



Estd.: 1972

Reaccredited 'A' Grade in the 3<sup>rd</sup> Cycle (2016-2021)

MANIBEN NANAVATI WOMEN'S COLLEGE  
Vallabhbai Road, Vile Parle (West), Mumbai-400056

## CONTENT PAGE

Criterion	No	Question	QIM\QnM	Documents
Criterion 1 – Curricular Aspects (100)	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum	QIM	Provided format
				Syllabus structure highlighting courses and detailed syllabus of courses

1.3.1

**SYLLABUS**

B.COM III/ B.A III

SEMESTER VI / SEMESTER VI

Vocational Degree Course - Tourism & Travel Management

**Tourism Planning – Paper X**

Computer Code – Bcom 601024 old code Tourism Promotion / new code ( ) / B.A \_\_\_\_\_  
4 Credits **606024**

**Objective:**

To provide the tourist with a planned programme for specified destinations.

External Exam: 75 marks

Internal Exam: 25 marks

Unit	Topic & Detail	Lectures	Credit	Marks
1	<b>ITINERARY PLANNING (DOMESTIC SECTOR)</b> Objective: To study various hierarchical steps in designing domestic itineraries. <ul style="list-style-type: none"> <li>• Route Map</li> <li>• Circuit Itineraries</li> <li>• Resources required for planning Itineraries</li> <li>• Costing of a Domestic Tour</li> </ul>	15	1.0	25
2	<b>ITINERARY PLANNING (OUTBOUND SECTOR)</b> Objective: To study various hierarchical steps in designing outbound itineraries <ul style="list-style-type: none"> <li>• Route Map</li> <li>• Circuit Itineraries of popular outbound sectors</li> <li>• Concept of Meal Plans</li> <li>• Framing of outbound Itineraries</li> </ul>	15	1.0	25
3	<b>PACKAGE TOURS</b> Objective: To understand the popularity & awareness of package tours. <ul style="list-style-type: none"> <li>• Meaning &amp; Importance of Package Tours</li> <li>• Types of Package Tours</li> <li>• Advantages &amp; Disadvantages</li> <li>• Cost Components</li> </ul>	15	1.0	25
4	<b>ALTERNATE FORMS OF TOURISM</b> Objective: To appreciate the needs to develop alternative forms of tourism. <ul style="list-style-type: none"> <li>• <u>Sustainable Tourism</u></li> <li>• <u>Responsible Tourism</u></li> <li>• <u>Medical Tourism</u></li> <li>• MICE Tourism</li> </ul>	15	1.0	25

References:

1. Edgell, D. (2012). *Managing Sustainable Tourism – A legacy for the future*, The Haworth Hospitality Press, New York.
2. Gobalakrishnan, C. (2015). *Sociology of Medical Tourism*, MJP Publishers, Chennai.
3. Kadam, K.C.K. (2014). *A Text Book of Tourism and Hospitality Management*, (1<sup>st</sup> Edition) UDH Publishers and Distributors Pvt. Ltd, New Delhi.
4. Mathur, A. (2016). *Fundamentals of Travel & Tourism*, Ane Books Pvt Ltd, New Delhi.
5. Roday, S., Biwal, A. & Joshi, V. (2011). *Tourism Operations & Management*, Oxford University Press, New Delhi.

1.3.1

**B.COM - I / B.A - I**

**SEMESTER I**

**Vocational Specialization – TOURISM & TRAVEL MANAGEMENT**

**TOURISM BUSINESS ( Paper I )**

**Computer Code : ( B.COM - 100124 ) ( B.A - 100124 )**

**Credits : 4**

Objective :	This paper introduces the student to the basic tourism phenomenon, highlighting the contribution of tourism industry towards the Indian economy.		
Unit	Topic & Details	Weightage	No. of Hours
I.	Definitions-Tourism (D.O.T) Basic terms & Concepts (Tourist, Visitor, Excursionist), Forms of tourism, Evolution & Development of tourism.	25	15
II.	A's of tourism ( Accomodation, Accessibility, Amenities & Attractions), Types of tourism (Mass, Social, Sports, Adventure, <u>Eco-tourism</u> , Medical, MICE, Festival, Shopping, Beach, Wine & Religious tourism), Travel Motivators and Travel Barriers.	25	15
III.	Classification of tourism and Tourism Infrastructure in India.	25	15
IV.	Impacts of tourism ( Economic, Socio-Cultural, Physical, Political & Environmental )	25	15

Internal Assessment : 25 marks written test

Semester Exam : 75 marks

2017-18 <sup>131</sup>

**SYLLABUS  
B.COM. I  
SEMESTER I  
COMMERCE PAPER I  
PRINCIPLES OF MANAGEMENT  
Computer Code- 140106  
4 credits**

**ABOUT THE COURSE :**

The course content aims to impart to students an understanding of managerial concepts, developments and functions of management.

External Exam: 75 Marks  
Internal Exam: 25 Marks

*Shobha*

*Shobha*

Unit	TOPIC	Weightage	No. of Hours
1	<p><b>Objective:</b> To enable students to understand Management Roles, Management Yesterday and Today</p> <p><b>Contents:</b> <b>Management</b> :Concept, Importance, Scope,Functions and Process, Management Roles and Skills, Management Yesterday and Today (Scientific, Administrative, <u>Human relations</u>, Quantitative,Behavioural and Contingency)</p>	25	15
2	<p><b>Objective:</b> To acquaint the students about the importance of planning and decision making.</p> <p><b>Contents:</b> <b>Planning</b> :Meaning, Importance, Process, Types, Management by Objectives <b>Decision Making</b> : Meaning, Importance, Steps of rational decision making, Techniques of decision making.</p>	25	15
3	<p><b>Objective:</b> To make the students understand different organizational structures and designs.</p> <p><b>Contents:</b> <b>Organising:</b> Concept, Principles, Types and Elements of Organisational Structure and Design <b>Span of Control</b> : Meaning, Factors affecting Span of Control, Centralization and Decentralization <b>Delegation</b> : Authority and Responsibility</p>	25	15

4	<b>Objective:</b> To provide knowledge to the students about directing, controlling and create awareness about <u>social responsibility and ethics.</u>  <b>Contents:</b> <b>Directing</b> :Concept, Importance and Principles. <b>Controlling</b> :Meaning, Characteristics of control, Process, Techniques and Effective control system. <b>Recent Trends</b> : Business Ethics, <u>Corporate Social Responsibility (CSR)</u> and Green Management.	25	15
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Sr. No.	Internal Assignment	Marks
1	Project/ Presentation/ Quiz/ Group discussion/ Case Studies/ Written Test/ Assignment	25

**References :**

1. Robbins, Stephen P.& CoulterMary A., (2015),Management (13th Edition), Pearson Education.
2. Koontz, H. &Weihrich, H., (2012), Essentials of Management, (9th Edition), Tata McGraw-Hill Education Pvt. Ltd.
3. Prasad, L. M., (2015), Principles and Practice of Management, Sultan Chand and Sons, New Delhi.
4. Gupta, C. B., (2017), Management Theory and Practice, Sultan Chand and Sons, New Delhi.
5. Tripathi, P.C. & Reddy P.N., (2012),“Principles of Management”, (5th Edition), Tata McGraw-Hill Education Pvt. Ltd.
6. Bhatia, S.K., (2009), Business Ethics and Managerial Values, Deep & Deep Publications Pvt Ltd.

Semester 5: 1301 - English Medium

Return

TYBC

Sem 1

51050

Objectives: By the end of this semester, the student should be able to

- Write sales letters and draft representations
- Prepare Questionnaires and conduct market surveys
- Critically respond to and write about gender related issues.

Number	Topic	Hours	Credits
Unit 1	Developing reading, analytical and linguistic skills and <u>sensitizing the student to gender issues through the study of short stories.</u> Stories 1, 3, 5, 8 and 9 from <i>The Inner Courtyard</i> .	30	2
Unit 2	Business Correspondence: Drafting Representations. <u>Sales letters</u> - theory and practice.	15	1
Unit 3	Business Requirements: Market survey (theory) and preparing questionnaires.	15	1

Prescribed Text:

*The Inner Courtyard* - edited by Lakshmi Holmstrom. Rupa Publications. 2006

1. Business Communication - Uma R. and S. M. Rai Tenth Edition, 2008, Himalaya Publishing House.
2. Communication for Business - Shirley Taylor, Longman Pearson Education, 2004.
3. Principles and Practice of Business Communication - Aspi Doctor and Rhoda Doctor, Sheth Publishers.
4. Communication Skills - Uma Sen, Prentice Hall of India, New Delhi, 2008.
5. Business Communication Today - Bovee, Thill, Schatzman: Pearson Education, Seventh Edition.

Reference Books for Survey and Questionnaire:

1. Theory and Practice in Social Research - Hans Raj, Surjeet Publications (1984). Chapter 14 on questionnaire and chapter 21 on Survey.
2. Methodology and Technique of Social Research - T. S Wilkinson and R.L. Bhandarkar, Himalaya Publication House (1981).
3. Research Methodology - R. Cauvery, Sudha Nayak, M. Girija and Minakshi, S. Chand and Co., 2003. Chapter 11 and 13 for survey and questionnaire.
4. Research Methodology, Methods and Techniques. Vishwa Prakashan, 1991. Pages 141-150 - Survey; 14-129 - Questionnaire.
5. Research Methodology - Ram Ahuja, Rawat Publications, 2002. Survey pages - 46-48-47, Questionnaire - chapter 5.
6. Methodology of Research in social sciences - O. R. Krishnaswamy, Himalaya Publication, 1993.

Semester 5: PATTERN OF EVALUATION:

Internal Assessment: 25 marks

Students are required to draft a questionnaire and conduct a market survey with at least ten respondents. They should analyse and write a brief report on the data collected.

External Assessment: 75 marks

Question no. 1 is compulsory. It will carry 15 marks.

Any 3 out of questions 2, 3, 4 and 5 carrying 20 marks each for all students.



TYBCOM  
Sem 1

Semester I

Objectives: By the end of this semester, the student should be able to:

- Respond to socially relevant issues
- Write official reports
- Prepare press releases and handouts.
- Understand the role and importance of Public Relations in a business organization.

Number	Topic	Hours	Credits
Unit 1	Developing reading, analytical and linguistic skills and sensitizing the student to <u>gender issues through the study of short stories.</u> Stories - 10, 11, 12, 13 and 17 from The Inner Courtyard.	30	2
Unit 2	Business Correspondence: <u>Report Writing - Individual, and Committee with covering letters</u>	15	1
Unit 3	Business Requirements: <u>Press Releases (with covering letter) / Handouts / Role and Function of PR.</u>	15	1

Prescribed Text:

The Inner Courtyard – edited by Lakshmi Holmstrom, Rupa Publications, 2006

Recommended Texts:

1. Business Communication – Urmila Rai and S.M. Rai, Tenth Edition, 2008: Himalaya Publishing House.
2. Communication for Business - Shirley Taylor, Longman Pearson Education, 2004
3. Principles and Practice of Business Communication - Aspi Doctor and Rhoda Doctor, Sheth Publishers.
4. Communication Skills - Lina Sen, Prentice Hall of India, New Delhi, 2008.
5. Business Communication Today – Bovee, Thill, Schatzman: Pearson Education, Seventh Edition.

Semester 6: PATTERN OF EVALUATION:

Internal Assessment: 25 marks

Students are required to prepare committee reports on topics suggested by the teacher. This is a group activity.

External Assessment: 75 marks.

- Question no. 1 is compulsory. It will carry 15 marks.
- Any 3 out of questions 2, 3, 4 and 5 carrying 20 marks each for all students.
- Question no.6 carrying 25 marks will be attempted ONLY BY external students and repeaters.

Details:

Question 1 – Compulsory – 1 out of 2. A broad thematic question on stories taught from *The Inner Courtyard*. (15 marks)

Optional Questions:

Question 2 – (Total 20 marks):

Short notes – 2 out of 3 – 10 marks each. Questions will be on individual short stories from *The Inner Courtyard* - on plot, theme, and character. Please take care to see that questions 1 and 2 do not overlap.

Question 3 (Total 20 marks)

Draft a report - 1 out of 2 - individual or committee report. The committee report must have a covering letter.

Question 4

Press release with covering letter - 1 out of 2 - 20 marks

Question 5

Short notes - 2 out of 3 - 10 marks each.

Questions will be on Public Relations and drafting handouts.

Question 6 - 25 marks - (For external students and repeaters only)

- A) Draft a committee report - 15 marks - no options.
- B) Draft a handout - 10 marks - no options.

Additional Reading List:

1. Writing Reports: John Seely. Oxford 2002.
2. Publicity, Newsletters, Press Releases - Alison Baverstopch. Oxford, 2002.
3. Writing for the Internet - Jane Dorner. Oxford, 2002.
4. Essays and Dissertations - Chris Mounsey. Oxford, 2002.
5. Writing a CV that Works - Paul McGee. Indus Publishing Company, New Delhi.
6. The secret of Face-to-Face Communication - Peter Urs Bender, Dr. Robert Tracz. Macmillan, 2001.
7. Mastering Business English (all four books in the series) - Orient Longman Publication.

Note: The Recommended and Additional Reading Lists provided for each of the semesters are not exhaustive; they are merely an indicative list. Teachers may feel free to refer to any other books on the prescribed topics.

PROPOSED SYLLABUS  
B.COM. I  
SEMESTER II  
ENVIRONMENTAL STUDIES  
Computer Code 240209  
4 Credits

**ABOUT THE COURSE:**

The course content aims to provide an overview to students about environment and its conservation.

External Exam: 75 Marks

Internal Exam: 25 Marks

Unit	TOPIC	Weightage	No. of Hours	No. of Credits
Unit I	<p><b>Environment Studies and Population</b></p> <p><b>Objective:</b> To acquaint the students about environment studies and population explosion.</p> <p><b>Contents:</b> <b>Environment Studies:</b> Definition – Scope – Importance. <b>Population:</b> Population growth – factors affecting density of population – population explosion – family welfare programme – <u>Environment and human health.</u></p>	25	15	1
Unit II	<p><b>Objective:</b> To make students aware about different resources and their conservation.</p> <p><b>Contents:</b> <b>Natural Resources</b> Types – Renewable – Non-Renewable</p> <p>a. <b>Forest Resources</b> Use and overexploitation, Deforestation – Causes and Effects, Timber Extraction, Mining, Dams and their effects on forest and Tribal People.</p> <p>b. <b>Water Resources</b> Use and overexploitation of surface and ground water, Floods Droughts, Dams – Benefits and Problems, <u>Water Conservation, Water Management.</u></p> <p>c. <b>Food Resources</b> World Food Problems – Over grazing, Effects of Modern agriculture, Fertiliser - Pesticide problem, Water-logging, Salinity.</p> <p>d. <b>Energy Resources</b> Growing Energy Needs, Renewable – Non-Renewable Energy Sources, Hydroelectricity.</p> <p>- <u>Role of Individual in conservation of natural resources.</u> - <u>Equitable use of resources for sustainable lifestyle.</u></p>	25	15	1

Unit III	<p><b>Objective:</b> To make students understand the concept of ecosystem.</p> <p><b>Contents:</b> Ecosystem - Concept of an ecosystem - Meaning - Structure and function of an ecosystem - Producers, consumers and Decomposers - Food chains, food webs and ecological pyramids. - Introduction, types, characteristic features - Structure and function of the following ecosystem : a. Forest ecosystem, b. Grassland ecosystem c. Aquatic ecosystem (ponds, streams, lakes, rivers, ocean estuaries)</p>	25	15	1
Unit IV	<p><b>Objective:</b> To make students aware about different types of pollution and its prevention.</p> <p><b>Contents:</b> <b>Environmental Pollution</b> Definition – Types – Causes and Effects and <u>Control measures</u> of the following : a. Air pollution, b. Water pollution, c. Soil pollution, d. Noise pollution, e. Marine pollution. - <u>Disaster Management</u> – Floods, earthquake, cyclone and landslides. - <u>Role of individual in prevention of pollution.</u></p>	25	15	1

Internal Assignment	Marks
<p><b>Field Work</b></p> <ul style="list-style-type: none"> <li>- Visit to local area to document environmental asset – rivers/forest/hill/mountain/grassland.</li> <li>- Visit to local polluted site – Urban / Rural / Industrial / Agricultural.</li> <li>- Study of common plants, birds.</li> </ul>	25

**References:**

1. Agarwal, K.C., 2008, Environmental Biology, Nidhi Publishers, Bikaner
2. Bharucha Erach, 2006, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmedabad.
3. Brunner R.C., Hazardous waste incineration, McGraw Hill Inc
4. Clark R., 2001, Marine Pollution, Oxford University Press
5. Jadhav H. & Bhosale, V.M., 2015, Environment Protection and Laws, Himalaya Publishing House Pvt. Ltd., New Delhi
6. Odum E. P., 2004, Fundamentals of Ecology, (5<sup>th</sup> Revised Edition), Brooks/Cole
7. Miraskar A.K. Matter Hazardous, Techno-Science Publications (Text Book).
8. Survey of the Environment, The Hindu (Magazine)
9. Trivedi R.K, Goel P.K, Introduction to Air Pollution, Techno-Science Publications (Text Book)



2-3-1  
MANIBEN NANAVATI WOMEN'S COLLEGE 2018-19

(Affiliated to S.N.D.T. Women's University)

Conducted by : SHREE CHANDULAL NANAVATI WOMEN'S INSTITUTE & GIRLS' HIGH SCHOOL  
Vallebbhai Road, Vile Parle (West), Mumbai-400 056.

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NAAC Reaccredited 'A' grade

Chairman Mg. Committee  
Smt. Himadri S. Nanavati

Principal  
Dr. (Ms.) Harshada Rath

Hum  
Pro

26/11/2018

To,  
Vivek Agro Tourism  
Rashtra Seva Samiti, Gram Vikas Kendra,  
Binaivaii, Post-Khanivade,  
Tal-Vasai, Dist-Palghar, 401 303.

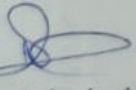
Respected Sir / Madam,

We at Maniben Nanavati Women's College believe that nature visit helps in stimulating environments and activities that go beyond most experiences in the classroom, and therefore can activate a wider range of learning potentials of the students. Keeping this in mind we would like to send our students of Bachelor of Management Studies and B.Com (AFI) for this Nature Visit.

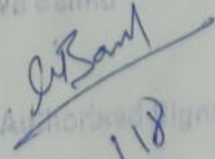
As per our telephonic conversation we will visit at your Agro farm premises on 28<sup>th</sup> November 2018 (Pre-Lunch), for our Students. The strength is approximately 100 students. We request you to kindly make necessary arrangement for the same.

Thanking you,

Yours faithfully

  
Principal

For Vivek Rural Development Centre  
For Rashtra Seva Samiti

  
Authorizing Signatory  
28/11/18

### Human Values and Ethical Practices

Programme Name	Programme Code	Course Code	Title of the Paper	Topic	Activity
B.Com(AFI)	126	141319	Basics of Information Technology	Role of Ethics, morals and values of an individual	Theory
		141519	Basics of Management	Social Responsibility and Moral Ethics	Theory
			Recent Trends in Management	Motivational Theories	Theory and Case Study
		340519	Business Law	Consumer Protection Act	Theory and Case Study
		640219	Insurance Business and Foreign Investment In India	Ethics and Corporate Governance for Insurance Industries	Theory

### Environment

programme Name	Programme Code	Course Code	Title of the Paper	Topic	Activity
B.Com(AFI)	126	141319	Environment Management	Environment related topics	Video Screening, Theory with Project work(Best out of waste)
		140319	Environmental Studies	Environment related topics	Video Screening, Theory with Project work(Best out of waste)

### Gender

programme Name	Programme Code	Course Code	Title of the Paper	Topic	Activity
B.Com(AFI)	126	440519	Business Finance and Women Empowerment	Micro Finance and Women empowerment, Women Entrepreneurship	Theory and Case Studies

**B. COM. I (with Accounting, Finance & Insurance)**  
**SEMESTER I**  
**Subject: Basics of Information Technology**  
**Subject Code: \_\_\_\_\_**  
**4 Credits**

Unit	Topic	Weightage %	No. of Periods
	<b>Objectives:</b> 1. To make students aware of the importance of ethics & values. 2. To develop the students internal and external personality. 3. To Impart basic knowledge of information technology. 4. To make Students capable of handling information technology applications. 5. Practical – Projects to cover basic applications of office automations and internet		
1.	<b>A) FOUNDATION COURSE</b> <b>Personality development:</b> Concept of personality development <b>-Role of morals, ethics &amp; Values in the development of The individual.</b>	25	15
2	Anger Management Concept of Anger management Anger management Techniques	25	15
1	<b>B) INFORMATION TECHNOLOGY</b> Introduction to information technology, hardware and software concepts, introduction to networking and Internet. Cybercrime and Cyber Law :Concept and types Hyper Text Mark-Up Language (HTML): Introduction, Types, Basic tags, Text formatting, Listing tags, Tables and forms.	25	15
2	Office automation applications: word, Excel and PowerPoint Internet applications: email, web surfing and assignment on online insurance applications/ online tax returns. Tally ERP9: Introduction, Company Creation, Masters Creations /Vouchers Entries.	25	15
		<b>100</b>	<b>60</b>

**References :**

1. Computer fundamentals by Pradeep K. Sinha & Priti Sinha
2. Anger Management by Madhur Gupta, Global Indian Publications Pvt Ltd.
3. Tally.ERP 9 with GST and E-Way Bill by Dr. Rajesh Chheda.
4. Personality development by S.P. Sharma



5  
**Dr. (Mrs). Rajshree P. Trivedi**  
**Principal**

Maniben Nanavati Women's College  
 Vile Parle (West), Mumbai - 400 056



B. Com. I (with Accounting, Finance & Insurance)  
SEMESTER I

Subject: Basics of Management

Subject Code: \_\_\_\_\_  
4 Credits

Objectives

1. To impart the knowledge of basic principles and process of management
2. To prepare students to face emerging challenges of planning, and managing the business and resources.
3. To study the different ways of practical application of the principles of management in the decision making process in order to take decisions in a better way.

Unit	Topic	Weightage	No. of Periods
1.	Objective: To help the students understand and learn the management concept and its evolution. Introduction to management: <ul style="list-style-type: none"><li>• Evolution of management Thought, Various Approaches to Management..</li><li>• Management Information System</li><li>• Management by Exception</li><li>• Social Responsibility and Managerial Ethics</li></ul>	25	25
2.	Objectives: To help students think from the point of view of the managers for planning and decision function, and use of Strategic management to handle the business. Planning and Decision Making <ul style="list-style-type: none"><li>• Planning Function</li><li>• Decision Making</li><li>• Strategic Management</li><li>• Management By Objectives(MBO)</li></ul>	25	25
3.	Objective: students will learn the concept of organizing and managing different organizations. Organizing <ul style="list-style-type: none"><li>• Organization</li><li>• Virtual Organization</li><li>• Departmentation</li><li>• Span of Management</li></ul>	25	20
4.	Objective: To impart the knowledge of direction and controlling of the business. Directing and Controlling <ul style="list-style-type: none"><li>• Direction</li><li>• Delegation of Authority</li><li>• Controlling</li><li>• Managing Operations</li></ul>	25	20
	Total	100	90



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Dr. (Mrs). Rajshree P. Trivedi  
Principal  
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Vile Parle (West), Mumbai - 400 056.

B.Com I  
Accounting, Finance and Insurance  
Semester-II  
**Recent Trends in Management**  
Computer Code-----  
4 Credits

Unit	Topic	Weightage %	No. of Periods
	<b>Objectives:</b> 1. To make students aware the recent trends and developments in field of management 2 To make student aware of various motivation theories in management 3 To make students understand process of business planning.		
1.	<b>Motivation:</b> Meaning, Definition, Importance , process of Motivation. <b>Theories of Motivation:</b> Need Hierarchy Theory, Theory X,Y and Z, Alderfer ERG Theory, Two Factor Theory, Victo vroom's Expectancy Theory, Stacy Adams Equity Theory. <b>Leadership:</b> Concept, meaning, Leadership styles, Leadership Theories: Tannenbaum & Schmidt, Contingency Theories.	25	22
2.	<b>Business Planning Process:</b> Company plan, Steps in Business Planning, Managerial Planning <b>Functional Planning:</b> Marketing planning, Manufacturing Planning, Financial Planning, Personnel Planning, Project Planning.	25	23
3.	<b>Recent trends in management:</b> Social Responsibility of management Management of Change Total Quality management	25	23
4	<b>Recent trends in management:</b> Management of Crisis Stress management International Management	25	22
	Total	100	90

**References**

1. Basu, Business Organization and management , Tata McGraw Hill, New Delhi, 2011.
2. Gupta C. B , Management Theory and Practice, S. Chand and Sons, New Delhi, 2010.
3. Prasad, Lallan and Gulshan S.S, Management Principles and Practices, S.Chand and Co Ltd., New Delhi.
4. Chandan J. S, .Management: Concept and Strategies:, Vikas Publishing House, Mumbai, 2010.
5. B Francis Cherunilam, Business Enviornment and Policy-A book on strategic management and corporate Planning, , Himalaya Publishing House, Mumbai,2011.



*R. Prasad*  
**Dr. (Mrs). Rajshree P. Trivedi**  
Principal  
Maniben Naravati Women's College  
Vile Parle (West), Mumbai - 400 080

**SEMESTER III  
BUSINESS LAW**  
Computer Code -----  
4 Credits

Unit	Topic	Weightage %	No. of Periods
Objective and tr	<b>Objective:</b> 1. The objective of this course is to make students aware of various business laws. 2. To train students for practical application of business laws.		
1	Indian Contract Act 1872 Meaning, definition, Importance, Essential Elements of Contract, Agreements, kinds of agreements, Difference between agreements and contracts. Proposal and Acceptance, Consideration, Features of Consideration, Essentials of valid consideration, Rule: No consideration No Contract and its Exceptions, kinds of Consideration, Lawful and Unlawful consideration. Capacity to Contract, Performance of contract and Discharge of Contract.	30	18
2	Law of Negotiable Instruments. Meaning and Characteristics, Bill of Exchange and Promissory Note. Cheque-meaning and types, Dishonour of cheque, Parties to Negotiable Instruments, Holder and Holder in due course, Endorsement and types.	20	12
3	Company Law. Definition, characteristics of a company, Types of companies, Distinguish between Pvt. And Public Ltd Companies, Registration of a company, Promoters, Memorandum of Association and Articles of Association, Certificate of Incorporation. Meeting, Quorum and essentials of a valid meeting, Types of company meetings and purpose.	30	18
4	Consumer Protection Act. Meaning, Definitions, Objects of the Act, Rights of Consumer, who can be treated as consumers, Penalties and Complains, Redressal Agencies or Forums.	20	12
		100	60

**Reference Text :**

1. K.R. Bulchandani, Business Law, Himalaya Publishing House, Mumbai, 2011.
2. Arun kumar Sen, Commercial Laws and Industrial Laws, The World Press Pvt Ltd, Calcutta, 2000.
3. N.K. Jain, Company Law, Deep & Deep Publishers Pvt. Ltd., New Delhi, 2008.
4. Niraj Kumar, Consumer Protection in India, Himalaya Publishing House, Mumbai, 2011.

**Bachelor of Accounting, Finance & Insurance**



*Rajshree P. Trivedi*  
**Dr. (Mrs). Rajshree P. Trivedi**  
**Principal**

Maniben Nanavati Women's College,  
Vile Parle (West), Mumbai - 400 056.

Bachelor of Commerce with Accountancy Finance and Insurance

SEMESTER – VI

**Insurance Business & Foreign Investment in India**

Computer Code -----

4 Credits

Module 6.2

Evaluation Pattern:

Internal Evaluation 25 Marks

External Evaluation 75 Marks

Units	Topics	Weightage %	No. of Lectures
	<b>Objective:</b> To familiarize with latest legislative norms and regulatory framework for insurance companies including ethics and governance set up by IRDA.		
1.	<b>A)Micro Insurance:</b> i)concept ii)Current scenario of Micro Insurance in India iii)Various schemes of micro insurance and challenges of micro –insurance schemes <b>B) i) Rural Insurance:</b> Concept, Characteristics ,opportunities for Insurance <b>ii)Social Insurance:</b> Concept, Characteristics, challenges of social Insurance linkages.	25	15
2.	<b>A)Reinsurance:</b> Meaning and need ,importance, methods of reinsurance, types and forms of reinsurance <b>B)Miscellaneous Insurance</b> <ul style="list-style-type: none"><li>• Agriculture Insurance: concept, need, classification, Agricultural insurance schemes, Development of Agricultural Insurance in India</li><li>• Export Credit Guarantee Insurance: concept, schemes, Export Credit Guarantee Insurance in India</li></ul>	25	15
3.	<b>A)Organizational Structure of Insurance Business in India:</b> Legislative Framework: Main Provision of IRDA, Entry of Private Sector in Insurance Business: progress and problems, Major life and non-life insurance players in India <b>B)Indian insurance companies approved by IRDA:</b> i) General Insurance companies- Public & Private Sector companies ii) Life Insurance Companies- Public & Private Sector companies	25	15

4	<b>A) Foreign Direct Investment (FDI) Policy in Insurance Sector</b> 1) Concept of FDI, 2) FDI policy in insurance sector 3) Role of Foreign Insurance companies in India <b>B) Ethics and Corporate governance Framework for Insurance Companies</b>	25	15
		100	60

**Reference Books:**

- Dr. Avtar Singh Law of Insurance, Universal Publication Pvt. Limited.
- M.N. Srinivasan Principles of Insurance Law, Wadhwa & co.
- Insurance Management, Sahoo, S.C. & Das, S.C.
- Insurance Industry in India: Features, Reforms and Outlook, Narang, Uma.
- Insurance: Theory and Practice, Tripathi, Nalini Prava & Pal, Prabir.
- Insurance: Principles and Practice, Mishra, M.N. & Mishra, S.B.
- International Social Security system, Mishra, B.N.



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**B. Com. I (with Accounting, Finance & Insurance)  
SEMESTER II**

**Subject : Environmental Management**

Subject Code: \_\_\_\_\_

Credits 4

Objectives:

1. To study the nature and the facts about environment.
2. To find and implement scientific, technological, economic and political solutions to environmental problems.
3. To study the interrelationship between living organism and environment.
4. To study the integrated themes and biodiversity, natural resources, pollution control and waste management
5. To help the students understand the different ways of managing the environment.

Unit	Topic	Weight %	Lectures
1.	<p>Objective: Appreciate concepts and methods from ecological and physical sciences and their application in environmental problem solving.</p> <p>Introduction to Environment and Ecosystem</p> <ul style="list-style-type: none"> <li>• Environment: Definition and Composition</li> <li>• Ecosystem: Definition, Structure, Functions and Types</li> <li>• Food Chain, Food Webs and Ecological Pyramids</li> <li>• Environmental Studies: Scope and Importance</li> <li>• Need for public awareness of environmental Studies</li> </ul>	25	15
2.	<p>Objective: To help the students understand the relationship between the Humans and the natural resources present in the environment. To impart the basic knowledge of sustainable development.</p> <p>Natural Resources, Biodiversity and Sustainable Development</p> <ul style="list-style-type: none"> <li>• Natural Resource: Types and associated problems</li> <li>• Role of an individual in conservation of natural resources</li> <li>• Biodiversity: Introduction and value of biodiversity</li> <li>• Biodiversity at Local, National and Global Level</li> <li>• Threat to Biodiversity and Conservation of Biodiversity</li> <li>• Sustainable Development: Concept and Importance</li> </ul>	25	20

3.	<p>Objective: This chapter will help the students understand the population &amp; pollution growth and its adverse effects on the environment.</p> <p>Human Population and Environmental Pollution</p> <ul style="list-style-type: none"> <li>• Population growth and measurements to control the population explosion</li> <li>• Environmental Pollution: Definition, Types, Causes and Effects</li> <li>• Climate change, global warming, acid rain, ozone layer depletion</li> <li>• Role of an individual in prevention of environmental pollution</li> <li>• Disaster Management: Floods, Earthquakes, Cyclones and Landslides</li> <li>• Resettlement and Rehabilitation of people; its problems and concerns</li> </ul>	25	25
4.	<p>Objective: The basic idea behind this module is to impart the students with the knowledge of managing the environment.</p> <p>Environment Management</p> <ul style="list-style-type: none"> <li>• Environment Management: Concept, Need and Relevance- International and National Efforts</li> <li>• Application of Geospatial technology in Environmental Management: GIS, GPS and Remote Sensing</li> <li>• Green Business: Concept and Importance</li> <li>• Green Consumerism: Environment Friendly Lifestyle</li> <li>• Water Conservation, Rain water harvesting, Watershed Management</li> <li>• Environment Protection Acts</li> <li>• Environment Protection movements and NGO's in India</li> </ul>	25	20
Total		100	80

References :

1. Anubha Kaushik, & C P Kaushik (2019). *Perspectives in Environmental Studies* (6th edition). New Delhi: New Age International Publishers.
2. Dr. Sarita. Kumar (2018). *Fundamentals of Environmental Studies*. Delhi: Sultan Chand.
3. Benny Joseph (2017). *Environmental Studies*. Delhi: Mc Graw Hill Publication.
4. Mahua Basu & Xavier.S(2015). *Fundamentals of Environmental Studies*. Kolkata: Cambridge University Press.
5. Prof. V. N. Sharma (2012). *Environmental Studies*. Mumbai: Chetana Publication.
6. Vidyanathan, Gogale Deodhar (2011). *Environmental Studies*. Mumbai: Nimalaya Publishing Hare.
7. A. Markenzie, A. S. Ball and S. R. Virdee (2004). *Instant Notes on Ecology*. Mumbai: Viva Books Pvt. Ltd.



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**Bachelor of Accounting, Finance & Insurance**

**SEMESTER III**

**ENVIRONMENTAL STUDIES**

Computer Code -----

4 Credits

Module 1.5

Evaluation Pattern: Internal Evaluation 25 Marks

External Evaluation 75 Marks

Unit	Topic	Weight age %	No. of Periods
1	Introduction: The Multi Disciplinary Nature of Environmental Studies Definition, Scope and importance, Need for public awareness Solid waste management: Causes, effects and control measures of urban and industrial wastes.	25	15
2	Renewable and Non-renewable Resources: Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, (d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems	25	15
3	<b>Environmental Pollution- Definition, Causes, effects and control measures of</b> (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards	25	15
4	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>• Concept of an ecosystem.</li> <li>• Structure and function of an ecosystem.</li> <li>• Producers, consumers and decomposers.</li> </ul>	25	15

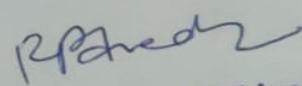


	<ul style="list-style-type: none"> <li>• Energy flow in the ecosystem.</li> <li>• Ecological succession.</li> </ul>		
	<b>Total</b>	<b>100</b>	<b>60</b>

**Suggested Readings**

- 1) Environment Management in India Edited by R.K. Sapru (2000) Ashish Publishing House New Dehli.
- 2) Environmental Studies Dr M-S. Prashanth Diamond Publication Pune.(2010)
- 3) Environmental Studies Prof. V. N. Sharma. Chetana Publication Pune to Mumbai (2012).
- 4) Environmental Studies Vidyanathan, Gogale Deodhar Nimalaya Publishing Hare Mumbai (2011).
- 5) Environmentalism Politics Ecology and Development By Pravin Seth Rawat Publication Jaipur.
- 6) Instaul Notes on Ecology A. Markenzie, A. S. Ball and S. R. Virdee Viva Bovks Pvt. Ltd. Mumbai (2004).



  
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**Bachelor of Accounting, Finance & Insurance**  
**SEMESTER IV**  
**BUSINESS FINANCE AND WOMEN EMPOWERMENT**  
 Computer Code -----  
 4 Credits

Unit	Topic	Weightage %	No. of Periods
Objective 2.To and t	<b>Objective:</b> 1. The objective of this course is to help students to understand the Financial statements 2. Make them aware of different styles of presenting financial data. 3. To prepare and analyse the financial statements.		
1	<b>Fixed Capital and Working Capital:</b> Meaning,Features, Factors determining its requirements, Fixed Capital vs Working capital	25	15
2	<b>Capitalization and Capital Structure:</b> <ul style="list-style-type: none"> <li>• Capital Structure-Meaning and Definition,</li> <li>• Factors influencing capital structure,</li> <li>• Capitalization(Overcapitalization, Under-capitalization, Water Capitalization.)</li> </ul>	25	15
3.	<b>Micro Finance &amp; Women Empowerment:-</b> Concept of Women Empowerment Concept of Micro Finance Various policies and scheme of government for Women Empowerment through Micro Finance Poverty Alleviations through Micro Finance & Women Empowerment	25	15
4.	<b>Women Empowerment through Entrepreneurship</b> Concept of Women Entrepreneurship Government policies for Women Entrepreneurship Development Issues and challenges in Women Entrepreneurship Development in India Self Help Group and Women Entrepreneurship Development in India	25	15
		<b>100</b>	<b>60</b>

Reference Text :

- 1.Vaz Michael and Paralikar Vinayakm, Fundamentals of Marketing and Finance, Manan Prakshan,Mumbai, 2012.
2. S.M Inamdar, Financial Managemment, Everest Publishing House, n. Delhi,2008.
3. Ajagaomkar Parag, Marketing and Finance, Sheth Publication, Mumbai,2010.

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Case Study OR /AND Quizzes	Case Solution / Quiz Score	10
Book Review OR Assignments on well-known business personality	Review Report / presentation	15
	<b>Total</b>	<b>25</b>

**Objectives:**

This paper is intended to enable the students to gain broad understanding of management and various managerial functions.

Module	No.	Topics	Contact Hours	Weightage (%)
I	1.	<b>Nature and Scope of Management</b> Meaning, significance and objectives of Management, Management as a process, management as-an-art, science and profession	07	25
	2.	<b>Schools of Management Thought</b> Classification of various schools of Management thought with special emphasis on the new classical school	08	
II	3	<b>Planning</b> Meaning, importance, elements, process, forecasting, MBO.	07	25
	4	<b>Organizing and Staffing</b> Meaning, importance, process, types of organizations Staffing, meaning, sources of recruitment and selection process	08	
III	5.	<b>Motivation</b> – meaning, importance and theories of motivation (Maslow's theory and Theory X and Y)	07	25
	6	<b>Leadership</b> – meaning, importance and leadership styles	08	
IV	7	<b>Communication</b> – Meaning, importance, types, process	07	25
	8	<b>Control</b> – meaning, importance, process and effective control system and control techniques.	08	
		<b>Total</b>	<b>60</b>	<b>100</b>



**Sem - II**  
**Paper No: 2**  
**Course Code: 2002**  
**Paper: Organisational Behaviour**  
**Marks: 100 (Internal 25 + External 75)**  
**Credits: 4**  
**Semester End Examination: 75 Marks**  
**Continuous Internal Evaluation: 25 Marks**  
**Duration of the Exam: 3 hours**

**Internal Evaluation Criteria:**

All modes of internal evaluation should be conveyed to the students in the beginning of the semester.

