

**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: VI
Course Category/Vertical: Major		
Name of the Dept: Economics		
Course Title: International Economics		
Course Code: BAE601		Course Level: 5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives : 1.To develop a clear understanding of the basic theories of international trade and the instruments of commercial policy. 2.To familiarize students with the concepts of balance of payments, exchange rate determination, and the functioning of major international economic institutions.		
Course Outcomes : Students would be able to: CO 1: Explain major theories of international trade and evaluate the role of trade policies in international economic relations. CO 2: Analyze balance of payments situations, exchange rate mechanisms, and the role of international financial institutions in global trade and development.		
Description of the course:		This course introduces students to the basic principles and theories of international trade and finance within the framework of the global economy. It explains classical trade theories such as Absolute and Comparative Advantage, the Heckscher–Ohlin theory, and key instruments of commercial policy including tariffs and quotas. The course also examines the structure and functioning of the

	Balance of Payments, foreign exchange determination, and exchange rate systems. Further, it familiarizes students with the role and objectives of major international financial and trade institutions such as the International Monetary Fund, World Bank, and World Trade Organization. The focus is conceptual and analytical, helping students understand India's position in the global economy.
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Syllabus: NEP 2020 w. e. f 2026-27

Unit No.		Hours
I	Theories of International Trade and Commercial Policy * Introduction to International Trade ● Meaning and Importance of International Trade ● Gains from trade ● Difference between Internal and International Trade * Theories of International Trade ● Absolute Cost Advantage – Adam Smith ● Comparative Cost Advantage – David Ricardo ● Heckscher–Ohlin Theory (basic idea only) * Commercial Policy ● Free Trade vs Protection ● Tariffs – Meaning and Types ● Quotas and Subsidies (basic idea)	15
II	Balance of Payments, Exchange Rate and International Institutions *Balance of Payments ● Meaning and Structure of Balance of Payments	15

	• Causes of Disequilibrium • Measures to Correct Disequilibrium *Foreign Exchange and Exchange Rate • Meaning of Foreign Exchange • Fixed and Flexible Exchange Rate Systems • Determination of Exchange Rate (Demand and Supply approach – basic idea) *International Economic Institutions • Objectives and Functions of International Monetary Fund • Objectives and Functions of World Bank • Objectives and Functions of World Trade Organization	
	Total Hours	30

References:

1. Salvatore, D. *International Economics*. Wiley.
2. Bo, Sodersten & Reed, G. *International Economics*. Macmillan.
3. Krugman, P. R., Obstfeld, M. & Melitz, M. *International Economics: Theory and Policy*. Pearson.
4. Carbaugh, R. J. *International Economics*. Cengage Learning.
5. Cherunilam, F. *International Economics*. McGraw Hill Education.
6. Mannur, H. G. *International Economics*. Vikas Publishing House.
7. Jhingan, M. L. *International Economics*. Vrinda Publications.
8. Government of India. *Economic Survey* (Latest Issue).
9. International Monetary Fund – Official Publications and Reports.
10. World Trade Organization – Annual Reports and Trade Statistics.

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
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Programme Name: B.A		Semester: VI	
Course Category/Vertical: Major Mandatory			
Name of the Dept: Economics			
Course Title: Advanced Macroeconomics			
Course Code: BAE602		Course Level:5.5	
Type: Theory			
Course Credit: 2 credits			
Hours Allotted: 30 Hours			
Marks Allotted: 50 Marks			
Course Objectives : 1. To develop understanding of key macroeconomic models explaining income determination, unemployment and price levels. 2. To introduce students to macroeconomic fluctuations and basic international monetary arrangements.			
Course Outcomes (CO): CO1. Students will be able to explain macroeconomic equilibrium using IS–LM, AD–AS and Phillips Curve frameworks. CO2. Students will be able to describe trade cycles and understand basic concepts of exchange rate systems and the international monetary system.			
Description of the course:		This course introduces students to key analytical concepts in advanced macroeconomics with emphasis on macroeconomic equilibrium, unemployment, price dynamics and economic fluctuations. It covers important macroeconomic frameworks such as the IS–LM and AD–AS models, the Phillips Curve and basic trade cycle theories to understand macroeconomic stability. The course also provides an overview of exchange rate systems and the evolution of the international monetary system, linking theoretical ideas with contemporary macroeconomic issues in India and the global economy.	

