

# University of Mumbai



No. UG/37 of 2021-22

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/163 of 2016-17, dated 16<sup>th</sup> November, 2016 relating to the revised syllabus as per the (CBCS) for F.Y.B.A.- in English (Introduction to Literature) (Sem. .I & II).

They are hereby informed that the recommendations made by the Board of Studies in English at its online meeting held on 21<sup>st</sup> December, 2020 vide item No. 4 and subsequently made by the Board of Deans at its meeting held on 27<sup>th</sup> January, 2021 vide item No. 5.4 (R) have been accepted by the Academic Council at its meeting held on 23<sup>rd</sup> February, 2021 vide item No. 5.4 (R) and that in accordance therewith, that existing nomenclature of the paper Introduction to Literature Paper I & II for Sem 1 & 2 respectively is changed as Introduction to Prose and Fiction Paper I & II for Sem. 1 & 2 and to revised the syllabus as per the (CBCS) of F.Y.B.A. Optional English Paper I Introduction to Prose and Fiction – Sem. I & II has been brought into force with effect from the academic year 2021 -22 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
August, 2021

(Dr. B.N.Gaikwad)  
I/c REGISTRAR

To

The Principals of the Affiliated Colleges and Directors of the Recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/5.4/23/02/2021

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No. UG/ 37 -A of 2021-22

MUMBAI-400 032

17<sup>th</sup> August, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in English
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

(Dr. B.N.Gaikwad)  
I/c REGISTRAR

**Copy to :-**

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

**for information.**

## Cover Page

AC- 23/02/2021  
Item No. – 5.3(R)

# UNIVERSITY OF MUMBAI



## Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	FYBA : Communication Skills in English
2	Eligibility for Admission	10+2
3	Passing Marks	40
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	1 Year (semester I and II)
6	Level	<del>P.G. / U.G./ Diploma / Certificate</del> (Strike out which is not applicable)
7	Pattern	<del>Yearly / Semester</del> (Strike out which is not applicable)
8	Status	<del>New / Revised</del> (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year <b>2021 -2022</b>

Date: 21/12/2020

Signature :

Name of BOS Chairperson / ~~Dean~~ :

**Dr. Sudhir Nikam**



# University of Mumbai

**Syllabus for F.Y.B.A**

**Program: B.A.**

**Course: Communication Skills in English (Core Paper)**

**(Choice Based Credit System with effect from the academic year 2021-2022)**

**Board of Studies in English**

**Dr. Sudhir Nikam (Chairperson)**

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

## Syllabus Sub-Committee

<b>Dr. Deepa Murdeshwar-Katre (Convener)</b>	:	Department of English, Vartak College, Vasai Road, Dist Palghar
<b>Dr. Susmita Dey (Member)</b>	:	Department of English and Research Centre (Retd.), V. G. Vaze College, Mumbai
<b>Dr. Sachin Labade (Member)</b>	:	Department of English, University of Mumbai
<b>Mr. Vinodsinh Patil (Member)</b>	:	Department of English, Arts & Commerce College, Phondaghat, Dist.Sindhudurg
<b>Ms Gayatri Gadgil (Member)</b>	:	Department of English, D. G. Ruparel College of Arts, Science and Commerce, Mahim, Mumbai
<b>Mrs. Shanti Polamuri (Member)</b>	:	Department of English, Maharashtra College of Arts, Science and Commerce, Mumbai
<b>Mr. Sanjay Kalekar (Member)</b>	:	Department of English, DRT's A. E. Kalsekar Degree College, Kausa, Thane
<b>Mr. Rameshwar Solanke (Member)</b>	:	Department of English, Khare Dhere - Bhosale College, Guhagar, Dist.Ratnagiri
<b>Dr. S. Vishnu Priya (Member)</b>	:	Department of ELT, SDE, EFLU, Hyderabad.

## **Course: Communication Skills in English**

**(80:20 Marks Examination Pattern)**

**(Choice Based Credit System with effect from the academic year 2021-22)**

1. Syllabus as per Credit Based Semester and Grading System:		
i)	Name of the Programme	: B.A.
ii)	Course Code	: UACS 101 & UACS 201
iii)	Course Titles	: Communication Skills in English
iv)	Semester-wise Course Content	: Enclosed the copy of syllabus
v)	References and Additional References:	Enclosed in the Syllabus
vi)	Credit Structure	: No. of Credits per Semester – 02
vii)	No. of lectures per Unit	: 15
viii)	No. of lectures per week	: 03 lectures + 01 tutorial
2.	Scheme of Examination	: Written Exam: 4 Questions of 20 Marks each Internal Assessment: 20 marks
3.	Special notes, if any	: No
4.	Eligibility, if any	: No
5.	Fee Structure	: As per University Structure
6.	Special Ordinances / Resolutions if any	: No

## **Revised Syllabus for FYBA**

### **Communication Skills in English Paper I and Paper II**

#### **To be implemented from 2021-22 (80:20 Marks Examination Pattern)**

##### **Preamble:**

The English language is the dominant medium through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language. Communication Skills in English is a core course wherein the first year learners are guided to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing.

The focus of the syllabus is on building confidence in the learners in applying these skills while using the English language both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 80:20 pattern will also help in accomplishing this goal. The tutorial activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills.

It is hoped that by the end of the academic year, the learners will have developed confidence in using the English language both for oral and written communication as well as develop interest in enhancing these skills later on.

##### **Objectives:**

1. To enhance English language proficiency of students by familiarizing them with the skills of Listening, Speaking, Reading and Writing (LSRW)
2. To introduce learners to different perspectives of looking at a text or passage
3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently
4. To guide learners in the effective use of the digital medium of communication.

##### **Outcomes:**

1. The learners will learn to understand and interpret any text they are reading from different perspectives
2. The interest of learners in listening to and watching good quality audio and visual media will be aroused.
3. Learners will acquire proficiency in the skills of listening, speaking, reading and writing that will help them meet the challenges of the world.
4. The learners will develop good oral and written skills of communication in the English language.

**Periods:** 45 lectures + 15 Tutorials (3 lectures + 1 tutorial per week per batch) per semester

All passages, stories, articles, poems selected should help the learners develop different communication skills. Learning through example and practice with a theoretical base is the intention.

## Semester I

### Communication Skills in English Paper I

#### Course Content

##### **Unit 1: Introduction to Communication Skills**

**No. of lectures: 08**

English as an international language and varieties of English

1. Significance and ways of effective communication in English
2. Listening for academic and professional development
3. Formal and informal communication in spoken English
4. Reading for different purposes
5. Features of effective writing skills
6. Study skills in English

*This unit shall work as theoretical base for the following units that are practical in nature.*

##### **Unit 2: Developing Comprehension Skills in English**

**No. of lectures: 12**

###### **A. Reading Skills**

1. Scanning a text for information
2. Skimming a passage to look for main ideas, understanding text type
3. Guessing meaning of an expression (word/phrase/clause)
4. Building inference skills
5. Understanding language structure (such as subject verb agreement, voice, direct and reported speech)
6. Note making
7. Summarizing

*Passages from fables, folk stories, short stories, non-fiction, history, business or environment, of around 250- 300 words, could be chosen in this unit.*



## **b. Listening Skills**

1. Listening for main ideas/Gist
2. Listening for detail
3. Listening for text organization features
4. Listening for tone, accent, style and register
5. Predicting content and guessing meaning
6. Making inferences from the audio-visual text
7. Listening for opinion/argument/counter-arguments etc.
8. Taking notes

*A variety of relevant audio/visual texts as samples may be drawn from various sources. Listening skills in English should be developed through various activities along with the practice done while teaching in the class.*

## **Unit 3: Speaking Skills in English**

**No of lectures: 15**

### **a. Public Speaking in English**

1. Introduction
2. Characteristics of an effective speech
3. Analysis of model speeches
4. Drafting and presenting a speech in formal and informal gatherings

### **b. Conversation in English**

1. Opening a conversation
2. Introducing oneself in various contexts
3. Introducing others formally and informally
4. Building a conversation
5. Leaving and closing a conversation
6. Conversation in group in various situations

### **c. Speaking at an Event**

1. Anchoring/compering an event
2. Introducing guests/ speakers/dignitaries
3. Proposing a vote of thanks

*A variety of relevant texts as samples may be drawn from print and non-print sources such as books, videos, audio files etc. Speaking skills in English should be developed through various activities along with the practice done while teaching in the class.*

**Unit 4: Formal Writing Skills**

**No. of lectures: 10**

i. Letters:

1. Job applications with bio data (solicited and unsolicited)
2. RTI applications
3. Applications for duplicate documents (I-cards / mark sheet, etc.)

ii. Emails:

1. Job acceptance and joining
2. Resignation
3. Complaints
4. Requests for references
5. Request for sponsorship

**Tutorial Activities:**

1. Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos.
  2. Listening to audio clips/ books to enhance listening skills
  3. Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills
  4. Making short presentations on given topics
  5. Official letter writing/ email writing exercises
-

## Semester II

### Communication Skills in English Paper II

#### Course Content

##### **Unit 1: English Usage in Communication**

**No. of lectures: 08**

1. Distinction between American English and British English
2. Indianism and Indian English
3. Appropriacy in the Use of English
4. Non-verbal Communication
5. Elevator Pitch
6. Information and Communication Technology and Use of English
7. Modes and Types of Interview
8. Principles of Creative Writing

*This unit shall work as theoretical base for the following units that are practical in nature.*

##### **Unit 2: Enhancing Reading Competencies**

**No. of lectures: 12**

A variety of passages of 200-250 words may be taken such as extracts from novels, short stories, plays, magazine, newspapers, reports, documents, academic texts. The passages should have complex text type, function and lexis. The learners may be encouraged to gather meaning contextually or by referring to offline and online sources such as dictionary, thesaurus, and encyclopedia.

1. Augmenting active vocabulary
2. Understanding relations between parts of a text
3. Transferring information (Verbal to Non-Verbal)
4. Understanding concepts and arguments,
5. Developing skills in analysis and interpretation
6. Rewriting a passage from a defined perspective
7. Reading critically (presenting a reasoned argument that evaluates and analyses what you have read)

Weightage of questions on texts -

- a. On vocabulary, synonyms and antonyms, prefixes and suffixes, collocations, making sentences of their own from the idioms or difficult words in the extract (50%)
- b. On writing their opinions, perspectives on the passages in longer, more descriptive ways (50%)

### **Unit 3: Advanced Oral Communication Skills**

**No. of lectures: 15**

A. Presentation skills: (Formal presentations and skits)

1. Planning and structuring
2. Opening and closing a presentation
3. Use of body language
4. Use of technology in making a presentation
5. Drafting a skit (Not to be tested in theory exam)
6. Reading of a skit
7. Presenting a skit

*Students are advised to prepare their own presentation scripts. Teachers should help them in drafting, reading and presenting those scripts in the class.*

B. Group Discussion

1. Formal and informal discussion
2. Elements of group discussion
3. Using appropriate language: Initiating, seeking and giving opinions, suggesting, responding to a suggestion, agreeing, disagreeing, interrupting, requesting, clarifying, summing up
4. Types of discussion:  
Giving and sharing opinions of a given topic, making decisions, problem solving (case study)

### C. Interview Skills

1. Interviewing others
  - Researching the interviewee (writer, social worker, entrepreneur, actor etc.)
  - Preparing questions
  - Conducting interview
2. Attending an Interview (Job/Entrance)
  - Researching the organization
  - Reviewing job-profile and your bio-data/CV
  - Preparing for standard questions
  - Responding to questions
  - Preparing your questions to ask to the interviewer/s
3. Analyzing Interviews

*Students can be tested on forming actual interview frameworks including questions. Teachers must form the groups and conduct actual interviews involving full strength of students.*

### **Unit 4: Advanced Writing Skills**

**No. of lectures: 10**

#### A. Report Writing:

1. News report
2. Activity/Event report

#### B. Creative Writing:

1. Personal Essay
2. Memoir
3. Short Speech on the given occasion/ event
4. Story writing

#### **Tutorial Activities:**

1. Dialogue-writing exercises
2. Writing skits and presenting them
3. Giving speeches
4. Group discussions
5. Mock Interviews

6. Development of stories, passages from hints given, in about 200-250 words
7. Report writing tasks
8. Statement of Purpose

**Evaluation Pattern:**

**A. Internal Evaluation (20 Marks)**

		<b>Marks</b>	<b>Remarks</b>
1	Performance in Tutorial activities	10	<p><b>Sem I</b> -- Learners may be asked to make presentations, hold conversation in class, which will be assessed</p> <p><b>Sem II</b> -- Learners may be asked to participate in group discussions or mock interviews in class, which will be assessed</p>
2	Participation in classes (lectures and tutorials)	05	Learners' response to teaching, timely submission of tasks will be assessed
3.	Overall attendance (lectures and tutorials)	05	Percentage of learners' attendance in class to be considered

**B. Written Examination: (80 marks)**

**Semester I:** 4 questions carrying 20 marks each

Q. No.	Question details	Marks
1	Short Notes (4 out of 6) from Unit 1	20
2	Unseen Passage (200-250 words) ( Unit 2) <ol style="list-style-type: none"> <li>a. On content, the use of tenses, articles, prepositions, direct-indirect speech and concord, voice, word meanings - (50%)</li> <li>b. On reading sub-skills (pointing out main ideas and supporting details, making inferences) (50%)</li> </ol>	10 10

3	<p><u>Any four</u> to be attempted from given options (based on Unit 3)</p> <p>a. Preparing a speech on a given topic  b. Questions on introducing self and others  c. Develop a conversation on a given situation\  d. Introducing speakers/guests in a given event  e. Drafting vote of thanks at a given event</p>	20
4	<p>a. Job application with bio data</p> <p>b. RTI letter</p> <p>c. Email writing (1 out of 2)</p>	08 07 05

**Semester II:** 4 questions carrying 20 marks each

Q. No.	Question details	Marks
1	Short Notes (4 out of 6) on theory from Unit 1	20
2	<p>Unseen Passage (200-250 words) ( Unit 2)</p> <p>a. On content, synonyms and antonyms, prefixes and suffixes, collocations, making sentences of their own from the idioms or difficult words in the passage (50%)</p> <p>b. On other sub-skills (such as writing their opinions, perspectives on the passages in longer, more descriptive ways (50%)</p>	10 10
3	<p>Any Two out of Three to be attempted (based on Unit 3)</p> <p>a. Preparing a draft of presentation on a given topic  b. Preparing a draft for a mock interview based on the given instructions  c. Preparing a draft of a group discussion on a given topic &amp; instructions</p>	20

4	Report writing (1 out of 2)	08
	a. Personal essay/Memoir	07
	b. Story Writing/Speech	05

### Recommended Reading:

- Bellare, Nirmala. *Reading & Study Strategies*. Books. 1 and 2. Oxford University Press, 1997, 1998
- Bellare, Nirmala. *Easy Steps to Summary Writing and Note-Making*. Amazon Kindle Edition, 2020
- Comfort, Jeremy, et al. *Speaking Effectively: Developing Speaking Skills for Business English*. Cambridge University Press, 1994.
- Das, Bikram K., et. al. *An Introduction to Professional English and Soft Skills*. Cambridge University Press India Pvt. Ltd., 2010
- Das, Yadjnaseni & R. Saha (eds.) *English for Careers*. Pearson Education India, 2012.
- Devlin, Joseph. *How to Speak And Write Correctly*. New York, The Christian Herald, 1910
- Dimond-Bayir, Stephanie. *Unlock Level 2 Listening and Speaking Skills Student's Book and Online Workbook: Listening and Speaking Skills Student's Book+ Online Workbook*. Cambridge University Press, 2014.
- Doff, Adrian and Christopher Jones. *Language in Use (Intermediate and Upper Intermediate)*. CUP, 2004.
- Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
- Goodale, Malcolm. *Professional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
- Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981



- Grussendorf, Marion. *English for Presentations*. Oxford University Press, 2007.
- Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
- Kumar, Sanjay and Pushp Lata. *Communication Skills*. Second Edition. New Delhi, 2011. Oxford University Press, 2015
- Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
- McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
- Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
- Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
- Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
- Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
- Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010
- Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
- Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
- Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
- Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
- Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
- Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002
- Wright. Andrew, et al. *Games for Language Learning: Cambridge Handbooks for Language Teachers* (Third Edition). 2006. Cambridge (UK), Cambridge University Press, 2010

## Web link Resources:

1. A rendezvous with Simi Garewal: Ratan Tata :  
<https://www.youtube.com/watch?v=ozetTgOHu78&t=510s> Here Ratan Tata discusses his personal life, his expectations, his experience as a CEO of Tata and sons.
2. A rendezvous with Simi Garewal: Kiran Bedi:  
<https://youtu.be/vX2NyKvEAXQ>  
In this video, Kiran Bedi shares her daring adventures, her field, her passion for career with Simi Garewal.
3. In Conversation: Rajiv Mehrotra with J.R.D.Tata:  
<https://youtu.be/68otfg601HI>  
J. R. D. Tata discloses his dream of India, his experiences with Pandit Nehru, Mahatma Gandhi, Sardar Patel and his contribution to modern India.
4. The Tharoor Guide To Indian English: <https://youtu.be/NsyI9LIXbFM>  
Shashi Tharoor talks of new words like “defenstrate”, “brinjol”; talks about Indian English, ethnicity and so on.
5. Dr.A.P.J Abdul Kalam on Discovery, invention and innovation:<https://youtu.be/9CKCfiX3uO0>  
Dr. Kalam addresses IIT Delhi students.
6. Malala Yousafzai’s speech on the occasion of her Nobel Peace Prize ( 2014) on education:<https://youtu.be/c2DHZlkUI6s>
7. Kailash Satyarthi’s speech on the occasion of Nobel Peace Prize( 2014) on the innocence of children; he gives voice to voiceless in his speech:<https://youtu.be/wt0LSCEuc M>
8. Speech by Mr. Ratan Tata: <https://youtu.be/m7-tKX7aZXM>
9. “I Have a Dream” speech by Martin Luther King Jr. HD (subtitled)  
<https://www.youtube.com/watch?v=vP4iY1TtS3s>  
“I Have a Dream” is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.
10. Speech by Emma Watson on Gender Equality :<https://youtu.be/nIwU-9ZTTJc>
11. Imaginative science video: Could humans live in underwater cities?  
<https://youtu.be/GUGtU7Ii1yk>
12. A conversation about household appliances: <https://youtu.be/rAPI0fSborU>
13. Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
14. Video on space: Solar system 101: <https://youtu.be/libKVRa01L8>
15. Video on evolution: How Apocalypses paved the way for Humans  
<https://youtu.be/libKVRa01L8>
16. Video on biology: Why Bats Aren't as Scary as You Think  
[https://youtu.be/D6e\\_qh3YRPs](https://youtu.be/D6e_qh3YRPs)
17. Video on social media: What is a social media influencer?  
<https://youtu.be/39A3og7enz8>
18. Tips on communication (TED Talk): The Secrets of Learning a New Language[https://youtu.be/o\\_XVt5rdpFY](https://youtu.be/o_XVt5rdpFY)
19. Expressing opinions: If Cinderella Were a Guy:<https://youtu.be/p4OyCNctKXg>
20. Telling stories without words: Partly Cloudy  
<https://youtu.be/ix13P9NqBjo>
21. Telling stories without words: Tree of Unity <https://youtu.be/sAo41Gyl6hY>

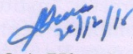
22. Bonding over the Radio: A special storytelling series by the much loved author Ruskin Bond: akashvaniair  
<https://youtu.be/oxf60BIR2Q4>  
<https://youtu.be/ISX7rUOJOms>  
[https://youtu.be/rrC\\_s0XPXKI](https://youtu.be/rrC_s0XPXKI)  
<https://youtu.be/FUML3q1ncF0>  
[https://youtu.be/3by\\_ninqRzg](https://youtu.be/3by_ninqRzg)
  23. Video on the English language: Where did English come from?  
<https://youtu.be/YEaSxhcns7Y>
  24. Video on biology: The science of skin colour: [https://youtu.be/\\_r4c2NT4naQ](https://youtu.be/_r4c2NT4naQ)
  25. Video on advertising: The Science of Persuasion <https://youtu.be/cFdCzN7RYbw>
  26. “The Happy Prince” Oscar Wilde Michael Mills Classic Animated Short 1974.  
<https://www.youtube.com/watch?v=q3RZh1yaqxM>  
Learners may be encouraged to watch animated stories such as this one and questions asked later on.
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**UNIVERSITY OF MUMBAI**  
**No. UG/210 of 2016-17**

**CIRCULAR:-**

The Principals of the affiliated Colleges in Arts, Science and Commerce and the Heads of recognized Institutions concerned are hereby informed that the recommendation made by Ad-hoc Board of Studies in Lifelong Learning & Extension under Faculty of Arts, Science and Commerce at its meeting held on 29<sup>th</sup> June, 2016 has been accepted by the Academic Council at its meeting held on 14<sup>th</sup> July, 2016 **vide** item No. 4.84 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for Extension Work Subject for F.Y.B.A/B.Com./B.Sc. & other Professional Courses for Foundation Course approved by the Board of Studies in Extension Work for academic year 2016-17, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI – 400 032  
21 December, 2016  
To

  
(Dr.M.A.Khan)  
REGISTRAR

The Principals of the affiliated Colleges in Arts, Science and Commerce and the Heads of recognized Institutions concerned.

**A.C/4.84/14/07/2016**

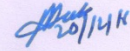
\*\*\*\*\*

No. UG/210 -A of 2016

MUMBAI-400 032 21 December, 2016

Copy forwarded with Compliments for information to:-

- 1) The Co-ordinator, Faculty of Arts, Science and Commerce,
- 2) The Director, Board of College and University Development,
- 3) The Co-Ordinator, University Computerization Centre,
- 4) The Controller of Examinations.

  
(Dr.M.A.Khan)  
REGISTRAR

....PTO

UNIVERSITY OF MUMBAI  
Department of Lifelong Learning & Extension  
FIRST YEAR -Foundation Course-I in Extension Work

SYLLABUS

**SEMESTER I : EXTENSION AND FIELD OUTREACH**

**UNIT I: EXTENSION: BASIC CONCEPTS AND PRINCIPLES**

Extension: Concept, History & Goals, Extension (Principles, advantages and disadvantages), Role of Extension Work in Rural & Urban Development.

**UNIT II: FIELD OUTREACH**

Field Outreach Activities (Need, Methods, Advantages and Disadvantages), Social Leadership-Concept, Characteristics & Functions.

**UNIT III: COMMUNICATION SKILLS**

Concept, Definition, Process of communication, significance & its limitations  
Mass Media: Concept, Importance and its uses.

**SEMESTER II: VALUE EDUCATION AND SKILL DEVELOPMENT**

**UNIT IV: VALUE EDUCATION AND LONGEVITY**

Value Education and Longevity: Meaning and Significance, Development of Value Education and its Longevity: Role of Citizens, Family, Learners, Teachers and Social Reformers, Value Education: Activities and Strategies, Role of Government (Schools & Colleges), Hazards and recycling of e-waste.

**UNIT V: SKILL DEVELOPMENT**

Computer: Fundamentals of Computers, Basic Computer Applications,  
E Learning: Meaning, Need Scope, Functions & Significance  
Application Software, Operating Systems & Utility Programs

**UNIT VI: DEVELOPMENT OF SOFT SKILLS**

Personality Development: Meaning & Importance, Etiquettes, Code of Conduct, Accent in Communication, Grooming Styles, Preparing & Presenting Yourself, Motivation and Confidence Building, Soft Skills, Time Management

*[Handwritten signature]*



# University of Mumbai



No. AAMS(UG)/ 52 of 2022-23

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions in Faculty of Humanities is invited to this office circular No. UG/91 and UG/92 of 2016-17 dated 25<sup>th</sup> October, 2016 relating to the revised syllabus as per the CBCS for F.Y.B.A. Marathi (Compulsory) and (Ancillary) (Sem. I & II) respectively.

They are hereby informed that the recommendations made by the Board of Studies in **Marathi** at its meeting held on 11<sup>th</sup> May, 2022 and subsequently passed by the Board of Deans at its meeting held on 17<sup>th</sup> May, 2022 vide item No. 5.29(R) have been accepted by the Academic Council at its meeting held on 17<sup>th</sup> May, 2022 vide item No. 5.29(R) and that in accordance therewith, the revised syllabus of **F.Y.B.A. (Marathi) (Ancillary and Compulsory) Sem I and II (CBCS)**, has been brought into force with effect from the academic year 2022-23. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032

23<sup>th</sup> June, 2022

To

The Principals of the Affiliated Colleges, and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/5.29(R)/17/05/2022

\*\*\*\*\*

No. AAMS(UG)/ 52-A of 2022-23

28<sup>th</sup> June, 2022

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies Marathi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

(Dr. Vinod Patil)  
I/c Registrar

**Copy to :-**

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

**for information.**

AC-17/05/2022

Item No- 5.29 (R)

# **UNIVERSITY OF MUMBAI**



**Revised Syllabus for F.Y.B.A Marathi**

**(Ancillary And Compulsory )**

**Semester - I And II**

**( Choice Based Credit System)**

**(With effect from the academic year 2022-23)**



UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr No.	Heading	Particular
1	Title of the Course	F.Y.B.A (Marathi) Ancillary And Compulsory
2	Eligibility for Admission	Candidates with at least 50% marks in the senior secondary +2 or its equivalent
3	Passing Marks	40%
4	Ordinances / Regulation (if any) No. of Years/Semester	
5	No. of Years / Semester	Sem-I and II (CBCS)
6	Level	U.G
7	Pattern	Semester
8	Status	Revised Syllabus
9	To be implemented form Academic Year	From Academic Year 2022-23

Name & Signature Of BOS Chairperson :

Dr. Vandana Mahajan

A handwritten signature in blue ink, appearing to read 'Vandana Mahajan', with a horizontal line underneath.

Name & Signature Of Dean :

Dr. Rajesh Kharat

A handwritten signature in blue ink, appearing to read 'Rajesh Kharat', with a horizontal line underneath.

**FYBA MAR(ANC)**  
**(To be implemented from 2022-23)**  
**SEM-1 (UMAR 101)**  
**SEM2 (UMAR 201)**

**प्रथम वर्ष बी.ए. मराठी ऐच्छिक (प्रत्येक सत्रात ३ श्रेयांकने )**

प्रथम वर्ष बी.ए. मराठी या ऐच्छिक या विषयासाठी २०२२-२३ या शैक्षणिक वर्षापासून नेमलेला अभ्यासक्रम प्रथम वर्ष बी.ए. मराठी ऐच्छिक अभ्यासक्रमात प्रथम सत्रात दोन नाटयकृती व दुसऱ्या सत्रात दोन ललित गद्याचा समावेश करण्यात आला आहे. या अभ्यासक्रमाची श्रेयांकन पद्धतीनुसार रचना करण्यात आली आहे. वरील अभ्यासक्रम दोन सत्रात विभागलेला असून, नेमलेल्या विशिष्ट तासिकामध्ये तो शिकवला जाणे आवश्यक आहे.

**अभ्यासपत्रिकेचे उद्दिष्ट्ये -**

मराठी साहित्याचा परिचय करून देत असताना साहित्याच्या अभ्यासाकडे वळणाऱ्या विद्यार्थ्यांना विशिष्ट वाङ्मय प्रकारचे ज्ञान मिळवून देणे व साहित्य प्रकाराचे आकलन करून देणे. हे प्रमुख उद्दिष्ट्ये या अभ्यासपत्रिकेचे आहे. मराठीतील नाटक आणि ललितगद्य या साहित्यप्रकारांचा परिचय करून देणे.

**सत्र – पहिले - एकूण व्याख्याने – ४५, श्रेयांकने- ०३**

**घटक १ - नाटक या साहित्यप्रकाराचा सैद्धान्तिक परिचय (४८ मिनिटांच्या १५ तासिका) श्रेयांकन- १**

नाटक या साहित्यप्रकाराची संकल्पना, नाटक या साहित्य प्रकाराचे घटक,

नाटकाचे महत्त्वाचे दोन प्रकार (शोकात्मिका व सुखात्मिका), नाटक एक संमिश्र कला, मराठी

नाटकाच्या इतिहासातील महत्त्वाचे टप्पे.

घटक २ - देवभाबळी – प्राजक्त देशमुख, पॉप्युलर प्रकाशन, (४८ मिनिटांच्या १५ तासिका) श्रेयांकन १

घटक ३ – माझं घर – जयंत पवार, शब्दालय प्रकाशन, (४८ मिनिटांच्या १५ तासिका) श्रेयांकन १

प्रथम सत्रान्त परीक्षा -

गुण १००

वरील अभ्यासपत्रिकेचे सत्रान्त प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

प्रथम वर्ष बी.ए. मराठी (ऐच्छिक)

प्रश्न १- 'नाटक' या साहित्यप्रकाराचा सैद्धान्तिक परिचय यावर अंतर्गत पर्याय देऊन एक प्रश्न गुण २०.

प्रश्न २ - देवभाबळी या नाटकावर अंतर्गत पर्याय देऊन एक प्रश्न गुण २०.

प्रश्न ३ माझं घर या नाटकावर अंतर्गत पर्याय देऊन एक प्रश्न गुण २०.

प्रश्न ४ प्रत्येक गटातील एकेक टीप लिहा (अंतर्गत पर्यायासह) गुण ३०.

१) नाटकाचा सैद्धान्तिक परिचय

२) देवभाबळी या नाटकावर टिपा

३) माझं घर या नाटकावर टिपा

प्रश्न ५- अभ्यासपत्रिकेतील घटक २ व ३ वर आधारित वस्तुनिष्ठ प्रश्न प्रत्येक घटकावर ४ असे एकूण ८

वस्तुनिष्ठ स्वरूपाचे प्रश्न विचारले जातील परीक्षार्थींनी त्यापैकीकोणतेही ५ प्रश्न सोडवायचे आहेत. प्रत्येक योग्य उत्तरास २ गुण असे एकूण गुण १०

प्रथम वर्ष बी.ए. मराठी (ऐच्छिक)

सत्र दुसरे - एकूण व्याख्याने ४५, श्रेयांकने - ०३

घटक १- ललितगद्य या साहित्यप्रकाराचा सैद्धांतिक परिचय (१५ तासिका) श्रेयांकन - १  
या साहित्यप्रकाराची संकल्पना, ललितगद्य या साहित्य प्रकाराचे विविध घटक व  
विविध प्रकार आणि मराठीतील ललितगद्याचा इतिहास याचा परिचय करणे.

घटक २- इरावती कर्वे – परिपूर्ति

घटक ३- ग्रेस – चर्चबेल

दुसरी सत्रान्त परीक्षा

गुण १००

वरील अभ्यासपत्रिकेचे सत्रांत प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

प्रथम वर्ष बी. ए. मराठी (ऐच्छिक)

प्रश्न १ – घटक १ वर अंतर्गत पर्यायासह एक प्रश्न	गुण २०
प्रश्न २ - घटक २ मधील ललितगद्यावर अंतर्गत पर्याय देऊन एक प्रश्न	गुण २०
प्रश्न ३ - घटक ३ मधील ललितगद्यावर अंतर्गत पर्याय देऊन एक प्रश्न	गुण २०
प्रश्न ४ - प्रत्येक गटातील एकेक टीप लिहा - (अंतर्गत पर्यायांसह)	गुण ३०
१) ललितगद्याचा सैद्धान्तिक परिचय	
२) घटक २ मधील ललितगद्य	
३) घटक ३ मधील ललितगद्य	
प्रश्न ५ - अभ्यासपत्रिकेतील घटक २ व ३ वर आधारित वस्तुनिष्ठ प्रश्न प्रत्येक घटकावर ४ असे एकूण ८ वस्तुनिष्ठ स्वरूपाचे प्रश्न विचारले जातील परीक्षार्थींनी त्यापैकी कोणतेही ५ प्रश्न सोडवायचे आहेत. प्रत्येक योग्य उत्तरास २ गुण असे एकूण गुण १०.	

**FYBA-MAR- Comp**  
**(To be implemented from 2022-23)**  
**SEM-1 (UAMAR 1C1)**

**प्रथम वर्ष बी.ए. मराठी अनिवार्य**

प्रथम वर्ष बी.ए. मराठी अनिवार्य या विषयासाठी २०२२-२३ या शैक्षणिक वर्षापासून नेमलेला अभ्यासक्रम  
सत्र – पहिले - एकूण व्याख्याने - ४० श्रेयांकने- ०२

गुण ५०

**घटक १-** निवडक कथांचा अभ्यास

- १) रत्नाकर मतकरी
- २) योगीराज वाघमारे
- ३) लक्ष्मण माने
- ४) भारत सासणे
- ५) उषाकिरणआत्राम
- ६) जयंत पवार
- ७) अशोक कौतिक कोळी
- ८) शिल्पा कांबळे
- ९) रफिक सूरज
- १०) बबन पोतदार
- ११) प्रणव सखदेव
- १२) विवेक कुडू

(कथांची नावे नंतर कळविण्यात येतील.)

**घटक - २** व्यावहारिक मराठी - (घटकविषय) - (२० तासिका) - श्रेयांकन १

गुण ५०

व्यावहारिक मराठी या विषयासाठी घटकविषय

- १) मराठी लेखनाचे नियम व विरामचिन्हे
- २) वर्तमानपत्रासाठी वृत्तलेखन
- ३) वृत्तांतलेखन
- ४) अर्जलेखन
- ५) भाषांतर (इंग्रजीतून मराठीत)

**सत्रांत परीक्षा**

**प्रथम सत्रान्त परीक्षा**

गुण १००

वरील अभ्यासपत्रिकेचे सत्रांत प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

**प्रथम वर्ष बी.ए. मराठी (अनिवार्य)**

प्रश्न १- घटक १ वर आधारित अंतर्गत पर्याय देऊन एक प्रश्न	गुण २०.
प्रश्न २ -घटक १ वर आधारित अंतर्गत पर्याय देऊन एक प्रश्न	गुण २०.
प्रश्न ३ -घटक १ वर आधारित चार पैकी दोन टिपा	गुण १०.
प्रश्न ४- मराठी लेखनाचे नियम व विरामचिन्हे या उपघटकावर आधारित अंतर्गत पर्यायासह प्रत्येकी ५ गुणांचे २ प्रश्न एकूण	गुण १०.
प्रश्न ५ - वर्तमानपत्रासाठी वृत्तलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न	गुण १०
प्रश्न ६- वृत्तांतलेखन या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ७- अर्जलेखन या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ८- भाषांतर (इंग्रजीतून मराठीत) या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न	गुण १०

### संदर्भ सूची

- १) कथा : संकल्पना आणि समीक्षा - सुधा जोशी
- २) मराठी कथामूल्य आणि न्हास – जी. के. ऐनापुरे
- ३) रा. रं. बोराडे यांची कथा शोध आणि समीक्षा - व्यंकटी पावडे
- ४) मराठीतील कथनरूपे – वसंत आबाजी डहाके
- ५) कथनात्म साहित्य आणि समीक्षा - हरिश्चंद्र थोरात
- ६) स्त्रियांचे कथालेखन नवी दृष्टी, नवी शैली – डॉ. मंगला वरखेडे
- ७) मराठी कथा विसावे शतक – संपा. के. ज. पुरोहित

## SEM- 2 (UAMAR 2C1)

सत्र – दुसरे - एकूण व्याख्याने ४०, श्रेयांक- ०२

वरील अभ्यासपत्रिकेचे प्रथम सत्रान्तप्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

घटक १ निवडक कवितांचा अभ्यास (२० तासिका) श्रेयांकन १

गुण ५०

- १) आसावरी काकडे
- २) सिसिलिया कार्वालो
- ३) किशोर कदम
- ४) भगवान निळे
- ५) नीरजा
- ६) योगिनी राऊळ
- ७) छाया कोरेगावकर
- ८) आय. ए. पवार
- ९) वैभव सोनारकर
- १०) वीरधवल परब
- ११) अजीम नवाज राही
- १२) नीलकंठ शेंरे
- १३) महेंद्र गायकवाड
- १४) मच्छिंद्र चोरमारे
- १५) प्रतिभा सराफ
- १६) संजय बोरुडे
- १७) संजय बालघाटे
- १८) पितांबर कोडापे
- १९) हबीब भंडारे
- २०) योजना यादव
- २१) विनायक पवार
- २२) मेघराज मेश्राम
- २३) अनिल साबळे
- २४) नामदेव कोळी
- २५) हेमंत सोनकांबळे

( कविता नंतर कळविण्यात येतील.)

घटक - २ व्यावहारिक मराठी - (४ घटकविषय) - (२० तासिका) - श्रेयांकन १

- १) इतिवृत्तलेखन
- २) वर्तमान पत्रासाठी जाहिरातलेखन
- ३) उताऱ्यावरील प्रश्न
- ४) सारांशलेखन
- ५) निबंधलेखन

प्रश्न १- घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न	गुण २०.
प्रश्न २- घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न	गुण २०.
प्रश्न ३- घटक क्र. १ वर आधारित चार पैकी दोन टिपा	गुण १०.
प्रश्न ४- इतिवृत्तलेखन या उपघटकावर आधारित अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ५- वर्तमानपत्रासाठी जाहिरातलेखन या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ६- उताऱ्यावरील या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ७ - सारांशलेखन या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०
प्रश्न ८- निबंधलेखन या उपघटकावर अंतर्गत पर्यायांसह १ प्रश्न	गुण १०

#### संदर्भग्रंथ

१. कुलकर्णी, वा० ल०; मराठी कविता-जुनी आणि नवी, पॉप्युलर प्रकाशन आणि मौज प्रकाशन गृह, मुंबई, १९८७.
२. गणोरकर, प्रभा (संपा०); संक्षिप्त मराठी वाङ्मयकोश, (१९२० पासून २००३ पर्यंतचा कालखंड), जी० आर० भटकळ फाउंडेशन, मुंबई, २००४.
३. भागवत, श्री० पु० व इतर (संपा०); साहित्य-अध्यापन आणि प्रकार, पॉप्युलर प्रकाशन गृह, मुंबई.
४. पाटणकर, वसंत; कविता: संकल्पना, निर्मिती आणि समीक्षा, मराठी विभाग, मुंबई विद्यापीठ व अनुभव प्रकाशन, मुंबई, १९९५.
५. पाटणकर, वसंत, शोध कवितेचा, मौज प्रकाशन गृह, मुंबई, २०११. ६. डहाके, वसंत आबाजी; कवितेविषयी, स्वरूप प्रकाशन, औरंगाबाद, १९९९.
७. बेडेकर, दि० के०; आधुनिक मराठी काव्य उद्गम आणि भवितव्य, नागपूर विद्यापीठ, नागपूर, १९६९.
८. रसाळ, सुधीर; काही मराठी कवी जाणवा आणि शैली, जनशक्ती वाचक चळवळ, औरंगाबाद, आवृत्ती ३ री, २०११.
९. करोगल, सुषमा (संपा०); स्वातंत्र्योत्तर मराठी कविता, प्रतिमा प्रकाशन, पुणे, १९९९.
१०. गाडगीळ, डॉ. स. रा., काव्यशास्त्रप्रदीप, व्हीनसप्र काशन, पुणे, २०१६
११. रसाळ, सुधीर, कविता आणि प्रतिमा, मौज प्रकाशनगृह, मुंबई, १९८२
१२. गाडगीळ, डॉ. स. रा., मराठी काव्याचे मानदंड (खंड पहिला), पद्मगंधा प्रकाशन, पुणे, २००५





# University of Mumbai



No. UG/37 of 2021-22

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/163 of 2016-17, dated 16<sup>th</sup> November, 2016 relating to the revised syllabus as per the (CBCS) for F.Y.B.A.- in English (Introduction to Literature) (Sem. .I & II).

