

**Sheth T.J. Education Society's  
Sheth N.K.T.T. College of Commerce &  
Sheth J.T.T. College of Arts (Autonomous), Thane**

**Credit structure as per NEP 2020 S.Y.B.A.(2025-26)**

	<b>Semester III Subjects</b>	<b>Credits</b>		<b>Semester IV Subjects</b>	<b>Credits</b>
<b>Major</b>					
<b>BAE301</b>	Economics: Indian economy <i>che</i>	4	<b>BAE401</b>	Economics: Macroeconomics <i>che</i>	4
<b>BAS302</b>	Sociology: Indian Society: <i>8</i>	4	<b>BAS402</b>	Sociology: Developmental <i>8</i>	4
<b>BAP302</b>	Structure and Changes / Psychology: Social Psychology <i>che</i>		<b>BAP402</b>	Sociology / Psychology: Developmental Psychology <i>8</i> Conception to Childhood <i>8</i>	
<b>Minor</b>					
<b>BAP303</b>	Psychology: Social <i>8</i>	4	<b>BAP403</b>	Psychology: Developmental <i>8</i>	4
<b>BAS303</b>	Psychology / Sociology: Urban Sociological Studies <i>8</i>		<b>BAS403</b>	Psychology: Conception to Childhood. / Sociology: Social Demography <i>8</i>	
<b>BAB304</b>	OE: Business Law I <i>che</i>	2	<b>BAB404</b>	OE: Business Law II <i>che</i>	2
<b>BAA304</b>	OE: Accountancy: Fundamentals of Accounting - I <i>che</i>		<b>BAA404</b>	OE: Accountancy: Fundamentals of Accounting - II <i>che</i>	
<b>BAC304</b>	OE: Commerce: Consumer Behavior <i>8</i>		<b>BAC404</b>	OE: Commerce: Customer Relationship Management <i>8</i>	
<b>BAE305</b>	VSC: Economics: Entrepreneurship Development <i>che</i>	2	<b>BAE405</b>	SEC: Economics: Basics of Financial Markets. <i>che</i>	2
<b>BAS305</b>	VSC: Film and Society: A Sociological Perspective <i>8</i>		<b>BAS405</b>	SEC: Social Research Methods and Techniques. <i>8</i>	
<b>BAP305</b>	VSC: Introduction to Counselling skills <i>8</i>		<b>BAP405</b>	SEC: Psychological Research and techniques. <i>8</i>	
<b>BAL306</b>	AEC: Hindi - I / Marathi-I <i>che</i>	2	<b>BAL406</b>	AEC: Hindi - II / Marathi-II	2
<b>BAS307/</b> <b>BAP307</b>	FP: Sociology / Psychology <i>che</i>	2	<b>BAS407/</b> <b>BAP407</b>	CEP: Sociology / Psychology <i>8</i>	2
<b>BAS308/</b> <b>BAP308</b>	CC: NSS (Fundamentals of social service and Volunteering) / Yoga/ Sports/ Cultural <i>8</i>	2	<b>BAS408/</b> <b>BAP408</b>	CC: NSS (National Integration and Community harmony) / Yoga/ Sports/ Cultural <i>8</i>	2
	<b>Total</b>	<b>22</b>			<b>22</b>

*che*  
NEP Coordinator

Prof. Hina Chande



*che*  
Principal  
Dr. Dilip Patil

Sheth T. J. Education Society's  
Sheth N.K.T.T College of Commerce and Sheth J.T.T College of Arts, Thane (W)  
(Autonomous)

Programme Name: <b>B.A.</b>	<b>Semester: IV</b>
Course Category/Vertical: Major	
Name of the Dept: Economics	
Course Title: Macroeconomics	
Course Code: BAE401	Course Level: 5.0
Type: Theory	
Course Credit: 4 credits	
Hours Allotted: 60 Hours	
Marks Allotted: 100 Marks	
<b>Course Objectives (CO):</b> (List the course objectives)	
CO1. To familiarize students with the basic concepts of macroeconomics, including its nature, scope, and significance in policy-making, while acknowledging its limitations.	
CO 2. To provide students with an understanding of key economic indicators like GDP, GNP, NNP, and NDP, and how they are used to analyze economic performance through real and nominal values.	
CO 3. To introduce students to the core ideas of Keynesian economics, including effective demand, consumption, investment, and the multiplier, and to differentiate these ideas from post-Keynesian approaches	
CO 4. To equip students with knowledge about money supply, demand, inflation, and policies to manage economic issues such as stagflation, unemployment, and inflation.	
<b>Course Outcomes (OC):</b> (List the course outcomes)	
OC1. By the end of the course, students will be able to explain the key concepts of macroeconomics, including national income, GDP, GNP, and the circular flow of income in both closed and open economies.	
OC 2. Students will develop the ability to analyze and apply the concepts of effective demand, investment, consumption, and the IS-LM model to assess economic equilibrium and policy impacts.	

OC 3. Students will gain the skills to evaluate key economic issues such as unemployment, inflation, stagflation, and the trade-off between wages and unemployment using economic theories and models.

OC 4. Upon completing the course, students will be able to propose and evaluate macroeconomic policies, including those related to inflation control, money supply, and fiscal interventions, based on the learned theories and models.

