

**Sheth T.J. Education Society's
Sheth NKTT College of Commerce and
Sheth JTT College of Arts, (Autonomous)**

T.Y.B.A. 2026-27

	Semester V	Credits		Semester VI	Credits
Major Mandatory BAE501 BAE502 BAE503 BAP504/ BAS504	Eco: Economics of Growth and Development Eco: Advanced Microeconomics Eco: Indian Economic Thoughts Psy: Abnormal Psychology/ Soc: Theoretical Sociology	2 2 2 4/ 4	Major Mandatory BAE601 BAE602 BAE603 BAP604/ BAS604	Eco: International Economics Eco: Advanced Macroeconomics Eco: Industrial and Labour Economics Psy: Psychological testing and statistics / Soc: Anthropological Thought	2 2 2 4/ 4
Major Elective BAS505/ BAP505/ BAE505	Soc: Sociology of Gender Psy: Industrial Psychology Eco: Research Methodology I	4/ 4/ 4	Major Elective BAS605/ BAP605/ BAE605	Soc: Gender and Society Psy: Counselling Psychology Eco: Research Methodology II	4/ 4/ 4
Minor BAS506/ BAP506	Soc: Sociology of Work Psy: Psychology at workplace- I	4/ 4	Minor BAS606/ BAP606	Soc: Sociology of Labour Psy: Minor - Psychology at workplace -II	4/ 4
OE	-	-	OE	-	-
VSC, SEC BAE507/ BAP507/ BAS507	VSC Eco: Insurance: Concepts and Practices/ Psychology: Mental Health and First Aid / Sociology: Social Movement in India	2	VSC, SEC	-	-
AEC, VEC, IKS	-	-	AEC, VEC, IKS	-	-

OJT, FP, CEP, CC, RP BAS508/ BAP508	FP/ CEP SOC/PSY:	2	OJT, FP, CEP, CC, RP BAS607/ BAP607	OJT SOC/PSY:	4
	Total	22			22

Prof. H.A. Chande
NEP Coordinator

Dr. Dilip Patil
Principal

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.A.		Semester: V
Course Category/Vertical: Major Mandatory		
Name of the Dept: Economics		
Course Title: Economics of Growth and Development		
Course Code: BAE501		Course Level: 5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives : 1. To develop conceptual clarity about economic growth, economic development and major theories of growth and development. 2. To familiarize students with key development issues such as poverty, inequality, human capital formation, infrastructure and planning in the context of developing economies.		
Course Outcomes (CO): Learners would be able to: CO1: Explain and compare major theories of economic growth and development and critically examine their relevance to developing countries. CO2: Analyze key development issues such as poverty, inequality, population, infrastructure and technology with reference to India.		
Description of the course:		This course introduces students to the fundamental concepts of economic growth and development and provides an understanding of major development theories and contemporary development issues. It examines the distinction between growth and development, the measurement of human development through HDI, and the Capability Approach proposed by Amartya

	Sen. The course also discusses key growth and development theories including the Harrod–Domar Model, Innovation Theory of Joseph Schumpeter, Stages of Growth by W. W. Rostow, and the Dual Sector Model by W. Arthur Lewis. Further, it explores issues of poverty, inequality, human capital, infrastructure, technology and planning with reference to developing economies, particularly India.
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Syllabus: NEP 2020 w. e. f 2026-27

Unit No.	Content	Hours
I	Concepts and Theories of Growth and Development *Concepts of Growth and Development • Economic Growth vs Economic Development • Human Development Index (HDI) • Capability Approach – Amartya Sen (basic idea) *Theories of Economic Growth and Development • Harrod–Domar Growth Model (concept and limitations) • Joseph Schumpeter – Innovation Theory • W. W. Rostow – Stages of Growth • W. Arthur Lewis – Dual Sector Model	15
II	Issues and Policy in Development *Poverty and Inequality • Concept and Measurement of Poverty • Inequality – Lorenz Curve and Gini Coefficient *Human Capital and Population	15

	• Role of Education and Health in Development • Demographic Transition Theory *Role of Infrastructure, Technology and Planning • Infrastructure and Economic Development • Capital-intensive vs Labour-intensive Technology • Role of Planning in Economic Development- NITI Ayog (in Indian context- to briefly cover)	
	Total Hours	30

References:

1. Todaro, M. P. & Smith, S. C. *Economic Development*. Pearson Education.
2. Thirlwall, A. P. *Growth and Development*. Palgrave Macmillan.
3. Meier, G. M. & Rauch, J. E. *Leading Issues in Economic Development*. Oxford University Press.
4. Sen, A. *Development as Freedom*. Oxford University Press.
5. Jhingan, M. L. *The Economics of Development and Planning*. Vrinda Publications.
6. Agarwal, A. N. *Indian Economy: Problems of Development and Planning*. New Age International.
7. Ghatak, S. *Introduction to Development Economics*. Routledge.
8. Ray, D. *Development Economics*. Princeton University Press.
9. Kindleberger, C. P. & Herrick, B. *Economic Development*. McGraw Hill.
10. Government of India. *Economic Survey* (Latest Issue).

Pattern for Internal and External Examination

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

Pattern for Internal Examination

Internal	Marks: 40
Assignment	5 marks
Active class Participation/Attendance	5 Marks
Class test	10 Marks

Pattern for Class test

Q. 1 Choose the correct answer from the following. (5 Marks)

Q.2 Answer the following in one or two sentences. (5 Marks)

Pattern for External Examination

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

**Sheth T. J. Education Society's
Sheth N.K.T.T College of Commerce and
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Programme Name: B.A		Semester: V
Course Category/Vertical: Major: Mandatory		
Name of the Dept: Economics		
Course Title: Advanced Microeconomics		
Course Code: BAE502		Course Level:5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives : 1.To develop a comprehensive understanding of oligopoly market structures and the application of game theory concepts. 2. To analyse the concept of market failure and understand the role of information economics.		
Course Outcomes (CO): CO1. Students will learn the Oligopoly market structure and can apply game theory. CO2. Students will be able to assess the causes of market failure and apply concepts of information economics to analyse real-world economic problems.		
Description of the course:		This course helps students understand how oligopoly markets work. It explains simple models of oligopoly and how firms compete or cooperate under collusive and non-collusive oligopoly. Basic ideas in game theory, such as the Prisoner's Dilemma and Nash Equilibrium, are introduced to explain strategic decision-making. The course also discusses market failure and the problems caused by information asymmetries, such as adverse selection, moral hazard, and principal-agent issues. Overall, the course builds a clear understanding of real-world market behaviour in simple and practical terms.

