

UNIVERSITY OF MUMBAI
No. UG/ 170 of 2016-17

CIRCULAR:-

A reference is invited to the Syllabi relating to the B. A. degree course vide this office Circular No.UG/237 of 2005 dated 22nd June, 2005 and the Principals of affiliated Colleges in Arts are hereby informed that the recommendation made by Board of Studies in English Literature at its meeting held on 29th June, 2016 has been accepted by the Academic Council at its meeting held on 14th July, 2016 vide item No. 4.54 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for the F.Y.B.A Communication Skills of English (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI – 400 032
19 November, 2016
To,


(Dr.M.A.Khan)
REGISTRAR

The Principals of affiliated Colleges in Arts.


A.C/4.54/14/07/2016

No. UG/ 170 -A of 2016-17

MUMBAI-400 032 19 November, 2016

Copy forwarded with compliments for information to:-

- 1) The Co-ordinator, Faculty of Arts,
- 2) The Chairperson, Board of Studies in English Literature,
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations,
- 5) The Professor-cum-Director, Institute of Distance and Opening Learning,
- 6) The Co-Ordinator, University Computerization Centre.


(Dr.M.A.Khan)
REGISTRAR

PTO...

AC 14-07-2016

Item No. 4.54

UNIVERSITY OF MUMBAI



Syllabus for F.Y.B.A

Program: B.A.

Course: Communication Skills of English (Core Paper)

(Choice Based Credit System with effect from the academic year 2016-2017)

Course: Communication Skills in English
(100 Marks Examination Pattern)

(Choice Based Credit System with effect from the academic year 2016-17)

1. Syllabus as per Credit Based Semester and Grading System:

- | | | |
|-------|---------------------------------------|------------------------------------|
| i) | Name of the Programme | : B.A. |
| ii) | Course Code | :UACS101 & UACS201 |
| iii) | Course Title | : Communication Skills in English |
| iv) | Semester-wise Course Content | : Enclosed the copy of syllabus |
| v) | References and Additional References: | Enclosed in the Syllabus |
| vi) | Credit Structure | : No. of Credits per Semester – 02 |
| vii) | No. of lectures per Unit | : 09 |
| viii) | No. of lectures per week | : 03 lectures + 01tutorial |

- | | | |
|----|--|--------------------------------|
| 2. | Scheme of Examination | : 5 Questions of 20 marks each |
| 3. | Special notes, if any | : No |
| 4. | Eligibility, if any | : No |
| 5. | Fee Structure | : As per University Structure |
| 6. | Special Ordinances / Resolutions if any: | No |

Revised Syllabus for **FYBA**
Communication Skills in English Paper I and Paper II
To be implemented from June 2016 (100 Marks Examination Pattern)

Objectives of the Course

- 1) To enhance language proficiency by providing adequate exposure to reading and writing skills
- 2) To orient the learners towards the functional aspects of language
- 3) To increase the range of lexical resource through a variety of exercises

Periods: 45 lectures + 15 Tutorials (3 lectures + 1 tutorial per week) per semester

Semester I

Communication Skills in English – Paper I (2 Credits) **45 lectures**

Unit 1: Basic Language Skills: Grammar **09 lectures**

- a. Articles, prepositions, conjunctions
- b. Transformation of Sentences (Simple, Compound, Complex)
- c. Tenses
- d. Subject-Verb agreement
- e. Question Tags
- f. Direct and Indirect Speech
- g. Voice

Unit 2: Reading Skills: Comprehension (unseen passage) **09 lectures**

The following skills to be acquired:

- Reading with fluency and speed
- Skimming and scanning
- Identifying relevant information
- Isolating fact from opinion
- Understanding concepts and arguments
- Identifying distinctive features of language

(Passage should be of 250-350 words of Level I. The passage may be taken from literary/scientific/technical writing as well as from the fields of journalism, management and commerce.)

Unit 3: Writing Skills (Formal Correspondence): Letters **09 lectures**

- a. Job Application Letter (without Resume)
- b. Statement of Purpose
- c. Request for Recommendation Letter
- d. Request for information under Right to Information Act (RTI)

Unit 4: Interpretation of Technical Data**09 lectures**

Students should be taught to read and interpret maps, pie charts, tables, line and bar graphs and flow charts and express the same in paragraph format.

Unit 5: Writing Skills: Essay**09 lectures**

- a. Expository
- b. Persuasive
- c. Analytical
- d. Reflective/Descriptive

Semester II**Communication Skills in English – Paper II****(2 Credits)****45 lectures****Unit 1: Basic Language Skills: Vocabulary building****09 lectures**

- Antonyms, Synonyms
- Suffixes, Prefixes, Root words
- Homophones, homonyms
- Collocation
- Changing the Class of Words

Unit 2: Editing and Summarization:**09 lectures****a) Editing:**

- Heading/ Headlines/ Title/Use of Capital Letters
- Punctuation: full stop, comma, colon, semi-colon, dash, ellipsis, exclamation and question marks
- Spelling
- Substitution of words
- Use of link words and other cohesive devices
- Removing repetitive or redundant elements

b) Summarization

The following skills to be acquired:

- Discern the main/central idea of the passage
- Identify the supporting ideas
- Eliminate irrelevant or extraneous information
- Integrate the relevant ideas in a precise and coherent manner

Unit 3: Writing Skills: e mails**09 lectures**

- Inquiry
- Invitation
- Thank you
- Request for permission
- Sponsorship

Unit 4: Report Writing

09 lectures

- Eye-witness Report
- Activity Report
- Newspaper Report

Unit 5: Creative Writing

09 lectures

This unit attempts to cover those aspects of writing that go beyond the boundaries of technical or professional forms of writing and encourage the learner to explore the artistic and imaginative elements of writing.

- Story writing
- Dialogue writing
- Blogging: fashion, travel, food, culture, personal blogs

Suggested Topics for Tutorials: (for both semesters)

1. Group Discussions
2. Mock Interviews
3. Fundamentals of Grammar
4. Debates / Speeches
5. Book / Film Reviews
6. Vocabulary and Language Games
7. Picture Composition
8. Tweets

Paper Pattern

Semester I: Communication Skills in English – Paper I

Duration: 3 hours Marks: 100

Q.1. Grammar:

- a) Articles, prepositions, conjunctions (to be tested in the form of a paragraph, not individual sentences)
(Unit 1: a) 10 marks
- b) Do as Directed: (Unit 1: b-g) 10 marks

- Q.2 Comprehension of an unseen passage (Unit 2) 20 marks
- Q.3 Letters (2 out of 3) (Unit 3) 20 marks
- Q.4. Interpretation of technical data based on the model given (Unit 4) 20 marks
- Q.5. Essay (250-350 words) (1 out of 3) (Unit 5) 20 marks

Semester II: Communication Skills in English – Paper II

Duration: 3 hours Marks: 100

- Q.1 Vocabulary (Unit 1) 20 marks
- Q.2 a) Editing: one passage of 100-200 words to be given (Unit 2) 10 marks
- b) Summary: one passage of 250-300 words to be given (Unit 2) 10 marks
- Q.3. Emails (2 out of 3) (Unit 3) 20 marks
- Q. 4. Report writing (1 out of 2) (Unit 4) 20 marks

Recommended Resources:

1. Bellare, Nirmala *Reading Strategies*. Vols. 1 and 2. New Delhi. Oxford University Press, 1998.
2. Bhasker, W. W. S & Prabhu, N. S.: *English through Reading*, Vols. 1 and 2. Macmillan, 1975.
3. Blass, Laurie, Kathy Block and Hannah Friesan. *Creating Meaning*. Oxford: OUP, 2007.
4. Brown, Ralph: *Making Business Writing Happen: A Simple and Effective Guide to Writing Well*. Sydney: Allen and Unwin, 2004.
5. Buscemi, Santi and Charlotte Smith, *75 Readings Plus*. Second Edition New York: McGraw-Hill, 1994.
6. Doff, Adrian and Christopher Jones *Language in Use (Intermediate and Upper Intermediate)*. Cambridge: CUP, 2004.
7. Doughty, P. P., Thornton, J. G, *Language in Use*. London: Edward Arnold, 1973.
8. Freeman, Sarah: *Written Communication*. New Delhi: Orient Longman, 1977.
9. Glendinning, Eric H. and Beverley Holmstrom. Second edition. *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP, 2004
10. Grellet, F. *Developing Reading Skills*, Cambridge: Cambridge University Press, 1981.
11. Hamp-Lyons, Liz and Ben Heasley. Second edition. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006
12. Jakeman, Vanessa and Clare McDowell. *Cambridge Practice Test for IELTS 1*. Cambridge: CUP, 1996.
13. Maley, Alan and Alan Duff. Second Edition. *Drama Techniques in Language Learning*. Cambridge: CUP, 1983.
14. Mohan Krishna & Banerji, Meera: *Developing Communication Skills*. New Delhi: Macmillan India, 1990.
15. Mohan Krishna & Singh, N. P. *Speaking English Effectively*. New Delhi: Macmillan India, 1995.
16. Narayanaswami, V. R. *Organised Writing*, Book 2. New Delhi: Orient Longman.
17. *Reading & Thinking in English*, Four volumes, (vol. 1 for the lowest level, vol. 4 for the highest level). The British Council Oxford University Press, 1979-1981.
18. Sasikumar, V., Kiranmai Dutt and Geetha Rajeevan. *A Course in Listening and Speaking I & II*. New Delhi: Foundation Books, Cambridge House, 2006.
19. Savage, Alice, et al. *Effective Academic Writing*. Oxford: OUP, 2005.
20. Widdowson, H. G.: *English in Focus. English for Social Sciences*. Oxford University Press.

Webliography:

- 1) <http://www.onestopenglish.com>
- 2) www.britishcouncil.org/learning-learn-english.htm
- 3) <http://www.teachingenglish.org.uk>
- 4) <http://www.usingenglish.com/>
- 5) Technical writing PDF (David McMurrey)
- 6) <http://www.bbc.co.uk/>
- 7) <http://www.pearsoned.co.uk/AboutUs/ELT/>
- 8) <http://www.howisay.com/>
- 9) <http://www.thefreedictionary.com/>

Syllabus Sub-Committee:

1. Dr. Mahendra Kamat : Convener, S.H. Kelkar College, Devgad

2. Ms. Michelle Philip : Member, Wilson College, Mumbai
3. Dr. Laxmi Muthukumar : Member, SIES College, Mumbai
4. Ms. Saradha B. : Member, K.C. College, Mumbai
5. Ms. June Dias : Member, Jai Hind College, Mumbai

University of Mumbai



No. UG/124 of 2019-20

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/151 of 2016-17 dated 16th November, 2016 relating to the revised syllabus as per (CBCS) for F.Y.B.A. degree program in Micro Economics (Sem. I).

They are hereby informed that the recommendations made by the Board of Studies in Economics at its meeting held on 7th June, 2019 have been accepted by the Academic Council at its meeting held on 26th July, 2019 vide item No.4.19/ & 4.20 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y. B.A. (Sem. I) Microeconomics – I in Economics and F.Y. B.A. (Sem. II) Microeconomics – II in Economics has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

26th September, 2019

To

(Dr. Vinod P. Patil)
I/c REGISTRAR

The Principals of the affiliated Colleges, and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9th January, 2018.)