<b>Description of the course:</b>  <b>(Including but not limited to)</b>	The study of this paper will make students familiar with macroeconomic terms and concepts in order to understand economy at aggregate level. It will also make students familiar with recent developments in the field of Macroeconomics.
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### Syllabus: NEP 2020 w. e. f 2025-26

Unit No.	Content	Hours
I	<p><b>Module 1 Introduction to Macro Economics</b></p> <ul style="list-style-type: none"> <li>❖ <b>Macroeconomics:</b> Meaning, Nature, scope and importance in policy-making, Limitations.</li> <li>❖ <b>National Income:</b> GDP, GNP, NNP, NDP, Personal Income, Disposable Income, GDP deflator, Real vs. nominal GDP- Circular flow of income and expenditure in closed and open economy.</li> <li>❖ <b>Trade Cycle:</b> features, types and phases.</li> </ul>	15
II	<p><b>Module 2 Basic concepts of Keynesian Economics</b></p> <ul style="list-style-type: none"> <li>❖ <b>Say's law:</b> features, implications, criticism</li> <li>❖ <b>Effective demand:</b> ADF, ASF factors affecting and determination of employment and output</li> <li>❖ <b>Consumption:</b> factors affecting, Properties, APC, MPC, Practical sums.</li> <li>❖ <b>Investment:</b> Investment function, types, MEC and factors affecting.</li> </ul>	15

	<ul style="list-style-type: none"> <li>❖ <b>Investment multiplier:</b> Working, Leakages, Importance. Limitations</li> </ul>	
III	<b>Module 3: Post Keynesian economics</b> <ul style="list-style-type: none"> <li>❖ Difference between Keynesian and post-Keynesian approaches, the relevance of post-Keynesian economics in contemporary policies.</li> <li>❖ <b>The IS-LM Model-</b> Goods market: derivation of IS curve, slope and shifts, Money market: derivation of LM curve, slope and shifts, IS-LM equilibrium.</li> <li>❖ <b>Unemployment and inflation:</b> Phillips curve- Trade-off between wages and unemployment rate in the short run and long run.</li> <li>❖ <b>Stagflation:</b> causes of stagflation and consequences</li> <li>❖ <b>Supply-side economics</b></li> </ul>	15
IV	<b>Supply of Money, Money Demand and Inflation</b> <ul style="list-style-type: none"> <li>❖ <b>Supply of money:</b> Determinants of Money supply, Velocity of circulation of money.</li> <li>❖ <b>Demand for money:</b> Classical approach, Keynesian (liquidity preference theory)</li> <li>❖ <b>Value of money:</b> Definition, importance, factors affecting, quantity theory of money.</li> <li>❖ <b>Inflation:</b> Meaning, types, causes of demand pull and cost push inflation, effects, policy measures to curb inflation.</li> </ul>	15
	<b>Total Hours</b>	<b>60</b>

### References:

1. Ahuja, H.L., (2008), Macroeconomics theory and Policy, S. Chand and company Ltd. New Delhi.
2. Eroll D' Souza, (2008), Macroeconomics, Pearson Education
3. N. Gregory Mnakiw, (2015), Principle of Macroeconomics, Cengage Learning

4. Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macroeconomics Delhi: McGraw Hill Publication.
5. Paul Samuelson and William Nordhaus, (2010), Economics, McGraw Hill Publication.
6. Keynes, J. M. (1936). The general theory of employment, interest, and money. Harcourt Brace.

### **Pattern for Internal and External Examination**

#### **Scheme of Examination**

Internal: 40 Marks

External: 60 Marks

#### **Pattern for Internal Examination**

<b>Internal</b>	<b>Marks: 40</b>
Assignment	10 marks
Active class Participation/Attendance	10 Marks
Class test	20 Marks

#### **Pattern for Class test**

Q. 1 Choose the correct answer from the following. (10 Marks)

Q. 2 Answer the following in one or two sentences. (10 Marks)

#### **Pattern for External Examination**

<b>Q. No.</b>	<b>External</b>	<b>Marks: 60</b>
Q .1 (From Module 1)	Attempt any two (out of 3) A) B) C)	15 Marks
Q. 2	Attempt any two (out of 3)	15 Marks

(From Module 2)	A)  B)  C)	
Q. 3  (From Module 3)	Attempt any two (out of 3)  A)  B)  C)	15 Marks
Q. 4  (From Module 4)	Attempt any two (out of 3)  A)  B)  C)	15 Marks

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Programme Name: <b>B.A</b>	Semester: <b>IV</b>
Course Category/Vertical: <b>Major</b>	
Name of the Dept: <b>Sociology</b>	
Course Title: <b>Developmental Sociology</b>	
Course Code: <b>BAS402</b>	Course Level: <b>5</b>
Type: <b>Theory / Practical</b>	
Course Credit: <b>4 credits</b>	
Hours Allotted: <b>60 Hours</b>	
Marks Allotted:	
<b>Course Objectives (CO):</b> (List the course objectives)	
CO 1. To introduce students to the concept and process of development.	
CO 2. To help students understand various theoretical perspectives that have shaped the concept of development	
CO 3. To introduce students to the concept of development in general and in the context of India a particular.	
CO 4. To help students gain an insight into the alternative approaches to development.	
<b>Course Outcomes (OC):</b> (List the course outcomes)	
OC 1. Understand the concept of development and development as a process.	
OC 2. Understand various theoretical perspectives that have shaped the concept of development.	
OC 3. Students will understand development in Indian context.	
OC 4. Gain an insight into alternative approaches to development.	
<b>Description the course:</b> <b>Including but Not limited to:</b>	<p><b>Developmental Sociology</b> examines <b>social, economic, and political transformations</b> that shape human societies over time. It explores how <b>development</b> is defined, measured, and implemented, focusing on its impact on different communities.</p> <p>This course covers:</p> <p><b>Theories of Development</b> – Modernization, World-Systems, Globalization</p> <p><b>Measuring Development</b> – HDI, GDI, MPI, Social &amp; Economic Indicators</p> <p><b>Globalization &amp; Its Effects</b> – Industry, Agriculture, Environment</p> <p><b>Alternative Approaches</b> – Sustainable Development, People-Centric Models, Tribal &amp; Rural Development</p> <p>Through <b>case studies (Hiware Bazaar, Mendha Lekha, PM-KISAN, etc.)</b>, students analyse <b>real-world development issues</b> and assess policies that promote inclusive, equitable, and sustainable growth.</p>

