



Arihant Education Foundation's
Arihant College of Arts, Commerce and Science, Bavdhan, Pune-21
Department of Humanities
S.Y.B.A SYLLABUS STRUCTURE AS PER NEP-2020

Semester - III

Sr. No	Verticals	Course Title	Course Code	Credits	Theory/ Practical / Oral	No. of Lectures		Marking Evaluation		Total Marks
						Per Week	Total Lectures	Int.Exam	Ext.Exam	
1	Major Core (Any 1)	1. Political Science - Indian Political Thinkers	POL-201-M	4	Theory	4	60	40	60	100
		2. History - History of the Marathas	HIS-201-MJ	4	Theory	4	60			
		3. Psychology - Developmental Psychology: Child Development	PSY-202 MJT	4	Theory	4	60			
		1. Political Science - Indian Political Thinkers	POL-202-MJP	2	Practical	2	30	20	30	50
		2. History - History of the Marathas	HIS-202- MJP	2	Practical	2	30			
		3. Psychology - Developmental Psychology: Child Development	PSY-202 MJP	2	Practical	2	30			
2	VSC (Any 1)	1. Political Communication & Media	POL-222-VSC	2	Theory	2	30	20	30	50
		2. History - Historical Content Creation	HIS-221- VEC	2	Theory	2	30			
		3. Psychology Practical - 3	PSY-221 VSC	2	Theory	2	30			
3	FP/OJT/CEP (Any 1)	1. Political Science - Field Project	POL-231-FP	2	Theory	2	30	20	30	50
		3. History - Field Project	HIS-231- FP	2	Theory	2	60			
		3. Psychology- Field Project	PSY-231 FP	2	Theory	2	30			
4	Minor (Any 1)	1. Marathi - मराठी साहित्य : प्रवासकर्तव्य	MAR-241- MN	2	Theory	2	30	20	30	50
		2. Hindi- हिंदी लघु कथा	HIN - 241 - MN	2	Theory	2	30			
		3. English - English for Competitive Examination	ENG241MN	2	Theory	2	30			
		4. Economics - Public Economics	ECO 241 MN	2	Theory	2	30			
		5. Political Science- Rural Local Self Government in Maharashtra	POL -241-MN	2	Theory	2	30			
		6. History - Social Reformers in 19th century Maharashtra	HIS-241-MN	2	Theory	2	30			
		7. Psychology - Interpersonal Communication	PSY-241 MNT	2	Theory	2	30			
		1. Marathi - मराठी साहित्य : प्रवासकर्तव्य	MAR-242- MNP	2	Practical	2	30	20	30	50
		2. Hindi- हिंदी लघु कथा	HIN - 242 - MN	2	Practical	2	30			
		3. English - English for Competitive Examination	ENG242MNP	2	Practical	2	30			
		4. Economics - Public Economics	ECO 242 MN	2	Practical	2	30			
		5. Political Science- Rural Local Self Government in Maharashtra	POL-242-MNP	2	Practical	2	30			
		6. History - Social Reformers in 19th century Maharashtra	HIS-242- MNP	2	Practical	2	30			
		7. Psychology - Interpersonal Communication	PSY-242 MNP	2	Practical	2	30			
5	OE (Any 1)	1. Personality development for Business Professional- III (Commerce)	OE 208 COM-T	2	Theory	2	30	20	30	50
		2. E- Commerce (Science)	OE-201-CS-T	2	Theory	2	30			
6	AEC (Any 1)	1. Marathi - भाषा आणि जीवनव्यवहार	AEC-201-MAR	2	Theory	2	30	20	30	50
		2. Hindi - हिंदी भाषा क्षमता संवर्धन भाग - I	AEC- 231 - HIN	2	Theory	2	30			
	IKS	3. Political Science - Ancient Indian Political Thoughts	POL-201- IKS	2	Theory	2	30	20	30	50
		4. History - Historical Knowledge Production in Pre-Colonial India	HIS-200- IKS	2	Theory	2	30			
		5. Psychology - Basics of Indian Psychology	PSY-200- IKS	2	Theory	2	30			
8	CC	1..Personality development	CC 201 T	2	Theory	2	30	20	30	50
Total				22						550



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Department of Humanities

S.Y.B.A SYLLABUS STRUCTURE AS PER NEP-2020

Semester - IV

Sr. No	Verticals	Course Title	Course Code	Credits	Theory/ Practical / Oral	No. of Lectures		Marking Evaluation		Total Marks
						Per Week	Total Lectures	Int.Exam	Ext.Exam	
1	Major Core (Any 1)	1. Political Science - Western Political Thinkers	POL-251-MJ	4	Theory	4	60	40	60	100
		2. History - History of the Marathas	HIS- 251-MJ		Theory	4	60			
		3. Psychology - Developmental Psychology: Puberty to Late Adulthood	PSY-251 MJT	4	Theory	4	60			
		1. Political Science - Western Political Thinkers	POL-252-MJP	2	Practical	2	30	20	30	50
		2. History - History of the Marathas	HIS- 251-MJT		Practical	2	30			
		3. Psychology - Developmental Psychology: Puberty to Late Adulthood	PSY-252 MJT	2	Practical	2	30			
2	VSC (Any 1)	1. Political Communication & Media – Practical	POL-272-VSC	2	Theory	2	30	20	30	50
		2. History - Digital Content Creation	HIS- 271-VSC	2	Theory	2	30			
		3. Psychology Practical - 3	PSY-271 VSC	2	Theory	2	30			
3	FP/OJT/CEP (Any 1)	1. Political Science: Urban Local Self Government in Maharashtra	POL-281-CEP	2	Theory	2	30	20	30	50
		2. History - CEP	HIS- 281-CEP	2	Theory	2	60			
		3. Psychology- Field Project	PSY-281 CEP	2	Theory	2	30			
4	Minor (Any 1)	1. Marathi - मराठी भाषेचे स्वरूप व लेखन	MAR-291- MN	2	Theory	2	30	20	30	50
		2. Hindi- भारतीय बाल कहानिया	HIN - 291 - MN	2	Theory	2	30			
		3. English- For Competitive Examination	ENG291MN	2	Theory	2	30			
		4. Economics - Banking and Finance	ECO 291 MN	2	Theory	2	30			
		5. Political Science- Rural Local Self Government in Maharashtra	POL -281-MN	2	Theory	2	30			
		6. History - Social Reformers in 20th Century Maharashtra	HIS- 291-MN	2	Theory	2	30			
		7. Psychology - Interpersonal Communication	PSY-291 MNT	2	Theory	2	30			
		1. Marathi - मराठी भाषेचे स्वरूप व लेखन	MAR-292- MNP	2	Practical	2	30	20	30	50
		2. Hindi- भारतीय बाल कहानिया	HIN - 292 - MN	2	Practical	2	30			
		3. English- For Competitive Examination	ENG291MNT	2	Practical	2	30			
		4. Economics - Banking and Finance	ECO 292 MN	2	Practical	2	30			
		5. Political Science- Rural Local Self Government in Maharashtra	POL-282-MNP	2	Practical	2	30			
		6. History - Social Reformers in 20th Century Maharashtra	HIS- 291-MNP	2	Practical	2	30			
		7. Psychology - Interpersonal Communication	PSY-292 MNP	2	Practical	2	30			
5	OE (Any 1)	1. Personality development for Business Professional- IV (Commerce)	OE 208 COM-T	2	Theory	2	30	20	30	50
		2. E- Commerce (Science)	OE-251-CS-T	2	Theory	2	30			
6	AEC (Any 1)	1. Marathi - भाषा आणि संवाङ्मोक्ष	AEC-251-MAR	2	Theory	2	30	20	30	50
		2. Hindi - हिंदी भाषा क्षमता संशोधन भाग - II	AEC-281 - HIN	2	Theory	2	30			
7	SEC	1. English- English for Advertisement	SEC251ENG	2	Theory	2	30	20	30	50
		2. Economics - Basics of Research Methodology	ECO 251 SEC	2	Theory	2	30			
		3. Political Science -Political Science - Critical Thinking	SEC-251-POL	2	Theory	2	30			
		4. History - Art and Architecture in Modern Maharashtra	SEC-161-HIS	2	Theory	2	30			
		5. Psychology -Learning and Memory Improvement Skills	PSY-251-SEC	2	Theory	2	30			
8	CC	1..Personality development	CC 251 T	2	Theory	2	30	20	30	50
Total				22						550



सावित्रीबाई फुले पुणे विद्यापीठ, पुणे
[Savitribai Phule Pune University, Pune]

अभ्यासक्रम
मानव विज्ञान शाखेतील पदविका / पदवी, वर्ष- २ (सत्र-३ व ४)
विषय- मराठी
(शैक्षणिक वर्ष २०२५-२६ पासून)

UG- Diploma in Humanities / UG Degree, Year-II [Level 5.0]
Subject- Marathi
(w.e.f. academic year 2025-26)

- 1] Major Core - मराठी**
- 2] VSC - मराठी**
- 3] FP/CEP - मराठी**
- 4] Minor - मराठी**
- 5] GE/OE - मराठी**
- 6] SEC - मराठी**
- 7] IKS - मराठी**
- 8] AEC - मराठी**

U.G. मराठी – द्वितीय वर्ष (सत्र-३) अभ्यासक्रम [Level 5.0]			
Course Type	Minor	Credits- 2 (Theory)	Weeks-15 Hours- 30
MAR-241-MN	मराठी साहित्य : प्रवासवर्णन अभ्यासपुस्तक : ‘मनोमय युरोप-अमेरिका’ (प्रतिभा हंप्रस)	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून प्रवासवर्णन हा साहित्यप्रकार जाणून घेता येईल. प्रवासवर्णनाचे स्वरूप, संकल्पना, प्रवासवर्णन निर्मितीच्या प्रेरणा, या साहित्यप्रकारची वैशिष्ट्ये, प्रवासवर्णन या साहित्यप्रकाराची वाटचाल समजून घेण्यास मदत होईल. त्याचबरोबर अभ्यासासाठी नेमलेल्या साहित्यकृतीचा आस्वाद घेता येईल.

अभ्यासपत्रिकेची उद्दिष्टे :

१. प्रवासवर्णन या साहित्यप्रकारचे स्वरूप आणि संकल्पना जाणून घेणे.
२. प्रवासवर्णन निर्मितीच्या प्रेरणा, या साहित्यप्रकारची वैशिष्ट्ये, प्रवासवर्णन या साहित्यप्रकाराची वाटचाल समजून घेणे.
३. नेमलेल्या अभ्यासपुस्तकातील आशयाचा आस्वाद घेणे.
४. नेमलेल्या अभ्यासपुस्तकातील अनुभवविश्वाचे आणि आशयाचे विश्लेषण करणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	१.१ प्रवासवर्णन : स्वरूप आणि संकल्पना १.२ प्रवासवर्णन : प्रेरणा व प्रयोजन १.३ प्रवासवर्णन या साहित्यप्रकाराची वैशिष्ट्ये १.४ प्रवासवर्णन या साहित्यप्रकाराची भाषा	१	१५
२	अभ्यासपुस्तक : ‘मनोमय युरोप-अमेरिका ’ (प्रतिभा हंप्रस)	१	१५

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल,

Cognitive Ability	Course Outcomes	Teaching Learning Method
Co-1 Remember	प्रवासवर्णनाचे स्वरूप आणि प्रवासवर्णनाची संकल्पना यांची माहिती सांगता येईल.	व्याख्यान
Co-2 Understanding	प्रवासवर्णन या साहित्यप्रकाराचे स्वरूप, संकल्पना, प्रेरणा, वैशिष्ट्ये आणि प्रवासवर्णन या साहित्यप्रकाराची भाषा यांचे आकलन होईल.	व्याख्यान, स्वयं-अध्ययन
Co-3 Applying	प्रवासवर्णनाच्या अभ्यासातून साहित्याचा आस्वाद घेण्याची प्रेरणा मिळेल.	वाचन, लेखन
Co-4 Analyzing	प्रवासवर्णन या साहित्यप्रकाराच्या संदर्भात विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण
Co-5 Evaluating	प्रवासवर्णनपर साहित्यविषयक समज विकसित होईल.	रसग्रहण
Co-6 Creating	प्रवासवर्णनाच्या अभ्यासातून, निरीक्षणातून अनुभवमांडणीची कला अवगत होईल.	स्व-अनुभवांचे सादरीकरण

U.G. मराठी – द्वितीय वर्ष (सत्र-३) अभ्यासक्रम [Level 5.0]			
Course Type	Minor	Credits- 2 (Practical)	Weeks-15 Hours- 60
MAR-242-MNP	प्रवासवर्णनपर लेखन आणि वाचन : प्रात्यक्षिक	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचन प्रक्रिया समजून घेता येईल. तसेच प्रवासाची कृती करून प्रवासवर्णनपर सर्जनात्मक लेखन येईल.

अभ्यासपत्रिकेची उद्दिष्टे :

१. प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचनप्रक्रिया समजून घेणे.
२. प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचनकौशल्ये आत्मसात करणे.
३. प्रवास करताना सजगपणे नोंदी करण्याचे कौशल्य आत्मसात करणे.
४. प्रवास करताना आलेल्या अनुभवांची मांडणी करण्याचे कौशल्य आत्मसात करणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	१.१ प्रवासवर्णनपर सर्जनात्मक लेखन १.२ प्रवासवर्णनपर सर्जनात्मक लेखन : महत्त्व आणि आवश्यकता १.३ प्रवासवर्णनपर सर्जनात्मक लेखनाची व्याप्ती	१	३०
२	प्रवासवर्णन, पर्यटन, सहल, स्थलभेट / क्षेत्रभेट, अभ्यासदौरा वर्णन (विद्यार्थ्यांनी केलेल्या प्रवासाचे सर्जनात्मक लेखन व वाचन करणे अपेक्षित आहे.)	१	३०

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल,

Cognitive Ability	Course Outcomes	Teaching Learning Method
Co-1 Remember	प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचन प्रक्रिया यांची माहिती सांगता येईल.	व्याख्यान, स्वयं-अध्ययन
Co-2 Understanding	प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचन कौशल्याचे आकलन होईल.	व्याख्यान, साहित्यप्रकारांचे वाचन
Co-3 Applying	प्रवासवर्णनपर सर्जनात्मक साहित्याचे कौशल्यपूर्ण लेखन आणि वाचन करण्याची प्रेरणा मिळेल.	सादरीकरण

Co-4 Analyzing	प्रवासवर्णनपर सर्जनात्मक लेखन आणि वाचन करण्यासंदर्भात विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण
Co-5 Evaluating	प्रवासवर्णनपर साहित्यविषयक समज विकसित होईल.	सादरीकरणाचा सराव
Co-6 Creating	प्रवासवर्णन, पर्यटन, सहल, स्थलभेट / क्षेत्रभेट, अभ्यासदौरा वर्णन करण्याची कला अवगत होईल.	साहित्यप्रकारांचे सादरीकरण

संदर्भ ग्रंथ:

१. प्रवासवर्णन : एक वाङ्मयप्रकार - वसंत सावंत, महाराष्ट्र राज्य साहित्य व संस्कृती मंडळ, मुंबई, प्रथम आवृत्ती १९८७.
२. प्रवास वर्णनांचा प्रवास, मुकुंद वझे, देशमुख आणि कंपनी प्रा. लि. पुणे, २०१६.
३. मराठी वाङ्मय इतिहास, खंड ४, महाराष्ट्र साहित्य परिषद, पुणे.
४. मराठी वाङ्मय इतिहास, खंड ७, भाग १, महाराष्ट्र साहित्य परिषद, पुणे.
५. आधुनिक मराठी वाङ्मयाचा इतिहास, खंड १ आणि २, अ. ना. देशपांडे.
६. प्रदक्षिणा खंड २, वि. ह. कुलकर्णी.
७. सृजनात्मक लेखन- आनंद पाटील.
८. मराठी प्रवासवर्णनांची वाटचाल, डॉ.नीला पांढरे.
९. मराठीतील प्रवासवर्णने : प्रेरणा व स्वरूप, चंद्रकांत वर्तक.
१०. साठोत्तरी प्रवासवर्णन : वाटा आणि वळणे - डॉ. वैशाली गुंजेकर.

U.G. मराठी – द्वितीय वर्ष (सत्र- ४) अभ्यासक्रम [Level 5.0]			
Course Type	Minor	Credits- 2 (Theory)	Weeks-15 Hours- 30
MAR-291- MN	मराठी भाषेचे स्वरूप व लेखन	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून मराठी भाषेचे स्वरूप व तिचे मानवी जीवनव्यवहारातील स्थान व स्वरूप समजण्यास मदत होईल .भाषेचे बोलिरूप व लिखित रूप यांचा परिचय होईल .बोलीभाषा, प्रमाणभाषा व परिभाषा या तिन्ही संकल्पनांचा परिचय झाल्याने व्यावसायिक पातळीवर लेखन, वाचन व संभाषण इत्यादींचा कौशल्याने वापर करता येतील.

अभ्यासपत्रिकेची उद्दिष्टे :

१. भाषेचे स्वरूप समजावून सांगणे.
२. बोलीभाषा म्हणजे काय हे सांगून बोलीभाषेद्वारा लेखन, वाचन, संभाषण करण्यास प्रोत्साहित करणे .
३. प्रमाणभाषा म्हणजे काय हे सांगून तिचे स्वरूप, नियम इ .समजावून सांगणे.
४. परिभाषा म्हणजे काय ते सांगून परिभाषेची संकल्पना, स्वरूप आवश्यकता , इ .समजावून सांगणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	१. भाषेचे स्वरूप व निर्मिती (भाषानिर्मितीविषयक विविध उपपत्ती) २. मराठी भाषेचे स्वरूप ३. बोलीभाषा(मराठीच्या विविध बोली)	१	१५
२	१. प्रमाणभाषा : स्वरूप, नियम इ. २. मराठीतील विरामचिन्हे ३. परिभाषा : स्वरूप व आवश्यकता	१	१५

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल.

Cognitive Ability	Course Outcomes	Teaching- Learning Method
Co-1 Remember	भाषेची निर्मिती, आवश्यकता व तिचे मानवी जीवनातील स्थान याविषयी माहिती सांगता येईल.	व्याख्यान,
Co-2 Understanding	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचे आकलन होईल.	व्याख्यान, साहित्यप्रकारांचे वाचन
Co-3 Applying	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचा कौशल्यपूर्ण वापर करून वाचन, लेखन व संभाषण इत्यादी करण्याची प्रेरणा मिळेल.	सादरीकरण
Co-4 Analyzing	बोलीभाषा, प्रमाणभाषा व परिभाषा यांच्यातील साम्य- भेदा संदर्भात विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण

Co-5 Evaluating	बोलीभाषा, प्रमाणभाषा व परिभाषा यांच्यातील साम्य- भेदा विषयक समज विकसित होईल.	सादरीकरणाचा सराव
Co-6 Creating	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचे उपयोजन करण्याची कला अवगत होईल.	साहित्यप्रकारांचे सादरीकरण

U.G. मराठी – द्वितीय वर्ष (सत्र- ४ अभ्यासक्रम [Level 5.0])			
Course Type	Minor	Credits- 2 (Practical)	Weeks-15 Hours- 60
MAR-292-MNP	मराठी भाषेचे स्वरूप व लेखन : प्रात्यक्षिक	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून मराठी भाषेचे स्वरूप व तिचे मानवी जीवनव्यवहारातील स्थान व स्वरूप समजण्यास मदत होईल .भाषेचे बोलिरूप व लिखित रूप यांचा परिचय होईल .बोलीभाषा, प्रमाणभाषा व परिभाषा या तिन्ही संकल्पनांचा परिचय झाल्याने व्यावसायिक पातळीवर लेखन, वाचन व संभाषण इत्यादींचा कौशल्याने वापर करता येतील.

अभ्यासपत्रिकेची उद्दिष्टे :

१. भाषेचे स्वरूप समजावून सांगणे.
२. बोलीभाषा म्हणजे काय हे सांगून बोलीभाषेद्वारा लेखन, वाचन, संभाषण करण्यास प्रोत्साहित करणे .
३. प्रमाणभाषा म्हणजे काय हे सांगून तिचे स्वरूप, नियम इ .समजावून सांगणे.
४. परिभाषा म्हणजे काय ते सांगून परिभाषेची संकल्पना, स्वरूप आवश्यकता ,इ. समजावून सांगणे.
५. बोलीभाषा व विविध क्षेत्रीय परिभाषा यासंदर्भात प्रात्यक्षिक करून घेणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	१.१ मराठी भाषा (मराठीची लिपी) उच्चारण व लेखन : १.२ परिभाषा – संकल्पना, स्वरूप व आवश्यकता (विविध क्षेत्रीय परिभाषा)	१	३०
२	२.१ बोलीभाषा : शब्दसंग्रह (प्रकल्प) २.२ विविध क्षेत्रीय परिभाषा : शब्दसंग्रह (प्रकल्प) (विद्यार्थ्याने वरीलपैकी एक प्रकल्प पूर्ण करणे अपेक्षित आहे.)	१	३०

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल.