Syllabus: NEP 2020 w. e. f 2026-27

Unit No.	Content	Hours
I	Module 1. Market Structure: Oligopoly Meaning and Characteristics of Oligopol Market - The Cournot Model – The Bertrand Model – The Paul Sweezy's Model – Collusive Oligopoly Models: Cartel and Price Leadership - Game Theory: Basic Concepts - Prisoner's Dilemma, Nash Equilibrium and Dominant Strategy Equilibrium	15

II	Module 2. Market Failure and Information Economics Market Failure: Meaning, causes, and Measures to correct market failure - Economics of Search and Search Cost - The Theory of Asymmetric Information-The Market for Lemons and Adverse Selection - Risk Preference and Expected Utility - The Problem of Moral Hazard - Market Signaling - Principal-Agent Problem	15
	Total Hours	30

References:

1. Jhingan M.L. (2012), Advanced Economic Theory, Vrinda Publications, Delhi.
2. Mankiw N. Gregory (2015), Principles of Microeconomics, Cengage Learning.
3. Mansfield, Edwin (1985), Micro-economics: Theory & Applications, 5th edition, W.W. Norton & Company, New York.
4. Patil K. A (Second edition, 2011, Marathi), Advanced Economic Theory-Micro Analysis, Shri Mangesh Prakashan, Nagpur.
5. Salvatore D. (2006), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
6. Varian Hal R. (8 Edition 2010) Intermediate Microeconomics: A Modern Approach, East-West Press, New Delhi

Pattern for Internal and External Examination

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

Pattern for Internal Examination

Internal	Marks: 40
Assignment	5 Marks
Active class Participation/Attendance	5 Marks
Class test	10 Marks

Pattern for Class Test

Q. 1 Underline an appropriate answer from the following options. (5 Marks)

Q.2 Answer the following in one sentence. (5 Marks)

Pattern for External Examination

Q. No.	External	Marks: 30
Q .1 (From Module 1)	Q.1 Attempt any two from the following questions. A) B) C)	15 Marks
Q. 2 (From Module 2)	Q.2 Attempt any two from the following questions. A) B) C)	15 Marks

Sheth T. J. Education Society's
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(Autonomous)

Programme Name: B.A.		Semester: V
Course Category/Vertical: Major Mandatory: IKS		
Name of the Dept: Economics		
Course Title : Indian Economic Thoughts		
Course Code: BAE503		Course Level: 5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives : 1. To trace the evolution of economic ideas in India and to study major Indian economic thinkers and their contributions. 2. To assess the relevance of Indian economic thought in contemporary policy.		
Course Outcomes (CO): Students would be able to: CO1: Explain classical and nationalist economic ideas in India and Compare Gandhian, Nehruvian, and liberal perspectives. CO2: Evaluate the contemporary significance of Indian economic thought.		
Description of the course:		This course tracks the evolution of Indian economic thought from the ancient statecraft of Kautilya's Arthashastra and the self-sufficient village systems to the modern era of global liberalization. It begins by examining the colonial "Drain Theory" pioneered by Dadabhai Naoroji and the critiques of R.C. Dutt, which exposed how British rule depleted India's wealth. The curriculum then transitions into the diverse developmental visions of post-independence leaders—contrasting Mahatma Gandhi's grassroots self-reliance and B.R. Ambedkar's labor policies with Jawaharlal Nehru's model of state-led industrial planning. Finally, it addresses the contemporary debate between Amartya Sen's focus on human capabilities and Jagdish Bhagwati's advocacy for growth through market reforms, providing a complete framework for understanding India's economic trajectory from 1991 to the present..

Syllabus: NEP 2020 w. e. f 2026-27

Unit No.	Content	Hours
I	Foundations and Nationalist Economic Thoughts • Economic ideas in Arthashastra and contributions of Kautilya • Village economy and role of state in ancient and medieval India • Economic impact of British rule • Drain Theory of Dadabhai Naoroji • Economic critique by R.C. Dutt	15
II	Developmental and Contemporary Economic Thoughts • Mahatma Gandhi: Trusteeship, Gram Swaraj, self-reliance • Jawaharlal Nehru: Planning and mixed economy • B.R. Ambedkar: Monetary and labour policy • Amartya Sen: Capability and human development • Jagadish Bhagwati: Liberalization and globalization • Relevance in post-1991 reforms.	15
	Total Hours	30

References:

1. B.R.Nanda Gokhale (1977):- The Indian moderates and the British raj, Delhi.
2. Ajit K.Dasgupta, A History of Indian Economic Thought, (1993) Routledge London and New York.
3. Bipin Chandra (ed) (1999) Ranade's economic writings, Gyan Publication House, New Delhi.
4. Encyclopaedia of Nobel Laureate, Ed's, (2002) R. Kapila & A. Kapila, Academic Foundation.
5. Gandhi. M. K., (1959), India of my dreams, Navjivan publishing house Ahmadabad.
6. R. P. Mansi, Dadabhai Naoroji, (1960) publication Division, Government of India Delhi.

Pattern for Internal and External Examination

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

Pattern for Internal Examination

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

Pattern for Class test

Q. 1 Choose the correct answer from the following. (5 Marks)

Q.2 Answer the following in one or two sentences. (5 Marks)

Pattern for External Examination

Q. No.	External	Marks: 30
Q .1 (From Module 1)	Attempt any two (out of 3) A) B) C)	15 Marks
Q. 2 (From Module 2)	Attempt any two (out of 3) A) B) C)	15 Marks

**Sheth T. J. Education Society's
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Sheth J.T.T College of Arts, Thane (W)
(Autonomous)**

Program Name: B.A.		Semester: V	
Course Category: Major (Mandatory)			
Name of the Dept: Psychology			
Course Title: Abnormal Psychology			
Course Code: BAP504		Course Level: 5.5	
Course Credit: 4		Total Marks: 100	
<u>Learning Objectives:</u>			
1. To examine concepts of abnormality by integrating definitions, criteria, and viewpoints along with causal factors for holistic understanding. To build the understanding of Anxiety disorder, causes and treatments. 2. To describe, classify and differentiate among Somatoform disorders and Dissociative disorders along with biopsychosocial viewpoints to have a comprehensive analysis of disorders. 3. To build an awareness about the Clusters of Personality Disorders by understanding their causal factors and treatments. 4. To acquire the knowledge about Schizophrenia spectrum and other Psychotic Disorders along with Mood Disorders, its symptoms, causes and treatments.			
<u>Course Outcomes (CO):</u>			
After completing the course, students will be able to...			
CO1: analyze the concepts of abnormality by integrating definitions, criteria, viewpoints, and causal factors to develop holistic understandings of mental disorders. Elaborate on anxiety disorders and and its causal factors.			
CO2: classify and differentiate among Somatoform disorders and Dissociative disorders along with biopsychosocial viewpoints to have a comprehensive analysis of disorders.			
CO3: evaluate clusters of personality disorders, by understanding their causal factors and treatments.			
CO4: describe Schizophrenia spectrum and other Psychotic Disorders along with Mood disorders, its symptoms, causes and treatments producing integrated analyses for diagnostic and therapeutic applications.			