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<p><b>UNIT I: Understanding Development</b></p> <p>A. Growth and Development B. Modernization- Theories-Walt Rostow, World System Theories- Wallerstein, Dependency theory-Samir Amin C. Indicators of Development (HDI,GDI,MPI)</p>	15
II	<p><b>UNIT II: Globalization and Development</b></p> <p>A. Globalization and Industry -Delhi Mumbai Industrial Corridor B. Globalization and Environment – Jaitapur Nuclear Power C. Globalization and Agriculture - Pradhan Mantri Kisan Samman Nidhi (PM-KISAN)</p>	15
III	<p><b>UNIT III: Measuring Development</b></p> <p>A. Social Development - Social Indicators (Literacy rate, Life expectancy, Infant mortality rate) B. Economic Indicators (Gross Domestic Product (GDP), Gross National Product (GNP), Per Capita Income) C. Environmental and ecological indicators</p>	15
IV	<p><b>UNIT IV: Alternative Approaches to Development</b></p> <p>A. Sustainable Development Goals B. Forest Rights Act 2006 and its impact on Tribal community C. People-Centric development, Mendha Lekha (Gadchiroli), 'Adarsh Gaon' - Hiware Bazaar (Ahmednagar)</p>	15
	<b>TOTAL</b>	60

**References:**

1. Abraham M.F. (1990), Modern Sociological Theory: An Introduction, OUP, New Delhi
2. Appadurai, Arjun ( 1997 ) : Modernity At Large: Cultural Dimensions of Globalization, New Delhi: OUP, New Delhi:
3. Dereze, Jean and Amartya Sen : (1996) India: Economic Development and Social Opportunity, OUP, New Delhi:
4. Desai, A.R. (1985 ):India's Path of Development: A Marxist Approach Bombay Popular Prakashan David Harrison · (2003) :
5. The Sociology of Modernization and Development, Taylor & Francis, U.K. Dube S.C. (1988) : Modernization & Development Vistara Publications, , New Delhi.
6. Giddens, Anthony, (1990), The Consequences of Modernity, Polity Press, Cambridge:
7. Harrison, D.(1989) : The Sociology of Modernization and Development, Sage, , New Delhi.
8. Haq. Mahbubul. (1991) : Reflections on Human Development, OUP, New Delhi.
9. Ahmed, Kundu et al (ed), (2010) India's New Economic Policy: A Critical Analysis, New York: Routledge
10. Arundhuti Roy Choudhury, (2000) Amusement Parks versus People's Livelihood, EPW, Vol. 35, Sept. 9-15
11. Banerjee Swapna, (2011) Contradictions of 'development' in contemporary India, Open Democracy
12. Bryan Alan, (2012) Social research methods, Oxford Publication
13. Bidwai Praful, 19 Feb, 2011, People v/s Nuclear Power in Jaitapur, Maharashtra, EPW, Vol. 46
14. Collective water management through water banks, July 2010, Clean India Journal
15. Dias Anthony, (2012) Development and its human cost, Rawat publication
16. Jodgand P G & Michael S M (2003), Globalization and social movements, Rawat Publication
17. [www.payog.org](http://www.payog.org) –Arun Deshpande, Development of Ankoli village, Solapur

## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal: 40 Marks

External: 60 Marks

Internal	Marks: 40
Assignment/Participation/Group Discussion/Book Review/Film Review/Attendance	20 Marks
Class test	20 Marks

### **MODEL QUESTION PAPER**

#### **SEMESTER IV**

#### **External Examination (60 Marks)**

1. Attempt Any Four Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

2. Attempt Any FOUR Question (10 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

**Sheth T. J. Education Society's  
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Program Name: <b>B.A.</b>	Semester: <b>IV</b>
Course Category: <b>Minor</b>	
Name of the Dept: <b>Psychology</b>	
Course Title: <b>Developmental Psychology : Conception to Childhood</b>	
Course Code: BAP403	Course Level: 5
Course Credit: 4	Total Marks: <b>100</b>
<p><b><u>Learning Objectives:</u></b></p> <ol style="list-style-type: none"> <li>1. To learn the development of a human being through the lens of Developmental Psychology.</li> <li>2. To integrate the findings of the changes in various aspects of development in Infancy.</li> <li>3. To compare the understanding of the changes taking place in Preschool years.</li> <li>4. To identify the milestones in middle childhood.</li> </ol>	
<p><b><u>Course Outcomes (CO):</u></b></p> <p>After completing the course, students will be able to...</p> <p>CO1: Describe the process of Conception and prenatal development.</p> <p>CO2: Explain the birth process and development in different areas of life during infancy.</p> <p>CO3: Comprehend development in different aspects of Preschooler's life.</p> <p>CO4: Describe the areas of development in middle childhood.</p>	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
<b>I</b>	<p><b>Introduction to lifespan development</b></p> <p>a) Lifespan development: Definition</p> <p>b) Beginning of life: Conception, fertilisation</p> <p>c) Prenatal development, Environmental factors affecting Prenatal Development</p>	<b>15</b>

<b>II</b>	<b>Birth and Development of an Infant</b>  a) Birth Process: Stages, Birth Complications b) Development of an Infant: Physical development, Cognitive Development c) Social and Personality development in Infancy	<b>15</b>
<b>III</b>	<b>Development throughout the Preschool years</b>  a) Physical and Cognitive Development in Preschool years b) Social development in Preschool years: Development of Self, Theories c) Personality development in Preschool years:	<b>15</b>
<b>IV</b>	<b>Development throughout the Middle Childhood</b>  a) Physical and Cognitive Development in Middle Childhood b) Social development in Middle Childhood : Development of Self, Theories c) Personality development in Middle Childhood:	<b>15</b>
<b>Total hours</b>		<b>60</b>

#### **Books for study:**

1. Feldman, R. S. & Babu, N. (2018). Development across the LifeSpan. (8th Ed). India: Pearson India Education services Pvt. Ltd
2. Feldman, R. S. (2015). Development across the Lifespan. 7 th Edition. New Delhi: Dorling Kindersley India pvt ltd.