A.C/4.19/ & 4.20/26/07/2019

No. UG/124 -A of 2019-20

MUMBAI-400 032

26th September, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Economics,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

(Dr. Vinod P. Patil)
I/c REGISTRAR

AC. 26107/2019
Item No. 4.19

UNIVERSITY OF MUMBAI



Syllabus for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	F.Y.B.A. Semester- I Microeconomics - I
2	Eligibility for Admission	HSC (<i>Arts</i>)
3	Passing Marks	40 Percentage (Pass Class)
4	Ordinances / Regulations (if any)	-
5	No. of Years / Semesters	2 Semesters
6	Level	U.G
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year: 2019 - 20

Date:

Signature :

Chairman/ Chairperson :

Dean Faculty of Humanities :

UNIVERSITY OF MUMBAI



Revised Syllabus for the F.Y.B.A. (Sem I)

Microeconomics – I

Course: Economics

(As Per Choice Based Credit System with effect from the academic
year 2019-20)

F.Y.B.A.
Subject: Economics
Microeconomics – I
Semester – I

(Academic Year: 2019 - 20)

Preamble: This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on the development of analytical thinking with the help of statistical tools among the students and develop the skill of application of microeconomics concepts to analyze the real life situations.

Module - I: Introduction to Microeconomics **(12 Lectures)**

Microeconomics: Meaning, Scope, Nature, Importance and Limitations; Basic Economic Problems; Role of Price Mechanism in a Market Economy; Positive Economics and Normative Economics; Concepts of Equation, Functions, Graphs, Diagrams, Line, Slope and Intercept

Module - II: Ten Principles of Economics **(12 Lectures)**

Trade-Off Faced by the Individuals; Significance of Opportunity Cost in Decision Making; Thinking at the Margin; Responses to incentives; Benefits from Exchange; Organization of Economic Activities through Markets and its Benefits; Role of Government in improving Market Outcomes; Dependence of Standard of Living on Production; Growth in Quantity of Money; Inflation and Unemployment Trade Off

Module - III: Markets, Demand and Supply **(12 Lectures)**

What is a Market; What is Competition; Demand Curves: Market Demand versus Individual Demand, Movements along the Demand Curve, Shifts in the Demand Curve; Supply Curves: Market Supply and Individual Supply, Shifts in Supply Curve; Market Equilibrium - Three Steps to Analyze Changes in Equilibrium; Price Elasticity of Demand, Methods of Measuring Price Elasticity of Demand – Total Outlay Method, Percentage Method and Point Method; Concepts of Income Elasticity of Demand, Cross Elasticity of Demand and Promotional Elasticity of Demand

Module IV: Consumer's Behavior **(12 Lectures)**

Introduction to Cardinal and Ordinal Approaches; Indifference Curve Analysis - Properties of Indifference Curves, Budget Line, and Consumer's Equilibrium; Income, Price and Substitution Effect; Derivation of Demand Curve; Consumer's Surplus: Strong Ordering and Weak Ordering

Reference

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

UNIVERSITY OF MUMBAI



Revised Syllabus for the F.Y.B.A. (Sem II)

Microeconomics – II

Course: Economics

(As Per Choice Based Credit System with effect from the
academic year 2019-20)

F.Y.B.A.
Subject: Economics
Microeconomics – II
Semester – II

(Academic Year: 2019 - 20)

Preamble:

As a logical sequence to Microeconomics Paper I, this paper is aimed at giving supply side knowledge of Economics to the learner which will enhance their knowledge about aspects of production, cost and revenue analysis, theories of distribution and understanding about the market structure.

Module I: Production Analysis (12 Lectures)

Production Function: Concept And Types; Concepts of Total, Average and Marginal Product; Law of Variable Proportion and Returns to Scale, Isoquant and Producer's Equilibrium

Module II: Cost & Revenue Analysis (12 lectures)

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

Module III: Factor Pricing (12 lectures)

Marginal Productivity Theory of Distribution; Rent: Ricardian Theory of Rent, Modern Theory of Rent, Quasi Rent; Wages: Modern Theory of Wages; Collective Bargaining; Supply Curve of Labour; Interest: Classical Theory of Interest, Loanable Funds Theory of Interest; Profit: Risk and Uncertainty Theory, Innovation Theory

Module IV: Equilibrium in Different Market Structure (12 Lectures)

Concept Of Equilibrium: TR - TC And MR - MC Approach; Features of Perfect Competition; Monopoly and Monopolistic Competition, Short Run and Long Run Equilibrium of Firm and Industry under each Market Condition; Selling Cost and Wastages under Monopolistic Competition

Note: we may include case studies and numerical examples for modules 1, 2 and 4 from examination point of view.

Reference

1. A. Koutsoyannis, (2015), Modern Microeconomics, 2nd edition, Palgrave Macmillan.
2. Paul Samuelson and W. Nordhaus, (2009), Economics, 19th edition: Economics, McGrawHill Publications.
3. Mankiw M.G (2015), Principles of Micro economics 7th edition - Cengage Learning.
4. Anindya Sen, (2006), Microeconomics, OUP India Publisher.
5. M.L.Jhingan, (2006), “Microeconomics Theory”, 5th edition, Vrinda Publication (P) Ltd.
6. H.L.Ahuja, (2016), “Advance Economics Theory” S.Chand & Company Ltd.

UNIVERSITY OF MUMBAI
Proposed Syllabus for F.Y.B.A. course in the subject of Geography
(With effect from the academic year 2016-17)

Paper – I:
Geomorphology
Credits - 04
SEMESTER-I
COURSE CODE: UAGEO101

Unit I: Interior of the Earth (12)

Definition & meaning of Geomorphology - Composition and Structure of the Interior of the Earth – Rocks and Minerals - Wegner's Continental Drift Theory – Theory of Plate Tectonics

Unit II: Endogenic Processes (12)

Movements of the Earth's Crust - Diastrophic Movements: Folding and Faulting – Catastrophic Movements: Volcanoes and Earthquakes – Examples from the World and India

Unit III Exogenic Processes– I (12)

Weathering, Erosion and Mass Wasting – Fluvial and Glacial Landforms (Erosional and Depositional)

Unit IV Exogenic Processes – II (12)

Aeolian Landforms – Coastal Landforms – Karst Landforms (Erosional and Depositional)

Unit V Practicals (12)

Concept of Contours – Calculation of gradient (with H.E. and V.I.) – Drawing of sections to depict Contour Landforms - Intervisibility

REFERENCES:

1. Singh, Savindra (2015): "Physical Geography", Pravalika Publications, Allahabad
2. Bunnett, R. B. (1965): "Physical Geography in Diagrams", Parson Education, New Delhi
3. Lal, D. S. (2009): "Physical Geography", Sharada Pustak Bhavan, Allahabad
4. Qazi, S. A. (2009): "Principles of Physical Geography", APH Publishing Corporation, New Delhi
5. Negi, B. S. (1993): "Physical Geography", S. J. Publications, Meerut
6. Strahler, A. H. and Strahler, A. N. (1992): "Modern Physical Geography", John Willey & Sons, INC, New York
7. Hussain, Majid (2001): "Fundamentals of Physical Geography", Rawat Publications, Jaipur
8. Dayal, P. (2010): "A Text Book of Geomorphology", Rajesh Publications, New Delhi
9. Thornbury, W. (1993): "Principles of Geomorphology", Wiley Eastern Limited, New Delhi
10. Sparks B. W. (1988): "An Introduction to Geomorphology", Longman, London
11. Mishra, B. (2008): "Interpreting Contours and Topographical Maps", Frank Bros. and Co., New Delhi
13. Singh, L. R. (2009): "Fundamentals of Practical Geography", Sharda Pustak Bhavna, Allahabad
14. Mishra, R. P. and Ramesh, A. (2002): "Fundamentals of Cartography", Concept Publishing Company, New Delhi

UNIVERSITY OF MUMBAI
Proposed Syllabus for F.Y.B.A. course in the subject of Geography
(With effect from the academic year 2016-17)
Paper – II: Human Geography
Credits - 04
SEMESTER-II
COURSE CODE: UAGEO201

Unit I: Introduction to Human Geography (12)

Meaning, Nature and Scope of Human Geography - Branches of Human Geography - Different approaches to Human Geography - Man-Environment relationship: Determinism, Possibilism, Probabilism

Unit II: Settlements (12)

Concept of Urban and Rural Settlements – Types & Patterns of Settlements – Site and Situation – Functional classification of Urban Settlements

Unit III Population (12)

Trends and Patterns of World population change - Demographic Transition Model - Population Distribution: Factors and Patterns –Concept and Problems of Under-population, over-population and optimum population

Unit IV Migration (12)

Concept and Types of Migration - Causes of Migration: Push and Pull Factors - Consequences of Migration: Source and Destination Areas - Recent Trends in International Migration – Migration Theories: Lee’s Theory of Migration & Reilly’s Gravity Model

Unit V Practicals (12)

Nearest Neighbour Analysis – Construction and Interpretation of Age-Sex Pyramids – Construction and interpretation of Flow Diagrams

REFERENCES:

1. Johnson R. J. & Others (1983) : The Dictionary of Human Geography, Blackwell England
2. Singh, L. R. (2009): “Fundamentals of Human Geography”, Sharda Pustak Bhavan, Allahabad
3. Hussain, M. (2011): “Human Geography”, Rawat Publications, Jaipur
4. Dikshit, R. D. (1997): “Geographical Thought: A Contextual History of Ideas”, PHI Learning Private Limited, Delhi
5. Singh, R. Y. (2002): “Geography of Settlements”, Rawat Publications, Jaipur
6. Siddhartha, K. and Mukherjee, S. (2016): “Cities, Urbanisation and Urban Systems”, Kitab Mahal, Delhi
7. Chandna, R. C. (2016): “Geography of Population: Concepts, Determinants and Patterns”, Kalyani Publishers, Ludhiana
8. Bhende, A. and Kanitkar, T. (2015): “Principles of Population Studies”, Himalaya Publishing House, Mumbai

9. Koser, K. (2007): "International Migration: A Very Short Introduction", Oxford University Press, UK
10. Castles, S., Haas, H., and Miller, M. (2013): "The Age of Migration: International Movements in the Modern World", Guilford Pr.
11. Leong, G. C. and Morgan, G. C. (1982): "Human and Economic Geography", Oxford University Press, Delhi
12. Knowles, R. and Warding, J. (2012): "Economic and Social Geography", Rupa and CO., Kolkata
13. Waugh, D. (2009): "The New Wider World", Oxford University World, Oxford
14. Mahmood, A. (2008): "Statistical Methods in Geographical Studies", Rajesh Publications, New Delhi
15. Singh, L. R. (2009): "Fundamentals of Practical Geography", Sharda Pustak Bhavna, Allahabad
16. Mishra, R. P. and Ramesh, A. (2002): "Fundamentals of Cartography", Concept Publishing Company, New Delhi

FACULTY OF ARTS
QUESTION PAPER PATTERN
(SEM - I / SEM - II)

MARKS: - 100 TIME :- 3 HRS

N.B : (1) ALL QUESTION ARE COMPALSORY

(2) ALL QUESTION CARRY EQUAL MARKS

(3) FIGURES TO THE RIGHT INDICATE MARKS TO A SUB-QUESTION.

