

**Credit Structure-I
(3-Subject Structure)**



SNDT Women's University, Mumbai

**Credit structure for Under Graduate Programmes in
Humanities Faculties**

*As per Government of Maharashtra Circular dated
13th March, 2024*

**NEP - 2020
ENGLISH**

(w.e.f. 2024-25)

Structure with Course Titles (Revised)

25 MAY 2024

Structure with Course Titles

(Options related to our area of study to be provided with "OR" for baskets of different types)

SN	Courses	Type of Course	Credits	Marks	Internal	External
	Semester I					
1.1	Basic Concepts of Literary Studies- I	Subject 1	2	50	50	0
1.2		Subject 2	2	50	0	50
1.3	-----	Subject 3	2	50	50	0
1.4	English for Empowerment- I (for Students of Non-English Medium) OR Empowerment through English- I(for students of English Medium)	OEC	4	100	50	50
1.5	English Skills for Employability - I	VSC	2	50	50	0
1.6	Content Writing in English - I (Basics) (for students of English medium) OR Reading and Comprehension Skills in English(for students of Non-English medium)	SEC	2	50	50	0
1.7	English for Academic Writing- I (for students of English medium) OR English Language and Literature – I (for Students of Non-English medium)	AEC	2	50	0	50
1.8	-----	IKS	2	50	0	50
1.9	-----	VAC	2	50	0	50
1.10	-----	CC	2	50	50	0
			22	550	300	250
	Semester II					
2.1	Basic Concepts of Literary Studies- II	Subject 1	2	50	0	50
2.2	-----	Subject 2	2	50	50	0
2.3	-----	Subject 3	2	50	0	50
2.4		VSC	2	50	50	0
2.5		VSC	2	50	50	0

2.6	Empowerment through English Paper – II (for Students of English medium) OR English for Empowerment – II (for Students of Non-English medium)	OEC	4	100	50	50
2.7	Content Writing in English - II (Advanced) (for Students of English medium) OR Speaking and Writing Skills in English (for students of Non-English medium)	SEC	2	50	50	0
2.8	English for Academic Writing- II (for Students of English medium) OR English Language and Literature – II (for Non-English students)	AEC	2	50	0	50
2.9	-----	VEC	2	50	0	50
2.10	-----	CC	2	50	0	50
			22	550	250	300

Semester I

1.1 Subject I

Course Title	Basic Concepts of Literary Studies - I
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Comprehend the basic concepts of what constitutes literature and literariness 2. Distinguish between different forms and styles of writing 3. Identify the forms and genres of literature especially with regards to prose writing 4. Think and write about books using their knowledge of the features of organized writing.
Module 1 (Credit 1) Introducing Literary Studies	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Discern the larger field of literary studies. 2. Engage with what constitutes as literature.
Content Outline	<ol style="list-style-type: none"> 1. What is Literature? 2. The notion of literariness and figure of the literary author. 3. Different types of literature, para-literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher).
Module 2 (Credit 1) Forms of Literature	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. The importance of understanding forms in literary studies. 2. Identify various forms of literature.
Content Outline	<ol style="list-style-type: none"> 1. What is form? What is Content? 2. Fiction and type of Fiction: Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery and others. 3. Non-fiction and its types: Essays, Biography, Autobiography, Reports and others.

	<p>4. Graphic narratives.</p> <p>5. Learning about non-fiction: ‘A Tryst with Destiny’, Speech by Jawaharlal Nehru.</p> <p>6. ‘Toba Tek Singh,’ a short story by Sadat Hassan Manto.</p>
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EVALUATION PATTERN - INTERNAL ASSESSMENT -50 MARKS

1. Basic concepts and forms (quiz) (10 marks).
2. Identify and illustrate the characteristics of ANY one kind of nonfiction (20 marks).
3. Identify and illustrate the characteristics of ANY one kind of fiction (20 marks).

References

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

1.4. Open Elective Course OEC) (For Students of Non-English Medium)	
Course Title	English for Empowerment-Paper I (For Students of Non- English Medium)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1.Use literary texts as a context for learning language in use.
	2. Listen and use language in context.
	3.Learn the building blocks of paragraph writing.
	4. Use the building blocks of paragraph writing to transfer information visually and verbally.
	5. Understand and apply rules of email writing and letter writing. 6. Use the system of sounds in English.
Module 1 (Credit 1) Reading Short Stories	
Learning Outcomes	After learning the module, learners will be able to
	1. To develop reading skills.
	2. To comprehend literary texts.
Content Outline	Prescribed Texts: 1. ‘Unnikatha’ by M.Mukundan. 2. ‘Girls’ by Mrinal Pande. Yuvakatha, Vol.4. Ed. by Geeta Dharmarajan, Katha Publications, New Delhi, 1996.
Module 2 (Credit 1) Language in Use	

Learning Outcomes

After learning the module, learners will be able to

1. Build Vocabulary.
2. Learn Word-formation.
3. Learn English Grammar- Nouns and their types, Subject-Verb Agreement.
4. Use Tenses.
5. Use linking words.
6. Skimming and scanning.

Content Outline	Prescribed content: 1.Vocabulary. 2.Grammar- Nouns and their types, Subject-Verb Agreement. 3.Exercises on Tenses. 4.Exercises on linking-words. 5.Skimming and Scanning.
Module 3 (Credit 1) Writing Paragraphs and Letters	
Learning Outcomes	After learning the module, learners will be able to
	1. Build sentences and write paragraphs.
	2. Learn how to write informal letters.
Content Outline	Prescribed Grammar components: 1.Coherence and Cohesion. 2.Information Transfer. 3.Introduction to Letter Writing/ Emails (Informal -Requests and Invitations).
Module 4 (Credit 1) Listening and Speaking	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand spoken English.
	2. Respond to the spoken structures.
Content Outline	Prescribed components: <i>A Course in Listening & Speaking – I</i> (Chapters 1 to 5) by V. Sasikumar, P.Kiranmai Dutt &Geetha Rajeevan., Cambridge Univ. Press, 2014.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Evaluation Pattern- Internal and External -100 marks

Internal Examination - 50 marks	
Activity	Marks
1.Response to audio – visual material	10
2.Discussion about general topics related to texts	10
3. Writing paragraphs and compiling them.	20

4. Writing and compiling informal letters	10
Semester end External Examination - 50 marks	
1. Questions on Unit-1 Seen Comprehension from Short stories	15
2. Short notes based on the prescribed short stories (2/4)	10
3. Grammar and Vocabulary (Do as Directed)	15
4. Paragraph writing or Letter Writing (Informal Letters)	10

References:

1. Nagaraj, Geeta. *Write to Communicate*, Cambridge University Press/Foundation Books, 2004.
2. Sasikumar V. et.al. *A Course in Listening & Speaking*- ICambridge University Press, 2006.
3. Moula Shaikh ed. *Communication Skills: A Practical Approach*. Frank Bros. & Co. 2011.
4. Grellet, Françoise. *Developing Reading Skills*, Cambridge University Press, 1981.

1.4 Open Elective Course(OEC) (For Students of English Medium)	
Course Title	Empowering through English -Paper I (For English Medium Students)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1.Understand and appreciate significant aspects in literary texts
	2. Listen and comprehend different audio-visual narratives
	3. Recognize vocabulary items and write correct grammatical structures.
	4. Apply the knowledge received to frame simple, creative, descriptive paragraphs.
5. Make presentations and creatively express their opinion in classroom activities	
Module 1 (Credit 1) Understanding Poetry and Short Story	
Learning Outcomes	After learning the module, learners will be able to
	1.Comprehend literary texts.
	2.Appreciate the literary aspects in the texts.

Content Outline	<p>Prescribed Texts:</p> <p>Poems</p> <ol style="list-style-type: none"> 1. Television by Roald Dahl. 2. Home, they brought her warrior dead – Alfred Lord Tennyson. <p>Short Stories</p> <ol style="list-style-type: none"> 1. Salt- Mannu Bhandari. 2. Theresa’s Man – Damodar Mouzo. <p>(selections from Imaging the Other, Editors – Sara Rai, G J V Prasad, Publisher – Katha 1999, 208 pages).</p>
Module 2 (Credit 1) Understanding and Responding to audio-visual content	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Listen actively and respond to different views and perspectives from audio-visual content. 2. Share inputs in the class and express effectively on related content.
Content Outline	<p>Prescribed content:</p> <p>Teachers can select audio-visual content that could be based on environment and sustainability, gender, human values.</p>
Module 3 (Credit 1) Learning Grammar	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Use vocabulary appropriately and create sentence structures. 2. Construct grammatically correct sentences.
Content Outline	<p>Prescribed Grammar components:</p> <p>Tense, Subject-verb agreement, Prepositions and Prepositional phrases, Vocabulary and Word substitution and formation, Articles</p>
Module 4 (Credit 1) Writing for a Purpose	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Write simple, creative, descriptive paragraphs. 2. Frame meaningful sentences in sequential order using linking words.

Content Outline	Prescribed components: Students have to write short descriptive, creative paragraphs using linking words.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Evaluation Pattern- internal (50 marks) and External (50 marks)

Internal Examination - 50 marks	
Activity	Marks
1.Response to audio – visual material	20
2.Discussion about general topics related to texts	10
3.Creative presentation of the text- (Suggestions-Recitation, Reading, Role Play, Dramatization)	20
Semester end External Examination - 50 marks	
1.Questions on Unit-1 Seen Comprehension from Short stories	15
2.Question based on Poems	10
3.Grammar and Vocabulary (Do as Directed)	15
4.Paragraph writing	10

References:

1. *Imaging the Other*. editors – Sara Rai, G J V Prasad, Publisher – Katha 1999, 208 pages).
2. *Organised Writing*. V Saraswati, Orient Longman.
3. *Strengthen Your English*. V R Narayanswami, Orient Longman.
4. John Lennard, *The Poetry Handbook. A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford University Press.
5. *Merriam Webster's Vocabulary Builder*. Mary Wood Cornog 2010.
6. *Word Power Made Easy*. Norman Lewis 2020.
7. *Practical English Usage*. Michael Swan, Oxford.

1.5 Vocational Skills Course (VSC)	
Course Title	English Skills for Employability -I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ol style="list-style-type: none"> 1. Acquire proficiency in English grammar for employability. 2. Develop effective listening skills. 3. Read, comprehend and respond to texts. 4. Learn the art of writing for professional purposes. 5. Speak and converse well in English.
Module 1 (Credit 1)- English Grammar for Employability	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Learn the correct use of parts of speech. 2. Build vocabulary and make sentences. 3. Learn about the types of sentences. 4. Understand the Subject-Verb agreement. 5. Use the correct forms of Tenses.
Content Outline	Parts of speech, vocabulary exercises, sentences and their types, Tenses and their usage, Common errors and misappropriations.
Module 2 (Credit 2) Communication Skills	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Develop effective listening skills. 2. Know about Non-Verbal forms of communication. 3. Acquire skills in Spoken English. 4. Deliver speeches on formal occasions. 5. Participate in Role Play activities. 6. Develop reading skills.
Content Outline	<ol style="list-style-type: none"> 1. Advantages of good listening. 2. Types of and Barriers to listening. 3. Techniques for Active listening. 4. Listening and Note Taking. 5. Exercises and activities for improving Spoken English. 6. Role plays. 7. Speeches for formal occasions.

External Evaluation: 50 marks:

1. Questions on Grammar -10 marks.
2. Testing Vocabulary skills-10 marks.
3. Writing speeches-10 marks.
4. Reading Comprehension- 10 marks.
5. Speeches- 10 marks.

References:

1. Kumar, Sanjay & Lata Pushpa. *Communication Skills* Oxford University Press, New Delhi. 2015.
2. Raman, Meenakshi & Sharma, Sangeeta. *Professional English*. OUP, India, 2018.
3. Sapna, M. S. (Dr.) *Corporate Communication: Trends and Features*. Notion Press, 2020.

1.6 Skill Enhancement course (SEC) For English Medium Students	
Course Title	Content Writing in English- I (Basics) For English Medium Students
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop skills in creative writing used for preparing contents for social media and other platforms. 2. Enhance critical abilities to prepare content required for special purposes. 3. Prepare themselves for good employment opportunities in the field.
Module 1 (Credit 1) Introduction to Content Writing	
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. Get a comprehensive understanding of what is Content Writing. 2. Understand the usage and importance of Content Writing 3. Learn language skills required for content writing.
Content Outline	<ol style="list-style-type: none"> 1. Introduction & Significance of Content Writing (Theory). 2. Purpose & Role of a Content Writer (Theory). 3. Language Skills in Content Writing. <p><i>(e.g., rules like using Present tense and choosing Active voice over passive)</i></p>
Module 2 (Credit 1) Locating Sources for Content Writing	
Learning Outcomes	After learning the module, learners will be able to:

	1. Locate and use credible sources to efficiently write the required content.
	2. Write lucrative captions and advertisements for different media types.
Content Outline	<p>1. Internet Skills: Research Skills & Supplementary Internet skills (Give them topics to research to formulate content based on the types).</p> <p>2. Types of Contents and their formats: (Theory & Practice). - Writing for social media (e.g., memes, and post captions). - Creating advertisements.</p>

PATTERN OF EVALUATION

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE): 25 marks

Internal Evaluation: 50 marks

1. An assignment that aims to encourage the students to research content development for social media. (10 marks).
2. An assignment that aims to replicate Corporate Teamwork: A project based on promotional content to be given to the learners. Designations like Team Leader, Content researcher, Content Writer, and Content Editor be allotted to them. (10 marks).
3. Preparing samples of content writing (10 marks).
4. Write an appropriate caption using the current tools on the following product/brand (pick a topic). 10 marks.
5. Create an advertisement for a product/brand with a suitable approach to attract the consumer. – 10 marks.

References

1. Gupta, Kounal. *CONTENT WRITING HANDBOOK: A Practical Crash Course to Write 30+ Content Types & Earn Online*. Henry Harvin, 2020.
2. Handley, Ann. *Everybody Writes: Your New and Improved Go-To Guide to Creating Ridiculously Good Content*. Wiley, 2022.
3. Schaefer, Mark W. *The Content Code: Six Essential Strategies for Igniting Your Content, Your Marketing, and Your Business*. Schaefer Marketing Solutions, 2015.

1.6 Skill Enhancement Course (SEC) For Non-English medium students	
Course Title	Reading and Comprehension Skills in English
Course Credits	2
Course Outcomes	At the end of the course, learners will be able to 1. Actively read different literary texts. 2. Recognise vocabulary items and comprehend the texts. 3. Apply the knowledge received to answer questions correctly. 4. Be familiar with the systems of sounds in English.
Module 1 (Credit 1) Reading and Comprehending	
Learning Outcomes	After learning the module, learners will be able to 1) Actively read texts and articulate fluently. 2) Comprehend, interpret and decode written language and texts using skimming and scanning during reading. 3) Engage in interactive exercises while reading. 4) Understand the systems of sound.

Content Outline	<p>1. Texts from different sources (newspapers, internet, other literary texts) including the short stories prescribed using skimming and scanning.</p> <p>2. Chapters 1 to 5 from V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, <i>A Course in Listening & Speaking I</i>.</p>
Module 2	Comprehension Skills
Learning Outcomes	<p>At the end of the module, the learners will be able to</p> <ol style="list-style-type: none"> 1. Expand vocabulary through practice. 2. Annotate effectively for increased comprehension and retention. 3. Synthesize information from the text and answer questions.
Content Outline	<ol style="list-style-type: none"> 1. <i>The Doctor's Word</i>- RK Narayan. 2. <i>The Gift of the Magi</i>- O. Henry. <p>Skimming and Scanning from the lessons in Unit II.</p> <p>Unseen passages for comprehension (newspapers, magazines, other short stories, internet etc.).</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal Assessment - 50 marks

1. Reading from different kinds of passages(Poems/news articles/short stories) (10 marks).
2. Highlighting vocabulary items and testing for pronunciation and meaning-15 marks.
3. Assignments/ worksheets on Unit-II Seen Comprehension from Short stories-10 marks.
4. Worksheets based on Vocabulary - 5 marks.
5. Worksheets on Unseen Comprehension-10 marks.

References

- 1.V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, *A Course in Listening & Speaking I*, Cambridge University Press, 2014. ISBN: 9788175963344.
2. *Communicative English* . edited by E. Suresh Kumar and P. Sreehari, Orient Blackswan.
- 3.Board of Editors(ed) *Popular Short Stories* Oxford University Press, Chennai, 2001 ISBN 0195623231.
- 4.Narayan, R K. *Malgudi Days*. Penguin Books USA 1987.

<p>1.7 Ability Enhancement Course AEC) For Students of English Medium</p>	
<p>Course Title</p>	<p>English For Academic Writing- Paper I For students of English Medium</p>
<p>Course Credits</p>	<p>2</p>
<p>Course Outcomes</p>	<p>After going through the course, learners will be able to:</p> <p>1.Read simple texts fluently with proper understanding.</p> <p>2.Understand the format of letter and email writing.</p> <p>3 Develop skills for academic writing.</p>
<p>Module 1 (Credit 1) Reading and Listening Skills</p>	

Learning Outcomes	After learning the module, learners will be able to:
	1. Use literary text as a context to learn language.
	2. Develop reading skills.
	3. Listen and respond to audio content.
Content Outline	1.Short stories from the book Advantage English 2. <i>Lawley Road</i> by R. K. Narayan 3. <i>Romance of a Busy Broker</i> by O Henry 4.Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement 5.Comprehension- Close Reading, Skimming, Scanning 6.Selections of audio content that could be based on general interesting topics
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1. Understand the basics of Academic Writing.
	2. Write formal and goodwill letters and emails.
	3. Introduce oneself and others in a formal set-up.
Content Outline	1.Summary Writing 2.Formal Letters and Emails- Leave Note, Enquiries and Complaints 3.Goodwill Letters and Emails- Thank You and Congratulations 4.Introducing self and others

PATTERN OF EVALUATION

Assignments/Activities towards Comprehensive evaluation and marks

External (Summative) Assessment: 50 marks

Question 1 –

Seen Passage- Comprehension and Grammar (15 marks).

Question 2 – 15 marks.

A. Formal Letters 1 out of 2 (10 marks).

B. Summary Writing-5 marks.

Question 3- Drafting speeches 10 marks.

Question 4- Goodwill Letters by Email- 10 marks.

References

1. B. Yadav Raju, C Murlikrishna. *Advantage English*. Orient BlackSwan, 2009.

2. Gangal, J.K. *A Practical Course in Effective English-Speaking Skills*. PHI Learning Private Limited, 2012.
3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.
4. Swales, John M. and Christine Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press ELT, 2012. (3rd Edition)

1.7 Ability Enhancement course (AEC) For Students of Non-English medium	
Course Title	English Language and Literature- 1 For Students of Non-English medium
Course Credits	2
Course Outcomes	After completing the course, the learners will be able to:
	1.Read and understand simple literary texts.
	2.Be aware of and apply the forms of email and letter writing.
Module 1 (Credit 1) Reading and Listening Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1.Use the literary text as a context to learn language through receptive skills.
	2.Develop reading skills.
Content Outline	Short stories from Let's Go Home and other Stories by Meenakshi Mukherjee. <ol style="list-style-type: none"> 1. <i>The Portrait of a Lady</i> by Khushwant Singh 2. <i>Let's go Home</i> by Kewlian Sio Comprehension- Close Reading, Skimming, Scanning
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1.Use language in context.
	2.Learn to communicate effectively through formal, goodwill letters and emails.
Content Outline	1.Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement

	2. Formal Letters - Leave Notes, Enquiries and Complaints 3. Goodwill Letters - Thank You and Congratulatory notes The student should also be able to write emails in all the above given topics.
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PATTERN OF EVALUATION

External (Summative) Assessment: 50 marks

Question 1 –

Seen Passage- Comprehension and Grammar (15 marks)

Question 2 – 20 marks

A. Formal Letter and Email- 1 out of 2 (10 marks)

B. Goodwill Letter and Email- 1 out of 2 (10 marks)

Question 3- Drafting speeches- 15 marks

References

1. *Let's Go Home and Other Stories*. Ed. by Meenakshi Mukherjee. Orient Blackswan Pvt Ltd. New Delhi (2009)
2. Gangal, J.K. *A Practical Course in Effective English-Speaking Skills*. PHI Learning Private Limited, 2012.
3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.
4. Urmila Rai, S.M Rai (2007), *Business Communication*. Himalaya Publishing House Pvt. Ltd.
5. *Principles and Practices of Business Communication*. Aspi Doctor and Rhoda Doctor, Sheth Publishers.

SEMESTER II

2.1 Subject 1

Course Title	Basic Concepts of Literary Studies- II
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <p>1 Enhance their ability to truly appreciate and understand literature by being able to analyze and discuss it with proper critical vocabulary.</p> <p>2. Have more concentrated ability to deepen their knowledge of techniques and forms.</p> <p>3. Demonstrate familiarity with be able to use the intellectual strategies that literary critics use to interpret and discuss literary works.</p> <p>4. Identify poetic forms and critical terms associated with the study of poetry.</p>
Module 1 (Credit 1) Genres and Fiction	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <p>1. Be familiar with various genres- popular as well as canon literary texts.</p> <p>2. Develop literary response to various literary texts.</p>
Content Outline	Adventure, Bildungsroman, Chick lit, Crime and Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical works.
Module 2 (Credit 1)) Language Skills in Literary Writing	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <p>1. Develop effective writing skills.</p> <p>2. Write well developed essays.</p>
Content Outline	<p>1. Importance of cohesion, coherence and structures in writing.</p> <p>2. Voices and figures of speech.</p> <p>3. Collocations and word-formations.</p> <p>4. Linking words, synthesis and clauses.</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

External Evaluation-50 marks

1. Long question on literary texts prescribed – 20 marks.
2. Short notes on literary texts-10 marks.
3. MCQs on basic concepts- 20 marks.