#### **Books for references:**

1. Santrock, J. W. (2019). *Life-span development* (17th ed.). McGraw Hill Education.
2. Papalia, D. E., Feldman, R. D., & Martorell, G. (2014). *Experience human development* (13th ed.). McGraw Hill Education.
3. Berk, L. E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
4. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007

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(Autonomous)**

Program Name: <b>B.A.</b>	Semester: <b>IV</b>
Course Category: <b>Major</b>	
Name of the Dept: <b>Psychology</b>	
Course Title: <b>Developmental Psychology : Conception to Childhood</b>	
Course Code: BAP402	Course Level: 5
Course Credit: 4	Total Marks: <b>100</b>
<b><u>Learning Objectives:</u></b>	
<ol style="list-style-type: none"><li>1. To learn the development of a human being through the lens of Developmental Psychology.</li><li>2. To integrate the findings of the changes in various aspects of development in Infancy.</li><li>3. To compare the understanding of the changes taking place in Preschool years.</li><li>4. To identify the milestones in middle childhood.</li></ol>	
<b><u>Course Outcomes (CO):</u></b>	
After completing the course, students will be able to... CO1: Describe the process of Conception and prenatal development. CO2: Explain the birth process and development in different areas of life during infancy. CO3: Comprehend development in different aspects of Preschooler's life. CO4: Describe the areas of development in middle childhood.	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
<b>I</b>	<b>Introduction to lifespan development</b> a) Lifespan development: Definition b) Beginning of life: Conception, fertilisation c) Prenatal development, Environmental factors affecting Prenatal Development	<b>15</b>
<b>II</b>	<b>Birth and Development of an Infant</b> a) Birth Process: Stages, Birth Complications b) Development of an Infant: Physical development, Cognitive Development c) Social and Personality development in Infancy	<b>15</b>
<b>III</b>	<b>Development throughout the Preschool years</b> a) Physical and Cognitive Development in Preschool years b) Social development in Preschool years: Development of Self, Theories c) Personality development in Preschool years:	<b>15</b>
<b>IV</b>	<b>Development throughout the Middle Childhood</b> a) Physical and Cognitive Development in Middle Childhood b) Social development in Middle Childhood : Development of Self, Theories c) Personality development in Middle Childhood:	<b>15</b>
	<b>Total hours</b>	<b>60</b>

#### **Books for study:**

1. Feldman, R. S. & Babu, N. (2018). Development across the LifeSpan. (8th Ed). India: Pearson India Education services Pvt. Ltd
2. Feldman, R. S. (2015). Development across the Lifespan. 7 th Edition. New Delhi: Dorling Kindersley India pvt ltd.

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2. Papalia, D. E., Feldman, R. D., & Martorell, G. (2014). *Experience human development* (13th ed.). McGraw Hill Education.
3. Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
4. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7th Ed). Thomson Learning, Indian reprint 2007

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Programme Name: <b>B.A</b>	Semester: <b>IV</b>
Course Category/Vertical: <b>Minor</b>	
Name of the Dept: <b>Sociology</b>	
Course Title: <b>Social Demography</b>	
Course Code: <b>BAS403</b>	Course Level: <b>5</b>
Type: <b>Theory / Practical</b>	
Course Credit: <b>4 credits</b>	
Hours Allotted: <b>60 Hours</b>	
Marks Allotted: <b>100 Marks</b>	
<b>Course Objectives (CO):</b> (List the course objectives)	
CO 1. To understand the basic concepts in demographic studies.	
CO 2. To help students understand various theoretical perspectives of the various dimensions of Indian population.	
CO 3. To be familiar with the demographic features & trends in India.	
CO 4. To have knowledge of Population Policy in India	
<b>Course Outcomes (OC):</b> (List the course outcomes)	
OC 1. Understand concepts in social demography such as population, fertility, mortality, migration, and aging.	
OC 2. Analyze different theories of population growth	
OC 3. Examine the social impacts of population trends, such as aging and the effects of a large young population.	
OC 4. Gain knowledge of Population Policy in India	
<b>Description the course:</b> <b>Including but Not limited to:</b>	<p>Social Demography is the study of population dynamics and their relationship with society, economy, and culture. It examines how factors like birth rates, death rates, migration, and population structure influence social development.</p> <p><b>Areas of Study</b></p> <p>Population Theories – Malthusian, Demographic Transition, Marxist Perspectives</p> <p>Fertility &amp; Mortality – Birth &amp; Death Rates, Infant Mortality, Life Expectancy</p> <p>Migration &amp; Urbanization – Causes, Consequences, Global Trends</p> <p>Population Policies – Family Planning, Sustainable Population Growth</p> <p>Impact on Society – Aging Population, Gender Ratios, Health &amp; Education</p> <p>Social demography helps policymakers and researchers analyse trends, predict challenges, and design policies for balanced population growth and social development.</p>

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<p><b>UNIT I: Nature of Demographic Studies</b></p> <p>A. Social Demography: Meaning, Nature and Importance  B. Concepts: Population, Fertility, Mortality, Migration, Aging  C. Development of Demography</p>	15
II	<p><b>UNIT III: Migration Trends and Future Demographic Challenges</b></p> <p>A. Definition and types of migration  B. Migration due to pandemics (e.g., COVID-19)  C. Migration and demographic dividend, Climate-related displacement</p>	15
III	<p><b>UNIT III: Theories of Population growth</b></p> <p>A. Malthusian theory of population  B. Biological theories of population  C. Theory of Optimum population</p>	15
IV	<p><b>UNIT IV: Population Policy in India</b></p> <p>A. Population policy: Meaning and Objectives.  B. Population policy of the Government of India after Independence.  C. National Population Policy (NPP) 2000</p>	15
	<b>TOTAL</b>	60

### **References:**

Bhattacharjee, P.T. and Shastri, 1976. G.N, Population in India: A study of Inter- State variations, New Delhi.

