



Arihant Education Foundation's
Arihant College of Arts, Commerce and Science, Bavdhan, Pune-21

Department of Humanities

T.Y.B.A SYLLABUS STRUCTURE AS PER NEP-2020 (2026-27)

Semester - V

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 1 (Any 1)	Indian Politics	POL 301 MJ	4	Theory	4	60	40	60	100
		Medieval India (1206-1526)	HIS-303-MJ	4	Theory	4	60			
		Psychological Testing	PSY-301-MJ	4	Theory	4	60			
	Major core 2 (Any 1)	Fundamentals of Public Administration	POL 302 MJ	4	Theory	4	60	40	60	100
		Early India: from Pre-history to Mauryas	HIS-301	4	Theory	4	60			
		Social Psychology	PSY-302-MJ	4	Theory	4	60			
	Major core Practical	Indian Politics & Fundamentals of Public Administration – Practical	POL 303 MJP	4	Practical	4	60	40	60	100
		Early India: from Pre-history to Mauryas	HIS-303-MJ	4	Practical	2	30			
		Medieval India (1206-1526) PRACTICAL	HIS-303P			2	30			
		Psychological Testing: Practical	PSY-303-MJP	4	Practical	4	60			
2	Major Elective (Any 1)	International Organizations	POL 310 MJE	2	Theory	2	30	20	30	50
		India After Independence (1947-1971)	HIS-318-MJE	2	Theory	2	30			
		Applied Psychology	PSY-310-MJE	2	Theory	2	30			
		International Organizations-Practical	POL 311 MJEP	2	Practical	2	30	20	30	50
		India After Independence (1947-1971) PRACTICAL	HIS-319-MJEP	2	Practical	2	30			
		Applied Psychology: Practical	PSY-311-MJEP	2	Practical	2	30			
3	VSC (Any 1)	Election Management	POL 321 VSC	2	Theory	2	30	20	30	50
		Understanding History	HIS-321-VSC	2	Theory	2	30			
		Sports Psychology	PSY-321-VSC	2	Theory	2	30			
4	FP/OJT/CEP (Any 1)	A Survey of Leadership in Contemporary Society- Field Project (2FP)	POL 331 FP	2	Practical	2	30	20	30	50
		Field Project	HIS-331-FP	2	Practical	2	30			
		Group Testing	PSY-331-FP	2	Practical	2	30			
5	Minor (Any 1)	Travel Literature	ENG-391-MN	2	Theory	2	30	20	30	50
		Digital Economy	ECO 341 MN -	2	Theory	2	30			
		Government of Maharashtra	POL 341 MN	2	Theory	2	30			
		India After Independence (1947-1991)	HIS-391-MN	2	Theory	2	30			
		Positive Psychology	PSY-391-MN	2	Theory	2	30			
		शिवराय आणि संविधान कादंबरी - अॅड. राहुल रसवे	MAR 341 MN	2	Theory	2	30			
		उपन्यास साहित्य	HIN-391-MIN	2		2	30			
Total				22					550	



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Arihant College of Arts, Commerce and Science, Bavdhan, Pune-21
Department of Humanities
T.Y.B.A SYLLABUS STRUCTURE AS PER NEP-2020 (2026-27)
Semester - VI

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 1 (Any 1)	Political Sociology	POL 351 MJ	4	Theory	4	60	40	60	100
		Medieval India (1526-1707)	HIS-353-MJ	4	Theory	4	60			
		Rehabilitation Psychology	PSY-352-MJ	4	Theory	4	60			
	Major core 2 (Any 1)	International Relations	POL 352 MJ	4	Theory	4	60	40	60	100
		Early India: from Post Mauryas to Yadavas	HIS-351-MJ	4	Theory	4	60			
		Experimental Psychology	PSY-351-MJ	4	Theory	4	60			
	Major core Practical	Political Sociology & International Relations –Practical	POL 353 MJP	4	Practical	4	60	40	60	100
		Early India: from Post Mauryas to Yadavas PRACTICAL	HIS-352-MJP	4	Practical	2	30			
		Medieval India (1526-1707) PRACTICAL	HIS-354-MJP			2	30			
		Industrial and Organisational Psychology	PSY-353-MJP	2	Practical	4	60			
2	Major Elective (Any 1)	Political Ideology	POL 360 MJE	2	Theory	2	30	20	30	50
		India After Independence (1971-1991)	HIS-368-MJE	2	Theory	2	30			
		Advertising and Consumer Psychology	PSY-362-MJE	2	Theory	2	30			
		Political Ideology - Practical	POL 361 MJEP	2	Practical	2	30	20	30	50
		India After Independence (1971-1991) PRACTICAL	HIS-369-MJEP	2	Practical	2	30			
		Advertising Psychology: Practical	PSY-363-MJEP	2	Practical	2	30			
3	VSC (Any 1)	Election Management Practical	POL 371 VSC	2	Theory	2	30	20	30	50
		Historical Tourism	HIS-371-VSC	2	Theory	2	30			
		Psychological First Aid	PSY-371-VSC	2	Theory	2	30			
4	FP/OJT/CEP (Any 1)	Political Science - On Job Training	POL 381 OJT	4	Practical	4	60	40	60	100
		History- On Job Training	HIS-381-OJT	4	Practical	4	60			
		Psychology- On-Job-Training	PSY-381-OJT	4	Practical	4	60			
Total				22						550



SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

T.Y.B.A. Political Science Syllabus
(Credit and Semester System under NEP2020)

Revised syllabus will be implemented
with effect from the Academic
Year 2026-2027

TYBA Political Science Semester V & VI
Course Structure as NEP 2020v Academic year 2026-2027

Semester V (Total 22 Credits)		Semester VI (Total 22 Credits)	
Credit Related to Major (20 Credits)		Credit Related to Major (22 Credits)	
1.	POL 301 MJ : Indian Politics (4T)	1.	POL 351 MJ : Political Sociology (4T)
2.	POL 302 MJ : Fundamental of Public Administration (4T)	2.	POL 352 MJ : International Relations (4T)
3.	POL 303 MJP : Indian Politics & Fundamentals of Public Administration- Practical (4P)	3.	POL 353 MJP: Political Sociology & International Relations – Practical (4P)
4.	POL 310 MJE : International Organizations (2T)	4.	POL 360 MJE : Political Ideology (2P)
5.	POL 311 MJEP: International Organizations- Practical (2P)	5.	POL 361 MJEP : Political Ideology Practical (2P)
6.	POL 321 VSC: Election Management (2T)	6.	POL 371 VSC: Election Management Practical (2P)
7.	POL 331 FP : A Survey of Leadership in Contemporary Society- Field Project (2FP)	7.	POL 381 OJT: Political Science On Job Training (4OJT)
Credit Related to Minor (02 Credits)			-----
8.	POL 341 MN: Government of Maharashtra (2T)		

Important Instruction:

1. It is mandatory to have a Practical journal or book for the practical examination of Practical Course / Field Project / On Job Training.
2. **For the practical courses / Field Project / On Job Training batch size : 15 students per batch.**
3. For Practical Course / Field Project / On Job Training, External Examiner will be appointed by BOS under the guidance of SPPU.

POL 301 MJ: Indian Politics

Total Credit: 4T

Total Hours: 60

Course Objectives: -

1. To develop an understanding of the nature, trends, and processes of post-independence Indian Politics.
2. To examine the influence of caste, social movements, and political economy on political processes.
3. To analyze the evolution of the Indian party system and the changing nature of party competition.
4. To develop a critical understanding of the interrelationship between political and economic processes in India.

Course Outcomes: -

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

1. Critically analyze the interaction between social structures and political processes in India.
2. Understand the complexities of Indian democracy and the challenges posed by identity politics.
3. Analyze the performance and role of various political parties in India.
4. Explain the role of social movements in the process of social transformation.

Unit I: Party System and Political Parties

15

- a. Meaning, Nature and Features
- b. One - Party Dominance
- c. Multi - Party System and Coalition Politics.
- d. Ideology and Social Base of National Parties.
(INC, BJP, BSP, CPI-M and AAP)

Unit II: Caste and Politics

15

- a. Dominant Castes Politics
- b. OBC Politics
- c. Dalit Politics and Tribal Politics
- d. Minority Politics

Unit III: Political Economy **15**

- a. Mixed Economy model
- b. New Economic Policy
- c. Regional Imbalance
- d. Poverty and Politics of Welfare Schemes

Unit IV: Impact of Social Movements **15**

- a. Dalit and Tribal Movements: New Trends
- b. Farmers Movements
- c. Women's Movements
- d. Students Movements

References

1. Ambedkar, B. R. (2014). *Annihilation of caste*. Navayana. (Original work published 1936).
2. Bardhan, P. (1998). *The political economy of development in India*. Oxford University Press.
3. Brass, P. R. (1990). *The politics of India since independence*. Foundation Books.
4. Frankel, F. R. (2005). *India's political economy 1947–2004: The gradual revolution* (2nd ed.). Oxford University Press.
5. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. Picador.
6. Guru, G. (2019). *Dalit visions: The anti-caste movement and the construction of an Indian identity*. Orient BlackSwan.
7. Hasan, Z. (Ed.). (2002). *Parties and party politics in India*. Oxford University Press.
8. Jayal, N. G. (1999). *Democracy and the state: Welfare, secularism and development in contemporary India*. Oxford University Press.
9. Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *The Oxford companion to politics in India*. Oxford University Press.
10. Jenkins, R. (1999). *Democratic politics and economic reform in India*. Cambridge University Press.
11. Jenkins, R. (2000). *Economic reforms in India and the politics of economic reform*. Cambridge University Press.
12. Laxmikanth, M. (2025). *Indian polity* (7th ed.). McGraw Hill Education.

POL 302 MJ: Fundamentals of Public Administration

Total Credits: 4 T

Total Hours: 60

Course Objectives: -

1. To provide an understanding of the concepts, nature, and scope of Public Administration.
2. To familiarize students with the structure and functioning of the administrative system in India.
3. To study the role of civil services in governance and administration.
4. To develop an analytical perspective on public policy and governance processes.

Course Outcomes: -

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

1. Explain the basic concepts, nature, and scope of Public Administration.
2. Describe the structure and functioning of the administrative system in India.
3. Analyze the role of civil services in governance and administration.
4. Examine and evaluate public policies and governance mechanisms.

Unit I: Introduction to Public Administration 15

- a. Meaning, Nature and Scope
- b. Traditional & Modern Approaches
- c. New Public Administration
- d. Public and Private Administration

Unit II: Public Policy and Governance 15

- a. Meaning and Types
- b. Policy Formulation and Implementation
- c. Good Governance
- d. E-Governance in India

Unit III: Administrative Structure in India 15

- a. Central Administration
- b. State Administration
- c. District Administration
- d. Local Self-Government

- a. Central and State Civil Services
- b. Recruitment Agency (UPSC, MPSC, STAFF SELECTION)
- c. Role and Functions
- d. Reforms and Challenges

References

1. Arora, R. K., & Goyal, R. (2018). *Indian public administration: Institutions and issues*. New Age International.
2. Avasthi, A., & Maheshwari, S. R. (2020). *Public administration*. Lakshmi Narain Agarwal.
3. Basu, R. (2012). *Public administration: Concept and theories*. Sterling Publishers.
4. Bhattacharya, M. (2022). *New horizons of public administration* (9th ed.). Jawahar Publishers & Distributors.
5. Chakrabarty, B. (2007). *Reinventing public administration: The India experience*. Orient BlackSwan.
6. Chakrabarty, B., & Bhattacharya, M. (Eds.). (2005). *Public administration: A reader*. Oxford University Press.
7. Denhardt, J. V., & Denhardt, R. B. (2015). *The new public service: Serving, not steering* (4th ed.). Routledge.
8. Frederickson, H. G. (1980). *New public administration*. University of Alabama Press.
9. Henry, N. (2018). *Public administration and public affairs* (13th ed.). Routledge.
10. Maheshwari, S. R. (2019). *Public administration*. Orient BlackSwan.
11. Maheshwari, S. R. (2021). *Indian administration*. Orient BlackSwan.
12. March, J. G., & Simon, H. A. (1958). *Organizations*. Wiley.
13. Marini, F. (Ed.). (1971). *Toward a new public administration: The Minnowbrook perspective*. Chandler Publishing.
14. Sharma, M. P., & Sadana, B. L. (2021). *Public administration in theory and practice*. Kitab Mahal.
15. Simon, H. A. (1997). *Administrative behavior* (4th ed.). Free Press.
16. White, L. D. (2017). *Introduction to the study of public administration*. Martino Fine Books. (Original work published 1926).

POL 303 MJP: Indian Politics & Fundamentals of Public Administration - Practical

Total Credit: 4P

Total Hours: 120

Course Objective: -

1. To understand the ideological differences and organizational structures of political parties at the grassroots level.
2. To analyze the influence of primordial identities (Caste) on democratic voting processes.
3. To study how non-state actors (Social Movements, Civil society) influence government policy and create political awareness.
4. To study the basic concepts and principles of public administration.
5. To analyze the process of policy-making and governance in India.

Course Outcomes: -

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

1. Differentiate between national and regional political interests and explain the role of political parties in mobilizing support.
2. Analyze the influence of caste-based pressure groups and social engineering in the candidate selection process.
3. Examine the methods of resistance and advocacy and evaluate the role of social movements in strengthening democracy.
4. Explain the structure and functioning of Indian political institutions and governance. Describe administrative structures and their functions at different levels of government.

Unit I: Indian Politics

Activity 1 : Students are required to complete any one of the following topics. 30

- 1) **Manifesto Analysis:** Ask students to collect election manifestos of at least three different parties (National and Regional) and compare their promises regarding education, youth, and employment.

- 2) **Party Worker Interview:** Interview a local Booth Level Agent or a party worker to understand how they mobilize voters and manage election campaigns at the micro-level.
- 3) **Organizational Study:** Visit a local party office to observe and document the hierarchy how decisions flow from the top leadership to the local unit.
- 4) **Caste and Leadership Mapping :** Students can map the caste profile of elected representatives (Sarpanch, Corporators, or MLAs) in their district over the last three elections to see if power stays within specific groups.
- 5) **Voter Perception Survey:** Conduct a survey of 20 voters asking: Does the candidate's caste influence your voting choice? and analyze the degree of identity politics.
- 6) **Any other relevant contemporary topic**

Activity 2: Students are required to complete any one of the following topics. 30

- 1) **Case Study of a Local Protest:** If there is an ongoing or recent protest (e.g., farmers' issues, environmental protection, or reservation protests), students should visit the site, talk to participants, and document their demands.
- 2) **NGO/Pressure Group Visit:** Visit an organization working for tribal rights, women's rights, or Dalit rights. Report on how they put pressure on the government to change policies.
- 3) **Digital Activism:** Research a social media movement (e.g. Gen Z activism, Political Reels analysis, environmental campaigns) and track how online mobilization translated into political action.
- 4) **Impact of Welfare Schemes:** Conduct a Social Audit of a government scheme like MGNREGA, *PM-Kisan*, or *Ladki Bahin Yojna*. Interview 10 beneficiaries to check if the benefits are reaching them without corruption.
- 5) **Market & State Interaction:** Visit a local APMC (Market Yard). Interview farmers and traders about how government MSP (Minimum Support Price) policies or export-import bans affect their daily livelihood.
- 6) **Any other relevant contemporary topic**

Unit II: Fundamentals of Public Administration

Activity I : Students are required to complete any one of the following topics 30

- 1) **Case Study of Public Administration:** Students will study any administrative unit (District / Panchayat / Municipality) and prepare a report including:
 - Structure of administration
 - Functions and responsibilities
 - Role of officers (Collector, CEO, etc.)
 - Challenges faced in administration
- 2) **Public Policy Analysis:** Students will select any one government policy/scheme and prepare a report including:
 - Objectives of the policy
 - Implementation process
 - Role of government agencies
 - Impact and challenges(Examples: RTI, Digital India, MNREGA, Swachh Bharat Abhiyan)
- 3) **Seminar / Presentation :** Students will present a seminar on topics such as:
 - Role of Civil Services in India
 - Transparency and Accountability in Governance
 - E-Governance in IndiaAny topic related to Indian Politics or Public Administration
- 4) **Chart / Poster Making :** Students will prepare a chart/poster on topics like Constitution, Administrative Structure, or Governance
 - The chart should include key points, diagrams and visualsStudents must explain the chart in class (5-10 minutes)
- 5) **News Analysis :** Students will select a news article related to Indian politics or administration. Analyze based on: Topic, Issue, Government role & Impact
 - Prepare a detailed report
 - Present the analysis in class
- 6) **Any other relevant contemporary topic**

Activity 2: Students are required to complete any one of the following topics.

