local self govt. Community development programs , Rural development strategies.	<b>25</b>
<b>Unit 4</b>	Globalisation and rural society- Globalisation and impact on agriculture Agrarian Reforms , Water and agriculture, Irrigation management practices.	<b>25</b>

#### 4. Sociology of Information Society(411118)

**Marks: 100 (4 credits)**

**Objectives:**

1. To understand the role of technology in shaping social structure and institutions, Social life and relationship.
2. To know the interface between revolution of information and communication technology and society.

Unit	Course Content	Marks
Unit 1	Technology society and historical change. Capitalism Industrialism and Informationalism.	– 25
Unit 2	IT revolution Enterprise: The culture, institutions and Organisations of the Informational economy. Transition from industrialism to informationalism – i.e. (From mass production to flexible production) (From Fordism to post Fordism)	25
Unit 3	The transformation of work and employment: Networkers, jobless and flexi timers. Service economy and the information society The new occupational structures. Informational Technology and the restructuring of capital. Labor relationships, Social dualism or fragmented societies	25
Unit 4	Computer mediated communication: Social networkers and virtual communities. Rise of media culture and institutional control. ICT and Industry, education, Public health and governance.	25

## 5. Industry and Society in India (411119)

**Marks: 100(4 credits)**

### Objectives:

1. To understand the nature of work and work culture of industrial society.
2. To know the contemporary realities in the context of globalization.

<b>Unit</b>	<b>Course Content</b>	<b>Marks</b>
<b>Unit 1</b>	Nature of work, Work culture, Work ethics. Division of labour, production relations.	<b>25</b>
<b>Unit 2</b>	Organization : Structure and Function. Concept of Organization (Formal – Informal) Structure and function of organization. Organizational skills.	<b>25</b>
<b>Unit 3</b>	Industrialization and contemporary realities. Impact of globalization on family, Stratification and environment. Impact of globalization on labour: Feminization of labour, casualization / Contract utilization of labour. Rise of service sector.	<b>25</b>
<b>Unit 4</b>	Industrial Relations – Industrial relations – Industrial conflict – causes. Resolution of conflict. Trade unions and their role in industrial organization.	<b>25</b>

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



## **Centre For Distance Education**

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

### **PROGRAM PROJECT REPORT**

**M.Com. – (80 credits)**

**2018 – 2019**

## **Publisher's Note**

This Shreemati Nathibai Damodar Thackersey Women's University has great Pleasure in publishing this program structure for Posttt Graduate program for 2 Year(s) Master Degree Program as " Masters of Commerce “ (New) (Revised 2014 - Regular) under the Faculty of "Faculty of Commerce".

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

**Date: 30-04-2014 16:08:30**

## **Reviewed and Approved by:**

**Hon’ble Vice Chancellor**

**For and On behalf of**

**Board of Management and Academic Council**

**ShreematiNathibaiDamodarThackerseyWomen's University ,**

**1, NathibaiThackersey Road,**

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

## **Signatures**

**Registrar**

**Director, CDE**

## **Vision**

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

## **Mission**

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

## **Goals**

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

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

## **About Center for distance education**

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

## **Objectives**

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



## Features of CDE:

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

## Academic Programmes:

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

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

## Admission Process

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

- ❖ **Fees:**     **M.Com. I – Rs. 5475/- (S.N.D.T. University)**  
                  **M.Com. I – Rs. 5725/- (Other University)**  
                  **M.Com. II – Rs. 5475/-**

### ➤ Syllabus:

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

### ➤ Study Material Preparation

Learning material is in the form of self-learning format. Before that will take approval for study material development format & related work by board o studies (BOS) & academic council (AC) & related statutory bodies of the university. The University. The University's IDEAL department will conduct Self Learning Material (SLM) writing / training workshop for

approved teachers of the University. Few teachers are will called for SLM writing & training from other Universities of Maharashtra and other than Maharashtra. Specially study material will prepared by teams of experts drawn from different Universities specialized Institutions in the area all over the country as well as in-house faculty. This material will write in the SLM as per distance norms and scrutinised by the content experts, supervised by the instructors/Unit designers and edited by the language experts,

#### ➤ **Credit System:**

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

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

#### ➤ **Programme Delivery**

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

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

their visits to the Study Centre. The Coordinators will display a copy of important circulars/notifications on the notice board of the Study Centre for the benefit of all the students. Learners will be advised to keep in touch with Coordinator on a more or less regular basis so as to get advance information about assignments, submission schedule (assignments, & examination forms), list of students admitted to a particular examination, declaration of results, etc.

➤ **Evaluations System**

**Evaluation system will comprise.**

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

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

➤ **11.1 Feedback on performance to learners**

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

**SEM – I**

**FINANCIALMANAGEMNET**  
**Computer Code- 100001**

**Objective:**

The objective of this course is

- To help students to understand the conceptual framework of financial management
2. To understand the applications of Financial Management under various environmental constraints.
  3. To understand the management of cash, receivables and inventory.

Unit	Topic	Weightage %
1.	Concept of Financial Management – Meaning & scope – Capital Structure theories: traditional & M.M hypothesis–without taxes & with taxes – determining capital structure in practice.	25
2.	Cost of capital: Meaning & significance of cost of capital; calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted) ; cost of equity & CAPM.	25
3.	Dividend Policies; Issues in dividend decisions – Walter’s model – Gordon’s model – M.M Hypothesis – dividend & uncertainty – relevance of dividend – dividend policy in practice - forms of dividends – stability in dividend policy – corporate dividend behaviour.	25
4.	Management of cash – receivables & inventory.	25
	Total	100

## STRATEGIC MANAGEMENT

**Computer Code -100002**

### **Objective:**

The objective of this course is

1. To enhance the ability of students to understand business strategies, strategy formulation.
2. To enhance decision making abilities of students in situations of uncertainty in a dynamic business environment.

