

AC –20.04.2024
Item No. – 5.6 (N) Sem I (1e)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year for B.A Programme	
Semester	I
Title of Paper	Credits
Communication Skills in English I for B.A	2
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	<p>Description the course:</p> <p>Including but Not limited to:</p>	<p>Communication Skills in English - I (B.A)</p> <p>The English language is an important medium of communication through which one can connect to the global community. It is, therefore, vital that all learners acquire adequate skills in this language. Communication Skills in English is a course that guides the first-year learners to acquire the four skills of communication viz., Listening, Speaking, Reading and Writing.</p> <p>The focus of the syllabus is on building confidence in the learners in applying these skills while using English both academically and socially. Keeping this in mind, the units will have a multi-pronged approach. The course is graded from basic to higher levels of learning so as to help learners gradually acquire the skills. The 30:20 pattern will also help in accomplishing this goal. The activities are designed to focus on oral skill development, while the lectures are aimed at honing their cognitive, analytical, linguistic and creative skills.</p> <p>It is hoped that by the end of the academic year, the learners will have developed confidence in using English language both for oral and written communication as well as develop interest in enhancing these skills later on.</p>
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enhance English language proficiency of students by familiarizing them with Listening, Speaking, Reading and Writing (LSRW) skills 2. To introduce learners to different perspectives of looking at a text or passage 3. To equip learners in the functional aspects of English so that they use the acquired language skills correctly and confidently 4. To guide learners in the effective use of the digital medium of communication.
8	<p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand and interpret any text they are reading from different perspectives. 2. Arouse the interest of learners in listening to and watching good quality audio and visual media. 3. Acquire proficiency in the skills of listening; speaking, reading and writing that will help them meet the challenges of the world. 4. Develop good oral and written skills of communication in the English language.
9	<p>Modules:- Per credit One module can be created</p> <hr/> <p>Module 1: Introduction to Communication Skills, Reading Skills and Listening Skills (15 lectures)</p> <hr/> <p>1. Introduction to Communication Skills</p> <ul style="list-style-type: none"> • English as an international language and varieties of English • Verbal and Non-Verbal Communication • Features of Effective Writing Skills • Characteristics of an Effective Speech • Effective Listening Skills <p>This section provides theoretical base for the following units that are practical in nature.</p> <p>2. Reading Skills:</p> <ul style="list-style-type: none"> • Scanning a text for information • Skimming a passage to look for main ideas, understanding text type • Guessing meaning of an expression (word/phrase/clause) • Building inference skills • Grammar: Tenses, Question Tag, Change the Voice, Framing Interrogative sentence, Synonyms and Antonyms <p>Passages of around 200- 250 words from fables, folk stories, short stories, non-fiction, history, business or environment could be chosen in this section.</p>

3. Listening Skills

- Listening for main ideas/Gist
- Listening for details
- Listening for text organization features
- Listening for tone, accent, style and register

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

Module 2: Speaking Skills and Writing Skills (15 lectures)

1. Speaking Skills in English

i) Public Speaking in English

- Introduction
- Characteristics of an effective speech
- Analysis of model speeches
- Drafting and presenting a speech in formal and informal gatherings

ii) Conversation skills

- Opening a conversation
- Introducing oneself in various contexts
- Introducing others formally and informally

2. Formal Writing Skills:

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

10

Text Books: N.A.

Reference Books:

1. Bellare, Nirmala. *Reading & Study Strategies*. Books. 1 and 2. Oxford University Press, 1997, 1998
2. Bellare, Nirmala. *Easy Steps to Summary Writing and Note-Making*. Amazon Kindle Edition, 2020
3. Comfort, Jeremy, et al. *Speaking Effectively: Developing Speaking Skills for Business English*. Cambridge University Press, 1994.
4. Das, Bikram K., et. al. *An Introduction to Professional English and Soft Skills*. Cambridge University Press India Pvt. Ltd., 2010
5. Das, Yadjnaseni & R. Saha (eds.) *English for Careers*. Pearson Education India, 2012.
6. Dimond-Bayir, Stephanie. *Unlock Level 2 Listening and Speaking Skills Student's Book and Online Workbook: Listening and Speaking Skills Student's Book+ Online Workbook*. Cambridge University Press, 2014.
7. Doff, Adrian and Christopher Jones. *Language in Use* (Intermediate and Upper Intermediate). CUP, 2004.
8. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP, 2004
9. Goodale, Malcolm. *Professional Presentations Video Pack: A Video Based Course*. Cambridge University Press, 1998.
10. Grellet, F. *Developing Reading Skills*. Cambridge: Cambridge University Press, 1981
11. Grussendorf, Marion. *English for Presentations*. OUP, 2007.
12. Hamp- Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. CUP, 2006
13. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
14. Lewis, N. *How to Read Better & Faster*. New Delhi, Goyal Publishers & Distributors Pvt. Ltd, 2006.
15. McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Cambridge: Cambridge University Press, 2001.
16. Mohan, RC Sharma Krishna. *Business Correspondence and Report Writing*. Third edition. Tata McGraw-Hill Education, 2002.
17. Murphy, Raymond, et al. *Grammar in use: Intermediate*. Cambridge University Press, 2000
18. Raman, Meenakshi, and Singh, Prakash. *Business Communication*. India, Oxford University Press, 2006.
19. Richards, Jack C., and Chuck Sandy. *Passages Level 2 Student's Book*. Cambridge University Press, 2014.
20. Sadanand, Kamlesh & S. Punitha. *Spoken English: A Foundation Course*. (Part 1 & 2). Orient Blackswan. 2009.
21. Sasikumar, V., et al. *A Course in Listening & Speaking I*. 2005. Cambridge University Press India Pvt. Ltd. (under the Foundation Books Imprint), 2010

22. Savage, Alice, et al *Effective Academic Writing*. Oxford: OUP, 2005
23. Sethi, J. *Standard English and Indian usage: Vocabulary and grammar*. PHI Learning Pvt. Ltd., 2011.
24. Taylor, Grant. *English Conversation Practice*. 1967. Tata McGraw-Hill, 2013
25. Turton, Nigel D. *A B C of Common Grammatical Errors*. 1995. Macmillan India Ltd., 1996
26. Vas, Gratian. *English Grammar for Everyone*. Mumbai, Shree Book Centre, 2015
27. Watson, T. *Reading Comprehension Skills and Strategies: Level 6*. Saddleback Educational Publishing, 2002

Web link Resources:

- A conversation about household appliances: <https://youtu.be/rAPI0fSborU> 13.
- Video on psychology: Why do we dream? <https://youtu.be/2W85Dwxx218>
- Video on social media: What is a social media influencer? <https://youtu.be/39A3og7enz8>
- Tips on communication (TED Talk): The Secrets of Learning a New Language https://youtu.be/o_XVt5rdpFY
- Expressing opinions: If Cinderella Were a Guy: <https://youtu.be/p4OyCNctKXg>
- Video on the English language: Where did English come from? <https://youtu.be/YEaSxhcns7Y>

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> • Performance in activities: 10 marks The class may be divided into batches to conduct the presentations and conversations by creating formal schedule for the same before the semester End Examination. • Participation in classroom during lectures 05 marks Learners' response to teaching and tasks involving Listening skills will be assessed • Overall attendance (lectures) 05 marks Percentage of learners' attendance in class to be considered <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Use of YouTube videos for use of grammar study and practice that may be taken from the list recommended or similar relevant videos. • Listening to audio clips/ books to enhance listening skills • Reading aloud from newspapers, magazines, stories, non-fiction followed by classroom discussion on these to enhance reading and speaking skills • Making short presentations on given topics • Official letter writing/ email writing exercises 	

14	<p>Format of Question Paper: for the final examination</p> <p>Q.1. Short notes (2 out of 4) – On Module 1.1 10 marks</p> <p>Q.2. Unseen Passage (200-250 words) (Module 1.2) 10 marks</p> <p>6 marks for the questions on content, 4 marks for the questions on grammar</p> <p>Q. 3. Writing Skills (1 out of 2) on Module 2.2 10 Marks</p>
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**Sign of BOS Chairman
Prof. Dr. Shivaji Sargar
Board of Studies in
English**

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Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities**

**Sign of the Offg.
Associate Dean
Dr. Manisha Karne
Faculty of
Humanities**

**Sign of the Dean
Prof. Dr. Anil Singh
Faculty of
Humanities**

As Per NEP 2020

University of Mumbai



Title of the program

- A-** U.G. Certificate in **History**
- B-** U.G. Diploma in **History**
- C-** B.A. (**History**)
- D-** B.A. (Hons.) in **History**
- E-** B.A. (Hons. with Research) in **History**

Syllabus for Semester - Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2024-25 Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in History
	O: _____B	B	U.G. Diploma in History
	O: _____C	C	B.A. (History)
	O: _____D	D	B.A. (Hons.) in History
	O: _____E	E	B.A. (Hons. with Research) in History
2	Eligibility O: _____A	A	12 th std. Passed OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in History OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in History OR Passed Equivalent Academic Level 5.0
	O: _____D	D	Bachelors of History with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	Bachelors of History with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	120	

5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ Standards of Passing	40%	
7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-25	



Sign of the BOS Chairman
Name of the Chairman
Name of the BOS

Dr. Narayan Bhosale

Sign of the Offg.
Associate Dean
Name of the Associate Dean
Name of the Faculty

Dr. Manisha Karne

Sign of the **Offg.**
Dean
Name of the Offg. Dean
Name of the Faculty

Dr. Anil Singh

Preamble

1) Introduction

The study of Indian history is crucial for understanding the rich cultural tapestry, social-cultural evolution, and political developments that have shaped the Indian subcontinent. It provides valuable insight into the roots of diverse traditions, language and customs, fostering a sense of identity and continuity among its people. Additionally, knowledge of Indian history aids in comprehending global historical dynamics, as India has played a significant role in international trade, diplomacy and philosophical contribution throughout the ages. Exploring the struggles for independence and the formation of the democratic republic further underscores the importance of India's historical narrative in shaping present and future.

2) Aims and Objectives

1. To teach students history from Indian knowledge practice viewpoint.
2. To make aware about the glorious history of India.
3. To impart multidimensional Indian as well as world history in the light of latest research in public domain.
4. To inculcate ideas and generate interest about India Art & Architecture as well as Evolution of Indian Religions, Languages and Culture amongst the students.
5. To sensitize students pertaining to gender, caste, tribe and regionalism-based issues.
6. To acquaint the students about the methods in terms of role of auxiliary social sciences to enrich historical knowledge.

3) Learning Outcomes

1. Students will acquire knowledge of the Indian human journey from Indus Valley Civilization to Modern India.
2. Students will be aware of socio-economic, political and cultural aspects of Indian and world history.
3. Students will enable to describe, critically evaluate and apply rightful history knowledge.
4. Student will understand the ethical dimensions of historical events.
5. Students will grasp the global context of historical developments and appreciate the interconnectedness of world history.
6. Student will develop critical thinking and articulative skill as well as historical methods to analyze sources interpret events and draw conclusions about India's past
7. It will enhance capacity building in sectors such as tourism archaeology, archives and museums.
8. It will generate an interest in students so that they will go for higher studies to gain expertise in specific areas of historical knowledge.

4) Any other point (if any)

5) Credit Structure of the Program (Sem I, II, III, IV, V & VI)

Under Graduate Certificate in History

Credit Structure (Sem. I & II)

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree / Cum. Cr.
		Mandatory	Electives							
4.5	I	Ancient India: From Earliest Times to c. 350 CE- 4 C		-	- 2C OR - 2C	Introduction to Indian Archaeology- VSC:2C, Introduction to Competitive Examinations SEC:2C		CC:2	22	UG Certificate44
	R: _____ B									
	II	Early medieval period (mid 350 CE-1000CE) Fundamental Rights in Indian Constitution -2C		2C	2C OR 2C	Introduction to Ancient Indian Coins- VSC:2, Caves in Maharashtra SEC:2		CC:2	22	

	C u m Cr .	12	-	2	8	4+4	4+4+2	4	44	
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Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Under Graduate Diploma in History

Credit Structure (Sem. III & IV)

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	History of Medieval India 1000 to 1526 CE 4C Glimpses of World History 4C	History of Shikhism in India 4C OR Society and Culture in Medieval India	4C	2C	VSC:2 Administrative Policy of Chhatrapati Shivaji Maharaja 2C	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	History of Medieval India 1526 to 1707 CE 4C Age of Revolution 4C	Art and Architecture in Medieval India 4C OR Archaeology and History: Methods & Techniques	4C		SEC:2 Bhakti Sufi Movement in Medieval India 2C	AEC:2 t	CEP: 2 CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		
<p>Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor</p>											

B.A. (History)

Credit Structure (Sem. V & VI)

R: _____ E											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.5	V	History of Modern India 1600 to 1947 CE 4C History of Modern India 1947 to 2000 CE 4C History of South India 2C	Chhatrapati Shivaji and His Times 4C	4C		VSC: 2 Introduction of Competitive Examination 2C		FP/CE P:2	22	UG Degree 132	
	R: _____ F										
	VI	History of Modern Maharashtra 1818 to 1960 4C History of Contemporary Maharashtra 1960 to 2000 4C Introduction to museology and Archival Science 2C	Emancipatory Movement in Modern India 4C	4C	- 2C			OJT :4	22		
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132		
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor											

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program,

Sem. - I

Syllabus
B.A. (History)
(Sem. - I)

Ancient India: From Earliest Times to 350 BCE

Course Objectives:

1. To introduce students to the distant past of the Indian subcontinent.
2. To familiarize students with the various source of Ancient Indian History.
3. To teach the processes of evolution of Indian society, culture, economic and political institutions.
4. To impart doctrines of the Ancient Indian religious sects.

Course Outcomes: After studying the course students will be able to -

1. Identify Ancient Indian sources.
2. Comprehend the Ancient Indian social, Religious and Political processes.
3. Understand and related with the ancient Indian traditions and wisdom
4. Sensitize students regarding multireligious roots of Indian culture.

Units	Modules	Lectures
Sources of Ancient India	a) Archaeological Sources and Numismatics b) Literary Sources c) Foreign Travelers Accounts.	15
Indus Valley Civilization	a) Socio – Social and Economic Life. b) Religious Life. c) Town Planning and Decline of the Civilization.	15
Vedic Age	a) Political and social Life b) Economic and Religious Life c) Janapada- Administration	15
India after 6th Century B.C.	a) Jainism b) Buddhism c) Development of Medical Science	15
	Total No. of Lectures	60

References:

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Allichin –B-Zidget and F. Raymond, Origin of a Civilization – The History and early Archaeology of South Asia, (Delhi Oxford and IBH), 1994.
3. Ayyanger, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.
4. Basham A.L., The Wonder that was India, Rupa & Co., 1998.

5. Bhattacharya N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.
6. Chakravarty Uma, The Social Dimensions of Early Buddhism, Munshiram Manoharlal, Delhi, 1996.
7. Chakravarty, K.C., Ancient Indian Culture and Civilization, Vora and Company, Bombay, 1952.
8. Jha, D.N, Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974
9. Kautilya, The Arthashastra, Penguin Books, 1987.
10. Kulkarni, C.M, Ancient Indian History and Culture, Karnataka Publishing House, Mumbai, 1956.
11. Luniya B.N., Life and Culture in Ancient India, Lakshmi Narain Agarwal, Agra, 1994.
12. Majumdar R.C. and Altekar A.S. ed, The Vakataka- Gupta age, Motilal Banarsidas, Delhi, 1967.
13. Majumdar, R.C, Ancient India, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.
14. Mookerjee, R.K., Ancient India, Allahabad, Indian Press, 1956.
15. Mukherjee, B.N., Rise and Fall of the Kushan Empire, (Kolkata Firma, KLM), 1988.
16. Nandi R.N., Social Roots of Religion in Ancient India, (Kolkata K.B. Bagchi), 1986.
- Nilkantha Shastri, A History of South India, Madras, 1979
17. Pannikar K.M., Harsha and His Times, D.B. Taraporewalla Sons and Co. Bombay, 1922.
18. Pargitar, F.E.: Ancient Indian Historical Tradition, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1962.
19. Pathak, V.S., Historians of India (Ancient India), Asia Publishing, Bombay. 1966.
20. Possell G.L. ed., Ancient Cities of the Indus, Vikas, Delhi, 1979.
21. Sen, S.N., Ancient Indian History and Civilization, Wiley Eastern Pvt. Ltd, New Delhi, 1988.
22. Sharma, L.P., Ancient History of India, Pre- Historic Age to 1200 A.D., Vikas Publishing House, New Delhi, 1981.
23. Sharma, S.R., Ancient Indian History and Culture, Hind Kitab Ltd., Mumbai 1956.
24. Thapar Romila, Ashoka and decline Mauryas, Oxford University Press, London, 1961.