30

1) Field Visit to Government Office : Students will visit any government office such as District Collector Office, Panchayat Samiti, Municipal Corporation, Police Station, Tehsil Office, or Gram Panchayat and prepare a report including:

- Objectives and functions of the office
- Administrative hierarchy and working system
- Public services provided by the office
- Citizen grievances and redressal mechanism
- Observations and learning outcomes from the visit

2) Interview of Public Officials : Students will conduct an interview with any public official such as Tahsildar, Gram Sevak, Police Officer, Municipal Officer, or Administrative Staff and prepare a report including:

- Role and responsibilities of the officer
- Administrative challenges faced
- Public expectations from administration
- Use of technology in administration
- Suggestions for improving governance and public service delivery

3) Comparative Study of Rural and Urban Administration: Students will conduct a comparative study of Rural Administration and Urban Administration and prepare a report including:

- Structure of Gram Panchayat and Municipality/Municipal Corporation
- Functions and powers of local bodies
- Sources of revenue and expenditure
- Role in development activities
- Problems and challenges in local governance

4) Social Audit / Public Welfare Programme Study : Students will study any social welfare programme or conduct a social audit of a government scheme in their locality and prepare a report including:

- Objectives of the programme / Scheme
- Beneficiaries and implementation process
- Transparency and accountability mechanisms

- Public participation in implementation
- Problems faced and suggestions for improvement

(Examples: PMAY, Jal Jeevan Mission, Mid-Day Meal Scheme, Ayushman Bharat, PDS)

5) Survey on Public Opinion and Governance : Students will conduct a small survey (minimum 20 respondents) on any issue related to governance and public administration and prepare a report including:

- Objectives of the survey
- Questionnaire preparation
- Data collection and analysis
- Findings and interpretation
- Conclusion and recommendations

(Examples: Awareness about RTI, Digital Services, Online Government Portals, Public Satisfaction with Local Administration)

6) Any other relevant contemporary topic

POL 310 MJE: International Organizations

Total Credits: 2T

Total Hours: 30

Course Objectives:-

1. To understand the concepts, evolution, nature, and significance of international and regional organizations.
2. To study the structure and functions of the United Nations, World Bank, IMF, WTO, WHO, UNEP, and UNESCO.
3. To understand the role, objectives, and functioning of regional organizations such as ASEAN, SAARC, EU, and OPEC.
4. To analyze the contribution of international and regional organizations to global governance, international cooperation, and the resolution of contemporary global issues.

Course Outcomes:-

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

1. Explain the concepts, evolution, and characteristics of international and regional organizations.
2. Analyze the structure and functions of the United Nations, World Bank, IMF, WTO, WHO, UNEP, and UNESCO.
3. Evaluate the roles, objectives, and functioning of ASEAN, SAARC, EU, and OPEC.
4. Assess the contribution of international and regional organizations in promoting global governance, development, peace, and international cooperation.

Unit: I. International Organization.

15

- a. Evolution of International Organization
- b. Structure, Function and challenges faced by UN
- c. World Bank, IMF, and WTO.
- d. WHO, UNEP and UNESCO

- a. ASEAN
- b. SAARC
- c. EU
- d. OPEC

References

1. Basu, R. (2018). *The United Nations: Structure and functions of an international organization*. Sterling Publishers Pvt. Ltd.
2. Brower, D. R. (2005). *The world since 1945: A brief history*. Pearson Education.
3. Cogan, J. K., Hurd, I., & Johnstone, I. (Eds.). (2016). *The Oxford handbook of international organizations*. Oxford University Press.
4. Fadia, K. (Ed.). *International organization (United Nations and major organizations)*. Pratiyogita Sahitya Publication.
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6. Hurd, I. (2023). *International organizations: Politics, law, practice* (5th ed.). Cambridge University Press.
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11. Viotti, P. R., & Kauppi, M. V. (2022). *International relations and world politics*. Pearson.

POL 311 MJEP: International Organizations - Practical

Total Credits: 2P

Total Hours: 60

Course Objectives: -

1. To understand the concept and significance of international organizations.
2. To study the structure and functions of major international organizations.
3. To analyze the role of international organizations in global peace and cooperation.
4. To develop analytical and research skills among students.

Course Outcomes: -

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

1. Explain the concept, structure, and functions of international organizations.
2. Analyze the role of international organizations in global governance, peace, and Cooperation
3. Examine contemporary issues related to international organizations and governance.
4. Apply analytical, research, and presentation skills in the study of international organizations.

Activity I : Prepare a project report on any one of the following contemporary issues related to International Organizations and Global Governance. 30

1) Crisis of Multilateralism

Major Issues:

- Growing influence of nationalism and protectionism.
- Declining commitment to international agreements.
- Obstacles in decision-making due to competition among major powers.

2) Reforms in the Structure of the United Nations

Major Issues:

- Demand for the expansion of the Security Council.
- Inadequate representation of developing countries.
- Frequent use of the veto power by permanent members.

3) Climate Change and Global Governance

Major Issues:

- Differences between developed and developing countries regarding responsibilities.
- Lack of adequate funding for climate adaptation and mitigation.
- Ineffective implementation of environmental commitments.

4) Global Health Governance

Major Issues:

- Unequal access to vaccines and medicines.
- Delays in information sharing.
- Limited authority of the World Health Organization (WHO).

5) International Security and Conflict Management

Major Issues:

- Regional conflicts.
- Terrorism and violent extremism.

6) Any other relevant contemporary topic

Activity II : Prepare a project report on any one of the following contemporary issues to related International Organizations and Global Governance. **30**

1) Migration and Refugee Crisis

Major Issues:

- Sharing of responsibilities among nations.
- Protection of refugee rights.
- Border management and humanitarian assistance.

2) Global Economic Governance

Major Issues:

- Rising debt burden on developing countries.
- Trade disputes and economic nationalism.
- Regulation of the digital economy.
- Growing economic inequality.

3) Digital Governance and Artificial Intelligence (AI)

Major Issues:

- Data privacy and surveillance.
- Regulation of artificial intelligence.
- Cybercrime and cyber warfare.
- Digital divide between developed and developing countries.

4) Legitimacy and Accountability of Global Governance Institutions

Major Issues:

- Dominance of powerful nations.
- Limited participation of developing countries.
- Lack of transparency in decision-making processes.

5) Challenges to Sustainable Development

Achieving the Sustainable Development Goals (SDGs) of the United Nations remains a major challenge.

Major Issues:

- Poverty and inequality.
- Climate-related disasters.
- Lack of financial resources.
- Weak institutional capacity in many countries.

6) Any Other Relevant Contemporary Topic

Process of Activity:

1. Students must complete the activity by studying the International Organizations.
2. Students must complete every activity under the guidance of a guide or 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, and 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.

POL 321 VSC: Election Management

Total Credits: 2 T

Total Hours: 30

Course Objectives

1. To develop an understanding of the concepts and processes of Election Management.
2. To study election campaigns and booth management.
3. To analyze voter behavior and voting patterns.
4. To examine digital tools and communication techniques used in elections.

Course Outcomes

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

1. Design and implement election campaign strategies.
2. Analyze voter lists and past voting trends effectively.
3. Evaluate the effectiveness of campaign tools such as social media and field outreach.
4. Explain the structure and significance of booth management in elections.

Unit 1 Management of Electoral Process

15

- a. Electoral framework and Legal structure
- b. Election campaign management (Ground Survey, Political Intelligence, Data Analysis, Social Media Strategies)
- c. Research Methods in Elections
- d. Political analysis and competitive study (Electoral Data Analysis, Opposition Research)

Unit 2: Booth Management

15

- a. Structure & Importance of booth management
- b. Structure of booth committees
- c. Booth level survey and Issue Identification
- d. Voting day management and Booth coordination

POL 331 FP: A Survey of Leadership in Contemporary Society – Field Project

Total Credits: 2 FP

Total Hours: 60

National Education Policy (NEP) 2020 emphasizes multidisciplinary learning, community engagement, skill development, and experiential learning in higher education. In this context, field-based learning serves as an important medium for connecting theoretical knowledge with social and political realities. Through field studies, social surveys, institutional observations, and community interactions, students gain practical understanding of governance, leadership, and public institutions.

In Political Science, empirical study of leadership, power, governance, and political participation is essential for developing analytical and research-oriented perspectives. Field-based projects enhance students' research aptitude, critical thinking, data collection and analysis skills, communication abilities, and problem-solving capacities. They also foster leadership qualities, social responsibility, and democratic values.

Thus, field-based learning acts as a bridge between theory and practice, enabling students to become informed, analytical, and responsible citizens capable of addressing contemporary and future social, political, and administrative challenges.

Course Objectives

1. To introduce students to the concepts, forms, and dimensions of leadership.
2. To examine the factors influencing the emergence and development of leadership.
3. To develop students' ability to collect, interpret, and analyze data through field-based research.
4. To foster critical understanding of the relationship between leadership theory and practice.

Course Outcomes

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

1. Explain the concepts, forms, and characteristics of leadership.
2. Analyze the factors influencing the emergence and development of leadership.
3. Evaluate the role of leadership in governance, public policy, and community development.
4. Apply research, data analysis, communication, and report-writing skills through Field based studies.

Leadership Topics for Survey:

60

For the study of leadership, students shall choose one topic from the following prescribed list of leadership-related themes. The selection should be made under the guidance of the faculty mentor, taking into consideration the academic significance, research potential, and scope for field-based study of the chosen topic.

1. Local Self-Government
2. Legislature (MLA, MP)
3. Political Party
4. Pressure groups /interest groups
5. Election and campaigns
6. Cooperative Sector
7. Non-Governmental Organization (NGO)
8. Social sectors and Social Movement
9. Youth Leadership
10. Women's Leadership
11. Farmers movement
12. Caste/Community/religious reforms
13. Social media and digital sector

1. **Literature Review:** Review relevant books, journals, research articles, reports, and other literature related to leadership.
2. **Survey Design:** Prepare two separate questionnaires one for leaders and another for concerned citizens.
 - A. **Questionnaire for leader:** The questionnaire should cover aspects such as political, social, and economic background of leadership. The survey questionnaire should also cover aspects like issues handled by leadership.
 - B. **Questionnaire for citizens:** Questionnaire should cover aspects such leadership qualities, overall contribution, community engagement, expectations of citizens etc.
3. **Data Collection:** Collect primary data through questionnaires from leaders, and citizens.
4. **Data Ana**
5. **lysis:** Analyze the collected data to identify trends and patterns through statistical tools (Excel, SPSS etc.). Provide statistical data in various formats like frequency tables, cross tables, graphs, charts etc.
6. **Report Writing:** Prepare a comprehensive report based on the findings, observations, analysis, and recommendations in standard academic format.

Format of Report

- Introduction
- Objectives
- Review of Literature
- Analysis and Interpretation of Data
- Conclusions
- Recommendations
- Annexure-Questionnaires and geo-tagged photos of survey
- References

POL 341 MN: Political System in Maharashtra

Total Credits: 2T

Total Hours: 30

Course Objectives:

1. To understand the historical evolution and socio-political background of Maharashtra.
2. To examine the significance of the Samyukta Maharashtra Movement in state formation.
3. To study the structure and functioning of the Government of Maharashtra.
4. To develop analytical understanding of governance and institutional processes in Maharashtra.

Course Outcomes: -

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

1. Explain the historical background and formation of Maharashtra State.
2. Analyze the significance of the Samyukta Maharashtra Movement in the state formation Process.
3. Describe the structure and functioning of the Government of Maharashtra.
4. Examine the relationship between the legislature and the executive in Maharashtra.

Unit 1: Background of Maharashtra State

15

- a. Historical background (Before independence period)
- b. Sanyukta Maharashtra Movement (1947 to 1955)
- c. Bilingual Bombay State
- d. Sanyukta Maharashtra Movement (1956 to 1960)

Unit 2: Government of Maharashtra

15

- a. Governor
- b. Legislative Assembly and Legislative Council
- c. Chief Minister and Council of Ministers
- d. High Court and District Court.

POL 351 MJ: Political Sociology

Total Credits: 4 T

Total Hours: 60

Course Objectives

1. To introduce students to the basic concepts, theoretical foundations and emerging perspectives in Political Sociology.
2. To examine the relationship between society and polity.
3. To develop an analytical framework to understand concepts in Political Sociology.
4. To analyze contemporary socio-political issues and challenges.

Course Outcomes

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

1. Explain the key concepts and theoretical perspective in Political Sociology.
2. Analyze the inter-relationship between society and polity.
3. Evaluate sociopolitical interaction through learned concepts.
4. Assess contemporary issues through an analytical framework.

Unit I: Theoretical Perspectives of Political Sociology

15

- a. Meaning, Nature and Scope of Political Sociology
- b. Intellectual Foundation
 - I. Marxism
 - II. Max Weber

Unit II: Political Culture and Political Socialization

15

- a. Political Culture
 - I. Meaning and Nature.
 - II. Characteristics and Types
- b. Political Socialization
 - I. Meaning and Nature.
 - II. Characteristics and Agencies

Unit III: Key Concepts in Political Sociology

15

- a. Power
- b. Authority
- c. Legitimacy
- d. Hegemony

Unit IV: Contemporary Issues in Political Sociology

15

- a. Globalization and State Sovereignty
- b. New Social Movement
- c. Ethnic Conflict
- d. Populism.

References :-

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5. Basu, P. (2010). *Political sociology*. Progressive Publishers.
6. Bates, T. R. (1975). Gramsci and the theory of hegemony. *Journal of the History of Ideas*, 36(2), 351–366.
7. Blondel, J. (1973). *Comparing political systems*. Weidenfeld & Nicolson.
8. Boccock, R. (1986). *Hegemony*. Ellis Horwood.
9. Bottomore, T. B. (1993). *Political sociology* (2nd ed.). Pluto Press.
10. Castells, M. (2010). *The rise of the network society* (2nd ed.). Wiley-Blackwell.
11. Charlesworth, J. C. (1973). *Contemporary political analysis*. The Free Press.
12. Chatterjee, P. (1997). *State and society in India*. Oxford University Press.
13. Christenson, R., et al. (1971). *Ideologies in modern politics*. Nelson.

POL 352 MJ: International Relations

Total Credits: 4 T

Total Hours: 60

Course Objectives

1. To introduce students to the basic concepts, nature, and scope of International Relations.
2. To develop an understanding of International Relations through major theoretical approaches.
3. To examine issues related to international security, war, peace, terrorism, and nuclear proliferation.
4. To analyze contemporary global challenges such as migration, human rights, climate change, and artificial intelligence.

Course Outcomes (COs)

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

1. Explain the basic concepts, nature, scope, evolution, and major approaches of International Relations.
2. Analyze foreign policy, diplomacy, national interest, and balance of power in international politics.
3. Evaluate issues related to international security, including war, peace, terrorism, and nuclear proliferation.
4. Critically examine contemporary global challenges such as migration, human rights, climate change, and artificial intelligence.

Unit I: Introduction to International Relations

15

- a. Meaning, Nature, Scope and Evolution
- b. Idealist approach
- c. Realist approach
- d. Marxist approach

Unit II: Foreign Policy and Diplomacy	15
a. Meaning, nature and determinants of Foreign Policy	
b. Meaning, types and importance of Diplomacy	
c. National interest	
d. Balance of Power	
Unit III: International Security	15
a. National Security	
b. War and Peace	
c. Terrorism and global security	
d. Nuclear Proliferation and Disarmament	
Unit IV: Contemporary Issues	15
a. Migration	
b. Human Rights	
c. Environment and Climate Change	
d. Artificial Intelligence	

POL 353 MJP: Political Sociology & International Relations - Practical
Total Credits: 4 P **Total Hours: 120**

Course Objectives:

1. To develop an understanding of the fundamental concepts and theories of Political Sociology and International Relations.
2. To undertake a critical study of national security and contemporary global issues.
3. To analytically examine the role of state and non-state actors.
4. To develop students' research, analytical, and academic presentation skills.

Course Outcomes:

1. Students will gain a comprehensive understanding of the concepts of Political Sociology and International Relations.
2. Students will be able to critically and analytically evaluate contemporary global issues.
3. Students will develop the ability to collect, analyze, and interpret research-based information.
4. Students will attain proficiency in academic writing, communication, and presentation skills.

Unit I : Political Sociology

60

Contemporary issues in Political Sociology highlight the dynamic relationship between society and politics. Identity-based politics, social inequality, globalization, technological transformation, migration, environmental concerns, and social movements continue to reshape political systems across the world. A deeper understanding of these issues is essential for analyzing modern political processes and for building more democratic, egalitarian, and just societies.

Activity I : Select any one of the following topics and prepare a project report.

30

1. Identity Politics and Social Cleavages

Major Issues:

- Caste-based political mobilization
- Ethnic and linguistic conflicts
- Regionalism and sub-national identities
- Minority rights and recognition
- Social fragmentation

2. Social Inequality and Political Exclusion

Major Issues:

- Unequal access to political resources
- Economic disparities and poverty
- Marginalization of disadvantaged communities
- Limited political representation
- Exclusion from decision-making processes

3. Globalization and the Transformation of the Nation-State

Major Issues:

- Declining state autonomy
- Influence of global economic institutions
- Cross-border capital flows
- Cultural homogenization
- Challenges to national policy control

4. Democratic Governance and Political Participation

Major Issues:

- Low electoral participation
- Weak civic engagement
- Crisis of political legitimacy
- Increasing influence of money in politics
- Declining public trust in governance

5. Social Movements and Collective Action

Major Issues:

- Mobilization of marginalized groups
- Rights-based activism
- Digital forms of protest
- State regulation of social movements
- Sustainability of collective action

6. Media, Digital Communication, and Political Power

Major Issues:

- Spread of misinformation
- Algorithmic influence on public opinion
- Data privacy concerns
- Digital divide
- Online political manipulation

7. Any other relevant contemporary topic

Activity II: Select any one of the following topics and prepare a project report.