Unit No.	Content	Hours
I	Introduction to Abnormal Psychology and Anxiety Disorders Part I 1.1. Introduction to Abnormal Psychology 1.1.1 Meaning of Abnormal Psychology and Definition 1.1.2 Criteria for Abnormal Behavior 1.1.3 Causal Factors: Biological, Psychological. Social 1.2. Viewpoints of abnormality: 1.2.1. Biological 1.2.2. Psychological 1.2.3. Sociocultural Part II 1.3. Anxiety Disorders 1.4. Obsessive-Compulsive and Related Disorders 1.5. Trauma- and Stressor-Related Disorders 1.6. The Biopsychosocial Perspective and Treatments	15
II	Somatoform and Dissociative disorders 2.1. Somatoform Disorders 2.1.1. Somatic Symptom Disorder 2.1.2. Illness Anxiety Disorder 2.1.3. Conversion Disorder 2.1.4. Theories and Treatment of Somatoform disorders 2.2. Dissociative Disorders 2.2.1. Dissociative Identity Disorder 2.2.2. Dissociative Amnesia 2.2.3. Depersonalization/Derealization Disorder 2.3. Causal factors and treatments	15
III	Personality Disorders 3.1. Cluster A Paranoid Personality Disorder, Schizoid Personality Disorder and	

	Schizotypal Personality Disorder 3.2. Cluster B Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder 3.3. Cluster C- Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder 3.4. The Biopsychosocial Perspective and Treatments	
IV	Schizophrenia spectrum, other Psychotic Disorders and Mood Disorders 4.1. Brief Psychotic Disorder 4.2. Schizophreniform Disorder 4.3. Schizoaffective Disorder 4.4. Delusional Disorder 4.5. Theories and Treatments of Schizophrenia 4.5.1. Biological Perspective 4.5.2. Psychological Perspective 4.5.3. Sociocultural Perspective 4.6. Mood Disorders 4.6.1. Depressive Disorders 4.6.2. Bipolar disorders 4.6.3. Theories and Treatments of Mood Disorders 4.6.4. Suicide	15
		60

Syllabus: NEP 2020 w.e.f 2026-27

Books for study:

1. Whitbourne, S. K. (2020). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (9th ed.). McGraw Hill Publication

Books for references:

1. Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). Abnormal Psychology. (16th ed.). Pearson

2. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). New Delhi: Wadsworth Cengage Learning
3. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education

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Programme Name: B.A		Semester: V
Course Category/Vertical: Major Mandatory		
Name of the Dept: Sociology		
Course Title: Theoretical Sociology		
Course Code: BAS504		Course Level: 5.5
Type: Theory / Practical		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives : 1.To provide students of Sociology with an understanding of Sociological Theory. 2.To train students in the application of these theories to social situations. 3.To enable them to investigate the scope of classical theories to understand contemporary society. 4.To enable them to interpret society with the help of these theories.		
Course Outcomes (CO): CO1.Students should be able to explain social problems and issues in lieu of their understanding of sociological theory CO2.Theoretical sociological knowledge will help students to critically evaluate. CO3. Help students to make theoretically- informed recommendations to address social problems. CO 4. Gain an insight into alternative approaches to sociological theory		
Description of the course:		Theoretical Sociology is a core area of sociology that focuses on the study and analysis of major sociological theories developed to understand the structure, functioning, and transformation of society. It examines the foundational ideas of classical thinkers like Karl Marx, Emile Durkheim, and Max Weber, as well as modern and contemporary theorists who explain social institutions, power relations, inequality, culture, and social change. The course helps students understand different theoretical perspectives such as functionalism, conflict theory, and interactionism, enabling them to critically analyze social realities and apply theoretical concepts to contemporary social issues in a systematic and scientific manner.

Syllabus: NEP 2020 w.e.f 2026-27

Unit No.	Content	Hours
I	UNIT I: Foundations of Classical Sociological Theory A. Historical background and emergence of sociology: Social context and intellectual thought B. Contribution of Auguste Comte: Emergence of Positivism C. Contribution of Herbert Spencer: Social Evolution Theory	15
II	UNIT II: Functionalist and Interpretivist Thinkers A. Emile Durkheim: Social Facts, The Division of Labour, Suicide Theory B. Talcott Parsons: Theory on social system (AGIL analysis), C. Max Weber: Social Action, Types of Authority	15
III	UNIT III: Emerging Conflict Perspectives A. Karl Marx: Theory of Class Conflict, Dialectical Materialism B. Ralph Dahrendorf: Conflict Theory ,Power and Authority C. Antonio Gramsci: Neo Marxism Hegemony and the Ruling Ideas	15
IV	UNIT IV: Contemporary Theories A. Harold Garfinkel: Ethnomethodology B. Erving Goffman: Dramaturgy C. Ritzer George: Modern Theory	15
	TOTAL	60

References:

1. Adams B. Nand Sydie R.A. (2001) Sociological Theory I &II, Great Britain, Weidenfeld and Nicolson
2. Aron, R. (2018). Main Currents in Sociological Thought: Volume One: Montesquieu, Comte, Marx, De Tocqueville: The Sociologists and the Revolution of 1848. Routledge.(Vol. 1 and 2) .
3. Coser Lewis (1971) Masters of Sociological Thought (2nd ed) Harcourt Brace Jovanovich Inc
4. Delaney Tim, 2005, Contemporary Social Theory- Investigation and Application, Delhi, Pearson Education Inc.
5. Fletcher Ronald (2000), The Making of Sociology- A Study of Sociological Theory, Beginnings and Foundations, New Delhi, Rawat Publications
6. Joseph Jonathan (ed) (2005), Social Theory, Edinburgh University Press
7. Morrison, K. (2006). Marx, Durkheim, Weber: Formations of modern social thought. Sage.
8. Ritzer George (1988), Sociological Theory(2nd ed.) New York, McGraw Hill Publications
9. Ritzer George (1996), Sociological Theory(4th ed.) New York, McGraw Hill Publications
10. Srivatsan R.(2012)(ed) History of Development Thought, a Critical Anthology, New Delhi, Routledge, Taylor and Francis Group
11. Turner Jonathan (2001) The Structure of Sociological Theory (4th ed) Jaipur, Rawat Publications
12. Wallace Ruth A.(2006) Contemporary Sociological Theory, USA, Prentice Hall.
13. Whittington, R. (2010). Giddens, structuration theory and strategy as practice. Cambridge handbook of strategy as practice, 109-126

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 V

External Examination (60 Marks)

- | | | |
|------------|--|-----------|
| Q.1 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.2 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.3 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.4 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |

**Sheth T. J. Education Society's
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Programme Name: B.A		Semester: V
Course Category/Vertical: Major Elective		
Name of the Dept: Sociology		
Course Title: Sociology of Gender		
Course Code: BAS505		Course Level: 5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives: 1. To trace the evolution of Gender as a category of social analysis. 2. To understand the social construction of gender in different societies. 3. To analyze various gender issues such as discrimination, violence, and inequality. 4. To develop awareness about gender justice, equality, and women's empowerment.		
Course Outcomes (CO): CO1: Students will be able to understand key concepts related to gender and society. CO2: Students will be able to analyze gender relations and inequalities in social institutions such as family, education, and work. CO3: Students will develop sociological perspectives to understand gender issues. CO4: Students will gain awareness about policies, movements, and strategies for gender equality.		
Description of the course:		Sociology of Gender The course Sociology of Gender examines how gender is socially constructed and how it shapes the roles, identities, and relationships of individuals in society. It focuses on the differences between sex and gender, the concept of patriarchy, and the ways in which gender inequalities are created and maintained in social institutions such as family, education, work, politics, and media. The course also introduces students to major feminist perspectives and debates within the field of Gender Studies. It explores issues such as gender discrimination, violence, empowerment, and the changing status of women and men in contemporary society. Overall, the course aims to develop a critical sociological understanding of gender relations and promote awareness of gender equality and social justice.