Sem – I Major, Mandatory 2C

Concepts and Terms in Ancient India

Course Objectives:

1. To learn about basic historical concept in ancient India.
2. The study will delve into the cultural and social aspects of ancient India, including language, art, architecture, and literature.
3. To understand the Terms and concepts: Social-Religion, architectural and economics.
4. To understand religious and philosophical ideas through concepts.

Course Outcomes: After studying the course students will be able to -

1. Describe the Ancient India was a period of rich cultural, intellectual, and social development that spanned through various concepts.
2. Evaluate the various concepts and terms emerged that played a crucial role in shaping the society, politics, and religion of the Indian subcontinent.
3. Appreciate the key concepts and terms that emerged in ancient India and their outcomes.

Unit	Module	Lecture
1. Terms and concepts: Social-Religion,	a) Bharatvarsha, Sabha, Samiti, Varnasrama, Vedanta, Purusharthas, Rin, Yajna, Ganrajya, Samskaras, b) Bodhisattva / Tirthankara, Alvars / Nayanars, Dharmavijaya c) Janapada, Doctrine of Karma, Dandaniti / Arthasastra / Saptanga, Dharmavijaya	15
2. Terms and concepts: Architecture, Economics	A) Architecture: Stupa / Chaitya/ Vihara, B) Nagara / Dravida / Vesara, Memorial Stones C) Economics: Sreni, Bhumi-chidra-vidhana-nyaya, Kara-bhoga-bhaga, Vishti, Stridhana, Agraharas	15
	Total lectures	30

Reference

1. Agrawal, A. Rise and fall of the Imperial Guptas. Delhi: Motilal Banarsidass, 1989
2. Agrawal, D.P. The Indus Civilization: An Interdisciplinary Perspective. New Delhi: Aryan Book International, 2007
3. Allchin, B. & F.R. Rise of Civilization in India and Pakistan, Delhi: Foundation Bks. 1999

4. Avari, B. India: The Ancient Past: A History of the Indian Sub-continent from C. 7000 BC to AD 1200. London: Routledge, 2007
5. Bakker, H. (eds.), The Vakataka Heritage: Indian Culture at the Crossroads. Groningen: Egbert Forsten, 2004
6. Basham, A. L. Papers on the Date of Kanishka. Leiden: E.J. Brill, 1968
7. Benjamin, C.G. R, The Yuezhi. Turnhout: Brepols,2007
8. Bhandarkar, D. R. Asoka. Calcutta: University of Calcutta, 1925
9. Chakravarti, R. Exploring Early India up to c. AD 1300. New Delhi: Primus Books, 2016
10. Chattopadhyay, B. Kushāṇa State and Indian Society: A Study in Post-Mauryan polity & Society. Calcutta: Punthi Pustak, 1975
11. Choudhary, R. Kautilya's Political Ideas and Institutions. Vol. 73. New Delhi: Chowkhamba Sanskrit Series Office, 1971
12. Devahuti, D. Harsha- A Political Study. New Delhi: Oxford University Press, 1983
13. Dikshitar, V. R. The Gupta Polity. Delhi: Motilal Banarsidass, 1993
14. Kher, N.N. Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age (cir. 324 B.C.-320 A.D.). Delhi: Motilal Banarsidass, 1973
15. Kosambi, D. D. The Culture and Civilisation of Ancient India in Historical Outline. Vikas Publishing House Pvt Ltd., 1994
16. Kumar, A. The Kushanas Revisited. New Delhi: Commonwealth Publishers. 2015
17. Lahiri N. Ashoka in Ancient India. New Delhi: Orient Blackswan Private Limited., 2015
18. Lal, B. B. and S. P. Gupta. (eds.), Frontiers of the Indus Civilization. New Delhi: Books & Books, 1984
19. Lal, B. B. The Homeland of the Aryans. New Delhi: Aryan Book International, 2005

History of Buddhism in India

Course Objectives

1. To provide students with a foundational understanding of the historical, philosophical, cultural, and social aspects of Buddhism as it originated and developed in India.
2. To understand the historical background leading to the emergence of Buddhism in India.
3. To gain knowledge of the fundamental teachings of Buddhism.
4. To develop analytical thinking skills to critically assess Buddhist history.

After studying the course students will be able to -

Course Outcomes:

1. Students will be introduced to various sources related to Buddhism, including primary texts, historical documents, and scholarly writings.
2. Students will develop analytical thinking skills specifically tailored to critically assess Buddhist texts, doctrines, and philosophical concepts.
3. Students will gain an understanding of the ethical principles and moral precepts inherent in Buddhist teachings.
4. Students will attain a holistic understanding of Buddhism that encompasses its historical, philosophical, cultural, and social aspects.

Unit	Module	Lecture
Various resources about Buddhism	a) Primary texts in various language b) Historical documents c) Scholarly writings	15
Historical, philosophical, cultural, and social aspects of Buddhism	a) Doctrines, and philosophical concepts b) Buddhist teachings c) Ethical principles	15
	Total lecture	30

References:

1. Ahir, D.C., *Buddhism Declined in India How and Why?* Buddhist World Press, Delhi, 2013.
2. Ahir, D.C., *Buddhism Declined in India How and Why?* Buddhist World Press, Delhi, 2013.
3. Bapat, P.V., *2500 Years of Buddhism*, The Publication Division (Ministry of Information and Broadcasting Government of India), New Delhi, 1956.
4. Upham, Edward, *The history and doctrine of Buddhism*, popularly illustrated: with notices of the
5. Henry Clarke Warren, *Buddhism In Translations Passages Selected From The Buddhist Sacred Books And Translated From The Original Pali Into English*, Harvard University Press Cambridge, Massachusetts, 1953
6. Kappooism, or demon worship, and of the Bali, or planetary incantations of Ceylon, 1829
7. Jamanadas, K., *Decline and Fall of Buddhism A Tragedy in Ancient India*, Blumoon Books, New Delhi, 2004.
8. Law B C, *Geography Of Early Buddhism*, Calcutta, 1932
9. Mungekar, Bhalchandra, *Rathore Aakash Singh, Buddhism and the Contemporary World: An Ambedkarian Perspective*, Bookwell, New Delhi, 2007.
10. Naik, C.D., *Ambedkar's Perspective on Buddhism And Other Religions*, Kalpaz Publications, Delhi, 2004.
11. Narasu, P. Lakshami, *What is Buddhism?* SamyakPrakashan, New Delhi, Second Edition, 2009.
12. Rai, Supriya, *Spiritual Masters: The Buddha*, Indus Source Books, Mumbai, 2014.
13. R.Spence Hardy, *Manual of Buddhism*, Williams And Norgate, London, 1980
14. Thittila, Ashin, *Essential Themes of Buddhist Lectures*, Department of Religious Affair, 1987.
15. Sir Monier Monier Williams, *Buddhism, In Its Connexion With Brahmanism Ph Oe Ers Ae And Hinduism, And In Its Contrast With Christianity*, London: John Murray, Albemarle Street, 1889.

History of Jainism in India

Course Objectives:

1. Enable students to understand the historical, social, and cultural context in which Jainism emerged in India.
2. Explore the life and teachings of Lord Mahavira, the twenty-fourth Tirthankara, and the founder of Jainism,
3. Examine the religious and philosophical principles espoused by Lord Mahavira and Jainism.
4. Investigate the key doctrines, principles, and beliefs of Jainism.

Course Outcomes: After studying the course students will be able to

1. Students will gain a comprehensive understanding of the origins, development, and historical context of Jainism in India,
2. Students will understand key doctrines, beliefs, and philosophical principles of Jainism.
3. Students will be able to analyze the historical development of Jainism,
4. Students will develop critical thinking skills by evaluating primary and secondary sources,

Unit	Module	Lecture
Various sources about Jainism	a) Primary texts in various language b) Historical Documents c) Scholarly writings	15
Historical, Philosophical, Cultural and Social aspects of Jainism	a) Doctrines and Philosophical Concepts b) Jains Teachings c) Ethical Principles	15
	Total lecture	30

References:

1. Asim Kumar Chatterjee, *A Comprehensive History Of Jainism Part I*, Firma Klm Private Limited Calcutta India, 1984
2. Ashim Kumar Jain, *A History Of Jains*, Gitanjali Publishing House, New Delhi, 1984
3. Bhuvanbhanusoorishwarji, Acharyadev, *A Handbook Of Jainology*, Shri Visva Kalyan Prakashan Trust Near Kamboinagar Mehsana, 1987
4. Brahmchari Sital Prasad, *A Comparative Study Of Jainism And Buddhism*, Sri Satguru Publications, Delhi, 1982

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9. Joel Diederik Beversluis, *In: Sourcebook of the World's Religions: An Interfaith Guide to Religion and Spirituality*, New World Library, 2000
10. Long, Jeffrey D. *Jainism: An Introduction*, New York, 2009
11. Surendra Bothra, *Ahimsa The Science Of Peace*, Prakrit Bharati Academy Jaipur
12. ध्रुव कुमार, जैन धर्म की कहाणी, प्रभात प्रकाशन, दिल्ली, २०१७
13. देवदत्त पटनाईक, तिर्थाकर, प्रभात प्रकाशन, दिल्ली, २०२४
14. प्रमाणसागर मुनि, जैन तत्त्वविद्या, भारतीय ज्ञानपीठ, २००८
15. शास्त्री, प. कैलाशचन्द्र, जैन धर्म, आचार्य शंतिसागर 'छाणी' स्मृति ग्रन्थमाला, २००७

Introduction to Indian Archaeology**Course Objectives:**

1. To introduce the students to basic tenets of Indian Archaeology.
2. To familiarize students with various cultures from pre-historic period onwards.
3. To develop interest in students of Paleolithic and Mesolithic Cultures, Neolithic Cultures and Chalcolithic Cultures.

Course Outcomes: After studying the course students will be able to

1. Familiarize with the early human settlements in India, including the Stone Age, the Bronze Age, Chalcolithic Age and the Iron Age.
2. Know about the tools and techniques used by early humans and the evolution of their societies.
3. Understand the evolution of Indian civilization from the earliest times to the present day.
4. Sensitize archaeological remains from different regions of India.

Unit	Module	Lecture
1. Introduction and Methods of Archaeology	a) Introduction of Indian archeology b) Definitions and Scope c) Types of Excavated Artefacts and Dating Methods	15
2. Pre-historic and Chalcolithic Cultures in India	a) Paleolithic and Mesolithic Cultures b) Neolithic Cultures c) Chalcolithic Cultures	15
	Total lecture	30

Reference

1. Agrawal D. P. and DK Chakraborty (ed) Essays in Indian Protohistory DK Publishers, Delhi, 1979
2. Allchin FR A Source book of Indian Archeology, New Delhi, 1972
3. Ghosh A. Encyclopedia of Indian Archaeology, Munskurin Manoharlal Pub., New Delhi, 1990
4. Khanna AN Archeology of India, New Delli, 1981
5. Lal B, Prehistoric and Protohistoric Period, New Delhi, 1950
6. Mirashi V.V. History and Inscriptions of the Satvahahnas and Western Kshatrapas, Bombay, 1981
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8. Paddaya K. (ed) Recent Studies in Indian Archaeology, New Delhi ICHR, 2002
9. Rao S. R., Lothal and the Indus Civilization, Bombay, 1973.

10. Renfrew. C and P. Bahn, Archeology: Theories and Methods and Practice, Thames and Hudson, London 1991
11. Sankalia MD. Prehistory and Protohistory of India and Pakistan Poona, 1975.
12. Sankalia M.D Reports on the Excavations at Nazik and Jorve, Poona, 1975.
13. Siunde Vasant Origin and Development of Chalcolithik in Central India, Bulletin of Indo-Pacific Prelustory Association 2000.
14. ढवळीकर म. के., पुरातत्वविद्या, मुंबई, १९७९

Introduction to Competitive Examinations

Learning Objectives:

1. To create awareness about the competitive examinations and career opportunities of administrative services at state level and national level.
2. The course seeks to orient and guide the students towards preparing for various posts offered by competitive examinations such as UPSC, MPSC, Staff Selection and others.
3. To provide guidance and preparation strategy about competitive examinations in the beginning of the course so that they can plan their career systematically.
4. To provide special help, guidance and assist students from weaker sections.

Course Outcomes:

After completion of this course the students will be able to:

1. Gain a comprehensive understanding of the nature of competitive examinations and the vast array of career prospects available in the administrative services sector in India.
2. Get expert's advice and a well-planned strategy for competitive exams.
3. Early exposures to learning and competition builds confidence and sharpens skills which raise your level from other students on the same platform
4. Build a solid career foundation by developing IQ, logical reasoning, and analytical thinking skills.

Units	Modules	Lectures
1. Basic information on Competitive Examinations	A) Nature, Scope, Types of Examinations & conduction process B) U.P.S.C Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination. C) M.P.S.C & Staff Selection Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination.	15
2. Preparation Strategy for Competitive Exams	A) Essential Rules & Effective Strategies to achieve Goal: Desire, Positive Approach, Self Belief, Self Awareness, Effective Goal Setting. B) Syllabus Preparation: Reasoning Ability, General Intelligence, Quantitative Aptitude, Data Interpretation. Language proficiency, Analysing, Previous year Question papers, Quality Study Material. C) Effective Learning Methods and techniques: Self Study plan, General Awareness, Current Affairs, Soft Skills, Time Management, Mock Test.	15
	Total lectures	30

Reference Books

1. Indian Polity (Marathi) other Competitive Exam of Maharashtra State, Macgraw-Hill Publication, Delhi, 2021
2. Gore Chandrakant, Samanya Vidnyan – Bhag- 1, Unique Academy, Pune, 2021
3. Gore Chandrakant, Samanya Vidnyan - Bhag 2, Unique Academy, Pune, 2021
4. Saurabh Kumar, UPSC PRELIMS Simplified 4th Edition, Unique Academy, Pune, 2021
5. Deva Jadhavar , Unique Chalu Ghadamodi Yearbook 2023, Unique Academy, Pune, 2021
6. Om Shatrughna Kharat, Manohar Dharmaraj Pawar, Unique Maharashtra Til Jilhe (Marathi), Unique Academy, Pune, 2021
7. Subhash Pawar, Bhartiye Savidhan ani rajkaran,k. Sagar Publication, Pune, 2017
8. Subhash Pawar, Sanyukt Purv Pariksha, K.Sagar Publication, Pune, 2017

Sem. – II

B.A. History

Sem II Major- Mandatory- 4C

Early medieval period (mid 350 BCE–1000CE)

Course Objectives:

1. The study of the Mauryan empire, Sungas, Kushanas and Satavahanas Dynasties of past Administration and public affair.
2. To study North and South Indian dynasties and responsible administration.
3. To understand law and order, taxation systems in ancient India.
4. To providing valuable insight into administration systems in ancient India.

Course Outcomes:

After completion of this course the students will be able to:

1. understand the political history of Ancient India.
2. Comprehend beginning and development of taxation system and various organs of state institution during Ancient Indian History.
3. Become aware about the chronological political evolution in Ancient Indian History.
4. Teach the transitional events from Ancient to Medieval History of India.