References

1. Maynard, John R. "The Bildungsroman." *A Companion to the Victorian Novel 1* (2002): 279-301.
2. David, Deirdre, ed. *The Cambridge companion to the Victorian novel*. Cambridge University Press, 2012.
3. Lodge, David. *The art of fiction*. Random House, 2012.
4. Lentricchia, Frank, and Thomas McLaughlin, eds. *Critical terms for Literary study*. University of Chicago Press, 2010.

2.4 Open Elective Course (OEC) For students of English Medium	
Course Title	Empowerment through English -Paper II (For Students of English Medium)
Course Credits	4

Course Outcomes	After going through the course, learners will be able to
	1. Read and comprehend literary texts
	2. Relate to the visual and verbal aspects in graphical texts
	3. Apply appropriate vocabulary and construct correct grammatical structures in oral presentations
	4. Write full length essays expressing their views on different issues
Module 1 (Credit 1) Understanding Novella	
Learning Outcomes	After learning the module, learners will be able to
	1. Read and comprehend literary texts
	2. Analyse and respond to the textual content
Content Outline	<p>Prescribed Texts:</p> <p>The Living Mountain by Amitav Ghosh</p> <p>An Imprint of HarperCollins Publishers, 2022</p>
Module 2 (Credit 1) Understanding Graphic Content	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand and relate to graphic content (in books/magazines)
	2. Create and make effective verbal and visual presentations

Content Outline	Prescribed text: Amar Chitra Katha Comics :- APJ Abdul Kalam. Ed. By Anant Pai
Module 3 (Credit 1) Learning Grammar	
Learning Outcomes	After learning the module, learners will be able to
	1. Construct grammatically correct sentences
	2. Use correct structures in presentations
Content Outline	Prescribed Grammar components: Tense, Voice, Direct and Indirect speech
Module 4 (Credit 1) Essay Writing	
Learning Outcomes	After learning the module, learners will be able to
	2. Write full-length essay with logical flow thought
Content Outline	Prescribed component: Extended writing- Expository and Argumentative Essay Writing

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Evaluation Pattern

Internal Examination - 50 marks	
Activity	Marks
1.Assignments (Conversation/Role play) based on prescribed text	20
2.Classroom presentation/project on Amar Chitra Katha (prescribed and others)	20
3. Discussion in group on general topics (aimed at developing expository or argumentative skills)	10
Semester end External Examination - 50 marks	
1.Unseen Comprehension	15
2.Short notes on Novella – (3 from 5)	15
3.Grammar and Vocabulary (Do as Directed)	10
4.Essay writing	10

References:

1. *English Grammar in Use*. Raymond Murphy, Cambridge.
2. Amar Chitra Katha Comics

3. *Champak*. (English Magazine) Delhi Press

4. *How to Study a Novel*. Andre Brink, Macmillan 1995

5. Gangal J K. *A Practical Course In Developing Writing Skills in English*. PHI Learning Private Limited. 2011

6. Sinha Chaudhari Santanu. *Learn English*. Mcgraw Hill Education Pvt.ltd. New Delhi. 2013.

2.6 Open Elective Course (OEC) For Students of non-English medium	
Course Title	English for Empowerment -Paper II (For Students of Non-English Medium)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Use literary texts as contexts for teaching language in use.
	2.Enable listening and using language in context.
	3.Write longer, descriptive and creative text.
	4.Develop accuracy, appropriateness and fluency in communication.

Module 1 (Credit 1) Understanding Short Stories	
Learning Outcomes	After learning the module, learners will be able to
	1. Improve Reading skills.
	2. Analyze and respond to the textual content
Content Outline	<p>Prescribed Texts:</p> <p>First two short stories from <i>Yuyakatha</i>, vol 7, ed. By Keerti Ramachandra, Katha, New Delhi, 1996.</p>
Module 2 (Credit 1) Language in Use (In Graphics and Magazines)	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand and relate to graphic content (in books/magazines)
	2. Create and make effective verbal and visual presentations
Content Outline	<p>Prescribed text:</p> <p>1. Articles from magazines in English.</p> <p>2. Cartoon books, graphic stories, animated audio-visual content</p>
	3. Write short and long sentences using the given words.
Module 3 (Credit 1) Paragraph and Letter Writing	
Learning Outcomes	After learning the module, learners will be able to
	1. Write longer paragraphs on given topics.

	2. Write Formal Letters of Complaints / letters to editors.
Content Outline	Prescribed components: 1. Long Paragraph Writing 2. Formal Letters of Complaints. Letters to editors.
Module 4 (Credit 1) Speaking Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop listening skills.
	3. Respond to spoken structures.
Content Outline	Prescribed component: <i>A Course in Listening and Speaking – II, V.Sasikumar et.al, Cambridge University Press, 2014.</i>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Evaluation Pattern

Internal Examination - 50 marks	
Activity	Marks
1. Assignments (Conversation/Role play) based on prescribed text	20
2. Collection of samples of long paragraphs	10
3. Compilation of Sample Formal Letters	10

4. Group Discussions on given topics	10
Semester end External Examination - 50 marks	
1.Unseen Comprehension	15
2.Short notes on Novella – (3 from 5)	15
3.Grammar and Vocabulary (Do as Directed)	10
4.Long Paragraph writing OR Formal Letter Writing	10

References:

- 1.Nagaraj, Geeta. *Write to Communicate*,Cambridge University Press/Foundation Books, 2004
2. Sasikumar V. et.al . *A Course in Listening & Speaking- II* Cambridge University Press, 2006.
- 3.Moula Shaikh ed. *Communication Skills : A Practical Approach*. Frank Bros. & Co. 2011
4. Grellet, Francoise. *Developing Reading Skills*,Cambridge University Press, 1981.

2.7 Skill Enhancement Course (SEC) For Students of English Medium	
Course Title	Content Writing in English- II (Advanced) For Students of English Medium
Course Credits	2

Course Outcomes	After going through the course, learners will be able to:
	1. Develop skills in creative writing used for preparing content for social media and other platforms.
	2. Enhance critical abilities to prepare content required for special purposes.
	3. Plan for a career in media
Module 1 (Credit 1) – Introduction to Anti-Plagiarism policies	
Learning Outcomes	After learning the module, learners will be able to:
	1. Exercise ethical standards while drafting content to avoid plagiarism and follow the correct publishing conduct.
	2. Use accurate style to match the purpose of the content.
	3. Write slogans and taglines that represent the appropriate goals of the brand and Content.
Content Outline	<ol style="list-style-type: none"> 1. Copywriting 2. Types of writing & correct usage of words. 3. Types of Content and their format. 4. Ethics and Publishing rules
Module 2- Credit :1 Creating Brochures and Manuals	
Learning Outcomes	After learning the module, learners will be able to:

	<ol style="list-style-type: none"> 1. Design better Graphics for Brochures/Posters/ Event Invites- using writing tools available on the internet.
	<ol style="list-style-type: none"> 2. Write suitable content for the Brochure writing with the correct information.
Content Outline	<ol style="list-style-type: none"> 1. Internet Skills: Basic Graphic Skills e.g. Canva 2. Types of Content and their format: Posters, Event Invites ,Brochures, flyers etc.

PATTERN OF EVALUATION

INTERNAL EVALUATION : 50 marks

1. Creating a brochure/poster/event invite for a given topic - 1 /2 (10 marks)
2. Make a detailed brochure -1 /2 (10 marks)
3. Theory based questions -can be objective- 10 marks
4. Edit the following advertisement making it appropriate for print media. **10 marks (Specify the type of media required)**
5. Invent a copy/slogan/tagline for the following advertisement given on a product/brand/service industry. (10 marks)

References

1. Gupta, Kounal. *CONTENT WRITING HANDBOOK: A Practical Crash Course to Write 30+ Content Types & Earn Online*. Henry Harvin, 2020.
2. Handley, Ann. *Everybody Writes: Your New and Improved Go-To Guide to Creating Ridiculously Good Content*. Wiley, 2022.

3. Schaefer, Mark W. *The Content Code: Six Essential Strategies for Igniting Your Content, Your Marketing, and Your Business*. Schaefer Marketing Solutions, 2015.

<p>2.7 Skill Enhancement Course (SEC) For Students of Non-English medium</p>	
<p>Course Title</p>	<p>Speaking and Writing Skills in English For Students of Non-English Medium</p>
<p>Course Credits</p>	<p>2</p>
<p>Course Outcomes</p>	<p>At the end of the course, learners will be able to</p> <ol style="list-style-type: none"> 1) Speak and interact well in various situations. 2) Develop soft skills such as self-analysis, self- confidence by working individually, in pairs and groups. 3) Use nonverbal language effectively. 4) Organize and develop paragraphs from a topic sentence using linking words. 5) Develop ability to write formal and Informal messages and descriptive essays. 6) Acquire competence using the right vocabulary in spoken as well as written forms of communication.
<p>Module 1 (Credit 1) Speaking in English</p>	
<p>Learning Outcomes</p>	<p>After learning the module, learners will be able to</p>

	<p>I. Articulate fluently and coherently in different situations on familiar topics</p> <p>2. Learn the use of nonverbal language</p> <p>3. Engage in interactive spoken and exercises individually, in pairs and groups in a variety of situations</p>
Content Outline	<p>1. Communication Skills</p> <p>UNIT 1-6 Understanding Communication, Greeting and Introducing, Making Requests, Asking for and Giving Permission, Offering Help, Giving Instructions and Directions</p> <p>V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, <i>A Course in Listening & Speaking I</i> (Pg nos 61-90)</p> <p>2. Non Verbal Communication- The Body Language (Pg nos 58-64)</p> <p>Gangal, J.K. <i>A Practical Course in Effective English Speaking Skills</i></p>
Module 2	Using Vocabulary and Writing in English
Learning Outcomes	<p>At the end of the module, the learners will be able to</p> <p>1. Expand vocabulary through practice</p> <p>2. Acquire confidence in using the right vocabulary for the right purpose.</p> <p>3. Develop, organize and write paragraphs and simple formal and informal messages</p> <p>4. Write descriptive essays.</p>

Course Outline	<p>1. Developing and organising paragraphs from a topic sentence using linking words</p> <p>2. Writing Descriptive essays</p> <p>3. Writing simple, formal and informal messages</p> <p>4. Using Verbs – Tenses, Subject, Verb Agreement, Articles & Proposition</p>
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Internal Evaluation-

1. Situations using Greeting and Introducing/ making requests (Individual, Pair work)-10 marks
2. Situations asking for and giving permission, offering help, giving instructions and directions (Individually/ in pairs and groups) questions on body language- 15 marks
3. Worksheet on Grammar-5 marks
4. Worksheets based on writing simple, formal and informal messages - 5marks
5. Assignments on Descriptive essays-10 marks
6. Assignments developing and organising paragraphs from a topic sentence using linking words-5 marks

References

- 1.V. Sasikumar, P. Kiranmai Dutt & Geetha Rajeevan, *A Course in Listening & Speaking I*, Cambridge University Press, 2014. ISBN: 9788175963344.
- 2.Gangal, J.K. *A Practical Course in Effective English Speaking Skills*. PHI Learning Private Limited, 2016.
3. *Communicative English*. edited by E. Suresh Kumar and P. Sreehari, Orient Blackswan.

2.8 Ability Enhancement Course (AEC) For students of English Medium	
Course Title	English for Academic Writing- Paper II For Students of English medium
Course Credits	2
Course Outcomes	After going through the course, learners will be able to: 1. Read, understand, and respond to simple narratives. 2. Learn to write letters and emails correctly and coherently in English. 3. Strengthen -skills for academic writing.
Module 1 (Credit 1) Reading and Listening Skills	
Learning Outcomes	After learning the module, learners will be able to: 1. Learn to answer various types of questions based on texts. 2. Develop the ability to take and make notes. 3. Identify and use tense forms and prepositions accurately.

Content Outline	<ol style="list-style-type: none"> 1. Short stories from the book Advantage English <ol style="list-style-type: none"> a. <i>The Thief</i> by Ruskin Bond b. <i>The Bet</i> by Anton Chekhov 2. Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement, Prepositions 3. Note Taking and Note Making
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1. Learn to interpret visual data and write with clarity.
	2. Strengthen the ability to carry out formal letter and email writing.
	3. Invite and request in person or telephonically.
Content Outline	<ol style="list-style-type: none"> 1. Interpretation of Data: Visual to Verba 2. Formal Letters and Emails- Requests and Invitation 3. Conversational practice (invite or requests)

PATTERN OF EVALUATION;

EXTERNAL EVALUATION= 50 marks

1. Question 1- Drafting letter/ Email Students are required to write an email requesting a teacher. (10 marks)
2. Question 2- Short notes based on the stories 2/4 (10 marks)
3. Question 3- Write an imaginary dialogue on a given scene from the prescribed short stories. (10 marks)
4. Question 4 – Seen Passage- Comprehension and Grammar (20 marks)

References

1. B. Yadav Raju, C Murlikrishna. *Advantage English*. Orient BlackSwan, 2009.
2. Gangal, J.K. *A Practical Course in Effective English Speaking Skills*. PHI Learning Private Limited, 2012.

3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.

4. Swales, John M. and Christine Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press ELT, 2012. (3rd Edition)

2.8 Ability Enhancement Course (AEC) For Students of Non-English medium	
Course Title	English Language and Literature – Paper II
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Read, understand, and respond to simple narratives. 2. Learn to write letters and emails correctly and coherently in English.
Module 1 (Credit 1) Reading and Listening Skills	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Learn to answer various types of questions based on texts. 2. Develop the ability to organize, connect and condense key points of information.

Content Outline	<ol style="list-style-type: none"> 1. Short stories from the book <i>Let's Go Home and other Stories</i> by Meenakshi Mukherjee. <ol style="list-style-type: none"> a. <i>The White Dove</i> by Indrayani Sowkar b. <i>The Meeting Pool</i> by Ruskin Bond 2. Note Taking and Note Making
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Use tense forms accurately.
	2. Strengthen the ability to write formal letters and emails
Content Outline	<ol style="list-style-type: none"> 1. Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement, Prepositions 2. Formal Letters and Emails- Requests and Invitations

PATTERN OF EVALUATION

EXTERNAL EVALUATION -50 marks

Question 1- Seen Passage- Comprehension and Grammar (20 marks)

Question 2 – 10 marks Formal Letter and Email- 1 out of 2 (10 marks)

Question 3- 20 marks- Short notes based on stories 2 /4 .

References

1. *Let's Go Home and Other Stories*, by Meenakshi Mukherjee. Orient Blackswan Pvt Ltd. New Delhi (2009)
2. Gangal, J.K. *A Practical Course in Effective English Speaking Skills*. PHI Learning Private Limited, 2012.
3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.
4. Turkel, Judi Kesselman and Franklynn Peterson *Note-Taking Made Easy* . University of Wisconsin Press, 2001.

5. Urmila Rai, S.M Rai (2007), *Business Communication*. Ok Communication, Aspi Doctor and Rhoda Doctor, Sheth Publishers.

DRAFT



SNDT Women's University, Mumbai

**Credit structure For Under Graduate Programmes
in Humanities, Science and Technology and
Interdisciplinary Studies Faculties**

*As per Government of Maharashtra Circular
dated 13th March, 2024*

**B.A. Economics
NEP - 2020**

(w.e.f. 2024-25)

Structure with Course Titles(Revised May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
1.1	Introduction to Indian Economy	Subject 1	2	50	50	0
1.2	--	Subject 2	2	50	0	50
1.3	--	Subject 3	2	50	50	0
1.4	Entrepreneurship Development	OEC	4	100	50	50
1.5	Financial Literacy	VSC	2	50	50	0
1.6	Basic of Stock Market Operation	SEC	2	50	50	0
1.7		AEC (English)	2	50	0	50
1.8		IKS (Generic)	2	50	0	50
1.9		VEC	2	50	0	50
1.10		CC	2	50	50	0
			22	550	300	250
	Semester II					
2.1	Industrial and External sector of Indian Economy	Subject 1	2	100	0	50
2.2		Subject 2	2	0	50	0
2.3		Subject 3		0	0	50
2.4		VSC	2	50	50	0
2.5		VSC	2	50	50	0
2.6	Principles of Economics	OEC	4	100	50	50
2.7	Fundamental of Banking	SEC	2	50	50	0
2.8		AEC (English)	2	50	0	50
2.9		VEC	2	50	0	50
2.10		CC	2	50	0	50
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Course Syllabus

Semester I

Major (Core)

Course Title	Introduction to Indian Economy
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Explain the differences between developing and developed economies.
	<ul style="list-style-type: none">• Discuss the developmental policies of the government relating to the agricultural sector.
Module 1(Credit 1)	Introduction to Indian Economy
Learning Outcomes	After learning the module, learners will be able to
	1. Summarize the concept and characteristics of developing and developed countries
	2. Comprehend the status of various sectors in the Indian economy
Content Outline	1.1 Developed and developing economy: Meaning and concept. 1.2 Characteristics of Indian economy as a developing economy 1.3 Comparison of Indian economy with developed economies in terms of : a) Population b) Per capita income c) agriculture d) Industry e) Service sector
Module 2(Credit 1)	Agricultural Sector
Learning Outcomes	After learning the module, learners will be able to
	1. Identify the role and importance of agriculture in Indian economy and various issues in this sector.
	2. Critically evaluate issues relating farmers
Content Outline	2.1 Contribution of agricultural sector in Indian Economy 2.2 Low productivity- causes and measures 2.3 Agricultural finance- importance and sources. 2.4 Agricultural marketing-defects and remedies. 2.5 Farmer's suicides- causes and measures.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1 Assignments : Any topic related to syllabus. (25 Marks)
 - 2 Seminar / Group Discussion (10 Marks)
 - 3 Debate and Discussion / MCQ Test (15 Marks)
- OR
- 4 Project work and Presentation (15 Marks)

References:-

- Agrawal A.N. (2023), Indian Economy Problems of Development and Planning 44th Edition, New Age International Publishers. Delhi.
- Agrawal A.N., (2018), Indian Economy, 41th Edition, New Age International Publishers. Delhi
- Dutt & Sundharam ,(2024), Indian Economy- 68th Edition ,S Chand & cop. Pvt. Ltd. New Delhi.
- Datta Gaurav and Mahajan Ashwini (2024), Indian Economy', 73rd Edition, S. Chand & Company Ltd. New Delhi
- Mascarenes and Johnson (2017) Indian Economy, Manan Prakashan, Mumbai
- Mishra Puri (2021) Indian Economy 39th Edition- Himalaya publishing house. Mumbai
- Rudra & Dutt (2019) Indian Economy 39th Edition- Himalaya publishing house. Mumbai.
- Ramesh Singh, (2018) Indian Economy, McGraw Hill Education; Tenth edition Delhi
- Shukla M. B., Indian Economy, 2022. Taxmann Publication .Ltd,
- Sanjeev Varma (2021) The Indian Economy –MC-Graw Hill Delhi
- Sanjeev Verma, (2018) The Indian Economy, Unique Publishers India Pvt. Ltd , Mumbai
- Shrirangam, Kumar and Jha, (2019), Indian Economy- principles, policies and progress, Pearson Education; First edition, UP
- Uma Kapila, (2020) Indian Economy- performance and policies, Academic Foundation , Delhi
- V.K. Puri & S.K. Mishra , (2022), Indian Economy -40th Edition , Himalaya Publishing House, Mumbai.
- Ahluwalia I.J. and I.M.D. Little (Eds.) (1999), India's Economic Reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
- Bardhan. P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
- Brahmanada, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi.
- Datta, R. and KP.M. Sundhram (2003), Indian Economy. S. Chand & Company Ltd. New Delhi
- Government of India, Economic Survey, (Annual), Ministry of Finance, New Delhi.
- Sen, R.K. and B. Chatterjee (2001), Indian Economy: Agenda/or 21st Century:
- Reserve Bank of India, Report on Currency and Finance (Annual).
- Sen, R.K. and B. Chatterjee (2001), Indian Economy; Agenda for 21st Century (Essays in honour of Prof . P.R. Brahmananda), Deep & Deep Publications, New Delhi.
- C.S. Prasad , Vibha Mathur & Anup Chatterjee- (2007), Sixty Years of the Indian Economy- 1947- Part- I, 2007- New Century Publication , New Delhi.