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

Unit No.	Content	Hours
I	Module I: Macroeconomic Equilibrium and Business Cycles ● IS–LM Framework and derivation of the Aggregate Demand Curve - Aggregate Supply Curve and equilibrium using the AD–AS Model ● Phillips Curve: Short-run and Long-run Phillips Curve- Expectations-augmented Phillips Curve (Friedman) ● Trade Cycles: Meaning and phases of trade cycles - Samuelson's Multiplier–Accelerator Interaction Model- Hicks' Theory of Trade Cycles	15
II	Module II: Exchange Rate and International Monetary System ● Meaning and importance of Exchange Rate - Fixed and Flexible Exchange Rate Systems - Managed Floating Exchange Rate System ● Determination of equilibrium exchange rate - Purchasing Power Parity Theory ● Evolution of the International Monetary System: Gold Standard and Bretton Woods System – Role of international financial institutions in global monetary stability and exchange rate management in India.	15
	Total Hours	30

References:

1. Rana K. C. & Verma K.N (2017), International Economics, Vishal Publishing CO. Jalandhar.
2. Salvatore D. (1997), International Economics, Printice Hall, New York.
3. Cherunilam Francis, International Economics, 2009, 5th Edition, Tata McGraw-Hill Education Private Limited, New Delhi.
4. Krugman R Paul, Maurice Obstfeld, International Economics Theory and Policy, 2009, 8th Edition, Pearson.
5. H.L., (2008), Macroeconomics theory and Policy, S. Chand and company Ltd. New Delhi.
6. Eroll D' Souza, (2008), Macroeconomics, Pearson Education
7. N. Gregory Mnakiw, (2015), Principle of Macroeconomics, Cengage Learning
8. Dornbusch Rudiger, Fischer, Stanley and Startz, (2017) (Indian Edition), Macroeconomics Delhi: Mcgraw Hill Publication.

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 the 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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Programme Name: B.A.		Semester: VI
Course Category/Vertical: Major Mandatory		
Name of the Dept: Economics		
Course Title : Industrial and Labour Economics		
Course Code:BAE603		Course Level: 5.5
Type: Theory		
Course Credit: 2 credits		
Hours Allotted: 30 Hours		
Marks Allotted: 50 Marks		
Course Objectives : 1. To understand the basics of industrial labour and wage determination in India. CO 2 2. To know about trade unions and labour laws.		
Course Outcomes (CO): CO1 Students will be able to understand the structure of labour market and wage concepts. CO2 Students will be able to study labour welfare and labour laws in India.		
Description of the course:	This course provides a comprehensive introduction to Industrial Labour Economics, beginning with the fundamental dynamics of the labor market, including the features of Indian industrial labor and the basic theories of wage determination—specifically distinguishing between minimum, fair, and living wages. It transitions from these theoretical foundations into the institutional and legal frameworks that govern the workplace, examining the growth of trade unions, the mechanisms of collective bargaining, and the global influence of the International Labour Organization. By focusing on critical legislation like the Factories Act of 1948 and the Industrial Disputes Act of 1947, the curriculum addresses practical issues of worker safety, productivity, and social security, while concluding with a critical look at the contemporary challenges faced by informal and contract workers in the modern economy.	

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

Unit No.	Content	Hours
I	Labour Market and Wages Meaning and scope of Industrial and Labour Economics–Features of industrial labour in India-Demand and supply of labour (basic idea)– Wage determination (simple theories) -Minimum wage, fair wage and living wage-Labour productivity	15
II	Trade Unions and Labour Laws Growth and functions of trade unions - Collective bargaining - Role of International Labour Organization - Important labour laws (basic understanding): Factories Act 1948 , Industrial Disputes Act 1947, Minimum Wages Act 1948 - Labour welfare and social security - Problems of informal and contract workers-New labour Codes of 2020	15
	Total Hours	30

References:

1. Agrawal A.N. (2011), Indian Economy, New Age International Publishers, New Delhi
2. Barthwal R.R. (2007) , Industrial Economics , New Age International Publishers, New Delhi
3. Cherunilam, F. (1994), Industrial Economics : Indian Perspective, Himalaya Publishing House, Mumbai
4. Datt R. and Sundaram K.P.M. (2009), Indian Economy, S.Chand & Co., New Delhi
5. Desai S.S.M. and Bhalerao N (2008), Industrial Economy of India, Himalaya Publishing House, Mumbai
6. Ekbote Vidya and Ekbote Vilas (1999), Industrial Economics, Anmol Publication, Pune
7. Kuchhal S.C. (1980), Industrial Economy of India, Chaitanya Publishing House, Allahabad
8. Mishra S.K. and Puri V.K.(2008), Indian Economy, Himalaya Publishing House, Mumbai
9. Mamoria C.B. and Mamoria S. (2002), Dynamics of Industrial Relations, Himalaya Publishing House, Mumbai
10. Monappa A, (2006), Industrial Relations, Tata McGraw Hill Publishing Company Ltd., New Delhi

11. Punekar S.D., Deodhar S.B. and Sankaran Saraswathi (2004), 'Labour Welfare, Trade Unionism and Industrial Relations', 2004