Units	Modules	Lectures
1. Mauryan and Post-Mauryan Period (322 B.C. to 320 A.D.)	a) Chandragupta and Ashoka b) Mauryan Administration c) Post Mauryan Dynasties- Sungas, Kushanas and Satavahanas.	15
2. Gupta Age (320 A.D. to 600 A.D.)	a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II b) Administration. c) Debate of 'Classical Age'	15
3. Post Gupta Period (600A.D. to 1000A.D.)	a) The Age of Harshavardhan b) The Rise of Rajputs c) Arab Invasion of Sind	15
4. Major Dynasties of Deccan and South India	a) Cholas and Pallavas b) Chalukyas of Badami and Chalukyas of Kalyani c) Spread of Indian Culture in South-East Asia	15
	Total No. of Lectures	60

References:

1. Agarwal D.P., The Archaeology of India, (Delhi Select Book Services) Syndicate, 1984.
2. Allichin –B-Zidget and F. Raymond, Origin of a Civilization – The History and early Archaeology of South Asia, (Delhi Oxford and IBH), 1994.
3. Ayyanger, S.K., Ancient India and South Indian History Culture, Oriental Book Agency, Pune, 1941.
4. Basham A.L., The Wonder that was India, Rupa & Co., 1998.
5. Bhattacharya N.N., Ancient Indian Rituals and their Social Contents, Manohar Publications, Delhi, 1996.
6. Chakravarty Uma, The Social Dimensions of Early Buddhism, Munshiram Manoharlal, Delhi, 1996.
7. Chakravarty, K.C., Ancient Indian Culture and Civilization, Vora and Company, Bombay, 1952.
8. Jha, D.N., Ancient India in Historical Outline, Motilal Banarasidas, New Delhi, 1974
9. Kautilya, The Arthashastra, Penguin Books, 1987.
10. Kulkarni, C.M., Ancient Indian History and Culture, Karnataka Publishing House, Mumbai, 1956.
11. Luniya B.N., Life and Culture in Ancient India, Lakshmi Narain Agarwal, Agra, 1994.
12. Majumdar R.C. and Altekar A.S. ed, The Vakataka- Gupta age, Motilal Banarsidas, Delhi, 1967.
13. Majumdar, R.C., Ancient India, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.
14. Mookerjee, R.K., Ancient India, Allahabad, Indian Press, 1956.
15. Mukherjee, B.N., Rise and Fall of the Kushan Empire, (Kolkata Firma, KLM), 1988.
16. Nandi R.N., Social Roots of Religion in Ancient India, (Kolkata K.B. Bagchi), 1986.
Nilkantha Shastri, A History of South India, Madras, 1979
17. Pannikar K.M., Harsha and His Times, D.B. Taraporewalla Sons and Co. Bombay, 1922.
18. Pargitar, F.E.: Ancient Indian Historical Tradition, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1962.
19. Pathak, V.S., Historians of India (Ancient India), Asia Publishing, Bombay. 1966.
20. Possell G.L. ed., Ancient Cities of the Indus, Vikas, Delhi, 1979.
21. Sen, S.N., Ancient Indian History and Civilization, Wiley Eastern Pvt. Ltd, New Delhi, 1988.
22. Sharma, L.P., Ancient History of India, Pre- Historic Age to 1200 A.D., Vikas Publishing House, New Delhi, 1981.
23. Sharma, S.R., Ancient Indian History and Culture, Hind Kitab Ltd., Mumbai 1956.
24. Thapar Romila, Ashoka and decline Mauryas, Oxford University Press, London, 1961.

Fundamental Rights in Indian Constitution

Course Objectives:

1. To introduce students to fundamental rights in Indian Constitution.
2. To create awareness about fundamental rights among students.
3. To understand constitutional remedies.

Course Outcomes:

1. To provide students with a comprehensive understanding of fundamental rights, their history, and their implementation in the Indian legal system.
2. Students will gain knowledge of various rights enshrined in the Indian Constitution, such as the right to equality, freedom of speech and expression, and the rights of minorities.
3. The course explores the development of fundamental rights in the Indian Constitution.
4. Students will learn about the Importance of fundamental rights in human life.

Students will gain a comprehensive understanding of fundamental rights

Units	Modules	Lectures
1.introduction to Fundamental rights	a) History of the demand for fundamental rights Dr. Babasaheb Ambedkars role, Features of Fundamental Rights b) Definition of State - (Article 12),Fundamental Rights and laws(Article 13), Right to Equality- (Article 14),Prohibition of discrimination (Article 15) c) Equal opportunity (Article 16) and Abolition of Untouchability (Article 17)	15
2.Fundamental rights	a)Right to freedom (Article 19 to 22), Right against exploitation (Articles 23-24) b)Freedom of Religion – (Article 25 to 28),cultural and educational rights(Article 29 to 30) c)Constitutional Remedies – (Article 32 to 35)	15
	Total Lectures	30

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1. Kashyap, Subhash C., *Our Constitution: An Introduction to India's Constitution and*

- Constitutional Law*; National Book Trust, India A-5 Green Park, New Delhi-110016; 4th ed. 2005.
2. Dongre, M.K., *Dimensions of Ambedkarism*, Vinay Publications, Nagpur, first edition, Sept. 2005.
 3. Ahir, D.C., *Dr. Ambedkar and Indian Constitution*, Low Price Publication, Delhi-110052, Second edition 1997.
 4. Moon, Vasant (Editor), *Dr. Babasaheb Ambedkar Writings and Speeches, Vol.13*, Education Department, Government of Maharashtra, First edition: 14th April 1994.
 5. Gajrani, Shiv, (Dr.), S. Ram, (Dr.), *Dr. B.R. Ambedkar*, Common Wealth Publication, New Delhi-110002, First edition:2006.
 6. Vibhute K.I. (Editor), *Dr. Ambedkar and empowerment: Constitutional vicissitudes*, University of Poona, Pune-411007, First edition: 1993.
 7. Government of India, *The Constitution of India (As on the 26th January, 2005)*, Ministry of Law and Justice, New Delhi.
 8. Gautam, Munshilal, (Dr.), *Indian Constitution with legal philosophy of Dr. Ambedkar*, Siddharth Gautam Sikshan and Sanskriti Samiti Dhansari, Aligarh, 2002.
 9. Swapan Kumar Biswas, *Father of the Constitution of India*, Orion Publications, Delhi, 2000.

Buddhist Architecture in Ancient India**Course Objectives:**

1. Provide students with an understanding of the historical context of Buddhist architecture in India.
2. Develop students' ability to analyze the distinctive architectural styles and elements associated with Buddhist structures, including stupas, viharas, and chaityas.
3. Create awareness among students about the layout, design, and construction techniques employed in Buddhist architecture.
4. Help students understand the cultural and religious significance of Buddhist architecture within the Indian context.

After studying the course students will be able to-**Course Outcomes:**

1. Students should acquire comprehensive knowledge of the historical context of Buddhist architecture in India.
2. Students should be able to identify and describe the architectural styles and elements characteristic of Buddhist structures, distinguishing between stupas, viharas, and chaityas.
3. Students should be able to trace the evolution of Buddhist architectural forms over different historical periods.
4. Students should develop the ability to analyze and interpret the symbolism, iconography, and artistic features present in Buddhist architectural elements.

Unit	Module	Lecture
Introduction of Buddhist architecture in India	a) Concept of Buddhist architecture b) Buddhist architecture, Stupas, Viharas, Chaityas c) Characteristic of Buddhist architecture	15
Development of Buddhist Architecture	a) Buddhist architecture: Bedsa and Pitalkhora b) Sanchi and Amaravati c) Un-iconic and Iconic Buddha	15
		30

References:

1. Ale V.M., *Social and Religious Life in Bramhsutra*, Ahmadabad, 1939.

2. Amita Ray, *Villages, Towns and Secular Buildings in Ancient India*, Calcutta 1964.
3. Barua D.K. *Vihars in Ancient India*, Calcutta, 1969.
4. Birdwood Sir George, *Industrial Art in India*, London,1975.
5. Brown Percy, *Indian Artitecture,Buddhist and Hindu*,1965.
6. Benoy K.Behel, *The Ajanta Caves: Ancient Caves of Buddhist India*, Singapore, 1998.
7. Bhattacharya, V.R., *Wisdom of Cultural Heritage of India*, Metropolitan Publisher,1989.
8. Cunningham Alexander, *The Ancient Geography of India*, Indological Book House, Varanasi, 1963.
9. Cunningham, Alexander, *Coins of Ancient India, From the Earliest Times Down to the Seventeenth century A.D.* Indological Book House, Varanasi, 1963.
10. Dutt Sukumar, *Buddhist Monks and Monasteries in India*, George Allen and Unwin Ltd.London,1962.
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13. Jas Burges, *The Ancient Monument, Temples and Sculptures of India*, London, 1897.
14. Misra Shiva Sheikhar ,*Fine Arts of Technical Sciences in Ancient India*, Krishndas Academy, Varansi, 1982.
15. Purthi Raj,Kumar and Devi Rameshwari, *Art Archeology and Cultural Heritage of India*, Mangal Deep Publications,2004.
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17. Rustam J.H. *Master Pieces of India Sculpture*,Delhi, 1968.
18. Subramanyam K.V. *Historical Sketches of Ancient Deccan*, Madras, 1917.
19. Susan L.Huntington, *Ancient Sculpture from India: Buddhist, Hindu,Jain*, Weather Hill, New York,1985

World Heritage Sites**Course Objectives:**

1. Provide students with an understanding of the concept and significance of World Heritage Sites designated by UNESCO.
2. Explore a variety of World Heritage Sites across different continents, including their cultural, natural, and mixed attributes.
3. Examine the principles and practices of preservation and conservation applied to World Heritage Sites, including challenges and solutions.
4. Situate World Heritage Sites within their cultural, historical, and geographical contexts, considering their significance to local communities and global heritage.

After studying the course students will be able to**Course Outcomes:**

1. Students will gain a comprehensive understanding of the concept, criteria, and selection process of World Heritage Sites as designated by UNESCO.
2. Students will be able to identify and classify different types of World Heritage Sites, including cultural, natural, and mixed properties.
3. Students will develop critical thinking skills by analyzing the preservation challenges, management strategies, and sustainable practices associated with World Heritage Sites.
4. Students will develop an appreciation for the cultural diversity and historical significance represented by World Heritage Sites, fostering a sense of global citizenship and responsibility for cultural and natural heritage preservation.

Unit	Module	Lecture
Introduction of World Heritage Sites	a) Understanding of the concept, criteria, and selection process of World Heritage Sites as designated by UNESCO. b) Identify and Classify different types of World Heritage Sites c) Characteristic of Heritage Sites	15
Principles and Practices	a) Principles and Practices of Preservation and Conservation Applied to World Heritage Sites b) The Great Pyramids of Giza- 2500CE (Egypt), Ellora-6th century CE (India), The Great Wall of China- 7th century BC (China), c) Archaeological Areas of Pompeii- 79 CE (Italy);	15

	Borobudur Temple- 9th century CE (Indonesia); Angkor Wat- 12th century CE (Cambodia); Taj Mahal- 1648 (India)	
	Total	30

References:

1. Alexander Cunnigham, *The Ancient Geography of India*, Mulnivasi eBooks, Mumbai, 1871
2. Benoh Behl, *The Ajanta Caves: Ancient Paintings Of Buddhist India*, Thames & Hudson Ltd, 2005
3. Bhagat Madhukar Kumar, *Indian Heritage: Art and Culture*, GK Publications Pvt. Ltd, Second Edition, 2019
4. Chopra Tarun, *South India: Pinnacle Of Cultural Heritage*, Prakash Books, 2014
5. *Heritage of India - A Picture Book on World Heritage Sites in India*, Media Research & Marketing, 2019
6. Don Brothwell and Eric Higgs (ed.). *Science in Archaeology*, London 1971
7. Graham Clark and Stuart Piggott, *Prehistoric Societies*, Harmondsworth, 1965
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11. Lavkush Mishra, *World Heritage Sites in India*, Rajat Publication, Delhi, 2020
12. Madhukar Kumar Bhagat (Ed), *Indian Heritage, Art and Culture*, GK Publications, Delhi, 2022
13. Nehru Jawaharlal, *Discovery of India*, oxford University, 1990
14. Ray Himanshu Prabha, *Indian World Heritage Sites in Context*, Aryan Books International,
15. H. D. Sankalia, *Prehistory and Protohistory of India and Pakistan*, Poona, 1974
16. Hourly History, *The Great Pyramid of Giza: A History From Beginning to Present*, Create Space Independent Publishing Platform, 2018
17. Mary Beard, *The Fires of Vesuvius: Pompeii Lost and Found*, Belknap Pr, Cambridge, 2008
18. Shaphalya Amatya, *Monument Conservation in Nepal- My Experience with the World Heritage Sites of Kathmandu Valley*, Vajra Publications, Nepal 2007
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25. Stuart Piggott, Dawn of Civilization, London, 1961
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27. पाळंदे आनंद, भारतातील विश्ववद्य वारसा स्थळे, प्रफुल्लता प्रकाशन, २०२१
28. ढवळीकर म. के., पुरातत्वविद्या, मुंबई, १९७९
29. टॉम मॉर्टिन, पिरॅमिड, मेहता पब्लिशिंग हाऊस, पुणे, २०१०

Heritage Sites in India**Course Objectives:**

1. Provide students with an overview of the rich cultural, historical, and architectural heritage of India, including the diversity of heritage sites across the country.
2. Explore various types of heritage sites in India, including archaeological sites, monuments, temples, forts, palaces, and natural landscapes, highlighting their significance and unique features.
3. Examine the principles and practices of preservation, conservation, and heritage management applied to Indian heritage sites, including legal frameworks, challenges, and sustainable solutions.
4. Situate Indian heritage sites within their cultural, historical, and geographical contexts, exploring their connections to Indian civilization, religion, society, and the arts.

Course Outcomes:

1. Students will gain a comprehensive understanding of the diverse heritage sites in India, including their historical, cultural, and architectural significance, as well as their contributions to India's identity and heritage.
2. Students will be able to recognize and appreciate different types of heritage sites in India, understanding their unique features, artistic elements, and historical narratives.
3. Students will develop critical thinking skills by analyzing the preservation challenges, management strategies, and socio-cultural implications associated with Indian heritage sites, considering issues of authenticity, sustainability, and community engagement.
4. Students will develop an appreciation for India's rich cultural heritage and a sense of responsibility for its conservation and promotion, fostering cultural awareness, sensitivity, and respect for diverse heritage values and traditions.

Unit	Module	Lecture
Introduction of Heritage Sites in India	a) Meaning, Nature and scope of Heritage Sites b) Identification and classify different types of Heritage Sites c) Preservation, conservation and characteristics of heritage sites	15
Principles and Practices OF Heritage Sites	a) Ajinta caves, Sun Temple – Konark, Ranakpur Jain Temple Rajasthan b) Red Fort- Delhi, Sindhudurg fort- Malvan, Taj Mahal- Agra, Charminar- Hyderabad c) Chhatrapati Shivaji Maharaj Terminus Mumbai, St.Mery Church- Chennai, Victoria Memorial- Calcutta	15
	Total	30

Reference:

1. Alexander Cunnigham, *The Ancient Geography of India*, Mulnivasi eBooks, Mumbai, 1871
2. Benoh Behl, *The Ajanta Caves: Ancient Paintings Of Buddhist India*, Thames & Hudson Ltd, 2005
3. Bhagat Madhukar Kumar, *Indian Heritage: Art and Culture*, GK Publications Pvt. Ltd, Second Edition, 2019
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15. H. D. Sankalia, *Prehistory and Protohistory of India and Pakistan*, Poona, 1974
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27. पाळंदे आनंद, भारतातील विश्ववंद्य वारसा स्थळे, प्रफुल्लता प्रकाशन, २०२१
28. ढवळीकर म. के., पुरातत्वविद्या, मुंबई, १९७९
29. टॉम मॉर्टिन, पिरॅमिड, मेहता पब्लिशिंग हाऊस, पुणे, २०१०

Introduction to the History of Indian Coinage - VSC:2,**Course Objectives:**

1. To study ancient Indian coins to document the historical cultural economic aspect of various dynasties.
2. To facilitate in depth numismatic research to understand the evaluation of coin age in ancient India.
3. To study ancient coins as tangible artefacts from different areas.
4. To develop a systematic chronological classification of ancient Indian coins to trace the timeline of political, economic and cultural changes in region.

Course Outcomes:**After studying the course students will be able to**

1. Comprehensive understanding of the historical context and evolution of coinage in ancient India.
2. Develop expertise in numismatics, including the ability to identify, classify, and analyze ancient Indian coins based on their design, inscriptions, and metallurgical characteristics.
3. To provide a holistic perspective on the role of coins in ancient Indian societies.
4. To critically assess and contribute to the scholarly discourse on ancient Indian coins.
5. Develop an awareness of ethical considerations in the study and preservation of ancient artifacts, including responsible excavation practices and ethical considerations related to the trade of ancient coins.

Units	Modules	Lectures
1.Understanding Coins in India	a) Definition and History of Indian Numismatics b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins c) Medieval Indian coins, Maratha coins, coins of some Princely States, British Indian coins	15
2. Relevance of Indian Coins	a) Coins of independent India – Fractional currency to decimal system b) Contribution of Numismatics to Indian History & culture c) Field visit / activity based learning on coin collection and exhibition	15
	Total Lectures	30

Reference

1. Altekar A. S, Coinage of the Gupta Empire, Numismatic Society of India, Varanasi, 1957
2. Altekar A.S., Catalogue of Coins of the Gupta Empire, Varanasi, Numismatic Society of India, 1937
3. Chakraborty, S K, A Study of Ancient Indian Numismatics, Mymensingh, 1931
4. Datta, Mala, A Study of the Satavahana Coinage, Harman Publishing House, Delhi, 1990
5. Gardener P, The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum, 1986
6. Goyal S R, Indigenous Coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994
7. Handa Devendra, Tribal Coins of Ancient India, Aryan Books International, New Delhi, 1997
8. Jha, Amiteshwar and Dilip Rajgor, Studies in the Coinage of Western Kshatrapas, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994
9. Rajgor, Dilip, Punch-Marked Coins of Early Historic India, Reesha Books, International, 2001
10. Rapson, E J, Catalogue of Coins of Andhra Dynasty, Western Kshatrapas etc., British Museum, London, 1908
11. Sircar D C, Studies in Indian Coins, Motilal Banarasidas, Delhi, 1968

Marathi Books:

1. Dhavalikar M K, Prachin Bharatiya Nanakashastra, Continental Prakashan, Mumbai, 2013
2. Gokhale Shobhana, Prachin Bharatiya Itihasachi Sadhane, Tilak Maharashtra Vidyapith, Pune, 2008
3. Mirashi V V, Satavahan Ani Pashchimi Kshatrap Yancha Itihas, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1979
4. Patil Ashutosh, Pashchimi Kshatrapanchi Nani, Merven Technologies, Pune, 2017

Caves in Maharashtra SEC:2**Course Objectives:**

1. Understand the significance of historical caves in Maharashtra
2. Understand the ancient rock-cut architecture.
3. learn technique and processes of cave building in ancient times.
4. Highlight the cultural and religious roles of ancient cultural & religious history through caves.