- Uma Kapila (Edited) (2023-24), Indian Economy since Independence, 34th Edition Academic Foundation, New Delhi.
 - माहोरे रामदास २०२१ ,, भारतीय अर्थव्यवस्था, नागपूर , साई ज्योती पब्लिकेशन ,
 - झामरे जी , ' भारतीय अर्थव्यवस्था विकास व पर्यावरणात्मक अर्थशास्त्र , २०१५. एन.पिंपळापुरे अँड कंपनी पब्लिशर्स नागपूर ,
 - नीलांजन बानिक , (२०१७) भारतीय अर्थव्यवस्था – स्थूल अर्थशास्त्रीय आढावा सेज पब्लिकेशन , न्यू दिल्ली .लि.इंडिया प्रा
 - रसाळ राजेंद्र (२०१५) भारतीय अर्थव्यवस्था सक्सेस पब्लिकेशन्स , सुधारित व विस्तारित आवृत्ती, पुणे
 - रमेश सिंह ,(२०१९) भारतीय अर्थव्यवस्था ,(मराठी आवृत्ती) मॅक ग्रा हिल एज्युकेशन चेन्नई ,
- Reference Books in Hindi**

- दत्त और सुंदरम, 2024, भारतीय अर्थव्यवस्था , 73 वां संस्करण , एस चंद एंड कंपनी. लिमिटेड मुंबई।
- वीपुरी.के., एसमिश्रा और भगत गर्ग.के., 2023-2024, भारतीय अर्थव्यवस्था, 41वां संस्करण, हिमालय पब्लिशिंग हाउस, मुंबई।
- रमेश सिंह, 2023, भारतीय अर्थव्यवस्था, 15 वाँ संस्करण, मैकग्रा हिल पब्लिशर्स, नई दिल्ली

Semester I

Open Elective Courses (OEC)

Course Title	Entrepreneurship Development
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none"> • Describe the entrepreneurship process. • Explain the types and role of entrepreneurs • Discuss the various Government Schemes for entrepreneur development schemes • Case studies of successful entrepreneurs
Module 1(Credit 1)	Process of Entrepreneurship
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1.Explain the Concept & Functions of an Entrepreneur. 2.Summarize the process of Entrepreneurship. 3.Describe the Classification of Entrepreneurship in Different Basis
Content Outline	<ol style="list-style-type: none"> 1.1 Concept & Functions of an Entrepreneur 1.2 Evolutionary Approach 1.3 Process of Entrepreneurship <ol style="list-style-type: none"> a. Decision Making b. Communication skills c. Time Management d . Entrepreneur as a Business Leader 1.4 Classification of Entrepreneurship in Different Basis
Module 2 (Credit 1)	Types & Role of Entrepreneur
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1.Discuss the types of entrepreneurships. 2.Identify the role of Entrepreneur in developed and developing countries. 3.Illustrate the impact of Globalization on entrepreneurs.
Content Outline	<ol style="list-style-type: none"> 2.1 Types of Entrepreneurships: Opportunistic vs survival 2.2 Fabian & Drone & Their Respective Characteristics. 2.3 Role of Entrepreneur in developed and developing countries. 2.4 Impact of Globalization, Liberalizations and Privatization on entrepreneurship, neo protectionism.
Module 3 (Credit 1)	Entrepreneurship Development Programme (EDP)
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1.Discuss the : Concept, Objectives, Phases, Importance of EDP 2.Explain the skill development programme 3.Identify the Start-up and Opportunity for women through training and internships 4.Analyze the progress of Entrepreneurship Development in India

Content Outline	3.1 EDP: Concept, Objectives, Phases, Importance, 3.2 Entrepreneurial Training and Development. 3.3 Ministry of skill development, NEAS, DEDC. 3.4 Start-up and Opportunity for women through training and internships. 3.5 Entrepreneurship Development in India
Module 4 (Credit 1)	Factors Affecting Entrepreneurial Development
Learning Outcomes	After learning the module, learners will be able to 1.Explains the factors affecting Entrepreneurial development. 2.Discuss the importance of Cultural & Political Factors in success of Entrepreneurial development. 3.Describe the psychology and technological relationship in success 4.Identify the international factors effect on Entrepreneur's development.
Content Outline	4.1 Internal & External Factors 4.2 Personal Factors – Family Background 4.3 Socio-economic Factors 4.4 Cultural & Political Factors 4.5 Psychological Factors 4.6 Technological Factors 4.7 Educational & International Factors

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignments : Any topic related to syllabus. (25 Marks)
2. Seminar / Study Tour (15 Marks)
3. Book Review / Group Discussion / MCQ Test (10 Marks)
OR
Field work, Project work and Presentation: (10 Marks)

References:

- Bodi R.V, (2009) , Entrepreneurship Vrunda Publication ,Jalgaon.
- H Nandan, 2018, Fundamentals of entrepreneurship, PHI learning publication.
- Harish Robert D & Peters M.P. (2004) Entrepreneurship Meezut, TATA Mcgraw hill.
- Lall Madhuzima & sahai shikha, (2010), Entrepreneurship New Delhi. Excel Books.
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- P.F Drucker, 2017, Revised Edition Innovation and Entrepreneurship, MC Graw Hill Production, New Delhi
- Saini J. S. & Dhameja S.K (1998) ,Entrepreneurship & Small Business ,Rawat publication Jaipur
- Dr. S.S. Khanka, 2017, Entrepreneurial Development, S.Chand Publication
- Vasant Desai, 2015, Business Planning and Entrepreneurship Management, Himalaya Publication, Lucknow.

Semester I

Vocational Skill Courses (VSC)

Course Title	Financial Literacy
Course Credits	2
Course Outcomes	After going through the course, the learner will be able to
	<ul style="list-style-type: none">• Describe the fundamentals of financial literacy.
	<ul style="list-style-type: none">• Explain the importance of financial inclusion
	<ul style="list-style-type: none">• Analyze the various government schemes for financial inclusion.
Module 1(Credit 1)	Fundamentals of Financial Literacy
Learning Outcomes	After learning the module, learners will be able to
	1.Discuss the importance of financial literacy
	2.Summarize the concept of individual budgeting and distinguish between loan and Borrowings
Content Outline	1.1 Meaning and objectives of financial literacy, the importance of financial literacy. 1.2 Individual Budgeting-sources of income, expenditure, saving and borrowing. 1.3 Difference between loans and borrowing 1.4 Banking and financial institutions inclusion schemes.
Module 2(Credit 1)	Financial Inclusion
Learning Outcomes	After learning the module, learners will be able to
	1. Examine the concept and objectives of financial inclusion
	2. Analyze the government initiatives for financial inclusion and women empowerment.
Content Outline	2.1 Financial inclusion; meaning and objectives. Significance of it. 2.2 Government initiatives for financial Inclusion 2.3 Women empowerment and financial inclusion.Aatmanirbhar Bharat Yojana, Garib Kalyan Yojana, Skill India,Stand-up India, Start-up India and Make in India. 2.4 Case studies of various schemes.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignments : Any topic related to syllabus. (25 Marks)
2. Debate and Discussion / MCQ Test (15 Marks)
3. Seminar / Book Review (10 Marks)
OR
Projects work and Presentation (10 Marks)

References-

- Pro.Amit Kumar Singh 2023,Financial Literacy “book by,UGCF Edition Publisher Meri Pustak .com
- “Money Management Made Smart” -book by Georgiana Golden,

- Jay Liebowitz , July 2018 “Financial Literacy Education” Published by CRM Press.
- Chris Corinthian ,September 2022. Financial Literacy 101 for College Students published by Infinite Growth Publishing ,LLC.
- <https://kslib.info/1176/Financial-Literacy-Digital-Books-Online->

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Semester I

Skill Enhancement Courses (SEC)

Course Title	Basic of Stock Market operation
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none">• Identify the stock market functions.
	<ul style="list-style-type: none">• Develop the analytical skills needed to make informed investment decisions in the stock market.
	<ul style="list-style-type: none">• Comprehend and manage different types of investment risks.
Module 1(Credit 1)	Introduction to the Stock Market
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none">1. Provide knowledge on the basic of functioning of stock market, different types of securities traded, and the participants involved.
	<ol style="list-style-type: none">2. Recognize the different types of trading mechanisms and the market regulators.
Content Outline	1.1 Origin and concept of stock market and its functions 1.2 Types of securities traded in the stock market 1.3 Participants in the stock market 1.4 Trading mechanisms, Market regulators
Module 2(Credit 1)	Risk management
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none">1. Illustrate to risk management and develop a trading strategy that suits individual risk tolerance.
	<ol style="list-style-type: none">2. Explain the concept of stop-loss orders and margin trading.
Content Outline	2.1 Types of risks 2.2 Diversification of portfolio 2.3 Risk management strategies 2.4 Stop-loss orders, Margin trading

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignments : Any topic related to syllabus. (25 Marks)
2. Debate and Discussion (15 Marks)
3. Article Review / Group Discussion (10 Marks)
OR
Seminar / study Tour

References-

- Arora Arvind (2022), Basics of Stock Market -Complete Guide for Stock Beginners, A2 Motivation
- Gala Jitendra (2007) Guide To Indian Stock Market Buzzing stock Publishing House

Semester II

Subject 1

Course Title	Sector-wise features of Indian Economy since 2000
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	<ul style="list-style-type: none"> • Develop insights into the changing scenario of industry and new industrial policy and its implications in India.
	<ul style="list-style-type: none"> • Describe the changes and progress in the external sector in India
Module 1(Credit 1)	Industrial Sector
Learning Outcomes	After learning the module, learners will be able to
	1.Express the relevance of Industrial Sector and changes in the industrial policy
	2. Critically analyze the problems facing the industrial sector in India and their remedies.
Content Outline	1.1 Significance of Industrial sector in Indian Economy 1.2 Industrial policy since 1991 1.3 Role and problems of small scale industries and measures to resolve them. 1.4 Public sector-role, problems and measures 1.5 Private sector-role, problems and measures. 1.6 MNCs: role and policy.
Module 2 (Credit 1)	External sector
Learning Outcomes	After learning the module, learners will be able to
	1. Acquire the knowledge on structure and direction of External Sector
	2. Evaluate the role of various forms of investment in India.
Content Outline	2.1 Structure and direction of foreign trade since 1991. 2.2 Role of Foreign Direction Investment (FDI), Foreign Institutional Investors (FII). 2.3 Role of Multinational corporations (MNCS). 2.4 Role of IMF and World Bank.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

(No Internal Marks this Paper)

References-

- Agrawal A.N. (2023), Indian Economy Problems of Development and Planning 44th Edition, New Age International Publishers. Delhi.
- Agrawal A.N., (2018), Indian Economy, 41th Edition, New Age International Publishers. Delhi
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- Uma Kapila,(2020) Indian Economy- performance and policies, Academic Foundation ,Delhi
- V.K.Puri & S.K. Mishra , (2022), Indian Economy -40th Edition ,Himalaya Publishing House, Mumbai.
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- Bardhan. P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
- Brahmanada, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi.
- Datta, R. and KP.M. Sundhram (2003), Indian Economy. S. Chand & Company Ltd. New Delhi
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- Sen, R.K. and B. Chatterjee (2001), Indian Economy: Agenda/or 21st Century:
- Reserve Bank of India, Report on Currency and Finance (Annual).
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- C.S.Prasad ,VibhaMathur& Anup Chatterjee- (2007),Sixty Years of the Indian Economy- 1947- Part- I, 2007-New Century Publication ,New Delhi.
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- झामरे जी , ' भारतीय अर्थव्यवस्था विकास व पर्यावरणात्मक अर्थशास्त्र , २०१५. एन.पिंपळापुरे अँड कंपनी पब्लिशर्स नागपूर ,
- नीलांजन बानिक , (२०१७) भारतीय अर्थव्यवस्था – स्थूल अर्थशास्त्रीय आढावा सेज पब्लिकेशन , .इंडिया प्रालि न्यू दिल्ली .

- रसाळ राजेंद्र (२०१५) भारतीय अर्थव्यवस्था सक्सेस पब्लिकेशन्स ,सुधारित व विस्तारित आवृत्ती, पुणे
- रमेश सिंह ,(२०१९)भारतीय अर्थव्यवस्था ,(मराठी आवृत्ती)मैकग्रा हिल एज्युकेशन चेन्नई ,
Reference Books in Hindi

- दत्त और सुंदरम , 2024,भारतीय अर्थव्यवस्था ,73 वां संस्करण , एस चंद एंड कंपनी. लिमिटेड मुंबई।
- वीपुरी.के., एसमिश्रा और भगत गर्ग.के., 2023-2024, भारतीय अर्थव्यवस्था, 41वां संस्करण, हिमालय पब्लिशिंग हाउस, मुंबई।
- रमेश सिंह, 2023,भारतीय अर्थव्यवस्था,15 वाँ संस्करण, मैकग्रा हिल पब्लिशर्स,नई दिल्ली

DRAFT

Open Elective Courses (OEC)Course Title	Principals of Economics
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none"> • Identify the elementary concepts in economics. • Explain the various scientific methods of economics. • Describe the market structure and it's features. • Discuss the interdependence of trade in modern era.
Module 1(Credit 1)	Principles of Economics
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Summarize the principles of economics 2. Discuss the Role of Government in improving market outcomes
Content Outline	1.1Trade-offs faced by the individuals, Significance of opportunity cost in decision making ,Thinking at the margin responses to incentives 1.2 Benefits from exchange, Organization of economic activities through markets and its benefits 1.3Role of government in improving market outcomes, Dependence of standard of living on production 1.4Growth in quantity of money and inflation,Inflation and unemployment trade-off.
Module 2(Credit 1)	Economics and Its Scientific Methods
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Explain the concept of scientific Methods and economic models. 2. Identify he role of economist and their thought of School
Content Outline	2.1 Concept of the scientific method, Role of assumptions 2.2 Economic models: circular flow of income and production possibilities curve 2.3 Micro economics and Macroeconomics 2.4 Economist as policy advisors, Positive economics and normative economics 2.5 Causes of disagreement among economists
Module 3(Credit 1)	Market Demand and Supply
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Illustrate different markets, types of demand and supply 2. Analyze the market equilibrium in different markets.
Content Outline	3.1 Definition of Market and Competition 3.2 Demand curves: Market demand versus individual demand, 3.3 Movements along the demand curve,Shifts in the demand curve, 3.4 Supply curves: Market supply and individual supply-Shifts in supply curve 3.5 Market equilibrium – three steps to analyze changes in equilibrium

Module 4(Credit 1) Interdependence and Trade	
Learning Outcomes	After learning the module, learners will be able to
	1. Identified the concept and difference between internal and international trade. 2. describe the various cost advantages of international trade.
Content Outline	4.1 Concept of National and International Trade, Difference between International and National Trade 4.2 International Trade as an engine of growth 4.3 Meaning of absolute cost advantage, Opportunity cost and comparative cost advantage 4.4 Trade policy: free trade and protected Trade 4.5 Exchange rate –Concept and types

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Home Assignments : Any topic related to syllabus. (25 Marks)
2. Seminar / MCQ Test (10 Marks)
3. Book Review / Group Discussion (15 Marks)
OR
Debate and Discussion (15 Marks)

References:

- N. Gregory Mankiw, (2015) Principles of Macroeconomics, 7th edition, Cengage Learning
- Sikdar, S. (2006), Principles of Macroeconomics, Oxford University Press, New Delhi.
- Abel, A. B., B. S. Bernanke and D. Croushore (2011), Macroeconomics, Pearson, Ne
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- Lipsey, Chrystal, Principles of Economics

Semester: II**Skill Enhancement Course (SEC)**

Course Title	Fundamentals of Banking
Course Credits	2
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none"> • Familiarize fundamentals of Banking. • Explain the banking system functioning in India • Analyze recent developments in the banking sector.
Module 1(Credit 1) Introduction to Banking	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1.Apprise changes in the banking sector in India. 2.Acquire basic knowledge on the functioning of banks and recent developments in the banking services since 1991 3.Summarize various methods of credit control.
Content Outline	1.1 Concept and Meaning of Banking, Origin and types of banking 1.2 Functions of commercial Banks, Multiple Credit Creation by commercial banks 1.3 Functions of Central Bank, Credit Control by Central banks: Qualitative and Quantitative methods of credit control 1.4 Reserve Bank of India: Origin, Functions and Role.
Module 2(Credit 1) Banking Sector in India	
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. Acquaint knowledge regarding developmental financial institutions. 2. Analyze banking sector reforms. 3. Describe the functions of rural and agricultural banks.
Content Outline	2.1 Universal banking in India: IDBI, ICICI : functions and role. 2.2. National Bank for Agriculture and Rural Development [NABARD.] 2.3 Regional Rural Banks (RRBs): Functions and Role. 2.4 Banking sector reforms since 1991. 2.5 Privatization and merging of Banks in India.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignments : Any topic related to syllabus. (25 Marks)
2. Group Discussion / Bank Visit: (10 Marks)
3. Article Review / Seminar (15 Marks)
OR
Debate and Discussion / MCQ Test (15 Marks)

References:-

- Agrawal, O.P. (2012). Modern Banking of India, Mumbai: Himalaya Publishing House
- Avadhani, V. A. (2011) International Financial Management, Mumbai: Himalaya Publication House.
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एस. एन. डी. टी. महिला विश्वविद्यालय
नाथीबाई ठाकरसी रोड, मुंबई – 20
बी. ए. हिंदी ऑनर्स पाठ्यक्रम

Programme Template:

Programme Degree	B. A. Honours Degree / B. A. Honours with Research Degree
Parenthesis if any (Specialization)	हिंदी
Preamble (Brief Introduction to the programme)	<p>नई शिक्षा नीति - 2020 के तहत प्रस्तावित नीतियाँ और नवोन्मेषी शिक्षा के लिए प्रस्तुत पाठ्यक्रम अधिक उपयुक्त साबित होगा . इससे इक्कीसवीं सदी के भारत का भविष्य और भविष्य का भारत बनाने हेतु तथा छात्राओं की जरूरतों की दृष्टि से छात्राओं में कौशल विकास में उर्ध्वगामी बदलाव होंगे. यह विद्यार्थी केन्द्रित पाठ्यक्रम छात्राओं में छुपी निहित अनूठी रचनात्मकता एवं संवेदनशील क्षमताओं को विकसित करता है और उनको किसी भी ज्ञान शाखा के रूचि और रुझान के अनुसार बहुविद्याशाखाओं का ज्ञान अर्जन करने की पूरी स्वतंत्रता और नवचार प्रदान करता है . यह पाठ्यक्रम भारतीय नीति मूल्य आधारित शिक्षा की जड़ों से जुड़कर राष्ट्रप्रेम के साथ जीवनोपयोगी ज्ञान से विश्व और समाज को बदलने की क्षमता रखता है . संक्षेप में प्रत्यक्ष अनुभव , कलात्मकता, सृजनशीलता, तर्कशीलता, भीतरी गुणवत्ता और कौशल से रोजगारपरक शिक्षा को लेकर इस पाठ्यक्रम में अधिक बल दिया गया है.</p>
Programme Specific Outcomes (PSOs)	<p>After completing this programme, Learner will</p> <ol style="list-style-type: none"> छात्राओं में सामाजिकता, सांस्कृतिक एकता एवं राष्ट्रीयता की भावना समृद्ध होगी । छात्राओं को हिंदी साहित्य एवं भाषा के सभी आयामों का गहन एवं विशद ज्ञान प्राप्त होगा। छात्राओं में सम-सामयिक समस्याओं का आकलन और अग्रगामी परिवर्तन की समझ विकसित होगी । छात्राओं की वैचारिक क्षमता, सृजनात्मकता और कल्पनाशीलता को बढ़ावा

		मिलेगा।
	5.	अभिरुचि के साथ उन्मुख होगी छात्राएँ शोध कार्य की ओर अग्रेषित होगी।
	6.	छात्राएँ रचनात्मक और व्यावसायिक लेखन की ओर अग्रेषित होगी साथ ही विभिन्न क्षेत्रों में रोजगार प्राप्ति हेतु सक्षम होगी।
	7.	छात्राएँ भाषिक कौशल, हिंदी व्याकरण, जीवन मूल्यों भारतीय ज्ञान परंपरा से अवगत होगी।
Eligibility Criteria for Programme	1	छात्र किसी भी मान्यता प्राप्त बोर्ड से 12 वीं कक्षा या समकक्ष परीक्षा उत्तीर्ण हो।
	2	छात्र हिंदी लेखन तथा संवाद में कुशल हो।
Intake (For SNTD WU Departments and Conducted Colleges)		एस.एन.डी.टी. विश्वविद्यालय के नियमानुसार



SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
1.1	हिंदी गद्य	Subject 1	2	50	50	0
1.2		Subject 2	2	50	0	50
1.3		Subject 3	2	50	50	0
1.4	फिल्म रसास्वादन	OEC	4	100	50	50
1.5	प्रयोजनमूलक हिंदी	VSC	2	50	50	0
1.6	उदघोषणा और मंच संचालन	SEC	2	50	50	0
1.7		AEC (English)	2	50	0	50
1.8		IKS (Generic)	2	50	0	50
1.9		VEC	2	50	0	50
1.10		CC	2	50	50	0
			22	550	300	250
Semester II						
2.1	हिंदी गद्य विविधा	Subject 1	2	50	0	50
2.2		Subject 2	2	50	50	0
2.3		Subject 3	2	50	0	50
2.4		VSC	2	50	50	0
2.5		VSC	2	50	50	0
2.6	भारतीय लोककथाएं	OEC	4	100	50	50
2.7	साक्षात्कार – कौशल	SEC	2	50	50	0
2.8		AEC(English)	2	50	0	50
2.9		VEC	2	50	0	50
2.10		CC	2	50	0	50
			22	550	250	300

Exit with UG Certificate with 10 extra credits (44 + 10 credits)

SEMSTER I**Subject 1**

Course Title पाठ्यक्रम शीर्षक	आधुनिक गद्य
Course Credits पाठ्यक्रम श्रेयांक	2
Course Outcomes पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.</p> <p>1. छात्राएं गद्य की विविध विधाओं से परिचित होंगी.</p> <p>2. छात्राएं गद्य की विविध रचनाओं से परिचित होंगी .</p> <p>3. विधाओं में चित्रित विविध समस्याओं से अवगत होंगी.</p> <p>4. छात्राओं में गद्य की विविध विधाओं के सृजनात्मक साहित्य के प्रति रुचि विकसित होगी.</p> <p>निर्धारित पाठ्यपुस्तक : प्रकीर्ण विविधा – सम्पादक - डॉ.पुनीत बिसारिया, डॉ.श्रीहरी त्रिपाठी , राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, जी-17, जगतपुरी दिल्ली- 110051</p>
Module 1 (Credit 1)	रेखाचित्र एवं संस्मरण
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :</p> <p>1. छात्राएं गद्य की रेखाचित्र विधा से परिचित हुईं .</p> <p>2. छात्राएं गद्य की संस्मरण विधा से अवगत हुईं .</p>

Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● रेखाचित्र एवं संस्मरण : सामान्य परिचय ● लेखक परिचय तथा पाठ-समीक्षा ● 'गिल्लू'- महादेवी वर्मा ● 'तीस बरस का साथी'- अमृतलाल नागर
Module 2 (Credit 1)	हास्य-व्यंग्य और डायरी
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं:</p>
	1. छात्राएं हास्य व्यंग्य और डायरी विधाओं से परिचित हुईं:
	2. छात्राओं में पाठ समीक्षा की समझ पैदा हुईं:
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● हास्य-व्यंग्य और डायरी: सामान्य परिचय ● लेखक परिचय तथा पाठ-समीक्षा ● एकलव्य ने गुरु को अँगुठा दिखाया – हरिशंकर परसाई ● प्रवास की डायरी: कुछ विशिष्ट पन्ने- हरिवंशराय बच्चन

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

1. महादेवी साहित्य का अभिनव मूल्यांकन - असीम मधुपूरी, कमल आर्ट्स प्रेस, ४६ बी, गुनई रोड, अमीनाबाद, लखनऊ
2. आधुनिक हिंदी व्यंग्य निबन्धों में सांस्कृतिक, सामाजिक तथा राजनितिक चेतना – डॉ. बलिराम राख, चन्द्रलोक प्रकाशन, 132 शिवराम कृपा, मयूर पार्क, बसंत विहार, नौबस्ता कानपुर -21
3. महादेवी – डॉ. परमानंद श्रीवास्तव, लोकभारती प्रकाशन, महात्मा गाँधी मार्ग, इलाहाबाद- 01
4. महादेवी का गद्य – सूर्यप्रसाद दीक्षित, नेशनल पब्लिशिंग हाऊस, २/३५ अंसारी रोड, दरिया गंज, नई दिल्ली – 02

5. महादेवी वर्मा के गद्य साहित्य में चेतना एवं समवेदनाएं – डॉ. माधुरी शुक्ला, चिन्तन प्रकाशन, 3 ए/ 119, आवास विकास हंसपुरम, कानपुर – 208021
6. हिंदी के सामाजिक निबन्धों की आधुनिक प्रवृत्तियाँ – महेंद्र कुमार मिश्रा, अर्जुन पब्लिशिंग हाऊस, 4837/24, प्रल्हाद गली, अंसारी रोड, दरिया गंज, नई दिल्ली – 110002
7. हिंदी का आत्मकथा साहित्य – डॉ. प्रतिभा यैरेकार, डॉ प्रकाश शिंदे, विकास प्रकाशन, 311 सी, विश्वबैंक, बरा, कानपूर- 208027
8. आधुनिक निबन्ध का विकास और आ.रामचन्द्र शुक्ल – जयेश एल.व्यास, पैराडाइज पब्लिशर्स, ई-479, वैशाली नगर, जयपुर
9. हिंदी निबन्ध साहित्य का सांस्कृतिक अध्ययन – डॉ.बाबुराम, वाणी प्रकाशन, नई दिल्ली – 110002
10. हिन्दी व्यंग्य साहित्य और हरिशंकर परसाई – मदालसा व्यास, भारतीय ग्रन्थ निकेतन, 2713, कूचा चेलान, दरिया गंज, नई दिल्ली – 110002
11. हरिशंकर परसाई और उनका साहित्य – डॉ. अर्चना सिंह, हिंदी बुक सेंटर, 4/5 बी, असफअली रोड, नई दिल्ली – 110002.



OEC

Course Title पाठ्यक्रम शीर्षक	फिल्म रसास्वादन
Course Credits पाठ्यक्रम श्रेयांक	4
Course Outcomes पाठ्यक्रम परिणाम	After going through the course, learners will be able to पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.
	1. छात्राएं हिंदी फिल्म निर्माण प्रक्रिया के विविध पहलुओं से परिचित होंगी.
	2. छात्राएं फिल्मों में प्रयुक्त हिंदी भाषा के स्वरूप से परिचित होंगी.
	3. छात्राएं फिल्मों के सामाजिक, सांस्कृतिक प्रदेय से अवगत होंगी.
	4. छात्राओं में फिल्मों के रसास्वादन के नई दृष्टि विकसित होंगी.
	निर्धारित फिल्में: 1. तीसरी कसम- बासु भट्टाचार्य, 2. नदिया के पार- गोविंद मुनिस्स , 3. लंज्जा – राजकुमार संतोषी 4. दामुल – प्रकाश झा
Module 1 (Credit 1)	तीसरी कसम- निर्देशक -बासु भट्टाचार्य
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :
	1. छात्राओं में फ़िल्में देखने का वैचारिक दृष्टिकोण विकसित हुआ. 2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं .
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● फिल्म निर्माण प्रक्रिया के विविध पहलु ● तीसरी कसम- निर्देशक -बासु भट्टाचार्य ● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव

● Module 2 (Credit 1)		दामुल - निर्देशक -प्रकाश झा
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.	
	1.छात्राएं निर्देशकीय दृष्टिकोण से परिचित हुईं.	
	2.छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● दामुल - निर्देशक -प्रकाश झा ● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव 	
Module 3 (Credit 1)		नदिया के पार - निर्देशक -गोविंद मुनिस
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :	
	1.छात्राओं में फिल्मों देखने का वैचारिक दृष्टिकोण विकसित हुआ.	
	2.छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● नदिया के पार - निर्देशक -गोविंद मुनिस ● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव 	
Module 4 (Credit 1)		लज्जा - निर्देशक -राजकुमार संतोषी
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.	
	1.छात्राओं में फिल्मों देखने का वैचारिक दृष्टिकोण की समझ विकसित हुईं.	
	2.छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● लज्जा - निर्देशक -राजकुमार संतोषी ● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या, ● पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव 	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

1. हिंदी सिनेमा और दाम्पत्य संबंध – डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, 16 सहित्य विहार, बिजनौर, उ.प्र. 246701
2. हिंदी सिनेमा में चित्रित पत्नी उत्पीड़न - डॉ. चंद्रकांत मिसाल, ओम विहजन अकेडमी, शॉप नं. 11, 985, भूपती कॉम्पलेक्स, ज्ञान प्रबोधिनी स्कूल के सामने, सदाशिव पेठे, पुणे - 30
3. सिनेमा और साहित्य का अंतः संबंध – डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, साहित्य विहार, बिजनौर (उ.प्र.), 24670
4. सामाजिक मूल्यनिर्धारण में सिनेमा का योगदान – डॉ. चंद्रकांत मिसाल, जगत भारती प्रकाशन, दूरवाणी नगर, इलाहाबाद
5. साहित्य और सिनेमा रूपांतरण- विवेकानंद, विकास प्रकाशन 311सी, विश्व बैंक बर्रा, कानपुर 208027.
6. समिचन-संपादक -डॉ. देवेश ठाकुर, डॉ. सतीश भाण्डेय स्वामी मुद्रक प्रकाशक-देवेश ठाकुर ने प्रिंटोग्राफी सिस्टम, घाटकोपर, मुंबई.
7. नारी अस्मिता और भारतीय हिंदी सिनेमा- डॉ मुदिता चंद्रा/डॉ जूही समर्पिता, भावना प्रकाशन 109-ए, पटपड़गंज, दिल्ली 110091.
8. सिनेमा में नारी- शमीम खान, ग्रंथ आकादमी, 1659 पुराना दरियागंज नई, दिल्ली, 110002.
9. समाज, संचार एवं सिनेमा- डॉ विशाला शर्मा, समागम प्रकाशन, अंकुर कॉलनी, शिवाजी नगर, भोपाल, 462016.
10. हिंदी सिनेमा बिंब प्रतिबिंब-महेंद्र प्रजापति, शिल्पयान पब्लिशर्स, 10295, लेन01, वेस्ट, गोरख पार्क शाहादरा, दिल्ली 110032
11. टेलीफिल्म: निर्माण-कला (पटकथा लेखन, फिल्मांकन एवं निर्देशन) – विवेकानंद, सामायिक प्रकाशन, 3320-21 जट्टवाड़ा, नेताजी सुभाष मार्ग, दरियागंज नई दिल्ली 110002
12. भारतीय सिनेमा और नारी- डॉ दयानंद गौतम / डॉ कामना महिन्दु नवभारत प्रकाशन, डी 626 गली 1 अशोक नगर, शाहदरा दिल्ली 110093.
13. साहित्य संगीत और मिडिया- अश्विनीकुमार नैशनल पब्लिशिंग हाउस, 235 अंसारी रोड, दरियागंज नई दिल्ली, 110002

14. हिंदी सिनेमा की यात्रा- पंकज शर्मा, अनन्य प्रकाशन ई-17पंचशील गार्डन, नविन शाहदरा दिल्ली
15. भारतीय सिनेमा में भारतीय संस्कृति- डॉ उषा कुमारी के.पी. अमन प्रकाशन 104 ए 80 सी. रामबाग, कानपूर
16. फिल्मक्षेत्रे रंगक्षेत्रे अमृतलाल नागर- डॉ शरद नागर, वाणी प्रकाशन 469521ए, दरियागंज नई दिल्ली110002
17. समकालीन हिंदी सिनेमा- डॉ सी. भास्कर राव, कल्पना प्रकाशन1770, जहाँगीर पूरी दिल्ली 110033
18. सिनेमा वक्त के आयने में- राजेन्द्र सहगल, संजय प्रकाशन 4378-4 बी.अंसारी रोड, दरियागंज नई दिल्ली
19. हिंदी चित्रपट का गीति साहित्य- डॉ ओंकार प्रसाद माहेश्वरी, प्रकाशक विनोद पुस्तक मंदिर, आगरा
20. चित्रपटाचे सौंदर्य शास्त्र- प्रा. सतीश बाहदुर अनुवाद सुषमा दातार, प्रकाश विश्वासराव, लोकवाड्मय गृह भूपेश गुप्ता भुवन, सयानी रोड, मुंबई 400025
21. भारतीय हिंदी सिनेमा की विकास यात्रा एक मूल्यंकन- डॉ देवेन्द्र नाथ सिंह/डॉ वीरेंद्र सिंह यादव, पैसिफिक पब्लिकेशन, एन-187, शिवाजी चौक, सादतपुर, एक्सप्रेस, दिल्ली-110094
22. साहित्य और सिनेमा – डॉ जालिंदर इंगले, गौरव बुक्स-132 मयूर पार्क, बसंत विहार कानपुर 208021
23. हिंदी में रोजगार की संभावनाएं- डॉ शाहबुद्दीन शेख, नवभारत प्रकाशन डी.626 गली 1 अशोक नगर शाहदरा दिल्ली 110094
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25. सृजन समय -संपादक -आशीष कुमार/नितप्रिया प्रलय, वर्धा प्रकाशन अंक जनवरी/जून 2017
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VSC

Course Title पाठ्यक्रम शीर्षक	प्रयोजनमूलक हिंदी
Course Credits पाठ्यक्रम श्रेयांक	2
Course Outcomes पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to</p> <p>पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.</p> <ol style="list-style-type: none"> 1. छात्राएं प्रयोजनमूलक हिंदी की अवधारणा से अवगत होंगी. 2. छात्राएं प्रयोजनमूलक हिंदी के विविध व्यवहार क्षेत्रों से परिचित होंगी. 3. छात्राएं प्रयोजनमूलक हिंदी में रोजगार के अवसरों से अवगत होंगी.
Module 1 (Credit 1)	प्रयोजनमूलक हिंदी
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं</p> <ol style="list-style-type: none"> 1. छात्राएं प्रयोजनमूलक हिंदी के अर्थ, परिभाषा एवं स्वरूप से परिचित हुईं. 2. छात्राएं प्रयोजनमूलक हिंदी की आवश्यकता, महत्व और उसके व्यावहारिक क्षेत्र से अवगत हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● प्रयोजनमूलक हिंदी: अर्थ, परिभाषा और स्वरूप ● प्रयोजनमूलक हिंदी की आवश्यकता और महत्व ● प्रयोजनमूलक हिंदी: व्यवहार-क्षेत्र
Module 2 (Credit 1)	प्रयोजनमूलक हिंदी: रोजगार
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.</p> <ol style="list-style-type: none"> 1. छात्राओं में टिप्पण, आलेखन, भाव पल्लवन और संक्षेपण प्रक्रिया की प्रत्यक्ष समझ पैदा हुई.

	2. छात्राएं प्रयोजनमूलक हिंदी में रोजगार की सम्भावनाओं से अवगत हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● टिप्पण, आलेखन ● भाव पल्लवन और संक्षेपण ● प्रयोजनमूलक हिंदी में रोजगार की संभावनाएं

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

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2. हिन्दी शब्द सम्पदा – विद्यानिवास मिश्र
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8. प्रयोजनमूलक हिन्दी : विविध स्वरूप – डॉ. विजय कुलश्रेष्ठ एवं डॉ. बीना रुस्तगी, नमन प्रकाशन, 4231/1, अंसारी रोड, दरियागंज, नई दिल्ली – 110002
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24. प्रयोजनमूलक हिंदी - डॉ. कमलकुमार बोस, क्लासिकल पब्लिशिंग कंपनी, 28, शॉपिंग सेंटर, करमपुरा, नई दिल्ली. संस्करण 2000
25. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग - दंगल झाल्टे, वाणी प्रकाशन, 4695, 21-ए, दरियागंज, नई दिल्ली – 110002 संस्करण 1996
26. प्रयोजनमूलक हिंदी - डॉ. पुरुषोत्तम वाजपेयी, चंद्रलोक प्रकाशन, 132, शिवराम कृपा, मयूर पार्क, वसंत विहार, नौबस्ता, कानपुर – 21
27. प्रयोजनमूलक हिंदी : विविध स्वरूप - डॉ. विजय कुलश्रेष्ठ तथा डॉ. बीना रुस्तगी, नमन प्रकाशन, 4231 / 1, अंसारी रोड, दरियागंज, नई दिल्ली – 110002 संस्करण 2009
28. प्रयोजनमूलक हिंदी : संरचना और प्रयोग - डॉ. माधव सोनटक्के, छाया पब्लिशिंग हाऊस, 'सरस्वती छाया', 20, न्यू समर्थ नगर, निराला बाजार, औरंगाबाद - 431004 संस्करण 1999
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30. हिंदी भाषा : कल और आज - डॉ. पूनचंद टंडन, किताबघर प्रकाशन, 4855 – 56 / 24, अंसारी रोड, दरियागंज, नई दिल्ली – 110002 संस्करण 2007

31. प्रयोजनमूलक हिंदी : विविध परिदृश्य - डॉ. रमेशचंद्र त्रिपाठी , अलका प्रकाशन , 128 / 106 , जी. ब्लॉक , किदवई नगर , कानपुर – 11 संस्करण 1998
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34. प्रशासनिक हिंदी : टिप्पण , प्रारूपण - डॉ. हरिमोहन , तक्षशिला प्रकाशन , 23 / 4761 , अंसारी रोड , दरियागंज , नई दिल्ली – 11000



SEC

Course Title पाठ्यक्रम शीर्षक	उदघोषणा और मंच संचालन
Course Credits पाठ्यक्रम श्रेयांक	2
Course Outcomes पाठ्यक्रम परिणाम	After going through the course, learners will be able to पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी । 1. छात्राएं उदघोषणा कला से परिचित होंगी. 2. छात्राएं उदघोषणा एवं मंच संचालन कौशल में सक्षम होंगी. 3. छात्राओं को उदघोषक के रूप में रोजगार के अवसर प्राप्त होंगे .
Module 1 (Credit 1)	उदघोषणा एवं मंच संचालन
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं: 1. छात्राएं उदघोषणा और मंच संचालन कला के स्वरूप से अवगत हुईं. 2. छात्राएं उदघोषणा एवं मंच संचालन की आवश्यकता, महत्व और मंच संचालक के गुणों से परिचित हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● उदघोषणा एवं मंच संचालन कला का स्वरूप ● उदघोषणा एवं मंच संचालन कला की आवश्यकता और महत्व ● उदघोषक एवं मंच संचालक के गुण
Module 2 (Credit 1)	एफ. एम्. और रेडिओ
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं: 1. छात्राएं उदघोषणा एवं मंच संचालन के प्रकारों से अवगत हुईं.

परिणाम	2. छात्राएं रेडिओ के उदघोषणा एवं कलात्मक भाषा से परिचित हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● उदघोषणा एवं मंच संचालन के प्रकार ● एफ. एम्. और रेडिओ में उदघोषणा कला ● उदघोषक की भाषा-शैली

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

1. मंच संचालन एक कला – सुनील बाजपेयी, उत्कर्ष प्रकाशन
2. सफल मंच संचालन कैसे करें? – अरुण सागर आनंद, कादंबरी प्रकाशन
3. एंकरिंग का सुपरस्टार – अमित जैन 'मौलिक' मंच संचालन पर ई बुक
4. संचालन कैसे करें? – इकराम राजस्थानी, साहित्यागार ई बुक (ई पुस्तकालय)
5. उदघोषणा कला - डॉ. शीला मिश्र, संजय प्रकाशन, 4378 / 4 बी., 209, जे.एम.डी. हाऊस, अंसारी रोड, दरियागंज, नई दिल्ली – 110002 प्रथम संस्करण 2010

SEMESTER II**Subject 1**

Course Title पाठ्यक्रम शीर्षक	आधुनिक गद्य : विविधा
Course Credits पाठ्यक्रम श्रेयांक	2
Course Outcomes पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to</p> <p>पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.</p> <p>1. छात्राएं गद्य की विविध विधाओं से परिचित होंगी.</p> <p>2. छात्राएं गद्य की विविध रचनाओं से परिचित होंगी .</p> <p>3. विधाओं में चित्रित विविध समस्याओं से अवगत होंगी.</p> <p>4. छात्राओं में गद्य की विविध विधाओं के सृजनात्मक साहित्य के प्रति रुचि विकसित होगी.</p> <p>निर्धारित पाठ्यपुस्तक : प्रकीर्ण विविधा – सम्पादक - डॉ.पुनीत बिसारिया, डॉ.श्रीहरी त्रिपाठी , राधाकृष्ण प्रकाशन प्राइवेट लिमिटेड, जी-17, जगतपुरी दिल्ली- 110051</p>
Module 1 (Credit 1)	यात्रा वृत्तान्त और जीवनी
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं</p> <p>1. छात्राएं यात्रा वृत्तान्त और जीवनी विधा से परिचित हुईं.</p> <p>2. छात्राएं लेखक का परिचय और उनकी रचना धर्मियता से अवगत हुईं.</p>
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● यात्रा वृत्तान्त और जीवनी: सामान्य परिचय ● लेखक परिचय तथा पाठ-समीक्षा ● शान्तिनिकेतन में-राहुल सांकृत्यायन ● प्रेमचन्द: लमही में जन्म एवं अंतिम बिमारी- अमृतराय

Module 2 (Credit 1)		पत्र साहित्य और ललित लेखन
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं:	
	1. छात्राएं पत्र साहित्य और ललित लेखन से अवगत हुईं:	
	2. छात्राएं लेखक का परिचय तथा उनकी रचनाधर्मिता से परिचित हुईं:	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● पत्र साहित्य और ललित लेखन: सामान्य परिचय ● लेखक परिचय तथा पाठ-समीक्षा ● पद्मसिंह शर्मा के पत्र - संपा. बनारसीदास चतुर्वेदी ● हाशिए पर कुछ नोट्स – गजानन माधव मुक्तिबोध 	

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

1. संस्मरण और संस्मरणकार – डॉ. मनोरमा शर्मा, आराधना ब्रदर्स, 154/152 सी, गोविन्द नगर, कानपुर – 208006
2. हिंदी आत्मकथा : स्वरूप एवं साहित्य – कमलेश सिंह, नेशनल पब्लिशिंग हाऊस, २/३५ अंसारी रोड, दरिया गंज, नई दिल्ली – 110002
3. संस्मरण और संस्मरणकार - डॉ. मनोरमा शर्मा , आराधना ब्रदर्स , 154 / 152 , सी. , गोविंदनगर , कानपुर - 208006
4. स्वातंत्र्योत्तर हिंदी व्यंग्य निबंध एवं निबंधकार - डॉ. बापूराव देसाई , चिंतन प्रकाशन , 787 /4 , पशुपति नगर . नौबस्ता , कानपुर – 208021
5. हिंदी निबंधकार - डॉ. जयनाथ नलीन , आत्माराम एंड सन्स , काश्मीरी गेट , दिल्ली -17 स्वातंत्र्योत्तर हिंदी व्यंग्य का मूल्यांकन - डॉ. सुरेश माहेश्वरी , विकास प्रकाशन , 127 / 145 , W-1 , साकेत नगर , कानपुर – 208014

6. हिंदी का स्वातंत्र्योत्तर हास्य और व्यंग्य - डॉ. बालेन्दुशेखर तिवारी , अन्नपूर्णा प्रकाशन , 106/154 , गांधी नगर , कानपुर – 208012
7. हिंदी के व्यंग्य निबंध - डॉ. आनंद प्रकाश गौतम , गिरनार प्रकाशन , पिलाजी गंज , मेहसाना -384001 (उत्तर गुजरात)
8. हिंदी व्यंग्य एवं व्यंग्यकार - डॉ. बापूराव देसाई , विनय प्रकाशन , 70 , पशुपति नगर , नौबस्ता , कानपुर – 21
8. स्वातंत्र्योत्तर हिंदी गद्य में व्यंग्य - डॉ. हरिशंकर दुबे , राधाकृष्ण प्रकाशन , 7/23 , अंसारी रोड , दरियागंज , नई दिल्ली – 110002
9. हिंदी व्यंग्य : बदलते प्रतिमान - डॉ. तेजपाल चौधरी , पंचशील प्रकाशन , फिल्म कॉलोनी , चौडा रास्ता , जयपुर – 302003
10. हिंदी व्यंग्य साहित्य और हरिशंकर परसाई - मदालसा , भारतीय ग्रंथ निकेतन , 2713 , कूचा चेलान , दरियागंज , नई दिल्ली – 110002
11. हरिशंकर परसाई और उनका साहित्य - डॉ. अर्चना सिंह , हिंदी बुक सेंटर , 4 / 5 बी. , आसफ अली रोड , नई दिल्ली – 110002
12. सगोत्री विधाओं का 'अकेला मेला' डॉ. केशव प्रथमवीर संपादक- चेतना राजपूत,पराग बुक्स,गाजियाबाद .