Syllabus: NEP 2020 w.e.f 2026-27

Unit No.	Content	Hours
I	UNIT I: Understanding Gender A. Sex, gender and the heteronormative regime B. Gender beyond the binary C. Gender as a Social and Cultural Construction	15
II	UNIT II: Feminist perspectives A. Liberal- Mary Wollstonecraft B. Radical- Kate Millet C. Socialist- Juliet Mitchell	15
III	UNIT III: New Age Challenges in Gender and Society A. The Weave of My Life (Aayadan): Urmila Pawar B. Understanding Gender: Kamla Bhasin C. Masculinity Studies (प्रश्न पुरुषभानाचे' (Prashna Purushbhanache)	15
IV	UNIT IV: Gender and Policy Making A. Understanding Gender Policy B. Gender Policies in India C. Contemporary Issues in Gender Policy	15
	TOTAL	60

References:

1. MahurkarVaishnavi, (2018), Locating UrmilaPawar's Work in the Dalit Feminist Canon, Literature and Languages in Overview, 26th April 2018
2. MuniraSalim, (2016), UrmilaPawar on empowerment of Dalit Women and the Aesthetics of Dalit Feminist Identity: A Personal Interview, BharatiyaPragna: An Interdisciplinary Journal of Indian Studies (E-ISSN 2456-1347) Vol. 1, No. 3, 2016
3. O'Hanlon Rosalin, (1994), A Comparison between Women and Men: TarabaiShinde and the Critique of Gender Relations in Colonial India, Madras/ New York: OUP
4. Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi
5. PawarUrmila, (2009), The Weave of My Life: A Dalit Woman's Memoirs, Columbia Press University
6. Saxena Mini, Chronicles of Dalit Women's Lives - Indian Women in History, Feminism in India, 15th March 2018
7. Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. No outlaws in the Gender galaxy. New Delhi: Zubaan.
8. Tong, R. (1998). Feminist Thought. A Comprehensive Introduction. Routledge.
9. <https://www.talukadapoli.com/> History, Places, People. RaghunathDhondoKeshavKarve, May 17, 2018
10. Patel Raziya (2009), Indian Muslim Women, Politics of Muslim Personal Law and Struggle for Life with Dignity and Justice, Economic and Political Weekly, Vol XLIV No 44, pp 44-49
11. VidyutBhagwat, (1995), Marathi Literature as a source for contemporary Feminism, Economic and Political Weekly, Vol. 30, Issue 17, April 29, 1995
12. VidyutBhagwat, (2012), Women's Studies: Interdisciplinary Themes and Perspectives, Pune: Diamond Publications
13. Pawar Urmila, 2003, Aydaan, (Autobiography), Mumbai: Granthali Prakashan. Translated in English- The Weave of My Life- A Dalit Woman's Memoirs, 2008, by Maya Pandit, Katha Publishers.Phadke, Y. D., 1981, Ra. Dho. Karve
14. Deshmukh, Anant, Samajswasthyakar- A Biography of R. D. Karve
15. Marathi Film on the life of R. D. Karve, 2001, Dhyasaparwa Directed by AmolPalekar Films

Paper Pattern for Internal and External Examination

Scheme of Examination

Internal: 40 Marks

External: 60 Marks

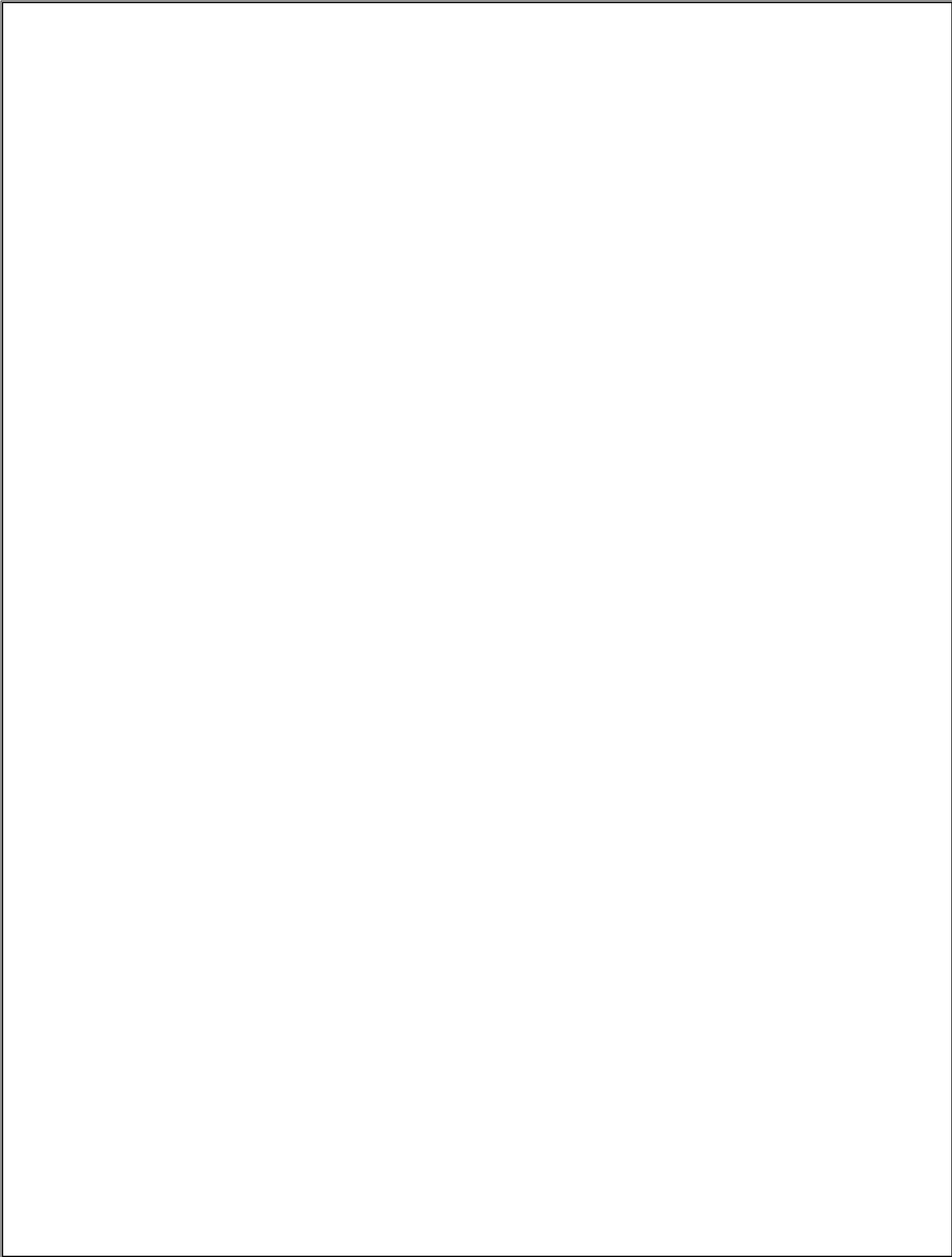
Internal	Marks: 40
Assignment/Participation/Group Discussion/Book Review/Film Review/Attendance	20 Marks
Class test	20 Marks