They are hereby informed that the recommendations made by the Board of Studies in English at its online meeting held on 21<sup>st</sup> December, 2020 vide item No. 4 and subsequently made by the Board of Deans at its meeting held on 27<sup>th</sup> January, 2021 vide item No. 5.4 (R) have been accepted by the Academic Council at its meeting held on 23<sup>rd</sup> February, 2021 vide item No. 5.4 (R) and that in accordance therewith, that existing nomenclature of the paper Introduction to Literature Paper I & II for Sem 1 & 2 respectively is changed as Introduction to Prose and Fiction Paper I & II for Sem. 1 & 2 and to revised the syllabus as per the (CBCS) of F.Y.B.A. Optional English Paper I Introduction to Prose and Fiction – Sem. I & II has been brought into force with effect from the academic year 2021 -22 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
August, 2021

(Dr. B.N.Gaikwad)  
I/c REGISTRAR

To

The Principals of the Affiliated Colleges and Directors of the Recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/5.4/23/02/2021

\*\*\*\*\*

No. UG/ 37 -A of 2021-22

MUMBAI-400 032

17<sup>th</sup> August, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in English
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

(Dr. B.N.Gaikwad)  
I/c REGISTRAR

**Copy to :-**

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

**for information.**

**UNIVERSITY OF MUMBAI**



**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	FYBA Optional English: 'Introduction to Prose and Fiction'
2	Eligibility for Admission	10+2
3	Passing Marks	40
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	1 Year (Semester I and II)
6	Level	P.G. / U.G./ Diploma / Certificate (Strike out which is not applicable)
7	Pattern	Yearly / Semester (Strike out which is not applicable)
8	Status	New / Revised (Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year <b>2021-2022</b>

Date: 21/12/2020

Signature :



Name of BOS Chairperson / ~~Dean~~ :

**Dr. Sudhir Nikam**



# University of Mumbai

## Syllabus for F.Y.B.A

### Program: B.A.

### Course: Introduction to Prose and Fiction

(Choice Based Credit System with effect from the academic year 2021-2022)

#### Board of Studies in English

#### Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre (Member)

## Syllabus Sub-Committee

- Dr. Rajesh Karankal** : Convenor, Head, Department of English,  
University of Mumbai
- Dr. Rajesh Yeole** : Member, Head, Department of English, Changu  
Kana Thakur A.C.S.College, New Panvel,
- Ms. Sumali Bose** : Member, Department of English, N.E.S Ratnam  
College, Mumbai
- Dr. Shweta Salian** : Member, Department of English, Mithibai  
College, Mumbai
- Dr. Satyajit Kosambi** : Member, Department of English, Sathaye  
College, Mumbai
- Dr. Bharat Tupere** : Member, Department of English, Sant Rawool  
Maharaj College, Kudal

## **Course: Introduction to Prose and Fiction**

**(100 Marks Examination Pattern)**

**(Choice Based Credit System with effect from the academic year 2021-22)**

1. Syllabus as per Credit Based Semester and Grading System:		
i)	Name of the Programme	: B.A.
ii)	Course Code	: UAENG 101 & UAENG 201
iii)	Course Titles	: Introduction to Prose and Fiction Paper – I and II
iv)	Semester-wise Course Content	: Enclosed the copy of syllabus
v)	References and Additional References:	Enclosed in the Syllabus
vi)	Credit Structure	: No. of Credits per Semester – 03
vii)	No. of lectures per Unit	: 15
viii)	No. of lectures per week	: 04
2.	Scheme of Examination	: Written Exam: 5 Questions of 20 Marks each
3.	Special notes, if any	: No
4.	Eligibility, if any	: No
5.	Fee Structure	: As per University Structure
6.	Special Ordinances / Resolutions if any	: No

## **Revised Syllabus for FYBA Optional English**

### **Introduction to Prose and Fiction Paper I and II**

**To be implemented from 2021-22 (100 Marks Examination Pattern)**

#### **Objectives of the Course:**

- To create interest and develop passion amongst learners towards English Literature
- To familiarize learners with salient characteristics of literary genres like short story, prose, fiction and non-fiction
- To introduce learners to various elements of selected short stories written in English and translated into English
- To acquaint learners with different forms of prose and its importance through close reading of selected works
- To understand that literature is an expression of human values and universal truths

#### **Course Outcomes:**

- To develop passion for reading literary works amongst students
- To make learners at ease in the process of appreciation of literature
- To enable learners to understand and analyze selected stories, prose, fiction and non-fiction masterpieces
- To imbibe the underlying philosophy and values reflected in literature
- To develop sensitivity to nature and understand the relationship between human beings and environment



## Semester I

### Optional English: Introduction to Prose and Fiction Paper I

#### Course Content

##### Unit 1:

No. of lectures: 15

Development of Short Story, Elements of Short Story: Plot, Character, Setting, Narrative, Development of Essay, Features of Prose writing, Types of Prose, Autobiography

##### Unit 2:

No. of lectures: 15

- O' Henry : "The Cop and the Anthem"
- Ray Bradbury : "A Sound of Thunder"
- Rabindranath Tagore : "The Kabuliwala"
- Bernard Malamud : "The Jewbird"
- Baburao Bagul : "Mother"
- Ken Liu : "The Paper Menagerie"

##### Unit 3:

No. of lectures: 15

- Sir Francis Bacon : "Of Marriage and Single Life" and "Of Revenge"
- Charles Lamb : "The Two Races Of Men "
- Ralph Waldo Emerson : "Self – Reliance"
- W.E.B. du Bois : "Strivings of the Negro People"
- Shobha De : From "Speedpost": "Dear Arundhati" Aug'99 and "Dear Aditya" June'99
- Subroto Bagchi : From *Go kiss the world*: "Learning to Listen" (p. 145-150) and "Who Is a Good Leader?" (p. 150-155)

**Evaluation: First Semester End Examination Pattern 100 Marks: 3 Hours**

Question 1	:	Short Notes on Unit 1 (4 out of 6)	:	20 Marks
Question 2	:	Essay on Unit 2 (1 out of 2)	:	20 Marks
Question 3	:	Essay on Unit 3 (1 out of 2)	:	20 Marks
Question 4	:	Short Notes on Unit 2 (2 out of 4)	:	20 Marks
Question 5	:	Short Notes on Unit 3 (2 out of 4)	:	20 Marks

## Semester II

### Optional English: Introduction to Prose and Fiction Paper II

#### Course Content

##### Unit 1:

No. of lectures: 15

Novella, Aspects of Novel, Children's Fiction, Adventure Novel, Mystery novel, Science Fiction, Social Novel, Philosophical Novel, Historical Novel

##### Unit 2:

No. of lectures: 15

- John Steinbeck: *The Pearl*  
OR
- Ruskin Bond: *The Blue Umbrella*

##### Unit 3:

No. of lectures: 15

- R.K. Narayan: *The Financial Expert*  
OR
- Isaac Asimov: *Fantastic Voyage*

#### Evaluation: Second Semester End Examination Pattern 100 Marks: 3 Hours

Question 1	:	Short Notes on Unit 1 (4 out of 6)	:	20 Marks
Question 2	:	Essay on Unit 2 (1 out of 2)	:	20 Marks
Question 3	:	Essay on Unit 3 (1 out of 2)	:	20 Marks
Question 4	:	Short Notes on Unit 2 (2 out of 4)	:	20 Marks
Question 5	:	Short Notes on Unit 3 (2 out of 4)	:	20 Marks

## References:

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Albert, E. *History of English Literature*, India, Oxford University Press, 2009.
- Athenian Society. *Drama, Its History*, England, Nabu Press, 2012.
- Auger , Peter. *The Anthem Glossary of Literary Terms and Theory* , India, Anthem Press, , 2011.
- Baldick Chris, *Oxford Dictionary of Literary Terms*. Cambridge University Press, 2008.
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- Brooks, Cleanth and Warren, Robert Penn. *Understanding Fiction*, Printice Hall.
- Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). *The Edinburgh Introduction to Studying Literature*. Edinburgh: Edinburgh University Press, 2010.
- Chakrabarti, Piyas. *Anthem Dictionary of Literary Terms and Theory*. Delhi: Anthem Press, 2006.
- Edmond Gore and Alexander Holmes. *What is Poetry?* England, Nabu Press, 2010.
- Ford, Boris. *The Pelican Guide to English Literature, Volume I to X*
- Forster, E M. *Aspects of the Novel*, (1954) London: Rosetta Books, 2002.
- Fowler, Roger. (Ed.). *A Dictionary of Modern Critical Terms*. (Rev.Ed.) London: Routledge & Kegan Paul, 1987.
- Gibson Arthur. *What is Literature*, Peter Lang Pub Inc, 2007.
- Hudson, W.H., 2011, *An Outline History of English Literature*, India, G K Publishers Pvt. Ltd
- McKeon, Michael. *Theory of the Novel: A Historical Approach*. Baltimore : John Hopkins University Press, 2000.
- Prasad, B. . *Background of the Study of English Literature*, Chennai, Macmillan, 1999.
- Rees, R.J. *English Literature : An Introduction to Foreign Readers*, New Delhi: Macmillan, 1982.
- Turco , Lewis. *The Book of Literary Terms*, UK, University Press of New England, 1999.
- Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Hampshire: Palgrave, Macmillan, 2004

# University of Mumbai



No.UG/2019-20/91  
MUMBAI-400 32  
28<sup>th</sup> August, 2019

To,  
The Head,  
Department of German,  
University of Mumbai,  
Ranade Bhavan, First Floor,  
Kalina, Santacruz (E),  
**Mumbai - 400 098.**

Madam,

Please refer to this syllabus uploaded by Academic Authority Unit which was accepted by Academic Council at its meeting held on 26<sup>th</sup> February, 2015 **vide** item No. 4.2 relating to the revised syllabus as per the (CBSGS) for the F.Y.B.A. (Sem. I & II) in German Studies w.e.f. the academic year 2015-16.

Further you are hereby informed that the recommendations made by the Ad-hoc Board of Studies in German at its meeting held on 15<sup>th</sup> April, 2019 have been accepted by the Academic Council at its meeting held on 10<sup>th</sup> May, 2019 **vide** item No. 4.7 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y.B.A. (Sem. I & II) in German Studies has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032  
28<sup>th</sup> August 2019

*Ajay*  
(Dr. Ajay Deshmukh)  
REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C./4.7/10/05/2019**

No. UG/91 -A of 2019

\*\*\*\*\*  
MUMBAI-400 032

28<sup>th</sup> August, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman Ad-hoc Board of Studies in German,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL)
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre

*Ajay*  
(Dr. Ajay Deshmukh)  
REGISTRAR

**UNIVERSITY OF MUMBAI**

No. UG/33 of 2018-19

**CIRCULAR:-**

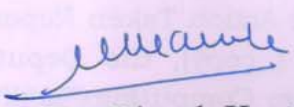
Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/218 of 2017-18, dated 26<sup>th</sup> September, 2017 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in German at its meeting held on 23<sup>rd</sup> April, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 vide item No. 4.20 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y.B.A. in German Studies—Sem I & II has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI-400 032

22<sup>nd</sup> June, 2018

To

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C/4.20/05/05/2018**

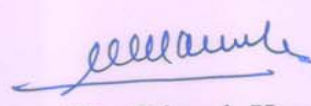
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No. UG/ 33 -A of 2018

MUMBAI-400 032 22<sup>nd</sup> June, 2018

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Ad-hoc Board of Studies in German,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

## UNIVERSITY OF MUMBAI



### Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	F.Y.B.A. in German Studies
2	Eligibility for Admission	Candidates passed with 45% in HSC <b>OR</b> any other equivalent XII Standard Exam (ICSE, CBSE, IB) recognized by the University of Mumbai + Personal Interview (PI)
3	Passing Marks	40%
4	Ordinances/ Regulations (if any)	
5	No. of Years / Semesters	1 year / Sem. I & II
6	Level	U.G.
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2018-19

Date:

Signature:

Name of BOS Chairperson/ Dean: \_\_\_\_\_

UNIVERSITY OF MUMBAI

DEPARTMENT OF GERMAN

**REVISION OF SYLLABUS OF  
F.Y.B.A. in German Studies**

(TO BE INTRODUCED W.E.F. THE ACADEMIC YEAR 2018-19)



### F.Y.B.A. in German Studies Semester I

Course Codes	Course	Name of the Course	Marks (Internal + Theory)*	Credits	Lectures per week
UAGER 101	Core Course 1.1	Structural Study of German I	100	3	3
UAGER 102	Core Course 1.2	Structural Study of German II	100	3	3
UAGER 103	Core Course 1.3	German Culture & Civilisation I	100	3	3
UAGER 104	Language Course 1.4	Communication Skills in German I	100	2	2
UAGER 105	Skill Based Course 1.5	Communication Skills in English I	100	2	2
UAGER 106	Foundation Course 1.6	Foundation Course in German I	100	2	2
		<b>Total</b>	<b>600</b>	<b>15</b>	<b>15</b>

### F.Y.B.A. in German Studies Semester II

Course Codes	Course	Name of the Course	Marks (Internal + Theory)*	Credits	Lectures per week
UAGER 201	Core Course 2.1	Structural Study of German III	100	3	3
UAGER 202	Core Course 2.2	Structural Study of German IV	100	3	3
UAGER 203	Core Course 2.3	German Culture & Civilisation II	100	3	3
UAGER 204	Language Course 2.4	Communication Skills in German II	100	2	2
UAGER 205	Skill Based Course 2.5	Communication Skills in English II	100	2	2
UAGER 206	Foundation Course 2.6	Foundation Course in German II	100	2	2
		<b>Total</b>	<b>600</b>	<b>15</b>	<b>15</b>

**\*As per University rules**

## **SYLLABUS IN DETAIL:**

### **F.Y.B.A. in German Studies Semester I**

#### **CORE COURSE 1.1 - STRUCTURAL STUDY OF GERMAN I (UAGER 101)**

##### **Course Description:**

This course shall introduce basic language structures and involve diverse grammar exercises for practice. Along with the practice of German language structures, their application in authentic situations shall also be dealt with. Reading, listening, understanding, speaking and writing skills shall be developed.

##### **Key Competencies / Learning Outcomes:**

1. Introducing himself/ herself and others.
2. Understanding basic language structures when applied in authentic situations.
3. Building and understanding simple sentences pertaining to concrete necessities.
4. Asking and answering basic questions pertaining to one's and other's name, residence or similar topics from one's direct surroundings.

##### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A1. Berlin / New Delhi: Cornelsen / Goyal Saab 2011
2. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 1- 4) Berlin / New Delhi: Cornelsen / Goyal Saab 2013

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

- Aufderstraße, Hartmut, u.a. : Lagune 1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2012.
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Dengler, Stefanie, u.a.: Netzwerk A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Evans, Sandra, Pude, Angela, Specht, Franz: Menschen A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Hueber 2012
- Funk, Hermann, u.a.: Studio [21]. Grundstufe A1: Deutschbuch A1 MIT DVD-Rom. Berlin: Cornelsen 2014
- Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015
- Habersack, Charlotte, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2013

- Kopp, Gabriele, Büttner, Siegfried: Planet 1. Deutsch für Jugendliche. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Hueber Verlag 2013

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **CORE COURSE 1.2 - STRUCTURAL STUDY OF GERMAN II (UAGER 102)**

### **Course Description:**

This course shall include simple German texts. Emphasis shall be on vocabulary, syntax and comprehension. Exercises based on seen and unseen texts shall be dealt with. Although reading, listening, understanding, speaking and writing skills shall be progressively developed focus will be on reading and understanding skills.

### **Key Competencies/ Learning Outcomes:**

1. Reading and comprehension skills with special focus on vocabulary and syntax.
2. Global and fine understanding of written texts.
3. Correct pronunciation and reading of known names, words and simple sentences.
4. Listening and comprehension skills.
5. Understanding and responding to audio texts, telephonic messages and announcements.

### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A1. Berlin / New Delhi: Cornelsen / Goyal Saab 2011

2. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 1- 4) Berlin / New Delhi: Cornelsen / Goyal Saab 2013

### **Recommended Reading:**

- Albrecht, Ulrike, u.a.: Passwort Deutsch 1. Kurs- und Übungsbuch mit Audio-CD. Stuttgart: Klett Sprachen 2013
- Aufderstraße, Hartmut, u.a. : Lagune 1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2012
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Dengler, Stefanie, u.a.: Netzwerk A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Evans, Sandra, Pude, Angela, Specht, Franz: Menschen A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Hueber 2012
- Funk, Hermann, u.a.: Studio [21]. Grundstufe A1: Deutschbuch A1 MIT DVD-Rom. Berlin: Cornelsen 2014
- Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015

- Habersack, Charlotte, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2013
- Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. A2. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2010
- Kopp, Gabriele, Büttner, Siegfried: Planet 1. Deutsch für Jugendliche. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Hueber Verlag 2013

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **CORE COURSE - 1.3 - GERMAN CULTURE & CIVILISATION I (UAGER 103)**

### **Course Description:**

This course shall provide information & discuss the salient features of the German speaking countries with respect to history, geography, politics, society, art and current affairs. Although reading, listening, understanding, speaking and writing skills shall be progressively developed, focus will be on German culture.

### **Key Competencies/ Learning Outcomes:**

1. Understanding basic social and cultural practices and facts pertaining to German speaking countries with respect to history, geography, politics, society, art and current affairs.
2. Communicating and dealing with everyday situations in a manner appropriate for the target culture.
3. Reading and comprehending basic information given in diverse text types and acting upon it.

### **Prescribed Texts:**

1. Luscher, Renate: Landeskunde Deutschland: Von der Wende bis heute. Ismaning: Hueber 2014
2. Pilaski, Anna, u.a.: Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde Taschenbuch. Stuttgart: Klett Sprachen 2013

### **Recommended Reading:**

- Aufderstraße, Hartmut, u.a. : Lagune 1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2012
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Evans, Sandra, Pude, Angela, Specht, Franz: Menschen A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Hueber 2012
- Funk, Hermann, u.a.: Studio d - Grundstufe: A1. Berlin / New Delhi: Cornelsen / Goyal Saab 2011
- Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013

- Graffmann, Heinrich, u.a.: Optimal A2. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
- Müller, Martin, u.a.: Optimal A1. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **LANGUAGE COURSE 1.4 - COMMUNICATION SKILLS IN GERMAN I (UAGER 104)**

### **Course Description:**

This course shall emphasize upon reading, listening, understanding, speaking and writing skills and they shall be progressively developed. The focus will be on listening and speaking skills.

### **Key Competencies/ Learning Outcomes:**

1. Communicating in every-day situations in writing.
2. Communicating orally for the fulfillment of immediate communicative every-day necessities.
3. Communicating verbally with a dialogue-partner with respect to basic topics, provided the partner speaks slowly, clearly and is willing to help.
4. Proficiency in pronunciation.

### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio [21]. Grundstufe A1: Deutschbuch A1 MIT DVD-Rom. Berlin: Cornelsen 2014
2. Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. (Einheiten 1- 4) Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015

### **Recommended Reading:**

- Albrecht, Ulrike, u.a.: Passwort Deutsch 1. Kurs- und Übungsbuch mit Audio-CD. Stuttgart: Klett Sprachen 2013
- Albrecht, Ulrike, u.a.: Passwort Deutsch 2. Kurs- und Übungsbuch mit Audio-CD . Stuttgart: Klett Sprachen 2013
- Dengler, Stefanie, u.a.: Netzwerk A1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Funk, Hermann, u.a.: Studio d - Grundstufe: A1. Berlin / New Delhi: Cornelsen / Goyal Saab 2011
- Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013
- Graffmann, Heinrich, u.a.: Optimal A2. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch. Taschenbuch. Stuttgart: KlettSprachen 2013

- Müller, Martin, u.a.: Optimal A1. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch. Taschenbuch. Stuttgart: Klett Sprachen 2013  
(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **SKILL BASED COURSE 1.5-COMMUNICATION SKILLS IN ENGLISH I (UAGER 105)**

### **Course Description:**

This course shall enhance the communication skills of the students in English. Emphasis shall be not only on written and oral comprehension, but also on active usage of correct English. Students coming from Marathi and other mediums shall particularly benefit from this course.

### **Key Competencies / Learning Outcomes:**

1. Applying English in written format to produce a variety of texts e.g. essays, reports, reviews etc.
2. Speaking correctly in English.
3. Public speaking will also be focused upon.

### **Prescribed Texts:**

1. Doctor: Communication Skills in English. 2009. Chapters 1-10.
2. Smith-Pearse, T.L.H.: The English Errors of Indian Students. 5th Edition, New Delhi, OUP 2006.

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **1.6 -FOUNDATION COURSE IN GERMAN I (UAGER 106)**

### **Course Description:**

This course serves as a miscellaneous course and aims at developing the student's skills to adjust and react in a given real-life scenario. Special attention is given to the student's ability to produce written texts. Creative use of the language is encouraged as a part of this course. Although reading, listening, understanding, speaking and writing skills shall be progressively developed focus will be on writing skills.

### **Key Competencies / Learning Outcomes:**

1. Acting and responding to routine situations such as reading signboards, placards, advertisements and catalogs in a culturally appropriate manner.
2. Writing about situations from his/her direct surroundings.
3. Proficiency in orthography.

**Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A1. Berlin / New Delhi: Cornelsen / Goyal Saab 2011
2. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 1- 4) Berlin / New Delhi: Cornelsen / Goyal Saab 2013

**Recommended Reading:**

- Funk, Hermann, u.a.: Studio [21]. Grundstufe A1: Deutschbuch A1 MIT DVD-Rom. Berlin: Cornelsen 2014
  - Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015
  - Graffmann, Heinrich, u.a.: Optimal A2. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
  - Jentges, Sabine, u.a.: Aussichten-Paket A1. Deutsch als Fremdsprache für Erwachsene. Kursbuch, Arbeitsbuch und Intensivtrainer. Stuttgart: Klett Sprachen 2013
  - Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. A2. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2010
  - Müller, Martin, u.a.: Optimal A1. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
  - Swerlowa, Olga, u.a.: Aussichten A2. Deutsch als Fremdsprache für Erwachsene. Kursbuch, Arbeitsbuch und Intensivtrainer. Stuttgart: Klett Sprachen 2011
- (Additional print, audio and visual material to be compiled and provided by the teacher.)

## F.Y.B.A. in German Studies Semester II

### **CORE COURSE 2.1 -STRUCTURAL STUDY OF GERMAN III (UAGER 201)**

#### **Course Description:**

This course shall be a continuation of basic language structures and involve diverse exercises for practice at the intermediate level. Along with the practice of German language structures, their application in authentic situations shall also be dealt with. Reading, listening, understanding, speaking and writing skills shall be developed.

#### **Key Competencies / Learning Outcomes:**

1. Understanding as well as applying moderately advanced language structures in authentic situations.
2. Comprehending sentences, phrases and expressions pertaining to areas of direct interest and eventually be able to understand the key points while listening to another person speaking in standard language on topics like work, family, education etc.
3. Speaking about topics from one's direct surrounding and be able to attend to basic necessities.

#### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 5- 12) Berlin / New Delhi: Cornelsen / Goyal Saab 2013

2. Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011

#### **Recommended Reading:**

- Aufderstraße, Hartmut, u.a. : Lagune 2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2014

- Aufderstraße, Hartmut, u.a. : Lagune 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2013

- Braun-Podeschwa, Julia, u.a. : Menschen B1. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2014

- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013

-Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015

- Dengler, Stefanie, u.a.: Netzwerk B1. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015

- Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015



- Funk, Hermann, u.a.: Studio [21]. Grundstufe B1: Gesamtband Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM): DVD. E-Book mit Audio, interaktiven Übungen. Berlin: Cornelsen 2015
- Habersack, Charlotte, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2013
- Hilpert, Silke, u.a.: Schritte plus 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch mit Audio-CD zum Arbeitsbuch und interaktiven Übungen. Ismaning: Hueber Verlag 2010
- Hilpert, Silke, u.a.: Schritte plus 4. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch mit Audio-CD zum Arbeitsbuch und interaktiven Übungen. Ismaning: Hueber Verlag 2010  
(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **CORE COURSE 2.2 -STRUCTURAL STUDY OF GERMAN IV (UAGER 202)**

### **Course Description:**

This course shall be a continuation of Course 1.2. It shall include simple German texts at the intermediate level. Emphasis shall be on vocabulary, syntax and comprehension. Exercises based on seen and unseen texts shall be dealt with. Although reading, listening, understanding, speaking and writing skills shall be progressively developed focus will be on reading and understanding skills.

### **Key Competencies / Learning Outcomes:**

1. Developing the student's reading and comprehension skills with special focus on vocabulary, syntax and comprehension at an intermediate level.
2. Reading, comprehending and responding to different kinds of written texts in which usual day-to-day language or professional language is used.
3. Reading and understanding private letters, E-Mails where one speaks of his/ her feelings, desires or events from one's life.
4. Developing the listening comprehension skills.
5. Understanding programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly.

### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 5- 12) Berlin / New Delhi: Cornelsen / Goyal Saab 2013
2. Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011

### **Recommended Reading:**

- Aufderstraße, Hartmut, u.a. : Lagune 2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2014

- Aufderstraße, Hartmut, u.a. : Lagune 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2013
- Braun-Podeschwa, Julia, u.a. : Menschen B1. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2014
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015
- Funk, Hermann, u.a.: Studio [21]. Grundstufe B1: Gesamtband Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM): DVD. E-Book mit Audio, interaktiven Übungen. Berlin: Cornelsen 2015
- Habersack, Charlotte, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2013
- Jentges, Sabine, u.a.: Aussichten-Paket B1. Deutsch als Fremdsprache für Erwachsene. Kursbuch + 2 Audio-CDs, Arbeitsbuch + Audio-CD + DVD, Intensivtrainer. Stuttgart: Klett Sprachen 2013
- Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. A2. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2010
- Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. Leben in Deutschland. B1. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2017
- Swerlowa, Olga, u.a.: Aussichten A2. Deutsch als Fremdsprache für Erwachsene. Kursbuch, Arbeitsbuch und Intensivtrainer. Stuttgart: Klett Sprachen 2011

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **CORE COURSE 2.3 -GERMAN CULTURE & CIVILISATION II (UAGER 203)**

### **Course Description:**

This course shall provide information & discuss the salient features of the German speaking countries with respect to history, geography, politics, society, art and current affairs. Although reading, listening, understanding, speaking and writing skills shall be progressively developed, focus will be on German culture.

### **Key Competencies / Learning Outcomes:**

1. Understanding basic social and cultural practices and facts pertaining to German speaking countries with respect to history, geography, politics, society, art and current affairs.
2. Communicating and deal with everyday situations in a manner appropriate for the target culture.
3. Reading, comprehending basic information given in diverse text types and acting upon it.
4. Communicating about aspects of German speaking country while as well as commenting on them e.g. comparing them with aspects of his/ her homeland.

**Prescribed Texts:**

1. Luscher, Renate: Landeskunde Deutschland: Von der Wende bis heute. Ismaning: Hueber 2014
2. Pilaski, Anna, u.a.: Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde Taschenbuch. Stuttgart: KlettSprachen 2013

**Recommended Reading:**

- Aufderstraße, Hartmut, u.a. : Lagune 2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2014
- Aufderstraße, Hartmut, u.a. : Lagune 3. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. Ismaning: Max Hueber Verlag 2013
- Braun-Podeschwa, Julia, u.a. : Menschen B1. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2014
- Breitsameter, Anna, Glas-Peters, Sabine, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber 2013
- Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013
- Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011.
- Habersack, Charlotte, Pude, Angela, Specht, Franz: Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber 2013

(Additional print, audio and visual material to be compiled and provided by the teacher.)

**LANGUAGE COURSE 2.4 -COMMUNICATION SKILLS IN GERMAN II (UAGER 204)****Course Description:**

This course shall be a continuation of Course 1.3 and will emphasize upon reading, listening, understanding, speaking and writing skills and they shall be progressively developed. The focus will be on listening and speaking skills.

**Key Competencies / Learning Outcomes:**

1. Listening and speaking skills
2. Proficiency in pronunciation
3. Communicating in routine situations where exchange of basic information is required
4. Handling situations which one normally encounters while travelling
5. Taking part in conversations and discussions pertaining to familiar topics such as family, hobbies, travel etc. without prior preparation
6. Developing the listening comprehension skills
7. Understanding programs on television or radio and informing oneself about current events or areas of interest/ provided the speaker speaks clearly

**Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. (Einheiten 5-12) Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015
2. Funk, Hermann, u.a.: Studio [21]. Grundstufe B1: Gesamtband Das Deutschbuch (Kurs- und Übungsbuch mit DVD-ROM): DVD. E-Book mit Audio, interaktiven Übungen. Berlin: Cornelsen 2015

**Recommended Reading:**

- Albrecht, Ulrike, u.a.: Passwort Deutsch 2. Kurs- und Übungsbuch mit Audio-CD . Stuttgart: KlettSprachen 2013
- Albrecht, Ulrike, u.a.: Passwort Deutsch 3. Kurs- und Übungsbuch mit Audio-CD . Stuttgart: KlettSprachen 2013
- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Dengler, Stefanie, u.a.: Netzwerk A2. Deutsch als Fremdsprache. Kursbuch und Arbeitsbuch. München / Delhi: Klett Langenscheidt / Goyal Saab 2015
- Funk, Hermann, u.a.: Studio d - Grundstufe: A2. Berlin / New Delhi: Cornelsen / Goyal Saab 2013
- Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011.
- Graffmann, Heinrich, u.a.: Optimal A2. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
- Jentges, Sabine, u.a.: Aussichten-Paket B1. Deutsch als Fremdsprache für Erwachsene. Kursbuch + 2 Audio-CDs, Arbeitsbuch + Audio-CD + DVD, Intensivtrainer. Stuttgart: Klett Sprachen 2013
- Wortberg, Christoph: Passwort Deutsch 4. Kurs- und Übungsbuch mit Audio-CD . Stuttgart: Klett Sprachen 2013
- Wortberg, Christoph: Passwort Deutsch 5. Kurs- und Übungsbuch mit Audio-CD . Stuttgart: Klett Sprachen 2014

(Additional print, audio and visual material to be compiled and provided by the teacher.)

**SKILLED BASED COURSE 2.5 - COMMUNICATION SKILLS IN ENGLISH II (UAGER 205)****Course Description:**

This course shall continue to enhance the communication skills of the students in English. Emphasis shall be not only on written and oral comprehension, but also on active usage of correct English. Students coming from Marathi and other mediums shall particularly benefit from this course.

### **Key Competencies / Learning Outcomes:**

1. Using the language in more advanced situations and in much more fluent and eloquent manner.
2. Applying English in written format to produce a variety of texts e.g. essays, reports, reviews etc.
3. Speaking fluently and accurately in English with or without preparation.
4. Public speaking will also be emphasized upon.

### **Prescribed Texts:**

1. Doctor: Communication Skills in English. 2009. Chapters 11-20.
2. Smith-Pearse, T.L.H.: The English Errors of Indian Students. 5th Edition, New Delhi, OUP 2006.

(Additional print, audio and visual material to be compiled and provided by the teacher.)

## **2.6 - FOUNDATION COURSE IN GERMAN II (UAGER 206)**

### **Course Description:**

This course serves as a miscellaneous course and aims at developing the student's skills to adjust and react in a given real-life scenario. Special attention is given to the student's ability to produce written texts. Creative use of the language is encouraged as a part of this course. Although reading, listening, understanding, speaking and writing skills shall be progressively developed focus will be on writing skills.

### **Key Competencies / Learning Outcomes:**

1. Expressing his/ her interests, dreams, opinions, goals etc both verbally and in writing.
2. Understanding and communicating more complex texts.
3. Narrating a story/ incident or the plot of a book or a film and expressing his/ her reaction.
4. Proficiency in orthography.

### **Prescribed Texts:**

1. Funk, Hermann, u.a.: Studio d - Grundstufe: A2. (Einheiten 5- 12) Berlin / New Delhi: Cornelsen / Goyal Saab 2013
2. Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011

### Recommended Reading:

- Funk, Hermann, u.a.: Studio [21]. Grundstufe A2. Gesamtband - Intensivtraining: Mit Audio-CD und Extraseiten für Integrationskurse. Berlin: Cornelsen 2015
- Funk, Herman, u.a.: Studio d - Grundstufe: B1. Gesamtband - Kurs- und Übungsbuch mit Audio-CD. Berlin / New Delhi: Cornelsen / Goyal Saab 2011.
- Graffmann, Heinrich, u.a.: Optimal A2. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
- Jentges, Sabine, u.a.: Aussichten-Paket B1. Deutsch als Fremdsprache für Erwachsene. Kursbuch + 2 Audio-CDs, Arbeitsbuch + Audio-CD + DVD, Intensivtrainer. Stuttgart: Klett Sprachen 2013
- Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. A2. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2010
- Jin, Friederike, Neumann, Jutta, Schote, Joachim: Pluspunkt Deutsch. Leben in Deutschland. B1. Gesamtband. Kursbuch und Arbeitsbuch. Berlin: Cornelsen 2017
- Müller, Martin, u.a.: Optimal B1. Lehrwerk für Deutsch als Fremdsprache. Lehrbuch Taschenbuch. Stuttgart: Klett Sprachen 2013
- Swerlowa, Olga, u.a.: Aussichten A2. Deutsch als Fremdsprache für Erwachsene. Kursbuch, Arbeitsbuch und Intensivtrainer. Stuttgart: Klett Sprachen 2011

(Additional print, audio and visual material to be compiled and provided by the teacher.)

### Examination and Standard of Passing:

Regulations regarding the scheme of exams, number of credits and standard of passing will be as prescribed by the University of Mumbai. The Ten Point Grading System prescribed by the University of Mumbai will be as follows:

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40 – 44.99	4	D	Pass
45 – 49.99	5	C	Average
50 – 54.99	6	B	Above Average
55 – 59.99	7	B+	Good
60 – 69.99	8	A	Very Good
70 – 79.99	9	A+	Excellent
80 & Above	10	O	Outstanding

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**UNIVERSITY OF MUMBAI**

No. UG/ 84 of 2018-19

**CIRCULAR:-**


Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/115 of 2016-17, dated 25<sup>th</sup> October, 2016 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Psychology at its meeting held on 8<sup>th</sup> June, 2018 have been accepted by the Academic Council at its meeting held on 14<sup>th</sup> June, 2018 vide item No. 4.56 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y.B.A. in Psychology – Sem I & II has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

19<sup>th</sup> July, 2018

To

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C./4.56/14/06/2018

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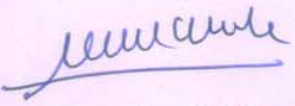
No. UG/ 84 -A of 2018

MUMBAI-400 032

19<sup>th</sup> July, 2018

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Psychology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

**Revised Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.  
Choice Based Credit System (CBCS)  
Brought into force with effect from the academic year 2018-2019**

Code	Sem.	Course Title	Credits	Marks
UAPSY 101	1	Fundamentals of Psychology- Part I	3	100
UAPSY201	2	Fundamentals of Psychology- Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology.
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.
3. To make the students aware of the applications of Psychological concepts in different areas of day to day life.

**Semester 1. Fundamentals of Psychology: Part I** (Credits = 3)

4 lectures per week

Unit 1. The science of Psychology

- a) The history of Psychology.
- b) The Fields of Psychology Today.
- c) Scientific research.
- d) Ethics of Psychological Research.
- e) Applying Psychology to Everyday life.

Unit 2. The Biological Perspective.

- a) Neurons and Nerves : Building the Network.
- b) An overview of the Nervous System.
- c) Distant connections: The Endocrine Glands.
- d) Looking inside the Living Brain.
- e) From the Bottom up : The structures of the Brain.
- f) Classic studies in Psychology.
- g) Applying Psychology to Everyday life.

Unit 3. Learning.

- a) Definition of Learning.
- b) Classical conditioning, and Operant conditioning
- c) Cognitive learning Theory.
- d) Observational Learning.

Unit 4. Memory

- a) What is memory?
- b) The Information Processing Model: Three Memory Systems.
- c) Retrieval of Long –term Memories.



- d) Forgetting.
- e) Neuroscience of memory.
- f) Applying Psychology to Everyday life.

## **Semester 2. Fundamentals of Psychology: Part II** (Credits = 3)

4 lectures per week

### Unit 1. Cognition: Thinking, Intelligence, and Language.

- a) How People think.
- b) Intelligence.
- c) Language
- d) Applying Psychology to Everyday life.

### Unit 2. Motivation and Emotion.

- a) Approaches to understanding Motivation.
- b) What, Hungry again? Why People Eat.
- c) Emotion.
- d) Culture and Emotions.
- e) Applying Psychology to Everyday life.

### Unit 3. Theories of Personality.

- a) Psychodynamic Perspective.
- b) Psychoanalysis in the East.
- c) The Behavioural and Social Cognitive View of Personality.
- d) The Third Force: Humanism and Personality.
- e) Trait Theories: Who are you?
- f) Modern Trait Theories: The Big Five and current thoughts on the trait Perspective.
- g) Personality: Genetics and Culture.
- h) Assessment of Personality.
- i) Applying Psychology to Everyday life.

### Unit 4. Statistics in Psychology.

- a) What are Statistics?
- b) Descriptive Statistics.
- c) Inferential Statistics.

### **Book for Study**

**Ciccarelli, S.K., White, J.N., & Mishra, G. (2018). Psychology. 5<sup>th</sup> Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.**

### **Additional Books for Reference**

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4<sup>th</sup> edi. New Jersey: Pearson education
- 4) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications

- 5) Feldman, R.S. (2013). Psychology and your life. 2<sup>nd</sup> edi. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Understanding Psychology. 11<sup>th</sup> edi. New York: McGraw Hill publications
- 7) King, L.A. (2013). Experience Psychology. 2<sup>nd</sup> edi. New York: McGraw Hill publications
- 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
- 9) Myers, D. G. (2013). Psychology. 10<sup>th</sup> edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
- 10) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
- 11) Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

**Modified Pattern of Question Paper for Semester End Assessment implemented from 2018-2019 For Psychology courses at F.Y.B.A.**

Duration of examination = **3 hours**

Total Marks = **100 (per semester)**

All 5 questions carry **20** marks and are compulsory.  
There will be internal choice in each Question.

Q1. Attempt any two questions (unit 1 ) 20marks

- A
- B
- C

Q2. Attempt any two questions (unit 2) 20marks

- A
- B
- C

Q3. Attempt any two questions (unit 3 ) 20marks

- A
- B
- C

Q4. Attempt any two questions (unit 4) 20marks

- A
- B
- C

Q5. Attempt any two questions (unit 1, 2, 3, 4 one from each unit) 20 marks

- A
- B
- C
- D

#### Semester II

Use of simple calculator shall be permitted. (instruction to be included in the question paper).

Question 4 and Question 5 (D) will be based on unit 4 Statistics in Psychology. One Theory question from the contents of the chapter carrying 10 marks and 03 questions for calculations.

Frequency distribution table to be made with 30-35 scores given and a theory question

Calculation of the Mean Median and the Mode with the help of 10 -12 scores given and a theory question.

Calculation of the Range, Standard deviation and Z Score with the help of 10 -12 scores given.

# University of Mumbai



No. UG/19 of 2020-21

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the Institutions in Humanities Faculty is invited to this office circular No.UG/207 of 2016-17, dated 21<sup>st</sup> December, 2016 relating to the revised syllabus as per the (CBCS) for the F.Y.B.A. Sociology (Sem. I & II) and (Foundation of sociology Sem. I) & (Fundamental of Sociology Sem. II).

They are hereby informed that the recommendations made by the Board of Studies in Sociology at its online meeting held on 20<sup>th</sup> April, 2020 vide Item No.1 and subsequently made by the Board of Deans at its meeting held on 26<sup>th</sup> June, 2020 vide item No. 11(37) have been accepted by the Academic Council at its meeting held on 23<sup>rd</sup> July, 2020 vide item No. 4.57 and that in accordance therewith, the revised syllabus as per the (CBCS) of F.Y.B.A. Sem. I – Sem. II in Sociology has been brought into force with effect from the academic year 2020 -21 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
11<sup>th</sup> November, 2020

  
(Dr. Vinod Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.57/23/07/2020

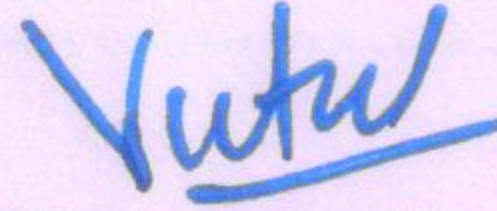
No. UG/ 19 -A of 2020-21

\*\*\*\*\*  
MUMBAI-400 032

11<sup>th</sup> November, 2020

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Sociology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod Patil)  
I/c REGISTRAR

**Copy to :-**

1. **The Director of Board of Student Development.,**
2. **The Deputy Registrar (Eligibility and Migration Section)**
3. **The Director of Students Welfare,**
4. **The Executive Secretary to the to the Vice-Chancellor,**
5. **The Pro-Vice-Chancellor**
6. **The Registrar and**
7. **The Assistant Registrar, Administrative sub-centers, Ratnagiri, Thane & Kalyan, for information.**

1. **The Director of Board of Examinations and Evaluation**
2. **The Finance and Accounts Officers**
3. **Record Section**
4. **Publications Section**
5. **The Deputy Registrar, Enrolment, Eligibility and Migration Section**
6. **The Deputy Registrar (Accounts Section), Vidyanagari**
7. **The Deputy Registrar, Affiliation Section**
8. **The Professor-cum- Director, Institute of Distance and Open Learning Education,**
9. **The Director University Computer Center (IDE Building), Vidyanagari,**
10. **The Deputy Registrar (Special Cell),**
11. **The Deputy Registrar, (PRO)**
12. **The Deputy Registrar, Academic Authorities Unit (1 copies) and**
13. **The Assistant Registrar, Executive Authorities Unit**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

1. **The Assistant Registrar Constituent Colleges Unit**
2. **BUCTU**
3. **The Deputy Accountant, Unit V**
4. **The In-charge Director, Centralize Computing Facility**
5. **The Receptionist**
6. **The Telephone Operator**
7. **The Secretary MUASA**
8. **The Superintendent, Post-Graduate Section**
9. **The Superintendent, Thesis Section**

**for information.**

Cover Page

AC \_\_\_\_\_  
Item No. \_\_\_\_\_**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	First Year Bachelor of Arts in Sociology
2	Eligibility for Admission	XII Pass in Art Stream (For others as per University Rules in this regard)
3	Passing Marks	45% (or as per University of Mumbai rules in this regards)
4	Ordinances / Regulations (if any)	---
5	No. of Years / Semesters	3 Years (VI Semesters)
6	Level	U.G.
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: - 2020-21

Date: 04/06/2020

Signature: \_\_\_\_\_

Chairman/ Chairperson: Dr. Balaji Kendre

Dean Faculty of Humanities: \_\_\_\_\_

**PROGRAMME: SOCIOLOGY- FYBA SEMESTER I**

**UASOC101 IN THE SUBJECT OF SOCIOLOGY**

**CBSGS (CREDIT BASED SEMESTER SYSTEM)**

**Revised Syllabus to be implemented from 2020-21**

**Course -I FOUNDATIONS OF SOCIOLOGY**

**Objectives:**

1. To introduce the students to the basic concepts in Sociology
2. To familiarize students with the theoretical aspects of different concepts

**Course Outcomes:**

This Course work will help learners to understand:

1. The emergence of Sociology and its relationship with other sciences
2. And define the nature and importance of Social Institutions
3. The influence of Culture on the society
4. The process of Socialization in the development of individuals in the society

**UNIT I: PERSPECTIVES IN SOCIOLOGY**

**12 lectures**

- a. Emergence of Sociology as a discipline and its relevance today
  - Origin and development of the discipline of Sociology
  - Relationship between sociology and other social sciences
- b. Development of Sociology
  - Pioneers of Sociology: Comte (Law of 3 stages), Spencer (Organic analogy), Durkheim (Division of Labor) and Marx (Conflict)
- c. Careers in Sociology

**UNIT II: SOCIAL INSTITUTIONS**

**12 lectures**

- a. Marriage
  - Patterns in Marriage: Endogamy, Exogamy, Monogamy, Polygamy
  - Patterns of Descent: Patrilineal, Matrilineal, Bilateral
- b. Family
  - Functions of the family
  - Variations in family structure: Traditional and Contemporary
- c. Religion
  - Meaning, and Functions of religion
  - Types: Magic, Sect and Cult, Totemism, Naturism, Animism, Monotheism, Polytheism

**UNIT III: SOCIETY and CULTURE**

**09 lectures**

- a. Evolution of society
  - Hunting and gathering
  - Agrarian
  - Industrial
  - Post- industrial, Network society, Risk society.
- b. Culture
  - Meaning, Characteristics, Components and types of culture
- c. Cultural Diversity:
  - Cultural Universals/Cultural Differences, Ethnocentrism/Cultural Relativity, Sub Culture/Counterculture

UNIT IV: SOCIALIZATION

12 lectures

- a. Understanding Socialization: The Self and Socialization
  - George Herbert Mead: Theory of the Social Self
  - Charles Horton Cooley: Looking Glass Self
- b. The Role and agencies of Socialization
  - Family, School, Peer group and Mass media
- c. Gender Socialization, Re-Socialization, Political Socialization, Occupational- Professional Socialization

**Texts/Readings**

Dasgupta and Saha (2012) An introduction to Sociology, Pearson

Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers

Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press

Julia Jary and David Jary (2005) Dictionary of Sociology Collins

Macionis, John (2005) Sociology (10<sup>th</sup> edition) Prentice Hall

Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press

Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi

Schaeffer and Lamm (1998) Sociology (6<sup>th</sup> edition) McGraw Hill

Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press

समाजशास्त्रातील मूलभूत संकल्पना. डॉ.सर्जेराव साळुंखे. नरेंद्र प्रकाशन, पुणे

समाजशास्त्र परिचय डॉ . दिलीप खैरनार, डायमंड पब्लिकेशन , प्रथम आवृत्ती, २००९

समाजशास्त्र,(समाजशास्त्राची ओळख) प्राचार्य डॉ. विजय जाधव सक्सेस प्रकाशन, जून २०१९

समाजशास्त्र: मूलभूत संकल्पना. डॉ.भा. कि. खडसे श्री. मंगेश प्रकाशन, नागपूर

समाजशास्त्र प्रा. शरयू अनंतराम प्राची प्रकाशन, १९८८ (दुसरी आवृत्ती)

**Please Note: Syllabus should be supplemented by field visits / educational trips for better understanding of the paper.**



**SEMESTER II**  
**FUNDAMENTALS OF SOCIOLOGY**

**Course Objectives:**

- 1.To introduce the students to the basic concepts in Sociology
- 2.To familiarize students with the theoretical aspects of different concepts

**Course outcomes:**

This Course work will help you to understand:

1. The context and theoretical approaches that influences Social Interaction
2. The evolutionary processes and the organizing principles of Social Stratification
3. The nature and forms of deviant behaviour and the methods of Social Control

**UNIT I: SOCIAL INTERACTION**

**12 lectures**

- a. Daily life encounter -- relationship between culture and communication, verbal and non-verbal communication (face, body, gestures).
- b. Theories -- Dramaturgy (Erving Goffman), Ethnomethodology (Garfinkel)
- c. Virtual Interaction -- Interaction, relationships at a distance on a global/virtual platform, building trust, etc.

**UNIT II: SOCIAL STRATIFICATION**

**09 lectures**

- a. Concept of Social stratification
- b. Types of Social Stratification and Discrimination - Age, Caste, Class, Gender, Religion, Race and Differently Abled
- c. Social Mobility

**UNIT III: SOCIAL CONTROL AND DEVIANCE**

**12 lectures**

- a. Social Control, Conformity and deviance: Meaning and forms
- b. Perspectives on Crime: Functionalist (Merton), Symbolic Interactionist (Becker), Marxist perspective (Chambliss)
- c. Types of Crime – Inequality and Crime, White-collar crime, Corporate crimes, Cyber crimes

**UNIT IV: COLLECTIVE BEHAVIOUR**

**12 lectures**

- a. Forms of Collective Behaviour – Folk and Mass, Crowds, Mobs, Riots, Mob hysteria
- b. Theories of Collective Behaviour – Contagion, Emergent Norm, Value-added
- c. . Social Movements – Formation, Types

### **Texts and Readings**

Dasgupta and Saha (2012) An introduction to Sociology, Pearson

Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers

Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press

Julia Jary and David Jary (2005) Dictionary of Sociology Collins

Macionis, John (2005) Sociology (10<sup>th</sup> edition) Prentice Hall

Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press

Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi

Schaeffer and Lamm (1998) Sociology (6<sup>th</sup> edition) McGraw Hill

Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press

समाजशास्त्रातील मूलभूत संकल्पना. डॉ.सर्जेराव साळुंखे. नरेंद्र प्रकाशन, पुणे

समाजशास्त्र परिचय डॉ . दिलीप खैरनार, डायमंड पब्लिकेशन , प्रथम आवृत्ती, २००९

समाजशास्त्र,(समाजशास्त्राची ओळख) प्राचार्य डॉ. विजय जाधव सक्सेस प्रकाशन, जून २०१९

समाजशास्त्र: मूलभूत संकल्पना. डॉ.भा. कि. खडसे श्री. मंगेश प्रकाशन, नागपूर

समाजशास्त्र प्रा. शरयू अनंतराम प्राची प्रकाशन, १९८८ (दुसरी आवृत्ती)

**Please Note: Syllabus should be supplemented by field visits / educational trips for better understanding of the paper.**

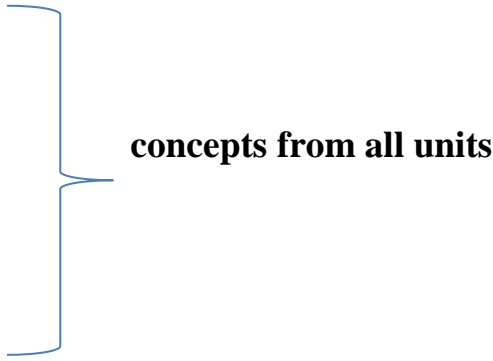
**Sociology Paper Pattern for FYBA Sem. I and II**

Time: 3 hrs.