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Course Title पाठ्यक्रम शीर्षक	भारतीय लोक-कथाएँ
Course Credits पाठ्यक्रम श्रेयांक	4
Course Outcomes पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to</p> <p>पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी ।</p> <ol style="list-style-type: none"> 1. छात्राएं भारत की लोक-कथा परम्परा से परिचित होंगी. 2. छात्राएं लोककथाओं में निहित मानवीय मूल्यों एवं सरोकारों से अवगत होंगी. 3. छात्राएं भारत की लोक-संस्कृति से परिचित होंगी. 4. छात्राएं कथा-कथन और श्रवण की मौलिक परम्परा से समृद्ध होंगी. <p>निर्धारित पाठ्यपुस्तक : भारत की लोक कथाएं- पैंगविन प्रकाशन, दिल्ली, 2017 – बचपन सोसायटी फॉर चिल्ड्रेंस लिटरेचर एंड कल्चर द्वारा तैयार की गई.</p>
Module 1 (Credit 1)	भारत की प्रांतीय लोककथाएं-1
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.</p> <ol style="list-style-type: none"> 1. छात्राएं भारत की लोक-कथा परम्परा एवं लोक-संस्कृति से परिचित हुईं. 2. छात्राएं कथा-कथन और श्रवण की मौलिक परम्परा एवं उनमें अभिव्यक्त मानवीय सरोकारों से अवगत हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● दुर्भावना का फल – उत्तराखंड - कुसुमलता सिंह ● बुद्धिमान जुलाहा – उत्तर प्रदेश - सुरेखा पाणंदीकर ● एक दिन देख लूंगा- राजस्थान- शशि जैन ● बड़ों का सत्कार – तमिलनाडु- कुसुमलता सिंह

Module 2 (Credit 1)		भारत की प्रांतीय लोककथाएं-2
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.	
	1.छात्राएं विविध मानवीय भावों-अनुभावों से परिचित हुईं.	
	2.छात्राएं भारतीय लोक-संस्कृति के विविध पक्षों एवं उनके महत्त्व से अवगत हुईं.	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● हंसने रोने का रहस्य – गुजरात - उषा सिंह ● जब हँसे तो मोती – गोवा - सुरेखा पाण्डीकर ● हंसने वाली मछली- कश्मीर - गिरिजारानी अस्थाना ● धर्म की खोज – महाराष्ट्र-माधुरी टिल्लू 	
Module 3 (Credit 1)		भारत की प्रांतीय लोककथाएं-3
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं	
	1.छात्राएं लोककथाओं में अभिव्यक्त लौकिक-अलौकिक घटनाओं के माध्यम से लोकमान्यता एवं लोक-परंपरा से अवगत हुईं.	
	2.छात्राएं लोककथाओं में अभिव्यक्त संदेशों से परिचित हुईं.	
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● अक्का और राक्षस राजा (कर्नाटक) - कुसुमलता सिंह ● चालाक चंदू (केरल) - पौलोमी मिश्रा जिंदल ● भूत की मुसीबत (बंगाल) - सरोजिनी ● जिंदा भूत (आंध्र प्रदेश)- गिरिजारानी अस्थाना 	
Module 4 (Credit 1)		भारत की प्रांतीय लोककथाएं-4
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं	
	1.छात्राएं मनुष्य और प्रकृति के अन्तःसंबंधों से परिचित हुईं.	
	2.छात्राएं मानव-जीवन में प्रकृति के महत्त्व से अवगत हुईं.	

Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● स्वप्न तरु (बिहार)- उषा सिंह ● कौन है पति (अरुणाचल प्रदेश)- सुरेखा पाणंदीकर ● बारिश हुई मोर बना (असम) - सुरेखा पाणंदीकर ● नागुराई और नखलिपि (त्रिपुरा)-
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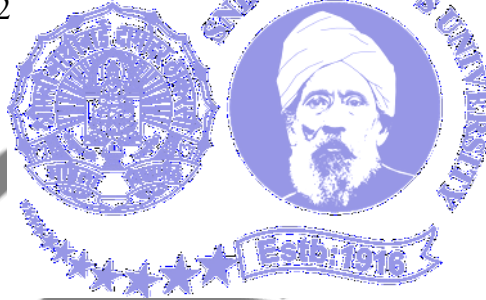
Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षत्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

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2. भारत की लोक कथाएं- पृथ्वीशर गायेन- चिल्ड्रेन्स बुक ट्रस्ट, नई दिल्ली, 2000
3. 21 श्रेष्ठ लोक कथाएं- आचार्य संजीव वर्मा सलिल, डायमंड बुक्स, 2022
4. पृथ्वी भारी है- (बुन्देली लोक कथाओं का पुनर्लेखन)- रमेश दत्त दुबे- नेशनल बुक ट्रस्ट, नई दिल्ली, 1995
5. विश्वप्रसिद्ध लोककथाएं- धरमपाल बारिया- मनोज पब्लिकेशन, नई दिल्ली, 1999
6. अरुणाचल प्रदेश: प्रतिनिधि निशी लोककथाएं- जोरां आनिया ताना, उत्तर प्रदेश भाषा संस्थान, लखनऊ, 2019
7. कर्नाटक की लोक कथाएं एवं प्रश्नोत्तरी- रचना भोला यामिनी- डायमंड पॉकेट बुक्स, नई दिल्ली, 2004
8. बिहार की लोककथाएं- राम कृष्ण शर्मा- कैटर पिल्लर पब्लिशर्स, दिल्ली, 2009
9. भारत के आदिवासी क्षेत्रों की लोककथाएं- शरद सिंह- – नेशनल बुक ट्रस्ट, नई दिल्ली, 2009
10. मध्य प्रदेश की लोक कथाएं- वसंत निरगुणे, प्रभात प्रकाशन, नई दिल्ली, 2012
11. लोक साहित्य का अध्ययन – डॉ. सत्येन्द्र
12. लोक साहित्य की भूमिका – कृष्ण देव उपाध्याय
13. मध्ययुगीन हिन्दी साहित्य का लोकतात्विक अध्ययन – डॉ. सत्येन्द्र
14. लोक साहित्य के स्वरूप का सैद्धान्तिक विवेचन – डॉ. नारायण चौधरी, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर – 208012
15. लोक साहित्य में समाज और संस्कृति - मोतीराज राठौर, सरस्वती प्रकाशन, 128/106, जी. ब्लाक, किदवई नगर, कानपुर – 11

16. भारतीय लोक साहित्य की रूपरेखा - दुर्गा भागवत, (अनुवादक – डॉ. स्वर्णकांता 'स्वर्णिम'), भूमिका प्रकाशन, 2/38, अंसारी मार्ग, दरियागंज, नयी दिल्ली – 21
17. लोक - साहित्य की भूमिका – डॉ. कृष्णदेव उपाध्याय, साहित्य भवन (प्रा.)लिमिटेड, इलाहाबाद – 3
18. हिंदी उपन्यास और जनजातीय जीवन – शिवदत्ता वावलकर, सामयिक प्रकाशन, नई दिल्ली
19. लोक साहित्य के प्रतिमान – डॉ. कुन्दनलाल उप्रेती, भारत प्रकाशन मन्दिर, अलीगढ़
20. लोक साहित्य की सांस्कृतिक परंपरा – डॉ. मनोहर शर्मा, रोशनलाल जैन एण्ड सन्स, चैनसुखदास मार्ग, जयपुर – 21
21. हिंदी लोक साहित्य - गणेशदत्त सारस्वत, विद्या विहार, 87/40 ए, आचार्य नगर, कानपुर – 6
22. लोक साहित्य विज्ञान – डॉ. सत्येन्द्र, हिंदी साहित्य मन्दिर, 160, शिक्षक कॉलोनी, दुर्गा मन्दिर रोड, चौपासनी, जोधपुर (राजस्थान)
23. भारतीय लोक - साहित्य - श्याम परमार, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली – 110002
24. लोक साहित्य : अर्थ और व्याप्ति - सुरेश गौतम, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर – 12
25. लोक साहित्य - सुरेश गौतम, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर-208012
26. लोक साहित्य - शशीकांत सोनवने, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर-208012
27. लोक साहित्य विविध आयाम एवं नयी दृष्टि – डॉ. जयश्री गावित, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर – 208012



SEC

Course Title पाठ्यक्रम शीर्षक	साक्षात्कार-कौशल
Course Credits पाठ्यक्रम श्रेयांक	2
Course Outcomes पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to</p> <p>पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी ।</p> <ol style="list-style-type: none"> छात्राएं साक्षात्कार-कौशल प्राप्त करेंगी. छात्राएं रोजगार प्राप्त करने में सक्षम होंगी. छात्राएं आत्मविश्वास की वृद्धि से रोजगाराभिमुख होंगी.
Module 1 (Credit 1)	साक्षात्कार
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.</p> <ol style="list-style-type: none"> छात्राएं साक्षात्कार की प्रक्रिया, प्रकार और स्वरूप से परिचित हुईं. छात्राएं साक्षात्कार-कौशल की सैद्धांतिकी से परिचित हुईं.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> साक्षात्कार: अर्थ, परिभाषा और स्वरूप साक्षात्कार की प्रविधि एवं प्रकार साक्षात्कार: महत्व एवं सीमाएँ साक्षात्कार कर्ता के गुण
Module 2 (Credit 1)	साक्षात्कार प्रक्रिया एवं प्रत्याक्षिक
Learning Outcomes पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.</p> <ol style="list-style-type: none"> छात्राएं प्रत्यक्ष साक्षात्कार लेने हेतु प्रश्नावली निर्माण और तैयारी की समझ पैदा होंगी. छात्राएं प्रत्यक्ष क्षेत्र में जाकर किसी व्यक्ति विशेष का साक्षात्कार लेकर अनुभव

	संपन्न होगी.
Content Outline सामग्री की रूपरेखा	<ul style="list-style-type: none"> ● साक्षात्कार की पूर्व तैयारी ● प्रश्नावली का निर्माण ● व्यक्ति आधारित साक्षात्कार (किन्हीं दो का) ● विषय आधारित साक्षात्कार (किन्हीं दो विषयों पर)

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्षात्कार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेल्वे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद) अंतर्वस्तु के अनुरूप संबद्ध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

संदर्भ ग्रंथ –

1. साक्षात्कार दर्पण- जैन एवं कुलश्रेष्ठ, उपकार प्रकाशन
2. साक्षात्कार, संवाद और वार्ताएं लेखक राजेन्द्र यादव
3. साक्षात्कार कैसे हों तैयार लेखक शहरोज, राजकमल प्रकाशन प्रा.ली.
4. साक्षात्कार मार्गदर्शिका - आनंद कुमार पांडेय/श्रीमती अर्चना पांडेय लेखक मनोज कुमार प्रकाशक
– मध्य प्रदेश हिंदी ग्रंथ अकादमी भोपाल



SNDT Women's University, Mumbai

History B.A. Syllabus structure and Syllabus of Semester I and II for implementation from the academic year 2024-2025

**As per the Credit structure for Undergraduate
Programmes in Faculties of
Humanities, Science and Technology and
Interdisciplinary Studies**

*As per the Government of Maharashtra Circular
dated 13th March, 2024*

NEP - 2020

(w.e.f. 2024-25)

**Final B.A. History syllabus Structure and syllabus of
Semester I and II passed in History BOS meeting held on
13.05.2024**

Programme Template:

Programme Degree		B. A.
Parenthesis if any		History
Preamble (Brief Introduction to the programme)		<p>The very idea of history has undergone tremendous changes in the few decades. The new B. A. History syllabus aims to give a comprehensive understanding of the various facets of human life including the material culture, the institutions, the cultures and the philosophy, literature and arts and many other domains. It has been designed to bring an inability of critical thinking in the young minds. It intends to build an understanding how knowledge about the past is reconstructed by the historians or the archaeologists with the help of various kind of sources.</p> <p>The syllabus will further help the students to get acquainted with the various trends in history-writing such as local history, women's history, history of popular culture and history of ideas. The Syllabus makes the students aware that there are many worlds of the historical past and ideologies play a role in shaping our understanding of the past.</p> <p>The programme makes them aware about their rich history, heritage and culture and their role in its conservation. The programme further aims at creating an enlightened woman-historian who is capable of shaping her own future as well as building our society based on gender equality and sustainability.</p>
Programme Outcomes (PSOs)	Specific	After completing this programme, Learner will
		1. clearly understand the concepts in the subject.
		2. critically understand and interpret historical reality.
		3. understand Indian history better on the wide canvas of world history and historiography.
		4. know the historiographical philosophy and methodological perspectives well.
		5. comprehend the reality with the social sensitivity and gender sensibility.
		6. acquire skills that will be useful in personal and professional life.
Eligibility Criteria for Programme		HSC passed or equivalent from any discipline (Those who have not taken History in HSC should make a bridge course in the first Semester.)
Intake (For Affiliated and Conducted Colleges)		As per the university norms

Structure with Course Titles (Revised May 2024)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
1.1	Popular Culture in India -I	Subject 1	2	50	50	0
1.2		Subject 2			0	50
1.3	---	Subject 3	2	50	50	0
1.4	Select any one as OEC					
1.5	Indian Pastimes, Food and Fashions through the Ages	OEC (other than Major and Subject 2)	4	100	50	50
1.6	Indian Tourism: Principles and Practices	OEC (other than Major and Subject 2)	4	100	50	50
1.7	Heritage Tourism in India	VSC (related to Subject 1) (Major)	2	50	50	0
1.8	Local History	SEC	2	50	50	0
1.9		AEC (English)	2	50	0	50
1.10		IKS (Generic)	2	50	0	50
1.11		VEC	2	50	0	50
1.12		CC	2	50	50	0
			22	550	300	250
	Semester II					
2.1	Popular Culture in India -I	Subject 1	2	50	0	50
2.2		Subject 2	2	50	50	00
2.3		Subject 3	2	50	0	50
2.4		VSC of Subject 2	2	50	50	0
2.5		VSC of Subject 3	2	50	50	0
2.6	Women in Science and Art OR Tourism Products of India	OEC (other than Subject 1 and Subject 2)	4	100	50	50
2.7	India through Objects	SEC	2	50	50	0
2.8		AEC (English)	2	50	0	50
2.9		VEC	2	50	0	50
2.10		CC	2	50	0	50
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Semester I

1.1 Subject 1

Course Title	Popular Culture in India - I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to 1. Critically understand concept of popular culture 2. Understand the different facets of Popular Culture 3. Appreciate different forms of Music and dance
Module 1 (Credit 1) Understanding Popular Culture	
Learning Outcomes	After learning the module, learners will be able to 1. Critically understand the concept of popular culture 2. Define popular culture through a study of theoretical discussion on the subject.
Content Outline	<ul style="list-style-type: none">➤ Popular Culture: Definition and Rationale➤ Popular Culture as Folk Culture, Mass Culture, People's culture➤ Popular Culture and High / Classical Culture
Module 2 (Credit 1) Popular Music and dance	
Learning Outcomes	After learning the module, learners will be able to 1. Critically appreciate music and dance as a form of Popular Culture 2. Understand different forms of music and dance
Content Outline	<ul style="list-style-type: none">➤ Light Classical Music (Bhajan, Qawwali, Ghazals) and Folk Music➤ Popular Music-Rap, Bollywood Music, Korean Music➤ Folk and Popular Dance: Styles of Bollywood Dance, Western and Korean Dance (any three)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Projects on any form of Art

- 2) Attending concerts of Music, dance performance and write assignment
- 3) Presentation on various singers and instrumentalists

Reading list:

1. Alam, Javed, 2004. *The Vulnerable Populations and Democracy in Who Wants Democracy?* Orient Longman, New Delhi.
2. Appadurai, Arjun, 1999. *Public Culture* in Veena Das (ed.) *Oxford India Companion to Sociology and Social Anthropology*, New Delhi, Oxford University Press.
3. Bose, Brinda (ed.), 2006. *Introduction in Gender and Censorship*, New Delhi, Women Unlimited.
4. Chaitanya Deva, 2021, *An Introduction To Indian Music*, Ministry of Information and Broadcasting, Government of India.
5. Malcolm Croft, 2019. *BTS: The Ultimate Fan Book: Experience the K-Pop Phenomenon!*, Carlton Books
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7. Rege, Sharmila. 2002. "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.
8. Roy, Srirupa, 2007. *Moving Pictures: The Films Division of India and the Visual Practices of the Nation-State in Beyond Belief: India and the Politics of Postcolonial Nationalism*, New Delhi, Permanent Black.
9. Sathe, Makarand, 2015. *A Socio-political History of Marathi Theatre*, New Delhi, Oxford University Press .
10. Shobhna Gupta, *Dances of India*, Har-Anand Publications, New Delhi, 2002.
11. Storey, John, 2003. *Popular Culture as an Arena of Hegemony in Inventing Popular Culture: From Folklore to Globalization*, Oxford, Wiley-Blackwell:.
12. Uberoi, Patricia, 2006. 'Beautyfull Wife, Denger Life' *Engaging with Popular Culture in Freedom and Destiny: Gender, Family, and Popular Culture in India*, New Delhi, Oxford University Press.
13. Vaidehi (Tr. Tejaswini Niranjana), 1988. *Gulabi Talkies and Other Stories*, Penguin Books, 1988: New Delhi.
14. Wamburkar, Jaswandi (Ed.), 2020. *Indian Modernity: Challenges and Responses: Professor Raja Dixit Felicitation Volume*, Pune, The Unique Foundation.

Books for reference:

15. Das, Veena, 2005. Communities as Political Actors: The Question of Cultural Rights in Critical Events: An Anthropological Perspective on Contemporary India, Delhi, Oxford University Press,
16. Julluri, Vamse, 2003. Introduction in Becoming a Global Audience, Hyderabad, Orient Longman.
17. Naqvi, Farah, 2008. In the Shadow of the Spotlight in Waves in the Hinterland, New Delhi, Zubaan.
18. Strinati, Dominic, 1995. An introduction to theories of Popular Culture. London, Routledge.
19. Storey, John, 2003. Inventing Popular Culture: from Folklore to Globalization. Oxford, Blackwell Pub
20. Weaver, John A, 2005. Popular Culture Primer. New York, Peter Lang Publishing.

Marathi :

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2. प्रभुणे, अरूण, १९९७. पौराणिक नाटक: नवा अन्वयार्थ पुणे, प्रतिमा प्रकाशन.
3. भवाळकर, तारा, १९८८. मिथक आणि नाटक. औरंगाबाद, सविता प्रकाशन.
4. रेगे, शर्मिला, २०१०. लोकप्रिय संस्कृती व भारतातील आधुनिकता. पुणे, क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र. पुणे विद्यापीठ.
5. वांबूरकर, जास्वंदी, १६ जुलै ते ३१ जुलै २०११. 'महाराष्ट्रातील प्रबोधन, राष्ट्रवाद व संगीत', पृ. ५१-५८. पुणे, परिवर्तनाचा वाटसरू.
6. साठे, मकरंद, २०११. मराठी रंगभूमीच्या तीस रात्री. एक सामाजिक राजकीय इतिहास. खंड १, २ व ३. मुंबई, पॉप्युलर प्रकाशन.