MODEL QUESTION PAPER

SEMESTER V

External Examination (60 Marks)

- | | | |
|------------|--|-----------|
| Q.1 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.2 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.3 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.4 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |



**Sheth T. J. Education Society's
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Program Name: B.A.		Semester: V	
Course Category: Major (Elective)			
Name of the Dept: Psychology			
Course Title: Industrial Psychology			
Course Code: BAP505		Course Level: 5.5	
Course Credit: 4		Total Marks: 100	
<u>Learning Objectives:</u>			
1. To help learners build knowledge about the field of Industrial Psychology including the processes of Job Analysis, Evaluation and Performance appraisal. 2. To classify different types of psychological tests and explain their application in employee assessment, selection, training & evaluation. 3. To compare various content and process theories of motivation and interpret their implications for workplace behavior. 4. To identify the antecedents and consequences of job satisfaction, including productive and counterproductive work behaviors.			
<u>Course Outcomes (CO):</u>			
After completing the course, students will be able to...			
CO1: explain the foundations of Industrial Psychology and explore job analysis, job evaluation, and performance appraisal techniques in organizational settings.			
CO2: evaluate psychological assessment tools and discuss effective employee recruitment, selection, and training processes.			
CO3: analyze major theories of work motivation and identify ways to enhance employee performance and engagement in organizations.			
CO4: examine the determinants of job satisfaction and assess their impact on employee performance, well-being, and workplace behaviors.			

Unit No.	Content	Hours
I	Introduction to Industrial Psychology and processes 1.1. Introduction to Industrial Psychology 1.1.1. What is Industrial Psychology? 1.1.2. History of the field of Industrial Psychology. 1.2. Job Analysis. 1.2.1. The job oriented approach & The person oriented approach 1.2.2. Purposes of Job Analysis. 1.2.3. Approaches to collecting job analysis information. 1.3. Job evaluation 1.3.1. Setting salary levels 1.3.2. Comparable worth 1.4. Performance Appraisal 1.4.1. Reasons for appraising employees 1.4.2. Performance criteria	15
II	Assessment, Selection & Training 2.1. Psychological tests 2.1.1. Characteristics of tests 2.1.2. Types of tests 2.2. Selection 2.2.1. Recruiting employees. 2.2.2. Selecting employees 2.3. Training 2.3.1. Training Methods 2.3.2. Design factors that Affect Transfer of Training 2.4. Evaluation of Training program	15
III	Work Motivation and its theories 3.1. Motivation 3.1.1. Introduction and Meaning of motivation 3.1.2. What are work motivation theories? 3.2. Content theories: 3.2.1. Need Hierarchy theory 3.2.2. Two factor theory 3.3. Process theories - I 3.3.1. Reinforcement theory 3.3.2. Expectancy theory 3.3.3. Self- Efficacy theory 3.4. Process theories -II	15

	3.4.1. Goal Setting theory 3.4.2. Control theory 3.4.3. Action Theory 3.4.4 Justice theory.	
IV	Job satisfaction and behavior at workplace 4.1. Nature of job satisfaction- Antecedents of Job Satisfaction 4.1.1 Environmental Antecedents of Job Satisfaction 4.1.2. Personal Antecedents of Job Satisfaction 4.2. Potential Effects of Job Satisfaction 4.2.1. Job satisfaction & Job performance 4.2.2. Job satisfaction & Turnover 4.2.3. Job satisfaction & Absence 4.2.4. Job satisfaction & Health & well-being 4.2.5. Job and Life Satisfaction 4.3. Productive work behavior 4.3.1. Task performance 4.4. Counterproductive Work Behavior 4.4.1. Withdrawal- Absence, Lateness, Turnover 4.4.2. Aggression 4.4.3. Sabotage 4.4.4. Theft	15
		60

Syllabus: NEP 2020 w.e.f 2026-27

Books for study:

1. Spector, P. E. (2017). Industrial and organizational psychology: Research and practice (7th ed.). Wiley.
2. Robbins, S. P., & Judge, T. A. (2013). Organizational behavior (15th ed.). Pearson Education.

Books for references:

1. Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). Psychology and work: An introduction to industrial and organizational psychology (2nd ed.). Routledge.
2. Riggio, R. E., & Johnson, S. K. (2022). Introduction to industrial/organizational psychology (8th ed.). Routledge.
3. Landy, F. J., & Conte, J. M. (2016). Work in the 21st century: An introduction to industrial and organizational psychology (5th ed.). Wiley.

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

Programme Name: B.A.		Semester: V	
Course Category/Vertical: Major Electives			
Name of the Dept: Economics			
Course Title: Research Methodology I			
Course Code: BAE505		Course Level:5.5	
Type: Theory			
Course Credit: 4 credits			
Hours Allotted: 60 Hours			
Marks Allotted: 100 Marks			
Course Objectives: 1. To introduce students to the concept, nature, and significance of research in Economics and other social sciences. 2. To develop the ability among students to identify, define, and formulate research problem. 3. To provide knowledge about different types of data, methods of data collection, and techniques of data presentation for conducting quality research. 4. To train students in organizing, classifying, and presenting raw data using appropriate tabular, diagrammatic, and graphical methods for effective analysis.			
Course Outcomes (CO): CO 1: The learners will understand and inculcate research in Economics and other social sciences. CO 2: The course will help in formulation of research problem. CO 3: The students will understand types, methods of data collection and presentation for quality research in social sciences. CO 4: Students will be able to organize and present raw data using appropriate tabular, diagrammatic, and graphical methods.			
Description of the course:		The study of this paper will help students to understand and inculcate research in Economics amongst the learners, to encourage exchange of ideas and application of results of economic research at the same time to enable students in understanding data collection and presentation for quality research in social sciences.	