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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Program Name: B.A.		Semester: VI
Course Category: Major (Mandatory)		
Name of the Dept: Psychology		
Course Title: Psychological Testing and Statistics		
Course Code: BAP604		Course Level: 5.5
Course Credit: 4		Total Marks: 100
<u>Learning Objectives:</u> 1. To outline the foundation of psychological testing and assessment by studying the process of assessment, test development and build the understanding of what is a good test. 2. To explain the concept of personality and intelligence and examine comprehensive assessments of personality and intelligence. 3. To demonstrate the understanding of correlation and Probability and extend the understanding of Frequency Distribution with its calculation. 4. To build the understanding of measures of variability and measures of central tendency and computation of variability and measures of central tendency.		
<u>Course Outcomes (CO):</u> After completing the course, students will be able to... CO1: summaries the understanding of psychological testing and assessment by describing the process of assessment and test development, by concluding the understanding of a good test. CO2: describe the concept of Personality and Intelligence and elaborate on the assessments of Personality and Intelligence. CO3: outline the concept of correlation and Probability and extend the understanding of Frequency Distribution. CO4: recognizing and computing measures of variability and measures of central tendency.		

Unit No.	Content	Hours
I	Psychological Testing and Assessments 1.1. Definition of Testing and Assessment, Process and tools of Assessment 1.2. The Parties, Types of Settings Involved 1.3. Test Development 1.3.1. Test conceptualization 1.3.2. Test construction 1.3.3. Test Try out 1.3.4. Item analysis 1.3.5. Test Revision 1.4. What Is a 'Good Test?': 1.4.1. Reliability: Reliability estimates (Test retest, Parallel and Alternate forms, Split half and other methods (Inter-item consistency, Kuder Richardson, Coefficient alpha)), Coefficient of Reliability 1.4.2. Validity: Face Validity, Content Validity, Criterion related validity, Construct validity 1.4.3. Norms and its types 1.5. Norm-Referenced Versus Criterion-Referenced Evaluation	15
II	Assessments of Personality and Intelligence 2.1. Assessments of Personality: 2.1.1. Definition of Personality, Meaning of Personality assessments 2.1.2. Traits, Types and States 2.1.3. Personality assessments: Some basic questions, assessment and culture 2.1.4. Personality assessment methods: Objective, Projective, Behavioral 2.2. Assessments of Intelligence 2.2.1. Different views for the concept of Intelligence Francis Galton Alfred Binet David Wechsler Jean Piaget 2.2.2. Factor analytic theories of Intelligence 2.2.3. Information processing view 2.2.4. Tests of Intelligence Stanford-Binet Intelligence Scales The Wechsler Tests 2.3. Other measures of Intelligence:	15

	2.3.1. Tests for Individual Administration 2.3.2. Group Administration	
III	Correlation and Frequency Distribution 3.1. Correlation 3.1.1. Meaning and Types of Correlation, Graphical representation 3.1.2. Pearson's product-moment correlation coefficient. 3.1.3. Calculation of rho by Spearman's rank-difference method 3.2. Types of Scores and Types of Scales 3.3. The concept of Probability: 3.3.1. Normal Probability Curve 3.3.2. Skewness 3.4. Frequency distribution (Grouped data) and Graphical representation 3.4.1. Frequency polygon 3.4.2. Histogram 3.4.3. Ogive	15
IV	Measures of Variability and Measures of Central Tendency 4.1. 4 measures of variability and calculation 4.1.1. Range 4.1.2. Average Deviation 4.1.3. Quartile Deviation 4.1.4. Standard Deviation 4.2. Measures of central tendency 4.2.1. Calculation of Mean, Median, Mode 4.2.2. Assumed mean method for calculating mean 4.2.3. Comparison of Measures of central tendency 4.3. Percentiles 4.3.1. Nature, Merits, limitations 4.3.2. Calculation of Percentile Rank	15
		60

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

Books for study:

1. Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)
2. Cohen, R. J., Swerdlik, M. E., & Sturman, E. L. (2017). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.

Books for references:

1. Anastasi, A. & Urbina, S. (2017). Psychological Testing. (7th ed.). India: Pearson India Education services Pvt Ltd.
2. King, B. M., Rosopa, P.J., & Minium, E. W. (2018). Statistical reasoning in the behavioral sciences (7th ed.). John Wiley & Sons Inc.
3. Ghosh, B.N., (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.
4. S.K. Mangal, Ph.D. (Education), has held positions as Principal, Professor, and Head of the Department of Postgraduate Studies at C.R. College of Education in Rohtak, Haryana.