Criteria	Mode of Evaluation	Marks
Assignment AND/OR Case Study	Scores	10
Project on Market Research	Report with or without presentation	15
	<b>Total</b>	<b>25</b>

**Objectives:**

The student understands various aspects of human behavior in relation with the organizational culture.

Module	No.	Topics	Contact Hours	Marks/Weight
I	1.	<b>Introduction to OB</b> and individual behavior, concept of organization behavior, Significance of OB , and approaches in OB	07	25
	2.	Personality ,attitudes and Emotions Meaning of Personality, Personality Traits, Development of Personality and Specialization emotions.	08	



# Organizational Behaviour

Sem I

2002

II	4.	Components of attitude, Functions of attitudes and changing attitudes.	03	25
	5.	Emotions- meaning, felt versus displayed emotions, emotion dimensions, gender &	04	
	6.	Group Dynamics :Formal and Informal groups, Dynamics of group formation,	05	
III	8.	Team: types of team, and essentials of effective teams.	06	25
	9	Organisational outcomes  Power – Dynamics , Sources , & Ethics, Ethics of power and Politics	06	
IV	11.	Conflicts & Negotiations Nature of Conflict Conflict Resolution & Negotiation techniques	04	25
	12	Managing Conflict	04	
	13	Organizational stress Meaning & Definition • Causes & Effect • Coping Strategies	04	



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**Objectives:**

Students will enable to understand the meaning, scope and functions of HRD and a greater realization about its contribution to the value chain, students also Learn various rule of HRD managers.

Module	Topics	Contact Hours	Weightage (%)
I	<b>HRD –</b> Concept, fundamentals ,Objectives , need and importance of HRD, Designing an effective HRD programs, Functions of HRD managers. Evaluating HRD Programme,	15	25
II	<b>Training &amp; Development:</b> Training Needs, Types & Methods of Training <b>Types:</b> Induction , Job training , Promotion training , Refresher training <b>Methods /Techniques of on the job and -off the job:</b> Lectures, Trial and error experience, Understudy, Position Rotation, Specific Project, Committee Assignments, Selective Reading, Vestibule Schools, Case Studies, Conferences, Symposium, Brain Storming, Fish bowl, Role Playing, Simulation, <b>T- Groups</b> , In-basket Training, Games.	15	25
III	<b>Organizational change and Development</b> Organizational Change, Resistance to change, Managing Change, Organizational development- meaning, characteristics, objectives, OD interventions and Techniques, OD process-steps.	15	25
IV	<b>Employee Morale</b> Meaning and characteristics, factors affecting morale, types of morale, measurement of morale, improving morale, Job satisfaction, <b>Team building.</b>	15	25
<b>Total</b>		<b>60</b>	<b>100</b>



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IV	4	<b>Company law</b> Definition. Characteristics of a company, types of companies, distinguish between private & public ltd. Company, registration of a company, promoters, memorandum of association & articles of association, certificate of incorporation.  Consumer Forum  <b>Ethical Practices in Business Law</b>	15	25
<b>Total</b>			<b>60</b>	<b>100</b>

**Reference Books:**

1. Bulchandani, Business Law for management, , Himalaya Publishing House, Mumbai, 2010
2. N. D. Kapoor, Business Law, Sultan Chand, New Delhi, 2011
3. H. L. Kumar, Employer's Rights under Labour Laws, Universal Law Publishing Company Ltd., 2011
4. J. N. Jain & Ajay Bhola, Modern Industrial Relations and Labour Laws, Regal Publications, 2009



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Module	Unit No.	Detailed Syllabus	Teaching Hours	Marks/Weightage
I	1	Introduction to HRM: HRM: Origin, Growth & Evolution, Importance-Scope & Functions. Qualities of HR Manager, Meaning of HRM, Functions & Objectives of HRM, Difference between PM & HRM  Human Resource Planning: Importance, Process of Human Resource Planning, Need & Benefit OF HRP, Factors affecting HRP (Internal & External)	15	25
II	2	Job Design & Job Analysis: Job Design, Job Analysis, Job Description, Job Specification (Purpose, Use & Contents of each), Techniques of Data collection for Job Analysis	15	25
III	3	Recruitment, Selection, Placement, Induction Sources of Recruitment, selection procedure steps. Interview & types of Interview, Placement, induction objectives & procedure.	15	25
IV	4	HR Policies- Meaning, objectives, Importance and scope steps in: Policy formulation  Performance Appraisal & Compensation Management- Meaning, Importance, Systems  <u>Ethical Practices in Human Resource Management</u>	15	25
<b>Total</b>			<b>60</b>	<b>100</b>

**Reference Books:**

1. C.B. Mamoria, Personnel Management, Himalaya Publishing House, 2010
2. K. Aswathppa, Human Resource & Personnel Management, Himalaya Publishing House, 2012
3. P. Subha Rao, Essential of HR Management & IR, Himalaya Publishing House, 2010
4. Micheal Armstrong, Handbook of HRM, McGill Publication, 2009
5. N.D.GAMI, Personnel Management, New Popular Publication, 2010



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*Fundamentals of Production & Operations Management* *Sem III BMS*

IV	4	<b>Maintenance of Plant</b> a) Introduction b) Causes of Plant Breakdown c) Cost associated with Breakdown d) Preventive & Corrective Maintenance e) Types of Maintenances f) Elements of a Good Maintenance System  <u>Ethical Practices related to Production &amp; Operations Management</u>	15	25
		<b>Total</b>	<b>60</b>	<b>100</b>

**Reference Books:**

1. Dr. Sanjay Sharma, Introduction to Management, Cyber Tech Publication, 2003
2. L.C. Jhamb, Production Management- Everest Publishing House, 12<sup>th</sup> edition 2007.
3. S. A Chunawalla & D. R. Patel, Production & Operation Management- Himalaya Publishing House, 6<sup>th</sup> revised edition, 2013
4. K. Aswathappa & K. Shridhara Bhat, Production & Operation Management –Himalaya Publishing House, 2007



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Module	Unit No.	Detailed Syllabus	Teaching Hours	Marks/ Weightage
I	1	<p><b>Collection of data</b> Collection of primary data through questionnaires and personal interview, and observation method, collection of secondary data from public sources and selection of appropriate method for data collection</p> <p><b>Measures of central Tendency</b> Arithmetic mean, median, mode, weighted average, quartiles, deciles, percentiles, graphical presentation of median &amp; modes.</p>	15	25
II	2	<p><b>Measures of Dispersion</b> Range, Quartile Deviation and its coefficient, Mean Deviation, Standard deviation, co-efficient of variation (C.V.)</p>	15	25
III	3	<p><b>Introduction to Probability</b> Introduction to Probability Distribution with focus on Normal Distribution</p>	15	25
IV	4	<p><b>Correlation and Regression</b> Co-relation, Scatter Diagrams, Karl Pearson's correlation and rank correlation (spearman), Linear Regression, Line of regressions, Regression coefficients, multiple and partial correlation.</p> <p><b>Analysis of times series</b> Concept, Components, estimation of Trend values by moving average and least square method.</p> <p>Ethical Practices related to Quantitative Techniques for Business</p>	15	25
		<b>Total</b>	<b>60</b>	<b>100</b>

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Module	Unit No.	Detailed Syllabus	Teaching Hours	Marks/Weightage
I	1	<p><b>Introduction to business policy</b>                      Vision &amp; Mission of a company                      Business policies                      Important aspect while framing business policy</p> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Definition, nature, scope, and importance of strategy; and strategic management</li> <li>• Process of strategic management.</li> <li>• Role of strategists.</li> </ul> <p><b>Strategic Analysis:</b></p> <ul style="list-style-type: none"> <li>• External Analysis – Overview</li> <li>• Internal Analysis- Value Chain &amp; Benchmarking.</li> </ul>	15	25
II	2	<p><b>Strategy Formulation:</b></p> <ul style="list-style-type: none"> <li>• Defining strategic intent: Vision, Mission, Business Philosophy, Goals and Objectives.</li> </ul> <p>a. Corporate level strategies (concepts)</p> <ol style="list-style-type: none"> <li>1. Growth (Vertical Integration, Joint Venture, Modernization)</li> <li>2. Retrenchment (Turnaround, Disinvestment, Liquidation)</li> <li>3. Stability</li> </ol> <p>b. SBU Level Strategies - Concept of Porter's competitive strategy</p> <ul style="list-style-type: none"> <li>• Process of Strategy Choice (Portfolio Analysis – BCG growth share Matrix and GE nine cell)</li> </ul>	15	25
III	3	<p><b>Strategy Implementation &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• The implementation process. 7s Framework.</li> <li>• Resource allocation and behavioral issues in strategy implementation</li> <li>• Designing organizational structure as per strategy.</li> <li>• Strategy Evaluation &amp; Control.</li> </ul>	15	25
IV	4	<p><b>Recent Advances in Strategic Management:</b></p> <ul style="list-style-type: none"> <li>• Core Competence as the Root of Competitive Advantage</li> <li>• Case Studies</li> </ul> <p><b>Ethical Practices in Strategic Management</b></p>	15	25
<b>Total</b>			<b>60</b>	<b>100</b>



Reference Books:

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**Financial Management**

4002 Sem IV

	No.		Hours	Weightage
I	1	<b>Introduction to financial management</b> (i) Meaning, scope & objective of finance management (ii) Classification of finance function (iii) Financial goal (Profit Max and Wealth Maximisation)  <b>Sources of Finance</b> i) Equity shares ii) Preference Shares iii) Debentures & Bonds iv) Retained Earning	15	25
II	2	<b>Cost of Capital</b> i) Meaning ii) Concept of Cost of Capital iii) Importance of Cost of Capital iv) Simple Problems	15	25
III	3	<b>Capital Budgeting</b> i) Introduction ii) Methods of Capital Budgeting a) Pay back Method b) ARR (Theory)	15	25
IV	4	<b>Working Capital Management</b> i) Introduction ii) Factors to be taken into consideration for Working Capital Management. iii) Operating Cycle iv) Simple Problems on Working Capital requirements.  <u>Ethical Practices related to Financial Management</u>	15	25
		<b>Total</b>	<b>60</b>	<b>100</b>

**Reference Books:**

1. P. V. Kulkarni & B. G. Satyaprasad, Financial Management- Himalaya Publishing House, 2012.
2. M. Y. Khan & P. K. Jain, Basic Financial Management- Tata Mcgraw Hill Publishing Co. Ltd., 2005
3. Prof. A. P. Rao, Fundamentals of Financial Management- Everest Publishing House, 2006.
4. Satish M. Inamdar, Principles of Financial Management- Everest Publishing House, 2006



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Module	Unit No.	Detailed Syllabus	Teaching Hours	Marks/ Weightage
I	1	Buyer Behavior a) Difference between Buyer and Consumer, meaning and definition, Buying Motives, Factors influencing buyer behavior, Buying Process. b) Organizational Buyer Behavior, factors affecting organization buyer behavior. Derived Demand, Difference between consumer buying behaviour and industrial buying behaviour	15	25
II	2	Consumer Behaviour Basic Stimulus Response Model, Influence on consumer decision making process, high involvement and low involvement products, Influence on buying behavior- cultural factors, social factors, personal methods of sales forecasting, Reference Groups, Consumer Learning.	15	25
III	3	Consumer Relationship Management Importance, Merits, Loyalty Breakers, How to reclaim a lost consumer? How to sustain existing customers? How to tap potential future customers? Complaint Management, Relationship building in the long run.	15	25
IV	4	Business Ethics and Corporate Social Responsibility and Public Relations Management.  Ethical Practices related to Consumer & Buyer Behaviour	15	25
<b>Total</b>			<b>60</b>	<b>100</b>

**Reference Books:**

1. Kumar Ramesh, Conceptual Issues in Consumer Behaviour :The Indian Context  
Pearson Education India, 2006
2. Chetan Bajaj, Retail Management - Oxford University



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# Quality Management 4004 BMS Sem IV

Module	Unit No.	Detailed Syllabus	Teaching Hours	Marks Weights
I	1	<b>Quality Management</b> a) Quality Concept b) Juran's View of Quality c) Quality Control- Meaning & Benefits d) Quality Assurance e) ISO Standards f) Learning Curve  <b>Total Quality Management</b> a) Definition & Concept of TQM b) Principle of TQM c) Techniques of TQM d) Importance of TQM	15	25
II	2	<b>Total Employee Involvement</b> a) Quality Circle- Concept & Structure b) Implementation of Quality Circle c) Features & Benefits of Quality Circle d) Suggestion Schemes- Concept, Structure, Rewards for Suggestion Schemes. e) Difference between Quality Circle & Suggestion Schemes	15	25
III	3	<b>Quality Models- Benchmarking against world class</b> a) Meleobm Reldeidge Quality b) RB NQA Model c) IT & BPO services-Capability Measuring Models(CMM)  <b>Control Charts: Types, Numericals in Control Charts</b>	15	25
IV	4	<b>Kaizen &amp; Six Sigma</b> a) Concept of Kaizene b) Importance of Kaizen c) Functions of Kaizen d) Concept of Six Sigma e) Six Sigma applied in Manufacturing f) Six Sigma applied in services  <b>Ethical Practices related to Quality Management</b>	15	25
<b>Total</b>			<b>60</b>	<b>100</b>

### Reference Books:

1. S.D Aphale, Productivity & Quality Management- Vipul Prakashan, 2003
2. Prof. L.C. Jhamb, Production (Operation) Management- Everest Publishing House, 12<sup>th</sup> edition 2007
3. K. Aswathappa & K. ShridharaBhat, Production & Operation Management –Himalaya Publishing House, 2007

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IV

4

Campaign Tools Application and monitoring

15

25

**Types of online advertising**

**Understanding key concepts**

- SEO Search engine optimization
- PPP Pay per Click
- e-mail marketing
- Viral marketing
- On-line PR
- Podcasts
- Blogs and blog writing

**Introduction to Social Networking**

- Facebook, Twitter, LinkedIn, You Tube
- Advantages and disadvantages of social networking sites.
- Impact of Mobile Devices & Mobile Applications in Digital Marketing
- Using social media for Digital Marketing, for Customer Segmentation and Targeted Campaigns

**Case-Study**

**Ethical Practices related to Digital Marketing**

60

100

**Reference Books:**

1. S.S. Khanka, Entrepreneurship Development, S. Chand & Co. Ltd, 2007
2. C.B. Gupta & N P Srinivasan, Entrepreneurship Development, Sultanchand & Sons, 2010
3. E Gordon & K Natrajan, Entrepreneurship Development, Himalaya Publishing House, 2003
4. Michael Vaz, Entrepreneurship Development, Manan Prakashan, 2010
5. David Meerman Scott Amazon Kindle, The New Rules of marketing and PR 2006
7. Damian Ryan and Calvin Jones, Understanding digital marketing,
8. Google+ for business by Chris Brogan, 2012
9. Chris Anderson, The Long Tail
10. Chris Anderson, Free- The Future of a Radical Price



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# Integrated Marketing Communication 5003

BMS  
Sem V

	<ul style="list-style-type: none"><li>E-Commerce</li><li>Corporate Communication</li></ul> <p>Overview of Digital Marketing.</p>		
III	Media Management – Media Process – Media Jargons – Media Buying- Strategies and execution.	15	25
IV	Regulations and Ethical Concerns, Ethics and social responsibility in IMC campaigns Exercise a) Formulate any social responsibility campaigns like save water/say no to the drugs/AIDS/Polio/Save energy/No smoking etc.	15	25
	<b>Total</b>	<b>60</b>	<b>100</b>

## Reference Books:

1. Advertising and Promotions-Belch & Celch, Tata Mcgrew Hill 2001
2. Foundations of Advertising Theory & Practice- S.A. Chunawalla & K.C. Sethia-Himalya Publishing
3. Integrated Marketing Communications – Kenneth Blown & Donald Bach PHI, 2002



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**Objectives:**

Provide intensive theoretical and practical knowledge of IR and Trade Union, provide outline position of IR in Indian Prospective and provide practical information about how to handle grievances.

Module	Topics	Contact Hours	Weightage (%)
I	<b>Industrial Relations Perspective</b> Impact of Industrial Relation: Concept, Characteristics of IR , Importance of IR, Scope of IR – Factors Affecting IR, Approaches to IR, Pre – requisite for successful IR, Programme, Evaluation & aspects of IR, Characteristics of IR	15	25
II	<b>Labour Welfare</b> Introduction, welfare Provisions Personal Problems: Absenteeism, <b>Employee Morale and Motivation, Health and Safety, Conflict to Cooperation</b>	15	25
III	<b>Industrial Disputes:</b> Forms, Types, Causes, <b>Preventions &amp; Settlement of Dispute</b> , Role and process of Negotiations- conciliation & arbitration.  <b>Discipline and Grievance Management:</b> Grievance procedure, disciplinary procedure. <b>Collective Bargaining:</b> Introduction, Nature or Characteristics, essential for collective bargaining, procedure of collective bargaining.	15	25
IV	<b>Trade Union Concept –</b> Trade <b>Union Movement in India</b> , trade union concept- General features, Function - Types & Structure of Trade Union, <b>Problems of Trade unions</b> , Essentials for success of Trade Unions.	15	25
	<b>Total</b>	<b>60</b>	<b>100</b>



International Business

	<ul style="list-style-type: none"> <li>• Importance of intellectual property rights and patents.</li> <li>• Importance of laws relating to product packaging labeling etc.</li> <li>• <b>WTO - Legal Implications and anti dumping..</b></li> </ul>		
III	<p>International Marketing:</p> <ul style="list-style-type: none"> <li>• Dynamics of product and market selection</li> <li>• Segmentation of international markets and consumer's selection.</li> <li>• International marketing strategies</li> </ul> <p>International Business Environment in India</p> <ul style="list-style-type: none"> <li>• Imports related environment in India and other countries. Role of RBI, Customs, DGFT etc.</li> </ul>	15	25
IV	<p>International Human Resource Management:</p> <ul style="list-style-type: none"> <li>• Business ethics and Values ,Importance of Relationships marketing</li> <li>• International HRM Strategy.</li> <li>• Impact of Religion and Culture Labour markets/skills and training</li> </ul> <p>Export pricing in India /Role of HR/Finance- A case study.</p>	15	25
	<b>Total</b>	<b>60</b>	<b>100</b>

Reference books:

1. International Business Law and its Environment, Richard Schaffer and others, Cengage, 2009.
2. International School, Justin Paul and published by PHI learning Pvt. Ltd. 2008.
3. Managing Global Work force , Charles M Vance and Yongsunpaik,, PHI, 2009.
4. Reading and Cases in International Human Resource Management, Mark E. Mendenhall, Gary R. Oddou, Gunter K. Stahl, Routledge, Fourth Edition,2007.



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**References:-**

1. Ambron SR, Child Development – Richard Press, San Francisco.
2. Akhani & Date, Elements of Child Development – Kitab Mahal, Allahabad
3. Hurlock EB, Child Development – Mcgrawhill Publishing VI Edition
4. Hurlock E, Child Growth & Development – Mcgraw Hill Publishing VI Edition
5. Devdas RP & Jaya N, Text Book on Child Development
6. Kher N, Introduction to Child Development – Asian Publishing House
7. Papalia, Olds, Human Development Mcgraw Hill Publishing VI Edition
8. Smart & Smart, Children - Macmilan Publication, NY

Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
Adolescent Development	4	4	-	2.5	75	25	-	100

**Objectives:**

1. To become acquainted with the developmental phases of adolescence.
2. To develop an understanding of the interactive forces & socializing agents during adolescence.

Semester II (B.A. 5Y) Prog Code - 01, Paper Code - 280227

Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
1 Adolescent Development	4	4	-	2.5	75	25	-	100

Sl. No.	Topics and Details	No. of lectures	Weightage of marks %
Block 1	Introduction	6	12
	Unit 1 Meaning of Adolescence	2	
	Unit 2 characteristics of Adolescence	2	
	Unit 3 Adolescence in Indian culture	2	
Block 2	Overview of physical changes	6	12
	Unit 1 Growth Spurt; Primary and Secondary Sex Characteristics, body image, early and late matures	2	
	Unit 2 Health and Nutrition (poor eating habits, growth spurt, junk food) anemia, obesity	2	
Block III	Cognitive Development	4	
	Unit 1 An overview of Piaget's stages	2	
	Unit 2 Piaget's stage - IV formal operations	2	
Block IV	Emotional Development	6	
	Unit 1 Heightened emotionality, Emotional Maturity & Control	2	

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		meaning and characteristics		
	Unit 2	Meaning of emotional catharsis.		
	Unit 3	Emotional intelligence	2	
Block V	Social Development		2	
			16	22
	Unit 1	Parents : Patterns of parental control, areas of conflict, generation gap, Parenting- styles. (No questions on gender parenting)	2	
	Unit 2	Teachers: Significance of teachers in an adolescent life, teacher student communication, other adults.	2	
	Unit 3	Peers: Meaning & functions Importance of peer groups, different types of peer groups – clique, chums, groups & crowds.	3	
	Unit 4	Friendship : Meaning & Characteristics of friendship during adolescence, interaction with opposite sex – crush, infatuation, puppy love, friendship, dating, going steady , love .	4	
	Unit 5	Leadership: Characteristics of leader's authoritarian & democratic leaders, social acceptability.	3	
	Unit 6	Sense of Identity :- meaning, need and development of Identity Internal personal relation with parents and other adults	2	
Block VI	Social Problems		12	15
	Unit 1	Causes and handling of the following: Impulsive behaviors:- (risks, accidents) , Suicides , Drugs Alcohol abuse , Premarital sex , Teenager Pregnancy	9	
	Unit 2	Sexually transmitted diseases (HIV, AIDS)	3	
Block VII	Personality Development		4	15
	Unit 1	Meaning and concept and factors affecting the personality development	4	

**PRACTICALS\*Maximum students in one Batch =20**

- 1) To create awareness related to current issues.
- 2) To develop skills of collecting information from media.
- 3) To train the students in various techniques of presenting & communicating the information.


<b>Block I</b>	Workshop	
	Unit 1	Personality development workshop 1/2 days or Sex Education
<b>Block II</b>	Preparation of audio visual aids	
	Unit 1	Preparing dossiers, scrap books OR Bulletin board displays
	Unit 2	Conducting surveys OR Media review - movies, TV serials related to child & youth.

Semester IV SYBA CD Paper code - 480527

Subjects		L	Cr	P/T	D	TP	Internal	P/V	T
1	Child Care and Guidance	4	4	-	2.5	75	25	-	100

No.	Topics and Details	No. of lectures	Weightage of marks %
<b>Block 1</b>	<b>Introduction</b>	5	15
	Unit 1 Meaning and importance of Guidance	3	
	Unit 2 Personal qualities of adults working with children	2	
<b>Block II</b>	<b>Infancy and toddler hood</b>	10	5
	Unit 1 Guidance in routine: breast feeding, bottle feeding, supplementary feeding and weaning, bath, sleep and toilet training 113-131 155.4/825	6	
	Unit 2 Health and medical checkup: Immunization, importance and schedule	2	
	Unit 3 Prevention of accidents	2	
<b>Block III</b>	<b>Pre- school years</b>	20	15
	Unit 1 Promoting good eating habits, balanced diet	2	
	Unit 2 Discipline: Meaning importance, techniques and their evaluation	3	
	Unit 3 Speech defects: Meaning, types, factors responsible for speech defects and handling	3	
	Unit 4 Behavior problems: Causes, ways of handling behavior problems: Temper tantrums, negativism, dependency, quarreling, rivalry, jealousy, fear and enuresis	12	
<b>Block IV</b>	<b>Late Childhood and puberty</b>	25	30
	Unit 1 Guidance for effective schooling: role of parents and teachers	3	
	Unit 2 Pocket money: Importance and learning experiences	2	
	Unit 3 Recreational activities and interests: Reading, watching TV, Music, Hobbies, Sports, telephone, grooming, day dreaming, videogames, eating outside, playing games	3	
	Unit 4 Behavior problem, causes and ways of handling: doodling, sulking, nail biting, quarreling, arguments, over aggression, masturbation, delinquency, lying, cheating, stealing and truancy. Suicide	14	
	Unit 5 Education and Vocational Guidance: Meaning, role of parents and teachers	3	

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6. Satya, B.N. (2002) "Guidance and Counseling", Abhishek Publication, Chandigarh.
7. Shankar, L. (1993) "Guidance: Educational, Vocational, Personal and Social", Enkay Publisher Pvt. Ltd.
8. Singh, R. (1994) "Educational and Vocational Guidance", Common Wealth Publisher, New Delhi.
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10. Singh, R. (1994) "Educational and Vocational Guidance", Common wealth Publisher, New Delhi.

11. *Indu Dakshi (16682). understandy children and their problems*
12. *Ambron, & Robinson. Child development: 155-4/8215*

## Semester IV

### Objectives:

This course will enable students to:

1. comprehend the need and importance of various centers for children and youth.
2. become aware of the objectives of such centers.
3. understand and get acquainted with the essentials factors, aspects of any such centre.
4. help students acquire skills and competencies required in the management of centers for children.

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**Practical: \*Maximum students in one Batch = 20**

Management of Centers for Children	-	4	8		-	100	-	100
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**Contents:**

Block No.	Topics and Details	No. of lectures	Weightage in %
Block 1	<b>Introduction</b> Unit 1: Introduction to different types of centres Unit 2: Need for centres. Overview of functional pre-requisites in terms of space, material, equipment & staff	10	10
Block 2	<b>Visits</b> Unit 1: Visits to centres (3- 5) Unit 2: Students to present report on the same	40	30
Block 3	<b>Establishment of a Centre</b> Unit 1: Inviting personnel from N.G.O., Director of any centre to orient the students on starting a centre Unit 2: Aspects such as finances, loans facility, grants, registration and other necessary requirements are to be covered	20	20

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Block 4	<b>Planning</b> <b>The following to be worked out for each centre</b> Unit 1: Objectives Unit 2: Program-routine-daily activities Unit 3: Resources inventory Unit 4: Duties & responsibilities of staff Unit 5: Preparing budget (students should maintain a journal)	50	40
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**References:**

1. Alok, S.K. (1991): Family Welfare planning. The Indian Experience, New delhi, Inter Indian Publication Ltd.
2. Chaudhry, D.P. (1985): Child Welfare Development, Delhi, Atma Ram & Sons.
3. Gokhale, D. Sand Sohoni, K.N. (1979): Child In India, New Delhi, Somaiya Publication Pvt. Ltd
4. Khan, M.Z.(1991): Trends In Family Welfare Planning, Delhi, NtER India Publications.
5. Maidman, F. (1984): Child Welfare: A Source Book of Knowledge and practice, New York, Child Welfare League of America Inc.

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## CHILDREN WITH SPECIAL NEEDS (THEORY)

Semester: V

### Objectives

1. To help students be aware of the nature of some disabilities in children.
2. To help them understand the importance of detecting disabilities.
3. To make them aware of the methods of detection, as well as the types and characteristics.
4. To recognize and understand the needs of special children.
5. To become aware of the services available for children in need of special help.

Semester V TYBA CD - 580727

Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
1 Children With Special Needs (Theory)	4	4	-	2.5	75	25	-	100

No.	Topics and Details	No. of lectures	Weightage of marks %
Block I	Introduction- Who are differently abled children?	8	15
	Unit 1	Meaning & Definition	2
	Unit 2	Characteristics	2

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	Unit 3	Classification- Physical challenged , Mentally challenged, Educationally challenged , Socially , Gifted children.	4	
<b>Block II</b>	<b>Physically Challenged Children</b>		10	15
	Unit 1	Meaning and definition	1	
	Unit 2	Causes	2	
	Unit 3	Classification- Visually challenged, Auditory challenged, Orthopedically challenged , Neurologically -epilepsy, CP Polio.	7	
<b>Block III</b>	<b>Mentally Challenged Children :</b>		13	15
	Unit 1	Meaning and Definition, concept.	1	
	Unit 2	Identification causes	2	
	Unit 3	Classification- Slow learners, Educable , Trainable. Totally uneducable and Untrainable (Profound)	6	
	Unit 4	Rehabilitation and services	4	
<b>Block IV</b>	<b>Educationally Challenged Children</b>		10	15
	Unit 1	Meaning and Definition/Concept	1	
	Unit 2	Causes	1	
	Unit 3	Services-free ship, Night Schools, Trade Training, Ashramshalas.	3	
	Unit 4	Learning Disabled- Identification handling characteristics, and causes - Dyslexia, Dysgraphia, Dyscalculia, facilities/concessions	5	
<b>Block V</b>	<b>Socially Challenged Children</b>		12	15
	Unit 1	Meaning	1	
	Unit 2	Causes and services for- Destitute, Deprived, Orphans, Juvenile Delinquents, Child labour/child abuse, Migrant, beggars and street children	6	
	Unit 3	Rehabilitation- Adoption, Sponsorship, children's houses, Remand home, Foster care, S.O.S. village, beggars homes	5	
<b>Block VI</b>	<b>Gifted Children</b>		8	15
	Unit 1	Meaning & characteristics	2	
	Unit 2	Identification- formal and informal methods	4	
	Unit 3	Enrichment programs	2	
<b>Block VII</b>	<b>Inclusion</b>		2	
	Unit 1	Concept, Role of family & School integration.	2	

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3. Bhatt, U. (1963), "The Physically Handicapped in India".
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Semester: VI

**OBJECTIVES:**

1. To make the students aware of the concept of marriage and family and the areas of adjustments within the family.
2. To get the students acquainted with the dynamics of contemporary family life in India.
3. To make the students aware of the changing roles and relationships with the family.

Sr. No.	Topics and Details	No. of lectures	Weightage of marks %
<b>Block I*</b>	<b>Introduction- Family</b>	10	<u>15</u>
✓	Unit 1   Concept and functions of family. ✓	2	
✓	Unit 2   Changing family patterns in India- joint, extended, nuclear/ alternate family patterns. <i>Imp</i> ✓	3	
✓	Unit 3   Stages of the family life cycle <i>Imp</i> ✓	2	
✓	Unit 4   Changing roles of the husband and wife (traditional v/s flexible). ✓	3	
<b>Block II*</b>	<b>Mate Selection</b> <i>Imp</i>	5	<u>15</u>
	Unit 1   Factors responsible in mate selection. <i>Imp</i> ✓	2	
	Unit 2   Modes of mate selection ✓	3	
<b>Block III*</b>	<b>Engagement</b> <i>Imp</i>	6	<u>10</u>
✓	Unit 1   Functions ✓	2	
✓	Unit 2   Importance of premarital counseling ✓	2	
✓	Unit 3   Breaking an engagement: causes, consequences and dealing with <i>Imp</i> ✓	2	
<b>Block IV</b>	<b>Marriage</b>	6	<u>5</u>
	Unit 1   Functions of marriage- Companionship, Happiness, Ego Support, Security and children ✓	2	
	Unit 2   Types of marriage- arranged, love, court and group ✓	2	
	Unit 3   Requisites of marriage- age, registration, emotional maturity, health ✓	1	
	Unit 4   Honeymoon <i>Imp</i> ✓	1	
<b>Block V</b>	<b>Adjustments With Family</b>	15	<u>30</u>
	Unit 1   Patterns of adjustments ✓	4	

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	Unit 2	Areas of adjustments - money, sex, in-laws, career, social and religious	8	
	Unit 3	Need & Importance of family counseling ✓	3	
Block VI	Parenthood	5000	12	15
	Unit 1	Planned / Accidental parenthood ✓	4	
	Unit 2	Joys and hazards of parenthood ✓	4	
	Unit 3	Family planning - need and methods ✓	4	
Block VII		Crisis In Family Life ✓	6	10
	Unit 1	Unemployment, prolonged illness, desertion, separation (divorce/ death), single parenthood. ✓	4	
	Unit 2	Ways of coping ✓	2	

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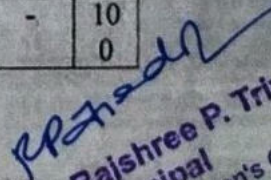
2	Introduction to Early Childhood Education (Practical)	-	4	8	-	-	100	-	10
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### Semester: III

#### Objectives :

1. To help students acquire skills in conducting various activities for young children
2. To development skills for conducting various aspects of the curriculum.
3. To prepare materials for learning in children.

Sr. No.	Topics and Details	No. of lectures
Block 1	Activities- Creative Activities	
	Unit 1      Paints	

  
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	Unit 2	Crayons		
	Unit 3	Paper craft		
	Unit 4	Scrap Book		
Block II	Planning and Demonstration of one play activity centre-Group Work			
	Unit 1	Outdoor play		
	Unit 2	Indoor play		
	Unit 3	Dolls Corner		
	Unit 4	Construction Corner		
Block III	Preparation of Teaching Aids			
	Unit 1	-charts, flannel figures, flash cards		
	Unit 2	Mobiles, Puzzles, Picture Talk, Puppets		
Block IV	Workshop			
	Unit 1	One workshop on music and movement		
Block V	Language activities- any two for each student			
	Unit 1	Story telling-Aids and Presentation		
	Unit 2	Object Talk		
	Unit 3	Games		
	Unit 4	Show and Tell		
	Unit 5	Field Trip		
	Unit 6	Informal Talk		
	Unit 7	Picture Talk		
Block VI	Readiness Kit			
	Unit 1	1 set for Activity cards for each readiness		
	Unit 2	Worksheets for each readiness-2		
Block V	Observation			
	Unit 1	Visit to 1 Pre-school.		
Block VI	Participation in Nursery School			
	Unit 1	2 observations		
	Unit 2	5 Lessons		

\*Maximum students in one Batch = 20

Child Care and Guidance	4	4	-	2.5	75	25	200
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**OBJECTIVES:**

- To make the students aware of the concept of marriage and the areas of adjustments within the family.
- To get the students acquainted with the dynamics of contemporary family life in India.
- To make the students aware of the changing roles and relationships with the family.

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**1.3.1 In 150 words only describe how your course addresses issues of Gender, Environment and Sustainability Human Values and Professional Ethics. (syllabus and going beyond syllabus)**

- Students studying APC paper on Labour Economics where they learn about problems faced by Women workers such as unequal wages, long working hours, harassment at workplace, double burden of work, non-payment of wages during maternity leave in the unorganised sector etc. which sensitizes the students to issues faced by the working women.
- In the paper Entrepreneurship Development students learnt various government schemes where loans are available at concessional rates for financial empowerment of women.
- They also study Environmental Policy in the paper of Indian Economy.
- In addition to classroom teaching, Guest lectures, visits related to the modules in the syllabus are organised to give different perspectives to the students.
- Our college organized a workshop on gender on 30<sup>th</sup> July, 2019 and five students from the economics department participated in this workshop. As well as college celebrated Gender Week during 20<sup>th</sup> to 27<sup>th</sup> January, 2020 and students participated in various activities.
- Students carried out a survey and presented a paper on "Women;s Work and Gender Gap with Reference to Retail Sector in Suburban Mumbai" in the Month of January, 2020.
- In addition to class room teaching, Guest lectures, visits related to the modules in the syllabus are organised to give different perspectives to the students. For instance the talk by Ms Lara Jesani on *Environment Impact of Legislations: Current Issues* went beyond the scope of syllabus giving students a new perspective on Environment Policies.

R. P. Shah



Unit 1 Introduction

- 1.1 labour economics
  - 1.1.1 meaning and definition
  - 1.1.2 Nature and scope
  - 1.1.3 significance of labour economics

- 1.2 labour
  - 1.2.1 meaning and definition
  - 1.2.2 significance and characteristic of labour
  - 1.2.3 types of labour

Unit 2 Demand and supply of labour

- 2.1 demand for labour
  - 2.1.1 meaning and definition
  - 2.1.2 nature of demand for labour
  - 2.1.3 determinants of demand for labour

- 2.2 productivity of labour
  - 2.2.1 meaning and definition
  - 2.2.2 objectives and forms
  - 2.2.3 determinants of productivity of labour

- 2.3 supply of labour
  - 2.3.1 meaning and definition
  - 2.3.2 nature of supply of labour
  - 2.3.3 determinants of supply of labour

Unit 3 Wage determination

- 3.1 meaning and definition of wage
- 3.2 types of wage
- 3.4 concept of--- minimum wages, living wages and fair wages
- 3.3 wage determination
  - 3.3.1 in rural sector
  - 3.3.2 in urban sector
  - 3.3.3 in organised sector
  - 3.3.4 in unorganised sector

Unit 4 Women and child labour

- 4.1 women labour
  - 4.1.1 main features of female labour
  - 4.1.2 problems of women labour
  - 4.1.3 factors affecting employment of women labour

- 4.2 child labour
  - 4.2.1 meaning and definition and nature
  - 4.2.2 main features of child labour
  - 4.2.3 causes of child labour



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B.A.- II , SEM - III  
Entrepreneurship Development

paper Code: 365106

Unit 1 Entrepreneurship

- a) Concept and function of an Entrepreneurship
- b) Evolutionary approach
- c) Qualities of Entrepreneurship
  - i) Decision making
  - ii) Communication skills
  - iii) Time management
- d) Entrepreneur as a business leader

Unit 2 Types and Role of Entrepreneur

I- Type of entrepreneur

- a) Classification of Entrepreneurship in Different Bases
- b) Innovative and Imitative Entrepreneurship
- c) Franchise and Drone and their Respective Characteristics

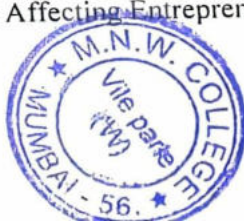
II -Role of entrepreneur

- a) In Economic Growth and Development
- b) in Developed and Underdeveloped Economy
- c) Impact of-
  - i. Globalisation
  - ii. Liberalisation
  - iii. Privatization on Entrepreneurship
- d) Role of Women Entrepreneur in India

Unit 3 entrepreneurship development programme(FDP)

- a) Concept
- b) phases
- c) Importance
- d) objectives
- e) Entrepreneur Training and Development
- f) MCED, NSDC

Unit 4 Factors Affecting Entrepreneurship Development



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B.A. - II

Code:445706

Semester 4 Paper

Problems and policy in Indian economy since 1991

Unit 1 Human resources and development

- 1.1 importance of human resources development
- 1.2 indicators of human resources development
- 1.3 education and human resources development
- 1.4 health and human resources development
- 1.5 Recent National population policy
- 1.6 problems of high population (unemployment, poverty and urbanization)

Unit 2 Economic problem and policy of Government of India

- 2.1 new trade policy
- 2.2 anti inflation policy
- 2.3.1 causes of economic backwardness and regional imbalance
- 2.3.2 policy measures to remove regional disparities
- 2.4 Indian government policy towards foreign capital
- 2.5 Environment policy

Unit 3 Recent structural changes in economy

- 3.1 SEZ: objectives and problems
- 3.2 disinvestment policy: advantage and disadvantage
- 3.3 Direct cash transfer scheme: features and disadvantage
- 3.4 Food security: advantage and limitations



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FY BA  
SYBA  
TYBA  
2 CC  
English

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

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**B.A.**

**ENGLISH MEDIUM**

**SYLLABUS**

**CORE COMPONENT PAPERS**

**COMPULSORY ENGLISH**

**(W.E.F 2015-16)**

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# B.A. CC English Papers (H.L.)


w.e.f 2015

Class	Semester	Paper no	Paper Code	Paper Title
FYBA	I	I	115101	Empowering English – 1
	II	II	215201	Empowering English- II
SYBA	III	III	315301	Professional English
	IV	IV	415401	Professional English (Advanced)
TYBA	V	V	555501	Basics of Academic English
	VI	VI	655601	Academic English for Advanced Learners

Ref. Book:

New Headway: OUP

Six Level General English Course (4,5,6) by Liz & John Soars

  
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C.C. English (for English Medium Students)

Scheme: Semester I

Paper: FYBA CC English (H.L.)