Semester I

1.4 OEC

Course Title	Indian Pastimes, Food and Fashions through the Ages
Course Credits	4
Course Outcomes	After going through the course, learners will be able to 1. Examine the changing conceptions of leisure and pastimes from antiquity to the modern period 2. Comprehend and appreciate the broad range of sports in India 3. Analyze the different styles of fashion in India 4. Appreciate the Diversity of India
Module 1 (Credit 1) : Understanding Leisure, Pleasure and Pastimes through the ages	
Learning Outcomes	After learning the module, learners will be able to 1. Understand the concepts of leisure and pastimes from ancient to modern period 2. Identify and enlist popular amusements for various social classes in India
Content Outline	<ul style="list-style-type: none">➤ Leisure and pastimes from antiquity to modern times: meaning and scope➤ Select Royal pastimes (hunting, equestrian sports, Ganjifa, etc.)➤ Select Popular amusements (fairs and festivals, Urus, Ramleela, Taboot, Taash, kite-flying etc.)
Module 2 (Credit 1) Pastimes: Play, Movement and Competition	
Learning Outcomes	After learning the module, learners will be able to 1. Recognize the traditional sports that cater to the human instinct for movement and competition 2. Demonstrate an awareness of the conditions under which select games became sports in the modern period

Content Outline	<ul style="list-style-type: none"> ➤ Board Games -<i>Chaupar/ Pachisi</i>, Snakes and Ladders, <i>Chaturanga</i> ➤ Cultures of the Body: <i>Kushti, Mallakhambha</i> and <i>Kalaripayattu</i> ➤ Games to Modern Sport: <i>kho-kho, kabaddi</i> and <i>atya-patya</i>
Course Outcomes	After going through the course, learners will be able to
	1. To understand the rich culture of India
	2. To be aware towards duty for nation
	3. To understand value food and Fashion as a citizen of India
Module 3 (Credit 1) History of Food in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Appreciate the diversity of food in India
	2. Understand the influence on Indian food through global networks
	3. Analyze the changing food patterns in India
Content Outline	<ul style="list-style-type: none"> ➤ Diversity of Food in India: An Overview ➤ Global Networks of Food : Influence of Persians, Mughals, Portuguese ➤ Changing Food Patterns in Modern Times: Beverages, Street Food, Cafes, Restaurants, Fast Food
Module 4 (Credit 1) History of Fashions in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the diversity of Fashions in India
	2. Analyze Fashions through Indian art and literature
	3. Examine the various styles of Indian sarees
Content Outline	<ul style="list-style-type: none"> ➤ Diversity in Fashions: Costumes, Hairstyles, Jewellery ➤ Reflection of Fashions in Indian Art (Sculpture, Paintings and Murals and Literature) ➤ Diversity in traditional sarees: Paithnai, Patola, Kanjivaram, Banarasi, Bandhani, Kantha etc.(any two)

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
(suggested)**

- 1) Collect and collate information on forgotten sports people/ practitioners of forgotten arts like kite-makers etc.
- 2) Interview elderly people regarding their memories of pastimes of the previous generations and map the changing modes of entertainment and pastimes
- 3) Documentation projects of the forgotten pastimes from various parts of India
- 4) Project and presentation on various aspects of Food culture: Folk Songs, , Folklore, Famous Food of region, Religion and food, literature and food .
- 5) To visit and report of Food Festival.

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1. Alter, J.S., 1992. *The wrestler's body: identity and ideology in North India*. Univ of California Press.
2. Auboyer, Jeannine. "SOME GAMES IN ANCIENT INDIA." *East and West* 6, no. 2 (1955): 123-37.
3. Anderson, Leona. "The Indian Spring Festival (Vasantotsava): One Or Many?" *Annals Of the Bhandarkar Oriental Research Institute* 69, no. 1/4 (1988): 63-76.
4. Balabanlilar, Lisa. "The Emperor Jahangir and the Pursuit of Pleasure." *Journal of the Royal Asiatic Society* 19, no. 2 (2009): 173-86.
5. Berg, Maxine. "Skill, Craft And Histories Of Industrialisation In Europe And Asia." *Transactions of the Royal Historical Society* 24 (2014): 127-48.
6. Bhatta, C. Panduranga. "Indian Origins Of Chess: An Overview." *Annals of the Bhandarkar Oriental Research Institute* 84 (2003): 23-32.
7. Brewster, Paul G. "A Collection of Games from India, with Some Notes on Similar Games in Other Parts of the World." *Zeitschrift Für Ethnologie* 80, no. 1 (1955): 88-102.
8. Burke, Peter. "The Invention of Leisure in Early Modern Europe." *Past & Present*, no. 146 (1995): 136-50.
9. Dhebar, K., 2016. Wrestling in Indian Literature. *Heritage: Journal of Multidisciplinary Studies in Archaeology*, 4, pp.251-260.
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11. Ghosh, Suchandra. N.d. Amusements and festivals in early India, e-PG Pathshala, https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000829IC/P001772/M024939/ET/1510556820P11-M34-AmusementsandFestivalsinEarlyIndia-ET.pdf

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13. Kar, Kasturi. "Early Colonial Sensibilities, Social Life And Leisure Habits In The Indian Subcontinent." *Proceedings of the Indian History Congress* 75 (2014): 530–35.
14. Levitt, Stephan Hillyer. "Chess—Its South Asian Origin And Meaning." *Annals of the Bhandarkar Oriental Research Institute* 72/73, no. 1/4 (1991): 533–47.
15. Lubna, Irfan, "HAMMAMS AS PUBLIC SPACES IN MUGHAL INDIA." *Proceedings Of The Indian History Congress* 80 (2019): 448–60.
16. McCartney, P., 2023. Poles apart? From Wrestling and Mallkhāmb to Pole Yoga. *Journal of Yoga Studies*, 4, pp.215-270.
17. Mallinson, J. and Singleton, M., 2017. *Roots of yoga*. Penguin UK.
18. Modi, Ishwar. "Leisure and Social Transformation." *Sociological Bulletin* 61, no. 3 (2012): 386–403.
19. Mukherjee, Suman. "Leisure And Recreation In Colonial Bengal: A Socio-Cultural Study." *Proceedings of the Indian History Congress* 71 (2010): 764–73.
20. Moore, Kevin. "Sport History, Public History, and Popular Culture: A Growing Engagement." *Journal of Sport History* 40, no. 1 (2013): 39–55.
21. Pant, Pushesh, India: 2010. *The Cookbook*, New Delhi, Phaidon Press.
22. O'Hanlon, R. (2007). Military Sports and the History of the Martial Body in India. *Journal of the Economic and Social History of the Orient*, 50(4), 490–523.
23. Ray, Tridib Nath. "The Indoor And Outdoor Games In Ancient India." *Proceedings of the Indian History Congress* 3 (1939): 241–61.
24. Rehal, S., 2022. The sportification and internationalization of Kabaddi: a sociological understanding. *The international journal of sport and society*, 13(2), p. 49.
25. Sen, S. (2019). The World Of Pilgrims. In *Ganges: The Many Pasts Of An Indian River* (pp. 14–44). Yale University Press.
26. Sen, R., 2015. *Nation at play: A history of sport in India*. Columbia University Press.

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28. Singh, Ram Bachan. "Cities and Parks in Ancient India." *Ekistics* 42, no. 253 (1976): 372–76.
29. Tailor-Sen, Collin, 2015. *Feasts and Fasts: A History of Food in India*, New Delhi, Speaking Tiger.
30. Varalakshmi, R. "Festivals And Fairs In Medieval Andhra." *Proceedings of the Indian History Congress* 59 (1998): 1080–81.

Popular articles and blogs

31. Rao, Shrenik. 2018 How Pachisi and Indian Board Game became Ludo, *Madras Courier*, <https://madrascourier.com/insight/how-pachisi-an-indian-board-game-became-ludo/>
32. *Indian Kalaripayattu Federation* <https://www.indiankalaripayattufederation.com/>
33. Brown, W. Norman. "The Indian Games of Pachisi, Chaupar, and Chausar." *Expedition Magazine* 6, no. 3 (May, 1964): -. Accessed September 30, 2023. <https://www.penn.museum/sites/expedition/the-indian-games-of-pachisi-chaupar-and-chausar/>
34. "Pachisi", *Map Academy*, <https://mapacademy.io/article/pachisi/>
35. <https://www.sahapedia.org/wrestling-pole-art-mallakhamb-training>
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<https://scroll.in/article/972864/gyan-chaupar-to-snakes-and-ladders-how-a-game-about-a-karmic-journey-became-a-plaything-for-kids>

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41. Lal, Deepak. 2023. The journey of kites from fun sport to scientific tools, *Hindustan Times*, <https://htschool.hindustantimes.com/editorsdesk/knowledge-vine/the-journey-of-kites-from-fun-sport-to-scientific-tools>
42. <https://indiansports.org/>
43. Sims-Williams, Ursula. 2016. "Nasir Shah's Book of Delights", *British Library Blog*, <https://blogs.bl.uk/asian-and-african/2016/11/nasir-shahs-book-of-delights.html>
44. Achaya K.T ,1998, Indian Food ,A Historical Companion, Oxford.
45. Achaya K.T,2001,A Historical Dictionary of Indian Food, Oxford.
46. Bowles Hamish ,2013,India in Fashion: The Impact of Indian Dress and Textiles on the Fashionable Imagination, Rizzoli International Publications.
47. Jain Rahul ,2011,Rapture: The Art of Indian Textiles, Delhi ,Niyogi Books.
48. Pandey Anshumati, 2021, History of Indian Food,Chennai, Notion Press.
49. Ahuja Shilpa, 23 June 2019, Indian Fashion Industry: Evolution, Trends, Influences, Stats & Future. <https://shilpaahuja.com/indian-fashion-industry-evolution/>

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1. जोशी, महादेव शास्त्री, १९६४, भारतीय संस्कृती कोश, खंड ५, पुणे, अनमोल प्रकाशन.
2. जोशी, वर्षा, २०१५, करामत धागा दोन्याशी, मुंबई, रोहन प्रकाशन.
3. जोशी, वर्षा, (संपा. मधु मंगेश कर्णिक) २०११, महाराष्ट्राची वस्त्र संस्कृती भाग २ -सांस्कृतिक महाराष्ट्र १९६०-२०१०, मुंबई, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ.
4. जोशी, वर्षा, क्षीरसागर, हेमा, २०११. १२ व्या शतकातील खाद्यसंस्कृती, पुणे, रोहन प्रकाशन.
5. नवाथे रघुनाथ, भोजन कुतूहल.

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7. मोरवंचीकर, रा. श्री., १९९३. सातवाहन कालीन महाराष्ट्र, पुणे, प्रतिमा प्रकाशन.
8. धाबे, सुशीला, २००७. लीळाचरित्रातील स्त्री दर्शन, अमरावती, सुगम प्रकाशन.
9. दैनिक लोकसत्ता, चतुरंग, २४ जानेवारी, २००४.

1.3 OEC

Course Title	Indian Tourism: Principles and Practices
Course Credits	4
Course Outcomes	After going through the course, learners will be able to <ol style="list-style-type: none"> 1. get introduced to the fundamental concepts and trends of tourism 2. cognize the beginnings of modern tourism in India 3. identify the contours of the tourist industry in India 4. critically assess the significance and impact of tourism
Module 1 (Credit 1)	History of tourism in India
Learning Outcomes	After learning the module, learners will be able to <ol style="list-style-type: none"> 1. explain the historical context of tourism 2. demonstrate an understanding of the origins and shifts in India's tourism policy
Content Outline	<ul style="list-style-type: none"> ➤ Travel to and travels within ancient and medieval India ➤ Beginnings of modern tourism in India – Sir John Sargent Committee on tourism ➤ Tourism in independent India – India's First Tourism Policy in 1982, National Tourism Policy 2002 and Draft National Policies (2015, 2023)
Module 2 (Credit 1)	Definitions and Trends
Learning Outcomes	After learning the module, learners will be able to

	1. explain the meanings and definitions associated with tourism
	2. describe the nature of tourism from and to India
Content Outline	<ul style="list-style-type: none"> ➤ Definitions- travel, tourism, excursion, visits ➤ Definitions- Domestic and international tourism, inbound and outbound tourism ➤ Trends of inbound and outbound tourism
Module 3 (Credit 1) Tourism Industry- Organizations and agencies	
Learning Outcomes	After learning the module, learners will be able to
	1. identify major national and state-level tourism organizations
	1. understand the structure of the tourism industry
Content Outline	<ul style="list-style-type: none"> ➤ a) Industry- structure and stakeholders (Transport, accommodation, etc.) ➤ b) Government agencies- ITDC (Indian Tourism Development Corporation) and State Tourism Development Corporations ➤ c) Tourism agents and tour operators (TATO)
Module 4 (Credit 1) Significance and impact of tourism	
Learning Outcomes	After learning the module, learners will be able to
	1. understanding the overall impact of tourism
	2. assess the significance of tourism to the economy
Content Outline	<ul style="list-style-type: none"> ➤ Socio-cultural impact of tourism ➤ Economic impact and significance ➤ Challenges- Sustainable tourism/ responsible tourism

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Try locating a few tourist organizations in your city/ state and track their activities
- 2) Gather information and prepare a short video/ presentation on the new and ongoing upgradation of transport infrastructure in your city
- 3) Identify, read and summarize a short chapter written by any foreign traveller who has visited India (any historical period)

Reading list :

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3. Gupta, S, 2002."Cultural Tourism in India", Indraprastha Museum of Art & Archaeological", New Delhi.
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3. घाणेकर, १९९८. प्र. के. महाराष्ट्र स्थल दर्शन, पुणे, स्नेहल प्रकाशन.
4. देशपांडे, ग.द. २००९. महाराष्ट्रातील किल्ले, पुणे, डायमंड प्रकाशन.
5. देशमुख, भूषण व दाते, निखिल. २०१८. भारतीय कला आणि संस्कृती, सकाळ प्रकाशन.
6. जोशी, अतुल, २०११. इको टुरिझम : एक परिचय, नई दिल्ली, हिंदी बुक सेंटर.
7. जोशी, कुमार, २०१०. भारत के आधुनिक पर्यटन, जयपूर, रावत प्रकाशन.
8. यादव, राज, २०१३. संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल, नवी दिल्ली, रावत प्रकाशन.
9. वार्षिक पर्यटन अहवाल, २०१२. पर्यटन मंत्रालय, नई दिल्ली, भारत सरकार.

Hindi:

1. दासगुप्ता पापिया, २००८. पर्यटन एक अध्ययन, भोपाल, हिंदी ग्रंथ अकादमी.
2. बंसल, सुरेश चंद्र, २०११. पर्यटन सिद्धांत एवं यात्रा प्रबंधन, मेरठ, मीनाक्षी प्रकाशन.
3. वरे, एस.एल ., २०१०, पर्यटन में इतिहास का अनुप्रयोग, भोपाल, मध्यप्रदेश हिंदी ग्रंथ अकादमी.
4. भाटिया ए.के ., १९७५, भारत में पर्यटन का विकास, दिल्ली.
5. सहाय शिव स्वरूप, २००७, पर्यटकों का देश भारत, वाराणसी, मोतीलाल बनारसीदास.
6. नेगी जगमोहन, २००७. पर्यटन एवं यात्रा के सिद्धांत, तक्षशिला प्रकाशन.

Sesmeter I

1.5 VSC

Course Title	Heritage Tourism in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand the Meaning and Nature of Heritage Tourism
	2. Learn The Types of Heritage Tourism
	3. Differentiate among the the Cultural, Historical heritage tourist destinations
	4. Carry out the heritage tourism
	5. cognize the Importance of Heritage Tourism and Preservation of Heritage sites
Module 1 (Credit 1) Heritage Tourism in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Explain the meaning and nature of Heritage Tourism
	2. Learn the types of Heritage Tourism
	3. evaluate the importance of conservation of Heritage sites
Content Outline	<ul style="list-style-type: none">➤ Meaning and Nature of Heritage Tourism➤ Types of Heritage Tourism➤ Preservation and Conservation of Heritage Sites
Module 2 (Credit 1) Heritage Sites in India	
Learning Outcomes	After learning the module, learners will be able to
	1. Appreciate Historical heritage and tourist destinations
	2. Critically appreciate the heritage site
	3. Adopt the art of documenting the heritage site
Content Outline	<ul style="list-style-type: none">➤ Rock Cut Architecture (any one e.g. Caves, Stupas)➤ Forts: Raigad, Chittorgarh, Red Fort etc.➤ Monuments: Taj Mahal, Chhatrapati Shivaji Maharaj Terminus etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Heritage Walk to the nearest Historical places.
- 2) Report writing on the visit to Historical places.
- 3) PPTs and making Reels on Heritage sights.

Reading list:

1. Barakat, Ali Abu, 2015. Travel and Tourism Management, New Delhi, PHI Learning Publishers.
2. Dilip M.R., 2020. Tourism: Concepts Theory and Practices, New Delhi, Dreamtch Press.
3. Dallen, J Timothy, 2011. Cultural heritage and Tourism An Introduction, Channel view Publication.
4. Mathur Arpita, 2020. Fundamentals of Travel and Tourism , Ane Books Pvt. Ltd.
5. Prof. Quazi S. A , 2000. Geography of India, New Delhi, A.P.H. Publishing Cooperation.
6. Swain Sampad Kumar, 2011. Tourism Principles and Practices, New Delhi, Oxford University Press.
7. Seth Pran Nath, 2003. An Introduction to Travel and Tourism, New Delhi, Penguin Books Ltd.

Marathi :

1. गोखले शोभना, २०१५, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन.
2. कठारे, अनिल, व इतर, २०११, पुरातत्वविद्या - वस्तुसंग्रहालयशास्त्र आणि पर्यटन, औरंगाबाद, विद्या बुक्स पब्लिशर्स.
3. भोसले, यशोधरा, प्रवास-पर्यटनाचे नवे पैलू, पुणे, मेहता पब्लिशिंग हाउस.
4. पारधी, नागतोंडे, २००१. पर्यटन भूगोल, नागपूर, विद्या प्रकाशन.
6. शिंदे बी. एस., १९९७. पर्यटन भूगोल, कोल्हापूर, फडके प्रकाशन.

Hindi:

1. दासगुप्ता पापिया, २००८. पर्यटन एक अध्ययन, भोपाल, हिंदी ग्रंथ अकादमी.
2. बंसल, सुरेश चंद्र, २०११. पर्यटन सिद्धांत एवं यात्रा प्रबंधन, मेरठ, मीनाक्षी प्रकाशन.
3. वरे, एस.एल ., २०१०, पर्यटन में इतिहास का अनुप्रयोग, भोपाल, मध्यप्रदेश हिंदी ग्रंथ अकादमी.
4. भाटिया ए.के ., १९७५, भारत में पर्यटन का विकास, दिल्ली.
5. सहाय शिव स्वरूप, २००७, पर्यटकों का देश भारत, वाराणसी, मोतीलाल बनारसीदास.

6. नेगी जगमोहन, २००७. पर्यटन एवं यात्रा के सिद्धांत, तक्षशिला प्रकाशन.

1.6 SEC

Course Title	Local History
Course Credits	Credits 02
Course Outcomes	After going through the course, learners will be able to
	1. Understand the concept and various aspects of local history
	2. Discuss the sources of local history
	3. Explain how historians reconstruct history of various towns and cities in India and the world
	4. Understand how local history is significant in shaping our collective identity and associated with the history of the nation
Module 1 (Credit 1) Local history : idea, scope, methodology	
Learning Outcomes	After learning the module, learners will be able to
	1. Define and discuss the nature and scope of local history.
	2. Imbibe the methodology and historiography of local history in India and the world.
Content Outline	<ul style="list-style-type: none"> ➤ Local History : Definitions and scope ➤ Sources : myths, texts, archival, monuments, oral history ➤ Writings on local history (Works on Mumbai, Kolkata, Pune , Sangli etc.) (Any two)
Module 2 (Credit 1) Study of your own city / town	
Learning Outcomes	After learning the module, learners will be able to
	1. Grasp the rich heritage of the town / city in which she lives
	2. Undertake research work on any aspect of local history
Content Outline	<ul style="list-style-type: none"> ➤ Sources to study the history of your town ➤ Festivals, monuments, organisations, food and other local culture. ➤ People's history (participation of citizens in the freedom movement or any other social /political movements)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Research Paper on any aspect of the cultural History of your city/town/village.
- 2) Report writing after visiting any historical place of your city/town/village.
- 3) Presentation on the contribution of freedom fighters in your city/town/village.
- 4) Write a note on local history.

Reading list:

1. Burnest, Hurst A.R., 1925. Labour & Housing in Bombay, London, P. S. King & Son, Ltd.
2. Dasgupta, Ashin, 1990. Indian Merchants and the Decline of Surat, 1700 – 1750, Delhi, Manohar.
3. David, M. D., 1973, History of Bombay 1661-1708, University of Bombay, Bombay.
4. David, M. D., 1995. Bombay-The City of Dreams (A History of the First City in India), Bombay, Himalaya Publishing House.
5. Dobbin, Christine, 1972. Urban Leadership in Western India : Politics & Communities in Bombay city 1840-1885, London, Oxford University Press.
6. Dossal, Mariam, 1991. Imperial Designs and Indian Realities: The Planning of Bombay City 1845-1875, Bombay, Oxford University Press.
7. Dossal, Mariam, 2010. Theatre of Conflicts, City of Hope Mumbai 1660 to Present Times, New Delhi, Oxford University Press.
8. Dwivedi, Sharada & Mehrotra Rahul, 1995. Bombay the Cities Within, Bombay, India Book House Pvt. Ltd.
9. Dwivedi, Sharada and Mehrotra, Rahul, 1999, Fort walks Around Bombay's Fort area, Bombay, Eminence Design Pvt. Ltd.
10. Ganesh, Kamala, Thakkar, Usha and Chadha, Gita (eds.), 2008. Zero Point Bombay: In and Around Horniman Circle, Mumbai, Lusre/Roli Books.
11. Kamat, Manjiri (ed), 2013. Mumbai Past and Present, Mumbai, Indus Source Books.
12. Kashid, Sukhdeo (ed.) 2006. Mumbai's Water, Researched by Deepak Rao and Sanjeev Bidi, Mumbai, Municipal Engineers Association.
13. Kathpalia, Nayana and Lambah, Abha Narayan (Comp.), 2002, Heritage Buildings and Precincts Mumbai, A Conservation Manual for Owners and Occupiers, Mumbai, Mumbai Heritage Conservation Committee, Urban Design Research Institute.
14. Mahaluxmivala, Pestonji, 1936, History of the Bombay Electric Supply and Tramways Company Limited, Bombay.
15. Modi, Nawaz (ed.), 1998. The Parsis in Western India: 1818 to 1920, Bombay, Allied Publishers Ltd.
16. Patel, Sujata and Thorner Alice (ed.), 1995. Bombay: Metaphor for Modern India, Bombay, Oxford University Press.