**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: VI
Course Category/Vertical: Major		
Name of the Dept: Sociology		
Course Title: Anthropological Thought		
Course Code: BAS604		Course Level: 5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives : 1. To provide the students with the understanding of Theoretical Anthropology. 2. To train students in the application of these theories to social situations. CO 3. 3 . To analyze the contributions of important anthropologists. 4. To develop critical thinking about anthropological perspectives.		
Course Outcomes (CO): CO1: Students will be able to Identify major anthropologists and their contributions. CO2: Students will be able to Critically analyze different theoretical perspectives in anthropology. CO3: Students will develop sociological perspectives to understand gender issues. CO4: Students will apply anthropological concepts to understand culture and society		
Description of the course:		This course explores the development of anthropological thought, beginning with the nature, scope, and methods of anthropology, and covering its sub-disciplines: physical, cultural, archaeological, and linguistic. It examines early theoretical perspectives such as Evolutionism (Edward Tylor, L.H. Morgan), Historical Particularism (Franz Boas), and Functionalism (Malinowski), followed by later developments including Culture and Personality (Margaret Mead), Patterns of Culture (Ruth Benedict), and Interpretative Anthropology (Clifford Geertz). The course concludes with contemporary Indian thinkers like Alpa Shah, Nandini Sunder, and Patricia Uberoi, highlighting studies on tribal societies, social change, and cultural practices. Students will develop a critical understanding of how anthropological theories shape the study of human societies in both global and Indian contexts.

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

Unit No.	Content	Hours
I	UNIT I: Introduction to Anthropology A. Nature and scope of Anthropology B. Sub-disciplines within anthropology Physical, Cultural, Archaeology, Linguistic, C. Field methods in Anthropology	15
II	UNIT II: Early Thought A. Evolution – Edward Tylor, L.H. Morgan B. Historical Particularism – Franz Boas C. Functionalism- Malinowski’s Theory of Need	15
III	UNIT III: Later Development A. Culture and Personality- Margaret Mead’s Coming of Age in Samoa B. Patterns of Culture – Ruth Benedict C. Interpretative Anthropology – Clifford Geertz’ Thick Description : “Deep Play: Notes on the Balinese Cockfight”	15
IV	UNIT IV: Contemporary Indian Thinkers A. Alpa Shah- “Tribe, Egalitarian Values, Autonomy and the State” B. Nandini Sunder- “Divining Evil: The State and Witchcraft in Bastar” C. Patricia Uberio- “Scripting Romance? Tribulation of Courtship in Popular Fiction	15
	TOTAL	60

References:

1. Barnard, Alan. 2000. History and Theory in Anthropology. United Kingdom. The Press Syndicate of the University of Cambridge.
2. Guha Ramachandra. 2007. 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin' in Uberoi Patricia; Sundar Nandini and Satish Deshpande (ed.): Anthropology in the East. 330- 359, Ranikhet: Permanent Black.
3. Harris, Marvin, 2001. The Rise of Anthropological Theory : A History of Theories of Culture, Jaipur, Rawat Publication.
4. Kottak Conrad Phillip, 1997. Anthropology, The Exploration of Human Diversity. New York The McGraw-Hill Companies Inc.
5. MacGee R Jon and Warm Richard L Anthropological Theory and Introductory History (4TH ed) 2008, McGrawHill New York.
6. Mair Lucy, 1965. An Introduction to Social Anthropology (2nd ed), 1965, New Delhi, India.
7. Moore Jerry, 2009. Visions of Culture an introduction to Anthropological Theories and Theorists (3rd ed) United Kingdom . Rowen and Little Publishers.
8. Shah Alpa .2019. 'Tribe, Egalitarian Values, Autonomy and State' in Srivastava, Arif and Abraham (ed): Critical Themes in Indian Sociology, 225-239, Sage Publication.
9. Sundar Nandini. 2010. "Divining Evil: The State and Witchcraft in Bastar" in Gender, Technology and Development. 425-448. Sage Publication. <http://gtd.sagepub.com>
10. Thomas Hylland Eriksen, 1988. What is Anthropology, Jaipur, Rawat Publications.
11. Thomas Hylland Eriksen and Finn Sivert Nielsen, A History of Anthropology, 2008, Jaipur, Rawat Publications.
12. Uberoi Patricia. 2006. Freedom and Destiny: Gender Family and Popular Culture in India, New Delhi. Oxford University Press