Q.1 Attempt any two of following. (On Module I)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.2 Attempt any two of following. (On Module II)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.3 Attempt any two of following. (On Module III)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.4 Attempt any two of following. (On Module IV)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.5 Short notes (Any Two). **For Geography this will be Practical Module**

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

(d) ----- 10 Marks

Expected Points of discussion

Unit	Title	Point	Talking Points	Lect.
1	Interior of the Earth	Definition & meaning of Geomorphology	Definition a & meaning	12
		Composition and Structure of the Interior of the Earth	Layers and Discontinuities, Changes in composition, temperature, density and state. Role in building forces.	
		Rocks and Minerals	Types of rocks based on their origin (Igneous, sedimentary, metamorphic and their sub classes), Distinguishing characteristics between rocks and minerals.	
		Wegner's Continental Drift Theory	Chronology as put forth by Wegner, Evidences, Limitations/ criticism	
		Theory of Plate Tectonics	Major and Minor Plates, types of boundaries	
2	Endogenic Processes	Movements of the Earth's Crust	Directions and types of movements – Slow and Rapid	12
		Diastrophic Movements: Folding and Faulting	Causes, Types and effects of folding Causes, Types and effects of faulting	
		Catastrophic Movements: Volcanoes and Earthquakes	Causes of Volcanism, Types of irruption – Fissure and Cone, Types of Volcanoes based on intensity, Effects Causes of Earthquake, Types of waves, effects	
		Examples from the World and India	Ring of fire, Earthquake prone regions on world and India	
3	Exogenic Processes – I	Weathering, Erosion and Mass Wasting	Definition of Weathering, Types of weathering (Physical, Chemical, Biological with subtypes), Definition of mass wasting, Types - Creep, Slump, Slide, Flow, Fall	12
		Fluvial Landforms	Processes of fluvial erosion, Landforms of erosion, landforms of deposition.	
		Glacial Landforms	Processes of glacial erosion and deposition, Landforms of erosion of alpine and continental glaciers,	
4	Exogenic Processes – II (Dr. Ajay Kamble)	Aeolian Landforms	Wind as an agent of Erosion and Deposition, wind velocity, Types of sand movement: Suspension, Saltation, Creep. Relative effectiveness of these movements. Conditions required for effectiveness of Aeolian processes. Processes of landform development. Abrasion, attrition, Deflation, Deposition Landforms formed by wind erosion: Rock Pedestals (Mushroom Rocks), Zeugen, Yardangs. Deflation hollows, Inselbergs, Mesas and Buttes Landforms formed by wind deposition : Sand dunes- Barchans and Seifs, Loess deposits, Sand shadows and sand sheets	12
		Coastal Landforms	Difference between Waves and Tides, Erosive power of waves- Shock pressure, sand abrasion. Weathering by sea water – Salt weathering, solution. Tidal impact on erosion, Effectiveness of erosion and deposition on Headlands and in Bays. Erosional landforms – Cliffs, Shore Platforms, Caves, Arches, Stacks. Depositional landforms – Beach (Sand, Pebble and	

			<p>shingle beaches), Spit, Bar, Tombolo, Mudflats</p> <p>Fjord and Ria Coasts (Effect of Sea-level changes on coasts)</p>	
		Karst Landforms	<p>Meaning of Karst, Conditions necessary for development of Karst topography, Properties of Limestone, Process of Limestone solution.</p> <p>Karst landforms – Clints, Swallow hole/Sink hole, Uvala, Dolines, Polje</p> <p>Underground Caves, linked caves, Stalactites and Stalagmites, Pillars, Gorges. Effect on surface drainage</p>	
5	Practical (Dr. Dipesh Karmarkar)	Concept of Contours	Preferably should be taught before starting Unit III - Briefly mention concept of 'isoline' – introduce contour as an isoline – basic features and utility of contours with the help of diagram	12
		Calculation of gradient (with HE and VI)	<p>(a) Give meaning of the term 'gradient' – briefly mention why is necessary to know gradient – discuss concepts of Horizontal Equivalent (HE) and Vertical Interval (VI) with the help of diagram</p> <p>(b) Give formula for calculating gradient: $Gradient = \frac{V.I.}{H.E.}$ – Can be given simple sums with the help of given data – Also to be taught with the help of simple contour sketch-maps</p>	
		Drawing of sections to depict Contour Landforms	Preferably should be taught while doing Units III and IV - Give basic of drawing sections – Drawing of sections for contour drawings representing various landforms: slope (uniform, concave, convex, irregular), valley (gorge, V-shape, U-shape), hill, ridge, plateau, escarpment, col, gap and saddle	
		Inter-visibility	Can be taught side-by-side while doing sections or can be taught separately after teaching Unit IV - Concept of intervisibility – concept of 'line of sight' – with the help of sections, teach to draw line of sight and finding the nature of visibility	
1	Introduction to Human Geography (Dr. Dipesh Karmarkar)	Meaning, Nature and Scope of Human Geography	<p>(a) Mention of Geography's two broad branches physical and human – Why physical phenomenon was studied first and the human phenomenon later in the journey of evolution of Geography – Why the role of human as an agent of change (modifier, transformer) became significant, bringing the focus on human phenomenon</p> <p>Definitions of Human Geography given by different geographers – Meaning of Human Geography with reference to the salient characteristics of these definitions: Man(Human)-environment relationship, synthesis and dynamism</p> <p>(b) Nature of Human Geography – What is 'nature'?: innate features that determine the character of Human Geography – Naturalisation of humans: Adaptation – Humanisation of nature: Modifications – Interaction leads to dynamism and</p>	12

			<p>complexities – Can be taught with examples</p> <p>(c) Scope of Human Geography – What is scope?: purpose, aim or intention of Human Geography and the extent or sweep up to which it can reach – subject matter) – Purpose is to undertake spatial analysis of human-environment relationship and their regional mosaics – Subject matter can be discussed in brief point-format with a view to explore the wide range of the discipline: Population – Economic Activities – Settlements – Historical Processes – Political Relationships – Socio-Cultural Phenomenon – Human Behaviour – Language and Literature) – Brief mention of the need to study Human Geography in 21st century with reference to post-globalisation world</p>	
		Branches of Human Geography	<p>(a) Mention in brief how branching and sub-branching of Human Geography is related with focused research and emerging specialisations and super-specialisations</p> <p>List the branches and their respective sub-branches and discuss one-by-one – Each branch can be taught with reference to its meaning, subject matter and sub-branches, interspersed with examples – Can be taught with selective examples from the subject-matter of the respective branches (order of branches is a choice of teacher)</p> <p>(b) Economic Geography (Agricultural, Industrial, Commercial) – Political Geography (Electoral, Military, Boundaries and Frontiers) – Historical Geography (Urban, Social, Economic, Environmental)</p> <p>(c) Population Geography – Behavioural Geography – Social Geography (Health, Food) – Cultural Geography</p>	
		Different approaches to Human Geography	<p>(a) Mention in brief that approaches are viewpoints or perspectives to look at or to study the objects or phenomenon – Same object can be studied with various approaches – It helps to study all aspects of the object, making our understanding more versatile and multi-dimensional – Each approach can be taught with reference to its period of evolution, basic meaning, features, main contributors, and criticism, interspersed with examples as well as comparison with one another, wherever possible – (order of approaches shall be maintained)</p> <p>Quantification and Positive approach: Evolution, meaning, features, criticism</p> <p>(b) Normative approach: Evolution, meaning, features, criticism – Humanistic approach: Evolution, meaning, features, criticism</p> <p>(c) Welfare approach: Evolution, meaning, features, criticism – Radical approach: Evolution,</p>	

			meaning, features, criticism	
		Man-Environment relationship: Determinism, Possibilism, Probabilism	<p>(a) Mention in brief that man(human)-environment relationship is studied by geographers with various viewpoints, so these are also a set of approaches – Each approach can be taught with reference to its period of evolution, basic meaning, features, main contributors, and criticism, interspersed with examples as well as comparison with one another – (order of approaches shall be maintained)</p> <p>(a) Determinism: Evolution, meaning, features, criticism</p> <p>(b) Possibilism: Evolution, meaning, features, criticism</p> <p>(c) Probabilism: Evolution, meaning, features, criticism</p>	
2	Settlement (Ms. Sheetal Chitre)	Concept of Urban and Rural Settlements	<p>(a) Census Definition of Urban and Rural Settlement(1971)</p> <p>(b) Comparison of Urban and Rural Settlements in India and other countries (USA, Brazil)</p>	12
		Types & Patterns of Settlements	<p>(a) Isolated, Dispersed, Compact</p> <p>(b) Linear, Circular, Rectangular, Star Shaped</p> <p>(c) Hierarchy of Settlements: Hamlet, Village, Town, City, Mega City</p>	
		Site and Situation	<p>(a) Factors affecting site of settlement: Physical, Social, Economic, Technological</p> <p>(b) Wet point and dry point</p> <p>(c) Confluence lines (Rivers and Transport lines)</p>	
		Functional classification of Urban Settlements	Agricultural, Industrial, Commercial, Administrative, Mining, Religious, etc	
3	Population (Ms. Sheetal Chitre)	Trends and Patterns of World population change	<p>(a) Countries with increasing and decreasing population.</p> <p>(b) Population changes in Developed, Developing and Under Developed Countries</p> <p>(c) Causes and Impacts of the Changing trends</p>	12
		Demographic Transition Model	<p>(a) The premise of the Model.</p> <p>(b) Stages of the Model – Temporal and Spatial Changes as seen in the World</p>	
		Population Distribution: Factors and Patterns	<p>(a) Natural factors of Population Distribution: Location, Climate, Accessibility, Water, etc</p> <p>(b) Cultural factors of Population Distribution: Religion, Cultural Hearths, Occupation (Agriculture, Industry, Mining), Political and administrative</p>	
		Concept and Problems of Under-population, over-population and optimum population	<p>(a) Concept and Definitions of Under, Over and Optimum Population</p> <p>(b) Problems associated with each with relevant examples.</p>	
4	Migration (Dr. Dipesh Karmarkar)	Concept and Types of Migration	(a) Mention how studying migration is relevant and significant – Give definitions of migration with reference to place of birth, place of last residence, and duration of stay – Introduce concepts of emigration and immigration	12