17. Sheppard, Samuel T., 1917. Bombay Place- Names and Street-Names, An excursion into the by-ways of the history of Bombay City, Bombay, Bombay Times Press.
18. Shirgaonkar, Varsha, 1989. Social Reforms in Maharashtra: V. N. Mandlik, New Delhi, Navrang.
19. Shirgaonkar, Varsha, 2011. Exploring the Water Heritage in Mumbai, New Delhi, Aryan Books International.
20. Tindall, Gillian, 1982. City of Gold: The Biography of Bombay, London, Maurice Temple Smith.
21. W. R. S. Sharpe, 1997. The Port of Bombay, circa 1730 A. D., compiled, by order of the Trustees of the Port of Bombay, Bombay, Bombay Port Trust, Reprinted on 3rd.
22. Wacha, D. E., 1913. Rise and Growth of Bombay Municipal Government, Madras, Printed & Published by G.A. Natesan & Company.
23. Wacha, D. E., 1920. From the Shells of Sand of Bombay being my Recollections & Reminiscences 1860-1875, Bombay, the Bombay Chronicle Press.
24. _____, 1919. Bombay Past & Present, a Souvenir of the Indian Science Congress, Held at Bombay in Jan 1919, Bombay, Bombay Times Press.
25. _____ Heritage Regulations for Greater Bombay, 1995. Bombay, Urban Development Department, Government of Maharashtra, Mantralaya.

Articles:

1. Raja Dixit, 'Historical Writings And Research' in Rajendra Banhatti and N.Jogalekar (ed.), A History of Modern Marathi Literature, Vol. II, Pune, 2004, pp. 238-278.
2. Barbara J., Howe, 'A Century of Local History Writing', JSTOR : OAH Magazine of History, Vol 4, No. 3, (Summer, 1989), pp.10-15.

Marathi:

1. आचार्य, बालकृष्णबापू आणि शिंगरे, मोरो विनायक, नाईक, बापूराव (संपा.), १९८०. (प्र. आ. १८८९). मुंबईचा वृत्तांत, (निर्णयसागर प्रेस.) मुंबई, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ. (नवी आवृत्ती).
2. कुलकर्णी, श्रीधर, कृष्ण उर्फ पठ्ठे बापूराव , १९४२. ढोलकीवरील दिलखुश लावण्या: भाग १, पुणे, ब. म. जिंतीकर.
3. नाईक, राम, १९४९. लालबाग, मुंबई.
4. टिकेकर, अरुण २००४. स्थलकाल, मुंबई, मौज प्रकाशन.
5. गाडगीळ, गंगाधर, मुंबईच्या नवलकथा, पुणे, दिलीपराज प्रकाशन.

6. डेव्हिड, मो. ड., (अनुवाद: पुरुषोत्तम ध्यास), १९९३. ऐक मुंबई तुझी कहाणी, ठाणे, प्रियंका प्रकाशन.
7. फाटक, न. र., १९८१. मुंबई नगरी. मुंबई, बृहन्मुंबई महानगरपालिका शताब्दी प्रकाशन.
8. बेहेरे, पु. रा., महाराष्ट्राची मुंबई, मुंबई, दुर्गा प्रकाशन.
9. माडगावकर, गोविंद नारायण, १९९२. (प्रथम आवृत्ती: १८६३). मुंबईचे वर्णन. मुंबई, वरदा प्रकाशन.
10. राईकर, यशवंत, १९९९. मुंबई ज्ञात अज्ञात. पुणे, राजहंस प्रकाशन.
11. वांबूरकर, जास्वंदी (संपा.), २०१४. इतिहासातील नवे प्रवाह, पुणे, डायमंड प्रकाशन.

1.8 VEC

Course Title	Conservation of Our Environment
Course Credits	02
Course Outcomes	After going through the course, learners will be able to
	1. Realize the importance of the environment and biodiversity
	2. Analyze the current environment concern
	3. Formulate mitigation and conservation measures for current environmental concerns
Module 1 (Credit 1) Environment and Global Concerns	
Learning Outcomes	After learning the module, learners will be able to
	1. Cognize the concept of environmental conservation
	2. Examine types of energy sources
	3. Comprehend current global environmental challenges
Content Outline	<ul style="list-style-type: none"> ➤ Concept, Meaning and Importance ➤ Sources of energy: Renewable and non-renewable ➤ Global Warming, Ozone Layer depletion and acid rain
Module 2 (Credit 1) Threats to Biodiversity and Conservation	
Learning Outcomes	After learning the module, learners will be able to

	<ol style="list-style-type: none"> 1. Define Biodiversity and understand the threats to it 2. Examine conservation techniques of biodiversity
Content Outline	<ul style="list-style-type: none"> ➤ Biodiversity: Definition, value and threats ➤ Conservation of Biodiversity: In-situ and Ex-situ ➤ Role of individual in conservation of environment and prevention of pollution.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Interactive Group Discussion on related themes
- 2) Assignments on issues and types of pollution.
- 3) Assignments on Case Studies of organizations working for environment conservation and biodiversity such as BNHS.
- 4) Writing Review on films/books on related themes.
- 5) Visit to bird or wild life sanctuary, forest trail such as Sanjay Gandhi National park. (or Any park in your city).

Reading List:

1. Agarwal, K. C., 2001. Environmental Biology, Bikaner, Nidi Publ. Ltd.
2. Bharucha Erach, The Biodiversity of India, Ahmedabad, Mapin Publishing Pvt. Ltd.
3. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Mumbai, Jaico Publ. House.
4. Elliot, D. 2003. Energy, Society and Environment, Technology for a Sustainable Future. Rutledge Press.
5. Gaston, K J. & Spicer, J. I. 1998. Biodiversity: An Introduction. London, Blackwell Science.
6. Hardy, J.T. 2003. Climate Change: Causes, Effects and Solutions. John Wiley & Sons
7. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press.
8. Primack, R.B. 2002. Essentials of Conservation Biology (3rd edition). Sinauer Associates, Sunderland.
9. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications.

Website:

10. Website of Down to Earth, Centre for Science and Environment.
<https://www.cseindia.org/topics/down-to-earth>

Semester II

Subject 1 (B)

Course Title	Popular Culture in India – II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to 1. Appreciate different forms of cinema 2. Analyse Examine Cinema as forms of Popular Culture 3. Analyse the influence of mass media on popular culture
Module 1 (Credit 1) Cinema	
Learning Outcomes	After learning the module, learners will be able to 1. Appreciate cinema as a form of Popular Culture 2. Understand the relevance of cinema in society
Content Outline	<ul style="list-style-type: none">➤ Genres of popular cinema➤ Cinema and Nationalism➤ Various features of popular cinema: actions, romance, item dance etc.
Module 2 (Credit 1) Mass Media	
Learning Outcomes	After learning the module, learners will be able to 1. Appreciate the various genres of mass media and its impact on popular culture 2. Understand the influence of advertisements, OTT and mass media on popular culture.
Content Outline	<ul style="list-style-type: none">➤ Popular culture through Advertisements➤ Mass media: Facebook, Twitter, Whats up, Instagram etc.➤ OTT : Netflix, Prime Video, Soni live etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Watch popular movies and write an assignment on the critical analysis of it's popularity.
- 2) Critical appreciation of movies, facebook posts etc. followed by a report on the activity.

- 3) Critical analysis through a Review writing on any Web-series of your choice.
- 4) Make presentation based on autobiography or biography of an artist/director or producer.

Reading List :

1. Chakravarty, Sumita, 1998. National Identity in Indian Popular Cinema. 3rd ed. Columbia, South Asia Books.
2. Dwyer, Rachel, 2005. The Religious and the Secular in the Hindi Film in *Filming the Gods: Religion and Indian Cinema*, London, Routledge.
3. Gregory D. Booth and Bradley Shope (ed.), 2013. *More Than Bollywood: Studies in Indian Popular Music*, Oxford University Press, USA
4. Mazumdar, Ranjani, 2007. *Desiring Women in Bombay Cinema*, New Delhi, Permanent Black.
5. Naregal, Veena, 2004. 'Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire', in Downing J., (ed.) *Sage Handbook of Media Studies*, New Delhi, Sage.
6. Niranjana, Tejaswini, 2006. 'Question for Feminist Film Studies' in Bose, Brinda (ed.) *Gender and Censorship*, New Delhi, Women Unlimited.
7. Srivastava, Sanjay, 2007. *Passionate Modernity: Sexuality, Class, and Consumption in India*, New Delhi, Routledge.
8. Vasudevan, Ravi, 2003. *Cinema in Urban Space*, pp. 21-27. Seminar, No 525.
9. Vitali, Valentina, 2008. *Women in Action Films in the 1920s and 1930s in Hindi Action Cinema*, New Delhi, Oxford University Press.
10. Viridi, Jyotika, 2003. *The Cinematic Imagination*, New Delhi, Permanent Black.

Marathi :

1. मुजावर, इसाक, २००८. प्रभातचित्रे. मुंबई, नवचैतन्य प्रकाशन.
2. मोटे, ह. वि., १९९०. विश्रब्ध शारदा. खंड १, २ व ३. मुंबई, ह. वि. मोटे प्रकाशन.
3. रेगे, शर्मिला, २०१०. लोकप्रिय संस्कृती व भारतातील आधुनिकता. पुणे, क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र. पुणे विद्यापीठ.

2.5 OEC

Course Title	Women in Science and Art
Course Credits	Credits 04
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. cognize the gender and myth of science and creative arts
	2. Know about the women in professional courses and their achievements
	3. Critically read the role of women in the patriarchal world
Module 1 (Credit 1)	Women in Scientific Field
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze Gender and its myth of science
	2. Examine Women Pioneer's in SEM
Content Outline	<ul style="list-style-type: none"> ➤ Gender bias and politics of women in Science ➤ Early Women Pioneers and their struggle in SEM (Science, Engineering and Medicine) ➤ Dr. Anandiabai Joshi, Dr. Kadambini Ganguly, Dr. Muthulaxmi Reddy, Dr.Kamala Sohoni, Ayyalasomayajula Lalitha and others
Module 2 (Credit 1)	Women Scientists in India
Learning Outcomes	After learning the module, learners will be able to
	1. analyse Women's hurdles in STEM
	2. Examine government's policies for women's education in STEMM
Content Outline	<ul style="list-style-type: none"> ➤ Barriers to Women's entry in science and health, Indian Government's policies – KAVERI, CURIE, GATI (Any one) ➤ Health: Dr. Indira Hinduja, Gagandeep Kang and others ➤ Defense Research & Technology: Tessy Thomas, Ritu Karidhar, Anuradha T.K., Mangala Mani and others (Any three)

Module 3 (Credit 1) Women and creative art	
Learning Outcomes	After learning the module, learners will be able to
	1. quantify the contribution of Women as a class in Handicrafts, Ritualistic arts and Traditional Paintings
	2. Analyze the challenges faced today in preserving the traditional forms of art practised by women.
Content Outline	<ul style="list-style-type: none"> ➤ Women and handicrafts: textiles, Embroidery, Stitching, Weaving etc. (Any three) ➤ Women in ritualistic arts: Rangoli, Kolam, Art of Guga Novami, Art of Sanjhi etc. (Any three) ➤ Traditional paintings: Mithila, Warli and Bhil etc. (Any three)
Module 4 (Credit 1) Women in Performing arts	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the challenges that women faced in establishing themselves in the fields of performing arts
	2. Evaluate the role of women in theatre and cinema
Content Outline	<ul style="list-style-type: none"> ➤ Women in music: Heerabai Badodekar, Jyotsna Bhole, Shamshad Begam, M.S. Subbalaxmi, Yamunabai Waikar and others (any three) ➤ Women in dance: Mrinalini Sarabhai, Rohini Bhate, Tijan Bai, Helan, Kanak Rele and others (Any three) ➤ Women in theatre and cinema: Jaymala Shiledar, Vijaya Mehta, Devika Rani, Suchitra Sen, Smita Patil, Shabana Azami and others (Any three)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Prepare an assignment on any women scientist.
- 2) Read autobiography/biography of on any artist or singer or dancer and make presentation.
- 3) Watch movies of the film actresses in the syllabus and arrange a group discussion.
- 4) Read books on any women scientist or artist and make presentation.

Reading List:

1. Dogra, Aashima and Nandita Jayaraj. 2023, *Lab Hopping: A Journey to find India's Women in Science* Penguin Viking.
2. Godbole Rohini and Ram Ramaswamy, 2008. *Lilavati's Daughters: The Women Scientists of India*, 2008, Indian Academy of Sciences
3. Guha, Ambalika. 2016. "The 'Masculine' Female: The Rise of Women Doctors in Colonial India, c. 1870–1940." *Social Scientist* 44, no. 5/6 : 49–64
4. Gupta, Namita. 2019. "Analysing Gender Gap in Science: Government of India Initiatives." *Current Science* 116, no.11.
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6. Krishna, Sumi and Gita Chadha, 2015. *Feminists And Science Critiques and Changing Perspectives in India vol I*, Stree-Samya, Kolkata
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10. Ramanna, Mridula. 2008. "Women Physicians as Vital Intermediaries in Colonial Bombay." *Economic and Political Weekly* 43, no. 12/13 : 71–78
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2. https://www.ias.ac.in/Initiatives/Women_in_Science/The_Women_Scientists_of_India;
3. also available on Google Arts & Culture, <https://artsandculture.google.com/story/women-scientists-of-india-indian-academy-of-sciences/ewWR-0xqux5tIq?hl=en>
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5. वांबूरकर, डॉ. जास्वंदी, २०२२. इतिहास, स्त्रीविषयक वास्तव आणि विभावरी शिरूरकर, पुणे, सुनिधी प्रकाशन.

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2.5 OEC

Course Title	Tourism Products of India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. get introduced to the tourist products of India
	2. describe the various types of tourist products
	3. identify the significance of religious, natural, environmental and health tourism products
	4. assess the tourist resource potential of India
Module 1 (Credit 1)	Types of tourist products
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meaning of tourist products
	2. identify new and innovative tourist products in India
Content Outline	<ul style="list-style-type: none"> ➤ Types of tourism products- cultural, religious, spiritual, wellness, health, medical, adventure, nature-related, MICE etc ➤ World Heritage Sites in India ➤ New products- e-Tourism, rural/agro tourism, gastronomy and wine tourism, dark tourism
Module 2 (Credit 1)	Cultural Tourism
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and significance of cultural tourism
	2. identify the major cultural tourist destinations and products in India

Content Outline	<ul style="list-style-type: none"> ➤ Monuments and archaeological sites (discuss any two sites) ➤ Fairs and Festivals (discuss any two examples) ➤ Museums, galleries, exhibitions (discuss any two examples)
Module 3 (Credit 1)	Health, Wellness and Medical Tourism
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and significance of health and wellness tourism
	2. identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Health and wellness tourism: meaning and significance ➤ Status of medical tourist industry in India ➤ Any two illustrative examples of wellness retreats /spas in India
Module 4 (Credit 1)	Religious and pilgrim travel
Learning Outcomes	After learning the module, learners will be able to
	1. explain the meanings and significance of religious tourism
	2. identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Religious sites and products in India : meaning and significance ➤ Pilgrim circuits in India- Buddhist circuit, Jain circuit, Chardham yatra etc. ➤ Any two examples of religious destinations (example Golden Temple, Ajmer Dargah etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Visit a museum/heritage/tourist monument in your area and identify its strengths and weaknesses from the point of view of tourism
- 2) Collect information and create a presentation/ tourist brochure about the major tourist attractions in your city
- 3) Enlist the major world heritage sites in India

Reading list:

1. Albanese, M., 1999. "Architecture in India", New Delhi, Book Service.
2. Dalal, R, Datta, Koshy. P., 2014. "Eyewitness Travel Guide- India", London, Dorling Kindersley Ltd.
3. Gupta, S, 2002."Cultural Tourism in India", Indraprastha Museum of Art & Archaeological", New Delhi.
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2. गद्रे, प्रभाकर, २००२. महाराष्ट्रातील किल्ले, पुणे, डायमंड प्रकाशन.
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2.6 SEC

Course Title	India through objects
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand and comprehend historical themes through OBL (Object based learning)
	2. Learn beyond traditional techniques through somatic and embodied learning

	3. Comprehend Indian history through critical analysis of the material remains from the past
	4. Analyze connections among events and developments in broader historical contexts
Module 1 (Credit 1) : Studying history through objects	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. analyse historical themes through material culture 2. Learn to use the senses of touch, sound and smell to further learning beyond the traditional techniques of reading etc.
Content Outline	<ul style="list-style-type: none"> ➤ Material culture: meaning and scope ➤ Historical objects through touch, sound and smell ➤ Digital exhibits in museums and galleries: prospects and challenges
Module 2 (Credit 1) India through Objects	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Comprehend Indian history through asking questions of material remains from the past 2. Analyze connections among events and developments in broader historical contexts
Content Outline	<ul style="list-style-type: none"> ➤ Theme: Movement and Migration: Bharhut railings, headless statue of Kanishka ➤ Theme: Royal life in India: Gold coins of Samudragupta, Jahangir's wine cup, Chola queen Sembiyan Mahadevi's bronze idol ➤ Objects of everyday use in India: terracotta clay toys from Harappa, Jamdani saree from Bengal and a Naga bead belt

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Visit nearby museums and galleries to see and experience collections
- 2) Group project: organizing an exhibition of historical objects from the contemporary past
- 3) Digital documentation projects
- 4) Interview / interact with archaeologists, museum collections and art historians to understand and appreciate historical themes

Reading list:

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2. Blandy, Doug and Bolin, P.E. 2012. Looking At, Engaging More: Approaches for Investigating Material Culture, *Art Education*, 65(4), pp. 40-46.
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10. Korda, A., 2020. Object lessons in Victorian education: Text, object, image. *Journal of Victorian Culture*, 25(2), pp. 200-222.
11. Romanek, D. and Lynch, B., 2008. Touch and the value of object handling: Final conclusions for a new sensory museology. *Touch in museums: Policy and practice in object handling*, pp.275-286
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3. ढवळीकर, मधुकर, प्राचीन भारतीय नाणकशास्त्र, पुणे, कॉन्टीनेन्टल प्रकाशन.
4. थापर, रोमिला, (अनुवाद: रं. ना. गायधनी, वासंती फडके), २००७. द पॅग्विन हिस्ट्री ऑफ अर्ली इंडिया . प्रारंभापासून १३०० पर्यंतचा प्राचीन भारताचा इतिहास , मुंबई, के सागर पब्लिकेशन.

5. थापर, रोमिला, (अनुवाद: शरावती शिरगावकर), १९८८. अशोक आणि मौर्यांचा ज्हास , मुंबई, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ.

Blog, Posts/online material:

1. Baldioli, Shannon, 2022. The Case for Training Teachers in Object-Based Learning, Smithsonian Education, <https://www.smithsonianmag.com/blogs/smithsonian-education/2022/06/07/the-case-for-training-teachers-in-object-based-learning>
2. Barbour, Benjamin, 2021. How to Engage Students in Historical Thinking Using Everyday Objects. <https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects/>
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SNDT Women's University, Mumbai

**Credit structure for Undergraduate Programmes
in Faculties of Humanities, Science and
Technology and Interdisciplinary Studies**

*As per the Government of Maharashtra Circular dated
13th March, 2024*

NEP - 2020

(w.e.f. 2024-25)

B.A. in Political Science
2024 May

Programme Degree	Bachelor of Arts (B.A.)
	Political Science
Preamble	<p>The learners of Bachelor of Arts in Political Science programme will get an understanding of the discipline of Political Science and its various sub fields. They will develop abilities to identify, examine and analyse the institutional framework shaping modern-day politics in India and around the globe.</p> <p>The course develops in the learner a scientific spirit, critical understanding of political reality and applicable skills of research, analysis, presentation and sophisticated ways.</p>
Programme Specific Outcomes (PSOs)	After completing this programme, Learner will be able
	1. To identify the major sub disciplines of Political Science.
	2. To map theoretical and conceptual basis of political practices and realities
	3. To analyse institutional structures and their functioning at global, national and local levels.
	4. Compare and analyze the current political process in India and across the globe.
	5. To compare interrelations between individual, society and state.
	6. Get hands on experience of the process of governance
Eligibility Criteria for Programme	12th pass from any stream
Intake	20 Marathi Medium
	20 English Medium

B.A. in Political Science- 2024

Structure with Course Titles

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
1.1	Political Institutions in India	Subject 1	2	50	50	0
1.2		Subject 2	2	50	0	50
1.3		Subject 3	2	50	50	0
1.4	Women in Indian National Movement	OEC	4	100	50	50
1.5	Parliamentary Procedures in India	VSC	2	50	50	0
1.6	Ecology and Environmental Ethics	SEC	2	50	50	0
1.7		AEC (English)	2	50	0	50
1.8		IKS (Generic)	2	50	0	50
1.9		VEC	2	50	0	50
1.10		CC	2	50	50	0
			22	550	300	250

SEM II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
2.1	Political Process in India	Subject 1	2	50	0	50
2.2		Subject 2	2	50	50	0
2.3		Subject 3	2	50	0	50
2.4		VSC of Subject 2	2	50	50	0
2.5		VSC of Subject 3	2	50	50	0
2.6	Democracy in India	OEC (other than Subject 1 and Subject 2)	4	100	50	50
2.7	Women and Law in India	SEC	2	50	50	0
2.8		AEC (English)	2	50	0	50
2.9		VEC	2	50	0	50
2.10		CC	2	50	0	50
			22	550	250	300

Exit with UG Certificate with 10 extra credits (44 +4 credits)Course Syllabus

Semester I

1.1 Subject 1 Political Institutions in India

Course Title	Political Process in India
Course Credits	2
	After going through the course, the learner will be able to:
	1. Explain the constitutional provisions related to political institutions in India.
	2. Analyze functioning of political institutions in India.
Module 1: Legislature	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify the institutions of parliamentary system in India
	2. Explain parliamentary procedures in India
	3. Assess the importance of parliament in political process of India

Content Outline	<p>1. Introduction to Political Institutions in India:</p> <p>a) Background of Political Institutions in India: Government of India Acts</p> <p>b) Constitutional Principles: Parliamentary Democracy, Secularism, Federalism: Nature of Federalism and Distribution of power</p> <p>2. Legislature</p> <p>1. Composition & Functioning; Bicameralism; Lawmaking Process: Money Bill and Non-Money Bill; Committee System</p>
Module 2- Executive and Judiciary	
Learning Outcomes	<p>After learning the module, learners will be able:</p> <p>1. To describe the structure and functioning of the Executive and Judicial system in India.</p> <p>2. To analyze the changing nature of their powers.</p> <p>3. To explain importance in democracy.</p>
Content Outline	<p>1. Executive:</p> <p>a. Union Executive: President and Prime Minister; Council of Ministers Power & Relationship; State Executive: Governor & Chief Ministers</p> <p>2. Judiciary</p> <p>a. Supreme Court, High Court and Lower Courts Composition, Power. Independence of Judiciary</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Visits and details study report of Museum/libraries of State Legislature, Bombay High Court/Courts at district level
2. Attend house proceedings or judicial proceedings as part of first hand experiences of structures. (Lok Sabha Rajya Sabha Live debates)

3. Group presentations.
4. Student led seminar on federalism in India
5. Film screenings.
6. Quiz on constitutional provisions.