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: VI
Course Category/Vertical: Major Elective		
Name of the Dept: Sociology		
Course Title: Gender and Society		
Course Code: BAS605		Course Level: 5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives : 1.To Understand the concept of gender and its distinction from biological sex. 2.To Analyze the social, cultural, and economic dimensions of gender. 3.To Examine how gender intersects with caste, class, religion, and ethnicity. 4.To Critically evaluate patriarchy, power structures, and gender inequalities.		
Course Outcomes (CO): Students would be able to CO1. Critically assess the impact of social, cultural, and economic structures on gender relations. CO2.Explain contemporary gender issues, including violence, workplace discrimination, and LGBTQ+ rights. CO3.Evaluate government policies, legal measures, and grassroots movements addressing gender equality. CO4. Develop informed perspectives and research-based insights on gender in society.		
Description of the course:		This course explores gender as a central category of social analysis and examines how it intersects with culture, economy, politics, and social institutions. It investigates social constructions of masculinity and femininity, gender inequalities, and the role of patriarchy in shaping societal norms. The course also examines contemporary issues such as women in the workforce, gender and education, media representation, LGBTQ+ perspectives, and social movements advocating gender justice. Through case studies and critical debates, students will develop a deeper understanding of how gender influences social identities, relationships, and opportunities in society.

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

Unit No.	Content	Hours
I	UNIT I: Gender, Society, and Culture A. Family, Marriage, and Household Dynamics B. Education, Work, and Gendered Division of Labour C. Media, Digital Spaces, and Gender Representation	15
II	UNIT II: Gender and Law A. Protection of Women from Domestic Violence Act (PWDVA 2005) B. The Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act (POSH ACT, 2013) C. Transgender Persons Act,2019	15
III	UNIT III: Protests and Resistance A. Reproductive Health: Debates on surrogacy B. Livelihood struggles: Water, land and forests C. Anti-arrack struggles	15
IV	UNIT IV: Gender Based Violence and Digital Campaigns A. Domestic Violence: Violence against women and transpersons B. Violence in virtual spaces: Twitter and facebook misogyny and trolling C. Why loiter ,Pinjra Tod, #Me too	15
	TOTAL	60

References

1. Agarwal, Anuja. (1997). Gendered Bodies: The case of the 'third gender' in India. Contributions to Indian Sociology, Vol 31- (2), 273-297
2. Gupta. Alok (2006). Section 377 and the dignity of Indian homosexuals. EPW VolXLI (40).
3. Kothari, J. 2005. Criminal law on domestic violence: Promises and limits, EPW Vol XL No 46, Pp 4843-4849
4. KanchaIliiah, (1992) Andhra Pradesh's Anti Liquor Movement, Vol. 27, Issue 45, Nov. 1992
5. Kannabiran, K. (ed).The violence of normal times: Essays on women's lived realities. Kali for women: New Delhi.
6. Menon, Nivedita. 2013. Seeing Like a Feminist. Zubaan: New Delhi
7. Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi.
8. Patnaik & D. Narsimha Reddy, (1993), Anti arrack agitation of women in Andhra Pradesh, Economic and Political Weekly, Vol. 28, Issue 20-21, May 22, 1993
9. Patel, V. Gender in Workplace policies: A focus on Sexual Harassment, EPW, Vol XXXIX No 41
10. Revathi, A. 2013. The Truth About Me: A Hijra Life Story. Penguin Books India.
11. Shah, Chayanika; Merchant, R. Mahajan, S. & Nevatia, S. (2015). No outlaws in the Gendergalaxy. New Delhi: Zubaan
12. Sharma, Kalpana. (2002) Surviving Violence, Making Peace: Women in communal conflict in Mumbai in Kapadia, K. (ed) The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India. New Delhi: Kali for Women
13. <https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019>
14. <https://prsindia.org/billtrack/the-transgender-persons-protection-of-rights-bill-2019>

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

Program Name: B.A.		Semester: VI
Course Category: Major (Elective)		
Name of the Dept: Psychology		
Course Title: Counselling Psychology		
Course Code: BAP605	Course Level: 5.5	
Course Credit: 4	Total Marks: 100	
<u>Learning Objectives:</u>		
1. To acquire the nature of counseling and differentiate among major theories for effective therapeutic application. 2. To outline the process of counseling and evaluate skills in counseling. 3. To describe the process of building counseling relationships and acquire the ethics in counseling. 4. To analyze the difference between counseling for different groups based on culture, age, gender and sexual orientation.		
<u>Course Outcomes (CO):</u>		
After completing the course, students will be able to...		
CO1: analyze the nature of counseling and theories and differentiate between those theories.		
CO2: explain the process of counseling and build the understanding of skills used in counseling.		
CO3: outline the process of building counseling relationships and evaluate the ethics in counseling.		
CO4: demonstrate the understanding of the process of counseling for different groups based on culture, age, gender and sexual orientation.		
Unit No.	Content	Hours