Marks: 100

Note: **Question 1 is compulsory**

**Attempt Any FIVE from question 2 to 9**

<b>1. Attempt <u>any five</u> concepts</b>	<b>25</b>
a.	
b.	
c.	
d.	
e.	
f.	
g.	
h.	
<b>2. (Unit 1)</b>	<b>15</b>
<b>3. (Unit 2)</b>	<b>15</b>
<b>4. (Unit 3)</b>	<b>15</b>
<b>5. (Unit 4)</b>	<b>15</b>
<b>6. (Unit 1)</b>	<b>15</b>
<b>7. (Unit 2)</b>	<b>15</b>
<b>8. (Unit 3)</b>	<b>15</b>
<b>9. (Unit 4)</b>	<b>15</b>

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# University of Mumbai



No. UG/124 of 2019-20

## CIRCULAR:-

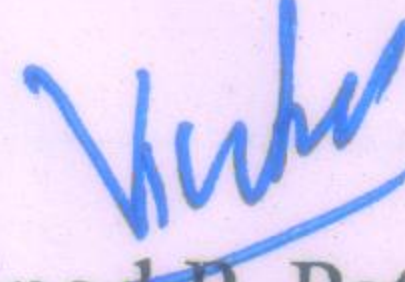
Attention of the Principals of the Affiliated Colleges, Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/151 of 2016-17 dated 16<sup>th</sup> November, 2016 relating to the revised syllabus as per (CBCS) for F.Y.B.A. degree program in Micro Economics (Sem. I).

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 7<sup>th</sup> June, 2019 have been accepted by the Academic Council at its meeting held on 26<sup>th</sup> July, 2019 vide item No.4.19/ & 4.20 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y. B.A. (Sem. I ) Microeconomics – I in Economics and F.Y. B.A. (Sem. II ) Microeconomics – II in Economics has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

26<sup>th</sup> September, 2019

To

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

The Principals of the affiliated Colleges, and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.19/ & 4.20/26/07/2019

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No. UG/124 -A of 2019-20

MUMBAI-400 032

26<sup>th</sup> September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

AC. 26107/2019  
Item No. 4.19

# UNIVERSITY OF MUMBAI



## Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	F.Y.B.A. Semester- I Microeconomics - I
2	Eligibility for Admission	HSC (Arts)
3	Passing Marks	40 Percentage (Pass Class)
4	Ordinances / Regulations ( if any)	-
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: 2019 - 20

Date:

Signature :

Chairman/ Chairperson : \_\_\_\_\_

Dean Faculty of Humanities : \_\_\_\_\_

# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the F.Y.B.A. (Sem I)**

### **Microeconomics – I**

### **Course: Economics**

(As Per Choice Based Credit System with effect from the academic  
year 2019-20)

**F.Y.B.A.**  
**Subject: Economics**  
**Microeconomics – I**  
**Semester – I**

(Academic Year: 2019 - 20)

**Preamble:** This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on the development of analytical thinking with the help of statistical tools among the students and develop the skill of application of microeconomics concepts to analyze the real life situations.

**Module - I: Introduction to Microeconomics** **(12 Lectures)**

Microeconomics: Meaning, Scope, Nature, Importance and Limitations; Basic Economic Problems; Role of Price Mechanism in a Market Economy; Positive Economics and Normative Economics; Concepts of Equation, Functions, Graphs, Diagrams, Line, Slope and Intercept

**Module - II: Ten Principles of Economics** **(12 Lectures)**

Trade-Off Faced by the Individuals; Significance of Opportunity Cost in Decision Making; Thinking at the Margin; Responses to incentives; Benefits from Exchange; Organization of Economic Activities through Markets and its Benefits; Role of Government in improving Market Outcomes; Dependence of Standard of Living on Production; Growth in Quantity of Money; Inflation and Unemployment Trade Off

**Module - III: Markets, Demand and Supply** **(12 Lectures)**

What is a Market; What is Competition; Demand Curves: Market Demand versus Individual Demand, Movements along the Demand Curve, Shifts in the Demand Curve; Supply Curves: Market Supply and Individual Supply, Shifts in Supply Curve; Market Equilibrium - Three Steps to Analyze Changes in Equilibrium; Price Elasticity of Demand, Methods of Measuring Price Elasticity of Demand – Total Outlay Method, Percentage Method and Point Method; Concepts of Income Elasticity of Demand, Cross Elasticity of Demand and Promotional Elasticity of Demand

**Module IV: Consumer's Behavior** **(12 Lectures)**

Introduction to Cardinal and Ordinal Approaches; Indifference Curve Analysis - Properties of Indifference Curves, Budget Line, and Consumer's Equilibrium; Income, Price and Substitution Effect; Derivation of Demand Curve; Consumer's Surplus: Strong Ordering and Weak Ordering

## Reference

1. N. Gregory Mankiw, (2015), "Principles of Microeconomics" 7<sup>th</sup> edition- Cengage Learning.
2. Sen Anindya, (2007), "Microeconomics Theory and Applications" Oxford University press, New Delhi.
3. Salvator D, (2003) "Microeconomics Theory and Applications" Oxford University press, New Delhi.
4. M.L.Jhingan, (2006) "Microeconomics Theory", 5<sup>th</sup> edition Vrinda Publication (P) Ltd.
5. H.L.Ahuja, (2016) "Advance Economics Theory" S.Chand & Company Ltd.
6. Paul Samuelson and W. Nordhaus, (2009): Economics, 19th Edition McGrawHill Publications.



# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the F.Y.B.A. (Sem II)**

### **Microeconomics – II**

### **Course: Economics**

(As Per Choice Based Credit System with effect from the  
academic year 2019-20)

**F.Y.B.A.**  
**Subject: Economics**  
**Microeconomics – II**  
**Semester – II**

(Academic Year: 2019 - 20)

**Preamble:**

As a logical sequence to Microeconomics Paper I, this paper is aimed at giving supply side knowledge of Economics to the learner which will enhance their knowledge about aspects of production, cost and revenue analysis, theories of distribution and understanding about the market structure.

**Module I: Production Analysis** **(12 Lectures)**

Production Function: Concept And Types; Concepts of Total, Average and Marginal Product; Law of Variable Proportion and Returns to Scale, Isoquant and Producer's Equilibrium

**Module II: Cost & Revenue Analysis** **(12 lectures)**

Concepts of Costs: Money and Real Cost, Social Cost, Private Cost, Explicit and Implicit Cost, Opportunity Cost; Relationship between Average, Marginal and Total Cost; Derivation of Short Run and Long Run Cost Curves; Concepts of Revenue: Types and Interrelationship

**Module III: Factor Pricing** **(12 lectures)**

Marginal Productivity Theory of Distribution; Rent: Ricardian Theory of Rent, Modern Theory of Rent, Quasi Rent; Wages: Modern Theory of Wages; Collective Bargaining; Supply Curve of Labour; Interest: Classical Theory of Interest, Loanable Funds Theory of Interest; Profit: Risk and Uncertainty Theory, Innovation Theory

**Module IV: Equilibrium in Different Market Structure** **(12 Lectures)**

Concept Of Equilibrium: TR - TC And MR - MC Approach; Features of Perfect Competition; Monopoly and Monopolistic Competition, Short Run and Long Run Equilibrium of Firm and Industry under each Market Condition; Selling Cost and Wastages under Monopolistic Competition

*Note: we may include case studies and numerical examples for modules 1, 2 and 4 from examination point of view.*

## Reference

1. A. Koutsoyannis, (2015), Modern Microeconomics, 2nd edition, Palgrave Macmillan.
2. Paul Samuelson and W. Nordhaus, (2009), Economics, 19th edition: Economics, McGrawHill Publications.
3. Mankiw M.G (2015), Principles of Micro economics 7<sup>th</sup> edition - Cengage Learning.
4. Anindya Sen, (2006), Microeconomics, OUP India Publisher.
5. M.L.Jhingan, (2006), “Microeconomics Theory”, 5<sup>th</sup> edition, Vrinda Publication (P) Ltd.
6. H.L.Ahuja, (2016), “Advance Economics Theory” S.Chand & Company Ltd.

**F.Y.B.A. / F.Y.B.Sc ECONOMICS (PAPER II)**

**SEMISTER II**

**MACRO ECONOMICS**

**Preamble**

This course is designed to introduce the student to the basic building blocks of macroeconomics. Using an open economy framework, the course develops an understanding of the constituents of the open economy. The student should be able to build on these constituents in the later years so as to be able to analyse macroeconomic policies

**Module I: Concepts and Definitions**

**(12 Lectures)**

Circular flow of Income in an Open Economy–GDP-GNP-NNP- GDP Deflator–Real and Nominal quantitates–GDP at purchasing power parity –Exchange rate as a price –GDP Growth: India’s experience –Trends in Growth Rate and Sectoral Composition of GDP- Sources of Data.

**Module II:Consumption, Saving and Investment**

**(12 Lectures)**

National Income Identity in an Open Economy- Keynesian Consumption Function- Investment Multiplier-Marginal Efficiency of Capital and Rate of Interest-Accelerator- Savings in India: Trends and Composition-Capital Formation in India: Trends and Composition- Sources of Data.

**Module III: Government**

**(12 Lectures)**

Public Goods and their Features- Merit Goods- Sources of Revenue: Direct and Indirect Tax- Impact, Shifting and Incidence of Tax- Sources of Non- Tax Revenue- Public Expenditure: Revenue and Capital Expenditure- Subsidies- Types of Deficit: Revenue, Budgetary, Fiscal and Primary-Concept of GST- Recent Trends- Sources of Data.

**Module IV: External Sector**

**(12 Lectures)**

Structure of Balance of Payments-Types of Disequilibrium in BOP- Exchange Rate Determination- Concept of FOREX and its components-Sources of Data.

References:

1. N. Gregory Mankiw, Principles of Macroeconomics, 7<sup>th</sup> edition, Cengage Learning, 2015
2. Sikdar, S. (2006), Principles of Macroeconomics, Oxford University Press, New Delhi.
3. Abel, A. B., B. S. Bernanke and D. Croushore (2011), Macroeconomics, Pearson, New Delhi.

**PAPER PATTERN FOR SEMISTER I**

ALL QUESTIONS ARE COMPULSORY.

THERE WILL BE FIVE QUESTIONS ON FOUR MOUDULES AND EACH QUESTION WILL CARRY 20 MARKS.

ON EACH MODULE, THERE WILL BE THREE SUB-QUESTIONS.

STUDENTS WILL HAVE TO ATTEMPT ANY TWO OUT OF THREE SUB-QUESTIONS.

QUESTION FIVE WILL BE OF NOTES ONE ON EACH MODULE.

STUDENTS WILL HAVE TO ATTEMPT ANY TWO OUT OF FOUR NOTES.

**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	<b>Foundation Course (SYBA, SYBSc, SYBCom; Semesters III and IV)</b>
2	Eligibility for Admission	Not Applicable
3	Passing Marks	<b>40 %</b>
4	Ordinances / Regulations ( if any)	Not Applicable
5	No. of Years / Semesters	<b>III and IV Semesters</b>
6	Level	<del>P.G.</del> / <b>U.G.</b> / <del>Diploma</del> / <del>Certificate</del> ( Strike out which is not applicable)
7	Pattern	<del>Yearly</del> / <b>Semester</b> ( Strike out which is not applicable)
8	Status	<del>New</del> / <b>Revised</b> ( Strike out which is not applicable)
9	To be implemented from Academic Year	<b>From Academic Year 2017-18</b>

Date: **8<sup>th</sup> May, 2017**

Signature :

Name of BOS Chairperson /Dean : **Dr Agnelo Menezes**

# UNIVERSITY OF MUMBAI



## Essentials Elements of the Syllabus

1	Title of the Course	<b>Foundation Course (SYBA, SYBSc, SYBCom – III and IV Semesters)</b>
2	Course Code	
3	Preamble / Scope	Not Applicable
4	Objective of Course / Course Outcome	Not Applicable
5	Eligibility	Not Applicable
6	Fee Structure	Not Applicable
7	No. of Lectures	<b>3 lectures per week</b>
8	No. of Practical	Not Applicable
9	Duration of the Course	<b>III and IV Semesters respectively</b>
10	Notional hours	Not Applicable
11	No. of Students per Batch	Not Applicable
12	Selection	Not Applicable
13	Assessment	Not Applicable
14	Syllabus Details	Given
15	Title of the Unit	Not Applicable
16	Title of the Sub-Unit	Not Applicable
17	Semester wise Theory	Not Applicable
18	Semester wise List of Practical	Not Applicable
19	Semester wise List of Practical	Not Applicable
20	Question Paper Pattern	Given
21	Pattern of Practical Exam	Not Applicable
22	Scheme of Evaluation of Project / <del>Internship</del>	Given
23	List of Suggested Reading	Given
24	List of Websites	Given
25	List of You-Tube Videos	Not Applicable
	List of MOOCs	Not Applicable



**UNIVERSITY OF MUMBAI**

**SECOND YEAR B.A., SECOND YEAR B.Sc.,  
SECOND YEAR B.Com.**

**SEMESTER III AND IV**

**FOUNDATION COURSE**

**UNDER THE CBCGSS SYSTEM**

**EFFECTIVE FROM 2017-2018**

## FOUNDATION COURSE

### Semester III

**Internal marks: 25**

**External marks: 75**

**Total Marks: 100**

**Lectures: 45**

### Objectives

- i. Develop a basic understanding about issues related to Human Rights of weaker sections, ecology, and science and technology.
- ii. Gain an overview of significant skills required to address competition in career choices
- iii. Appreciate the importance of developing a scientific temper towards technology and its use in everyday life

### **Module 1 Human Rights Provisions, Violations and Redressal (12 lectures)**

- A. Scheduled Castes-** Constitutional and legal rights, Forms of violations, Redressal mechanisms. **(2 Lectures)**
- B. Scheduled tribes-** Constitutional and legal rights, Forms of violations, Redressal mechanisms. **(2 Lectures)**
- C. Women-** Constitutional and legal rights, Forms of violations, Redressal mechanisms. **(2 Lectures)**
- D. Children-** Constitutional and legal rights, Forms of violations, Redressal mechanisms. **(2 Lectures)**
- E. People with Disabilities, Minorities, and the Elderly population-** Constitutional and legal rights, Forms of violations, Redressal mechanisms. **(4 Lectures)**

### **Module 2 Dealing With Environmental Concerns (11 lectures)**

- A. Concept of Disaster and general effects of Disasters on human life-** physical, psychological, economic and social effects. **(3 Lectures)**
- B. Some locally relevant case studies of environmental disasters.** **(2 Lectures)**
- C. Dealing with Disasters - Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster Preparedness.** **(3 Lectures)**
- D. Human Rights issues in addressing disasters-** issues related to compensation, equitable and fair distribution of relief and humanitarian approach to resettlement and rehabilitation. **(3 Lectures)**

### **Module 3 Science and Technology I (11 lectures)**

- A. Development of Science-** the ancient cultures, the Classical era, the Middle Ages, the Renaissance, the Age of Reason and Enlightenment. **(3 Lectures)**
- B. Nature of science-** its principles and characteristics; Science as empirical, practical, theoretical, validated knowledge. **(2 Lectures)**
- C. Science and Superstition-** the role of science in exploding myths, blind beliefs and prejudices; Science and scientific temper- scientific temper as a fundamental duty of the Indian citizen. **(3 Lectures)**

D. **Science in everyday life**- technology, its meaning and role in development; Interrelation and distinction between science and technology. **(3 Lectures)**

**Module 4 Soft Skills for Effective Interpersonal Communication (11 lectures)**

**Part A (4 Lectures)**

- I) Effective Listening - Importance and Features.
- II) Verbal and Non-Verbal Communication; Public-Speaking and Presentation Skills.
- III) Barriers to Effective Communication; Importance of Self-Awareness and Body Language.

**Part B (4 Lectures)**

- I) Formal and Informal Communication - Purpose and Types.
- II) Writing Formal Applications, Statement of Purpose (SOP) and Resume.
- III) Preparing for Group Discussions, Interviews and Presentations.

**Part C (3 Lectures)**

- I) Leadership Skills and Self-Improvement - Characteristics of Effective Leadership.
- II) Styles of Leadership and Team-Building.

**Projects / Assignments (for Internal Assessment)**

- i. Projects/Assignments should be drawn for the component on Internal Assessment from the topics in **Module 1 to Module 4**.
- ii. Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- iii. The Project/Assignment can take the form of Street-Plays / Power-Point Presentations / Poster Exhibitions and similar other modes of presentation appropriate to the topic.
- iv. Students can work in groups of not more than 8 per topic.
- v. Students must submit a hard / soft copy of the Project / Assignment before appearing for the semester end examination.

**QUESTION PAPER PATTERN (Semester III)**

The Question Paper Pattern for Semester End Examination shall be as follows:

**TOTAL MARKS: 75**

**DURATION: 150 MINUTES**

<b>QUESTION NUMBER</b>	<b>DESCRIPTION</b>	<b>MARKS ASSIGNED</b>
<b>1</b>	<b>i.</b> Question 1 A will be asked on the meaning / definition of concepts / terms from all	<b>a)</b> Total marks: 15

	<p>Modules.</p> <p><b>ii.</b> Question 1 B will be asked on the topic of the Project / Assignment done by the student during the Semester</p> <p><b>iii.</b> In all 8 Questions will be asked out of which 5 have to be attempted.</p>	<p><b>b)</b>For 1 A, there will be 3 marks for each sub-question.</p> <p><b>c)</b>For 1 B there will be 15 marks without any break-up.</p>
<b>2</b>	Descriptive Question with internal option (A or B) on Module 1	15
<b>3</b>	Descriptive Question with internal option (A or B) on Module 2	15
<b>4</b>	Descriptive Question with internal option (A or B) on Module 3	15
<b>5</b>	Descriptive Question with internal option (A or B) on Module 4	15

## FOUNDATION COURSE

### Semester IV

**Internal marks: 25**

**External marks: 75**

**Total Marks: 100**

**Lectures: 45**

#### **Module 1 Significant, contemporary Rights of Citizens (12 lectures)**

- A. Rights of Consumers-**Violations of consumer rights and important provisions of the Consumer Protection Act, 2016; Other important laws to protect consumers; Consumer courts and consumer movements. **(3 Lectures)**
- B. Right to Information-** Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories. **(3 Lectures)**
- C. Protection of Citizens'/Public Interest-**Public Interest Litigation, need and procedure to file a PIL; some landmark cases. **(3 Lectures)**
- D. Citizens' Charters, Public Service Guarantee Acts.** **(3 Lectures)**

#### **Module 2 Approaches to understanding Ecology (11 lectures)**

- A. Understanding approaches to ecology-** Anthropocentrism, Biocentrism and Eco centrim, Ecofeminism and Deep Ecology. **(3 Lectures)**
- B. Environmental Principles-1:** the sustainability principle; the polluter pays principle; the precautionary principle. **(4 Lectures)**
- C. Environmental Principles-2:** the equity principle; human rights principles; the participation principle. **(4 Lectures)**

#### **Module 3 Science and Technology II (11 lectures)**

##### **Part A: Some Significant Modern Technologies, Features and Applications: (7 Lectures)**

- i. **Laser Technology-** Light Amplification by Stimulated Emission of Radiation; use of laser in remote sensing, GIS/GPS mapping, medical use.
- ii. **Satellite Technology-** various uses in satellite navigation systems, GPS, and imprecise climate and weather analyses.
- iii. **Information and Communication Technology-** convergence of various technologies like satellite, computer and digital in the information revolution of today's society.
- iv. **Biotechnology and Genetic engineering-** applied biology and uses in medicine, pharmaceuticals and agriculture; genetically modified plant, animal and human life.
- v. **Nanotechnology-** definition: the study, control and application of phenomena and materials at length scales below 100 nm; uses in medicine, military intelligence and consumer products.

##### **Part B: Issues of Control, Access and Misuse of Technology. (4 Lectures)**

**Module 4 Introduction to Competitive Examinations (11 lectures)**

**Part A. Basic information on Competitive Examinations- the pattern, eligibility criteria and local centres: (4 Lectures)**

- i. Examinations conducted for entry into professional courses - Graduate Record Examinations (GRE), Graduate Management Admission Test (GMAT), Common Admission Test (CAT) and Scholastic Aptitude Test (SAT).
- ii. Examinations conducted for entry into jobs by Union Public Service Commission, Staff Selection Commission (SSC), State Public Service Commissions, Banking and Insurance sectors, and the National and State Eligibility Tests (NET / SET) for entry into teaching profession.

**Part B. Soft skills required for competitive examinations- (7 Lectures)**

- i. Information on areas tested: Quantitative Ability, Data Interpretation, Verbal Ability and Logical Reasoning, Creativity and Lateral Thinking
- ii. Motivation: Concept, Theories and Types of Motivation
- iii. Goal-Setting: Types of Goals, SMART Goals, Stephen Covey's concept of human endowment
- iv. Time Management: Effective Strategies for Time Management
- v. Writing Skills: Paragraph Writing, Report Writing, Filing an application under the RTI Act, Consumer Grievance Letter.

**Projects / Assignments (for Internal Assessment)**

- i. Projects/Assignments should be drawn for the component on Internal Assessment from the topics in **Module 1 to Module 4**.
- ii. Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- iii. The Project/Assignment can take the form of Street-Plays / Power-Point Presentations / Poster Exhibitions and similar other modes of presentation appropriate to the topic.
- iv. Students can work in groups of not more than 8 per topic.
- v. Students must submit a hard / soft copy of the Project / Assignment before appearing for the semester end examination.

**QUESTION PAPER PATTERN (Semester IV)**

The Question Paper Pattern for Semester End Examination shall be as follows:

**TOTAL MARKS: 75**

**DURATION: 150 MINUTES**

<b>QUESTION NUMBER</b>	<b>DESCRIPTION</b>	<b>MARKS ASSIGNED</b>
<b>1</b>	<b>i.</b> Question 1 A will be asked on the meaning / definition of concepts / terms from all Modules.	<b>a)</b> Total marks: 15 <b>b)</b> For 1 A, there will be 3 marks for each sub-question.

	<p><b>ii.</b> Question 1 B will be asked on the topic of the Project / Assignment done by the student during the Semester</p> <p><b>iii.</b> In all 8 Questions will be asked out of which 5 have to be attempted.</p>	c) For 1 B there will be 15 marks without any break-up.
<b>2</b>	Descriptive Question with internal option (A or B) on Module 1	15
<b>3</b>	Descriptive Question with internal option (A or B) on Module 2	15
<b>4</b>	Descriptive Question with internal option (A or B) on Module 3	15
<b>5</b>	Descriptive Question with internal option (A or B) on Module 4	15

## References

1. Asthana, D. K., and Asthana, Meera, *Environmental Problems and Solutions*, S. Chand, New Delhi, 2012.
2. Bajpai, Asha, *Child Rights in India*, Oxford University Press, New Delhi, 2010.
3. Bhatnagar Mamta and Bhatnagar Nitin, *Effective Communication and Soft Skills*, Pearson India, New Delhi, 2011.
4. G Subba Rao, *Writing Skills for Civil Services Examination*, Access Publishing, New Delhi, 2014
5. Kaushal, Rachana, *Women and Human Rights in India*, Kaveri Books, New Delhi, 2000.
6. Mohapatra, Gaur Krishna Das, *Environmental Ecology*, Vikas, Noida, 2008.
7. Motilal, Shashi, and Nanda, Bijoy Lakshmi, *Human Rights: Gender and Environment*, Allied Publishers, New Delhi, 2007.

8. Murthy, D. B. N., *Disaster Management: Text and Case Studies*, Deep and Deep Publications, New Delhi, 2013.
9. Parsuraman, S., and Unnikrishnan, ed., *India Disasters Report II*, Oxford, New Delhi, 2013
10. Reza, B. K., *Disaster Management*, Global Publications, New Delhi, 2010.
11. Sathe, Satyaranjan P., *Judicial Activism in India*, Oxford University Press, New Delhi, 2003.
12. Singh, Ashok Kumar, *Science and Technology for Civil Service Examination*, Tata McGraw Hill, New Delhi, 2012.
13. Thorpe, Edgar, *General Studies Paper I Volume V*, Pearson, New Delhi, 2017.



# **University of Mumbai**



NAAC ACCREDITED

**BACHELOR OF ARTS (B.A.)**

**SEMESTER – III & IV**

**APPLIED COMPONENT (AC)**

**BOOK KEEPING & ACCOUNTANCY**

**PAPER I & II**

Choice Based Credit System

To be implemented from AY 2017 - 2018

*Revised Syllabus of courses of S.Y.B.A.Programme  
with effect from the Academic Year 2017-2018*

**Applied Courses (AC)**

**SEMESTER – III**

**BOOK KEEPING AND ACCOUNTANCY - Paper I**

**Course Objective:**

- To enable the learners to understand basic understanding of Book Keeping and Accountancy.
- To Provide the analytical ability among arts students and prepare them for employability

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
<b>1</b>	<b>Introduction to Book Keeping and Accountancy</b>	<b>15</b>
<b>2</b>	<b>Double Entry Book Keeping</b>	<b>15</b>
<b>3</b>	<b>Journals</b>	<b>15</b>
<b>4</b>	<b>Cash Book</b>	<b>15</b>
	<b>Total</b>	<b>60</b>

Sr. No.	Modules
<b>1</b>	<b>Introduction to Book Keeping and Accountancy</b> <span style="float: right;"><b>15</b></span>
	<ul style="list-style-type: none"> <li>a) Concept, Objectives, Importance and utility, Difference between Book-Keeping and Accountancy.</li> <li>b) Basic accounting terminologies, Basis of accounting (Cash and Accrual)</li> <li>c) Theoretical base of Accounting – Concepts, Conventions and Principles.</li> </ul>
<b>2</b>	<b>Double Entry Book Keeping</b> <span style="float: right;"><b>15</b></span>
	<ul style="list-style-type: none"> <li>a) Concept, Fundamentals of double entry Book-Keeping.</li> <li>b) Source documents required for Accounting – Cash and Petty Cash Voucher , Pay-in –Slip, Cash and Credit Memo, Debit and Credit Note ,</li> <li>c) Withdrawal Slip, Cheque (Bearer, Order, Crossed), Bank Pass Book , Bank Statements.</li> </ul>
<b>3</b>	<b>Journals</b> <span style="float: right;"><b>15</b></span>
	<ul style="list-style-type: none"> <li>a) Journal- Meaning , Importance and Utility of Journal , Specimen of Journal,</li> <li>b) Writing of Journal Entries.</li> <li>c) Difference between Journal and ledger.</li> </ul>
<b>4</b>	<b>Cash Book</b> <span style="float: right;"><b>15</b></span>
	<ul style="list-style-type: none"> <li>a) Cash Book with cash column only, Cash book with Cash and Bank Columns.</li> <li>b) Petty Cash Book.</li> <li>c) Information about Other Subsidiary Books. Sales Return Book, Purchase Return Book, Sales Book, Purchase Book.</li> </ul>

*Revised Syllabus of courses of S.Y.B.A. Programme  
with effect from the Academic Year 2017-2018*

**Applied Courses (AC)**

**SEMESTER – IV**

**BOOKING KEEPING AND ACCOUNTANCY - II**

**Course Objective:**

- To enable the learners to understand basic understanding of Book Keeping and Accountancy.
- To Provide the analytical ability among arts students and prepare them for employability

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Ledger	15
2	Bank Reconciliation Statement	15
3	Depreciation , Provisions , Reserves	15
4	Financial statements of proprietary concerns	15
	<b>Total</b>	<b>60</b>

Sr. No.	Modules
<b>1</b>	<b>Ledger <span style="float: right;">15</span></b>
	<ul style="list-style-type: none"> <li>a) Concept, Need and Contents of Ledger, Specimen of Ledger ,</li> <li>b) Passing of Entries from Subsidiary Books to Ledger ,</li> <li>c) Balancing Ledger Accounts.</li> </ul>
<b>2</b>	<b>Bank Reconciliation Statement <span style="float: right;">15</span></b>
	<ul style="list-style-type: none"> <li>a) Concept, Need, Importance, Reasons for Difference in Bank Balances, Preparation of Bank Reconciliation Statement.</li> <li>b) Trial balance – Meaning and Purpose, Preparation of Trial Balance from given Balances.</li> <li>c) Introduction to Basic Computer Accounting, Proforma of Bank Pass Book. Pay in Slip.</li> </ul>
<b>3</b>	<b>Depreciation , Provisions , Reserves <span style="float: right;">15</span></b>
	<ul style="list-style-type: none"> <li>a) Reserves – Concept, Definition, Need and Factors Affecting Depreciation.</li> <li>b) Methods, Straight line method and WDV method, difference between two methods, accounting treatment of depreciation.</li> <li>c) Concept, objectives and difference between provisions and reserves, types of reserves.</li> </ul>
<b>4</b>	<b>Financial Statements of Proprietary Concerns <span style="float: right;">15</span></b>
	<ul style="list-style-type: none"> <li>a) Preparation of trading account, preparation of Profit and Loss Account ,</li> <li>b) Preparation of Balance Sheet.</li> <li>c) Effects of following Adjustments – closing stock, bad and doubtful debts , provision for discount on debtors and creditors, outstanding expenses , prepaid expenses , accrued income, drawings , goods distributed as free samples</li> </ul>

*Revised Syllabus of Courses of S.Y.B.A.  
Programme at Semester III & IV  
with effect from the Academic Year 2017-2018*

**Reference Books**

**Advertising**

1. Book –keeping and accountancy standard XI – published by the Maharashtra State Board of Secondary and Higher Education.
2. Accountancy – NCERT ,New Delhi for XI standard
3. Accountancy –XI CBSE
4. Introduction to Accounting – S.N.Maheshwari –Vikas Publishing house Pvt.Ltd. NOIDA

**PAPER PATTERN**  
**BOOK KEEPING PAPER I & II**  
**SEMESTER - III & IV**  
**W.E.F. 2017-2018**

Q.1 Multiple Choice Questions

(A) Select the most appropriate answer from the option given below 10

(Any Ten out of Twelve)

(B) State whether the following statements are True or False 10

(Any Ten out of Twelve)

Q.2 Write Short Notes on **Any Four out of Six** 20

Q.3 Answer **Any Four** from Q.3 to Q.8 (Four Out of Six)

Q.3, Q.4, Q.5, Q.6, Q.7, Q.8 (Each Question Carries 15 Marks)

(15X4) 60

# University of



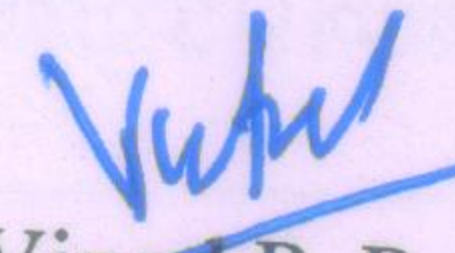
No. UG/127 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to syllabus uploaded by Academic Authority Unit which was accepted by the Academic Council at its meeting held on 19<sup>th</sup> March, 2012 vide item No. 4.5 relating to the revised syllabus as per (CBSGS) for the S.Y.B.A. Programme – B.A. Course – Economics Paper – II & III (Semester – III & IV).

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 07<sup>th</sup> June, 2019 have been accepted by the Academic Council at its meeting held on 26<sup>th</sup> July, 2019 vide item No.4.27 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A. (Sem. -IV) Macro Economics - II in Economics has been brought into force with effect from the academic year 2020-21, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
26<sup>th</sup> September, 2019

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.27/26/07/2019

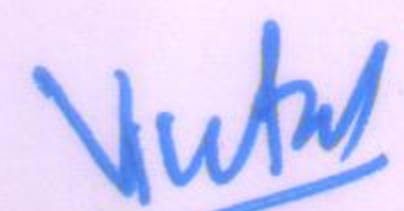
No. UG/127-A of 2019-20

\*\*\*\*\*  
MUMBAI-400 032

26<sup>th</sup> September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR



**UNIVERSITY OF MUMBAI**



**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	S.Y.B.A. Semester- IV Economics- Paper- V Macroeconomics – II
2	Eligibility for Admission	HSC (Science)
3	Passing Marks	40 Percentage (Pass Class)
4	Ordinances / Regulations ( if any)	-
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: 2020-21

Date: \_\_\_\_\_

Signature : \_\_\_\_\_

Chairman/ Chairperson : \_\_\_\_\_

Dean Faculty of Humanities : \_\_\_\_\_

AC- 26/07/2019

Item No.- 4.27

# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the S.Y.B.A. (Sem IV) Paper V**

### **Macro Economics – II**

### **Course: Economics**

(As Per Choice Based Credit System with effect from the academic  
year 2020-21)

## Macro Economics - II

### S.Y.B.A. Semester – IV Paper V (Academic Year: 2020 - 21)

**Preamble:** This course is designed to make students aware of macroeconomic terminologies and make them familiar with macroeconomic terms and concepts in order to understand economics at aggregate level. It also aims to make the students aware about recent developments in macroeconomic literature.

**Module - I: Inflation** (12 Lectures)  
The Economics of Depression, Hyper Inflation; Inflation: Features and Causes, Demand Pull Inflation and Cost Push Inflation, Effects of Inflation; Nature of Inflation in Developing Economy; Phillips Curve; Stagflation: Meaning, Causes and Consequences

**Module – II: Economic Policy** (12 Lectures)  
Monetary Policy: Objectives, Instruments, Limitations, Role of Monetary Policy in Developing Economies; Fiscal Policy - Objectives, Instruments, Limitations and Role of Fiscal Policy in Developing Economies

**Module – III: Post Keynesian Economics** (12 Lectures)  
The IS-LM Model of Integration of Commodity and Money Market; IS Curve: Derivation of IS Curve, Shift in IS Curve, Equilibrium in Goods Market; LM Curve: Derivation of LM Curve, Shift in LM Curve, Equilibrium in Money Market; Simultaneous Equilibrium in Goods and Money Market

**Module – IV: External Sector** (12 Lectures)  
Balance of Payment: Structure, Disequilibrium in Balance of Payment, Types, Causes and Measures to Correct Balance of Payment Disequilibrium; Foreign Exchange Market: Determination of Exchange Rate: Fixed and Flexible Exchange Rate; Spot and Forward Exchange Rate; Exchange Rate Policy

### Reference

- 1 Richard Froyan, (2012), Macroeconomics: Theories and policies, Pearson Education.
- 2 Eroll D'Souza, (2008), Macroeconomics, Pearson Education.
- 3 Suman Kalyan Chakravarty, (2010), Macroeconomics, Himalaya Publishing House.
- 4 N. Gregory Mankiw, (2015), Principle of Macroeconomics Cengage Learning.
- 5 Francis Cherunilam, (1999), International Economics, Tata McGraw-Hill.
- 6 Bo Soderstein, (1994), International Economics, Palgrave Macmillan.

# University of Mumbai



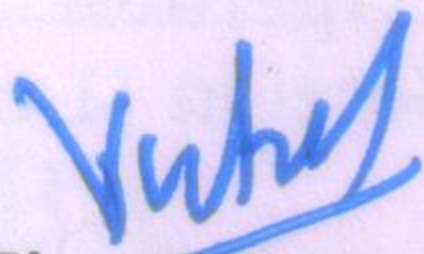
No. UG/126 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Science & Technology, Humanities Faculties is invited to this office Circular No. UG/258 of 2011, dated 18<sup>th</sup> August, 2011 relating to the revised syllabus as per the (CBSGS) for First Year of B.Sc. programme and for Second Year of S.Y.B.A. programme in Economics (paper II).

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 7<sup>th</sup> June, 2019 have been accepted by the Academic Council at its meeting held on 26<sup>th</sup> July, 2019 vide item No.4.26 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A. (Sem. III) Public Finance – Paper IV in Economics has been brought into force with effect from the academic year 2020-21, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
26<sup>th</sup> September, 2019

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.26/26/07/2019

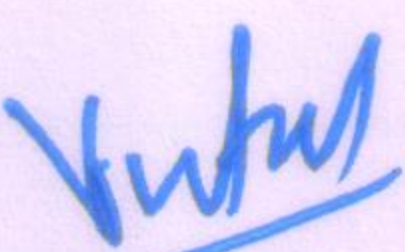
No. UG/126 -A of 2019-20

\*\*\*\*\*  
MUMBAI-400 032

26<sup>th</sup> September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

AC. 28/07/2020

Item No. 4.25

**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	<b>S.Y.B.A. Semester- III Economics- Paper- III Macroeconomics – I</b>
2	Eligibility for Admission	HSC (Science)
3	Passing Marks	40 Percentage (Pass Class)
4	Ordinances / Regulations ( if any)	-
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: 2020-21

Date:

Signature :

Chairman/ Chairperson :

Dean Faculty of Humanities :

AC- 26/07/2019

Item No.- 4.26

# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the S.Y.B.A. (Sem III) Paper IV**

### **Public Finance**

### **Course: Economics**

(As Per Choice Based Credit System with effect from the  
academic year 2020-21)

**SYBA - SEMESTER III**  
**Economics – Paper IV**  
**Public Finance**

**Preamble**

Public Finance is the study of government policy from the point of economic efficiency and equity. The role and functions of the government have been changing throughout time. The existence of externalities, acceleration of economic growth, raising the level of employment, the need and concern for adjustment in the distribution of income and wealth etc. require the use of package of policies which require tax systems, expenditure programmes, rising of debt, issues of deficit etc. This paper deals with basic concepts which explain the need for government intervention. It exposes the student to public budget through issues of taxation, expenditure, debt and concepts of deficit. The last Unit is related to topics concerning Indian Public Finance.

**Unit – I Introduction** **(12 Lectures)**

Meaning and Scope of Public Finance; Public Finance versus Private Finance; Market Failure: Public Goods and Private Goods, Externalities, Efficiency versus Equity; Principles of Sound Finance and Functional Finance; Allocation, Distribution, Stabilisation and Growth Functions of the Government

**Unit - II Fiscal Policy: Budget and Taxation** **(12 Lectures)**

Dalton's and Musgrave Versions of the Law of Maximum Social Advantage; Role of Government in a Modern Economy; Types of Public Budget; Structure of Public Budget; Role of Taxation; Merits and Demerits of Direct and Indirect Tax Policy; Features of Good Tax System; Concept of Impact, Incidence and Shifting of Taxation; Elasticity and Determination of Tax Burden

**Unit III Fiscal Policy: Public Expenditure and Debt** **(12 Lectures)**

Canons of Public Expenditure; Classification of Public Expenditure; Wagner's Law of Public Expenditure; Public Expenditure as an Instrument of Fiscal Policy; Meaning and Types of Public Debt; Burden of Public Debt; Principles of Public Debt Management; Concepts of Deficits

**Unit IV Indian Public Finance** **(12 Lectures)**

Budget of The Government of India (Previous Financial Year); Sources of Public Receipts (Tax And Non-Tax, Introduction To GST); Components of Public Expenditure; Sources of Public Borrowing and Debt Liabilities; Deficits; Appraisal of FRBM Act 2004; Fiscal Federalism: Fourteenth Finance Commission Recommendations

**References:**

1. J. Hindriks, G. Myles, (2006), Intermediate Public Economics, MIT Press.
2. Harvey Rosen, (2005), Public Finance, Seventh Edition, McGraw Hill Publications.

3. KaushikBasu and Maertens (ed), (2013), The New Oxford Companion to Economics in India, Oxford University Press.
4. Sury M.M., (1990), Government Budgeting in India, Commonwealth Publishers.
5. Bhatia H.L., (2012), Public Finance, Vikas Publications.
6. Report of the Fourteenth Finance Commission, Government of India.



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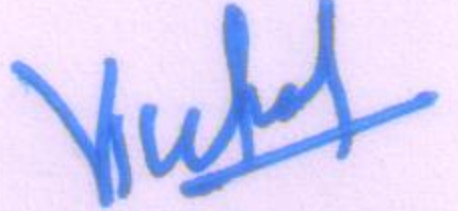
No. UG/128 of 2019-20

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/40 of 2012-13, dated 25<sup>th</sup> June, 2012 relating to the revised syllabus as per the (CBSGS) of Paper II & III in Semester III & Semester IV of B.A. programme in the course of Economics.

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 7<sup>th</sup> June, 2019 have been accepted by the Academic Council at its meeting held on 26<sup>th</sup> July, 2019 vide item No.4.28 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A. (Sem. IV) Indian Economy – Paper VI in Economics has been brought into force with effect from the academic year 2020-21, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
26<sup>th</sup> September, 2019

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.28/26/07/2019

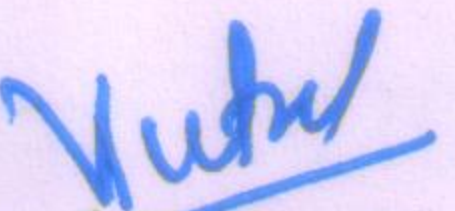
No. UG/128 -A of 2019-20

\*\*\*\*\*  
MUMBAI-400 032

26<sup>th</sup> September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	<b>S.Y.B.A. Semester IV Economics- Paper VI Indian Economy</b>
2	Eligibility for Admission	FYBA
3	Passing Marks	40
4	Ordinances / Regulations ( if any)	
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2020-21

Date:

Signature :

Chairman/ Chairperson : \_\_\_\_\_

Dean Faculty of Humanities : \_\_\_\_\_

AC- 26/07/2019

Item No.- 4.28

# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the S.Y.B.A. (Sem IV) Paper VI**

### **Indian Economy**

### **Course: Economics**

(As Per Choice Based Credit System with effect from the  
academic year 2020-21)

**Economics**  
**S.Y.B.A. Semester IV**  
**Paper VI**  
**Indian Economy**

**Preamble**

This paper deals with the nature and sector wise composition of Indian economy. The learners shall be able to understand the problems and prospects of Indian Economy. The content has also intended to orient the learners about the recent developments in the economy.

**Module- I: Introduction** **(12 Lectures)**

Trends in India's National Income and PCI Since 1990; Structural Changes In Indian Economy; Brief Overview of the Employment Generation and Poverty Alleviation Programmes; Regional Inequalities; Measures to Reduce Regional Inequalities in India

**Module - II: Agricultural Sector** **(12 Lectures)**

Role of Agriculture in Economic Development; Causes of Low Productivity; Agricultural Inputs; Agricultural Price Policy: Recent Minimum Support Price Policy; Income Support for Farmers; Sources of Agricultural Finance; Micro Finance; NABARD: Role and Function; Agricultural Marketing: Structure and Problems; National Policy for Farmers, 2007; Organic Farming Policy; Food Security in India

**Module -III: Industrial Sector** **(12 Lectures)**

Infrastructure for Industrial Development; Industrial Policies in India; Industrial Policy of 1991; Micro, Small and Medium Enterprises (MSMEs): Classification, Role and Policy Measures; Growth of Large Scale Industries and Economic Development; Recent Policies and Programs for Industrial Development: Start Up India, Make in India, Skill India; Role and Trends of FDI in Industrial Sector Development

**Module -IV: Service Sector** **(12 Lectures)**

Role of Service Sector in Indian Economy; Growth and Performance of Healthcare; Performance of Trade and Tourism, Information Technology and IT - Enabled Services; Research and Development Services With Reference to Education and Skill Development in Employment Generation in India; Performance of Service Sector during XII<sup>th</sup> Five Year Plan

**Reference**

- 1) Ashwini Mahajan, Gaurav Datt, (2018) 'Indian Economy', S. Chand and Company, New Delhi.
- 2) Brahmananda, P.R. and V.R. Panchmukhi (Eds.), (2001), 'Development Experience in the Indian Economy: Inter-State Perspectives', Bookwell, New Delhi.
- 3) Datt, Ruddra and K.P.M, Sundaram, (2017), 'Indian Economy', S. Chand & Company Ltd., New Delhi.
- 4) Misra, S. K. and V. K. Puri, (2018) 'Indian Economy', Himalaya Publishing House, Mumbai.