Cognitive Ability	Course Outcomes	Teaching Learning Method
Co-1 Remember	भाषेची निर्मिती, आवश्यकता व तिचे मानवी जीवनातील स्थान याविषयी माहिती सांगता येईल.	व्याख्यान, स्वयं-अध्ययन
Co-2 Understanding	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचे आकलन होईल.	व्याख्यान, साहित्यप्रकारांचे वाचन
Co-3 Applying	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचा कौशल्यपूर्ण वापर करून वाचन, लेखन व संभाषण इत्यादी करण्याची प्रेरणा मिळेल.	सादरीकरण

Co-4 Analyzing	बोलीभाषा, प्रमाणभाषा व परिभाषा यांच्यातील साम्य- भेदा संदर्भात विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण
Co-5 Evaluating	बोलीभाषा, प्रमाणभाषा व परिभाषा यांच्यातील साम्य- भेदाविषयक समज विकसित होईल.	सादरीकरणाचा सराव
Co-6 Creating	बोलीभाषा, प्रमाणभाषा व परिभाषा यांचे उपयोजन करण्याची कला अवगत होईल.	साहित्यप्रकारांचे सादरीकरण

संदर्भ ग्रंथ

१. व्यावहारिक मराठी, पुणे विद्यापीठ प्रकाशन, पुणे.
२. व्यावहारिक मराठी, काळे कल्याण व पुंडे दत्तात्रय, निराली प्रकाशन, पुणे.
३. व्यावहारिक मराठी भाग-३, तावरे स्नेहल, स्नेहवर्धन प्रकाशन, पुणे.
४. व्यावहारिक मराठी, गोविलकर लीला, पाटणकर जयश्री, स्नेहवर्धन प्रकाशन, पुणे.
५. व्यावहारिक मराठी, डॉ. सयाजीराजे मोकाशी, प्रा. रंजना नेमाडे.
६. व्यावहारिक मराठी, नसीराबादकर ल. रा., भाषाविकास संशोधन संस्था, कोल्हापूर.
७. व्यावहारिक मराठी विशेषांक, नवभारत, ऑ. सप्टेंबर १९८२, प्राज्ञ पाठशाळा, वाई.
८. मराठी शुद्धलेखन प्रदीप, मो.रा.वाळंबे, जुनी आवृत्ती, नितीन प्रकाशन, पुणे-३०.
९. मराठी शुद्धलेखन प्रदीप, मो.रा.वाळंबे, संपा. अरुण फडके, पुणे-३०.
१०. मराठी लेखन मार्गदर्शिका, यास्मिन शेख, राज्य मराठी विकास संस्था.
११. मराठी शब्दलेखनकोश, यास्मिन शेख, हर्मीस प्रकाशन, पुणे.
१२. पॉप्युलर रीतिपुस्तक, रामदास भटकळ, मृदुला जोशी, पॉप्युलर प्रकाशन.
१३. शुद्धलेखन विवेक, डॉ. द.न. गोखले, सोहम प्रकाशन, पुणे-३०.
१४. भाषांतरमीमांसा, डॉ. कल्याण काळे, डॉ. अंजली सोमण.
१५. भाषांतर, सदा कऱ्हाडे, लोकवाङ्मयगृह, मुंबई.
१६. भाषांतर शास्त्र की कला, म. वि. फाटक, रजनी ठकार, वरदा प्रकाशन.
१७. भाषांतर आणि भाषा, विलास सारंग, मौज प्रकाशन.
१८. अनुवादमीमांसा, संपादक केशव तुपे, साक्षात, औरंगाबाद.
१९. मराठी भाषेची संवाद कौशल्ये, य.च.म.मुक्त विद्यापीठ, नाशिक, पुस्तक क्र.१ ते ८.
२०. प्रसार माध्यमांसाठी लेखनकौशल्ये, य.च.म.मुक्त विद्यापीठ, नाशिक.
२१. संपादन: स्वरूप व कौशल्ये (MCJ-305), य.च.म.मुक्त विद्यापीठ, नाशिक.
२२. प्रशासनिक मराठी भाषेचा विकास, गीता भागवत, राज्य मराठी विकास संस्था, प्रशासन, मुंबई.
२३. मुद्रित शोधन, वाय. ए. धायगुडे, दि.पूना प्रेस ओनर्स असोसिएशन.
२४. मराठी लेखनकोश, अरुण फडके, ढवळे प्रकाशन, मुंबई.
२५. व्यावहारिक, उपयोजित मराठी आणि प्रसारमाध्यमांची कार्यशैली, डॉ. संदीप सांगळे.
२६. भाषा: स्वरूप, सामर्थ्य व सौंदर्य, डॉ. वा. के. लेले, राजहंस प्रकाशन, पुणे-३०
२७. अनुवाद: स्वरूप और विवेचन, य.च.म.मुक्त विद्यापीठ, नाशिक.
२८. साहित्य संवाद, प्रा.वि.शं.चौधुले, प्रतिमा प्रकाशन, पुणे-३०
२९. संवाद शास्त्र, श्रीपाद जोशी, संभव प्रकाशन, नागपूर.
३०. माध्यम चित्रवाणी, आकाशानंद, ग्रंथकार प्रकाशन, मुंबई.
३१. सुगम मराठी व्याकरण लेखन, मो.रा.वाळंबे, नितीन प्रकाशन, पुणे.

U.G. मराठी – द्वितीय वर्ष (सत्र-३) अभ्यासक्रम [Level 5.0]			
Course Type	Ability Enhancement Course AEC - मराठी (Marathi)	Credits- 2 (Theory)	Weeks- 15 Hours- 30
AEC-201-MAR	भाषा आणि जीवनव्यवहार	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून भाषेचे स्वरूप, भाषानिर्मितीविषयक विविध सिद्धांत, भाषेची कार्ये आणि वैशिष्ट्ये, भाषाभ्यासाची अंगे व भाषाभ्यासाची आवश्यकता, भाषा आणि जीवनव्यवहार यांच्यातील परस्परसंबंध, व्यावहारिक भाषा, शास्त्रीय साहित्याची भाषा, ललित साहित्याची भाषा स्वरूप, कार्यालयीन भाषा, परिभाषा यांचे स्वरूप व आवश्यकता समजून घेण्यास मदत होईल.

अभ्यासपत्रिकेची उद्दिष्टे :

- भाषेचे स्वरूप व कार्य यांचा परिचय करून घेणे.
- जीवनव्यवहारानुसार भाषेचा वापर व त्यानुसार निर्माण होणाऱ्या प्रकारांचे आकलन करून घेणे .
- मराठी भाषेचा परिभाषासापेक्ष आणि शैलीसापेक्ष विकास जाणून घेणे.
- मराठी भाषेच्या उपयोजनात्मक कौशल्यांचा विकास साधणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	भाषेचे स्वरूप व कार्ये १.१ भाषा स्वरूपचर्चा १.२ भाषेची निर्मिती : विविध सिद्धांत १.३ भाषारूपे : मौखिक आणि लिखित (भाषा आणि लिपी) १.४ भाषेची कार्ये आणि वैशिष्ट्ये १.५ भाषाभ्यासाची अंगे व भाषाभ्यासाची आवश्यकता	१	१५
२	भाषा आणि जीवनव्यवहार : परस्परसंबंध २.१ व्यावहारिक भाषेचे स्वरूप २.२ शास्त्रीय साहित्याच्या भाषेचे स्वरूप २.३ ललित साहित्याच्या भाषेचे स्वरूप २.४ कार्यालयीन भाषेचे स्वरूप २.५ परिभाषा : स्वरूप व आवश्यकता	१	१५

U.G. मराठी – द्वितीय वर्ष (सत्र-४) अभ्यासक्रम [Level 5.0]			
Course Type	Ability Enhancement Course AEC - मराठी (Marathi)	Credits- 2 (Theory)	Weeks-15 Hours-30
AEC-251-MAR	भाषा आणि संवादकौशल्ये	Int. Marks 15	Ext. Marks 35

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेतून भाषा आणि भाषिक कौशल्ये यांचे स्वरूप व सहसंबंध, प्रमाणभाषाविषयक लेखन नियम, भाषा आणि संवादकौशल्ये यांचे स्वरूप व सहसंबंध, प्राथमिक संवादकौशल्ये तसेच प्रगत संवादकौशल्ये समजून घेता येतील.

अभ्यासपत्रिकेची उद्दिष्टे :

१. भाषेच्या स्वरूपाचा व भाषिककौशल्यांचा परिचय करून घेणे.
२. जीवनव्यवहारानुसार भाषिककौशल्यांच्या वापराचे स्वरूप जाणून घेणे .
३. जीवनव्यवहारानुसार संवादकौशल्यांचा परिचय करून घेणे.
४. भाषिककौशल्ये व संवादकौशल्ये यांच्यातील परस्पर .साहचर्याचे आकलन करून घेणे .
५. भाषिक कौशल्ये व संवादकौशल्ये यांचे उपयोजनात्मक कौशल्यांचा विकास साधणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	भाषा आणि भाषिक कौशल्ये : स्वरूप व सहसंबंध १.१ भाषा : उच्चारण आणि लेखन १.२ भाषा : श्रवण आणि संभाषण १.३ भाषा : लिपी आणि लेखन (प्रमाणभाषाविषयक लेखन नियम) १.४ लेखनविषयक नवीन शासकीय सूचना	१	१५
२	भाषा आणि संवादकौशल्ये : स्वरूप व सहसंबंध २.१ प्राथमिक संवादकौशल्ये : श्रवण, वाचन, संभाषण, भाषण, चिंतन, लेखन २.२ प्रगत संवादकौशल्ये : सारांश लेखन, भाषांतर, कल्पना विस्तार, निवेदनात्मक व संवादात्मक लेखन, मुलाखत लेखन	१	१५

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल,

Cognitive Ability	Course Outcomes	Teaching Learning Method
Co-1 Remember	भाषा आणि भाषिक कौशल्ये यांचे स्वरूप व सहसंबंधा विषयी माहिती सांगता येईल.	व्याख्यान, स्वयं-अध्ययन
Co-2 Understanding	भाषा आणि संवादकौशल्ये यांचे स्वरूप व सहसंबंध यांचे आकलन होईल.	व्याख्यान, साहित्यप्रकारांचे वाचन
Co-3 Applying	प्राथमिक संवादकौशल्यांचा वापर करण्याची प्रेरणा मिळेल.	सादरीकरण
Co-4 Analyzing	प्रगत संवादकौशल्यांच्या संदर्भात विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण
Co-5 Evaluating	भाषा आणि संवादकौशल्ये विषयक समज विकसित होईल.	रसग्रहण
Co-6 Creating	भाषिक कौशल्ये व संवादकौशल्ये यांचे उपयोजन करण्याचे कौशल्य अवगत होईल.	स्व-अनुभवांचे सादरीकरण

संदर्भ ग्रंथ :

१. शासनव्यवहारात मराठी (समस्या: स्वरूप: प्रक्रिया) भाषा संचालनालय, शासकीय फोटो झिंको मुद्रणालय, पुणे १९९७.
२. वैखरी, डॉ. अशोक केळकर, स्नेहवर्धन प्रकाशन, पुणे, १ जानेवारी २०००.
३. गीतयात्री, माधव मोहोळकर, मौज प्रकाशन, मुंबई, १ जानेवारी २००४.
४. सृजनात्मक लेखन, आनंद पाटील, पद्मगंधा प्रकाशन, पुणे, २००५ .
५. व्यावहारिक मराठी भाषा, शरदिनी मोहिते, स्नेहवर्धन प्रकाशन, पुणे, १ जानेवारी २००८.
६. व्यासपीठ, महादेव वाळूज, अक्षरमानव प्रकाशन, पुणे, मे २०११.
७. जाहिरात शास्त्र, डॉ. वंदना खेडीकर, स्नेहवर्धन प्रकाशन, पुणे, १ जानेवारी २०१३.
८. सायबर- संस्कृती, डॉ. रमेश वरखेडे, साकेत प्रकाशन प्रा. लि. औरंगाबाद, १ जानेवारी २०१५.
९. व्यावहारिक मराठी, पाठ्यपुस्तक, पुणे विद्यापीठ प्रकाशन, पुणे.
१०. बातमीची कार्यक्षेत्रे, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
११. मराठीचिचे मंदिरी, श्री.ना. चाफेकर, स्नेहवर्धन प्रकाशन, पुणे,
१२. मराठी लेखन मार्गदर्शिका, यास्मिन शेख, राज्य मराठी विकास संस्था, मुंबई.
१३. उपयोजित अभ्यासक्रम, मराठी भाषेची संवादकौशल्ये, यशवंतराव महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
१४. व्यावहारिक मराठी- डॉ. कल्याण काळे व डॉ. द.दि.पुंडे, निराली प्रकाशन, पुणे.
१५. मराठी साहित्य : काही लेखनबंध, डॉ. सुधाकर शेलार, स्वरूप प्रकाशन, औरंगाबाद.
१६. व्यावहारिक मराठी, डॉ. लीला गोविलकर, डॉ. जयश्री पाटणकर, स्नेहवर्धन प्रकाशन, पुणे.
१७. व्यावहारिक उपयोजित मराठी आणि प्रसारमाध्यमांची कार्यशैली : संपादक - डॉ. संदीप सांगळे, डायमंड पब्लिकेशन्स, पुणे.
१८. भयंकर सुंदर मराठी भाषा, डॉ. द. दि. पुंडे, मॅजेस्टिक प्रकाशन, पुणे.
१९. पत्रकारितेचा स्वभाव, ल. न. गोखले, पुणे विद्यापीठ प्रकाशन, पुणे.
२०. पत्रकारिता : स्वरूप आणि चिकित्सा, महावीर जोंधळे, सुविधा प्रकाशन, पुणे.
२१. भाषांतर मीमांसा, कल्याण काळे, अंजली सोमण, प्रतिमा प्रकाशन, पुणे.
२२. नवभारत, व्यावहारिक मराठी विशेषांक, ऑगस्ट-सप्टें, १९८२, प्राज्ञ पाठशाला, वाई.
२३. व्यावहारिक मराठी- ल.रा.नसिराबादकर, फडके प्रकाशन, कोल्हापूर.

द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / तृतीय अयन

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical	कर्मांक
HIN - 241 - MN	Minor	हिंदी लघुकथा	सैद्धांतिक T	2

लक्ष्य (Aims) :

लघुकथा की सुदीर्घ परंपरा है। विविध बोध कथाएँ और नीति परक कथाओं के द्वारा इस विधा का पर्याप्त विकास हुआ है। कम शब्दों में अधिक सघन आशय कहने की क्षमता लघुकथा में होती है। लघुकथा का शिल्प सौंदर्य उसकी बनावट, कथ्य आदि में निहित होता है। वर्तमान में लघुकथाओं का प्रचुरतम लेखन हो रहा है। थोड़े ही समय में गहन संदेश लघुकथाओं के द्वारा दिए जाते हैं। छात्र इस पाठ्यक्रम के द्वारा महज लघुकथाओं की रचना-प्रक्रिया से ही रू-ब-रू नहीं होंगे बल्कि विज्ञान और तकनीकी के चमकते दौर में मानवीय मूल्य, भारतीय संस्कृति, वर्तमान बोध आदि बातों को अपने जीवन में स्थान देने के लिए सक्षम बन सकेंगे।

पाठ्यक्रम अध्ययन के परिणाम (Course learning Outcomes):

इस पाठ्यक्रम का अध्ययन करने के पश्चात् निम्नलिखित परिणाम प्राप्त होंगे:

1. छात्र लघुकथा विधा, इतिहास और पृष्ठभूमि से परिचित होंगे।
2. लघु कथाकारों का परिचय प्राप्त करेंगे।
3. लघु कथाओं की तात्त्विक समीक्षा कर सकेंगे।
4. लघु कथाओं का मूल्यांकन एवं विश्लेषण कर सकेंगे।
5. लघुकथा का महत्व एवं उद्देश्य समझेंगे।
6. लघुकथा की भाषा एवं शैली से परिचित होंगे।
7. लघुकथा लेखन के प्रति प्रेरित होंगे।
8. छात्र लघुकथा में निहित विभिन्न मानवीय मूल्यों से अवगत होंगे।
9. छात्रों को उत्तरदायित्व बोध प्राप्त होगा।
10. छात्रों का जीवन विषयक वैज्ञानिक दृष्टिकोण विकसित होगा।

द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / तृतीय अयन

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical		कर्मांक
HIN - 242 - MNP	Minor	लघुकथा लेखन प्रत्यक्ष कार्य	प्रात्यक्षिक	P	2

पाठ्यक्रम का लक्ष्य (Aims) :

लघुकथा लेखन साहित्य की एक शैली है। सीमित शब्द का प्रयोग लघुकथा की विशेषता है। किसी भी अन्य साहित्यिक विधा की तरह लघुकथा विधा के विकासक्रम को जानना छात्रों के लिए आवश्यक है। लघुकथा एक ऐसी कहानी जिसे एक बार में पढ़ा जा सकता है। छात्र में लघुकथा लेखन कौशल को विकसित करने में यह पाठ्यक्रम उपयोगी सिद्ध होगा। छोटी-छोटी लघुकथा लिखना छात्र अभिव्यक्ति के लिए आवश्यक है। लघुकथा व्यक्ति को अपनी कल्पना और रचनात्मकता को व्यक्त करने का अवसर प्रदान करती है। लघुकथा गागर में सागर इस उक्ति को चरितार्थ करती है। छात्रों को सृजनात्मक लेखन के लिए प्रेरित करना है। उनमें लघुकथा लेखन का कौशल विकसित करना है।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes)

1. छात्र लघुकथा लेखन से परिचित होंगे।
2. छात्र लघुकथा विधा का इतिहास और पृष्ठभूमि से परिचित होंगे।
3. छात्र लघुकथा के तत्वों का परिचय प्राप्त करेंगे।
4. पठित लघुकथा से छात्र का पक्षी-प्राणियों के प्रति प्रेम बढ़ेगा।
5. पठित लघुकथा से छात्र का पारिवारिक प्रेम बढ़ेगा।
6. छात्र पर्यावरण संवर्धन का संदेश प्राप्त कर सकेंगे।
7. छात्र लघुकथा लेखन के प्रति प्रेरित होंगे।
8. छात्र लघुकथा में निहित मूल्यों से अवगत होंगे।
9. छात्र लघुकथा के महत्व एवं उद्देश्य को समझ सकेंगे।
10. छात्र लघुकथा की भाषा एवं शैली से परिचित होंगे।

द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / तृतीय अयन
AEC Course 2 Credit Theory

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical		कर्मक
AEC - 201 - HIN	AEC	हिंदी भाषा क्षमता संवर्धन भाग-I	सैद्धांतिक	T	2
प्रस्तुत पाठ्यक्रम कला, वाणिज्य, विज्ञान तथा संगणक विज्ञान आदि द्वितीय वर्ष की सभी कक्षाओं के लिए है :- S.Y.B.A./ S.Y.B.Sc (Regular)/ S.Y.B.Com/ S.Y.B.Sc.(Computer Science - BCS)/ S.Y.B.Sc (Computer Application - BCA)/ S.Y.B.B.A.(CA)/ S.Y.B.Com-BM/ S.Y.B.Com-CA/ S.Y.B.Com-IB/ S.Y.B.Sc (Data Science), S.Y.B.Sc. (AI & Machine Learning)					

पाठ्यक्रम का लक्ष्य (Aims) :

भाषिक क्षमता विकास इस विषय पर केंद्रित यह पाठ्यक्रम छात्रों की भाषाई क्षमता को विकसित करने के उद्देश्य से तैयार किया गया है। भाषिक क्षमता विकास एक ऐसी प्रक्रिया है जिसके द्वारा भाषा के सुनना, बोलना, पढ़ना और लिखना आदि अंगों को समझा जाता है। भाषा मनुष्य के भाव, विचारों को अन्य व्यक्ति के सम्मुख व्यक्त करने का महत्वपूर्ण साधन है। सफल और प्रभावशाली संप्रेषण के लिए भाषाई क्षमता की आवश्यकताएँ हैं। वास्तव में भाषा क्षमता संवर्धन भाषा का व्यावहारिक पक्ष है, जो हमें प्रभावी ढंग से संवाद करने, ज्ञान प्राप्त करने, विभिन्न संस्कृतियों को समझने में मदद करता है। व्यक्तित्व के विकास में भाषा कौशल महत्वपूर्ण है। भाषा पर अधिकार आने से रोजगार की संभावनाएँ भी अधिक होती हैं। इस दृष्टि से स्नातक स्तर पर छात्रों के लिए यह विषय आवश्यक है।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes)

1. छात्रों में हिंदी भाषा की क्षमता का संवर्धन होगा तथा भाषिक कौशल से परिचित होंगे।
2. छात्र भाषिक विकास से परिचित होंगे।
3. छात्र भाषा क्षमता संवर्धन के आधार को समझ सकेंगे।
4. छात्र हिंदी वर्णमाला से परिचित होंगे।
5. भाषिक कौशल अध्ययन से छात्र शिक्षा और ज्ञान को प्राप्त कर सकेंगे।
6. छात्र भाषिक क्षमता संवर्धन के माध्यम से संप्रेषण करने में सफल होंगे।
7. भाषिक कौशल विकसित होने से रोजगार प्राप्त कर सकेंगे।
8. छात्र भाषिक कौशल के विविध संदर्भ से परिचित होंगे।
9. छात्र अपने भाव एवं विचारों को प्रभावी ढंग से प्रस्तुत कर सकेंगे।
10. क्षमता संवर्धन के पठित कहानी और कविता के अध्ययन से नैतिक मूल्य विकसित होंगे।

MAPPING PROGRAM OUTCOMES WITH COURSE OUTCOMES & LEVEL OF MAPPING

[3= Fully Met, 2= Partially Met, 2= Poorly Met, Blank= Not Met]