Syllabus: NEP 2020 w. e. f 2026-27

Unit No.	Content	Hours
I	Module I: Introduction to research • Meaning and scope of social science research- Basic assumptions of research- Features and importance of social science research • Objectives and types of research-Basic, Applied, Pure, Descriptive, Analytical and Empirical research, Variables in Research-Independent variable, Dependent variable, Control variable, Extraneous variable • Limitations of social science research, Ethics in social science Research	15
II	Module II: Formulation of Problem in Social Science Research • Meaning and sources of research problem in Economics, Identification and formulation of research problem • Review of literature: Meaning and importance, Hypothesis: Meaning, types and characteristics • Research design: Meaning and types-Exploratory, Descriptive, Experimental • Qualitative and Quantitative research in Economics, Data Collection and analysis, Interpretation and report writing- Use of web search in research process.	15
III	Module III: Primary and Secondary Data and sampling Techniques • Primary Data: Meaning and Definition, Characteristics of Primary Data, Methods of Collecting Primary Data-Observation Method, Interview Method (Structured & Unstructured), Questionnaire Method, Survey Method and focus Group Discussion, Advantages of Primary Data, Limitations of Primary Data • Secondary data: Meaning and Definition, Types of Secondary Data-Published Sources and Unpublished Sources, Sources of Secondary Data, Advantages of Secondary Data, Limitations of Secondary Data	15

	Sampling Techniques: Census and sample survey, Essentials of a good sampling, Advantages and limitations of Sampling, Types of sampling-Random sampling and Non-random Sampling-Sampling and Non-Sampling errors.	
IV	Module IV: Representation and Analysis of Data - Classification, Tabulation and Graphical presentation of socio-economic data- Need and importance of data analysis - Statistical analytical tools: Measures of Central Tendency, Measures of Variation: Absolute and relative measures, Measures of Dispersion - Quartile deviation, mean deviation and standard deviation, - Skewness: Meaning and measurement (Karl Pearson's and Bowley's methods)	15
	Total Hours	60

References:

1. Bhandarkar P.L., (1994), Samajik Sanshodhan Padhati, Himalaya Publication, New Delhi.
2. Dawson, Catherine (2002), Practical research methods, UBS Publishers, New Delhi.
3. Ghosh, B.N. (1992), Scientific methods and social research, Sterling Publishers Pvt. Ltd, New Delhi.
4. Gupta S P, (1987), Statistical methods, Sultan Chand and Sons, New Delhi.
5. Kothari R.C. (2008), Research methodology, methods and techniques, New Age International Publishers, New Delhi.
6. Krishnaswamy O.R. (1993), Methodology of research in social sciences, Himalaya publishing House, Mumbai.

Pattern for Internal and External Examination

Scheme of Examination

Internal: 40 Marks

External: 60 Marks

Pattern for Internal Examination

Internal	Marks: 40
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

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

**Sheth T. J. Education Society's
Sheth NKTT College of Commerce
Sheth J.T.T College of Arts, Thane (W)
(Autonomous)**

Program Name: B.A.		Semester: V	
Course Category: Minor			
Name of the Dept: Psychology			
Course Title: Psychology at Workplace - I			
Course Code: BAP506		Course Level: 5.5	
Course Credit: 4		Total Marks: 100	
<u>Learning Objectives:</u>			
1. To define and explain the fundamental concepts of workplace psychology and to identify and analyze contemporary organizational challenges affecting employee performance and organizational effectiveness. 2. To apply job analysis techniques to understand job roles and employee requirements. 3. To examine and evaluate the influence of personality, emotional intelligence, attitudes, emotions, moods and job satisfaction on workplace behavior. 4. To assess sources and effects of stress and propose suitable stress management strategies at individual and organizational levels.			
<u>Course Outcomes (CO):</u>			
After completing the course, students will be able to...			
CO1: explain the fundamental concepts of Organizational Behavior, analyze contemporary workplace challenges and apply job analysis techniques.			
CO2: evaluate the role of personality theories, emotional intelligence, and interpersonal skills in improving workplace effectiveness.			
CO3: examine attitudes, job satisfaction, employee engagement, and organizational commitment to assess their impact on employee performance and retention.			
CO4: identify sources and effects of organizational stress and recommend appropriate individual and organizational stress management strategies.			

Unit No.	Content	Hours
I	Introduction to psychology of Human Behavior at workplace 1.1. Organizational behavior: Definition, Meaning and Nature 1.2. Challenges in an organization- I 1.2.1. Challenge of Globalisation 1.2.2. Challenge of managing a diversified workforce 1.2.3. Challenge of temporariness 1.3. Challenges in an organization - II 1.3.1. Challenge of striking work life balance 1.3.2. Challenge of creating positive work environment 1.3.3. Challenge of improving Ethical behavior 1.4. Job Analysis 1.4.1. Person oriented approach of Job Analysis 1.4.2. Job oriented approach of Job Analysis 1.4.3. Purposes of Job Analysis	15
II	Personality 2.1. Interpersonal skills: Meaning and Importance of Interpersonal skills 2.2. Personality 2.2.1. Definition, meaning 2.2.2. Theories of personality: Trait theory, Behavioral theory 2.3. Emotional intelligence 2.3.1 Definition, meaning and importance of Emotional Intelligence 2.4. Emotions & Moods 2.4.1. Sources of Emotions 2.4.2. Application of moods at workplace	15
III	Attitudes & Job Satisfaction 3.1. Attitudes	15

	3.1.1. Introduction and meaning of Attitudes 3.1.2. Components of job satisfaction 3.2. Major job related attitudes 3.2.1. Job Involvement 3.2.2. Organizational Commitment 3.2.3. Perceived Organizational Support 3.2.4. Employee Engagement 3.2.5. Job Satisfaction 3.3. Job satisfaction: Introduction and Meaning of Job satisfaction 3.4. Determinants of job satisfaction 3.4.1. Work Itself 3.4.2. Pay 3.4.3. Personality	
IV	Organizational Stress & Stress Management 4.1. Organizational Stress: Introduction and meaning 4.2. Sources / Causes of Stress: 4.2.1. Environmental stressors 4.2.2. Organizational stressors 4.2.3. Personal stressors 4.3. Effects of stress: 4.3.1. Physiological effects of stress 4.3.2. Psychological effects of stress	15

	4.3.3. Behavioral effects of stress 4.4. Coping strategies: 4.4.1. Individual strategies to coping with stress 4.4.2. Organizational strategies to coping with stress	
		60

Syllabus: NEP 2020 w.e.f 2026-27

Books for study:

1. Robbins, S. P., & Judge, T. A. (2013). Organizational behavior (15th ed.). Pearson Education.
2. Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). Organizational behavior: Managing people and organizations (13th ed.). Cengage Learning.

Books for reference:

1. Spector, P. E. (2017). Industrial and organizational psychology: Research and practice (7th ed.). Wiley.
2. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2022). Organizational behavior: Improving performance and commitment in the workplace (8th ed.). McGraw-Hill Education.