30

1. Citizenship, Rights, and Social Justice

Major Issues:

- Recognition of citizenship rights
- Access to welfare benefits
- Protection of civil liberties
- Equality before law
- Inclusion of vulnerable populations

2. Internal Migration

Major Issues:

- Rural-to-urban migration
- Informal sector employment
- Housing insecurity
- Loss of social support networks
- Regional development imbalance

3. Rise of Populism

Major Issues:

- Personalization of political power
- Anti-establishment movements
- Simplification of complex issues
- Majoritarian tendencies
- Challenges to constitutional norms

4. Religious Fundamentalism and Secularism

Major Issues:

- Expansion of religious extremism
- Interfaith tensions
- Secular state neutrality
- Religious identity politics
- Balancing faith and democratic values

5. Environmental Politics and Climate Justice

Major Issues:

- Climate-induced displacement
- Environmental rights of indigenous communities
- Unequal carbon responsibilities
- Global North–South climate divide
- Just transition to green development

6 . Commercialization of Education

Major Issues:

- Rising educational costs
- Privatization of education
- Unequal access to quality education
- Profit-oriented institutions
- Educational inequality
- Financial burden on students
- Exclusion of disadvantaged groups
- Market-driven learning

7. Any other relevant contemporary topic

Unit: II International Relation**60**

International Relations and Global Politics are fields of study that examine the interactions among states, international organizations, non-state actors, and global institutions. In the contemporary era, globalization, technological advancements, environmental challenges, security threats, and shifting power dynamics have significantly transformed the nature of international politics. These developments have created new opportunities as well as challenges for global peace, security, cooperation, and development.

Activity 1: Select any one of the following topics and prepare a project report.**30****1. Climate Change and Global Governance**

- International climate agreements and cooperation.
- Responsibilities of developed and developing countries.
- Climate justice and sustainable development.

2. Global Health Governance

- Lessons learned from the COVID-19 pandemic.
- Role of international health organizations.
- Equitable distribution of vaccines and challenges to health security.

3. International Terrorism and Global Security

- Cross-border terrorism.
- Terror financing and radicalization.
- International cooperation against terrorism.

4. Cyber Security and Global Politics

- Cyber warfare and cyber espionage.
- Information security and digital sovereignty.
- Need for international regulation of cyberspace.

5. Migration and Refugee Crisis

- Causes of forced migration.
- Protection of refugees and humanitarian concerns.
- Global and regional responses to migration.

6. Any other relevant contemporary topic

Activity 2: Select any one of the following topics and prepare a project report.

30

1. Rise of China and the Changing Global Power Structure

- China's economic and military advancement.
- Impact on international relations.
- Emergence of a multipolar world order.

2. Reforms in the United Nations

- Expansion of the Security Council.
- Representation of developing countries.
- Challenges associated with the veto system.

3. Global Economic Governance

- Role of international financial institutions.
- Economic inequality and debt crises.
- Regulation of the global economy.

4. Digital Governance and Artificial Intelligence (AI)

- Ethical and political implications of artificial intelligence.
- Data privacy and surveillance.
- International efforts to regulate emerging technologies.

5. Contemporary Challenges to Multilateralism

- Rise of nationalism and protectionism.
- Declining trust in international institutions.
- Future of global cooperation.

6. Any other relevant contemporary topic

Expected Structure of the Project Report

1. Title Page
2. Introduction
3. Objectives of the Study
4. Conceptual Framework
5. Major Issues and Challenges
6. Critical Analysis
7. Conclusion
8. References / Bibliography

Process of Activity:

1. Students must complete the activity by studying Political sociology and International Relation.
2. Students must complete every activity under the guidance of a guide or 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, and 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.

POL 360 MJE: Political Ideology

Total Credits: 2 T

Total Hours: 30

Course Objectives:

1. To understand the concepts and philosophical foundations of Liberalism and Feminism.
2. To examine the principles, approaches, and critiques of Liberalism and Feminism.
3. To analyze contemporary socio-political issues from Liberal and Feminist perspectives.
4. To evaluate public policies in the context of liberty, equality, democracy, and social justice.

Course Outcomes:

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

1. Explain the conceptual and theoretical foundations of Liberalism and Feminism.
2. Analyze the principles, approaches, and critiques of Liberalism and Feminism.
3. Examine contemporary social and political issues from Liberal and Feminist perspectives.
4. Evaluate public policies and democratic processes on the basis of liberty, equality, and social justice.

Unit I: Liberalism

15

- a. Meaning and Definitions
- b. Rise and Growth
- c. Basic Principles
- d. Challenges

Unit II: Feminism

15

- a. Gender: Concept, Social Construction, and Feminist Analysis
- b. Theoretical Foundations
- c. Schools and Types
- d. Key Themes in Feminist Political Theory

POL 361 MJEP: Political Ideology - Practical

Total Credits: 2 P

Total Hours: 60

Course Objectives: -

1. To understand the basic concepts and principles of Liberalism and Feminism.
2. To study major Liberal and Feminist thinkers, ideas, and movements.
3. To examine the impact of Liberalism and Feminism on democracy, rights, and equality.
4. To develop research, analytical, and communication skills.

Course Outcomes: -

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

1. Explain the concepts, principles, and development of Liberalism and Feminism.
2. Analyze the contribution of Liberal and Feminist thought to democracy, rights, and equality.
3. Examine contemporary political and social issues from Liberal and Feminist perspectives.
4. Apply research, analytical, and presentation skills in the study of political thought and movements.

Activity I : With a view to understanding the theoretical principles and practical manifestations of Liberal Political Ideology, students shall prepare a case study based short project report on any one of the following topics. 30

1. Right to Privacy as a Fundamental Right: Puttaswamy Vs. Union of India (2017)
(Individual liberty, privacy, and human dignity)
2. Decriminalization of Homosexuality: Navtej Singh Johar Vs. Union of India (2018)
(Personal liberty, equality, and LGBTQ+ rights)
3. Digital Personal Data Protection Act, 2023
(The right to privacy in the digital age and the role of the state)

4. Freedom of Expression and Restrictions on Social Media
(Freedom of expression versus public order)
5. Right to Internet Access: Anuradha Bhasin Case (2020)
(Right to information and digital freedom)
6. Citizenship Amendment Act (CAA) and the Protests Against It
(Citizen's rights, equality, and constitutionalism)
7. Right to Education Act (RTE)
(Equal opportunity and social justice)
8. Right to Information Act (RTI) and Transparent Governance
(Accountability, transparency, and citizens' rights)
9. Farmers' Protest (2020–21)
(Right to peaceful protest and democratic participation)
10. Electoral Bonds Case and Political Transparency
(Democracy, accountability, and the right to information)
11. Debate on the Uniform Civil Code (UCC)
(Equality, individual freedom, and freedom of religion)
12. Artificial Intelligence (AI) and Digital Rights
(Privacy, individual autonomy, and regulation of technology)
13. Net Neutrality Movement
(Open internet and digital freedom)
14. Whistleblower Protection and Anti-Corruption Initiatives
(Transparency, accountability, and civil liberties)
15. Media Freedom and the Role of the Press in Democracy
(Freedom of expression and democratic values)
16. Sub-classification of Reservations among Scheduled Castes: Supreme Court Judgment of 1 August 2024
(A case study in the context of social justice, equality, and constitutionalism)
17. Bonded Labor in the Educational Sector
(A Case Study in the Context of Equal Pay for Equal Work)
18. **Any other relevant contemporary topic**

Activity II : With a view to developing a critical understanding of the theoretical foundations, core principles, and practical manifestations of Feminist political ideology in contemporary socio-political realities, students shall prepare and submit a case study–based short project report on any one of the following topics. **30**

1. Permanent Commission for Women in the Indian Armed Forces
2. 33% Reservation for Women in Parliament and State Legislatures
(*Nari Shakti Vandan Act, 2023*)
3. Menstrual Hygiene and Menstrual Health Campaigns
4. The Struggle for Gender Equality in Sports for Women
5. Implementation of the Prevention of Sexual Harassment (POSH) Act, 2013 at
The Workplace
6. Transgender Rights and Intersectional Feminism
7. Online Feminist Campaigns and Cyber Violence Against Women
8. Implementation of the Domestic Violence Prevention Law
9. Caste-Based and Sexual Violence Against Dalit Women
10. The Condition of Dalit Women Sanitation Workers
11. Women Farmers and the Question of Land Ownership Rights
12. Issues Faced by Women Sugarcane Workers in Maharashtra
13. Educational Dropout Among Dalit and OBC Girls
14. **Any other relevant contemporary topic**

Process of Activity:

1. 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.
2. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
3. 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.
4. The report will contain objective, observation and conclusions.
5. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
6. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
7. Assessment will be done on the basis of a report and interviews/presentation.

POL 371 VSC: Election Management - Practical

Total Credits: 2P

Total Hours: 60

Course Objectives: -

1. To develop a theoretical and practical understanding of ground survey techniques and voter behavior analysis.
2. To provide knowledge of campaign management and the application of political intelligence in the electoral process.
3. To study the principles of training and capacity building for booth-level organizations.
4. To develop an understanding of the strategic use of social media in political communication.

Course Outcomes: -

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

1. Analyze ground surveys and voter behavior.
2. Apply campaign management and political intelligence in electoral planning.
3. Evaluate the processes of training and capacity building for booth-level teams.
4. Design and implement social media strategies for political communication.

Activity I : Students are required to complete any one of the following.

30

1. Electoral Framework and Legal Structure Study

Students shall select an electoral constituency and study the electoral framework, legal provisions, Model Code of Conduct, voter registration process, and roles of election officials. They will prepare a brief report explaining how electoral laws ensure free and fair elections and evaluate their implementation during elections.

2. Ground Survey Practice:

Choose Any Electoral Constituency and Design Structured Questionnaires to understand voter behavior and decision-making factors. Conduct a survey of 20–30 voters using a questionnaire of minimum 10 questions. Analyze the collected data using Excel or Google Sheets

3. Campaign Management Simulation:

Write Plan for Election Campaigns Including Organizing Rallies, Managing Voter Outreach Programs, List Door-To-Door (D2D) Outreach.

Activity II : Students are required to complete any one of the following.

30

1. Political Analysis and Opposition Research Exercise

Students shall conduct an electoral analysis of a selected constituency using past election results, demographic data, and voting patterns. The exercise will include studying major political parties, candidate profiles, opposition strengths and weaknesses, and preparing a comparative report highlighting electoral competitiveness and strategic recommendations.

2. Booth training module:

Establish direct contact with the booth committee in a constituency to understand its structure, functions, and working methods during the election period, and prepare a report of approximately 2000 words based on your observations.

3. Media & Perception Management:

Conduct a study of past elections to examine how a political party or candidate has used social media campaigns to shape or set a narrative, and prepare a case study report of approximately 1500 words based on your analysis.

Process of Activity:

1. Students must complete the activity by studying the Election Management
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, and 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.

POL 381 OJT: Political Science - On Job Training

Total Credit: 4 OJT

Total Hours 120

The National Education Policy (NEP) 2020 has mandated the integration of experiential, multidisciplinary and skill-based learning. In alignment with these national imperatives, a mandatory On-Job Training (OJT) course for Third Year Bachelor of Arts (TYBA) students during Semester VI will be introduced. The course is designed to systematically bridge the pervasive gap between academic theory and institutional practice by placing undergraduate students directly within the operational environments of the state apparatus and civil society.

Course Objectives:

1. To provide students with practical learning experiences through institutional engagement.
2. To develop professional and employability skills through workplace exposure.
3. To enable students to apply Political Science theories to institutional practices.
4. To foster analytical, communication, and teamwork skills in professional settings.

Course Outcomes: -

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

1. Apply theoretical knowledge of Political Science to real-world institutional contexts.
2. Analyze organizational structures, work processes, and institutional functioning.
3. Demonstrate professional skills, teamwork, and workplace responsibilities.
4. Evaluate work experiences in relation to their career aspirations, skills, and competencies.

Guidelines for Selection of institutions for On Job Training and Internship:

The concerned department of Political Science should identify local institutions for the OJT/internship opportunities. Institutions must possess a definitive civic, political, administrative, and legal mandate. Departments should map various institutions and orient students regarding OJT opportunities. The selection of institutions shall be based on feasibility, access, relevance, and acquisition of employability skills. The following institutions matrix can be used as reference.

Sr.No	Domain	Sub-Domain	Institutions
1	Public	Revenue and District Administration	District/Taluka/Village (e.g.: Land revenue, scheme implementations, election management, law and order, District Planning Board, Digital administration etc.)
2	Public	Other Administrative Bodies	District level departments and regulatory authorities (e.g. District Information Office, Regional Development Authority, Statutory Regulatory Bodies (Mahamandal like CIDCO, MHADA, MTDC, MSRDC etc), Department of Social Welfare, Dept of Tribal Development etc.
3	Public	Local Self Government	Urban / Rural (Zilha Parishad, Panchyat Samiti / Grampanchyat) (e.g.: Overall administration, election management, urban/rural planning,
4	Public	Police Administration	City/District (e.g. Police administration, law and order management, special branches, working of police stations etc)
5	Public	Judicial Administration	District/Taluka (e.g. Working of judicial system, judicial management, work of advocates etc.)
6	Community	Co-operative Institutions	Urban/Rural (e.g. Structure of Co-op bodies, major initiatives, economical aspects, Self-Help Groups (Bachat Gat) etc.)
7	Private	Corporate	Private Limited Companies (e.g. Social initiatives, Corporate Social Responsibility (CSR) etc.)
8	Civil Society	Local NGO's	Urban/Rural (e.g. Structure of NGO, work ethics, major initiatives etc.)
9	Civil Society	Peoples Representative	Urban/Rural (e.g. Interaction with Peoples representatives- Corporate, MLA,MP, Zilha Parishad / Panchayat Samiti / Gram Panchyat Members) , campaign and election management, work profile, major initiatives, etc.
10	Civil Society	Media	Print/Digital (e.g. Working of Newspapers, work profile of journalist, management of digital media etc.)

OJT / Internship Mechanism:

1. **Pre-Approval:** Students should seek approval from the college before starting the Internship /OJT in the host institution This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria.
2. **Supervisor:** An Internship / OJT supervisor from the college should be appointed to guide and monitor the progress of the student.
3. **Regular Reporting:** Students should maintain regular communication with their supervisor and mentor, by providing periodic updates of progress and seeking feedback.
4. **Professional Conduct:** Students must adhere to a strict ethical code of conduct throughout the Internship /OJT at the host institution. Students should strictly observe institutional rules, confidentiality, punctuality and standard academic practices.
5. **Student Diary:** Students should maintain a diary to document their experiences, challenges faced, and lessons learned during the Internship / OJT.
6. **Final Report:** At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways.
7. **Evaluation:** The Internship / OJT is of 4 credits (equivalent to 100 marks), and the evaluation will be divided into two categories: one by the host institution and the other by the Internship / OJT supervisor. The host institution's evaluation (internal examination) will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college.

Internal Evaluation Criteria for Students by the Mentor:

1. **Quality of Work:** How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work.
2. **Initiative and Proactiveness:** Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving?
3. **Communication Skills :** Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication.
4. **Problem-Solving Skills and Time Management:** Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the students manage their time during the Internship / OJT. Were they able to meet project deadlines and handle multiple tasks efficiently?
5. External Evaluation Criteria for Students by the Supervisor and Mentor:
6. **Student Diary :** Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT.
7. **Final Report :** Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions.
8. **Presentation of Student in Viva Voce :** Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce.

Format of final OJT Report to be submitted by student

1. Introduction
2. Objectives of OJT
3. Detailed Observation of activity
4. Skills acquired
5. Conclusion
6. Reference

Format of Students Diary/Logbook for OJT/Internship

- Student Full Name: _____
- University PRN (Permanent Registration Number): _____
- Course Details: TYBA POL 381 OJT : Political Science - On Job Training.
- Host Institution Name & Complete Address: _____
- Name, Designation, and Contact of Supervisor: _____
- Start Date of Training: _____ End Date of Training: _____

Weekly Entry Format
(Examples are for illustration purpose only)

Name of the Student : _____

Class : _____ **Roll No. :** _____

Name of the College : _____

Name of Host Institute : _____

Date / Week	Hours Logged	Department / Section	Detailed Description of Assigned Tasks & Activities Performed	Key Political Science Theories/Concepts Applied or Observed
<i>DD/MM/YYYY</i>	<i>e.g. 6/8 hrs.</i>	<i>e.g., Gram Panchayat</i>	<i>Observed quarterly Gram Sabha meeting; recorded citizen demands for road repair and sanitation funds.</i>	<i>e.g. Democratic decentralization, political participation</i>

Signature of Student

Signature of the OJT Mentor / Supervisor

Date :

Stamp of Host Institute

Signature Head of Host Institute

Format of Letter from Host Institution Regarding Completion of OJT/Internship
(To be printed on the Official Letterhead of the Host Organization)

CERTIFICATE OF COMPLETION: ON-JOB TRAINING

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr. / Miss **[Name of the Student]**, of **T.Y.B.A Political Science** from **[Name of Home College]**, affiliated with Savitribai Phule Pune University, has successfully completed their On-Job Training (OJT) program at **[Name of Host Institution]**, during the period from DD/MM/YYYY to DD/MM/YYYY.