Graduate Attributes	Disciplinary Knowledge	Communication Skills	Critical Thinking	Problem Solving	Analytical Reasoning	Research-related skills	Cooperation/Team Work	Scientific Reasoning	Reflective Thinking	Self-Directed Learning	Information /Digital Literacy	Multicultural Competence	Moral & Ethical Values	Leadership Readiness	Life-long Learning	Domain Knowledge	Professional Skills	Research	Social Responsibility	Personality Development
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12	PO-13	PO-14	PO-15	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
CO-1	2	2	3	3	2	2	2	2	3	2	3	3	2	2	2	3	2	2	3	2
CO-2	2		3	2	2	2	2	2	2	2	3	3	2	2		3	2	2	2	2
CO-3	3	3	3	2	2	2	3	2	2	2	2	3	2	2	2	3	2	2	2	3
CO-4	3		3	3	2	2	2	2	3	2	2	3	2	2	2	3	2	2	3	3
CO-5	3	2	3			2			2	2	3	3	2	2		3	2	2	3	2
CO-6	2			3			2		3	2	3	3		2	2	3		2	3	3
CO-7	2		3	2	2	2	2	2	2	2	3	3	2	2		3	2	2		2
CO-8	3	3	3	2	2	2	2	2	2	2	3	3	2	2	2	3	2	2	2	2
CO-9	3		2	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2		2
CO-10	3	2	2	2	2	2	2	2	2	2	3	3	2	2	2	3	2	2	2	2
Wgt Avg	2.6	2.4	2.7	2.3	2	2	2.1	2	2.3	2	2.7	3	2	2	2	3	2	2	2.5	2.3

शिक्षा विधि (Pedagogy) :

व्याख्यान विधि, विश्लेषण विधि, सर्वेक्षण विधि, प्रत्यक्ष कार्य विधि।

इकाई	पाठ्यविषय	तासिकाँ
इकाई I	वर्ण विचार: - हिंदी वर्णमाला: वर्णों का उच्चारण और वर्गीकरण - स्वरों के भेद - व्यंजनों के भेद - संधि :स्वर संधि, व्यंजन संधि विसर्ग संधि - संज्ञा के भेद :पदार्थ वाचक संज्ञा, भाव वाचक संज्ञा। - सर्वनाम के भेद : - पुरुषवाचक सर्वनाम (मैं, तू, आप), - निजवाचक सर्वनाम (आप)	15

	■ निश्चयवाचक सर्वनाम (यह, वह, सो) ■ संबंध वाचक सर्वनाम (जो) ■ प्रश्नवाचक सर्वनाम (कौन, क्या) ■ अनिश्चयवाचक सर्वनाम (कोई, कुछ)	
इकाई II	साहित्य परिचय(कविता/ कहानी) कविता: 1. मुकरियाँ (3) - भारतेन्दु हरिश्चंद्र 2. चरण चले, ईमान अचल हो - माखनलाल चतुर्वेदी 3. किसान - मैथिलीशरण गुप्त 4. बहुत दिनों के बाद - नागार्जुन 5. भाईचारा - भवानीप्रसाद मिश्र 6. हिमालय के प्रति - रामधारी सिंह दिनकर कहानी : 2. फूलों का कुरता - यशपाल 3. आमों का टोकरा - सआदत हसन मंटो 4. तलाश - सूर्यबाला	15

अंक विभाजन:

आंतरिक मूल्यांकन - 30%

1. 15 अंकों की लघुतरी परीक्षा/छात्र गोष्ठी/लेखक, कवि साक्षात्कार/समुह चर्चा आदि।

सत्रांत परीक्षा - 70%

1. प्रश्न 1 - इकाई i पर चार प्रश्न, जिसमें से दो प्रश्नों के उत्तर लिखने हैं। (शब्द सीमा 300)

$$2 \times 7 = 14$$

2. प्रश्न 2 - इकाई ii पर चार प्रश्न, जिसमें से दो प्रश्नों के उत्तर लिखने हैं।

$$2 \times 7 = 14$$

3. प्रश्न 3 - दोनों इकाइयों पर सात बहु पर्यायी प्रश्न।

$$7 \times 1 = 7$$

संदर्भ ग्रंथ

1. विशुद्ध हिंदी - डॉ. सदानंद भोसले, विकास प्रकाशन, कानपुर
2. भाषा शिक्षण - डॉ. रविंद्रनाथ श्रीवास्तव, वाणी प्रकाशन, नई दिल्ली
3. हिंदी शिक्षण - डॉ. मंजू शर्मा, डॉ. बनवारीलाल जैन, शिक्षा प्रकाशन, जयपुर
4. हिंदी शिक्षण - उषा सिंहल, सौरभ प्रकाशन, दिल्ली
5. भाषा शिक्षण तथा भाषा विज्ञान - बृजेश्वर वर्मा, केंद्रीय हिंदी संस्थान, दिल्ली



द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / चतुर्थ अयन

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical		कर्मांक
HIN - 291 - MN	Minor	भारतीय बाल कहानियां	सैद्धांतिक	T	2

पाठ्यक्रम का लक्ष्य (AIMS) :

भारतीय बाल कहानी साहित्य का मुख्य उद्देश्य बच्चों का मनोरंजन करना और उन्हें जीवन की सच्चाईयों से अवगत कराना है। साथ ही उनमें नैतिक मूल्य, संस्कार और भारतीय संस्कृति के प्रति लगाव पैदा करना है। बाल साहित्य बच्चों के मानसिक विकास में भी मदद करता है और उन्हें बेहतर नागरिक बनाने में सहायता करता है। छात्र को सही दिशा देने में इस साहित्य की विशेष भूमिका होती है। भारतीय बाल कहानी साहित्य पाठ्यक्रम अध्ययन का मुख्य उद्देश्य छात्र में नैतिक मूल्य, संस्कार और भारतीय संस्कृति के प्रति प्रेम निर्माण करना है। बाल साहित्य के अध्ययन से छात्रों का मानसिक विकास होने में मदद होती है।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes)

1. छात्र भारतीय बाल कहानी साहित्य की विकास यात्रा से परिचित होंगे।
2. छात्र बाल कहानी संकलन की कला से अवगत होंगे।
3. पठित बाल कहानियों के माध्यम से विविध भाषा के बाल कहानियों से परिचित होंगे।
4. छात्र बाल कहानी लेखक का परिचय प्राप्त करेंगे।
5. बाल कहानियों के अध्ययन से विविध भाषा, संस्कृति, रीति-रिवाजों और परंपरा का परिचय होगा।
6. पठित बाल कहानियों के माध्यम से छात्र बाल कहानियों का ज्ञान प्राप्त करेंगे।
7. छात्र बाल कहानियों में निहित मूल्यों से अवगत होंगे।
8. छात्र बाल कहानी साहित्य की विशेषताओं से परिचित होंगे।
9. छात्र भारतीय भाषाओं के बाल कहानी का अध्ययन करेंगे।
10. छात्र विविधता में एकता के सूत्रों की खोज करेंगे।

द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / चतुर्थ अयन

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical		कर्मांक
HIN - 292 - MNP	Minor	बाल कहानियाँ लेखन	प्रात्यक्षिक	P	2

पाठ्यक्रम का लक्ष्य (AIMS) :

इस पाठ्यक्रम में छात्र भारतीय बाल कहानी साहित्य का प्रत्यक्ष कार्य करेंगे। भारतीय बाल कहानी साहित्य पाठ्यक्रम अध्ययन का मुख्य उद्देश्य छात्र में नैतिक मूल्य, संस्कार और भारतीय संस्कृति के प्रति प्रेम निर्माण करना है। प्रत्यक्ष कार्य के दौरान छात्र अपने परिसर के बाल कहानी लेखकों से साक्षात्कार कर उनके साहित्य सृजन का ज्ञान आत्मसात करेंगे। पाठ्यक्रम की बाल कहानियों के अध्ययन के उपरान्त स्वयं भी अपने भावों और विचारों को संवेदनात्मक बनाना है।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes)

1. छात्र भारतीय बाल कहानी साहित्य से परिचित होंगे।
2. छात्र बाल कहानी सामग्री संकलन की कला से अवगत होंगे।
3. दृकश्राव्य माध्यमों के सहारे बाल कहानी लेखन तथा प्रस्तुति की कला प्राप्त करेंगे।
4. छात्र बाल कहानी लेखक का परिचय प्राप्त करेंगे।
5. बाल कहानियों के अध्ययन से विविध भाषा, संस्कृति, रीति-रिवाजों और परंपरा का परिचय होगा।
6. छात्र में कल्पना शक्ति का विकास होगा और वे साहित्य सृजन कर सकेंगे।
7. छात्र बाल कहानियों में निहित मूल्यों से अवगत होंगे।
8. छात्र विविधता में एकता के सूत्रों की खोज करेंगे।
9. प्रत्यक्ष कार्य हेतु छात्र विविध स्थल, घटना से परिचित होंगे।
10. छात्र में संवाद, अभिनय कौशल का विकास होगा।

इकाई II	1. बाल कहानी संकलन एवं कहानी पाठ 2. बाल कहानी लेखकों से साक्षात्कार 3. बाल कहानी लेखन कौशल 4. बाल कहानी प्रस्तुति कौशल 5. इन विषयों के अलावा अध्यापक छात्रों की इच्छा अनुसार और किसी भी विषय पर बाल कहानी लिखने की अनुमति देंगे।	30
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अंक विभाजन:

आंतरिक मूल्यांकन - 30% (15 अंक)

1. 15 अंकों के लिए अध्ययन यात्रा/ पुस्तक परीक्षण/ क्षेत्र भेंट/ लेखक/कवि का साक्षात्कार/छात्र गोष्ठी/ मौखिक परीक्षा/ लिखित परीक्षा / परियोजना / क्षेत्रीय भेंट / ग्रंथालय कार्य / समूह चर्चा / प्रस्तुति / शोध परियोजना आदि।

सत्रांत परीक्षा - 70% (35 अंक) प्रात्यक्षिक सत्रांत परीक्षा।

1. प्रश्न 1 और 2 - इकाई I और II पर $10 + 10 = 20$ अंको के लिए भारतीय बाल कहानी संबंधी कौशलाधारित कार्य छात्रों से प्रत्यक्ष करवाना होगा।
- प्रश्न 3 - इकाई I और II पर सृजनात्मक विकास और बाल कहानी लेखन कौशलाधारित छात्रों की मौखिकी लेनी होगी। मौखिकी के लिए 15 अंक होंगे।

संदर्भ ग्रंथ

1. चुनिंदा बाल कहानियां- डॉ. क्षमा शर्मा
2. प्रेरक बाल कथाएं - डॉ. जाकिर अली रजनीश
3. भारतीय बाल साहित्य का इतिहास - जयप्रकाश भारती
4. भारतीय बाल साहित्य के विविध आयाम - डॉ. रमाकांत श्रीवास्तव
5. श्रेष्ठ बाल कहानियां - संपा. बालशौरी रेड्डी



द्वितीय वर्ष कला (हिंदी) द्वितीय वर्ष / चतुर्थ अयन

AEC Course 2 Credit Theory

विषय कोड	पाठ्यक्रम का शीर्षक		Theory/Practical		कर्मिक
AEC - 251 - HIN	AEC	हिंदी भाषा क्षमता संवर्धन भाग II	सैद्धांतिक	T	2
प्रस्तुत पाठ्यक्रम कला, वाणिज्य, विज्ञान तथा संगणक विज्ञान आदि द्वितीय वर्ष की सभी कक्षाओं के लिए है :- S.Y.B.A./ S.Y.B.Sc (Regular)/ S.Y.B.Com/ S.Y.B.Sc.(Computer Science - BCS)/ S.Y.B.Sc (Computer Application - BCA)/ S.Y.B.B.A.(CA)/ S.Y.B.Com-BM/ S.Y.B.Com-CA/ S.Y.B.Com-IB/ S.Y.B.Sc (Data Science), S.Y.B.Sc. (AI & Machine Learning)					

लक्ष्य (Aims) :

यह पाठ्यक्रम छात्रों की भाषा संबंधी मूलभूत समझ को विकसित करने में सहायक है। इसमें विशेषण, क्रिया, वचन, लिंग, कारक और विभक्ति जैसे व्याकरण के महत्वपूर्ण पक्षों को शामिल किया गया है। जो किसी भी भाषा की संरचना को समझने के लिए आवश्यक हैं। विशेषणों के प्रकार जैसे सार्वनामिक, गुणवाचक और संख्यावाचक विशेषण, वाक्य को अधिक स्पष्ट और प्रभावी बनाते हैं। इसी प्रकार क्रिया के भेद, जैसे सकर्मक और अकर्मक क्रिया, वाक्य की क्रियात्मकता को समझने में मदद करते हैं। वचन और लिंग का ज्ञान छात्रों को भाषा की सही प्रयोग पद्धति सिखाता है। इस तरह व्याकरण की इन विषय वस्तुओं से छात्रों की लेखन और भाषण शैली सशक्त बनती है।

इस पाठ्यक्रम में केवल व्याकरणिक ज्ञान ही नहीं, बल्कि साहित्यिक विधाओं का भी समावेश किया गया है, जैसे ग़ज़ल और यात्रा वृत्तांत। ग़ज़ल के माध्यम से छात्र हिंदी साहित्य की कोमल भावनाओं और काव्य सौंदर्य से परिचित होते हैं। वहीं यात्रा वृत्तांत से वर्णनात्मक लेखन क्षमता का विकास होता है। वाक्य के प्रकार - साधारण, मिश्र और संयुक्त वाक्य - छात्रों को विचारों को क्रमबद्ध और प्रभावी ढंग से प्रस्तुत करने की कला सिखाते हैं। इस प्रकार यह पाठ्यक्रम न केवल विद्यार्थियों की भाषा क्षमता को मज़बूत करता है, बल्कि उनमें साहित्यिक रुचि और रचनात्मकता का भी विकास करता है। जो समग्र भाषा शिक्षा की दृष्टि से अत्यंत आवश्यक है।

पाठ्यक्रम अध्ययन के परिणाम (Course learning Outcomes):

इस पाठ्यक्रम का अध्ययन करने के पश्चात् निम्नलिखित परिणाम प्राप्त होंगे।

1. छात्र विशेषण के प्रकारों की पहचान कर सकेंगे तथा उपरोक्त संदर्भ में उनका प्रयोग कर सकेंगे।
2. सकर्मक एवं अकर्मक क्रियाओं में भेद कर सकेंगे तथा वाक्य में उनका सही प्रयोग कर सकेंगे।
3. वचन के भेद (एकवचन और बहुवचन) को समझकर सही रूप में वाक्यों में प्रयोग कर सकेंगे।
4. लिंग (पुल्लिंग एवं स्त्रीलिंग) के भेदों को पहचान सकेंगे और व्याकरणिक दृष्टि से शुद्ध प्रयोग कर सकेंगे।

	3. वचन के भेद: एक वचन, बहुवचन। 4. लिंग के भेद: पुल्लिंग, स्त्रीलिंग। 5. कारक और विभक्तियाँ: कारक के भेद। 6. वाक्य के प्रकार: साधारण वाक्य, मिश्र वाक्य और संयुक्त वाक्य।	
इकाई II	साहित्य परिचय (गज़ल, यात्रा वृत्तांत) गज़ल 1. भूला हुआ था आज तलक - शमशेर बहादुर सिंह भूला हुआ था आज तलक अपने घर को मैं क्या जाने चल दिया था कहाँ के सफ़र को मैं तुम मुस्कुरा रहे थे मुझे देख-देख कर अपनी समझ रहा था हरेक की नज़र को मैं गर्दिश से उन निगाहों को कुछ होश आ गया दुश्मन समझ रहा था खुद अपनी नज़र को मैं ऐसे भी मोड़ आए हैं चुपचाप बार-बार तकता था राहबर मुझे और राहबर को मैं ‘शमशेर’ और कुछ नहीं दुनिया जहान में इक दिल है, टूँडता हूँ, उसी बेख़बर को मैं 2. हो गई है पीर पर्वत-सी... - दुष्यंत कुमार हो गई है पीर पर्वत-सी पिघलनी चाहिए, इस हिमालय से कोई गंगा निकलनी चाहिए। आज यह दीवार, परदों की तरह हिलने लगी, शर्त लेकिन थी कि ये बुनियाद हिलनी चाहिए। हर सड़क पर, हर गली में, हर नगर, हर गाँव में, हाथ लहराते हुए हर लाश चलनी चाहिए। सिर्फ़ हंगामा खड़ा करना मेरा मक़सद नहीं, मेरी कोशिश है कि ये सूरत बदलनी चाहिए। मेरे सीने में नहीं तो तेरे सीने में सही, हो कहीं भी आग, लेकिन आग जलनी चाहिए। 3. धूप में निकलो... निदा फाजली धूप में निकलो घटाओं में नहा कर देखो ज़िंदगी क्या है किताबों को हटा कर देखो सिर्फ़ आँखों से ही दुनिया नहीं देखी जाती दिल की धड़कन को भी बीनाई बना कर देखो पत्थरों में भी ज़बाँ होती है दिल होते हैं अपने घर के दर-ओ-दीवार सजा कर देखो वो सितारा है चमकने दो यूँही आँखों में	15

	क्या ज़रूरी है उसे जिस्म बना कर देखो फ़ासला नज़रों का धोका भी तो हो सकता है वो मिले या न मिले हाथ बढ़ा कर देखो 4. तुम्हारी फाइलों में... - अदम गोंडवी तुम्हारी फाइलों में गाँव का मौसम गुलाबी है मगर ये आंकड़े झूठे हैं ये दावा किताबी है उधर जम्हूरियत का ढोल पीते जा रहे हैं वो इधर परदे के पीछे बर्बरीयत है, नवाबी है लगी है होड़ - सी देखो अमीरी औ गरीबी में ये गांधीवाद के ढाँचे की बुनियादी खराबी है तुम्हारी मेज़ चांदी की तुम्हारे जाम सोने के यहाँ जुम्मन के घर में आज भी फूटी रक्काबी है 5. जिंदगी के लिए - ज्ञानप्रकाश विवेक जिन्दगी के लिए इक ख़ास सलीका रखना अपनी उम्मीद को हर हाल में ज़िन्दा रखना उसने हर बार अँधेरे में जलाया ख़ुद को उसकी आदत थी सरे-राह उजाला रखना आप क्या समझेंगे परवाज़ किसे कहते हैं आपका शौक्र है पिंजरे में परिंदा रखना बंद कमरे में बदल जाओगे इक दिन लोगो मेरी मानो तो खुला कोई दरीचा रखना क्या पता राख में ज़िन्दा हो कोई चिंगारी जल्दबाज़ी में कभी पाँव न अपना रखना वक्त अच्छा हो तो बन जाते हैं साथी लेकिन वक्त मुश्किल हो तो बस ख़ुद पे भरोसा रखना यात्रा वृत्तांत: 1. तिब्बत के पथ पर - राहुल सांकृत्यायन 2. देवताओं के अंचल में - अज्ञेय 3. धरती का स्वर्ग - विष्णु प्रभाकर	
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अंक विभाजन:

आंतरिक मूल्यांकन - 30%

1. 15 अंकों की लघुत्तरी परीक्षा/किसी शायर या यात्रकार का साक्षात्कार/छात्र गोष्ठी/क्षेत्र भेंट आदि।

सत्रांत परीक्षा - 70%

1. प्रश्न 1 - इकाई i पर चार प्रश्न, जिसमें से दो प्रश्नों के उत्तर लिखने हैं। (शब्द सीमा 300)

Class: SYBA
Subject: English
Minor
Title of the Paper: English for Competitive Examinations
Prescribed Text: *English for Competitive Examinations*
(Board of Editors) Orient BlackSwan, 2025

Name of the Faculty:	Humanities
Name of the B.O.S.:	English
Name of the Course:	Minor
Name of the Subject:	English for Competitive Examinations
Year and Semester:	Semester Pattern
No. of Credits:	Semester III 04 (2T + 2P) Semester IV 04 (2T + 2P)

Rational:

English language is considered a mandatory section in the syllabus of almost all competitive exams at all levels including the national and state levels. In competitive exams, the course contents of English contain the important sections like vocabulary, grammar and comprehension. In the competitive exams, the proficiency of aspirants in reading, writing, speaking, listening and understanding of English language is tested. Therefore, aspirants have to acquire adequate level of proficiency in English. This course is designed to introduce the skills of English language and the related exercises so that aspirants put in their sincere and continuous efforts in practicing skills and achieve their goal by qualifying competitive examinations.

Course Outcomes (COs):

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

CO1) understand the major types of competitive examinations in India.

CO2) identify the competitive examinations required for their career.

CO3) prepare for the competitive examination/s of their choice.

CO4) apply the knowledge of language and literature to qualify the competitive examinations.

Semester-III 2 Theory Credits & 2 Practical Credits

Semester	III
Vertical	Minor
Course Code	ENG241MN
Course title	English for Competitive Examinations
Prescribed Text	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2T+2P
Total Hours	90 hours
Internal marks	15
External Marks	35
Unit I	Competitive Examinations: An Overview
Unit II	Grammar
Unit III	Practical
Unit IV	Practical

Theory: 2 Credits

Course Contents:

Unit I: Competitive Examinations: An Overview **10 Hours**

Unit II: Grammar **20 Hours**

Practical: 2 Credits **60 Hours**

Unit: III

Exercises on Unit-2

(The exercises should be as per the nature of questions in various competitive examinations.)

Unit: IV

Exercises on Unit-2

(The exercises should be as per the nature of questions in various competitive examinations.)

Semester IV 2 Theory Credits & 2 Practical Credits

Semester	IV
Vertical	Minor
Course Code	ENG291MN
Course title	English for Competitive Examinations
Prescribed Text	<i>English for Competitive Examinations</i> (Board of Editors) Orient BlackSwan, 2025
Credit	2T+2P
Total Hours	90 hours
Internal marks	15
External Marks	35
Unit I	Vocabulary
Unit II	Writing Skills
Unit III	Practical
Unit IV	Practical

Theory: 2 Credits

Course Contents:

Unit I: Vocabulary **15 Hours**

Unit II: Writing Skills **15 Hours**

Practical: 2 Credits

Unit III:

Exercises on Vocabulary: **30 Hours**

Exercises on Unit-1

(The exercises should be as per the nature of questions in various competitive examinations.)

Unit IV:

Exercises on Writing Skills:

30 Hours

1. Comprehension Passages
2. Exercises on Unit IV

(The exercises should be as per the nature of questions in various competitive examinations.)