Course Outcomes:

1. After studying the course students will be able to gain a comprehensive understanding of the historical significance of caves in Maharashtra, including the evolution of rock-cut architecture and its cultural implications.
2. Appreciate the rich cultural diversity represented in the caves, understanding the various religious, artistic, and social aspects embedded in the cave structures.
3. Awareness of the unique ecosystems associated with caves, including the flora and fauna that inhabit these environments, and the importance of conservation.

Units	Modules	Lectures
1.Caves: Introduction & Importance	a) Introduction, Caves as Source of History b) Caves - Origin and Development c) Historical significance of Caves.	15
2. Caves in Maharashtra	a) Some important caves: Buddhist, Jain & Hindu caves – Kanheri, Ajanta & Ellora. b) Painting in Caves c) Caves and tourism in Maharashtra	15
	Total lectures	30

Reference

1. Breuil, H. *Four Hundred Centuries of Cave Art*, London, 1952.
2. Deheja, Vidya, *Early Buddhist Rock-Temples*. London, 1981.
3. Fergusson, James Burgess, James, *Cave temples of India*, London, 1880.
4. Nagaraju S. *Buddhist Architecture of Western India*, Delhi, 1981.
5. Neumayer, Erwin, *Prehistoric Indian Rock-Paintings*, Bombay, 1984.
6. Soundara Rajan, K.V. *Cave Temples of the Deccan*, New Delhi, 1981.

मराठी पुस्तके:

१. गुप्ते, जगदीश, प्रागैतिहासिक भारतीय चित्रकला, प्रयाग, १९६४.
२. माटे म.श्री. मराठवाड्यातील शिल्पवैभव, मुंबई, १९६४.
३. मिराशी, वा. वि. संशोधनमुक्तावलि, सर दुसरा, नागपूर, १९५७.

QUESTION PAPER PATTERN

(External and Internal)

For 4 Credit courses

(A) External / Semester End Examination **Marks: 60** **Time: 2 Hours**

- Q.1 Fill in the blanks (Based on all units). Marks 12
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit I) Marks 12
- Q.3 Essay Type Questions (Attempt Any One out of two on Unit II) Marks 12
- Q.4 Short Notes/Problem (Attempt Any Three out of five based on Unit III) Marks 12
- Q.5 Short Notes/ Problems (Attempt Any Three out of five based on Unit IV) Marks 12

(B) Continuous Internal Evaluation. **Marks: 40**

Sr. No.	Particular	Marks
1	Assignments	15
2	Classroom Presentations	05
3	Essay Submission/ Book review	10
4	Participation in Departmental Activities / Field Visit Report	10
	Total Marks	40

For 2 Credit courses

(A) External / Semester End Examination **Marks: 30** **Time: 1 Hours**

- Q.1 Essay Type Questions (Attempt Any One out of two Based on Unit I) Marks 10
- Q.2 Essay Type Questions (Attempt Any One out of two Based on Unit II). Marks 10
- Q.3 Short Notes/Problem (Attempt Any Three out of five Based on all Units) Marks 10

(B) Continuous Internal Evaluation. **Marks: 20**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments	10
2	Essay Submission/ Book review/ Field Visit Report / Educational Activity Report	10

Marks: 20

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Appendix B

Justification for B.A. (History)

1.	Necessity for starting the course:	History course at graduate-level in University of Mumbai has varied constructive implications. It stems from the various benefits it can provide to the national identity, national pride and to produce good citizens. This will explore and sensitize about the India's socio-cultural roots and development. Graduate-level history courses can play a crucial role in providing a deeper understanding of India's past, its diverse cultures, and historical events. By studying history, students can gain valuable insights into the development of the various cultures in Indian subcontinent and building of a nation and its people, which can provide a more insightful understanding of contemporary issues.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	SEM I and SEM II starts from Academic year 2024-25
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	NA
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	U.G. Certificate in History U.G. Diploma in History B.A. (History) B.A. (Hons.) in History B.A. (Hons. with Research) in History; 4 year Not possible the compress the course
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120

7.	<p>Opportunities of Employability / Employment available after undertaking these courses:</p>	<p>History teachers are in high demand in schools and colleges as well as in government and private administrative institutions. A postgraduate degree in history is often required for teaching positions. History graduates can work in archives, museums, and libraries, where they are responsible for preserving and managing historical documents, artifacts, and art. History graduates can pursue higher studies and research opportunities in universities and research institutions. They can also work as historians, research analysts, or consultants for government and private organizations as well as film - documentary making and tourism industry. History graduates can work in the field of heritage conservation, preserving and protecting historical sites, monuments, and artifacts.</p>
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**Sign of the BOS
Chairman**

**Sign of the
Offg. Associate Dean**

**Sign of the
Offg. Dean**

**Name of the Chairman
Name of the BOS**

**Name of the Associate Dean
Name of the Faculty**

**Name of the Offg. Dean
Name of the Faculty**

(Dr. Narayan Bhosale)

(Dr. Manisha Karne)

(Dr. Anil Singh)

**Department of History
University of Mumbai**

As Per NEP 2020

University of Mumbai



Title of the program

- A- U.G. Certificate in Politics.
- B- U.G. Diploma in Politics.
- C- B.A. (**Politics**)
- D- B.A. (Hons.) in Politics
- E- B.A. (Hons. with Research) in Politics

Syllabus for

Semester – Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2024-25 Progressively)



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in Politics
	O: _____B	B	U.G. Diploma in Politics
	O: _____C	C	B.A. (Politics)
	O: _____D	D	B.A. (Hons.) in Politics
	O: _____E	E	B.A. (Hons. with Research) in Politics
2	Eligibility O: _____A	A	H.S.C. with Percentage OR Passed Equivalent Academic Level 4.0
	O: _____B	B	Under Graduate Certificate in Politics OR Passed Equivalent Academic Level 4.5 or Equivalent Course
	O: _____C	C	Under Graduate Diploma in Politics OR Passed Equivalent Academic Level 5.0
	O: _____D	D	Bachelors of Politics with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	Bachelors of Politics with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	120	

Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
R: _____ Standards of Passing	40%	
Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
Semesters	A	Sem I & II
	B	Sem III & IV
	C	Sem V & VI
	D	Sem VII & VIII
	E	Sem VII & VIII
Program Academic Level	A	4.5
	B	5.0
	C	5.5
	D	6.0
	E	6.0
Pattern	Semester	
Status	New	
To be implemented from Academic Year Progressively	From Academic Year: 2024-25	



**Sign of the BOS
Chairman**
Name of the Chairman
Name of the BOS

**Sign of the
Offg. Associate Dean**
Name of the Associate Dean
Name of the Faculty

**Sign of the
Offg. Dean**
Name of the Offg. Dean
Name of the Faculty

Preamble

In conformity with the goals of the University Grants Commission, and to ensure the best interests of the students we undertake to adopt this syllabus. Hence efforts are directed towards ensuring the highest standards of education. Hence, we seek to implement several steps, to enhance the teaching-learning process, examination, and evaluation techniques, thereby ensuring the all-round development of students.

The syllabus for the course of Semester one and two, in Political Science Major Course, will promote among students a basic understanding of important themes such as Constitutional rights, Preamble, Fundamental rights, Directive Principles of State Policy, aiming to make students enlightened citizens. It will also impart students the basic knowledge of Indian democracy, social dynamics of Indian politics and promote awareness to strengthen national unity and security.

Objectives:

- To introduce students to the Indian Constitution.
- To have a basic understanding of Indian Democracy and its functioning.
- To create awareness among students about the relationship between Indian Politics and Social factors that shape the Political system.

Programme : B.A.

Programme Objectives:

- To provide students at the UG level a comprehensive understanding of the discipline.
- To make students understand fundamental concepts, theories, perspectives, moral discourses in the discipline.
- To expose students to interdisciplinary knowledge.
- To introduce students to diverse sub-fields in the discipline and its application to develop employability opportunity and skills among students.
- To enhance the all round development if the students.

Programme Outcome:

- Demonstrate understanding and application of knowledge in the domain of Indian Polity and its sub-fields.
- Develop interdisciplinary knowledge by focusing inter-linkages between various political, social, economic issues.
- Effectively and ethically use concepts, vocabularies and methods to make meaningful contribution to the academics.
- Judge future career prospects in the field.
- Demonstrate values of enlightened citizenship

F.Y.B.A. Political Science SEM-I and SEM-II Major paper titles and other details are given below:-

1) Credit Structure of the Program (Sem I & II)

2)

Under Graduate Certificate in Political Science**Credit Structure (Sem. I & II)**

R: _____ A										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	The Constitutional Framework of Indian Polity			2+2	VSC:2, SEC:2 VSC-Psephology (2) SEC-Democratic Awareness Through Legal Litera	AEC:2, VEC:2, IKS:2	CC:2	22	UG Certificate 44

						cy				
R: _____ B										
II	Political Process in India Political Values and Ideologies			2+2	VSC:2 SEC:2 VSC-Media and Election Studies (2) SEC-Citizen and Law	AE C:2, VEC:2	CC:2	22		
Cum Cr.	12	-	2	8	4+4	4+4+2	4	44		
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

Under Graduate Diploma in _____
Credit Structure (Sem. III & IV)

R: _____ C										
Level	Semester	Major		Minor	O E	VSC, SEC (VSEC)	AEC, VEC, IKS	OJ T, FP, CEP, C, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	<ul style="list-style-type: none"> Public Administration (4) Western Political Thoughts (4) 		(4)	(2)	<ul style="list-style-type: none"> Civic Activism (VSC) (2) Political Writing (SE 	AEC:2	FP:2 CC:2	22	UG Diploma 88

						C) (2)				
R: _____ D										
IV	<ul style="list-style-type: none"> Indian Administration (4) Indian Political Thoughts (4) 		(4)	(2)	SEC:2	AEC:2	CEP:2 CC:2	22		
Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

B.A. (_____)
Credit Structure (Sem. V & VI)

R: _____ E												
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.		
		Mandatory	Electives									
5.5	V	<ul style="list-style-type: none"> World Politics (4) Comparative Politics (4) American Constitution (2) 	<ul style="list-style-type: none"> Electoral Process in India (4) 	(4)		<ul style="list-style-type: none"> Political Communications (VSC) (2) 		FP/ CEP : 2	22	UG Degree 132		
	R: _____ F											
	VI	<ul style="list-style-type: none"> India in World Politics (4) Comparative Politics (4) 	<ul style="list-style-type: none"> Public Policy (4) 	(4)				OJT :4	22			

		• Political Sociology (2)								
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

SUBJECT: POLITICS

List of Major, Minor, Elective, IKS related to Major, Open Elective, OJT & RP

MAJOR COURSES

Year	Sem	Course Title	No. of Credits	No. of Lectures Hours	Total Credits
I	I	The Constitutional Framework of Indian Polity	4	60	6
		Introduction to Political Theory	2	30	
	II	Political Process in India	4	60	6
		Political Values and Ideologies	2	30	

VOCATIONAL SKILL COURSES (VSC) (Basket of Skill Courses)

Year	Sem	Course Title	No. of Credits	No. of Lectures Hours	Total Credits
I	I	Introduction to Psephology	2	30	2
	II	Media and Elections Studies	2	30	2

Major Courses

Syllabus

B.A. (Politics) (Sem.- I) Paper -I

Title: The Constitutional Framework of Indian Polity (Credits:04)

Course Objectives:

- To introduce students to the basic features of the Indian Constitution.
- To introduce students to the organs of the union government.
- To make the students learn the nuances of federal structure.

Course Outcomes:

- Learners will be able to understand the basic framework of the Indian Constitution.
- Learners will be able to explain and discuss basic structure and functions of government organs at union level.
- Learners will be able to classify various types of fundamental rights and Directive principles and grasp their importance in Indian context

- Learners will be able to analyze the nature of federal structure as adopted by the Constitution and interpret the progress of federation since then

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	INTRODUCTION TO THE CONSTITUTION 1.1 The Constituent Assembly and basic features of Indian Constitution 1.2 Preamble and Philosophy of Indian Constitution 1.3 Amendment Procedure and Basic Structure Doctrine	15
Unit 2	FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES 2.1 Fundamental rights 2.2 Directive Principles of State Policy 2.3 Fundamental Duties	15
Unit 3	LEGISLATURE, EXECUTIVE AND JUDICIARY 3.1 Parliament of India 3.2 President and Prime Minister 3.3 Supreme Court and High Courts	15
Unit 4	FEDERAL STRUCTURE AND DECENTRALIZATION 4.1 Constitutional Provisions-Legislative, Administrative and Financial 4.2 Changing nature and issues in the Centre-State relations 4.3 Panchayati Raj and Municipal governments	15

Reading List:

- Basu, Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2012.
- Laxmikant, M, Indian Polity, TMH, 2015.
- Laxmikant, M., Governance in India, TMH, 2015.
- Pylee, M. V., An Introduction to the Constitution of India, Vikas Publishing, 2008.
- Sharma, Brij Kishore, Introduction to the Constitution of India, PHI Learning, 2009

Marathi References:

- बाचल, वि.मा. भारतीय राज्यपद्धती- के सागर प्रकाशन
- पाटील बी. बी. महाराष्ट्र शासन आणि राजकारण- फडके प्रकाशन
- जाधव तुकाराम आणि शिरपूरकर महेश, भारतीय राज्यघटना व घटनात्मक प्रक्रिया, युनिक अकॅडेमि

- भोळे भ.ल. भारतीय गणराज्याचे शासन आणि राजकारण, पिंपाळपुरे प्रकाशन, नागपूर

Title : Introduction to Political Theory(Credits:02)

Course Objectives:

- To introduce students to Political Theory.
- To acquaint students with concepts of state, nation and nation -state
- To explain concepts of power, authority and law

Course Outcomes:

- Explain significance of study of Political Theory.
- Describe concepts of state, nation and nation-state
- Assess power, authority and law

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Introduction to Political Theory 1.1 Definition and Scope of Political Theory. 1.2 Approaches to the Study of Political Theory: Traditional and Contemporary	10
Unit 2	State and Nation 2.1 State: Concept and Perspectives. 2.2 Nation-State: Meaning and Changing Perceptions.	10
Unit 3	Power, Authority and Law 3.1 Power and Authority. 3.2. Law	10

Reading List:

1. Abbas, Hoveyda and Ranjay Kumar, Political Theory, Pearson, 2012
2. Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction, Pearson Longman, 2008
3. Bhargava, Rajeev and Helmut Reifeld (eds), Civil Society, Public Sphere, and

- Citizenship: Dialogues and Perception, Sage Publications, New Delhi, 2005
4. Chandhoke, Neera, State and Civil Society: Explanations in Political Theory, Sage Publications, New Delhi, 1995
 5. Gauba, O.P., An Introduction to Political Theory, Macmillan Publishers India Ltd., 2011
 6. Heywood, Andrew, Politics, Palgrave Foundations, New York, 2002
 7. Hoffman, John and Paul Graham, Introduction to Political Ideology, Pearson, 2006
 8. Marsh David and Gerry Stoker (ed), Theory and Methods in Political Science, Macmillan Press Lts, 1995
 9. Mckinnon, Catriona (ed), Issues in Political Theory, New York Oxford University Press, 2008
 10. Verma, S.P., Modern Political Theory, Vikas, New Delhi, 1982.

**B.A. Politics
(Sem.- II)
Paper -II**

Title: Political Process in India (Credits:04)

Course Objectives:

- To introduce students to the regionalism and statehood
- To acquaint students with ideology, bases, and role of major political parties
- To explain the meaning of and factors leading to identity politics.
- To grasp the electoral system in India

Course Outcomes:

- Learners will be able to recognize the key drivers of Indian politics.
- Learners will be able to explain the ideology, bases, and role of major political parties in national and state politics.
- Learners will be able to apply the knowledge to examine how the factors such as caste, religion and gender influence Indian politics.
- Learners will be able to analyze the details of the electoral system of India.