Title of the Paper: Empowering English Paper I

Subject code no: 115101

	L	Cr	P / T	D	TP	TW	T
Empowering English Paper I	4	4		2.30	75	25	100

**Objectives:**

- I) To empower students in the use of language across the four skills
- II) To use empowering literary text to enhance the use of vocabulary
- III) To make students aware of these use of correct time form
- IV) To prepare students for purposeful listening & speaking in a variety of situation

**Learning Outcomes:** At the end of the course the students will be able to:

- I) Will feel empowered to use the language across the four skills
- II) enhance their use of vocabulary
- III) use correct tense forms in spoken & written discourse

**Unit I:**

- **Bayen – Mahashweta Devi, The Decision – T. Janki Rani**, from Separate Journeys, Katha Publication.
- Vocabulary, Word Formation, Using Vocabulary in English, Verbs – Tenses, Subject, Verb Agreement, Articles & Proposition

**Unit II:**

- Skimming / Scanning
- Inferential Meaning



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Unit III:

- Descriptive & Creative Writing (Guided Essays)
- Stories (Give beginning or end)

Unit IV:

- Chapters I to IV from Sasikumar P. Kiranmai Dutt & Geetha Rajeevan, A course in listening & Speaking II, Cambridge University Press, 2014. ISBN 9788175962941 (Part I : 1 to 3 and Part II 3 and 6)

**Evaluation Scheme:**

**Internal Examination**

Speaking & Listening 10 marks

Language in Use 15 marks

(Do as directed, fill in the blanks, multiple choices)

**External Examination**

Language in Use 25 marks

(Do as Directed, Fill in the Blanks, Multiple Choices)

Reading Comprehension, Skimming, Scanning & Inferential 20 Marks

Guided Essay 15 marks

Creative Writing 15 marks



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C.C. English (for English Medium Students)

Scheme: Semester II

Paper: FYBA CC English (H.L.)

Title of the Paper: **Empowering English Paper II**

Subject code no: 215201

	L	Cr	P / T	D	TP	TW	T
Empowering English Paper II	4	4		2.30	75	25	100

**Objectives:**

- I) To make students aware of the nuances in meaning through grammar & vocabulary
- II) To introduce students to the skill of writing analytical a persuasive writing
- III) To make students listen for explicit and implied messages
- IV) To work students speak fluently and coherently for 2 minutes on familiar topics

**Learning Outcomes:** At the end of the course the students will be able to:

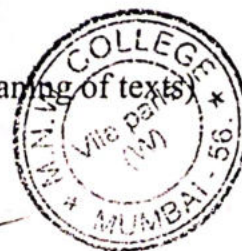
- I) Use vocabulary connotatively a denotatively
- II) Read and understand inferential meaning in creative and discursive text
- III) Write analytical and persuasive pieces
- IV) listen for implicit meaning and will be able to speak on familiar topics

**Unit I:**

- **A Day with Charulata** – Anupama Niranjana, **The Hijra** – Kamla Das from Separate Journeys , **Katha Publications**
- Vocabulary, Word Formation, Using Vocabulary in Context, Regular & Irregular Verb Forms, Modals – to use of will & would, have a got, Articles & Prepositions (contd)

**Unit II:**

- Reading Between the lines (Connotative & Denotative meaning of texts)
- Unit III Persuasive Writing (Constructing an argument)



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- Analytical Writing (Analyze a piece of writing)
- Text – New Headway Series (OUP)

**Unit III:**

- Writing Exercises
- Based on New Headway Series (OUP) Book IV

**Unit IV:**

- Chapters VI to IX from V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, *A Course in Listening & Speaking II*, Cambridge University Press, 2014. ISBN: 9788175962941

**Evaluation Scheme:**

**Internal Examination**

Speaking & Listening 10 marks

Language in Use 15 marks

(Do as directed, fill in the blanks, multiple choices)

**External Examination**

Language in Use 25 marks

(Do as Directed, Fill in the Blanks, Multiple Choices & Reading Comprehension, Skimming, Scanning & Inferential)

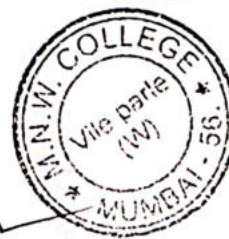
Reading Comprehension 20 marks

(Unseen Passage from any story in *Separate Journeys* other than the ones taught in the Syllabus – Constructive / Demonstrative Meaning)

Persuasive Essay 15 marks

Analytical Piece 15 marks

(Analyze an Argument & Give Opinion)



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**C.C. English (for English Medium Students) (Higher Level)**

**Annexure I**

Semester III

Course English CC Paper III (Higher Level)

Subject Code: 315301

Title of the Course: **Professional English**

Credit : 04

Marks : 100

	L	Cr	P / T	D	TP	TW	T
Professional English	3+1*	4		2.30	75	25	100

Tutorial batches of 25 students each

**Objectives:**

- I) To practice listening and responding to short extracts on topics of general interest
- II) To identify and classify different parts of speech, use grammar correctly in simple sentence formation and transfer sentences in different context
- III) To skim and scan topics of general interests, demonstrate reading skills in English with comprehension
- IV) To apply correct spellings of words, use important points in the form of note making. Write simple sentences on current issues etc.

**Learning Outcomes:**

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

- I) Give a talk or follow a talk on familiar and unfamiliar Topics and keep up total informal conversations on a fairly wide range of topics
- II) To skim and scan fairly moderate level texts and understand detailed instructions and advice
- III) To take extensive notes and write short paragraphs




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Unit	Topic and Details	No of teaching Hours	Weightage in %
1.	<b>Listening Skills</b> Text: Insights: <i>A Course in English Literature and Language</i> . K. Elango. 2009, Orient Black Swan. The recommended lessons are: <ul style="list-style-type: none"> <li>• Climate change and Human Strategy.</li> <li>• Wings Of Fire</li> <li>• Building an Internet Culture</li> <li>• Technology with a Human Face.</li> </ul>	20	35%
2.	<b>Speaking Skills</b> <ul style="list-style-type: none"> <li>• Short Speeches on topics of general interest</li> <li>• Welcome Speech (To welcome and introduce the chief guest of a programme) Vote of thanks.</li> </ul>	08*	15%
3.	<b>Reading Skills</b> <ul style="list-style-type: none"> <li>• Skimming and Scanning from the lessons in Unit I and exercises given in the lessons</li> <li>• Unseen passages for comprehension (newspapers magazine and internet etc.</li> </ul>	07	10%
4.	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Basic Grammar exercises (Sentences Structure SVO Format, tense, conjunctions and interjections, prepositions, articles, punctuation etc)</li> <li>• Study of common errors: Lexical and semantic</li> <li>• Report writing (Newspaper report of 150 words)</li> <li>• Extended writing on current and social events about 350 words)</li> </ul>	25	40%

Note: The teacher may choose the selected pages from the prescribed text recommended texts to design listening activities and for making lecture notes The teacher is also recommended to use audio CDs for giving listening practice to the students

  
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**Evaluation Scheme:**

**Internal Examination**

**25 Marks**

1. Listening skills
2. Speaking Skills

10 Marks  
15 Marks

**External Examination**

**75 Marks**

1. Language in Use (Grammar)

20 Marks

(Do as Directed. Fill in the Blanks, Multiple Choices)

2. Reading Comprehension Seen (2 X 6)

(Skimming, Scanning & Inferential)

15 Marks

3. Reading Comprehension Unseen

15 Marks

4. Writing on Topic of Current Interest (one out of two) (guided)

15 Marks

5. Report writing

**Recommended Reading:**

1. Suresh Kumar E, Yadava Raju, B and Muralikrishna C Skills in English. A Course book for Language Learning, Orient Blackswan
2. Urmila Rai, S.M Rai, Business Communication. Himalaya Publishing House Pit Ent 2007
3. Interface. A Textbook of Compulsory English. Vanikar and Pila 2001. Vikas Publishing House
4. Communicative English, edited by E Suresh Kumar s P. Sreehan, Orient Blackswan
5. Principles and Practices of Business Communication, Aspi Doctor and Rhoda Doctor, Sheth Publishers

L = Na of Lectures /week, P/T = Practical/ Tutorial in hours. D = Duration of theory paper Examination in hrs, TP = Theory Paper-marks, TW= Term Work marks

P/V= Practical/ Viva Voce- marks, T = Total



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**C.C. English (for English Medium Students) (Higher Level)**

**Annexure I**

Semester IV

Course English : SYBA CC Paper III (Higher Level)

Subject Code: 415401

Title of the Course: **Professional English (Advanced) – II**

Credit : 04

Marks : 100

	L	Cr	P / T	D	TP	TW	T
Professional English (Advanced) – II	3+1*	4		2.30	75	25	100

Tutorial batches of 25 students each

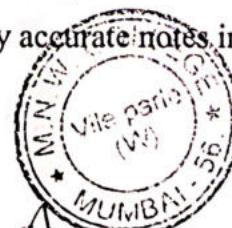
**Objectives:**

- I) To follow arguments & lectures and take notes and comprehend nuances of language e.g, humor, sarcasm, criticism, appreciation etc. (Listening skill)
- II) To construct power point presentations in their area of study with special attention to accurate language work.
- III) To fluently read descriptive, narrative, expository, and argumentative texts
- IV) To participate in mock interviews and group discussion on topics related to science and technology
- V) To write letters and emails of inquiry, requests, complaints and applications etc.

**Learning Outcomes:**

At the end of the course students will be able to

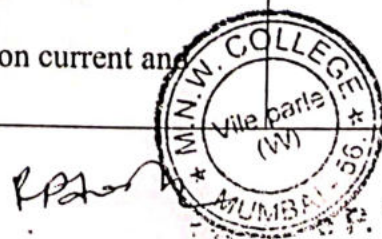
- I) Read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence,
- II) Contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expression
- III) Prepare/ draft professional correspondence, take reasonably accurate notes in meeting or write an essay which shows an ability to communicate



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Unit	Topic and Details	No of teaching Hours	Weightage in %
1.	<p><b>Listening and Power Point Presentations</b></p> <p>Text: Insights: <i>A Course in English Literature and Language</i>. K. Elango 2009 Orient BlackSwan.</p> <p>Use the following chapters for PPT</p> <ul style="list-style-type: none"> <li>• Freedom at Midnight</li> <li>• Emotional Intelligence</li> <li>• The Sporting Spirit</li> <li>• TV as Babysitter</li> </ul> <p>Note for the teacher may choose relevant passages from the prescribed text mentioned in Unit I) and power point presentations to help students to listen and be able to follow arguments and lectures and make notes.</p>	07	10%
2.	<p><b>Speaking Skills</b></p> <p>Note for the teacher: Please conduct mock job interviews and give feedback to the students. Please conduct group discussion on subjects related to issues of current interest to enhance their persuasive speaking skills and to develop vocabulary</p>	08	15%
3.	<p><b>Reading Skills</b></p> <p>Note for the teacher may use materials from various sources to help students to increase their reading comprehension. The texts recommended for Unit 1 may also be used for reading comprehension.</p>	20	15%
4.	<p><b>Writing Skills</b></p> <p>a) Letters / emails of enquiry b) Letters / emails of complaint c) Letters / emails of job application d) Letters /emails for CV Extended writing on current and social events about 350 words)</p>	25	40%



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## Note

Students should be given practice in advanced Grammar in communitarian viz Tenses Voice, Direct indirect Speech Prepositional Phrases and Vocabulary Enrichment Affixes

## Evaluation scheme

### Internal

- a) Power Point Presentation
- b) Mock Interview, Group Discussion

### External

- a) Unseen Comprehension
- b) Seen Comprehension including Grammar and Vocabulary
- c) (Based on recommended text)
- d) Letter of inquiry or complaints
- e) Letters of Job application with CV
- f) Language in use

## Recommended Reading

1. Bhasker, W. W. S & Prabhu, N. S. English through Reading, Vols. I and 2 Macmillan, 1975
  2. Brown, Ralph, Making Business Writing Happen. A Simple and Effective Guide to Writing Well Sydney: Allen and Unwin, 2004
  3. Buscemi, Santi and Charlotte Smith, 75 Readings Plus. Second Edition New York: McGraw-Hill, 1994.
  4. Doff, Adrian and Christopher Jones, Language in Use (Intermediate and Upper Intermediate), Cambridge: CUP, 2004.
  5. Doughty, P. P., Thornton, J. G, Language in Use. London: Edward Arnold, 1973
  6. ELT Cell, University of Bombay Note making and Composition Exercises, 1979.
- L = No. of Lectures / week, P/T = Practical/Tutorial in hrs, D= Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW - Term Work - marks, P/V Practical / Viva Voce - marks, T - Total



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

(For English Medium Students)

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

Subject Code No.: 555501

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

\*Tutorial batches of 40 students each

### Objectives:

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

### Learning Outcomes:

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

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



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Credits: 04

Teaching hours: 60

Marks: 100

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

**Evaluation Scheme:-****Internal Examination:**

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

**External Examination****: 75 marks**

- |   |            |
|---|------------|
| 1. Broad questions on (Unit I) one out of two       | : 10 Marks |
| 2. a) Reference to contexts (2 out of 3) (Unit I)   | : 10 Marks |
| b) Objective or multiple- choice questions (Unit I) | : 10 Marks |
| 3. Letters (Formal and Goodwill) (1 out of 2)       | : 10 Marks |




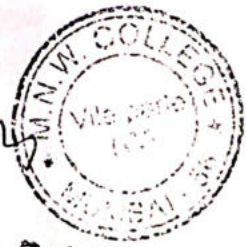
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4. a) Identify keywords of the articles : 10 Marks  
b) Response letter to an article / keywords provided in the question paper (unseen) : 10 Marks  
5. Write a short article on a current issue (any one out of four topics) : 15 Marks

#### RECOMMENDED READING

- NagarajGeetha, *Write to Communicate*. Cambridge University Press/Foundation Books. 2004.
- Cholij Mark, *Towards Academic English: Developing Effective Writing Skills*. Foundation Books Pvt. Ltd. 2007.
- Lynch Tony, *Study Listening: A course in listening to Lectures and Note Taking*. 2<sup>nd</sup>Ed. Cambridge University Press, 2004.
- Grellet Francoise. *Developing Reading Skills*. Cambridge University Press. 1981.
- Sasikumar V. *A Course in Listening and Speaking II*. Cambridge University Press, 2006.
- Frances Key, *Smart Skills-Presentations*, Rupa Publications, 2011
- KamleshSadanand, *Teaching Listening and Speaking*, Orient Black Swan, 2012
- Chery Jain, *Communication Today and Tomorrow*, DND Publications. 2010
- MoulaShaikh.ed. *Communication Skills : A Practical Approach*. Frank Bros. & Co. 2011.

  
  
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## B.A. III CC Semester VI

### Course: English C.C. VI (Higher level)

Title of the Course: Academic English for Advanced Learners

Course Code: 655601

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
English for Advanced Learners	3	4	1	2.30	75	25	100

\*Tutorial batches of 40 each.


#### Objectives:


- To be able to read and comprehend academic texts from the students' own discipline area and affiliated subjects.
- To be able to listen and comprehend academic discussions and debates at different forums.
- To make presentations and participate in group discussions on topics related to a variety of themes in English.
- To write annotated blogs, material, articles for various platforms on the internet.
- To write full length articles expressing views and opinions on given topic.
- To write a short review or research paper on topics of current interests.
- To understand advanced vocabulary and grammar based on questions for competitive exams and job interviews.

#### Learning outcomes:

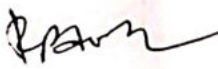
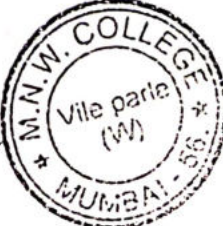
At the end of the course, students should be able:

- Read, understand texts and locate the context of writer's point of view.
- Express views and contribute effectively in seminars and discussion forums.
- Write reviews on books, articles and blogs for various platforms on the internet and written media.
- Listen to different views and perspective in different media platforms.
- Write a short review or research paper on topics of current interests.

  
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Unit	Topic and Details	No. of teaching hours assigned	Weight age in %
1.	<b><u>Listening skills:</u></b> Create opportunities to listen to academic discussions in seminars/ conference and make notes.	As per norms	20%
2.	<b><u>Speaking skills:</u></b> Note for the teacher: Please conduct student seminar sessions or conduct group discussion on subjects related to issues of current interest to enable opportunities for persuasive speaking skills or conduct Job interviews.		20%
3.	<b><u>Reading skills:</u></b> Text: <i>Wedding Album</i> by Girish Karnad (Oxford University Press, 2008)		30%
4.	<b><u>Writing skills:</u></b> a) Book Reviews and Film Reviews b) Comprehension, Vocabulary and Grammar Exercises like in the Competitive Exams. c) Short argumentative & explicatory essays d) Writing a short review or research paper on topics of current interests.		30%

  
  
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**Evaluation Scheme:**

**Internal Examination**

25 marks

1. Book Review/ Film Review

15 marks

2. Debate/Presentation (Seminar) 10 marks

**External Examination**

75 marks

1. Broad question on text (1 out of 2)

10 marks

2. Short notes

15 marks

3. Unseen passage

15 marks

4. Questions on vocabulary & grammar (like competitive exam) 20 marks

5. Essay writing

15 marks

**Recommended Readings**

O'Dell Felicity and Michael McCarthy. *Test your English Vocabulary in Use (Advanced)*, Cambridge University Press, 2005.

Francoise Grellet. *Developing Reading Skills*, Cambridge University Press, 2011.

Gupta, Renu. *A Course in Academic Writing*. Orient Blackswan, 2010.

Dignen, Bob. *Fifty Ways to Improve Your Presentation Skills in English*. Orient Blackswan, 2011.

Fashen, Jansen, and Mikos Johnson. *Guidelines for Writing a Research Paper for Publication*. <<https://www.liebertpub.com/media/pdf/English-Research-Article-Writing-Guide.pdf>>



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FYBA }  
SYBA } CC  
TYBA } English  
LL.

B. A.

ENGLISH MEDIUM  
SYLLABUS  
CORE  
COMPONENT  
(CC ENGLISH)




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# ARTS

## FYBA

(w.e.f.2015-2016 onwards)



  
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W E F 2015-2016

FY. BA [English & Non-English]

CC & DC

Revised syllabus.

Structure of Papers

Non English Medium

Semester I	Starting with English
Semester II	Exploring English
Semester III	Using English Effectively
Semester IV	Advancing with English
Semester V	Using English Professionally
Semester VI	Success with English


English Medium

English for Business	I & II *
English for Academics	I & II *
English for Empowerment	I & II
Professional English	III & IV
English for Academics	V & VI

Ref. Book:

New Headway: OUP

Six Level General English Course (4,5,6) by Liz & John Soars

  
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(W.E.F 2015-16)

FYBA  
LL CC  
Sem I

English (for Non English Medium Students)

Scheme: Semester I

Paper: CC

Title of the Paper: Starting with English

Subject code no: 155101

	L	Cr	P/T	D	TP	TW	T
Starting with English	4	4		2.30	75	25	100

**Objectives:**

- I) To use literary texts as a context for teaching language in use
- II) To allow students opportunities to listen and use language in context
- III) To teach the building blocks of Paragraph Writing
- IV) To use the building blocks of Paragraph Writing to Transfer Information Visually & Verbally
- V) To make students aware of the forms of email writing and letter writing
- VI) To introduce students to the systems of sounds in English

**Learning Outcomes:** At the end of the course the students will be able to:

- I) Start using language more accurately and fluently in the above mentioned spoken and written context successfully, transfer information from visual to verbal and verbal to visual.
- II) Understand the format of letter and email writing and use the tools of paragraphing and be able to compose simple emails and letters
- III) Understand the systems of sound

**Unit I:**

- **Umikatha** by M Mukundan & **Girls** by Mrinal Pande from *Yuvakatha* – Vol. IV, Ed by Geeta Dharmarajan, Katha Publications, New Delhi, 1996



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### Unit II:

- Language in Use
- Vocabulary – Antonyms, Synonyms, Word Formation
- Grammar – Def. of Noun, Simple types of Noun, Countable & Uncountable Nouns e.g. Hair – Hairs
- Subject – Verb Argument – Concept of Subject & Verb e.g. I am busy, not I are busy
- Reading- using the text to teach Skimming & Scanning

### Unit III:

- Using correct sentences to form a coherent-paragraph
  - Information Transfer
  - Verbal to visual / visual & verbal
- e.g.: paragraph to graph/ pie chart etc and vice versa.
- Introduction to letter writing / email format, informal letter writing / email (request & invitation) subject lines of email and matter of email asking and giving information)

### Unit IV:

- Chapters 1 to 5 from V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, *A Course in Listening & Speaking I*, Cambridge University Press, 2014. ISBN: 9788175963344.

### Evaluation Scheme:


#### Internal Examination

- |                      |          |
|----------------------|----------|
| Speaking & Listening | 10 marks |
| Language in Use      | 15 marks |
- (Do as directed. Vocabulary & Grammar – 2 tests)

#### External Examination

- |                 |          |
|-----------------|----------|
| Language in Use | 25 marks |
|-----------------|----------|
- (Do as Directed, Fill in the Blanks, Multiple Choices, Sentence Construction)
- |                      |          |
|----------------------|----------|
| Information Transfer | 10 marks |
|----------------------|----------|



  
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**FYBA  
LL CC Sem II**

C.C. English (for Non English Medium Students)

Scheme: Semester II

Paper: CC

Title of the Paper: Exploring English

Subject code no: 255201

	L	Cr	P/T	D	TP	TW	T
Exploring English	4	4		2.30	75	25	100

**Objectives:**

- I) To use literary texts as a context for teaching language in use
- II) To allow students opportunities to listen and use language in context
- III) To teach students to write longer descriptive and creative texts
- IV) To help students to develop accuracy, appropriateness and fluency in communication

**Learning Outcomes:** At the end of the course the students will be able to:

- I) Use tense forms accurately
- II) Use language in context for referential and inferential meaning
- III) Write Short, Simple, Descriptive and Creative Pieces Accurately and Fluently
- IV) Understand the Accuracy, Appropriateness & Fluency in Spoken Language.

**Unit I:**

- First two short stories from *Yuvakatha* – Vol. VII, Ed by Keerti Ramachandra, Katha, New Delhi, 1996. ISBN: 9788185586434

**Unit II:**

- Vocabulary – Antonyms, Synonyms, Word Formation, Making Sentences of their own.
- Verb Tenses – Simple & Continuous Form
- Use of 'ing' – verb form eg coming, going, in some



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### III Reading

Using the stories to teach inferential meaning.

Linking Paragraph: for e.g. using First, Next, Secondly, etc. for linking sentences, and paragraph.

### IV Writing

Guided essays & creative pieces (for e.g. story writing - give beginning ask to write the end).

### V Speaking

Chapters VI to IX from V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, *A Course in Listening & Speaking II*. Cambridge University Press, 2014. ISBN: 9788175962941

### VI Evaluation Scheme:

#### Internal Examination

Reading & Listening 10 marks

Language in Use 15 marks

(Various Tenses, Do as Directed, Vocabulary & Grammar)

#### External Examination

Language in Use 30 marks

(Do as Directed, Fill in the Blanks, Multiple Choices, Sentence Construction)

Reading Comprehension 15 marks

(Influence Based Questions)

Guided Essay 15 marks

Creative Writing (Limit Words to 150)

15 marks

An unseen passage

15

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SYBA (9)

Sem III

C.C. English (for Non-English Medium Students)

Scheme: Semester III

Paper: English C.C. Paper III (L.L.)

Title of the Paper: Using English Effectively

Subject Code No.: 359301

Paper	L	Cr	P/T	D	TP	TW	T
Using English Effectively	4	4		2.30	75	25	100

### Objectives:

- I) To read, understand and respond to simple texts and narratives.
- II) To learn to answer various types of questions based on texts and narratives both orally as well as in writing.
- III) To learn to speak simple English fluently in day to day conversation.
- IV) To learn to write informal letters, invitations, apologies, requests, intimations and appeals etc.

### Learning Outcomes:

Learners will be able:

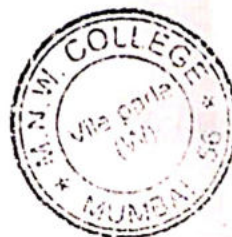
- I) To read, comprehend and answer simple questions on texts and narratives.
- II) To acquire oral communication skills to greet people, start or end a conversation in polite manner, to give directions etc.
- III) To be able to write informal letters, invitations, apologies, requests, intimations and appeals etc.

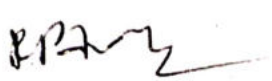
### Unit I: Reading Comprehension

- 1. 'The First Party' by Attia Hosain
  - 2. 'Summer Vacation' by Kamala Das
- From 'The Inner Courtyard' (stories by Indian Women) Edited by Lakshmi Holmstrom published by Rupa & Company, New Delhi, 2002

### Unit II: Speaking Skills

1. Greetings.
2. Introducing self and others.
3. Starting and ending a conversation.
4. Inviting and accepting invitations



  
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5. Thanking and apologising

**Unit III: Writing Skills**

1. Language exercises in vocabulary and revising prepositions and tenses
2. Subject agreement and paragraph writing
3. Informal letters, invitations, apologies, requests, intimations and appeals etc.
4. Guided answers to questions based on seen and unseen texts.

**Evaluation Scheme:-**

**Internal Examination: 25 Marks**

Spoken English : 10 Marks

Language in Use : 15 Marks

(Do as directed, Vocabulary & Grammar)

**External Examination: 75 Marks**

1. Unseen Comprehension (with guided answers to questions): 15 Marks

2. Language in Use : 15 Marks

(Do as directed; Fill in the blanks, Multiple Choice, Sentence Construction)

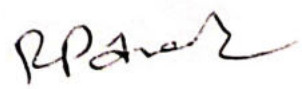
3. A) Guided paragraph writing : 08 Marks

B) Organising a paragraph from jumbled sentences : 07 Marks

4. Passage from the prescribed texts with objective or short answer questions : 15 Marks

5. Two informal letters (invitations, apologies, requests, intimations and appeals etc): 15 Marks



  
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29/11/20  
Sem IV

Annexure I

C.C. English (for Non-English Medium Students)

Semester IV

Course: English C.C. Paper IV (Lower Level)

Title of the Course: Communicative English / Advancing with English

Subject Code No.: ~~450401~~ 455401

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Communicative English	3+1*	4		2.30	75	25	100

\*Tutorial batches of 25 students each.

Objectives:

- I) To be able to read simple texts fluently with proper understanding.
- II) To strengthen the ability to speak simple English in informal as well as formal situations.
- III) To be able to write correctly and coherently in English (answers from the texts, notes, instructions, direction, letters and paragraphs).

Learning Outcomes:

Learners will be able:

- I) To read, understand and write responses in simple English.
- II) Learn ways of refusing or rejecting in a polite manner with the help of suitable words (telephone conversations, at the restaurant, at the shopping mall etc)
- III) Learn to answer various types of questions like factual, interpretative and personal responses.



*R. Rajshree*

Dr. (Mrs). Rajshree B. Talvedi  
Principal  
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Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<b>Reading Comprehension</b> a) 'The Library Girl' by Vishwapriya L. Iyengar b) 'My Beloved Charioteer' by Shashi Deshpande From 'The Inner Courtyard' (stories by Indian Women) Edited by Lakshmi Holmstrom published by Rupa & Company, New Delhi, 2002	20	35%
2	<b>Speaking Skills</b> <ul style="list-style-type: none"> <li>• Short Speeches : on topics of general interest</li> <li>• Welcome Speech (To welcome and introduce the chief guest of a programme)</li> <li>• Vote of thanks.</li> </ul>	08	15%
3	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Listening comprehension exercises based on prescribed text (Unit 1, audio and video sources)</li> </ul>	07	10%
4	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Writing Reports: Themes for examples: in-house Annual day, cultural and sports day, newspaper and medical camps, heavy rain etc.</li> <li>• Writing Formal Letters of Enquiries and Complaints</li> <li>• E-mails</li> <li>• Grammar: Do as directed: verb, tenses, vocabulary, jumbled sentences</li> </ul>	25	40%

Evaluation Scheme:-

Internal Examination:

1. Speaking Skills
2. Listening comprehension

25 Marks

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5





**External Examination:**

**75 Marks**

1. Reading Comprehension

: 15 Marks

(Passage from the prescribed texts with objective or short answer questions)

2. Short answer questions or multiple choice questions based on 'The Inner Courtyard'

:15 Marks

3. Language in Use

: 15 Marks

(Fill in the blanks, Correct the following, Multiple Choices, Sentence Construction, and Do as Directed)

4. Writing emails (one out of two questions to be answered)

:10 Marks

5. a) Report Writing

: 10Marks

b) Letter of Enquiry / Complaint.

: 10 Marks


**Recommended Reading:**

1. Gangal J K. *A Practical Course In Effective English Speaking*. PHI Learning Private Limited. 2012.
2. Gangal J K. *A Practical Course In Developing Writing Skills in English*. PHI Learning Private Limited. 2011.
3. Sinha Chaudhari Santanu. *Learn English*. Mcgraw Hill Education Pvt.ltd. New Delhi. 2013.
4. Nunan, D., *Designing Tasks for the Communicative Classroom*. CUP.1989.
5. Martin J. R. *Factual Writing: Exploring and Challenging Social Reality*. Oxford: Oxford University Press, 1990.

L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks,

P/V = Practical / Viva Voce - marks, T = Total



  
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**B.A. III - Semester V**  
**Course: English C.C. V (L.L.)**  
(For Non-English Medium Students)

Title of the Course: English for Empowerment

Subject Code No.:

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

Tutorial batches of 40 students each.

**Objectives:**

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

**Learning Outcomes:**

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

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



*PP*  
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Credits: 04

Teaching hours:60

Marks:100

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

**Evaluation Scheme:-****Internal Examination:**

## 1. Speaking skills

25 Marks

: 15Marks

- 1) Evaluating students' comprehension of and response to simulated discussions, debates in a variety of situation (5x3)
- 2) Evaluating ability to communicate in a variety of everyday situations (classroom, home, public space)
- 3) Evaluating telephonic etiquette

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

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10 Marks

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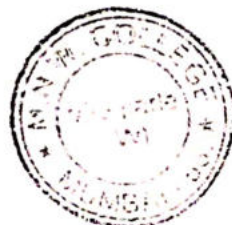
**External Examination:**


**75 Marks**

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

**Recommended Reading:**

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



  
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B.A. III CC Semester VI

Course: English C.C. VI (Lower level)  
(for Non-English Medium Students)

Title of the Course: English for Success

Course Code: (6 23 603)

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
English for Success	3	4	1	2.30	75	25	100

\*Tutorial batches of 40 each.

Objectives:

- To acquaint students with different narrative styles in English.
- To enhance listening and comprehension skills of students in job interviews and group discussions.
- To develop advanced speaking skills to use in work and social environments.
- To write formal letters expressing views and opinions from different perspectives.
- To understand advanced vocabulary and grammar based questions for competitive exams.

Learning outcomes:

- At the end of the course, students should be able to:
- Read and understand texts using different narrative styles.
- Listen to speeches and give opinions.
- Write formal letters expressing views and opinions.
- Solve vocabulary and grammar exercises.

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Principal  
Maniben Naravati Women's College,  
Vile Pardi (West), Mumbai - 400 055.



Credits 04 Teaching hours 80 Marks 100

Unit	Topic and Details	No. of teaching hours assigned	Weight age in %
1.	<p><u>Listening skills:</u></p> <p>To understand and decipher different types and styles of English in academic lectures, speeches, Television programmes TV serials, poetry recitation, plays.</p>	As per norms	30%
2.	<p><u>Speaking skills:</u></p> <p>Make PPT and present in groups.</p> <p>Note: Students must be taught the art of making PPT on different topics like Environment, Health, Corruption, etc.</p>		20%
3.	<p><u>Reading skills:</u></p> <p><i>Visions-Revisions: Katha Regional Fiction</i> by Keerti Ramachandra Editor, Katha, New Delhi, 1998.</p> <p>i. "The Chest" – Sirish Panchal ii. "Nayak Khalnayak Vidhushak" – Mannu Bhandari</p>		30%
4.	<p><u>Writing skills:</u></p> <p>a. Letter to Editor (Appeal and complaint) b. Formal letters of thanks, appreciation and sympathy c. Essay writing (guided) (same as PPT topics)</p> <p><u>NOTE:</u> Practice in vocabulary and grammar exercises of the competitive exams type be given to students (Multiple choice questions can be given based on WH- words, main verbs, helping verbs, determiners, prepositional phrases, singular/ plural, cluster words, etc.)</p>		30%

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Maniben Nanavati Vile Parle (West), Mumbai



**Evaluation Scheme:**

**Internal Examination**

**25 marks**

1. PPT presentations

**15 marks**

2. Testing listening comprehension with a written response to audio/video, recording of lectures, speeches, T.V serials, seminars

**10 marks**

**External Examination**

**75 marks**

1. Seen passage (Inferential & opinion based questions) 15 marks

2. Unseen passage for simple comprehension and grammar exercises 15 marks

3. Letter to editor

**10 marks**

4. Short notes on the prescribed stories (2 out of 3)

**20 marks**

5. Essay writing (Guided) 15 marks

**Recommended Readings**

Sharma, A.P, editor. *Twenty Great Women of India*, Prashant publications, 2003.

Freeman, Sarah, *Written Communication in English*, Orient Longman, 2008.

Lowne, Cathy, editor. *Speeches that changed the World*, Bounty Books, 2005.

Mohan, Krishna & Singh, N.P, *Speaking English Effectively*, Cambridge University Press, 2002.

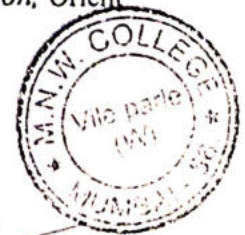
Bovee, Thill Schertzman, *Business Communication Today*, 7th Edition, Pearson Education, 2006.

Taylor, Shirley & V.\*Chandra, *Communication for Business: A practical Approach*, 4<sup>th</sup> Edition, Pearson Education, 2011.

Rai, Urmila & Rai, S.N *Business Communication*, 7<sup>th</sup> Edition, Himalaya Publishing House, 2015.

S.Balasubramaniam & Board of Editors, *Soft Skills for Interpersonal Communication*, Orient Blackswan, 2011.

Bakshi, Raj. *English Grammar Practice*, Orient Blackswan, 2006.



*[Signature]*  
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FYBA

SYBA DC English

B.A. TYBA

ENGLISH MEDIUM

SYLLABUS

DISCIPLINE

COMPONENT

(W.E.F 2015-16)



*[Signature]*  
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Principal

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Syllabus of English DC – New Course

Papers 2015 – 2018

Semester	Paper No	Code no	Title of the paper
Sem - I	DC I	140101	Basic Concepts, Genre & Literary Study/ Introduction to Literary Studies
	DC II	140201	Exploring Literary Studies, Literary Terms & Critical Approaches
Sem - II	DC III	240301	Nineteenth Century Novel/ An Introduction to the Novel :Nineteenth Century Novel
	DC IV	240401	Romantic and Victorian Poetry/ An Introduction to poetry with special reference to Romantic & Victorian Poetry
Sem - III	DC V	345501	Drama: Realism in Drama
	DC VI	340601	20 <sup>th</sup> Century Poetry/ (1900 – 1970)
	APC I	365101	Introduction to Children's Literature
Sem - IV	DC VII	445701	The Early Modern Novel
	DC VIII	445801	Shakespearean Drama
	APC II	465201	Fable & Detective Fiction in Children's Literature
Sem - V	DC IX	545901	Contemporary Novel
	DC X	546001	Contemporary Drama
	DC XI	546101	Introducing Critical Writing
	DC XII	546201	Indian Literature in English Translation
	APC III	565301	Women's Writing in the Twentieth Century
	DC XIII	646301	Contemporary Poetry
Sem - VI	DC XIV	646401	Critical Theories
	DC XV	646501	Post Colonial Studies
	DC XVI	646601	Diaspora Studies
	APC IV	665401	Life Writings

  
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B.A. I DC

Semester I

Paper I

Marks: 100

Paper Code: 140101

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

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

**Objectives:**

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

**Learning Outcomes:** At the end of the course the students will be able to:

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

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

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## Unit-I

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

## Unit-II

### Forms and Genres of Literature:-

- a) Two Categories: Fiction & Non Fiction

**Types of Non Fiction:** Narrative Nonfiction, Essays, Biography, Autobiography, Speech


**Type of Fiction:** Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery.

- b) **Special Reference to Novels :** Adventure, Bildungsroman, Chick lit, Grime & Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical

*(This list is not intended to be exhaustive. Moreover, each of these forms and genres will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The teacher has to focus only on a brief explanation of the term. )*

## Unit-III

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

  
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**Evaluation Scheme:**

**Internal:-**

Basic concepts and forms	25 Marks
Language Skills in Literary Writing	10 marks
	15 marks

**External –**

75 Marks (5 Questions)


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

**Distance Education Students:**

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

**Recommended Reading:-**

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

  
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B.A. I DC

Semester I

Paper II

Marks: 100

Paper Code: 140201

Title: Exploring Literary Studies – Literary Terms and Critical Approaches

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

**Objectives:**

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

**Learning Outcomes:** At the end of the course the students will be able to:

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



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

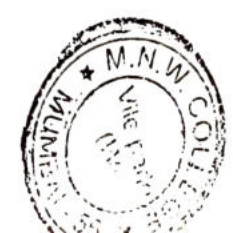
**Terms:** absurd, aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, avant-grade, ballad, Bloomsbury group, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, Dadaism, diction, didacticism, digression, drama, dramatic monologue, elegy, Elizabethan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

**Approaches:** close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies.

### Unit-I

- a) **Use of Literary Terms:** aesthetics, allegory, allusion, ambiguity, anti-hero, archetype, authorship, autotelic, avant-grade, ballad, biographical fallacy, clavinism, canon, carpe diem, character, classicism, climax, couplet, comedy, conceit, convention, diction, didacticism, digression, drama, dramatic monologue, elegy, epic, epiphany, epistolary, epithet, ethos, fiction, figurative language, form, genre, great chain of being, hero, hyperbole, imagery, imagination, imitation, influence, intention, interior monologue, interpretation, invocation, irony, lyric, metaphor, meter, mock-epic, modernism, monologue, mood, motif, motivation, muse, myth, narrator, nature, negative capability, ode, paradox, parallelism, parody, pastoral, plot, point of view, post-modern, protagonist.