Throughout the duration of the institutional training, the student actively participated in and observed the various co administrative activities: .

We found the student to be highly punctual, professionally engaged, maintaining strict confidentiality protocols, and consistently eager to understand the complex operational dynamics of our institution. Their ethical conduct, teamwork, and character during the training period were good.

This certificate is issued at the request of the student to validate the completion of the practical training component as mandated by their university curriculum.

Authorized Signatory

Date : / /

(Signature) : _____

Official Seal/Stamp of the Host Institution)

Designation: _____



Savitribai Phule Pune University, Pune

Syllabus for

Third Year Bachelor of Arts in History (Semester V & VI)

Choice Based Credit System Syllabus NEP 2020

To be implemented from 2026-2027

Savitribai Phule Pune University, Pune
B.A. History Course
Semester V (Third Year)
5.5/300

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching/ learning hours
Major Core	Major Core 1	HIS-301-MJ	Early India: from Pre-history to Mauryas	4T	4	60
		HIS-302-MJP	Early India: from Prehistory to Mauryas PRACTICAL	2P	4	60
	Major Core 2	HIS-303-MJ	Medieval India (1206-1526)	4T	4	60
		HIS-304-MJP	Medieval India (1206-1526) PRACTICAL	2P	4	60
Major Elective (Select any one)	Major Elective 1	HIS-310-MJE	Constitutional Development in India (1773-1892)	2T	2	30
		HIS-311-MJEP	Constitutional Development in India (1773-1892) PRACTICAL	2P	4	60
	Major Elective 2	HIS-312-MJE	Glimpses of Modern World up to World War I	2T	2	30
		HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	2P	4	60
	Major Elective 3	HIS-314-MJE	History of USA (1776-1991)	2T	2	30
		HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	2P	4	60
	Major Elective 4	HIS-316-MJE	History of China	2T	2	30
		HIS-317-MJEP	History of China PRACTICAL	2P	4	60
	Major Elective 5	HIS-318-MJE	India After Independence (1947-1971)	2T	2	30
		HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	2P	4	60
VSC	VSC	HIS-321-VSC	Understanding History	2T	2	30
FP/CEP	FP	HIS-331-FP	Field Project	2 FP	4	60
Minor	Minor	HIS-391-MN	India After Independence (1947-1991)	2T	2	30
Total				22		

Semester VI (Third Year)

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching /learning hours
Major Core	Major Core 3	HIS-351-MJ	Early India: from Post Mauryas to Yadavas	4T	4	60
		HIS-352-MJP	Early India: from Post Mauryas to Yadavas PRACTICAL	2P	4	60
	Major Core 4	HIS-353-MJ	Medieval India (1526-1707)	4T	4	60
		HIS-354-MJP	Medieval India (1526-1707) PRACTICAL	2P	4	60
Major Elective (Select any one)	Major Elective 6	HIS-360-MJE	Constitutional Development in India (1909-1950)	2T	2	30
		HIS-361-MJEP	Constitutional Development in India (1909-1950) PRACTICAL	2 P	4	60
	Major Elective 7	HIS-362-MJE	Glimpses of Modern World after World War I to 1991	2T	2	30
		HIS-363-MJEP	Glimpses of Modern World after World War I to 1991 PRACTICAL	2 P	4	60
	Major Elective 8	HIS-364-MJE	History of USSR (1917-1991)	2T	2	30
		HIS-365-MJEP	History of USSR (1917-1991) PRACTICAL	2 P	4	60
	Major Elective 9	HIS-366-MJE	History of Japan	2T	2	30
		HIS-367-MJEP	History of Japan PRACTICAL	2 P	4	60
	Major Elective 10	HIS-368-MJE	India After Independence (1971-1991)	2T	2	30
		HIS-369-MJEP	India After Independence (1971-1991) PRACTICAL	2 P	4	60
VSC	VSC	HIS-371-VSC	Historical Tourism	2P	4	60
OJT	OJT	HIS-381-OJT	On Job Training	4 OJT	4	120
				22		

- 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)
- AEC (Ability Enhancement Course)
- VEC (Value Education Course)
- CC (Co-Curricular Course)

Savitribai Phule Pune University, Pune
B.A. History Course
Semester V (Third Year)
5.5/300

Course Type	Verticals	Subject Code	Course Title	Credit	Hours per Week	Total teaching/ learning hours
Major Core	Major Core 1	HIS-301-MJ	Early India: from Prehistory to Mauryas	4T	4	60
		HIS-302-MJP	Early India: from Prehistory to Mauryas PRACTICAL	2P	4	60
	Major Core 2	HIS-303-MJ	Medieval India (1206-1526)	4T	4	60
		HIS-304-MJP	Medieval India (1206-1526) PRACTICAL	2P	4	60
Major Elective Select any one	Major Elective 1	HIS-310-MJE	Constitutional Development in India (1773-1892)	2T	2	30
		HIS-311-MJEP	Constitutional Development in India (1773-1892) PRACTICAL	2P	4	60
	Major Elective 2	HIS-312-MJE	Glimpses of Modern World up to World War I	2T	2	30
		HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	2P	4	60
	Major Elective 3	HIS-314-MJE	History of USA (1776-1991)	2T	2	30
		HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	2P	4	60
	Major Elective 4	HIS-316-MJE	History of China	2T	2	30
		HIS-317-MJEP	History of China PRACTICAL	2P	4	60
	Major Elective 5	HIS-318-MJE	India After Independence (1947-1971)	2T	2	30
		HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	2P	4	60
VSC		HIS-321-VSC	Understanding History	2T	2	30
FP/CEP		HIS-331-FP	Field Project	2 FP	4	60
Minor	Minor	HIS-391-MN	India After Independence (1947-1991)	2T	2	30
			Total	22		

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours - 60
HIS-301-MJ	Early India: from Pre-history to the Mauryas	Int. Marks 30	Ext. Marks 70

Course Objectives:

1. To help students understand the importance of History and study historical events in their proper context.
2. To develop logical and thinking skills for learning History.
3. To teach students the basic time periods and chronology of early history.
4. To help students learn methods of collecting historical information for understanding and interpretation.
5. To give basic knowledge of Prehistoric, Protohistoric, and Early Historic periods for further study in Ancient History.

Course Outcomes:

At the end of course

1. Student will be able to use the large amount of information on History in order to study and analyze the Historical context.
2. Student will acquire logical skills related to study the subject History.
3. Student will learn the basic periodization and chronology of archaic past.
4. Student will acquire the necessary skills related with methods of collection of Historical data useful for interpretation.
5. Student will get knowledge of Pre-History, Proto-History and early history which will be helpful for the advanced and specialized studies in Ancient History.

Course Content:

Unit I. Sources

15

a. Archaeological Sources –

- Tool for archaeological sources: Excavation, Epigraphical and Numismatic Source
- Art-Architecture and Iconographic sources

b. Literary Sources-

- Vedic- Vedas, Aranyakas-Upanishadas, Puranas, Ramayan- Mahabharata
- Buddhist – Pitaka-Nikaya-Jatakas, Buddhacharitra
- Jain – Agamas, Paumachariu, Vasudevahindi

c. Foreign Sources-

- Greco-Roman – Indica, Periplus of the Erythraean Sea
- Chinese – Fa-Hian, Hiuen-Tsang

Unit II. Pre-history to Post Harappan Civilization **15**
a. Pre-history- Paleolithic, Mesolithic and Neolithic Culture**b. Harappan Civilization-**

- Origin, Town-planning, Art-Architecture, Seals and Script
- Economy, Society and Religion
- Decline

c. Chalcolithic and Megalithic Cultures-

- Chalcolithic Culture -Jorwe culture
- Megalithic Culture – Types of Burials and Iron Technology

Unit III. Vedic Culture and Rise of New Religious Sects **15****a. Vedic Culture (Early and Later) -** Original Home, Rituals and Society**b. Jainism -** Philosophy, Sects – Digambar and Shwetambar**c. Buddhism -** Philosophy, Sects – Sthavirvadins (Hinayana) and Mahayana.**d. Ajivikas and Lokayat-** Philosophy**Unit IV. – Mahajanapadas to Mauryas** **15****a. Mahajanapadas****b. Rise of Magadha Empire, Nandas****c. Mauryan Empire**

- Chandragupta and Ashoka
- Ashoka's Dhamma
- Administration, Society, Economy and Culture
- Decline of the Mauryan Empire

References:**English:**

1. Mishra V.N., Mate M.S., Indian Prehistory, Deccan College, Pune, 1964.
2. Sankalia H.D., Prehistory and Protohistory of India and Pakistan, Deccan College, Pune, 1974.
3. Shereen Ratnagar, Harappan Archaeology –Early State Perspectives, Primus Books, 2016
4. Thapar Romila, Early India from the Origins to A.D. 1300, Penguin Book, 2002.
5. Kosambi D.D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publication, New Delhi, 1993.
6. Thapar Romila, Asoka and the decline of the Mauryas, Oxford University press, USA, 1998.
7. Sharma R. S., Rethinking India's Past, Oxford University press, New Delhi, 2009.
8. Thapar Romila, A History of India, Vol I, Penguin Book, New Delhi, 1990.
9. Jha D. N., Early India a Concise History, Manohar Publication, New Delhi, 2010.
10. Sharma R. S., Rethinking India, 2009.
11. Raychaudhari Hemchandra, Political History of Ancient India, University of Calcutta, Calcutta, 1923.
12. Singh Upinder, History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, 2009.

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2 (Practical)	Weeks – 15 Hours - 60
HIS-302-MJP	Early India: from Pre-history to the Mauryas PRACTICAL	Int. Marks 15	Ext. Marks 35
Practical 1	Study of Archaeological Sources - Identification and handling of Archaeological tools and artefacts, Inscriptions, Ancient coins, Sculptures and icons		
Practical 2	Study of Literary Sources- Story-telling from: Vedas and Upanishads, Ramayana and Mahabharata, Buddhist Jatakas and Pitakas, Jain Agamas		
Practical 3	Foreign Accounts - Study of: Indica, Periplus of the Erythraean Sea, Accounts of Fa-Hian and Hiuen-Tsang		
Practical 4	Map Work - Students shall locate the following on the map of Ancient India: • Important Harappan sites • Chalcolithic centres • Megalithic sites • Important archaeological sites of India		
Practical 5	Project / Assignment- Finding and reading an EXCAVATION REPORT on Harappan Civilization or Chalcolithic Culture of Maharashtra		
Practical 6	Collecting photographs of • Stone tools of Paleolithic, Mesolithic and Neolithic cultures • Harappan seals and script • Megalithic burials and use of Iron technology		
Practical 7	Study of Religious Traditions- Making Comparative charts of Jainism, Buddhism, Ajivikas, Lokayat Philosophy		
Practical 8	Historical Biography and Seminar - Students shall prepare seminar presentations on: Indra, Gargi, Mahavira, Gautama Buddha, Chandragupta Maurya, Ashoka etc.		
Practical 9	Exhibition of images- eg. • Ashokan Edicts • Mauryan Pillars and Stupas • Mauryan administration and Dhamma		
Practical 10	Field Visit / Educational Tour • Visit to museum, archaeological site, caves or historical monuments • Submission of field visit report and practical journal		
Any Five Practicals may be Conducted			

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 Theory	Weeks – 15 Hours - 60
HIS-303-MJ	Medieval India (1206-1526)	Int. Marks 30	Ext. Marks 70

Course Objectives

1. To understand the foundation and growth of the Delhi Sultanate.
2. To study the administration and contributions of important Sultanate rulers.
3. To examine the rise and decline of the Vijayanagar and Bahamani kingdoms.
4. To analyze the social, economic, religious, and cultural life of medieval India.

Course Outcomes

1. Students will explain the origin and development of the Delhi Sultanate.
2. Students will describe the reforms and achievements of major rulers.
3. Students will analyze the rise and decline of Vijayanagar and Bahamani kingdoms.
4. Students will evaluate the social, economic, religious, and cultural features of medieval India.

Course Content:

Unit I: Sources and Foundation of the Delhi Sultanate 15

- a. Sources of Medieval India (1206-1526)
- b. Invasions of Muhammad Ghori
- c. Qutbuddin Aibak, Iltutmish, Raziya and Balban

Unit II: Expansion and Consolidation of the Delhi Sultanate 15

- a. Alauddin Khalji: Expansion, Administrative and Economic Reforms
- b. Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq: Administrative Reforms
- c. The Sayads, the Lodis and the Decline of the Sultanate

Unit III Kingdoms of the Medieval Deccan 15

- a. Vijayanagar Empire: Harihar, Bukka, Krishnadevaraya
- b. Bahamani Sultanate: Brief History and Contribution of Mahmud Gawan
- c. Disintegration of Bahamani Sultanate and Decline of Vijayanagar Empire

Unit IV Life in Medieval India 15

- a. Administration and Society -Social Structure, Position of Women
- b. Economy- Agriculture, Land Revenue, Trade and Urbanization
- c. Religion and Culture - Bhakti and Sufi, Art and Architecture

Books for Study: English

1. Banerjee A.C., New History of Medieval India, New Delhi, S. Chand & Co., New Delhi, 1990.
2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2	Weeks – 15
2. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi	Practical	Madhyam Karyanvay	Hours - 60
Nis-304 MP, Delhi Medieval India (1206-1526) PRACTICAL	Int. Marks 15	Ext. Marks 35	

Course Objectives:

1. To understand the history of Medieval India (1206–1526).
2. To study important historians, travellers, and historical sources.
3. To learn about art, architecture, science, and technology of the Sultanate period.
4. To develop report writing, map work, and presentation skills.
5. To understand the social and cultural life of Medieval India.

Course Outcomes:

After completing this course, students will be able to:

1. Explain the history of Medieval India (1206–1526).
2. Identify important historians, travellers, and their writings.
3. Describe monuments, architecture, and technology of the period.
4. Prepare maps, charts, reports, and book/movie reviews.
5. Understand the socio-cultural and religious traditions of Medieval India.

Course Content:

Practical 1:	Prepare a chart on Historians and their Writing on Medieval India (1206-1526)
Practical 2:	Make a list of foreign travellers and their Writing on Medieval India (1206-1526)
Practical 3:	Prepare a Map of states in Medieval India (1206-1526)
Practical 4	Write a review of a historical movie based on Medieval India (1206-1526)
Practical 5	Prepare a site visit report on a medieval Monument and its architectural significance.
Practical 6	Make a poster based on any aspect of technology in the medieval period.
Practical 7	Write a Review of any book based on Medieval India (1206-1526)
Practical 7	Find ten couplets (Dohe) of Kabir based on social and religious harmony and explain their meaning.
Practical 8	Write the hymns (Abhang) of saints from the Sultanate period and explain their meaning.
Practical 9	Make a poster on any aspect of the Socio-Cultural Legacy of Delhi Sultanate
Practical 10	Make a poster on medieval clothing and food culture.
Any Five Practicals may be Conducted	

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-310-MJE	Constitutional Development in India (1773–1892)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the evolution of the Indian constitutional framework from 1773 to 1892.
2. To analyze the historical factors and political circumstances that shaped constitutional developments during British rule.
3. To provide a clear understanding of the formation of constitutional structures in India during the colonial period.
4. To develop an understanding of the process of constitutional growth and administrative reforms.
5. To examine the influence of traditions, culture, and beliefs reflected in constitutional development.
6. To identify the challenges faced in constitutional, legal, and political spheres during the period.
7. To study the policies of the British Government regarding amendments and reforms in the constitutional system.

Course Outcomes

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

1. Understand the evolution and development of the Indian Constitution during the colonial period.
2. Analyze the factors and conditions that contributed to constitutional changes in India.
3. Develop an understanding of democratic processes and their historical roots.
4. Gain knowledge of key terms, events, trends, and milestones in constitutional history.
5. Apply critical thinking to legal and constitutional concepts.
6. Develop practical skills in analyzing constitutional developments and historical data.
7. Collect and interpret historical materials, prepare teaching aids, participate in debates, mock sessions, and (for UG students) undertake educational visits to legislative institutions.

Unit I - Foundations of British Constitutional Control (1773–1833)

10

a) **Regulating Act of 1773-** Background and significance

b) **Pitt's India Act 1784-** Background and Significance

c) **Early Charter Acts**

- Charter Act of 1793 – Continuity of Company rule
- Charter Act of 1813 – End of trade monopoly, missionaries
- Charter Act of 1833 – Centralization, Governor-General of India

Unit II - Transition to Crown Rule (1833–1858)

10

a) **Charter Act of 1853** -Legislative reforms

b) **Government of India Act 1858**

- Background.
- Administrative changes

- Significance.