Course Content:

Unit	Syllabus Description	
Unit 1	REORGANIZATION OF INDIAN POLITICS 1.1 Reorganization of States 1.2 Regional Disparities and sub regionalism 1.3 Demands for statehood	15
Unit 2	POLITICAL PARTIES 2.1 Evolution and development of party system in India 2.2 National parties and regional parties 2.3 Coalition Politics	15
Unit 3	IDENTITY POLITICS 3.1 Religion 3.2 Caste identity and caste mobilization 3.3 Gender	15
Unit 4	ELECTORAL POLITICS AND PROCESSES 4.1 Election Commission and Electoral System 4.2 Overview of Lok Sabha Elections since Independence 4.3 Voting Behaviour and Emerging Trends	15

Reading List

1. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, Indian Government and Politics, Pearson, 2011.
2. Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
3. Chandoke, Neera, and Priyadarshi, Praveen, Contemporary India, Pearson, 2009.
4. Jayal, Nirja G., and Mehta, BhanuPratap, The Oxford Companion to Politics in India, OUP, 2011
5. Singh, M. P., and Saxena, Rekha, Indian Politics, PHI, 2011

6. B. Chandra, A. Mukherjee and M. Mukherjee (2008), Consolidation of India as a Nation (I), in India Since Independence. New Delhi: Penguin.
7. B. Chandra, A. Mukherjee and M. Mukherjee (2008), Consolidation of India as a Nation (II), the Linguistic Organization of the States, in India Since Independence. New Delhi: Penguin.
8. V.P. Menon (1956), CH I- Setting the Stage and Ch XXV- The Cost of Integration, in The Story of the Integration of the Indian States, Orient Longman
9. S.K. Chaube (2010), Union Government- 1: The Executive, in The Making and Working of Indian Constitution, NBT, India
10. S.K. Chaube (2010), Union Government 2: The Legislature, in The Making and Working of Indian Constitution, NBT, India
11. Thiruvengadam (2018), The Executive and the Parliament, in The Constitution of India, a Contextual Analysis, Hart Publishing
12. R. Kothari (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp. 3-25.
13. S. Deshpande (2016) 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.
14. S. Jhodka (2010) 'Caste and Politics'. In Niraja Jayal and Pratap Bhanu Mehta (eds). The Oxford companion to politics in India, pp.154-67.
15. Raju J Das (2019). 'Class Relations, Class Struggle, and the State in India'. In Critical Reflections on Economy and Politics in India: A class Theory Perspective. Leiden; Boston: Brill, pp. 233-282
16. T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in
17. R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.
18. N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 333-346
19. R. Bhargava (ed.) (2006) Secularism and its Critics, Oxford India Paperbacks.C. Jaffrelot and G. Verniers (2020), 'A New Party System of a New Political System?', Contemporary South Asia, Vol.28, No.2, pp. 141-154.
20. M. Vaishnav and J. Hinton (2019), 'The Dawn of India's Fourth Party System', Carnegie Endowment for International Peace Paper, 5 September.
21. P. Chibber and R. Verma (2019), 'The Rise of the Second Dominant Party System in India: BJP's New Social Coalition in 2019', Studies in Politics, 7 (2): 131-148

References in Marathi:

1. व्होरा राजेंद्र आणि पळशिकर सुहास, राज्यशास्त्र कोश, दास्ताने प्रकाशन १९८७
2. व्होरा राजेंद्र आणि पळशिकर सुहास, महाराष्ट्रातील सत्तान्तर, ग्रंथाली प्रकाशन १९९६
3. पळशिकर सुहास आणि कुलकर्णी सुहास, महाराष्ट्रातील सत्ता संघर्ष: राजकीय पक्षांची वाटचाल, समकालीन प्रकाशन, पुणे २००८
4. घोटाळे विवेक, महाराष्ट्रातील आघाड्यांचे राजकारण, अप्रकाशित एमफील शोधप्रबंध २००५
5. निकाळजे तुषार, भारतीय निवडणूक प्रणाली : स्थित्यंतर व आव्हाने, हरीती प्रकाशन पुणे २०१६

Title: Political values and Ideologies. (Credits:02)

Course Objectives:

- To introduce students to concept of rights.
- To acquaint students with basic Political Values.
- To explain ideology of democracy.

Course Outcomes:

- The learner will be able to articulate the concept of rights and demonstrate a comprehensive understanding of their nature and significance.
- The learner will be able to elaborate on basis political values and understand its implications for real life political scenario.
- The learner will be able to evaluate the ideology of democracy, analyzing its core principles and implications within the broader political framework.

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Rights 1.1 Meaning and Nature of Rights 1.2 Classification of Rights	10
Unit 2	Basic Political Values. 2.1 Liberty 2.2 Equality	10
Unit 3	Political Ideologies 3.1 Marxism 3.2 Feminism	10

Reading List:

1. Asirvatham, Eddy, Political Theory, S. Chand Publications, 2010
2. Abbas, Hoveyda and Ranjay Kumar, Political Theory, Pearson, 2012
3. Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction, Pearson Longman, 2008
4. Bhargava, Rajeev and Helmut Reifeld (eds), Civil Society, Public Sphere, and Citizenship: Dialogues and Perception, Sage Publications, New Delhi, 2005
5. Chandhoke, Neera, State and Civil Society: Explanations in Political Theory, Sage Publications, New Delhi, 1995

6. Gauba, O.P., An Introduction to Political Theory, Macmillan Publishers India Ltd., 2011.
7. Heywood, Andrew, Political Theory an Introduction, Palgrave Foundations, New York, 2002
8. Heywood, Andrew, Political Ideologies: An Introduction, Palgrave, UK 2017.
9. Hoffman, John and Paul Graham, Introduction to Political Ideology, Pearson, 2006
10. Marsh David and Gerry Stoker (ed), Theory and Methods in Political Science, Macmillan Press Ltd, 1995
11. Mckinnon, Catriona (ed), Issues in Political Theory, New York Oxford University Press, 2008
12. Verma, S.P., Modern Political Theory, MacMillan, New Delhi, 2003.

VOCATIONAL SKILL COURSES (VSC)

Syllabus

B.A. Politics

(Sem.- I)

Paper -I

Title: Introduction to Psephology (Credits:02)

Course Objectives:

- To introduce students to election process
- To acquaint students with basics of Psephology
- To acquaint students with tools and techniques of Psephology.

Course Outcomes:

- State significance of elections in democracy
- Assess tools and techniques of Psephology
- Demonstrate skills of election analyst, political survey

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Electoral Process in India 1. Role of Free and Fair Elections in Democracy 2. Election Commission of India	10
Unit 2	Psephology 2.1 Growth and Development 2.2 Exit Poll. Opinion Poll, Political Surveys	10
Unit 3	Tools and Techniques 3.1 Sampling Techniques, preparing a questionnaire 3.2 Voting behavior studies	10

Reading List:

1. Ahuja, M. L.: *Electoral Politics and General Elections in India 1952-1998*, Mittal Publications, Delhi, 1998.
2. Alam, Javeed: *Who wants Democracy*, Orient Longman, Hyderabad, 2004.
3. Calmon, Leslie. J.: *Toward Empowerment of Woman and Politics in India*, Westview Press, Boulder, 1992.
4. Dikshit, R. D. (Ed): *Geography of Elections, The Indian Context*, Rawat Publications, New Delhi, 1995.
5. Election Commission of India: Statistical reports on General Elections, India Year Books.
6. Ellhu, Katz and Yael, Warshel (Ed): *Election Studies: What's their use?*, Westview Press, Boulder, 2000.
7. Kordo, N.: *Election studies in India*, <Ideas.repec.org/p/jet/dpaper/98.html>
8. Kothari, Rajni: *Politics & The People: In search of a Humane India*, Vol. I & II, Ajanta Publications, New Delhi, 1990.
9. Krishnamurthy, T. S.: *Miracle of Democracy: India's Amazing Journey*, Harper Collins, New Delhi, 2008.

10. Kumar, Venkatesh B.: *Electoral Reform in India – Current Discourses*, Rawat Publications, New Delhi, 2009.

11. Limaye, Madhu: *Janata Party Experiment*, B.R.Publishing, Delhi, 1994.

SKILL ENHANCEMENT COURSE (SEC)

Syllabus

B.A. Politics (Sem.- I)

Title: Democratic Awareness Through Legal Literacy (Credits:02)

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Introduction 1.1 Democratic Awareness- Meaning and Significance 1.2 Legal Literacy- Meaning, Significance and Classification of Law	10
Unit 2	Indian Judicial System and Police 2.1 Structure of Indian Judiciary- Supreme Court, Subordinate and Special Courts 2.2 Role of the Police in Administration of Law	10
Unit 3	Legal Services and Legal Aids 3.1 Legal Services Authorities Act, Right to Legal Aid 3.2 Public Interest Litigation, Lokadalat, Lokayukta	10

Activities:

Moot Court, Visit to Nearest Police Station, visit to the Court, PPT related to Case Study
Presentations on selected Law, Survey, Visit to Lokadalat

B.A. Politics
(Sem.- II)
Paper -II
Title: Media and Elections Studies(Credits:02)

Course Objectives:

- To introduce students to media skills with reference to elections
- To acquaint students with election campaign management
- To explain the accountability of media in elections

Course Outcomes:

- Assess the impact of media on elections
- Demonstrate skills of campaign designers, political content writers, election managers
- State the significance of media ethics in elections

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Impact of Media on Elections 1. Print Media, Audio-Visual Media 2. Digital Media	10
Unit 2	Election Campaigning 2.1 Campaign designing, election manifesto making 2.2 Political Marketing	10
Unit 3	Media Ethics in Elections 3.1 Objective Coverage 3.2 Paid News and Accountability of Media	10

Reading List

1. Lokniti, *National Election Study 2009*, www.lokniti.org/national_election_study_2009
2. . Manor, James: *Parties and Party System*, Princeton University Press, Princeton, 1986.
3. Palmer, N. D.: *Elections and Political Development – The South Indian Experience*, Vikas Publishing, Mumbai, 1976
4. Rana, M. S.: *India Votes: Lok Sabha and Vidhan Sabha Elections : 1999, 2000, Poll Analysis, Election Data, Party Manifestos*, B.R. Publishing, Delhi.
5. Roy, Meenu: *Electoral Politics in India : Election Process and Outcomes, Voting Behavior and Current Trends*, Deep and Deep Publications, New Delhi, 2000.
6. Roy, Meenu: *India Votes – Elections 1996, A Critical Analysis*, Deep and Deep Publications, Delhi, 1996.
7. *Politics in India*, Orient Longman & Bostance, New Delhi, 1970.
8. Shastri, Sandeep, Suri, K.C. and Yadav, Yogendra: *Electoral Politics in Indian States, Lok Sabha elections in 2004 and beyond*, Oxford University Press.

**B.A. Politics
(Sem.- II)**

Title: Citizen and Law (Credits:02)

Course Content:

Unit	Syllabus Description	Lectures
Unit 1	Introduction 1.1 Prevention of Offences against Women and Children (Juvenile Justice) 1.2 Prevention of Atrocities against Scheduled Castes and Scheduled Tribes	10
Unit 2	Ordinary Laws for Citizens 2.1 Cyber Laws. 2.2 Intellectual Property Rights	10
Unit 3	Civil Society and Laws 3.1 Consumer Protection Act 2019 3.2 Citizens Charters Act	10

Activities:

Moot Court, Visit to Nearest Police Station, Visit to the Court, NGO PPT related to Case Study Presentations on selected Law, Survey.

Reading List:

1. Diwan, Paras and Peeyushi Diwan, Human Rights and the Law, Deep and Deep Publications, 1998.
2. Godbole, Madhav, The Judiciary and Governance in India, Rupa Co., 2009
3. South Asia Human Rights Documentation Centre. Introducing Human Rights: An Overview Including Issues of Gender Justice, Environmental, and Consumer Law. Oxford University Press, 2006.
4. R.N.P .Choudhary, Consumer Protection Law , Deep & Deep Publications, 2005.
5. Avtar Singh, Law of Consumer Protection: Principles and Practice, Eastern Book Co, 2003.
6. Law, Technology and Women: Challenges and Opportunities Stellina Jolly Reference Press, 2010.
7. Duggal Pavan, Textbook on Cyber Law, Universal Law Publishing, 2014,
8. Gupta, Apar, Commentary on Information Technology Act - Along with Rules, Regulations, Orders, Guidelines, Reports and Policy Documents, Lexis Nexis: New Delhi, 2015
9. Tripathi S.C. & Vibha Arora, Law Relating to Women and Children, Central Law Publication, 2012.

**QUESTION PAPER PATTERN
(External and Internal)**

Politics

Major Paper (04 Credits)

Titles

Sem I Constitutional Framework of India

Sem II Indian Political Process

Following is the proposed paper pattern for both the semesters

(A) External / Semester End Examination Marks: 60 Time:2 Hours

Six questions of 15 marks each.(Essay type)

Students have to attempt any four.

Equitable distribution to each module.

Question six , short notes, any three out of four.(5 marks each).

(B) Continuous Internal Evaluation. Marks: 40

Sr. No.	Particular	Marks
1	Assignments/Projects	15
2	Classroom Presentations	05
3	Essay Submission/ Book review	10
4	Participation in Departmental Activities / Field Visit Report	10

Major Paper: 02 Credits

Titles

Semester I

Introduction to Political Theory

Semester II

Political values and ideologies.

Following is proposed paper pattern for both the semesters

(A) External / Semester End Examination

Marks: 30

Time: 1 Hour.

Three questions of 15 marks each.

Students have to attempt any 2 questions.

Equitable distribution to each module.

Question three, short notes, any three out of four.(5 marks each).

(B) Continuous Internal Evaluation.

Marks: 20

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments/Quiz/ Internal Test on any topic from the syllabus	10
2	Essay Submission/ Book review/ Project Field Visit Report / Educational Activity Report	10

Vocational Skills Paper (VSC) : 02 Credits

Titles**Semester I**

Introduction to Psephology

Semester II

Media and Election Studies

Following is proposed paper pattern for both the Semesters.**(A) External / Semester End Examination****Marks: 30 Time:1 Hour**

Three questions of 15 marks each
Students have to attempt any two questions.
Equitable distribution to each module.
Question number 3, short notes, any three out of four.(5 marks each).

(B) Continuous Internal Evaluation.**Marks: 20**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments/Quiz/ Internal Test on any topic from the syllabus	10
2	Essay Submission/ Book review/ Project Field Visit Report / Educational Activity Report	10

Skill Enhancement Course Paper (SEC) : 02 Credits**Titles****Semester I**

Democratic Awareness Through Legal Literacy

Semester II

Citizens and Law

Following is proposed paper pattern for both the Semesters.**(A) External / Semester End Examination****Marks: 30 Time:1 Hour**

Three questions of 15 marks each.
Students have to attempt any two questions.
Equitable distribution to each module.
Question three, short notes, any three out of four.(5 marks each).

(B) Continuous Internal Evaluation.**Marks: 20**

Sr. No.	Particular	Marks
1	Classroom Presentations/ Assignments/Quiz/ Internal Test on any topic from the syllabus	10
2	Essay Submission/ Book review/ Project Field Visit Report / Educational Activity Report	10

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Appendix B**Justification for B.A. (Politics)**

1.	Necessity for starting the course:	As per the New Education Policy, NEP.
Pe r2.	Whether the UGC has recommended the course:	Yes.
3.	Whether all the courses have commenced from the academic year 2023-24	UG course to commence from the academic year 2024-25.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Yes, in the aided section.