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rationalism, realism, representation, rhetoric, rhyme, satire, scansion, semiotics, sensibility, sentimentality, sonnet, stream of consciousness, structure, style, symbolism, taste, tension, text, theory, tradition, tragedy, trope, type, unity, universality

## Unit-II

### Schools of Literary Criticism

- a) Approaches: close reading, new criticism, historical criticism, humanism, Marxism, feminism, gender studies, psychoanalytic criticism, queer theory, deconstruction, reception theory, reader response, post-colonial, cultural studies.

*(These above mentioned lists are not intended to be exhaustive. Moreover, each of these terms and approaches will bring to mind a series of associated terms, variations, and innovations that should be discussed as part of the meaning of the term. The course will require a handbook to introduce students to the above mentioned terms and approaches)*

### Hand books:

1. Holman and Harmon - *A Handbook to Literature*
2. M.H. Abrams, *A Glossary of Literary Terms* (5<sup>th</sup> edn, Holt, Rinehart & Winston, 1983)
3. Martin Gray, *A Dictionary of Literary Terms* (Longman, 1992)
4. John Peck and Martin Coyle, *Literary Terms and Criticism* (Macmillan, 1993)


## Unit-III

### Forms of Poetry & Critical Vocabulary:-

- a) Types of Poems: Lyric, Ode, Ballad, Elegy, Sonnet, Epic, Dramatic Monologue, Narrative Poetry, Epic (Difference between each type is based on format, rhyme scheme and subject matter selected)
- b) Terms associated with poetry

### Terms:

Technical Terms: alliteration, assonance, blank verse, caesura, couplet, end rhyme, enjambment, internal rhyme, near-rhyme (slant/sight), perfect rhyme, onomatopoeia, quatrain, rhyme scheme, simile, stanza, syntax, tercet


  
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General Terms: allusion, archetype, diction, elegy, free verse, formal verse, simile, metaphor, image, irony, metaphor, mnemonic, mood, motif, myth, ode, sonnet, speaker, tone, voice

### RECOMMENDED POEMS

- 1) William Shakespeare
  - i) Shall I Compare Thee To a Summers Day (Lyric)
- 2) William Wordsworth
  - i) Ode to Westminster Bridge (Ode)
- 3) Thomas Campbell
  - i) Lord Ullin's Daughter (Ballad)
- 4) Robert Browning
  - i) My Last Duchess (Dramatic Monologue)
- 5) Thomas Gray
  - i) Elegy written in a country churchyard (Elegy)
- 6) John Milton
  - i) Paradise Lost, Book 1 (1 to 80 lines) (Epic)
- 7) Edgar Allan Poe
  - i) The Raven (1 to 30 lines) (Narrative)
- 8) Walt Whitman
  - i) A Noiseless Patient Spider (Free Verse)
- 9) Matsuo Basho
  - i) "The Old Pond- a frog jumps in, sound of water (Hiaku)

  
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Evaluation Scheme:

Internal:-

Forms 25 Marks

Terms & Approaches 10 marks

External - 15 marks

75 Marks (5 Questions)

Q.1 Short question on Forms

15

Q.2 Objective questions on Approaches

25

(MCQ, Short Answers)

Q.3 Questions on Poems

25

Q.4 Objectives

10

Distance Education Students:

Q.5 Objective Questions


15 Marks

Q.6 Essay Types Question

10 Marks

Recommended Reading :-

- 1) Barry, *Beginning Theory*
- 2) Richter, *Falling into Theory*
- 3) Lentricchia and McLaughlin, *Critical Terms for Literary Study*
- 4) Selden and Widdowson, *A Reader's Guide to Contemporary Literary Theory*
- 5) Eagleton, *Literary Theory*
- 6) P. Schakel and J. Ridl. *Approaching Poetry*
- 7) D. Lodge. *The Art of Fiction*
- 8) Dianne Sadoff and William Cain, *Teaching Contemporary Theory to Undergraduates*  
(MLA, 1994)
- 9) Rivkin and Ryan's *Literary Theory: An Anthology*
- 10) Jonathan Cullers *Literary Theory: A Very Short Introduction*

  
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B.A. I DC

Semester II

Paper III

Paper Code: 240301

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

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

**Objectives:-**

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

**Learning Outcomes:** At the end of the course the students will be able to:

- 1) Develop an understanding of how an author works to construct a particular narrative
- 2) Enhance skills of analysis and argument as they probe into how cultural and historical context inform the text
- 3) Appreciate and be enabled to read other works of fiction keeping both form and context in mind.

**Unit-I**

- a) Industrial Revolution and the Rise of the novel
- b) Social and Cultural Milieu of the period which includes French and American Revolution
- c) Rise of democracy, imperialism and colonialism
- d) Introduction to important writers, novelists and philosophers of the period.

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**Unit-II**

Novel: Jane Austen: Pride & Prejudice


Evaluation Pattern:-

Internal-	25 marks
Context	10 Marks
Novel	15 Marks
External -	

Q.1 Short question on Basic Concepts	75 Marks (5 Questions)
Q.2 Objective questions on forms of Literature	15
Q.3 Reference to Context	20
Q.4 Language Skills	20
Distance Education Students:	
Q.5 Objective Questions	15
Q.6 Essay Types Question	10

Recommended Reading:-

- 1) Dachies, David ed. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press, 2001.
- 2) Ford, Boris ed. *The New Pelican Guide to English Literature Volume 6 From Dickens to Hardy*. Harmondsworth: Penguin, 1958.
- 3) Bagchi, Jasodhora. *Literature, Society and Ideology in the Victorian Era*. New Delhi: Sterling Publishers Pvt. Ltd. 1991.
- 4) E.M. Forster, *Aspects of the Novel*, Penguin, 1990
- 5) H. Burton, *The Criticism of Prose*, Longman, 1973
- 6) Walter Allen, *The English Novel*, Pelican, 1958
- 7) Arnold Kettle, *An Introduction to the English Novel*, Volumes 1 -2, Hutchinson, 1967
- 8) Ian Watt, *The Rise of the Novel*, Hogarth Press, 1987
- 9) Andre Brink, *How to Study a Novel*, Macmillan, 1995
- 10) Jeremy Hawthorn, *Studying the Novel. An Introduction*, Edward Arnold, 1997
- 11) John Peck, *The Novel. Language and Narrative from Cervantes to Calvino*, 1998
- 12) James Cadden, *Prose Appreciation for A Level*, Edward Arnold, 1986.

  
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B.A. 1 DC

Semester II

Paper IV

Paper Code: 240401

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

	L	Cr	P/T	D	IP	TW	T
Romantic and Victorian Poetry / An Introduction to Poetry with special reference to Romantic & Victorian Poetry	4	4		2,30	75	25	100

**Objectives:-**

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

**Learning Outcomes:** At the end of the course the students will be able to:

- 1) Identify the formal and contextual dimensions of the poems
- 2) Demonstrate familiarity with significant poets from the Romantic and Victorian periods and situate their work within the cultural, social, political, economic, scientific and aesthetic debates of the period.
- 3) Respond to specific and distinguishing features of the poem which give its uniqueness
- 4) Appreciate poetry knowing how ideas are organized in a poem, how the poet uses language such as similes, metaphors, personification to create a powerful

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**Unit-I:-**

- a) Rise of the Romantic Movement
- b) Features of Romantic poetry
- c) Introduction to Victorian poetry
- d) Characteristics of Victorian poetry

**Unit-II**

- a) Romantic Poetry:- 1798-1832
- b) Victorian Poetry:- 1832-1899
- c) William Wordsworth:- The Solitary Reaper, Lucy's (Any 4)
- d) S T Coleridge:- Christable
- e) P.B. Shelley:- Ode the West Wind, To a Skylark
- f) John Keats:- La Bella Dame Sans Merci, To a Nightingale
- g) Alfred Tennyson:- Tears, Idle Tears; Break, Break, Break.
- h) Robert Browning:- Meeting at Night; Parting at Morning, Two in a Company
- i) Elizabeth Barret Browning: How do I Love Thee
- j) Matthew Arnold:- Dover Beach; To Marguerite
- k) Christina Rossetti:- Remember Me

**Evaluation Pattern:-**

**Internal:-**

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

**External -**

75 Marks (5 Questions)

Q.1 Short question on Forms 15

Q.2 Objective questions on Approaches 25

(MCQ, Short Answers)

Q.3 Questions on Poems 25

Q.4 Objectives 10

Distance Education Students:

Q.5 Objective Questions

Q.6 Essay Types Question

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**Recommended Reading:-**

1. Daiches, David. *A Critical History of English Literature* Vol-V From Blake to Byron. Harmondsworth: Penguin, 1958.
2. Prasad B & Samual Manohar E. *A Short History of English Poetry* (Reprinted) Delhi: Macmillan India Ltd. 2001
3. Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993)
4. Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982)
5. Stuart Curran, *Poetic Form and British Romanticism* (1986)
6. The Norton Anthology of English Literature, Volume D, *The Romantic Period*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012).
7. The Norton Anthology of English Literature, Volume D, *The Victorian Age*, ed. Stephen Greenblatt (W.W. Norton & Co, 2012).
8. *The Norton Introduction to Poetry*, 7<sup>th</sup> e.d., ed. J. Paul Hunter
9. *The Vintage Book of Contemporary World Poetry*, ed. J.D. McClatchy
10. Stephen Adams, *Poetic Designs: An Introduction to Meters, Verse Forms and Figures of Speech*.
11. James Caddan, *Poetry Appreciation for A- Level*, Hodder & Stoughton, 1988
12. John Lennard, *The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford University Press, 1992
13. John Peck, *How to Study a Poet*, Macmillan, 1988
14. James Reves, *Understanding Poetry*, Pan, 1967
15. Barry Spurr, *Studying Poetry*, Macmillan, 1997



Prescribed

W.E.F. Year 2016-17

English D.C

Scheme: Semester III

Course: V

Title of the Course: **Drama: Realism in Drama**

Subject Code No: 345501

Credits: 04

Marks: 100

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

**Objectives:**

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

**Learning Outcomes:**

The learners will be able

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



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

### Evaluation Pattern

#### Internal Evaluation

: 25 Marks

- Two shorts notes on Background
- Assignment on any one prescribed drama

:10 Marks

:15 Marks


#### External Evaluation

: 75 Marks

- Objective questions on background

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

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

  
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B.A. II DC

Semester III

Course: Poetry VI

Paper Code: 345601

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

Credits: 04

Marks: 100

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

**Objectives:**

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

**Learning Outcomes:**

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

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



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Unit	Topic and Details	No of teaching hours assigned	Weightage in %
1	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Understanding terms like modernism, modernity, avantgarde</li> <li>• Experiments with poetry such as use of myths, nature, free verse, haiku, prose poetry and confessional poetry. Impact of music and visual arts on poetry</li> <li>• Various movements like the women's movement, Irish Nationalist movement, imagism, cubism, surrealism, Dadaism.</li> <li>• Impact of World War I &amp; II and the war poets, Economic depression and rapid decolonization, rise of globalization and technological advances and its impact.</li> <li>• Characteristics and movements of Indian English Poetry: differences from pre-independence Indian English poetry, uses of history, cultural locales and identity crises- alienation and nostalgia, language, personal and social landscapes</li> </ul>	15	25%
2	<p><b>Twentieth Century Anglo-American Poetry</b></p> <p>W.B. Yeats</p> <ul style="list-style-type: none"> <li>• When You are Old</li> <li>• <b>Second Coming</b></li> </ul> <p>T.S. Eliot</p> <ul style="list-style-type: none"> <li>• <b>Love Song of J. Alfred Prufrock</b></li> </ul> <p>Amy Lowell</p>	25	40%



*RAM*

Letters

Wilfred Owen

- Strange Meeting

Dylan Thomas

- Do not Go Gentle into That Good Night

Marianne Moore

- England

Elizabeth Bishop

- Invitation to Miss Marianne Moore

Philip Larkin

- Church Going

Sylvia Plath

- Daddy

Note the poems are selections from the following

Anthologies:

- The Norton Anthology of Modern and Contemporary Poetry, edited by Jahan Ramazani, Richard Ellman and Robert O'Clair. Third edition.

20

35%

Indian English Poetry

Jamala Das

- An Introduction
- The Dance of the Eunuchs

Arun Kolatkar

- An Old Woman
- Yehezkel Pao

Nissim Ezekiel

- Poet, Lover, Birdwatcher
- The Railway Clerk



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<p><b>Eunice de Souza</b></p> <ul style="list-style-type: none"> <li>• Catholic Mother</li> <li>• Forgive Me, Mother an Advice to Women</li> </ul> <p><b>Adil Jussawala</b></p> <ul style="list-style-type: none"> <li>• Tea in the Universities</li> <li>• Approaching Santacruz Airport, Bombay</li> </ul> <p>Note the poems are selections from the following Anthologies:</p> <ul style="list-style-type: none"> <li>• Nine Indian Women Poets edited by Eunice de Souza, Oxford University Press, Delhi, 1997.</li> <li>• Indian English Poetry since 1950: an anthology, edited by Villas Sarang, Disha Books, Omen to Gman Ltd., Hyderabad, 1990.</li> <li>• Twelve Modern Indian Poets ed. Arvind Krishna Mehrotra, Oxford University Press, New Delhi, 2006.</li> </ul>		
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<b>Evaluation Scheme</b>	<b>: 25marks</b>
<b>Internal Examination</b>	
1) Forms of Poetry	: 10 marks
2) Assignment on one Indian and one Anglo-American poet	: 15 marks
<b>External Examination</b>	
1) Question on background (Objective Questions)	: 15 marks
2) Reference to the Context (2 out of 3)	: 20 marks
3) Critical Appreciation (2 out of 3)	: 20 marks
4) Short questions on Poems (2 out of 3)	: 20 marks

**Recommended Reading:-**

1. Prasad, B & Samuel Manohar E. *A Short History of English Poetry*. (Reprinted) Delhi: Macmillan Indian Ltd, 2001. Chennai: Macmillan, Indian

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2. Dodiya, Jaydipsenh K. *Indian English Poetry Critical Perspectives*. New Delhi: Sarup & Sons, 2004.
3. King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press, 1988.
4. The Cambridge Cultural History, Vol. 9 Modern Britain. Ed. Ford, Boris. Cambridge University Press, 1992.
5. Bloom, Clive and Day Gary. *Literature and Culture in Modern Britain 1956 - 1999*. Vol. 3. London: Routledge, 2000.



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B.A. II

Marks: 100

Semester III

Applied Component Course in English Studies I (APC-I) English

Paper Code: ~~360101~~ 365101

Title of the course: Introduction to Children's Literature

Course	L	Cr	P/T	D	TP	TW	T
Introduction to Children's Literature	4	4		2.30	75	25	100

**Objectives:**

- I) To discuss major genres in and conventions of literature for children.
- II) To develop critical skills for reading, thinking and writing about children's literature

**Learning Outcomes:**

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

- I) Understand the history of children's literature and how it impacts the development of the audience it serves.
- II) Identify and describe distinct literary characteristics of children's literature
- III) Analyse different genres of children's literature
- IV) Discuss ideas/issues related to children's literature through classroom discussions and presentations.



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Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1.	Background on Children's Literature a) What is Children's Literature? The development of children's literature in India and in the 'Western Anglo American Tradition'. b) Different genres of children's literature. c) Unique characteristics of children's literature	15	25%
2.	<i>Swami and Friends</i> : R.K. Narayan (1935) University of Chicago Press Edition 1980.	20	35%
3.	<i>Harry Potter and the Philosopher's Stone</i> : J.K. Rowling, Bloomsbury 1997	25	40%

### Evaluation Scheme:

#### Internal Examination

1) Questions on Unit I

: 10 marks

2) Assignment on prescribed texts

: 15 marks

#### External Examination

1) Objective questions on Unit I

: 15 marks

2) Two short questions on the texts (two out of three)

: 20marks

3) Reference to the context (two out of three)

: 20 marks

4) One Narrative question (1 out of 2)

: 20 marks

#### Recommended Reading:-

1) Reynolds, Kimberly, *Children's Literature: A very short introduction*, Oxford University Press, 2011.

2) Hintz, Carrie and Eric L. *Reading Children's Literature: A critical introduction*, Trubunella, Bedford/ St. Marins, 2013.



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- 3) Nodelman, Perry (2008). *The Hidden Adult: Defining Children's Literature*. JHU. ISBN 978-0-8018-8980-6.
- 4) Critical Companion to J.K. Rowling: A Literary Reference to her Life and Work, Facts on File, 2012.
- 5) Roy Ruby, *A Critical study of R.K. Narayan's: Swami and Friends and The Guide* Kalpaz Publications, 2015.
- 6) Sarbani Puttataunda, *R.K. Narayan: Critical Essays*, PHI Learning Private Ltd., New Delhi, 2012.
- 7) Menon, Radhika *An Overview of Indian Children's Literature*. Tulika Publishers (tulikabooks.com), 2000.
- 8) Dasgupta, Ami, *Telling Tales: Children's Literature in India*: Taylor and Francis, 1995.

L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks,  
P/V = Practical / Viva Voce - marks, T = Total



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B.A. H DC

Semester IV

Course: VII

Course Code: 44701 445701

Title of the course: The Early Modern Novel

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
The Early Modern Novel	4	4		2.30	75	25	100

**Objectives:**

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

**Learning Outcomes:**


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



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Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<ul style="list-style-type: none"> <li>• Notions of modern, modernism, modernist, postmodernist in context to the Western and Indian novel.</li> <li>• Development of the novel with reference to Western Literary History.</li> <li>Influence and the impact of World War I, technological advances, globalization, experimental and innovative movements in the Arts, painting, music, cinema and its effect on literature.</li> <li>• Development of Indian English novels (1900 - 1990) in relation to the historical, socio-political and cultural contexts, themes and types of novels.</li> </ul>	15	30%
2	<i>Lord of The Flies</i> : William Golding (1954), Faber & Faber Publishers, 2013 114325 - (253)	25	40%
3	<i>Roots and Shadows</i> : Shashi Deshpande, Orient BlackSwan, 1992 - 12660 Shaf (3) 8.	20	



  
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### Evaluation Scheme:

#### Internal Examination

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

#### External Examination

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

#### Recommended Reading:-

1. Naik.M.K. and Shyamala A. Narayan *Indian English Fiction: A critical study*. Pencraft International, New Delhi 2009.
2. Naik.M.K. and Shyamala A. Narayan *Indian English Literature 1980 – 2000. A Critical Survey*. Pencraft International, New Delhi 2009.
3. Walsh William, *Indian Literature in English* Longman, London, 1990.
4. Mehrotra, Arvind Krishna, *An Illustrated History of Indian Literature in English*. Permanent Block, Delhi, 2003.
5. Pathak, R.S. *Indian English Literature: Marginalised Voices*, Creative Books, New Delhi, 2003.
6. Satchindanandan K., *Indian Literature: Positions and Propositions*, Pencraft International, Delhi, 1999.



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Prescribed

W.E.F. Year 2016-17

English

Semester IV

Course: VIII

Title of the Course: Shakespearean Drama

Paper Code No.: 445801

Credits: 04

Marks: 100

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

**Objectives:**

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

**Learning Outcomes:**

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

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



*R. Prasad*

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

## Evaluation Pattern

### Internal Evaluation

: 25 Marks

- Two shorts notes on Background (2 out of 3)
- Assignment on any one of the prescribed play

:10 Marks

:15Marks

### External Evaluation

: 75 Marks

- Objective questions on background  
(Short Notes, multiple choice Questions, Fill in the blanks, match the words)

: 15Marks

- Essay type question ( Text 1)
- Essay type question ( Text 2)
- Short Notes ( 2out of 3)
- Reference to the context (2 out of 3)

:15 Marks

:15Marks

:15Marks



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### Recommended Reading:

1. Greenblatt, Stephen. *Will in the world: How Shakespeare became Shakespeare*. W.W Norton & Company, 2010.
2. Gillespie, Stuart. *Shakespeare's books: a dictionary of Shakespeare sources*. Bloomsbury Publishing, 2016.
3. Wiggins, Martin. *Shakespeare and the Drama of his Time*. Oxford University Press, USA, 2000.
4. Danson, Lawrence. *Shakespeare's dramatic genres*. Oxford University Press, USA, 2000.
5. Norbrook, David. *Poetry and politics in the English Renaissance*. Oxford University Press on Demand, 2002.
6. Knights, Lionel Charles. *Hamlet and other Shakespearean essays*. CUP Archive, 1979.
7. Knights, Lionel Charles. *Drama & society in the age of Jonson*. No. 451. Chatto & Windus, 1937.
8. Greenblatt, Stephen. *Representing the English Renaissance*. Vol. 2. Univ of California Press, 1983.
9. Aers, David, Robert Ian Vere Hodge, and Gunther R. Kress. *Literature, language, and society in England, 1580-1680*. Gill and Macmillan; Totowa, NJ: Barnes & Noble, 1981.



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Curriculum in English

B.A. III Semester V

From June 2017

Scheme: Semester V

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

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



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# B.A. III - Semester V

## Course: IX

Title of the Course: Contemporary Novel

Course Code: 545901

Credits: 04

Marks: 100

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

### Objectives:

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

### Learning Outcomes:

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

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

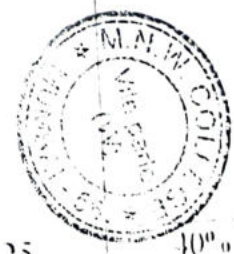


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Unit	Topic and Details	Hours	Weightage in %
1	<ul style="list-style-type: none"> <li> <b>Historical and Socio-political Background of the 1960s:</b>            Post 1960s British Novel: decolonization, multiculturalism, immigration, race            The post-World War II world, the Cold War, counterculture            [Iris Murdoch, Doris Lessing, Kazuo Ishiguro, Jeanette Winterson, **...]            Post-1960s American novels and black writing:            Issues of race, <b>gender, oral traditions***</b>            [Toni Morrison, Maya Angelou, Zora Neale Hurston, Alex Haley, Jamaica Kincaid, Alice Walker, Gloria Naylor, ****]  </li> <li> <b>Indian novel in English, 1960s to the present:</b> – linguistic innovations, code-switching, satire, multiple perspectives, retelling history. Responses to postcolonial realities, nationalism, fundamentalism, terrorism, violence, caste system, liberalisation, globalisation, diasporic movements, etc. in contemporary South Asian novels.            Kamala Markandaya, Nayantara Sahgal, Shashi Deshpande, Anita Desai, Salman Rushdie, Amitav Ghosh, Vikram Seth, Arundhati Roy, Kiran Desai  </li> <li> <b>Emergence of wide ranging critical theories/ perspectives which affected literary studies</b> – Post-colonialism, postmodernism, race studies, <b>feminism, gender studies</b>, ecocriticism, popular cultural studies            Postmodernist literature: metafiction, magic realism, pastiche, parody, satire, dark humour, intertextuality            Postcolonialism:  <b>Gender studies:</b>            Popular cultural studies:  <b>Ecocriticism:</b>  </li> <li> <b>Genre fiction</b> – the novel as a popular form, commercialisation of publishing, paperbacks, bestsellers, science fiction, crime novels, detective novels, romance novels, chick lit, dystopian and utopian novels, etc.         </li> </ul>	15	30%
2	<i>The Curious Incident of the Dog in the Night-Time</i> (2003) Mark Haddon.	25	30%
3	<i>The Hungry Tide</i> (2004) by Amitav Ghosh	20	30%



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**Evaluation Scheme:**  
**Internal Examination**

1. Short notes on Unit I : 25 marks : 10 marks  
2. Assignment on the prescribed novels : 15 marks

**External Examination**

- Objective questions on Unit 1 - MCQs : 20 marks : 75 marks  
Reference to context (3 out of 5) : 15 marks  
Essay type questions on Units II & III (2 out of 4) : 20 marks  
Short notes on Novel (3 out of 5) : 20 marks (7+7+6)  
[Internal choice: 3 questions of 7 marks each, 2 questions of 6 marks each to be given]

**Recommended Readings:**

Allen, Nicola. "The Perfect Hero for his Age: Christopher Boone and the Role of Logic in the Boy Detective Narrative." *The Boy Detectives: Essays on Hardy Boys and others*, edited by Michael Cornelius, McFarland, 2010, pp. 167-179.

Bose Brinda, editor. *Amitav Ghosh: Critical Perspective*. Pencraft International, 2003.

Brooker Peter, edited. *Modernisms/Postmodernism*. Routledge, 1992.

Ciocia, Stefania. "The Case of Christopher Boone in The Curious Incident of the Dog in the Night Time". *Children's Literature in Education*, vol. 40, no. 4, 2009, pp. 320-332.

Eagleton, Robert. *Contemporary Fiction: A Very Short Introduction*. Oxford University Press, 2013.

Gilbert, Ruth. "Watching the Detectives: Mark Haddon's The Curious Incident of the Dog in the Night-Time and Kevin Brooks' Martyn Pig" *Children's Literature in Education*, vol. 36, no. 3, 2005, pp. 241-253.

Khair Tabish, editor. *Amitav Ghosh: A Critical Companion*. Permanent Black, 2005.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Delhi, Permanent Black, 2006.

Mondal Anshuman. *Amitav Ghosh*. Viva Books, 2010.

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2010.


Nicol, Bran. *Postmodernism and the Contemporary Novel: A Reader*. Edinburgh University Press, 2002.

Stevenson, Randall. *The Oxford English Literary History: The Last of England*. Oxford University Press, 2004.

Waugh, Patricia. *Practising Postmodernism: Reading Modernism*. Hodder Education, 1992.

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# B.A. III - Semester V

Course: X

Title of the Course: Contemporary Drama

Course Code: 546001

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Contemporary Drama	4	4		2.30	75	25	100

## Objectives:

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

## Learning Outcomes:

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

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



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

### Evaluation Scheme:

#### Internal Examination marks

: 25

1. Short notes on Unit I  
marks

10

2. Assignment on any one of the prescribed plays  
marks

15

#### External Examination marks

MCQs on Unit I

Reference to context (3 out of 5)

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

Short notes on the plays (2 out of 4)



20 marks

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**Recommended Readings:**

- Banham, Martin, editor. *The Cambridge Guide to Theatre*. Cambridge University Press, 1998.
- Demastes, William. *The Cambridge Introduction to Tom Stoppard*. Cambridge University Press, 2012.
- Dharwadkar Aparna. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. Oxford University Press, 2008.
- Erica Hoagland and Reema Sarwal, editors. *Science Fiction, Imperialism and the Third World: Essays on Postcolonial Literature and Film*. McFarland, 2010.
- Eyre, Richard, and Nicholas Wright. *Changing Stages: a View of British and American Theatre in the Twentieth Century*. Knopf, 2001.
- Gilbert Helen, editor. *Postcolonial Plays: An Anthology*. Routledge, 2001.
- Innes, Christopher. *Modern British Drama: the Twentieth Century*. Cambridge University Press, 2009.
- Kelly, Katherine, editor. *The Cambridge Companion to Tom Stoppard*. Cambridge University Press, 2006.
- Jal, Ananda, editor. *The Oxford Companion to Indian Theatre*. Oxford University Press, 2004.
- Loftis, Sonya Freeman. *Shakespeare's Surrogates: Rewriting Renaissance Drama*. Palgrave Macmillan, 2016.
- Nayan J.L. *Modern Drama in Theory and Practice*. Cambridge University Press, 1981.



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# B.A. III - Semester V

Course: XI

Title of the Course: Introducing Critical Writing

Course Code: 32216101

Credits: 04

Marks: 100

Course	L	Cr	P	T	D	TP	TW	T
Introducing Critical Writing	4	4			2,30	75	25	100

## Objectives:

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

## Learning Outcomes:

At the end of the course, the students will:

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



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

Note: Students should be given an introduction to the historical and literary contexts of the texts.

**Evaluation Scheme:**

**Internal Examination**

25 marks

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

10 marks

2. Assignment

15 marks

**External Examination**

75 marks

Reference to context (3 out of 5)

15 marks

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

15 marks

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

15 marks

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

30 marks

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**Recommended Readings:**

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory* 3<sup>rd</sup> ed. Manchester University Press, 2009.
- Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Orient Longman, 2002
- Eagleton, Terry. *Literary Theory: an Introduction* 2<sup>nd</sup> ed., Blackwell Publishing, 2008
- Selden, Raman. *The Theory of Criticism: from Plato to the Present: a Reader* Longman, 2001
- Stevens, Anne. *Literary Theory and Criticism: an Introduction*. Broadview Press, 2015
- The Cambridge History of Literary Criticism series
- Waugh, Patricia. *Literary Theory and Criticism: an Oxford Guide*. Oxford University Press, 2007
- Waldick, Chris. *Criticism and Theory 1890 to the Present*. Routledge, 1996



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# B.A. III - Semester V

## Course: XII

Title of the Course: Indian Literature in English Translation

Subject Code No.: 546101



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

### Objectives:

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

### Learning Outcomes:

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

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



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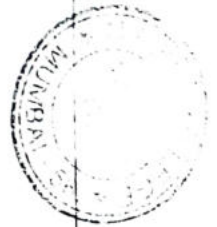
Dr. (Mrs) Reshmi P. P.  
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Credits: 04

Teaching hours: 60

Marks: 100

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



Dr. (Mrs) Pooja P. Trivedi  
Member, National Council  
Vile Parle (W) Mumbai - 400 056

Evaluation Scheme:

**Internal Examination**

1. Short notes on Unit I 25 marks  
2. Assignment on the prescribed texts 10 marks  
15 marks

**External Examination**

- 75 marks  
Short Notes on Unit I (3 out of 5) 15 marks  
Reference to context from Units I, II, III (3 out of 5) 15marks  
Essay type questions from Unit II (1 out of 2) 10 marks  
Essay type question from Unit III (2 out of 4) 20 marks  
Short notes on Unit III (3out of 5) 15 marks

**Recommended Reading**

Nubile, Clara. *The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing*, Sarup and Sons, 2003 .

Tutun Mukherjee, editor. *Translation: From Periphery to Centrestage*. Prestige Books, 1998.

Satchidanandan, K. *Author, Texts, Issues: Essays on Indian Literature*. Pencraft International, 2003.

Mehrotra, A.K. *The Concise History of Indian Literature in English*. Permanent Black. 2008.

Tharu, Susie and K. Lalita. *Women Writing in India: 600 B.C. to the Early Twentieth Century*. The Feminist Press, 1991.

Tharu, Susie and K. Lalita. *Women Writing in India: The Twentieth Century*. The Feminist Press, 1993.

Volumes of *Indian Literature*, SahityaAkademi

[Please check special editions on Gujarati, Kannada, Marathi, Tamil and Urdu.]



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**Dr. (Mrs). Rajshree P. Trivedi**  
Principal

Member of the Board of Studies  
10/11/2008

# B.A. III - Semester V

Course: Ap. C. III

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

Credits: 04

Course Code: 56.5301

Marks: 100

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

## Objectives:

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

## Learning outcomes:

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

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



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Dr. (Mrs) P. S. Thiruvengadam

Manibar Manikam College  
Vile Parvathi, Bangalore - 560 05

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

### Evaluation Scheme:

#### Internal Examination

- Short notes on Unit I
- Assignment on any one of the prescribed novels

25 marks

10 marks

15 marks

#### External Examination

75 marks

Objective questions on Unit I

25 marks

Reference to context (3 out of 5)

15 marks

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

20 marks

Short notes on the Novels (3 out of 5)

15 marks

Dr. (Mrs.) Rajashree V. Trivedi

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Mariani Arts & Commerce College  
Vile Parda (West), Mumbai - 400 056



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**Recommended Readings:**

- Bahun, Sanja, and Marinou Pourgouris. *The Avant-Garde and the Margin: New Territories of Modernism*. Cambridge Scholars Press, 2006.
- Calvin, Ritch. *Feminist Science Fiction and Feminist Epistemology: Four Modes*. Spring-International Publishing, 2016.
- Chakravorty Spivak, Gayatri. "Feminism and Critical Theory". *Modern Criticism and Theory*. David Lodge (ed.). Pearson Education (Singapore) Pvt. Ltd.
- Gilbert, Sandra M., and Susan Gubar, eds., *The New Feminist Criticism: Essays on Women, Literature and Theory*. Virago Press, 1989.
- Mathur, Suchitra. "Caught between the Goddess and the Cyborg: Third-World Women and the Politics of Science in Three Works of Indian Science Fiction." *The Journal of Commonwealth Literature*, vol. 39, no. 3, Jan. 2004, pp. 119-138.
- Mitchell, Angelyn, and Danille Taylor, editors. *The Cambridge Companion to African American Women's Literature*. Cambridge University Press, 2009.
- Moi, Toril. *Sexual/Textual Politics*. 2nd ed., Routledge, 2002.
- Ray, Bharati. *Early Feminists of Colonial India Sarala Devi Chaudhurani and Rokeya Sakhawat Hossain*. Oxford University Press, 2012.
- Sage, Lorna. *The Cambridge Guide to Women's Writing in English*, advisory editors, Germaine Greer and Elaine Showalter. Cambridge: Cambridge University Press, 1999.
- Showalter, Elaine. "Towards a Feminist Poetics". *Modern Literary Criticism: A Reader*, edited by Patricia Waugh and Philip Rice, Bloomsbury, 2001, pp. 146-155.
- Tharu, Susie and K. Lalita. *Women Writing in India: 600 B.C. to the Early Twentieth Century*. The Feminist Press, 1991.
- Tharu, Susie and K. Lalita. *Women Writing in India: The Twentieth Century*. The Feminist Press, 1993.
- Tong, Rosemarie. *Feminist Thought: a More Comprehensive Introduction*. Westview Press, 2014.
- Wathol, Robyn R., and Diana Price Herndl, editors. *Feminisms: an Anthology of Theory and Criticism*. Rutgers University Press, 2010.



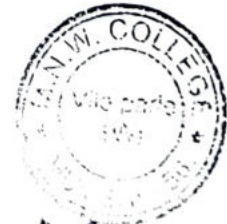
Dr. (Mrs) Rajeshwari Sharma  
Maniben Sharma  
Vivek Pareek

SNDT Women's University  
 Nathibai Thackersey Road, Mumbai - 400020  
 DEPT. OF ENGLISH LANGUAGE  
 Curriculum in English  
 B.A. III Semester VI  
 From June 2017

Scheme: Semester VI

Sr. No	Subjects with Code Nos.	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
1	Contemporary Poetry (DC XIII)	4	4	--	2.5	75	25	--	100
2	Critical Theories (DC XIV)	4	4	--	2.5	75	25	--	100
3	Postcolonial Studies (DC XV)	4	4	--	2.5	75	25	--	100
4	Diaspora Studies( DC XVI)	4	4	--	2.5	75	25	--	100
5	Life Writings (APC IV)	4	4	--	2.5	75	25	--	100
6	English C.C. Paper VI (H.L.)English for Advanced Learners	3	4	1*	2.3	75	25	--	100
7	English C.C. Paper VI (L.L.) English for Success	3	4	2*	2.3	75	25	--	100

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



*Dr. (Mrs.) ...*

Dr. (Mrs.) ...  
 Principal

Maniben Nandani Women's College,  
 Vile Parle (West), Mumbai - 400 056.

B.A. III DC Semester VI

Course: XIII

Title of the Course: Contemporary Poetry

Course Code: 646301

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Contemporary Poetry - 646301	4	4	--	2.30	75	25	100

#### Objectives:

- To develop a deeper understanding of contemporary poetry in English
- To map the historical and cultural contexts informing contemporary poetry
- To develop an understanding of the techniques, styles and forms of contemporary poetry
- To study the major poets of contemporary times
- To make students sensitive and skilled readers of poetry

#### Learning Outcomes:

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

- Demonstrate an understanding of the socio-political, historical and cultural contexts of contemporary poetry
- Identify and describe the techniques and styles employed in contemporary poetry
- Write analytically about contemporary poetry using correct terminology
- Effectively communicate ideas related to the poetic works during class and group activities



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Dr. (Mrs) Rashmi S. Trivedi  
Principal  
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Vile Parle (West), Mumbai - 400 056



Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
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Background:

- Contemporary poetry – scope and time frames
- Poetry as politics: Questions of witness and testimony
  - Historical, Social, Cultural contexts of contemporary poetry - globalization, late capitalism, environmental concerns, eco-critical poetry, wars and conflict, third world feminism
  - Techniques and styles like Fragmentation, juxtaposition, intertextuality, irony, self-reflexivity, autobiographical poetry
  - The question of language: Plurality of English, multilingual poetry, translation, dialect poetry
  - Poetry in the popular domain: internet poetry
  - Performance poetry: textual performance, play with typography, poetry slam, spoken word poetry, performance poetry, countercultural performance

20 30%

Indian poets:-

- 1) Arundhati Subramaniam-
  - "Madras"
  - "Home"
- 2) *Poisoned Bread: Translations from Modern Marathi Dalit Literature* edited by Arjun Bangia
  - "I will Belong to it"
- 3) Sujata Bhatt - "Search for my Tongue"
- 4) Imtiaz Dharker - "Minority"
- 5) Meena Khandani - "I Heavy", "Their Daughters"
- 6) Ranjit Ho Jote - "A Poem for Grandmother"

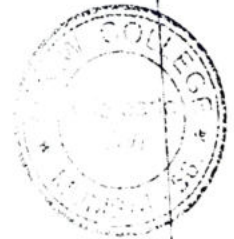


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Western poets:-

- 1) Margaret Atwood
  - "Progressive Insanities of a Pioneer"
  - "Dream 1: The Bush Garden"
- 2) Carol Ann Duffy
  - "Mrs. Rip Van Winkle"
  - "Penelope"
- 3) Judith Wright
  - "Bora Ring"
- 4) Marlene Nourbese Philip
  - "Discourse on the Logic of Language"
- 5) Rita Joe
  - "I lost my Talk"
- 6) Peter Reading.
  - "Four untitled poems"
- 7) Simon Armitage
  - "I Say I Say I Say"
- 8) Derek Walcott
  - "Love after Love"
  - "The prodigal 3.11"
- 9) Patricia Smith
  - "Asking for a Heart Attack"
- 10) Sarah Kay
  - "If I Should have a Daughter"



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Evaluation Scheme	
Internal Examination	25 marks
1. Portfolio (on Unit 1)	10 marks
2. Assignment on any one of the prescribed poetry unit	15 marks
External Examination	75 marks
Short notes - Unit 1 (3 out of 5) 20 marks (7+7+6)	
[Internal choice: 3 questions of 7 marks each, 2 questions of 6 marks each to be given]	
Essay type questions - Unit 2 (2 out of 3)	20 marks
Essay type questions - Unit 3 (2 out of 3)	20 marks
Reference to context (2 out of 3)	15 marks

### Recommended Readings:

Williams, Nerys. *Contemporary poetry*. Edinburgh University Press, 2011. Abrams, M. H. *A Glossary of Literary Terms*. 7th Ed. Heinle, 1999

Bahn, Eugene & Bahn, Margaret L. *A History of Oral Interpretation*. Burgess, 1970.