Unit III -Growth of Representative Institutions (1861–1892)

10

a) Indian Councils Act 1861

- Introduction of legislative councils
- Decentralization policy

b) Indian Councils Act 1892

- Expansion of councils
- Indirect election system
- Growth of representation

c) Evaluation

- Impact on governance
- Limitations and Role in constitutional development

Reference Books English:

1. Agarwala R.N.(Dr.); National Movement and Constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi.
2. Anand A.S., The Constitution of Jammu and Kashmir.
3. Bhagwan V., Constitutional History of India.
4. Bhatnagar M. and R.C. Agarwal; Constitutional Development and National Movement, S. Chand Publishing, New Delhi
5. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
6. Jain M. P , Indian legal and Constitutional History.
7. Jayapalan N.; Constitutional History of India, Atlantic publication, India
8. Keith A. B.; A Constitutional History of India (1600-1935), Pacific Publication o Andesite Press, India
9. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
10. Mahajan V D Constitutional History of India.
11. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), South Asia books, India
12. Noorani A.G., The Constitution of Jammu and Kashmir.
13. Puri S.K, Indian legal and Constitutional History.
14. Pylee Dr. M.V.; Constitutional History of India, S. Chand Publication, Darya Ganj, New Delhi
15. R.C. Majumdar History and Culture of Indian People Vol.8,9,10 and 11
16. Sarkar Sumit Modern Indian History H.R.Khanna Making of India's Constitution
17. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
18. Shelar. S. T. (Prof.), Constitutional Development in India-1977-1950, Sahitya-sagar publication Kanpur. -2022.
19. Shelar. S. T. (Prof.), Indian National Movement, Sahitya-sagar publication Kanpur. -2023
20. Sikri S.L.; A Constitutional History of India, S. Nagin and Company, Jullundur, India

मराठी

1. जोशी पद्माकर, भारताचा संविधानिक इतिहास, विद्या प्रकाशन नागपूर-१९९६.

U.G. History Year III, Sem-IV, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-313-MJEP	Glimpses of Modern World up to World War I PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand the major events and developments in Modern World History up to World War I.
2. To develop historical thinking through maps, timelines, charts, and document study.
3. To improve analytical and critical understanding of historical books, movies, and documentaries.
4. To develop research, presentation, and interpretation skills in the study of world history.

Course Outcomes

After completing this course, students will be able to:

1. Explain major events, ideas, and personalities of Modern World History up to World War I.
2. Analyze historical documents, books, films, and documentaries critically.
3. Prepare timelines, maps, flowcharts, and charts related to world historical developments.
4. Interpret historical concepts like liberalism, nationalism, socialism, communism, and democracy with examples.

Course Content:

Practical 1:	Make a creative timeline of major events from the Renaissance to the Russian Revolution with dates and brief explanations.
Practical 2:	Read a standard history book on Modern World History and critically analyze the arguments and contribution of the book.
Practical 3:	Write a review of historical movie on World History up to WW I
Practical 4	Watch a documentary on world History up to WWI, write an analytical review of the accuracy and interpretation of that documentary's history.
Practical 5	Prepare a historical map showing events such as Italian unification/German unification/ World War I alliances/ colonial expansion.
Practical 6	Create a flow chart explaining a historical processes such as causes and consequences of revolutions.
Practical 7	Select and explain any one original historical document such as the Declaration of Independence/Treaty of Versailles/Communist Manifesto.
Practical 8	Prepare a chart showing major inventions of the Industrial Revolution and explain their impact on society and economy.
Practical 9	Prepare analytical profile of any one Personality that Shaped the Modern World up to WW I
Practical 10	Prepare a Chart explaining Liberalism, Nationalism, Socialism, Communism, democracy with historical examples.
Any five practicals may be conducted.	

U.G. History Year III, Sem-V, Syllabus [Level- 5.5]			
Course Type	Major Elective	Credits 2 Theory	Weeks-15 Hours-30
HIS-314-MJE	History of USA (1776-1991)	Int. Marks 15	Ext. Marks 35

Objectives:

1. To introduce students to the rise and expansion of the USA.
2. To introduce students to the situation after the First and Second World Wars.
3. To understand the industrial reforms in the USA.
4. To introduce students to the rise and development of the USA as a world power.
5. To introduce students to the main developments in the contemporary world.

Course Outcomes:

1. The student will discuss the political significance of the rise and expansion of the USA.
2. The student will learn the history of the USA after the First and Second World Wars.
3. The student will learn the history of major events in the contemporary world.

Course Content:

Unit. 1. The Rise and Expansion of America	10
a. The American War of Independence b. The American Civil War c. The Industrial Development of America d. The Expansion of the American Empire	
Unit. 2. USA and The World Wars	10
a. USA and World War I b. USA and the League of Nations c. USA and World War II d. USA and the United Nations Organization (UNO)	
Unit. 3. USA and the Cold War	10
a. The Rise and Expansion of the Cold War b. Military Organization c. USA-USSR Relations d. Rise of USA as a Superpower	

U.G. History Year III, Sem-V, Syllabus [Level- 5.5]			
Course Type	Major Elective	Credits 2 Practical	Weeks-15 Hours-60
HIS-315-MJEP	History of USA (1776-1991) PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To develop knowledge of American history and culture through the study of monuments, historical events, films, books, and significant figures.
2. To enhance geographical understanding by creating and studying maps of the United States, as well as by identifying key historical and industrial regions.
3. To foster research skills through the preparation of charts, analyses, and project-based activities related to American historians, the U.S. political and economic systems, weaponry, science, technology, and industrial development.
4. To gain an understanding of the U.S. political and economic systems, including its monetary system, industrial growth, and economic crises such as the 'Great Depression.'

Course Outcomes: The students will

1. Students will identify significant monuments in the United States, provide explanations for them, and comprehend their historical and cultural significance.
2. Through maps of the United States, students will acquire information regarding key states, cities, rivers, industrial regions, and historical sites.
3. Students will identify prominent American historians and their writings, as well as understand their contributions to historical scholarship.
4. Students will gain an understanding of industrial development, science and technology, the monetary system, and the process of arms development in the United States, along with the impact of these factors on American history, global politics, the economy, and society.
5. Students will analyze the causes, consequences, and significance of the 'Great Depression' in shaping modern American society and the economy.

Course Content	
Practical 1	Prepare an exhibition of photos about the War of Independence in USA
Practical 2	Watch a documentary about the Industrial Development of USA
Practical 3	Conduct a role play to support and oppose the black movement of the twentieth century.
Practical 4	Conduct a quiz on contribution of blacks to the development in USA

	(Science, Industry, Music, Human Rights).
Practical 5	Prepare a chart of immigrant scientists in USA and their home country .
Practical 6	Conduct a group discussion on the Great Depression and the New Deal.
Practical 7	Conduct a debate on USA's Global Military and Political Influence During the World Wars
Practical 8	Make a poster on USA's Policy Towards Asian Countries
Practical 9	Conduct a quiz on of the USA as a Superpower
Practical 10	Conduct a discussion on any historical movie- “The Help”/ “Killers of the Flower Moon”/ “MacKenna’s Gold”.

Any five practicals may be conducted.

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-318-MJE	India After Independence (1947-1971)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Understand the challenges faced by India after independence in 1947, including the impact of the Partition of India and political integration of princely states.
2. Examine the formation of the Indian state, including the drafting of the Constitution of India and the reorganization of states.
3. Analyze India's foreign policy and its role in global politics, particularly through the Non-Aligned Movement and relations with neighbouring countries.
4. Study major internal political, economic and social reforms such as the Hindu Code Bill, social movements, and developments like the Indian Emergency.
5. Develop analytical skills to evaluate political, social, and economic transformations in post-independence India.

Course Outcomes

After completing this course, students will be able to:

1. Explain the major political challenges faced by India after independence, including the effects of the Partition of India and the integration of princely states.
2. Describe the features and significance of the Constitution of India and the reorganization of states in India.
3. Evaluate India's foreign relations, including the role of the Non-Aligned Movement and relations with Pakistan, China, and Sri Lanka.
4. Analyze internal policies and social reforms, including the Hindu Code Bill, the Indian Emergency.
5. Assess the economic development of India, including the mixed economy model, Five-Year Plans, industrial growth, bank nationalization, and economic reforms.
6. Develop critical thinking and historical analysis skills to interpret post-independence developments in India.

Course Content:

Unit I-Independence and Partition

10

1. Partition and its Consequences
2. Framing of the Indian Constitution and its Salient Features
3. Integration of Princely States – Kashmir, Junagarh and Hyderabad

Unit 2- Nation Building under Nehru

10

1. Five-Year Plans and Economic Development
2. Establishment of ISRO, BARC, IITs, UGC, IIMs AIIMS & DRDO
3. Foreign Policy - Non-Aligned Movement, Indo-China and Indo-Pak Relations

Unit 3- Challenges and Changes**10**

1. Economic Policies - Nationalization of Banks, Green Revolution
2. Indo- Soviet Treaty of Peace, Friendship and Cooperation
3. India US Relations and Indo-Pak War (1971) -Creation of Bangladesh

Reference:

1. Bipan Chandra et al., India After Independence: 1947–2000, New Delhi: Penguin Random House India, 2000.
2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, New Delhi: Picador India, 2007.
3. Paul R. Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Sunil Khilnani, The Idea of India, New Delhi: Penguin Books India, 1997.
5. Francine R. Frankel, India's Political Economy 1947–2004, New Delhi: Oxford University Press, 2005.
6. Granville Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 1966.
7. Srinath Raghavan, War and Peace in Modern India, New Delhi: Permanent Black, 2010.
8. Ramachandra Guha, Makers of Modern India, New Delhi: Penguin Books India, 2010.
9. Bipan Chandra, India Since Independence, New Delhi: Penguin Books India.
10. Government of India, The Constitution of India, New Delhi: Ministry of Law and Justice, Government of India.

Marathi:

1. माधव खोसला, (अनु. अवधूत डोंगरे), भारतीय संविधान संक्षिप्त परिचय, मधुश्री पब्लिकेशन, पुणे.
2. रोहित डे (अनु. अवधूत डोंगरे), लोकांचं संविधान, मधुश्री पब्लिकेशन, पुणे.
3. मुखर्जी रुद्राक्ष (अनु. अवधूत डोंगरे), नेहरू व बोस, मधुश्री पब्लिकेशन, पुणे/बिपिन चंद्र, स्वातंत्र्यानंतरचा भारत
4. के. सागर प्रकाशन – आधुनिक भारताचा इतिहास
5. सुमित सरकार – आधुनिक भारत
6. रामचंद्र गुहा – गांधी नंतरचा भारत
7. बी. एल. ग्रोव्हर व यशपाल – आधुनिक भारताचा इतिहास
8. महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ – आधुनिक भारत (इ.स. १८५७ नंतर)

Hindi

6. रामचंद्र गुहा— भारत गांधी के बाद
7. बिपीन चंद्रा – आजादी के बाद भारत
8. के.के. शर्मा – आधुनिक भारत का इतिहास
9. बी. एल. ग्रोवर और अल्का मेहता – आधुनिक भारत का इतिहास
10. बिपिन चंद्र –भारत का स्वतंत्रता संग्राम
11. एनसीईआरटी (NCERT) – भारतीय राजनीति और संविधान

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-319-MJEP	India After Independence (1947-1971) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

To understand the causes and effects of Indian independence and partition.

To understand the integration of princely states into India.

To study the process of constitution making in India.

To understand the democratic election process in India.

To study India's economic planning after independence.

To understand India's foreign policy during the Cold War.

To study major political developments during 1969–1971.

Course Outcomes:

Students will understand

1. the historical background of independence and partition.
2. the social and humanitarian impact of partition.
3. the importance of political unity in India.
4. the democratic values of the Indian Constitution.
5. the importance of voting and democracy.
6. the role of planning in economic development.
7. how India achieved food security.

Course Content

Practical 1 - Prepare a poster for Evolution of Elections between 1952-1971.

Practical 2 - Prepare a map showing the educational institutions established between 1947 and 1971.

Practical 3 – Conduct a group discussion on the separation of Powers according to the Constitution.

Practical 4 - Conduct a mock election in the classroom using ballot papers.

Practical 5 - Prepare a comparative table of the First, Second, and Third Five-Year Plans.

Practical 6 – Conduct a role play representing the leaders of the Non-Aligned Movement.

Practical 7 - Prepare a poster with maps and photographs related to the Bangladesh war.

Practical 8 – Conduct a group discussion on Indo-soviet friendship before 1971.

Practical 9- Prepare a chart showing the nationalized banks in your tahsil/district.

Practical 10 – Conduct a debate on the pros and cons of the Green Revolution.

(Any five practical may be conducted.)

U.G. History- Year-III, Sem-V Syllabus [Level 5.5]			
Course Type	VSC-Vocational Skill Course	Credits-2 (Theory)	Weeks-15 Hours-30
HIS-321-VSC	Understanding History	Int. Marks 15	Ext. Marks 35

Objectives:

1. To orient students about how History is studied, written and understood.
2. To explain methods and tools of data Collection.
3. To understand the meaning of Evolution of Historiography.
4. To describe importance of Inter-Disciplinary Research.
5. To introduce Students to the basics of Research.

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.
2. Students will be introduced to the different Methods and Tools of data collection.
3. Students can study the interdisciplinary approach of History.
4. This curriculum develops Research ability and process of Research Methodology in History.
5. Information on historical research methods will be provided.

Unit -I: Meaning and Scope of History**10**

- a) Definition, Nature & Scope of History
- b) History and other sciences
- c) Importance of scientific history writing

Unit -II: Sources of Historical Research**10**

- a) Classification of Primary and Secondary sources
- b) Seven Types : 1. Archaeological 2. Numismatic 3. Epigraphical 4. Archival
5. Literary 6. Audio-visual 7. memories.
- c) Importance of Authentic and credible Sources

Unit -III: Historical Research**10**

- a) Historical Research Method
- b) External and Internal Criticism- Who? When? What? Where? Why? How?
- c) Interpretation, Foot Notes and Bibliography

Reference Books:**English:**

1. E. Sreedharan, A Textbook of Historiography, Orient Blackswan, 2004.
2. Chitnis K.N., Research Methodology in History, ATLANTIC Publication, New Delhi, 2006.
3. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
4. Mujumdar R.C., Historiography in Modern India, Asia Publishing House, Mumbai, 1970.
5. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.

U.G. History Year III, Sem-V, Syllabus (Level 5.5)			
Course Type	Field Project	Credit 2 FP (Practical)	Weeks-15 Hours: 60
HIS-331-FP	Field Project	Int. Marks 15	Ext. Marks -35

Objectives:

1. To develop the ability of independent historical research among students.
2. To develop the skill of critical use of primary and secondary sources.
3. To encourage research-based study of issues related to local, regional, or national history.
4. To develop the ability to analyze causes and effects, continuity, and change in historical events.
5. To train students in research methodology, referencing, interview techniques, and report writing.

Learning Outcomes:

1. Students will be able to design, plan, and execute an independent research project.
2. Students will be able to analyze primary sources and present critical conclusions.
3. Students will be able to prepare references, citations, and bibliography according to academic conventions of historical research.
4. Students will be able to study oral history, archives, inscriptions, newspapers, government reports, photographs, and folk traditions.
5. Students will be able to present, explain, and defend their research findings through oral examination

Course Content:**Selection of Research Topic and Project Proposal Planning**

Under this component, students are expected to select an appropriate historical topic for the field research project. The selected topic may be related to local, regional, or national history. While preparing the field project proposal, students are required to formulate research questions, prepare hypotheses, and clearly define the objectives and scope of the research. In addition, students are expected to plan the research methodology to be used for the study.

Use of Primary Sources

Under this component, students are expected to use primary sources necessary for historical study. Historical information should be collected through the study of archival documents, correspondence, diaries, government records, newspapers, or periodicals. Students are also expected to collect information through oral history interviews and study memories related to local history.

Field Visit and Data Collection

Students are expected to maintain a separate Field Diary for fieldwork. They should visit historical sites, forts, monuments, museums, or local heritage sites for direct observation. Interviews with local

people should be conducted to collect folk memories, traditions, and local historical information. During field visits, students are expected to undertake photography, documentation, and systematic recording of information.

Analysis and Writing

Students are expected to classify the documented information systematically and undertake historical analysis. Graphs, tables, and maps may be used for proper presentation of information. Students should draw conclusions based on available evidence and present their observations in a clear academic style.

Field Project Report Writing

The project report should include an introduction, research problem, sources used, and research methodology. The collected information should be analyzed and conclusions should be presented. The report must include references, bibliography, and necessary appendices. The project report should be prepared according to academic rules and standard referencing methods.

Technical Aspects:

- The research proposal should be between 1500 to 2000 words (5 to 7 pages).
- The final field project report should be a MINIMUM of 10,000 words (30 pages).
- The project report must be submitted in typed format.
- References and citations should be written in an appropriate academic format.
- Students are expected to maintain a separate Field Diary for fieldwork.
- Originality must be maintained in the project report.
- A certificate from the supervising teacher about the originality and authenticity of the work must be attached with the final report.

There will be NO FORMAL LECTURES for this course. Contact hours shall include periodic guidance, instructions, and research-related discussions by the subject teacher. The contact hours shall also include the actual fieldwork carried out by the students, data collection, interviews, archival study, field diary writing, and the time required for travel during field visits.