5.	To give details regarding the duration of the Course and is it possible to compress the course?:	Yes, one year certificate course and two years diploma course.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120 students.
7.	Opportunities of Employability / Employment available after undertaking these courses:	In Media, Public services, government, law firms, embassies, secretariat and Policy analysis, election machinery.,

Aadeshmukh

Sign of the BOS

Chairman

Name of the Chairman

Name of the BOS

Sign of the

Offg. Associate Dean

Name of the Associate Dean

Name of the Faculty

Sign of the

Offg. Dean

Name of the Offg. Dean

Name of the Faculty

As Per NEP 2020

University of Mumbai



Title of the program

- A- U.G. Certificate in Economics
- B- U.G. Diploma in
- C- B.A. (Economics)
- D- B.A. (Hons.) in Economics
- E- B.A. (Hons. with Research) in Economics

Syllabus for

Semester – Sem I & II

Ref: GR dated 20th April 2023 for Credit Structure of UG

(With effect from the academic year 2024-25
Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: _____A	A	U.G. Certificate in Economics
	O: _____B		U.G. Diploma in Economics
	O: _____C	C	B.A. (Economics)
	O: _____D	D	B.A. (Hons.) in Economics
	O: _____E	E	B.A. (Hons. with Research) in Economics
2	Eligibility O: _____A	A	H.S.C. OR Passed OR Passed Equivalent Academic Level 4.0
	O: _____B		Under Graduate Certificate in Economics OR Passed Equivalent Academic Level 4.5
	O: _____C	C	Under Graduate Diploma in Economics OR Passed Equivalent Academic Level 5.0
	O: _____D	D	Bachelor of Economics with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
	O: _____E	E	Bachelor of Economics with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of program R: _____	A	One Year

		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: _____	120	

5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ Standards of Passing	40%	
7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5

		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-25	



<i>Sign of BOS Chairman Prof. Suresh Maind Board of Studies in Economics</i>	<i>Sign of the Offg. Prof Manisha Karne Associate Dean Faculty of Humanities</i>	<i>Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities</i>	<i>Sign of the Dean Prof. Dr Anil Singh Faculty of Humanities</i>
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PREAMBLE:

The BA (Economics) syllabus has been precisely formulated owing to its essentiality and popularity by the Board of Studies of Economics (BOS-E), the University of Mumbai, keeping up with the recent trends in the subject of economics. The BOS-E has further revised the syllabi of papers at the FYBA, SYBA, and TYBA as per the requirements of NEP 2020, which will be effective in the academic years 2024-25, 2025-26, and 2026-27 respectively. A broad overview of the revised structure, which includes the Mandatory, Minor, Vocational Skill Course (VSC), Skill Enhancement Course (SEC) papers, and Co-Curriculum Course.

The NEP-2020 has adopted a holistic and multidisciplinary approach to undergraduate education. It gives the students the flexibility to combine multidisciplinary subjects by integrating vocational courses. Given this, the curriculum for economics has been prepared. From this point of view, the curriculum of this course aims at imparting knowledge of the basic concepts of economics, which will help beginners study this subject. The papers, such as Entrepreneurship Development, Economic Data Analysis, Money Transaction and Consumer Protection, Basics of Agriculture, FinTech, Economic Data Visualization with Excel, Rural Marketing, Basic Statistics in Economics, etc. will contribute to the knowledge gained by students in rural as well as urban areas.

The BA Economics program aims to enrich the demographically critical student population of India with a comprehensive understanding of the Indian economy, public finance, budget analysis, rural enterprises, insurance, banking and financial sector, environment, and economy, among various other gravitating subjects. This course will help to build resourceful disciples who contribute to the economic development of India and therefore the world.

Program Specific Outcomes:

PSO - 1. Analytical Skills: Learners will be able to apply economic concepts and basic theories to analyze real-world economic issues, such as market behavior, schemes and policies, and economic trends. They will also be able to critically evaluate economic data using statistical techniques.

PSO - 2. Critical Thinking: The students will develop critical thinking skills and be able to analyze economic problems from multiple perspectives, consider tradeoffs, and propose innovative solutions based on economic principles.

PSO - 3. Policy Analysis: Economics students will be able to assess the impact of economic policies on various stakeholders and evaluate their effectiveness in achieving desired outcomes.

PSO 4. Financial Literacy: This course will enhance financial literacy among students concerning money, insurance, banking and finance, the share market, budget, IPR, and other aspects of the economy.

PSO - 5. Application of Research Methods: The students will learn to select and apply appropriate methods, techniques, sources, and modern computer applications for study as well as professional and personal purposes.

PSO - 6. Development of Quantitative Skills: The learner of economics will get acquainted with quantitative methods of statistics in economics and be able to apply these skills to analyze economic data and conduct empirical studies.

PSO -7. Career Prospects: The UG Economics program will enable the students to have a detailed knowledge of the skills required to be developed for entrepreneurship. Along with this, it will fulfill the needs of those who want to pursue competitive exams. This course will also make students suitable to work with the corporate sector and national and international organizations.

The Course Outcome:

After completing this course:

1. The students shall be able to understand the nature of economics from a very basic to a broader point of view.
2. Learners will understand major issues regarding the economic development of India.
3. Students will be able to understand the various aspects of economic data analysis.
4. Students will be able to analyze the relationship between agriculture development, industrial labor, management of exports and imports, rural enterprises, and the Indian economy.
5. The completion of this course will help the student appear for various competitive examinations.
6. Finally, the students will be able to develop analytical, evaluation, and entrepreneurship skills after completing the course.

Credit Structure of the Program (Sem I, II, III, IV, V & IV)

Under Graduate Certificate in Economics Credit Structure (Sem I, II, III, IV, V & IV)) Economics

Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC,IKS	OJT, FP, CEP, CC,RP	Cum . Cr./Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	6 Microeconomics-I(4) Basic Concept in Economics-I (2)		-	2+ 2	VSC 2, SEC:2 1. EntrepreneurshipDevelopment(2). Or Basics of Agriculture (2) (2). 2. Economic Data Analysis (2) Or Money Transaction and Consumer Protection (2)	AEC:2, VEC:2, IKS:2	CC:2 Field Project (Credit -2)	22	UG Certificate -44
	II	6 Microeconomics-II (4) Basic concepts inEconomics-II (2)		(2)	2+ 2	VSC: 2+2 1. Rural Marketing(2) Or Basic Statistics in Economics -I (2) 2 Fin-Tech(1) Or Economic Data Visualization with Excel (2)	AEC:2, VEC:2	CC:2 Field Project (Credit -2)	22	
	CumCr.	12	-	2	8	4+4	4+4+2	4	44	

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Level	Semester	Major	Electives	Minor	OE	VSC: 2	AEC:2	FP:2, CC:2		UG Diploma 88
5.0				4	2	1				
	III	8 Macroeconomics-I (4) Public Finance (4)				.Rural Enterprises (2) Or 2. Fundamental Analysis of Share Market (2) Or 3.Resource Management (2)		Field Project (Credit-2) Project report writing for business(Cre-2) Or NSS	22	
	IV	8 Macroeconomics-II (4) Indian Economy (4)		4	2	SEC:2 1.Computer applications in Economics (2) Or 2. Budget Analysis (2) Or 3.Economics of IPR	AEC:2	CEP: 2, CC:2 Project Writing in Economics (Credit-2) NSS (Credit-2)	22	
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	
Exit Option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

Level	Semester	Major	Electives	Minor	OE	VSC/sec	AEC/ VEC/IKS	OJT/ FP/CEP/CC/RP		
5.5	V	10 1. Advanced Micro Economics-III (4) Any three courses of the following for 2 Credits each : 2. Economics of Growth & Development 3. Indian Financial System-I 4. Agriculture & Cooperation-I 5. Research Methodology-I 6. Quantitative Economics-I 7. Environmental Economics-I 8. Mathematics for Economic Analysis 9. Economy of Maharashtra-I 10. History of Economics Thoughts-I		4	4	1. Technical Analysis of Share Market (2) Or 2. Environment Social and Governance (2) Or 3. Introduction to AI for finance and Economics (2)		Field Project (2)	22	UG Degree 132
	VI	10 1. Advanced Macroeconomics-III (4) Any three courses of the following for 2 Credits each : 2. International Economics 3. Indian Advanced Financial System-II 4. Agriculture & Cooperation-II 5. Research Methodology-II 6. Quantitative Economics-II 7. Environmental Economics-II 8. Introduction to Econometrics 9. Economy of Maharashtra-II 10. History of Economics Thoughts-		4	4			OJT:4 On-Job Training in Economics (4)	22	
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										

As Per NEP 2020

University of Mumbai



**UG First Year F.Y.B.A. (Economics)
Mandatory Course**

**Title of the Course: Micro Economics I
Semester- I**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 4 Credit Course

From the Academic year 2024- 2025

Name of the Course: Micro Economics-I

Sr. No.	Heading	Particulars
1	Description the Course:	This course is designed to introduce the students to elementary concepts in microeconomics, economic theories and its application. The student should be able to use these concepts to understand the relevance of microeconomics to the real world. The learners should be able to build on these concepts in the future to develop deeper understanding of the Economy and its relevance in decision making.
2	Vertical:	Mandatory Course
3	Type:	Theory
4	Credit:	4 Credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand subject matter of Microeconomics 2. To enhance students' knowledge about microeconomics, market and consumer's behavior 3. To enhance analytical skills of the students for solving economic problem
8	Course Outcomes:	<p>Student will be able to</p> <ol style="list-style-type: none"> 1. Understand basic concepts of microeconomics 2. Apply concepts of microeconomics into business and real-life problems 3. Analyse different concepts of microeconomics and their relationships 4. Evaluate different concepts of microeconomics its importance and applications in real life 5. Adapt skills set required for economic decision making

9	(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)
Module I: Introduction of Micro Economics (15 Hours)	
1. Micro economics: Meaning, nature, scope, significance and limitations 2. Economic models and Methodologies: Scientific method, Role of Assumptions, Production possibility curve 3. Economist as policy advisors: Positive economics and normative economics, managerial economics, causes of disagreement among economists 4. Basic concept: wealth, welfare and scarcity	
Module II: Understanding Fundamentals of Market (15 Hours)	
1. Demand Analysis: Meaning of demand, Demand Function, Derivation of Demand curve, Individual demand versus Market Demand 2. Supply Analysis: Meaning of supply, Supply function, Derivation of Supply curve, Individual Supply versus Market Supply. 3. Market Equilibrium: Changes in equilibrium, Changes in demand and Supply, movements along the demand curve, shifts in the demand curve, shifts in supply curve	
Module 3: Consumer's Behaviour I (15 Hours)	
1. Utility Analysis: meaning of Utility, Cardinal and Ordinal Approaches, types of goods: Substitutes and complementary 2. Indifference Curve Analysis: Meaning, types and properties of indifference curve 3. Budget Constraint: Meaning, Properties and derivation of Budget line 4. Consumer's Equilibrium: Budget optimization, Income, Price and Substitution effect	
Module 4: Consumer's Behaviour II (15 Hours)	
1. Elasticity of demand: Meaning of elasticity of demand, Methods of elasticity of Demand, 2. Types of elasticity of demand: Price, Income and cross elasticity of demand 3. Elasticity of Demand and applications: Total revenue and the elasticity of demand, Taxes, Subsidies and elasticity effects 4. Consumer's and producer's Surplus: meaning and computation of Consumer's and Producer's Surplus	

10

Reference Books:

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

As Per NEP 2020

University of Mumbai



**Title of the Course: Basic Concepts in Economics-I
Semester- I
Mandatory Course**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Basic Concepts in Economics-I

Sr. No.	Heading	Particulars
1	Description the Course:	The course aims to equip the students with a understanding basic of concepts of used in microeconomics such as Ceteris Paribus, Variables, Function, Equation, Identities, Line, curves, slope, graphs, diagrams, table or schedules.
2	Vertical:	Mandatory Course
3	Type:	Theory
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives: The course objectives Basic Concepts in Economics-I can be summarized as follows:</p> <ol style="list-style-type: none"> 1. To acquaint the students with the basic concepts of microeconomics. 2. To help the students to understand the basic concepts used in microeconomics theories. 	
8	<p>Course Outcomes: By the end of this course, students will be able to</p> <p>CO1: Remember the meaning and importance of various basic concepts used in economics. CO2: Understand the types and use of various basic concepts used in economics. CO3: Apply various basic concepts in a different scenario. CO4: Create various basic concepts used in economics in a hypothetical situation.</p>	

9	(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)
	Module I: Introduction to basic concepts in economics: (15 hours) (1 Credit)
	<ul style="list-style-type: none"> • Ceteris Paribus, Variables, Functions, Equations and Identities: Meaning, Significance and Uses.
	Module II: Graphs and Tables (15 hours) (1 Credit)
	<ul style="list-style-type: none"> • Lines and Curves, Slope, Graphs and Diagrams: Meaning, Types, Importance & Uses. • Tables or Schedules: Meaning, characteristics, importance and uses.
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Lipsey, R.G. and A.K. Chrystal, Economics, Oxford Univ. Press, 2007. 2. Mankiw, N.G., Economics: Principles and Applications, Cengage Learning, 2009. 3. Pindyck, R.S. and D.L. Rubinfeld, Microeconomics, Pearson Education, 2008. 4. Bradley R. Schiller, The Macro Economics Today, Tata McGraw-Hill, 2011. 5. B. Douglas Bernheim and Michael D. Whinston, Micro economics, Tata McGraw-Hill, 2011. 6. Stiglitz, J.E. and C.E. Walsh, Principles of Economics, W.W. Norton, 2002. 7. Salvatore, D.L., Microeconomics: Theory and Applications, Oxford Univ. Press, 2008. 8. Suma Damodaran, Managerial Economics, Oxford University Press, 2006 9. Varian, H.R., Intermediate Microeconomics: A Modern Approach, W.W. Norton, 2002. 10. Sen, Anindya, Microeconomic Theory, Oxford Univ. Press, 1999. 11. Koutsoyiannis, A., Modern Microeconomics, MacMillan Press, 1979. 12. H.L. Ahuja, Business Economics, 1999. <p>H.L. Ahuja, Principles of Microeconomics</p>

As Per NEP 2020

University of Mumbai



Title of the Course: Entrepreneurship Development
Semester- I
Skill Enhancement

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Entrepreneurship Development

Sr. No.	Heading	Particulars
1	Description the Course:	<p>Entrepreneurial development plays a significant role in economic growth. It encourages innovations, new ideas, products and services to the market. It promotes healthy industrial atmosphere by creating avenues for setting the industries and creating wealth and new positions. It provides large scale employment and ways to promote qualities of human life by improving standard of living. There is wider scope in the rural areas for entrepreneur development in the form of agri entrepreneurship.</p> <p>The course on Entrepreneurship Development will help the student's understanding about the conceptual, theoretical and practical knowledge of entrepreneurial abilities and skills.</p>
2	Vertical:	Skill Enhancement√
3	Type:	VSC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1) To inculcate theoretical understanding about entrepreneurship 2) Creating knowledge base to enhance entrepreneurial abilities qualities and skills 3) To enlighten knowledge about entrepreneurship, agri entrepreneurship and development 4) To acquaint students' knowledge with recent trends and development
8	Course Outcomes: Student will be able to	<ol style="list-style-type: none"> 1) Understand about various aspects about entrepreneurship development 2) Apply entrepreneurial knowledge and skills for solving real life problems 3) Analyse different opportunities and challenges of Entrepreneurship development 4) Evaluate different policies and programmes on entrepreneurship. 5) Adapt skill set required to become successful entrepreneur and face any challenges.

9	<p align="center">(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)</p> <p>Module I: Introduction (15 hours) (1 Credit)</p> <p>Entrepreneurship -Meaning, Definition and Significance -Types of Entrepreneurs - Essential qualities to become successful entrepreneur -Functions of Entrepreneur-Obstacles and Challenges before entrepreneurs-Measures to overcome obstacles-Examples of successful Indian entrepreneurs- Incentives and subsidies to entrepreneurs in India.</p> <p>Module II: Entrepreneurship and Entrepreneurial Development (15 Hours) (1 Credit)</p> <p>Factors influencing entrepreneurial development-Role of psychological, social and cultural factors in entrepreneurial development - Agriprenuership: meaning and importance, Entrepreneurial opportunities in agro sector, Challenges of Agriprenuership - Remedial measures- Role of entrepreneurial development institutes in India- - Recent Development in policies and programmes on entrepreneurship.</p>
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). Entrepreneurship. Tata McGraw-Hill Education. 2. Desai, Vasant. <i>Dynamics of Entrepreneurial Development and Management: Planning for future sustainable growth</i>. Himalaya Publication House , 2018. 3. Habbershon, Timothy G. <i>Entrepreneurship: The Engine of Growth</i>. Praeger Publishers Inc, 2006. 4. Joshi, Dr. Savita. <i>Entrepreneurship, Innovations & Start-Ups in India</i>. New Century Publications , 2017. 5. N.P.SRINIVASAN, C.B. GUPTA &. <i>Entrepreneurship Development in India</i> . Sultan Chand & Sons , 2013. 6. Timmons, Jeffry A., and Spinelli, Stephen. <i>New Venture Creation: Entrepreneurship for the 21st Century</i>. McGraw-Hill Education 7. Kuratko, D. F., & Rao, V. (2018). Entrepreneurship: Theory, Process, and Practice. Cengage Learning India.