			<p>(b) With the help of simple chart, introduce terminology – Types can be taught with reference to examples at various spatial scales</p> <p>Permanent migration – sub-divided into internal and external – Internal, further sub-divided into rural depopulation (R-R; R-U), urban depopulation (U-U; U-R) and Regional – Regional, further, sub-divided into inter-state and intra-state – External migration, further, subdivided into forced and voluntary migration</p> <p>(c) Semi-permanent migration – sub-divided into temporary and seasonal</p>	
		Causes of Migration: Push and Pull Factors	<p>(a) Mention that Everett Lee discussed causes in terms of ‘push’ and ‘pull’ factors – Give meaning of ‘push’ factors: negativities that push away – discuss factors like poverty, low wages, natural calamities, better social infrastructure, marriages, etc.</p> <p>(b) Give meaning of ‘pull’ factors: attractions that pull towards – discuss factors like job opportunities and wage levels, better social infrastructure, political stability and peace, security, etc.</p>	
		Consequences of Migration: Source and Destination Areas	<p>(a) Mention what is a ‘source’ area – positive and negative consequences can be discussed w.r.t. examples – Positive: reduces pressure on resources, remittances received, etc. – Negative: Removal of workforce, effect on markets, closure of social institutions, affects age-sex composition, etc.</p> <p>(b) Mention what is a ‘destination’ area – positive and negative consequences can be discussed w.r.t. examples – Positive: population increase, increased demand, multicultural exchange, etc. – Negative: Overcrowding, stress on resources, political tensions, spread of diseases, etc.</p>	
		Recent Trends in International Migration	<p>(a) Briefly mention about the trends of migration during the age of discovery and exploration (17th - 19th century) and migration during World War period (early 20th century)</p> <p>(b) Discuss in details trend of international migration (late 20th to early 21st century) – Mention important source and destination countries - Recent trends can be discussed with special reference to labour migration, and migration of political and environmental refugees</p>	
		Migration Theories: Lee’s Theory of Migration & Reilly’s Gravity Model	<p>(a) Do Reilly’s Gravity Model (1907) first as it was proposed before Lees’ theory (1965) – elaborate gravity-interaction analogy – elaborate basic statement and arguments – discuss criticism</p> <p>(b) Mention Lee’s importance over Reilly’s w.r.t. conceptual framework provided by Lee – briefly discuss four elements of Lee’s framework: first two elements are already covered in causes of migration, but here need to discuss by positing them in theoretical frame - discuss three sets of</p>	

			hypothesis based on volume and stream of migration and characteristics of migrants – give criticism	
5	Practicals (Dr. Dipesh Karmarkar)	Nearest Neighbour Analysis	<p>(a) Preferably should be taught while doing Unit II (patterns of settlements) – discuss concept and utility of nearest neighbour analysis – uniform, random and clustered – for better conceptual understanding can be taught by giving a small sample map (with simple scale) showing settlements – students can identify nearest neighbour – calculate nearest distances, mean distance, map-area – can also be taught by readymade data - Give formula $R_n = 2 \bar{D} \sqrt{\frac{N}{A}}$</p> <p>(b) Discuss about how to read the product: 0 represents clustered distribution, 1 represents random distribution, 2.15 represents even distribution, 0-1 range represents inclination towards cluster distribution, 1-2.15 range represents inclination towards uniform distribution</p>	12
		Construction and Interpretation of Age-Sex Pyramids	<p>(a) Preferably should be taught while doing Unit III (consequences of migration) – concept of age-sex composition, working and dependent population – utility of age-sex pyramid – give basics of drawing outline or skeleton of the graph, selection of scale – plotting</p> <p>(b) Discuss how to write interpretation by correlating age and sex datasets – what does it indicate about socio-economic conditions</p>	
		Construction and interpretation of Flow Diagrams	<p>(a) Preferably should be taught while doing Unit IV (recent trends of migration) – discuss concept and utility of flow diagrams – give basics of scale, i.e. adjusting the thickness of the arrow lines proportionate to the data - can be done by giving data for two countries and plotting them on world outline map</p> <p>(b) Discuss how to write interpretation by identifying the ‘source’ and ‘destination’ area by looking for the arrow-point</p>	

**Revised Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.
Choice Based Credit System (CBCS)
Brought into force with effect from the academic year 2018-2019**

Code	Sem.	Course Title	Credits	Marks
UAPSY 101	1	Fundamentals of Psychology- Part I	3	100
UAPSY201	2	Fundamentals of Psychology- Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology.
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.
3. To make the students aware of the applications of Psychological concepts in different areas of day to day life.

Semester 1. Fundamentals of Psychology: Part I (Credits = 3)

4 lectures per week

Unit 1. The science of Psychology

- a) The history of Psychology.
- b) The Fields of Psychology Today.
- c) Scientific research.
- d) Ethics of Psychological Research.
- e) Applying Psychology to Everyday life.

Unit 2. The Biological Perspective.

- a) Neurons and Nerves : Building the Network.
- b) An overview of the Nervous System.
- c) Distant connections: The Endocrine Glands.
- d) Looking inside the Living Brain.
- e) From the Bottom up : The structures of the Brain.
- f) Classic studies in Psychology.
- g) Applying Psychology to Everyday life.

Unit 3. Learning.

- a) Definition of Learning.
- b) Classical conditioning, and Operant conditioning
- c) Cognitive learning Theory.
- d) Observational Learning.

Unit 4. Memory

- a) What is memory?
- b) The Information Processing Model: Three Memory Systems.
- c) Retrieval of Long –term Memories.

- d) Forgetting.
- e) Neuroscience of memory.
- f) Applying Psychology to Everyday life.

Semester 2. Fundamentals of Psychology: Part II (Credits = 3)

4 lectures per week

Unit 1. Cognition: Thinking, Intelligence, and Language.

- a) How People think.
- b) Intelligence.
- c) Language
- d) Applying Psychology to Everyday life.

Unit 2. Motivation and Emotion.

- a) Approaches to understanding Motivation.
- b) What, Hungry again? Why People Eat.
- c) Emotion.
- d) Culture and Emotions.
- e) Applying Psychology to Everyday life.

Unit 3. Theories of Personality.

- a) Psychodynamic Perspective.
- b) Psychoanalysis in the East.
- c) The Behavioural and Social Cognitive View of Personality.
- d) The Third Force: Humanism and Personality.
- e) Trait Theories: Who are you?
- f) Modern Trait Theories: The Big Five and current thoughts on the trait Perspective.
- g) Personality: Genetics and Culture.
- h) Assessment of Personality.
- i) Applying Psychology to Everyday life.

Unit 4. Statistics in Psychology.

- a) What are Statistics?
- b) Descriptive Statistics.
- c) Inferential Statistics.

Book for Study

Ciccarelli, S.K., White, J.N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

Additional Books for Reference

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4th edi. New Jersey: Pearson education
- 4) Feist, G.J., & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications

- 5) Feldman, R.S. (2013). Psychology and your life. 2nd edi. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Understanding Psychology. 11th edi. New York: McGraw Hill publications
- 7) King, L.A. (2013). Experience Psychology. 2nd edi. New York: McGraw Hill publications
- 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
- 9) Myers, D. G. (2013). Psychology. 10th edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
- 10) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
- 11) Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

Modified Pattern of Question Paper for Semester End Assessment implemented from 2018-2019 For Psychology courses at F.Y.B.A.

Duration of examination = **3 hours**

Total Marks = **100 (per semester)**

All 5 questions carry **20** marks and are compulsory.
There will be internal choice in each Question.

Q1. Attempt any two questions (unit 1) 20marks

- A
- B
- C

Q2. Attempt any two questions (unit 2) 20marks

- A
- B
- C

Q3. Attempt any two questions (unit 3) 20marks

- A
- B
- C

Q4. Attempt any two questions (unit 4) 20marks

- A
- B
- C

Q5. Attempt any two questions (unit 1, 2, 3, 4 one from each unit) 20 marks

- A
- B
- C
- D

Semester II

Use of simple calculator shall be permitted. (instruction to be included in the question paper).

Question 4 and Question 5 (D) will be based on unit 4 Statistics in Psychology. One Theory question from the contents of the chapter carrying 10 marks and 03 questions for calculations.

Frequency distribution table to be made with 30-35 scores given and a theory question

Calculation of the Mean Median and the Mode with the help of 10-12 scores given and a theory question.

Calculation of the Range, Standard deviation and Z Score with the help of 10-12 scores given.

UNIVERSITY OF MUMBAI
Proposed Syllabus for F.Y.B.A. course in the subject of Geography
(With effect from the academic year 2016-17)

Paper – I:
Geomorphology
Credits - 04
SEMESTER-I
COURSE CODE: UAGEO101

Unit I: Interior of the Earth (12)

Definition & meaning of Geomorphology - Composition and Structure of the Interior of the Earth – Rocks and Minerals - Wegner's Continental Drift Theory – Theory of Plate Tectonics

Unit II: Endogenic Processes (12)

Movements of the Earth's Crust - Diastrophic Movements: Folding and Faulting – Catastrophic Movements: Volcanoes and Earthquakes – Examples from the World and India

Unit III Exogenic Processes– I (12)

Weathering, Erosion and Mass Wasting – Fluvial and Glacial Landforms (Erosional and Depositional)

Unit IV Exogenic Processes – II (12)

Aeolian Landforms – Coastal Landforms – Karst Landforms (Erosional and Depositional)

Unit V Practicals (12)

Concept of Contours – Calculation of gradient (with H.E. and V.I.) – Drawing of sections to depict Contour Landforms - Intervisibility

REFERENCES:

1. Singh, Savindra (2015): "Physical Geography", Pravalika Publications, Allahabad
2. Bunnett, R. B. (1965): "Physical Geography in Diagrams", Parson Education, New Delhi
3. Lal, D. S. (2009): "Physical Geography", Sharada Pustak Bhavan, Allahabad
4. Qazi, S. A. (2009): "Principles of Physical Geography", APH Publishing Corporation, New Delhi
5. Negi, B. S. (1993): "Physical Geography", S. J. Publications, Meerut
6. Strahler, A. H. and Strahler, A. N. (1992): "Modern Physical Geography", John Willey & Sons, INC, New York
7. Hussain, Majid (2001): "Fundamentals of Physical Geography", Rawat Publications, Jaipur
8. Dayal, P. (2010): "A Text Book of Geomorphology", Rajesh Publications, New Delhi
9. Thornbury, W. (1993): "Principles of Geomorphology", Wiley Esatern Limited, New Delhi
10. Sparks B. W. (1988): "An Introduction to Geomorphology", Longman, London
11. Mishra, B. (2008): "Interpreting Contours and Topographical Maps", Frank Bros. and Co., New Delhi
13. Singh, L. R. (2009): "Fundamentals of Practical Geography", Sharda Pustak Bhavna, Allahabad
14. Mishra, R. P. and Ramesh, A. (2002): "Fundamentals of Cartography", Concept Publishing Company, New Delhi

UNIVERSITY OF MUMBAI
Proposed Syllabus for F.Y.B.A. course in the subject of Geography
(With effect from the academic year 2016-17)
Paper – II: Human Geography
Credits - 04
SEMESTER-II
COURSE CODE: UAGEO201

Unit I: Introduction to Human Geography (12)

Meaning, Nature and Scope of Human Geography - Branches of Human Geography - Different approaches to Human Geography - Man-Environment relationship: Determinism, Possibilism, Probabilism

Unit II: Settlements (12)

Concept of Urban and Rural Settlements – Types & Patterns of Settlements – Site and Situation – Functional classification of Urban Settlements

Unit III Population (12)

Trends and Patterns of World population change - Demographic Transition Model - Population Distribution: Factors and Patterns –Concept and Problems of Under-population, over-population and optimum population

Unit IV Migration (12)

Concept and Types of Migration - Causes of Migration: Push and Pull Factors - Consequences of Migration: Source and Destination Areas - Recent Trends in International Migration – Migration Theories: Lee's Theory of Migration & Reilly's Gravity Model

Unit V Practicals (12)

Nearest Neighbour Analysis – Construction and Interpretation of Age-Sex Pyramids – Construction and interpretation of Flow Diagrams

REFERENCES:

1. Johnson R. J. & Others (1983) : The Dictionary of Human Geography, Blackwell England
2. Singh, L. R. (2009): "Fundamentals of Human Geography", Sharda Pustak Bhavan, Allahabad
3. Hussain, M. (2011): "Human Geography", Rawat Publications, Jaipur
4. Dikshit, R. D. (1997): "Geographical Thought: A Contextual History of Ideas", PHI Learning Private Limited, Delhi
5. Singh, R. Y. (2002): "Geography of Settlements", Rawat Publications, Jaipur
6. Siddhartha, K. and Mukherjee, S. (2016): "Cities, Urbanisation and Urban Systems", Kitab Mahal, Delhi
7. Chandna, R. C. (2016): "Geography of Population: Concepts, Determinants and Patterns", Kalyani Publishers, Ludhiana
8. Bhende, A. and Kanitkar, T. (2015): "Principles of Population Studies", Himalaya Publishing House, Mumbai

9. Koser, K. (2007): "International Migration: A Very Short Introduction", Oxford University Press, UK
10. Castles, S., Haas, H., and Miller, M. (2013): "The Age of Migration: International Movements in the Modern World", Guilford Pr.
11. Leong, G. C. and Morgan, G. C. (1982): "Human and Economic Geography", Oxford University Press, Delhi
12. Knowles, R. and Warding, J. (2012): "Economic and Social Geography", Rupa and CO., Kolkata
13. Waugh, D. (2009): "The New Wider World", Oxford University World, Oxford
14. Mahmood, A. (2008): "Statistical Methods in Geographical Studies", Rajesh Publications, New Delhi
15. Singh, L. R. (2009): "Fundamentals of Practical Geography", Sharda Pustak Bhavna, Allahabad
16. Mishra, R. P. and Ramesh, A. (2002): "Fundamentals of Cartography", Concept Publishing Company, New Delhi

FACULTY OF ARTS
QUESTION PAPER PATTERN
(SEM - I / SEM - II)

MARKS: - 100 TIME :- 3 HRS

N.B : (1) ALL QUESTION ARE COMPALSORY

(2) ALL QUESTION CARRY EQUAL MARKS

(3) FIGURES TO THE RIGHT INDICATE MARKS TO A SUB-QUESTION.

Q.1 Attempt any two of following. (On Module I)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.2 Attempt any two of following. (On Module II)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.3 Attempt any two of following. (On Module III)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.4 Attempt any two of following. (On Module IV)

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

Q.5 Short notes (Any Two). **For Geography this will be Practical Module**

(a) ----- 10 Marks

(b) ----- 10 Marks

(c) ----- 10 Marks

(d) ----- 10 Marks

Expected Points of discussion

Unit	Title	Point	Talking Points	Lect.
1	Interior of the Earth	Definition & meaning of Geomorphology	Definition a & meaning	12
		Composition and Structure of the Interior of the Earth	Layers and Discontinuities, Changes in composition, temperature, density and state. Role in building forces.	
		Rocks and Minerals	Types of rocks based on their origin (Igneous, sedimentary, metamorphic and their sub classes), Distinguishing characteristics between rocks and minerals.	
		Wegner's Continental Drift Theory	Chronology as put forth by Wegner, Evidences, Limitations/ criticism	
		Theory of Plate Tectonics	Major and Minor Plates, types of boundaries	
2	Endogenic Processes	Movements of the Earth's Crust	Directions and types of movements – Slow and Rapid	12
		Diastrophic Movements: Folding and Faulting	Causes, Types and effects of folding Causes, Types and effects of faulting	
		Catastrophic Movements: Volcanoes and Earthquakes	Causes of Volcanism, Types of irruption – Fissure and Cone, Types of Volcanoes based on intensity, Effects Causes of Earthquake, Types of waves, effects	
		Examples from the World and India	Ring of fire, Earthquake prone regions on world and India	
3	Exogenic Processes – I	Weathering, Erosion and Mass Wasting	Definition of Weathering, Types of weathering (Physical, Chemical, Biological with subtypes), Definition of mass wasting, Types - Creep, Slump, Slide, Flow, Fall	12
		Fluvial Landforms	Processes of fluvial erosion, Landforms of erosion, landforms of deposition.	
		Glacial Landforms	Processes of glacial erosion and deposition, Landforms of erosion of alpine and continental glaciers,	
4	Exogenic Processes – II (Dr. Ajay Kamble)	Aeolian Landforms	Wind as an agent of Erosion and Deposition, wind velocity, Types of sand movement: Suspension, Saltation, Creep. Relative effectiveness of these movements. Conditions required for effectiveness of Aeolian processes. Processes of landform development. Abrasion, attrition, Deflation, Deposition Landforms formed by wind erosion: Rock Pedestals (Mushroom Rocks), Zeugen, Yardangs. Deflation hollows, Inselbergs, Mesas and Buttes Landforms formed by wind deposition : Sand dunes- Barchans and Seifs, Loess deposits, Sand shadows and sand sheets	12
		Coastal Landforms	Difference between Waves and Tides, Erosive power of waves- Shock pressure, sand abrasion. Weathering by sea water – Salt weathering, solution. Tidal impact on erosion, Effectiveness of erosion and deposition on Headlands and in Bays. Erosional landforms – Cliffs, Shore Platforms, Caves, Arches, Stacks. Depositional landforms – Beach (Sand, Pebble and	

			<p>shingle beaches), Spit, Bar, Tombolo, Mudflats</p> <p>Fjord and Ria Coasts (Effect of Sea-level changes on coasts)</p>	
		Karst Landforms	<p>Meaning of Karst, Conditions necessary for development of Karst topography, Properties of Limestone, Process of Limestone solution.</p> <p>Karst landforms – Clints, Swallow hole/Sink hole, Uvala, Dolines, Polje</p> <p>Underground Caves, linked caves, Stalactites and Stalagmites, Pillars, Gorges. Effect on surface drainage</p>	
5	Practical (Dr. Dipesh Karmarkar)	Concept of Contours	Preferably should be taught before starting Unit III - Briefly mention concept of 'isoline' – introduce contour as an isoline – basic features and utility of contours with the help of diagram	12
		Calculation of gradient (with HE and VI)	<p>(a) Give meaning of the term 'gradient' – briefly mention why is necessary to know gradient – discuss concepts of Horizontal Equivalent (HE) and Vertical Interval (VI) with the help of diagram</p> <p>(b) Give formula for calculating gradient: $Gradient = \frac{V.I.}{H.E.}$ – Can be given simple sums with the help of given data – Also to be taught with the help of simple contour sketch-maps</p>	
		Drawing of sections to depict Contour Landforms	Preferably should be taught while doing Units III and IV - Give basic of drawing sections – Drawing of sections for contour drawings representing various landforms: slope (uniform, concave, convex, irregular), valley (gorge, V-shape, U-shape), hill, ridge, plateau, escarpment, col, gap and saddle	
		Inter-visibility	Can be taught side-by-side while doing sections or can be taught separately after teaching Unit IV - Concept of intervisibility – concept of 'line of sight' – with the help of sections, teach to draw line of sight and finding the nature of visibility	
1	Introduction to Human Geography (Dr. Dipesh Karmarkar)	Meaning, Nature and Scope of Human Geography	<p>(a) Mention of Geography's two broad branches physical and human – Why physical phenomenon was studied first and the human phenomenon later in the journey of evolution of Geography – Why the role of human as an agent of change (modifier, transformer) became significant, bringing the focus on human phenomenon</p> <p>Definitions of Human Geography given by different geographers – Meaning of Human Geography with reference to the salient characteristics of these definitions: Man(Human)-environment relationship, synthesis and dynamism</p> <p>(b) Nature of Human Geography – What is 'nature'? : innate features that determine the character of Human Geography – Naturalisation of humans: Adaptation – Humanisation of nature: Modifications – Interaction leads to dynamism and</p>	12

			<p>complexities – Can be taught with examples</p> <p>(c) Scope of Human Geography – What is scope?: purpose, aim or intention of Human Geography and the extent or sweep up to which it can reach – subject matter) – Purpose is to undertake spatial analysis of human-environment relationship and their regional mosaics – Subject matter can be discussed in brief point-format with a view to explore the wide range of the discipline: Population – Economic Activities – Settlements – Historical Processes – Political Relationships – Socio-Cultural Phenomenon – Human Behaviour – Language and Literature) – Brief mention of the need to study Human Geography in 21st century with reference to post-globalisation world</p>	
		Branches of Human Geography	<p>(a) Mention in brief how branching and sub-branching of Human Geography is related with focused research and emerging specialisations and super-specialisations</p> <p>List the branches and their respective sub-branches and discuss one-by-one – Each branch can be taught with reference to its meaning, subject matter and sub-branches, interspersed with examples – Can be taught with selective examples from the subject-matter of the respective branches (order of branches is a choice of teacher)</p> <p>(b) Economic Geography (Agricultural, Industrial, Commercial) – Political Geography (Electoral, Military, Boundaries and Frontiers) – Historical Geography (Urban, Social, Economic, Environmental)</p> <p>(c) Population Geography – Behavioural Geography – Social Geography (Health, Food) – Cultural Geography</p>	
		Different approaches to Human Geography	<p>(a) Mention in brief that approaches are viewpoints or perspectives to look at or to study the objects or phenomenon – Same object can be studied with various approaches – It helps to study all aspects of the object, making our understanding more versatile and multi-dimensional – Each approach can be taught with reference to its period of evolution, basic meaning, features, main contributors, and criticism, interspersed with examples as well as comparison with one another, wherever possible – (order of approaches shall be maintained)</p> <p>Quantification and Positive approach: Evolution, meaning, features, criticism</p> <p>(b) Normative approach: Evolution, meaning, features, criticism – Humanistic approach: Evolution, meaning, features, criticism</p> <p>(c) Welfare approach: Evolution, meaning, features, criticism – Radical approach: Evolution,</p>	

			meaning, features, criticism	
		Man-Environment relationship: Determinism, Possibilism, Probabilism	<p>(a) Mention in brief that man(human)-environment relationship is studied by geographers with various viewpoints, so these are also a set of approaches – Each approach can be taught with reference to its period of evolution, basic meaning, features, main contributors, and criticism, interspersed with examples as well as comparison with one another – (order of approaches shall be maintained)</p> <p>(a) Determinism: Evolution, meaning, features, criticism</p> <p>(b) Possibilism: Evolution, meaning, features, criticism</p> <p>(c) Probabilism: Evolution, meaning, features, criticism</p>	
2	Settlement (Ms. Sheetal Chitre)	<p>Concept of Urban and Rural Settlements</p> <p>Types & Patterns of Settlements</p> <p>Site and Situation</p> <p>Functional classification of Urban Settlements</p>	<p>(a) Census Definition of Urban and Rural Settlement(1971)</p> <p>(b) Comparison of Urban and Rural Settlements in India and other countries (USA, Brazil)</p> <p>(a) Isolated, Dispersed, Compact</p> <p>(b) Linear, Circular, Rectangular, Star Shaped</p> <p>(c) Hierarchy of Settlements: Hamlet, Village, Town, City, Mega City</p> <p>(a) Factors affecting site of settlement: Physical, Social, Economic, Technological</p> <p>(b) Wet point and dry point</p> <p>(c) Confluence lines (Rivers and Transport lines)</p> <p>Agricultural, Industrial, Commercial, Administrative, Mining, Religious, etc</p>	12
3	Population (Ms. Sheetal Chitre)	<p>Trends and Patterns of World population change</p> <p>Demographic Transition Model</p> <p>Population Distribution: Factors and Patterns</p> <p>Concept and Problems of Under-population, over-population and optimum population</p>	<p>(a) Countries with increasing and decreasing population.</p> <p>(b) Population changes in Developed, Developing and Under Developed Countries</p> <p>(c) Causes and Impacts of the Changing trends</p> <p>(a) The premise of the Model.</p> <p>(b) Stages of the Model – Temporal and Spatial Changes as seen in the World</p> <p>(a) Natural factors of Population Distribution: Location, Climate, Accessibility, Water, etc</p> <p>(b) Cultural factors of Population Distribution: Religion, Cultural Hearths, Occupation (Agriculture, Industry, Mining), Political and administrative</p> <p>(a) Concept and Definitions of Under, Over and Optimum Population</p> <p>(b) Problems associated with each with relevant examples.</p>	12
4	Migration (Dr. Dipesh Karmarkar)	Concept and Types of Migration	<p>(a) Mention how studying migration is relevant and significant – Give definitions of migration with reference to place of birth, place of last residence, and duration of stay – Introduce concepts of emigration and immigration</p>	12