<b>Unit</b>	<b>Topic</b>	<b>Weight age %</b>
1.	Concept of strategy – defining strategy – levels at which strategy operates – approaches to strategic decision making – mission & purpose – objectives & goals – strategic business unit (SBU) – functional level strategies.	25
2.	Environmental analysis & diagnosis – concept of environment and its components – environment scanning & appraisal – organizational appraisal – strategic advantage analysis & diagnosis – SWOT analysis.	25
3.	Strategy formulation & choice of alternative strategies – modernization – diversification – integration – merger – takeover & joint strategies –turnaround – disinvestment & liquidation strategies – process of strategic choice – industry – competitor & SWOT – factors affecting strategic choice – generic competitive strategies – cost leadership – differentiation – focus – value chain analysis – bench marking – service blue printing.	25
4.	Functional strategies – marketing – production / operations & R & D plans and policies.	25
	<b>Total</b>	<b>100</b>

## **CORPORATE ACCOUNTING- I**

**Computer Code- 100003**

### **Objectives:**

1. Analysis of financial statements with accounting ratios.
2. Cash Flow statements as per AS 3
3. International Financial Reporting Standards

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Holding & Subsidiary Companies (Practical) Problems with consolidation of Balance sheets including profit prior and post acquisition, revaluation of assets, inter-company transactions and unrealized profit	25
2.	Accounting Ratios – Preparation of balance Sheet and Trading, profit & Loss A/C on the basis of data provided.	25
3.	Cash Flow Statement as per AS 3 issued by ICAI (Practical)	25
4.	( <b>IFRS</b> ) International Financial Reporting Standards 1 - 20	25
	<b>Total</b>	<b>100</b>

## ECONOMIC AND BUSINESS ENVIRONMENT

Computer Code- 100004

- Objective:** 1. To understand economic System in India.  
2. To understand the changing environment of business in India.

Unit	Topic	Weightage %
1.	<b>Economic Systems and Business:</b> a. Overview of Economic Systems- Capitalism, Socialism and Mixed Economy- Meaning and basic features. b. Changing Economic Systems in the Context of Globalization. c. Changes in Indian business in the post liberalization period. d. Gandhiji's Trusteeship Concept	25
2.	<b>Macro Policy Environment:</b> a. Objectives of Monetary Policy and Fiscal Policy b. Recent Changes in Monetary Policy and Fiscal Policy. c. Fiscal Responsibility d. Analysis of union Government Budget	25
3.	<b>Regulatory Framework of Business</b> a. Role of SEBI as a Regulator of the Capital Markets. b. Role of IRDA as a Regulator of the Insurance Sector. c. Role of Competition commission. d. Role of TRAI	25
4.	<b>Social Responsibility of Business:</b> a. Meaning and Importance of Social Responsibility of Business. b. Code of Business Ethics. c. Corporate Governance. d. CSR in Indian Business	25
	<b>Total</b>	<b>100</b>

## **BASICS OF FINANCE AND ACCOUNTS**

**Computer Code– 100005**

**Objective:** 1.To provide basic knowledge of finance and accounts disciplines to the students.

2. To make the students to understand principles of finance and accounts.

3. To make the students to understand the cost of finance

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Introduction to Financial Accounting, its importance, Accounting principles-concepts and conventions , journal, ledger, Trial balance, preparation of final accounts and balance Sheet, Financial Vs management Accounting.	25
2.	Adjustments valuation of stock & depreciation. Other adjustments, provisions & preparation of final accounts with adjustment. Corporate financial statements vertical form.	25
3.	Basic of cost accounting, introduction, types of cost, cost statement. Valuation of work in progress, finished goods stock, Concepts of normal loss, abnormal loss. Materials- Organizations,. Labour- Labour Cost control, Methods of remuneration, Overheads-Classification allocation, appointment & absorption. Activity Based Costing (ABC).	25
4.	Cost of capital: calculation of cost of debt, preference capital, equity capital & retained earnings, combined cost of capital (weighted)(practical problems)	25
	<b>Total</b>	<b>100</b>



**SEM- II**  
**ECONOMIC AND BUSINESS POLICIES**

**Computer Code– 200001**

**Objective:**

1. To Understand the Policy changes introduced by the government of the India in recent years
2. To prepare the Indian economy to face challenges of the globalizing world

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
<b>1.</b>	<b>Sectoral Policies</b> <b>1-Agriculture</b> Introduction to food crisis –Policy Measures Agri-Business- Importance-Trends and Government Measures. Agricultural Price Policy	25
<b>2.</b>	<b>Sectoral Policies</b> <b>2 - Industry</b> Overview of Industrial Policy for period 1948-1991- Broad policy Trends post 1991 with respect to small Scale Industries, FDI, Mergers & Acquisitions Location and Environment	25
<b>3.</b>	<b>3-Trade</b> a-Overview of trade Policy For Period 1951-1991 b-Trade Policy post 1991 c-SEZs	25
<b>4.</b>	<b>4-Infrastructure</b> Infrastructure Policy- a-Energy Policy b-Transport Policy-Road Rail, Water and Air c-Telecommunication Policy	25
	<b>Total</b>	<b>100</b>

## ACCOUNTING FOR MANAGERIAL DECISIONS

Computer Code– 200002

Unit	Topic	Marks
1.	Capital Budgeting ( Practical)	25
2.	Marginal Costing and Break Even Analysis ( Practical)	25
3.	Standard Costing – Material and Labour Variances ( Practical)	25
4.	Theory- A) Responsibility Accounting B) Price level Accounting i) Inflation Accounting ii) Current Cost Accounting iii) Methods of Accounting of Changing Prices	25
	<b>Total</b>	<b>100</b>

## FINICAL SERVICES

Computer Code– 200003

1. To introduce students to concept and importance of financial services.
2. To acquaint students about working of factoring, forfeiting.
3. To make students of credit rating in India.

Unit	Topic	Weightage %
1.	Financial services: need for financial services – various types of financial services –fund based & non-fund based – characteristics and role of financial intermediaries.	25
2.	<b>International Capital Flows</b> A. FDI – Meaning, Role & Determinants of FDI. B. MNCs – Motives for MNCs, Problems of MNCs for host & Home country. C. FII - Meaning, Role & Determinants of FII. Trends in FDI & FII.	25
3.	<b>International Capital Flows</b> A. Factoring - Meaning, origin & types of factoring – factoring mechanism & benefits. B. International Financial Institutions - IMF, IBRD, IFC – Objectives & Performance.	25
4.	Credit rating – meaning – origin and importance of credit rating – rating methodology & rating symbols – credit rating agencies in India.	25
	<b>Total</b>	<b>100</b>

**A. Optional Group: HRM**  
**ORGANIZATIONAL BEHAVIOUR**  
**Computer Code – 210301**

**Objectives:**

1. Understand the context of Organizational Behaviour and its role within the business world.
2. Understand how individual attributes contribute to Organizational Behaviour.
3. Understand how group attributes and organizational contribute to Organizational Behaviour.
4. Forecast the future of Organization Development.