The Examination of Field Project shall consist of the following allotment of Marks:

Examination Component	Marks
Total Marks	50 Marks
Internal Assessment	15 Marks
Field Project Proposal and Field Diary	15 Marks
Semester End Examination	35 Marks
Field Project Report (Submitted physically)	25 Marks
Oral Presentation	10 Marks

U.G. History Year III, Sem-V, Syllabus [Level 5.5]			
Course Type	Minor	Credits – 2 (Theory)	Weeks – 15 Hours - 30
HIS-391-MN	India After Independence (1947-1991)	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. Understand the challenges faced by India after independence in 1947, including the impact of the Partition of India and political integration of princely states.
2. Examine the formation of the Indian state, including the drafting of the Constitution of India and the reorganization of states.
3. Analyze India's foreign policy and its role in global politics, particularly through the Non-Aligned Movement and relations with neighbouring countries.
4. Understand India's economic development strategies including the mixed economy model, planning process, industrial growth, and economic reforms after independence.
5. Develop analytical skills to evaluate political, social, and economic transformations in post-independence India.

Course Outcomes

After completing this course, students will be able to:

1. Explain the major political challenges faced by India after independence, including the effects of the Partition of India and the integration of princely states.
2. Describe the features and significance of the Constitution of India and the reorganization of states in India.
3. Evaluate India's foreign relations, including the role of the Non-Aligned Movement and relations with Pakistan, China, and Sri Lanka.
4. Assess the economic development of India, including the mixed economy model, Five-Year Plans, industrial growth, bank nationalization, and economic reforms.
5. Develop critical thinking and historical analysis skills to interpret post-independence developments in India.

Course Content:**Unit I- Independence and Partition 10**

- a. Partition and its Consequences
- b. Integration of Princely States – Kashmir, Junagarh and Hyderabad
- c. Framing of the Indian Constitution and its Salient Features

Unit II - Nation Building under Nehru 10

- a. Five-Year Plans and Economic Development
- b. Establishment of ISRO, BARC, IITs, UGC, IIMs AIIMS & DRDO
- c. Foreign Policy - Non-Aligned Movement, Indo-China and Indo-Pak Relations

Unit III - Challenges and Changes 10

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 (Theory)	Weeks – 15 Hours - 60
HIS-351-MJ	Early India: from Post Mauryan to Yadavas	Int. Marks 30	Ext. Marks 70

Course Objectives:

1. To introduce students to the major sources, concepts, and historical developments of Ancient Indian History and Culture.
2. To develop students' logical, analytical, and critical understanding of Ancient Indian History.
3. To familiarize students with the periodization and chronology of Ancient Indian History.
4. To train students in the methods of collection, classification, and interpretation of historical sources related to Ancient India.
5. To provide knowledge of the political, social, economic, religious, and cultural history of Ancient India for advanced and specialized studies.

Course Outcomes:

At the end of course

1. At the end of course student will be able to use the large amount of information on Ancient Indian History in order to study and analyze the historical context.
2. Student will obtain fundamental logical skills for the further study of the subject Ancient History and Culture.
3. Student will learn the basic periodization and chronology of ancient period of Indian History.
4. Student will acquire the necessary skills related with methods of collection of historical sources useful for interpretation of Ancient Indian History.
5. Student will get knowledge of History and Culture of Ancient India which will be helpful for the advanced and specialized studies in Ancient History.

Course Content:

Unit I. Post-Mauryan Period 15

- a. **Shungas and Kanva**
- b. **Indo-Greeks, Shakas, Kushanas-** Kujula Kadphises Wima Kadphises, Kanishka I.
- c. **Impact:** Society, Economy, Religion and Culture, Art and Architecture-Mathura and Gandhar Styles

Unit II. Deccan and South India 15

- a. **Sangam Age and Literature** - Brief History - Chola, Chera, Pandya, Sangam - Silappadikarm, Manimekhalai, Tolkapiyam
- b. **Satavahanas** – Brief History, Art-architecture, Roman Trade, Religious conditions.

c. **Vakatakas** - Brief history, Prabhavati Gupta, Art -Architecture

Unit III. Guptas and Post-Gupta Period

15

- a. **Guptas**- Brief History – Chandragupta I, Samudragupta, Chandragupta -Vikramaditya, Kumaragupta, Art - Architecture, Science and Technology
- b. **Vardhans** – Harshavardhan – Administration, Religious Policy and Education
- c. **Chalukyas of Badami** – Brief history, Art and Architecture- Badami, Pattadakal and Aihole

Unit IV. Early Medieval Period

15

- a. **Rashtrakutas**- Tripartite Struggle with Pala-Gurjar-Pratihara-Rashtrakuta, Art - Architecture
- b. **Chalukyas of Kalyani, Chola and Yadavas** –Brief history, Art - Architecture
- c. Transformation from **Ancient to Medieval** -Salient features

References:

English:

1. Carr E.H., **What is History?** Penguin, London, 2018.
2. Kulke Hermann and Dietmar Rothermund, **A History of India**, Rutledge, London and New York, 2004.
3. Parasher-Sen Aloka, **Social and Economic History of Deccan some interpretation**, Manohar Publishers, New Delhi, 1993.
4. Singh Upinder, **A History of Ancient and early Medieval India**, Pearson, Delhi, 2008.
5. Sharma R.S., **India's Ancient Past**, Oxford University Press, Delhi, 2019.
6. Thapar Romila, **Early India from the Origins to AD 1300**, University of California Press, California, 2004.
7. Jha D. N., Revenue System in Post Maurya and Gupta Times, Punthi Pustak, Calcutta, 1967.
8. Sharma R.S., Rethinking India's Past, Oxford University press, New Delhi, 2009.
9. Thapar Romila, A History of India, Vol I, Penguin Book, New Delhi, 1990.
10. Raychaudhari Hemchandra, Political History of Ancient India, University of Calcutta, Calcutta, 1983.
11. Jha D. N., Early India a Concise History, Manohar Publication, New Delhi, 2010.
12. Basham A. L., The Wonder That was India, Picador Pan Manillan, Reprinted, 2004.
13. Thapar Romila, Early India from the Origins to A. D.1300, Penguin Book, 2002.
14. Kosambi D. D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publication, New Delhi, 1993.
15. Altekar A. S., State and Government in Ancient India, Motilal Banarasidas Publication, Varanasi, 1949.
16. Daud Ali, Passport to the Ancient India, Rosen Central Publication, New York, 2009.
17. Mujumdar R. C., Ancient India, Motilal Banarasidas Publication, Varanasi, 1952.
18. Tripathi Ramashankar, History of Ancient India, Motilal Banarasidas Publication, Varanasi, 1942.
19. Mahajan V. D., Ancient India, S Chand & Company Ltd, New Delhi, Reprinted 2019.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits -2 (Practical)	Weeks – 15 Hours - 60
HIS-352-MJP	Early India: from Post Mauryan to Yadavas PRACTICAL	Int. Marks 15	Ext. Marks 35

Practical 1:	Comparative Study of Numismatic Sources - Identification and study of coins of Indo-Greeks, Shakas, Kushanas, Satvahanas
Practical 2:	Comparative Study of Ancient Indian Art and Architecture- Exhibition of photos of Gandhara Art Style, Mathura Art Style, Amaravati Art, Satvahana and Vakataka Architecture
Practical 3:	Historical Map Work- Students shall locate the following on map of Ancient India: Kushana Empire, Satvahana Kingdom, Important Roman Trade Centres, Major Sangam Age centres
Practical 4	Story telling session from Sangam Literature
Practical 5	Group discussion on Roman Trade with India, or Society and Culture during Kushana Period
Practical 6	Poster making on Gupta Coins, Allahabad Pillar Inscription, Harshacharita, Accounts of Hiuen-Tsang
Practical 7	Study of Temple Architecture- Badami, Aihole, Pattadakal, Ellora, Chola Temple Architecture
Practical 8	Historical Biography – Role Play of Samudragupta, Harshavardhana, Kanishka or any other ruler
Practical 9	Study Tour / Field Visit - Visit to historical places, museums, temples, caves or forts
Practical 10	View a documentary on Science and Technology in early India
Any Five Practicals may be Conducted	

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 4 Theory	Weeks – 15 Hours - 60
HIS-353-MJ	Medieval India (1526-1707)	Int. Marks 30	Ext. Marks 70

Objectives

1. To understand the political, social, economic, and cultural developments in India during the Mughal period.
2. To critically analyse the rise, consolidation, and decline of the Mughal Empire.
3. To examine the interaction of state, society, and religion in shaping medieval Indian history.
4. To develop historical thinking skills through primary sources, historiography, and comparative perspectives.

Course Outcomes

By the end of the course, students will be able to:

1. Explain the foundation and expansion of the Mughal Empire.
2. Assess the administrative, economic, and cultural policies of the Mughal rulers.
3. Critically evaluate the causes of the decline of the Mughal Empire.
4. Interpret medieval Indian society through themes of art, architecture, literature, and religion.
5. Apply historical methods to analyse primary sources and historiographical debates.

Course Content:

Unit I: Establishment and Consolidation of the Mughal Empire

- a. **Sources-** Archaeological, Numismatic and Literary
- b. **Babur-** The First Battle of Panipat and Battle of Khanuwa
- c. **Humayun, Sher Shah Suri:** Administrative and Economic reforms
- d. **Akbar-** Second Battle of Panipat, Consolidation and Rajput Policy

Unit II: The Mughal Empire at its Zenith

- a. **Jahangir:** Rajput Policy, Policy towards Europeans, Nur Jahan's influence and Patronage to Arts
- b. **Shah Jahan:** Architectural Achievements and Deccan Policy
- c. **Cultural synthesis** in Mughal India

Unit III: The Decline

- a. **Religious Policy**
- b. **Aurangzeb:** Deccan Campaigns and Maratha Resistance
- c. **Causes for the decline** of the Mughal Empire

Unit IV: Administration, Society, Economy and Culture

- a. Central and Provincial Administration, Mansabdari System,
- b. Agrarian Structure and Revenue System, Trade, Commerce, and Urban Centers

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Core	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-354-MJP	Medieval India (1526-1707) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives

- To apply historical methods through practical projects on Mughal India.
- To develop skills in analysing primary sources, monuments, and cultural artifacts.
- To encourage independent research and presentation of medieval Indian themes.
- To foster comparative and critical thinking through project-based learning.

Course Outcomes

By the end of the practical course, students will be able to:

1. Conduct independent research on selected aspects of Mughal history.
2. Critically analyse primary and secondary sources.
3. Present findings in structured written format.
4. Demonstrate historical thinking skills through project work.
5. Connect historiographical debates with practical case studies.

Course Content –

Practical 1. Conduct a group discussion on different voices in the sources of Mughal History

Practical 2. Organise a debate on pros and cons of Sher Shah's Reforms

Practical 3. Make a poster about Akbar's Religious Policy

Practical 4. Organise a role play of different officers on different posts in the Mansabdari System

Practical 5. Make an exhibition of photos of medieval Art and Architecture

Practical 6. Role play of different people in the Agrarian System (Farmer, landlord, tax official, king)

Practical 7. Draw a map of Deccan campaigns and sites of Maratha resistance

Practical 8. Organise a role play of different people engaged in Trade and Commerce (producers, banjaras, serai officials, robbers, traders)

Practical 9. Organise a debate about the system of justice under the Mughals.

Practical 10. Organise a group discussion about the decline of Mughal Empire

Any five practical may be conducted.

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Theory	Weeks – 15 Hours - 30
HIS-360-MJE	Constitutional Development in India (1909–1950)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the evolution of the Indian Constitution during the period 1909–1950.
2. To analyze the historical factors and political circumstances that shaped constitutional developments.
3. To provide a clear understanding of the formation of the Constitution from the late British period to independence.
4. To promote an understanding of the process of constitutional development and institutional growth.
5. To examine the role of tradition, culture, and socio-political beliefs in shaping the Constitution.
6. To identify the challenges faced in constitutional, legal, and political spheres during the transition to independence.
7. To study the policies of the British Government regarding constitutional reforms and amendments.

Course Outcomes

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

1. Understand the evolution of the Indian Constitution from 1909 to 1950.
2. Analyze the factors and conditions that contributed to constitutional development in India.
3. Develop an understanding of democratic processes and their historical foundations.
4. Gain knowledge of key terms, events, trends, and milestones in constitutional history.
5. Apply critical thinking to legal and constitutional concepts.
6. Develop practical skills in analyzing constitutional developments and historical sources.
7. Collect and interpret historical materials; prepare teaching aids; participate in debates and mock sessions; and (for UG students) undertake educational visits to legislative institutions.

Pedagogy: Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

Unit I: Constitutional Reforms under British Rule (1909–1935)

a) Indian Councils Act 1909

- Background and objectives
- Significance and limitations

b) Government of India Act 1919

- Main Features of the Act
- Central and provincial subjects
- Growth of legislative participation

c) Government of India Act 1935

- Federal structure
- Provincial autonomy and Significance

Unit II: Constitutional Developments and Freedom Movement (1919–1947)**a) Simon Commission & Responses****b) Round Table Conferences****c) Constitutional Proposals**

- Nehru Report (1928)
- August Offer
- Cripps Mission
- Cabinet Mission Plan

d) Towards Independence

- Indian Independence Act -1947

Unit III: Making of the Indian Constitution (1946–1950)**a) Constituent Assembly**

- Formation and composition

b) Drafting Process

- Role of Dr. Babasaheb Ambedkar

c) Features of the Constitution

- Federal structure
- Fundamental Rights
- Directive Principles of State Policy

Reference Books English:

1. Agarwala R.N.(Dr.); National Movement and Constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi.
2. Anand A.S., The Constitution of Jammu and Kashmir.
3. Bhagwan V., Constitutional History of India.
4. Bhatnagar M. and R.C. Agarwal; Constitutional Development and National Movement, S. Chand Publishing, New Delhi
5. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
6. Jain M. P , Indian legal and Constitutional History.
7. Jayapalan N.; Constitutional History of India, Atlantic publication, India
8. Keith A. B.; A Constitutional History of India (1600-1935), Pacific Publication o Andesite Press, India
9. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
10. Mahajan V D Constitutional History of India.
11. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), South Asia books, India
12. Noorani A.G., The Constitution of Jammu and Kashmir.
13. Puri S.K, Indian legal and Constitutional History.
14. Pylee Dr. M.V.; Constitutional History of India, S. Chand Publication, Darya Ganj, New Delhi
15. R.C. Majumdar History and Culture of Indian People Vol.8,9,10 and 11

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-361-MJEP	Constitutional Development in India (1909–1950) PRACTICAL	Int. Marks 15	Ext. Marks 35

Course Objectives

1. Develop the ability to analyse constitutional documents such as the Indian Councils Act 1909 and Government of India Act 1935 through structured exercises.
2. Enhance understanding of constitutional developments through applied activities like case studies, timelines, and simulations of historical events.
3. Examine the role of national movements and political negotiations (e.g., Cabinet Mission Plan) using analytical and participatory methods.
4. Develop research and report-writing skills through project work on constitutional evolution and the framing of the Constitution.
5. Encourage presentation and communication skills through seminars, role play, and viva voce.
6. Build critical thinking skills by evaluating constitutional changes and their relevance to modern governance.

Course Outcomes

1. Identify and list key constitutional developments and provisions from the Indian Councils Act 1909 to the Indian Independence Act 1947 through practical exercises.
2. Explain constitutional changes and historical events using timelines, charts, and presentations (e.g., Government of India Act 1919).
3. Apply theoretical knowledge to prepare reports, case studies, and comparative analyses of constitutional developments.
4. Analyze debates, negotiations, and institutional developments such as the Constituent Assembly of India through role play and document study.
5. Evaluate the effectiveness and limitations of constitutional reforms and proposals (e.g., Cripps Mission, Cabinet Mission Plan).
6. Design and present projects, reports, or seminars on constitutional evolution and the making of the Indian Constitution.

Create a timeline of constitutional developments from 1909 to 1950

Prepare a comparative chart of the Indian Councils Act, 1909 to Government of India Act, 1919

Prepare a comparative chart of the Government of India Act, 1919, to Government of India Act, 1935

Compare Cripps Mission, Cabinet Mission and Mountbatten Plan

Course Content –

Practical 1	Organise a debate on the pros and cons of any act included in your syllabus.
Practical 2	Conduct a Group Discussion on the Preamble.

Practical 3	Organise a role play to represent different aspects of the Hindu Code Bill.
Practical 4	Organise a Group Discussion on Dr. Babasaheb Ambedkar's contribution to the making of the Indian Constitution.
Practical 5	Organise a speech competition on any one legislator from Maharashtra.
Practical 6	Organise a role play to include different members of the Constituent Assembly.
Practical 7	Organise a Group Discussion on Fundamental Rights and Duties.
Practical 8	Organise a debate around the Rights and responsibilities as a citizen.
Practical 9	Visit the Gram Panchayat, Nagar Parishad, Municipality, or Municipal Corporation in your village/town and write a report on it.
Practical 10	Organise a Poster exhibition of different provisions in the Constitution.
Practical 11	Organise a role play around the idea of rights of landholders before and after the constitution.
Practical 12	Conduct a Group Discussion on the process of local self-governance.
Any five practicals may be conducted.	

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Theory	Weeks – 15 Hours - 30
HIS-368-MJE	India After Independence (1971-1991)	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To understand the political, economic, and social developments in India after independence.
2. To study nation-building processes and democratic institutions.
3. To analyze major events, wars, and policy changes from 1971–1991.
4. To evaluate the challenges faced by India and their impact on modern India.