			<p>(b) With the help of simple chart, introduce terminology – Types can be taught with reference to examples at various spatial scales</p> <p>Permanent migration – sub-divided into internal and external – Internal, further sub-divided into rural depopulation (R-R; R-U), urban depopulation (U-U; U-R) and Regional – Regional, further, sub-divided into inter-state and intra-state – External migration, further, subdivided into forced and voluntary migration</p> <p>(c) Semi-permanent migration – sub-divided into temporary and seasonal</p>	
		Causes of Migration: Push and Pull Factors	<p>(a) Mention that Everett Lee discussed causes in terms of ‘push’ and ‘pull’ factors – Give meaning of ‘push’ factors: negativities that push away – discuss factors like poverty, low wages, natural calamities, better social infrastructure, marriages, etc.</p> <p>(b) Give meaning of ‘pull’ factors: attractions that pull towards – discuss factors like job opportunities and wage levels, better social infrastructure, political stability and peace, security, etc.</p>	
		Consequences of Migration: Source and Destination Areas	<p>(a) Mention what is a ‘source’ area – positive and negative consequences can be discussed w.r.t. examples – Positive: reduces pressure on resources, remittances received, etc. – Negative: Removal of workforce, effect on markets, closure of social institutions, affects age-sex composition, etc.</p> <p>(b) Mention what is a ‘destination’ area – positive and negative consequences can be discussed w.r.t. examples – Positive: population increase, increased demand, multicultural exchange, etc. – Negative: Overcrowding, stress on resources, political tensions, spread of diseases, etc.</p>	
		Recent Trends in International Migration	<p>(a) Briefly mention about the trends of migration during the age of discovery and exploration (17th - 19th century) and migration during World War period (early 20th century)</p> <p>(b) Discuss in details trend of international migration (late 20th to early 21st century) – Mention important source and destination countries - Recent trends can be discussed with special reference to labour migration, and migration of political and environmental refugees</p>	
		Migration Theories: Lee’s Theory of Migration & Reilly’s Gravity Model	<p>(a) Do Reilly’s Gravity Model (1907) first as it was proposed before Lees’ theory (1965) – elaborate gravity-interaction analogy – elaborate basic statement and arguments – discuss criticism</p> <p>(b) Mention Lee’s importance over Reilly’s w.r.t. conceptual framework provided by Lee – briefly discuss four elements of Lee’s framework: first two elements are already covered in causes of migration, but here need to discuss by positing them in theoretical frame - discuss three sets of</p>	

			hypothesis based on volume and stream of migration and characteristics of migrants – give criticism	
5	Practicals (Dr. Dipesh Karmarkar)	Nearest Neighbour Analysis	<p>(a) Preferably should be taught while doing Unit II (patterns of settlements) – discuss concept and utility of nearest neighbour analysis – uniform, random and clustered – for better conceptual understanding can be taught by giving a small sample map (with simple scale) showing settlements – students can identify nearest neighbour – calculate nearest distances, mean distance, map-area – can also be taught by readymade data - Give formula $R_n = 2 \bar{D} \sqrt{\frac{N}{A}}$</p> <p>(b) Discuss about how to read the product: 0 represents clustered distribution, 1 represents random distribution, 2.15 represents even distribution, 0-1 range represents inclination towards cluster distribution, 1-2.15 range represents inclination towards uniform distribution</p>	12
		Construction and Interpretation of Age-Sex Pyramids	<p>(a) Preferably should be taught while doing Unit III (consequences of migration) – concept of age-sex composition, working and dependent population – utility of age-sex pyramid – give basics of drawing outline or skeleton of the graph, selection of scale – plotting</p> <p>(b) Discuss how to write interpretation by correlating age and sex datasets – what does it indicate about socio-economic conditions</p>	
		Construction and interpretation of Flow Diagrams	<p>(a) Preferably should be taught while doing Unit IV (recent trends of migration) – discuss concept and utility of flow diagrams – give basics of scale, i.e. adjusting the thickness of the arrow lines proportionate to the data - can be done by giving data for two countries and plotting them on world outline map</p> <p>(b) Discuss how to write interpretation by identifying the ‘source’ and ‘destination’ area by looking for the arrow-point</p>	

UNIVERSITY OF MUMBAI



Revised syllabus for Sem I and II

Program: B. A.

Course: History & Archaeology

(Credit Based Semester and Grading System
with effect from the academic year 2016–2017)

F.Y.B.A. (History)
History of Modern India (1857-1947)
Semester - I

Objectives:-

The course is designed to make the student aware about the making of modern India and the struggle for independence.

Module I: Growth of Political Awakening

- (a) Revolt of 1857 – Causes and Consequences
- (b) Contribution of the Provincial Associations
- (c) Foundation of Indian National Congress.

Module II: Trends in Indian Nationalism

- (a) Moderates
- (b) Extremists
- (c) Revolutionary Nationalists

Module III: Gandhian Movements

- (a) Non Co-operation Movement
- (b) Civil Disobedience Movement
- (c) Quit India Movement

Module IV: Towards Independence and Partition

- (a) The Indian Act of 1935
- (b) Attempts to Resolve the Constitutional Deadlock -The Cripps Mission, The Cabinet Mission and the Mountbatten Plan
- (c) Indian Independence Act and Partition

Semester –II
History of Modern India: Society and Economy.

Module I: Socio Religious Reform Movements: Reforms and Revival

- (a) Brahmo Samaj, Arya Samaj and Ramakrishna Mission
- (b) Satyashodhak Samaj, Aligarh movement and Singh Sabha Movement.
- (c) Impact of Reform Movements

Module II: Education, Press and Transport

- (a) Introduction of Western Education and its Impact
- (b) Development of Press
- (c) Transport and Communications

Module III: Impact of the British Rule on Indian Economy.

- (a) Revenue Settlements, Commercialisation of Agriculture
- (b) Drain Theory
- (c) Deindustrialisation and Growth of Large Scale Industry

Module IV: Nationalism and Social Groups: interfaces.

- (a) Women
- (b) Dalits
- (c) Peasants and Tribals

References:

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- Bandyopadhyay Sekhar, *From Plassey to Partition, A History of Modern India*, Orient Longman, New Delhi, 2004.
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Shukla Ramlakhan, *Aadhunik Bharat ka Itihas*, Hindi Madhyam Karyalay Nideshalay, Delhi.

University of Mumbai



Faculty of Arts

QUESTION PAPER PATTERN

F. Y. B. A. Sem I & II

- (1) All Question are compulsory
- (2) All Question Carry Equal Marks
- (3) Figures to the right indicates marks to a Sub-Question

Q. 1 Attempt any two of the following (On Module - I)

- a. _____ (10 Marks)
- b. _____ (10 Marks)
- c. _____ (10 Marks)

Q. 2 Attempt any two of the following (On Module - II)

- a. _____ (10 Marks)
- b. _____ (10 Marks)
- c. _____ (10 Marks)

Q. 3 Attempt any two of the following (On Module - III)

- a. _____ (10 Marks)
- b. _____ (10 Marks)
- c. _____ (10 Marks)

Q. 4 Attempt any two of the following (On Module - II)

- a. _____ (10 Marks)
- b. _____ (10 Marks)
- c. _____ (10 Marks)

Q. 5 Attempt any two of the following (On Module - II)

- a. _____ (10 Marks)
- b. _____ (10 Marks)
- c. _____ (10 Marks)
- c. _____ (10 Marks)

(Resolved in the Faculty of Arts in its meeting dated 5th July, 2016)

FYBA – MAR – Comp

(To be implemented from 2019-2020)

SEM – 1 (UMAR 1 C 1)

प्रथम वर्ष बी.ए. मराठी अनिवार्य

प्रथम वर्ष बी. ए. मराठी अनिवार्य या विषयासाठी २०१९-२० या शैक्षणिक वर्षापासून नेमलेला अभ्यासक्रम

सत्र – पहिले – एकूण व्याख्याने – ४० श्रेयांकने – ०२ गुण ५०

घटक १ निवडक कथांचा अभ्यास

- १) भूताळ्या : नाजुबाई गावित
- २) मी मेलोच नायी : माधव सुरकुंडे
- ३) उध्वस्त : कमळ गाडगीळ
- ४) पूर : विलास सारंग
- ५) वि-हार : प्रज्ञा दया पवार
- ६) भूक : बाबूराव बागूल
- ७) चौथी भिंत : उर्मिला पवार
- ८) बुद्धाची शपथ : अण्णाभाऊ साठे
- ९) पाणबळी : भास्कर चंदनशीव
- १०) लचांड : सदानंद देशमुख
- ११) राखीव सावल्यांचा खेळ : किरण गुरव
- १२) नवीन गोष्ट शिकण्यासाठीची गोष्ट : कृष्णा किंबहुने
- १३) झूमची दांडी : कुमार अनिल
- १४) सातबार्याचा गर्भ : दिनकर कुटे
- १५) मोराची बायको : किरण येते

घटक २ व्यावहारिक मराठी - (घटकविषय) - (२० तासिका) - श्रेयांकने १
गुण ५०

व्यावहारिक मराठी या विषयासाठी घटकविषय

- १) मराठी लेखनाचे नियम व विरामचिन्हे
- २) वर्तमानपत्रासाठी वृत्तलेखन
- ३) वृत्तांतलेखन
- ४) अर्जलेखन
- ५) भाषांतर (इंग्रजीतून मराठीत)

सत्रांत परीक्षा

प्रथम सत्रांत परीक्षा - गुण १००

वरील अभ्यासपत्रिकेचे प्रथम सत्रांत प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

प्रथम वर्ष बी.ए. मराठी (अनिवार्य)

प्रश्न १ घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न २ घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न ३ घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न ४ मराठी लेखनाचे नियम व विरामचिन्हे या उपघटकावर आधारित अंतर्गत पर्यायासह प्रत्येकी ५ गुणांचे २ प्रश्न एकूण गुण १०