Unit	Topic	Weightage %
1.	<b>Fundamentals of Organizational Behavior</b> <input type="checkbox"/> <b>Understanding Organizational Behavior:</b> Definition of Organizational Behaviour, Challenges and Opportunities for Organizational Behaviour; Environmental Challenges- Globalization, Information Technology, Total Quality and Diversity and Ethics; Models of Organizational Behavior. <input type="checkbox"/> <b>Understanding People and Organization:</b> Uniqueness of Human Beings; Influence of Internal and External Factors of Human Behaviour; Understanding Behavior; the Social Aspect of Organizations. <input type="checkbox"/> <b>Diversity and Ethics:</b> Concept and Nature of Diversity; Managing Diversity of Organizations; Developing the Multicultural organization; Ethics and Ethical Behaviour in Organizations. <input type="checkbox"/> <b>International Organizational Behaviour:</b> Conditions Affecting Multinational Operations, How Culture Influences International OB; Differences in Managerial Leadership Across Cultures; Cultural Contingencies and Productivity.	25
2.	<b>Dynamics of Organizational Behaviour</b> <input type="checkbox"/> <b>Empowerment and Participation:</b> Empowerment, Participation; Programs for Participation; Limitations of Participation. <input type="checkbox"/> <b>Conflict, Negotiations and Intergroup Behaviour:</b> Sources of Conflict, Classification of Conflict, Conflict Process; Negotiations – Process & Issues; Intergroup Relations. <input type="checkbox"/> <b>Foundations of Group Behavior:</b> Nature and Types of Groups; Stages of Group Development; Group Structure; Group Tasks and Processes.	25
3.	<b>The Organization System:</b> <input type="checkbox"/> <b>Foundations of Organization Structure:</b> Key Elements in Designing	25

	<p>an Organizational Structure; Types of Organizational Designs, Organizational Designs and Employee Behaviour.</p> <p><input type="checkbox"/> <b>Decision Making:</b> Nature and Types of Decisions, Behaviorally Oriented Decision-Making Techniques; Group Decision Making.</p> <p><input type="checkbox"/> <b>Power and Politics:</b> Definition and Bases of Power; Contingency Approaches to Power; Power in Groups Coalitions; Organizational Politics; the Ethics of Power and Politics.</p> <p><input type="checkbox"/> <b>Organizational Culture:</b> Definition and Characteristics of Organizational Culture; Types of Culture; Learning Culture; Changing Organizational Culture.</p>	
4.	<p><b>Organizational Change and Organizational Development:</b></p> <p><input type="checkbox"/> <b>Organizational Change:</b> Forces of Change; the Change Process; Innovation; the Learning Organization.</p> <p><input type="checkbox"/> <b>Fundamentals of Organization Development:</b> Definition and History of Organizational Development; Nature and Organizational Development; Client-Consultant Relationship.</p> <p><input type="checkbox"/> <b>Organization Development Interventions:</b> Meaning and Types of Organization Development Interventions.</p> <p><input type="checkbox"/> <b>Future of Organizational Development:</b> Strengths of Organizational Development (OD); The Future of OD; Possible Changes in OD Processes and Practices.</p>	25

## A. Optional Group: HRM

### TALENT MANAGEMENT & REWARD SYSTEM

#### Computer Code – 210302

#### Objectives:

1. Understanding need and importance of talent management and its relationship with compensation practices, strategies and reward.
2. Being able to institute talent management system that ensures identification, management and development of talent portfolio that accelerates performance improvements.

Unit	Topic	Weightage %
1.	<b>Talent Management</b> a) Meaning and process of human resource planning b) Concept and importance of talent management, factors creating need for vast talent. c) Interrelation between talent management and reward system d) Return on talent, talent measurement, developing talent management information system	25
2.	<b>Building Blocks Of Talent Management</b> a) Meaning and methods of competency mapping b) Concept and importance of assessment centre, Assessment centre activities-psychometric testing, interviews, group discussions, presentation, management games, in basket activities. c) Training and development- objectives and process of training programmes (need analysis, instruction design, validation through sample testing, implementation of programme, evaluation.)	25
3.	<b>Reward System</b> a) Strategies of reward system-employee incentives and recognition programs b) Elements of compensation structure-fixed, cash benefits, retrials and social security, valuable pay/ incentives/ stock options. c) Designing salary template with understanding of provident fund, ESIC, gratuity, annuation, bonus etc.	25
4.	<b>Compensation of Various Groups</b> a) CEO and corporate directors b) Chief executives c) Professional managers, Skilled employees(blue collared job employees)	25

**B. Optional group: Finance**  
**FINANCIAL INSTITUTIONS & MARKETS**  
**Computer Code - 210101**  
**4 credits**

**Objectives:**

This course aims at providing students

1. To provide an understanding of the structure, organizations and working of financial markets and institutions in India.
2. To provide knowledge about working of financial markets and institutions in India.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Commercial Banking – meaning – functions – management and investment policies of commercial banks – present structure – E-banking and E-trading – recent developments in commercial banking.	25
2.	Non-banking institutions and development of banks – concept and role of no-banking financial institutions – Money market mutual funds – Assassination of mutual funds in India	25
3.	Merchant Banking – concept – functions and growth – government policy on merchant banking services – SEBI guidelines – future of merchant banking in India.	25
4.	Interest rate structure – determinants of interest rate structure – differential interest rate – recent changes in interest rate structure.	25
	<b>Total</b>	<b>100</b>

**B. Optional group: FINANCE****SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT****Computer Code - 210102****Objectives:**