I	Introduction to Counselling and Theories of Counselling 1.1. Nature and Historical Perspective 1.2. Professional Counsellors- Roles and functions. 1.3. Theories of Counselling 1.3.1. Psychoanalytic theories 1.3.2. Adlerian theory 1.3.3. Behavioral counselling 1.3.4. Cognitive Behavioral Counselling 1.3.5. Systems theories 1.3.6. Crisis and Trauma counselling approaches	15
II	Process and Skills in Counselling 2.1. Understanding Counseling as a Process 2.2. Outcome Goals of Counselling 2.3. Stages of Counselling Process 2.4. Counselor Skills in Counselling 2.4.1. Counselor skills in the Understanding and Action Phases: Changing perceptions, Leading, Multi-focused Responding, Accurate Empathy, Self-Disclosure, Immediacy, Hope, Humor, Confrontation, Contracting, Rehearsal 2.4.2. Transference and counter-transference	15
III	Building a Counselling Relationship 3.1. Personal and Professional Aspects of Counseling 3.1.1. Personality and Background of the counselor 3.1.2. Professional aspects of counseling 3.2. Building a Counselling Relationship 3.2.1. Factors that influence the counselling process 3.2.2. Types of initial interviews; conducting the initial interview 3.3. Ethics in counselling	15

IV	Counselling with Diverse Populations and Counseling in Multicultural Society 4.1. Counselling Aged Populations 4.1.1 Old age 4.1.2. Needs of the Aged 4.1.3. Counseling with Aged 4.2. Gender based counseling 4.2.1. Counseling Women 4.2.2. Counseling Men 4.2.3. Counseling and Sexual Orientation 4.2.4. Counseling with Gay, Lesbians, Bisexuals and Transgenders 4.2.5. Counseling in Multicultural Society Defining culture and Multicultural Counseling Difficulties and Issues in Multicultural Counseling Counseling considerations with Specific Cultural Groups	15
		60

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

Books for study:

1. Gladding, S. T. (2018). Counseling: A Comprehensive Profession. (8th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India Pvt Ltd.
2. Gladding, S. T. & Batra, P. (2020) Counseling: A Comprehensive Profession. 8th Edition. Pearson India Education Services Pvt Ltd.

Books for references:

1. Arulmani, G., & Nag-Arulmani, S. (2004). Career Counseling – a handbook. New Delhi: Tata McGraw-Hill
2. Capuzzi, D., & Gross, D. R. (2007). Counseling and Psychotherapy: Theories and Interventions. (4th ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India Pvt. Ltd.
3. Welfel, E. and Patterson, L. (2005). The Counseling Process: A Multitheoretical and Integrative Approach. 6th Indian Edition. New Delhi: Cengage Learning India Private Limited.

**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: VI
Course Category/Vertical: Major Electives		
Name of the Dept: Economics		
Course Title: Research Methodology II		
Course Code: BAE605		Course Level:5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100 Marks		
Course Objectives: 1: To familiarize students with the research culture in Economics through the application of statistical tools and technique. 2:To develop a clear understanding of the concept of index numbers, including their construction, uses, and applications in economic analysis. 3: To enable students to understand the process of formulation of hypotheses and methods of hypothesis testing in social science research. 4: To provide knowledge and skills required for writing research reports in social sciences, including their types, structure, organization, and styles.		
Course Outcomes (CO): CO 1: The learners get assimilated to the research culture in Economics through application of statistics. CO 2: The learners will understand the concept of index number with its use and applications. CO 3: The course will help in formulation of hypotheses and its testing in social science research. CO 4: The students will understand the writing of social science research reports with its various types, organization and styles.		
Description of the course:		This paper enables students in understanding application of statistics in research, to prepare learners to realize about various analytical tools and methods in research, to orient the students to know index numbers, hypothesis formulations and testing and to make student understand about the research report writing.

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

Unit No.	Content	Hours
I	Module I: Application of Statistics in Research-Correlation and regression - Correlation - Meaning and Types of Correlation, Methods of studying correlation- measurement of simple correlation: graphic method- Scatter diagram, Coefficient of correlation- Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation (Concept only) - Linear regression analysis- Meaning, regression lines, regression equation, regression equation relationship between - Correlation and Regression- Analysis of time series- Components, Trend analysis, Moving averages (3, 4 and 5 Yearly), Method of least square.	15
II	Module II: Index number - Meaning and classification of index number , Uses and limitation of index numbers - Methods of constructing index numbers: 1)Simple index: Aggregate method and Simple average of Relative method 2)Weighted index: Laspeyer's, Paache's, Fisher's and Marshall- Edgeworth , Weighted average of Relative method - Aggregate Expenditure method 3) Chain based index - Concepts of base shifting, splicing, and deflating 4) Consumer price index- Meaning, need and construction.	15
III	Module III: Hypothesis Formulation and Testing - Definition and functions of Hypothesis, Characteristics of a Good Hypothesis, Criteria of workable Hypothesis, Forms and sources of hypothesis - Concepts in testing of hypothesis: Population parameter and sample statistics - Types of hypotheses: Null and Alternative Hypotheses, Levels of significance, one tailed and two tailed test, Critical region - Type I and Type II Errors, Steps in Hypothesis Testing Procedure	15
IV	Module IV: Research Report Writing	15