प्रश्न ५ वर्तमानपत्रासाठी वृत्तलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०

प्रश्न ६ वृत्तांतलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०

- प्रश्न ७ अर्जलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०
- प्रश्न ८ भाषांतर (इंग्रजीतून मराठीत) या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न १० गुण
-

SEM – 2 (UAMAR 2 C 1)

सत्र – दुसरे – एकूण व्याख्याने ४०, श्रेयांकने – ०२

सत्रांत परीक्षा

प्रथम सत्रांत परीक्षा – गुण १००

वरील अभ्यासपत्रिकेचे प्रथम सत्रांत प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

घटक १ निवडक कवितांचा अभ्यास (२० कविता) – श्रेयांकन – १ गुण ५०

- १) चार शब्द – नारायण सुर्वे
- २) आता – नामदेव ढसाळ
- ३) इराणी – अरुण कोलटकर
- ४) ह्या नभाने ह्या भुईला दान ध्यावे – ना. धों. महानोर
- ५) ते वर्ष होतं की कोळ्याच जाळं – भालचंद्र नेमाडे
- ६) तुकारामाचा अंत – दिलीप पुरुषोत्तम चित्रे
- ७) शोकगीत – ग्रेस
- ८) स्वागत – त्रंबक सपकाळे
- ९) मायबोली – सुरेश भट
- १०) बळीराजासाठी गाणं – नारायण कुलकर्णी कवठेकर
- ११) वाण – अनुपमा उजगरे

- १२) रांगोळी - रजनी परुळेकर
- १३) घरट्यासाठी झिजतो कुडतो मरतो माझा बाप - ए.के. शेख
- १४) युनोत पाणी - भुजंग मेश्राम
- १५) ताळमेळ - माया पंडित
- १६) नफिसा - लोकनाथ यशवंत
- १७) ओवी - प्रकाश घोडके
- १८) नाही फिरलो माघारी - मोहन शिरसाट
- १९) आसक्तीच्या मनाला - शशिकांत हिंगोणेकर
- २०) हिराबाई जाफरमिया - संतोष पद्माकर पवार
- २१) वासनाकांड - भगवान ठाकूर
- २२) उजळमाथ्यानं कुणीबबीपण - श्रीकांत देशमुख
- २३) सुरुवात - मौहमद शकील जाफरी
- २४) दारासमोरचे देव - अरुण काळे
- २५) आयडियल स्टेटच्या हद्दीबाहेरून - सिद्धार्थ तांबे
- २६) मातीचे पाय - रमेश इंगळे उत्रादकर
- २७) बायका खोळंबून आहेत काठावर - प्रवीण दशरथ बांदेकर
- २८) मेलं नाही अजून आभाळ - बालाजी मदन इंगळे
- २९) आई, तु नको करू चिंता - एकनाथ पाटील
- ३०) मनाच्या कॅनव्हासवरचं बुजगावणं - मोहन कुंभार
- ३१) तुझ्या सरंजामी भुवईने - सत्यपालसिंग आधासिंग राजपूत
- ३२) मृत्युचं प्रार्थना गीत - पी. विठ्ठल
- ३३) वर्तमानाचा इतिहास भूगोल - वीरा राठोड
- ३४) सोळा - महादेव गोरख कांबळे
- ३५) कबुतरखाना - बाळासाहेब लबडे
- ३६) बेसावध - शेषराव पिराजी घांडे

- ३७) तृष्णेची कविता - सुनील अभिमान अवचार
- ३८) उन्हाच्या कटाविरुद्ध - नागराज मंजुळे
- ३९) मी पण शिकतलय - उत्तम पवार
- ४०) स्त्री हाच तुझा समाज? - कविता मोरवणकर
- ४१) माझी पाच वर्षांची पोरगी - संध्या रंगारी
- ४२) नोबल द्रुथ - केतन पिंपळापुरे
- ४३) मातीचं भंड पडो - अविनाश गायकवाड
- ४४) कविता तर रक्ताचीच गोष्ट असते ना दोस्ता! - सुदाम राठोड
- ४५) माझ्या - विनोद कुमरे
- ४६) विचारावा अर्थ - रोहिदास पोटे
- ४७) गोंगलू - प्रभू राजगडकर
- ४८) गोंडवन माझे - कुसुम आलाम
- ४९) स्टेज - वाहरू सोनवणे
- ५०) भोग - वा. ना. आंधळे

घटक २ व्यावहारिक मराठी - (मराठी) - (४ घटकविषय) - (२० तासिका)
- श्रेयांकन १

- १) इतिवृत्तलेखन
- २) वर्तमानपत्रासाठी जाहिरातलेखन
- ३) उत्तर्यावरील प्रश्न
- ४) सारांशलेखन
- ५) निबंधलेखन

प्रश्न १ घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न २ घटक क्र. १ वर आधारित पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न ३ घटक क्र. १ वर आधारित चार पैकी दोन टिपा - गुण १०

- प्रश्न ४ इतिवृत्तलेखन या उपघटकावर आधारित अंतर्गत पर्यायासह १ प्रश्न गुण १०
- प्रश्न ५ वर्तमानपत्रासाठी जाहिरातलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०
- प्रश्न ६ उत्तरावरील या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०
- प्रश्न ७ सारांशलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०
- प्रश्न ८ निबंधलेखन या उपघटकावर अंतर्गत पर्यायासह १ प्रश्न गुण १०

संदर्भ ग्रंथ :

१. अदवंत म.ना. : प्रदक्षिणा खंड पहिला
 २. जोशी सुधा : कथा : संकल्पना आणि समीक्षा, मौजे प्रकाशन, मुंबई
 ३. सुरवाडे मनोहर : १९८० नंतरची ग्रामीण कथा, बळीवंश प्रकाश, नांदेड
 ४. ललित : कथा विशेषांक, ऑगस्ट २०१३
 ५. अर्वाचीन मराठी काव्यदर्शन : डॉ. अक्षयकुमार काळे
 ६. नव्वदोत्तर आंबेडकरी कवितेची मीमांसा : डॉ. अशोक रा. इंगळे
-

FYBA – MAR – (ANC)

(To be implemented from 2019-2020)

SEM – 1 (UMAR 101)

SEM – 2 (UMAR 201)

प्रथम वर्ष बी.ए. मराठी ऐच्छिक (प्रत्येक संत्रांत ३ श्रेयांकने)

प्रथम वर्ष बी.ए. मराठी या ऐच्छिक या विषयासाठी २०१९-२० या शैक्षणिक वर्षापासून नेमलेला अभ्यासक्रम प्रथम वर्ष बी.ए. मराठी ऐच्छिक या अभ्यासक्रमात प्रथम सत्रात दोन नाट्यकृती व दुसऱ्या सत्रात दोन प्रवासवर्णनांचा समावेश करण्यात आला आहे. या अभ्यासक्रमाची श्रेयांकन पद्धतीनुसार रचना करण्यात आली आहे. वरील अभ्यासक्रम दोन संत्रांत विभागलेला असून, नेमलेल्या विशिष्ट तासिकांमध्ये तो शिकवला जाणे आवश्यक आहे.

सत्र – पहिले – एकूण व्याख्याने – ४५, श्रेयांकने – ०३

घटक १ नाटक या साहित्यप्रकाराचा सैद्धांतिक परिचय – (४८ मिनिटांच्या १५ तासिका), श्रेयांकन – ०१

नाटक या साहित्यप्रकाराची संकल्पना, नाटक या साहित्यप्रकाराचे घटक

नाटकाचे महत्वाचे दोन प्रकार (शोकात्मिका व सुखात्मिका), नाटक एक संमिश्र कला, मराठी नाटकाच्या इतिहासातील महत्वाचे टप्पे

घटक २ सत्यशोधक : गो.पु. देशपांडे, लोकवाङ्मयगृह, मुंबई (४८ मिनिटांच्या १५ तासिका), श्रेयांकन – ०१

घटक ३ सिगारेट : मनस्विनी लता रविंद्र, पॉप्युलर प्रकाशन, मुंबई (४८ मिनिटांच्या १५ तासिका), श्रेयांकन – ०१

प्रथम सत्रांत परीक्षा – गुण १००

वरील अभ्यासपत्रिकेचे प्रथम सत्रांत प्रश्नपत्रिकेचे स्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

प्रथम वर्ष बी.ए. मराठी (ऐच्छिक)

प्रश्न १ 'नाटक' या साहित्यप्रकाराचा सैद्धांतिक परीचाय यावर पर्याय देऊन एक प्रश्न गुण २०

प्रश्न २ सत्यशोधक या नाटकावर पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न ३ सिगारेट या नाटकावर पर्याय देऊन एक प्रश्न - गुण २०

प्रश्न ४ प्रत्येक गटातील एकेक टीप लिहा. (अंतर्गत पर्यायांसह) - गुण ३०

१) नाटकाचा सैद्धांतिक परिचय

२) सत्यशोधक

३) सिगारेट

प्रश्न ५ अभ्यासपत्रिकेतील घटक २ व ३ वर आधारित वस्तुनिष्ठ प्रश्न. प्रत्येक घटकावर ४ असे एकूण ८ वस्तुनिष्ठ स्वरूपाचे प्रश्न विचारले जातील परीक्षार्थींनी त्यापैकी कोणतेही ५ प्रश्न सोडवायचे आहेत. प्रत्येक उत्तरास २ गुण असे एकूण गुण १०

सत्र दुसरे - एकूण व्याख्याने ४५, श्रेयांकने - ०३

घटक १ प्रवासवर्णन या साहित्याप्रकाराचा सैद्धांतिक परिचय (१५ तासिका) श्रेयांकन - ०१

प्रवासवर्णन या साहित्यप्रकाराची संकल्पना, प्रवासवर्णन या साहित्य प्रकाराचे घटक मराठी प्रवासवर्णनाचे प्रकार व संक्षिप्त इतिहास

घटक २ कुंपणापलीकडचा देश : मनीषा टिकेकर, श्रीविद्या प्रकाशन पुणे या प्रवासवर्णनाचा अभ्यास

घटक ३ नाद अंतरीचा : श्रीलंका : महावीर जोंधळे, स्पर्श प्रकाशन, पुणे या प्रवासवर्णनाचा अभ्यास.

दुसरी सत्रांत परीक्षा – गुण १००

वरील अभ्यासपत्रिकेचे सत्रांत प्रश्नपत्रिकेचेस्वरूप पुढीलप्रमाणे ठरविण्यात आले आहे.