**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.A		Semester: V
Course Category/Vertical: Minor		
Name of the Dept: Sociology		
Course Title: Sociology of Work		
Course Code: BAS506		Course Level: 5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives: 1.To develop in students a sociological understanding of the concept of work, it's changing nature and impact on society 2.To introduce students to types of organizations in industrial and post-industrial society CO 3. To help the students to develop sociological understanding of Work and the changes. 4.To introduce the students to key sociological concepts, which have been extensively used in "Sociology of work".		
Course Outcomes (CO): CO1: The Course will help the students to get proper jobs for themselves and keep in pace with recent developments like automation. CO2: The students will also understand the values of work ethics, work culture, decent work etc. CO3: The course further helps the students to respect decent work Agenda and assist the seniors in implementing the same in their organizations. CO4: The course will finally help the students to comprehend the growth and issues concerning labour in the informal sector		
Description of the course:		Sociology of Work is a branch of sociology that studies the social organization, meaning, and experiences of work in society. It examines how work is structured, how it changes over time, and how it affects individuals, groups, and social institutions. The subject explores topics such as division of labour, industrialization, labour relations, globalization, informal work, gender and work, and the impact of technology on employment. It also analyzes the role of work in shaping social identities, inequalities, and economic systems. Through sociological perspectives and theories, the course helps students understand the relationship between work, society, and social change in both traditional and modern contexts.

Syllabus: NEP 2020 w.e.f 2026-27

Unit No.	Content	Hours
I	UNIT I: Work, Industry and Industrialization A. Basic Concepts: Work, Work behaviour, Work environment, Work ethics and Work culture. B. Origin, Nature and Scope of Sociology of Work C. Industry: Evolution and characteristics, Industrialization: Pre-conditions, Consequences, Impact of industrialization on women and work.	15
II	UNIT II: Changing Models of Work and Production A. Meaning and Concept, Historical Development of Production Systems B. Fordism ,Post Fordism C. Post Industrialism	15
III	UNIT III: Emerging Trends in Industry A. Theorizing Work and Technology: Harry Braverman-Deskilling Thesis (Labour and Monopoly Capital: The Degradation of Work in 20th Century) ShoshanaZuboff - Theory of Computerization and Automation (In the Age of Smart Machines: The Future of Work and Power) B. Automation in the Artificial Intelligence Era and Its Impact on Employment C. Industrial Relations-Pre and Post Liberalization Era (Case study of Bombay Textile Workers' Strike of 1982)	15
IV	UNIT IV: GLOBALIZATION AND WORK A. Fair and Inclusive Globalization, Work efficiency and Development B. Pink Labour, Blue collar Labour,Work from home C. Emergence of KPOs and BPOs in India.	15
	TOTAL	60

References:

1. Agarwal, Nandini, 2012. Sociology of Work. Third Year BA: Sheth Publishers
2. AIMA and PWC Report, 2018. How Artificial Intelligence is Shaping Jobs in India?
3. Bhowmik, Sharit K. (2012). Industry, Labour and Society, New Delhi. Orient Black Swan
4. Braverman, Harry, 1998. Labour and Monopoly Capital: The Degradation of Work in 20th Century. <http://digamo.free.fr/braverman.pdf>
5. Dutt and Sundaram, 2007. "Indian Economy": S. Chand Publications
6. Edgell. S. 2006. The Sociology of work. Sage Publications, United Kingdom
7. Giddens. A. 2009. Sociology, 6th Edition, Polity Press
8. Grint, Keith (2000). Work and society, Reader: Wiley Publications, US
9. Hopkins, John, Women, writing and the industrial revolution
10. JSTOR. Women and industrialization in Asia by V Lovel 1996
<http://www.jstor.org/stable>
11. JSTOR. Women, Children and Industrialization in the early Republic: Evidence from the manufacturing census. Claudia. Goldin and Kenneth, Sokoloff
12. Krishan, Kumar, 2005. From post-industrial to post modern society: Blackwell publishing.
13. Lakha, Salim, 1988. Organised Labor and Militant Unionism: The Bombay Textile Workers' Strike of 1982, Bulletin of Concerned Asian Scholars
14. Macionis, P, Plummer, K. 2008. Sociology a global introduction-4th edition: Pearson Education Ltd.
15. Ramaswamy, E. A. and Ramaswamy, U. 1981. Industry and Labour. Delhi: Oxford University Press.
16. Rao, Subba, 2011. Essentials of Human Resource Management and Industrial Relations: Himalaya Publications
17. Women workers in the industrial revolution, Ivy pinchveck. Paperback. Also available in Kindle
18. Zuboff, Shoshana, 1981. Psychological and Organizational Implication of ComputerMediated Work, CISR No 71, Sloan WP No. 1224-81
19. Zuboff, Shoshana, 1988. In the Age of Smart Machines: The Future of Work and Power, Oxford: Heinemann Professional Publishing Ltd.

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 V

External Examination (60 Marks)

- | | | |
|------------|--|-----------|
| Q.1 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.2 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.3 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |
| Q.4 | Answer the following question (Attempt any 2) | 15 |
| a) | | |
| b) | | |
| c) | | |

**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.A.		Semester: V
Course Category/Vertical: Vocational Skill Course (VSC)		
Name of the Dept: Economics		
Course Title: Insurance Concepts and Practices		
Course Code: BAE507		Course Level:5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives: 1. To provide fundamental knowledge of insurance concepts, principles, and risk management. 2. To develop understanding of life and general insurance practices, including regulatory framework and claim procedures,		
Course Outcomes (CO): CO1. Students will understand the basic concepts, principles, and importance of insurance in economic development. CO2. Students will be able to describe different types of insurance policies and recent trends.		
Description the course:		This course introduces students to the fundamental concepts and practices of insurance and risk management. It explains the principles of insurance, types of risks. The course provides knowledge of life and general insurance products along with claim settlement procedures. It also highlights the regulatory framework of insurance in India and consumer protection mechanisms. Emphasis is given to understanding of policy documentation and insurance operations. The course aims to enhance financial awareness and develop basic employability skills in the insurance sector.

Syllabus: NEP 2020 w. e. f 2026-27

Unit No.	Content	Hours
I	Module-1: Fundamentals of Insurance Insurance- Meaning, Nature and Importance of Insurance, Principles of Insurance,	15

	• Risk- Meaning, and types of Risks, Methods of Handling Risk • Insurance Regulatory Development Authority (IRDA), Consumer Protection in Insurance, Grievance Redressal Mechanism	
II	Module II: Insurance Practices • Life Insurance – Meaning, Types (Term policy, Whole life policy, Endowment Policy), Claim settlement Procedures • General Insurance- Meaning, Types (Fire, Marine, Motor and Health), Claim procedures in general Insurance • Recent trends in Insurance- bancassurance, Digital Insurance, Microinsurance and InsurTech	15
	Total Hours	30

References:

1. Mishra, M. N. & Mishra, S. B. – Insurance: Principles and Practice – S. Chand Publishing – 2016.
2. Gulati, Neelam C. – Principles of Insurance Management – Excel Books – 2011.
3. Periasamy, P. – Principles and Practice of Insurance – Himalaya Publishing House – 2010.
4. Trieschmann, James S.; Hoyt, Robert E.; Sommer, David W. – Risk Management and Insurance – Cengage Learning – 2005.
5. Vaughan, Emmett J. & Vaughan, Therese M. – Fundamentals of Risk and Insurance – Wiley – 2014.
6. Rejda, George E. & McNamara, Michael J. – Principles of Risk Management and Insurance – Pearson – 2017.
7. Insurance Institute of India – Study Materials on Life and General Insurance – Insurance Institute of India Publications – Latest Edition.