The objective of this course is to help students understand various issues in security analysis and portfolio management.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Investment – Nature and scope of investments – analysis – elements of investment – avenues of investment – approaches to investment analysis.	<b>25</b>
2.	Concept of return and risk – security return and risk analysis – measurement of return and risk – financial assets – types and their characteristics – sources of financial information.	<b>25</b>
3.	a. <b>Fundamental Analysis:</b> economic analysis – industry analysis – company analysis. Technical analysis: trends – indicators and moving averages applied in technical analysis. b. <b>Efficient marketing hypothesis:</b> weak – semi strong and strong market and its testing techniques.	<b>25</b>
4.	<b>Portfolio analysis :</b> estimating rate of return and standard deviation of portfolio – effect of combining the securities – markowitz risk – return optimization – single index model or market model – portfolio total risk – portfolio market risk and unique risk, simple Sharpe's optimization solution.	<b>25</b>
	<b>Total</b>	<b>100</b>

### C. Optional group: Marketing

#### INTRODUCTION TO MARKETING MANAGEMENT

Computer Code - 210201

##### Objectives:

- The objective of this course is to facilitate understanding of the conceptual framework of marketing and its applications in decision making.
- To impart knowledge about the significance of market segmentation, elements of marketing and marketing strategy.
- To provide a deep insights into the significance of Pricing and distribution concepts.

Unit	Topic	Weightage %
1.	<b>Introduction:</b> Concept, nature, scope and importance of marketing; Marketing concept and its evolution; Marketing mix; Marketing in the Indian Economy and its implications. <b>Market Environment and Selection:</b> Marketing environment – macro and micro components and their impact on marketing decisions; Market segmentation; Buyer behaviour; Consumer decision making process.	25
2.	<b>Product Decisions:</b> Concept of a product; Classification of products; Major product decisions; Packaging and labeling; Product life cycle – strategic implications. <b>Pricing Decisions:</b> Factors affecting price determination; Pricing policies and strategies.	25
3.	<b>Distribution Channels and Physical Distribution Decisions:</b> Nature, functions, and types of distribution channels; Distribution channel intermediaries; Distribution system and Logistic Management. <b>Promotion Decisions:</b> Promotion mix – advertising, personal selling, sales promotion, publicity and public relations; Determining advertising budget.	25
4.	<b>Issues and Developments in Marketing:</b> Social, ethical and legal aspects of marketing; International marketing; Green marketing; Cyber marketing; Guerrilla Marketing, Online Marketing, Database marketing. B2C, B2B and C2C.	25
	<b>Total</b>	<b>100</b>



### C. Optional group: Marketing

#### INTEGRATED MARKETING COMMUNICATION

Computer Code – 210202

#### Objectives:

- With severe competition, it has become necessary for every Company to undertake effective Marketing Communication. This syllabus will provide a deep insight to the students on various tools and techniques of effective integrated marketing communication.
- Media play an important role in making or breaking a product. Hence this syllabus stresses on the various aspects of media planning and scheduling.
- The later half of the syllabus gives a deep insight into PR and its significance in the corporate world.

Unit	Topic	Weightage %
1.	<b>Role of IMC-</b> in marketing process, IMC planning model, Communication process, Elements of IMC & steps involved in developing IMC programme, Effectiveness of marketing communications Concept.	25
2.	<b>Marketing Communications (IMC):</b> 1. Advertising – Classification of advertising, types, advertising campaigns. 2. Sales Promotion – Different types of Sales Promotion, relationship between Sales promotion and advertising. 3. Publicity – Types of Publicity, relationship between advertising and publicity. 4. Personal Selling. 5. Direct marketing and direct response methods. 6. Event Management. 7. E-Commerce. 8. Corporate Communication. 9. Public Relations – Types of PR. 10. Media relations. 11. Government relations. 12. Employee relations (House Journals / Newsletter)	25
3.	<b>Integrated Advertising, Promotion, and Marketing:</b> Media Management - Media Selection - Media Speed - Media Effectiveness, Developing an effective media plan, media scheduling strategies and media objectives – Reach, frequency and GRP Media planning. <b>Media in advertising</b> Comparative analysis of Media options for advertising – Television (cable / satellite / DD), Radio (special reference to FM), Internet, Print, Film (Product Placement) and Outdoor advertising.	25
4.	<b>Public relations:-</b> Meaning, Objectives, tools of public relations, Public relation strategies, Corporate Advertising – Role, Types, Limitations, PR Vs Publicity.	25

**D. Optional group: Advanced Management Accounting and Auditing****Advanced Accountancy: Paper I****Computer Code – 210601****Objectives:**

1. To lay a theoretical foundation of IFRSs.
2. To understand Accounting in computerized Environment.
3. To gain ability to solve problems relating to accounts of Insurance companies and special types of situations.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Final Accounts of Insurance Companies: (Practical problems)	25
2.	Service Sector Accounting: Practical problems on Hospital Accounting and Hotel Accounting	25
3.	Foreign Currency Transactions (as per AS-11): Practical problems	25
4.	<p>A] International Financial Reporting Standards (Theory) Meaning of IFRSs, Concepts under IFRSs, Structure of IASC Foundation and IASB, Process of IFRSs, IFRSs Based Financial Statements, Evolution of IFRSs, Global Developments in IFRSs Adoption – Organisational Frame work for IFRSs Adoption and Continuation with IFRSs, List of IFRSs – IFRS-1, IFRS-2, IFRS-4, IFRS-8, IFRS-9.</p> <p>B] Accounting in Computerised Environment and Software (Theory) Meaning and features of Computerised Environment, Difference between Computerised and Manual Accounting, Advantages and Disadvantages of Computerised Accounting, Computerisation-Scope and Experiences in Banking, Functions performed by Computerised Accounting Software available in the market: Tally Versions 4, 4.5, 5, 5.4, 6.3, 7.2, 8.2 and 9 Ex Accounting Software Bank 2000 for Accounting needs of banks B@NKS – 24 – core banking solution A.U.D.I.T.O.R. &amp; A.U.D.I.T.I.M.E. Cash basis software for professionals and their accounts MEFCOMP accounting software for professionals. Quick FA</p>	25
	<b>Total</b>	<b>100</b>