References

English

1. Austin, G. The Indian Constitution: Cornerstone of a Nation. Oxford, Oxford University Press, 1966.
2. _____ Working of a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press, 2000.
3. Basu, D. D. An Introduction to the Constitution of India. New Delhi, Prentice Hall, 2007.
4. Baxi, U. The Indian Supreme Court and Politics. Delhi, Eastern Book Company, 1980.
5. _____ and Parekh, B. (ed). Crisis and Change in Contemporary India. New Delhi, Sage, 1994.
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7. Chatterjee, P. Ed. State and Politics in India. Delhi, Oxford University Press, 1997.
8. Engineer, A. Communal Riots in Post Independent India. New Delhi, Sangam Books, 1984.
9. Kashyap, S. Judicial Activism and Lokpal. N. Delhi, Uppal, 1997.
10. _____ Our Constitution. N. Delhi, National Book Trust of India, 2005.
11. Khan, R. Federal India: A Design for Change. New Delhi, 1992.
12. Kothari R. Politics in India. New Delhi, Orient Longman, 1970.
13. Noorani, A. G. The Constitutional Questions in India: The President, Parliament and the States. Delhi, Oxford University Press, 2000.

Semester I

1.4 OEC (1) Women in Indian National Movement

Course Title	Women in Indian National Movement
Course Credits	4
Course Outcomes	After going through the course, learners will be able:
	1. To identify the nature of participation of women in Indian National Movement.
	2. To explain handling of women issues by different movements in pre independence India.
	3. To highlight the women's role and contribution to different socio-political movements in pre independence India.
	4. To identify role played by women representatives in constitution making in India.
Module 1 - Women in Social Reform movements	
Learning Outcomes	After learning the module, learners will be able:
	1.To evaluate the role of women in social reform movement in India
	2.To explain various issues faced by women and the strategies for reform
Content Outline	Women in Social Reform movements 1. Tarabai Shinde, Savitribai Phule, Fatimabibi, Anandi Joshi 2. Social reform Movements in Bengal & Bombay Province, a. Brahma Samaj, b. Satyashodhak Samaj, Women's Role in Armed Revolutionary Movement

Module 2 - Women's Role in Gandhian Movement	
Learning Outcomes	After learning the module, learners will be able:
	1.To analyze Gandhi's views on role of women and their contribution of women in Gandhian movement
	2. assess the objectives, methods, and outcomes of movements, and assess their significance in the context of India's struggle for independence.
	3. To examine the strategies that Gandhi employed to mobilize women, the challenges faced, and the lasting impact of his initiatives on women's social and political engagement in India.
Content Outline	<p>Women's Role in Gandhian Movement</p> <ol style="list-style-type: none"> 1. Gandhian Movement – Gandhi's Views on Women, Non Cooperation, Civil Disobedience, 1942 – Quit India Movement, 2. Gandhi's Role in bringing women in public sphere
Module 3 - Women and Ambedkarite and Left Movements	
Learning Outcomes	After learning the module, learners will be able:
	1. identify Dr. Ambedkar's views on women
	<ol style="list-style-type: none"> 2. To analyze role played by women in anti-caste movement and leftist movement in India 3. To evaluate the contribution of left movements in mainstreaming women in politics

Content Outline	<p>Women and Ambedkarite Movements</p> <ol style="list-style-type: none"> 1. Dr. Ambedkar's Views on Women 2. Mahad Satyagraha, Kala ram Temple Movement <p>Women and the Left Movements</p> <ol style="list-style-type: none"> 1. Women in Working class movement, 2. Women in peasant movement – with reference to Tebhaga and Telengana, 3. Women's organization in Leftist Milieu
Module 4 - Women in the Constituent Assembly	
Learning Outcomes	<p>After learning the module, learners will be able:</p> <ol style="list-style-type: none"> 1. To know the social profile and contribution of women representatives. 2. To evaluate the discussion of women representatives in assembly
Content Outline	<p>Women in the Constituent Assembly</p> <p>Prominent Women in the Constituent Assembly, their background</p> <ol style="list-style-type: none"> 1. Women's contribution to debates in the Constituent Assembly & their work on committees,

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Book reviews
2. Prepare Films, documentaries reviews
3. To prepare transcript of interviews of Women in INM
4. Conduct interviews with women associated with Indian National Movement
5. Presentation
6. Research paper on local women engaged in INM
7. Meetings with interview with Women leaders

References

1. Forbes, G. **Cambridge History of India: Women in Modern India**. New Delhi, Foundation Books, 1996.
2. Lalitha, K et al. **We were Making History: Life and Stories of Women in Telangana Peoples' Struggle**. New Delhi, Kali for Women, 1989.
3. National Conference on Women's Studies. **The Dynamics of the New Economic Policy**. Mysore, Centre for Women's Studies, 1993.
4. National Conference on Women's Studies. **Women's Perspective on Public Policy**. New Delhi, The Indian Association of Women's Studies, 2000.
5. Pardeshi, P. Dr. Babasaheb Ambedkar and the Question of Women's Liberation in India. Pune, University of Pune, 1998.
6. Patel, V. **Gender Budget: A Case Study of India**. Mumbai, University of Mumbai, 2003.
- Policy for Women. Mumbai, Government of Maharashtra, 1994.
7. Poonacha, V. Ed. **Women, Empowerment and Political Participation**. Mumbai, RCWS, 1997.
8. Ranjana Kumari. **Women in Decision Making**. New Delhi, Vikas, 1992.
9. Saksena, K. E. **Women and Politics**. New Delhi, Gyan, 2000.

Semester I

1.5 VSC 01 Parliamentary Procedures in India

Course Title	Parliamentary Procedures in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able: <ol style="list-style-type: none">1. Evaluate the importance of parliamentary procedures.2. To comprehend and use tools of parliamentary control.3. To experience and have hand on training to use parliamentary tools4. To introduce skills to be use for parliamentary assistance as field of career.

Module 1 - Understanding Parliamentary procedures (Theory)	
Learning Outcomes	After learning the module, learners will be able:
	1. To map the importance of parliamentary procedures.
	2. To explore structure, tools and terminologies used in the Parliament.
Content Outline	<p>Parliamentary Procedures in India</p> <ol style="list-style-type: none"> 1. Understanding importance of Parliaments (Representation and Accountability), its procedures and need of control 2. Parliamentary structures -authorities (speaker, whip, opposition leader, secretary), Committees 3. Tools of parliamentary control – Question hour, zero hour, adjournment motion, no confidence, bills
Module 2 - Youth Parliament	
Learning Outcomes	After learning the module learners will be able:
	1. To employ different parliamentary tools.
	2. Acquire debating skills of Parliamentarians.
	3. To prepare parliamentary papers and documents.
Content Outline	<p>- Conducting Youth Parliament</p> <ol style="list-style-type: none"> 1. Visit to parliament/ State Legislature and report writing 2. Preparation of table programme and documentation 3. Creating content - Speeches, documents, bills 4. Presentation/youth parliament

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Visit report
2. Creation of content for youth parliament (speeches/bills)
3. Presentation of youth parliament

Theory paper (15 hours)

MCQs 25 Marks

Practical (30 Hours)

Youth Parliament 25 Marks

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H.Karla, Public Engagement with the Legislature Process, PRS Centre for Policy Research, New Delhi, 2011 available at <http://www.prsindia.org>.

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https://prsindia.org/files/parliament/primers/1425009754_Rajya%20Sabha%20Primer-%20Final.pdf

Manual of Parliametary Procedures in the Government of India
https://mpa.gov.in/sites/default/files/Manual2018_0_0.pdf

Semester I

1.9 SEC - Ecology and Environmental Ethics

Course Title	Ecology and Environmental Ethics
Course Credits	2
Course Outcomes	After going through the course, learners will be able: 1. get an integrated study of the scientific and philosophical as also the traditional and contemporary aspects of environmental studies. 2. Identify and rethink the lapses in our relationship with nature.
Module : 1 -Ecology, Environment & Ecosystem	
Learning Outcomes	After going through the course, learners will be able:

	<ol style="list-style-type: none"> 1. analyze the basic concepts of Environment, Ecology and Eco system
	<ol style="list-style-type: none"> 2. Distinguish between the concepts of Environment, Ecology and Ecosystem
	<ol style="list-style-type: none"> 3. Compare the various approaches of Environmental studies
Content Outline	<p>Ecology, Environment & Ecosystem</p> <ol style="list-style-type: none"> 1. Ecology, Environment & Ecosystem: Meaning and Definitions & Distinctions; Origin & Development of the idea 2. Philosophical Perspectives 2. Ecology & Environment: Types, & Components 3. Biocentrism and Ecocentrism
Module 2- Environmental Issues and Ethics	
Learning Outcomes	After going through the course, learners will be able:
	<ol style="list-style-type: none"> 1. identify the pressing environmental issues and explore ways of managing it
	<ol style="list-style-type: none"> 1. Appreciate the importance of Environmental ethics
	<ol style="list-style-type: none"> 2. comprehend the need for Environmental Ethics

Content Outline**Environmental Policies & Management****Domestic and International Policies relating to:**

1. Pollution
2. Global Warming
3. Biodiversity Depletion
4. Sustainability & Management

Environmental Ethics

1. Environmental Ethics: Definition & Basic Concepts
2. Applied Ethics – Conventional and Current Approaches
3. Why Environmental Ethics?

References

1. A Dictionary of Ecology, 5th edition by Michael Allaby, Oxford
2. J. Baird Callicott and Robert Frodeman, ed. Encyclopedia of environmental ethics and philosophy. MI: Macmillan Reference, 2009.
3. Indigenous peoples and environmental issues : an encyclopedia Westport, Conn. : Greenwood Press.
4. Arne Naess. Ecology, Community and Lifestyle: Outline of an Ecosophy.
5. Eugene Odum. Fundamentals of Ecology. Brooks Cole.
6. G. Tyler Miller. Essentials of Ecology. Brooks Cole.
7. William Lillie. An Introduction to Ethics. New Delhi: Allied publishers.
8. P.D. Sharma. Ecology and Environment. Rastogi Publications.
9. John S MacKenzie. A Manual of Ethics. Gyan E-Books: Delhi.
10. S. Radhakrishnan. Indian Philosophy 2 Volumes. Oxford India.
11. Chandradhar Sharma. A Critical Survey of Indian Philosophy.
12. Joseph R. DesJardins. Environmental Ethics: An Introduction to Environmental Philosophy. Wadsworth Thomson.

13. Andrew Light, Ed. Environmental Ethics: An Anthology. Blackwell.
14. Mahesh Rangarajan. Environmental Issues in India.
15. Ramachandra Guha. Environmentalism: A Global History.
16. Rachel Carson. Silent Spring. Mariner Books
17. Al Gore. An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It. Rodale Books.
18. Williams, Monier. Indian Wisdom. Delhi: Indian Reprint Publishing Co., 1974.
19. Prime, Ranchor. Hinduism and Ecology: Seeds of Truth. Delhi: Motilal Banarsidass, 1996.
20. Kappen, Mercy, ed. Resistance and Hope: Stories and Documents of People's Struggles. Bangalore: Visthar, 2000.
21. Gaard, Greta. Ecofeminism, Women, Animals, Nature. Philadelphia: Temple UP, 1993.

Semester II

2.1 Subject 1 B- Political Process in India

Course Title	Political Process in India
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Probe into the changing context of political process in India.
	2. Analyze current issues and debates shaping political process in India 3. Examine the changing nature of electoral politics in India.
Module 1 Working of India's Political Institutions	

Learning Outcomes	<p>After learning the module, learners will be able:</p> <ol style="list-style-type: none"> 1. assess the functioning of the Indian Parliament, including legislative procedures, the role and powers of the Office of the Speaker, and the dynamics of coalition governments
	<ol style="list-style-type: none"> 2. evaluate the relationship between the Governor and the Chief Minister in Indian states
	<ol style="list-style-type: none"> 3. analyze the role of judicial activism and the significance of Public Interest Litigation (PIL) in promoting social justice
	<ol style="list-style-type: none"> 4. explore the changing nature of federalism in India, focusing on the evolving center-state relations
Content Outline	<ol style="list-style-type: none"> 1. Parliamentary Representation, Coalition Government, Amendments: Process and Significance 2. Governor- Chief Minister Relationship 3. Judicial Activism, Public Interest Litigation (PIL), Significance and Criticism, Judicial Reforms 4. Center- State Relations, Changing nature of federalism in India, Major Commissions and its recommendations on federal structure
Module 2 - Major Issues in Indian Politics	
Learning Outcomes	<p>After learning the module, learners will be able:</p> <ol style="list-style-type: none"> 1. Analyse the role of caste in shaping political dynamics in India, focusing on how caste identities influence electoral politics and policy-making 2. Explain the growth of communal politics in India 3. evaluate its impact on regional identity, governance, and inter-state relations. 4. assess the effectiveness of decentralization policies in promoting regional autonomy and the representation of women in local governance structures.

Content Outline	Major Issues in Indian Politics
	<ol style="list-style-type: none"> 1. Caste – Politicization of Caste, Caste in Electoral Politics; 2. Religion – Growth of Communal Politics in India, 3. Language – Linguistic Reorganization of States; Region – Phases of Regionalism; Ethnicity 4. Decentralization and representation of women

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Visit to Samyukta Maharashtra Museum.
2. Group presentations analyzing the evolution and impact of coalition governments in India
3. class debate on the topic: "Judicial Activism: Boon or Bane for Indian Democracy?"
4. Study of content and impact of major judicial judgements.
5. Guest lecture by Experts and review on issues on Indian politics

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1. Austin, G. The Indian Constitution: Cornerstone of a Nation. Oxford, Oxford University Press, 1966.
2. _____ Working of a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press, 2000.
3. Basu, D. D. An Introduction to the Constitution of India. New Delhi, Prentice Hall, 2007.
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7. Chatterjee, P. Ed. State and Politics in India. Delhi, Oxford University Press, 1997.
8. Engineer, A. Communal Riots in Post Independent India. New Delhi, Sangam Books, 1984.
9. Kashyap, S. Judicial Activism and Lokpal. N. Delhi, Uppal, 1997.
10. _____ Our Constitution. N. Delhi, National Book Trust of India, 2005.
11. Khan, R. Federal India: A Design for Change. New Delhi, 1992.
12. Kothari R. Politics in India. New Delhi, Orient Longman, 1970.
13. Noorani, A. G. The Constitutional Questions in India: The President, Parliament and the States. Delhi, Oxford University Press, 2000.

2.4 Democracy in India (OEC)

Course Title	Democracy in India
Course Credits	04
Course Outcomes	After going through the course, learners will be able:
	Explain the institutional structure of Indian Democracy
	Assess the inter relation between democracy and Civil society
	Examine the challenges to Indian democracy
	Analyze the working of democracy in India
Module 1 - Historical Evolution and Constitutional Framework	
Learning Outcomes	Students will be able to: critically analyze the Preamble, Fundamental Rights, and Directive Principles of State Policy.
	Describe the federal structure of India, including the division of powers between the Centre and States
	assess the significance and impact of key constitutional amendments on Indian democracy.
Content Outline	<ol style="list-style-type: none"> 1. What is Democracy? Why Democracy 2. Basic Principles of Democracy: Rule of Law, Separation of Power, Checks and balances, Elections, Civil Liberties 3. Indian Democracy and the Constitution of India: <ol style="list-style-type: none"> a. Preamble, Fundamental Rights, Directive Principles b. Federalism in India: Division of powers between the Centre and States c. Key Amendments and their impact on democracy
Module 2- Electoral Processes and Political Parties	

Learning Outcomes	Students will be able to: Explain the electoral system and the processes involved in conducting elections.
	Examine the roles, evolution, and dynamics of national and regional political parties in India.
	Assess the role of media and technology: Students will analyze the impact of media and technology on electoral processes and outcomes.
Content Outline	<ol style="list-style-type: none"> 1. The Election Commission of India: Structure and functions 2. Electoral processes: General elections & state elections, 3. Political parties, Coalition Governments 4. Electoral reforms and challenges: Corruption, criminalization of politics, and voter behavior 5. Role of media and technology in elections
Module 3: Civil Society and Social Movements	
	<p>After going through the course, learners will be able:</p> <ul style="list-style-type: none"> Distinguish between different types of civil society movements Trace the evolution of Civil society movements in India Comprehend the issues involved with these movements
	<ol style="list-style-type: none"> 1. Definition a of civil society, Historical evolution of civil society in India 2. Key social movements: <ol style="list-style-type: none"> a. The Dalit Movement b. The Women's Movement c. The Environmental Movement 3. Impact of social media and digital activism
Module : 4 Contemporary Issues and Future of Democracy in India	

Learning outcomes	<p>After going through the course, learners will be able:</p> <ol style="list-style-type: none"> 1. understand the concepts of social justice and affirmative action and their relevance 2. analyze the impact of economic policies on democratic governance and societal well-being. 3. explore the role of civil society organizations and movements in shaping public policy and democratic practices. 4. evaluate contemporary challenges to democracy, including communalism, regionalism, and insurgency.
Course Outcome	<ol style="list-style-type: none"> 1. Social justice and affirmative action: The Case of Reservations 2. Economic Reforms and their impact on democracy 3. Right to Information Movement 4. Challenges to democracy: Communalism and regionalism

Case studies on major constitutional amendments

Interactive sessions with election officials

Role-play on election campaigning

Visit to the Parliament or a state assembly

Reference

1. Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
2. Chandra, B. (2008). *India Since Independence*. Penguin Books.
3. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*. HarperCollins.
4. Kothari, R. (1970). *Politics in India*. Orient Longman.
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9. Hasan, Z. (Ed.). (2010). *Politics and the State in India*. Sage Publications.

2.5 VSC Women and Law in India

Course Title	Women and Law in India
Course Credits	02
Course Outcomes	After going through the course, learners will be able:
	1. To identify provisions related to women in Indian the Constitution.
	2. To examine relation between state and women in India.
	3. Know about the use of legal remedies available to women
Module 1 - Women, Society & Law in India	
Learning Outcomes	After learning the module, learners will be able:
	1. identify constitutional & Legal provisions Relating to women in India
	2. Develop and understanding of various laws available for protection of women in India
Content Outline	<p>Women, Society & Law in India</p> <p>Constitutional Framework and Rights of Women</p> <ol style="list-style-type: none"> 1. Constitution & Women: Personal laws in India: Marriage, Property rights, inheritance, Guardianship, Uniform Civil Code (UCC) 2. Right to maintenance, Right against Domestic violence, Workplace rights, Right to equal share in property
Module 2 - Women Welfare Legislations	
Learning Outcomes	After learning the module, learners will be able:

	1. To know about the welfare laws relating to women in India
	2. To identify the source of violence against women.
	<p style="text-align: center;">1. Women Welfare Legislation India</p> <p>1. Women Welfare Laws</p> <p>a. The Dowry Prohibition Act, 1961</p> <p>b. Pre-conception and pre-natal diagnostic techniques (Prohibition of Sex Selection) Act, 1994</p> <p>c. Indecent Representation of Women (Prohibition) Act, 1986</p> <p>d. Immoral Traffic (Prevention) Act, 1987</p> <p>2. Labour Welfare Legislations: Maternity Benefit Act , Equal Remuneration Act, Implementation of Wage Laws and Legislation on Women Employment</p>

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Case study
2. Interviews with victims
3. Study of ICC/Cybercrime cells
- 4 Awareness drive/posters/street play
5. Field visits to police stations, women's commission office, NGOs counselling centres
6. Street Plays

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1. Agnes, Flavia. (1992). "Give us "Give us This Day Our Daily Bread: Procedures and Case Law on Maintenance". Majlis, Bombay.
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3. Agnes, Flavia. (2003). "Feminist Jurisprudence: Contemporary Concerns". Majlis, Mumbai.
4. Agnes, Flavia. (2004). "A Study of Family Courts in West Bengal". West Bengal Commission for Women Kolkata.
5. Goel. Aruna (2004). "Violence and Protective Measures for Women Development and Empowerment". Deep & Deep, New Delhi.

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