	• Types of research reports: Technical, Popular, Interim, Summary, Article, Format of a research report, Principles of writing the research report • Steps in drafting reports, Editing the final draft, Evaluating the final draft, Organization of the research report: Preliminaries, Contents of report • Structuring the report: Chapter format- Pagination- Identification Using quotations, Presenting footnotes- Abbreviations- Presentation of tables and figures- Referencing documentation-Use and format of appendices- Indexing - Bibliography, Appendices.	
	Total Hours	60

References:

1. Allen, T. Harrell (1978), New methods in social science research, Praeges Publishes, New York
2. Bhandarkar P.L., (1994), Samajik Sanshodhan Padhati, Himalaya Publication, New Delhi, (Marathi)
3. Ghosh, B.N, (1992). Scientific methods and social research, Sterling publishers Pvt. Ltd, New Delhi.
4. Gupta S. P, (1987), Statistical methods, Sultan Chand and Sons, New Delhi
5. Kothari R.C. (2008), Research methodology, methods and techniques, New Age International Publishers, 2nd revised edition, 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
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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 N.K.T.T College of Commerce and
Sheth J.T.T College of Arts, Thane (W) Autonomous**

Programme Name: B.A		Semester: VI
Course Category/Vertical: Minor		
Name of the Dept: Sociology		
Course Title: Sociology of Labour		
Course Code: BAS606		Course Level: 5.5
Type: Theory		
Course Credit: 4 credits		
Hours Allotted: 60 Hours		
Marks Allotted: 100		
Course Objectives: 1. To familiarize students with the concept of labour and development of Labour Studies in India. 2. To develop sociological understanding of the issues related to the informal sector. 3. To introduce students to the concepts, theories, and approaches in the study of work, employment, and labor in society. 4. To study the social, economic, and cultural implications of labor, including inequality, exploitation, and workers' rights.		
Course Outcomes (CO): CO1.To create awareness on the issues of Informal sector, Informalization of labour and nature of Labour force in India. CO2. To sensitize the students towardsthe sociological understanding of issues of migration and the problems of Informal sector. CO3. To Familiarise the students with concept of Decent Work and it's relation with Sustainable Development goals. CO4. To introduce the students with Labour Law Reforms in India		
Description of the course:		This course provides an overview of labour in India, focusing on its meaning, characteristics, and classification, as well as the historical development of labour studies. It examines the nature of the labour force, including formal and informal sectors, and theoretical perspectives such as dualist, structuralist, and legalist approaches. Social and cultural dimensions such as inequality, exploitation, gender issues, and workers' rights are explored, along with the impact of labour on identity and social change. Students will study frameworks for decent work, social security, and initiatives to organise the unorganised workforce, including SEWA, MNREGA, microfinance, and cooperatives. The course also covers the evolution and implementation of major labour laws in India, such as the Industrial Disputes Act, Factories Act, Trade Union Act, Minimum Wages Act, and Employees' Provident Fund Act..

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

Unit No.	Content	Hours
I	UNIT I: Labour in India A. Meaning of labour, characteristics of labour, classification of labour, Origin and development of Labour studies in India B. Nature of Labour Force: Formal and Informal, Theoretical Perspectives: Dualist, Structuralism and Legalist C. Informalization of labour	15
II	UNIT II: Social and Cultural Dimensions of Labour A. Inequality, Exploitation, and Workers' Rights B. Gender and Labour: Women in Workforce C. Labour, Identity, and Social Change D. Case Studies: Industrial Workers, Gig Economy, Migrant Labor	15
III	UNIT III: Decent work and Social Security A. Decent work and the Sustainable Development Goals, International Labour Organization (ILO) B. Social Security: Meaning, historical background and development C. Organising the unorganised: Role of SEWA, MNREGA (2005), Micro Finance and Cooperatives	15
IV	UNIT IV: Labour Laws in India A. Historical Development of Labour Laws in India B. Major Labour Laws in India (Industrial Disputes Act, 1947, Factories Act, 1948 Trade Union Act, 1926 Minimum Wages Act, 1948 Employees' Provident Fund and Miscellaneous Provisions Act, 1952) C. Labour Law Implementation and Challenges	15
	TOTAL	60