POL 201 MJ : Indian Political Thinkers

Total Credits: 4T

Total Hours : 60

Objectives

1. To discuss Indian political thinkers.
2. To understand the importance and relevance of Indian political thought.
3. To compare Indian thought with Western thought.
4. To understand the role of Indian political thought in shaping modern Indian politics.
5. To examine the ideas and contributions of Indian political thinkers.
6. To study organizations in relation to the influence of prevailing social and political thought
7. To understand the importance of these ideas regarding social arrangements.

Learning Outcome:-

1. It will help instill awareness of Indian ideas and nationalism among students.
2. It will help in instilling new ideas among the students.
3. Students will understand the contributions of thinkers and the importance of the political system.
4. It will help in interpreting organisations of the state.
5. It will underscore the importance of thinkers to dismantle unjust social systems.
6. It will help in understanding the contribution of thinkers to strengthen democracy in India.

Unit 1 : Mohandas Karamchand Gandhi (1869-1948)

15

- a. Truth and Non Violence
- b. Satyagraha
- c. Gram Swaraj
- d. Concepts of Ends and Means

Unit 2 : Vinayak Damodar Savarkar (1883-1966)

15

- a. Hindutva and Hindu Nationalism
- b. Militarization
- c. Social Reforms
- d. Internationalism

Unit 3 : Dr. Bhimrao Ramji Ambedkar (1891-1956)

15

- a. Nationalism
- b. Democracy
- c. State Socialism
- d. Socio-Religious Reforms

Unit 4 : Jawaharlal Motilal Nehru (1891-1964)

15

- a. Nationalism and Internationalism
- b. Secularism
- c. Democratic Socialism
- d. Foreign Policy

POL 202 MJP: - Indian Political Thinkers - Practical

Total Credits :2P

Total Hours : 60

Objectives:

1. To examine the ideas and contributions of Indian political thinkers.
2. To study organisations in relation to the influence of prevailing social and political thought.
3. To understand the importance of these ideas regarding social arrangements.

Learning Outcomes:

1. The students will understand the importance of the political system.
2. It will help in interpreting the organisations of the state.
3. It will underscore the importance of thinkers to dismantle unjust social systems.
4. It will help in understanding the contribution of thinkers to strengthen democracy in India.

Activity 1 : Watch movies or documentaries on any one Indian Political Thinker. Observe, analyze and write a report on it.

30

Activity 2 : Read an original book by any one Indian Political thinker or read any book on an Indian political thinker and write a report on it.

30

Process of Activity:

1. Students must complete the activity by studying the political thought of Indian Political Thinkers.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department Political Science will allot the students respective Guides/Mentor. The Department of Political Science may also appoint guides/mentors from other faculties or subject related areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the Political Science Department.
7. After submission of the report, the department will conduct a viva or oral of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and oral or presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks)
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

POL 221 VSC: Political Assistance

Total Credits : 2T

Total Hours : 30

Objectives:

1. To understand the role and importance of political assistance in governance.
2. Examine the functions, responsibilities, and skills required for positions like Political Secretary, Personal Assistant, Political Adviser Officer on Special Duty (OSD).
3. To study the Real-World Application of political assistance in both governmental and political contexts.

Learning Outcomes :

1. Students will gain a deep understanding of the various roles (Political Secretary, PA, OSD, etc.) in political and administrative environments.
2. Students will be able to analyze the importance of these roles in the smooth functioning of a political office or governmental system
3. Students will develop skills which are applicable in both political and administrative assistance.

Unit 1: Political Assistance

15

- a. Meaning, Definition, Historical background, Importance in democratic system.
- b. Types: Private Secretary, Personal Assistant, Officer on Special Duty (OSD), Political Assistant and Political Adviser.
- c. Role and Responsibilities.
- d. Challenges and Criticism.

- a. Communication and Interpersonal Skills
- b. Understanding Political and Administrative System
- c. Ethical and Professional Practices
- d. Crisis Management.

References :

1. France, Sue, 2009, *The Definitive Personal Assistant & Secretarial Handbook*, London, Kogan Page.
2. Frodin Lina, 2013, *The Political Advisors handbook*, Elanders Sverige AB.
3. <https://www.huzzle.app/blog/becoming-a-politicians-assistant-a-comprehensive-guide>.

POL 222 VSC: Political Communication and Media

Total Credits : 2T

Total Hours : 30

Objectives:

1. To introduce students to the concepts, methods and significance of political communication in a democratic system.
2. To understand the relationship between political institutions, political actors and media.
3. To prepare students for career opportunities in political journalism, media analysis and political consultancy.

Learning Outcomes:

1. The student will be able to define and explain key concepts in political communication
2. Students can identify the role of the media in shaping political discourse, public opinion, and democratic participation.
3. Students can critically assess political information, recognize fake news, and understand media ethics.

1. Introduction to Political Communication

15

- a. Meaning and nature: Key concept and relevance in Political science
- b. Theories of Political Communication: Agenda setting, framing, spiral of silence
- c. Political institutions: Political parties, Parliament, Election commission
- d. Political messaging: Campaigns, speeches, manifestos, press conferences, debates, and political advertising

2. Political Communication and Media

15

- a. Media as the fourth pillar of democracy: watchdog role, media ethics and accountability
- b. Media for political engagement: Traditional media, mass media, social media, outdoor media
- c. Ethics and regulation in Political communication: (Election commission rules, model code of conduct, misinformation, fake news, paid news, hate speech)
- d. Challenge to Political Communication and Media

POL-231-FP: Political Science - Field Project

Total Credits: 2FP

Total Hours: 60

Objectives :

1. To create awareness about socio-economic conditions.
2. To give exposure and experience with contemporary issues.
3. To enhance the ability to work in a team, foster social awareness, and cultivate human values among students.
4. To nurture research and problem-solving skills.

Learning Outcomes :

1. Students will be able to demonstrate integrity in their work.
2. Students will learn to achieve common goals through teamwork and collaborative efforts.
3. Students will familiarise themselves with the challenges, opportunities, and culture of socio-economic diversity in Indian society.
4. Practical field experience will develop a knowledge-based perspective.

Activity 1 : Visit any one rural local self-government or visit its website and write a report on any one programme implementation for rural development. 30

Activity 2 : Visit any one urban local self-government or visit its website and write a report on any one programme implementation for urban development. 30

Process of Activity:

1. Students should visit Rural and Urban Local Self Government or its website and complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department Political Science will allot the students respective Guides/Mentor. The Department of Political Science may also appoint guides/mentors from other faculties or subject related areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the Political Science Department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks)
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

POL 201 IKS: Ancient Indian Political Thought

Total Credits: 2T

Total Hours: 30

Objectives

1. To explore the historical development, origin, and rise of Buddhism along with the life and teachings of Gautama Buddha.
2. To understand the core philosophical concepts of Buddhism, including Dhamma, the Four Noble Truths, the Eightfold Path, Ahimsa, and their social-political relevance.
3. To study Kautilya's major political theories, such as the Saptanga theory, Mandala theory, and the principles of statecraft and foreign policy in the Arthashastra.
4. To assess the relevance and application of Buddhist philosophy and Kautilyan thought in contemporary governance and ethical leadership.

Learning Outcome: -

1. Understand the historical background, origin, and evolution of Buddhism, including the life and teachings of Buddha.
2. Analyse the core philosophical concepts of Buddhism, such as Dharma (Dhamma), the Four Noble Truths, the Eightfold Path, Ahimsa, and their relevance to personal and social life.
3. Examine Kautilya's political theories including the Saptanga Theory, Mandala Theory, and his views on statecraft, governance, and foreign policy as detailed in the Arthashastra.
4. Evaluate the contemporary relevance of Buddhist philosophy and Kautilya's Arthashastra in modern socio-political systems and ethical governance.

Unit 1: Gautama Buddha

15

- a. Origin & Rise of Buddhism
- b. Thinking of Buddha and Dhamma
- c. Aryasatya and Ashtanga Marga
- d. Relevance of Buddha's thoughts

- a. Saptanga Theory and Mandala Theory
- b. Dandaniti, King and Council of Ministers
- c. Principles of Foreign Policy
- d. Relevance of Kautilya's Thoughts

References:

1. Brian K. Smith, 1992, Canonical Authority and Social Classification: Veda and Varna in Ancient Indian Texts: History of Religions, Chicago, The University of Chicago Press.
2. Brown D.M., 1954, The White Umbrella, Indian Political Thought-From Manu to Gandhi, University of California Press, Berkeley.
3. Charles Drekmeier, 1962, Kingship and Community in Early India, Stanford University Press, Stanford, California.
4. Kangle R., 1997, Arthashastra of Kautilya-Part-III: A Study, Delhi, Motilal Banarsidass.
5. Malalasekera C.P. and K.N. Jayatilleke, 1958, Buddhism and the race question, Paris, UNESCO.
6. Mehta V .R., 2008, Foundations of Indian Political Thought, New Delhi, Manohar Publishers,
7. Patrick Olivelle, King, Governance, and Law in Ancient India: Kautilya's Arthashastra, Oxford University Press, 2019
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9. Varma V. P., 1991, Studies in Hindu Political thought and its Metaphysical Foundations, Delhi, Motilal Banarsidass.
10. भोळे भा. ल., **2003**, आधुनिक भारतातील राजकीय विचार, नागपूर, पिंपळापुरे प्रकाशन.
11. गायकवाड प्रशांत, **2015**, तथागत बुद्ध चरित्र आणि तत्त्वज्ञान, सातारा, लोकायात.
12. कुंभार नागोराव (संपा.), **2019**, बौद्ध तत्त्वज्ञान विशेषांक, लातूर, विचारशालाका.
13. केळुस्कर कृष्णराव, **2018**, गौतम बुद्धांचे चरित्र, पुणे, मयुरी पब्लिकेशन.
14. साळुंखे आ. ह., **2007**, सर्वोत्तम भूमिपुत्र : गौतम बुद्ध, सातारा, लोकायत.
15. शर्मा संजीव कुमार, चंचल, अंसुईया नैन, **2023**, प्राचीन भारतीय राजनीति, मेरठ, राहुल पब्लिशिंग हाऊस.

POL 241 MN: Rural Local Self-Government in Maharashtra

Total Credits : 2T

Total Hours : 30

Objectives

1. To understand the historical background and development of Panchayat Raj
2. To understand three tier system in Panchayati Raj
3. To help the students relate to the Panchayati Raj & Rural Development.

Learning Outcome:-

1. The students will be able to explain the Panchayati Raj in India-
2. The Students will understand Rural Development.
3. Students will be aware of the role of Panchayat Raj.

Unit 1 : Development and Progress of Rural Local Self-Government.

15

- a. Historical background (Before Independence)
- b. Establishment & Development (After Independence)
- c. 73rd Constitutional Amendment
- d. State Election Commission and State Finance Commission

Unit 2 : Structure, Power and Functions of Rural Local Self-Governments

15

- a. Gram Sabha
- b. Gram Panchayat.
- c. Panchayat Samiti
- d. Zilla Parishad

POL 242 MNP: Rural Local Self-Government in Maharashtra - Practical

Total Credits: 2P

Total Hours : 60

Objectives:

1. To enable the students to apply their understanding of the basic concept of local self-government.
2. To familiarise students with the structure of rural local self-government.
3. To understand the various dimensions of rural local self-government.

Learning Outcomes:

1. Students will learn how to apply the concepts taught in class to real-life situations.
2. Students will know the structure and administration of rural local self-government bodies.

Activity 1: Visit a Gram Panchayat / Panchayat Samiti / Zilla Parishad and write a report on any one programme implemented for rural development. 30

Activity 2 : Visit a Gram Sabha / Gram Panchayat / Panchayat Samiti / Zilha Parishad and write a report on any one activity for empowerment of women or Schedule Caste or Scheduled Tribes, etc. 30

Process of Activity:

1. Students should visit a Gram Panchayat / Panchayat Samiti / Zilla Parishad and complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department Political Science will allot the students respective Guides/Mentor. The Department of Political Science may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the Political Science Department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks)
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

Savitribai Phule Pune University, Pune

S.Y.B.A. Political Science

Semester IV (Total 18 Credits)

Credit Related to Major (10 Credits)

1. POL-251-MJ : Western Political Thinkers (4T)
2. POL-252-MJP: Western Political Thinkers - Practical (2P)
3. POL-271-VSC : Political Assistance - Practical (2P) **OR**
4. POL-272-VSC : Political Communication & Media - Practical (2P)
5. POL-231-CEP :Political Science-Community Engagement Programme (2CEP)

Credit Related to Minor & OE (08 Credits)

1. POL-281-MN : Urban Local Self Government in Maharashtra (2T)
2. POL-282-MNP : Urban Local Self Government in Maharashtra- Practical (2P)
3. OE-252-POL : District Administration - Practical (2P) **OR**
4. OE-251-POL : Human Rights - Practical (2P)
5. SEC-251-POL : Political Science- Critical Thinking - Practical (2P)

POL 251 MJ : Western Political Thinkers

Total Credit: 4T

Total Hours: 60

Objective :

1. To develop a fundamental understanding of Western Political Thought.
2. To analyse key political concepts and theories.
3. To understand the impact of political theories on contemporary issues.
4. To enhance critical thinking through political philosophy.
5. To incorporate cultural, social, and economic perspectives.

Learning Outcomes

1. The students will be able to understand the nature and scope of Political Thought.
2. The students shall develop analytical and critical thinking skills.
3. The students will appreciate the influence of Political Thinkers on the Contemporary Era.

Unit 1: Aristotle (384 BC- 322 BC)

15

- a. Theory of State and Classification of Constitutions
- b. Views on Citizenship
- c. Views on Property and Slavery
- d. Views on Revolution

Unit 2: Niccolò Machiavelli (1469-1527)

15

- a. Views on Human Nature
- b. Suggestion to the Prince
- c. Views on Religion & Morality
- d. Views on Means and Ends

Unit 3: John Stuart Mill (1806-1853)**15**

- a. Views on Liberty
- b. Utilitarianism
- c. Views on Representative Government
- d. Views on Women's Rights

Unit 4 : Karl Marx (1818-1883)**15**

- a. Historical Materialism
- b. Class Struggle
- c. Theory of surplus Value
- d. Theory of State and Revolution

Readings :

1. Adams Ian and R. W Dyson, 2008, Fifty Great Political Thinkers, London, Routledge.
2. Biran R. N., 2008, Western Political Thought from Socrates to the Age of Ideology, Pearson.
3. Benewick Robert and Philip Green (ed.), 1998, The Routledge Dictionary of Twentieth Century Political Thinkers, London, Routledge.
4. Boucher David and Paul Kelly, 2009, Political Thinkers, Oxford University Press.
5. Cooper David, 2003, World Philosophies: An Introduction, London, Blackwell.
6. Edward Craig (ed.), 2000, Concise Routledge Encyclopaedia of Philosophy, London & New York, Routledge.
7. Haddock Bruce, 2012, A History of Political Thought, Cambridge, Polity Press.
8. Jha Shefali, 2010, Western Political Thought: From Plato to Marx, Delhi, Pearson.
9. Klosko George, 2012, History of Political Theory, Oxford University Press.
10. Nelson Brian, 2004, Western Political Thought, Delhi, Pearson Education.

POL 252 MJP : Western Political Thinkers - Practical

Total credits: 2P

Total Hours: 60

Objectives:

1. To understand the practical relevance of political ideas and concepts.
2. To develop an analytical understanding of political ideas and concepts.
3. To improve communication and critical thinking abilities.
4. To cultivate political and ethical awareness.

Learning Outcomes:

1. The students will be able to engage in debate and discussion.
2. The students will be able to synthesize classical and contemporary Political Thought.
3. The students shall enhance critical thinking and writing skills.

Activity 1 : Critically analyze following any one Western Political Thinker in the context of contemporary issues and write a report on it. 30

1. Plato
2. Aristotle
3. Niccolò Machiavelli
4. Thomas Hobbes
5. John Lock

Activity 2 : Critically analyze following any one Western Political Thinker in the context of contemporary issues and write a report on it. 30

1. Jeremy Bentham
2. John Stuart Mill
3. Georg Wilhelm Hegel
4. Karl Marx
5. Herold Laski.

Process of Activity:

1. Students must complete the activity by studying the political thought of Western political thinkers.
2. Each student has to complete this activity under the guidance of a guide/mentor. The Department of Political Science will allot the students respective guides/mentors. The Department of Political Science may appoint guides/mentors from other faculties.
3. Students must choose two Western political thinkers in consultation with the guide / mentor / teacher.
4. After the study, the student must submit two separate reports, each of which will be at least 1000 words. The report must be written by including photographs, thinker quotes, newspaper clippings, and images to support the study. If possible, Students can use graphs and tables for statistics.
5. The report should contain objectives, observations, and conclusions.
6. After the approval letter from the guide/mentor, the student can submit the report to the department.
7. After submission of the report, the department will interview the student or arrange a presentation in the classroom.
8. Assessment will be done based on a report and interview/presentation/performance.
9. The assessment will be divided into a mid-semester examination (15 marks) and Semester Examination (35 marks)
10. Mid-Semester Examination: Activity proposal (10 marks,) and the proposal presentation (5 marks).
11. End Semester Examination: Activity Report (20 marks) and the presentation (15 marks).

POL 271 VSC : Political Assistance- Practical

Total Credits : 2P

Total Hours : 60

Objective :

1. To Understand the Role and Importance of political assistance in governance and political systems.
2. Examine the functions, responsibilities, and contributions of positions like Political Secretary, Personal Assistant, Political Adviser and Officer on Special Duty (OSD) in a political office.
3. To develop practical skills required for political assistance in managing communication, schedules and political coordination.

Learning Outcome:

1. Students will gain a comprehensive understanding of the different roles involved in political assistance and the significance of these roles in supporting political leaders and governmental functions.
2. Students will develop practical skills in managing political schedules, communications, organizing events, and coordinating tasks within a political office.
3. Students will understand the ethical responsibilities of political assistance, including the importance of confidentiality, professionalism, and discretion in their roles.

Activity 1 : Organize a guest lecture of Political Secretaries, Personal Assistants or OSD to MLAs, MPs, Ministers or other political leaders. Facilitate a question-answer session with students to gain insights into the day-to-day responsibilities, challenges, and ethical dimensions of their roles. Based on the interaction, students will prepare a written report highlighting their understanding and reflections.

06

Activity 2 : Organize a visit to a local MLA/MP's office. Students observe staff roles, communication flow, and document handling. Submit an observation report.

06

Activity 3 : Write a public speech on behalf of a political leader, focusing on any imaginary topic (Three sample speeches) 07

Activity 4 : Prepare a draft of a press note or an appeal letter to be given to the media on behalf of the political leader (Three sample drafts) 07

Activity 5 : Understanding the role of Personal Assistants in organizing political Visits: Create a sample tour itinerary. (3 sample itinerary) 07

Activity 6 : Draft official political communication letters to party workers, thank-you notes, or invitations to events etc.. (3 Letters on different subject) 07

Activity 7 : Read the autobiography of a person who has worked as a Political Secretary or Personal Assistant at the central or state level and write a report explaining their experiences, innovations and challenges faced in their role. (Student can select book of their choice) 10

Activity 8 : Watch any film related to biography of any political leader or related to subject political assistance and write a report on the role and contribution of their secretary or personal assistant in political journey of political leader (Student can watch any movie related to this this topic like Aajcha Divas Majha) 10

Process of Activity:

1. Students should complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor.
The Department of Political Science will allot the students respective Guides/Mentor.
The Department of Political Science may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks).
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

POL-272-VSC : Political Communication & Media - Practical

Total Credits : 2T

Total Hours : 60

Objectives:

1. To provide hands-on experience to students in analyzing political content in traditional and digital media.
2. To develop skills for critical thinking, media literacy, and political message interpretation.
3. To expose students to real-world practices in political campaigns, social media strategies, and media engagement.

Learning Outcomes:

1. Students will be able to analyze political speeches, social media posts and news content.
2. Students will be able to apply ethical considerations while accessing or creating political content.

Activity 1: Media Analysis Report

Select 10 news articles related to political news. Analyze message, framing, bias. Submit a collective report in 500 words. 12

Activity 2: Video Analysis report

Select 10 Videos related to political news. Analyze message, framing, bias. Submit a collective report in 500 words. 12

Activity 3: Social media and political leader

Select the social media account of any political leader and study how a political figure uses X, Instagram, Facebook etc over a period of one month. Analyze content type, public engagement and communication style. Submit a report in 500 words. 12

Activity 4: Message through Political speech

Watch 4 political speeches of different leaders and identify key messages. Write a collective report in 500 words. 12

Activity 5: Ethics in political communication

Study the guidelines issued by the Election Commission of India to political parties and media during 2024 Lok Sabha or Assembly elections, and write a report of about 500 words on your understanding of these rules and their implications

12

Process of Activity

1. Students should complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department of Political Science will allot the students respective Guides/Mentor. The Department of Political Science may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
7. After submission of the report, the department will conduct an interview or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks)
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

POL-281-CEP : Political Science - Community Engagement Programme

Total Credits : 2CEP

Total Hours : 60

Objectives :

1. To develop an understanding of the needs and issues of the community.
2. To equip students to identify the problems in the community.
3. To improve the quality of learning through classroom knowledge and field experience.

Learning Outcomes :

1. Students will develop practical public speaking and presentation skills.
2. Students will be able to articulate ideas clearly in interpersonal interactions.
3. Students will gain knowledge and skills in planning and executing successful events in the field of political relations.
4. Students will acquire essential practical skills required for maintaining effective political and social engagement and rapport.

Activity 1 : Visit any one of the following organisations and write a report on it. 30

1. Non-Governmental Organisation
2. Co-operative Milk Society
3. Women's self-help groups
4. Farmers ' self-help group
5. Farmers' Cooperative Society
6. Urban cooperative society
7. Workers' cooperative society
8. Any other community organization

Activity 2 : Visit any one following Community and write a report on it.