As Per NEP 2020

University of Mumbai



**Title of the Course: Basics of Agriculture-I
Semester- I**

Skill Enhancement

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Basics of Agriculture-I

Sr. No.	Heading	Particulars
1	Description the Course:	This course provides students with a basic understanding of the types of agriculture in India, along with cropping patterns, the importance of millets, and the need for and measures to improve the productivity of Indian agriculture. This course will familiarize learners with institutes and schemes launched in India to provide capital to this sector.
2	Vertical:	Skill Enhancement√
3	Type:	VSC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide the students with knowledge about the understanding of agriculture in India. 2. Apply the facts to grasp the contribution of agriculture in the Indian scenario. 3. To analyze the requirements of the agriculture sector. 4. To evaluate the various schemes meant to help this sector in India.
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Comprehend and understand the various aspects of agriculture in India. 2. Examine and assess the reasons behind low productivity of the agriculture sector in India. 3. Inspect and weigh up implemented schemes for agriculture in India 4. Synthesize the role of agriculture and the Indian economy in a better manner.

9	<p align="center">(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)</p> <p>Module I: (15 hours) (1 Credit)</p> <p>Agriculture: Types of Agriculture, Types of Cropping Pattern, Factors determining Cropping Pattern, Role of Agriculture in Economic Development, the International Year of Millets, Causes of Low Productivity, and Measures to Improve Productivity.</p> <p>Module II: Capital Formation in Agriculture Sector (15 Hours) (1 Credit)</p> <p>NABARD: Role, Functions, and Long Term Refinance, PM-KISAN 2019 Scheme, National Agriculture Market (e-NAM) Platform, Pradhan Mantri Fasal Bima Yojana (PMFBY), and MGNREGA Scheme</p>
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Memoria, C.B., & Badri Bishal Tripathi (2003), Agricultural Problems of India, Kitab MahalAgencies, Patna. 2. Sankaran, S. (2010), Indian Economy, Margham Publications, Chennai. 3. ARD, https://www.nabard.org/ 4. https://pmkisan.gov.in/ 5. https://www.enam.gov.in/web/ 6. https://www.mygov.in/campaigns/pmfby/ 7. http://nrega.nic.in/

As Per NEP 2020

University of Mumbai



Title of the Course: Economic Data Analysis

**Semester- I
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Economic Data Analysis

Sr. No.	Heading	Particulars
1	Description the Course:	The Economic Data Analysis course provides students with a comprehensive understanding of the principles, methodologies, and tools used in analyzing economic data. In an era where data is abundant yet complex, this course equips students with the skills necessary to interpret, manipulate, and draw meaningful conclusions from economic datasets. This course enables learners to develop foundation in economic data analysis, extract meaningful insights from the data for decision making processes and contribute to evidence based economic research and policy formation.
2	Vertical:	Skill Enhancement√
3	Type:	SEC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand economic data and various sources of data 2. To enhance analytical skill of the students. 3. To equip students with required skill set for visualization and presentation of economic data.
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Understand different data types, data interpretation and visualizations 2. Apply economic data for policy formation, solving business and real-life problems 3. Analyse different economic data and their relationships 4. Evaluate different data sources and their importance 5. Adapt skills set for better understating of economic data

9	<p style="text-align: center;">(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)</p> <hr/> <p>Module I: Meaning, Types and Data Analysis (15 hours) (1 Credit)</p> <ol style="list-style-type: none"> 1. Meaning and Types of Data: Quantitative Data, Qualitative Data, Time Series Data, Cross-Sectional Data, Panel Data. 2. Descriptive statistics: mean, median, mode, Interquartile Range, Percentiles, Quartiles 3. Data visualization techniques: graphs, scatter plots, histograms, bar charts, best practices for effective data visualization. <hr/> <p>Module II: Sources of Economic data in India (15 Hours) (1 Credit)</p> <ol style="list-style-type: none"> 1. Official Government Agencies: Central Statistical Office (CSO), Ministry of Finance, Reserve Bank of India (RBI), Ministry of Commerce and Industry, Ministry of Corporate Affairs (MCA) 2. Social and Demographic Data: National Sample Survey Office (NSSO), Census of India 3. Other Data Sources: Agricultural Data, Financial Markets and Regulatory Bodies, Trade and Industry Associations Research Institutions and Think Tanks: International Organizations, Private Sector Data
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Kezdi, G. B. (2021). <i>Data Analysis for Business economics and Policy</i> . Cambridge University Press. 2. Knaflic, c. N. (2015). <i>Storytelling with Data: A Data Visualization Guide for Business Professionals</i> . Wiley 1st edition. 3. G.O.I. <i>Annual Report</i> . National Statistical Commission, GOI. 4. R. B.I. <i>Handbook of Statistics on the Indian Economy</i>, RBI. 5. Ministry of Finance, GOI, <i>Economic survey</i>, Government of India. 6. Office, N. S. <i>National Sample Survey Report</i>. Ministry of Statistics and Programme Implementation, GOI. 7. Office, N. S. <i>PERIODIC LABOUR FORCE SURVEY</i> . Ministry of Statistics and Programme Implementation, GOI. 8. Center for Monitoring Indian Economy, (CMIE), www.cmie.com

AAs Per NEP 2020

University of Mumbai



**Title of the Course: Money Transaction and Consumer Protection
Semester -I
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Money Transaction and Consumer Protection

Sr. No.	Heading	Particulars
1	Description the Course:	Money Transactions can be classified in two ways i.e, online and offline. In the era of globalization and due to increasing online business, online money transactions are mostly utilised by customers. Many of the times, customers may be cheated by other parties because of lack of knowledge about online system. This course is specifically for the students to understand the various money transactions and their applications in our day-to-day life. It also gives some introductory information about laws related to money transactions for consumer protection.
2	Vertical:	Skill Enhancement√
3	Type:	SEC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To enhance financial literacy among students. 2. To understand the methods of money transactions. 3. To acquaint the basic knowledge about financial instruments and the laws applicable to it
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Comprehend the Indian financial system in relation to banks. 2. Understand the digital payment applications and UPI system. 3. Analyze fraud and scams related to money transactions. 4. Apply consumer safety and protection norms to their daily money transactions.

9	(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)
	Module I: Method of Money Transaction (15 hours) (1 Credit)
	<ol style="list-style-type: none"> 1. Introduction of Indian financial system with respect to banking sector. 2. Introduction to payment technology: Digital payment applications and UPI 3. Safety of digital money transactions. 4. Frauds and scams related to money transactions.
	Module II: Basic Financial Instruments and Consumer Protection (15 Hours) (1 Credit)
	<ol style="list-style-type: none"> 1. Meaning, importance and scope of Cheques and DD. Methods of writing a cheques. 2. Understanding Pay Orders. 3. Consumer Protection in Online Money Transaction. 4. Consumer Protection: Role of Bank Ombudsman.
10	Reference Books: <ol style="list-style-type: none"> 1. Mr. R.N. Chaudhary: ‘Banking Laws: The banking Regulations Act 1949/ RBI Act 1934/ The Negotiable’, Central law Publications, Fourth Edition, January, 2016. 2. N. Maheshwara Swamy: ‘Banking Negotiable Instruments’, Asia Law House. First Edition, 2023. 3. Macmillan: ‘Indian Economy and Indian Financial System’, First Edition, January, 2023. 4. www.rbi.org.in 5. www.consumeraffairs.nic.in

As Per NEP 2020

University of Mumbai



UG First Year F.Y.B.A. (Economics)

**Title of the Course: Micro Economics II
Semester -II
Mandatory Course**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 4 Credit Course

From the Academic Year-2024-2025

Name of the Course: Micro Economics-II

Sr. No.	Heading	Particulars
1	Description the Course:	This course is designed to introduce the students to elementary concepts in microeconomics, economic theories and its application. The student should be able to use these concepts to understand the relevance of microeconomics to the real world. The learners should be able to build on these concepts in the future to develop deeper understanding of the Economy and its relevance in decision making.
2	Vertical:	Mandatory Course
3	Type:	Theory
4	Credit:	4 Credits
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand the concept of Microeconomics. 2. To enhance students' knowledge about Production, Cost and Revenue 3. To acquaint the basic knowledge about Different Market Structure.
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of microeconomics 2. Apply Production function and Producer's Equilibrium 3. Analyse different concepts of Cost, Revenue and Factor Pricing. 4. Analysing Markets and Equilibrium in Different Market Structures

(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)

Module I: Production Analysis

(15 Hours)

1. Production Function: Concept and types: Law of Variable Proportion and Returns to Scale,
2. Concepts of Total, Average and Marginal Product.
3. Isoquant and Producer's Equilibrium

Module II: Cost and Revenue Analysis

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

Module 3: Factor Pricing

(15 Hours)

1. Marginal Productivity Theory of Distribution; Rent: Ricardian Theory of Rent, Modern Theory of Rent.
2. Wages: Modern Theory of Wages; Collective Bargaining; Supply Curve of Labour.
3. Interest: Classical Theory of Interest, Loanable Funds Theory of Interest.
4. Profit: Risk and Uncertainty Theory.

Module 4: Equilibrium in Different Market Structures

(15 Hours)

1. Concept of Equilibrium: TR - TC and MR - MC Approach.
2. Markets structures: Perfect and Imperfect competition (Monopoly, Monopolistic Competition and Oligopoly): Features
3. Equilibrium under various market structures.

10 Reference Books:

- 1.A. Koutsoyainnis, (2015), Modern Microeconomics, 2nd edition, Palgrave Macmillan.
- 2.Paul Samuelson and W. Nordhaus, (2019), Economics, 20th edition: Economics, McGrawHill Publications.
- 3.Mankiw M.G (2015), Principles of Micro economics 7th edition - Cengage Learning.
- 4.H.L.Ahuja, (2016) “Advance Economics Theory” S.Chand & Company Ltd.
- 5.Anindya Sen, (2006), Microeconomics, OUP India Publisher.
- 6.M.L.Jhingan, (2006), “Microeconomics Theory”, 5th edition, Vrinda Publication

- 7.Salvator D, (2003) “Microeconomics Theory and Applications” Oxford University press,new Delhi.

As Per NEP 2020

University of Mumbai



**Title of the Course: Basic Concepts in Economics-II
Semester -II
Mandatory Course**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Basic Concepts in Economics-II

Sr. No.	Heading	Particulars
1	Description the course:	The course aims to equip the students with a understanding ten principles used in economics. The said course also aims to provide basic information on concepts used in macroeconomics, this course will help students, when students enters into the SYBA.
2	Vertical:	Mandatory Course
3	Type:	Theory
4	Credit:	Theory: 2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: The course objectives Basic Concepts in Economics-II can be summarized as follows: <ol style="list-style-type: none"> 1. To acquaint the students with the basic concepts of Microeconomics. 2. To help the students to understand the ten principles of economics. 3. To provide basic information on concepts used in Macroeconomics. 	
8	Course Outcomes: By the end of this course, students will be able to. CO1: Remember the meaning and importance of various basic concepts used in economics. CO2: Understand the ten principles of economics and macroeconomics. CO3: Apply the various basic concepts in a given scenario. CO4: Create the various basic concepts of used in economics in a hypothetical situation.	

9	(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)
	Module I: Ten Principles of Economics: (15 hours) (1 Credit)
	<ul style="list-style-type: none"> • Trade-offs faced by the individuals • Significance of opportunity cost in decision making • Thinking at the margin • Responses to incentives • Benefits from exchange • Organization of economic activities through markets and its benefits • Role of government in improving market outcomes • Dependence of standard of living on production • Growth in quantity of money and inflation • Inflation and unemployment trade-off
	Module II: Concepts in Macroeconomics: (15 hours) (1 Credit)
	<ul style="list-style-type: none"> • GDP, NDP, GNP, NNP, PCI, Real vs. nominal GDP, GDP deflator. • Inflation. • Employment and Full Employment. • Union Budget • Rate of Interest • Business cycle • Foreign Exchange Rate • Balance of Payment

10	Reference Books: <ol style="list-style-type: none"> 1) Mankiw, N.G., Economics: Principles and Applications, Cengage Learning, 2009. 2) Stiglitz, J.E. and C.E. Walsh, Principles of Economics, W.W. Norton, 2002. 3) Suma Damodaran, Managerial Economics, Oxford University Press, 2006 4) Salvatore, D.L., Microeconomics: Theory and Applications, Oxford Univ. Press, 2008. 5) Lipsey, R.G. and A.K. Chrystal, Economics, Oxford Univ. Press, 2007. 6) Pindyck, R.S. and D.L. Rubinfeld, Microeconomics, Pearson Education, 2008. 7) Bradley R. Schiller, The Macro Economics Today, Tata McGraw- Hill, 2011. 8) B. Douglas Bernheim and Michael D. Whinston, Microeconomics, Tata McGraw- Hill, 2011. 9) Sen, Anindya, Microeconomic Theory, Oxford Univ. Press, 1999. 10) Koutsoyiannis, A., Modern Microeconomics, MacMillan Press, 1979. 11) H.L. Ahuja, Business Economics, 1999. 12) H.L. Ahuja, Principles of Microeconomics
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As Per NEP 2020

University of Mumbai



**Title of the Course: Rural Marketing
Semester -II
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Rural Marketing

Sr. No.	Heading	Particulars
1	Description the course:	<p>The course on Rural marketing provides comprehensive understanding about nature, scope, policies and strategies of rural marketing. The course equips learner to develop effective marketing strategies for rural area as Rural consumers have distinct requirements and preferences influenced by factors like agricultural practices, livelihood patterns, and cultural traditions.</p> <p>The course also provide overview of supporting institutions for rural and agricultural marketing. The learners both from rural and urban areas can understand the need of an hour and strengthen their qualities to grab the opportunities offered by rural markets.</p>
2	Vertical:	Skill Enhancement
3	Type:	VSC
4	Credit:	Theory: 2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To Understand Rural Consumer Behaviour. 2. To Identify Market Opportunities in rural areas. 3. To Develop Effective Marketing Strategies. 4. To Overcome the Challenges in Rural Marketing.
8	Course Outcomes:	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. Understand the unique characteristics, consumer behaviour strategies and institutional support for rural marketing. 2. Examine different aspects of rural marketing 3. Explain nature, scope and challenges of rural marketing and behaviour of rural consumer 4. Evaluate problems, policies and marketing strategies for rural markets. 5. Adapt skills set required to overcome the challenges associated with marketing in rural areas

9	(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)
	Module I: Introduction To Rural Marketing (15 hours) (1 Credit)
	Concept-characteristics & scope of the rural marketing, significance of rural marketing - Factors of Rural Markets- Problem of Rural Marketing and Remedies. Concept, Nature & types of Agricultural Marketing- market segmentation in rural areas, Consumer behavior in rural market.
	Module II: Rural Marketing Strategies and Institutional Support (15 hours) (1 Credit)
	Product, Price strategies for rural marketing- Commission on Agriculture Costs and Prices (CACP), National Agriculture Co-operative Marketing Federation (NAFED), Agriculture and Processed Food Exports Development Authority (APEDA) - APMC (Agriculture Price & Marketing Council - The National Co-operative Development Corporation (NCDC), Food Corporation of India (FCI), - Future of Rural Marketing.

10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Kamat Minouti; Krishanmoorthy R. Rural marketing, Himalaya Publishing House, Girgaon, Mumbai 400004 2. Desai Vasant: Small-scale industries & entrepreneurship, Himalaya Publishing House, 3. Sherlekar S.A ; Marketing Management , Himalaya publishing House 4. Acharya S S: Agarwal N.L ; Agriculture Marketing in India, Oxford & IBH Publishing company private limited, New Delhi ,India. 5. Desai.S.S.M: Fundamental of rural economics, Himalaya publishing House. 6. Badi R.V. Badi N.V;. Rural Marketing . 7. Mishra and Puri : Development Issues of Indian Economy Himalaya Publishing House. 8. Habeeb U.R., Rahman K.S. : Rural Marketing in Indai , Himalaya Publishing House - Mumbai 400 004 9. Gopaldaswamy: Rural Marketing , Vikas Publishing House New Delhi. 10.Kashyp Pradeep, Rant Siddhartha: The Rural Marketing, Biztantra, Mumbai.
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As Per NEP 2020

University of Mumbai



**Title of the Course: Basics of Statistics-I
Sem: II
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Basics of Statistics- I

Sr. No.	Heading	Particulars
1	Description the Course:	<p style="text-align: center;">Name of the Course:</p> <p>The Basic Statistics in Economics course provides students with a basic understanding of the basic two types of data, descriptive statistics, especially mean, mode, and median used in analyzing the data. This course will help students with data visualization in a very basic manner.</p>
2	Vertical:	Skill Enhancement
3	Type:	VSC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives: Course Objectives:</p> <ol style="list-style-type: none"> 1. Comprehend the students to solve the problems in various measures, such as central tendency and dispersion. 2. To equip students with the required skill set for visualization and presentation of economic data. 	
8	<p>Course Outcomes: The Learner will be able to</p> <ol style="list-style-type: none"> 1. Comprehend the economic data. 2. Analyze different data types, data interpretations, and visualizations. 3. Apply simple statistics skills for a better understanding of economic information. 4. Critically understand the importance of data available for study. 	