- 5) Gaurav Datt and Ashwani Mahajan, (2016) 'Indian Economy', S Chand Publishing House, New Delhi.
- 6) Uma Kapila, (2018), ' Indian Economy: Performance and Policies, 2018-19', Academic Foundation, New Delhi.

# University of Mumbai



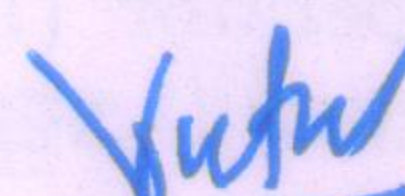
No. UG/125 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to syllabus uploaded by Academic Authority Unit which was accepted by the Academic Council at its meeting held on 19<sup>th</sup> March, 2012 vide item No. 4.5 relating to the revised syllabus as per the (CBSGS) for the S.Y.B.A. Programme – B.A. Course – Economics Paper – II & III (Semester – III & IV).

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 07<sup>th</sup> June, 2019 have been accepted by the Academic Council at its meeting held on 26<sup>th</sup> July, 2019 vide item No.4.25 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A. (Sem. III) Macro Economics – I in Economics has been brought into force with effect from the academic year 2020-21, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
26<sup>th</sup> September, 2019

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.25/26/07/2019

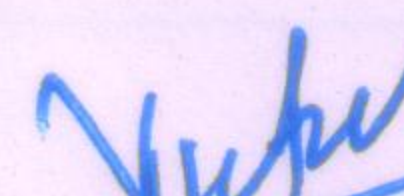
No. UG/125-A of 2019-20

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MUMBAI-400 032

26<sup>th</sup> September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod P. Patil)  
I/c REGISTRAR

AC. 28/07/2020

Item No. 4.25

**UNIVERSITY OF MUMBAI****Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	<b>S.Y.B.A. Semester- III Economics- Paper- III Macroeconomics – I</b>
2	Eligibility for Admission	HSC (Science)
3	Passing Marks	40 Percentage (Pass Class)
4	Ordinances / Regulations ( if any)	-
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: 2020-21

Date:

Signature :

Chairman/ Chairperson :

Dean Faculty of Humanities :

AC- 26/07/2019

Item No.- 4.25

# UNIVERSITY OF MUMBAI



## **Revised Syllabus for the S.Y.B.A. (Sem III) Paper III Macro Economics – I**

**Course: Economics**

(As Per Choice Based Credit System with effect from the  
academic year 2020-21)



## **Macro Economics - I**

### **S.Y.B.A. Semester – III Paper III (Academic Year: 2020 - 21)**

**Preamble:** This course is designed to provide an introduction to the students about the basic building blocks of Macro Economics which will serve as a foundation throughout their career.

#### **Module – I: Introduction to Macro Economics and National Income (12 Lectures)**

Introduction: Meaning and Scope of Macro Economics; Concepts of National Income: GNP, NNP, NDP, Per Capita Income, Personal Income and Disposal Income; Methods and Difficulties in Measurement of National Income; Circular Flow of National Income: Closed Economy (Two and Three Sector) and Open Economy Models (Four Sector Model)

#### **Module – II: Consumption and Investment (12 Lectures)**

Consumption and Investment; Says Law of Market; Theory of Effective Demand; Consumption Function; Investment Function; Marginal Efficiency of Capital and Rate of Interest- Investment Multiplier

#### **Module – III: Supply of Money and Demand for Money (12 Lectures)**

Supply of Money; Determinants of Money Supply; Velocity of Circulation of Money; RBI's Approach to Measurement of Money Supply; Demand for Money: Classical, Keynesian and Friedman's Approaches

#### **Module – IV: Banking (12 Lectures)**

Banking: Commercial Bank, Functions of Commercial Banks, Multiple Credit Creation, Balance Sheet of Commercial Bank; Development in Commercial Banking Sector Since 1990-91; Central Bank: Functions of Central Bank - Traditional, Developmental, Promotional

#### **Reference**

- 1) N. Gregory Mankiw, (2015), Principle of Macroeconomics, 7th edition, Cengage Learning.
- 2) Abel A. B. B. S. Beranake and D. Croushore (2011), Macroeconomics, Pearson, New Delhi.
- 3) Ahuja H. L., (2008), Macroeconomics theory and Policy, S. Chand and company Ltd. New Delhi.
- 4) Dwivedi D.N., (2007), Macroeconomics theory and Policy, TATA Mcgraw - Hill Publication company Ltd. Delhi.
- 5) Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macroeconomics Delhi: Mcgraw Hill Publication.
- 6) Paul Samuelson and William Nordhaus, (2010), Economics, Mcgraw Hill Publication.

**SYBA SYLLABUS**

**CREDIT 03**

**SOCIOLOGY**

**(100 Marks) UASOC302**

**Paper III**

**SEMESTER III**

**CONTEMPORARY ISSUES IN INDIAN SOCIETY**

**Course Rationale:**

- To bring awareness and sensitivity among the students towards contemporary issues.
- To inculcate responsibilities and promote equality.

**UNIT I DEMOGRAPHY**

**12 Lectures**

- a. Nature, Scope and Significance
- b. Fertility, Mortality, Nuptiality (Concept and factors)
- c. Declining Sex Ratio (Causes and Measures)

**UNIT II MIGRATION**

**12 Lectures**

- a. Definition Meaning and Characteristics
- b. The Right to the City- Henry Lefebvre
- c. Patterns of Migration: Case study of Mumbai

**UNIT III HEALTH**

**12 Lectures**

- a. Right to Health Care (Women and Children)
- b. Disability Rights Act 2016 (Differently abled)
- c. Surrogacy and Politics of Reproduction

## **UNIT IV CRIME AND JUSTICE**

## **09 Lectures**

- a. Overview of the Criminal Justice System in India: Police, Courts and Law
- b. Rights and Duties of the People
- c. Need for reforms in the Criminal Justice System

### Reading List:

1. Asha A Bhende, Tara Kanitkar (2014). Principles of Population. Himalaya Publishing House. Mumbai
2. Bhagat, R. Jones, G. (2013). Population Change and Migration in Mumbai Metropolitan Region: Implications for Planning and Governance. Asia Research Institute. National University of Singapore.
3. Dabir Bharti, The Constitution and criminal justice Administration. APH Publishing Corporation. New Delhi.
4. Desai, M Mahabal, K. (2007). Health Care Case Law in India CEHAT. ICHRL
5. Government of India Ministry of Human Affairs Report Vol I. (2003) Committee on Reforms Criminal justice System. India
6. Raj, H. (1998). Population Studies .Surjeet Publication .Delhi.
7. South Asia Human Rights Documentation Centre. (2006). Handbook of Human rights and criminal justice in India. The system and procedure. New Delhi: OUP.
8. Vibhute, K.I. (2004). Criminal Justice: A human rights perspective of the criminal justice process in India. ISBN
9. WHO. The Right to Health.

### Journals:

1. Ethical Issues in Assisted Reproductive Technologies -Social Medicine-Volume6, Number3, March 2012.
2. Journal of Medical Ethics, 1983, 9,192-195
3. The Surrogacy (Regulation) BILL, 2014

**SYBA SYLLABUS**

**CREDIT 03**

**SOCIOLOGY**

**(100 Marks) UASOC402**

**Paper III**

**SEMESTER IV**

**EMERGING FIELDS IN SOCIOLOGY**

**Course Rationale:**

- To introduce students to the relevance and varied possibilities for future studies in sociology.
- It make's students aware about the new vibrant fields in sociology.
- To provide students with an in-depth understanding of struggle and survival in today's competitive scenario.

**UNIT I JOURNALISM**

**12 Lectures**

- a. Journalism Studies: An Overview
- b. Journalists as Gatekeepers- Ethics in Journalism
- c. Women Journalists

**UNIT II WOMEN ENTREPRENEURSHIP 12 Lectures**

- a. Meaning of Entrepreneurship, Role and Attributes of an Entrepreneur
- b. Women in different fields as entrepreneurs at the grass root level: Business, Food
- c. Challenges and Opportunities

### **UNIT III URBAN GOVERNANCE**

**12 Lectures**

- a. Plan and Growth of Smart Cities-Critique  
Case Study (Kochi) Kerala, (Jaipur) Rajasthan
- b. Lack of availability of Open Spaces
- c. Street Vendors and Hawkers- The Street Vendors Act 2014

### **UNIT IV GERIATRIC CARE**

**09 Lectures**

- a. Phenomenon of Population Ageing
- b. Old Age Home, Senior Citizens Association, Day Care Center
- c. Geriatric Care: Government and non-governmental initiatives in India

#### Reading List:

1. Bhaskaran, N. (Ed). (2009). Vision Juhu-Expanding Public Spaces in Mumbai. Synergy Creations. Mumbai
2. Chakraborti, Rajgopal D. (2004). The Greying of India Population Ageing in the context of Asia. Sage publications. New Delhi
3. Dandekar, K. (1996). The Elderly in India. Sage Publications
4. Government of India Ministry of Urban Development. (2015 Smart Cities-Mission Statement and Guidelines
5. Karin Wahl-Jorgensen, Thomas Hanitzsh. (2009) Handbook of Journalism. Routledge. New York
6. Liebig, Phoebe and Rajan, Irudaya, (Ed) (2005). An Ageing India: Perspectives, Prospects and Policies. Rawat Publications
7. Phoebe S. Leibig, S. Irudaya Rajan. (2005). An Aging India: Perspectives, Prospects and Policies. Rawat Publications.
8. Ramamurti, Jamuna D. (Ed) (2004). Handbook of Indian Gerontology. Serial Publications
9. Tendulkar, A. (Ed) (2016). Handbook for Senior Citizens. YCPA. Mumbai. Anokhi Publications.
10. Victor, Christina. (2005). The Social Context of Ageing. Routledge.

Journals:

1. Challenges and Opportunities for Women Entrepreneurship in India under Globalization.- OSR Journal of Business and Management Vol 5, Issue 2 Sept-Oct 2012, PP29-35.
2. Role of Women Entrepreneurship in Indian Economy, International Journal of Science Technology and Management Vol.No.03, March 2016.
2. Social Scientist Volume 44 May –June 2016

# **SYBA SYLLABUS**

## **CREDIT 03**

### **SOCIOLOGY**

**(100 Marks) UASOC301**

#### **Paper II**

#### **SEMESTER III**

### **INDIAN SOCIETY: STRUCTURE AND CHANGE**

#### **Course Rationale:**

- To Introduce Students to the Indian Sociological Traditions.
- To Familiarise Students with the Research traditions in Indian Sociology
- To Acquaint Students with the Emerging Issues in Indian society

#### **Unit I Indian Sociological Perspectives 12 Lectures**

- a. Indology and Structure--functionalism (G. S. Ghurye, M. N. Srinivas)
- b. Dialectical approach to Sociology (A. R. Desai, D.P. Mukerjee)
- c. Non- Brahmanical Approach (Dr.B.R.Ambedkar, Mahatma Phule)

#### **Unit II Contemporary Sociologists (Selected readings) 12 Lectures**

- a. Sharmila Rege (Gender)
- b. Leela Dube (Kinship)
- c. T. K. Oommen (Religion)

#### **Unit III Contemporary Challenges in Indian Society 12 Lectures**

- a. Strategies of caste mobilisation
- b. Resurgence of Ethnic identities
- c. Gender and Marginalization

#### **Unit IV Socio– Cultural Landscape of Maharashtra 09 Lectures**

- a. Regional diversity and communities in Maharashtra
- b. Tourism in Maharashtra – Economy and Society
- c. Food Culture intertwined with different cultural identities

Reading List:

1. Ambedkar, B. R. (2007). "Annihilation of Caste" Critical Quest, New Delhi
2. Arya Priya, (2016). "Ethnicity in Post- Independence India: A Sociological Perspective on Its Causes and Manifestations", IOSR Journal of Humanities and Social Sciences, Vol. 21, Issue 1, Ver. 5: 55-61.
3. Dhanagare, D. N. (1999). "Themes and perspectives in Indian Sociology" Rawat Publications
4. Deshpande, S. (2001). "Contemporary India: Sociological View" Penguin Books India Limited
5. Dsouza, Leela (.2006). "Globalisation, Nationalism and Ethnic Identities: The Future of Nation State" in Sankarama Somayaji and Ganesha Somayaji. (Eds): Sociology of Globalisation: Perspectives from India 69-97 Jaipur: Rawat Publications.
6. Dube, Leela. (2001). "Anthropological Explorations in Gender" Sage publications, New Delhi
7. Guru, Gopal. (1993). "Dalit Movement in Mainstream Sociology" EPW, 28 (14)
8. Guru, Gopal. (2016). "Shifting Categories in the Discourse of Caste and Class" EPW, Vol. 44(14): 10-12
9. Mridul Kumar. (2019). "Reservations of Marathas in Maharashtra" Economic and Political Weekly, Vol. 44 (14): 10-12.
10. Oommen, T. K. (2001) "Religion as a Source of Violence. A Sociological Perspective" The Ecumenial Review. Vol. 53, issue 2, April 2001. PP 168 –179
11. Oommen T. K. (2005) "Crisis and Contention in Indian Society" Sage publications.
12. Omvedt, Gail. (1994). "Dalits and Democratic Revolution" Sage, New Delhi
13. Patel, Sujata. (2011). (Ed) Doing Sociology in India: Genealogies, locations and Practices. New Delhi: Oxford University Press
14. Phadnis, Urmila. (2001). "Ethnicity and Nation Building in South Asia" Sage Publications
15. Rege, Sharmila. (2006). "Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies"Zubaan Publications. New Delhi
16. Teltumbade, Anand. (2016). 'Behind the Ire of Marathas', Economic and Political Weekly, Vol. 51 (40): 10-11.
17. Uberoi, Sundar, Deshpande. (2007) (Ed) Anthropology in the East. Founders of Indian Sociology and Anthropology. New Delhi, Permanent Black
18. Vivek Kumar. (2016). "Caste Contemporaneity and Assertion', Economic and Political Weekly, Vol. 51 (50): 84-86).





## UNIT IV Alternative approaches to Development 09 Lectures

- a. Sustainable Development – Eco-Friendly practices, Organic Farming, Ankoli in Solapur
- b. People - Centric Development –Menda Lekha, Gadchiroli
- c. ‘Adarsh Gaon’ – Hiware Bazaar, Ahmednagar

### Reading List:

1. Ahmed, Kundu et al (ed), (2010) India’s New Economic Policy: A Critical Analysis, New York: Routledge
2. Arundhati Roy Choudhury, (2000) Amusement Parks versus People's Livelihood, EPW, Vol. 35, Sept. 9-15
3. Banerjee Swapna, (2011) Contradictions of ‘development’ in contemporary India, Open Democracy
4. Bryan Alan, (2012) Social research methods, Oxford Publication
5. Bokil Milind, Goshta Mendha Gavachi, Mauj Prakashan  
बोकिल मिलिंद गोष्ट मॅढा गावाची, मौज प्रकाशन
6. Bokil Milind, Sahitya, Bhasha v samaj, Mauj Prakashan  
बोकिल मिलिंद साहित्य, भाषा व समाज, मौज प्रकाशन
7. Bidwai Praful, 19 Feb, 2011, People v/s Nuclear Power in Jaitapur, Maharashtra, EPW, Vol. 46
8. Collective water management through water banks, July 2010, Clean India Journal
9. Dias Anthony, (2012) Development and its human cost, Rawat publication
10. Deshpande M G, 2007. The nature of ecological problems, Environmental changes and natural disasters, Md. Babar, New India Publication
11. Devale Kaustubh and Paranjape Suhas, Pani Sang harsh Chalwal,  
[www.waterconflictforum.org](http://www.waterconflictforum.org)
12. Giddens Anthony, 2000, Runaway world: How globalization is reshaping our lives  
Routledge, New York
13. Hiware Bazaar – Dec 22, 2010, Model village for the nation, The Better India
14. India HDR: (2011) Towards social exclusion, Oxford Publication
15. Jogdand P G & Michael S M (2003), Globalization and social movements, Rawat Publication

16. Munshi Indra, (2012) The Adivasi Question – Issues of land, Forests & livelihood, Orient Black swan
17. Neeraj, (2013) Globalization or Re-colonization, Lokayat Publication
18. Padel, Felix and Das Samarendra (2010), Out of This Earth. East India: Adivasis and the Aluminium Cartel, New Delhi: Orient Black swan
19. [www.payog.org](http://www.payog.org) –Arun Deshpande, Development of Ankoli village, Solapur

# University of Mumbai



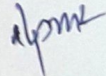
No. UG/27 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/299 of 2017-18, dated 7<sup>th</sup> November, 2017 relating to the revised syllabus as per (CBCS) of S.Y.B.A. Social Psychology Development Psychology and General Applied Component Option A Health Psychology, B Psychology of Adjustment, C Stress Management (Part I) (Sem. III) and (Part II) (Sem.IV).

They are hereby informed that the recommendations made by the Board of Studies in Psychology at its meeting held on 26<sup>th</sup> March, 2019 have been accepted by the Academic Council at its meeting held on 15<sup>th</sup> April, 2019 vide item No. 4.13 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A.(Sem.III & IV) Paper II Social Psychology, Paper III Development Psychology, Applied Components (a) Health Psychology, (b) Psychology of Adjustment, (c) Stress Management has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
1<sup>st</sup> June, 2019

  
(Dr. Ajay Deshmukh)  
REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C./4.13/15/04/2019

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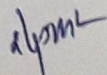
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MUMBAI-400 032

1<sup>st</sup> June, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Psychology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Ajay Deshmukh)  
REGISTRAR

**Choice Based Credit System (CBCS)**  
**S.Y.B.A. Psychology Syllabi to be implemented from 2019-2020**  
**Social Psychology - Paper II: Part I and Part II**

Code	Sem.	Course Title	Credits	Marks
UAPSY 301	3	Social Psychology: Part I	3	100
UAPSY 401	4	Social Psychology: Part II	3	100

**Objectives: -**

1. To help students in building knowledge of the basic concepts and modern trends in Social Psychology.
2. To foster interest in Social Psychology as a field of study and research among students.
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.

**Semester III Social Psychology: Part I (3 lectures per week)**

**Unit 1: Social Psychology: The Science of the Social Side of Life**

- a) Social Psychology: What it is and is not
- b) Social psychology: Advances at the boundaries
- c) How social psychologists answer the questions they ask: Research as the route to increased knowledge
- d) The role of theory in social psychology
- e) The quest for knowledge and the rights of individuals: Seeking an appropriate balance

**Unit 2: Social Perception: Seeking to Understand Others**

- a) Nonverbal communication: An unspoken language
- b) Attribution: Understanding the causes of behavior
- c) Impression formation and management: Combining information about others
- d) What research tells us about the role of nonverbal cues in job interviews?
- e) What research tells us about why some people conclude they are superior to others?

**Unit 3: Attitudes: Evaluating and responding to the social world**

- a) Attitude formation: How attitudes develop
- b) When and why do attitudes influence behavior?
- c) How do attitudes guide behavior?
- d) The science of persuasion: How attitudes are changed
- e) Resisting persuasion attempts
- f) Cognitive dissonance: What it is and how do we manage it?
- g) What research tells us about culture and attitude processes?

**Unit 4: Liking, Love and Other close relationships.**

- a) Internal sources of liking others: The role of needs and emotions
- b) External sources of attraction: The effects of proximity, familiarity and physical beauty
- c) Sources of liking based on social interaction
- d) Close relationships: Foundations of social life
- e) What research tells us about dramatic differences in appearance between partners: Is love really blind?
- f) What research tells us about two factors that may destroy love—jealousy and infidelity

**Semester IV Social Psychology: Part II (3 lectures per week)**

**Unit 1: Causes, and Cures of Stereotyping, Prejudice and Discrimination**

- a) How members of different groups perceive inequality
- b) The nature and origins of stereotyping

- c) Prejudice: Feelings toward social groups
- d) Discrimination: Prejudice in action
- e) Why prejudice is not inevitable: Techniques for countering its effects
- f) What research tells us about the role of existential threat in prejudice

### **Unit 2: Social Influence: Changing Others' Behavior**

- a) Conformity: How groups – and norms – influence our behavior.
- b) Compliance: To ask – sometimes – is to receive
- c) Obedience to authority: Would you harm someone if ordered to do so?
- d) Unintentional social Influence: How others change our behaviors even when they are not trying to do so
- e) What research tells us about how much we really conform?
- f) What research tells us about using scarcity to gain compliance?

### **Unit 3: Aggression: Its Nature, Causes and Control**

- a) Perspectives on aggression: In search of the roots of violence
- b) Causes of human aggression: Social, cultural, personal and situational
- c) Aggression in the classroom and workplace
- d) The prevention and control of violence: some useful techniques
- e) What research tells us about the role of emotions in aggression?
- f) What research tells us about workplace aggression?

### **Unit 4: Prosocial Behavior: Helping Others**

- a) Why people help: Motives for prosocial behaviour
- b) Responding to an emergency: Will bystanders help
- c) Factors that increase or decrease the tendency to help
- d) Crowdfunding: A new type of prosocial behaviour
- e) Final thoughts: Are prosocial behaviour and aggression opposites?
- f) What research tells us about paying it forward: Helping others because we have been helped
- g) What research tells us about how people react to being helped

### **Book for Study:**

**Branscombe, N. R. & Baron, R. A., Adapted by PreetiKapur (2017). *Social Psychology*. (14<sup>th</sup> Ed.). New Delhi: Pearson Education; Indian reprint 2017**

### **Books for Reference-**

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation .Pearson India Education Pvt.Ltd.

Crisp ,R.J.,&Turner,R.N.(2014).*Essential Social Psychology*. Sage Publication.South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd. 8)

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.

Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

**S.Y.B.A. Developmental Psychology: A Focus on Adolescent and Adult Development Paper III**  
**Part I and Part II**

Code	Sem.	Course Title	Credits	Marks
UAPSY 302	3	Developmental Psychology A Focus on Adolescent and Adult Development: Part I	3	100
UAPSY 402	4	Developmental Psychology A Focus on Adolescent and Adult Development: Part II	3	100

**Objectives: -**

1. To help students in building knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research among students.
3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

**Semester III Developmental Psychology: A Focus on Adolescent and Adult Development Part I**  
**(3 lectures per week)**

**Unit 1. An Introduction to Lifespan Development and Adolescence Physical & Cognitive development**

**1A Lifespan Development**

- a) An orientation to lifespan development
- b) Defining life span development
- c) Scope of the field (areas, age and individual differences )
- d) Basic influences in development (history, age, sociocultural, life events)

**1B Adolescence Physical & Cognitive development**

- e) Physical maturation
- f) Cognitive development and schooling
- g) Threats to adolescence well being

**Unit 2. Social and Personality Development in Adolescence**

- a) Identity: Asking 'Who am I'
- b) Relationships: Family and friends
- c) Dating, sexual behaviour and teenage pregnancy

**Unit 3. Physical and Cognitive Development in Early Adulthood**

- a) Physical Development
- b) Cognitive development
- c) College: Pursuing Higher Education

**Unit 4. Social and Personality Development in Early Adulthood**

- a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood
- b) The Course of Relationships
- c) Work: Choosing & Embarking on a Career

**Semester IV Developmental Psychology: A Focus on Adolescent and Adult Development Part II**  
**(3 lectures per week)**

**Unit 1. Physical and Cognitive Development in Middle Adulthood**

- a) Physical development
- b) Health
- c) Cognitive development

## **Unit 2. Social and Personality Development in Middle Adulthood**

- a) Personality Development
- b) Relationships: Family in Middle Age
- c) Work & Leisure

## **Unit 3. Physical and Cognitive Development in Late Adulthood**

- a) Physical development in Late Adulthood
- b) Health and wellness in Late Adulthood
- c) Cognitive development in Late Adulthood

## **Unit 4. Social and Personality Development in Late Adulthood**

- a) Personality Development and successful aging
- b) The daily life of Late Adulthood
- c) Relationships: Old & new

### **Book for study**

**Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8<sup>th</sup> Ed). India: Pearson India Education services Pvt.Ltd**

### **References**

Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.

Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12<sup>th</sup> Ed). McGraw Hill, international Edition

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12<sup>th</sup> Ed). McGraw Hill, international Edition

Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.

Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

## **S.Y.B.A. Applied Component (Option A) Health Psychology - Part I and Part II**

Code	Sem.	Course Title	Credits	Marks
UAHP3A1	3	Health Psychology: Part I	2	100
UAHP4A1	4	Health Psychology: Part II	2	100

### **Objectives: -**

1. To help students in building knowledge of the basic concepts and modern trends in Health Psychology.
2. To foster interest in Health Psychology as a field of study and research among students.
3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context.



## **Semester III Health Psychology: Part I (4 lectures per week)**

### **Unit 1. What Is Health Psychology and Health Behaviors**

#### **1A. Introduction to the field of Health Psychology**

- a) Definition of health psychology
- b) The mind-body relationship
- c) The rise of the biopsychosocial method
- d) The need for health psychology
- e) The role of epidemiology in Health Psychology
- f) What is health psychology training for?

#### **1B. Health Behaviors**

- g) An introduction to health behaviours
- h) Health promotion: An overview
- i) Changing health habits
- j) Cognitive-behavioural approaches to health behaviour change
- k) The transtheoretical model of behaviour change
- l) Changing health behaviors through social engineering
- m) Venues for health-habit modification

### **Unit 2. Health-Promoting Behaviors**

#### **2A Health-Promoting Behaviors**

- a) Exercise, its determinants, & interventions
- b) Accident prevention
- c) Vaccination and screening
- d) Developing a healthy diet
- e) Sleep
- f) Rest, Renewal and savouring

#### **2B. Health-compromising Behaviors**

- g) Characteristics of health-compromising behaviours
- h) Alcoholism & Problem Drinking
- i) Smoking

### **Unit 3: Stress**

- a) What is stress?
- b) Origins of the study of stress
- c) The physiology of stress
- d) What makes events stressful?
- e) How has stress been studied?
- f) Sources of chronic stress

### **Unit 4. Coping, Resilience & Social Support**

- a) Coping with stress and resilience
- b) Coping and external resources
- c) Coping outcomes
- d) Coping interventions
- e) Social support

## **Semester IV - Health Psychology Part II (4 lectures per week)**

### **Unit 1. Management of Chronic Health Disorders & Placebo Effect**

#### **1A Management of Chronic Health Disorders**

- a) Quality of life
- b) Emotional responses to health disorders
- c) Personal issues in chronic health disorders
- d) Coping with chronic health disorders
- e) Co-management of chronic health disorders
- f) Psychological interventions and chronic health disorders

**1B Complementary and Alternative medicine, & placebo effect**

- g) Complementary and alternative medicine
- h) The placebo effect

**Unit 2. Psychological Issues in Advancing and Terminal Illness**

- a) Death across the life span
- b) Psychological issues in advancing illness
- c) Are there stages in adjustment to dying?
- d) Psychological issues and the terminally ill
- e) Alternatives to hospital care for the terminally ill
- f) Problems of survivors

**Unit 3. Heart Disease, Hypertension, Stroke and Type II Diabetes**

- a) Coronary heart disease
- b) Hypertension
- c) Stroke
- d) Type II Diabetes

**Unit 4. Psychoneuroimmunology and Immune – Related Disorders**

- a) Psychoneuroimmunology
- b) HIV infection and AIDS
- c) Cancer
- d) Arthritis
- e) Type I Diabetes
- f) Future trends in the field of Health Psychology

**Book for Study -**

**Taylor, Shelley E. (2018). Health Psychology (10<sup>th</sup> Ed ). McGraw Hill Higher Education. Indian Edition**  
**Books for reference**

DiMatteo, M. R., & Martin, L. R. (2017). Health psychology(1st ed.). Pearson Education.

Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.

**S.Y.B.A. Applied Component (Option B) Psychology of Adjustment - Part I and Part II**

Code	Sem.	Course Title	Credits	Marks
UAPA3A1	3	Psychology of Adjustment: Part I	2	100
UAPA4A1	4	Psychology of Adjustment: Part II	2	100

**Objectives: -**

1. To help students in building knowledge of the basic concepts and modern trends in Psychology of Adjustment

2. To foster interest in Psychology of Adjustment as a field of study and research among students.
3. To make the students aware of the practical applications of the various concepts in Psychology of Adjustment in the Indian context

### **Semester III - Psychology of Adjustment: Part I (4 lectures per week)**

#### **Unit 1. Self-direction in a changing world and seeking selfhood**

- a) Social change, the challenge of self-direction, themes of personal growth
- b) What is self-concept; the components of self-concept, core characteristics of self-concept, the Self-concept and personal growth

#### **Unit 2. Towards better health**

- a) Body image; Health and the mind–body relationship
- b) Coping with illness; Promoting wellness

#### **Unit 3. Taking charge and Managing motives and emotions**

- a) Personal control, decision making, decisions and personal growth
- b) Understanding motivation; Understanding emotions

#### **Unit 4. Sexuality, Love and commitment**

- a) Sexuality and shared partnerships, sexual responsiveness, sexual orientation, practical issues
- b) Love is a many splendored (and defined) thing, finding love, marriage and other committed relationships, adjusting to intimate relationships, divorce and its consequences

### **Semester IV - Psychology of Adjustment: Part II (4 lectures per week)**

#### **Unit 1. Stress**

- a) Understanding stress; reactions to stress
- b) Managing stress

#### **Unit 2. Understanding mental disorders**

- a) Psychological disorders; Anxiety disorders
- b) Mood disorders; Other disorders

#### **Unit 3. Therapy and Treatment**

- a) Psychotherapy: what it is and who uses it
- b) Insight therapies; Cognitive and behavioral therapies
- c) Other approaches to treatment; How well does therapy work

#### **Unit 4. : Death, Dying, and Grief**

- a) Death and Dying
- b) Life and Death in Perspective
- c) Bereavement and Grief

#### **Book for Study**

**Kirsh, S.J., Duffy, K.G., & Atwater, E. (2014). Psychology for Living – Adjustment, Growth, and Behaviour Today. (11<sup>th</sup>ed.). New Jersey: Pearson**

#### **Books for reference**

1. Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
2. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd

3. Baumgardner, S. & Crothers, M. (2009). *Positive Psychology*. Pearson Education
4. Brannon, L. & Feist J. (2007). *Introduction to Health Psychology*. Thomson Wadworth. New Delhi: Indian edition
5. Duffy, K.G., & Atwater, E. (2005). *Psychology for Living – Adjustment, Growth, and Behaviour Today*. (8<sup>th</sup>ed.). New Delhi: Pearson, Indian reprint 2008
6. Greenberg, J. S. (2008). *Comprehensive Stress Management*. (10<sup>th</sup>ed). McGraw Hill publications
7. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
8. Schafer, W. (2002). *Stress Management*. (4<sup>th</sup>ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
9. Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology – The scientific and practical explorations of human strengths*. New Delhi: Sage publications India pvt ltd, South Asia edition
10. Taylor S. E. (2003). *Health Psychology* (5<sup>th</sup>ed ). McGraw Hill Higher Education. International Edition.
11. Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life - Adjustment in the 21<sup>st</sup> century*. (8<sup>th</sup>ed.) Cengage Learning India
12. Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power

### **S.Y.B.A. Applied Component Option C - Stress Management - Part I and Part II**

Code	Sem.	Course Title	Credits	Marks
UASM3A1	3	Stress Management: Part I	2	100
UASM4A1	4	Stress Management: Part II	2	100

Objectives: -

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context

### **Semester III Stress Management Part I (4 lectures per week)**

#### **Unit 1. Stress and Stress Psychophysiology**

- a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals
- B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

#### **Unit 2. Stress and Illness/Disease, and Intervention**

- a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions
- b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment

### **Unit 3. Intrapersonal and Interpersonal Life-Situation Interventions**

- a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis
- b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking

### **Unit 4. Perception Interventions**

- a) Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humour and stress
- b) Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness

## **Semester IV. Stress Management: Part II (4 lectures per week)**

### **Unit 1. Relaxation Techniques**

- a) Meditation
- b) Autogenic training, imagery and progressive relaxation
- c) Biofeedback and other relaxation techniques

### **Unit 2. Exercise and Strategies for decreasing stressful behaviors**

- a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going
- b) Strategies for decreasing stressful behaviors - Health and lifestyle behaviors, health-behavior assessment, selected lifestyle behaviors, barriers to action, locus of control, various methods for decreasing stressful behaviors, application of behavior change techniques, behavior change theories and stress

### **Unit 3. Occupational Stress**

- a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress
- b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress

### **Unit 4. Family Stress**

- a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families
- b) Family stressors, a model of family stress, interventions

### **Book for Study**

**Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13<sup>th</sup>ed). New York: McGraw Hill publications**

### **Books for Reference**

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). *Stress and Health*. (3<sup>rd</sup>ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). *Stress Management*. (4<sup>th</sup>ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 7) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power

**Question Paper Pattern for all the subjects**

**Pattern of Question Paper for Semester End Assessment implemented from 2019-2020**

Duration of examination = **3 hours**

Total Marks = **100 (per semester)**

Instructions: 1. All 5 questions carry **20** marks and are compulsory.  
2. There will be internal choice in each Question.

Q1. Attempt any two questions (unit 1) 20 marks

A

B

C

Q2. Attempt any two questions (unit 2) 20 marks

A

B

C

Q3. Attempt any two questions (unit 3) 20 marks

A

B

C

Q4. Attempt any two questions (unit 4) 20 marks

A

B

C

Q5. Attempt any two questions (unit 1, 2, 3, 4 one from each unit) 20 marks

A

B

C

D

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Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)  
 S.Y.B.A. **Social Psychology** Syllabi to be implemented from the Academic year  
 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPS301	3	Social Psychology: Part I	3	100
UAPS401	4	Social Psychology: Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

Semester III Social Psychology: Part I

3 lectures per week

Unit 1: Social Psychology - The Science of the Social Side of Life

- a) Social psychology: an overview; advances at the boundaries
- b) How social psychologists answer the questions they ask: research as the route to increased knowledge; the role of theory in social psychology
- c) The quest for knowledge and rights of individuals: in search of an appropriate balance

Unit 2: Social Cognition – How we think about the social world

- a) Heuristics: how we reduce our effort in social cognition
- b) Schemas: mental frameworks for organizing social information
- c) Automatic and controlled processing: two basic modes of social thought
- d) Potential sources of error in social cognition
- e) Affect and cognition

Unit 3: Social Perception – Perceiving and Understanding Others

- a) Nonverbal communication: the unspoken language of expressions, gazes gestures and scents
- b) Attribution: understanding the causes of others' behaviour
- c) Impression formation and impression management: combining information about others

Unit 4: Attitudes - Evaluating and Responding to the Social World

- a) Attitude formation: how attitudes develop
- b) When and why do attitudes influence behaviour? How do attitudes guide behaviour?
- d) The fine art of persuasion: how attitudes are changed; Resisting persuasion attempts
- f) Cognitive dissonance: what it is and how do we manage it?

Semester IV Social Psychology: Part II

3 lectures per week

Unit 1: The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination

- a) How members of different groups perceive inequality
- b) The nature and origins of stereotyping
- c) Prejudice: feelings toward social groups; Discrimination: prejudice in action

e) Why prejudice is not inevitable: techniques for countering its effects

Unit 2: Social Influence - Changing Others' Behaviour

- a) Conformity: Group Influence in Action
- b) Compliance: To Ask – Sometimes - Is to Receive
- c) Symbolic social influence
- d) Obedience to Authority

Unit 3: Aggression - Its Nature, Causes, and Control

- a) Perspectives on aggression: in search of the roots of violence
- b) Causes of human aggression: social, cultural, personal, and situational
- c) Bullying: singling out others for repeated abuse
- d) The prevention and control of violence: some useful techniques

Unit 4: Groups and Individuals - The Consequences of Belonging

- a) Groups: when we join and when we leave
- b) Effects of the presence of others: from task performance to behaviour in crowds
- c) Coordination in groups: cooperation or conflict?
- d) Perceived fairness in groups: its nature and effects
- e) Decision making by groups: how it occurs, the pitfalls it faces, the downside of group decision making
- f) The role of leadership in group settings

**Book for Study:**

**Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014**

Books for Reference

- 1) Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6<sup>th</sup> edi.), New Jersey: Pearson Education Prentice Hall
- 2) Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
- 3) Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
- 4) Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6<sup>th</sup> edi.), Thomson Wadsworth International student edition, USA
- 5) Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
- 6) Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4<sup>th</sup> edi.). Pearson Education Allyn and Bacon, Boston
- 7) Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd.
- 8) Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12<sup>th</sup> edi.). New Delhi: Pearson Education

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Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)

S.Y.B.A. **Developmental Psychology** Syllabi

To be implemented from the Academic year 2017-2018



Code	Semester	Course Title	Credits	Marks
UAPS302	3	Developmental Psychology: Part I	3	100
UAPS402	4	Developmental Psychology:Part II	3	100

Objectives: -

1. To impart knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research
3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

### Semester III Developmental Psychology: Part I

3 lectures per week

#### Unit 1. An Introduction to Lifespan Development

- a) An orientation to lifespan development
- b) Key issues and questions: determining the nature and nurture of lifespan development
- c) Theoretical perspectives on lifespan development
- d) Research methods

#### Unit 2. The Start of Life: Prenatal Development, Birth and the Newborn Infant

- a) Earliest development, the interaction of heredity and environment, prenatal growth and change
- b) Birth, birth complications, the competent newborn

#### Unit 3. Physical Development in Infancy

- a) Growth and stability
- b) Motor development
- c) The development of the senses

#### Unit 4. Cognitive Development in Infancy

- a) Piaget's Approach to Cognitive Development
- b) Information Processing Approaches to Cognitive Development
- c) The Roots of Language

### Semester IV Developmental Psychology: Part II

3 lectures per week

#### Unit 1. Physical and Cognitive Development in the Preschool Years

- a) Physical growth - the growing body, the growing brain, motor development
- b) Intellectual development
- c) The growth of language and learning

#### Unit 2. Social and Personality Development in Pre-school years

- a) Forming a sense of self
- b) Friends and family: preschoolers' social lives
- c) Moral development and aggression

#### Unit 3. Physical and Cognitive Development in Middle Childhood

- a) Physical Development
- b) Intellectual development
- c) Schooling: The Three Rs (and More) of Middle Childhood

#### Unit 4. Social and Personality Development in Middle Childhood

- a) The developing self
- b) Relationships: Building friendship in middle childhood
- c) Family and school: shaping children's behaviour in middle childhood

### **Book for study**

**Feldman, R. S. (2014). Development across the Life Span. (7<sup>th</sup> Ed).  
New Jersey: Pearson Education**

#### Books for reference

- 1) Berk, L. E. (2006). Child Development. (7<sup>th</sup> Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
- 2) Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
- 3) Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- 4) Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9<sup>th</sup> Ed). New York: McGraw Hill co. Inc.
- 5) Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5<sup>th</sup> Ed). McGraw Hill co.
- 6) Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- 7) Kail, R. V. (2007). Children and their Development. (4<sup>th</sup> Ed). New Jersey: Pearson Education Inc.
- 8) McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3<sup>rd</sup> Ed). New Jersey: Pearson Education Inc.
- 9) Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12<sup>th</sup> Ed). McGraw Hill, international Edition
- 10) Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7<sup>th</sup> Ed). Thomson Learning, Indian reprint 2007

Important Note - In view of today's increased multiculturalism, socio-cultural dimensions of all units should be taught and discussed with respect to relevance/ applications/ implications in the Indian context.

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Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)  
General Applied Component at S.Y.B.A. Option A - **Health Psychology**  
Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAHP3A1	3	Health Psychology: Part I	2	100
UAHP4A1	4	Health Psychology: Part II	2	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Health Psychology
2. To foster interest in Health Psychology as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context

### Semester III - Health Psychology Part I

4 lectures per week

#### Unit 1. What Is Health Psychology and its Challenges for the Future

- a) Definition of health psychology, the mind-body relationship, the biopsychosocial model in health psychology, the need for health psychology, what is health psychology training for?
- b) Health Promotion, Stress and its management, health services, Management of serious illness, Trends in health and health psychology, becoming a health psychologist

#### Unit 2. Health Behaviours

- a) Health promotion - an overview, an introduction to health behaviours, changing health habits, cognitive-behavioural approaches to health behaviour change, the transtheoretical model of behaviour change
- b) Changing health behaviors through social engineering, venues for health-habit modification

#### Unit 3. Stress

- a) What is stress, theoretical contributions to the study of stress
- b) What makes events stressful, how stress has been studied, sources of chronic stress

#### Unit 4. The Management of Pain and Discomfort

- a) The significance of pain, elusive nature of pain, clinical issues in pain management, pain control techniques
- b) Management of chronic pain – pain management programs, placebo as healer

### Semester IV - Health Psychology Part II

4 lectures per week

#### Unit 1. Management of Chronic Illness

- a) Quality of life, emotional responses to chronic illness, personal issues in chronic disease,
- b) Coping with chronic illness, co-management of chronic illness, Psychological interventions and chronic illness

#### Unit 2. Psychological Issues in Advancing and Terminal Illness

- a) Death across the life span, psychological issues in advancing illness; are there stages in adjustment to dying?
- b) Psychological management of the terminally ill, alternatives to hospital care for the terminally ill, problems of survivors

#### Unit 3. Heart Disease, Hypertension, Stroke and Type II Diabetes

- a) Coronary heart disease, Hypertension
- b) Stroke, Type II Diabetes

Unit 4. Psychoneuroimmunology, AIDS, Cancer and Arthritis

- a) Psychoneuroimmunology, HIV infection and AIDS  
b) Cancer, Arthritis, Type I Diabetes.