30

1. Farmers
2. Workers in the Organised sector
3. Workers in the unorganised sector
4. Tribal community
5. Scheduled Caste Community
6. Migrant community
7. Sugarcane Factory Workers community
8. Agriculture & Allied industries
9. Small & Rural Industries
10. Infrastructure & Construction Workers Community
11. Public Services sector community (Education, Health, Transport)
12. Brick Kiln Workers Community
13. Slum Area Community
14. Any other community in rural or urban areas.

Process of Activity

1. Students should complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor.
The Department of Political Science will allot the students respective Guides/Mentor.
The Department of Political Science may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks).
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

POL 291 MN: Urban Local Self-Government in Maharashtra

Total Credits: 2T

Total Hours: 30

Objectives

1. To understand the historical background and development of Urban Local Self-Government.
2. To understand the structure, power and functions of Urban Institutes.
3. To help the students to understand the relation between urban local self-government & urban development.

Learning Outcome:-

1. The students will be able to explain the urban Institutes.
2. Students will understand urban development and metropolitan planning.
3. Students will be aware about the participation in the Urban Local Self-Government.

Unit 1: Development and Progress of Urban Self-Governance

15

1. Establishment and Development
2. 74th Constitutional Amendment
3. District Planning Committee
4. Metropolitan Planning Committee

Unit 2: Structure, Power and Functions of Urban Local Self-Government.

15

1. Town Council
2. Municipal Council
3. Municipal Corporation
4. Contribution of Local Self-Government to development of Maharashtra.

POL 292 MNP: Urban Local Self Government in Maharashtra - Practical

Total Credits: 2P

Total Hours: 60

Objectives:

1. To enable the students to apply their understanding of the basic concept of urban local self-government.
2. To familiarize students with the structure of urban local self-government.
3. To understand the various dimensions of urban local self-government.

Learning Outcomes:

1. Students will learn how to apply the concepts taught in class to real-life situations.
2. Students will know the structure and administration of urban local self-government bodies.

Activity 1: Visit any one urban local self-government or visit its website and write a report on any one programme implementation for urban development. **30**

Activity 2 : Visit any one urban local self government or visit its website and write a report on any one of the issues like Slum area / Pollution / Environmental degradation / Crime/ higher poverty rate etc. **30**

Process of Activity:

1. Students should visit any one urban local self government and complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor.
The Department of Political Science will allot the students respective Guides/Mentor.
The Department of Political Science may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.
9. Assessment will be divided into Mid Semester Examination (15 marks) and Semester Examination (35 marks)
10. Mid semester examination activity proposal will be 10 marks and proposal presentation will be 5 marks.
11. Semester Examination activity reports will be 20 marks and the interviews/ presentation will be 15 marks.

Revised Syllabus as per NEP 2020

SYBA - ECONOMICS

Semester III - Courses List

Sr. No.	Subject Type	Course Code & Title	Credits		
			Theory	Practical	Total
1	MJ – Major Core	1. ECO 201 MJ - Micro Economics [4T]	4	-	4
2		2. ECO 202 MJP – Micro Economics - Practical [2P]	-	2	2
3	VSC – Vocational Skill Course	ECO 221 VSC – Financial Literacy [2T] or ECO 222 VSC – Basic Statistics [2T]	2	-	2
4	IKS – Indian Knowledge System	ECO 201 IKS – Economics of Koutilya [2T]	2	-	2
5	FP – Field Project	ECO 231 FP – Socioeconomic Survey [2FP]	-	2	2
6	MN – Minor Subject	1. ECO 241 MN - Public Economics [2T]	2	-	2
7		2. ECO 242 MNP – Public Economics - Practical [2P]	-	2	2
8	OE – Open Elective	OE 201 ECO – Introduction to Stock Market [2T]	2	-	2
Total			12	06	18

* 1 Credit = 25 Marks,
1 Credit (Theory) = 15 Hours, 1 Credit (Practical) = 30 Hours

Syllabus: ECO 241 MN - Public Economics [2T]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Minor

Course Code: ECO 241 MN

Course Name: Public Economics

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble –

Public economics is the branch of economics that studies how governments raise revenue, allocate resources, and distribute income to improve the overall well-being of society. It explores the role of the government in the economy, focusing on taxation, public expenditure, and the design of policies that address market failures, inequality, and public goods. The goal of public economics is to understand how government intervention can promote economic efficiency, equity, and social welfare while maintaining fiscal responsibility.

Course Outcomes:

After completing this course, the students will be able to:

CO1: Understand the role of the state (government) in the economy.

CO2: Understand the relationships between an individual, society and the state.

CO3: Analyze how taxation and public expenditure influence economic efficiency, equity sustainability.

CO4: Assess fiscal policy tools in the context of growth, development, and contemporary challenges.

CO5: Develop analytical skills for evaluating real-world fiscal policies, budgets, and crisis responses.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction to Public Economics	15
	1.1 - Nature and Scope of public economics	
	1.2 - Market failure and the rationale for state intervention	

	1.3 - Public goods vs. Private goods, Merit goods	
	1.4 - Externalities and government intervention	
	1.5 - Relationship between an Individual, Society and a State	
	1.6 - Centre-State Financial Relations in India- Role of Finance Commission	
2	2. Public Revenue and Expenditure	15
	2.1 - Public Revenue & Expenditure – Meaning	
	2.2 - Overview of the Indian tax system	
	2.3 - Trends and Composition of public expenditure in India	
	2.4 - Public Debt- Types and Sources, and Public Deficit- macroeconomic implications and fiscal sustainability	
	2.5 - Government budgeting: Types and process	
	2.6 - Fiscal Policy in India	

References –

1. Buchanan, J.M., (1960), 'The Public Finances',
2. H.L. Bhatia, (2018), 'Public Finance', Vikas Publishing House, Noida.
3. M. Govinda Rao, (2001), 'Fiscal Decentralization in India', The Institute for Social and Economic Change, Bangalore.
4. Musgrave, R.A. & Musgrave, P.B., (2017), 'Public Finance in Theory and Practice', McGraw Hill Education, 5th edition.
5. Myles, G.D., (1995), 'Public Economics', Cambridge University Press
6. Rosen, H.S. & Gayer T., (2013), 'Public Finance', McGraw Hill Higher Education, 10th edition.
7. Stiglitz, J. E., & Rosengard J. K. (2015), 'Economics of the Public Sector', W W Norton & Co Inc, 4th edition.
8. Union Budget documents
9. Indian Economic Survey (latest)
10. Dhamdhare S.V. (2019), 'Sarvajanik Ayvay' (Marathi Edition), Dimond Publication, Pune.
11. Ugale S. P., Gaikwad A. A. & other, (2024) 'Sarvajanik Ayvay – I & II' (Marathi Edition), Nirali Prakashan, Pune.
12. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication

Syllabus: ECO 242 MNP - Public Economics – Practical [2P]

Class: S.Y.B.A. Economics

Semester: III

Course Type: Minor

Course Code: ECO 242 MNP

Course Name: Public Economics - Practical

No. of Credits: 02 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

Public economics is the branch of economics that studies how governments raise revenue, allocate resources, and distribute income to improve the overall well-being of society. It explores the role of the government in the economy, focusing on taxation, public expenditure, and the design of policies that address market failures, inequality, and public goods. The goal of public economics is to understand how government intervention can promote economic efficiency, equity, and social welfare while maintaining fiscal responsibility.

Course Outcome:

After completing this course, the students will be able to:

- CO1:** The learners will gain knowledge about public goods and merit Goods and government intervention.
- CO2:** The learners will learn about the importance of public Expenditure, its effects and about the various theories of public Expenditure.
- CO3:** The learners will also understand about the sources of public revenue and Public budget.
- CO4:** The learners will acquire knowledge about the role of fiscal policy in maintaining economic stability.

UNITS AND CONTENTS

Unit No .	Unit Title & Contents of Practical	No. of Practical
1	1. Public Expenditure	05
	1.1 – Public Expenditure: Meaning, Importance and Reasons of growth of public expenditure	

	1.2 - Revenue Expenditure and Capital Expenditure in India: Meaning and Difference, Analyze the trend	
	1.3 - Effects of public expenditure on production and distribution of income	
2	2 . Public Revenue and Public Debt	05
	2.1 - Public Revenue: Sources and trend	
	2.2 - Tax GDP Ratio, Tax Buoyancy: Meaning	
	2.3 - Revenue deficit: Fiscal deficit, Primary deficit.	
	2.4 - Public debt: Meaning, Sources of public debt and Causes of Growth in Public Debt in India	
	2.5 - Effects of Public Debt on Indian Economy	
3	3. Public Policy	05
	3.1 - Social Welfare and Income Redistribution	
	3.2 - Fiscal policy and its instruments, Compensatory fiscal policy, Balanced budget multiplier	
	3.3 - Local Self Governments and Their Fiscal Policies	
	3.4 - Deficit financing: Meaning, advantages and disadvantages	
	Total Practical	15

***Note: (01 practical = 04 Hours)**

- Note:** 1. We may include Case Studies, Numerical Examples- Problems and Graphical Representations for unit 1 to 3.
2. Students should prepare the Practical Work Book.

Practical Assessment – 50 Marks; 02 Credits.

Sr. No.	Assessment Type	Marks
1	Internal Assessment –	15
	- Choose any three tools	
2	External Assessment –	
	- Practical Book / Journal	05
	- Oral	10
	- Practical Exam	20
Total Marks		50

Syllabus: ECO 281 CEP - Community Engagement Programme [2CEP]

Class: SYBA Economics

Semester: IV

Course Type: Credits Related to Major – CEP

Course Code: ECO 281 CEP

Course Name: Community Engagement Programme

No. of Credits: 02 [CEP]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble –

The Community Engagement Project is an experiential learning approach that combines education, learning, community development, and meaningful community service. The Community Engagement Project involves students in community development and service activities and applies the experience to personal and academic development. The purpose of the Community Engagement Project is to establish a mutually beneficial relationship between the college and the community. The targeted contribution of college students to the village/local development will benefit the community. The college has an opportunity to help students become more socially conscious and responsible while simultaneously becoming a socially conscious organization. The Community Engagement Project shall be an integral part of the curriculum, as per the guidelines of the UGC & Government of Maharashtra.

- As per the guidelines of NEP2020, this course is corresponding to the major project.

Objectives:

1. To develop an appreciation of rural culture, lifestyle and wisdom amongst students.
2. To learn about the status of various agricultural and development programmes.
3. To understand the causes of distress and poverty faced by vulnerable households and explore solutions for the same.
4. To apply classroom knowledge of courses to field realities and thereby improve the quality of learning.

Learning Outcomes

After completing this course, students will be able to

CO1: Gain an understanding of rural life, Indian culture and ethos and social realities

CO2: Develop a sense of empathy and bonds of mutuality with the local community

Syllabus: ECO 291 MN - Banking & Finance [2T]

Class: SYBA Economics

Semester: IV

Course Type: Minor

Course Code: ECO 291 MN

Course Name: Banking & Finance

No. of Credits: 02 [Theory]

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble:

The study of Banking and Finance provides a strong foundation in the principles, practices, and functions of financial institutions and markets. In an increasingly globalized and digital economy, the role of the banking and financial sector is critical for economic stability, growth, and development.

This course aims to equip students with the essential knowledge of banking operations, financial instruments, regulatory frameworks, and modern financial services. It also fosters financial literacy, enabling students to make informed financial decisions in personal and professional contexts.

By understanding the structure and evolution of the banking system, learners will develop the analytical and practical skills required for careers in banking, finance, and related sectors. The course also promotes awareness of ethical practices, risk management, and the significance of financial inclusion in shaping a more equitable society.

Course Outcomes:

After completing this course the students will be able to:

- CO1:** Understand the fundamental concepts, meaning, and important functions of banking, including its role in the economy.
- CO2:** Trace the historical evolution of banking from its origins in the West to its development in India.
- CO3:** Analyse the structure of the Indian banking system, including the types of banks and their organizational setup.
- CO4:** Identify the primary and secondary functions of commercial banks and their significance in the financial system.
- CO5:** Classify the different types of commercial banks operating in India and understand their roles and functions.

CO6: Explore the various types of banking accounts offered by commercial banks and their features.

UNITS AND CONTENTS

Unit No.	Unit Title & Contents	Hours
1	1. Introduction to Indian Banking System	15
	1.1 – Meaning and Definition of Bank	
	1.2 - Evolution of Banking in India	
	1.3 - Structure of Indian Banking System	
	1.4 - Functions & Objectives of Banks: Commercial and Cooperative Banks	
	1.5 - Small Banks & Payment Banks Meaning & Functions	
2	2. Reserve Bank of India	15
	2.1 - Historical Background of RBI	
	2.2 - Functions of RBI	
	2.3 - Policy Rates: CRR, SLR, Repo Rate and Reverse Repo Rate.	
	2.4 - Monetary Policy: Instruments & Objectives	
	2.5 - Financial Institution in India: Types and Functions	

References -

1. Bharati Pathak (2009), 'The Indian Financial System', Pearson Education Publication, New Delhi.
2. Bhole L.M. (2000), 'Indian Financial System', Chugh Publications, Allahabad.
3. Machiraju H. R. (1999), 'Indian Financial Systems', Vikas Publishing House, New Delhi.
4. Kulkarni K.R., (1958), 'Theory and Practice of Cooperation in India and Abroad', Co-operators Book Depot.
5. Kulkarni S.K. (2005), 'Co -operative Development', Phadke Prakashan, Kolhapur
6. Kulkarni B.D., Dhamdhare S.V. (2009), 'Banking and Co-operation in India', Diamond Publication, Pune

Syllabus: ECO 292 MNP - Banking & Finance - Practical [2P]

Class: SYBA Economics

Semester: IV

Course Type: Minor

Course Code: ECO 292 MNP

Course Name: Banking & Finance - Practical

No. of Credits: 02 [Practical]

No. of Hours: 60 Hours

Total Marks: 50 Marks

Preamble:

The study of Banking and Finance provides a strong foundation in the principles, practices, and functions of financial institutions and markets. In an increasingly globalized and digital economy, the role of the banking and financial sector is critical for economic stability, growth, and development.

This course aims to equip students with the essential knowledge of banking operations, financial instruments, regulatory frameworks, and modern financial services. It also fosters financial literacy, enabling students to make informed financial decisions in personal and professional contexts.

By understanding the structure and evolution of the banking system, learners will develop the analytical and practical skills required for careers in banking, finance, and related sectors. The course also promotes awareness of ethical practices, risk management, and the significance of financial inclusion in shaping a more equitable society.

Course Outcomes

After completing this course the students will be able to:

CO1: Understand the Fundamentals of Banking:

CO2: Gain Knowledge of Financial Systems:

CO3: Describe the components of the financial system including financial institutions, markets, instruments, and services.

CO4: Understand concepts such as budgeting, saving, investment, loans, and interest.

CO5: Understand Banking Products and Services:

CO6: Identify various deposit and loan products offered by banks.

CO7: Develop Knowledge of Risk and Compliance:

CO8: Develop skills like customer handling, communication, and basic accounting.

UNITS AND CONTENTS

Unit No.	Contents of Practical	No. of Practical
1	1.1 - Public vs Private Sector Banks: Understand the differences between Public sector banks (e.g., State Bank of India) and Private sector banks (e.g., HDFC, ICICI), including their operational models and customer service strategies	05
	1.2 - Cooperative Banks: Learn about the functioning of Urban and Rural cooperative banks in India, Their structure and the regulatory framework they follow	
	1.3 - Deposit: Learn about various types of deposit accounts like Savings accounts, Current accounts, Fixed deposits, Recurring deposits and their features	
	1.4 - Loan: Understand the different loan products available, including Personal loans, Home loans, Car loans and Business loans and the application process	
2	2.1 - Banking Operations: Account Opening Process, Observe the account opening process, which involves KYC checks, Document verification and Data entry in the bank's systems	05
	2.2 - Cash Management: Learn about cash handling processes, including Cash deposits, Withdrawals, Currency counting and the reconciliation of cash balances	
	2.3 - Credit Risk: Understand how banks assess the creditworthiness of borrowers using credit scoring models and financial analysis	
	2.4 - Operational Risk: Study the measures banks take to minimize operational risks related to technology failures, Human error, and Fraud	
3	3.1 - Financial Statements and Reporting: Balance Sheet, Understand the structure of a bank's balance sheet, including assets, liabilities and equity	05
	3.2 - Profit and Loss (P&L) Statement: Learn how banks generate profits, the types of income (Interest, Fees) and Expenditure (Interest paid, Operational costs)	

Savitribai Phule Pune University, Pune
B.A. History Course
Semester III (Second Year)

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours – 60
HIS-201-MJ	History of the Marathas (1630-1707)	Int. Marks -30	Ext. Marks-70

Objectives:

1. To introduce the students to the regional history of medieval Maharashtra and India.
2. To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
3. To understand the contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of his successors and later developments of the Maratha kingdom.
4. To study the administrative Institutions of the Marathas.

Course Outcomes: The Students Will...

1. learn the significance of regional history and political foundations of the region.
2. know the history of 17th century Maharashtra and India in the context of Maratha history.
3. appreciate the leadership and the supporting systems in Maratha history.

Course Content:

Unit-I: Sources and Rise of the Maratha Power

15

- a. Literary Sources: Marathi and Foreign Sources (Portuguese, English, French)
- b. Background of the rise of Maratha Power
- c. Shahaji Raje, Rajmata Jijabai and Early Life of Chhatrapati Shivaji Maharaj

Unit-II: Foundation of Swarajya to the Coronation

15

- a. Relations with Deccan Powers: Javali and Afzal Khan episode and its importance
- b. Relations with Mughals: Campaign of Shaista Khan, Sack of Surat, expedition of Jaisingh, Visit to Agra
- c. Coronation and Karnataka Expedition

Unit III: Administration and Economy

15

- a. Judicial, Civil and Military administration
- b. Agriculture, Trade and Currency
- c. Income- Expenditure

Unit IV: Maratha War of Independence

15

- a. Chhatrapati Sambhaji Maharaj: Consolidation of Power, Relations with Mughals.
- b. Chhatrapati Rajaram Maharaj and Maharani Tarabai
- c. Santaji Ghorpade, Dhanaji Jadhav and Ramchandrapant Amatya

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours - 60
HIS-202-MJP	History of the Marathas (1630-1707) – Practical	Int. Marks 15	Ext. Marks 35

Course Objectives :

1. To develop the ability to critically analyse primary sources
2. To enhance understanding of the historical geography
3. To promote field-based learning
4. To encourage students to engage with local traditions, folklore, and oral histories
5. To develop practical research and presentation skills

Course Outcomes : The students will

1. be able to identify and analyse historical sources
2. demonstrate the ability to locate and explain key historical sites
3. gain first-hand experience of Maratha heritage
4. critically interpret the cultural and political contributions

Course Content -History of the Marathas (1630-1707)	
Practical 1	Local History with Reference to History of the Marathas
Practical 2	Field Visit or Virtual Visit to fort, <i>Gadhi</i> , <i>Wada</i> , Museum
Practical 3	Historical Geography
Practical 4	Currency System
Practical 5	Historical Source Book
Practical 6	Royal Correspondence
Practical 7	Book Review
Practical 8	Study of Historical Vocabulary
Practical 9	Weapons
Practical 10	Historical Digital Content

5. be able to conduct basic historical research

Any five practicals may be conducted.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	VSC- Vocational Skill Course	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-221-VSC	Historical Content Creation	Int. Marks 15	Ext. Marks 35

Objectives:

1.The Course aims to equip the students with a vocational and transferable skill that can be used for income generation.

Course Outcome:

1.The student will know the technical and practical aspects of creating historical content meant for different kinds of audiences and presenting them in a historically accurate fashion.

Unit 1: Historical Content Creation

10

- a. Meaning – History and Historical Research
- b. Importance of Original Historical Sources
- c. Sources- Primary and Secondary, Tangible and Intangible

Unit 2: Academic Writing

10

- a. Research Paper Writing
- b. Biographies and Memoirs
- c. E-Learning – Platforms, Content Creation and Techniques

Unit 3: Writing for Media

10

- a. Articles for Newspapers and Blogs
- b. Scriptwriting for Audio-Video Content
- c. Book and Movie Review Writing

References:

English:

1. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
2. Chitnis K.N., Research Methodology in History 6. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976. 7.Elton G.R., Practice of History, Blackwell, London, 2001.
3. B. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
4. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.
5. Cannadinen David (Ed.), What is History Now? Palgrave Macmillan, Basingstoke, 2002.
6. Rich, Carol. Writing and Reporting News: A Coaching Method. Wadsworth Cengage Learning. 2010
7. Cutts, Martin. The plain English Guide - How to write Clearly & Communicate Better. Oxford University Press.
8. Menon K.S.R., Stylebook for Journalists & Writers, Konark Publishers, 1990.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Field Project	2 Credit (FP) (Practical)	Weeks – 15 Hours - 60
HIS-231-FP	Field Project	Int. Marks 15	Ext. Marks 35

Objectives:

- To give first hand experience of field research to the students.
- To help the students with techniques of identifying authentic information.
- To help the students understand historical events and their interconnections.
- To help the students identify the multi-faceted nature of facts and truth.

Learning outcomes: The student will-

- be able to design and conduct a field project based on Primary Sources.
- write an independent field project based on primary sources, adhering to the discipline's conventions in the use of sources, citations and referencing
- have a general understanding of academic communication.

Course content:

Historical Enquiry:

- the project should center on a historical question or problem.
- It should demonstrate critical analysis, context, and change over time.