**D. Optional group: Advanced Management Accounting and Auditing**

**Advanced Cost Accounting and Auditing Paper I**

**Computer Code – 210602**

**Objectives:**

1. To provide adequate knowledge on methods of Financial Analysis.
2. To provide knowledge on Cost and Audit practices.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Financial Analysis – Comparative and Common size Statements: (Practical Problems)	25
2.	Reconciliation between Cost and Financial Records	25
3.	Government System of Audit (Theory) and Corporate Social Responsibility- Case Studies.	25
4.	<b>A] Activity Based Costing (ABC) (Theory):</b> Meaning and Importance, Characteristics of ABC, Elements involved in ABC, Steps involved in ABC, ABC v/s Traditional Costing, Requirements of ABC System, Uses of AB Information, Problems with the ABC Approach.  <b>B] Auditing in Computerized Environment (Theory):</b> Approach to Computer Auditing – Types of Computer Systems, Characteristics of a CIS Environment, Internal Controls in a CIS Environment, Computer Assisted Audit Technique Approaches to Auditing in a CIS Environment, Special Consideration in case of Audit of E-Commerce Transactions.	25
	<b>Total</b>	<b>100</b>

**M.Com II**  
**SEM III**  
**RESEARCH METHODOLOGY**  
**Computer Code – 300001**

**Objectives:**

1. To develop the awareness of research in social sciences among M. Com. Students.
2. To make the students to understand various components of Research Methodology.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	<b>Introduction to Research Methodology</b> Meaning, Definition, Research Methods and Methodology, Social Science Research, Types of Research, Ethics in Social Science Research.	25
2.	<b>Planning of Research Selection</b> of problem of research, essentials of good research problem, review of literature, research design, meaning, definition, types, contents.	25
3.	<b>Census survey and sample survey</b> Meaning and of nature Census survey and sample survey , Sampling methods – probability and non probability methods	25
4.	<b>Methods of data collection</b> Types of Data – Primary and Secondary data, Observation method, Experimentation, Simulation, Interview and Questionnaire Method	25
	<b>Total</b>	<b>100</b>

## Consumer Behaviour

Computer code - 300002

### Objectives:

1. To make the students aware about the basic concepts of consumer behaviour.
2. To develop understanding about various concepts related to consumerism.
3. To acquaint the students about the various marketing strategies affecting consumer behavior.

Unit	Topic	Weightage %
1.	<b>Consumer Behaviour and its need:-</b> Concept – need – buying motives (types)- factors influencing Maslow's	20
2.	<b>Market segmentation:-</b> Implementing segment strategies – scope and need – benefits – bases of effective segmentation – geographic – demographic – economic	25
3.	<b>Internal factors affecting consumer behaviour:-</b> Perception – meaning – perceived risk – attitudes – functions and models lifestyle – changing lifestyle trends.	25
4.	<b>External factors affecting consumer behaviour:</b> - Group influences – when do reference groups exert influence? Types of reference groups. Household consumption behaviour: Husband-wife influences – Parent-child influences – Children's socialization – Sub- cultural influences: Characteristic of Indian culture – Influence of culture on consumer behaviour.	25
	<b>Total</b>	<b>100</b>

## INTERNATIONAL BUSINESS

**Computer Code – 300003**

### Objectives:

To enable students to understand and to get an insight into:

1. International Marketing and the environment
2. Market selection process and market strategies
3. International market promotion and quality control.

Unit	Topic	Weightage %
1.	International marketing: Introduction, Meaning and concept, Motives of international marketing, Factors affecting international marketing, International marketing environment, Economic, social and cultural, political and government, technological Issues of international marketing, Dominance of MNC's.	25
2.	Developing international marketing strategy: International marketing intelligence, Market selection process, Market entry strategies, Organizational structure, Market coverage and niche marketing.	25
3.	Product strategy and promotion: Product strategy, Product mix, Packaging and labeling, Marketing of services, Factors affecting international pricing, International marketing promotion, Promotion mix and communication mix.	25
4.	International Distribution and quality control: Distribution strategies, International channel system, International logistics, Trade procedure and documentation, International retailing: Quality control and inspection, Indian international marketing: control and regulation.	25
	<b>Total</b>	<b>100</b>

### A. Optional group: HRM

#### LEADERSHIP SKILL AND CHANGE MANAGEMENT

Computer Code – 310303

##### Objectives:

1. Define and compare the differences between leadership and management.
2. Assess, analyze and discuss one's own leadership abilities, attributes and foundation for leading.
3. Examine the leader's role as it relates to bringing about constructive change to an organization.
4. Evaluate the learner's own leadership style.
5. Evaluate and discuss change management efforts related to one's own organization and/ or team.

Unit	Topic	Weightage %
1.	<b>Concept of Leadership</b> <input type="checkbox"/> <b>Understanding Leadership:</b> The difference between Leadership and Management; Evolution of Leadership Theories; Attributes of Effective Leaders. <input type="checkbox"/> <b>Leadership Styles:</b> Leadership Styles; Likert's Four Styles; Tannenbaum & Schmidt Continuum of Leader's Behaviour; the impact of Leadership Styles on Work Climate. <input type="checkbox"/> <b>Leadership Skills and Tactics:</b> Persuasion Skills; Motivational Skills; Conflict Resolution Skills; Leadership Tactics. <input type="checkbox"/> <b>The Making of a Leader:</b> Making of a leader, Developing Next Generation Leaders, Tying Leadership Development to Organizational Goals.	25
2.	<b>Role of a Leader</b> <input type="checkbox"/> <b>Leading a Learning Organization:</b> Learning; The Learning Organizations; Leading a Learning Organization. <input type="checkbox"/> <b>Coaching Leaders:</b> Demystifying Coaching; The Leader as a Coach; Improving as a Coach. <input type="checkbox"/> <b>Developing Performing Teams:</b> Moving from Command and Controls of Team works, Understanding Teams and Teamwork; Principles of Great Teams; Team Size and Skills; Leadership Approaches that Foster Team Performance; Team Learning.	25