9	<p align="center">(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)</p> <p>Module I: Meaning and Types of Data (15 hours) (1 Credit)</p> <p>Meaning and Types of Data Collection-Primary and Secondary sources, National Sample Survey Organization (NSSO), Central Statistical Organization (CSO), Methods of Sampling - Probability and Non- Probability Sampling.</p> <p>Module II: Data Tabulation and Visualization (15 hours) (1 Credit)</p> <p>Parts of Tabulation- Types of Tables; Diagrammatic and Graphical Representation- Advantages of Diagrammatic and Graphical Representation- Types of Diagram- Graphs- Histograms; Frequency Polygons; and Limitations of Diagrams and Graphs. Categorical variables : pie charts and bar graphs.</p>
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Agarwal, B. L. (2006). <i>Basic statistics</i>. New Age International. 2. Arora, P.N. Sumeet Arora and Amit Arora (2009), <i>Elements of Statistical Methods</i>, Sultan Chand Sons & Company Limited, Ram Nagar, New Delhi. 3. Gupta, S.P. (2002), <i>Statistical Methods</i>, Sultan Chand Sons & Co, New Delhi. 4. Kothari, C. R. (2004). <i>Research methodology</i>. New Age. 5. Moore, D. S. (2010). <i>The basic practice of statistics</i>. Palgrave Macmillan. 6. Pillai R.S. N. & Bagavathi (2007) <i>Statistics-Theory and Practice</i>, S.Chand & Company Ltd, New Delhi -110055.

As Per NEP 2020

University of Mumbai



**Title of the Course: FIN TECH
Sem: II
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: FIN TECH

Sr. No.	Heading	Particulars
1	Description the Course:	FIN TECH course provides students with a comprehensive understanding about how technological innovations are reshaping banking and financial sector. Fintech has emerge as a catalyst, blending cutting-edge technology with financial services to redefine traditional practices and introducing ground breaking solutions. This course aims to provide a comprehensive understanding of fintech's multifaceted realm, from its inception to its current and future applications
2	Vertical:	Skill Enhancement
3	Type:	SEC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To understand basic concepts underlying Fintech 2. To acquaint students with opportunities, importance and challenges of Fintech 3. To equip students with required skill set for applications and uses of fintech.
8	Course Outcomes: The Learner will be able to	<ol style="list-style-type: none"> 1. Understand role and applications of technology in financial sector 2. Apply innovative technology for providing financial services 3. Analyse diverse landscape of Fin Tech 4. Evaluate different Fin Tech, its importance and challenges 5. Adapt skills set for uses and applications of Fin-technology

9	<p align="center">(This Course is also applicable to the students of Institute of Distance & Open Learning (IDOL) of University of Mumbai)</p>
	<p>Module I: Introduction to FinTech (15 hours) (1 Credit)</p> <ol style="list-style-type: none"> 1. Overview of Fin Tech: Meaning, Historical overview, Scope and Trends FinTech, Financial Inclusion and FinTech 2. Importance and impact of technology in Financial Services: Fin Tech and India 3. Fin Tech Ecosystem: Key Players in Fin Tech industry, Fin Tech Business Models <p>Module II: Fin Tech: Payment, Digital Finance and Regulation (15 hours) (1 Credit)</p> <ol style="list-style-type: none"> 1. Emergence of FinTech in Payment Systems: Digital payment, Mobile wallet Payments, Contactless payments, Payment processing and infrastructure 2. Peer-to-Peer Lending and Crowdfunding: Overview of P2P Lending, Crowdfunding Models 3. Fintech Startups and entrepreneurship: Launching Fintech Startups, Funding options and venture capital, Success stories and challenges.
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Kulkarni, Aditya. <i>Auth n Capture: Introduction to India's Digital Payments Ecosystem</i>. Chennai: Notion Press 1st edition , 2021. 2. Maurizio Pompella, Roman Matousek. <i>The Palgrave Handbook of Fin Tech and Blockchain</i>. Palgrave Macmillan Cham, 2021. 3. Mistry, Dr. Komal. <i>Fintech in India</i> . Atlantic Publishers , n.d. 4. Phadke, Mr. Sanjay. <i>Fintech Future: the Digital DNA of Finance</i> . 2020: Sage Publication, n.d. 5. Susanne Chishti, Janos Barberis. <i>The Fintech Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries</i>. Wiley; 1st edition, 2016.

As Per NEP 2020

University of Mumbai



**Title of the Course: Economic Data Visualization with Excel
Sem: II
Skill Enhancement**

**(This Course is also Applicable to the Students of Institute of
Distance & Open Learning (IDOL) of University of Mumbai)**

Syllabus for 2 Credit Course

From the Academic Year-2024-2025

Name of the Course: Economic Data Visualization with Excel

Sr. No.	Heading	Particulars
1	Description the Course:	This course will provide learners with a comprehensive understanding about Data visualization techniques in Excel. As Economist have to deal with large and complex data sets and make decisions for policy framing, business and solving social issues. Data Visualization is an important element in analysing data. Microsoft Excel serves as the foundational tool for data analysis with its visual representation features. Learners will explore various visualization techniques, learn to create insightful charts, graphs, and dashboards, and understand the principles of data representation for effective communication and decision-making.
2	Vertical:	Skill Enhancement
3	Type:	SEC
4	Credit:	2 Credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 2. To understand basic features of MS Excel 3. To acquaint with techniques of data Visualisations 4. To equip with required skill set for Data Visualisation using MS.- Excel
8	Course Outcomes: The Learner will be able to	<ol style="list-style-type: none"> 5. Understand principles and techniques of Data Visualisation 6. Apply features of MS-Excel 7. Analyse different visualization techniques and tools for a variety of Data Set 8. Evaluate Data using MS-Excel 9. Adapt skills set for uses and applications of MS Excel for Data Visualisation and Analysis

9	(This Course is also applicable to the students of Institute of Distance & OpenLearning (IDOL) of University of Mumbai)
	Module I: Introduction to data Visualisation and MS-Excel (15 hours) (1 Credit) <ol style="list-style-type: none"> 1. Introduction: Importance, Need and principles of data visualization 2. Basic features of MS-Excel: Excel interface overview, shortcuts, standard toolbar, customizing the quick access toolbar, Excel self help 3. Basic formatting: Data Import, formatting and cleaning in excel, conditional function and other functions 4. Data Processing and Data Lookups: sorting and filtering, Data validation with lists, table, text to column 5. Data Analysis in Excel: Data Analysis tools, formulas
	Module II: Data Visualization in Excel (15 hours) (1 Credit) <ol style="list-style-type: none"> 1. Introduction to chart: Numerical charts and non-numerical charts, sparklines 2. Visualization with excel charts: creating charts from data 3. Pivot tables: Creating Pivot tables, Using the pivot table toolbar, slicers, pivot charts 4. Introduction and use of dashboard and infographics and KPI 5. Analyzing real-word dataset: Data Visualization and Statistical analysis
10	Reference Books: <ol style="list-style-type: none"> 1. Manning, Patrick. <i>Excel Data Analysis: Your Visual Blueprint for Analyzing Data, Charts, and PivotTables</i>. Wiley, 2015 2. Arora, ritu. <i>Mastering Advanced Excel</i>. BPB Publications , 2023. 3. Camoes, Jorge. <i>Data at Work: Best practices for creating effective charts and information graphics in Microsoft Excel</i>. New Riders; 1st edition, 2016. 4. Few, Stephen. <i>Now You See It: Simple Visualization Techniques for Quantitative Analysis First</i>. Analytics Press; First Edition , 2009. 5. Kirk, andy. <i>Data Visualisation: A Handbook for Data Driven Design</i>. SAGE Publications Ltd; First Edition , 2016. 6. Knaflic, cole nussbaumer. <i>Storytelling with Data: A Data Visualization Guide for Business Professionals</i>. Wiley; 1st edition , 2015. 7. O.A, Sam. <i>Excel: Mastering Data Analysis, Visualization, and Automation for Success with Microsoft 365</i>. SA-Publishing, 2023. 8. Ranganathan, Kavita. <i>Impactful Data Visualization</i>. Penguin Business, 2023. 9. Roy, Dr. Shrishendu. <i>Data Visualization : Using Power BI, Orange and Excel</i>. Notion Press; 1st edition, 2021. <p>Schwabish, Jonathan. <i>Data Visualization in Excel: A Guide for Beginners, Intermediates, and Wonks</i>. A K Peters/CRC Press; 1st edition, 2023</p>

QUESTION PAPER PATTERN
(External and Internal)

For 4 Credit Courses

A- External/Semester End Examination Marks:60 Time:2 Hours

Note: 1. Attempt any four out of six
2.Each question carries equal marks.(15 marks each)

- Q.1
- Q.2
- Q.3
- Q.4
- Q.5
- Q.6

(B)Continuous Internal Evaluation.

Marks:40

(Prepare the format of Internal Evaluation according to your subject)

Sr.No.	Particular	Marks
1	Assignments	15
2	Classroom Presentations	05
3	Essay Submission/ Book review	10
4	Participation in Departmental Activities / Field Visit Report	10

For 2 Credit Courses

- *External/ Semester End Examination*
Marks:30
Time:1 Hour

Note: Attempt any TWO Questions. (30 Marks)

Q.1. Essay Type Questions (Based on Unit I). Marks 15

Q.2. Essay Type Questions (Based on Unit II). Marks 15

Q.3. Short Notes/ Problem (Attempt any two out of four Based on all Units). Marks 15

- **Continuous Internal Evaluation.** **Marks:20**

***(Prepare the format of Internal Evaluation according to your subject)**

Sr.No.	Particular	Marks
1	Classroom Presentations/ Assignments	10
2	Essay Submission/Book review/Field Visit Report / Educational Activity Report	10

Marks:20-

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Appendix B

Justification for B.A. (Economics)

1.	Necessity for starting the course:	This course will help to build resourceful and skilled youths who will contribute to the economic development of India and therefore policy making at the global level.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2024-25	Yes, already started. As per NEP 2024-25
4.	The courses started by the University are self-financed, whether an adequate number of eligible permanent faculties are available?:	Yes
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	3 year/ 4 years No compress
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120
7.	Opportunities of Employability / Employment available after undertaking these courses:	This course will help to build resourceful and skilled manpower who will contribute to the economic development of India and therefore policy making at the global level. They can do jobs in the corporate world, and own startups and government sectors.



<i>Sign of BOS Chairman Prof. Dr. Suresh Maind Board of Studies in Economics</i>	<i>Sign of the Offg. Dr Manisha Karne Associate Dean Faculty of Humanities</i>	<i>Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities</i>	<i>Sign of the Dean Prof. Dr Anil Singh Faculty of Humanities</i>
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As Per NEP 2020

University of Mumbai



Syllabus for Indian Knowledge System	
Board of Studies in Indian Knowledge System	
UG First Year Programme	
Semester	I OR II
Title of Paper	Credits
I) Indian Knowledge System	2 (either I or II Semester)
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	Vertical :	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By \surd)
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives) <ol style="list-style-type: none"> 1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition. 2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. 3. To help to study the enriched scientific Indian heritage. 4. To introduce the contribution from Ancient Indian system & tradition to modern science & Technology. 	
8	Course Outcomes: (List some of the course outcomes) <ol style="list-style-type: none"> 1. Learner will understand and appreciate the rich Indian Knowledge Tradition 2. Lerner will understand the contribution of Indians in various fields 3. Lerner will experience increase subject-awareness and self-esteem 4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined 	
9	Modules:-	
	Module 1: (10 Hours)	

	<ol style="list-style-type: none"> 1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System) 2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions) 3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE) 4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)
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	<p>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</p>	
	<p>Module 2: (10 Hours)</p>	
	<p>1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)</p>	
	<p>Module 3: (10 Hours) (Select Any FIVE out of the following)</p>	
	<p>1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran & Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy 9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce</p>	
10	<p>Reference Books</p> <p>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. 3. History of Chemistry in Ancient India & Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature 6. Winternitz M- History of Indian Literature Vol. I, II & III 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II & III. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</p>	
11	<p>Continuous Internal Assessment: 40%</p>	<p>Semester End Examination : 60%</p>
12	<p>Continuous Evaluation through: Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report 20 Marks, class Test / MCQ Test 10 Marks, Overall Conduct and Class Participation 10</p>	

	Marks	
13	Format of Question Paper: for the final examination Q1. Attempt any TWO Questions out of FIVE. Q2. Attempt any FIVE Questions out of TEN Q3. Attempt any FIVE Questions out of FIFTEEN.	10 Marks 25 Marks 25 Marks

Sign of the BOS
Chairman
Name of the
Chairman
Name of the BOS

Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Name of the Faculty

Sign of the
Offg. Dean
Name of the Offg. Dean
Name of the Faculty

As Per NEP 2020

University of Mumbai



Title of the Course

Foundation of Behavioural skills – Basic level

Semester – Sem I

Syllabus for Two Credit

(With effect from the academic year 2024-25)

PROGRAM	BA /BSc/ BCOm
SEMESTER	I
COURSE TITLE	Foundation of Behavioural skills Basic level
VERTICLE /CATEGORY	E (Value Education Course)
COURSE LEVEL	50
COURSE CODE	
COURSE CREDIT	2
HOURS PER WEEK THEORY	2
HOURS PER WEEK PRACTICAL/TUTORIAL	

COURSE OBJECTIVE

1. To develop understating about behavioural Skills.
2. To develop communication skills of students through experiential learning.
3. Life skill development through work life balance and stress management training.
4. To developing effective leadership quality among the learners.

COURSE OUTCOME

CO1: Learners will be able to Define and Identify different life skills required in personal and professional life

CO2: Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.

CO3: Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions

CO4: Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems

ORGANISATION OF THE COURSE

UNIT NO	COURSE UNITS	HOURS PER WEEK
1	Module 1: Behavioural skills	2*5=10
2	Module 2: Stress Management	2*2=04
3	Module 3: 21st-century skills	2*5=10
4	Module 4: Understanding Value Education	2*3=6
TOTAL HOURS		30

COURSE DESIGN

UNIT TITLE	OUTCOME	DESCRIPTION	PEDAGOGICAL APPROACH
Behavioural skills	Learners will be able to Define and Identify different life skills required in personal and professional life.	<p>Overview of Life Skills: Meaning and significance of life skills, skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.</p> <p>Life skills for professionals: positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them, helping others, leadership, motivation, self-motivation, and motivating others, personality development, IQ, EQ, and SQ2.</p>	Examples, TED Talks, videos.

Stress Management	Learners will develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.	Stress, reasons and effects, identifying stress, stress diaries, the four A's of stress management, techniques, Approaches: action-oriented, emotion-oriented, acceptance-oriented, resilience, Gratitude Training, Coping with emotions: Identifying and managing emotions, harmful ways of dealing with emotions, PATH method and relaxation techniques.	Examples, Role Plays, Behavioral Simulations and Games
21st-century skills	Learners will be able to explain the basic mechanics of effective communication and demonstrate these through presentations and take part in group discussions	Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making, Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Lateral Thinking, Myths of creativity, Critical thinking Vs Creative thinking,	Case Discussions, Games and simulations, Group discussions.
Understanding Value Education	Learners will be able to use appropriate thinking and problem-solving techniques to solve new problems	Introduction – Definition, Importance, Process & Classifications of Value Education: Understanding the need, basic guidelines, content and process for Value Education Understanding the thought-provoking issues; need for Values in our daily life Choices making – Choosing, Cherishing & Acting, Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.	Case Discussions, Games and simulations, Community Service, Presentations

CONTINUOUS ASSESSMENT TESTS (CAT) & SEMESTER END EXAMINATION (SEE)			
NATURE OF ASSESSMENT	MARKS	METHODOLOGY	COURSE OUTCOME
CAT 1 *	10	Online Quiz, Open book test, Presentations, Projects and Viva	CO1
CAT 2 *	05	Presentations, Projects and Viva	CO1, CO2
CAT 3 *	10	Online Quiz, Open book test, Presentations, Project Assignment and Viva	CO3
CAT 4 *	05	Presentations, Projects and Viva	CO4
SEE	30	Five questions of 10 marks each (from each course unit), to be attempted any 3, 10 marks may be subdivided into two sub questions of 5 marks	CO1, CO2, CO3, CO4

*Any Two for 20 marks

ESSENTIAL READINGS	<ol style="list-style-type: none"> 1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics. 2. Shiv Khera, "You Can Win", Macmillan Books, New York, 2003. 3. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
ADDITIONAL READINGS	The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Stephen Covey Free Press (first published August 15th 1989)

Syllabus Drafting Committee

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Chairman of Board of Studies in Value Education