Course Outcomes

1. Students will explain major events and developments in India after independence.
2. Students will analyze political and economic changes between 1971–1991.
3. Students will understand the role of important leaders and movements in shaping India.
4. Students will develop critical thinking about contemporary Indian history and governance.

Course Content:

Unit I- Political Developments 10

- a. Emergency and Janata Party Government
- b. Separatist Movements, The Operation Blue Star, Assam Crisis

Unit II- Economic Changes and Development 10

- a. Nationalization of Banks and 20 Points Program.
- b. Nuclear Policy, Industrial Developments
- c. Policy of Liberalization, Privatization and Globalization (LPG)

Unit III - Social and Regional Issues 10

- a. Urbanization and Environmental Movements, National Policy on Education, 1986
- b. Computer and Telecom Revolution
- c. Panchayati Raj, Age of Voting reduced to 18

Reference Books

1. Bipan Chandra et al., India After Independence: 1947–2000, New Delhi: Penguin Random House India, 2000.
2. Ramachandra Guha, India After Gandhi: The History of the World's Largest Democracy, New Delhi: Picador India, 2007.
3. Paul R. Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
4. Sunil Khilnani, The Idea of India, New Delhi: Penguin Books India, 1997.

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5. Francine R. Frankel, India's Political Economy 1947–2004, New Delhi: Oxford University Press, 2005.
 6. Granville Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 1966.
 7. Srinath Raghavan, War and Peace in Modern India, New Delhi: Permanent Black, 2010.
 8. Ramachandra Guha, Makers of Modern India, New Delhi: Penguin Books India, 2010.
 9. Bipan Chandra, India Since Independence, New Delhi: Penguin Books India.
 10. Government of India, The Constitution of India, New Delhi: Ministry of Law and Justice, Government of India.
 11. डॉ. बिपिन चंद्र, स्वातंत्र्यानंतरचा भारत / India Since Independence Post-1947 India's political, social and economic developments

Marathi:

12. के. सागर प्रकाशन – आधुनिक भारताचा इतिहास
13. डॉ. सुमित सरकार – आधुनिक भारत
14. डॉ. रामचंद्र गुहा – गांधी नंतरचा भारत
15. बी. एल. ग्रोव्हर व यशपाल – आधुनिक भारताचा इतिहास
16. महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ – आधुनिक भारत (इ.स. १८५७ नंतर)
17. रामचंद्र गुहा – भारत गांधी के बाद
18. बिपीन चंद्रा – आजादी के बाद भारत
19. डॉ. के.के. शर्मा – आधुनिक भारत का इतिहास
20. बी. एल. ग्रोवर और अल्का मेहता – आधुनिक भारत का इतिहास
21. विपिन चंद्र – भारत का स्वतंत्रता संग्राम
22. एनसीईआरटी (NCERT) – भारतीय राजनीति और संविधान

U.G. History Year III, Sem-VI, Syllabus [Level 5.5]			
Course Type	Major Elective	Credits – 2 Practical	Weeks – 15 Hours - 60
HIS-369-MJEP	India After Independence (1971-1991) PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

1. To understand the political changes in India after the 1971 war.
2. To study the leadership qualities and policies of Indira Gandhi.
3. To understand the causes and effects of the Emergency.
4. To study the rise of opposition politics in India.
5. To study political instability and leadership changes.
6. To understand poverty removal programs in India.
7. To study the impact of the Green Revolution.
8. To understand the causes of India's economic crisis.
9. To study the reasons and effects of Operation Blue Star.
10. To study Rajiv Gandhi's contribution to technology and modernization.
11. To study the economic reforms introduced in 1991.

Course Outcomes:

- Students will understand
 1. important political developments in post-1971 India.
 2. the impact of leadership on Indian politics.
 3. the importance of democracy and constitutional rights.
 4. coalition politics and democratic change.
 5. agricultural modernization in India.
 6. modernization and social change in India.
 7. To study regional identity movements in India.
 8. the beginning of India's technological development.
 9. the importance of globalization and economic reforms in India.

Course Content:

Practical 1 - Prepare a report on functions of Gram panchayat in your village.

Practical 2 - Prepare a poster on green revolution.

Practical 3 - Prepare a poster on the "Garibi Hatao" campaign.

Practical 4 - Prepare a chart showing changes in the telecom sector between 1971-91.

Practical 5 – Organise a group discussion on telecommunications in India after Independence.

Practical 6 – Watch a documentary on any Linguistic State movement.

Practical 7 - Prepare a poster on history of computers in India.

Practical 8 - Prepare a chart showing growth in education, television, transport, or cities.

Practical 9 - Prepare a comparative table of different sectors of India's economy before liberalization.

Practical 10 - Conduct an interview of senior citizens in your village regarding emergency.

(Any five practical may be conducted.)

U.G. History- Year-III, Sem-VI Syllabus [Level 5.5]			
Course Type	VSC-Vocational Skill Course	Credits-2 (Practical)	Weeks-15 Hours-60
HIS-371-VSC	Historical Tourism Practical	Int. Marks 15	Ext. Marks 35

Course Objectives

1. To introduce students to the concept and importance of Historical Tourism.
2. To develop practical knowledge related to tourism management and heritage conservation in respect to Historical Tourism
3. To encourage employment and self-employment opportunities in tourism sector, skill encasement concern.

Course Outcomes

1. Understand the concept and scope of Historical Tourism.
2. Explain the importance of heritage conservation and tourism management.
3. Develop skills related to tour planning, guiding and report writing.

Course Content

GROUP I

Practical 1-Organise a MOCK Tour to London. (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, International Travel Rules etc.)

Practical 2 – Organise a MOCK Tour to Delhi. (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety et.)

Practical 3 – Organise a MOCK Tour to Ajanta (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, World Heritage Importance)

Practical 4 – Organise a MOCK Tour to Kalsubai (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, Religious and Environmental Importance)

Practical 5 – Organise a MOCK Tour to your own town/ village (Teams should shoulder planning responsibilities of food, travel, stay, activities, safety, Environmental and cultural Heritage)

GROUP II

Practical 6- Organise a Group Discussion on Tourism as a sustainable industry for your town.

Practical 7 – Organise a Role Play with different stakeholders in a Tourist place, eg. Locals, Police, Traders, Tourists, Animals, Natural Resources, Plants, Sacred Places)

Practical 8- Watch a documentary on Andaman Nicobar Islands and discuss their tourist potential.

GROUP III

Practical 9- Organise a REAL TOUR to a nearby historical heritage and submit a report to the local government body. Report should include photos from all angles of the historical site, interviews of stakeholders, suggestions from stakeholders and suggestions from students themselves.

Practical 10 – Organise a REAL TOUR to a nearby NATURAL Heritage place and submit a report to the local government body. (Report should include photos from all angles of the historical site, interviews of stakeholders, suggestions from stakeholders and suggestions from students themselves.)

(ANY 5 Practical activities should be completed. **MINIMUM 1** from each **GROUP**)

Reference Books

1. Beaver and Allan (2002), 'A Dictionary of Travel and Tourism Terminology', CAB International Wallingford, pp. 313.
2. Bhatia A.K. – *Tourism Development: Principles and Practices*
3. Kaul R.H. – *Dynamics of Tourism*
4. Pran Nath Seth – *Successful Tourism Management*
5. Percy Brown – *Indian Architecture*
6. D.K. Chakrabarti – *India: An Archaeological History*
7. Gazetteers of Maharashtra State
8. UNESCO Publications on World Heritage Sites
9. Government of India – *India Tourism Statistics Reports*

मराठी पुस्तके

१. महाराष्ट्रातील पर्यटन – प्रा. शिल्पा कुलकर्णी, डायमंड प्रकाशन
२. किल्ले महाराष्ट्र – (खंड १ ते ५) – डॉ. नि. रा. पाटील, सायन पब्लिकेशन्स
३. आडवाटेवरचा महाराष्ट्र - प्र. के. घाणेकर, स्नेहल प्रकाशन
४. वारसा अतिताचा – पंकज विजय समेळ, मार्वेन टेक्नोलॉजिस (प्रकाशन)
५. लेणी महाराष्ट्राची - प्र. के. घाणेकर, सह्याद्री बुक्स
६. महाराष्ट्राची मंदिरे शैली – भाग्यश्री काळे – पाटसकर, डायमंड प्रकाशन

U.G. History- Year-III, Sem-VI Syllabus [Level 5.5]			
Course Type	On Job Training (OJT)	Credits- 4 OJT	Weeks-15 Hours-60
HIS-381-OJT	On Job Training in Applied and Local History	Int. Marks 30	Ext. Marks 70

This is a course for which Government of Maharashtra has given detailed guidelines vide the G. R. of 5 February 2024.

The course objectives as per the G. R. are –

Introducing students with either direct or indirect industrial exposure

To provide the students with

1. Essential analytical and business tools for businesses
2. Direct experience of collaborative working methodology, professional and communication skills like business ethics, good judgment etc.
3. new employment opportunities and amendments in this.

In association with the Internship Cell in the College, the students will join any institution/ business where their existing skills may be useful. These may be their skills of documentation (Photography/ record keeping) or research (Interview taking/ collecting and analysing records, etc)

After completion of 60 hours of internship, the students are expected to submit a report that includes –

1. Presentation of work done so far with accuracy and effectiveness
2. Knowledge gained from the work done and their own observations
3. Description of their Experience
4. Practical application of the work done.
5. Report of internship experience as a whole

This Internship Report needs to be countersigned by the person from the commercial institution where the student has completed the internship. The report will be submitted to the Department of History.

STUDENTS MUST NOT PAY ANYTHING for doing internship. STUDENTS MAY GET PAID for their work during internship.

Various formats of Declarations given in the G. R. dtd 5 February 2024 may be used for Internship/ OJT.

Savitribai Phule Pune University

(Formerly University of Pune)



B.A. PSYCHOLOGY

With Major: Psychology
(Faculty of Arts)

Syllabus for T.Y.B.A. Psychology

(For Colleges Affiliated to Savitribai Phule Pune University)

Choice Based Credit System (CBCS) Syllabus
As Per National Education Policy (NEP-2020)
To be implemented from 2026-2027

PROGRAMME STRUCTURE**SEMESTER V**

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	PSY-301-MJ	Psychological Testing	60	4
	4	PSY-302-MJ	Social Psychology	60	4
	4	PSY-303-MJP	Psychological Testing: Practical	120	8
Major Elective	2	PSY-310-MJE	Applied Psychology	30	2
	2	PSY-311-MJEP	Applied Psychology: Practical	60	4
	2	PSY-312-MJE	Health Psychology	30	2
	2	PSY-313-MJEP	Health Psychology: Practical	60	4
VSC	2	PSY-321-VSC	Sports Psychology	30	2
FP	2	PSY-331-FP	Group Testing	60	4
Minor	2	PSY-391-MN	Positive Psychology	30	2

SEMESTER VI

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	PSY-351-MJ	Experimental Psychology	60	4
	4	PSY-352-MJ	Rehabilitation Psychology	60	4
	4	PSY-353-MJP	Psychological Experiments: Practical	120	8
Major Elective	2	PSY-360-MJE	Industrial and Organisational Psychology	30	2
	2	PSY-361-MJEP	Industrial Training and Development	60	4
	2	PSY-362-MJE	Advertising and Consumer Psychology	30	2
	2	PSY-363-MJEP	Advertising Psychology: Practical	60	4
VSC	2	PSY-371-VSC	Psychological First Aid	60	4
OJT	4	PSY-381-OJT	On-Job-Training	120	8

SEMESTER V

Name of the Programme: B.A. Psychology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY THEORY

Course Name: Psychological Testing

Course Code: PSY-301-MJ

No. of hours: 60 hrs

No of Credits: 04

Course Outcomes:

After completing this course, students will be able to:

1. Explain the concept, nature and scope of psychological testing
2. Apply principles of test construction in basic psychological assessment tasks
3. Analyse and interpret reliability of psychological tests
4. Evaluate different forms of validity in psychological testing
5. Interpret test scores using appropriate norms
6. Demonstrate ethical and professional sensitivity in psychological assessment

Unit 1: Introduction Of Psychological Tests

- 1.1 Psychological Test – Definition, History
- 1.2 Classification and Characteristics – Intelligence tests, Aptitude tests, Personality tests
- 1.3 Steps in Test Construction: Defining objectives, Item writing and analysis, Standardisation and norm development
- 1.4 Ethical Issues in Test Construction: Fairness and cultural sensitivity, Informed consent and confidentiality, Prevention of test misuse

Unit 2: Reliability and Validity

- 2.1 Reliability – Meaning and True Score Estimation
- 2.2 Types of Reliability
- 2.3 Validity – Meaning, Accuracy of measurement; Meaningfulness of scores, Practical usefulness
- 2.4 Types of validity

Unit 3: Norms

- 3.1 Norms: Definition, Norm-referenced and Criterion-referenced Tests
- 3.2 Types of Norms: Grade, Percentile, Standard Score
- 3.3 Injunctive norms, Descriptive norms, Consensus norms and Critical norms:
- 3.4 Reciprocity, Social-responsibility and Situational Norms: Mutual exchange behaviour, Helping responsibility, Context-based behaviour

Unit 4: Cognitive And Non-Cognitive Assessment

- 4.1 Intelligence and Aptitude: Definition, theories. (Kaplan; Cicerelli)
- 4.2 Tests of Intelligence and Aptitude: Individual (Binet Scales, Wechsler Scales) and Group (Ravens SPM, Culture Fair tests, DAT, GATB)
- 4.3 Personality: Definition, trait theories (Allport, Cattell, OCEAN), Tests
- 4.4 Assessment of other non-cognitive variables: Attitude (definition, tests), Adjustment (definition, tests).

READINGS

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31- 35.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Freeman, F. S. (2018). *Theory and Practice of Psychological Testing*. Third Edition. Oxford & IBH Publishing.
- Kaplan R.M.& Saccuzzo D.P. (2005) *Psychological Testing, Principles Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
- Sherif, M. (1936). *The Psychology of Social Norms*. New York: Harper and Row. Asch, S. (1952). *Social Psychology*. (Englewood Cliffs, NJ: Prentice Hall)
- Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.

Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY THEORY

Course Name: Social Psychology

Course Code: PSY-302-MJ

No. of hours:60

No. Credit: 04

Course Outcomes:

After completing this course, students will be able to:

1. Define and explain key concepts and research methods in social psychology.
2. Describe and analyse self-related concepts such as self-concept, self-esteem, and self-presentation
3. Explain and compare forms of social influence including conformity, compliance, and gender differences
4. Evaluate factors affecting interpersonal attraction and close relationships in the digital age.
5. Apply social psychology concepts to real-life social contexts such as family life, interpersonal relations, and work-related relationships

Unit 1: Introduction to Social Psychology

- 1.1. Definition, Nature and scope of Social Psychology
- 1.2 Social Psychology and related disciplines- Sociology, Anthropology and Personality Psychology
- 1.3 How do human values influence social psychology? Obvious ways and Not-so-Obvious ways
- 1.4 Research methods in social psychology- Experimental, Observation, Survey and Archival method.

Unit 2: Self in the Social World

- 2.1 Self: Concept, self- knowledge, self and culture,
- 2.2 Concepts related to self: Self Concept, Self-Presentation and Self-Regulation
- 2.3 Nature and motivational power of self-esteem, self-efficacy, trade-offs between low vs. high self-esteem
- 2.4 How people manage their self-presentation: Self-Handicapping, Impression Management.

Unit 3: Social Influence

- 3.1. Definition, Nature and Process of Social Influence: Social Facilitation and Social inhibition
- 3.2 Conformity - meaning and predictors of conformity, Group size, Unanimity, Status and Culture
- 3.3 Compliance - nature and major tactics of compliance: The foot-in-door, The door- in the face and That's Not all
- 3.4 Gender Similarities and Differences: Comparison of female and male behaviour with reference to independence versus connectedness, social dominance, aggression and sexuality.

Unit 4: Interpersonal Attraction and Close Relationships

- 4.1 Nature and Definition of Interpersonal Attraction and Internal and External determinants of Attraction.
- 4.2 Interpersonal relationships in a digital age, addressing challenges and enhancing positive social interactions.
- 4.3 Close relationships: Friends, Romantic relations, Family and Spouses
- 4.4. Applying social psychology in family life and interpersonal relationships.

READINGS

- Baron, R. A., & Branscombe, N. R. (2012). *Social psychology* (13th ed.). Pearson Education.
- Myers, D. G. (2005). *Social psychology*. Tata McGraw-Hill Publishing Company Limited.
- Myers, D., & Twenge, J. M. (2019). *Social psychology* (13th ed.). Hill Publishing Company Limited.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson Education.
- ढोरढाने, अ. र., & रसाळ, प. (2015). *सामाजिक ढानसशास्त्र*. उन्ढेष प्रकाशन.
- पलसाने, ढ. न., & तळवलकर, व. (प्रथढ आवृत्ती) *सामाजिक ढानसशास्त्र*. कॉन्टिनेन्टल प्रकाशन.

Name of the Programme: B.A. Psychology

Class: T.Y.B.A.