**Book for Study -**

**Taylor, Shelley E. (2012). Health Psychology (8<sup>th</sup> Ed ). McGraw Hill Higher Education. International Edition**

Books for reference

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning. First Indian reprint 2007
- 4) Dimatteo, M. R. & Martin, L. R. (2002). Health Psychology. Pearson Education; Indian reprint 2007
- 5) Greenberg, J. S. (2013). Comprehensive Stress Management. (13<sup>th</sup> ed). New York: McGraw Hill publications
- 6) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 7) Khatoon, N. (2012). Health Psychology. New Delhi: Dorling Kindersley India pvt ltd
- 8) Marks, D. F., Murray M., Evans, B., Willig C., Woodall, C., & Sykes, C. M. (2005). Health Psychology: Theory, Research and Practice. (2nd ed.), New Delhi, Sage Publications India Pvt. Ltd, Sage South Asia edition 2008
- 9) Ogden, J. (2007). Health Psychology: A Textbook. (4th ed.), Open University Press, McGraw Hill
- 10) Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

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Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)  
General Applied Component at S.Y.B.A. Option B – **Psychology of Adjustment**  
Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UAPA3A1	3	Psychology of Adjustment: Part I	2	100
UAPA4A1	4	Psychology of Adjustment: Part II	2	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology of Adjustment
2. To foster interest in Psychology of Adjustment as a field of study and research

3. To make the students aware of the practical applications of the various concepts in Psychology of Adjustment in the Indian context

Semester III - Psychology of Adjustment: Part I

4 lectures per week

Unit 1. Self-direction in a changing world and seeking selfhood

- a) Social change, the challenge of self-direction, themes of personal growth
- b) What is self-concept; the components of self-concept, core characteristics of self-concept, the Self-concept and personal growth

Unit 2. Towards better health

- a) Body image; Health and the mind–body relationship
- b) Coping with illness; Promoting wellness

Unit 3. Taking charge and Managing motives and emotions

- a) Personal control, decision making, decisions and personal growth
- b) Understanding motivation; Understanding emotions

Unit 4. Sexuality, Love and commitment

- a) Sexuality and shared partnerships, sexual responsiveness, sexual orientation, practical issues
- b) Love is a many splendored (and defined) thing, finding love, marriage and other committed relationships, adjusting to intimate relationships, divorce and its consequences

Semester IV - Psychology of Adjustment: Part II

4 lectures per week

Unit 1. Stress

- a) Understanding stress; reactions to stress
- b) Managing stress

Unit 2. Understanding mental disorders

- a) Psychological disorders; Anxiety disorders
- b) Mood disorders; Other disorders

Unit 3. Therapy and Treatment

- a) Psychotherapy: what it is and who uses it
- b) Insight therapies; Cognitive and behavioural therapies
- c) Other approaches to treatment; How well does therapy work

Unit 4. : Death, Dying, and Grief

- a) Death and Dying
- b) Life and Death in Perspective
- c) Bereavement and Grief

## **Book for Study**

**Kirsh, S.J., Duffy, K.G., & Atwater, E. (2014). *Psychology for Living – Adjustment, Growth, and Behaviour Today*. (11<sup>th</sup> ed.). New Jersey: Pearson**

## **Books for reference**

1. Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
2. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
3. Baumgardner, S. & Crothers, M. (2009). *Positive Psychology*. Pearson Education
4. Brannon, L. & Feist J. (2007). *Introduction to Health Psychology*. Thomson Wadworth. New Delhi: Indian edition
5. Duffy, K.G., & Atwater, E. (2005). *Psychology for Living – Adjustment, Growth, and Behaviour Today*. (8<sup>th</sup> ed.). New Delhi: Pearson, Indian reprint 2008
6. Greenberg, J. S. (2008). *Comprehensive Stress Management*. (10<sup>th</sup> ed). McGraw Hill publications
7. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
8. Schafer, W. (2002). *Stress Management*. (4<sup>th</sup> ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
9. Snyder, C.R., & Lopez, S.J. (2007). *Positive Psychology – The scientific and practical explorations of human strengths*. New Delhi: Sage publications India pvt ltd, South Asia edition
10. Taylor S. E. (2003). *Health Psychology* (5<sup>th</sup> ed ). McGraw Hill Higher Education. International Edition.
11. Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life - Adjustment in the 21<sup>st</sup> century*. (8<sup>th</sup> ed.) Cengage Learning India
12. Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power

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Programme – Bachelor of Arts (B. A.) Credit Based Choice System (CBCS)

S.Y.B.A. General Applied Component Option C - **Stress Management**

Syllabi to be implemented from the Academic year 2017-2018

Code	Semester	Course Title	Credits	Marks
UASM3A1	3	Stress Management: Part I	2	100
UASM4A1	4	Stress Management: Part II	2	100

Objectives: -

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research

3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context

### Semester III Stress Management Part I

4 lectures per week

#### Unit 1. Stress and Stress Psychophysiology

- a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals
- B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

#### Unit 2. Stress and Illness/Disease, and Intervention

- a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions
- b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment

#### Unit 3. Intrapersonal and Interpersonal Life-Situation Interventions

- a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis
- b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking

#### Unit 4. Perception Interventions

- a) Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humour and stress
- b) Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness

### Semester IV. Stress Management: Part II (Credits = 2)

4 lectures per week

#### Unit 1. Relaxation Techniques

- a) Meditation
- b) Autogenic training, imagery and progressive relaxation
- c) Biofeedback and other relaxation techniques

#### Unit 2. Exercise and Strategies for decreasing stressful behaviours

- a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going
- b) Strategies for decreasing stressful behaviours - Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques, behaviour change theories and stress

#### Unit 3. Occupational Stress

- a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress
- b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress

#### Unit 4. Family Stress

- a) The family, marriage, cohabitation, divorce, single-parent families, gay and lesbian families
- b) Family stressors, a model of family stress, interventions

### **Book for Study**

**Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13<sup>th</sup> ed). New York: McGraw Hill publications**

#### Books for Reference

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). *Stress and Health*. (3<sup>rd</sup> ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). *Stress Management*. (4<sup>th</sup> ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 7) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power



# University of Mumbai



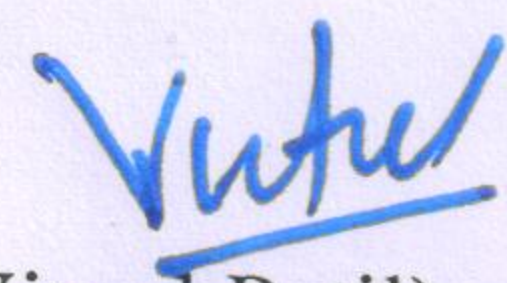
No. UG/31 of 2020-21

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/69 of 2018-19, dated 6<sup>th</sup> July, 2018 relating to the revised syllabus as per (CBCS) for the T.Y.B.A. in Psychology Sem.V & VI.

They are hereby informed that the recommendations made by the Board of Studies in Psychology at its meeting held on 13<sup>th</sup> March, 2020 vide Item No.2 and subsequently made by the Board of Deans at its meeting held on 26<sup>th</sup> June, 2020 vide item No. 11 (1) have been accepted by the Academic Council at its meeting held on 23<sup>rd</sup> July, 2020 vide item No.4.21 and that in accordance therewith, the revised syllabus as per the (CBCS) of T.Y.B.A. Sem – V & VI in Psychology has been brought into force with effect from the academic year 2020 -21 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
11<sup>th</sup> November, 2020

  
(Dr. Vinod Patil)  
I/c REGISTRAR

To

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.21/23/07/2020

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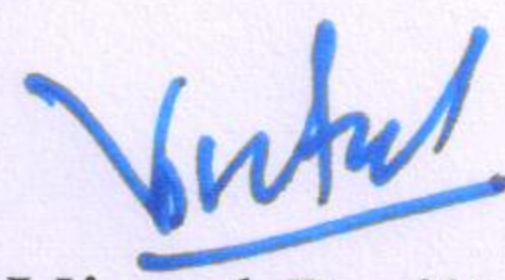
No. UG/ 31 -A of 2020-21

MUMBAI-400 032

11<sup>th</sup> November, 2020

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Psychology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

  
(Dr. Vinod Patil)  
I/c REGISTRAR

**Copy to :-**

1. **The Director of Board of Student Development.,**
2. **The Deputy Registrar (Eligibility and Migration Section)**
3. **The Director of Students Welfare,**
4. **The Executive Secretary to the to the Vice-Chancellor,**
5. **The Pro-Vice-Chancellor**
6. **The Registrar and**
7. **The Assistant Registrar, Administrative sub-centers, Ratnagiri, Thane & Kalyan, for information.**

1. **The Director of Board of Examinations and Evaluation**
2. **The Finance and Accounts Officers**
3. **Record Section**
4. **Publications Section**
5. **The Deputy Registrar, Enrolment, Eligibility and Migration Section**
6. **The Deputy Registrar (Accounts Section), Vidyanagari**
7. **The Deputy Registrar, Affiliation Section**
8. **The Professor-cum- Director, Institute of Distance and Open Learning Education,**
9. **The Director University Computer Center (IDE Building), Vidyanagari,**
10. **The Deputy Registrar (Special Cell),**
11. **The Deputy Registrar, (PRO)**
12. **The Deputy Registrar, Academic Authorities Unit (1 copies) and**
13. **The Assistant Registrar, Executive Authorities Unit**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

1. **The Assistant Registrar Constituent Colleges Unit**
2. **BUCTU**
3. **The Deputy Accountant, Unit V**
4. **The In-charge Director, Centralize Computing Facility**
5. **The Receptionist**
6. **The Telephone Operator**
7. **The Secretary MUASA**
8. **The Superintendent, Post-Graduate Section**
9. **The Superintendent, Thesis Section**

**for information.**

**Choice Based Credit System (CBCS)**  
**T.Y.B.A. Psychology Syllabi to be implemented from 2020-2021**

**Paper IV: Psychological Testing and Statistics: Parts I and II**

Code	Sem.	Course Title	Credits	Marks
UAPS501	5	Psychological Testing and Statistics: Part I	4	100
UAPS601	6	Psychological Testing and Statistics: Part II	4	100

**Learning Objectives -**

- 1) To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) To create awareness among students about measurement of intelligence and assessment of personality
- 3) To have students build knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, methods of calculation, uses and applications
- 4) To create a foundation in students for advanced learning of Psychological Testing, Assessment and Statistics

**Semester 5**

**Psychological Testing and Statistics: Part I (Credits = 4) 4 lectures per week**

**Unit 1. Psychological Testing, Assessment and Norms**

- a) Definition of testing and assessment; the process and tools of assessment
- b) The parties and types of settings involved
- c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference

**Unit 2. Reliability**

- a) The concept of Reliability; sources of error variance
- b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it
- d) Reliability and individual scores: SEM and SE-Difference

**Unit 3. Validity and Measures of central tendency**

- a) The concept of validity; Face and Content validity
- b) Criterion-related validity and Construct validity
- c) Validity, bias and fairness
- d) Calculation of mean, median and mode of a frequency distribution; the assumed mean method for calculating the mean
- e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode

**Unit 4. Types of scores, Types of scales, Frequency distribution, Graphical representations**

- a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement
- b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- c) Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.

## Semester 6

### **Psychological Testing and Statistics: Part II (Credits = 4) 4 lectures per week**

#### **Unit 1. Test Development and Correlation**

- a) Test conceptualization and Test construction
- b) Test tryout and Item analysis
- c) Test revision
- d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots
- e) The steps involved in calculation of Pearson's product-moment correlation coefficient
- f) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient
- g) Simple Regression and Multiple Regression

*(Unit 1-e is only for theoretical understanding and questions, not for calculation in the exam.)*

#### **Unit 2. Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores**

- a) What is Intelligence? - Definitions and theories; measuring Intelligence
- b) The Stanford-Binet Intelligence Scales and the Wechsler Scales
- c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation
- e) Standard scores – z, t, Stanine; Linear and non-linear transformation; Normalized Standard scores

#### **Unit 3. Assessment of Personality**

- a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture
- b) Objective methods of personality assessment
- c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective

#### **Unit 4. Measures of Variability, Percentiles, and Percentile Ranks**

- a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation
- b) Comparison of measures of variability: Merits, limitations, and uses .
- c) Calculation of Percentile ranks and Percentile Scores.
- d) Percentiles – nature, merits, limitations, and uses.

#### **Learning Outcomes-**

- a) The learner will -
  1. develop knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
  2. develop awareness about measurement of intelligence and assessment of personality.
  3. be equipped with the knowledge about the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation.
- b) The learner will build a firm foundation, which will be helpful for advanced learning of Psychological Testing, Assessment and Statistics in postgraduate studies.

## Book for study

Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)

## Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007.
- 4) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2015).
- 5) Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7<sup>th</sup> ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
- 6) Garrett, H.E (1929). *Statistics in Psychology and education*.
- 7) Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 8) Guilford, J.P., & Fruchter, B (1978) *Fundamental statistics in Psychology and education*. (6<sup>th</sup> ED). McGraw Hill International Edition.
- 9) Gupta, S .P. (1991) *Statistical Methods*. (26<sup>th</sup> Ed), Sultan Chand & Sons, New Delhi.
- 10) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 11) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup> ed.). John Wiley & Sons, New Jersey
- 12) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- 13) Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological Testing – Principles, Applications and Issues*. (9<sup>th</sup> ed.). Wadsworth Thomson Learning, Indian reprint 2019
- 14) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
- 15) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 16) McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 17) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup> ed.). Sage publications
- 18) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 19) Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup> ed.). John Wiley & Sons, New Jersey

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**Question Paper Pattern for T.Y.B.A (CBCS)  
for Core Course IV Psychological Testing and Statistics.  
With Effect From 2020-2021**

**Duration: 3 hrs**

**Total marks: 100**

**Note:** 1. Attempt **all** questions  
2. All questions carry **equal** marks

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

- a.
- b.
- c.
- d.

### Semester 5 – sample question paper pattern

Q.1	Unit 1 A <b>OR</b> B	20
Q.2	Unit 2 A <b>OR</b> B	20
Q.3	Unit 3 A – Validity <b>OR</b> B – Calculation of the mean ,median and mode (17 marks and Theory question 03 marks)	20
Q.4	Unit 4 A- Theory Question on Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement, steps in preparing a frequency distribution table, advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages. <b>OR</b> B - being a question based on tabulation of scores into a frequency distribution table, Calculation of range, justifying the choice of the length of class Interval.	20
Q5	any two ( each question of 10 marks ) A unit 1 B unit 2 C unit 3 D unit 4 Graph 5 marks theory question on graphical representations 5 marks.	20

### Semester 6 - sample question paper pattern

Q.1	Unit 1 test development A <b>OR</b> B calculation of correlation using rank order method 15 marks theory 5 marks	20
Q.2	Unit 2 A unit 2 a and b <b>OR</b> B unit 2 c, d and e	20
Q.3	Unit 3 A	20

	<b>OR</b> B	
Q.4	Unit 4 A-Theory question on Measures of variability <b>OR</b> B - Calculation of QD or SD	20
Q5	any two (each question of 10 marks) A unit 1 B unit 2 C unit 3 D unit 4 - Calculation of Percentiles and Percentile Ranks	

### **Paper V: Abnormal Psychology: Part I and Part II**

Code	Sem	Course Title	Credits	Marks
UAPS502	5	Abnormal Psychology: Part I	4	100
UAPS602	6	Abnormal Psychology: Part II	4	100

#### **Learning Objectives -**

- 1) To have students build knowledge and understanding of the basic concepts in Abnormal Psychology and the theories of Abnormality
- 2) To have students build knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness among students about Mental Health problems in society
- 4) To create a foundation in students for higher education and a professional career in Clinical Psychology

### **Semester 5**

#### **Abnormal Psychology: Part I (Credits = 4) 4 lectures per week**

#### **Unit 1: Understanding Abnormal Behavior: Clinical Assessment and Diagnosis**

- a) What do we mean by Abnormality? - The DSM 5 and the Definition of Mental Disorders.
- b) Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.
- c) The Basic elements in Assessment - Physical Assessment and Psychosocial Assessment.
- d) Classifying Abnormal Behaviour.

#### **Unit 2: Causal factors and Viewpoints**

- a) Causes and Risk factors for Abnormal Behaviour.
- b) Viewpoints for Understanding the Causes of Abnormal Behaviour: The Biological viewpoint, The Psychological viewpoints.
- c) Psychological Factors, The Sociocultural Viewpoints.

#### **Unit 3: Panic, Anxiety, Obsessions and Their Disorders**

- a) The Fear and Anxiety Response Patterns - Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia.
- b) Generalised Anxiety Disorder.
- c) Obsessive-compulsive and Related Disorders.

#### **Unit 4: Somatic Symptom and Dissociative Disorders**

- a) Somatic Symptom and Related Disorders - Hypochondriasis, Somatisation Disorder, Pain Disorder, Illness anxiety disorder.
- b) Conversion Disorder - Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder.
- c) Dissociative disorders - Depersonalisation/Derealisation Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.

### Semester 6

#### **Abnormal Psychology: Part II (Credits = 4) 4 lectures per week**

##### **Unit 1: Schizophrenia and other Psychotic Disorders**

- a) Clinical Picture and Subtypes of Schizophrenia.
- b) Other Psychotic Disorders: Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder and Brief Psychotic Disorder.
- c) Risk and Causal factors: Genetic Factors, Neurodevelopmental Perspective, Neurochemistry, Psychosocial and Cultural Factors.

##### **Unit 2: Mood Disorders and Suicide**

- a) Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder.
- b) Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders
- c) Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors.
- d) Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes.
- e) Suicide: The Clinical Picture and the Causal Pattern.

##### **Unit 3: Personality Disorders**

- a) Clinical features of Personality Disorders.
- b) Cluster A, Cluster B and Cluster C Personality Disorders.
- c) General Sociocultural Causal factors, Treatments for Personality Disorders.

##### **Unit 4: Sexual Variants, Abuse and Dysfunctions**

- a) Sociocultural Influence on Sexual Practises and Standards.
- b) The Paraphilias: Causal Factors and Treatment for Paraphilias.
- c) Gender Dysphoria, Sexual Abuse.
- d) Sexual Dysfunctions: Forms and Treatment.

##### **Learning Outcomes:**

- a). The learner will
  1. Develop an understanding of the basic concepts and theories of Abnormal Psychology.
  2. develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
  3. become more sensitised and equipped to deal with various issues related to Mental Health in society.
- b). The learner will build foundational knowledge of Abnormal Psychology which will help the learner for higher education and also to pursue a professional career in Clinical Psychology.

##### **Book for study**

**Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson**

##### **Books for Reference**

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). New Delhi: Wadsworth Cengage Learning



2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
3. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education
5. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
6. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12th ed.). International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA
11. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Core Course V Abnormal Psychology**

**Duration: 3 hrs**

**Total marks: 100**

**Note:** 1. Attempt **all** questions  
2. All questions carry **equal** marks

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

- a.
- b.
- c.
- d.

**Paper VI: Industrial/Organizational Psychology: Part I and Part II  
(Major Elective; Applied Component)**

Code	Sem	Course Title	Credits	Marks
UAPS503	V	Industrial/Organizational Psychology: Part I	3.5	100 (80+20)
UAPS603	VI	Industrial/Organizational Psychology: Part II	3.5	100 (80+20)

## **Learning Objectives -**

1. To help learners understand and build knowledge about the basic concepts in the field of Industrial/Organizational Psychology.
2. To help learners learn about the role and importance of psychological factors and processes in the world of work.
3. To facilitate in learners a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.

## **Semester 5**

### **Industrial/Organizational Psychology: Part I (Credits = 3.5) (3 lectures per week)**

#### **Unit 1: Introduction to Industrial/Organizational Psychology & Job Analysis**

##### **A: Introduction to Industrial/Organizational Psychology**

- a) What Is I/O Psychology?
- b) I/O Psychology as a profession & as a science
- c) History of the field of I/O Psychology

##### **B: Job Analysis**

- a) What is job analysis: The job-oriented approach & the person-oriented approach.
- b) Purposes of job analysis.
- c) How job analysis information is collected; approaches to collecting job analysis information
- d) Methods of job analysis
- e) Job evaluation: setting salary levels

#### **Unit 2. Performance Appraisal**

- a) Why do we appraise employees?
- b) Performance criteria
- c) Methods for assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback

#### **Unit 3: Assessment Methods for Selection and Placement & Recruitment**

##### **A: Assessment Methods for Selection and Placement**

- a) Job-Related characteristics.
- b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed
- c) Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality tests, emotional intelligence tests, integrity tests, vocational interest tests
- d) Biographical information, interviews, work samples, assessment centers & electronic assessment.

##### **B. Recruitment**

- a) Recruiting applicants
- b) Getting applicants to accept and keep jobs offered
- c) Policies and issues with regard to selection: Reservation policy; gender and disability status of applicant

## Unit 4. Training

- a) Needs assessment
- b) Objectives
- c) Training design: trainee characteristics; design factors; work environment
- d) Training methods: Audiovisual instruction, autoinstruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching
- e) Brief overview of delivery and evaluation of a training program

## Semester 6

### **Industrial/Organizational Psychology: Part II (Credits = 3.5) (3 lectures per week)**

#### Unit 1. Theories of Employee Motivation

- a) What is motivation?
- b) Work motivation theories & need theories
- c) Other Theories: Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and action theory

#### Unit 2: Job Satisfaction & Productive and Counterproductive Employee Behaviour

##### **A. Job Satisfaction**

- a) The nature of job satisfaction; how people feel about their jobs
- b) Assessment of job satisfaction
- c) Antecedents of job satisfaction
- d) Potential effects of job satisfaction

##### **B. Productive and Counterproductive Employee Behaviour**

- a) Organizational Citizenship Behaviour (OCB)
- b) Counterproductive work behaviour (CWB): Withdrawal
- c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes

#### Unit 3: Work Groups, Work Teams & Leadership and Power in Organizations

##### **A. Work Groups and Work Teams**

- a) Difference between work groups and work teams
- b) Important group and team concepts

##### **B. Leadership and Power in Organizations**

- a) What is leadership?
- b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- c) Approaches to the understanding of leadership
- d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership

#### Unit 4. Organizational Development and Theory

- a) Organizational Development
- b) Organizational Theories

#### **Learning Outcomes:**

1. Learners will be able to
  - a) describe the scope of I/O Psychology and careers related to I/O Psychology.
  - b) list and describe the basic concepts of I/O Psychology.
  - c) critically discuss issues related to I/O Psychology.
2. Learners will have built a sufficient foundation in I/O Psychology to pursue postgraduate studies and/or careers related to I/O Psychology.

### Book for study

**Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)**

### Books for reference

- 1) Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8thed.). Boston, MA: Cengage Learning.
- 2) Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). Boston, MA: Cengage Learning.
- 3) Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.). Chennai, India: McGraw Hill Education India.
- 4) Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
- 5) Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
- 6) Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
- 7) Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
- 8) Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
- 9) Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford University Press.
- 10) Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
- 11) Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.
- 12) Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.
- 13) Vohra, N., Robbins, S. P., & Judge, T. A. (2018)*Organizational behavior* (18thed.). Noida, India: Pearson India Education Services.

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Major Elective; Applied Component (I/O Psychology: Part I and Part II)  
With effect from 2020-2021**

**Note: 1.** Attempt **all** questions (Total = 80 marks)

**2.** All questions carry **equal** marks

- Q.1 (Based on Unit I) (20 marks)  
a.  
or  
b.
- Q.2 (Based on Unit II) (20 marks)  
a.  
or  
b.
- Q.3 (Based on Unit III) (20 marks)  
a.  
or  
b.
- Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

**Project Work** (Total = 20 marks)

Guidelines for Project Work TYBA – Psychology Paper VI

**As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.**

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it. For I/O Psychology, students can get ideas for their project from the “**Learning by Doing**” section at the end of each chapter in the prescribed textbook.

Project report:

1. Word Limit – 1000 to 2000 words, A-4 size paper
2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
3. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20.

**Paper VII: Cognitive Psychology: Parts I and Part II**

<b>Code</b>	<b>Sem.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Marks</b>
<b>UAPS504</b>	<b>5</b>	<b>Cognitive Psychology: Part I</b>	<b>4</b>	<b>100</b>
<b>UAPS604</b>	<b>6</b>	<b>Cognitive Psychology: Part II</b>	<b>4</b>	<b>100</b>

**Learning Objectives:**

1. To have students build knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
2. To create awareness among students about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counselling, Sports, Health, Education, and Neuro-Psychology
3. To have students understand the theoretical orientation and background for the courses on Practicum in Cognitive Processes
4. To create a foundation in students for higher education and a career in the field of Cognitive Psychology

**Semester 5**

**Cognitive Psychology: Part I (Credits = 4) 4 lectures per week**

**Unit I: Perception: Recognizing Patterns and Objects**

- a) Introduction & Fundamental Concepts
- b) Human Perceptual Systems
- c) Recognition

- d) Social Perception

## **Unit II: Attention and Consciousness**

- a) Introduction
- b) Attention
- c) Consciousness

## **Unit III. Sensory, Short Term and Working Memory**

- a) Introduction
- b) Sensory Memory
- c) Short Term Memory
- d) Working Memory

## **Unit IV: Long-Term Memory**

- a) Introduction
- b) Memory and amnesia
- c) The structure of LTM
- d) Non-declarative memory
- e) Declarative memory

### **Semester 6.**

### **Cognitive Psychology: Part II (Credits = 4) 4 lectures per week**

## **Unit I. Learning, Forgetting and Imagery**

- a) Introduction
- b) Learning: Encoding, storage and retrieval
- c) Forgetting
- d) Everyday/ Real world memory
- e) Imagery and Concepts

## **Unit II. Problem Solving**

- a) Introduction
- b) Problems and problems types
- c) Brief history and background
- d) Insight revisited
- e) Knowledge rich (expert) problem solving
- f) Creative problem solving

## **Unit III: Decision Making**

- a) Introduction
- b) Expected value theory
- c) Utility and prospect theory
- d) Subjective probability and prospect theory
- e) Making probability judgments
- f) The affect heuristic
- g) Decision processes for multi-attribute alternatives
- h) Two-system approaches to decision making
- i) Fast and frugal heuristic: the adaptive toolbox
- j) Naturalistic decision making
- k) Neuroeconomics: Neuroscience approaches to decision making

## **Unit IV: Reasoning**

- a) Introduction
- b) Deductive reasoning
- c) Inductive reasoning: Testing and generating hypotheses

Note – As an Orientation to this course, the following sub-topics should be taught in brief in 2 or 3 lectures (questions will not be set on these sub-topics in the semester-end examination)

# 1. Cognitive psychology: History, approaches, and cognitive neuroscience

## **Learning Outcomes:**

- a). The learner will
  1. develop understanding of the basic concepts and theories of Cognitive Psychology.
  2. develop insight into theoretical aspects of cognitive processes
- b). The learner will build foundational knowledge of Cognitive Psychology which will help the learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

## **Book for study**

**Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education**

## **Books for reference**

- 1) Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup> ed), Prentice Hall, Pearson education
- 2) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- 3) Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5<sup>th</sup> ed.). Sage Publications (Indian reprint 2015)
- 4) Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- 5) Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup> ed., international student version, John Wiley & sons
- 6) Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
- 7) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2<sup>nd</sup> ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- 8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
- 9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceivnig, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- 10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- 11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

## **Question Paper Pattern for T.Y.B.A (CBCS) for Core Course V Abnormal Psychology**

**Duration: 3 hrs**

**Total marks: 100**

**Note:** 1. Attempt **all** questions  
2. **All** questions carry **equal** marks

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

- a.
- b.
- c.
- d.

### **Paper VIII: Practicals in Cognitive Processes and Psychological Testing**

Code	Sem	Course Title	Credits	Marks
UAPS505	5	Practicals in Cognitive processes and psychological Testing: Part I	4	100
UAPS605	6	Practicals in Cognitive processes and psychological Testing : Part II	4	100

#### **Learning Objectives-**

To facilitate the understanding of theoretical concepts of experimental psychology through experiential learning, learn the processes involved in scientific inquiry, develop critical approach and understand use of statistical analysis in psychological research by

- a) introducing the students to Practicals in Cognitive Processes and Psychological Testing: through practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data, using APA format for report writing.
- b) introducing the students to Psychological Testing: administration, scoring and interpretation of the psychological tests, understanding the concepts of reliability and validity and nuances of procedures and ethical issues.
- c) orienting the students to computer-based experiments (Coglab) and sensitize them to methodological issues, strengths and limitations of use of computers for conducting experiments in psychology.
- d) Helping students develop skills for evaluation of a research paper and write a research report.

#### **Semester 5**

**Part I: Practicals in Cognitive Processes and Psychological Testing\_(Credits =4) (6 lectures per week per Batch of 8 students)**

#### **A. Introduction to Experimental Psychology and Statistics in Psychological Research**

1. Variables – Types, Operational definition
2. Designs – Types (one IV and two IV), Sampling, Randomization and Counterbalancing
3. Hypotheses – Types – Null and Alternative
4. Statistical Analysis –Inferential statistics - t test, F Test, statistical significance
5. Introduction to Scales of Measurement
6. Report writing – APA format

#### **B. Practice Exercises – Two exercises**

1. Experimental Situation given – Discuss design, hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues.
2. Variables given – Design experiment, frame hypothesis, discuss Statistical Analysis, Ethical Issues.

#### **C. Practice Experiment – One**

1. Conduct the experiment



2. Review Original Article
3. Write result and discussion of group data using APA format

**D. Two Experiments in Cognitive Processes**

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion

**E. One Psychological Test**

1. Administration, Scoring and Interpretation of the Test
2. Writing report on the findings of the test
3. Calculate Reliability / Validity of the test

**Part II: Practicals in Cognitive Processes and Psychological Testing (Credits =4) (6 lectures per week per Batch of 8 students)**

**A. Introduction to Experimental Psychology and Statistics in Psychological Research**

1. Designs - Complex (Mixed)
2. Statistical Analysis – Inferential statistics – ANOVA, Chi Square

**B. Review a research paper**

**C. Two Experiments in Cognitive Processes**

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion

**D. One Psychological Test**

1. Conducting and debriefing
2. Write report

**E. One Computer-based Experiment (Coglab)**

**F. Use of Excel**

1. Introduction to Excel
2. Statistical Analysis of both the experiments

**Learning Outcomes –**

After studying this paper, students will able to...

1. Translate theoretical concepts into application-based experiments.
2. Conduct experiments following standardized procedure.
3. Apply statistical tests and analyze the data collected.
4. Write reports on research conducted using APA format.
5. Make sense of the research papers on any given topic

**Distribution of Marks**

Internal 40 marks Practical examination of 2 hours 60 marks

<b>Distribution of Marks</b>		
<b>Internal marks</b>		
1	Checklist for Instructions	10
2	Checklist for Conduct	10
3	Report Writing	10
4	Attendance	05
5	Journal	05
<b>Examination Practical</b>		
	Instructions, Conduct, report	40

The teacher has to give marks for each report. The final marks will be the average marks obtained for each point as mentioned above.

During Examination, checklists for Instructions, Conduct and report. In viva 6 questions of 3 marks and one question of 2 marks will be asked.

### Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007
- 3) Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)
- 4) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6<sup>th</sup> ed.). Brooks/Cole, Thomson Learning
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- 6) Gilhooly, K.; Lyddy, F. & Pollick F. (2014). *Cognitive Psychology*, McGraw Hill Education
- 7) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6<sup>th</sup> ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 8) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5th ed.) New York : McGraw-Hill
- 9) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 10) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3<sup>rd</sup> ed., Open University Press, McGraw-Hill Education
- 11) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- 12) McBurney, D. H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 13) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 14) Martin, D. W. (2004). *Doing Psychology Experiments*. (6<sup>th</sup> ed.). Belmont: Thomson Wadsworth
- 15) Matlin, M. W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
- 16) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioural sciences*, John Wiley & sons
- 17) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
- 18) Pareek, U. (2003). *Training Instruments in HRD and OD* (2nd ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 19) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- 20) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7<sup>th</sup> ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 21) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 22) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

Code	Sem	Course Title	Credits	Marks
UAPS506	V	Counselling Psychology : Part I	3.5	100 (80+20)
UAPS606	VI	Counselling Psychology: Part II	3.5	100 (80+20)

### **Learning Objectives –**

1. To have students develop an interest in and an understanding of Counselling concepts
2. To have students understand counsellor's roles and responsibilities in practice environments
3. To have students build knowledge and understanding of the basic skills in practice
4. To help students understand the theoretical foundations underlying different counselling and psychotherapeutic approaches
5. To create a foundation in students for higher education in Counselling and a career as a professional counselor

### **Semester 5**

#### **Counselling Psychology:**

#### **Part I- Introduction and Approaches to counselling (Credits = 3.5) (3 lectures per week)**

#### **Unit 1: Introduction to Counselling: (Egan & Resse, Chapters 1 and 3)**

- a) Role of formal and informal helpers, key ingredients of successful helping, focus on client and context- what client brings in sessions, defining success in terms of outcomes with life-enhancing impact for the client, qualities of effective helper.
- b) Role of beliefs, values, norms, and moral principles in the helping process. Helping clients redo poor decisions and make and execute life-enhancing decisions.
- c) Developing working alliance, key values that drive the working alliance, behaviours showing disrespect & respect.
- d) Appreciating the role of culture, personal culture, and values, competencies related to client diversity and culture, promoting self-responsibility by helping clients develop and use self- efficacy.

#### **Unit 2. Psychoanalytic, Adlerian, Humanistic, Behavioral, Cognitive Theories of Counselling** (Gladding , chapters 9&10 )

- a) Psychoanalytic theories, Adlerian theory, Humanistic theories
- b) Behavioural counselling, Cognitive and Cognitive-Behavioural Counselling

#### **Unit 3. Systemic, Brief, Crisis Theories and Group Counselling (Gladding, chapters10 &11)**

- a) Systems theories, brief counselling approaches, Crisis and trauma counselling approaches.
- b) A brief history of groups, benefits, drawbacks and types of groups. Theoretical approaches in conducting groups, stages in groups.

#### **Unit 4. Counselling in Diverse Groups (Gladding, Chapters 5 & 19)**

- a) Counselling aged populations, gender-based counselling, counselling and sexual orientation.
- b) Abuse & Addiction Counselling

### **Semester 6**

#### **Counselling Psychology:**

#### **Part II- Micro skills in Counselling practice (Credits = 3.5) (3 lectures per week)**

## **Unit 1. Therapeutic Presence: Importance of Listening**

- a) Dialogue as the second nature to interactions with clients, basic guidelines for visibly tuning in to clients. Nonverbal behaviour as a channel of communication. Active listening as the foundation of understanding.
- b) Forms of poor listening, processing information from client in a thoughtful search for meaning.
- c) Importance of listening to helpers own internal conversation, key ingredients of successful therapy, dealing with distorted listening.

## **Unit 2. Empathic Responding (Egan & Resse, Chapter 5)**

- a) Importance of responding skills in developing relationships with clients-empathy as a communication skill to develop relationships, wider view of empathy
- b) Three dimensions of responding skills- perceptiveness as the foundation of responding skills, basic know-how of responding well, assertiveness in responding to clients
- c) Basic formula for communicating empathy- responding accurately to clients' feelings, emotions, and moods, responding accurately to the key experiences, thoughts, and behaviours in clients' stories, tactics for responding with empathy, responding to the context, using empathy to achieve therapeutic goals

## **Unit 3. Other Skills (Egan & Resse, Chapters 6,7,8)**

### **A. Art of Probing , Summarizing**

- a) Probing, verbal and nonverbal prompts, types of probing, guidelines for using probes, probes with empathic response.
- b) Using Summaries: Use summaries when they add value, get clients to provide summaries, use of summaries and probes in the case of Marcus and Andréa.

### **B. Challenging &Self disclosure**

- a) Challenging: concept of self-challenge, targets of self challenge, identifying blind spots, skills to challenge blind spots.
- b) Helpers self - disclosure

### **C. Dealing with Resistance:** identifying and dealing with reluctance and resistance

## **Unit 4. The stages and tasks of problem management (Egan & Resse, Chapters 9, 10, 11)**

- A. Tasks of Stage I-** Challenges clients face in talking about themselves, Case illustration, principles that can guide to help clients tell their stories- feel safe, styles of storytelling, starting where the client starts, assessing severity of problems, helping clients identify and clarify key issues, exploring context of key issues.
- B.** Help clients tell their real stories, case illustration, help clients challenge the quality of their participation. Help clients focus on the right story, choosing issues that will make a difference in their lives , challenging to make right decisions.
- C. Tasks of Stage II-** Help clients determine what kind of change they need or want, help clients distinguish needs from wants, continuum between first-order and second-order change, power of goal setting guidelines to help clients set goals, helping clients commit themselves to their goals.
- D. Tasks of Stage III-**Help clients develop strategies for accomplishing their goals – brainstorming, frameworks, finding social support, skills, strategies. Choosing goal-accomplishing strategies, balance-sheet method for choosing strategies, choosing evidence-based treatments.

## **Learning Outcomes:**

### **Student will able to...**

1. identify unique features of Counselling as a profession.
2. understand the process to be followed while helping people and roles and responsibilities of the counselor.
3. identify key ingredients necessary for successful helping.

4. understand micro-skills required to practice Counselling.
5. understand theoretical foundations underlying different counselling and psychotherapeutic approaches and critically evaluate the strengths, limitations associated with each of them.
6. feel motivated to seek further training to practice Counselling.

### **Book for study**

**Egan, G. & Reese, R. J. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping. (11th Edition) Cengage Learning.***

**Gladding, S. T. (2014). *Counselling: A Comprehensive Profession. (7<sup>th</sup> Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India***

### **Books for reference**

1. Capuzzi, D., & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions.* (4<sup>th</sup> ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
2. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counselling Profession.* (5<sup>th</sup> ed.). New Jersey: Pearson Education
3. Corey, G. (2005). *Theory and Practice of Counselling and Psychotherapy* (7<sup>th</sup> ed.). Stamford, CT: Brooks/Cole
4. Corey, G. (2008). *Group Counselling.* Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
5. Corey, G. (2016). *Theory and Practice of Counselling and Psychotherapy.* Cengage Learning, India
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions.* Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action.* 2<sup>nd</sup> ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counselling Psychology: Practices, Issues, and Intervention.* First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance.* 7<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Henderson, D.A. & Thompson C.L. (2015) *Counselling Children.* Cengage Learning
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counselling research.* Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Ivey, A.E., Ivey M.B. & Zalaquett, C.P. (2018). *Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society.* Cengage, Boston M A
13. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications.* Sage publications, New Delhi
14. Kinara, A. K. (2008). *Guidance and Counselling.* Pearson, New Delhi: Dorling Kindersley India pvt ltd.
15. McLeod, J. (2009). *An Introduction to Counselling.* (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education
16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities.* 3<sup>rd</sup> ed., London: Sage publications
17. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual.* 3<sup>rd</sup> ed., Sage South Asia edition
18. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counselling.* (5<sup>th</sup> ed.). New Jersey: Pearson Education
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners.* London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counselling Process: A Multi-theoretical Integrative Approach.* (6<sup>th</sup> ed.). Thomson Brooks/ Cole

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Major Elective; Applied Component ( Counselling Psychology: Part I and Part II)**

**Note: 1. Attempt all questions (Total = 80 marks)**

**2. All questions carry equal marks**

Q.1 (Based on Unit I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Unit II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Unit III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

**Project Work (Total = 20 marks)**

**Guidelines for Project Work TYBA – Psychology Paper IX**

**As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.**

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it.

Project report:

4. Word Limit – 1000 to 2000 words, A-4 size paper
5. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
6. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20

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# University of Mumbai



No. AAMS(UG)/60 of 2021-22

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the Recognized Institutions in Faculty of Humanities is invited to this office circular No. UG/58 of 2018-19, dated 6<sup>th</sup> July, 2018 relating to the revised syllabus as per the (CBCS) for the T.Y.B.A. in Economics – Sem V & VI.

They are hereby informed that the recommendations made by the Board of Studies in Economics at its online meeting held on 9<sup>th</sup> June, 2021 vide Item No. 1 and subsequently passed by the Board of Deans at its online meeting held on 11<sup>th</sup> June, 2021 vide item No. 5.37 (R) have been accepted by the Academic Council at its meeting held on 29<sup>th</sup> June, 2021 vide item No. 5.37 (R) and that in accordance therewith, the revised syllabus as per the (CBCS) for the T.Y.B.A. in Economics- Sem V & VI has been brought into force with effect from the academic year 2021-22 accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
22<sup>nd</sup> September, 2021

  
(Dr. B.N. Gaikwad)  
I/c REGISTRAR

To

The Principals of the Affiliated Colleges the head of the University Departments and Directors of the Recognized Institutions in Faculty of Humanities.

A.C/5.37 ( R) 29/06/2021

\*\*\*\*\*

No. AAMS(UG)/60 -A of 2021-22

MUMBAI-400 032

22<sup>nd</sup> September, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

  
(Dr. B.N. Gaikwad)  
I/c REGISTRAR

**Copy to :-**

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

**They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.**

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

**for information.**



# UNIVERSITY OF MUMBAI



**Revised Syllabus for the  
T.Y.B.A. (Economics)  
Sem - V and VI**

(As per the Choice Based Credit System with effect from the academic  
year 2021-22)

# UNIVERSITY OF MUMBAI



## Syllabus for Approval

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	Title of the Course	T.Y.B.A. (Economics)
2	Eligibility for Admission	As per University Rule
3	Passing Marks	-
4	Ordinances / Regulations ( if any)	-
5	No. of Years / Semesters	One Year / Two Semesters
6	Level	U.G.
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2021-2022

A handwritten signature in blue ink, appearing to be 'Anil Kumar', written on a light pink background.

Name & Signature of BOS Chairperson :

\_\_\_\_\_

Name & Signature of Dean:

\_\_\_\_\_

## **PREAMBLE:**

The syllabus of TYBA has been revised owing to the revised syllabus introduced by the University of Mumbai for FY and SYBA as per the recommendation of Board of Studies of Economics (BOS-E) by keeping in view of the recent trends in the subject of Economics. The BOS-E has further revised the syllabi of papers at the TYBA which will be made effective **from the Academic Year 2021-22**. A broad overview of the revised structure, which includes the core papers and electives as described below.

## **DURATION:**

- The course shall be a full time course.
- The duration of B.A. course shall be of Three years across Six Semesters.

FYBA: SEMESTER – I & II (One paper each semester)

SYBA: SEMESTER – III & IV (Two papers each semester)

TYBA: SEMESTER – V & VI (Six papers each semester)

## **PATTERN:**

The T.Y.B. A. [Entire Economics] Course shall have 12 papers. Every semester shall have six papers, each carrying 100 marks. However students can opt for combination of any two subjects in Economics and the rest in any other subject) in which every semester shall have three papers of each Subject, carrying 100 marks each. Moreover, exams based on Papers IX and Papers XII of Semester V and Paper XV and XVIII of Semester VI are bifurcated into 80 marks of written exam and 20 marks of project. It is hereby stipulated that the projects shall have a maximum page limit of 20.

## **CASE STUDY APPROACH**

As per the latest guidelines issued by UGC in 2021, the themes of the Projects related to applied component papers IX and XII of semester V and papers XV and XVIII of semester VI are resolved to be based on Case Study Approach. Even for the Core Papers and Electives, the relevant modules are focused on Case Study approach.

## SCHEME OF EXAMINATION

The duration of the examination, paper pattern and the allotment of lectures as well as marks are given in detail in subsequently.

### DURATION:

- Three **Hours** for each 100 marks paper and **Two and Half an Hour** for 80 marks paper.

### ALLOTMENT OF LECTURES:

- The allotment of lectures is as per the common guidelines stipulated by the Academic Council for Humanities of University of Mumbai.

### PAPER PATTERN:

- There shall be five questions each of 20 marks, for 100 marks paper divided into three sub questions (a, b, c) with an internal option to choose any two.
- There shall be four questions of 20 marks for 80 marks paper with internal options mentioned as the same above.
- All questions shall be compulsory with internal choice within the questions.
- Questions may be subdivided into sub-questions a, b, c as mentioned earlier and the allocation of marks shall depend on the weightage given to the topic.

Questions	Modules	Marks
Qn.1	Unit I	20
Qn.2	Unit II	20
Qn.3	Unit III	20
Qn.4	Unit IV	20
Qn.5	4 Sub-questions from Unit I, II, III & IV OR 20 MCQs from Unit I, II, III & IV	20

**COURSE STRUCTURE**  
**(APPLICABLE FROM ACADEMIC YEAR: 2021-22)**  
**TYBA (SEMESTER –V)**

<b>COURSE CODE</b>		<b>REVISED PAPER</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>GROUP - I : CORE PAPERS</b>				
<b>ECOAME501</b>	<b>VII</b>	<b>ADVANCED MICROECONOMICS – III</b>	<b>4</b>	<b>100</b>
<b>ECOGAD502</b>	<b>VIII</b>	<b>ECONOMICS OF GROWTH AND DEVELOPMENT</b>	<b>4</b>	<b>100</b>
<b>GROUP-II : ELECTIVE PAPERS</b>				
<b>ECOIFSA503</b>	<b>IX</b>	<b>INDIAN FINANIAL SYSTEM-I</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOACB503</b>	<b>IX</b>	<b>ECONOMICS OF AGRICULTURE AND CO - OPERATION – I</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOILC503</b>	<b>IX</b>	<b>INDUSTRIAL AND LABOUR ECONOMICS – I</b>	<b>3</b>	<b>80</b>
<b>ECORMA504</b>	<b>X</b>	<b>RESEARCH METHODOLOGY - I</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOQEB504</b>	<b>X</b>	<b>QUANTITATIVE ECONOMICS - I</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOESSIC504</b>	<b>X</b>	<b>ENTREPRENEURSHIP &amp; SMALL SCALE INDUSTRIES</b>	<b>4</b>	<b>100</b>
<b>ECOEEA505</b>	<b>XI</b>	<b>ENVIRONMENTAL ECONOMICS -I</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOEIB505</b>	<b>XI</b>	<b>ECONOMICS OF INSURANCE - I</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOMEAC505</b>	<b>XI</b>	<b>MATHEMATICS FOR ECONOMIC ANALYSIS - I</b>	<b>4</b>	<b>100</b>
<b>ECOEMA506</b>	<b>XII</b>	<b>ECONOMY OF MAHARASHTRA -I</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOHETB506</b>	<b>XII</b>	<b>HISTORY OF ECONOMIC THOUGHTS – I</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOIBFC506</b>	<b>XII</b>	<b>INTERNATIONAL BANKING AND FINANCE – I</b>	<b>3</b>	<b>80</b>

## TYBA ECONOMICS (SEMESTER-V)

COURSE CODE	GROUP-I : CORE PAPER PAPER NO -VII	CREDIT	MARKS
ECOAME501	ADVANCED MICROECONOMICS - III	4	100

### Course Objectives

The course is designed to provide sound understanding in micro economic theory. Since students have been taught perfect competition, this course focuses on three main pillars of microeconomics such as imperfect competition, welfare economics and information economics.