Use of Primary Sources:

- students are expected to find, analyze, and interpret primary sources relevant to the topic.
- These could include archives, official records, newspapers, letters, diaries, photographs, oral histories, or other contemporary materials.
 - Students may visit archives and libraries, they may visit historical sites and museums, they may collect memories and oral historical evidence. The choice of subject may be done in consultation with the subject teacher.

Technical Aspects:

- Proposal should be minimum 1500 words (5 pages)
- Project Report including bibliography should be minimum 10,000 words (30 pages)

There will be NO LECTURES for these courses. Contact hours will include the actual work done by the students on site including the commute time.

The examination of Field Project shall consist of the following allotment of marks:

Total	50 Marks
INTERNAL ASSESSMENT-	15 Marks
Proposal for Field Project	15 Marks
SEMESTER END EXAMINATION	35 Marks
Field Project Report	20 Marks
Oral Examination	15 Marks

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-241-MN	Social Reformers in 19 th Century Maharashtra	Int. Marks 15	Ext. Marks 35

Objectives:

1. To study the biographies, thoughts, and works of major social reformers in 19th century Maharashtra.
2. To understand the flow of social reform movements and critically analyse their historical context.
3. To evaluate Maharashtra's contribution to the broader social awakening of India.

Outcomes: The student will

1. gain detailed information about the evolution of social reform movements.
2. be able to assess the influence of individual reformers on broader social change.
3. study lesser-known reformers and develop creativity through Research-based learning.

Course Content:

Unit 1: Early Phase 10

- a. Balshastri Jambhekar
- b. Jagannath Shankarsheth
- c. Gopal Hari Deshmukh -Lokhitwadi

Unit 2: Mid-nineteenth Century 10

- a. Mahatma Jotirao Phule and Savitribai Phule
- b. Tarabai Shinde
- c. Badruddin Tayyabaji

Unit 3: Coming of Modernity 10

- a. Narayan Meghaji Lokhande
- b. Justice Mahadev Govind Ranade
- c. Gopal Ganesh Agarkar

Reference Books:

English

1. Ballhatchet Kenneth, *Social Policy and Social Change in Western India: 1817–1830*, Oxford University Press, 1961.
2. Hulas Singh, *Rise of Reason : Intellectual History of 19th Century Maharashtra*, Routledge India, 2015
3. Noorani A. G., *Builders of Modern India- Badruddin Tyabji*, Govt of India Publications Division, 2017.
4. Nurullah Syed and Naik J.P., *A History of Education in India (During the British Period)*, Macmillan and Company Ltd., Bombay, 1951.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours - 60
HIS-242-MNP	Social Reformers in 19 th Century Maharashtra – Practical	Int. Marks 15	Ext. Marks 35

Objectives

1. To understand the work of social reformers in the context of the 19th century.
2. To study the challenges faced by social reformers in the 19th century.
3. To study in detail the work of specific reformers.

Outcomes – The student will

1. be able to understand the motivation behind the social work of social reformers.
2. know the impact of the individual work of social reformers on the social reform movement.
3. understand the interplay between tradition and modernity.

Course Content:

Unit 1-

Lahuji Salve, Dadoba Pandurang Tarkhadkar, Bhau Daji Lad, Vishnubawa Brahmachari, Baba Padmanji, R.G.Bhandarkar, Dr. Behramji Malabari

Unit-2

Ganesh Vasudev Joshi, Karsandas Moolji, Dr. Vishram Ramji Ghole, Krishnarao Bhalekar, Pandit Dhondiram Kumbhar, Gopal Krishna Gokhale, Yashwant Phule

Unit-3

Mukta Salve, Kashibai Kanitkar, Ramabai Ranade, Rakhmabai Raut, Tanubai Birje, Savitribai Rode

Note: The above list of social reformers is given in a representative form. Apart from the above social reformers, students can also study the work of other social reformers of Maharashtra in the 19th century.

Any five practicals may be conducted that include a **detailed study of** any of the reformers from 19th Century.

U.G. History Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	IKS- Indian Knowledge System (Subject Specific)	Credits 2 Theory	Weeks – 15 Hours - 30
HIS-200-IKS	Historical Knowledge Production in Pre-Colonial India	Int. Marks 15	Ext. Marks 35

Objectives:

The course is aimed at making the students aware of the wide variety of ways in which the past was narrated and reconstructed in pre-colonial India. The NEP mandate says that the students of IKS should be given access to original source materials in Nagari and Roman script along with the translations. The subject specific course of IKS for History students follows this mandate.

Course Outcome: The student will

1. gain first-hand knowledge of historical writings in India across the pre-colonial times.
2. be aware of the wide variety of historical knowledge that was produced by Indians in different regions and languages.
3. understand that historical narratives and reconstructions have evolved over the centuries by accepting the contributions from many different kinds of authors.

Course Content:

Unit 1 – Itihasa-Purana and Narratives Before Rajatarangini 10

- a. Archival- Bhimbetka cave paintings, Ashoka Rock Edicts and Aihole Prashasti
- b. Sanskrit and Pali- Dasarajnya, Epics, Sunahshepa, Manasollasa, Madhuravijayam, Kunala Jataka
- c. Tamil-Sangam literature and First historical text- Rajatarangini

Unit 2 – Historical Texts after Rajatarangini 10

- a. Marathi-Drushtantapatha -Sinderaneyacha Drushtanta, kristapurana, Adnyapatra, Bakhar
- b. Persian- Tareekh I-Alfi, Gulshan I Ibrahimi
- c. Other Regional Text- Khyat, Tungkchungia Burunji, Varthamanapusthakam

Unit 3- Pre-colonial ideas about Time and Space 10

- a. Time -Units of time from Nimisha to Yuga
- b. Calendars - Shaka, Samvat, Hijri, Solar, Lunar
- c. Geography- Jambu Dvipa Sangrahani

Savitribai Phule Pune University, Pune
B.A. History Course
Semester IV (Second Year)
Level: 5.0/200

Course Type	Course	Subject Code	Course Title	Hours/ Week	Credit
Major Core	Major Core	HIS-251-MJ	History of the Marathas (1707-1818)	4T	4 T
		HIS-252-MJP	History of the Marathas (1707-1818) PRACTICAL	4 P	2 P
Major Elective	Major Elective		-		
	VSC	HIS-271-VSC	Digital Content Creation	4P	2P
	IKS		--	0	0
	FP/OJT/CEP	HIS-281-CEP	CEP	2CEP	2CEP
Minor	Minor	HIS-291-MN	Social Reformers in 20th Century Maharashtra	2T	2T
		HIS-292-MNP	Social Reformers in 20th Century Maharashtra – PRACTICAL	4 P	2 P
	OE	OE-251-HIS	Glimpses of Modern Maharashtra PRACTICAL	4P	2P
	SEC	SEC-251-HIS	Introduction to Indian Numismatics OR	2T	2T
	SEC	SEC-261-HIS	Art and Architecture in Modern Maharashtra	2T	2T
	AEC			0	0
	VEC			0	0
	CC			0	0

- VSC (Vocational Skill Course)
- IKS (Indian Knowledge System)
- FP/OJT/CEP (Field Project) / (On Job Training Internship) / (Community engagement and Programme)
- GE/OE (Generic Elective)/ (Open Elective)
- **SEC (Skill Enhancement Course) (ANY ONE to be chosen - 251 OR 261)**
- AEC (Ability Enhancement Course)
- VEC (Value Education Course)
- CC (Co-Curricular Course)

U.G. History Year II, Sem-IV, Syllabus [Level 5.0]			
Course Type	Major Core	Credits 4 Theory	Weeks – 15 Hours - 60
HIS-251-MJ	History of the Marathas (1707-1818)	Int. Marks 30	Ext. Marks 70

Objectives:

1. To acquaint the student with the political extent of the Maratha Empire.
2. To help them understand the various policies of the Maratha Empire.
3. To trace the changes in social and economic life.

Course Outcomes: The student will

1. understand the political extent of the Maratha Power.
2. understand the changes in Maratha power structure.
3. understand the political history of the Marathas.

Course content:

Unit-I: Consolidation and Expansion of the Maratha Power 15

- a. Maharani Tarabai and Chhatrapati Shahu Maharaj
- b. Balaji Vishwanath - Sanads of Swarajya, Chauthai and Sardeshmukhi
- c. Bajirao I: South and North Expeditions

Unit-II: Strengthening of the Maratha Power 15

- a. Maratha confederacy and expansion of Maratha power
- b. Balaji Bajirao (Nanasaheb): Southern Policy and Relations with Angre and Bhosale
- c. Third Battle of Panipat: Causes and Consequences, Causes of the Defeat of the Marathas

Unit-III: Post Panipat Period 15

- a. Madhavrao I: Southern and Northern Policy
- b. Barbhai Council
- c. Anglo-Maratha Wars and the downfall of Maratha Power

Unit IV: Administration and Economy 15

- a. Civil, Military and Judicial
- b. Agriculture, Industry, Trade and Banking
- c. Society- Caste and Position of Women

Selected Readings:

English:

1. Gordon Stewart, The New Cambridge History of India, The Marathas 1600-1818, Cambridge University Press, New Delhi, 1998.
2. Chitnis, K. N., Socio Economic History of Medieval India, Atlantic Publication, New Delhi, 2015.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours – 60
HIS-252-MJP	History of the Marathas (1707-1818) Practical	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To enhance understanding of historical geography
2. To promote field-based learning
3. To encourage students to engage with local traditions, folklore, and oral histories

Course Outcomes: The student will

1. identify and analyze historical sources
2. locate and explain key historical sites
3. interpret the cultural and political contributions

Practical 1	Local History with Reference to History of Marathas
Practical 2	Field Visit or Virtual Visit to fort, <i>Gadhi</i> , <i>Wada</i> , Museum
Practical 3	Map of Trade routes and centres
Practical 4	Banking and Currency System
Practical 5	Practical Study of Published sources on social stratification
Practical 6	Practical Study of Published Letters
Practical 7	Book Review
Practical 8	Study of Historical Vocabulary related to Agrarian system
Practical 9	Information on Fairs and Festivals
Practical 10	Digital Content creation

Any five practicals may be conducted.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	VSC- Vocational Skill Course	Credits – 2 (Practical)	Weeks – 15 Hours – 60
HIS-271-VSC	Digital Content Creation	Int. Marks 15	Ext. Marks 35

Objectives:

1. To know the different online tools used for creating and sharing digital content.
2. To analyse books, movies, and documentaries and write meaningful reviews.
3. To design history-related content using interactive technology.

Course Outcome: The student will

1. effectively utilize various online tools to create and share digital content.
2. develop the ability to critically evaluate historical sources and present insightful reviews.
3. design engaging history-related content to enhance learning experiences.

Practical 1	Introduction to Digital Platforms
Practical 2	Book Review
Practical 3	Review of Historical Movie
Practical 4	Review of Historical Documentary
Practical 5	Review of Biography/Memoirs OR Write Family History
Practical 6	Creation of Educational Content for Teaching History-Text/PPT/Audio/Video
Practical 7	Creation of Audio Content Based on Historical Event, Historical Personalities, Historical Places
Practical 8	Making a Video Based on Historical Event, Historical Personalities, Historical Places
Practical 9	Conducting an Interview of Teacher/Historian/Social Worker/Freedom Fighter on Historical Event, Historical Personalities, Historical Places
Practical 10	Writing a News on Any Historical event celebrated in College

Any five practicals may be conducted.

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	CEP Community Engagement Program (History)	2 Credit CEP	Weeks – 15 Hours – 60
HIS-281-CEP	Community Engagement Program (History)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To document historically important events and institutions in the community.
2. To understand the ways in which a community creates historical knowledge.
3. To report the work being done by the community members in the field of history.

Course Outcome: The student will

1. document historically significant events and phenomena in the community.
2. develop sensitivity towards different ways of history making in a community.
3. report the historically significant events and processes as they happen in a community.

Course Content:

Unit 1- Visit to a Historical Site*

Unit 2- Impact on Local Communities around the Sites

Unit 3- Policy Suggestions for Historical Sites

*The students may visit any historical site such as an Excavation/ Caves/ Gadhi/ Forts/ Barav/ monument/ Archive/ Museum/ NGO/ Social Movements. Students are expected to sensitively understand the importance of a historical site to the local community. They may interview the local people and understand their perceptions about the local historical site. They may report the different versions of history that they get from the community. They may also report the feedback of the local community regarding a historically important site and how tourism has affected them. This may lead to policy suggestions that may be submitted to the local government body.

Assessment:

Total Marks	50
Activity Proposal (Internal)	15
Activity Report Written at Semester End	20
Presentation at Semester End	15

U.G. History – Year – II Sem IV Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours – 30
HIS-291-MN	Social Reformers in 20th Century Maharashtra	Int. Marks 15	Ext. Marks 35

Objective:

1. To understand the contribution of social reformers.
2. To understand how modern Maharashtra is influenced by the social reform movements.
3. To understand that the present is a result of struggles in the past.

Course Outcome: The student will

1. study Maharashtra's social reformers and their influence on societal transformation.
2. critically examine the continuity and change in socio-religious structures.
3. Students will examine the past struggles and their role in shaping modern Indian society.

Course Contents:

Unit -I Early Reformers 10

- a. Rajarshi Shahu Maharaj
- b. Maharshi V. R. Shinde
- c. Dr. Babasaheb Ambedkar

Unit- II Educational Reformers 10

- a. Maharshi D. K. Karve
- b. Karmaveer Bhaurao Patil
- c. Panjabrao Deshmukh

Unit - III Socio-Political Reformers 10

- a. Sant Gadge Maharaj
- b. Prabodhankar Thackeray
- c. Baba Adhav

References: English

1. Ambedkar B.R., *Waiting For a Visa*, People's Education Society, Mumbai. 1990.
2. Ambedkar Savita (Tr. Nadeem Khan) Babasaheb : My Life with Dr. Ambedkar, Penguin. 2024.
3. Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, *India's Struggle for Independence*, Penguin Random House, 1987.
4. Chaudhari, K.K, *Maharashtra and the Indian Freedom Struggle*, Govt. of Maharashtra, Bombay 1985.
5. Desai A.R., *Social Background of Indian Nationalism*, Popular Publication, 1948.

U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours – 60
HIS-292-MNP	Social Reformers in 20th Century Maharashtra - Practical	Int. Marks 15	Ext. Marks 35

Objective:

1. To practically understand the contribution of social reformers.
2. To explore how modern Maharashtra is influenced by the social reform movements.
3. To help the students realise that the present is a result of struggles in the past.

Course Outcome: The student will

1. Practically explore the work of Maharashtra's social reformers.
2. examine the continuity and change in socio-religious structures.
3. examine the past struggles and their role in shaping modern Indian society.

Course Contents:

Unit 1- Early Reformers- Pandita Ramabai, Sane Guruji, V. D. Savarkar, S. D. Javdekar

Unit 2- Educational Reformers- J. P. and Chitra Naik, Laxmanshastri Joshi, Tarabai Modak, Nanaji Deshmukh, Shantabai Dani

Unit 3 – Socio-Political Reformers- Ambarsingh Maharaj, Dadasaheb Gaikwad, Vinoba Bhave, Ganapati Maharaj (Ajaat), Hamid Dalwai, Baba Amte, Asghar Ali Engineer, Narendra Dabholkar

Note: The above list of social reformers is given in a representative form. Apart from the above social reformers, students can also study the work of other social reformers of Maharashtra in the 19th century.

Any five practicals may be conducted that include a **detailed study of** any of the reformers from 20th Century.

U.G. History – Year – II Sem IV Syllabus Level 5.0			
Course Type	SEC – Skill Enhancement Course	Credits 2 Theory	Weeks – 15 Hours – 30
SEC-261-HIS	Art and Architecture in Modern Maharashtra	Int. Marks 15	Ext. Marks 35

Objectives:

1. To study the evolution of architecture in Maharashtra during colonial and modern periods.
2. To explore traditional and contemporary art forms native to Maharashtra.
3. To encourage preservation of intangible cultural heritage.

Course Outcomes

1. Students will understand the styles and nature of the painting in the modern maharashtra.
2. Students will be able assess the role of cinema, music, and folk culture the modern Maharashtra.
3. They will be aware about the Centre's of Traditional Crafts in modern Maharashtra.

Course Content:

Unit I Colonial Architecture 10

- a. Definition and characteristics
- b. Gothic Revival architecture in Maharashtra
- c. Indo-Saracenic Architecture in Maharashtra

Unit II Paintings 10

- a. Warli Painting
- b. Raja Ravi Varma and Bombay Progressive Artists Group
- c. Role of J.J. School of Art and Art Galleries

Unit III Traditional Crafts 10

- a. Paithan – Paithani
- b. Sawantwadi – Wooden Craft
- c. Hupri – Silver Work

References:

English:

1. Sharada Dwivedi- The Architecture of Bombay
2. Ranjit Hoskote – Modern Art in India
3. Yashodhara Dalmia- warli Art and Tribal Culture
4. Hasan Uddin khan- Charles Correa: India's Greatest Architect, Concept Media, 1987
5. Thomas R Metcalf - An Imperial Vision: Indian Architecture and Britain's Raj, University of California Press, 1989
6. Christopher w London- Bombay Gothic, Jaico Publishing House
7. Ahuja P Naman-The Making of a Modern Indian Artist-Craftsman, Taylor & Francis Ltd
8. Yashodhara Dalmia- The Making of a Modern Indian Art: The progressives, Oxford

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY THEORY

Course Name : Child Development

Course Code : PSY-201 MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Articulate the importance of studying life-span development.
2. Explain collaborative genes, describe genetic principles, and identify chromosomal and gene-linked abnormalities that can impact development.
3. Assess the different stages of prenatal development, discuss the process of birth, identify common birth complications, and analyze postnatal development, including adjustment and complications.
4. Describe physical growth, neural and brain development, motor development, and cognitive development in infancy, and recognize the significance of nutrition during this stage.
5. Evaluate physical growth, brain development, cognitive changes, Piaget's cognitive development approach, Erickson's psychosocial development theory, and factors influencing psychosocial development, as well as understand the importance of family development and effective parenting.
6. Analyze physical and motor development, health considerations, cognitive development theories (Piaget and Vygotsky), information processing, and social development in middle childhood.

Topic 1: Introduction and Beginning of Life (15)

- 1.1. Lifespan development: Definition, Key issues in Developmental psychology, Theoretical perspectives in Developmental Psychology (Psychodynamic, Behavioural, Cognitive, Humanistic, Evolutionary)
- 1.2 Prenatal development: Genes, Chromosomes, How gender is determined during pregnancy, Technologies available for gender determination, Prenatal Developmental Stages and hazards
- 1.3. The process of Birth: Birth stages, Birth complications, Approaches to childbirth, Types of delivery
- 1.4. Postnatal development and adjustment: Physical development of a newborn, Sensory and social Capacity of a newborn, Mother's adjustment after birth: Postpartum depression

Topic 2: Infant Stage (15)

- 2.1. Infancy, Definition and characteristics

2.2. Growth and Development of the Infant: Physical growth: weight gain, height, Motor Growth: Reflexes, and Motor skills, Importance of Nutrition in Infancy, Sensory development (Vision, Smell & taste, Pain, touch)

2.3. Language development in Infancy: Basics of language, Learning theory approaches (Nativist, Interactionist, Innate skill approaches)

2.4. Relationship and Personality formation: Stranger and Separation Anxiety, Attachment styles- Harlow, Bowlby, Ainsworth, Personality development: Temperament and its biological basis

Topic 3: Early Childhood Stage (15)

3.1. Preschool years and Early childhood: Definition and Characteristics

3.2. Physical and Intellectual Development in Early Childhood: Physical development and Motor development, Piaget's preoperational stage, Vygotsky's theory of cognitive development, Language skills and development

3.3. Social development: Sense of self and gender identity, Development of friendships, Types of play

3.4. Influence of Parenting in Childhood: Parenting styles by Baumrind

Topic 4: Middle Childhood (15)

4.1. Physical Changes in Middle childhood: Physical Development, Motor Development

4.2. Cognitive and Moral Development: Piaget's Cognitive Development, Kohlberg's Approach to Moral development

4.3. Personality and Social Development: Erikson Psychosocial Stage: Industry vs. Inferiority

4.4 Problems of Children in middle childhood: Issues faced by children having sensory difficulties, Problems faced in school adjustment, Developmental Issues faced by disadvantaged and deprived children

READINGS:

Berk, L. E. (2006). Child Development. (7 Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt. Ltd.

Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development

Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.

Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5 Ed). McGraw Hill co.

Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Kail, R. V. (2007). Children and their Development. (4 Ed). New Jersey: Pearson Education Inc.

McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3 Ed). New Jersey: Pearson Education Inc.

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12 Ed). McGraw Hill, international Edition

Name of the Programme : B.A. Psychology
Class : S.Y.B.A.
Semester : III
Course Type : MAJOR MANDATORY THEORY
Course Name : Abnormal Psychology
Course Code : PSY-202-MJT
No. of hours : 30
No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Define abnormality and describe mental disorders using established diagnostic frameworks.
2. Develop an understanding of the evolution and significance of the DSM and ICD in the classification of mental disorders.
3. Explore historical and contemporary perspectives on abnormal behavior and their relevance today.
4. Acquire skills in conducting psychological assessments, including gathering behavioral history, establishing rapport, and evaluating psychosocial factors.
5. Critically evaluate key psychological paradigms such as biological, psychoanalytical, cognitive, behavioral, and the diathesis-stress model.
6. Identify and explain the features, causes, and treatment approaches for neurodevelopmental, mood, psychotic, anxiety, and substance-related disorders.

Unit 1: Abnormal behaviour: History, assessment and paradigms (15)

- 1.1 Normality and Abnormality, Definition of Mental Disorders, Evolution of DSM & ICD.
- 1.2 Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.
- 1.3 Basic elements in Assessment - Behavioural history, Rapport establishment, Psychosocial assessment
- 1.4 Various viewpoints in psychology: Biological, Psychoanalytical, Cognitive, Behavioural, Diathesis- Stress Model.