- Bhende, A.A. and Tara Kanitkar, 1992. Principles of Population Studies, Himalaya Publishing House, Bombay.
- Bhosle Smriti, 2008. Population and Society, Mumbai, Prachi Prakashan.
- Bose, Ashish 1991. Demographic Diversity of India. Delhi : B.R. Publishing Corporation.
- Chandrashekhar, S. ( Ed) 1974. Infant Mortality, Population Growth & Family Planning in India. London : George Allen & Unwin Ltd.
- Coontz, S.E., 1957. Population Theories and their Economic Interpretation, McMillian, London.
- Joshi, B.H., 2000. Changing Demographic Structure of India, Raj Publishing House, Jaipur, 2000.
- Pande, G.C., 1990. Principles of Demography, Amol publication, New Delhi. • Pathak L. P., 1998, Population Studies, Rawat Publication, Jaipur.
- Premi, M.K. et al 1983. An Introduction to Social Demography. New Delhi: Vikas Publishing House.
- Rajendra Sharma, 1997. Demography & Population Problems. New Delhi : Atlantic Publishers.
- Srivastava, O.S. 1994, Demography and Population Studies. New Delhi: Vikas Publishing House.
- Thompson, W.S., 1972. Population Problem, Tata McGraw, New Delhi.

## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal : 40 Marks

External: 60 Marks

Internal	Marks: 40
Assignment/Participation/Group Discussion/Book Review/Film Review/Attendance	20 Marks
Class test	20 Marks

### **MODEL QUESTION PAPER**

#### **SEMESTER IV**

### **External Examination (60 Marks)**

1. Attempt Any Four Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

2. Attempt Any FOUR Question (10 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**
- F)**

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 Sheth J.T.T College of Arts, (Autonomous) Thane (W)

<b>Programme Name: B.Com. and BA</b>	<b>Semester:IV</b>
Course Category: Open Elective	
Name of the Department: <b>Business Law</b>	
Course Title: <b>Business Law II</b>	
Course Code: BCB404 and BAB404	Course Level:5.0
Type: Theory	
Course Credit: 2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
<b>Course Objectives:</b>	
1. To enable the students to understand various provisions related to partnerships and LLPs	
2. To enable students to understand various laws related to IPR.	
<b>Course Outcomes:</b>	
1. Students will understand various provisions related to partnerships and LLPs	
2. Students will understand various laws related to IPR.	
<b>Description of the Course:</b>	
<p><b>Introduction:</b> This course provides an in-depth understanding of the legal framework governing partnerships, Limited Liability Partnerships (LLPs), and Intellectual Property Rights (IPR) in India. It covers the Indian Partnership Act, 1932, and the Limited Liability Partnership Act, 2008, along with their recent amendments. The course also explores Intellectual Property Rights, including patents, copyrights, and trademarks, which are crucial for business and innovation protection.</p>	
<p><b>Relevance and Usefulness:</b> With the rise of entrepreneurship and business collaborations, understanding partnership laws and LLP structures is essential for legal and financial stability. Additionally, Intellectual Property Rights play a critical role in protecting innovations and creative works. This course is highly relevant for legal professionals, business owners, startup founders, and individuals involved in research and development, ensuring compliance with legal frameworks and safeguarding intellectual assets.</p>	
<p><b>Application:</b> The knowledge gained from this course applies to various fields, including:</p> <ul style="list-style-type: none"> <li>• <b>Business &amp; Corporate Sector:</b> Structuring partnerships and LLPs for effective governance and legal compliance.</li> <li>• <b>Legal Practice:</b> Advising clients on partnership agreements, LLP formation, and dispute resolution.</li> <li>• <b>Startups &amp; Entrepreneurship:</b> Understanding the benefits of LLPs over traditional partnerships and protecting intellectual assets through patents and trademarks.</li> <li>• <b>Media &amp; Publishing:</b> Ensuring copyright protection for creative works and preventing infringement.</li> </ul>	

- **Technology & Research:** Safeguarding innovations and discoveries through patents.

**Benefit:** This course is beneficial for under graduate students, who seek a strong foundation in LLP and intellectual property rights, ensuring legal compliance and strategic advantage in competitive markets.

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<p><b>Indian Partnership Act, 1932 and Limited Liability Partnership, 2008</b></p> <p>1. Partnership-Definition, Essentials, Types of Partnerships, types of Partners, Sharing of profits, Partnership deed, property of the firm.</p> <p>2. Reconstitution of Partnership firms, Dissolution of the firm.</p> <p>3. Nature of LLP Concept, Salient features, Distinction between LLP and partnership, Liability and its partners, Conversion to LLP, Winding up. Overview on Amendments in LLP Act 2023- Maintaining register of Partner, Providing of declaration disclosing interest etc.</p>	15
II	<p><b>Intellectual Property Rights- I</b></p> <p>1. Concept, Nature, Introduction &amp; background of IPR, Trade Mark, types of trademark , trademarks that cannot be registered, Registration of Trade Marks and rights of the proprietor of Trade Marks. Infringement of &amp; Remedies.</p> <p>2. Patents – Concepts of Invention and discovery, Comparison, Concept of Patents, General principles applicable to working of patented inventions, Term of Patent. Infringement &amp; Remedies.</p> <p>3. Copyrights- Concept of Copyright, who will get copy right, Duration or term, original work and fair use, Rights of Copyright holder, Infringement of &amp; Remedies.</p>	15
	Total Hours	30

**References:**

The Indian Partnership Act – By Avtar Singh

Law of Partnership and Limited Liability Partnership – By Dr. R.K. Bangia

Limited Liability Partnership Law and Practice – By Ravi Singhania

Guide to the Limited Liability Partnership Act, 2008 – By K.R. Chandratre

Law Relating to Partnership & LLP – By Pankaj K. Agrawal

Intellectual Property Rights: Law and Practice – By V.K. Ahuja

Law Relating to Intellectual Property Rights – By Dr. B.L. Wadhera

Intellectual Property Law – By P. Narayanan

Patent Law in India – By Dr. Sreenivasulu N.S.