References

1. Agrawal, R. (2018). *Labour and Industrial Relations in India*. New Delhi: Oxford University Press.
2. Bhowmik, S. (2012). *Urban Labour and Informal Economy in India*. New Delhi: Routledge.
3. Chandrasekhar, C. P., & Ghosh, J. (2018). *Labour Markets and Labour Law Reforms in India*. *Economic & Political Weekly*, 53(35), 22–30.
4. Government of India. (1947). *Industrial Disputes Act, 1947*. Ministry of Labour & Employment.
5. Government of India. (1948). *Factories Act, 1948*. Ministry of Labour & Employment.
6. Government of India. (1926). *Trade Union Act, 1926*. Ministry of Labour & Employment.
7. Government of India. (1948). *Minimum Wages Act, 1948*. Ministry of Labour & Employment.
8. Government of India. (1952). *Employees' Provident Fund and Miscellaneous Provisions Act, 1952*. Ministry of Labour & Employment.
9. International Labour Organization (ILO). (2019). *Decent Work Agenda and Sustainable Development Goals*. Geneva: ILO.
10. Mehrotra, S. (2011). *Informalisation of Labour in India: Challenges and Policy Options*. New Delhi: Sage Publications.
11. Patel, S., & Shah, N. (2005). *Organising the Unorganised: SEWA and Beyond*. Ahmedabad: SEWA Academy.
12. Srivastava, R. (2011). *Labour in India: Social and Cultural Dimensions*. New Delhi: Routledge India.

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

Program Name: B.A.		Semester: VI
Course Category: Minor		
Name of the Dept: Psychology		
Course Title: Psychology at Workplace - II		
Course Code: BAP606		Course Level: 5.5
Course Credit: 4		Total Marks: 100
<u>Learning Objectives:</u> 1. To explain the structure, composition, and processes of work groups and teams and their influence on organizational performance. 2. To examine the nature of conflict and negotiation processes and understand their role in maintaining functional workplace relationships. 3. To describe major leadership theories, styles, and qualities of an effective leader for effective organizational functioning. 4. To analyze organizational culture, power dynamics, political behavior, and change processes and their impact on organizational effectiveness.		
<u>Course Outcomes (CO):</u> After completing the course, students will be able to... CO1: Explain the dynamics of work groups and teams and evaluate factors that contribute to team effectiveness. CO2: Analyze the nature of conflict and negotiation processes and apply appropriate approaches for managing workplace disagreements. CO3: Evaluate leadership theories and styles to assess their effectiveness in diverse organizational contexts. CO4: Examine organizational culture, power structures, organizational politics, and change management practices to assess their role in enhancing organizational effectiveness.		

Unit No.	Content	Hours
I	Understanding work groups & work teams 1.1. Introduction to work groups & work teams 1.1.1. Definition and meaning 1.1.2. Difference between work team & work group 1.2. Types of groups 1.2.1. Problem solving teams 1.2.2. Self managed work teams 1.2.3. Cross functional teams 1.2.4. Virtual teams 1.3. Team Composition 1.4. Team Context and Team Processes 1.4.1. Team context 1.4.2. Team processes	15
II	Conflict and Negotiation 2.1. Introduction - Definition, Meaning & Types of Conflicts 2.2. Different perspectives on conflict: 2.2.1. The traditional viewpoint 2.2.2. The interactionist viewpoint 2.2.3. The resolution - focused viewpoint 2.3. The Conflict process 2.3.1. Stages of the conflict process 2.3.2. Managing a functional conflict 2.4. The Negotiation process 2.4.1. Definition & meaning of Negotiation 2.4.2. Stages of the negotiation process	15
III	Leadership 3.1. Meaning and Concept of Leadership	15

	3.1.1. Definition and nature of leadership 3.1.2. Leadership vs Management 3.1.3. Importance of leadership in modern organizations 3.2. Leadership Theories 3.2.1. Trait Theory 3.2.2. Behavioral Theory 3.3.3. Situational and Contingency Theories 3.3. Leadership Styles 3.3.1. Autocratic, Democratic, and Laissez-faire 3.3.2. Transformational and Transactional Leadership 3.3.3. Charismatic Leadership 3.4. Qualities and Skills of an Effective leader	
IV	Organizational Dynamics 4.1. Organizational Culture 4.1.1. Meaning and characteristics of organizational culture 4.2. Functions of culture in organizations 4.2.1. Creating and sustaining organizational culture 4.2.2. Creating ethical and positive organizational culture 4.3. Power 4.3.1. Definition of power, Power vs Leadership 4.3.2. Sources of Power 4.3.3. Tactics of Power 4.4. Organizational Politics 4.4.1. Definition of Organizational Politics 4.4.2. Causes of Political Behavior 4.4.3. Consequences of Political Behavior	15
		60

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.