Glazner, Gary, editor. *Poetry Slam: The Competitive Art of Performance Poetry*. Manic D Press, 2012.

Hirsch, Edward. *A Poet's Glossary*. Houghton Mifflin Harcourt, 2014.

✓ Benhabib, Seyla. "Feminism and Postmodernism". *Feminist Conversations: A Philosophical Exchange*, edited by Nancy Fraser. Routledge, 2013.

Lyotard, Jean-François. *The Postmodern Explained: Correspondence, 1982-1985*. U of Minnesota Press, 1993.

Mitra, Zinia. *Indian Poetry in English: Critical Essays*. PHI Learning Pvt. Ltd., 2012

Naik, Madhukar Krishna. *A History of Indian English Literature*. Sahitya Akademi Publications, 2006.

Hoskote, Ranjit, editor. *Reasons for Belonging: Fourteen Contemporary Indian Poets*. Viking Adult, 2002.

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Kirsch, Adam *The Modern Element: Essays on Contemporary Poetry*. WW Norton & Company, 2008

Ramazani, Jahan, Richard Ellmann, and Robert O'Clair, editors *The Norton Anthology of Modern and Contemporary Poetry: Contemporary poetry*. Vol. 2. WW Norton, 2003.

Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, USA, 1992.



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B. A. III DC Semester VI

Course: XIV

Title of the Course: Critical Theories

Course Code: 646401

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T	
Critical Theories - 646401	4	4	--	2	30	75	25	100

**Objectives:**

- i. To introduce students to different schools of thought that have theorized literature
- ii. To introduce students to significant critical thinkers whose work has influenced and transformed literary studies

**Learning Outcomes:**

At the end of the course the students will:

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




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Head of Department  
Mandirbhosla, M.N.W. College,  
Vidya Parle, Mumbai - 400 056

Unit	Topic and Details	No. of teaching hours assigned	Weight age in %
1	1. Sigmund Freud - "Creative Writers and Day-Dreaming" in <i>20th Century Criticism - A Reader</i>	25	40%
	2. Toril Moi - <i>Sexual/Textual Politics: Feminist Literary Theory</i> , pp. 49 - 54		
2	3. Terry Eagleton - "Marxist Criticism" in <i>Literature in the Modern World: Critical Essays and Documents</i> , pp. 243 to 259	20	
	4. Chinua Achebe - "Colonialist Criticism" in <i>Hopes and Impediments</i> -		30%
3	5. Ganesh Devy - Selections from "Tradition and Amnesia" in <i>After Amnesia: Tradition and Change in Indian Literary Criticism</i> , pp. 10-16	20	30%
	6. Limbale, Sharankumar. "About Dalit Literature" and "Dalit Literature: Form and Purpose" <i>Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations</i> pp. 19-39.		



  
 Dr. (Mrs.) Rajshree P. Tripathi  
 Principal  
 Member  
 Vice Chair

Evaluation Scheme:

Internal Examination

- |  |          |
|--|----------|
| 1. Short notes on Unit 1                   | 25 marks |
| 2. Assignment on any one of the prescribed | 10 marks |
|  | 15 marks |

External Examination:

75 marks

Reference to context (3 out of 5) 15 marks

Essay type Questions Unit 1 (1 out of 2) 15 marks

Essay Type Questions Unit 2 (2 out of 3) 30 marks

Essay Type Questions Unit 3 (1 out of 2) 15 marks

Short notes (2 out of 3) 15 marks

Recommended Readings:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford University Press, 2017.

Abrams, Meyer Howard, and Geoffrey Gurrham. *A Glossary of Literary Terms*. Cengage Learning, 2011.

Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP Oxford, 2015.

Lodge, Robert, editor. *A Dictionary of Modern Critical Terms*. Psychology Press, 1987.

Habib, M. A. R. *A History of Literary Criticism From Plato to the Present Age*. Wiley-Blackwell, 2006.

Lodge, David. *20th Century Literary Criticism: A Reader*. Addison Wesley Longman Ltd 1972.



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- Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd ed., U of Kentucky P, 1993.
- Wolfreys, Julian, editor *Introducing Literary Theories: A Guide and Glossary* Edinburgh University Press, 2003.
- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, Orient Longman, 2004.
- Walder, Dennis. *Literature in the Modern World: Critical Essays and Documents*. Oxford University Press, 2003.
- Toril Moi. *Sexual/Textual Politics: Feminist Literary Theory*. Psychology Press, 2002.
- Achebe, Chinua. *Hopes and impediments: Selected Essays*. Penguin, 2012.
- Devy, Ganesh N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient Longman, 1995.



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B. A. III DC Semester VI

Course: XV

Title of the Course: Postcolonial Studies

Course Code: 646501

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Postcolonial Studies - 646501	4	4	-	2 30	75	25	100

### Objectives:

- To familiarize students with definitions of postcolonialisms and socio-political and cultural contexts informing post colonialism
- To develop an understanding of the ideas and concepts, themes and issues in postcolonial theory
- To be familiar with literary forms, strategies and techniques of postcolonial writing
- To develop the ability to critically analyze texts from a postcolonial perspective

### Learning outcomes:

- Demonstrate an understanding of the different intellectual and cultural contexts of post colonialism
- Demonstrate an understanding of basic ideas and concepts in postcolonial theory
- Critically analyze texts from a postcolonial perspective
- Effectively communicate ideas related to the postcolonial writing during class and group activities



*Rajshree P. Trivedi*  
Dr. (Mrs) Rajshree P. Trivedi  
Principal

Made in India  
Mumbai - 400 005

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1(A)	<p><u>Contexts:</u> Historical background to colonization and emergence of postcolonialism</p> <p>Anti-colonial insurgencies, nationalist movements for independence, decolonization, formation of new nations, nationalist discourse, mass migration, multiculturalism, issues and dilemmas in postcolonial times, gender and post colonialism, internal hierarchies, teaching of English literature as a colonial project and postcolonial rereading of the canon</p>	15	30%
(B)	<p><u>What is post colonialism? Theories of post colonialism:</u> Introduction to the ideas of Edward Said, Gayatri Chakravarty Spivak, Homi Bhabha, Frantz Fanon, Chinua Achebe, Ngugi wa Thiongo.</p>		
(C)	<p><u>Introduction to themes and concerns in postcolonial fiction:</u> Conflicted identity, nation, retelling history, exile, issues of language, writing against the canon, hybridity</p>		
(D)	<p><u>Significant postcolonial writers</u> from the Indian subcontinent, Africa, Asia, Caribbean, native American and aboriginal</p>		
2	<p><u>Jean Rhys - Wide Sargasso Sea</u></p>	20	30%
3	<p><u>Arundhati Roy - The God of Small Things</u></p>	25	40%



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Evaluation Scheme:

Internal Examination

25 marks

1. Short notes on Unit I

10 marks

2. Assignment on any one of the prescribed novel.

15 marks

External Examination

75 marks

Short Notes on Unit I (3 out of 5)(7+7+6)20 marks

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

Reference to context (2 out of 3)

20 marks

Essay type questions (1 out of 2)

20 marks

2 Short notes on Novel (2 out of 3)

15 marks

Recommended Readings

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 2003.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post-colonial studies: The key concepts*. Routledge, 2013.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1999

Achebe, Chinua. *Hopes and Impediments: Selected Essays* Penguin, 2012.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Books, 2006.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Post Colonial Studies: The Key Concepts*. Routledge, 2013.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post Colonial Literatures*. Routledge, 2003



Dr. (Mrs.) Gajshree P. Trivadi  
Principal  
Maniben Jadhav Women's College  
Vile Parle, Mumbai - 400 056

- Brennan, Timothy (1990). National Longing for Europe in Nation and Narration ed. 3 by Homi Bhabha. London: Routledge, 2013.
- Fanon, Frantz. The Wretched of the Earth, translated by Constance Farrington. Harmondsworth: Penguin, 1969.
- Farah, Nuruddin. From a Crooked Rib, Heinemann, 1970.
- Memmi, Albert. The Colonizer and the Colonized. Routledge, 2013.
- Rhys, Jean. Wide Sargasso Sea. WW Norton & Company, 1966.
- Roy, Arundhati. The God of Small Things. Penguin Books India, 2002.
- Soyinka, Wole. Myth, Literature and the African World. Cambridge University Press, 1990.
- Viswanathan, Gauri. Masks Of Conquest: Literary Study and British Rule in India. Columbia University Press, 2014.
- Wa Thiong'o, Ngugi. Decolonising the Mind: The Politics of Language in African Literature. East African Publishers, 1994.



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B.A. III DC Semester VI

Course: XVI

Title of the Course: Diaspora Studies

Course Code: 646601

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Diaspora Studies - 646601	4	4	-	2.30	75	25	100

### Objectives

- To be familiar with definitions of diaspora and contexts of diaspora
- To develop an understanding of the questions, concepts, theories, issues in diasporic writing
- To be familiar with literary forms, strategies and techniques in diasporic writing.
- To develop the ability to critically analyze diasporic texts from the perspectives of gender, race, class, ethnicity, etc.

### Learning outcomes:

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

- Demonstrate an understanding of the different intellectual and cultural contexts of diaspora
- Demonstrate an understanding of basic ideas and concepts in diaspora theory
- Critically analyze diasporic texts from several perspectives
- Effectively communicate ideas related to diaspora writing during class and group activities



Dr. (Mrs) Rajshree P. Trivedi

Manikarnikan College  
Vile Par

Unit	Topic and Details	No. of teaching hours assigned	Weight age in %
1	<u>Background</u> <ul style="list-style-type: none"> <li>• Migration and displacement historical, economical, and social reasons</li> <li>• Alienation</li> <li>• Collective memory and myths about the homeland</li> <li>• Quest for identity</li> <li>• Nostalgia</li> <li>• Heterogeneity</li> <li>• Notions of Hybridity</li> </ul>	15	30%
2	<u>Selected Texts:</u> <u>Jhumpa Lahiri</u> <i>Interpreter of Maladies</i> (1999) <ul style="list-style-type: none"> <li>• "Mrs. Sen's"</li> <li>• "This Blessed House"</li> <li>• "The Treatment of Bibi Haldar"</li> <li>• "The Third and Final Continent"</li> </ul> <i>Tahmima Anam – A Golden Age</i> (2007)	25	40%
3	<u>Selected Poems from : Meena Alexander</u> <ul style="list-style-type: none"> <li>• <i>House of a Thousand Doors</i> (1988)</li> <li>• <i>Stone Roots</i> (1980)</li> </ul> Cyril Dabydeen : Four Poems <ul style="list-style-type: none"> <li>• "Manner, for H&amp;M"</li> <li>• "Multiculturalism"</li> <li>• "The Beauty of Toes"</li> <li>• "For a Niece"</li> </ul>	20	30%



Dr. ... P. Trivedi

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Evaluation Scheme:

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

**Recommended Readings:**

Ashcroft, Bill, Griffiths Gareth and Tiffin Helen, editors. "Part Sixteen: Diasporas". *The Post-Colonial Studies Reader*. London: Routledge, 2006. pp. 425-454.

Jain, Jasbir. "The New Parochialism: Homeland in the Writing of the Diaspora". In *Diaspora. Theories, Histories, Texts*, edited by Makarand Paranjape, India log Publication Pvt. Ltd. 2001. pp.79-81.

Paranjape, Makarand, editor. *In Diaspora: Theories, Histories, Texts*. Indialog Publications. 2001.

King, Bruce. "The Diaspora: Agha Shahid Ali's Tricultural Nostalgia". *Modern Indian Poetry in English*. Oxford University Press, 1987.

Mishra Vijay. *Theorizing the Diasporic Imaginary*, Routledge, 2007.

Brah, Avtar. "Thinking through the Concept of Diaspora". *The Post-Colonial Studies*. Oxford University Press, 2001.

Mishra, Vijay. "Diaspora and the Impossible Art of Mourning" In *Diaspora Theories Histories Texts*, edited by Makarand Paranjape. New Delhi: India Log Publications Pvt. Ltd, 2001. pp 24-31

Lalini, Jhumpa *Interpreter of Maladies*. Houghton Mifflin Harcourt, 2000.

Annun, Tahnuima. *A Golden Age*. Canongate Books, 2012.



PP 2017 17

B.A. III APC Semester VI

Course: IV

Title of the Course: Life Writing

Course Code: 665401

Credits: 04

Marks: 100

Course	L	Cr	P/T	D	TP	TW	T
Life Writing - 665401	4	4	-	2.30	75	25	100

Objectives

- i. To consider difference between fiction and non-fiction
- ii. To study genre theory on fiction & autobiography
- iii. To understand the tradition & characteristics of autobiography
- iv. To consider overarching themes & vast richness of women's life writings
- v. To understand how women's autobiographical writings contribute to the study of gender, race, class, sexuality and ethnicity
- vi. To be able to experience and reflect upon the narrative process through the analysis of the prescribed text

Learning outcomes:

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

- i. Demonstrate an understanding of the different intellectual and cultural contexts of life writing
- ii. Demonstrate an understanding of basic ideas and concepts
- iii. Critically analyze texts from different perspectives
- iv. Effectively communicate ideas related to the paper during class and group activities



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- Focus on autobiographical writings and their history
- Response to autobiographies
- Whether autobiographies can be considered as a literary genre
- Exploring ways in which the self is presented, shaped and even institutionalized by different literary and narrative forms probing the relationship between truth and fiction self and society.
- Reflecting on issues like such as the working of memory and the tension between invention and disclosure.
- Relation between the text, the historical period, and the cultural environment in which they were produced.
- Autobiography as Resistance
- Autobiography as Rewriting history
- **Feminism: Empowerment of women & Autobiography.**

25

100%

These issues can be explored through the following essays.

1. Kadar Marlene. "Coming to Terms: Life Writing - From Genre to Critical Practice". pp. 3 - 16. *Essays on Life Writing: From Genre to Critical Practice*, edited by Marlene Kadar. University of Toronto Press, 1992
2. ✓ "Introduction: Life Histories in India". pp. 1- 28. *Telling lives in India: Biography, Autobiography and Life History*, edited by David Arnold & Stuart Blackburn. Indiana University Press, 2004.
3. ✓ Smith, Sidonie and Julia Watson. "Introduction: Situating Subjectivity in Women's Autobiographical Practice". *Women, Autobiography, Theory: A Reader*, edited by Sidonie Smith, Julia Watson. The University of Wisconsin Press, 1998.
4. ✓ Kaviraj, Sudipta. "The Invention of Private Life: A Reading of Sibnath Sastri's Autobiography". *Telling lives in India: Biography, Autobiography and Life History*, edited by David Arnold & Stuart Blackburn. Indiana University Press, 2004.



RPZ-2

2	<i>The Diary of a Young Girl</i> Anne Frank (1952) Fingerprint Publishing/Gen press	20	30%
3	• <i>The Revenue Stamp: An Autobiography</i> Amrita Pritam (1976)	20	30%

**Evaluation Scheme:**

Internal Examination 25 marks

1. Short notes on Unit I (2 out of 3)

7+7+6=10 marks

2. Assignment on any one of the prescribed texts 15 marks

External Examination 75 marks

Short Notes on Unit I 20 marks

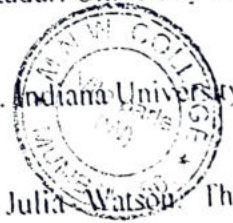
Reference to context (2 out of 3) Units 2 and 3 15 marks

Essay type questions (2 out of 3) Unit 2 20 marks

Essay type questions (2 out of 3) Unit 3 20 marks

**Recommended Readings:**

- ✓ *Essays on Life Writing: From Genre to Critical Practice*, edited by Marlene Kadar. University of Toronto Press, 1992.
- ✓ *Autobiography and Life History*, edited by David Arnold & Stuart Blackburn. Indiana University Press, 2004.
- ✓ *Women, Autobiography, Theory: A Reader*, edited by Sidonie Smith, Julia Watson. The University of Wisconsin Press, 1998.
- ✓ *Telling Lives in India: Biography, Autobiography and Life History*, edited by David Arnold & Stuart Blackburn. Indiana University Press, 2001.
- ✓ Leeder, Zachary, editor. *On Life-writing*. Oxford University Press, 2015.
- ✓ Moore Gilbert, Bart. *Postcolonial life-writing: culture, politics, and self-representation*. Routledge, 2009.



*PR*



# FYBCOM Sem II

210201

Unit 1

Objectives: By the end of this semester, the student will:

- Further develop comprehension skills
- Learn to organize ideas and write paragraphs
- Develop an independent response to social issues
- Learn to write routine office letters. 210201

Number	Topic	Hours	Credits
Unit 1	Empowering English 6-10: Focus on comprehension, vocabulary, grammar and personal response.	15	1
Unit 2	Business Letters: Orders / Replies / Orders: Theory and practice.	15	1
Unit 3	Business Letters: Complaints and Adjustments: Theory and Practice.	15	1
Unit 4	Guided Paragraph Writing: Use of linking words; Unity of Idea; Topic sentence; Coherence; Cohesion.	15	1



- Objectives: By the end of this semester, the student will
1. Learn to interpret visual data and write with clarity.
  2. Develop the ability to logically construct a composition.
  3. Learn to write business and regular office letters.

Unit	Topic	Weightage %	lectures
1	Interpreting data and writing with clarity: Visual to Verbal / Verbal to visual. Bar charts / pie charts / maps, graphs, flow-chart	25	15
2	Empowerment English: (11-15) Comprehension: Reading for idea: Argumentative writing, letters to the editor.	25	15
3	Business Letters : Credit / Collection : Theory and Practice	25	15
4	Routine Business Correspondence: Minutes / Notice / Circular / Memo - Theory and practice	25	15

Prescribed Text: Empowerment English - Lalitha Krishnaswamy N. Krishnaswamy and Revathy Krishnaswamy, Macmillan India Ltd., 2005.

**Recommended Books**

1. Business Communication - Urmila Rai and S.M. Rai, Tenth Edition, 2008 Himalaya Publishing House.
2. Communication for Business, Shirley Taylor, Longman Pearson Education, 2004.
3. Principles and Practice of Business Communication, Aspi Doctor and Rhoda Doctor, Sheth Publishers
4. Chetana English Grammar and Composition / A Memoir, Chetana Publication, 2008.

**SEMESTER III : PATTERN OF EVALUATION**

**Internal Assessment : 25 marks**

Students are required to write two letters to the editor on two current issues of about a hundred words each. This is an individual activity

**External Assessment : 75 marks**

1. Question No. 1 is compulsory. It will carry 15 marks.

2. Any 3 out of question 2, 3, 4 and 5 carrying 20 marks each for all students

3. Question No. 6 carrying 25 marks will be attempted **ONLY BY** external students and repeaters.

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# SYB Com Sem IV

B.Com. II  
Semester IV  
C.C. English (Higher Level) Paper IV  
Computer Code 410401  
4 credits

Objectives : By the end of this semester, the student should be able to:

1. Learn to summarise arguments
2. Use language imaginatively
3. Understand how to use the electronic modes of communication
4. Speak confidently and express ideas with clarity
5. Handle job-related correspondence with competence

Unit	Topic	Weightage %	Lectures
1	<b>Empowerment English (16-19):</b> Comprehension / vocabulary / Summarising / imaginative / Creative Writing	25	15
2	<b>Business Meetings and Electronic Communication:</b> Types of meetings, advantages/disadvantages, preparation and conduct / responsibilities of the participants. E-mails / Fax / Video conferencing / Internet	25	15
3	<b>Spoken English and confidence Building exercises:</b> Oral Presentation – Individual Speech and Group Discussions	25	15
4	<b>Job-related correspondence:</b> Writing a CV + application; / Letters of Acceptance / Resignation / Leave notes. Interviews: Types, candidate's and interviewer's preparation.	25	15

Prescribed Text: Empowerment English: Lalitha Krishnaswamy, N. Krishnaswamy and Revathy Krishnaswamy, Macmillan India Ltd., 2005.

## Recommended Books

1. Business Communication – Urmila Rai and S M Rai, Tenth Edition, Himalaya Publishing House
2. Communication for Business – Shirley Taylor, Longman Pearson Education, 2004.
3. Principles and Practice of Business Communication – Dr. (Mrs) Rajni Trivedi, Doctor, Sheth Publishers.
4. Communication Skills – Line Sen, Prentice Hall of India, New Delhi, 2008
5. Business Communication Today – Bovee, Thill, Schatzman : Pearson Education, Seventh Edition.



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# TYBCom Sem V

510501

Semester 5 - English Medium

Objectives: By the end of this semester, the student should be able to:

- Write sales letters and draft representations
- Prepare Questionnaires and conduct market surveys.
- Critically respond to and write about gender related issues.

Number	Topic	Hours	Credits
Unit 1	Developing reading, analytical and linguistic skills and sensitizing the student to gender issues through the study of short stories. Stories: 3, 5, 8 and 9 from <u>The Inner Courtyard</u> .	30	2
Unit 2	Business Correspondence: Drafting Representations. <u>Sales letters</u> - theory and practice.	15	1
Unit 3	Business Requirements: Market survey (theory) and preparing questionnaires.	15	1

Prescribed Text:

The Inner Courtyard - edited by Lakshmi Holtrstrom, Rupa Publications 2006

*[Signature]*  
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Semester: 6/10601

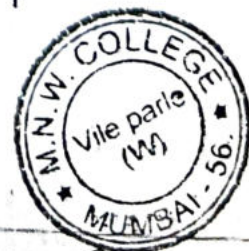
# TYBCOM

## Sem VI

Objectives: By the end of the semester, the student should be able to:

- Respond to socially relevant issues
- Write official reports
- Prepare press releases and handouts.
- Understand the role and importance of Public Relations in a business organization.

Number	Topic	Hours	Credits
Unit 1	Developing reading, analytical and linguistic skills and sensitizing the student to gender issues through the study of short stories. <u>Stories - 10, 11, 12, 13 and 17 from The Inner Courtyard.</u>	30	2
	Business Correspondence: <u>Report Writing Individual, and Committee with covering letters</u>	15	1
Units	<u>Business Requirements: Press Releases (with covering letter) / Handouts / Role and Function of PR.</u>	15	1



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**B.A. Part- II Semester III**

**Foundation Course V**

**Current Concerns**

**Credits: 4 Lectures: 60 Marks: 100**

<b>COURSE CONTENT:</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>I) Human Rights:</b> a) Definition, the concept, its evolution, generations of human rights. b) Violation of Human Rights. c) Rights specified groups- women & children.	1	15	25
<b>II) Poverty &amp; Health:</b> a) Poverty: Concept & measurement, Indicators of Poverty, determinants of poverty, poverty alleviation policies and programmes. b) Health care services- access and distribution; nutrition & malnutrition. c) Impact of medical technology, rights of patients. d) Women related diseases.	1	15	25
<b>III) Globalization:</b> a) Concept and definition. b) Merits and demerits of Globalization. c) Profile of contemporary world system- trade and finance. d) Globalization and the future.	1	15	25
<b>IV) Law:</b> a) Legal systems- perspective and functioning. b) <b>Fundamental Rights and Duties.</b> c) Provision of legal help in India.	1	15	25

References: As prescribed in the existing syllabus.

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B.A. Part- I Semester I

Foundation Course II

Women in Changing India

Credits: 4 Lectures: 60 Marks: 100

COURSE CONTENT:	Credits	Lectures	Marks
<b>I) Introduction &amp; Social Construction of Gender:</b> a) Concept of Strength underlying the university motto "Sanskrita Stree Parashakti" b) Socialization of the girl child in patriarchal family c) Propagation of stereotypes through education, advertisements, media, performing arts.	1	15	25
<b>II) Women and Work:</b> a) Women in the unorganized sector b) Women in the organized sector c) Legal provisions for the protection of working women.	1	15	25
<b>III) Women and Education:</b> a) Women in education: access and retention. b) Problems of women' education, gender inequality in academic achievement. c) Education as an instrument of change. d) Education for empowerment and development of women.	1	15	25
<b>IV) Towards Change:</b> a) Realities of gender oppression b) Reservation of seats for women in local political bodies. c) Milestones in Government policies. d) Legal reforms. e) Women's movement in the 80's and 90's.	1	15	25

References: As prescribed in the existing syllabus.



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**B.A. Part- II Semester III**

**Foundation Course V**

**Current Concerns**

**Credits: 4 Lectures: 60 Marks: 100**

<b>COURSE CONTENT:</b>	<b>Credits</b>	<b>Lectures</b>	<b>Marks</b>
<b>I) Human Rights:</b> a) Definition, the concept, its evolution, generations of human rights. b) Violation of Human Rights. c) <b>Rights specified groups- women &amp; children.</b>	1	15	25
<b>II) Poverty &amp; Health:</b> a) Poverty: Concept & measurement, Indicators of Poverty, determinants of poverty, poverty alleviation policies and programmes. b) Health care services- access and distribution; nutrition & malnutrition. c) Impact of medical technology, rights of patients. d) <b>Women related diseases.</b>	1	15	25
<b>III) Globalization:</b> a) Concept and definition. b) Merits and demerits of Globalization. c) Profile of contemporary world system- trade and finance. d) Globalization and the future.	1	15	25
<b>IV) Law:</b> a) Legal systems- perspective and functioning. b) Fundamental Rights and Duties. c) Provision of legal help in India.	1	15	25

References: As prescribed in the existing syllabus.



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**B.A. Part- II Semester IV**

**Foundation Course- VI**

**Current Social Issues & Problems**

Credits: 4 Lectures: 60 Marks: 100

- Objectives: -To sensitize students to the emerging social issues in India .
- To provide a description and analysis of major social issues
  - To provide students with the socio-economical perspective that will enable them to analyze future developments.
  - To acquaint students with a constructive way of approaching, critiquing, and responding to problems faced by contemporary societies.
  - Empower them to deal with these issues & problems.

Course content	Credits	Lectures	Marks
<b>I) Diversity, Disparity and related Social Issues:</b> (a) Understand diversity as difference and disparity as inequality; Inter-group conflicts: Communalism, Casteism, linguistic differences, regionalism (5 lectures) (b) <b>Patriarchy and gender disparity:</b> declining sex ratio, Women abuse in the family, violence against women (5 lectures) (c) Disparities arising due to disability: issues of the physically and mentally challenged, services available (5 lectures)	1	15	25
<b>II) Issues related to population:</b> (a) Overview of World Population. International Conference on Population & Development (ICPD)-1994. The Paradigm shift in Population issues. (8 lectures) (b) Census of India- its features (3 lectures) (c) Population Growth & its Consequences: (4 lectures)	1	15	25
<b>III) Problems Related to Disorganization:</b> (a) Crime & Crime Prevention (4 lectures) (b) Suicide – Youth suicide & Farmer suicide & Preventive Measures (4 lectures) (c) <b>Girl and Women Trafficking</b> (4 lectures)	1	15	25



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(d) Terrorism (3 lectures)			
<b>IV) Growing Social Problems in contemporary society:</b>			
(a) Substance abuse tobacco, alcohol, drugs- impact on youth and challenges for the future (3 lectures)	1	15	25
(b) HIV/AIDS awareness and redressal (3 lectures)			
(c) Problems of the elderly- causes, implications and response (3 lectures)			
(d) Problem of child labour- magnitude, causes, effects and response Protection of Child Rights Act 2005 and other Acts related to children (6 lectures)			

**Methodology: (for Foundation Course- IV)**

1. Lecture cum discussion
2. Films, documentaries, guest Lectures
3. Field visits / study tours
4. Oral presentations and library research projects.

**References:**

Ahmed A. et. Al- 1997, Demographic Transition : Third world scenario, Rawat Publication, Jaipur.

Ahuja Ram- 1997. Social Problems in India, New Delhi, Rawat Publications.

Bedi Kiran, 1998. It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

Beteille , Andre – 1974 . Social Inequality .New Delhi : Oxford University Press.

Beteille , Andre .- 1992 . Backward Classes in Contemporary India .New Delhi : Oxford University Press .

Berremen , G. D.-1979 . Caste & Other Inequalities : Essays in Inequality .Meerut ; Folklore Institute .



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**B.A. Part- I Semester II**

**Foundation Course IV**

**Environmental Studies**

**Credits: 4 Lectures: 60 Marks: 100**

Objectives: To bring about an awareness of a variety of environmental concerns.

To create a pro-environmental attitude and a behavioral pattern which is based on creating sustainable lifestyles.

To achieve a total behavioral change in student community.

Course content	Credits	Lectures	Marks
<b>I) The Multidisciplinary Nature of Environmental Studies (2 lectures)</b>	<b>Unit-</b>	<b>Unit-</b>	<b>Unit-</b>
a) Definition, Scope and Importance	<b>I</b>	<b>I</b>	<b>I</b>
b) Need For Public Awareness	<b>II</b>	<b>II</b>	<b>II</b>
<b>II) Natural Resources (8 lectures)</b>	<b>III =</b>	<b>III =</b>	<b>III =</b>
<b>Renewable And Non-Renewable Resources</b>	<b>1</b>	<b>15</b>	<b>25</b>
Natural resources and associated problems.	<b>credit</b>	<b>lectures</b>	<b>marks</b>
<b>a. Forest Resources:</b> Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people			
<b>b. Water Resources:</b> Use and over-utilisation of surface and ground water, floods, drought, conflicts over water, dams – benefits and problems.			
<b>c. Mineral Resources:</b> Use and exploitation, environmental effects of extracting and using mineral resources, case studies.			
<b>d. Food Resources:</b> World food problems, Changes caused by agriculture and grazing, Effects of modern agriculture, Fertilizer/ pesticide problems, Water logging and salinity case studies.			
<b>e. Energy Resources:</b> Increasing energy needs, Renewable/ non renewable, Use of Alternate energy sources, Case studies			
<b>f. Land resources:</b> Land as a resource, land degradation, man induced land-slides, soil erosion and desertification.			
<b>- Role of an Individual in Conservation of Natural Resources</b>			
<b>- Equitable Use of Resources for Sustainable Lifestyles</b>			
<b>III) Ecosystems (5 lectures)</b>			



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Concept of an Ecosystem  
 Structure and Functions of an Ecosystem  
 Producers, Consumers and Decomposers  
 Energy Flow in the Ecosystem  
 Ecological Succession  
 Food Chains, Food Webs and Ecological Pyramids  
**Introduction, Types, Characteristic Features, Structure and Functions of the following ecosystem:**  
 a) Forest Ecosystem  
 b) Grassland Ecosystem  
 c) Desert Ecosystem  
 d) Aquatic Ecosystems (Ponds, Lakes, Streams, Rivers, Estuaries, Oceans)

**IV) Biodiversity and its conservation (7lectures)**

**Introduction – Definition: Genetic, Species & Ecosystem Diversity**  
**Biogeographical Classification of India**  
**Value of Biodiversity:** Consumptive, Productive Use, Social, Ethical, aesthetic and option values.  
**Biodiversity at Global, National and Local Levels**  
 India as a Mega Diversity Nation  
 Hot-spots of Biodiversity  
**Threats to Biodiversity:** Habitat Loss, Poaching of Wildlife, Man-Wildlife Conflicts.  
**Endangered and Endemic Species of India**  
**Conservation of Biodiversity:** In-Situ And Ex-Situ situation.

**V) Environmental Pollution (8 lectures)**

**Definition**  
**Causes, Effects and Control Measures of:**  
 Air Pollution  
 Water Pollution  
 Soil Pollution  
 Marine Pollution  
 Noise Pollution  
 Thermal Pollution  
 Nuclear hazards  
**Solid Waste Management:** Causes, Effects and Control Measures of Urban and Industrial Wastes.  
**Role of Individuals in Prevention of Pollution.**  
 Pollution Case Studies  
**Disaster Management:** Floods, Earthquakes, Cyclones, Landslides

Unit-	Unit-	Unit-
IV	IV	IV
&	&	&
V =	V =	V =
1	15	25
credit	lectures	marks



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<b>VI) Social Issues and the Environment</b> <i>( 9 lectures)</i>	<b>Unit- VI &amp; VII = 1 credit</b>	<b>Unit- VI &amp; VII = 15 lectures</b>	<b>Unit- VI &amp; VII = 25 marks</b>
<p>From Unsustainable to Sustainable Development  Urban Problems related to Energy  Water Conservation, Rain Water Harvesting, Watershed Management .  Resettlement and Rehabilitation of People; its Problems and Concerns Case Studies.  Environmental Ethics: Issues and Possible Solutions  Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion, Nuclear Accidents and Nuclear Holocaust. Case Studies.  Wasteland Reclamation  Consumerism and Waste Products  Environment Protection Act  Air (Prevention and Control of Pollution) Act 194  Water (Prevention and Control of Pollution) Act 196  Wildlife Protection Act 197  Forest Conservation Act 199  Issues involved in Enforcement of Environmental Legislation  Public Awareness</p>			
<b>VII) Human Population and the Environment</b> <i>(6 lectures)</i>			
<p>Population Growth, Variation Among Nations.  Population Explosion – Family Welfare Program.  Environmental and Human Health.  Human Rights  Value Education: Environmental Values, Valuing Nature, Valuing cultures, Equitable use of Resources  Role of Information Technology in Environment and Human Health</p>			
<b>VIII) Field Work</b>			
<p>Visit to a Local area to document Environmental Assets- River/Forest/Grasslands/Hill/Mountain.  Visit to a Local Polluted Site.  Study of Common Plants, Insects, Birds.  Study of Simple Ecosystems- pond, river, hill slopes, etc.</p>	<b>1 credit</b>	<b>15 lectures</b>	<b>25 marks</b>



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References:

1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad.
3. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
4. Clark RS, Marine Pollution, Clarendon Press, Oxford (TB).
5. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai.
6. De AK, Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Center for Science and Environment (R)
8. Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
9. Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay
10. Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press.
11. Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.
12. Mckinney ML and Schoch RM, 1996. Environmental Science Systems and Solutions. Web enhanced edition.
13. Mhaskar AK, Matter Hazardous, Techno-Science Publications (TB)
14. Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)
15. Odum EP, 1971. Fundamentals of Ecology. WB Saunders Co. USA.
16. Rao MN and Datta AK, 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
17. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut.
18. Survey of the Environment, The Hindu (M)



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## Criterion 1 - Curricular Aspects 35 (35X3 = 105)

### 1.3 Support Core Values & Field Project

- **1.3.1 In 150 words only describe how your course addresses issues of Gender, Environment and Sustainability Human Values and Professional Ethics. (syllabus and going beyond syllabus)**

- **Total : 02 :**

Intercollegiate Research Paper Presentation:

*Report, photo, circular of event, Certificates, research paper,*

Each One, Teach One Project

*Report, photo, proposal from Inner wheel club, report of activity done by students*

- **1.3.3 No. of students undertaking field projects. A Field Project is undertaken by students that involve conducting surveys outside college and collection of data from designated communities).**

- **2018-19 - Field Project : 01**

*Report photo, invitation card, attendance, certificate, survey form*

- **2017-18 - Internships :01 :**

*attendance sheet, letter*

**B.A. I (Gujarati)  
SEMESTER I**

Paper No.	Title	Cr.	L.	T.P.	Int.	T.M
D.C. I	ભાષાકૌશલ, ગદ્ય સ્વરૂપ અને નિયત કૃતિઓનો અભ્યાસ	4	4	75	25	100

CREDITS - 04

HOURS - 60

MARKS - 100

ઉદ્દેશ્ય :

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

Unit.	Topic	No. of Lectures	Marks	Credits
એકમ ૧.	વાચન કૌશલ અને પ્રસ્તુતિકૌશલ : વાર્તા અને કવિતાનું પઠન, લેખન કૌશલ, નિબંધ લેખન.	15	25	1
એકમ ૨.	ગુજરાતી ટૂંકીવાર્તા : સંજ્ઞા, સ્વરૂપ, લક્ષણો અને વિકાસ	15	25	1
એકમ ૩.	ગાંધીયુગ અને અનુગાંધીયુગની ટૂંકીવાર્તાઓ (નિયત કૃતિઓનો અભ્યાસ): <ul style="list-style-type: none"> <li>&gt; ધૂમકેતુ - સ્ત્રી હૃદય</li> <li>&gt; સુન્દરમ - માને ખોળે</li> <li>&gt; જયંત ખત્રી - લક્ષ્મી</li> <li>&gt; યુનીલાલ મડિયા - વાની મારી કોચલ</li> <li>&gt; પન્નાલાલ પટેલ - વાત્રકને કાંઠે</li> <li>&gt; રા.વિ.પાઠક 'દિરેક્ટ' - જક્ષણી</li> </ul>	15	25	1

*[Signature]*  
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એકમ ૪.	આધુનિક અને અનુઆધુનિક ટૂંકીવાર્તાઓ (નિયત કૃતિઓનો અભ્યાસ):	15	25	1
	<ul style="list-style-type: none"> <li>➤ સુરેશ જોષી - જન્મોત્સવ</li> <li>➤ મધુરાય - સરળ અને શમ્યા</li> <li>➤ રઘુવીર ચૌધરી - પોટકું</li> <li>➤ ઉત્પલ ભાયાણી - ખતવણી</li> <li>➤ કિરીટ દુધાત - લીલ</li> <li>➤ હરીશ નાગ્રેયા - કેટવોક</li> </ul>			

બહિર્ગત મૂલ્યમાપન - 75 Marks

અંતર્ગત મૂલ્યમાપન - 25 Marks

(નોંધ : એકમ ૧ માત્ર ઈન્ટરનલમાં લેવું.)