3.	<p><b>Leadership Succession:</b></p> <p><input type="checkbox"/> <b>Leadership Succession:</b> An overview; Importance of the Right CEO; Insider V/s. Outsider for CEO Job; Choosing The Right CEO; Women CEOs.</p> <p><input type="checkbox"/> <b>Level 5 Leadership:</b> Classification of leaders; Characteristics of Level 5 Leaders; Operating Style of Level 5 Leaders.</p> <p><input type="checkbox"/> <b>Narcissistic Leaders:</b> Understanding Narcissism; Characteristics of Narcissistic Leaders; Balancing a Narcissistic Leader.</p>	25
4.	<p><b>Change Management:</b></p> <p><b>Leadership Challenges:</b> Challenges of Knowledge Work; Realities of E-Commerce Environment; Men Diversity.</p> <p><b>Understanding Change:</b> Factors that Inhibit Change; Classification of Change; Mode of Change.</p> <p><b>Implementing Change:</b> Transforming an Organization; Understanding Organizational Culture; The Need to Change Culture; Changing the Culture.</p> <p><b>Change Agents:</b> CEOs as Change Agents; Middle – Level Managers as Change Agents; HR Personnel as Change Agents; Consultant as Change Agents.</p>	25



## A. Optional group HRM

### KEY PEOPLE MANAGEMENT RETENTION AND HR AUDIT

Computer Code – 310304

#### Objectives:

1. Learning to identify key people and developing them for organizational growth.
2. Understanding the importance of retention and developing the ability of creating retention strategies for stability and growth.
3. To study the concept and methodology of HR audit in the organization and determine the excellence.

Unit	Topic	Weightage %
1.	<b>Career planning, succession planning and Key people identification</b> a. Concept and Importance of career planning b. Concept and objectives of succession planning c. Definition of key people, categories of key people (high potential employees, critical skill employee) d. Process of identification of key people:	25
2.	<b>Key people management</b> a. Assessment and review for grooming ( to explore potential, interest of employee through assessment center, interviews, feedback) b. Compensation and career development to key people c. Retention strategy (periodic review, one to one coaching/mentoring, ) d. Individual development plan(IDP) and communication to employee e. Recognition and motivation program to avoid volatility of individuality f. Case studies of Toyota and GE	25
3.	<b>Retention</b> a. Employee Engagement-meaning, elements and benefits b. Importance/benefits of retention c. Strategies/plans/tips of retention	25
4.	<b>HR Audit</b> a. Organizational HR strategies, goals, plans and issues related to HR audit b. Concept, objectives and broad view about various areas of HR audit. c. HR audit methodology -Interviews, observation, questionnaires, HRD score cards	25

**B. Optional group: FINANCE**  
**TREASURY AND RISK MANAGEMENT**  
**Computer Code – 310103**

**Objectives:**

1. To make the students to understand about instruments in money market and capital market.
2. To get the students acquainted with risk management in financial markets.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Concept of treasury – objectives of treasury structure and organization – functions of treasury – liquidity management – objectives – sources and development.	25
2.	Regulation – supervision and compliance of treasury functions – integrated treasury – role of IT in treasury management.	25
3.	Definition of risk – risk process – risk organization – creditors liquidity risk – legal and operational risk – risk measurement and control.	25
4.	Risk hedging – instruments and mechanism – significance of system audit in risk management	25
	<b>Total</b>	<b>100</b>

**B. Optional group: FINANCE**  
**FINANCIAL INSTRUMENTS AND DERIVATIVES**  
**Computer Code – 310104**

**Objectives:**

1. To acquaint students about financial instruments.
2. To introduce students with working of Mutual Funds and Derivative markets.
3. To make students aware of financial regulations in India.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Financial instruments – Meaning – types – financial instruments of capital market – financial instrument of money market – new financial instrument.	<b>25</b>
2.	Futures and options, types of options, hedging contracts	<b>25</b>
3.	Derivatives – meaning – economic benefits – history of derivatives trading – types of financial derivatives – derivatives markets in India.	<b>25</b>
4.	Financial regulation – regulation of capital market – role and functions of SEBI – role and functions of RBI.	<b>25</b>
	<b>Total</b>	<b>100</b>

### C. Optional group: Marketing

#### PRODUCT AND BRAND MANAGEMENT

Computer Code – 310203

##### Objectives:

- The objective is to give in-depth knowledge about managing a product and creating a dependable brand.
- To increase the understanding of important issues in planning and evaluating branding strategies across goods and services.
- To give a deep insight into important concepts like reinforcing and revitalizing of brands.
- To acquaint the students with brand building strategies and celebrity endorsements.

Unit	Topic	Weightage %
1.	<b>Product Concepts:</b> Product concepts, Product Classification, Role of product in Marketing and Communication, Market Potential, Product Market Strategies. Product Life Cycle: Product Life Cycle Stages and corresponding Strategies. <b>Product Mix</b> - A strategic choice. Product Mix decisions, Product Line decisions - strategic decision involving adding or pruning product lines.	25
3.	<b>Product Positioning:</b> Concept, Positioning Strategies, New Product Categories, Product Innovation, prototyping, New Product Development Process, test marketing Developing Product Strategy: Setting objectives & alternatives. <b>Market Potential &amp; Sales Forecasting:</b> Forecasting target market potential and sales, Methods of sales forecasting.	25
3.	<b>Understanding Brands:</b> Brands Vs Products, Benefits of branding; Brand attributes, Significance of branding to consumers & firms, selecting brand names. Brand extensions, merits and demerits, line extensions, co- branding and licensing brands. <b>Reinforcing and revitalization of brands</b> -need, methods, line, range, umbrella brands. Brand portfolio management. Concept of a Brand-Evolution.	25
4.	<b>Brand Awareness</b> -Types of Brand Awareness, Brand Identity, Brand Personality, Brand Positioning, Creating Core Brand Values; sustaining Brand equity- Customer Based Brand Equity, Managing Brands: Building Branding Strategies, Brand Extensions. Celebrity endorsement.	25

### C. Optional group: Marketing

#### SERVICE MARKETING AND CUSTOMER RELATIONSHIP MANAGEMENT

Computer Code- 310204

##### Objectives:

- Since Services have emerged to be as important as Products, it is important to acquaint the students with the Marketing of Services.
- As we all know Customers are called as a king, Companies have realized that it is important to value Long Term Relationships with Individual Customers and therefore the need for CRM. The Course aims at providing tools and techniques of CRM.
- To get the students acquainted with CRM in service sector.
- To provide knowledge about various steps that can be taken to sustain customer loyalty.