Unit 2: Understanding Psychological Disorders (15)

- 2.1 Mood Disorders: Symptoms, Etiology.
 - a) Depression: Definition, types- Major Depression, Dysthymia.
 - b) Bipolar Disorder: Bipolar I & Bipolar II, Cyclothymia
- 2.2 Schizophrenia: Definition, phases, Symptoms, Etiology; Schizophrenia Spectrum Disorders - Brief Psychotic Disorder, Schizophreniform Disorder, Schizoaffective disorder, Delusional Disorder.

2.3 Substance use disorders - Symptoms and Etiology: Alcohol, Cannabis, Hallucinogen, Opioid, Sedative & Stimulant-related disorders,

2.4 Anxiety Related Disorders - Symptoms, Etiology: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder

READINGS:

Nevid, J. S., Rathus, S. A., & Greene, B. (2003). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Prentice Hall.

Ahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication

American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt. Ltd. of Pearson Education.

Barlow, D.H. & Durand, V.M. (2012). Abnormal psychology : An Integrative approach (6th ed.). Wadsworth Cengage Learning.

Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M.(2019). New Oxford Textbook of Psychiatry 3rd ed. Oxford books.

Sarason, I. & Sarason,B. (2017).Abnormal Psychology 11th ed. Pearson.

The International Classification of Diseases ICD-11 (2018). World Health Organization

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Psychology Practical 3

Course Code : PSY-221-VSC

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the key characteristics and developmental phases in early and late childhood.
2. Apply assessment tools and observe symptoms related to selected abnormalities in the field of abnormal psychology.
3. Develop skills in conducting interviews with professionals to explore child development and abnormal behavior.
4. Observe and analyze behavior in children with reference to childhood development.
5. Gain hands-on experience in conducting field visits to mental health-related services, further enhancing their understanding of psychological practice.
6. Improve their ability to write reports and analyze data collected through videos, interviews, and field visits in the context of psychology.

Introduction:

In this subject, the practicals will be conducted into two components. In component one, students will learn the characteristics of child development. However, in component two, students will observe the symptoms in selected abnormalities and understand abnormal behavior. Considering the students are in their undergraduate program and unknowingly some ethical issues may arise. The teacher should guide students in this matter.

Component A: Child Psychology (Any two)

30 hours

Practical 1: Observe the video recording on Early Childhood and write a report on the same

Practical 2: Observe the video recording on Late Childhood and write a report on the same

Practical 3: Interview a general practitioner or child specialist on characteristics of developmental phases in early childhood

Practical 4: Interview a general practitioner or child specialist on characteristics of developmental phases in late childhood

Component B: Abnormal Psychology (Any two)

30 hours

Practical 1: Observe the video recording on understanding DSM and write a report on the same

Practical 2: Observe the video recording on criteria of abnormal behaviour and write a report on the same

Practical 3: Interview a field practitioner on understanding abnormal behaviour

Practical 4: Interview a field practitioner on understanding ethical issues in clinical practice

Operationalization of the Course

The course will be operationalized in the following manner:

There will be a batch of 15 students.

1. The video will be observed under the guidance of the subject teacher.
2. The subject teacher will conduct a demonstration lecture explaining what is expected to be observed in the videos and also conduct a demonstration lecture giving a semi-structured interview guide for conducting the interview.
3. Under the guidance of the subject teacher, students will conduct the interview
4. Students will prepare the reports for both components

Outline of workbook/ Report:

Component A:

Introduction to Child Development.

Report: Description of video and report on observations

Report: Report of the interview conducted

Component B:

Introduction to Abnormal behaviour,

Report: Description of video and report on observations

Report: Report of interview conducted

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination (15 marks)

1. Reports of activities – 10 Marks (2.5 for each activity)
2. Viva – 05 Marks

Final Semester End University Examination (35 Marks)

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Division of assessment will be as follows
 - a. Analysis of the case: External only: 10 marks
 - b. Reports: Internal + External combined= 10 marks
 - c. Viva: Internal + External combined = 15 marks

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : FIELD PROJECT

Course Name : Field Project in Psychology

Course Code : PSY-231-FP

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to

1. Apply psychological theories and principles in practical fieldwork settings.
2. Demonstrate proficiency in designing and conducting psychological research using appropriate methodologies.
3. Adhere to ethical standards in conducting psychological research, ensuring the protection and respect of participants.
4. Analyze and interpret research data effectively, using statistical tools and psychological frameworks.
5. Communicate research findings clearly and effectively through written reports and oral presentations.
6. Develop professional skills and interpersonal competencies required for collaborative fieldwork and research environments.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum, the students should be trained in a skills oriented manner. The field project will be helpful to the students to learn basic research based psychological skills.

Following are some areas, select any one of them for field work and write the detailed report in project form and submit the reports of the same.

Areas for field project (Select Any One topic from the following)

1. Conduct a survey having a sample size of 30 to 50 participants on a topic related to psychology such as mental health, mental wellbeing, stress, anxiety, adjustment, mobile

addiction, life satisfaction, family environment, workplace environment, personality, etc.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be conduction of field visits and preparing the field reports.
3. Under the guidance of the subject teacher students will conduct field visit and prepare a detailed field visit report in project form (Review of literature is not necessary).
4. Any standard psychological test or other method can be used to collect data.
5. Sample size minimum 30.
5. Mean and SD can be used for data analysis. Students can perform further statistical analysis under the guidance of the subject teacher.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Draft Report, Data collection - 10 Marks

Viva - 05 Marks

Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 35 Marks as follows.

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a field project report.

READINGS:

Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Myers, A., & Hansen, C. (2011). *Experimental psychology* (7th ed.). Wadsworth, Cengage Learning.

Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MINOR THEORY

Course Name : Interpersonal Communication

Course Code : PSY-241-MNT

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the process of interpersonal communication and understand the influence of technology and social networking on interactions.
2. Explain the impact of nonverbal communication, including its principles, elements, and role in detecting deception.
3. Identify barriers to effective communication and develop strategies to enhance conversational skills, self-disclosure, and active listening.
4. Define interpersonal conflict and apply conflict resolution strategies, including assertive communication techniques, to manage conflicts effectively.
5. Identify the role of technology and social networking in modern interpersonal communication.
6. Develop effective conversational and listening skills for better interpersonal communication.

Unit 1: Interpersonal Communication and Nonverbal Communication (15)

- 1.1 Components and Features of the Communication Process,
- 1.2 Technology and Interpersonal Communication; Social Networking sites
- 1.3 Communication and Adjustment
- 1.4 Nonverbal communication: general principles, elements and significance of nonverbal communication, detecting deception

Unit 2: Effective Communication and Interpersonal Conflict (15)

- 2.1 Towards more effective communication: conversational skills, self-disclosure, effective listening
- 2.2 Communication problems: Communication apprehension, barriers to effective communication
- 2.3 Interpersonal Conflict: Beliefs about conflict, conflict management strategies, dealing constructively with conflict
- 2.4 Assertive Communication Style: nature of assertiveness, steps in assertive training.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MINOR PRACTICAL

Course Name : Psychology Minor Practical 1

Course Code : PSY-242-MNP

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. To develop self-awareness through structured psychological exercises.
2. To enhance intrapersonal skills through reflective and analytical methods.
3. To improve listening skills for effective interpersonal communication.
4. To facilitate self-improvement through applied psychology techniques.
5. To learn body language skills through communication techniques.
6. To improve writing skills using standard writing exercises.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum the students should be trained in a skills oriented manner. The non-laboratory practical will be helpful to the students to learn basic research based psychological skills.

Conduct **ANY FOUR** of the following activities:

- 1) **SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis for Self-Assessment** :- Conduct SWOT analysis on self.
- 2) **Johari Window Analysis** :- Use the Johari Window model to explore self-awareness on self.
- 3) **Types of Listening: Active, Passive, and Reflective** :- Role-playing exercises to differentiate active, passive, and reflective listening.
- 4) **Paraphrasing & Summarizing Exercises** :- Listen to short speeches, lectures, or stories and summarize key points.
- 5) **Importance of Body Language in Communication** :- Group discussion on the role of non-verbal cues in daily life.
- 6) **Do's and Don'ts of Non-Verbal Communication** :- Case study analysis of effective vs. ineffective body language.
- 7) **Analyzing Body Language through Movie Clips & Video Clips** :- Watch selected movie/video clips and identify non-verbal cues.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : IKS under Major

Course Name : Introduction to Indian Psychology

Course Code : PSY-200-IKS

No. of hours : 30

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the scope, foundational concepts, and unique approach of Indian Psychology compared to Western perspectives.
2. Analyze the philosophical and cultural roots of Indian Psychology, including its sources and methods of study.
3. Examine the concepts of Dharma and Karma and their psychological implications on human behavior and well-being.
4. Explore Indian perspectives on consciousness and the mind-body complex, including Advaita, Buddhist, and Samkhya-Yoga traditions.
5. Evaluate the role of meditation and applied yoga in mental health and psychological well-being.
6. Apply Indian psychological principles in various fields, such as counseling, education, and personal development.

Unit 1: Scope, Substance and Methods of Indian Psychology (15)

1. Psychology in the Indian Tradition
2. Sources of Indian Psychology, methods of study in Indian Psychology
3. Cultural Climate and Conceptual Roots of Indian Psychology
4. Concept of Dharma and Karma and implications for Psychology

Unit 2: Indian Psychology: Applications

1. Consciousness in Indian Psychology: Advaita, Buddhist and Samkhya-Yog perspectives
2. Mind-Body Complex in Indian Psychology
3. Meditation and Applied Yoga
4. Indian Model of Applied Psychology: Implications and Applications

READINGS:

Banavathy, V. K., & Choudry, A. (2015). Indian psychology: Understanding the basics. International Journal of Yoga-Philosophy, Psychology and Parapsychology, 3(1), 9

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MAJOR MANDATORY THEORY

Course Name : Developmental Psychology: Puberty to Late Adulthood

Course Code : PSY-251-MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Demonstrate proficiency in understanding the physical and maturity aspects of adolescence.
2. Understand and apply concepts from Piaget's cognitive development theory, information processing approach, and Marcia's approach to identity development in the context of adolescence.
3. Master the understanding of family and peer relationships during adolescence.
4. Demonstrate skills in navigating early adulthood challenges related to career, stress management, and relationship choices.
5. Exhibit competence in analyzing physical changes, cognitive development, relationships, and stress factors in middle adulthood.
6. Comprehend the various aspects of aging, including physical changes, health considerations, daily life adjustments, and the process of dying.

Topic 1: Puberty and Adolescence (15)

- 1.1. Puberty: Meaning and Characteristics, Primary and Secondary Sex Characteristics in Puberty
- 1.2. Physical and Mental Health in Adolescence: Sexually Transmitted Diseases, Substance Abuse, Social Media Addiction
- 1.3. Social and Personality Development in Adolescence: Marcia's Approach to Identity Development, Erickson's approach to identity
4. Relationships: Family, Peer groups

Topic 2: Early Adulthood (15)

- 2.1. Physical and cognitive Development: Stressors in Early adulthood, Nutrition and Obesity
- 2.2. Career and Employment: Role of work in Identity, Theories of career selection (Ginzberg, Holland), Gender and career choices
- 2.3. Intimacy: Love: Types, Sternberg's theory of love, Romantic relationships and Attachment styles
- 2.4. Marriage and other relationship choices, Benefits of Marriage, Conflicts in Marriage, Parenthood, Singlehood

Topic 3: Middle Adulthood**(15)**

- 3.1. Physical Development and Health: Gradual changes in body, health and wellness, stress in middle adulthood
- 3.2. Cognitive development in middle adulthood: Intelligence, Memory
- 3.3. Relationships and Problems in Middle Adulthood: Empty nest syndrome, Boomerang children, Family violence, Sexual Abuse
- 4.4. Work and Leisure: Isolation, unemployment, Leisure time

Topic 4: Ageing**(15)**

- 4.1 Physical Changes: Signs of Ageing, Slowing Reactions, The Senses
- 4.2 Health and Wellbeing: Physical and Psychological Problems, Importance of Nutrition, Yoga and Exercise
- 4.3 Daily life of adjustment in Ageing: Abuse
- 4.4 Process of Dying

READINGS:

- Berk, L. E. (2022). Development through the life span (3rd ed.). Pearson.
- Dacey, J., & Travers, J. (2001). Human development across the life span (5th ed.). McGraw-Hill College.
- Feldman, R. S. (2006). Development across the life span (4th Ed.). Pearson Education.
- Feldman, R. S., & Babu, N. (2011). Discovering the life span. Pearson Education.
- Godbole & Khanvilkar (2022) Vayat Yetana, Rajhans Publication, Pune
- Hurlock, E. (1996). Developmental psychology. Tata McGraw-Hill.
- Jadhav, K. M. (2012). Vaikasik Manasshastra. Diamond Publication.
- Khalane, S. (2020). Developmental psychology. Atharve Publication.
- Kumathekar, Borude, & Golvilkar. (2013). Vaikasik Manasshastra. Pune Vidyarthi Gruha Prakashan.
- Lynn, M. S. (2014). Handbook of psychology: Developmental psychology (Vol. V). Viva Books.
- Nagare, Kanade, Jadhav, & Gaikwad. (2015). Vaikasik Manashatra. Prashant Publication.
- Pawar, & Deshmukh. (2022). Vaikasik Manashatra. Prashanat Publication.
- Santrock, J. W. (2007). Adolescence (11th ed.). Tata McGraw-Hill.
- Shaffer, D. R., & Kipp, K. (2020). Developmental psychology (8th ed.). Wadsworth Cengage Learning.
- Vitthal Prabhu (2014) Taarunyachya Umbharthyavr, Majestic publishing house Pune

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MAJOR MANDATORY THEORY

Course Name : Basics of Counselling

Course Code : PSY-252-MJP

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the counselling process, its purpose, goals, and the factors influencing its effectiveness from both the client's and counsellor's perspectives.
2. Analyze the essential qualities of an effective counsellor, including empathy, non-judgment, and unconditional positive regard.
3. Develop core counselling skills such as active listening, paraphrasing, questioning, summarizing, normalizing, and reframing to facilitate effective communication.
4. Explore the principles and techniques of major counselling approaches, including Person-Centered Therapy, Cognitive-Behavioral Therapy (CBT), and Rational Emotive Behavior Therapy (REBT).
5. Evaluate the role of ethical considerations in counselling, including cultural sensitivity, confidentiality, and professional ethics.
6. Apply theoretical knowledge and therapeutic skills to real-world counselling scenarios while maintaining ethical and professional standards.

Unit 1: Overview of Counselling (15)

- 1.1 Understanding the Counselling process, Purpose and Goals of counselling
- 1.2 Two perspectives in judging the effectiveness of counselling
 - a) Client's perspective
 - b) Counsellor's perspective
- 1.3 Desirable counsellor qualities (Empathy, Non-judgement, Unconditional Positive Regard)
- 1.4 Basic principles of counselling (Listening skills, Paraphrasing, Questioning and Summarizing, Normalizing, Reframing)

Unit 2: Basics therapeutic skills and ethical issues (15)

- 2.1 Person-centered therapy
- 2.2 Cognitive- behavioural Therapy
- 2.3 Rational Emotive Behaviour Therapy
- 2.4 Ethical issues: Addressing cultural issues, Confidentiality, Professional ethics

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Psychology Practical 4

Course Code : PSY-271-VSC

No. of hours : 60

No. of Credits : 02

Semester IV: VSC : Practicals

Introduction: In this subject the practicals will be conducted into the two components. In component one, students will learn the characteristics of puberty and late adolescence. However, in component two, students will learn the application of selected microskills required in counselling.

Considering the students are in their undergraduate program and unknowingly some ethical issues may arise. The practicals will be conducted on video recording or by interviewing experts in this field.

Course outcomes:

1. Understand the physical, emotional, and psychological changes during puberty and late adolescence through observational analysis.
2. Analyze the developmental characteristics of puberty and late adolescence based on expert insights from general practitioners.
3. Evaluate the impact of biological and psychosocial factors on adolescent development and well-being.
4. Explore the fundamental aspects of counselling settings, including room setup and rapport building, through video-based observations.
5. Examine the role of professional ethics and practitioner experiences in effective counselling through interviews with field experts.
6. Apply theoretical knowledge by critically assessing developmental and counselling processes in real-world contexts.

Component A : Puberty and Late adolescence (Any two)

(30)

Practical 1 : Observe the video recording on Puberty

Practical 2 : Observe the video recording on Late Adolescence

Practical 3 : Interview a general practitioner on characteristics of developmental phases in Puberty

Practical 4: Interview a general practitioner on characteristics of developmental phases in late adolescence

Component B : Basic of Counselling (Any two) (30)

Practical 1 : Observe the video recording on set up in Counselling Room

Practical 2 : Observe the video recording on understanding Rapport Building

Practical 3 : Interview a field practitioner on understanding Counselling

Practical 4: Interview a field practitioner on understanding ethical issues in Counselling

Operationalization of the Course

The course will be operationalized in the following manner:

There will be a batch of 15 students.

5. The video will be observed under the guidance of the subject teacher.
6. The subject teacher will conduct a demonstration lecture explaining what is expected to be observed in the videos and also conduct a demonstration lecture giving a semi-structured interview guide for conducting the interview.
7. Under the guidance of the subject teacher, students will conduct the interview
8. Students will prepare the reports for both components

Outline of workbook/ Report:

Component A:

Introduction to Child Development.

Report: description of video and report on observations

Report: report of the interview conducted

Component B:

Introduction to Abnormal behaviour,

Report: description of video and report on observations

Report: report of interview conducted

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination (15 marks)

3. Reports of activities – 10 Marks (2.5 for each activity)
4. Viva – 05 Marks

Final Semester End University Examination (35 Marks)

4. University exam will be 3 hours
5. There will be a batch of 20 students for practical examination.
6. Division of assessment will be as follows
 - a. Analysis of the case: External only: 10 marks
 - b. Reports: Internal + External combined= 10 marks
 - c. Viva: Internal + External combined = 15 marks

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : COMMUNITY ENGAGEMENT PROGRAMME (CEP)

Course Name : Mental Health Awareness Program

Course Code : PSY-281-CEP

No. of hours : 60

No. of Credits : 02

Course Objectives

After completing this course, students will be able to

1. Create and distribute informational brochures, posters, and digital content to promote mental health awareness effectively in their communities.
2. Develop and implement a community outreach plan to raise awareness about mental health, ensuring that mental health topics are communicated effectively to diverse audiences.
3. Gain practical skills in organizing and facilitating workshops on stress management, resilience building, and stigma reduction, contributing to the mental well-being of community members.
4. Develop a social media strategy to advocate for mental health awareness, including creating content that educates and engages online communities about mental health issues.
5. Learn how to create impactful poster presentations that convey key mental health messages and raise awareness in public spaces, contributing to visible mental health advocacy.
6. Plan and organize rallies aimed at spreading awareness about mental health, promoting community involvement, and reducing stigma associated with mental health issues.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum the students should be trained in a skills oriented manner. The Community mental health awareness and enhancement program will be helpful to the students to learn about creating mental health awareness among society based on psychological skills.

Following are some areas, select any two of them for community mental health awareness and enhancement program and write the detail report in project form and submit the reports of the same.

Sample List of Programs which can be conducted under Community Engagement Program

(Select **Any Two** of the following)

- Make educational pamphlets, posters, and online materials to raise awareness of mental health issues and share them with others in your community.
- Create a strategy for community outreach to increase mental health awareness and put it into practice in the neighbourhood where you live.
- Plan and lead an educational program on mental health that covers subjects including stigma reduction, resilience, and stress management.
- Create a social media campaign to promote mental well-being.
- Poster Presentation on Mental Health Awareness in public places.
- Rally on Mental Health Awareness.
- Conducting a program for school students or college students for any of the following topics: study habits, examination stress, motivation, mood management, mental health, etc.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be conduction of field visits and prepare the field reports.
3. Under the guidance of subject teacher students will conduct field visit and prepare a detailed field visit report in project form

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Report - 10 Marks

Viva - 05 Marks

Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 35 Marks as follows.

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- University exam will be 3 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a report.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MINOR THEORY

Course Name : Adjustment and Adaptability Skills

Course Code : PSY-291-MNT

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the concepts of adjustment and maladjustment, including their nature, criteria, causes, and remedies.
2. Analyze different coping mechanisms, including common coping patterns and the nature of constructive coping.
3. Evaluate the effectiveness of appraisal-focused, problem-focused, and emotion-focused coping strategies in managing stress and life challenges.
4. Explore the concept of adaptability, its significance, and its impact on personal and professional growth.
5. Develop strategies for enhancing self-adaptability, including resilience-building techniques and coping strategies.
6. Apply problem-solving, creative thinking, and strategic thinking skills to improve adaptability in various life situations.

Unit 1: Adjustment and Coping skills (15)

- 1.1 Concept and nature of Adjustment, Criteria of good adjustment
- 1.2 Concept and nature of Maladjustment. Causes and remedies of Maladjustment
- 1.3 Concept of Coping, common coping patterns, nature of constructive coping
- 1.4 Types of coping patterns: Appraisal-focused constructive coping, problem-focused constructive coping, emotion-focused constructive coping.

Unit 2: Adaptability (15)

- 2.1 Adaptability: Concept and nature
- 2.2 Consequences for adaptability and Strategies for Self
- 2.3 Strategies for Developing Adaptability skills
- 2.4 Problem solving Skills, Creative and Strategic thinking Skills

READINGS:

Feldman, S.R. (2021). Essentials of understanding psychology(14th Ed.) Mc Graw Hill.
Adaptibility available on <https://www.egyankosh.ac.in/bitstream/123456789/77164/1/Unit-2.pdf>

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MINOR PRACTICAL

Course Name : Psychology Minor Practical 2

Course Code : PSY-292-MNP

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the practical applications of psychology in various real-life contexts.
2. Demonstrate the ability to conduct psychological tests and interpret their results effectively.
3. Familiarize with different data collection methods used in psychological research and practice.
4. Develop basic skills in report writing, including documentation and analysis of psychological findings.
5. Evaluate the implementation of psychological tests in diverse real-world scenarios.
6. Apply psychological testing and data collection techniques ethically and appropriately in research and practice.