સંદર્ભ ગ્રંથો :

૧. ટૂંકીવાર્તા : શિલ્પ અને સર્જન - ઈશ્વરલાલ દવે : અનડા પ્રકાશન, અમદાવાદ, ૧૯૬૭.
૨. ટૂંકીવાર્તા : ડૉ. સુમન શાહ સંપાદિત સાહિત્ય સ્વરૂપ પરિચય શ્રેણી - ડૉ. વિજય શાસ્ત્રી, અરૂણોદય પ્રકાશન, ૨૦૦૩.
૩. બાર સાહિત્ય સ્વરૂપો - પ્રસાદ બ્રહ્મભટ્ટ, પાર્શ્વ પબ્લિકેશન, અમદાવાદ, ૨૦૦૧.
૪. વાર્તાપર્વ - બાબુ દાવલપુરા : પાર્શ્વ પબ્લિકેશન, અમદાવાદ, ૨૦૦૭.
૫. પન્નાલાલ પટેલની શ્રેષ્ઠ વાર્તાઓ - પન્નાલાલ પટેલ ; સાધના પ્રકાશન, અમદાવાદ, ૨૦૦૧.
૬. દ્વિરેફની વાતો ભાગ - ૧,૨,૩ - રામનારાયણ વિ. પાઠક, ગૂર્જર ગ્રંથરત્ન પ્રકાશન, અમદાવાદ, પ્ર.આ. ૧૯૯૧.
૭. મડિયાનું અક્ષર કાર્ય - ડૉ. નવીનચંદ્ર ત્રિવેદી, આદર્શ પ્રકાશન, પ્ર.આ. ૧૯૭૮.
૮. પરિષ્કૃતવાર્તા અને બીજા લેખો - મણિલાલ હ. પટેલ, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૧૦.
૯. ચાર વાર્તાકાર - એક અભ્યાસ - વિજય શાસ્ત્રી, આર.આર. શેઠની કં., મુંબઈ
૧૦. સ્વરૂપસંનિધાન - સં. સુમન શાહ, પાર્શ્વ પ્રકાશન, ૧૯૯૭.
૧૧. આધુનિક ટૂંકીવાર્તામાં ઘટનાતત્વનું નિરૂપણ - જયેશ ભોગાયતા, પાર્શ્વ પ્રકાશન, ૨૦૦૧
૧૨. ૧૫ પ્રતિનિધિ ગુજરાતી નવલિકાઓ - સંપા. પ્રસાદ બ્રહ્મભટ્ટ, ગૂર્જર ગ્રંથરત્ન કાર્યાલય. પ્ર.આ. ૨૦૧૪.

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**B.A. III (Gujarati)  
SEMESTER V**

Paper No.	Title	Cr.	L.	T.P.	Int.	T.M
D.C. XII	સાંપ્રત સાહિત્યના પ્રવાહો 546202	4	4	75	25	100

CREDITS - 04

HOURS - 60

MARKS - 100

ઉદ્દેશ્ય :

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

Unit.	Topic	No. of Lectures	Marks	Credits
એકમ ૧.	નારીવાદ : સંજ્ઞા, ઉદ્ભાવક પરિબલો, સ્વરૂપ, સ્થિત્યંતરો	15	25	1
એકમ ૨.	ગુજરાતી નારીવાદી કૃતિનો અભ્યાસ : બત્રીસ પૂતળીની વેદના - ઈલા આરબ મહેતા	15	25	1
એકમ ૩.	દલિત સાહિત્ય : વિભાવના, ઉદ્ભાવક પરિબલો, સ્વરૂપ અને કાર્ય.	15	25	1

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એકમ ૪.	ગુજરાતી દલિત કૃતિઓનો અભ્યાસ : પાંચ ટૂંકીવાર્તા: ➤ બદલો - દલપત ચૌહાણ ➤ દાયણ - હરીશ મંગલમ ➤ નકલંક - મોહન પરમાર ➤ રાખોપાના સમ - અરવિંદ વેગડા ➤ ફૂલો - અશોકપુરી ગોસ્વામી	15	25	1
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### સંદર્ભ ગ્રંથો

૧. નારીવાદ વિમર્શ : સં. ઉર્વશી પંડ્યા, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૮.
૨. વિબોધ : ડૉ. નૂતન જાની, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૯.
૩. બહુ સંવાદ : ચંદ્રકાંત ટોપીવાળા, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૧.
૪. ચિરપ્રતિક્ષિતા : ડૉ. નૂતન જાની, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૯.
૫. માનુષી : અનીલ દલાલ, ગુર્જર પ્રકાશન, અમદાવાદ.
૬. અનુઆધુનિકતાવાદ અને આપણે : સુમન શાહ, પાર્શ્વ પ્રકાશન, અમદાવાદ, ૨૦૦૮.
૭. ગુજરાતી કથાસાહિત્યમાં નારી ચેતના (સ્ત્રી અભ્યાસ શ્રેણી) : ડૉ. હિમાંશી શેલત, આર.આર.શેઠની કં., મુંબઈ, ૨૦૦૩.
૮. ભારતમાં નારીઆંદોલન સભાન અધિકારથી નારીમુક્તિ (સ્ત્રી અભ્યાસ શ્રેણી) : ડૉ. નીરા દેસાઈ, તૃપ્તિ શાહ, આર.આર.શેઠ કં., મુંબઈ, ૨૦૦૨.
૯. આધુનિકતા અને નારીવાદ : હિમાંશી શેલત, પરબ - સપ્ટે' ૯૩, પૃ. ૯૧.
૧૦. 'નારીવાદ' વિશેષાંક - પરબ, જુલાઈ-૯૦.
૧૧. નારીલેખન (વિશેષાંક) : શબ્દસૃષ્ટિ નવે-ડિસે. ૨૦૦૨.
૧૨. વાચક (સમીક્ષક)ની વેદના : જ્યોતિષ જાની, 'ગ્રંથ' ૨૦ (૨૩૬), ઓગસ્ટ-૯૩, પૃ. ૨૨-૨૪.
૧૩. બત્રીસ પૂતળીની વેદનાનો ટેકનિક- કિસ્સો : જનાર્દન પાઠક, પરબ' એપ્રિલ-મે'૯૭, પૃ. ૩૩-૩૬
૧૪. ૧૯૮૨ની સાલનું ગ્રંથસ્થ વાઙ્મય : મધુસુદન પારેખ, પરબ ૧૯૮૪, પૃ. ૪૬-૪૯.
૧૫. ગુજરાતી કથાવિશ્વ(નવલકથા) : બાબુ દાવલપુરા, પરબ'૯૫, પૃ. ૯૬-૯૭.
૧૬. દલિત સંપ્રત્યય : નરેશ વાઘેલા, શબ્દલોક પ્રકાશન.
૧૭. મોહન પરમારની વાર્તાઓમાં દલિત ચેતના : નરેશ વાઘેલા, આદર્શ પ્રકાશન.
૧૮. હરીશ મંગલમની વાર્તાઓમાં દલિત ચેતના : નરેશ વાઘેલા, આદર્શ પ્રકાશન.
૧૯. દલિત કથાવિમર્શ : કાંતિ માલસતર, ગુજરાત દલિત સાહિત્ય અકાદમી, અમદાવાદ.

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૨૦. દલિત સાહિત્ય અને ગુજરાતી દલિત સાહિત્ય : યશવંત વાઘેલા, 'પરબ' એપ્રિલ'૮૯, પૃ. ૪૫.
૨૧. 'દલિત' સંજ્ઞાનો સવાલ : નરોત્તમ પલાણ, પરબ, એપ્રિલ'૮૯, પૃ. ૪૩.
૨૨. દલિત સાહિત્ય વિશે : નીરવ પટેલ, પરબ, એપ્રિલ'૮૯, પૃ.૬૮.
૨૩. 'દલિત સાહિત્ય વિશેષાંક' : 'શબ્દસૃષ્ટિ', નવે. ૨૦૦૩.
૨૪. દલિત સર્જક પરિચય અંક : 'હયાતી'માર્ચ-જૂન, ૨૦૦૪.
૨૫. ગુજરાતી દલિત સાહિત્યનું વિહંગાવલોકન : ભી.ન. વણકર, શબ્દસૃષ્ટિ, નવે. ૨૦૦૩, પૃ. ૧૪૧ - ૧૪૬.
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*R. N. W.*

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Competition related to Gender Equality & Environment

Department of Gujarati

Report of Activity

2015-2016 to 2019-2020

① 27/1/18

② 9/1/16

**Winners of Inter Collegiate Research Competition:**

Date	Organized by	Name of the Prize Winners	Prize
30.01.20	Anveshan: Annual Inter college Research Paper Competition Organized by Research Cell & UGC Sponsored Gandhian Study Centre.  Topic : Anuswar no jatina Sandarbhe Abhyas	Priyanka Dhandhukiya BA-III  Jyoti Vadodiya BA-II	1 <sup>st</sup> Prize and 2000/- INR Cash Prize Jointly
27.01.18	Research Cell, MNWC  Topic: Badlata Paryavaran ni manushya jivan par thati asar temaj tena bachav ange Gujarati ane Marathi sahitya ma thayelu chintan	Maitry Chotalia: B. A. III Ditisha Karotra: B. A. III Vidhi Chudasama: B. A. III Priya Patel: B. A. III	2 <sup>nd</sup> Prize
21.01.17	Research Cell, MNWC  Topic: Gujarati na sarjanatmak ane vyavasayik kshetra ma bhasha nu kaushal ane tema raheli aarthik uparjanni shakyata (Language skills & possibility of employment in the creative and commercial sector)	Pooja Mistry : B.A. III Ditiksha Karotra : B.A. II Maitri Chotalia : B.A. II Varsha Maru : B.A. III	1 <sup>st</sup> Prize
09.01.16	Intra Department students Research Competition organized by MNWC  Topic: Social Equality & Women Empowerment Reflected in Male and Female writers (Selected Authors in context of time and Socialization)	Dharti Raval: B. A. III Pooja Mistry: B. A. II	1 <sup>st</sup> Prize
26.08.15	M.D. Shah Mahila College, Malad Topic : ① Navalkathakar Darshak na Patro ma Surajeta na Patiman ② Suresh Joshi na Nibandh na Udharo prakanti Rag	Dharti Raval: B. A. III Pooja Mistry: B. A. II	2 <sup>nd</sup> Prize 3 <sup>rd</sup> Prize

na Patro ma Surajeta

na Patiman

② Suresh Joshi na Nibandh na

Udharo prakanti Rag



# MANIBEN NANAVATI WOMEN'S COLLEGE

## Research Development Cell

Organizes

### Inter-College Research Competition

27<sup>th</sup> January 2018

## SUSTAINABLE DEVELOPMENT GOALS - AN INTERDISCIPLINARY PERSPECTIVE CONCEPT NOTE

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, came into effect in January 2016 and are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another. The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The SDGs are an inclusive agenda. They tackle the root causes of poverty and unite us together to make a positive change for both people and planet.

The annual inter-college Research Competition organized by the Research Cell of our College aims to move a step further in this direction. The theme for this year's competition is "Sustainable Development Goals–An Interdisciplinary Approach." Research papers are invited from the undergraduate and post-graduate students of Social Sciences, Commerce and Language departments of the colleges in Mumbai.

The Competition aims to encourage students and faculty of all disciplines to contemplate on how the knowledge from their respective areas can be applied for the betterment of mankind. The specific goals guiding their thinking are the seventeen sustainable goals and how working towards them will help in building a better planet.

### Sustainable Development Goals

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 3: Good Health and Well-Being

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 6: Clean Water and Sanitation

Goal 7: Affordable and Clean Energy

Goal 8: Decent Work and Economic Growth

Goal 9: Industry, Innovation and Infrastructure

Goal 10: Reduced Inequalities

G Goal 11: Sustainable Cities and Communities

G Goal 12: Responsible Consumption and Production

G Goal 13: Climate change

G Goal 14: Life below Water

G Goal 15: Life on Land

G Goal 16: Peace, Justice and Strong Institutions

17. Partnership for the Goals.



Research.

→ मनुष्यता अर्थानुसार अर्थानुसार १२  
५२ ५३५ २५१२ → २५

## RULES

1. Presentation can be made in English, Hindi, Gujarati or Marathi
2. Hard copy of research paper, not exceeding 3000 words, should be sent at least one week in advance.
3. PPT's should be between 10 – 15 slides only.
4. Only one team for UG and one from PG per college
5. Team size is only between 2 – 5 members per team.
6. Time Limit per team:           10 minutes  
  1<sup>st</sup> Bell – 8 mins  
  2<sup>nd</sup> Bell – 10 mins
7. Charts/Posters can be used during the presentation
8. Registration fee per team Rs. 200/-
9. Criteria for judging will be based on language, content, deliver, quality of PPT/Poster etc.
10. Question and Answer round with judges at the end of each presentation

**વિષય :** બદલાતા પર્યાવરણની મનુષ્ય જીવન પર થતી અસર તેમજ તેના બચાવ અંગે ગુજરાતી અને મરાઠી સાહિત્યમાં થયેલું ચિંતન

હેતુ

- ૧) બદલાતા પર્યાવરણની મનુષ્ય જીવન પર કેવી અસર થાય છે તેની તપાસ કરવી.
- ૨) ગુજરાતી સાહિત્યમાં બદલાતા પર્યાવરણની માનવજીવન પર થતી અસર અને તેની જાગૃતી અંગે થયેલ રચનાઓની તપાસ કરવી.
- ૩) મરાઠી સાહિત્યમાં બદલાતા પર્યાવરણની માનવ જીવન પર થતી અસર અને તેની જાગૃતિ અંગે થયેલ રચનાઓની તપાસ કરવી.
- ૪) ગુજરાતી અને મરાઠી સાહિત્યની પર્યાવરણ કેન્દ્રી રચનાઓનો તુલનાત્મક અભ્યાસ કરવો.

**પૂર્વધારણા :** પર્યાવરણ એ માનવ જીવનને પ્રત્યક્ષ અને પરોક્ષ રીતે અસર કરે છે તેથી જ બંને વચ્ચે તાણાવાણા જેવો પરસ્પર સંબંધ રહેલો છે. માનવીએ વિજ્ઞાન, યંત્ર ઉદ્યોગ મદદથી વિકાસની જબરી છલાંગ તો મારી પણ ભૌતિક સુખની આંધળી દોટમાં તે પ્રકૃતિ પ્રત્યેનો પોતાનો ધર્મ ભુલી ગયો. જેના કારણે જગતમાં કોઈપણ સમયે ભૂકંપ, ચક્રવાત, અતિવૃષ્ટિ, અનાવૃષ્ટિ, હિમપ્રપાત અતિતાપ જેવી અનેક આપત્તિઓ આવે છે અને સમગ્ર વિશ્વનું પર્યાવરણ બદલાય છે, અનેક જીવલેણ રોગ જન્મે છે. માનવજાતની સૌથી મોટી વિડંબણા એ પર્યાવરણની કથળી રહેલી પરિસ્થિતિ છે.

સાહિત્ય સમાજનું પ્રતિબિંબ છે. પ્રકૃતિ અને મનુષ્ય પરસ્પર સંકળાયેલા છે. ગુજરાતી અને મરાઠી સાહિત્યમાં પર્યાવરણ અને માણસના સહઅસ્તિત્વને અનુલક્ષીને ઘણા સાહિત્યકારોએ લખ્યું છે. બંને સાહિત્યના આરંભકાળમાં પર્યાવરણનું આલેખન સંવેદના આધારે થતું તે આધુનિક સમયમાં જાગૃતિ અને વાસ્તવને આધારે વ્યક્ત થતું જોવા મળે છે.

સંશોધન પદ્ધતિ :

માહિતી સંકલન



વાંચન



પૃથ્થકરણ, અવલોકન



તુલનાત્મક પદ્ધતિ

## તારણ / નિષ્કર્ષ

પર્યાવરણની સમજ અને બદલાતા પર્યાવરણની માનવજીવન પર થતી અસર પર્યાવરણ એ આજના યુગમાં ખૂબ ચર્ચાતી અને વ્યાપક વિનિયોગમાં લેવાતી સંજ્ઞા છે. આ શબ્દનું મૂળ સંસ્કૃતમાં છે. પર્યાવરણ = પરિ + આવરણ મનુષ્ય સૃષ્ટિની ચારે બાજુનું આવરણ મનુષ્ય સૃષ્ટિની ચારે બાજુનું આવરણ આપણી આજુબાજુ વહેતો પવનથી માંડી વનસ્પતિઓ, પ્રાણી, પક્ષીજગત, નદી, તળાવ, પર્વતો સમગ્ર સૃષ્ટી આપણું પર્યાવરણ છે. પશ્ચિમમાં થોડી છેલ્લી સદીઓમાં વિકસેલી જીવન દૃષ્ટિ અનુસાર, મનુષ્ય પર્યાવરણ કે જીવનસૃષ્ટિ કેન્દ્રમાં છે.

માનવીએ પોતાની વિશિષ્ટ બુદ્ધિએ, સંવેદના તથા અભિવ્યક્તિના બળે વિકાસની જબરી છલાંગ ભરી. વિજ્ઞાન, યંત્ર ઉદ્યોગની મદદથી સુખ સગવડતા મેળવ્યાં. ભૌતિક સુખની આંધળી દોટમાં તે પ્રકૃતિ પ્રત્યેનો પોતાનો ધર્મ વિસ્મરી ગયો. કુદરતી સંપતિનો ભરપૂર રીતે માત્ર લાભ ઉઠાવ્યો સરવાળે પ્રકૃતિનું એક વિકૃતરૂપ માનવજાત દિવસે દિવસે અનુલક્ષી રહી છે. સાંપ્રત કાલીન જગતમાં આજે કોઈને કોઈ ખૂણે છાશવારે ભૂકંપ, ચક્રવાત, અતિવૃષ્ટિ, અનાવૃષ્ટિ, હીમપ્રયાત, અતિપાત જેવી આપતિઓ આવે છે. નીતનવા અનેક જીવલેણ રોગ જન્મે છે, ઉત્તર-દક્ષિણ ધ્રુવના બર્ફિલા વિસ્તારો તાપમાનને કારણે પીગળી રહ્યા છે. સમસ્યાઓની સૂચિ કરવા જોઈએ તો ઘણી લાંબી થઈ શકે છતાં વર્તમાન માનવજાતની સૌથી મોટી વિડંબણા પર્યાવરણની કથળી પડેલી પરિસ્થિતિ છે. તેની બગડતી જતી હાલતે સમગ્ર જીવનસૃષ્ટિના અસ્તિત્વ સામે પ્રશ્નાર્થ મૂકી દીધો છે.

ગુજરાતી સાહિત્યમાં બદલાતા પર્યાવરણની માનવજીવન પર થતી અસર અને તેની જાગૃતિ અને આલેખાયેલી રચનાઓની તપાસ :

ગુજરાતી સાહિત્યમાં પર્યાવરણ કેન્દ્રી પુસ્તકોની ઘણી રચનાઓ જોઈ શકાય છે જેમ કે નવલકથા અને કવિતામાં સાહિત્યના આ બે સ્વરૂપોની વાત કરીએ તો, ગુણવંતરાય આચાર્યની નવલકથા 'દરિયાઈ સાહસ'ના વિશિષ્ટ વસ્તુને આલેખતી નવલકથા છે જેમાં ઇતિહાસના કેટલાક તથ્યો ને પાત્રોનો આધાર લેવાયો છે. જેમાં લઘાભાનું પાત્ર ગુલામોનો વેપાર કરવાનું છોડી જંગબારના જંગલોમાં વસતા લોકોને ખેતી માટે જાગૃત કરવાની સફળ યોજના પાર પાડે છે. જંગલના ને દરિયાના સાહસો ખેડી વધુને વધુ ગુલામોને મુક્ત કરી માણસ બનાવે છે. આ નવલકથા દરિયાઈ સાહસકથાઓમાં નોંધપાત્ર છે.

ધ્રુવ ભટ્ટની નવલકથા 'તત્ત્વમસિ' અર્થાત પ્રત્યેક તત્ત્વમાં હું છું, જગતના કણકણમાં મારું અસ્તિત્વ છે એ કોણ ? પ્રકૃતિ કે સંસ્કૃતિ ?

નવલકથામાં માણસની પ્રકૃતિ સમજાવતાં લેખક કહે છે : માણસ જેટલો પ્રકૃતિથી દુર થતો ગયો, વિમુખ થયો એટલો પોતાની જાતને સભ્ય માનવા લાગ્યો ? ખરેખરનો પ્રતિદિન અસત્ય બનતો ગયો.

આ કૃતિમાં આદિવાસી પ્રદેશ, નદીનું કોતર, ગાટ જંગલ, વૃક્ષ જેવા પ્રકૃતિના તત્ત્વો જ પાત્રો બની માણસજાતને જીવનનો બોધપાઠ શીખવે છે.

પન્નાલાલ પટેલ રચિત તેમજ જ્ઞાનપીઠ પુરસ્કાર પ્રાપ્ત નવલકથા 'માનવીની ભવાઈ' માં છપ્પનિયા દુકાળનું વેધક વર્ણન કરવામાં આવ્યું છે. દુકાળની કારમી ભુખમાં પ્રજાનું ભીંસાવું, પીંખાવું વાસ્તવિકરૂપમાં ગુજરાતી સાહિત્યમાં પહેલીવાર પ્રગટ થાય છે. આ નવલકથા માત્ર પ્રણયકથા ન રહેતા ગુજરાતના અને ભારતના ખેડૂત જીવનની કથા બની રહે છે. લેખક અહીં બતાવે છે કે, "ભૂખ બહુ ભૂંડી ચીજ છે. એ આપણા ગુમાનને અને આત્માને ઓગાળી નાખે છે". માનવજીવન પર આવતી આ આપત્તિ એટલી હદે અસર કરે છે કે માણસને લૂંટારો, ઠગ, વિશ્વાસખાતી અને હત્યારો પણ બનાવી દે છે.

કવિતાઓની વાત કરીએ તો, ગુજરાતી કવિતામાં પર્યાવરણ કેન્દ્રી ઘણા કાવ્યો મળી આવે છે. તેમજ બીજી ભાષામાંથી પણ ઘણા કાવ્યો અનુવાદો થયા છે. મુકેશ દવેની અનુવાદિત કવિતા 'નવપ્રભાતને ઘબકારે' પર્યાવરણનાં તત્ત્વો જેવા કે ખડક, નદી, વૃક્ષો પોતાના થઈ રહેલા નાશ અંગેનો બળાપો વ્યક્ત કરે છે અને તેના પુનઃસર્જનનો સંદેશ આપે છે.

વિશ્વ માનવીને ચેતવણીમાં ભદ્ર વડગામાની કવિતામાં જોઈ શકાય કે બદલાતા પર્યાવરણને લીધે ધરતીકંપ, વંટોળીયા જ્વાળામુખી જેવી આપત્તિઓને કારણે પર્યાવરણ અને મનુષ્ય પર જે ઘાતક અસર થાય છે. તેનું વર્ણન જોઈ શકાય છે. કવિતાના અંતે પણ કવિ આપણને પર્યાવરણને બચાવવા માટે ચેતવણી આપે છે.

ઉમાશંકર જોશી તેમની કવિતામાં કહે છે કે "વિશાળે જગ વિસ્તારે, નથી એક જ માનવી પશુ છે પંખી છે પુષ્પો વનોની છે વનસ્પતિ" તેમજ રેખા પટેલની કવિતામાં દુષ્કાળનું વર્ણન થયું છે કે વૃક્ષો પાનખરમાં ચાંદ વિનાના અને અબૂધ ડાળીઓવાળા થઈ ગયા છે ઉપરાંત રામચંદ્ર પટેલની કવિતામાં દુકાળનું તાદ્દશ વર્ણન જોઈ શકાય છે અને જે'ને દુકાળ જોયો પણ ન હોય તો પણ તેની સામે દુકાળનું તાદ્દશ ચિત્ર ઉભું થઈ જાય છે.

પર્યાવરણના વિનાશના અંગો વિશે વાત કરીએ તો,

૧૯૬૨માં પર્યાવરણ ચળવળનો આરંભ રેચેલ કેરેસ “Silent Spring” એટલે તે મૂંગી વસંત નામે પુસ્તક દ્વારા કરે છે. બીજા વિશ્વયુદ્ધ દરમિયાન ડીડીટી જંતુનાશક દવાનો વપરાશ વધુ લાગ્યો પરંતુ તેનાથી કેન્સર જેવા રોગો ફેલાવવાથી તેમણે આ પુસ્તક લખ્યું.

છેલ્લા થોડા વર્ષોમાં પર્યાવરણમાં આવેલા બદલાવને કારણે મનુષ્યજાતિએ અનેક મોટી દુર્ઘટનાઓનો અનુભવ કર્યો. જેમાં ૨૬મી જુલાઈ ૨૦૦૪નું મુંબઈનું પૂર, સુનામી, ઉત્તરાખંડની દુર્ઘટના, વિશ્વસ્તરે આવેલા અનેક વાવાઝોડાઓ, નેપાળનો ભૂકંપ આદિની નોંધ લેવી પડે. પર્યાવરણ અંગેની જાગૃતી કેળવવાના અનેક પ્રયાસો થઈ રહ્યા છે. આજે સમગ્ર વિશ્વમાં પર્યાવરણ કેન્દ્રી વિવેચના ‘ઈકો ક્રિટીસીઝમ’ વિશે ચર્ચા થઈ રહી છે.

ગુજરાતી ભાષાની ભગિની મરાઠી ભાષા છે. મરાઠી નવલકથાઓનો સમાજ સાથેનો સંબંધ ઘણો જ નજીકનો રહ્યો છે. પર્યાવરણ મરાઠી સાહિત્યમાં જુદી જ રીતે વ્યક્ત થયું છે. જી. એ. કુલકર્ણી, દાંડેકર વગેરેની નવલકથાઓમાં પર્યાવરણ વ્યક્ત થયું છે. પરંતુ તેમાં સૌથી વધારે પ્રભાવ મારૂતિ ચિત્તમપલ્લિના પર્યાવરણીય ગદ્યોમાંથી મળી આવે છે. આ સર્જકો પર્યાવરણની જાગૃતિ સાથે પ્રકૃતિના પ્રેમમાં વાચકને પાડે છે. મરાઠી સાહિત્યમાં દેશીવાદ અને ગ્રામીણ સાહિત્યના નામે પર્યાવરણીય દ્રષ્ટીકોણ ખૂબ પ્રગટ્યો છે.

મરાઠી સાહિત્યની અનેક નવલકથાઓની તપાસ કર્યા બાદ વિશ્વાસ પાટીલ, ના વિ. કુલકર્ણી, દાંડેકર, મારૂતિ ચિત્તમપલ્લિની નવલકથાઓ પસંદ કરી છે જેમાં પર્યાવરણનું સ્પષ્ટ થતું આલેખન જોઈ શકાય છે.

વિશ્વાસ પાટીલની નવલકથા ‘ઝાડાઝડતી’ પર્યાવરણીય સંવેદનની એક આગવી નવલકથા બની છે. આ નવલકથા સાહિત્ય અકાદમીનો પુરસ્કાર પણ પ્રાપ્ત થયો છે. બંધ બાંધવાના કારણે ઉભા થતા પ્રશ્નોની ચર્ચા પ્રસ્તુત નવલકથામાં કરી છે. બંધ બાંધવાના કારણે લોકો બેકાર બન્યા છે તેમનું મનોદર્શન પણ અહીં સ્પષ્ટ કર્યું છે અને આ નવલકથામાં બંધને કારણે જે લોકોનું નિર્વસન થયું છે તેમાંથી ઘણા પ્રશ્નો જન્મે છે.

ના વિ. કુલકર્ણીની નવલકથા છે ‘કસે દિવસ જાતીલ’ માં દુષ્કાળને કારણે મુંબઈ આવતા માણસનું જીવન કેવું સંઘર્ષવાળું થઈ જાય છે તેની વાત કરી છે. પુરૂષોત્તમ એ ગ્રેજ્યુએટ છે તે છતાંય વડીલોની ઈચ્છાનુસાર ખેતીનો વ્યવસાય કરવાનો નક્કી કરે છે. અહીં પ્રકૃતિના સુંદર ચિત્રોની રજૂઆત છે એક મહત્વના સંદેશ તરફ નવલકથા લખે છે કે સારો વરસાદ

થાય, પાક સારો થાય તો ખેડૂતોને આનંદ થાય પરંતુ વાતાવરણમાં બદલાવ આવતા દુકાળ જેવી પરિસ્થિતિનો સામનો કરવો પડે છે. ત્યારે મનુષ્ય કેવો લાચાર થાય છે તેનું અસરકારક વર્ણન આ નવલકથામાં જોવા મળે છે.

જી.ની. દાંડેકરની નવલ 'પવનાકાડયા ઘોડી' માં પ્રકૃતિ વ્યક્તિની માનસિકતાનું ચિત્ર દોરે છે. પ્રકૃતિ અહીં સજીવ પાત્ર છે અરવલ્લીની જેમ જ ઋતુચક્ર પ્રમાણે બદલાતા પ્રકૃતિ રૂપોની અહીં વાત થાય છે. દુષ્કાળમાં લોકજીવનને કઈ રીતે અસ્તવ્યસ્તતા અનુભવાય છે એવી વાત આ નવલકથામાં સ્પષ્ટ થાય છે.

'કેસરયા પાઉસ' એ માણિ ચિતમપલ્લિ દ્વારા લિખિત કથાસંગ્રહ છે. કથામાં જંગલ વૃક્ષ, લતા, વેલી, વગેરે પર્યાવરણના તત્વોનું નાશ અંગે ચિંતા વ્યક્ત કરે છે અને આ જ પર્યાવરણના બચાવ અંગેની જાગૃતિનું આલેખન અહીં દર્શાવવામાં આવ્યું છે. મરાઠી કવિતાઓમાં પર્યાવરણીય કેન્દ્રી ઘણા કાવ્યો મળી આવે છે. તેમ જ બીજી ભાષાઓમાંથી અનુવાદો પણ થયા છે મરાઠી સાહિત્યમાં પણ પર્યાવરણના વર્ણનો જુદી જ રીતે દેખાય આવે છે. એમાં પણ મનુષ્ય એજ પર્યાવરણનું પ્રાકૃત છે. એવો ભાવ કવિતાઓમાં પણ જોઈ શકાય છે. મરાઠી સાહિત્યમાં લખનાર અથવા તો પર્યાવરણ વિશે કાવ્યો લખનાર એવા કવિઓ જેમાં અન્નાભાઉ સાહે, બી.રહેસ, મારડેકર, દિલીપ ચિત્રે જેવા કવિઓ આપણને મળી આવે છે. પરંતુ પર્યાવરણ વિશે વધુ સરળતાથી અને સ્પષ્ટ આલેખન તો કાંબલેના કાવ્યોમાં પણ જોવા મળે છે. મુખ્યત્વે મરાઠી સાહિત્યમાં નિસર્ગ નહીં અને આવી જ પર્યાવરણની દરેક બાબતની સ્પષ્ટતા થતી આપણે જોઈ શકીએ છીએ. અને આ કવિતામાં વૃક્ષ, ફૂલો, પક્ષી જે આ કાવ્યોના બગડતા પર્યાવરણની ચિંતા છે. પર્યાવરણને બચાવવાની કાળજી છે અને પર્યાવરણને સુધારવાનો ઉકેલ છે એ સાથે નવા વિશ્વને જોવાની કલ્પના પણ કવિએ વ્યક્ત કરી છે. રવિન્દ્ર કાંબલેની કવિતામાં પણ પર્યાવરણનું આલેખન જુદી જ રીતે વ્યક્ત થાય છે.

ગુજરાતી સાહિત્યના પર્યાવરણ કેન્દ્ર કૃતિઓની વાત કરીએ તો ગુજરાતના મોટાભાગના સર્જકો ભૌગોલિકતા પ્રેમી છે. મોટાભાગના સર્જકો ગુજરાત સ્થળાંતર કરવાને કારણે પોતાના વતનથી દૂર થયા છે. તેથી તેમના સર્જનમાં સંવેદનાત્મક અભિવ્યક્તિ વધુ જોવા મળે છે. ત્યારે મરાઠી સાહિત્યકારોને ભૌગોલિકતાનો પ્રશ્ન વધુ દેખાઈ આવતો નથી. તેમની પર્યાવરણ કેન્દ્રી કૃતિઓમાં સામાજિક પ્રશ્નો વધુ જોવા મળે છે. દુકાળની પરિસ્થિતિને કારણે ખેડૂતોમાં આત્મહત્યાનું પ્રમાણ વધે છે. તેના સમયે મરાઠી સાહિત્ય કૃતિઓમાં પર્યાવરણ બચાવવાની જાગૃતિ વધુ જોવા મળે છે. તેમ જ સામાજિક વાસ્તવની ભૂમિકા પર સાહિત્ય જોવા મળે છે.

પર્યાવરણના પ્રશ્નોને લોકજીવન સાથે જોડતી વખતે પ્રાકૃતિક રૂપમાં સદભાવ આવે છે. જે ભૌગોલિક સંઘર્ષો જન્મે છે તેનું રૂપાંતર ગુજરાતી અને મરાઠી સાહિત્યમાં વિશેષરૂપે જોઈ શકાય છે.

ગુજરાતી અને મરાઠી સાહિત્યમાં પર્યાવરણ કેન્દ્રી સાહિત્યમાં સંસ્કૃતિ મહત્વનો ભાગ ભજવે છે. ગુજરાતી સાહિત્યમાં ચિત્ર વધુ પ્રાકૃતિક અને પ્રકૃતિમય છે. કારણ આ પ્રજા પોતાના મૂળ એ સંસ્કૃતિમાં વધુ શ્રદ્ધા ધરાવે છે. સાહિત્યકૃતિની જીવંતતા અને સંવેદના પર્યાવરણ સાથે જોડાયેલી ઘટના છે.

તારણો :

આરંભકાળમાં જે પર્યાવરણ કેન્દ્રી સાહિત્ય રચાયું તે પર્યાવરણીય સંવેદનોના આધારે રચાયું. આધુનિક સમયમાં તેનું આલેખન વાસ્તવ અને જાગૃતિને આધારે લખાવવા લાગ્યું.

પર્યાવરણને ટકાવવાની સજાગતા સાહિત્યમાં એક કળા તરીકે પ્રગટ થઈને આવે છે જે અન્ય માટે પ્રેરણારૂપ બની રે છે. તેથી પર્યાવરણીય પ્રશ્નો અંગેની માત્ર સામાજિક જાગૃતિ નહીં પરંતુ તે અંગેની વાસ્તવિક સંવેદના સાહિત્ય દ્વારા જગાવી શકાય છે.

સાહિત્ય એ વાસ્તવિક ઘટનાઓને વધુ તીવ્રતાપૂર્વક આવેલી છે. એવું કહેવાય છે પરંતુ પર્યાવરણની સમસ્યા ખુબ ગંભીર હોવા છતાં એ વિષય પર પ્રમાણમાં ઓછું લખાયું હોય એવું જણાય છે.

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## बी. ए. भाग एक ( हिंदी )

## प्रथम सत्र

पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
A.C. I / D.C. I	हिंदी कहानी	4	4	75	25	100

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

निर्धारित पाठ्यपुस्तक : अभिनव कथा भारती : संपादक श्री. चक्रधर , सुमित्र प्रकाशन , 16 / 4 , हेस्टिंग्स रोड , इलाहाबाद - 211001

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<ul style="list-style-type: none"> <li>➤ कहानी : परिभाषाएँ एवं स्वरूप</li> <li>➤ कहानी : तत्व एवं प्रकार</li> <li>➤ अध्ययनार्थ चयनित कहानीकारों का सामान्य परिचय</li> </ul>	15	25	1
ईकाई 2	<ul style="list-style-type: none"> <li>➤ पूस की रात : प्रेमचंद</li> <li>➤ गर्मियों के दिन : कमलेश्वर</li> <li>➤ बहादूर : अमरकांत</li> </ul>	15	25	1
ईकाई 3	<ul style="list-style-type: none"> <li>➤ चीफ की दावत : भीष्म साहनी</li> <li>➤ ठेस : फणीश्वर नाथ ' रेणु '</li> <li>➤ नेलकटर : उदय प्रकाश</li> </ul>	15	25	1
ईकाई 4	<ul style="list-style-type: none"> <li>➤ महुए का पेड : मार्कण्डेय</li> <li>➤ यही सच है : मन्नू भंडारी</li> <li>➤ सिरी उपमा जोग : शिवमूर्ति</li> </ul>	15	25	1

## संदर्भ ग्रंथ -

1. नयी कहानी की भूमिका - कमलेश्वर , शब्दकार , 159 , गुरु अंगद नगर (वेस्ट), दिल्ली - 92
2. हिंदी कहानी का समकालीन परिदृश्य - डॉ. वेदप्रकाश अमिताभ , जवाहर पुस्तकालय , हिंदी पुस्तक प्रकाशक एवं वितरक , सदर बाजार , मथुरा - 281001
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4. कहानी : स्वरूप और संवेदना - राजेंद्र यादव , नेशनल पब्लिशिंग हाऊस , 2 / 35 , अंसारी रोड , दरियागंज , नई दिल्ली - 110002
5. हिंदी कहानी के सौ वर्ष - डॉ. वेदप्रकाश अमिताभ , मधुवन प्रकाशन , 21 , द्वारिकापुरी , मथुरा.
6. कहानी के नये प्रतिमान - कुमार कृष्ण, वाणी प्रकाशन, 4695 , 21-ए, दरियागंज, नई दिल्ली - 02



## बी. ए. भाग एक ( हिंदी )

## द्वितीय सत्र

पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
A.C. II / D.C. III	हिंदी काव्य	4	4	75	25	100

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

निर्धारित पाठ्यपुस्तक : काव्य सुरभि : संपादक डॉ. सत्यप्रकाश मिश्र , ज्योति प्रकाशन , 'मानसी' ,  
 16 / 3 , हेस्टिंग्स रोड , इलाहाबाद - 1

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<ul style="list-style-type: none"> <li>➤ कबीर : दोहे संख्या -3 , 12 , 13, 15 पद संख्या - 2</li> <li>➤ तुलसीदास : सवैया संख्या - 1 , 2 , 5 , 7 , 8</li> <li>➤ सूरदास : पद संख्या - 2 , 3</li> </ul>	15	25	1
ईकाई 2	<ul style="list-style-type: none"> <li>➤ मीराबाई : पद संख्या - 1 , 2 , 3</li> <li>➤ बिहारी : दोहे संख्या - 1, 2, 4, 5, 6, 7, 10, 12, 13, 15,</li> </ul>	15	25	1
ईकाई 3	<ul style="list-style-type: none"> <li>➤ सुमित्रानंदन पंत : प्रथम रश्मि</li> <li>➤ सूर्यकांत त्रिपाठी 'निराला' : वीणावादिनी वर दे ! : स्नेह - निर्झर बह गया है</li> <li>➤ महादेवी वर्मा : जाग तुझको दूर जाना ! : बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ !</li> </ul>	15	25	1
ईकाई 4	<ul style="list-style-type: none"> <li>➤ 'अज्ञेय' : हरा-भरा है देश : नदी के द्वीप</li> <li>➤ नागार्जुन : कालिदास</li> <li>➤ धर्मवीर भारती : समापन</li> </ul>	15	25	1

## संदर्भ ग्रंथ -

1. भक्ति काव्य की प्रासंगिकता - डॉ. संजय कुमार शर्मा , विद्या प्रकाशन , सी-449 , हंस गुजैनी , कानपुर - 22
2. मध्यकालीन कविता के सामाजिक सरोकार - डॉ. सत्यदेव त्रिपाठी , शिल्पायन , 10295 , लेन नं. 1 , वैस्ट गोरखपार्क , शाहदरा , दिल्ली - 110032
3. मध्यकालीन कवियों के काव्य-सिद्धांत - डॉ. छविनाथ त्रिपाठी , विश्वभारती पब्लिकेशन्स , 4378 / 4 बी. , अंसारी रोड , दरियागंज , नई दिल्ली - 110002



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## बी.ए.भाग दो ( हिंदी )

## तृतीय सत्र

पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
A.C. III / D.C. V	आधुनिक गद्य : रेखाचित्र एवं संस्मरण	4	4	75	25	100

- उद्देश्य : 1. रेखाचित्र एवं संस्मरण विधा का आस्वादन कराना .  
2. भाषा के मर्मस्पर्शी रूप से परिचित कराना .  
3. जीवन मूल्यों का परिष्कार कराना .