Unit	Topic	Weightage %
1.	<b>Marketing of Services</b> - Introduction - Growth of the Service Sector -The Concept of Service - Characteristics of Services- Classification of Services - Designing the Service-Blueprinting, Using Technology, Developing Human Resources, Building Service Aspirations. <b>Distinctive Characteristics of Service</b> - Four I's of services - Intangibility, Inconsistency, Inseparability and Inventory.	25
3.	<b>Marketing Mix In Services Marketing - The Seven Ps</b> - Product Decisions, Pricing Strategies and Tactics, Promotion of Services and Placing or Distribution Methods for Services - Additional Dimensions in Services Marketing - People, Physical Evidence and Process. <b>Marketing of Services</b> with especial reference to Health Services, Travel & Tourism, Airlines, Educational Institutes.	25
3.	<b>CRM-</b> Emerging Concepts; Significance, Growing Need for CRM; winning over customers-need, methods, Types of business requiring CRM.	25
4.	<b>Sustaining Customer Loyalty</b> -Need and significance of sustaining customers, Relationship building with customers-need, retaining customers.	25

**D. Optional group: Advanced management Accounting auditing**

**ADVANCED ACCOUNTANCY: PAPER II**

**Computer Code –310603**

**Objectives:**

1. To lay a theoretical foundation of Indian and Global Accounting Standards.
2. To gain ability to solve problems relating to accounts of Nonprofit organizations and special types of situations.

<b>Unit</b>	<b>Topic</b>			<b>Weightage %</b>
1.	Accounts of Non-Profit Organization-Educational Institution: (Practical problems)			25
2.	Profit prior to and after Incorporation: (Practical problems)			25
3.	Buyback of Shares: (Practical problems)			25
4.	<b>Comparative study of Global Accounting Standards and Converged Indian Accounting Standards (Theory)</b>			25
	<b>Title</b>	<b>IAS</b>	<b>Converged AS</b>	
	Accounting policies, Changes in Accounting Estimates and Errors	<b>IAS-8</b>	<b>AS-5</b>	
	Accounting for Government Grants and Disclosure of Government Assistance	<b>IAS-20</b>	<b>AS-12</b>	
	Accounting and Reporting by Retirement Benefit Plans	<b>IAS-26</b>	<b>AS-36</b>	
	Financial Instruments - Presentation	<b>IAS-32</b>	<b>AS-31</b>	
	Agriculture	<b>IAS-41</b>	<b>AS-38</b>	
	<b>Total</b>			<b>100</b>

**D. Optional group: Advanced management Accounting auditing**

**ADVANCED COST ACCOUNTING AND AUDITING: PAPER II**

**Computer Code – 310604**

**Objectives:**

1. To provide knowledge on cost accounting practices at advanced level.
2. To equip the students with the knowledge of special areas of Accounting and Auditing

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	Operating Costing: Practical problems on Transport and Hotel Costing	25
2.	Contract Costing: (Practical problems)	25
3.	Audit of Limited Companies (Theory) Qualification – Disqualification of an Auditor of a Ltd. Company Classes of Auditor, Powers, Duties, Appointment of an Auditor. Audit Report: Contents of Audit Report. Basic elements of Auditor's Report – Types of Opinion/Reporting Requirements under section 227(IA) 227(4A), Reasons to be stated for unfavorable or qualified opinion, Events occurring after Balance Sheet date.	25
4.	A] Human Resource Accounting and Inflation Accounting (Theory) Meaning of Human Resource Accounting, Methods of Accounting Human Resource, Determination of Human Value, Importance of Human Resource Accounting. Meaning of Inflation Accounting, Methods of Accounting for Inflation. B] Environmental Accounting (Theory) Concept of Environmental Accounting Forms of Environmental Accounting, Scope and Limitations of Environmental Accounting, Legal Framework for Environmental Accounting in India, Practice of Environmental Accounting in India.	25
	<b>Total</b>	<b>100</b>

**SEM- IV****RETAIL BANKING****Computer Code: 400001****Objective:**

1. To provide an introduction to retail banking services
2. To enable the students to study trends in present day Retail Banking.

<b>Unit</b>	<b>Topic</b>	<b>Weightage %</b>
1.	History, Definition, Role within the banking operation, Distinction between Retail and Corporate/Wholesale Banking Deposits and types of accounts, Payments services, Bill Pay, EFT, VISA, Smart Payment etc Remittance Services Collection and Clearance services.	25
2.	Loans- Personal, Home, Vehicle, Education, Farm Equipment etc., Documentary Billing Collection Interbanking settlement for multiple accounts customers.	25
3.	Forex and Trade Services- Travelers Cheques, Foreign Currency Cash/ Drafts NRI Bank Accounts Distribution channels DEMAT operations	25
4.	Trends in Retailing ATMs, Internet Banking, Mobile banking Credit Cards, Debit Cards, Prepaid Cards Private Banking and Wealth Management, Reverse Mortgage	25
	<b>Total</b>	<b>100</b>



**DYANMICS OF ENTREPRENURIAL DEVELOPMENT**  
**Computer Code- 420001**

**Objectives:**

1. To give rationale behind developing entrepreneurial business in the country.
2. To facilitate understanding of what a prospective entrepreneur must know.
3. To provide various dimensions of sustaining competitiveness in Entrepreneurship.
4. To help students learn about project development process.
5. To identify challenges and prospects faced by women entrepreneurs.
6. To impart deeper understand of the subject through case studies.
7. To acquaint the students about various central and state government policies towards developing and promoting various business enterprises in the country.
8. To introduce the concept of social entrepreneurship.
9. Entrepreneurship Development – Role of Government
10. Role of Central Government in promoting Entrepreneurship- with especial reference to export oriented units.