Copyright and Related Rights: National and International Perspectives – By Dr. P. Torremans

Trade Marks & Geographical Indications: Law & Practice – By K.C. Kailasam & Ramu Vedaraman

### Scheme of Examination

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Case Study/project/poster making/presentation/role play	5 marks
Active participation/Attendance	5 Marks
Class test	10 Marks

### Paper Pattern for Internal and External Examination

#### Internal Examination – Class Test

Q.1. Multiple choice questions 10 marks

#### External Examination

Q.1 15 marks

**Or**

Q1 a 8 marks

Q1 b 7 marks

Q.2 15 marks

**Or**

Q2 a 8 marks

Q2 b 7 marks



**Syllabus: Under NEP 2020 w.e.f Academic Year 2025-26**

<b>Programme Name:</b> SYBA	<b>Semester:</b> IV
Course Category: Open Elective	
Name of the Dept: <b>Accountancy</b>	
Course Title: Fundamentals of Accounting - II	
Course Code: BAB404	Course Level: 5.0
Type: Theory / Practical	
Course Credit: 2	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks (20 Marks Internal and 30 Marks External)	
<b>Course Objectives:</b>	
1. Learners would be able to understand the concept, methods and importance of depreciation	
2. Learner would be able to understand concept of errors, its types and its reconciliation.	
<b>Course Outcomes:</b>	
1. Learners would be able to learn basic concepts of depreciation with its different methods of calculation in accountancy.	
2. Learners would be able to apply the different methods of depreciation calculation in practical life.	
<b>Description the course:</b> <b>(Including but not limited to)</b>	Introduces basic accounting amount of depreciation of different fixed assets and able to reconcile the errors in the financial statements.



**Syllabus: Under NEP 2020 w.e.f Academic Year 2025-26**

**Fundamentals of Accounting – II**

**Syllabus Description**

Unit No.	Course Content	Hours
I	Depreciation	15
II	Rectification of errors	15
	Total Hours	30

Unit No.	Course Design	Hours
1	<b>Depreciation</b> <ul style="list-style-type: none"><li>• Meaning, Definition and importance of depreciation</li><li>• Features of depreciation</li><li>• Methods of depreciation-straight line method and written down method</li><li>• Practical problem on depreciation</li></ul>	15
2	<b>Rectification of errors</b> <ul style="list-style-type: none"><li>• Meaning and effects of errors</li><li>• Types of errors</li><li>• Detection and rectification of errors</li></ul>	15

**References:**

1. Introduction to Accountancy by T. S. Grewal, S. Chand and Company (P) Ltd., New Delhi
2. Financial Accounting by Monga, J.R. Ahuja, Girish Ahuja and Shehgal Ashok, Mayur Paper Back

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<b>Programme Name: B.A</b>	<b>Semester: IV</b>
Course Category/Vertical: OE	
Name of the Dept: Commerce	
Course Title: Customer Relationship Management	
Course Code: BAC404	Course Level:5
Type: Theory	
Course Credit: 2 credits	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
<b>Course Objectives(CO):</b> (List the course objectives)	
CO.1 To make learners aware of the importance of customer relationship management in the success of Business world.	
CO.2 To make learners aware of various determinants, practical aspects and techniques of Customer Relationship Management (CRM).	
<b>Course Outcomes (OC):</b> ( List the course outcomes)	
OC 1. Gain knowledge about the basic concepts of customer relationship management and its implications in business world.	
OC 2. Learners would be able to understand the importance of analyzing, understanding and applying key CRM concepts, determinants, and practical techniques to real-world scenarios.	
<b>Description the course:</b> <b>(Including but not limited to)</b> The course introduces learners to the importance of customer relationship management and its application in analyzing market trends to ensure right decision-making for sustaining market competition. They would further understand the application of customer relationship management, techniques and tools as well as various modern trends in the market	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<p><b><i>Customer Relationship Management:</i></b></p> <ul style="list-style-type: none"> <li>• Concept and Process of Customer Relationship Management, Objectives of CRM, Customer Value Management,</li> <li>• Measuring CRM, Customer Experience Management, Customer Satisfaction and Customer Retention.</li> </ul>	15
II	<p><b><i>Customer Loyalty and Customer Engagement:</i></b></p> <ul style="list-style-type: none"> <li>• Customer Loyalty and Perceived Goal, Strategies for Customer Loyalty Development, Role of Social Media in Changing customer Loyalty, Public Relations Strategies.</li> <li>• Meaning of Customer Engagement, Customer Engagement Marketing Model.</li> </ul>	15
	<b>Total Hours</b>	<b>30</b>

**References:**

1. Michael Vaz – Manan Prakashan
2. Kale – Vipul Publication
3. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, “Customer Relationship Management”, Emerging Concepts, Tools and Application”, 2010, TMH.

**Scheme of Examination**

Internal: 20 Marks

External: 30 Marks

Internal	Marks: 20
Project Presentation/Case Study	5 marks
Assignment/Participation/Attendance	5 Marks
Class test	10 Marks

**External Examination**

**Internal Examination: 10 marks**

Q.1. Explain the concept:(Any five out of seven) 5marks

Q.2. State whether the following statements are True or False: :(Any five out of seven) 5marks

**External Examination: 30 marks**

Q.1. Answer the following questions (Any two out of three): 15marks

Q.2. Answer the following questions (Any two out of three): 15marks

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<b>Programme Name: B.A.</b>	<b>Semester: IV</b>
Course Category/Vertical: Skill Enhancement Course (SEC)	
Name of the Dept: Economics	
Course Title: Basics of Financial market	
Course Code: BAE405	Course Level: 5.0
Type: Theory	
Course Credit: 2 credits	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
<b>Course Objectives (CO):</b>	
1) To provide students with a complete understanding of the Indian financial Market. 2) To provide an in-depth understanding of various financial market instruments, their characteristics, functions, and their analysis.	
<b>Course Outcomes (OC):</b>	
1) After the successful completion of the course, the student will have Knowledge about financial Markets. 2) Students will be able to analyze and evaluate different financial market instruments, their applications, and their analysis.	
<b>Description the course:</b> <b>(Including but not limited to)</b>	This course introduces students to the fundamentals of financial markets, their structure, and key participants. It covers various financial instruments along with their roles in investment and trading. Students will learn about primary and secondary markets, risk management, and the regulatory framework governing financial markets. The course aims to develop a strong foundation in financial literacy, helping students make informed investment decisions.