निर्धारित पाठ्यपुस्तक : माटी हो गई सोना - कन्हैयालाल मिश्र 'प्रभाकर' , भारतीय ज्ञानपीठ , 18 , इन्स्टीट्यूशनल एरिया , लोदी रोड , पो.बॉ.3113 , नई दिल्ली - 110003

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<ul style="list-style-type: none"> <li>➤ कन्हैयालाल मिश्र 'प्रभाकर' : व्यक्तित्व एवं कृतित्व</li> <li>➤ बयालीस के ज्वार की उन लहरों में</li> <li>➤ अबिसीनिया के उस सूने शहर में</li> </ul>	15	25	1
ईकाई 2	<ul style="list-style-type: none"> <li>➤ लाल अंगारों की उस मुसकान में</li> <li>➤ ग्रीस के उन तूफानी दिनों में</li> </ul>	15	25	1
ईकाई 3	<ul style="list-style-type: none"> <li>➤ मानवीय पशुता की उस बाढ में</li> <li>➤ झूठ के उस कडवे धुएँ में</li> </ul>	15	25	1
ईकाई 4	<ul style="list-style-type: none"> <li>➤ रेल के पहियों की घड़घड़ाहट में</li> <li>➤ प्रतिहिंसा के उन पावन क्षणों में</li> </ul>	15	25	1

## संदर्भ ग्रंथ :

1. स्वातंत्र्योत्तर हिंदी व्यंग्य निबंध एवं निबंधकार - डॉ. बापूराव देसाई , चिंतन प्रकाशन , 787 / 4 , पशुपति नगर . नौबस्ता , कानपुर - 208021
2. हिंदी निबंधकार - डॉ. जयनाथ नलीन , आत्माराम एंड सन्स , काश्मीरी गेट , दिल्ली - 6
3. कन्हैयालाल मिश्र 'प्रभाकर' की साहित्य साधना - डॉ. ओमप्रकाश नायर , विकास प्रकाशन , 311 सी , विश्व बैंक बर्रा , कानपुर - 27
4. कन्हैयालाल मिश्र 'प्रभाकर' : चिंतन और साहित्य - डॉ. जयप्रकाश सिंह , अभय प्रकाशन , 128/20 , डी. , किदवई नगर , कानपुर - 11
5. संस्मरण और संस्मरणकार - डॉ. मनोरमा शर्मा , आराधना ब्रदर्स , 154 / 152 , सी. , गोविंदनगर , कानपुर - 208006



## बी.कॉम. भाग दो ( हिंदी )

## तृतीय सत्र

पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
Elective Hindi	व्यावहारिक हिंदी	4	4	75	25	100

- उद्देश्य : 1. व्यावहारिक हिंदी के स्वरूप से अवगत करना .  
 2. व्यावहारिक हिंदी के विविध रूपों से परिचित कराना .  
 3. व्यावहारिक हिंदी की विशेषताओं का ज्ञान कराना .

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<ul style="list-style-type: none"> <li>➤ प्रारूपण</li> <li>➤ सरकारी पत्र</li> <li>➤ अर्ध - सरकारी पत्र</li> <li>➤ कार्यालय ज्ञापन</li> <li>➤ ज्ञापन</li> </ul>	15	25	1
ईकाई 2	<ul style="list-style-type: none"> <li>➤ कार्यालय आदेश</li> <li>➤ आदेश</li> <li>➤ सूचना</li> <li>➤ परिपत्रक</li> <li>➤ अनुस्मारक</li> </ul>	15	25	1
ईकाई 3	<ul style="list-style-type: none"> <li>➤ निविदा - सूचना</li> <li>➤ अधिसूचना</li> <li>➤ संकल्प</li> <li>➤ प्रेस विज्ञप्ति या प्रेस नोट</li> </ul>	15	25	1
ईकाई 4	<ul style="list-style-type: none"> <li>➤ त्वरित - पत्र</li> <li>➤ मितव्यय - पत्र</li> <li>➤ पृष्ठांकन</li> <li>➤ अभ्यावेदन</li> <li>➤ स्वीकृति पत्र</li> </ul>	15	25	1



बी.ए.भाग दो ( हिंदी )  
चतुर्थ सत्र

B.O.S. HIN - 24-06-15 परिशिष्ट 'अ'

पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
A.C.IV / D.C.VII	आधुनिक पद्य (छायावादोत्तर)	4	4	75	25	100

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

निर्धारित पाठ्यपुस्तक : काव्य-प्रदीप - डॉ. सूर्यनारायण रणसुभे , परिदृश्य प्रकाशन , 6 , दादी संतुक लेन , धोबी तालाब , मरीन लाईन्स , मुंबई - 400002 प्रथम संस्करण : 2010

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	<ul style="list-style-type: none"> <li>➤ 'हिमालय' - रामधारी सिंह 'दिनकर'</li> <li>➤ 'जो बीत गई, सो बात गई' - हरिवंशराय बच्चन</li> <li>➤ 'अकाल और उसके बाद' - नागार्जुन</li> </ul>	15	25	1
ईकाई 2	<ul style="list-style-type: none"> <li>➤ 'गीत-फरोश' - भवानी प्रसाद मिश्र</li> <li>➤ 'मोचीराम' - धूमिल</li> </ul>	15	25	1
ईकाई 3	<ul style="list-style-type: none"> <li>➤ 'गजल' - दुष्यंत कुमार</li> <li>➤ 'प्यारा हिंदुस्तान' - सूरजपाल चौहान</li> <li>➤ 'बीमारी में बेटे के साथ 1 तथा 2' - कात्यायनी</li> </ul>	15	25	1
ईकाई 4	<ul style="list-style-type: none"> <li>➤ 'दिवंगत पिता के लिए' - सर्वेश्वरदयाल सक्सेना</li> <li>➤ 'वक्त' - अरुण कमल</li> </ul>	15	25	1

संदर्भ ग्रंथ :

1. भवानी प्रसाद मिश्र का काव्य संसार - कृष्णदत्त पालीवाल , वाणी प्रकाशन , 4695 , 21 - ए , दरियागंज , नई दिल्ली - 110002
2. दुष्यंत कुमार की गजलों का समीक्षात्मक अध्ययन - डॉ. सरदार मुजावर , वाणी प्रकाशन , 4695 , 21 - ए , दरियागंज , नई दिल्ली - 110002

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पेपर नं.	शीर्षक	Cr.	L.	T.P.	Int.	T.
Elective Hindi	हिंदी साहित्य - अभिरुचि	4	4	75	25	100

- उद्देश्य : 1. दृश्य माध्यम के द्वारा साहित्य के प्रति अभिरुची जागृत करना .  
2. कहानी से बनती फिल्म - प्रक्रिया और कला से परिचित करना .  
3. भिन्न कलाओं के माध्यम से रसास्वादन करना .

निर्धारित रचना :

- ❖ यही सच है (कहानी) - मन्नू भंडारी ( मेरी श्रेष्ठ कहानियाँ - मन्नू भंडारी , राजपाल एण्ड सन्ज , कश्मीरी गेट , नई दिल्ली - 110002 )
- ❖ रजनीगंधा ( फिल्म ) - निर्देशक बासू चर्जी

	Topics and details	No. of Lectures Assigned	Marks Assigned	Credit
ईकाई 1	➤ ' यही सच है ' की कथा ➤ ' रजनीगंधा ' की पटकथा	15	25	1
ईकाई 2	➤ ' यही सच है ' के पात्र ➤ ' रजनीगंधा ' के कलाकार	15	25	1
ईकाई 3	➤ ' यही सच है ' की भाषा ➤ ' रजनीगंधा ' की प्रस्तुति ( शैली , दृष्यांकन , लोकेशन , स्थिति , वेशभूषा )	15	25	1
ईकाई 4	➤ ' यही सच है ' और ' रजनीगंधा ' के उद्देश्य ➤ ' रजनीगंधा ' में गीत व संगीत	15	25	1

संदर्भ ग्रंथ :

1. मन्नू भंडारी की कहानियों में आधुनिकता बोध - उमा केवलराम , राधा पब्लिकेशन्स , दिल्ली
2. कथाकार मन्नू भंडारी - अनिता राजूरकर , नेशनल पब्लिशिंग हाऊस , 2 / 35 , अंसारी रोड , दरियागंज , नई दिल्ली - 110002



2018

**SNDT WOMENS UNIVERSITY**

**PSYCHOLOGY MA PART II / Sem.III**

**Clinical Psychology - Orientation to Practicum in Clinical Psychology**

Subject Code – 310211 Credits: 4

Marks: 100 (50 internal, 50 external)

**Objectives**

1. To expose the students in different Clinical setting as well as to give them experiential knowledge in Clinical Psychology.
2. To facilitate them to different independent testing, analyzing, diagnosing as well as report writing.

**Unit – I**

- 1.1 Case history taking and Mental Status Examination.
- 1.2 Diagnostic formulation  
Two clinical cases to be worked out by students placed in hospitals with reports of Psychological assessment.

**Unit – II - Assessment of Cognitive Functions**

- 2.1 BKT, Bhatia's Test WAPIS, WISC
- 2.2 SFB, VSMS
- 2.3 WMS.

**Unit – III - Assessment of Personality**

- 3.1 Objective Measures of Personality: – MMPI, HARS, HDRS, BDI
- 3.2 Semi structured projective tests – SCT, TAT / CAT
- 3.3 Projective Drawings DAP, HTP, KFD, BG
- 3.4 Rorschach Ink Blot Test

**Unit – IV**

- 4.1 Community Mental Health Outreach programme to be conducted and reported
- 4.2 Institutional visit to be reported

**Reference**

1. Kaplan H. I, Sadock BJ (2001) Synopsis of Psychiatry, 8<sup>th</sup> Edn., Gopsons, Papers Ltd., Noida
2. Manuals of the above mentioned tests.



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**SNDT WOMEN'S UNIVERSITY**  
**PSYCHOLOGY M.A. Semester IV**  
**Counseling Psychology**

**Course III Research project / Dissertation**

Paper code: 410888

Credits: 4

Marks: 100 (50 internal, 50 external)

100 marks

**Objectives:**

After completion of this course student will be able plan, conduct and defend research independently

**Guideline for Research Dissertation**

- 1) Executing the Research Proposal finalized in the Semester III, for which research guide is already assigned in Semester III and proposal presented before Departmental committee which serves as Departmental ethics committee.
- 2) Psychological test should be standardized and as far as possible recent.
- 3) References should be given in APA style.
- 4) One hard bound and one soft copy of the report (minimum 100 pages) should be submitted in the department before final examination.
- 5) Student will face a viva voce and during which she will present the key findings of her work and be questioned on the same. Marks will be assigned separately for the writing of the dissertation as well as the oral presentation and defense.

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**SNDT Women's University**

**MA Semester IV Counselling Psychology**

**Course IV Field based practicum – Internship**

Paper Code No.410999

Credits: 8 - Marks: 200

100 Internal & 100 External

**Internship:**

1. Student has to report to centers and work on a total of 10 cases from history taking to intervention sessions.
2. Cases should be discussed with the supervisor in group or individually.
3. Certificate of attendance and completion of the internship institute should be attached
4. Student can use any one or combination of following therapeutic technique for every case.

Relevant therapeutic approaches are to be selected from

- a. Person Centered Therapy
- b. Cognitive Behavior Modification (REBT, Meichenbaum and Beck)
- c. Multimodal Psychotherapy
- d. Reality Therapy
- e. Transactional Analysis
- f. Behaviour Therapy
- g. Family Therapy
- h. Eclectic Approach

5. Minimum five session of counseling plan should be given
6. Write detailed report on 8 cases selected out of total 10 cases worked on.
7. Group counselling may constitute educational or vocational group testing sessions and educational and / or vocational guidance may be provided on the basis of findings.



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SNDT WOMENS UNIVERSITY

PSYCHOLOGYMA Semester III

Course IV Counselling Psychology - Orientation to Practicum in Counselling Psychology

Paper code: 310231

Credits: 4

Marks: 100 (50 internal, 50 external)

**Objectives** *After the completion of this unit the student will be able to*

1. integrate theory into practice through the process of action, reflection and praxis
2. provide for practicing competencies developed throughout the postgraduate program.
3. explain the role of professional counsellor pertaining to various issues and various settings.
4. underline importance and formats of history taking and mental status examination.
5. describe the counselling process in the field.
6. carry out the process of diagnosis and its importance in counselling
7. develop counselling interventions.

**Method of Teaching:** discussions and presentation, experiential exercises

**Course Contents:**

- In these courses students are expected to present 3 cases having diversity in terms of problem areas, domain areas, method of assessment and intervention.
- Students are expected to document and report cases in a prescribed format following supervision of the faculty. It should be subsequently compiled in the journal. Each case must have following framework of presentation

- *Presenting problem or concern(Detail case history)*
- *Mental status examination*
- *Psychological Assessment*
- *Main points or main issues discussed*
- *Relevant information on interventions*
- *Long-term/short-term goals Evaluation*

Thus the orientation of practicum includes

- I. Case history taking
- II. Mental status examination
- III. Assessment using at least three psychological tests
- IV. Field visits
- V. Case presentations and discussions
- VI. Diagnostic formulations

**Evaluation:** Students can be evaluated on the basis of analysis of simulated case, test protocol and corresponding viva examination and on the journal writing .



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**SNDT WOMEN'S UNIVERSITY**

**PSYCHOLOGY**

**MA Counseling Psychology Semester III**

**Course II Assessment in Counseling Psychology**

Paper code: Credits: 4

Marks: 100 (50 internal, 50 external)

Objectives:

- To orient the student to assessment in counseling
- To equip the student with an understanding of basics assessment and behavioral assessment
- Develop student's understanding of assessment for various populations- infant , child and adolescent, adult and geriatric , differently abled groups
- Expose the students to personality, creativity , interest, aptitude and learning disability assessment

**Unit I: Overview of Assessment & Behavioral Assessment**

*Objectives :*

*After the completion of this Unit the Student will be oriented*

- To basic principles of assessment in counseling
- Will be able to grasp basic principles, goals and methods in behavioral assessment

1.1 **Basic Assessment Principle**

1.2 **Using Assessment ion Counseling**

1.3 Technological application & uses in assessment

1.4 Goals & Applications of Behavioral assessment

1.5 Methods of Behavioral assessment

**Unit II: Assessment across Life Span**

*Objectives :*

*After the completion of this Unit the Student will be oriented:*

- To tests applied for various populations



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- The student will be exposed to tests used in infancy, childhood and adolescence , adulthood and old age

2.1 Infant Assessment: VSMS, Nancy Bayley, Gessell

2.2 Child and Adolescent assessment : Wechsler Scales and Bender Gestalt Test

2.3 Adult assessment: Family Environment Scale, Marital Adjustment Scales, Wechsler Adult Intelligence Scale, General Health Questionnaire

2.4 Geriatric assessment : Shamsir Jasbir Old Age Adjustment Inventory, Geriatric Depression Scale, Memory scales

### **Unit III: Assessment of Personality and Creativity**

3.1 Objective Measures: 16 PF, HSPQ, CPQ , EPQ, NEO-PI

3.2 Projective Tests: CAT, DAP, HTP, KFD, Sentence Completion Test (Sacks/Rotters) Picture Frustration Study

3.3 Tests of Creativity: Torrance & Passi Tests of Creativity , self report inventories.

### **Unit IV: Vocational Assessment and Assessment of Special Populations**

*Objectives :*

*After the completion of this Unit the Student will be oriented*

- To tests used to measure aptitude, interest , and learning disability
- The student will be exposed to tests with differently abled population

4.1 Aptitude Tests: DAT,GATB, DBDA, SAT

4.2 Interest Tests: SVBII, Kuder, Mascarenhas, Chatterjee, Vocational Interest Record, Educational Interest Record

4.3 Learning Disability Assessment: DTLTD, WRAT 4

4.4 Tests for Differently abled populations

**Internal assessment**

Review of test of choice

Analysis of simulated test profiles

**SNDT Women's University**  
**PSYCHOLOGY MA Counseling Psychology Semester III**  
**Course III Intervention Strategies**

Paper code: Credits: 4

Marks: 100 (50 internal, 50 external)

**Objectives for the paper :**

- To orient the student to concept of counseling, it's historical background & application
- To expose the students to basic counseling skills and strategies
- To equip the student with an understanding of process, techniques and application of Behavioral and Cognitive therapies

**Unit I: Fundamentals of Counselling and microskills**

*Objectives :*

*After the completion of this Unit the Student will be oriented*

- To the concept and historical background of counseling
- The student will be able to understand the basic counseling skills
- The student will be gain understanding to Ethical issues in counseling

1.1 Define Counselling and Aims Of Counselling

1.2 Historical Background

1.3 Personal Characteristics of Counsellor

1.4 Counselling Skills: Communication skill, Diagnostic Skill, Motivational Skill & Management Skill

1.5 Intake & Client History, Interview Assessment, Conceptualizing Client Problem,

1.6 **Ethical Issues in Counselling**

**Unit II: Counseling Process and relationship building**

*Objective:*

*After the completion of this Unit the Student will be oriented*

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- To process of counseling, concept of effective helping relationship
- To student will be able to apply Skills required for the counselling process

### 2.1 Opening Techniques and Physical Arrangement

### 2.2 Ingredients of an effective helping relationship

### 2.3 Structuring Techniques and Circular Questioning

### 2.4 Facilitating and Evaluating Change

### 2.5 Terminating Skills

## **Unit III: Behavioristic Approaches in Counseling**

### *Objective:*

*After the completion of this Unit the Student will be oriented*

- *To the concepts in Behavioral approaches to therapy*
- *The student will be able to understand the process, techniques and applications of this therapy*

### 3.1 Basic Concepts and assumptions

### 3.2 Theories of Behavioristic approach

### 3.3 Therapeutic Process and Techniques

### 3.4 Applications & Evaluation

## **Unit IV: Cognitive Approaches in Counseling**

### *Objective:*

*After the completion of this Unit the Student will be oriented:*

- *To basic assumptions of cognitive approach in counselling*
- *The student will be able to understand various concepts & applications of various cognitive therapies*

**Course in**  
**APPLIED SOCIAL PSYCHOLOGY(Core)**

Paper Code: 210103

4 CREDITS

100 MARKS (50 internal and 50 external)

The goal of the course on applied social psychology is to develop a better understanding of the field of social psychology as applied to problems of daily life. Understanding the application of social psychology is important in the context of working in social and developmental sector.

Objectives:

1. To acquaint the students with recent development in Applied Social Psychology
2. To acquaint the students with the concepts, theories of Social Psychology and their applications.

**Unit I/Module I: Defining the field of Applied Social Psychology**

1.1 Social Psychology – Defining Social Psychology, Social Psychology as a Science

1.2 Applied Social Psychology – Applied Social Psychology as a Science, The role of Personal Values, Historical Context of Applied Psychology, A problem Focus, Social Influence on Behaviour: The Power of the situation, Level of Analysis, The need for a broad approach, Various Roles of Applied Social Psychologists.

**Unit II/ Module II**

2.1 Applying Social Psychology to the Media – How does Media Violence Affect Us? The consequences of viewing Media Violence, Imitation of Violence, Media violence and Aggressive Thoughts, Media Violence and Fear

What Happens When We Watch Pornography? Effects of Long- Term Exposure to Nonviolent Pornography, Effects of Exposure to Sexual Violence, Reducing the harmful effects of Exposure to violent pornography

Does Political News Coverage Affect us? How the Media Influence our Thoughts, Effect of Negative Media Coverage of the Government.

2.2 Applying social psychology to health - Definition of health psychology. Bio- psychosocial model, social variables and health

Promoting health and preventing illness- Persuasion and Social Influences in Media Health coverage, Family, Peer and School Influences



Changing Health Behaviour - Health Belief Model, Theory of Planned Behaviour, Trans theoretical Model

Stress, Coping and Social Support- Stress and Coping, Social Support.

### Unit III/ Module III

3.1 Applying Social Psychology to Organizations- The Individual in an Organizational Context, Making Sense of Others in the Work Environment, Job Satisfaction: Antecedents and Consequences

Interpersonal Processes in Organizations – Communication, Group Decision Making

3.2 Applying Social Psychology to the Criminal Justice System The Crime and The Criminal, Social Psychology Of A Crime, The Origins Of Crime

The Response of the Criminal Justice System : The police Investigation, the courtroom, The Prison Setting

### Unit IV/Module IV

#### 4.1 Applying Social Psychology To The Environment

Resource Dilemmas – A Family of Dilemmas, What Is a Resource Dilemma? Studying Resource Dilemmas

Social Design – A Growing Collaboration, When and How Social Design Helps, Six Goals of Social Design, Outdoor Spaces

Defensible Space- Convenience Stores and Banks, Residences, Communities.

#### 4.2 Applying Social Psychology to Diversity

Culture Diversity – Hofstede's Cultural Taxonomy, Schwartz's Values Framework

Demographics: Personal Diversity, Gender, Ethnic Background, Social Class

Diversity : Opportunities, Creativity and Innovation, Problem Solving

Diversity: Challenges, Prejudice and Discrimination

#### Evaluation:

1. Small survey on social psychological factors of current social events.
2. Creating blog on issues included in the syllabus such as media, environment and so on.
3. Objective tests
4. Critical evaluations of simulated social psychological scenarios.

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**PSYCHOLOGY MA Counseling Psychology Semester IV**  
**Course I Orientation to Special Areas in Counseling**

Paper code: Credits: 4

Marks: 100 (50 internal, 50 external)

Objective:

- To understand the application of psychology in modern everyday life
- To orient students to the various issues faced by special population, including children, women and the LGBT community
- To familiarize students with workplace issues and career development
- To introduce the concept of trauma and bereavement

**Unit 1. Child and Adolescent Related Areas**

Objective:

*After the completion of this Unit the Student will be oriented to:*

- the various types abuse faced by children.
- the issues related to bullying and ragging
- sensitized to issues pertaining to family and safety.

- 1.1. Childhood Abuse – Physical, sexual, emotional.
- 1.2. Family Issues – Divorce/separation of parents, custody battles, death of parent
- 1.3. Adjustment in school- Bullying and peer pressure, addictions
- 1.4. Sexual safety, personal safety, child mental health and parent counseling

**Unit 2. Gender Related Issues**

Objective:

*After the completion of this Unit the Student will be oriented to:*

- the various types of abuse faced by women
- the issues and threats faced by the LGBT community
- understand various types of families, and issues in marital relationships



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- 2.1 Sexual Abuse and violence
- 2.2. Domestic Abuse and violence
- 2.3 Development and expression of alternate sexualities and sexual preferences
- 2.4 Marriage and Intimate Relationships, IVF counseling

### **Unit 3 Work and Career Related Issues**

*Objective:*

*After the completion of this Unit the Student will be oriented:*

- To the theories of career development
- To familiarize students with the changing nature of workplace trends
- To sensitize students about the various workplace related issues

- 3.1 Models of Career choice and development
- 3.2 Changing World of Work-workplace trends, changing workforce
- 3.3 Coping with Occupational Hazards-Job Stress, Sexual Harassment, Un/Underemployment
- 3.4 Balancing Work and Other Spheres-Workaholism, Work and Family Roles, Work-life balance

### **Unit 4 Trauma and Grief Counseling**

*Objective:*

*After the completion of this Unit the Student will be oriented:*

- to the concept of Trauma and related conditions
- sensitized to the process of Bereavement and Grief

- 4.1 Trauma Related Conditions - Acute stress and Post traumatic stress
- 4.2. Bereavement –The Mourning Process, Abnormal Grief Reactions
- 4.3 Grieving Special Type of losses-Sudden death, miscarriage, suicide.
- 4.4 Preparing for long term illness eg. HIV, Cancer, Palliative counseling.

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PSYCHOLOGY MA PART II Sem.III

Clinical Psychology - Psychodiagnostics-Assessment of Personality & Emotions

Paper code: 310114 Credits: 4 Marks: 100 (50 internal, 50 external)

### Objective

1. To make the students acquaint with the theoretical constructs behind Psychodiagnostics testing.
2. To acquaint them to different testing methods in Clinical Psychology.
3. To stimulate their interest in research and test construction in the field of Clinical Psychology.

### Unit – I

- 1.1 Personality Assessment : Inventories, questionnaires
- 1.2 MMPI
- 1.3 MCMI
- 1.4 CPQ

### Unit – II

- 2.1 Unstructured projective test: Rorschach Ink Blot test
- 2.2 Projective drawings: DAP, HTP, BG
- 2.3 Semi structured projective tests: SCT, TAT / CAT

### Unit – III

- 3.1 Assessment of emotions: depression, anxiety, anger
- 3.2 Behavioural assessment
- 3.3 Clinical Psychology in India

### Unit – IV

- 4.1 Characteristics of Clinical Interview
- 4.2 Roles & tactics in Interview
- 4.3 Nonverbal communication
- 4.4 **Ethics in Clinical Psychology**



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## **Evaluation:**

Critical evaluation of a test

Class tests

Recent developments in any measure of personality.

## **References**

1. Irving B. Weiner, Roger L. Greene (2008) HANDBOOK OF PERSONALITY ASSESSMENT, John Wiley & Sons, Inc.
2. Gary Groth-Marnat (2009) HANDBOOK OF PSYCHOLOGICAL ASSESSMENT FIFTH EDITION, John Wiley & Sons, Inc.
3. John R. Graham, Jack A. Naglieri , Volume Editors (2003) HANDBOOK of PSYCHOLOGY (VOLUME 10) ASSESSMENT PSYCHOLOGY, John Wiley & Sons, Inc., (Irving B. Weiner, Editor-in-Chief)
4. Randy W. Kamphaus , Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children, John Wiley & Sons, Inc
5. Henry Kellerman, Anthony Burry (2007) Handbook of Psychodiagnostic Testing, Fourth Edition - , Springer ScienceBusiness Media, LLC.
6. Kate Anthony; Deeanna Merz Nagel; Stephen Goss. (2010). the Use of Technology in Mental Health: Applications, Ethics and Practice Charles C. Thomas Pub. Ltd.
7. Weiner B. (1983): Clinical Methods in Psychology, John Willey & Sons, New York,
8. Kulshrestha, S. P. And Rhimal D. N. (Ed.) Recent advances in Educational and Psychological testing, Jugal Kishore & Co., 1984.
9. Anastasi A, Urbine S (2002) Psychological Testing, 7<sup>th</sup> Edn.. Pearson Edu. Inc.

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PSYCHOLOGY M.A. II / SEM. IV**

**Clinical Psychology**

**Clinical Psychology - Psychotherapy & Counselling Psychology  
Paper Code No. 410115**

**Credits: 4 - Marks: 100 (50 Internal & 50 External)**

**Objectives**

1. To enable the students to learn about different therapeutic approaches.
2. To comprehend the role and skills of counsellor and ethical issues in counselling.
3. To develop skills to help clients of different age groups.
4. To develop understanding of Indian and multicultural approaches to counselling.

**I.**

1. Stages and skills of counselling
2. Qualities of a good counsellor
3. Self work of counsellor: Self awareness / exploration, beliefs, values, prejudice, handling emotions of self and others, strengths and problem areas of self.
4. Ethics in counselling
5. Use of technology in psychotherapy

**II.**

1. Concepts, techniques and application of person centered therapy
2. Behaviour therapy: concepts, process, application
3. Basic concepts, process and application of Beck's cognitive therapy
4. Concepts, techniques and application of rational emotive therapy

**III.**

1. Therapies with children: play therapy, art therapy (dance, music, painting), remedial intervention
2. Therapies with adolescents: issues related to sexuality, peer relations
3. Family therapy: process, techniques and application.
4. Gestalt psychotherapy: techniques and application.
5. Group psychotherapy: techniques and application.



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#### **IV.**

1. Indian approaches to psychotherapy
2. Multicultural Counselling
3. Transactional Analysis: Concepts, application
4. EMDR – Concepts, process and application
5. Reality therapy

#### **References**

- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy (8th Ed.)*. Belmont, CA: Thomson Brooks/Cole.
- Seligman, L., & Reichenberg, L. W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. (3rd Ed.)*. Upper Saddle River, NJ: Pearson.
- Patterson, C. H., & Watkins, C. E. (1996). *Theories of Psychotherapy (5th Ed.)*. New York: Harper Collins.
- Wicks, R. J. (2008). *The Resilient Clinician*. New York: Oxford University Press.
- Goss, S., & Anthony, K. (Eds.) (2003). *Technology in Counselling and Psychotherapy: A Practitioner's Guide*. London: Palgrave Macmillan.
- Stricker, G., & Widiger, T. A. (Eds.) (2003). *Handbook of Psychology (Volume 8): Clinical Psychology*. Hoboken, NJ: John Wiley & Sons, Inc.
- Corey, G. (2012). *Theory & practice of group counseling. (8<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.
- Geldard, K. & Geldard, D. (2013). *Counselling children: A practical introduction. (3rd Ed.)*. London, UK: Sage.
- Geldard, K. and Geldard, D. (2010) *Counselling Adolescents: The Proactive Approach for Young People. (3rd Ed.)*. London, UK: Sage Publications. ISBN: 9781848606432.
- Laungani, P. (2004). *Asian Perspectives in Counselling and Psychotherapy*. Hove, U.K.: Brunner-Routledge.

## Paper II-Research Method - Core paper

No. of Credits-4,

Marks 100 (50 internal, 50 external)

### OBJECTIVES:

1. To acquaint the students and make them understand the basics of research methods.
2. To acquaint students with advantages and disadvantages of different methods of research.
3. To develop the research initiating skills among the students.
4. To enable them to work on research project and report it properly.
5. To enable them to conduct research independently.

### UNIT-1 INTRODUCTION

After learning this module, students will be able to:

- a) Know the basics of the fundamental scientific research.
  - b) Define variables, select the problem and formulate hypotheses properly.
  - c) Understand the various steps involved in conducting research.
  - d) Understand the ethical issues in psychological research.
- 1.1 Scientific research – Meaning, aims, objectives and characteristics.
  - 1.2 Basic concepts – Variables, Problems and Hypotheses.
    - 1.2.1 Variable: Meaning, types and control
    - 1.2.2 Problem: Meaning and characteristics of good problem.
    - 1.2.3 Hypothesis: Meaning, objectives, types and characteristics.
  - 1.3 Basic steps of research: Problem, review, hypotheses, sample, data collection, analysis, interpretation and report.
  - 1.4 Ethical issues in psychological research (APA).

### UNIT-II SAMPLING AND DATA COLLECTION METHODS

After learning this module, students will be able to:

- a) Follow the scientific methods of sampling.
  - b) Apply the appropriate method of data collection.
- 2.1 Sampling:
    - a) Probability Sampling
    - b) Non-probability sampling
  - 2.2 Data collection:
    - a) Experimental methods
    - b) Non – experimental methods
    - c) Qualitative research – Principles, types and comparison with quantitative research.

### UNIT-III

### RESEARCH DESIGN



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After learning this module, students will be able to:

- a) Understand the different research designs.
- b) Implement appropriate basic research design.

### 3.1 Experimental Research Designs

- 3.1 a. Between group design
- 3.1b. Within group design
- 3.1c. Factorial design
- 3.2 Quasi – experimental design

## UNIT-IV REPORTING RESEARCH

After learning this module, students will be able to:

- a) Know the importance of writing the research report in a standard format.
- b) Will understand the APA format of writing research report.
- c) Will be able to conduct and report their own research.

- 4.1 Purpose and types of reporting research.
- 4.2 APA style of preparing research report and article for journals.
- 4.3 Collecting and reporting references in APA format from various sources.
- 4.4 Writing own research proposal on any topic. (10 marks)

Books for references:

1. American Psychological Association. (2009). Publication Manual of the American Psychological Association, Sixth Edition. APA.
2. Denzin, N. K. & Lincoln, Y. S. (2000). The handbook of qualitative research, 2<sup>nd</sup> edition, Sage publication. California.
3. Elmes, D. G. (2011). Research Methods in Psychology. Wadsworth Publishing; 9 ed.
4. Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
5. Goodwin, J. (2009). Research in Psychology: Methods in Design. Wiley (6th edition).
6. Gursuch R.L. (1983). Factor analysis (2nd ed)
7. Kerlinger, F. N. (1995). Foundations of behavioural research. New Delhi: Surjeet Publication.
8. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.
9. Maanen, J. V. (1979). Qualitative methodology. Sage publication.
10. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing.
11. Neumen, L. W. (1997). Social research methods - Qualitative and quantitative approaches. 3<sup>rd</sup> edition. Allyn and Bacon.
12. Ritchie, J & Lewis, J. (2003). Qualitative research practice- a guide for social science students and researcher. Sage publication. New Delhi.
13. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (Ninth Ed.). NY: McGraw Hill.

14. Singh, A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
15. Tabachnick , B.G. and Fidell, L. J. (2001). Using Multivariable statistics (4th ed).

**ASSESSMENT (INTERNAL FOR 50 MARKS)**

- |   |          |
|---|----------|
| 1. PowerPoint presentation.   | 10 Marks |
| 2. Tutorial submission.   | 10 Marks |
| 3. Open book test.  | 10 Marks |
| 4. Actual data Collection, scoring and section 4.4 (Sample size min. 20). | 20 Marks |

**Paper III Psychological Testing -Core paper for 80 credits psychology students and Elective paper for Non-Psychology students**

**No. of Credits-4,                      Marks 100 (50 internal, 50 external)**

**Objectives**

- 1 To help students learn the scientific approach to assessment of individual differences through psychological testing.
- 2 To Develop Competence in Test Construction in scientific manner and taking appropriate decisions based on test scores
- 3 To understand measurement concepts, types of assessments, and purposes of various types of assessment tools
- 4 To develop an understanding of the reliability, validity, and use of various assessment measures

## UNIT 1 Introduction

### Objectives:

1. To help the students gain understanding of concept, characteristics and classification of psychological test.
2. To enable the students to gain understanding of scales of measurement.
3. To gain understanding of various steps of test construction and test adaptation.
4. To gain deeper understanding of ethical and cultural issues in testing.

- 1.1 Definition, characteristics and classification
- 1.2 Definition and scales of measurement
- 1.3 General steps in test construction and test adaptation
- 1.4 Testing procedure
- 1.5 Ethical and cultural issues in testing

## UNIT II Test standardization

### Objectives:

1. To help the students gain understanding of item analysis in the context of psychological testing.
2. To enable the students to critically evaluate reliability and validity of psychological test.
3. To 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

## UNIT III Applications of psychological tests

### Objectives:

1. To help the students gain understanding of application of psychological tests in the field of educational testing, counselling set up, clinical set up and occupational set up.
2. To enable the students to critically evaluate Strengths and limitations of psychological test

- 3.1 Educational and counseling
- 3.2 Clinical
- 3.3 Occupational



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### 3.4 Strengths and limitations of psychological tests

## UNIT IV- Test Construction by Students

### Objectives:

1. To help the students gain understanding of test development and carry out the process of psychological test construction in any one of the field such as Attitude, Interest , Vocation and educational testing.

A group of five students has to construct a short test measuring any one of the following

4.1 Attitude

4.2 Interest

4.3 Vocation

4.4 Educational setting

### **References:**

1. Anastasi, A. & Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education Asia
2. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.
3. Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th Ed.). New York: McGraw-Hill.
4. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenengage.
5. Murphy, K.R., & Davidshofer, C.O. (2001). Psychological testing: Principles and applications (5th ed.). New Jersey: Prentice Hall.
6. Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

### **Assessment/Evaluation (50 marks)**

1. Test construction, with psychometric properties such as reliability, validity and norms.
2. Comprehensive information and critical evaluation of psychological tests of the area of student's choice.

**SNDT WOMENS UNIVERSITY**

**PSYCHOLOGY MA PART I / Sem.II**

**Course in - Positive Psychology (Elective)  
Sem II**

**Paper code: 210104**

**No. of credits: 4**

**Marks 100 (50 internal, 50 external)**

The goal of the course is to help the student's gain better understanding of the emerging field of positive psychology. Positive psychology studies human behavior that helps in achieving success in life, empowers performance and demonstrates resilience in the face of adversities of life. It seeks to find out what makes individuals flourish under both positive and negative circumstances.

**Unit I/Module I: Introduction to Positive psychology**

**Objectives:**

1. After the completion of this module the student will gain better understanding of assumptions, goals and themes of positive psychology.
2. The student will have better insight into the historical antecedents of Positive psychology.
3. It will enable the student to 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

1.4 Classification and measure of strengths.

**Unit II/ Module II: Positive emotions**

**Objectives:**

1. After the completion of this module the student will gain better understanding of the role of positive emotions such as subjective well being, resilience, and flow in the context of positive psychology.

2.1 Subjective well being

2.2 Resilience

2.3 Flow

2.4 Emotional intelligence and emotional creativity

### Unit III/ Module III: Cognitive and interpersonal focus

Objectives:

1. After the completion of this module the student will gain better understanding of the role of optimism, hope, self-efficacy in the context of positive psychology.