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

Pattern for Internal Examination

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

Pattern for External Examination

Q. No.	External	Marks: 30
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) b) c)	15 Marks

**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.A		Semester: V
Course Category/Vertical: VSC		
Name of the Dept: Sociology		
Course Title: Social Movement in India		
Course Code: BAS507		Course Level: 5.5
Type: Theory / Practical		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50		
Course Objectives : 1. To introduce students to the concept and characteristics of social movements. 2. To develop critical understanding of contemporary social movements in India.		
Course Outcomes (OC): CO1. Students will be able to analyze the role of social movements in social transformation and policy change. CO 2. Students will be able to understand the concept, nature, and significance of social movements.		
Description of the course:		Social Movement in India This course introduces students to the concept, nature, and dynamics of social movements in India. It focuses on understanding the meaning, characteristics, and types of social movements such as reform, revolutionary, resistance, and identity movements. The course also highlights the role of non-governmental organizations (NGOs), media, and civil society in mobilizing people and shaping collective action. Further, it examines important movements in India including the Telangana Movement, the Naxalite Movement, and tribal struggles such as the Jharkhand Movement and forest rights movements. The course also explores contemporary student mobilizations like the Panjab University Bachao Morcha (2025). Through these examples, students will develop an understanding of how social movements emerge, organize, and influence social change and democratic processes in India.

Syllabus: NEP 2020 w.e.f 2026-27

Unit No.	Content	Hours
I	UNIT I: Understanding Social Movements A. Meaning, Nature and Characteristics of Social Movements B. Types of Social Movements – Reform, Revolutionary, Resistance and Identity Movements C. Role of NGOs, Media and Civil Society in Social Movements	15
II	UNIT II: New Social Movements in India A. Digital Activism B. Environmental Movements C. Identity Movements	15
	TOTAL	30

References

1. Ghanshyam Shah (2004). Social Movements in India: A Review of Literature. New Delhi: Sage Publications.
2. Rajendra Singh (2001). Social Movements, Old and New: A Post-Modernist Critique. New Delhi: Sage Publications.
3. M. S. A. Rao (1979). Social Movements in India. New Delhi: Manohar Publications.
4. T. K. Oommen (2010). Social Movements I: Issues of Identity. New Delhi: Oxford University Press.
5. Gail Omvedt (1993). Reinventing Revolution: New Social Movements and the Socialist Tradition in India. New York: M.E. Sharpe.
6. Ramachandra Guha (2000). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. New Delhi: Oxford University Press.

Paper Pattern for Internal and External Examination

Scheme of Examination

Internal: 20 Marks

External: 30 Marks

Internal	Marks: 20
Assignment/Participation/Group Discussion/Book Review/Film Review/Attendance	10 Marks
Class test	10 Marks

MODEL QUESTION PAPER

SEMESTER V

External Examination (3Marks)

Q.1 Answer the following question (Attempt any 3)

15

- A.
B.
C.
D.
E.

Q.2 Answer the following question (Attempt any 3)

15

- A.**
B.
C.
D.
E.

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**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.A.	Semester: V
Course Category/Vertical: VSC	
Name of the Dept: Psychology	
Course Title: Mental Health and First Aid	
Course Code: BAP507	Course Level: 5.5
Type: Theory	
Course Credit: 2 credits	
Hours Allotted: 30 Hours	
Marks Allotted: 50 Marks	
Learning Objectives: 1. To develop a foundational understanding of mental health, mental illness, stigma, and the responsibilities of a Mental Health First Aid Provider, including the importance of self-care. 2. To enable learners to recognize mental health crisis situations and apply first aid models and support strategies effectively in real-life scenarios.	
Course Outcomes (CO): After completing the course students will be able to.... CO1: explain the concepts of mental health and mental illness, and describe the understanding of the role of a Mental Health First Aid provider. CO2:. identify signs of mental health crises and apply appropriate Mental Health First Aid strategies, including the ALGEE model, to support individuals experiencing mental health difficulties.	

Unit No.	Content	Hours
I	Introduction to Mental Health and First Aid 1.1. Concept of Mental Health & Mental Illness 1.1.1. Meaning, Scope and Importance of Mental health and Mental illness 1.1.2. Understanding Stigma, Myths and Misconceptions regarding Mental Illness 1.2. Role of a Mental Health First Aid Provider 1.2.1. Understanding the role of a Mental Health First Aid Provider 1.2.2. Role of Family, Peers & Community in mental health support 1.2.3. Self care for mental health first aid providers	15
II	Mental Health Crisis & First Aid 2.1. Mental Health Crisis 2.1.1. Identifying different Mental Health crisis 2.1.2. Stress, Anxiety, Depression and Burnout 2.1.3. Substance Use and Behavioral Issues 2.2. Implementing First Aid in Mental Health 2.2.1. ALGEE Model 2.2.2. First aid in Anxiety & Depression 2.2.3. Application of Support strategies	15
	Total Hours	30

Syllabus: NEP 2020 w.e.f 2026-27

Experiential Learning Component:

This syllabus on Mental Health and First Aid equips students with essential skills to navigate psychological challenges in everyday life. While teaching this subject students can be a part of a debate where students will be able to understand the myths about mental illness. Students can demonstrate their understanding of Mental Health First Aid through role play, students can work on developing their own toolkit for mental health first aid. Students can focus more on developing coping tools for personal use where focus will be on using the skills of mental first aid on self. While completing this course, students can be a part of group discussion where they will be allowed to talk about the cases which they identify in their locality. Students will work individually or in groups to design awareness activities such as posters or presentations to promote awareness regarding mental health issues. Students will be encouraged to engage in peer support conversations where they will practice offering emotional support to peers in simulated situations, this activity will help build their confidence in providing responsible peer support.

Books for study:

1. Hammett, E. (2021). Mental health first aid: A practical guide for workplaces, schools, families, friends, carers and everyone needing support with their mental health. First Aid for Life.
2. Melville, J. (1980). First aid in mental health. Routledge.

Books for Reference:

1. Nuco Training Ltd. (2022). First aid for mental health awareness: A complete guide to first aid for mental health awareness (2nd ed.). Nuco Training Ltd.
2. Kitchener, B. A. (2015). Mental Health First Aid International Manual. Mental Health First Aid International