#### **Syllabus: NEP 2020 w. e. f 2025-26**

Unit No.	Content	Hours
I	<b>Module-1: Introduction to Financial Markets:</b> Overview of Financial Market: Definition, Importance and types of financial markets, Types of Financial instruments, financial market participants, financial market operations Classification: Primary Market & Secondary Market	15

II	<b>Module II: Financial market Instruments and financial market analysis</b> Money Market Instruments, Capital Market Instruments, Derivative Instruments (Futures, Options, Swaps), Forex Market Instruments (Spot and Forward Exchange Contracts) Case study for understanding Financial statement (Balance Sheet)	15
	Total Hours	30

#### References:

1. Financial Services and Markets by Dr.S. Gurusamy- Thomson Publication
2. Banking & Financial Markets in India by Niti Bhasin - New NC Century
3. Indian Financial System by Dr.S.C.Bihari - International Book House Pvt Ltd
4. Financial Institutions and Markets by Bhole and Mahakud – Mc Graw Hill
5. The Indian Financial System: Markets, Institutions, and Services by Bharati V. Pathak- Pearson Education publication
6. Indian Financial System by M.Y. Khan-McGraw Hill Education
7. Money, Banking, International Trade and Public finance by Dr.D.M.Mithani- Himalaya Publishing House

#### Scheme of Examination

Internal: 20 Marks

External: 30 Marks

#### Pattern for Internal Examination

<b>Internal</b>	<b>Marks: 20</b>
Assignment/Project	05 marks
Active class Participation/Attendance	05 Marks
Class test	10 Marks

#### Pattern for External Examination

<b>Q. No.</b>	<b>External</b>	<b>Marks: 30</b>
Q .1 (From Module 1)	Attempt any two (out of 3) Q.1 a) b) c)	15 Marks
Q. 2 (From Module 2)	Attempt any two (out of 3) Q.2 a)	15 Marks

	b) c)	
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<b>Programme Name: B.A</b>	<b>Semester: IV</b>
Course Category/Vertical: SEC	
Name of the Dept: <b>Sociology</b>	
Course Title: <b>Social Research Methods &amp; Techniques</b>	
Course Code: <b>BAS405</b>	Course Level: <b>5</b>
Type: <b>Theory / Practical</b>	
Course Credit: <b>2 credits</b>	
Hours Allotted: <b>30 Hours</b>	
Marks Allotted: <b>50 Marks</b>	
<b>Course Objectives (CO):</b> (List the course objectives)	
CO 1. Understand the fundamental concepts, principles, and significance of social research.	
CO 2. Differentiate between qualitative and quantitative research methods.	
<b>Course Outcomes (OC):</b> ( List the course outcomes)	
CO 1. Students get understand the importance of research in social sciences.	
OC 2. Develop critical analysis skills of research project.	
<b>Description the course:</b> <b>(Including but not limited to)</b>	Social research helps us understand human behavior, society, and social issues through systematic study. This unit introduces the basics of social research, including its definition, importance, and key types—qualitative and quantitative. It also highlights the ethical principles that guide researchers in conducting fair and responsible studies.

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
I	<b>UNIT I: 1. Introduction to Social Research</b> A. Definition and Importance B. Types of Research: Qualitative & Quantitative C. Research Ethics	15
II	<b>UNIT II: Data Collection Methods</b> A. Primary & Secondary Data B. Survey Methods (Questionnaires, Interviews) C. Observation Techniques and Case Study	15
	Total Hours	30

**References:**

**English Books:**

1. "Social Research Methods" – Alan Bryman
2. "Research Methodology: Methods and Techniques" – C.R. Kothari
3. "Qualitative Inquiry and Research Design" – John W. Creswell
4. "The Practice of Social Research" – Earl Babbie

**Marathi Books:**

1. "सामाजिक संशोधन पद्धती" – डॉ. प्रकाश संत
2. "संशोधन पद्धतीशास्त्र" – डॉ. सुरेश जगताप
3. "समाजशास्त्रीय संशोधन पद्धती" – डॉ. अशोक पोतदार
4. "संशोधन पद्धती आणि सांख्यिकी" – डॉ. एन. जी. भालेकर

## **Paper Pattern for Internal and External Examination**

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Participation/Group Discussion	10 Marks
Class test	10 Marks

### **MODEL QUESTION PAPER**

### **SEMESTER IV**

#### **External Examination (30 Marks)**

1. Attempt Any THREE Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**

2. Attempt Any THREE Short Notes (5 marks each)

- A)**
- B)**
- C)**
- D)**
- E)**

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Program Name: <b>B.A.</b>	<b>Semester: IV</b>
Course Category: <b>SEC</b>	
Name of the Dept: <b>Psychology</b>	
<b>Course Title: Psychological Research and Techniques</b>	
Course Code: BAP405	Course Level: 5
Course Credit: 2	Total Marks: <b>50</b>
<b><u>Learning Objectives:</u></b>	
<ol style="list-style-type: none"><li>1. To introduce the scientific method used in Psychological research.</li><li>2. To present the analysis of the collected data through graphical representation.</li></ol>	
<b><u>Course Outcomes (CO):</u></b>	
After completing the course, students will be able to... CO1: Describe scientific method used in psychology. CO2: Analyse the data with the measures of central tendency and present through graphical representation.	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
<b>I</b>	<b>Introduction to Psychological Research Method</b> a) Introduction to research: Meaning, Types of research, Principles of research in Psychology, Research Ethics in Psychology b) Overview of the Scientific Method: Research design, Hypothesis, Formulation c) Methods of data collection and its application: Questionnaire, Interviews, Observation, Survey, Case study.	<b>15</b>
<b>II</b>	<b>Analysis of data and Graphical Representation</b> a) Frequency Distribution, Line graph, Bar graph, Pie Chart b) Introduction to Measures of Central tendency. Uses and Calculations: Mean, Median, and Mode of grouped and Ungrouped data. c) Measures of Variability. Uses of Standard Deviation and Variance, Range.	<b>15</b>
<b>Total Hours</b>		<b>30</b>

#### **Books for study:**

1. Mangal. S.K. (2002). *Statistics in Psychology and Education*. New Delhi, India: Prentice Hall of India Private Limited.
2. Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2nd Edition, New Age International Publishers, New Delhi.