3.1 Optimism

3.2 Hope

3.3 Self-efficacy

3.4 Gratitude, empathy and altruism

### Unit IV/ Module IV: Applied positive psychology

Objectives:

1. After the completion of this module the student will gain better understanding of the role of positive psychology as applied to various domains of traditional psychology

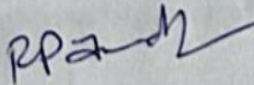
4.1 Positive psychotherapy

4.2 Positive organizational behavior

4.3 Building better communities

4.4 Assessment in positive psychology



  
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## EVALUATION:

Students can be evaluated in the following ways:

1. Literature search on the existing work that differentiate between eastern and western perspectives on positive psychology.
2. Critical review of research studies published on any one of the areas of positive psychology mentioned in the syllabus.
3. Write a comparative analysis of positive and traditional approach to psychotherapy, organizational behavior, community psychology and assessment.

## REFERENCES:

1. Baumgartner, S.R., & Crothers, M.K. (2012). *Positive Psychology*. New Delhi: Pearson.
2. Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
3. Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth Publishing Company.
4. Linley, P. A., & Joseph, S. (Eds.). *Positive psychology in practice*. Hoboken, NJ: John Wiley & Sons.
5. Pareek, U. (2007). *Understanding Organizational Behavior*. New Delhi: Oxford University Press.
6. Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60, 570-585.
7. Snyder, C. R., & Lopez, S. J. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications/ Sage South Asia.
8. The WHOQOL Group. (1998). Development of the World Health Organization WHOQOL-BREF quality of life assessment. *Psychological Medicine*, 28, 551-558.
9. Thompson, L.Y., Snyder, C.R., Hoffman, L., Michael, S.T. Rasmussen, H., N., Billings, L.S., Heinze, L., Neufeld, J. E., Shorey, H. S., Roberts, J. C. & Roberts, D.E. (2005). Dispositional forgiveness of self, others, and situations. *Journal of Personality*, 73, 313-359.

**SNDT WOMENS UNIVERSITY**

**PSYCHOLOGY MA PART I / Sem.II**

**Course in - Positive Psychology (Elective)  
Sem II**

**Paper code: 210104**

**No. of credits: 4**

**Marks 100 (50 internal, 50 external)**

The goal of the course is to help the student's gain better understanding of the emerging field of positive psychology. Positive psychology studies human behavior that helps in achieving success in life, empowers performance and demonstrates resilience in the face of adversities of life. It seeks to find out what makes individuals flourish under both positive and negative circumstances.

**Unit I/Module I: Introduction to Positive psychology**

**Objectives:**

1. After the completion of this module the student will gain better understanding of assumptions, goals and themes of positive psychology.
2. The student will have better insight into the historical antecedents of Positive psychology.
3. It will enable the student to 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

1.4 Classification and measure of strengths.

**Unit II/ Module II: Positive emotions**

**Objectives:**

1. After the completion of this module the student will gain better understanding of the role of positive emotions such as subjective well being, resilience, and flow in the context of positive psychology.



2.1 Subjective well being

2.2 Resilience

2.3 Flow

2.4 Emotional intelligence and emotional creativity

### Unit III/ Module III: Cognitive and interpersonal focus

Objectives:

1. After the completion of this module the student will gain better understanding of the role of optimism, hope, self-efficacy in the context of positive psychology.

3.1 Optimism

3.2 Hope

3.3 Self-efficacy

3.4 Gratitude, empathy and altruism

### Unit IV/ Module IV: Applied positive psychology

Objectives:

1. After the completion of this module the student will gain better understanding of the role of positive psychology as applied to various domains of traditional psychology

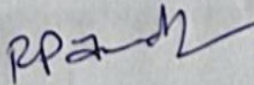
4.1 Positive psychotherapy

4.2 Positive organizational behavior

4.3 Building better communities

4.4 Assessment in positive psychology



  
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## EVALUATION:

Students can be evaluated in the following ways:

1. Literature search on the existing work that differentiate between eastern and western perspectives on positive psychology.
2. Critical review of research studies published on any one of the areas of positive psychology mentioned in the syllabus.
3. Write a comparative analysis of positive and traditional approach to psychotherapy, organizational behavior, community psychology and assessment.

## REFERENCES:

1. Baumgartner, S.R., & Crothers, M.K. (2012). *Positive Psychology*. New Delhi: Pearson.
2. Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.
3. Compton, W.C., & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth Publishing Company.
4. Linley, P. A., & Joseph, S. (Eds.). *Positive psychology in practice*. Hoboken, NJ: John Wiley & Sons.
5. Pareek, U. (2007). *Understanding Organizational Behavior*. New Delhi: Oxford University Press.
6. Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60, 570-585.
7. Snyder, C. R., & Lopez, S. J. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications/ Sage South Asia.
8. The WHOQOL Group. (1998). Development of the World Health Organization WHOQOL-BREF quality of life assessment. *Psychological Medicine*, 28, 551-558.
9. Thompson, L.Y., Snyder, C.R., Hoffman, L., Michael, S.T. Rasmussen, H., N., Billings, L.S., Heinze, L., Neufeld, J. E., Shorey, H. S., Roberts, J. C. & Roberts, D.E. (2005). Dispositional forgiveness of self, others, and situations. *Journal of Personality*, 73, 313-359.

**B. A III Psychology 2016-17 -Semester VI**

**Course code- DC Title- Counselling Psychology**

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to:

1. Gain In-depth understanding in the subject of Counselling Psychology
2. Learn the process, scope, ethical issues and major theories in Counselling Psychology
3. Understand the applications in the field Counselling Psychology

**Module I: Introduction to Counselling**

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

- Understand the concept of counselling
- Learn the nuances of the helping relationship
- Gain an understanding about the jobs settings in which the counselors work.
- Understand various theories in the field of Counseling Psychology.

1.1 Understanding Counselling as a process, meaning and goals

1.2 Perspectives on Effective Helping Relationship

1.3 Job Settings & Scope for Counsellors.

1.4 **Ethics in Counselling**

1.5 Individual counseling theory and techniques- Cognitive, Brief approaches

**Module II: Counselling Process**

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

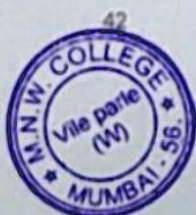
- Gain an insight into the stages and skills involved in Counselling
- Examine the stage wise counselling process

2.1 Stages of Counselling

2.2 Factors influencing Counselling Process

2.3 Counselling skills

2.4 Counselling Interview



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## 2.5 Termination

### Module III: Application of Counselling

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

- To understand the functional significance of the counselling subject
- Learn the wide scope and application of the Counselling process

#### 3.1 Gender Specific Counselling

#### 3.2 Geriatric Counselling

#### 3.3 Marital Counselling

#### 3.4 Counselling children

#### 3.5 Grief Counselling

#### 3.6 Vocational Counselling

#### 3.7 Rehabilitation Counseling

### Unit IV: Prevention and Wellness

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

- Understand the prevention model of mental health
- Learn about the need to construct and implement programmes promoting mental health

#### 4.1 Role of Prevention

#### 4.2 Prevention in non school settings

#### 4.3 Counselling Programme development

#### 4.4 Counselor self care

Internal Assessment:

- Class test
- Educational film/documentary and classroom discussion
- Field visit
- Topic based assignment

Text book:

- Gladding, S. T. (2009). *Counseling: A Comprehensive Profession*. (6th Ed.). Pearson Education. New

Delhi: Indian edition by Dorling Kindersley India pvt ltd.

**References:**

- Gelso C.J, Fretz B,(2000). Counseling Psychology.( 2nd Edition) Wadsworth Publishing.
- Gibson R., Mitchell M. (2007).Introduction to Counselling and Guidance.( 7th Edition) , Merrill.
- Welfel E.R, Patterson L.E,(2004)The Counseling Process: A Multitheoretical Integrative Approach, 6th Edition, , Thomson/Brooks/Cole
- Rajhans, Manasee (2010) Rang Samupadeshanaache. Goa: Asus Prakashan, Goa.

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

- General Psychology: Physiological Basis
- General Psychology: Basic cognitive processes
- Developmental Psychology: Infancy to Middle Childhood
- Developmental Psychology: Adolescence to Late Adulthood
- Organizational Behaviour
- APC Health Psychology
- APC Sports Psychology
- APC Educational Psychology

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**BA II Psychology 2015-16**

**Fundamentals of Social Psychology**

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

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

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

**Module I *Introduction to Social Psychology***

Objectives:

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

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

1.1 Definition of Social Psychology.

1.2 Nature and brief history of Social Psychology.

1.3 An impact of culture on social behaviour.

1.4 Profession of Social Psychology. Possible roles and employment opportunities

1.5 Research methods in Social Psychology.

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

**Module II : *Social Perception and Cognition***

Objectives:

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

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

their future behaviour.

- 2.1 Social perception and cognition
- 2.2 Non-verbal communication.
- 2.3 Definition of attribution and theories of attribution.
- 2.4 Impression formation and impression management.
- 2.5 Schema and Prototypes.
- 2.6 Affect and Cognition.

### **Module III : Attitude Formation and Attitude Measurement**

Objectives:

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

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

- 3.1 Attitudes and Behaviour.
- 3.2 Attitude formation: (a) Social learning. (b) Social comparison.
- 3.3 Attitude measurement: (a) Thurston's Scale. (b) Likert Scale. (c) Guttman's Scale.
- 3.4 Attitude Change: (a) Persuasion Approach. (b) Cognitive Dissonance Approach.
- 3.5 India specific problems related to attitudes.

### **Module IV: Prejudice and Discrimination**

Objectives:

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

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

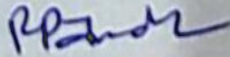
- 4.1 Prejudice and Discrimination - Its nature and causes.
- 4.2 Measures to reduce prejudice.
- 4.3 Prejudice based on caste, gender and religion.

Textbook:

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

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5. Pragat Samaajik Manasshastra by Amruta Oak and Asha Parulekar

**SNDT Women's University**

**B A II Psychology 2015-16 Semester IV**

**Title: Psychological Assessment & Testing**

No. of Credits-4

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

Course Objectives:

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

**Module I: Introduction to Psychological Assessment**

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

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

**Module II: Principles of Psychological Testing:**

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

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

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### **Module III: Measurement of Intelligence & Aptitude**

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

- Learn nature of Intelligence, Aptitude and Interest
- Understand the various assessment tools in Intelligence, Aptitude & Interest.
- 3.1 Intelligence: Nature , Verbal , Performance & Non-verbal Test of Intelligence  
Stanford Binet Scales (Fifth Edition), Wechsler Scale (WAIS IV, WISC, IV) .
- 3.2 Aptitude: Nature, Differential Aptitude Test & General Aptitude test Battery.
- 3.3 Interest: Nature, Strong Vocational Interest Inventory.

### **Module IV: Measurement Of Personality:**

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

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

#### **Text Book:**

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

#### **References:**

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

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BA III SEMESTER V

DC TITLE: Fundamentals of Abnormal Psychology

COURSE CODE:

No of Credits: 4

Marks 100 (25 Internals, 75 External)

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

- Understand the concept of Abnormality
- Compare and contrast the various theoretical perspectives of mental illnesses
- Learn some of the common mental disorders, their symptoms and causes
- Gain knowledge of legal issues in mental health

**Unit I: Introduction to Abnormal Psychology and the emotional disorders**

Objective: From this module, the learner will be able to

☐ Learn the basic concepts of Abnormality, the history of maladaptive behaviour, the contemporary theories explaining the same.

☐ Understand the classification of mental disorders according to the DSM IV

☐ Comprehend the legal issues in Abnormal Psychology

1.1 Definition of Abnormal Psychology - the five criteria to define abnormality

1.2 Historical backgrounds, and current perspectives

1.3 DSM IV & V Classification, multiaxial assessment, ICD- 10

1.4 Contemporary and Legal issues in Abnormal Psychology – The Commitment Process, Assessment of Dangerousness, The Insanity Defense.

**Unit II: Theoretical perspectives & Assessment of mental disorders**

Objective: From this module, the learner will be able to

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- ❑ Understand the biological, psychosocial and sociocultural causal factors of abnormal behavior
- ❑ Learn the various research methods in Abnormal Psychology

### 2.1 Biological Causal Factors

Genetic defects, Brain Dysfunctions, physical deprivation or disruption

### 2.2 Psychosocial Causal Factors

Early deprivation and trauma, inadequate parenting, pathogenic family structures, maladaptive peer relationships

### 2.3 Sociocultural causal factors

Pathogenic social influences

### 2.4 Assessment tools

Assessment interview, Clinical Observation of Behaviour, Psychological Tests

## Unit III: Anxiety Spectrum Disorders and Addictive Disorders

Objective: From this module, the learner will be able to

- ❑ Understand and list various Anxiety disorders, the causes, symptoms and the treatment of the same.
- ❑ Classify addictive disorders and their treatments.

### 3.1 Anxiety Spectrum Disorders

Phobic Disorders, Panic Disorders, Generalised Anxiety Disorder, Obsessive Compulsive Disorder

### 3.2 Post traumatic Stress Disorder

### 3.3 Substance Abuse Disorders- Alcohol and Drug Abuse (for Internal Assessment only)

## Unit IV: Childhood Disorders and Eating Disorders

Objective: From this module, the learner will be able to

- ❑ Learn the symptoms, causes and treatment of Dissociative and Mood disorders
- ❑ Understand and classify eating disorders

#### 4.1 Childhood Disorders

Attention Deficit/Hyper Activity Disorder, Oppositional Defiance and Conduct Disorder  
Learning Disability, Mental Retardation, Autism, Pervasive Developmental Disorders,

#### 4.2 Symptom Disorders in Childhood

Enuresis, Encopresis, Sleepwalking, Tics

#### 4.3 Eating Disorders

Anorexia Nervosa, Bulimia Nervosa, Obesity

#### Internal Assessment:

- Class test
- Topic based Assignments
- Field Visit to a Mental Health Clinic/Hospital
- Film/Documentary viewing and group discussion

#### References:

##### Textbooks:

Carson R, Butcher J, Mineka S, Hooley J (2007), Abnormal Psychology, thirteenth edition, Pearson

Susan Nolen - Hoeksema, 2005 Abnormal Psychology, third edition, Tata McGraw-Hill

##### Reference books:

Bootzin Richard R, Acocella Joan Ross, Alloy Lauren B (1996), Abnormal Psychology: Current Perspective, 7th edition, Mc Graw Hill.

Badgujar and Chudamannkar (2001) "Manovikrutishastra", Mahakarm Pustakalaya, Nashik

##### DSM-IV-TR

Deshpande, C. G. (1978): "Manovikrutishastra", Maharashtra Vidyapitha Granth Nirmithisathi, Continental Prakashan, Pune

Deshpande, Savita (2001): "Manovikrutishastra", Narendra Prakashan, Pune

Rajahans, Patil ani Surve (2001): "Apasamanyanche Manasashatra", Unmesh Prakashan, Pune

Sarason, I. G. and Sarason, B. R. (2009): "Abnormal Psychology: The Problem of Maladaptive Behaviour", Eleventh Edition, Pearson Education (Singapore) Pte. Ltd., Delhi (First Impression-, 2007)

Vanarase, Shyamala (1979): "Manovikrutishastra Prवेश", Maharashtra Vidyapitha Granth Nirmithisathi, Continental Vishvakarma Sahityalaya, Pune

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BA III- Psychology 2016-17 Semester V

Course code- 545120 DC Title- Research Methods and Statistics

No. of Credits-4,

Marks 100 (25 internal, 75 external)

Course Objectives:

The learner will be able to:

- 1) Gain understanding in research process in Psychology
- 2) Gain understanding of the basic concepts in Statistics and the various measures of Descriptive Statistics
- 3) Examine characteristics, uses, applications and methods of calculation of the various measures

#### Module I – Introduction to Research Methods

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

- 1) Gain understanding research process in Psychology
- 2) Explore with the process, types and methods used in research
  - 1.1 Introduction to Research Process
  - 1.2 Types of research - Experimental, Quasi- Experimental & Exploratory Research
  - 1.3 Methods of data collection
    - Interview
    - Survey
    - Secondary sources
  - 1.4 Sampling techniques used in research
    - Probabilistic and Non probabilistic sampling techniques
  - 1.5 Report Writing

#### Module II- Introduction to Statistics



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

- Understand the basic concepts in statistics
- 2.1 Importance, Need, Uses and limitations of Statistics
- 2.2 Concepts of Parametric and Non Parametric Statistics
- 2.3 Graphical representation of data
- 2.4 Concept of Normality and Measures of divergence

### Module III- Measures of Central tendency and Measures of Dispersion and Percentile

- 1) Understand the concepts of central tendency percentile and variability
- 2) Learn to compute and use measures of central tendency percentile and variability
- 3.1 Measures of Central Tendency- Concept, Calculations, Merits & Demerits, & Uses
- 3.2 Measures of Variability - Concept, , Merits & Demerits, & Uses -Average Deviation, Quartile Deviation , Standard Deviation ( Computation only Standard Deviation)
- 3.3 Concept, Merits and demerits of Percentile& Percentile Rank

### Module IV - Measures of Association

Objectives

- 1) To help the student understand the concept of association
- 2) The student should be able to compute and interpret co-efficient of correlation
- 4.1 Assumption for calculation of coefficient of correlation
- 4.2 Meaning of positive , negative and zero correlation
- 4.3 Uses and limitations of coefficient of correlation
- 4.4 Computation and interpretation of coefficient of correlation by product moment and rank order correlation

Internals:

1. Class Test
2. Small Research study using statistics.

# Syllabus

## B.A.II SEMESTER III PSYCHOLOGY

Subjects	L	Cr	P/T	D	TP (E)	Internal	P/V	T
PAPER V Social Psychology	4	4	--	2.5	75	25	--	100

- OBJECTIVES
- To help students understand the relevance of social psychology in every day life
  - To help students understand the basic concepts and methods used in social psychology

SR	TOPIC	L	C	M
1	<b>INTRODUCTION TO SOCIAL PSYCHOLOGY</b> 1.1 Definition 1.2 Nature & History 1.3 Impact of culture on social behaviour 1.4 Profession of social psychology 1.5 Research methods in social psychology	15	4	25
2	<b>SOCIAL PERCEPTION AND COGNITION</b> 2.1 What is social perception and cognition 2.2 Definition of attribution & Theories of attribution 2.3 Schema & Prototypes 2.4 Affect & cognition 2.5 Impression formation & Management	15	4	25
3	<b>PREJUDICE &amp; DISCRIMINATION</b> 3.1 Nature of Attitude (for classroom discussion only) 3.2 Prejudices & Discrimination—its nature and causes 3.3 Measures to reduce prejudice 3.4 Prejudice based on Caste, Sex & Religion	15	4	25
4	<b>SOCIAL AND ENVIRONMENTAL INFLUENCES</b> 4.1 Conformity & Compliance 4.2 Obedience & Dependence 4.3 Environmental psychology - Environmental factors affecting human behaviour 4.4 Positive & Negative aspects of physical & interpersonal space	15	4	25



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**Internal Evaluation:**

Test assignment

Group discussion/ Role play

Exercise on Module IV

**B A II Psychology 2015-16 Semester IV**

**Title: Social Psychology: Interpersonal and group processes**

SEMESTER IV: DC II - Course code DC 440710/AC 470410

No. of Credits-4,

Marks 100 (25 internal, 75 external)

**Objectives:**

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

**Module I Interpersonal attraction, close relationships and prosocial behaviour**

- 1.1 Internal & external Determinants of Attraction: The Need to Affiliate and the Basic Role of Affect.
- 1.2 Factors Based on interacting with others: Similarity and Mutual Liking.
- 1.3. **Close Relationships: Family and Friends**
- 1.4 Bystander Effect
- 1.5 **Factors influencing and theoretical explanations of prosocial behavior**

**Module II : Social Influence And Social Exchange**

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

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

- 2.1 Conformity and Compliance
- 2.2 Obedience and dependence , Indian cultural perspectives
- 2.3 Co-operation and competition.
- 2.4 Bargaining and negotiations; resolving interpersonal conflicts.
- 2.5 Perceived fairness in social exchange.



### Module III Group processes and leadership

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

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

3.1 Groups and their nature and function.

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

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

3.4 Group Dynamics - Concept and studies.

3.5 Leadership

### Module IV Aggression

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

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

4.1 Nature of aggression and Theoretical Perspectives on Aggression.

4.2 Social determinant of aggression.

4.3 Personal causes of aggression.

4.4 Child abuse and work place violence.

4.5 Prevention and Control of Aggression.

#### Textbook:

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

#### References

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



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

<b><u>COURSE CONTENT:</u></b>	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I The Structure &amp; Composition of Indian Society:</b> Tribal, Rural & Urban Communities: Meaning & Characteristics.	1	15	25
<b>II Basic Institutions of Indian Society</b> <u>Family, Kinship &amp; Marriage:</u> Nature, types & Characteristics. <u>Caste:</u> Nature & Characteristics.	1	15	25
<b>III Diversity in Indian Society:</b> Unity in diversity Cultural diversity: Regional, linguistic, religious	1	15	25
<b>IV National Integration:</b> National Integration: Meaning & Importance. Obstacles to National Integration. Concept of Nation building	1	15	25



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**B.A. Part – I Semester- II**

**Course III / AC II**

**Social Problems in India**

**Credits: 4 Lectures: 60**

**Marks: 100**

**Code - 245311**

**Objectives :**

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

**Course Content :**

**Credit Lectures Marks**

<b>I Social Disorganization &amp; Social Problems:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Meaning and Nature of Social Disorganization Causes & Types of Social Disorganization. Meaning and Nature of Social Problems.			
<b>II Problems Related to Family Disorganization:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Domestic violence, Dowry, Divorce & problem of elderly			
<b>III Social Problems in contemporary society:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Child abuse Slums Food Adulteration			
<b>IV Dealing with Social Problems:</b>	<b>1</b>	<b>15</b>	<b>25</b>
Role of NGO's Role of the State, Policy & planning (with respect to women, children & elderly)			



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

**Credit: 04**

**Lectures: 60**

**Marks: 100**

**Code - 345511**

**Objectives:** To familiarize the Concepts of development and change.  
To understand the processes of social change and development in Indian Society.

**Credit    Lectures    Marks**

**Course content:**

<b>I    <u>Understanding development</u></b>	<b>1</b>	<b>15</b>	<b>25</b>
<b>Basic concept:</b>			
Social change, evolution			
Growth and development			
<b>Theoretical approaches:</b>			
Modernization approach			
Dependency approach			
<b>II    <u>Processes of social change in India:</u></b>	<b>1</b>	<b>15</b>	<b>25</b>
Role of social reformers in social change			
Mahatma Phule, Rajarshi Shahu Maharaj,			
Dr. Babasaheb Ambedkar			
<b>Processes</b>			
Westernization, Sanskritization, Modernization, Globalization			
<b>III    <u>Dynamics of social institutions:</u></b>	<b>1</b>	<b>15</b>	<b>25</b>
Changing nature : caste, Family, Marriage, Religion, Education			
<b>IV    <u>Process of development : Crisis &amp; responses :</u></b>	<b>1</b>	<b>15</b>	<b>25</b>
Issues of land displacement & rehabilitation			
Food crisis			
Sustainable development			
Inclusive development			



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**B. A. Part – II Semester IV**  
**Ap. C. II -Media Culture and Society**

**Credit: 04**

**Lectures: 60**

**Marks: 100**

**Code- 465211**

**Objectives:**

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

**Course content:**

	Credit	Lectures	Marks
<b>I The mass media of communication :-</b>	01	15	25
a. Meaning, Role and functions of mass media,			
b. Theories of mass media communication			
<b>II Mass media – Impact and Representation :</b>	01	15	25
a. Impact of television viewing on children.			
b. Impact of Social media.			
c. Representation of <b>women</b> in mass media News papers, Cinema, Television and Advertisement			
<b>III Development of regional language media in India :</b>	01	15	25
a. Print media.			
b. television.			
c. Cinema.			
<b>IV The role of mass media in social transformation:</b>	01	15	25
a. Television and social changes			
b. The potential of cybercafé in communication development.			
c. <b>Media ethics</b>			



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**B.A – II Semester IV**

**Course VIII - URBAN SOCIETY: PROBLEMS & PROSPECTS**

**Credits : 4      Lectures :60      Marks: 100.      Code- 445811**

**Objectives:** To know the basic concepts of Urban Society.  
To understand the phenomena of Urban Growth & Related Problems.

<b>Course Content:</b>	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I Development of Urban Sociology:</b>	01	15	25
a. Basic Concepts: Urban, Urbanism, Urbanization.			
b. Theories of Urban Sociology:			
Traditional Theories: Louis Wirth, Burgess & Park.			
Modern Theories: Manuel Castells & David Harvey.			
<b>II Trends in Urban Growth :</b>	01	15	25
a. Migration- Rural Urban Migration.			
b. Over urbanization.			
c. Megacity, Satellite city, Suburbs & Rural-Urban fringe.			
<b>III Urban Society : Problems &amp; Challenges</b>	01	15	25
a. Problems of Cities: Slums, Squatters & Pavement dwellers.			
b. Challenges : Environmental degradation, civic amenities (water, electricity, garbage disposal.)			
c. Consumerism & Commercialization of festivals.			
<b>IV Urban Development &amp; Planning</b>	01	15	25
a. Urban Planning : Policy & Importance.			
b. Obstacles to Urban Planning			
c. Urban Renewal.			



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**B.A. Part – II Semester- IV**  
**Course VII / AC IV**  
**Women's Issues in India**

**Credits: 4**

**Lectures: 60**

**Marks: 100 Code- 445711**

**Objectives :** - To be aware with women issues.

To the emerging issues and debates relating women and development.

**Course Content :**

	<b>Credit</b>	<b>Lectures</b>	<b>Marks</b>
<b>I Need and Importance to Women Studies</b>	1	15	25
Women Studies: Need, Scope and Importance			
Development of women studies in India			
<b>II Women &amp; Health</b>	1	15	25
Health issues of women			
Nutrition, Female Mortality Rate			
Sex Selection, Female Filicide			
Access to governmental health and program			
<b>III Violence against women</b>	1	15	25
1. Domestic violence			
2. Sexual harassment to home and workplace			
3. Trafficking			
<b>IV Impact of Women's movements</b>	1	15	25
National policy of women 2001			
Women Empowerment			

**B. A. PART – II Semester- III**  
**Ap. C. I POPULATION & SOCIETY**

**Credits: 4 Lectures: 60 Marks: 100 Code - 365111**

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

**COURSE CONTENT:**

	Credit	Lectures	Marks
<b>I. <u>Theories of Population &amp; World Population</u></b>	1	15	25
A) Theories of Population: Malthus's theory of population, and Theory of Demographic Transition.			
B) World Population: An Overview			
<b>II. <u>Population in India:</u></b>	1	15	25
A) <u>Structure of Indian Population: Age Structure &amp; Sex ratio.</u>			
B) <u>Causes of population growth in India.</u>			
C) <u>Population dynamics: Fertility, Mortality and Migration.</u>			
<b>III. <u>Population explosion &amp; its Consequences:</u></b>	1	15	25
Poverty & Unemployment, Housing & Civic amenities.			
<u>Environmental Problems,</u> Urbanization & Transportation			
<b>IV. <u>Population Policy:</u></b>	1	15	25
A) Population policy: Historical background.			
B) Population policy of the Government of India after Independence.			
B) Population Education: Meaning, Objectives & relevance.			



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B.A. II Sem. III

Credits: 4 Lectures: 60

Marks: 100

Code - 346511

DC VI- Rural Society in India

Objectives: To understand rural social structure & problems.

To gain knowledge of rural reconstruction & development

	Credits	Lectures	Marks
<b>I Introduction to Rural sociology</b>	1	15	25
a) Meaning , Nature and Scope of Rural Sociology			
b) Development of Rural Sociology in India			
c) Characteristics of Rural Society			
d) Importance of the study of Rural Sociology			
<b>II Rural Community: Changing Nature-</b>	1	15	25
a) Rural Economy- Role of co operatives			
b) Rural Polity - Panchayati Raj, 73 <sup>rd</sup> amendment			
c) Nexus between caste & politics			
<b>III Problems of Rural Society</b>	1	15	25
a) Economic problems : Poverty & unemployment, Indebtedness			
b) Social Problems : :Health ,Access to education, farmers suicide			
<b>VI Rural reconstruction / Welfare Programs</b>	1	15	25
a) Integrated rural Development Program IRDP			
b) Employment Guarantee Scheme			
c) Sant Gadgebaba Gram Swachta Abhiyan			
d) Sarva Shiksha Abhiyan			



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## B.A. Part – III Semester- VI

Course XV / Code No. - 646511

### SOCIAL MOVEMENTS IN INDIA

Credits: 4

Lectures: 60

Marks: 100

- Objectives:**
- To know the dynamics of social movements and their role in social transformation.
  - To enable to look at social movements in a sociological perspective.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Concept of Social Movement:</b> Meaning & Definition of Social Movement Features of Social Movement Origin of Social Movement Stages of Social Movement <u>Types of Social Movements:</u> Reformist, Revolutionary, Resistance, Revivalist	1	15	25
II	<b>Origin &amp; Theories Social Movements:</b> <u>Origins of Social Movements:</u> Caste, Class, Ethnicity & Gender <u>Theories of Social Movement:</u> Deprivation Theory, Resource Mobilization Theory & Structural Strain Theory	1	15	25
III	<b>Social Movements in India:</b> Dalit Movement Peasant Movement Tribal movements: Jharkhand, Bodo & Naxalite	1	15	25
IV	<b>New Social Movements in India:</b> Women's Movement (after 1975) Environmental Movement: Narmada Bachao Andolan & Chipco movements.	1	15	25

### References:

- Banks, J. A. 1972: The Sociology of Social Movements, London: Macmillan  
Dhanagare, D. N. 1983: Peasant Movements in India 1920 -1950, Delhi : OUP.  
Oomen, T. K., 1990: Protest and change: Studies in Social Movements, Delhi: Sage.  
Ray & Katzenstein, (Ed.) 2005: Social Movements in India, Oxford: Rowman & littlefield Publishers.  
Rao, M.S.A., 1979: Social Movement in India, New Delhi: Manohar.  
Rao, M.S.A., 1979: Social Movement and Social Transformation, New Delhi: Macmillan.  
Singh, K. S., 1982: Tribal movements in India, New Delhi: Manohar.  
Selliot, Eleanor, 1995 : Form Untouchable to dalit : Essays on the Ambedkar Movement, New Delhi: Manohar.  
Shah, Ghanshyam, 1990 : Social Movements in India; a review of literature, Delhi:Sage.  
Shah Nandita, 1992: The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.



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**SOCIOLOGY OF MARGINALIZED GROUPS****Credits: 4****Lectures: 60****Marks: 100**

- Objectives:** - To sensitize about the sociological significance of the study of marginalized groups.  
 - To understand the groups and communities who have suffered through extreme poverty, deprivation and discrimination over a long period of time.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Marginalization and Social Exclusion:</b> Understanding marginalization and social exclusion <b>Socio- Economic Indices of Marginalization : Poverty, Deprivation, Exploitation, Discrimination, Educational backwardness &amp; Inequality</b>	1	15	25
II	<b>Groups on the Margins: Historical and Social Roots:</b> Scheduled Castes Scheduled Tribes Nomadic Tribes Physically Challenged groups Minorities	1	15	25
III	<b>Perspectives on Marginalization:</b> Jotirao Phule Dr. Babasaheb Ambedkar Ram Manohar Lohiya.	1	15	25
IV	<b>Marginalized Groups: Role of State and Civil Society</b> Constitutional provisions and Government policies and programmes. Role of NGO's and Social movements	1	15	25

**References:**

- Beteille, Andre (1992) The backward classes in Contemporary India, Delhi: Oxford university press.  
 Jogdand P.C (1991). Dalit Movement in Maharashtra New Delhi: Kanak Publication.  
 M. Priyaram. (2005). Tribal Communities and social change, sage publications, New Delhi.  
 Omvedt, Gali (1995): Dalit Visions The Anti-caste Movement and the Construction of an Indian Identity New Delhi: Orient Longman.  
 Omvedt, Gali (1999): Dalits and the Democratic Revolution. New Delhi: Sage.  
 Singha, Roy (2004), (ed), Social development and the Empowerment of Marginalized groups. Perspectives and strategies New Delhi: Sage.  
 Ziyauddin K.M (Ed), 2009. Dimensions of Social Exclusion: Ethnographic Explorations. Cambridge Scholars Publishing.



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**B.A. Part – III Semester- VI**  
**Ap. C. Course IV / Code No. - 665411**

**SOCIOLOGY OF TOURISM**

**Credits: 4      Lectures: 60      Marks: 100**

**Objectives:** - To understand Tourism from sociological perspectives.  
 - To explore the changing Tourism practices and its significance.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> Sociology of Tourism: Meaning Significance and Scope History of tourism Psychology of tourism	1	15	25
II	<b>Types of Tourism:</b> Heritage Tourism, Pilgrimage Tourism, Business tourism, Eco Tourism, Adventure Tourism, Spiritual & Yoga Tourism	1	15	25
III	<b>Growth of Tourism in India:</b> Tourist attractions in India Travel and Tourism's growth <b>Impact of Tourism on Environment: Positive &amp; Negative Impact</b>	1	15	25
IV	<b>Role of Tourism in India's Development:</b> Development of Industrial Sector Employment Opportunities in Tourism Initiatives by the Government for Tourism Promotion Challenges to the Tourism Industry	1	15	25

**References:**

Blanke J, Chiesa T, 2013. WEF Travel and Tourism Competitiveness Report: Reducing Barriers to Economic Growth and Job Creation. World Economic Forum.

Hari Srinivas, 2001. Environmental impacts of tourism. United Nations Environment Programme.

India Tourism Statistics at a Glance, 2012. Market Research Division, Ministry of Tourism, Government of India.

Lea J., 1988. Tourism and Development in the Third World. Methuen.

Rank in Tourism, 2014. Press Info.

**B.A. Part – III Semester- V**  
**Ap. C. Course III / Code No. - 565311**

**ENVIRONMENT AND SOCIETY**

**Credits:                      Lectures: 60                      Marks: 100**

- Objectives:** - To aware about a variety of environmental concerns.  
 - To develop an analytical understanding of current issues related to environment.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> Environment, Ecology and Social Ecology Relation between Environment and Society Ecological Degradation: Causes and Consequences	1	15	25
II	<b>Natural Resources:</b> <b>Forest resources:</b> Use and over-exploitation, deforestation and their effects on forests <b>Water resources:</b> Use and over-utilization of surface and ground water <b>Mineral resources:</b> Usage and exploitation <b>Energy resources:</b> Renewable and non-renewable energy resources	1	15	25
III	<b>Environmental Pollution:</b> Definition, Causes & Effects of environmental pollution Control measures of air pollution, water pollution, soil pollution & noise pollution. Solid Waste Management: causes, effects and control measures of urban and industrial wastes.	1	15	25
IV	<b>Environment Protection:</b> Disaster Management: floods, earthquake, cyclone and tsunani. Water conservation & Rain water harvesting Environmental Protection Act	1	15	25

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## B.A. Part – III Semester- V

Course XII / Code No. - 546211

### INDUSTRIAL SOCIOLOGY

Credits: 4

Lectures: 60

Marks: 100

- Objectives :**
- To gain knowledge about the process of industrialization & the evolution of production system.
  - To familiarize with the actual problem situations in Industrial organization

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> A) Definition, Nature, Subject matter, & Significance of Industrial Sociology B) Process of Industrialization Consequences of industrialization Characteristics of Industrial society	1	15	25
II	<b>Evolution of the production System:</b> A) Earlier production systems: Manorial, Guild & Domestic system B) Factory system of production	1	15	25
III	<b>Industrial Labour:</b> A) Characteristics, Growth & development of Formal & Informal Sector B) Problems of workers in organized & unorganized sectors	1	15	25
IV	<b>Industrial Disputes and Trade Unions:</b> A) Causes & Consequences of Industrial disputes Methods of settling Industrial disputes B) Trade Unions: Functions, Objectives & Growth of trade unions Problems of trade unions	1	15	25

#### References :

- Schneider, E. V., 1957. Industrial Sociology, New York : Mc Graw Hill .  
Gisbert, P., 1972. Fundamentals of Industrial Sociology, Bombay: Tata Mc Graw Hill .  
Ramaswamy, E. R., 1977. The worker & his union, New Delhi: Allied Publishers..  
Miller & Form, 1964. Industrial Sociology, Harper & brothers, United Kingdom.  
Ramaswamy, E. A., Managing Human Resources, New Delhi: OUP  
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Watson, Tony J. 2008. Sociology, Work, and Industry, London: Routledge.



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# B.A. Part – III Semester- V

Course XI / Code No. - 546111

## CRIME AND DEVIANCE

Credits: 4

Lectures: 60


Marks: 100

- Objectives :**
1. To understand the range of theories sociologists use to explain crime.
  2. To identify the behaviour in which deviance is engaged and controlled.

Unit	COURSE CONTENT:	Credits	Lectures	Marks
I	<b>Introduction:</b> Concept of Crime Delinquency: Meaning & Definition Difference between Crime and Delinquency Classification of crimes	1	15	25
II	<b>Crime Causation:</b> <u>Theoretical explanations of criminal behaviour:</u> Biological theory & Psychological theory <u>Sociological explanations of criminal behaviour:</u> Theory of Anomie Differential Association theory / Learning Theory Differential Opportunity theory Control theory Labeling theory	1	15	25
III	<b>Changing profile of Crime:</b> <u>White- Collar Crime:</u> Features, Types & Prevention <u>Female Crime:</u> Nature & Pattern of female crime <u>Organized Crime:</u> Characteristics, Types & Control	1	15	25
IV	<b>Crime Correction &amp; prevention:</b> <u>Crime Correction:</u> Meaning and Significance Probation, Parole, Open Prisons <u>Crime Prevention:</u> Aims & Objectives, Role of Police and Community	1	15	25

### References :

- Bedi Kiran, 1998. It is Always Possible, New Delhi: Sterling publications Pvt. Ltd.
- Bhosle Smriti, 2009. Female Crime in India & Theoretical Perspectives of Crime, New Delhi: Kalpaz publications.
- Reid Suetitus, 1976. Crime and Criminology, Illinois, Deyden Press.
- Ryan Patrick J. & George Rush, 1997. Understanding Organized Crime in Global Perspective, London: Sage publications.
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- Walklete Sandra, 1998. Understanding Criminology, Philadelphia: Open University Press.
- Williams Frank P. & Marilyn D.M., 1998. Criminological Theory, New Jersey: Prentice Hall.

  
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