Introduction

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum the students should be trained in a skills oriented manner. The practical will be helpful to the students to learn basic research based psychological skills.

Perform Psychological Tests & prepare and submit a workbook of the same (Any Two).

Test is to be performed on 5 students and summary report to be prepared for the same

1. Mental Health
2. Coping strategies
3. Adjustment
4. Anxiety Scale

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : SKILL ENHANCEMENT COURSE

Course Name : Learning and Memory Improvement Skills

Course Code : PSY-251-SEC

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the concept of learning and differentiate between learning and maturation.
2. Explain the principles of classical conditioning, its types, and real-life applications.
3. Describe operant conditioning, including reinforcement types, schedules, shaping, and its applications.
4. Explain observational learning by discussing the Bobo doll experiment and the four elements of modeling.
5. Describe the concept and types of memory and explain different stages, models of memory, the processes of retrieval and forgetting, including memory decay and other factors affecting memory loss.
6. Apply memory improvement techniques, such as mnemonics and effective study habits, to enhance their learning and retention.

Unit 1: Learning

[15]

1.1. Learning: Definition, Learning vs Maturation

1.2 Classical Conditioning: Concepts, types and applications

1.3 Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications

1.4: Observational Learning: Bobo doll experiment, Four elements of modelling

Unit 2: Memory

[15]

2.1 Memory: Concept, Types

2.2 Stages of memory and Memory models

2.3. Retrieval of long-term memories: retrieval cues, recall and recognition, flashbulb memories, reliability of long-term memories

2.4. Memory Improvement Techniques: Mnemonics and Study Habits

READINGS:

Ciccarelli, Saundra, White J. N. & Mishra, G. (2017). Psychology (5th edition), New Delhi: Pearson India Education Services Pvt. Ltd.

Baron, R. A. & Mishra, G. (2016). Psychology. New Delhi: Pearson India Education Services Pvt. Ltd

BOS: Business Administration
FY Semester-II
Subject: Basics of Stock Market Operation, Paper-III

Subject Code	Type of Course	Name of the Subject	Credits	Lectures per Week in Clock Hour
	GE / OE	Basics of Stock Market Operation, Paper-III	2	2

Course Objectives:

1. To familiarize the students with the basic terminologies of share market and its application.
2. To facilitate students to identify the candlestick chart, patterns, and take investment decision.
3. To guide the students in understanding fundamental concept and technical indicators and to develop the skill to take right entry and exit of the stocks at right point of time

Unit	Title and Contents	No. of Lectures in Clock Hours
1	Introduction to Share Market: 1.1 Savings and Investment, Types of Investments 1.2 Share: Concept and types, Participants in the Share Market 1.3 SEBI: Powers and Functions 1.4 Capital Market: Primary Market, Secondary Market 1.5 Stock Exchanges in India, Index: Sensex, Nifty and Sectors Indices	8
2	Components in Share Market: 2.1 Demat Account Opening: Requirement, Types of Brokers 2.2 Stock Market Important Terminologies: Bonus Share, Stock Split, Dividend, Market Trends, Correction, Crash, Types of Trading, Types of Order, Diversification (Building Ideal portfolio) 2.3 Factors affecting on the Stock Market	8
3	Basic of Technical Analysis: 3.1 Types of Charts, Candle Formation, Types of Candles 3.2 Types of Candlestick Pattern- Single and Double Candlestick Pattern 3.3 Chart Patterns- Reversal Pattern and Continuation Pattern 3.4 Technical Indicators-Moving Averages, MACD, RSI	8
4	Opening and Operation of Demat Account: 4.1 Demat (Opening and Trading) 4.2 How to apply for IPO 4.3 Virtual Trading	6

Course Outcomes: After completion of the course, students will be able to:

1. Understand overall share market.
2. Identify the trends, support, and resistance in the Stock Market.
3. Understand how to build portfolio and investment decision in appropriate manner.
4. Develop skill of identification of candlesticks and chart patterns.

Teaching Methodology
The Teacher can use the following Methods as Teaching Methodology: 1. Class Room Lectures 2. Guest Lectures of Professionals, Industry Experts etc. 3. Teaching with the help of ICT tools 4. Visits to various Professionals Units, Companies and Business / Industry Units

5. Group Discussion / Debates 6. Assignments, Tutorials, Presentations, Role Play etc. 7. YouTube Lectures developed by MHRD, UGC, Government of Maharashtra, University etc. 8. Analysis of Case Studies		
Internship for Students if any: Not applicable		
List of Recommended Books and Study Materials		
1. Stock Market Operations by Srajan Kumar and Shivangee Sharma, Orange Books Publications 2. Taxmann's Fundamentals of Investments by Vanita Tripathi, Edition: 6 th Edition, 2023 3. Guide to Indian Stock Market: Basics of Stock Market for Beginners by Jitendra Gala, Buzzingstock Publishing House 4. Basics of Stock Market Complete Guide for Stock Beginners by Arvind Arora, Invincible Publication 5. Stock Market Terminology for Beginners (Paperback) by Christopher Hamilton, Hamfam Publication 6. Taxmann's Investing in Stock Markets For B.COM by VANITA TRIPATHI & NEETI PANWAR Edition 2022 7. Stock Market Operations by Paperback, Srajan Kumar Singh, Shivangee Sharma 8. The Basics of Stock Market for Beginners by Ashok Kumar N Rao, Exoticinvestment.com 9. A To Z Share Market by Gautam Kumar, Notion Press 10. Basics of Share Market and Strategies by Shimjith Menoth, Self-Publishing (Shimjith)		
Scheme of Examination		
Scheme of Examination: 1. Internal Assessment: 30% and 2. External Assessment: 70%		
Scheme of Examination	Exam Format	Min. Passing Marks
Continuous Internal Evaluation (CIE) (15 Marks)	The colleges need to adopt any Two Methods out of the following Methods for Continuous Internal Evaluation: 1. Offline Written Examination 2. Power Point Presentations 3. Assignments / Tutorials 4. Oral Examination 5. Open Book Test 6. Offline MCQ Test 7. Group Discussion 8. Analysis of Case Studies	Min. 06 Marks (40% of Passing)
SEE / External Exam (35 Marks) (Total 2 Hours Duration)	Instructions: 1. Question No. 1 is Compulsory 2. Attempt any Three Question from Question Nos. 2 to 5 Q. 1: Fill in the Blanks on all Units = 05 Marks Q. 2: Theory Question on Unit-1 = 10 Marks Q. 3: Theory Question on Unit-2 = 10 Marks Q. 4: Theory Question on Unit-3 = 10 Marks Q. 5: Theory Question on Unit-4 = 10 Marks	Min. 14 Marks (40% of Passing)
Total 50 Marks: Separate Passing for Internal Assessment (CIE) and External Exam (SEE)		

Savitribai Phule Pune University S.Y.B.Sc. (Computer Science) - Sem –III Course Type:GE/OE. Course Code: OE-201-CS-T Course Title: Ecommerce I		
Teaching Scheme 02 Hours /Week	No. of Credits 2	Examination Scheme IE :15 Marks UE:35Marks
Prerequisites • Basic Computer and Internet Knowledge • Fundamentals of Business, Commerce and Digital Marketing Basics • Financial and Payment Systems		
Course Objectives • To understand basic concepts about e-Commerce. • To understand the applications of e-Commerce. • To learn Business model knowledge. • To enable knowledge about E-payment system. • To get a general idea of M-commerce		
Course Outcomes On completion of the course, student will be able to– CO1: Learn and implement basic concepts and applications of e-Commerce. CO2: Understand operations of electronic payment system. CO3: Compare and analyze various business models. CO4: Understand regulatory framework for E-Commerce.		
Course Contents		
Chapter1	E- Commerce and Business Model Concepts	7 Hours
1.1. Introduction to E Commerce: Definition, Goals, Technical Components, Functions, Status, Prospects, Significance, Advantages, Disadvantages E-Commerce 1.2. Business Models: Major Business to Consumer (B2C) Business Model Portal, E-tailor, Major Business to Business (B2B) Business Mode, E Distributor, E-Procurement, Exchanges 1.3 Business models in Emerging E-Commerce Areas - C2C, P2P, and B2G.,case studies.		
Chapter2	E-Marketing and E- Commerce Application	7 Hours
2.1. Introduction, Identifying Goals, Definition 2.2. Browsing Behavior Model 2.3. Online Marketing 2.3.1 e-Commerce and retailing 2.3.2 e-Commerce and banking, 2.4. E-Advertising –Introduction, Purpose, Goals, advantages, disadvantages.		

2.5. Internet Marketing Trends 2.6. Target Markets 2.7. E-Branding 2.8. Marketing Strategies 2.9. Consumer Online: The Internet Audience and Consumer Behaviors 2.10. E-cycle of Internet Marketing		
Chapter 3	E-commerce Payment Method	6 Hours
3.1. The requirements of an electronic payment system 3.2. Traditional payment system, Electronic payment technology. 3.3. Electronic payment gateways. 3.4. B2B electronic payments. 3.5. Third-party payment processing, electronic or digital currency, characteristics, operation. 3.6. Online credit card payments and smart cards.		
Chapter 4	E-Commerce Laws & Regulations	5 Hours
4.1. Introduction to E-Commerce Laws 4.2. Information Technology (IT) Act, 2000 (India). 4.3. GDPR (General Data Protection Regulation) – EU. 4.4. Other Global E-Commerce Laws.		
Chapter 5	Future Trends in E-Commerce	5 Hours
5.1. AI & Chatbots in E-Commerce. 5.2. AR/VR Shopping Experiences. 5.3. Personalization & Data Analytics. 5.4. The Role of IoT in E-Commerce.		
Reference Books:		
1. Kenneth C. Laudon, E-Commerce: Business, Technology, Society, 4th Edition, Pearson 2. S. J. Joseph, E-Commerce: An Indian perspective, PHI 3. E-Commerce Law: National and Transnational Topics– Alan Davidson 4. Artificial Intelligence in E-Commerce– Richard Boire		

Savitribai Phule Pune University S.Y.B.Sc. (Computer Science) - Sem –IV Course Type:GE/OE. CourseCode: OE-251-CS-T Course Title: Ecommerce II		
Teaching Scheme 02Hours /Week	No. of Credits 2	Examination Scheme IE :15 Marks UE:35Marks
Prerequisites - Knowledge of basic e-commerce concepts, business models and payment systems. - Understanding of digital marketing, financial systems, and internet technologies		
Course Objectives - To understand the technical and security aspects of e-commerce. - To explore data-driven decision-making and analytics in e-commerce. - To study supply chain and logistics management in e-commerce. - To gain insights into global e-commerce trends and challenges. - To learn about the integration of AI, Blockchain, and Cloud Computing in e-commerce.		
Course Outcomes On completion of the course, student will be able to– CO1: Implement secure e-commerce transactions and protect user data. CO2: Apply analytics tools to track and enhance e-commerce performance. CO3: Manage e-commerce logistics and understand global trends. CO4: Use emerging technologies such as AI, Blockchain, and Cloud for e-commerce applications.		
Course Contents		
Chapter1	E-Commerce Logistics and Supply Chain Management	6 Hours
1.1. E-Commerce Supply Chain Overview 1.2. Inventory Management in E-Commerce 1.3. Role of Warehousing and Fulfillment Centers 1.4. Last-Mile Delivery Challenges 1.5. Reverse Logistics and Return Policies 1.6. Green and Sustainable Supply Chains		
Chapter2	Data Analytics and Consumer Behavior in E-Commerce	7 Hours
2.1. Importance of Data Analytics in E-Commerce 2.2. Key Performance Indicators (KPIs) and Metrics 2.3. Web Analytics (Google Analytics, Heatmaps, A/B Testing) 2.4. Predictive Analytics & Customer Insights 2.5. Recommendation Engines & Personalization 2.6. Conversion Rate Optimization (CRO)		

2.7. Fraud Detection Using AI in E-Commerce		
Chapter3	E-Commerce Security and Privacy	6 Hours
3.1. Importance of Security in E-Commerce 3.2. Threats to E-Commerce (Phishing, Fraud, Cyber Attacks) 3.3. Cryptography & Secure Transactions (SSL/TLS, Encryption) 3.4. Digital Signatures & Certificates 3.5. Firewalls & Intrusion Detection Systems		
Chapter4	Advanced E-Commerce Technologies	5 Hours
4.1. Machine Learning for Product Recommendations 4.2. Block chain for Secure Transactions and Smart Contracts 4.3. Cloud Computing and SaaS Platforms for E-Commerce 4.4. The Role of 5G in E-Commerce Growth		
Chapter5	Global Trends of E-Commerce	6 Hours
5.1. Cross-Border E-Commerce and Global Expansion 5.2. Mobile Commerce (M-Commerce) Innovations 5.3. Subscription-Based E-Commerce Models 5.4. Social Commerce (Instagram, Facebook Shops, TikTok Commerce) 5.5. Ethical and Sustainable E-Commerce Practices 5.6. Future Challenges in E-Commerce		
Reference Books:		
1. E-Commerce Analytics: Analyze and Improve the Impact of Your Digital Strategy, Judah Phillips, Pearson 2. Cloud Computing: Principles and Paradigms, RajkumarBuyya, James Broberg, Andrzej Goscinski, Wiley 3. Global E-Commerce: Theory and Case Studies, Jie Lin, Fei Gao, Springer 4. Logistics and Supply Chain Management, Martin Christopher, Pearson		

BOS: Business Administration
SY Semester-III
Title of the Course: Personality Development
for Business Professionals, Paper-III

Sem	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
III	OE208COM-T	GE / OE	2	2

Course Objectives:

1. To introduce students to the importance of personality development in professional contexts.
2. To enhance students' self-awareness, confidence, and communication skills.
3. To develop essential soft skills for effective interpersonal and professional interactions.
4. To prepare students for real-world business environments by aligning personal and professional growth.

Unit	Title and Contents	No. of Lectures
1	Understanding Self and Professional Persona: 1.1 Introduction to Self-Development – Meaning, Importance, and Link to Professional Success 1.2 Self-Discovery and Self-Assessment – Tools and Techniques (including SWOT, Johari Window, and Personality Inventories) 1.3 Personal Branding – Concept, Strategies, and Benefits in Professional Context 1.4 Professional Image and Grooming – Attire, Body Language, and Business Etiquette	15
2	Interpersonal and Professional Skills: 2.1 Communication Skills – Verbal, Non-Verbal, and Business Communication 2.2 Time and Stress Management – Techniques and Strategies 2.3 Leadership and Team Building – Essentials for Business Professionals 2.4 Goal Setting and Motivation – SMART Goals and Professional Success	14

Course Outcomes: After completion of the course, students will be able to:

1. Understand key aspects of personality and its impact on professional success.
2. Demonstrate improved communication, grooming, and interpersonal skills.
3. Apply techniques for self-motivation, stress management, and goal setting in a professional environment.
4. Exhibit enhanced leadership and team-building skills for business success.

Teaching Methodology

The Teacher can use the following Methods as Teaching Methodology: 1. Class Room Lectures 2. Guest Lectures of Professionals, Industry Experts etc. 3. Teaching with the help of ICT tools 4. Visits to various Professionals Units, Companies and Business / Industry Units 5. Group Discussion / Debates 6. Assignments, Tutorials, Presentations, Role Play etc. 7. YouTube Lectures developed by MHRD, UGC, Government of Maharashtra, University etc. 8. Analysis of Case Studies
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Internship for Students if any: Not applicable		
List of Recommended Books and Study Materials		
1. Hurlock, Elizabeth B. – <i>Personality Development</i> 2. Barun K. Mitra – <i>Personality Development and Soft Skills</i> 3. Shiv Khera – <i>You Can Win</i> 4. R.S. Dwivedi – <i>Managing Stress</i> 5. Brian Tracy – <i>Eat That Frog!</i> 6. Dale Carnegie – <i>How to Win Friends and Influence People</i> 7. Daniel Goleman – <i>Emotional Intelligence</i> 8. Stephen Covey – <i>The 7 Habits of Highly Effective People</i> 9. www.mindtools.com 10. www.skillsyouneed.com 11. www.personalitydevelopment.org 12. www.managementstudyguide.com 13. www.businessballs.com		
Scheme of Examination		
Scheme of Examination: 1. Internal Assessment: 40% and 2. External Assessment: 60%		
Scheme of Examination	Exam Format	Min. Passing Marks
Continuous Internal Evaluation (CIE) (20 Marks)	The colleges need to adopt any Two Methods out of the following Methods for Continuous Internal Evaluation: 1. Offline Written Examination 2. Power Point Presentations 3. Assignments / Tutorials 4. Open Book Test 5. Offline MCQ Test 6. Group Discussion	Min. 08 Marks (40% of Passing)
SEE / External Exam (30 Marks) (Total 2 Hours Duration)	Instructions: 1. Question No. 1 is Compulsory 2. Attempt any Two Question from Question Nos. 2 to 4 Q. 1: Fill in the Blanks on all Units = 06 Marks Q. 2: Theory Question on Unit-1 = 12 Marks Q. 3: Theory Question on Unit-2 = 12 Marks Q. 4: Short Notes (Any 2 out of 3) = 12 Marks	Min. 12 Marks (40% of Passing)
Total 50 Marks: Separate Passing for Internal Assessment (CIE) and External Exam (SEE)		

BOS: Business Administration
SY Semester-IV
Subject: Principles and Functions of Management, Paper-IV

Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
OE258COMT	GE / OE	2	2

Course Objectives:

1. To provide basic knowledge and understanding about various concepts of Business Management.
2. To help the students to understand the importance of management principles.
3. To create an understanding about various functions of management.
4. To provide them tools and techniques to be used in the decision making.

Unit	Title and Contents	No. of Lectures
1	Introduction, Process and Functions of Management: 1.1 Definition, Nature or Characteristics, and Five M's of Management 1.2 Management Vs Administration and its difference. 1.3 Management as an Art, Management as a Science, Management as a Profession 1.4 Levels of Management, Managerial Skills and Managerial Roles 1.5 Management Process and its Elements 1.6 Functions of Management and Universality of Management	10
2	Historical Development of Management: 2.1 Pre-scientific Management Era 2.2 Modern Management Thoughts: 2.2.1 Classical Theories: a) Max Weber's Bureaucracy Theory, b) F. W. Taylor's Scientific Management Theory, and c) Henri Fayol's Administrative Management Theory 2.2.2 Neo-classical Theories: a) Human Relations Approach, and b) Behavioural Science Approach 2.2.3 Modern Theories: a) Quantitative Approach, b) Systems Approach, and c) Contingency Approach	10
3	Functions of Management: 3.1 Planning: Concept, Features, Advantages, Limitations, Principles, Types, and Steps in Planning Process 3.2 Forecasting: Concept, Features, Importance, Limitations, Process of Forecasting, and Forecasting Techniques 3.3 Decision-Making: Concept, Characteristics, Process, Principles, Techniques of Decision-Making, Types of Managerial Decisions, and Rationality in Decision-Making or Models of Decision-Making Behaviour	10

Course Outcomes: After Completion of the course, student will be able to:

1. Understand the importance of management and its evolution process in detail.
2. Learn various functions of management and their applicability.
3. Have strong foundation in understanding management at work.
4. Understand various tools and techniques used for decision making.

Internship for Students if any: Not applicable		
List of Recommended Books and Study Materials		
1. Essentials of Management - Horold Koontz and Itenz Weibrich – McGraw Hills International 2. Management Theory and Practice - J. N. Chandan 3. Essential of Business Administration - K. Aswathapa Himalaya Publishing House 4. Principles and Practice of Management - Dr. L. M. Parasad, Sultan Chand and Sons, New Delhi 5. Business Organization and Management - Dr. Y. K. Bhushan 6. Management: Concept and Strategies by J. S. Chandan, Vikas Publishing 7. Principles of Management by Tripathi, Reddy Tata McGraw Hill 8. Business Organization and Management by Talloo by Tata McGraw Hill 9. Business Environment and Policy – A book on Strategic Management by Francis Cherunilam Himalaya Publishing House 10. Organisation and Management, Dr. C. B. Gupta by Sultan Chand & Sons, New Delhi		
Scheme of Examination		
Scheme of Examination: 1. Internal Assessment: 30% and 2. External Assessment: 70%		
Scheme of Examination	Exam Format	Min. Passing Marks
Continuous Internal Evaluation (CIE) (15 Marks)	The colleges need to adopt any Two Methods out of the following Methods for Continuous Internal Evaluation: 1. Offline Written Examination 2. Power Point Presentations 3. Assignments / Tutorials 4. Oral Examination 5. Open Book Test 6. Offline MCQ Test 7. Group Discussion 8. Analysis of Case Studies	Min. 06 Marks (40% of Passing)
SEE / External Exam (35 Marks) (Total 2 Hours Duration)	Instructions: 1. Question No. 1 is Compulsory. 2. Attempt any Three Questions from Question No. 2 to 5. Q. 1: Fill in the Blanks = 05 Marks Q. 2: Theory Question on Unit-1 = 10 Marks Q. 3: Theory Question on Unit-2 = 10 Marks Q. 4: Theory Question on Unit-3 = 10 Marks Q. 5: Short Notes on all Units (Any 2 out of 3) = 10 Marks	Min. 14 Marks (40% of Passing)
Total 50 Marks		
Separate Passing for Internal Assessment (CIE) and External Exam (SEE)		