Unit	Topic	Weight age %
1	The Entrepreneurial Development Perspective - Evolution and concept of Entrepreneurship Development - Entrepreneurship as a creative & dynamics process (Creativity & Innovation). - Traits / Characteristics and Myths of Successful Entrepreneur. - Entrepreneurial Development Programme (EDP), Man the problems faced by entrepreneurs.	25
2	Sustaining Competitiveness – Maintaining Competitive Advantage - Concept of Entrepreneurial Competencies – knowledge, skills, achievement motivation. - External Influence on Entrepreneurship Development (Socio-cultural, Political, Economical & Personal). - Theories of Entrepreneurship (Innovation theory by Schumpeter, Theory of High Achievement by Mc Clelland, Theory of Profit by Knight, Theory of Social Change by Everett Hagen). - Creating Entrepreneurial Venture (Idea Generation, Environmental Scanning & SWOT Analysis, Project Report Preparation, Project Appraisal).	25

3	<p>Women Entrepreneurs</p> <ul style="list-style-type: none"> <li>-Reasons for Low / No Women Entrepreneurs (Challenges)</li> <li>-Why do women entrepreneurs fail (The FOUR Entrepreneurial Pitfalls (Peter Drucker)).</li> <li>-Development of Women Entrepreneurs – with reference to SHGs.</li> <li>-Case Studies of Successful / Failed Women Entrepreneurial Ventures and Turn around Ventures.</li> </ul>	25
4	<ul style="list-style-type: none"> <li>- Role of State Government in promoting Entrepreneurship – various incentives, subsidies and grants.</li> <li>- Role of the following agencies in the Entrepreneurship Development – District Industries Centres (DIC), Small Industries Service Institutes (SISI-DI), National Institute of Entrepreneurship Development (EDII), National Institute of Entrepreneurship and Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB).</li> <li>- Social Entrepreneurship – Definition, importance and social responsibilities.</li> </ul>	25
	<b>Total</b>	<b>100</b>

## RECENT TRENDS IN COMMERCE AND BUSINESS

**Computer code- 420002**

Objectives:

1. Students will develop knowledge and understanding about emerging trends in E- Commerce.
2. Students will develop ability to understand the concepts, technologies and future of Mobile Commerce in India.
3. Students will develop skill to analysis the current trend in SCM and how green SCM and how it helps to save environment
4. Students will learn the selection process used in planning for global work force and how collaborative talent mobility practices can be a key driver for economic growth.

Unit	Topic	Weightage %
1	Trends in E-Commerce	25
	E-Business strategy Business to Business E-Commerce and EDI (Electronic Data Interchange) Data warehousing and data mining	
2	Trends in M-Commerce	25
	Growth of Mobile Commerce Technologies for Mobile Commerce Mobile Commerce and banking sector Future of Mobile Commerce in India	
3	Trends in SCM (Supply Chain Management)	25
	Role of SCM in business SCM in emerging market Green Supply Chain Management and its opportunities	
4	Globalisation and Human Resource Management	25
	Global workforce planning Human Resource outsourcing Collaborative talent mobility practices	
	<b>Total</b>	<b>100</b>

## ADVANCED RESEARCH METHODOLOGY AND STATISTICAL TECHNIQUES

### Computer Code - 420003

#### Objectives:

1. To know how important research is hypothesis for conducting research on a particular topic and to learn the sources from where it can be derived.
2. To know how important is sampling design and research design for conducting research in social sciences.
3. To understand concepts of random and non-random sampling and to know the methods for the selection of a random sample.
4. To know calculation of various measures of central tendency and dispersion and to study their relative importance.
5. To learn various steps in the hypothesis testing.
6. To make application of chi-square test, Z-test and t-test for large and small sample sizes.

Unit	Topic	Weightage %
1	<b>Research Hypothesis:</b> Meaning of hypothesis, criteria for constructing research hypothesis, types of hypothesis, difficulties in its formulation, sources for deriving hypothesis, characteristics of a useful hypothesis and its importance	25
2	<b>Research and Sampling design:</b> Research design: Importance and features of a good design, concepts relating research design, difference in designing qualitative and quantitative research, Stages for outlining research proposal, pilot study. Sampling Design: importance and steps in sampling design, characteristics of a good sample design, types of sample design, Simple random sampling, non-random sampling, methods for selection of a random sample	25
3	<b>Measures of central tendency and dispersion:</b> Calculation of Mean, Median and Mode in discrete and continuous series, their relative merits and demerits: Absolute and relative measures of dispersion: Quartile deviation, Mean deviation, Standard Deviation, Variance and Coefficient of Variation.	25
4	<b>Hypothesis Testing:</b> Steps in testing of research hypothesis, null and alternative hypothesis, level of significance and confidence interval. Hypothesis testing using Z-test for large sample sizes and students t- test for small sample sizes. Chi-square as a test of independence and goodness of fit, solving illustrative examples.	25
	<b>Total</b>	<b>100</b>

## DIGITALISATION OF BUSINESS AND E-COMMERCE

Computer Code: 420004

### Objectives:

1. To know what is E-business and how action plans are prepared to boost E-commerce in our country
2. To have a deep insight into technology trends that have enabled IT based innovations in business
3. To know understand the nature & organization of E-business
4. To have knowledge of threats, challenges & impediments of E-business
5. To know how various business transactions are carried out through internet
6. To understand various business strategies which help in evolving challenges to meet international standards
7. To enable students to have basic knowledge of cyber laws
8. To make them understand about cyber crimes, how they are detected and application of security measures to prevent such crimes

Unit	Topic	Weightage (%)
1	<b>Moving towards E-business</b> Definitions and concepts of E-business, action plans which boosts E-commerce in the country Themes of E-business (work system, information systems & E-business systems) E-business models Obstacles while applying IT in business world	25
2	<b>E-business : E-business Enterprise</b> Nature of E-business, organization of business in digital form (E-business, E-commerce, E-communication & E-collaboration) Real time E-enterprise – Technology aspects for becoming a real time enterprise Challenges, threats faced by E-enterprises Management of challenges in E-Enterprise	25
3	<b>E-business Applications</b> E-business transactions : E-marketing, E-purchasing, E-HR, E-trade documents Online trading & stock market/ buying & selling using online platform Internet banking & electronic funds transfer system (EFT) & (NEFT), E-filing of Returns Elements of IT opportunity segments (corporate websites, corporate portals & kiosk transactions (like ATM)	25
4	<b>Cyber-Laws in India</b> Need for legal framework Issues under Indian law affecting E-commerce Computer crime – Essentials of computer crime, digital signature & how it works (process) IT Act 2000 – issues need to be dealt, various clauses of IT Act 2000	25
	<b>Total</b>	<b>100</b>