### Course Outcomes

- Enables students to get knowledge on new market structure, imperfect competition.
- Provides understanding on the welfare economics and economics of information.

### Module 1: General Equilibrium and Welfare Economics

(12 Lectures)

Concept of General Equilibrium and Walrasian General Equilibrium Model - Pareto Optimality – The Pareto Optimality Condition of Social Welfare - Marginal Conditions for Pareto Optimal Resource Allocation - Perfect Competition and Pareto Optimality - Arrow’s Impossibility Theorem

### Module 2: Market Structure: Monopoly and Monopolistic Competition

(14 Lectures)

Concept of Monopoly - Measurement of Monopoly Power - Price Discrimination: Types and Classification of Price Discrimination (Degrees of Price Discrimination) - Equilibrium under discriminating Monopoly - Regulation of Monopoly Market Product Differentiation in Monopolistic Competition - Chamberlin’s Alternative approach- Equilibrium under Monopolistic Competition - Excess Capacity

### **Module 3: Oligopoly**

**(12 Lectures )**

The Cournot Model - Meaning and Characteristics of Oligopoly Market - Rigid Prices - The Sweezy Model of Kinked Demand Curve - Collusive Oligopoly - Cartel: Centralised and Market Sharing Cartel - Imperfect Collusion- Price Leadership Models, Game Theory - Prisoner's Dilemma, Nash Equilibrium and Dominant Strategy Equilibrium

### **Module 4: Information Economics**

**(12 Lectures )**

Economics of Search and Search Cost - The Theory of Asymmetric Information-The Market for Lemons and Adverse Selection - Risk Preference and Expected Utility - The Problem of Moral Hazard - Market Signaling - Principal-Agent Problem

### **References:**

1. Jhingan MLL. (2012), Advanced Economic Theory, Vrinda Publications, Delhi.
2. Mankiw N. Gregory (2015), Principles of Microeconomics, Cengage Learning.
3. Mansfield, Edwin (1985), Micro-economics: Theory & Applications, 5<sup>th</sup> edition, W.W. Norton & Company, New York.
4. Patil K. A (Second edition, 2011, Marathi), Advanced Economic Theory-Micro Analysis, Shri Mangesh Prakashan, Nagpur.
5. Salvatore D. (2006), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
6. Varian Hal R. (8 Edition 2010) Intermediate Microeconomics A Modern Approach, East-West Press, New Delhi

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-I : CORE PAPER PAPER NO - VIII	CREDIT	MARKS
ECOGAD502	ECONOMICS OF GROWTH AND DEVELOPMENT	4	100

### Course Objectives

This paper introduces the concepts, theories, process and policies regarding growth and development. The meaning of the development as it has evolved over the years is clarified. The contemporary as well as classical theories of growth, development, and underdevelopment are considered in detail. Theories and issues related to population, poverty, inequality and human capital are considered. Urban and rural aspects of the development process studied. Importance of technology, infrastructure and planning in development process are considered. The approach has been to cover all important areas of development economics.

### Course Outcomes

- Enable students to apply and analyse issues in the development process.
- Students will be able to identify the issues related to Growth and Development
- Students will be able to understand the policy options and analyzed the Measures taken for the Development of an economy.

### Module 1: Meaning of Economic Growth and Development

(12 Lectures)

Concepts of Economic Growth and Development-Distinction between Economic Growth and Development- Concept of Human Development- H.D.I, G.D.I, Green GDP- Sen's Capability approach- Millennium Development Goals (MDGs)- Initiative by Indian government towards MDGs.

### Module 2: Theories of Economic Development

(12 Lectures)

Rostow's stages of growth; Big Push Theory- Leibenstein's Critical Minimum Effort Thesis - Harrod - Domar Growth Model- Lewis Model of unlimited supply of labour - Ragner Nurkse's Theory of Disguised Unemployment- Schumpeter's Theory of Development



### **Module 3: Structural Issues in Development Process**

**(12 Lectures)**

Concept of Human Capital- Role of Education, Health and nutrition in Human Capital - Meaning and Measurement of Poverty and Inequality- Measures to eradicate poverty and Inequality - Meaning of Inclusive growth - SHG and Microfinance- Migration – Urbanization- Formal and Informal Sector- Urban Informal Sector

### **Module 4: Planning, Technology and Economic Development**

**(12 Lectures)**

Concept and Role of infrastructure in Economic Development- Role of technology in Economic Development- Labour intensive versus Capital intensive technology- Schumacher's concepts of intermediate and appropriate technology- Green Technology- Meaning and Types of Economic Planning- Role of Planning in Economic Development

#### **References:**

1. Baldwin, Economic Development: Theory, History and Policy, Willy Publishers, 1957.
2. Mamoria, Joshi, Principles and practice of marketing in India, Kitab Mahal, 1979.
3. Meier, Gerald M. and James E. Rauch. Leading Issues in Economic Development, New Delhi: Oxford Univ. Press, 2006.
4. Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005. 7
5. Todaro, Michael P. and Stephen C. Smith. Economic Development, 8e. Delhi: Pearson Education, 2003.
6. V.K. Puri and S.K. Mishra, Indian Economy, Himalaya Publishing House, 2019

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-I : CORE PAPER PAPER NO – IX	CREDIT	MARKS
ECOIFSA503	INDIAN FINANCIAL SYSTEM – I	3	80

### Course Objectives

In this semester the students get introduced with various aspects related to Indian Financial system. Indicators of financial development will be introduced and overview of financial sector reforms will be undertaken. Students will be able to understand performance, progress and issues in Indian Banking system. An overview of development of non-banking institutions in India will be undertaken. Students will also be introduced with traditional, modern and hybrid financial instruments.

### Course Outcomes

- Empowering students about Indian Financial system, indicators of financial development and overview of financial sector reforms
- Awareness on performance, progress and issues in Indian Banking and overview of non-banking institutions in India
- The course leads to project work/ case studies based on empirical examples such as: Management of NPAs by banks, performance analysis of commercial banks, financial instruments- comparative analysis, performance of NBFIs

### Module 1: Introduction to Indian Financial System

(12 Lectures )

Evolution- meaning-characteristics – components - significance - Financial system and economic development - Indicators of Financial Development: FR, FIR, NIR and IR. -Reforms and trends/ turns in Indian financial sector: 1991-2019.

### Module 2: Performance, Progress and Issues in Indian Banking

(12 Lectures )

Overview of development of Banking in India-Commercial banking-Liquidity management-Commercial banking developments since mid 1980s- Management of NPAs-Concept of Bad bank-Mudra bank scheme - Capital adequacy norms- Basel III

### **Module 3: Non- banking Finance Institutions in India**

**(12 Lectures)**

Overview of development of non- banking institutions in India – Growth - Components, types, role in financial system - Regulation of NBFIs-Provident funds - Pension funds - Venture capital funds

### **Module 4: Financial Instruments: Traditional, Modern and Hybrid**

**(12 Lectures )**

Traditional instruments: equities- debentures and bonds -Hybrid instruments- different types of bonds such as floating rate bonds- zero interest bonds- deep discount bonds- inverse float bonds-sovereign gold bonds- municipal bonds- convertible debentures- warrants, Cryptocurrency - Derivatives - meaning, concept and types of derivatives

### **References:**

1. Bhole, L. M. (2008): Financial Institutions and Markets, Growth and Innovation, Tata McGraw-Hill, New Delhi.
2. Khan, M.Y. (2007): Financial Services, Tata McGraw Hill, New Delhi.
3. Machiraju, Indian Financial system, Vikas publishing house, 2<sup>nd</sup> edition, 2002.
4. Pathak, Bharati (2008) : The Indian Financial System-Markets, Institutions, and Services, (2<sup>nd</sup> Edition), Pearson Education, New Delhi.
5. Strong, R. A. (2002): Derivatives: An introduction; Thomson Asia Pte Ltd, Bangalore.
6. Varshney P N and Mittal D K, Indian financial system, sultan Chand and sons , New Delhi, 2002.

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – IX	CREDIT	MARKS
ECOACB503	ECONOMICS OF AGRICULTURE AND CO-OPERATION-I	3	80

### Course Objectives

This paper provides an overview of the role of agriculture in the economic development of the country and the salient features associated to agricultural productivity and agricultural labour. The pertinent aspects related to agricultural credit, agricultural marketing as well as the global problems existing in the marketing are dealt in. Students can acquire understanding about the features of agricultural policy and the agrarian crisis as well as the problems and challenges in the field of Agriculture and cooperation.

### Course Outcomes

- Students will obtain information regarding various agricultural issues in India and remedies for it.
- Making awareness about self- employment through various local business like agro- tourism, travel agents, horticulture, floriculture, fishery and animal husbandry.

### Module 1: Agricultural Productivity

(12 Lectures)

Role of agriculture in Economic Development - Cropping pattern in India, Recent trends, Factors affecting - cropping pattern - Physical, Technical and Economic - Agricultural Productivity, Causes of Low Productivity in Agriculture - Measures taken to improve the Agricultural Productivity in India - Irrigation and Water Management and agricultural development - Agricultural labour Problems and suggestions.

### Module 2: Agricultural Credit

(12 Lectures)

Institutional and Non-Institutional Sources of Credit Co-operative Credit and Agriculture Rural Indebtedness - Commercial Banks and Regional Rural Banks - Microfinance and NABARD - Role and Performance - Crop loan and Crop Insurance, Kisan Credit card Yojana.

### **Module 3: Agricultural Marketing**

**(12 Lectures)**

Types of Marketing - Corporate, Commodity and Global Problems and Measures of Agricultural Marketing - Regulated Market - WTO and Indian Agriculture - Problems of Agricultural Marketing and its measures - National Agricultural Market - FPO – Farmers Producer Organizations

### **Module 4: Agricultural Price and Policy**

**(12 Lectures)**

Food Security in India - Price Policy of CACP Evaluation - Agricultural Crisis and Farmers Suicide - Agro-Tourism and its policy - Organic Farming - Mechanization of Agriculture

### **References:**

1. Bilgrami S.A.R. (2000), An Introduction of agricultural Economics, Himalaya Publishing House, Mumbai
2. Datta Ruddra and Mahajan Ashwini (2016), Indian Economy, Chand and Company Ltd., New Delhi.
3. Gupta P. K.,(2012), Agricultural Economics, Vrinda Publications (P) Ltd. Delhi.
4. Mamoria C.B. and B.B. Tripalhi (1991), Agricultural Problems in India, Kitab Mahal, Allahabad.
5. Sadhu and Singh (2008), Fundamental of Agricultural Economics, Himalaya Publishing House, Mumbai.
6. Tyagi B.P., (2016), Agricultural Economics and Rural Development, Jaiprakash Nath and Co. Meerut.

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – IX	CREDIT	MARKS
ECOILC503	INDUSTRIAL AND LABOUR ECONOMICS-I	3	80

### Course Objectives

There has been a paradigm shift in the structure of the Indian industrial sector and the policies governing it ever since the new era of globalization and liberalization has ushered in. This paper intends to equip the students with the knowledge about the fundamentals of Industrial Economics and also the latest policies relating to the Indian industry.

### Course Outcomes

- Learners will study the different contemporary issues of industrial sector.
- Learners will know the problems of industries.
- Learners will get the idea about productivity.
- Learners will get with new Policies and its impact on industries.

### Module 1: Introduction

(12 Lectures)

Meaning and Scope of Industrial Economics- Industrial Profile- Private sector- Performance and Problems - Cooperatives sector and its role, merits and demerits- Public Sector – Role - Performance and Problems -Role of agriculture in Industrial development, Industrial Combinations - Motives for Mergers and Acquisitions.

### Module 2: Industrial Location and Problem of Regional Imbalance

(12 Lectures)

Determinants of Industrial Location, Theories of Industrial Location - Weber's and Sargent Florence's Theories, Dispersal and Decentralization of Industries, Problem of Regional Imbalance.

### Module 3: Industrial Productivity and Industrial Sickness

(12 Lectures)

Concept and Measurement of Industrial Productivity- Factors Affecting Industrial Productivity-Industrial Sickness - Causes, Effects and Remedial Measures - Rationalisation - Concept, Aspects and Impact.

## Module 4: Industrial Development in India

(12 Lectures)

New Industrial Policy, 1991; Disinvestment Policy; Small Scale Industries and Rural Industrialization; National Manufacturing Policy, 2011 - Recent Trends in India's Industrial Growth- Role of MNCs in the Indian Economy - Merits and Demerits, Industrial Finance in India.

### References:

1. Barthwal R.R. (2007), Industrial Economics, New Age International Publishers, New Delhi.
2. D. Agrawal A.N. (2011), Indian Economy, New Age International Publishers, New Delhi.
3. Datt R. and Sundaram K.P.M. (2009), Indian Economy, S.Chand & Co., New Delhi.
4. Kuchhal S.C. (1980), Industrial Economy of India, Chaitanya Publishing House, Allahabad.
5. Mishra S.K. and Puri V.K.(2008), Indian Economy, Himalaya Publishing House, Mumbai.
6. Ranjana Seth, Industrial Economics (2010), Ane Books Pvt. Ltd., New Delhi.

### TYBA (ECONOMICS) (SEMESTER-V)

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – X</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECORMA504</b>	<b>RESEARCH METHODOLOGY - I</b>	<b>4</b>	<b>100</b>

### Course Objectives

This paper contains within the various objectives, such as to understand and make aware as well as inculcate research in Economics amongst the learners, to encourage exchange of ideas and application of results of economic research at the same time to enable students in understanding data collection and presentation for quality research in social sciences.

### Course Outcomes

- The learners will understand and inculcate research in Economics
- The learners will exchange ideas and application of results of economic research.
- The course will help in formulation of problems in social science research.
- The students will understand data collection and presentation for quality research in social sciences.

## **Module 1: Introduction to Research**

**(12 Lectures )**

Meaning and scope of social science research- Basic assumptions of research- Features and importance of social science research- Objectives and types of research; Basic, Applied, Pure, Descriptive, Analytical, and Empirical research- Limitations of social science research- Difficulties in social science research

## **Module 2: Formulation of Problem in Social Science Research**

**(12 Lectures )**

Research process: Identification, selection and formulation of research problem-Sources of research problem - Criteria of a good research problem- Review of literature-Formulation of hypothesis- Research design: Definition, Concepts, and types- Data Collection and analysis- Interpretation and report writing- Use of web search in research process.

## **Module 3: Types of Data: Primary and Secondary**

**(12 Lectures )**

Types of Data: Primary data and its collection methods: Observation method- Interview Technique - Design of schedule and questionnaire - Survey method and Field visits - Secondary data : Meaning- advantages- sources- relevance and limitations of secondary data- Sampling Techniques : Census and sample survey- Essentials of a good sampling - Advantages and limitations of sampling- Types of sampling: Random sampling and Non-random sampling-Sampling and Non-Sampling errors.

## **Module 4: Representation and Analysis of Data**

**(12 Lectures )**

Classification, Tabulation and Graphical presentation of socio-economic data- Need and importance of data analysis- Statistical analytical tools: Measures of Central Tendency - Measures of Variation : Absolute and relative measures - Quartile deviation, standard deviation, coefficient of variation- Skewness: Meaning and measurement (Karl Pearson's and Bowley's methods) - Preliminaries of computer applications in data organization and data processing.

### **References:**

1. Bhandarkar P.L., (1994), Samajik Sanshodhan Padhati, Himalaya Publication, New Delhi.
2. Dawson, Catherine (2002), Practical research methods, UBS Publishers, New Delhi.



3. Ghosh, B.N. (1992), Scientific methods and social research, Sterling Publishers Pvt. Ltd, New Delhi.
4. Gupta S P, (1987), Statistical methods, Sultan Chand and Sons, New Delhi.
5. Kothari R.C. (2008), Research methodology, methods and techniques, New Age International Publishers, New Delhi.
6. Krishnaswamy O.R.(1993), Methodology of research in social sciences, Himalaya publishing House, Mumbai.

### **TYBA (ECONOMICS) (SEMESTER-V)**

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – X</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECOQEB504</b>	<b>QUANTITATIVE ECONOMICS – I</b>	<b>4</b>	<b>100</b>

#### **Course Objectives**

Economics is increasingly becoming quantitative in nature. This course introduces a variety of quantitative skills as per the current requirements of industry. The objective of this paper is to equip students with the mathematical and statistical techniques, which are needed for analysis of data in general and economic analysis in particular.

#### **Course Outcomes**

- Students can perform graphical analysis of functions, sketch curves defined by simple equations. Furthermore, it will help to interpret the algebraic solution of economic concepts
- It will build an ability to explain the economic applications of differentiation, and use it to understand economic concepts such as elasticity, marginal cost and input- output determination and linear programming.
- Help to develop various quantitative concepts and their application not only in economics but also for other subjects.

## **Module 1: Equations, Graphs and Derivatives**

**(12 Lectures)**

Linear and non-linear relationships in economic analysis– Derivatives– Higher order derivatives– Increasing and decreasing functions- Necessary and sufficient conditions for maxima and minima– Optimization of economic functions- Economic applications: equations and graphs Market demand and supply models, taxes, elasticity.

## **Module 2: Linear Algebra**

**(12 Lectures)**

Matrices and basic operations on matrices– Rank of a matrix– Inverse of a matrix– Cramer's rule and its application to the IS-LM model-Input-Output Analysis and policy implications– Linear Programming Problem: Formulation and graphical solution.

## **Module 3: Descriptive Statistics and graphing techniques for presenting data**

**(12 Lectures)**

Concept of primary and secondary data along with tabulation and graphs – Measures of central tendency (arithmetic mean, median and mode) – Absolute and relative measures of dispersion (range, quartile deviation, mean deviation and standard deviation) with simple applications – Measures of skewness and kurtosis – Lorenz Curve

## **Module 4: Elementary Probability Theory**

**(12 Lectures)**

Sample space and events– Mutually exclusive - Exhaustive and complementary events– Conditional probability– Binomial probability distribution– Nature and Properties of the Normal Probability Distribution -Standard Scores and the Normal Curve -The Standard Normal Curve: Finding Areas when the Score is Known- Finding Scores when the Area is Known.

### **References:**

1. Chiang A. C.: Fundamental Methods of Mathematical Economics, 3<sup>rd</sup> edition, McGraw-Hill, 1984.
2. Dowling Edward T: Introduction to Mathematical Economics, Schaum Outline Series in Economics, Tata McGraw -Hill, New Delhi, 2004.
3. Dowling Edward T: Theory and Problems of Mathematical Methods for Business and Economics, McGraw Hill, 1993.

4. Gupta S.P.: Statistical Methods, S. Chand, New Delhi, 2014.
5. Lerner Joel J and P.Zima: Theory and Problems of Business Mathematics, McGraw Hill, New York, 1986.
6. Sancheti D.C. and V.K. Kapoor: Statistics-Theory, Methods and Applications, S. Chand, New Delhi, 2014.

**TYBA (ECONOMICS) (SEMESTER-V)**

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – X</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECOESSIC504</b>	<b>ENTREPRENEURSHIP &amp; SMALL SCALE INDUSTRIES</b>	<b>4</b>	<b>100</b>

**Course Objectives**

This paper is designed with the aim of encouraging students to foresee themselves as potential entrepreneurs. The paper includes within the scope for case studies, Interviews of Entrepreneurs, Preparation of project report, group discussion, survey etc.

**Course outcomes**

- Nurture the qualities of successful entrepreneurship
- Provides them knowledge about various processes to register for small scale industries which results in successful maintenances of such industries

**Module 1: Entrepreneurship**

**(12 Lectures)**

Concept of an entrepreneur and entrepreneurship, qualities of the successful entrepreneurs- role and functions of entrepreneurs in economic development- factors influencing entrepreneurship- Challenges before women entrepreneurship.

## **Module 2: Starting a new venture**

**(12 Lectures)**

Project identification - selection and formulation, Registration of small scale industries - project report- Sources of finance for a business - Export documents and trends of small enterprises- major constraints in export performance.

## **Module 3: Small scale industries**

**(12 Lectures)**

Meaning and scope of small scale industries, importance of small scale industries, problem faced by small scale industries, SWOT analysis for small scale industries, forms of business organizations: Sole proprietorship – Features, advantages & disadvantages. Partnership - Features, advantages & disadvantages. Joint stock Company – Features, advantages & disadvantages. Co-operative – Features, advantages & disadvantages.

## **Module 4: Management and incentives for small scale industries**

**(12 Lectures)**

Fundamentals of management: productions and operations management- working capital management, marketing management - Human resource management- Total quality management- Management information system- Incentives to small scale industries.

### **References:**

1. Barra G.S, Dangwal R.C. Entrepreneurship and Small Scale Industries New Potentials – Deep & Publications 1999
2. Desai Vasant, Dynamics of Entrepreneurial Development and Management, Himalaya Publication
3. Khanka C.S., Entrepreneurial Development. S. Chand and Company
4. Khushpat S. Jain House Export Import Procedures and Documentation' Himalaya Publishing House
5. Murthy C.S.V. Small Industries & Entrepreneurship Development, Himalaya Publication
6. Singh P.N. and Saboo J.C., Entrepreneurship Management, P.N.Singh Centre

## TYBA (ECONOMICS) (SEMESTER-V)

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – XI</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECOEEA505</b>	<b>ENVIRONMENTAL ECONOMICS - I</b>	<b>4</b>	<b>100</b>

### Course Objectives

This course introduces the learner to the basic concepts, economic instruments and policy options in managing the environment. The impact of development on environment is suitably addressed under the rubric of sustainable development. Economic implications of environmental policy and valuation of environmental quality are important areas of concern to be covered. The students are sensitized to the role of human decisions in affecting the environmental quality and managing global environmental issues. The causes, effects and measures to control different types of pollution are impressed upon. The environmental accounting practices, policies, impact and risk analysis focusses on India.

### Course Outcomes

- On the completion of this course, the student will have a good understanding of contemporary environmental issues and their relation to economic development.
- The learner will be equipped to understand the methodologies and tools of valuing the environment.
- In the light of international environmental agreements, the learners will be able to understand the global approaches and policies adopted by India to deal with the environmental issues.

### Module1: Introduction to Environmental Economics

(12 Lectures)

Environmental Economics: Nature, Significance and Scope; Environment and the economy; Environmental Kuznets Curve; Common resources, externalities and property rights; Coase Theorem; Rio Declaration and Agenda 21 programme of action for sustainable development.

## **Module 2: The Design and Implementation of Environmental Policy**

**(12 Lectures)**

Criteria for evaluating environmental policies; Tools of Environmental Policy: Standards, Pigovian taxes/effluent fees, quotas/tradable permits; Choice between taxes and quotas; Environmental Policy: Regulation and Implementation.

## **Module 3: Measuring Benefits of Environmental Improvements**

**(12 Lectures)**

Economic value of Environment: Use and Non-use values; Measurement methods of environmental value: Market based and Non-market based methods; Contingent Valuation Method; Travel Cost Method; Hedonic Price Method.

## **Module 4: Global Environmental Issues**

**(12 Lectures)**

Trade and environment-Overview of trans-boundary environmental problems-Global Warming - Climate Change - Energy Crisis - Challenges of urbanization - International environmental agreements.

### **References:**

1. Barry Field and Martha K Field: Environmental Economics, McGraw Hill International Edition, 2017.
2. Benneer, Lori Snyder, and Cary Coglianesi (2004), Evaluating Environmental Policies, KSG Faculty Research Working Paper Series RWP04-049, USA
3. Charles Kolstad : Environmental Economics, Oxford University Press, New York, 2000.
4. Hanley Nick, Shogren Jason and White Ben: Introduction to Environmental Economics, Oxford University Press, 2001.
5. Mickwitz, Per. (2003). A Framework for Evaluating Environmental Policy Instruments Context and Key Concepts. Evaluation.
6. Smith Stephen: Environmental Economics: A very Short Introduction, 1st Edition, Oxford University Press, New York, 2011.

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XI	CREDIT	MARKS
ECOIEB505	ECONOMICS OF INSURANCE - I	4	100

### Course Objectives

The course is designed to provide an understanding of the fundamentals of insurance. Insurance has a profound impact on the society as it manages, diversifies and absorbs the risk of individuals and organisations. Insurance companies as risk management service providers serve as bulwarks for the development of productive activities fuelling demand, facilitating supply and trade. The important role played by the insurance institutions in mobilizing savings and diverting them for capital formation is well known. In recent years, uncertainties experienced in life have been increasing and this in turn has created demand for insurance. With the opening of the insurance sector to private players, the interest in the subject has increased. The paper on Economics of Insurance attempts to provide a fairly comprehensive view of the subject to the undergraduate students in Economics.

### Course Outcomes

- Identify and define basic terms and concepts of insurance
- Describe the importance of insurance for an individual and the economy
- Understand the concept of risk and its types, and the process of risk management.

### Module 1: Introduction

(12 lectures)

Definition of Insurance, Characteristics of Insurance, Principles of Insurance, Distinction between Assurance and Insurance, Purpose and need of insurance, Functions of Insurance, Classification of Insurance, Limitations of Insurance.

## **Module 2: Risk and Risk Management**

**(12 lectures)**

Concept of Risk, Risk Vs Uncertainty – Loss and chances of loss, Perils, Hazards, Types of Risk, Classification of Pure risk, Elements of insurable risk, Losses and methods of handling pure risk, Asymmetries of information - Adverse selection and Moral hazard in insurance, Risk management process - Risk analysis, Risk control, Risk financing, Risk transfer.

## **Module 3: Recent Trends in Insurance Sector**

**(12 lectures)**

Insurance and economic development, Insurance institutions as financial intermediaries; insurance institution as investment institution; Growth & Performance of Public & Private Insurance Companies in India: Life and Non-Life sector including foreign collaborations; Disinvestment of LIC, Listing of Public & Private Insurance companies in Stock market; Government policies in insurance – Ayushman Bharat Yojna, Pradhan Mantri Suraksha Bima Yojna, Pradhan Mantri Jeevan Jyoti Bima Yojna.

## **Module 4: Reinsurance**

**(12 lectures)**

Definition, Objectives of Reinsurance, Role of Reinsurance, Techniques of Reinsurance. Role of Reinsurer, Role of General Insurance Corporation of India (GIC Re), Issues and challenges in Indian Reinsurance.

### **References:**

1. Dr. PK Gupta (2011), Insurance & Risk Management, Himalaya Publishing House.
2. Dr. MJ Mathew (2005), Insurance Principles & Practice, RBSA Publishers.
3. E. Rejda George, McNamara Michael (2017), Principles of Risk Management & Insurance, Pearson Education.
4. Kishore Kumar Das (2016), Insurance Sector in India: Problems, Possibilities and Prospects, IBP, New Delhi.
5. Meltem Tumay (2009), Asymmetric Information & Adverse Selection in Insurance Markets: The problem of Moral Hazard at [dergipark.org.tr/tr/download/article-file/146009](http://dergipark.org.tr/tr/download/article-file/146009).
6. PK Gupta (2017), Fundamentals of Insurance, Himalaya Publishing House.



## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XI	CREDIT	MARKS
ECOMEAC505	MATHEMATICS FOR ECONOMIC ANALYSIS	4	100

### Course Objectives

This course aims to equip students with mathematical tools, formulae and expressions, which will enhance their capacity to understand and interpret economic theory. The course introduces mathematical techniques commonly used for planning and resource allocation.

### Course Outcomes

- By the completion of the course, students can solve the economic problems by using mathematical techniques.
- The application of these mathematical techniques will help them to analyse the real world problems and to bring out impeccable interpretations in any discipline.

### Module 1: Set Theory, functions and Graphs

(12 Lectures)

A set and its elements- basic set operations- Functions and Graphs- Algebraic and Non- Algebraic; Slope and intercept of a straight line- Economic Applications: Demand and supply functions-Savings-Investment- Consumption function etc.

### Module 2: Derivatives and its Applications

(12 Lectures)

Derivative of function – Rules of differentiation, Partial derivatives - First and Second orders - Total differentiation- Maxima and minima of two or more than two variables.

Applications in Economics: Constrained and unconstrained optimization- Cost minimisation- Profit maximisation- Optimization of utility and production functions using Lagrange Multiplier.

### Module 3: Integration and its Applications

(12 Lectures)

Basic rules of integration – Definite and Indefinite integrals- Area under the curve. Economic applications- Capital formation- Consumer's and Producer's Surplus- Measures of Inequality-Lorenz curve- Gini- coefficient and Pareto distribution.

## Module 4: Matrix Algebra

(12 Lectures)

Meaning and types of Matrices- Matrix Operations (upto  $3 \times 3$  ) Matrix – Addition- Matrix multiplication, Transpose of matrix- Inverse of a Square Matrix- Rank of a matrix- Adjoint of a matrix- Characteristic Roots and Vectors- Simultaneous linear equations- Determinants- Minors and Cofactors- Solution to equations by Cramer’s Rule- Applications in economics: Input -Output model.

### References:

1. Chiang, Alpha (1994). Fundamental Methods of Mathematical Economics. McGraw Hill.
2. Dowling, Edward T (2004): Introduction to Mathematical Economics Schaum’s Outline Series in Economics. Tata McGraw –Hill.
3. Lerner, Joel J and P. Zima (1986). Theory and Problems of Business Mathematics. McGraw Hill.
4. Rosser, Mike (2003). Basic Mathematics for Economists. Routledge, Taylor & Francis Group.
5. Soni, R. S. ( 2009). Essential Business Mathematics & Business Statistics, Ane Books Pvt. Ltd.
6. Sydsaeter, K and P. Hammond (2002). Mathematics for Economic Analysis. Pearson Educational Asia.

### TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XII	CREDIT	MARKS
ECOEMA506	ECONOMY OF MAHARASHTRA-I	3	80

### Course Objectives

This paper provides a detailed account of various sectors of economy of Maharashtra i.e. natural resources, population, agriculture, industry, infrastructure, fiscal policy and human development. These units will introduce the various challenges faced by the economy of Maharashtra and efforts of the Government to tackle them.

### Course Outcomes

- Students get acquainted with all varied sectors of the economy of Maharashtra
- Awareness on challenges to be faced and measures to tackle the challenges

## **Module 1: Introduction to Economy of Maharashtra**

**(12 Lectures)**

Location and administrative divisions- Important features of the economy of Maharashtra- land, forest, climate and rainfall, fisheries and mineral resources-Formation of Maharashtra state- Sanyukt Maharashtra Movement – structural changes in state domestic product since 1991 -Maharashtra's place in India in various economic indicators.

## **Module 2: Demography of Maharashtra**

**(12 Lectures)**

Size and growth rate –Density- Birth rate, Death rate and infant mortality rate - Urban and rural population -Literacy rate - Sex ratio - Migration - Labour force -SC and ST population - Employment Guarantee Scheme (EGS) - Unemployment and poverty

## **Module 3: Agriculture Development in Maharashtra**

**(12 Lectures)**

Significance of agriculture in the economy of Maharashtra - Land utilisation in Maharashtra- Cropping pattern and per hectare yield -Trends in land productivity - Land reforms -Intensity of irrigation - Inequalities in land distribution in Maharashtra - Cooperatives in Maharashtra- Agricultural finance - Food security-Concept of PDS- Buffer stock of food grains- Allocation - Issue of farmers suicide - Agricultural policy in Maharashtra.

## **Module 4: Industrial Sector & Service Sector in Maharashtra**

**(12 Lectures)**

Major manufacturing industries - Important ratios of industrial groups in Maharashtra - Incentives and promotions to various industries in Maharashtra -Industrial policy of Maharashtra 2019 and 2024 -The role of MIDC, SICOM, MSFC, SEZ in industrial development - Foreign Direct Investment (FDI) in Maharashtra since 1991- Role of service sector in the economy of Maharashtra - sector in employment - Banking and finance.

### **References:**

1. JungaleMangala (2008): Maharashtrachi Arthvyavastha (Marathi), Prashant Publications, 17, Stadium Shopping Centre, Opp. State Bank, Jalgaon –age No. 9 to 19.
2. Kurulkar R. P. (1997): Maharashtrachi Arthvyavastha (Marathi), Vidya Prakashan, Ruikar Marg, Nagpur. Page No. 153 to 179.

3. Munagekar Bhalchandra (2003) :The Economy of Maharashtra – Changing Structure and Emerging Issues, Dr. Ambedkar Institute of Social and Economic Change, Mumbai.
4. Patil J. F. (2010) :Suvarna Mahotsavi Maharashtrachi Badalati Arthvyavastha (Marathi), Abhijit Pratap Pawar, Sakal Papers Ltd., 595, Budhwar Peth, Pune-411002Page No. 41 to 57.
5. Pansare Govind (2012) :Maharashtra Arthik Pahani – Paryayi Drushtikon (Marathi), Shramik Pratishthan, Red Plug Bldg., Bindu Chowk, Kolhapur, Page No. 159 to 195.
6. World Bank (2002) India: Maharashtra Reorienting Govt. to Facilitate Growth and Reduce Poverty.

### **TYBA (ECONOMICS) (SEMESTER-V)**

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – XII</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECOHETB506</b>	<b>HISTORY OF ECONOMIC THOUGHT - I</b>	<b>3</b>	<b>80</b>

#### **Course Objectives**

The very purpose of this course is to provide information about the biography and contribution of the most influential economists who influenced the economic fraternity and to whom we are obliged to for shaping up the economic thought process.

#### **Course Outcome:**

- Students will get information about the genesis of Economics and its modern scenario.
- Establish the co-relation of Economics with other subjects.

#### **Module 1: Classical Economics**

**(12 Lectures)**

Mercantilism and Physiocracy: Introduction -Adam Smith: Liberalism -Division of Labour -Theory of Value - David Ricardo: Rent Theory- Wage Theory - Theory of Value- Karl Marx: Surplus Value Materialistic Interpretation of History -Scientific Socialism.

## **Module 2: Neo-Classical Economics**

**(12 Lectures)**

Alfred Marshall : Thought on Value - Representative Firm - Consumer's Surplus - Internal and External Economies-Quasi Rent - Schumpeter: Economic Development And Innovation- Pigou :Welfare Economics.

## **Module 3: Keynesian Ideas**

**(12 Lectures)**

Employment Theory- Money- Wage Rigidity Model- Multiplier and accelerator and their interaction - Trade Cycle - Inflation -Role of Fiscal Policy - Keynesian Economics and Developing Countries.

## **Module 4: Post-Keynesian Economics**

**(12 Lectures)**

Supply Side Economics -Hayek's Theory of Trade Cycle- Life Cycle theory Consumption- Friedman: Theory of Demand for Money - Long-Run Philips Curve - Mankiw's New Keynesian Model - Stagflation.

### **References:**

1. Dasgupta A. K, Epochs of Economic Theory Oxford University Press. New Delhi, 1985.
2. Ernesto Screpanti and Stefano Zamagni, An Outline Of The History Of Economic Thought, OxfordUniversity Press Inc., New York, 5005.
3. Ghosh and Ghosh: Concise History of Economic Thought, Himalaya Publishers.
4. Gide, O. and G. Rist, A History of Economics Doctrine. George Harrop Co. London. 1956.
5. Harry Landreth and David C. Colander, History of Economic Thought, Houghton Mifflin Company Boston Toronto, 2001.
6. Roll, E., A History of Economics Thought. Faber Landon, 1973.

## TYBA (ECONOMICS) (SEMESTER-V)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO -XII	CREDIT	MARKS
ECOIBFC506	INTERNATIONAL BANKING AND FINANCE- I	3	80

### Course Objectives

This syllabus serves as an introduction to the fundamentals of international finance. Various types of exchange rate systems and related developments are incorporated to understand the emergence of contemporary exchange rate systems. The students will make an in-depth study of foreign exchange market and international capital markets.

### Course Outcomes

- Upon completion of the course the students are clear about the fundamentals of International Finance.
- They come across various types of exchange rate systems and related developments and emergence of contemporary exchange rate systems.
- It enable them in-depth study of foreign exchange market and international capital markets
- The course will result in the project work based on empirical case studies suggestive- examples: foreign exchange arithmetic, direct, indirect and cross rate and percentage spread.

### Module 1: Fundamentals of International Finance

(12 Lectures)

Meaning and scope of international Finance - Balance of payments: structure and components- Convertibility of currency- International Monetary system- Gold Standard - Bretton Woods System - failure of Bretton Woods- Smithsonian agreement- Special Drawing Rights- European Monetary system.

### Module 2: contemporary Exchange Rate Systems

(12 Lectures)

Current exchange rate system- Fixed exchange rate - Flexible exchange rate - Merits and Demerits of fixed and flexible exchange rate - Types of fixed exchange rates hard pegs and soft pegs-Types of flexible exchange rate managed float and free float- Exchange rate determination under fixed and flexible exchange rate system.

### **Module 3: Foreign Exchange Market**

**(12 Lectures)**

Meaning and nature of foreign exchange market-Participants in foreign exchange market- Retail and wholesale components of forex market - Role of FEDAI, FEMA and regulatory framework- Foreign exchange arithmetic - Exchange rate quotation-direct, indirect and cross rate - Percentage spread.

### **Module 4: International Capital Markets**

**(12 Lectures)**

Euro currency market-origin and reasons of growth- Euro currency deposits-loan bonds and notes markets- International equity market- depositary receipt-ADR, GDR and IDR- characteristics and mechanism of depositary receipts-International bond market- domestic bonds and foreign currency bonds FCCB & FCEB.

### **References:**

1. Cheol S. Eun ET. AL. International Finance (2012), McGraw Hill India.
2. Rajiv Srivastava, International Finance (2014) Oxford University Press, India.
3. S. AshokKumar, Global financial and Indian economy, New Century Publications, New Delhi.
4. Salvatore, Dominick, International Economics, 2008, 3<sup>rd</sup> edition, Wiley India.
5. Sodersten, Bo and Geoffery Reed, International Economics, 2006, 3<sup>rd</sup> edition.
6. V.A. Avadhani, International Finance, (2009), Himalaya Publishing House.

**COURSE STRUCTURE**  
**(APPLICABLE FROM ACADEMIC YEAR: 2021-22)**  
**TYBA (SEMESTER –VI)**

<b>COURSE CODE</b>		<b>REVISED PAPER</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>GROUP - I : CORE PAPERS</b>				
<b>ECOAME601</b>	<b>XIII</b>	<b>ADVANCED MACROECONOMICS – III</b>	<b>4</b>	<b>100</b>
<b>ECOIE602</b>	<b>VIV</b>	<b>INTERNATIONAL ECONOMICS</b>	<b>4</b>	<b>100</b>
<b>GROUP-II :ELECTIVE PAPERS</b>				
<b>ECOIFSA603</b>	<b>XV</b>	<b>INDIAN FINANIAL SYSTEM-II</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOACB603</b>	<b>XV</b>	<b>ECONOMICS OF AGRICULTURE AND CO - OPERATION – II</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOILC603</b>	<b>XV</b>	<b>INDUSTRIAL AND LABOUR ECONOMICS – II</b>	<b>3</b>	<b>80</b>
<b>ECORMA604</b>	<b>XVI</b>	<b>RESEARCH METHODOLOGY - II</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOQEB604</b>	<b>XVI</b>	<b>QUANTITATIVE ECONOMICS - II</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECORDC604</b>	<b>XVI</b>	<b>RURAL DEVLOPMENT</b>	<b>4</b>	<b>100</b>
<b>ECOEEA605</b>	<b>XVII</b>	<b>ENVIRONMENTAL ECONOMICS - II</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOEIB605</b>	<b>XVII</b>	<b>ECONOMICS OF INSURANCE - II</b>	<b>4</b>	<b>100</b>
<b>OR</b>				
<b>ECOBEC505</b>	<b>XVII</b>	<b>BASIC ECONOMETRICS</b>	<b>4</b>	<b>100</b>
<b>ECOEMA606</b>	<b>XVIII</b>	<b>ECONOMY OF MAHARASHTRA –II</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOHETB606</b>	<b>XVIII</b>	<b>HISTORY OF ECONOMIC THOUGHTS – II</b>	<b>3</b>	<b>80</b>
<b>OR</b>				
<b>ECOIBFC606</b>	<b>XVIII</b>	<b>INTERNATIONAL BANKING AND FINANCE – II</b>	<b>3</b>	<b>80</b>



## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-I : CORE PAPER PAPER NO –XIII	CREDIT	MARKS
ECOAME601	ADVANCED MACROECONOMICS - III	4	100

### Course Objectives

This course introduces the students to formal modeling of a macro economic theory with analytical tools. Since students have been taught Keynesian Synthesis, this course focuses on four aspects which are the study of Post Keynesian Synthesis, Trade Cycles, Exchange Rate Regimes and International Monetary System.

### Course Outcomes

- To make students aware about Post Keynesian Synthesis and understand various aspects of Trade Cycles.
- Students will be able to describe the contemporary Exchange Rate Regimes and International Monetary System.

### Module 1: Post Keynesian Synthesis

(14 Lectures)

Derivation of Aggregate Demand Curve with IS-LM - Aggregate Supply Curve - Determination of Equilibrium National Income and Price Level under Aggregate Demand and Aggregate Supply Model - Extension of IS-LM Model with Labour Market and Flexible Prices - Natural Rate of Unemployment- Long run Philips Curve - Friedman's Expectation Model - Tobin's Modified Philips Curve - Adaptive Expectations and Rational Expectations.

### Module 2: Trade Cycles

(12 Lectures)

Meaning- Nature- Features and Types of Trade Cycles - Phases of Trade Cycles - Theories of Trade Cycles- Hawtrey's, Kaldor, Paul Samuelson and Hicks - Measures to Control Trade Cycles.

### **Module 3: Exchange Rate Regimes and Currency Crises**

**(12 Lectures )**

Managed Exchange Rate- Advantage and Disadvantage - Policy of Managed Flexibility-Adjustable Peg System, Crawling Peg System, Managed Floating System, Clean and Dirty Float System - Balance of Payment and Exchange Rate - Is Balance of Payments Always in Balance? – Convertibility of Currency- Currency Crisis-Causes, Impact and Measures.

### **Module 4: International Monetary System**

**(12 Lectures)**

Rise and Fall of International Gold Standard - Bretton Woods System- Breakdown of the Bretton Woods System - Monetary System after the Collapse of Bretton Woods System - Maastricht Treaty, Features, Effects and Importance of Euro- Currency Market - Causes and Consequences of Global Economic Crisis - Impact of Global Recession on the Indian Economy - Asia Infrastructure Investment Bank (AIIB) - New Development Bank (NDB): Asian Development Bank (ADB).

#### **References:**

1. Blanchard, Oliver (2008), Macroeconomics, Pearson education, New Delhi, India.
2. Dornbusch, Fisher and Startz (2018): Macroeconomics, McGraw Hill Education (India) Pvt. Ltd.
3. Mankiw N Gregory (2003), Macroeconomics, 6" edition, Worth Publishers, New York.
4. Patil J. F (2005, Marathi Edition), Macroeconomic Analysis, Phadke Prakashan, Kolhapur.
5. Rana K. C. & Verma K.N (2017), International Economics, Vishal Publishing CO. Jalandhar.
6. Salvatore D. (1997), International Economics, Printice Hall, New York.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-I : CORE PAPER PAPER NO – XIV	CREDIT	MARKS
ECOIE602	INTERNATIONAL ECONOMICS	4	100

### Course Objectives

The course is designed to provide a general understanding of the fundamentals of International Trade Theories along with the balance of payment concepts, crisis and various policy measures to correct the same. It also provides overview of the working of foreign exchange market, determination of exchange rate and different terms related with the foreign exchange market. The course introduces the main features of the international economic institutions and enables them to critically understand role and functions of those institutions.

### Course Outcomes

- Students will be able to understand the trade theories and determinants of trade which helps them to analyze the international trade policies.
- Students will be able to understand the role of various international institutions and trade blocks and their approaches in framing the policies for trade.