#### **Books for reference:**

1. Kumar R. (2011), 3rd Edition, Research Methodology a step-by-step guide for beginners. London: Sage Publications
2. Cohen, J. R., & Swerdlik, M. E., (2018). Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)
3. Coolican, H. (2006) Introduction to Research Methods in Psychology. Great Briton: Hodder Arnold- 150.194 COO (31471)



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<b>Programme Name:</b> All programmes	<b>Semester:</b> IV
Course Category: Co-Curricular Course (CC)	
Name of the Department: Sociology	
<b>Course Title:</b> National Integration and Community Harmony	
Course Code: As per course structure	Course Level: 5
Type: Theory / Practical	
Course Credit: 2 credits	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
<b>Course Objectives:</b>	
1. To develop an understanding of the significance of National Integration and Communal Harmony.	
2. To enable students to appreciate the role of youth in fostering unity and peace in society.	
<b>Course Outcomes:</b>	
1. Understand the principles of National Integration and Communal Harmony.	
2. Develop leadership and teamwork skills through NSS activities focused on unity and peace.	
<b>Introduction:</b> National Integration and Communal Harmony are essential for a diverse country like India. This course introduces students to the importance of unity in diversity and the role of NSS in promoting peace, social justice, and inclusive development. Students will engage in activities and discussions to strengthen their commitment to harmony and national unity.	
<b>Relevance and Usefulness:</b> Given the challenges of communal tensions and social divisions, fostering National Integration is crucial. This course empowers students with the knowledge and skills to actively participate in building a more inclusive and peaceful society.	
<b>Interest and Connection with Other Courses:</b> This course complements subjects such as Sociology, Political Science, and Social Work, reinforcing the importance of civic responsibility, human rights, and peacebuilding in a democratic society.	

**Syllabus: NEP 2020 w.e.f 2024-25**

Unit No.	Content	Hours
I	<p align="center"><b>UNIT I: Concept and Importance of National Integration and Communal Harmony</b></p> <p>A. Meaning and Significance of National Integration          B. Factors Affecting National Integration in India          C. Challenges to Communal Harmony</p>	15
II	<p align="center"><b>UNIT II: Role of NSS in Promoting National Integration and Communal Harmony</b></p> <p>A. NSS and Its Role in Community Development          B. Social Service as a Tool for Unity          C. Case Studies of Successful NSS Interventions for National Integration</p>	15
	Total Hours	30

References:

1. National Service Scheme Manual (Revised) 2006, Government of India, Ministry of Youth Affairs and Sports, New Delhi.
2. University of Mumbai National Service Scheme Manual 2009.
3. <http://nss.nic.in>
4. <https://www.rccmindore.com/wp-content/uploads/2023/04/NSS-Notes-II.pdf>

### **Scheme of Examination**

Internal : 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment	5 marks
Active participation/Attendance	5 Marks
Class test	10 Marks

### **Paper Pattern for Internal and External Examination**

#### **Internal Examination – Class Test**

Q.1.MCQ question . 10 marks

#### **External Examination-**

Assignment based on Community work. 30 marks

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<b>Programme Name: All programmes</b>	<b>Semester: IV</b>
Course Category/Vertical: <b>Co-Curricular (CC)</b>	
Name of the Dept: <b>Psychology</b>	
Course Title: <b>Yoga</b>	
Course Code: As per course structure	Course Level: 5
Type: Theory / Practical	
Course Credit: 2 credits	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
<b>Learning Objectives:</b>	
<ol style="list-style-type: none"> <li>1. To impart to the students the knowledge of teachings and philosophy of yoga tradition.</li> <li>2. To provide the knowledge of various Yoga therapy practices like asana (posture), pranayama (voluntarily regulated breathing techniques).</li> </ol>	
<b>Course Outcomes (CO):</b>	
OC 1. Students will be able to understand the basic principles and applications of Yoga. OC 2. Students will be able to use the Practical knowledge in their day to day life.	
<b>Description the course:</b> <b>(Including but not limited to)</b>	Yoga practices will be important for the upcoming lifestyle hence students can seek a career in the same. Students will understand the importance of yoga in life. Students will be having practical exposure. Hence, practicing yoga will help students to maintain their health.

**Syllabus: NEP 2020 w.e.f 2025-26**

Unit No.	Content	Hours
<b>I</b>	<b>Theory of Yoga</b>  A) Yogic Sanchalan (Yogic Movements), Kapalbhati (Cleansing Breath Technique), Suryanamaskar (Sun Salutation) B) Anulom-Vilom (Alternate Nostril Breathing), Dirgha Shwasan (Deep Breathing), Bhramari (Humming Bee Breath)	<b>15</b>
<b>II</b>	<b>Practical</b>  A) Vajrasana (Thunderbolt Pose), Paschimottanasana (Seated Forward Bend), Parivritta Janushirasana (Revolved Head-to-Knee Pose), Vakrasana (Twisting Pose), Marjarasana (Cat Pose), Naukasana (Boat Pose) B) Shalabhasana (Locust Pose), Dronasana (Warrior Boat Pose), Pavanmuktasana (Wind-Relieving Pose), Bramha Mudra (Sacred Gesture for Neck Strength), Utthita Dwipadasana (Raised Two-Leg Pose), Netra Sanchalan - 1 (Eye Movement Exercise - 1), Netra Sanchalan - 2 (Eye Movement Exercise - 2)	<b>15</b>
	<b>Total Hours</b>	<b>30</b>

**References:**

1. G. V Kadam - Yoga Life Sutra, Girish Vasant Kadam (2012)
2. ajayoga - Swami Vivekananda - Ramakrishna Ashrama Publications
3. C.D. Sharma: Critical Survey of Indian Philosophy, Motilal Banarsidass Publications  
2003