प्रथम वर्ष बी.ए. मराठी (ऐच्छिक)

प्रश्न १ प्रवासवर्णन या साहित्यप्रकाराचा सैद्धांतिक परिचय (पर्यायासह) एक प्रश्न – गुण २०

प्रश्न २ घटक २ मधील प्रवासवर्णनावर आधारित पर्याय देऊन एक प्रश्न – गुण २०

प्रश्न ३ घटक ३ मधील प्रवासवर्णनावर आधारित पर्याय देऊन एक प्रश्न – गुण २०

प्रश्न ४ प्रत्येक गटातील एकेक टीप लिहा.(अंतर्गत पर्यायासह) गुण ३०

१) प्रवासवर्णनाचा सैद्धांतिक परिचय

२) घटक २ मधील प्रवासवर्णन

३) घटक ३ मधील प्रवासवर्णन

प्रश्न ५ अभ्यासपत्रिकेतील घटक २ व ३ वर आधारित वस्तुनिष्ठ प्रश्न प्रत्येक घटकावर ४ असे एकूण ८ वस्तुनिष्ठ स्वरूपाचे प्रश्न विचारले

जातील परीक्षार्थीनी त्यापैकी कोणतेही ५ प्रश्न सोडवायचे आहेत.
प्रत्येक योग्य उत्तरास २ गुण असे एकूण गुण १०

UNIVERSITY OF MUMBAI

No. UG/88 of 2016-17

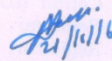
CIRCULAR:-

A reference is invited to the Syllabi relating to the B. A. degree course vide this office Circular No.UG/176 of 2011 dated 20th June, 2011 and the Principals of affiliated Colleges in Arts are hereby informed that the recommendation made by Board of Studies in Politics at its meeting held on 25th May, 2016 has been accepted by the Academic Council at its meeting held on 24th June, 2016 vide item No. 4.23 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for the F.Y.B.A (Politics) (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI – 400 032

October, 2016

To,


(Dr.M.A.Khan)
REGISTRAR

The Principals of affiliated Colleges in Arts.

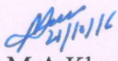
A.C/4.23/24/06/2016

No. UG/88 -A of 2016-17

MUMBAI-400 032 25 October, 2016

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairperson, Board of Studies in Politics,
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations,
- 5) The Professor-cum-Director, Institute of Distance and Opening Learning,
- 6) The Co-Ordinator, University Computerization Centre.


(Dr.M.A.Khan)
REGISTRAR

PTO...

AC 24-06-2016

Item No. 4.23



University of Mumbai

BACHELOR OF ARTS

FYBA - POLITICS PAPER I

REVISED SYLLABUS

**AS PER CHOICE BASED CREDIT SYSTEM (CBCS)
(TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2016-17)**

REVISED SYLLABUS
AS PER CHOICE BASED CREDIT SYSTEM (CBCS)
(TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2016-17)

FYBA
POLITICS PAPER I

SEMESTER I
TITLE: INDIAN POLITICAL SYSTEM

SUB-TITLE: THE CONSTITUTIONAL FRAMEWORK

- 1. INTRODUCTION TO THE CONSTITUTION** (12)
 - 1.1 BRIEF HISTORY OF THE MAKING OF CONSTITUTION
 - 1.2 PREMABLE
 - 1.3 BASIC FEATURES
- 2. CITIZENS AND THE CONSTITUTION** (11)
 - 2.1 FUNDAMENTAL RIGHTS – ARTS 14 TO 19
 - 2.2 FUNDAMENTAL RIGHTS –ARTS- 20 TO 32
 - 2.3 DIRECTIVE PRINCIPLES OF STATE POLICY
- 3. LEGISLATURE AND JUDICIARY** (11)
 - 3.1 PARLIAMENT
 - 3.2 JUDICIAL SYSTEM – ORIGINAL AND WRIT JURISDICTION
 - 3.3 JUDICIAL ACTIVISM
- 4. EXECUTIVE** (11)
 - 4.1 UNION EXECUTIVE - THE PRESIDENT
 - 4.2 PRIME MINISTER AND COUNCIL OF MINISTERS
 - 4.3 LOCAL SELF-GOVERNMENT – 73rd, 74th, AMENDMENTS AND THEIR IMPLEMENTATION

SUGGESTED READINGS:

1. Basu, Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2012.
2. Laxmikant, M, Indian Polity, TMH, 2015.
3. Laxmikant, M., Governance in India, TMH, 2015.
4. Pylee, M. V., An Introduction to the Constitution of India, Vikas Publishing, 2008.
5. Sharma, Brij Kishore, Introduction to the Constitution of India, PHI Learning, 2009.
6. क्षीरसागर, के. श्री., भारतीयराज्यव्यवस्था, विद्याप्रकाशन.
7. घांग्रेकर, चिं. ग., भारतीयराज्यघटना, श्रीमंगेशप्रकाशन, २००१.
8. जाधव, तुकाराम, आणिशिरापूरकर, महेश, भारतीयराज्यघटनावघटनात्मकप्रक्रिया, युनिकअकादमी, २०१४.

SEMESTER II
SUB-TITLE: INDIAN POLITICAL PROCESS

1. **CHANGING NATURE OF FEDERAL SYSTEM** (11)
 - 1.1 CENTRE-STATE RELATIONS WITH REFERENCE TO FISCAL AND EMERGENCY POWERS.
 - 1.2 DEMAND FOR GREATER AUTONOMY
 - 1.3 CHANGING DYNAMICS OF CENTRE-STATE RELATIONS

2. **PARTY POLITICS AND ELECTIONS**
 - 2.1 NATIONAL PARTIES - FEATURES
 - 2.2 REGIONAL PARTIES – CHARACTERISTICS
 - 2.3 ANALYSIS OF ELECTORAL PERFORMANCE OF NATIONAL AND REGIONAL PARTIES SINCE 1989.

3. **SOCIAL DYNAMICS** (11)
 - 3.1 CASTE (WITH REFERENCE TO RESERVATION)
 - 3.2 RELIGION (WITH REFERENCE TO COMMUNALISM)
 - 3.3 GENDER (WITH REFERENCE TO POLITICAL PARTICIPATION)

4. **CHALLENGES TO NATIONAL SECURITY** (12)
 - 4.1 CRIMINALISATION OF POLITICS
 - 4.2 INTERNAL THREATS TO SECURITY (WITH REFERENCE TO NAXALISM AND INSURGENCY)
 - 4.3 GLOBAL TERRORISM

SUGGESTED READINGS:

1. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, Indian Government and Politics, Pearson, 2011.
2. Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
3. Chandoke, Neera, and Priyadarshi, Praveen, Contemporary India, Pearson, 2009.
4. Ghosh, Peu, Indian Government and Politics, PHI, 2012.
5. Jayal, Nirja G., and Mehta, BhanuPratap, The Oxford Companion to Politics in India, OUP, 2011.
6. Jha, Pravin Kumar, Indian Politics in Comparative Perspective, Pearson, 2012.
7. Paranjpe, Shrikant, India's Internal Security: Issues and Perspectives, Kalinga Publications, 2009.
8. Singh, M. P., and Saxena, Rekha, Indian Politics, PHI, 2011.
9. कुलकर्णी बी. वाय., भारतीयशासनआणिराजकारण, विद्याप्रकाशन, २००८.
10. पाटील, बी. बी., भारतीयशासनआणिराजकारण, फडकेप्रकाशन, २०१०.
11. पाटीलव्ही. बी., भारतीयराज्यव्यवस्था, के. सागर, २०११.
12. पित्रे, शशिकान्त, डोमेलतेकारगिल, राजहंसप्रकाशन, २०००.
13. भुरे, रश्मी, शांततेच्याशोधातकाश्मिरीतरुण, श्रीविद्याप्रकाशन, २००९.

14. लोटे, रा. ज., भारतीयराज्यवशासनव्यवस्था, पिंपळापुरेआणिकंपनी, २००३.
15. साबळे, भारतीयशासनआणिराजकारण, हिमालयापब्लिशिंगहाऊस, २००४.

**Revised Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.
Choice Based Credit System (CBCS)
Brought into force with effect from the academic year 2018-2019**

Code	Sem.	Course Title	Credits	Marks
UAPSY 101	1	Fundamentals of Psychology- Part I	3	100
UAPSY201	2	Fundamentals of Psychology- Part II	3	100

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology.
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.
3. To make the students aware of the applications of Psychological concepts in different areas of day to day life.

Semester 1. Fundamentals of Psychology: Part I (Credits = 3)

4 lectures per week

Unit 1. The science of Psychology

- a) The history of Psychology.
- b) The Fields of Psychology Today.
- c) Scientific research.
- d) Ethics of Psychological Research.
- e) Applying Psychology to Everyday life.

Unit 2. The Biological Perspective.

- a) Neurons and Nerves : Building the Network.
- b) An overview of the Nervous System.
- c) Distant connections: The Endocrine Glands.
- d) Looking inside the Living Brain.
- e) From the Bottom up : The structures of the Brain.
- f) Classic studies in Psychology.
- g) Applying Psychology to Everyday life.

Unit 3. Learning.

- a) Definition of Learning.
- b) Classical conditioning, and Operant conditioning
- c) Cognitive learning Theory.
- d) Observational Learning.

Unit 4. Memory

- a) What is memory?
- b) The Information Processing Model: Three Memory Systems.
- c) Retrieval of Long –term Memories.

- d) Forgetting.
- e) Neuroscience of memory.
- f) Applying Psychology to Everyday life.

Semester 2. Fundamentals of Psychology: Part II (Credits = 3)

4 lectures per week

Unit 1. Cognition: Thinking, Intelligence, and Language.

- a) How People think.
- b) Intelligence.
- c) Language
- d) Applying Psychology to Everyday life.

Unit 2. Motivation and Emotion.

- a) Approaches to understanding Motivation.
- b) What, Hungry again? Why People Eat.
- c) Emotion.
- d) Culture and Emotions.
- e) Applying Psychology to Everyday life.

Unit 3. Theories of Personality.

- a) Psychodynamic Perspective.
- b) Psychoanalysis in the East.
- c) The Behavioural and Social Cognitive View of Personality.
- d) The Third Force: Humanism and Personality.
- e) Trait Theories: Who are you?
- f) Modern Trait Theories: The Big Five and current thoughts on the trait Perspective.
- g) Personality: Genetics and Culture.
- h) Assessment of Personality.
- i) Applying Psychology to Everyday life.

Unit 4. Statistics in Psychology.

- a) What are Statistics?
- b) Descriptive Statistics.
- c) Inferential Statistics.

Book for Study

Ciccarelli, S.K., White, J.N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

Additional Books for Reference

- 1) Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
- 2) Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2017). Psychology. 4th edi. New Jersey: Pearson education
- 4) Feist, G.J., & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications

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Modified Pattern of Question Paper for Semester End Assessment implemented from 2018-2019 For Psychology courses at F.Y.B.A.

Duration of examination = **3 hours**

Total Marks = **100 (per semester)**

All 5 questions carry **20** marks and are compulsory.
There will be internal choice in each Question.

Q1. Attempt any two questions (unit 1) 20marks

- A
- B
- C

Q2. Attempt any two questions (unit 2) 20marks

- A
- B
- C

Q3. Attempt any two questions (unit 3) 20marks

- A
- B
- C

Q4. Attempt any two questions (unit 4) 20marks

- A
- B
- C

Q5. Attempt any two questions (unit 1, 2, 3, 4 one from each unit) 20 marks

- A
- B
- C
- D

Semester II

Use of simple calculator shall be permitted. (instruction to be included in the question paper).

Question 4 and Question 5 (D) will be based on unit 4 Statistics in Psychology. One Theory question from the contents of the chapter carrying 10 marks and 03 questions for calculations.

Frequency distribution table to be made with 30-35 scores given and a theory question

Calculation of the Mean Median and the Mode with the help of 10-12 scores given and a theory question.

Calculation of the Range, Standard deviation and Z Score with the help of 10-12 scores given.