### Module 1: Introduction to Trade Theories

(12 Lectures)

Meaning, scope and importance of International Trade- Difference between Internal and International Trade - Adam Smith's Theory of International Trade - Ricardian theory of comparative cost difference Heckscher- Ohlin Theory-Leontief's Paradox- Krugman's Model

### Module 2: Balance of Trade and Balance of Payment

(12 Lectures)

Concepts of Terms of Trade(Net barter, Gross barter and Income terms of trade)-Meaning and difference between Balance of Trade (BOT) and Balance of Payment (BOP)-Purchasing Power Parity theory, Law of Reciprocal Demand-Marshall-Edgeworth Offer curves, Gains from trade-Case for and against Free Trade and Protection policy

### **Module 3: Foreign Exchange Market**

**(12 Lectures)**

Meaning and Functions of Foreign Exchange Market-Exchange rate determination, Factors influencing foreign exchange rate-Managed Flexibility-SWAP Market, Components of foreign exchange reserves  
Foreign Aid Vs Foreign Trade, FDI and MNCs

### **Module 4: International Economic Institutions and Economic Integration**

**(12 Lectures)**

IMF, World Bank - Role and functions-WTO-Objectives, Functions and Agreements with respect to TRIPS, TRIMS, GATS, AoA - Forms and objectives of Economic Integration-Cartels-Trade Blocs, ASEAN- European Union (EU)- NAFTA and SAARC.

### **References:**

1. Appleyard Dennis and Alfred j Field, Jr, International Economics, 2001, 4<sup>th</sup> Edition, Tata McGraw-Hill Education Private Limited.
2. Cherunilam Francis, International Economics, 2009, 5<sup>th</sup> Edition, Tata McGraw-Hill Education Private Limited, New Delhi.
3. Krugman R Paul, Maurice Obstfeld, International Economics Theory and Policy, 2009, 8<sup>th</sup> Edition, Pearson.
4. Melitz M. and Trefler D., Gains from Trade When Firms Matter, Journal of Economic Perspectives, Spring 2012.
5. Salvatore, Dominick, International Economics, 2008, 8<sup>th</sup> Edition, Wiley India.
6. Sodersten, Bo and Geoffery Reed, International Economics, 2006, 3<sup>rd</sup> Edition.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XV	CREDIT	MARKS
ECOIFSA603	INDIAN FINANCIAL SYSTEM-II	3	80

### Course Objectives

The paper is framed to provide information on various financial markets including the participants, regulators of the respective markets and role of intermediaries. The syllabus also provides students with an overview of the features of the markets in India and the reforms that have been carried out in them over a period of time. Certain topics have been also incorporated to facilitate the students with practical exposure to the functioning of these markets and they indicate potential topics for case studies and taking up small research projects.

### Course outcomes

- Focuses on features and functioning of financial markets as well as reforms therein.
- Empowers students about the evolution and significance of financial services, overview of new products and practices in the provision of financial services.
- Project work based on empirical case studies involving data analysis; suggestive examples: equity research, derivative pricing, analysis of financial performance of corporates, study of capital structure of corporates, mapping the trends in stock market indices, CIBIL score & lending practices of banks.

### Module 1: Money Market and Debt Market

(12 Lectures)

Money market: meaning and functions- Structure of money market in India (dichotomous & heterogeneous) - Participants and instruments in Indian money market- Features of Indian money market- Reforms in Indian money market - Role of the RBI.

Debt market: meaning & functions - Segments in debt market- Participants & instruments in debt market- Role of intermediaries and the government in debt market - Recent trends in India's debt market.

## **Module 2: Capital market**

**(12 Lectures)**

Capital market: meaning, role and factors affecting growth of capital market - Structure of capital market- New issues or primary market: features, participants & intermediaries - Overview of issue mechanisms or methods of raising primary issues- Reforms in primary segment of Indian capital market & role of the SEBI.

Secondary market: features, participants & intermediaries - Listing of securities: types, advantages, requisites of listing - Basic mechanism of trading in securities - DEMAT- introduction to major stock exchanges in India: BSE, NSE and OTCEI- Reforms in secondary segment of Indian capital market.

## **Module 3: Derivatives Market**

**(12 Lectures)**

Derivatives: Need and significance - Participants in derivative markets- Types of derivatives (a. based on the underlying entity- financial, commodity, foreign currency, credit & interest rates and b. based on instruments- forwards, futures, options, swaps) - Pricing of derivatives: futures pricing, cost-of-carry model, options pricing -Derivative markets in India: evolution & growth, NCDEX, MCX, regulation of derivatives trading in India.

## **Module 4: Financial Services in India**

**(12 Lectures)**

Insurance: meaning, types, evolution and growth, E-portal for insurance policies, IRDA and PFRDA- Mutual Funds: meaning, composition, advantages, types of schemes-Evolution & growth, AMFI- Merchant banking: Evolution & growth, scope and recent developments in India - Credit rating: meaning, role and significance, agencies- depository services.

### **References:**

1. Bhole, L. M. (2008): Financial Institutions and Markets, Growth and Innovation, Tata McGraw-Hill, New Delhi.
2. Khan, M.Y. (2007): Financial Services, Tata McGraw Hill, New Delhi.
3. M.Y. Khan, Indian Financial System
4. Pathak, Bharati (2008): The Indian Financial System –Markets, Institutions, and Services, (2nd Edition), Pearson Education, New Delhi.
5. Rajesh Kothari, Financial Services in India: Concept and Application
6. Vasant Desai, Indian Financial system.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XV	CREDIT	MARKS
ECOACB603	ECONOMICS OF AGRICULTURE AND CO-OPERATION-II	3	80

### Course Objectives

The paper is designed to provide various aspects related to the Principles of cooperation and cooperative organizations in the globalized economy. The essentials of cooperative finance are dealt in with reference to the latest trends. The cooperative movement has a long history of more than hundred years. Indian Cooperatives Structure is one of the largest networks in the world. Under this backdrop the student should study the principles and role of cooperation in the modern era.

### Course Outcomes

- Students can understand the basic Principles of Cooperation, Globalization and Cooperation.
- Provides information about co-operative Movement in India and its performance and role in rural development.
- Students get introduced to the problems and measures of agro industries and Cooperative farming and Leadership in cooperative development.

### Module 1: Co-operation

(12 Lectures)

Meaning and features of Co-operation- Principles of Co-operation (Manchester-1995) - Role of Co-operation in Economic development - Globalization and Co-operation-Importance and Benefits of Co-operation - Co-operative Movement in foreign Countries - Consumer Cooperative Movement in U.K- Agricultural Cooperative Movement in Israel.

### Module 2: Co-operative Finance in India

(12 Lectures)

Co-Operative Finance: Need, Structure. Progress and Problems - National Co-operative Development Corporation (NCDC) - Farmers service societies - Urban Co-operative banks,

**Module 3: Agricultural Co-operatives****(12 Lectures)**

Role and Types of Agro-Industries - Problems and Measures of Agro-Industries - Sugar and Dairy Co-operatives - Food and Fruits Processing Industry - Co-Operative Farming.

**Module 4: Co-operative Organizations in India****(12 Lectures)**

Consumer Co-operatives - Co-operative Marketing - NAFED - Housing Co-operative societies Labour Co-operative societies - Leadership in Cooperative development - Concept of Co-Operatives Audit.

**References:**

1. Bedi R. D. (2001), Theory, History and Practice of Co-Operation, International Publishing House, Meerut (U.P.).
2. Government of Maharashtra - Co-operative movement at a Glance (latest annual report).
3. Hajela T.N, (2000), principles, problem and practice of Co-operation, Agarwal Publication, New Delhi.
4. Mathur B. S, (2000), Co-Operation in India, Sahitya Bhavan, Agra.
5. Matthai John, (1996), Agricultural Co-Operation in India, Reliance Publishing House, New Delhi.
6. Swami Krishna, (1985), Fundamentals of Co-Operation, S. Chand and Company Ltd, New Delhi.

**TYBA (ECONOMICS) (SEMESTER-VI)**

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – XV</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECOILC603</b>	<b>INDUSTRIAL AND LABOUR ECONOMICS-I</b>	<b>3</b>	<b>80</b>

**Course Objectives**

Issues pertaining to the labour market, wage policy, trade unions and amicable solutions to industrial disputes have become vital for developing countries, especially for India, where the bulk of the labour force is employed in the unorganised sector, and the organized sector is witnessing a phenomenon of



jobless' growth. This paper intends to provide knowledge of the same and also discusses the importance of labour welfare and social security measures for the growing labour force in India.

### **Course outcomes**

- Learners become aware about different problems and policies of labour.
- Learners will get intoned about trade unions and industrial relation in contemporary world.
- Learned will know the different policies of labour welfare.

### **Module 1: Introduction - Indian Labour Market (12 Lectures)**

Characteristics of the Indian Labour Market, Child Labour and Women Labour -Problems and Measures, Labour Market Reforms - Exit Policy and Need for Safety Nets, Second National Commission on Labour, Globalization and its impact on Indian Labours.

### **Module 2: Trade Unionism (12 Lectures)**

Definition and Functions of Trade Unions, Historical Evolution of Trade Unions in India and their Present Status- Problems of Trade Unions in India- Role of Outside Leadership- International Labour Organization.

### **Module 3: Industrial Relations (12 Lectures)**

Causes of Industrial Disputes and Their Settlement Mechanism- Collective Bargaining - Concept, Features - Importance and Pre-requisites for Successful Collective Bargaining - Collective Bargaining in India -Workers' Participation in Management- Concept, Objectives and Forms of Workers'Participation in India -Working Conditions and life style of Indian workers.

### **Module 4: Labour Welfare and Social Security (12 Lectures)**

Concept -Theories and Principles of Labour Welfare- Agencies for Labour Welfare, Role of the Labour Welfare Officer - Social Security-Concept; Social Assistance and Social Insurance – Social Security Measures in India - Indian Labour Legislations.

## References:

1. Agrawal A.N. (2011), Indian Economy, New Age International Publishers, New Delhi.
2. CO Monappa A, (2006), Industrial Relations, Tata McGraw Hill Publishing Company Ltd, New Delhi.
3. Datt R. and Sundaram K.P.M. (2009), Indian Economy, S.Chand & Co., New Delhi.
4. Mamoria C.B. and Mamoria S. (2002), Dynamics of Industrial Relations, Himalaya Publishing House, Mumbai.
5. U. Mishra S.K. and Puri V.K.(2008), Indian Economy, Himalaya Publishing House, Mumbai.
6. U. Ratna Sen, Industrial Relations in India - Shifting Paradigms (2005), Macmillan, New Delhi.

### TYBA (ECONOMICS) (SEMESTER-VI)

<b>COURSE CODE</b>	<b>GROUP-II : ELECTIVE PAPER PAPER NO – XVI</b>	<b>CREDIT</b>	<b>MARKS</b>
<b>ECORMA604</b>	<b>RESEARCH METHODOLOGY - II</b>	<b>4</b>	<b>100</b>

### Course Objectives

This paper has various objectives, like to enable students in understanding application of statistics in research, to prepare learners to realize about various analytical tools and methods in research, to orient the students to know index numbers, hypothesis formulations and testing and to make student understand about the research report writing.

### Course Outcomes

- The learners get assimilated to the research culture in Economics through application of Statistics.
- The learners will understand the concept of index number with its use and applications.
- The course will help in formulation of hypotheses and its testing in social science research.
- The students will understand the writing of social science research reports with its various types, organization and styles.

## **Module 1: Application of Statistics in Research**

**(10 Lectures)**

Methods of studying correlation- measurement of simple correlation: graphic method- Scatter diagram- Coefficient of correlation- Karl Pearson and rank correlation- Interpretation of  $r = +1$ . Linear regression analysis: Meaning, regression lines, regression equation, regression equation relationship between correlation and regression- Analysis of time series- Components- Trend analysis- Moving averages (3, 4 and 5 Yearly) - Method of least square.

## **Module 2: Index Number:**

**(14 Lectures)**

Meaning and classification of index number - Problems encountered while constructing index numbers- Uses and limitation of index numbers - Methods of constructing index numbers: Simple index: i) Aggregate method ii) Simple average of Relative method - Weighted index: Laspeyres's, Paache's, Fisher's and Marshall- Edgeworth - Base shifting - Deflating and Cost of living index number: Weighted average of Relative method - Aggregate Expenditure method- Chain based index - Concepts of base shifting, splicing, and deflating - Consumer price index- Meaning, need and construction.

## **Module 3: Hypothesis Formulation and Testing**

**(10 Lectures)**

Definition and functions of Hypothesis - Criteria of workable Hypothesis - Forms and sources of hypothesis- Concepts in testing of hypothesis: Universe / Population parameter and sample statistics- Types of hypotheses: Null and Alternative Hypotheses-Levels of significance-Critical region -Type I and Type II Errors -Student t- test.

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

**(14 Lectures)**

Types of research reports: Technical, Popular, Interim, Summary, Article- Format of a research report- Principles of writing the research report: Organization and style - Contents- Styles of reporting- Steps in drafting reports- Editing the final draft-Evaluating the final draft -Organization of the research report: Preliminaries, Contents of report, Structuring the report: Chapter format- Pagination- Identification- Using quotations, Presenting footnotes- Abbreviations- Presentation of tables and figures- Referencing documentation-Use and format of appendices- Indexing - Bibliography, Appendices.

## References:

1. Allen, T. Harrell (1978), New methods in social science research, Praeges Publishes, New York
2. Bhandarkar P.L.,(1994), Samajik Sanshodhan Padhati, Himalaya Publication, New Delhi, (Marathi)
3. Ghosh, B.N, (1992). Scientific methods and social research, Sterling publishers Pvt. Ltd, New Delhi.
4. Gupta S. P, (1987), Statistical methods, Sultan Chand and Sons, New Delhi
5. Kothari R.C. (2008), Research methodology, methods and techniques, New Age International Publishers, 2<sup>nd</sup> revised edition, New Delhi.
6. Krishnaswamy O.R. (1993), Methodology of research in social sciences, Himalaya Publishing House, Mumbai

### TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVI	CREDIT	MARKS
ECOQE604	QUANTITATIVE ECONOMICS – II	4	100

## Course Objectives

This paper proposes to equip the students with the idea of derivatives and integration along with its application in economic theory. The aim is to empower students with quantitative techniques such as correlation, regression and time-series, which will aid in for data analysis.

## Course Outcomes

- Upon the completion of course students will be able to apply the techniques of derivatives and integration to economic theory
- Students can handle time series data and interpret the results.

## Module 1: Techniques and applications of partial derivatives

(12 Lectures)

Functions of several variables and partial derivatives - Second order partial derivatives - Optimization of multivariable functions-Constrained optimization with Lagrange multiplier and its economic

interpretation -Marginal productivity, Income and cross price elasticity of demand - Homogeneous production functions and returns to scale - Cobb- Douglas production function

## **Module 2: Integral Calculus**

**(12 Lectures)**

Integration and Definite integral; area under the curve - Economic applications - Present value of cash flows (present value of a sum to be received in future and present value of a stream of future income) - Consumer's and Producer's Surplus.

## **Module 3: Correlation and Regression Analysis**

**(12 Lectures)**

The meaning and significance of Correlation; Scatter plot of Bivariate Distributions; Correlation and Causation - Karl Pearson's coefficient of correlation: Spearman's rank correlation coefficient - Simple regression analysis- Method of Least Squares and Regression Lines, Regression Coefficients, Relationship between correlation coefficients and regression coefficients, Estimation and forecasting of trend by the Least Squares Method.

## **Module 4: Index Numbers and Sampling Methods**

**(12 Lectures)**

Simple and composite index numbers- Construction, uses and problems of index numbers- Laspeyre's, Paasche's and Fisher's Index numbers- Cost of living index numbers-real income - wholesale price index number- Splicing of index numbers, Sampling -Principal steps in a sample survey, methods of sampling, the role of sampling theory.

## **References:**

1. Chiang A.C (1984). Fundamental Methods of Mathematical Economics, 3rd ed., McGraw-Hill.
2. Dowling Edward T. (1993). Theory and Problems of Mathematical methods for Business and Economics. McGraw - Hill.
3. Dowling Edward T. (2004). Introduction to Mathematical Economics Schaum's Outline Series in Economics, Tata McGraw Hill.
4. Gupta S.P. (2014). Statistical Methods, S. Chand publishing.
5. Lerner Joel J and P. Zima (1986). Theory and Problems of Business Mathematics. McGraw Hill.
6. Sancheti D.C. and V.K. Kapoor (2014). Statistics-Theory Methods and Applications, S. Chand.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVI	CREDIT	MARKS
ECORDC604	RURAL DEVELOPMENT	4	100

### Course Objectives

This course would be helpful to understand the various types of relationships in rural areas. The learners will understand the basic issues in rural development. The course sheds light on a range of new developments and a host of issues studied by generations of rural area experts. The course is constructed from the point of view of rural development arrangements.

### Course Outcomes

- On the completion of the course, the students will be able to understand the basic concept of rural development.
- Learners will also be understanding objectives and importance of rural development.
- Learners will have good understanding of problems in relation to rural development.
- Learners will come to know what rural development programmes have been initiated by the government to overcome the problems of rural development.

### Module 1: Rural Development: Introductory Aspects

(12 Lectures)

Concept, Nature and Scope of Rural Development, Characteristics of the Rural Economy, Objectives and Importance of Rural Development, The problems of Rural Development in India

### Module 2: Approaches to Rural Development

(12 Lectures)

Gandhian Approach, Rural Reconstruction Approach, Community Development Approach, Sectoral Approach, Participatory Approach, Area-Specific and Target Group Oriented Approach, Integrated Rural Development and Economic Development with Social Justice Approach

### **Module 3: Diversification of Rural Economy**

**(12 Lectures)**

Livestock economics, Dairy Development, Social Forestry, Agro-Based Industries: Problems & Remedial Measures, Role of KVIC in Rural Development, Recent Development of Science & Technology in Rural Development.

### **Module 4: Rural Empowerment Programmes**

**(12 Lectures)**

An Overview of Rural Development Programmes, Provisions of Urban Amenities in Rural Area (PURA), Rural Employment: Mahatma Gandhi National Rural Employment Guarantee Act-2005 (MGNREGA), Rural Livelihoods: Deendayal Antyodaya Yojana - National Rural Livelihoods Mission (DAY-NRLM), National Social Assistance Programme (NSAP), Microfinance and Self-help Groups

### **References:**

1. Thomas William and A.J. Christopher (2011), Rural Development: Concept and Recent Approaches, Rawat Publication, Jaipur.
2. Annual Report 2019-20, 2018-19 & State performance report-2018-19 and Action plan 2019-20, Volume-I, Ministry of Rural Development, Department of Animal Husbandary & Dairying, Government of India, New Delhi.
3. Datt & Sundharam (2012), Indian Economy, S. Chand & Company LTD. Mumbai.
4. Desai Vasant (2012), Rural Development in India, Himalaya Publishing House, Mumbai.
5. Dr. I. Satya Sundaram (2002), Rural Development, Himalaya Publishing House, Mumbai. Page No. 3 to 24
6. Eleventh Five Year Plan 2007-12, Planning Commission, Government of India, New Delhi.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVII	CREDIT	MARKS
<b>ECOEEA605</b>	<b>ENVIRONMENTAL ECONOMICS - II</b>	<b>4</b>	<b>100</b>

### Course Objectives

This paper introduces vital aspects related to environmental degradation and advocates the need for environmental accounting. The paper also focuses on the attainment of SDGs

### Course Outcomes

- Students are empowered about the environmental challenges and the need for environmental accounting
- Develop understanding on the policy measures to attain SDGs.

### Module1: Environmental Degradation

(12 Lectures)

Concept and types of Environmental Degradation; Renewable and Non-renewable natural resources: Land, Air, Water and Noise Pollution: Causes, effects and measures.

### Module 2: Environmental Accounting

(12 Lectures)

Accounting for environmental and natural resources: Meaning and importance; System of Environmental-Economic Accounting (SEEA) and Environmental and Natural Resources Accounting (ENRA); Integration of Environmental Accounts with System of National Accounts: Green GDP; Concept of Green Growth and its Indicators; Concepts of Green Consumer and Green Business.

### Module 3: Sustainable Development and India

(12 Lectures)

Concept of Sustainable Development; Characteristics and dimensions of Sustainable Development; Sustainable Development Goals and Measures with special reference to India; Smart Cities Mission in India; National Mission For Sustainable Agriculture (NMSA): Objectives, strategy and components.



## Module 4: Environmental Policy in India

(12 Lectures)

Overview of laws to improve the environment in India; Central pollution Control Board; Industrial Pollution Control Measures in India; Pradhan Mantri Ujjwala Yojana (PMUY); National Green Tribunal.; Environmental Education in India.

### References:

1. Barry Field and Martha k Field: Environmental Economics, McGraw Hill International Edition, 2017.
2. Bhattacharya R.N. (Ed) (2001), Environmental Economics: An Indian Perspective, Oxford University Press, New Delhi.
3. Charles Kolstad : Environmental Economics, Oxford University Press, New York, 2000.
4. Hanley Nick, Shogren Jason and White Ben: Introduction to Environmental Economics, Oxford University Press, 2001.
5. Kaltschmitt, Martin, Streicher, Wolfgang, Wiese, Andreas, Renewable Energy: Technology, Economics and Environment, Springer, Germany, 2007.
6. V.S. Ganesamurthy: Environmental Economics in India, New Century Publications, New Delhi, 2009.

### TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVII	CREDIT	MARKS
ECOIEB605	ECONOMICS OF INSURANCE - II	4	100

### Course Objectives

The course is designed to provide an understanding of the fundamentals of insurance. Insurance has a profound impact on the society as it manages, diversifies and absorbs the risk of individuals and organizations. Insurance companies as risk management service providers serve as bulwarks for the development of productive activities fuelling demand, facilitating supply and trade. The important role played by the insurance institutions in mobilizing savings and diverting them for capital formation is well known. In recent years, uncertainties experienced in life have been increasing and this in turn has created demand for insurance. With the opening of the insurance sector to private players, the interest in the

subject has increased. The paper on Economics of Insurance attempts to provide a fairly comprehensive view of the subject to the undergraduate students in Economics.

### **Course Outcomes:**

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

- Identify and define basic terms and concepts of life, health & general insurance
- Assess the role of Insurance Sector regulator
- Understand risk classification, underwriting & premium calculation associated with insurance sector

### **Module 1: Introduction to Life Insurance**

**(12 lectures)**

Meaning and Definition, Features of Life Insurance, Benefits of Life Insurance - Method of risk classification in Life Insurance - Treatment of Sub-standard risk in Life Insurance - Types of life insurance policies -Term insurance plan, Endowment policy - ULIP plan - Retirement plan - Calculation of net Premium - Calculation of single premium for one year term insurance policy - Calculation of single premium for five year term policy - Calculation of single premium for pure endowment insurance policy and calculation of single premium for ordinary endowment policy.

### **Module 2: Fundamentals of Life, General and Health Insurance**

**(12 lectures)**

Functions of Health & General Insurance - Underwriting process and methods: Definition - Objectives and Principles of Underwriting - Life insurance; Group Insurance: Meaning - Importance-Types of Group Insurance schemes.

### **Module 3: IRDAI & Rural Insurance**

**(12 lectures)**

The Insurance Act, 1938 (as amended)-The Insurance Regulatory and Development Authority Act, 1999 (as amended) -The Regulatory Body- IRDAI duties- functions-powers and role- Rural Insurance: Need and potential of rural insurance - IRDAI provisions on obligations of insurers to rural and social sector- Need and significance of Micro Insurance.

## Module 4: Information Technology & Marketing in Insurance

(12 lectures)

Need for Information technology-Technologies for Insurance (Artificial Intelligence and Machine Learning)- IT application in functional areas - Marketing of Insurance products - Critical success factors for insurance players - Distribution channels - Marketing strategies of insurance players in India.

### References:

1. Dr. MJ Mathew (2005), Insurance Principles & Practice, RBSA Publishers.
2. Dr. PK Gupta (2011), Insurance & Risk Management, Himalaya Publishing House.
3. Mahipal Naresh (2017), Insurance Laws, Central Law Publications.
4. Patukale Kshitij (2016), Mediclaim & Health Insurance, Prabhat Prakashan.
5. PK Gupta (2017), Fundamentals of Insurance, Himalaya Publishing House.
6. Zweifel Peter and Roland Eisen (2012), Insurance Economics, Springer Publication.

### TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVII	CREDIT	MARKS
ECOBEC505	BASIC ECONOMETRICS	4	100

### Course Objectives

The objective of this course is to impart a basic understanding of econometrics. At the same time, it will enhance the student's ability to apply the theoretical techniques to solve the problems of the real world.

### Course Outcomes

By the completion of this course student will be able to do

- Testing of hypothesis and interpret the results in research.
- Regression analysis and interpret the results of the same in any discipline.
- Applications of relevant techniques for empirical problems in any discipline.

## **Module 1: Idea of a random variable & Probability Distribution**

**(12 lectures)**

Concept of a random variable: Expected values of a random variable - Variance of a random variable – Types of distributions: Bernoulli, Binomial and Poisson, normal distribution. Conditional probability- Conditional mean and variance – Covariance and Correlation -Central limit theorem (without proof).

## **Module 2: Elements of Hypothesis Testing**

**(12 lectures)**

Point and interval estimation - The Z distribution - The Null and Alternate hypotheses and significance testing for mean using Z distribution when population variance is known-The chi-square distribution and testing for sample variance with known population variance - The F distribution and comparing sample variances - The t distribution and hypothesis tests when population variance is unknown.

## **Module 3: Classical Linear Regression Model: Two Variable Case**

**(12 lectures)**

Two variable regression model-The concept of the PRF-Classical assumptions of regression - Derivation of the OLS estimators and their variance - Properties of OLS estimators under classical assumptions, Gauss-Markov Theorem (without proof) – Tests of Hypothesis, confidence intervals for OLS estimators - Measures of goodness of fit: R square and its limitations, adjusted R square and its Limitations.

## **Module 4: Violation of Classical Assumptions and Specification Analysis**

**(12 lectures)**

Multi-collinearity and its implications - Auto-correlation: Consequences and Durbin- Watson test- Heteroskedasticity: Consequences and the Goldfeld -Quandt test - Omission of a relevant variable - Inclusion of irrelevant variable.

### **References:**

1. Damodar Gujarati (2011). *Econometrics by Example*. Palgrave Macmillan.
2. Damodar N., Gujarati (2003). *Basic Econometrics*. McGraw-Hill.
3. Hatekar N. (2010). *Principles of Econometrics: An Introduction*. Sage publications.
4. Jeffrey M. Wooldridge (2009). *Econometrics*, Cengage Learning.
5. Murray R. Spiegel (1998). *Schaum's Outline of Theory and Problems of Statistics*. McGraw- Hill.
6. Stock J. Watson (2003) *Introduction to Econometrics*. Prentice Hall.

## TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVIII	CREDIT	MARKS
ECOEMA606	ECONOMY OF MAHARASHTRA-II	3	80

### Course Objectives

This paper enables the students to get awareness on the infrastructural aspects and policy related issues. The paper also throws light on the regional imbalances within the state.

### Course Outcomes

- Provides deep understanding on the infrastructural and imbalances confronting the state.
- Throws light on the skills needed to tackle such issues

### Module 1: Infrastructure in the Economy of Maharashtra

(12 Lectures)

Importance of infrastructure in economic development -Types of infrastructure: 1. Economic infrastructure; Energy, Transport & Communication - Sources of energy -Power generation - Existing Capacity - Power crises -Development of roads - Rail transport- Water transport- Civil aviation- Irrigation projects - Communication Network 2. Social Infrastructure: Health and education facilities in Maharashtra.

### Module 2: Fiscal Policy of Maharashtra

(12 Lectures)

State Finance Commission, budget of state Government - Revenue Expenditure - Development and non development expenditure- Capital Expenditure- Development and non development expenditure - Trends in state Government expenditure Share in Central Government tax revenue -Taxes collected by state Government- Sources of non-tax revenue- Capital revenue sources- Trends in state Government revenue

### **Module 3: Regional Imbalance in Maharashtra State**

**(12 Lectures)**

Meaning of regional imbalance -Nature of regional imbalances in Maharashtra - Causes of Regional Imbalance in Maharashtra - Problems Creates by Regional Imbalance in Maharashtra -Policy measures by State Government of Maharashtra for Regional Development.

### **Module 4: Human Development in Maharashtra**

**(12 Lectures)**

Concept and importance - Comparison of HDI with other states in India - Region-wise HDI - Indicators of HDI - District-wise HDI in Maharashtra - Present situation and problems of weaker section in Maharashtra - Schemes of empowerment of weaker section in Maharashtra - Women empowerment in Maharashtra.

### **References:**

1. Government of Maharashtra: Economic Survey of Maharashtra, Various Issues.
2. Jungale Mangala (2008): Maharashtrachi Arthvyavastha (Marathi), Prashant Publications, 17, Stadium Shopping Centre, Opp. State Bank, Jalgaon -age No. 9 to 19.
3. Munagekar Bhalchandra (2003): The Economy of Maharashtra - Changing Structure and Emerging Issues, Dr. Ambedkar Institute of Social and Economic Change, Mumbai.
4. Pansare Govind (2012) :Maharashtra Arthik Pahani — Paryayi Drushtikon (Marathi), Shramik Pratishthan, Red Plug Bldg., Bindu Chowk, Kolhapur, Page No.159 to 195.
5. Patil J. F. (2010): Suvarna Mahotsavi Maharashtrachi Badalati Arthvyavastha yio)) (Marathi), Abhijit Pratap Pawar, Sakal Papers Ltd., 595, Budhwar Peth, Pune- 411002.
6. World Bank (2002) India: Maharashtra Reorienting Govt. to Facilitate Growth and Reduce Poverty.

## TYBA (ECONOMIC) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO – XVIII	CREDIT	MARKS
ECOHETB606	HISTORY OF ECONOMIC THOUGHT-II	3	80

### Course Objectives

This paper aims to provide the information about the biography and contribution of various economic thinkers. This paper is framed with the objective of making students aware of the varying phases of economic thoughts and development of that into economic science.

### Course Outcome

- Students will get information about the genesis of Economics and its modern scenario.
- Students get familiarized with the leading Indian economists who significantly contributed to the stream of Indian economic thought.

### Module 1: Indian Economic Thought

(12 Lectures)

Kautilya on welfare state -Dadabhai Naoroji's Thoughts on Drain Theory- Ranade's Case on Protection - R. C. Dutt on Imperialism - Land Tax and Public Finance - Gopal Ganesh Agarkar.

### Module 2: Economic Thought of Mahatma Phule and Gandhi

(12 Lectures)

Mahatma Phule's Views on Agriculture - Reasons of Farmer's Poverty - Gandhian Economic Thoughts on Self-Sufficient Village Economy - Dignity of Labour – Trusteeship - and Sarvodaya.

### Module 3: Economic Thought of Dr. B.R. Ambedkar, G.K. Gokhale and Dr. Manmohan Singh

(12 Lectures)

Dr. Ambedkar's Case for State Socialism - Problem of Rupee - Public Finance – G.K. Gokhale on Development and Welfare - Dr. Manmohan Singh's ' Three Steps' to Stem India's Economic Crisis.

## Module 4: Nobel Prize Winners in Economics

(12 Lectures)

Dr. Amartya Sen (1998) -Robert. A. Mundell (1999) -Joseph Stiglitz(2001) -Dr. Abhijeet Banarjee (2019)

### References:

1. B.R.Nanda Gokhale (1977):- The Indian moderates and the British raj, Delhi.
2. Ajit K.Dasgupta,A History of Indian Economic Thought, (1993)Routledge London and New York.
3. Bipin Chandra (ed) (1999) Rande's economic writings, Gyan Publication House, New Delhi.
4. Encyclopaedia of Nobel Laureate, Ed's, (2002) R. Kapila & A. Kapila, Academic Foundation.
5. Gandhi. M. K., (1959), India of my dreams, Navjivan publishing house Ahmadabad.
6. R. P. Mansi, Dadabhai Naoroji, (1960) publication Division, Government of India Delhi.

### TYBA (ECONOMICS) (SEMESTER-VI)

COURSE CODE	GROUP-II : ELECTIVE PAPER PAPER NO –XVIII	CREDIT	MARKS
ECOIBFC606	INTERNATIONAL BANKING AND FINANCE- II	3	80

### Course Objectives

This paper introduced to the fundamentals of international Banking to the students. The recent trend in international banking such as Islamic banking, Crypto currencies and their advantages and disadvantages will be familiarized. Role of International banking in foreign trade finance is incorporated to understand the international finance. In this semester, the students will make an in-depth study of international banking, financing and risk management.

### Course Outcomes

- Equip students with fundamentals of International Banking.
- Provides an insight on emergence of Crypto currencies and Types of International Banking.
- Awareness on Foreign trade finance and Letter of Credit (L/C) & its types.
- The course will lead to the project work-based on empirical case studies



## **Module 1: International Banking –I**

**12 Lectures)**

Introduction to International banking- Reasons for growth of international banking- Recent trends in international banking- Emergence of Crypto currency -Advantages and disadvantages of Cyptocurrencies- Bit coins

## **Module 2: International Banking II**

**12 Lectures)**

Functions of international banking- Correspondent banking- International payment system- NRI accounts- Foreign Trade Finance - International Merchant banking - Offshore banking - International banking investment- Islamic banking.

## **Module 3: International Bank Financing**

**12 Lectures)**

Financing Export project- International Remittances-Letter of Credit - L/C -Bank guarantee-International lending operations-Loan syndication-Phases of loan syndication- Types of loan syndication-Role of International Credit Rating agencies.

## **Module 4: Risk Management**

**12 Lectures)**

Risk management and Derivatives- Types of Risks: Transaction risk, Translation risk, Economic risk, Settlement risk - Arbitrage- Hedging-Internal and External hedging- Derivative instruments for Risk Management -Forwards- Futures--Swaps- Options

### **References:**

1. Cheol S. Eun ET. AL., International Finance (2012), McGraw Hill India.
2. Edition by IIBF, International Banking (2011), pan McMillan.

3. Hull John C, Options, Futures and other derivatives, Pearson Education, 2005.
4. Rajiv Srivastava, International Finance (2014) Oxford University Press, India.
5. S. AshokKumar, Global financial and Indian economy' New Century Publications, New Delhi.
6. V.A. Avadhani, International Finance, (2009), Himalaya Publishing House.

**UNIVERSITY OF MUMBAI**

No. UG/13 of 2018-19

**CIRCULAR:-**

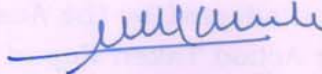
Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/136 of 2008, dated 3<sup>rd</sup> April, 2018 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Sociology at its meeting held on 26<sup>th</sup> April, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 vide item No.4.22 and that in accordance therewith, the revised syllabus as per the (CBCS) for the T.Y.B.A. in Sociology – Sem V & VI has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

14<sup>th</sup> June, 2018

To

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C/4.22/05/05/2018**

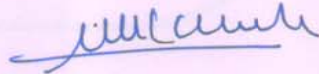
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No. UG/13 -A of 2018

MUMBAI-400 032 14<sup>th</sup> June, 2018

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Sociology,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

**TYBA SOCIOLOGY**

**SEMESTER V**

**PAPER IV CREDIT 04**

**(100 Marks)**

**THEORETICAL SOCIOLOGY**

**Objectives: a) To provide the students of Sociology with the understanding of Sociological Theory.**

**b) To train students in the application of these theories to social situations.**

**Unit I Foundations of classical sociological theory** 12 lectures

1. Historical Context : The Enlightenment

Contribution of August Comte

Contribution of Herbert Spencer

2. Emile Durkheim-Division of labour,

Theory of Suicide,

Elementary Forms of Religious Life

3. Max Weber- Methodology

Theory of Social Action ,

The Protestant Ethics and the Spirit of Capitalism

**Unit II Structural Functionalism** 12 lectures

1. Talcott Parsons- Voluntaristic Theory of Social Action,

Theory on social system (AGIL analysis)

2. Merton's functionalism-Definition of function, Functional alternatives

**Unit III Conflict theories** 12 lectures

1. Karl Marx- Dialectic Materialism

Class conflict

Alienation

2. Ralph Dahrendorf- Conflict Theory

Power and Authority

**Unit IV Contemporary Theories** 09 lectures

1. Harold Garfinkel :Ethnomethodology

2. Erving Goffman: Dramaturgy
3. Antonio Gramsci: Hegemony and the Ruling Ideas

### **Reading List**

Adams, B. NandSydie, R.A,2001 Sociological Theory I&II,GreatBritian, Weidenfeld& Nicolson.

Coser Lewis, 1971, Masters of Sociological Thought (2<sup>nd</sup>ed), Harcourt Brace Jovanovich ,Inc.

Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.

Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.

Joseph Jonathan (ed) 2005. Social Theory, Edinburg, Edinburg University Press.

Ritzer George, 1988, Sociological Theory (2<sup>nd</sup> ed.), New York, Mc –Graw-Hill Publication.

Ritzer George, 1996, Sociological Theory (4<sup>th</sup> ed.), New York, Mc-Graw-Hill Publication.-

Srivastan R, History of Development Thought, a Critical Anthology,(ed) 2012,New Delhi, Routledge Taylor and Francis Group .

Turner Jonathan, 2001, The Structure of Sociological Theory (4<sup>th</sup> ed.), Jaipur, Rawat Publication.

Wallace Ruth .A, 2006, Contemporary Sociological Theory U.S.A., Prentice Hall.

**TYBA SOCIOLOGY**

**SEMESTER VI**

**PAPER IV CREDIT 04**

**(100 Marks)**

**Anthropological Thought**

**Objectives: a) To provide the student with the understanding of Theoretical Anthropology.**

**b) To train students in the application of these theories to social situations.**

**Unit I Introduction to Anthropology** 12 lectures

1. Nature and scope of Anthropology
2. Sub-disciplines within anthropology: Physical, Cultural, Archaeology, Linguistic,
3. Relation with sociology as a discipline
4. Field methods in Anthropology

**Unit II Early Thought** 12 lectures

1. Evolution – Edward Tylor, L.H. Morgan
2. Historical Particularism - Franz Boas
3. Functionalism- Malinowski's Theory of Need
4. Colonial anthropology-Verrier Elvin's Methods of a Freelance Anthropologist

**Unit III Later Development** 12 lectures

1. Culture and Personality-Margaret Mead's Coming of Age in Samoa
2. Patterns of Culture – Ruth Benedict
3. Marxian Feminism- Eleanor Burke Leacocke
4. Interpretative Anthropology – Clifford Geertz' Thick Description  
"Deep Play: Notes on the Balinese Cockfight"

**Unit IV Contemporary Indian Thinkers- ( Selected Readings)** 09 lectures

1. VirginiusXaxa- "Tribes and Indian National Identity: Location of Exclusion and Marginality"
- 2..Nandini Sunder- "Educating for Inequality: The Experiences of India's "Indigenous" Citizens"
3. Patricia Uberio- "The Diaspora Comes Home: Disciplining Desire in DDLG"

## Reading List

Barnard, Alan. 2000. *History and Theory in Anthropology*. United Kingdom. The Press Syndicate of the University of Cambridge.

Guha Ramachandra. 2007. 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin' in Uberoi Patricia; Sundar Nandini and Satish Deshpande (ed.): *Anthropology in the East*. 330- 359, Ranikhet: Permanent Black.

Harris, Marvin, 2001. *The Rise of Anthropological Theory : A History of Theories of Culture*, Jaipur, Rawat Publication.

Kottak Conrad Phillip, 1997. *Anthropology, The Exploration of Human Diversity*. New York The McGraw-Hill Companies Inc.

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## Reading list:

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- Desai, Ashok. (2006). 'Outsourcing Identities-Call Centres and Cultural Transformation in India', *Economic and Political Weekly*, January, Vol 41.
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# **TYBA SOCIOLOGY**

## **SEMESTER VI**

### **CREDIT 04**

#### **PAPER V**

### **Sociology of Informal sector**

#### Course Rationale:

- To develop a sociological understanding of the issues related to the informal sector.
- To introduce students to the growing sector of informal workers in the Indian economy
- To introduce students to the understanding of issues related with the informal sector in the context of globalization.
- To engage students with current debates on outsourcing, downsizing, social clause, social security and role of ICT

#### **Unit I: Organization of work**

**12 lectures**

- a. Formal and Informal sector: Distinction
- b. The nature of informal sector: characteristics, problems
- c. Theoretical Perspectives: Dualist, Structuralism and Legalist

#### **Unit II: Informal Labour Market**

**12 Lectures**

- a. Migration as livelihood
- b. **Workers in Informal sector**
  - i) Women workers (Feminization of Work force)
  - ii) Contract workers
  - iii) Agricultural workers
- c. **Conditions of work and wages**
  - i) Home based worker
  - ii) Leather workers.
  - iii) Sanitation Workers.

#### **Unit III Safeguards for informal sector workers**

**12 lectures**

- a. Towards Decent work agenda
- b. Social security and role of the state
- c. Organizing the unorganized: self-help groups and microfinance.

## Unit IV: Globalization and its Implications

9 lectures

- a. Informalisation of work.
- b. Downsizing, outsourcing, Network society and role of ICT  
(Information communication technology)
- c. Labour Reforms and its impact; Problem of unionization and Labour boards.

### Reading list:

- Banerjee, Arpita. Raju, Saraswati. (2009). "Gendered Mobility: Women Migrants And Work in Urban India", Economic and Political weekly, 11 July, Vol XLIV, No 28, pp. 115-123.
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- Ghai, Dharam. (Ed). (2007). Decent work: Objectives and strategies, New Delhi: Bookwell.
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- Maiti, Dibyendu. Sen, Kunal. (2010). "The Informal Sector in India: A means of Exploitation or accumulation", Journal of South Asian Development 5:1, Sage Publication.
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- Roy Chowdhary, Supriya. (2004). “GlobalisationandLabour”, Economic and Political weekly, 3 January.
- Sinha, Francis. (2009). Microfinance and self-help groups in India. Jaipur: RawatPublications
- Sundari, S. (2005). “Migration as a Livelihood Strategy: A Gender Perspective”, Economic and Political weekly, 28 May- 4 June, pp. 2295-
- Yellappa, Arjun. Pangannavar. (2012). Self Help Groups and Women Empowerment in India. New Delhi: New Country Publication.

**TYBA**

**SEMESTER V**

**CREDIT 4**

**MARKS 100**

**PAPER V**

**SOCIOLOGY OF AGRARIAN SOCIETY**

**Course Rationale:**

- 1) To introduce students to the dynamics of traditional & contemporary agrarian society.
- 2) To understand the dynamics of agrarian formations and assess the development measures since 1947.

**Unit 1 – Introduction to agrarian studies** **12 lectures**

- a) Major themes
- b) Village Studies in India
- c) Urban influence on the rural

**Unit 2 – Occupational changes in agrarian society** **12 lectures**

- a) Rural Non Farm Employment (RNFE)
- b) Contract farming
- c) Agricultural labour – issues & problems

**Unit 3 – Agrarian social structure** **12 lectures**

- a) Agrarian Caste
- b) Agrarian Class
- c) Inter relationship - caste & class

**Unit 4– Agrarian development & its transformation** **9 lectures**

- a) Land reforms
- b) Panchayati raj & 73<sup>rd</sup> amendment.
- c) Green revolution and CDP's.

**Readings:**

- Newby, Howard. (1980): Trend report: Rural sociology, Current Sociology, Sage Pub.
- Breman, J. (1997): The Village in Focus, in The Village in India Revisited. Edited by J. Breman, P. Kloos, and A. Saith. Delhi, Oxford University Press.
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- Ahuja, Ram. (1999): Society in India, Rawat Pub.
- Sagar S (2017): Present position of agricultural labour in India, Contemporary Research in India, 3 Sept.
- Jodhka, S. (2016): Revisiting the rural in 21<sup>st</sup> C India, EPW, June 25.
- Jodhka, S. (2012): Caste, Oxford University Press.
  
- Beteille, Andre. (1969): Caste Class & Power: changing patterns of stratification in a Tanjore village, University of California Press.
- Kumar, Ajay. ((2012): Khap panchayats: a socio-historical overview, EPW, January 28.
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**TYBA**

**SEMESTER VI**

**CREDIT 4**

**MARKS 100**

**PAPER V**

**DEVELOPMENT AND CHANGES IN AGRARIAN SOCIETY**

**Course Rationale:**

- 1) To analyze attempts at social & financial inclusion of agrarian community.
- 2) To evaluate present alternative development initiatives and analyse the role of globalization in agriculture.

**Unit 1– Contemporary development programmes** **12 lectures**

- a) Poverty alleviation programmes
- b) Rural Credit
- c) NREGA

**Unit 2 – Role of agrarian institutions** **12 lectures**

- a) Co-operatives
- b) Non Government Organizations (NGOs)
- c) Non Party Political Formations (NPPFs)

**Unit 3 -Agrarian crisis** **12 lectures**

- a) Problems of the agrarian sector due to globalization
- b) Land and livelihood issues
- c) GM crops

**Unit 4 – Impact and consequences of crisis** **9 lectures**

- a) Mega projects
- b) Agrarian unrest
- c) Farmer suicides

**Readings:**

- Ministry of Rural Development, G.O.I. (2012): MNREGA Sameeksha: An anthology of Research studies on MNREGA, Orient Blackswan.
- Dev, S. Mahendra (2006): Financial Inclusion: Issues and Challenges, Economic & Political Weekly, Oct. 14.

- Datar, Chhaya (2007): Failure of National Rural Employment Guarantee Scheme in Maharashtra, Economic & Political Weekly Aug. 25.
- Baviskar, B. S. (2007): Cooperatives in Maharashtra: Challenges Ahead, Economic & Political Weekly, Oct. 20.
- Baviskar, B. S. (1980): The Politics of Development: Sugar Co-operatives in Rural Maharashtra, Oxford University Press.
- Waghmode, S (2002): Rural Development: Role of State, Economic & Political Weekly, July 20.
- Biswas, N (2006): On Funding and the NGO Sector, Economic & Political Weekly, October 21.
- Sheth, D L. (1984): Grass-roots Initiatives in India, Economic and Political Weekly, Feb.11.
- Shiva, V (2003): The Role of Patents in the Rise of Globalization, Motion magazine.
- Agarwal, A (2006): Special Economic Zones, Economic & Political Weekly, November 4.
- Banerjee, S (2008): Space Relations of Capital and Significance of New Economic Enclaves, Economic & Political Weekly, November 22.
- Mitra, S & Shroff, S. (2007): Farmer Suicides in Maharashtra, Economic & Political Weekly, Dec. 8.
- Suri, K.C. (2006): Political Economy of Agrarian Distress, Economic & Political Weekly, April 22.
- Ratna Reddy, V. (2006): Looking beyond the Debt Trap, Economic & Political Weekly, May 13.
- Munshi, I. (ed) (2012): The Adivasi question: issues of land, forest & livelihood, Orient Blackswan.
- Dias, A. (2012): Development & its human cost, Rawat Pub.
- Nathan, D. (2009): Social security, Compensation and livelihood issues, Economic & Political Weekly, July 25.



T.Y.B.A SOCIOLOGY

SEMESTER V

CREDIT 04

PAPER V

100 Marks

**SOCIOLOGY OF COMMUNICATION**

**Course Rational:**

1. To Introduce to the students the basic concepts in Sociology of Communication and role of Mass Communication through new technology in contemporary societies.
2. To encourage critical evaluation of the impact of Mass communication on culture and Society.

**Unit.I. Basic Concepts-I** **12**

**Lectures**

- a. Communication and Mass Communication
- b. Interpersonal Communication
- c. Folk Media and Mass Media

**Unit.II.Basic Concepts-II** **12**

**Lectures**

- a. Internet: Nature and Function
- b. Social Media: Dynamics and Strengths
- c. Advertisement

**Unit .III. Perspectives on Mass communication** **12 Lectures**

- a. Functionalist Perspective
- b. Critical Perspective
- c. Political economy of communication

**Unit.IV.Contemporary Issues** **09**

**Lectures**

- a. Development communication
- b. Digital India: concept and nature
- c. Information Communication technology

**Reading List**

1.Chomsky Noam(1994)Manufacturing Consent: The political Economy of the Mass Media.Vintage Publisher .London

2.DenisMcQuail(2010). McQuail’s Mass Communication Theory. New

Delhi: Sage Publications, 2010, (6th Ed.). ISBN 978-81-321-0579-4.

3. Daniel Lerner (1958) [The Passing of Traditional Society: Modernizing the Middle East](#). New York: Free Press.

4. Daniel Lerner. (1972) *Communication for Development Administration in Southeast Asia*. Asia Society—SEADAG.

5. [Quebral, Nora C.](#) (1972–1973). "What Do We Mean by 'Development Communication'?". *International Development Review*. **15** (2): 25–28.

6. [Schramm, Wilbur](#), & Lerner, David. (Eds.). (1976). *Communication and change: The last ten years and the next*. Honolulu, HI: University of Hawaii Press.

7. Wright, C. R. (1979). Sociology of Mass Communications. *Annual Review of Sociology*, 5 193-217. Retrieved from [https://repository.upenn.edu/asc\\_papers/94](https://repository.upenn.edu/asc_papers/94).

8. Uma Joshi (2002): *The text book of Mass Communication and media*. Amol Publications

T.Y.B.A SOCIOLOGY

SEMESTER VI

CREDIT 04

MARKS 100

MEDIA CULTURE AND SOCIETY

**Course rational**

1. To introduce to the students basic concepts in media studies and its relation with the society.
2. To make them understand the impact of old and new media on cultural change and overall development of Society.

**Unit.I. Basic Concepts-I** **12**  
**Lectures**

- a. Folk Society,
- b. Mass Society
- c. Network society

**Unit.II. Basic Concepts-II** **12**  
**Lectures**

- a. Folk culture
- b. Mass Culture
- c. Popular Culture

**Unit.III. Theoretical Orientations** **12 Lectures**

- a. Reception Theory
- b. Culture Industry
- c. Medium as the Message

**Unit.IV.Contemporary Issue** **09**  
**Lectures**

- a. Media public opinion and Democracy
- b. Representation of genders in Media
- c. Digital Divide

**Reading List:**

1. Appadurai, A 1996. *Modernity at large: cultural dimensions of globalization*, University of Minnesota Press, Minneapolis.

- 2.Hopper, P 2007, *Understanding cultural globalization*, Polity Press, Cambridge.
- 3.[Manuel Castells \(2000\). The Rise of The Network Society: The Information Age: Economy, Society and Culture. John Wiley & Sons.](#)
4. *McQuail.D.(2005) Mc Quai's Mass Communication Theory.(5th Edition) London. Sage publication.*
- 5.MaxHorkheimer and Theodor W. Adorno1944.Culture Industry enlightenment as Mass deception in Dialectic of Enlightenment.
- 6.Robert Redfield .1947.The Folk Society. Source: American Journal of Sociology, Vol. 52, No. 4 pp. 293-308.
- 7.Strinati, D. (2004). An introduction to theories of popular culture. Routledge
- 8.Uma Joshi (2002):The text book of Mass Communication and media.Amol Publications.
- 9.Webster, Frank (2006) *Theories of the Information Society*. London: Routledge.
- 10.Any other reference suggested by the class teacher

## **TYBA Paper VI**

### **Semester V**

**No of Credits - 3**

### **Sociology of Gender**

#### **Objectives:**

- To trace the evolution of Gender as a category of social analysis.
- To trace the emergence of women's movement in India and the history of their struggles

#### **Unit 1 Basic Concepts**

9 Lectures

- Sex, gender and the heteronormative regime
- Gender beyond the binary
- Many women, many feminisms and intersectionality

#### **Unit 11 Feminist perspectives: Selected Readings**

9 lectures

- Classical
  - Liberal – Mary Wollstonecraft
  - Radical - Kate Millet
  - Socialist - Juliet Mitchell
- Contemporary
  - Black feminism – bell hooks
  - Postmodern feminism: Julia Kristeva

#### **Unit III New Challenges**

9 lectures

- Dalit feminism: Kumud Pawade
- Queer perspectives: Judith Butler
- Masculinity Studies

#### **Unit 111 History of Women's Struggles**

6 lectures

- Colonial - nationalist era : Key debates
  - Child marriage, widowhood, sati, education, political rights
- Contemporary era: Campaigns
  - Emergence of the autonomous women's movement: Dowry, Rape and Health
  - Current debates: Sexual violence and Rights in Marriage and Divorce

## **Readings**

Geeta, V. 2002. *Gender (Theorizing Feminism)*. Gazelle Distribution Trade

Bhasin, Kamala. 1993. *What is patriarchy? Kali for women*: New Delhi

Butler, Judith. 1990. *Gender Trouble*. Routledge: New York, London.

Chakravarti, Uma. 2003. *Gendering Caste: Through A Feminist Lens*. Stree

Basu Aparna, Bharati. 1990. *Women's Struggle- A history of All India Women's conference 1927- 1990*. New Delhi: Manohar Publications

Bandyopadhyaya, Shekhar. 2004. *Caste, culture and hegemony: Social dominance in colonial Bengal*. Sage publications: New Delhi

Kumar Radha. *The History of doing:An illustrated account of movements for women's rights and feminism in India. 1800-1990*. New Delhi: Kali for women

Hooks, Bell. *Feminism is for everybody: Passionate politics*. Pluto Press, 2000.

Pilcher, Jane and Whelahan, Imelda. 2005. *Fifty key concepts in gender studies*. Sage publications: New Delhi

Rao. P V. 2010. *Educate women and loose nationality*. New Delhi: Critical Quest

Tong, R. (1998). *Feminist Thought. A Comprehensive Introduction*. Routledge.

## Paper VI

### TYBA Semester VI

No of Credits - 3

## Gender and Society in India: Contemporary Debates and Emerging Issues

### Objectives

- To understand new and emerging issues in the Indian feminist landscape
- To understand newer methods of protest and resistance

#### **Unit I Sites of Violence Against Women**

9 lectures

- Family as a site of violence: Invisible forms of everyday violence
- Women in situations of conflict: communal conflict, caste violence and armed conflict.
- Sexual harassment: Street and work place (Protection of Women from Sexual Harassment (Prevention and Redressal) Act, 2013)
- Violence in virtual spaces: Twitter and facebook misogyny and trolling

#### **Unit II Marginalised Genders**

9 lectures

- Gender galaxy
- Queer activism
- Section 377

#### **Unit III Protests and Resistance**

9 lectures

- Reproductive Health: Debates on surrogacy
- Livelihood struggles: Land and forests

- Legislation: A feminist critique (rape and domestic violence)

#### **Unit IV Feminist campaigns in digital spaces**

**6 lectures**

- Why loiter
- Right to bleed
- Pinjra Tod
- #Me too

#### **Readings**

##### **Books**

Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. *Contributions to Indian Sociology*, Vol 31- (2), 273-297

CREA. 2006. *Sexual Rights and Social Movements*. CREA: New Delhi

Ingraham, Chrys. (1994). The heterosexual Imaginaries: Feminist Sociology and Theories of Gender. *American Sociological Association*, 12(2), 203-219

Joseph, Sherry. (1996). Gay and Lesbian Movement in India. *EPW*. Vol- XXXI (33)

Kannabiran, K. (ed). *The violence of normal times: Essays on women's lived realities*. Kali for women: New Delhi.

Lal, Vinay. (1999). Not This, Not That: The Hijras of India and the Cultural Politics of Sexuality. *Social Text*, Vol- 61, 119-140

Menon, Nivedita. 2013. *Seeing Like a Feminist*. Zubaan: New Delhi

Menon, Nivedita: 2004. *Recovering subversion: feminist politics beyond the law*. New Delhi: Permanent Black

Nanda, Serena. (1998). *Neither Man nor Woman: The Hijras of India*. Wadsworth Publishing: USA

Omvedt, G. 1990. *Violence against women: New movements and new theories in India*. Kali for women: New Delhi.

Patel, V. 2002, *Women's challenges of the new millennium*. Gyan Publishing House, New Delhi



Revathi, A. 2013. *The Truth About Me: A Hijra Life Story*. Penguin Books India.

Shah, Chayanika; Merchant, R. Mahajan, S. & Nevatia, S. (2015). *No outlaws in the Gendergalaxy*. New Delhi: Zubaan

Sharma, Kalpana. (2002) *Surviving Violence, Making Peace: Women in communal conflict in Mumbai* in Kapadia, K. (ed) *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. New Delhi: Kali for Women

Valocchi, Stephen. (2005). Not yet Queer Enough: The lessons of queer theory for the sociology of Gender and Sexuality. *Gender and Society*, 19, 750-770

#### **Journals:**

- Anderson S & Ray D. 2012. The age distribution of missing women in India, EPW Vol XLVII No 47.
- Gupta. Alok (2006). Section 377 and the dignity of Indian homosexuals. *EPW Vol- XLI (40)*.
- Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW Vol XL No 46, Pp 4843-4849
- Patel, V. Gender in Workplace policies: A focus on Sexual Harassment, EPW, Vol XXXIX No 41
- Phadke, S. 2007. Dangerous Liaisons: Women & men: Risk and reputation in Mumbai, EPW
- Denial of Rights to Sexual Minorities (2008). *EPW*. Vol- XLIII (43)
- The Ruling against Discrimination (2009), *EPW* Vol-XLIV(28)

# **TYBA SOCIOLOGY**

## **SEMESTER V**

### **CREDIT 04**

#### **PAPER VII / VIII**

**(100 Marks)**

### **Sociology of Human Resource Development**

#### Course Rationale:

- To familiarize the students with role and functions of human resource development at the micro and macro level.
- To create an awareness of the various issues involved in the development of human resources with particular emphasis on social and cultural factors.

#### **Unit I Overview of Human Resource Development 12 Lectures**

- a. Nature, Features and goals
- b. Need, Scope, Functions
- c. Evolution of HR function and role of HR manager

#### **Unit II Recruitment, Selection and Performance Appraisal 12 Lectures**

- a. Recruitment: Relevance, Factors, Process and Programmes
- b. Selection: Selection Procedure, Barriers to effective selection
- c. Performance Appraisal: Purpose, Methods (Trait Methods, Forced-choice Methods, Behavioral Methods, Results Methods), Process & Design

#### **Unit III Emerging Issues and challenges in HRD 12 Lectures**

- a. Ergonomics and human factors at work
- b. Corporate Social Responsibility
- c. Total Quality Management

#### **Unit IV Management Services and Operations 9 Lectures**

- a. Talent Management: Need, Importance and Benefits
- b. Project Human Resource Management: Overview, Significance, Benefits
- c. Image Building: Features, Need and Benefits

Reading list:

1. Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The McGraw Hill Companies. New Delhi
2. Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
3. Lane, H. (ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
4. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
5. Nair N, Latha Nair. 2004. Personal Management and Industrial Relations, S Chand 2 Company Ltd. New Delhi.
6. P.Subba Rao.2005.Human Resource Management and Industrial Relations, Himalaya Publishing House. Mumbai.
7. Rao T.V. 1999. Reading in Human Resource Development, Oxford and IBH publishing Co. Pvt. Ltd, New Delhi.
8. Rao V.S.P.2007. Personnel and Human Resource Management- Text and Cases, Himalaya Publishing House, Mumbai.
9. Rao T.V. 1996. Human Resource Development: Experiences, Interventions, Strategies, Sage Publications, New Delhi.
10. Sarma A.M.2005. Personnel and Human Resource Management, Himalaya Publishing House, Mumbai.
11. Scott S, George B, Veena V.2010.Human Resources Management, Cengage Learning India Pvt Ltd
12. Silvera D.M. 1990, Human Resource Development, New India Publications. New Delhi.
13. Michael, V.P. 2002. Human Resources Management and Human Relations, Himalaya Publishing House. Mumbai.

Journal:

2011 3rd International Conference on Information and Financial Engineering  
IPEDR vol.12 (2011) © (2011) IACSIT Press, Singapore

Website:

<http://www.careereducation.columbia.edu/resources/tipsheets/skills-business-etiquette>



## **Unit IV Organizational socialization, leadership and Conflict resolution**

### **9 Lectures**

- a. Organizational socialization: Individual and organizational perspectives on socialization; Stages of organizational socialization, Induction/Indoctrination procedure
- b. Leadership: meaning, effectiveness, qualities, skills and functions
- c. Conflict resolution: Types of conflict situations; Causes and effects; Its Effective management.

#### Reading list:

1. Ashwatthapa K. 2007. Organizational Behaviour, Himalaya Publishing House, Mumbai.
2. Champoux Joseph E. 2011. Organizational Behavior: Integrating individuals, groups and organizations. New York: Routledge
3. Chaturvedi, Abha and Anil, (ed). 1995. The Sociology of Formal Organizations, Oxford University Press. New Delhi
4. Chandan, J.S. 1987. Management: Theory and Practice. New Delhi: Vikas Publishing House.
5. Luthans Fred 2005(10<sup>th</sup>ed) Organisational Behaviour Publication. McGraw Hill Company. Boston.
6. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
7. Miller and Form, 1979, Industrial Sociology, Harper Publishers, New York.
8. Miner, John B.1992. Industrial - Organizational Psychology. New York: McGraw – Hill, Inc.
9. Mullins, Laurie J. 2002. Management and organizational behavior. Essex CM20 2JE: Pearson Education Ltd.
10. Robbins, S.2001. Organizational Behaviour, Prentice Hall, New Delhi
11. Scott S, George B, Veena V.2010.Human Resources Management, Cengage Learning India Pvt Ltd

# **TYBA SOCIOLOGY**

## **SEMESTER V**

### **CREDIT 04**

#### **PAPER VII / VIII**

**(100 Marks)**

## **URBAN SOCIOLOGY**

### Course Rationale:

- To introduce students to the basic concepts, theories, nature & dynamics of urbanization in India
- To understand the trends of India's contemporary urbanization pattern

<b>Unit I</b>	<b>Basic Concepts</b>	<b>12 Lectures</b>
	a. Classification of Cities: Pre-industrial, Post-industrial Millionaire city & Mega city, World / Global cities, Capital city, Primate city, Dual city , Metropolis.	
	b. Towns and Cities	
	c. Urban, Urbanism, Urbanization, Rural –Urban Continuum	
<b>Unit II</b>	<b>Traditional Theories</b>	<b>12 Lectures</b>
	a. Louis Wirth & George Simmel	
	b. Ernest Burgess & Homer Hoyt	
	c. Robert Ezra Park	
<b>Unit III</b>	<b>Contemporary Theories</b>	<b>12 Lectures</b>
	a. Manuel Castells	
	b. David Harvey	
	c. The Chicago school of urban studies vs The Los Angeles school of urban studies	
<b>Unit IV</b>	<b>The History of Urbanization in India</b>	<b>9 Lectures</b>
	a. The Colonial Period	
	b. The Post-Independence Period	
	c. Recent trends of Urbanization in India	

### Reading list:

1. Bergill, E.E. [1995] – Urban Sociology New Delhi: McGraw Hill Book Co.

2. Bose, Ashish [2002] - India's Urbanization 1901-2001 - New Delhi: *TATA Mc GRAW HILL*
3. Patel, Sujata & Das Kushal [2006], Urban Studies New Delhi: Oxford University Press.
4. Patel, Sujata & Thorne Alice: Bombay Metaphor for Modern India. New Delhi: Oxford University Press.
5. Sandhu Ravinder Singh – Urbanization in India: Sociological Contributions New Delhi: Sage Publications.
6. Sanyal Sanjeev – The Indian Renaissance – India's Rise after a Thousand years of decline, Penguin / Viking 2008.

# **TYBA SOCIOLOGY**

## **SEMESTER VI**

### **CREDIT 04**

#### **PAPER VII / VIII**

**(100Marks)**

### **Urbanisation in India: Issues and Concerns**

Course Rationale:

- To understand urban development in the neo liberal era
- To understand newly emerging issues and concerns in the changing scenario

#### **Unit I Millennium Development Goals & the Role of the Indian City**

**12 Lectures**

- a. NUPRS(National Urban Poverty Reduction Strategy) & JNNURM(Jawaharlal Nehru National Urban Renewal)
- b. PMAY(Pradhan MantriAwasYojana) & VAMBAY(Valmiki AmbedkarAwasYojana)
- c. Case Studies from India: (Ahmedabad Riverfront Renewal Program, Pune Shelter Associates Program under SRA)

#### **Unit II IT Parks in the Indian Urban Landscape** **12 Lectures**

- a. Technourbs as new industrial complexes, representative of suburban &peri-urban geo-type.
- b. Hitech City of Cyderabad
- c. The International Technology Park &Electronic city of Bangalore

#### **Unit III Issues of urbanization** **12 Lectures**

- a. Migrants and Right to the city ( Exclusion)
- b. The challenge of slums & forced evictions
- c. Slum Rehabilitation Authority and the Role of the State

#### **Unit IV Cities of the Twenty-First Century** **9 Lectures**

- a. Ten scenarios probable in the cities of the twenty-first century
- b. Future cities –Typologies, design & plans & problems
- c. Need for Sustainable Development( Eco-sensitive tourism hill station Matheran )

Reading list:

1. Asian development bank - Urban Poverty in India.



2. Banerjee-guha s. [ed], [2010] – Accumulation by Dispossession: Transformative Cities in the New Global Order – New Delhi, SAGE
3. Baud, Iisa&Wit, j. de [2008], New Forms of Urban Governance in India, SAGE.
4. Bergill, E. [1995] – Urban Sociology New Delhi: McGraw Hill Book Co.
5. Bruggmannjeb, [2009], Welcome to the Urban Revolution – How cities are changing the world, Bloomsbury press.
6. Desai A R. &DevidasPillai s – Slum & Urbanization– Mumbai: Popular Prakashan.
7. Desai A R&DevidasPillai s – Profile of an Indian Slum– Mumbai: University of Bombay.
8. Ramachandran, R. Urbanization & Urban Systems in India. New Delhi: Oxford University Press.
9. Kundu A, Singh, B etal (2007). Handbook of urbanization in India 2e. OUP
10. Volume 3, No.2, Apr.-June, 2015 [www.researchfront.in](http://www.researchfront.in)

# **TYBA SOCIOLOGY**

## **SEMESTER V**

### **CREDIT 04**

#### **PAPER VII/ VIII**

**(100 Marks)**

### **Environment and Society: Theory and Awareness**

#### **Course Rationale:**

- To develop a sociological understanding of environmental theories and concepts.
- To introduce students to the dynamics of new environmental movements.

#### **Unit I      Concepts and Theoretical Approaches      12 lectures**

- a. Environment; ecology, social ecology
- b. environmental sociology: Catton and Dunlap
- c. Natural capitalism, Eco-socialism, Eco spiritualism

#### **Unit II      Environment and Development      12 lectures**

- a. Ulrich Beck's critique of development
  - A case study of Coco-cola v/s CSE (Sunita Narayan)
- b. Sustainable development, global warming, Loss of Bio-diversity
- c. The Stockholm conference and The Earth summit

#### **Unit III      Environmental Politics      12 lectures**

- a. Environmentalism- early development; Gandhiji's view on environmentalism
- b. International environmental politics- Green parties, environmental groups and grassroots environmentalism
- c. Privatization of Water: Issues and Challenges

## Unit IV      New Paradigms in Environmental Sociology

09 lectures

- a. The New Climate Change Discourse: A Challenge for Environment Paradigm
- b. Human Exemptionalism Paradigm (HEP)
- c. New Ecological Paradigm (NEP)

### Reading list:

- Agarwal, Anil and Sunita Narain “Towards a Green World”, Centre for Science & Environment.
- Ahluwalia, S.K. (2005) Environment Problems in India, ABD Publishers Jaipur.
- Baviskar, Anita (1995) “In the belly of the river: tribal conflicts over development in the Narmada Valley” Oxford University press, Delhi.
- Dreze, JMS and Singh, S. (ed), (1997) “The dam and the Nation: Displacement and resettlement in the Narmada Valley, Oxford University press, Delhi.
- Merchant, C (2003) “Ecology: Key concepts in critical theory” Rawat Publication, Jaipur
- Pawar, S.N. (2006), ‘Environmental Movements in India’, Rawat Publication, Jaipur
- Pawar, S.N. and Patil (ed) (1998) “Sociology of Environment”, Rawat publication. Jaipur
- Rangrajan, Mahesh (ed) (2007) ‘Environmental issues in India: A reader’. Pearson.
- Shiva, Vandana. (1992) “The violence of the green revolution: Third world agriculture, ecology and politics. The other India press. Goa.
- Shiva, Vandana (1993), Ecofeminism, Maria Mies and Vandana Shiva, Fernwood Publications, Halifax, Nova Scotia, Canada.
- Shiva, Vandana (1994), Close to Home: Women Reconnect Ecology, Health and Development Worldwide, Earthscan, London.
- Singh, Jagbir (ed) (2007) Disaster management: future challenges and opportunities. I.K. Interantional Publishing House Pvt Ltd. India.
- Weaver, D. (1998) “Ecotourism in the less developed world” CAB international, New York.

### Journal/Magazine

1. The Hindu survey 2005

#### Articles on

- Women Power
- Organic Revolution

#### 2. The Hindu Survey 2006

#### Articles on

- Reclaiming Mumbai- Darryl D'monte
- Rainforest restoration

#### 3. The Hindu Survey 2003: Conserving rainforest

#### 4. Down to Earth: Centre of Science and Environment, society for Environment and communication.

#### 5. Bhagyalakshmi, J. 'Water Harvesting for drought prone Areas'. Yojana. Vol.45, July 2001. Ministry of I&B, New Delhi.

#### 6. Time magazine's special issue on Global warming 2010-11.

#### 7. Bina Agarwal, "The Gender and Environment Debate: Lessons from India, Feminist Studies Vol. 18, No. 1 (Spring, 1992), pp. 119-158

#### Web Sources

1. For case study on CSE v/s COCO-COLA: <http://www.cseindia.org>  
<http://www.indiaenvironmentportal.org.in/>
2. Social ecology- <https://www.communalsim.org/Arcchive/wiseprint.html>.
3. History of environmental movements- [www.britannica.com](http://www.britannica.com)
4. Case study on Johads of Rajasthan- <http://www.downtoearth.org.in/node/13315>
5. [www.environment-ecology.com/vironemnt -writings/114-environemntal sociology.html](http://www.environment-ecology.com/vironemnt-writings/114-environemntal_sociology.html)
6. [http://agglossary.org/human exemptionalism\\_paradigm](http://agglossary.org/human_exemptionalism_paradigm)
7. Reusswig, F. 2010. The new climate change discourse: a challenge for environmental sociology- <http://link.springer.com>
8. [WWW.SAVEAAREY.ORG](http://WWW.SAVEAAREY.ORG) and newspaper articles from 2015 till date
9. REVISED DRAFT DEVELOPMENT PLAN 2034 FOR MUMBAI: [www.peataindia.org/Unlock Seminar ppts/GD CHIPLUNKAR.pdf](http://www.peataindia.org/Unlock_Seminar_ppts/GD_CHIPLUNKAR.pdf)
10. Privatization of water: [www.worldscientificnews.com/wp-content/uploads/2015/.../WSN-10-2015-17-31.pdf](http://www.worldscientificnews.com/wp-content/uploads/2015/.../WSN-10-2015-17-31.pdf)
11. Sociology of Environment: <https://www.jstor.org/stable/2945955>

**TYBA SOCIOLOGY**

**SEMESTER VI**

**CREDIT 04**

**PAPER VII/VIII**

**(100 Marks)**

**Environmental Concerns in India**

Course Rationale:

- To introduce students to the dynamics of environmental issues in India.
- To encourage critical understanding of the impacts and long-term consequences of environmental problems.

**Unit I Environmental Problems: Rural Context 12 lectures**

- a. The environmental impact of the green revolution
- b. Western Ghats Ecology Expert Panel Report (Eco-Sensitive Zones)
- c. Water scarcity and water management; rainwater harvesting – case study of Johads in Rajasthan

**Unit II Environmental Problems: Urban Context 12 lectures**

- a. Waste management; solid waste management, bio-medical waste; industrial waste; nuclear waste and e-waste
- b. Effects of development activities with reference to loss of mangroves, building of metro, Skywalks etc.
- c. Depletion of soil, air and water as a resource

**Unit III Women, Indigenous Groups and Environment 12 lectures**

- a. Eco-feminism and Feminist environmentalism- Bina Agarwal
- b. New environmental movements: Save Ganga Movement, Silent Valley Movement, Warli movement
- c. Niyamgiri and the Forest Rights Act

**Unit IV Protests against Infrastructural Development 09 lectures**

- a. Save Aarey Campaign
- b. Protest against new Development Plan for Mumbai and privatization of open spaces
- c. New airport at Navi Mumbai

## Reading list:

- Agarwal, Anil and Sunita Narain “Towards a Green World”, Centre for Science & Environment.
- Ahluwalia, S.K. (2005) Environment Problems in India, ABD Publishers Jaipur.
- Baviskar, Anita (1995) “In the belly of the river: tribal conflicts over development in the Narmada Valley” Oxford University press, Delhi.
- Dreze, JMS and Singh, S. (ed), (1997) “The dam and the Nation: Displacement and resettlement in the Narmada Valley, Oxford University press, Delhi.
- Merchant, C (2003) “Ecology: Key concepts in critical theory” Rawat Publication, Jaipur
- Pawar, S.N. (2006), ‘Environmental Movements in India’, Rawat Publication, Jaipur
- Pawar, S.N. and Patil (ed) (1998) “Sociology of Environment”, Rawat publication. Jaipur
- Rangrajan, Mahesh (ed) (2007) ‘Environmental issues in India: A reader’. Pearson.
- Shiva, Vandana. (1992) “The violence of the green revolution: Third world agriculture, ecology and politics. The other India press. Goa.
- Shiva, Vandana (1993), Ecofeminism, Maria Mies and Vandana Shiva, Fernwood Publications, Halifax, Nova Scotia, Canada.
- Shiva, Vandana (1994), Close to Home: Women Reconnect Ecology, Health and Development Worldwide, Earthscan, London.
- Singh, Jagbir (ed) (2007) Disaster management: future challenges and opportunities. I.K. Interantional Publishing House Pvt Ltd. India.
- Weaver, D. (1998) “Ecotourism in the less developed world” CABI international, New York.
  
- Journal/Magazine
- The Hindu survey 2005
- Articles on
  - Women Power
  - Organic Revolution
- The Hindu Survey 2006
- Articles on
  - Reclaiming Mumbai- Darryl D’monte

- Rainforest restoration
- The Hindu Survey 2003: Conserving rainforest
- Down to Earth: Centre of Science and Environment, society for Environment and communication.
- Bhagyalakshmi, J. 'Water Harvesting for drought prone Areas'. Yojana. Vol.45, July 2001. Ministry of I&B, New Delhi.
- Time magazine's special issue on Global warming 2010-11.
- Bina Agarwal, "The Gender and Environment Debate: Lessons from India, Feminist Studies Vol. 18, No. 1 (Spring, 1992), pp. 119-158
- Web Sources
- For case study on CSE v/s COCO-COLA :<http://www.cseindia.org>
- <http://www.indiaenvironmentportal.org.in/>
- Social ecology- <https://www.communalsim.org/Arcchive/wiseprint.html>.
- History of environmental movements- [www.britannica.com](http://www.britannica.com)
- Case study on Johads of Rajasthan- <http://www.downtoearth.org.in/node/13315>
- [www.environment-ecology.com/environemnt-writings/114-environemntal sociology.html](http://www.environment-ecology.com/environemnt-writings/114-environemntal-sociology.html)
- [6.http://agglossary.org/human exemptionalism\\_paradigm](http://agglossary.org/human-exemptionalism-paradigm)
- Reusswig, F. 2010. The new climate change discourse: a challenge for environmental sociology- <http://link.springer.com>
- [WWW.SAVEAAREY.ORG](http://WWW.SAVEAAREY.ORG) and newspaper articles from 2015 till date
- REVISED DRAFT DEVELOPMENT PLAN 2034 FOR MUMBAI: [www.peataindia.org/Unlock\\_Seminar\\_ppts/GD\\_CHIPLUNKAR.pdf](http://www.peataindia.org/Unlock_Seminar_ppts/GD_CHIPLUNKAR.pdf)
- Forest Rights Act: [rightsandresources.org/wp-content/uploads/CommunityForest\\_July-20.pdf](http://rightsandresources.org/wp-content/uploads/CommunityForest_July-20.pdf)
- Forest Rights Act [www.kalpavriksh.org/images/CLN/A%20citizen's%20report%20on%20CFRs\\_final.pdf](http://www.kalpavriksh.org/images/CLN/A%20citizen's%20report%20on%20CFRs_final.pdf)
- Western Ghats Ecology Expert Panel Report (Eco-Sensitive Zones) (pp. 16-41) <http://www.moef.nic.in/downloads/public-information/wg-23052012.pdf>
- Niyamgiri and the Forest Rights Act: [www.kalpavriksh.org/images/alternatives/.../NiyamgirisestudyJuly2016.pdf](http://www.kalpavriksh.org/images/alternatives/.../NiyamgirisestudyJuly2016.pdf)  
[www.epw.in/node/128306/pdf](http://www.epw.in/node/128306/pdf)  
[el.doccentre.info/eldoc1/k02a/12jul08sah1.pdf](http://el.doccentre.info/eldoc1/k02a/12jul08sah1.pdf)  
[www.indiaenvironmentportal.org.in/content/.../niyamgiri-and-the-forest-rights-act/](http://www.indiaenvironmentportal.org.in/content/.../niyamgiri-and-the-forest-rights-act/)

- Save Ganga Movement: <https://asiafoundation.org/resources/pdfs/ORFIssuebrief63BasuJayantaformail.pdf>
- Silent Valley Movement: [www.conservationindia.org/case.../silent-valley-a-peoples-movement-that-saved-a-for...](http://www.conservationindia.org/case.../silent-valley-a-peoples-movement-that-saved-a-for...)  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/4242/6/06\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/4242/6/06_chapter%201.pdf)  
[http://www.mkgandhi.org/articles/ecological\\_marxists.htm](http://www.mkgandhi.org/articles/ecological_marxists.htm)



## **TYBA Paper VII/VIII**

### **Semester V**

**No of Credits - 4**

### **State, Civil Society and Social Movements**

#### **Objectives**

- To develop an understanding of social movements in terms of various concepts and theories of social movements.
- To trace the shifts in the social movements landscape in India.
- To explain the emergence of new people's movements in the neo liberal era.

#### **Unit 1. Understanding social movements**

**12 lectures**

- Social movements: Concept, characteristics and types
- Forms of collective action: riot, rebellion, agitation, protest
- Civil Society: Potential and Limits
- Interface between state, civil society and social movements

#### **• Unit 11. Theories of social movements**

**12 lectures**

- Classical theories: Strain theory, Resource Mobilization
- Challenges to classical theories: Subaltern Studies, New Social Movements

#### **Unit 111. Social Movements in the post independence era: Old and New**

**12 lectures**

- Peasants and agrarian struggles
- Tribal movements
- Naxalite
- Environment

#### **Unit IV New churnings, protests and resistance**

**9 lectures**

- Changing strategies of Dalit mobilisation
- Students' movements
- Higher education and state

#### **Readings**

#### **Reading List**

## Books

- Oomen, T.K. 2004. *Nation, Civil society and Social Movements: Essays in Political Sociology*. Sage Publications. New Delhi
- Rajender Singh. 2001. *Social Movements Old and New: A Post Modernist Critique*. Sage publications. New Delhi.
- Ray, Raka; Katzenstein, Mary, FainsodKatzenstein. 2005 (Eds). *Social Movements in India. Poverty, Power and Politics*. OUP: New Delhi.
- Shah, Ghanshyam. 2004. *Social Movements in India: A review of the literature*. Sage Publications: New Delhi
- Sundar, Nandini. 2016. *The Burning Forests: India's war in Bastar*. Juggernaut Publishers.

## Journals

- Ajay, G and Vijay, G. (2000). *Civil Society, State and Social Movements*. EPW 35(12).
- Banarjee, S. (2011). *Anna Hazare, Civil Society and the State*. XLVI(36).
- ChandhokeNeera.(2012). *Whatever has happened to civil society*. EPW XLVIL (23)
- Dubhashi. P. 2002. *People's Movement against Global Capitalism*. EPW 37 (6)
- Judge, Paramit (2011). *An ambiguous actor: People in people's movements*. EPW XLVI (46).
- *Maoist movement in India*. Economic and political Weekly, Vol XLI, 29. (July, 2006).
- Nelson A. Pichardo. *New Social Movements: A Critical Review*. Annual Review of Sociology, Vol. 23. (1997), pp. 411-430.
- Paul D'Anieri; Claire Ernst; Elizabeth Kier. *New Social Movements in Historical Perspective*. Comparative Politics, Vol. 22, No. 4. (Jul., 1990), pp. 445-458.
- Sanghvi. S. 2007. *The New People's Movements in India*. EPW 42 (50).

# **TYBA Paper VII/VIII**

## **Semester VI**

**No of Credits - 04**

### **Social Exclusion and Marginalisation**

#### **Objectives**

- To sensitise students to the sociological significance of the study of marginalised groups
- To create awareness of historically disprivileged groups in Indian society

#### **Unit I Marginalised Groups/Communities 12 lectures**

- Understanding social exclusion and marginalisation
- Features and dimensions of social exclusion

#### **Unit 11 Perspectives on Marginalisation 12 lectures**

- Perspective from above
- Perspective from below

#### **Unit III Marginalisation, Market and Society: Groups on the fringes 12 lectures**

- Scheduled castes
- Scheduled Tribes
- De-notified and nomadic tribes
- LGBTQ
- Differently-abled groups
- Minorities

#### **Unit IV Marginalized groups: Role of State and Civil society 9 lectures**

- Constitutional Provisions and State policies
- Role of NGO's and Social Movements
- Critical Review

#### **Readings**

##### Books

Chatterjee, C and Sheoran, G. (2007). Vulnerable groups in India. The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai.

Fraser, N. Social Justice in the age of Identity Politics. New Delhi: Critical Quest

Jogdand. 2000. New Economic Policy and Dalits Jaipur: Rawat

Jogdand P.C (1991) Dalit Movement in Maharashtra New Delhi: Kanak Publication

KasiEswarappa; Ziyauddin K.M (Ed), 2009. Dimensions of Social Exclusion: Ethnographic Explorations. Cambridge Scholars Publishing

Mander, Harsh. 2012. A fractured freedom: Chronicles of India's margins. New Delhi: Three Essays Collective

Omvedt, Gali (1999): Dalits and the Democratic Revolution. New Delhi: Sage

Thorat, S. 2013. Caste, Social exclusion and Poverty. New Delhi: Critical quest

Kabeer, N; Haan, A. 2008. Social Exclusion: Two Essays. New Delhi: Critical quest

## **Journals**

Guha, R. Guha. 2007. Adivasis, Naxalites and Indian Democracy. EPW XLII (32).

Gang, Sen and Yun. 2011. Was the Mandal commission right: Differences in living standards between social groups. EPW Vol XLVI No 39

Human Safari in the Andamans. 2012. EPW XLVIII (5).

Kumar, A. 2011. Inequality and Exclusion: As If the System Mattered. EPW XLVI (44-45)

Mondal, S. 2003. Social structure, OBC's and Muslims. EPW 38(46)

Nandy, A. 2012. Theories of oppression and another dialogue of culture. EPW XLVII (30)

Nayar, D. (2011). Discrimination and Justice: Beyond Affirmative Action. EPW XLVI (42).

Robinson Rowena. 2007. Indian Muslims: The varied dimensions of marginality, EPW XLII (10).

Verma, V. 2011. Conceptualising Social Exclusion: New Rhetoric or Transformative Politics? EPW XLVI (50)

# **TYBA SOCIOLOGY**

## **SEMESTER V**

### **CREDITS 03**

#### **PAPER IX**

**(100 Marks)**

### **Social Research Methods**

Course Rationale:

- To provide students with an orientation to Quantitative Social Research
- To acquaint students with the important concepts, techniques and methods in the social research process

#### **Unit I Social Research**

**( 9 Lectures)**

- a. Social Research – characteristics, significance
- b. Types of data – Primary and Secondary, Small and Big
- c. Types of Research Designs -Quantitative, Qualitative and Mixed Method

#### **Unit II Philosophical approaches to Research**

**( 9 Lectures )**

- a. Post positivist approach
- b. Social Constructivist approach
- c. Advocacy and Participatory approach
- d. Pragmatic approach

#### **Unit III Methods and Techniques of data collection**

**( 9 Lectures)**

- a. Survey method, Questionnaire
- b. Case study method, Interview
- c. Triangulation method, Focus Group Discussion, Conversation and Discourse analysis
- d. Sampling design

#### **Unit IV Preoccupations and Concerns of Social Research**

**( 6 Lectures)**

- a. Reliability and Validity
- b. Ethical Considerations
- c. Field as an active participant
- d. Role of a Social Researcher

Reading list:

1. Bryman, A. (2008). *Social Research Methods*. Oxford University Press
2. Elhance, D. N. (1984). *Fundamentals of Statistics*. Delhi: KitabMahal
3. Elhance, D. N. (2002). *Practical Problems in Statistics*. Delhi: KitabMahal
4. Matt, H., Weinstein, M., Foard N. (2006) *A Short Introduction to Social Research*. New Delhi: Vistaar Publications
5. Best, J., Kahn, J. (2008) *Research in Education* (10th ed.). Prentice Hall. Pearson Education
6. Bryman, A. (1988). *Quantity and Quality in Social Research*. London : Routledge
7. Goode, W., Hatt, P. (1981). *Methods in Social Research*. McGraw-Hill Book Company
8. Somekh, B., Lewin, C. (ed) (2005). *Research Methods in the Social Sciences*. New Delhi: Vistaar Publications

# TYBA SOCIOLOGY

## SEMESTER VI

### CREDITS 03

#### PAPER IX

(100Marks)

#### Course Rationale:

- To provide students with an orientation to conduct Social Research projects.
- To enable students to apply theoretical knowledge of social research to field study. Students are required to undertake an individual project to acquire first hand experience of data collection.

**\* Solid course work particularly with regard to research methodology, tools of data collection, data analysis and data presentation would be a precondition to live project research work.**

#### Course work would entail information about designing research

- a. Problem Formulation
- b. Writing research proposal
- c. Review of the literature
- d. Formulation of techniques of data collection
- e. Data Collection
- f. Tabulation and presentation of data
- g. Quantitative /qualitative data analysis
- h. Report writing

#### Project Work:

1.The lecturer would announce broad areas of research work from which the learner chooses any one topic for the project work and gets it approved by the research guide.

2 The learner is expected to submit a preliminary write up pertaining to the work conducted in the third week of active preparation for actual field work.

3. The duration, requirements and expectations with regard to actual data collection / field work to be spelt out by the lecturer/ research guide.
4. The student is expected to submit a weekly status report to the lecturer while the work is in progress.
5. During the time of submission of the project report; the lecturer may ask for a brief presentation or a viva session with the student .

### Suggested topics for Proposed Research work:

Applied Component- Live project work for TY BA students.

1. Problem of Absenteeism in industries- A Case Study.
2. Relevance of Information and Communication Technologies (ICT) in Health.
3. Impact of ICT in Society.
4. Impact of Globalisation in Culture.
5. Globalisation and present employment scenario in Mumbai.
6. A Case Study on the problems of elderly.
7. Culture of Mumbai- Past and Present.
  1. Problems of Mumbai as a Megacity.
  2. Application of telemedicine in Mumbai- Analysis on telemedicine project of Tata Cancer Research Institute.
  3. Problems experienced by AIDS patients.
  4. Child Labour- A Case Study.
  5. Globalisation and Public Health – A Case Study on Mumbai.
  6. Increasing Crime in Mumbai.
  7. Temple economy
  8. Street economy
  9. Track farming
  10. Old Age Home – A case study
  11. Sociology of tourism – A case study
  12. Communities in Mumbai



### 13. Crime against elderly

# please note that the though the broad areas of research suggested above are to be referred to while allocating topics to students; monitoring the execution of research methodology, design, nuances of conducting social research should be explained to students in this paper.

#### Reading List:

14. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
15. Cresswell, J.W, 2007, Qualitative Inquiry and Research Design- Choosing among five approaches, Sage Publication: New Delhi
16. Cresswell, J.W, 2002, Research Design -Qualitative Quantitative and mixed methods approaches, Sage Publication: New Delhi
17. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
18. Somekh Bridget & Lewin Cathy (ed) 'Research Methods in Social Science'
19. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
20. Urwe Flick (2007), 'Managing Quality in Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.