Semester: V

Course Type: MAJOR MANDATORY PRACTICAL (MJP)

Course Name: Psychological Testing: Practical

Course Code: PSY-303-MJP

No. of hours: 120 hrs

No of Credits: 04

Course Outcomes (COs)

After completing this course, students will be able to:

1. Compute and interpret basic statistical measures such as mean, median mode for psychological data.
2. Administer, score, and interpret standardized psychological tests of intelligence, aptitude, personality, adjustment, motivation, and attitude following standardized procedures.
3. Prepare structured psychological test reports, demonstrating accuracy in scoring, clarity in interpretation, and adherence to ethical guidelines.
4. Apply psychological testing skills in academic and field-based contexts, laying a foundation for higher studies, research, and entry-level professional practice in psychology.

SECTION A: STATISTICS (15 hours)

Statistics is a part of Practical paper. Teachers should conduct **One Lecture per Week** throughout the year for Statistics. See the “NEP and/or University Guidelines” for other details.

1. Frequency distribution, graphical representation of data
2. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data

SECTION B: TESTS

The tests listed below are the part of the Practical paper. For the purpose of administering these tests, teachers shall conduct practical sessions ‘**Twice in a Week**’ throughout the academic year. The duration of each practical session shall be ‘**Four Clock Hours**’. For other details, refer to the “NEP and/or University Guidelines.”

I] GENERAL AND SPECIAL ABILITY TESTING (any two)

1. Malin’s Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Binet Kamath Test
4. Test of Creativity
5. Differential Aptitude Tests (DAT) - Any two sub tests
6. Dexterity test

II] PERSONALITY (any two)

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test
4. 16 PF
5. Introversion-Extraversion Test
6. Type A and Type B personality test.

IV] ADJUSTMENT (any one)

1. Family Adjustment
2. School
3. Marriage
4. Expectations from the Life partner Scale

V] TESTING OF ATTITUDE (any one)

1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale

READINGS

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.
- Chadha N.K. (2009), *Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Garrett, Henry E. (2006). *Statistics in Psychology and Education* (1st Indian reprint). Surjeet Publications, Delhi-7.
- Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
- Kaplan R. M. & Saccuzzo D.P. (2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

Name of the Programme: B.A, Psychology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: Applied Psychology

Course Code: PSY-310-MJE

No. of hours:30

No. Credit: 02

Course Outcomes

After completing the course, student should be able to:

1. Describe the concept of applied psychology, educational psychology family structure and developmental patterns.
2. Classify the intellectual ability, abnormality, criminal behaviour.
3. Identify the problems and solutions in the field of education.
4. Evaluate the interpersonal relations.

Unit 1: Introduction to Applied Psychology

1.1 Definition, Nature and Scope of Applied Psychology

1.2 Fields of Applied psychology

1.3 Family Counselling: Family and Marital Problems and Solutions, Importance of Pre-post marital Counselling

1.4 Love, Relationships (dating, live-in) and Break Ups & Resilience

Unit 2: Applications in Education

2.1 Definition, Nature and Scope of Educational Psychology

2.2 Effective Teaching: Learning Methodologies / Pedagogies (group discussions, projects, presentations, interactive methods), Characteristics of good Teacher

2.3 Issues of Various Categories of Challenged Students: Physically, mentally, economically, behavioural challenged, Intellectual Disabilities (ID)

2.4 Problems and Solutions to Educational Problems: physical environment, Government policies, school and higher education,

READINGS

Sharma, R. (2009). Applied Psychology. Atlantic Publications.

Bacchhav, A. M. (2012). Applied Psychology. Chandralok Prakashan.

Palsane, M. N., & Navare, S. (2010). Upayojit manasashastra. Pragati Prakashan.

Taylor, S. (2012). Health Psychology, Tata McGraw-Hill.

Mangal, S.K. (2007). Essentials of Educational Psychology. PHI Learning

Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, G. & Sykes C.E. (2006). Health Psychology, Sage Publications.

Baron R. A., Byrne D. and Suls J. (1989). Exploring Social Psychology (3rd ed.). Boston, MA: Allyn and Bacon.

Choudhari L. N., Narayan M., Deepanshu M. (2014). Live In Relationships in India: Legal and Psychological Implications, Journal of Psychosexual Health (Retrieved on 2 April 2022).

Marta E., Alfieri S. (2014). A Family Conflicts. In: Michalos A. C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht, The Netherlands: Springer.

Weiten W. and Lloyd M., Psychology To Modern Life (Eighth Edition), Wodsworth Publications.

नाईक, शिरगावे, घस्ते आणि बिराजे (2019). उपयोजित मानसशास्त्र, पुणे, निराली प्रकाशन.

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Websites

- <http://psychology.iresearchnet.com/developmental-psychology/childhood-and-adolescence-development/dating/>
- <https://socialsci.libretexts.org>
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Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: Applied Psychology: Practical

Course Code: PSY-311-MJEP

No. of hours:30

No. Credit: 02

Course Outcomes (COs)

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

1. Explain the importance of psychological services in educational, legal, and community institutions.
2. Apply psychological principles to design action plans for counselling in pre-marital and marital contexts.
3. Demonstrate observation skills by recording structured notes during field visits and laboratory activities.
4. Compare the need for mental health professionals across different institutional settings (schools, police counselling centres, legal aid services, private centres).
5. Develop counselling action plans for hypothetical cases of marital disputes.
6. Critically evaluate the effectiveness of mental health services in institutional settings.

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 for Applied Psychology will expose students to the different fields in Psychology.

The student has to complete **any four** of the following activities and prepare the report of each:

1. Visit to a Pre-Primary School and observe the need of mental health professional
2. Visit to a Primary School and observe the need of mental health professional
3. Visit to Counselling Centre – Govt Hospital Counselling Centre, Private Counselling Centre, NGO running Helpline Cell and observe the need of mental health professional
4. Visit to the Dilasa/Bharosa Cell-Counselling Unit and observe the need of mental health professional.
5. Visit to Sukoon Cell- Counselling Cell and observe the need of mental health professional.
6. Observation of one case in school with the school counsellor
7. Observation of one case in college under the college counselling cell
8. Students will be introduced with dimensions of Pre-Marital Counselling and student will be asked to write an action plan of Pre-Marital Counselling
9. A hypothetical case on Marital Dispute will be given to the student and student will prepare the action plan of Counselling
10. A hypothetical case on relationship break-up will be given to the student and student will prepare the action plan of Counselling

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. The student has to prepare the report for each activity and in the end all three reports would be put in a file (bound book is not necessary).

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

Conduct of Activities: 05 Marks

Journal Report - 10 Marks

Viva - 05 Marks

External Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
 - Solving of hypothetical case: 10 (external only)
 - Viva: 10 (internal + external)
-
- The University exam will be 4 hours
 - There will be a batch of 12 students for practical examination.
 - Students will solve one hypothetical case.

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: Health Psychology

Course Code: PSY-312-MJE

No. of hours:30

No. Credit: 02

Course Outcomes

1. Explain the basic concepts, nature, goals of health psychology.
2. Describe the social, emotional, cognitive, and physical components of health.
3. Explain the bio-psychosocial model in relation to mental health and chronic illness.
4. Identify sources, types, and effects of stress on physical and mental health.
5. Apply appraisal-focused, problem-focused, and emotion-focused coping strategies.
6. Analyse health behaviours for effective illness management.

UNIT 1: INTRODUCTION TO HEALTH PSYCHOLOGY

15 Lectures

- 1.1 Health Psychology: Definition, Nature and Goals;
- 1.2 Components of Health: Social, Emotional, Cognitive and Physical Aspects
- 1.3 Model of Health Psychology: Bio-psychosocial model of health; Mental Health and Chronic Illness
- 1.4 Nature and Sources of Stress; Types of Stress and Effects of Stress on Physical and Mental Health

UNIT 2: HEALTH ENHANCING BEHAVIOURS

15 Lectures

- 2.1 Coping – Meaning and Nature, Types – Appraisal Focused, Problem Focused and Emotion Focused
- 2.2 Characteristics of Health Behaviour and Barriers to Health Behaviour
- 2.3 Health Enhancing Behaviours – Diet, Exercise, Lifestyle; Health Compromising Behaviours
- 2.4 Health Protective behaviours and Illness Management

READINGS

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- Misra, G. (1999). Stress and Health. New Delhi: Concept. Routledge.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill

Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: MAJOR MANDATORY ELECTIVE

Course Name: Health Psychology: Practical

Course Code: PSY-313-MJEP

No. of hours:60

No. Credit: 02

Course Outcomes

After completing this course, students will be able to

1. Administer, score, and interpret standardized mental health assessments.
2. Conduct mental assessments using scientific methods.
3. Apply ethical principles during mental health assessments.
4. Prepare systematic and well-structured psychological practical journals.
5. Analyse assessment data in scientific manner.
6. Apply assessment results to real-life mental health promotion and intervention.

From the list presented below, any 04 Practical must be conducted.

1. Mental Health Test
1. Stress Test
2. State–Trait Anxiety Inventory
5. Depression Test
6. Coping Scale
7. Quality of Life Assessment
8. Anger Assessment

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be demonstration and conduction of practical's based on psychological tests.
3. Students will prepare the journal book of all practical reports

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

Conduct of Activities: 05 Marks

Journal Report - 10 Marks

Viva - 05 Marks

External Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Report of test at time of examination: 10 (external)
- Viva: 10 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- At the time of examination, students have to write the introduction and application of any one of the tests allotted by the examiners

Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: VOCATIONAL SKILL COURSE (VSC) (T)

Course Name: Sports Psychology

Course Code: PSY-321-VSC

No. of hours: 30

No. Credit: 02

Course Outcomes:

After completing this course, students will be able to:

1. Explain fundamental concepts of sports psychology.
2. Describe psychological factors influencing sports performance.
3. Analyse motivation, stress, anxiety, and arousal in sports.
4. Examine group processes and relationships in sports.
5. Apply psychological techniques for performance enhancement.
6. Explain the importance of positive psychological practices in sports.

Unit 1: Foundations of Sports Psychology

1.1 Introduction to Sports Psychology: Meaning, definition, emergence, significance, role of sports psychologist.

1.2 Personality in Sports: Role of personality in sports performance, personality assessment in sports.

1.3 Motivation in Sports: Types of motivation; motivation and performance relationship.

1.4 Stress, Anxiety and Arousal: Stress and anxiety in sports; sources and types, Yerkes Dodson law.

Unit 2: Group Processes and Applied Sports Psychology

2.1 Group Dynamics in Sports: Group cohesion, leadership in sports, and impact of spectators on performance.

2.2 Mental Skills Training: Confidence training, Self-talk, Imagery and Goal-setting

2.3 Arousal and relaxation techniques: Mindfulness, Diaphragmatic breathing, Progressive muscle relaxation.

2.4 Positive practices in sports: Self-Compassion and Gratitude Practices

READINGS:

Aalegaonkar, P. M. (2015). *Pragat kridamanashastra* (प्रगत क्रीडामानसशास्त्र). Continental Prakashan.

Bam, B. (2015). *Vijayache manasshastra* (2011 ed.). Generic.

Cox, R. H. (2002). *Sport Psychology: Concepts and Applications*. U.S.A.: McGraw-Hill

Tenenbaum, G. & Eklund, R. (2007). *Handbook of Sports Psychology*. John Wiley & Sons. New Jersey.

Jarvis, M. (2006). *Sport Psychology: A Students handbook*. Rutledge.

Jowett, S., & Lavelle, D. (2007). *Social psychology in sport*. Human Kinetics. USA

Khandare, R. (n.d.). *Khelache manashastra* (खेळाचे मानसशास्त्र). Chinmay Prakashan.

Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company.

Singer, R., Hausenblas, H., & Janelle, C. (2001). *Handbook of Sports Psychology*. John Wiley & Sons. New Jersey.

Weinberg, R. S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychology*. U.S.A.: Human Kinetics.

Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: FIELD PROJECT (FP) (P)

Course Name: Group Testing

Course Code: PSY-331-FP

No. of hours:60

No. Credit: 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. Analyse 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. As part of field project, the student should conduct a group testing.

1. For group testing, a small sample (n=30 at least) should be taken.
2. The student will visit a classroom, study centre, etc. and administer the psychological test to a group of 10-30 people. If it is a group of more than 20 people, the student will have a partner for testing to aide in the group-testing process.
3. Any one standardized psychological test should be administered to the sample.
4. Responses should be scored as per the instructions given in the manual.
5. Report for group testing should be structured as follows:
 - a. Purpose of the group testing
 - b. Description of the test, e.g. author, psychometric properties, uses of test.
 - c. Tabular presentation of scores and results
 - d. Interpretation at group level
 - e. Any other relevant finding
 - f. Conclusion
 - g. References

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.

2. Under the guidance of the subject teacher students will conduct the group testing and prepare a detailed report in project form (Review of literature is not necessary).
3. Any standard psychological test can be used to collect data.
4. 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 - 30 clock hours

Internal Exam = 50 Marks.

For Internal Examination

- Data collection & scoring procedure - 10 Marks
- Report - 15 Marks
- Presentation: 10 Marks
- Viva - 15 Marks

Name of the Programme: B.A. Psychology

Class: T.Y.B.A

Semester: V

Course Type: MINOR

Course Name: Positive Psychology

Course Code: PSY-391-MN

No. of hours: 30

No. Credit: 02

Course Outcomes:

After completing this course, students will be able to:

1. Develop a clear understanding of the concepts and scope of Positive Psychology in relation to Traditional Psychology.
2. Examine and analyse various perspectives and approaches within Positive Psychology.
3. Understand and critically evaluate the Hedonic and Eudaimonic views of happiness.
4. Build resilience and apply mindfulness practices effectively in day-to-day life.
5. Understand the concepts of flow and spirituality and apply them for personal growth and well-being.
6. Explore the idea of wisdom and incorporate it thoughtfully in different life situations.

Unit 1: Introduction to Positive Psychology

- 1.1 Definition and nature of Positive Psychology, Assumptions and goals of Positive Psychology
- 1.2 Difference between Traditional & Positive Psychology
- 1.3 Positive Emotions and Well-being (Happiness and Positive Behaviours, Positive Emotions and Success, Positive Emotions and Flourishing)
- 1.4 Definition of Happiness, comparing Hedonic & Eudaimonic views of Happiness

Unit 2: Application of Positive Psychology

- 2.1 Resilience and its perspectives (Developmental Perspectives and Clinical Perspectives)
- 2.2 Mindfulness: Benefits & Attributes of Mindfulness
- 2.3 Wisdom: definition and the SOC model of Life management
- 2.4 Importance of Flow & Benefits of Spirituality

READINGS

Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology*. Pearson Education.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575.

Langer, E. J. (1989). *Mindfulness*. Addison-Wesley.

पवार, ज्ञानेश्वर . (२०१८). *सकारात्मक मानसशास्त्र*. प्रवर्तन प्रकाशन.

शिंदे, विश्वनाथ. (२०१६). *सकारात्मक मानसशास्त्र*. डायमंड पब्लिकेशन्स.

SEMESTER VI

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY THEORY

Course Name : Experimental Psychology

Course Code : PSY-351-MJ

No. of hours : 60 hrs

No of Credits : 04

Course Outcomes

After completing this course, students will be able to:

1. Define the scope of experimental psychology and differentiate between various types of variables (IV, DV, and Control).
 2. Formulate research problems and testable hypotheses.
 3. Explain the relationship between physical stimuli and psychological sensations.
 4. Differentiate between the physiological process of sensation and the cognitive process of perception.
 5. Describe the process of attention and explain factors affecting it
 6. Evaluate the different learning strategies
 7. Analyse the stages of memory (Encoding, Storage, Retrieval) and evaluate the primary theories of why forgetting occurs (Interference, Decay, etc.).
-

Unit 1: Introduction to Experimental Psychology

- 1.1 Experiments and Experimental Psychology: Definitions and Objectives, Experimental Psychology as a Method
- 1.2 Variables - Definition and Types: Independent Variables, Dependent Variables and Control Variables
- 1.3 Problem and Hypotheses - Problem: Definition, Sources of Problem and Formulation of Problem, Hypotheses: Definition, Types and Formulation of Hypotheses
- 1.4 Sampling and Ethics in Research - Sampling: Meaning and Types (Probability and non-probability), Ethical issues in research : concept of ethics, ethical issues concerning research participants and related to researcher

Unit 2: Psychophysics

- 2.1 Introduction to Psychophysics - Concept and Definition, Basic Concepts: Sensation, Threshold, PSE and Errors
- 2.2 Psychophysical Methods : Method of Limits, Method of Constant Stimuli, Method of Average Error.
- 2.3 Signal Detection Theory
- 2.4 Applications of Psychophysics

Unit 3: Perceptual Process

- 3.1 Sensation and Perception: Definition, Nature and Characteristics of sensation and perception
- 3.2 Attention: Definition, Nature, Types and Characteristics, Selective Attention, Division of Attention, Span of Attention, and Sustained Attention
- 3.3 Perception of Form: Figure–Ground Perception, Gestalt Laws of Perceptual Organization.
- 3.4 Illusions: Definition, Nature and Types, Causes of Illusions

Unit 4: Human Learning, Memory and Forgetting

- 4.1 Human Learning: Definition, Nature and Characteristics, Whole vs. Part Learning, Mass vs. Distributed Learning, Saving/Relearning method of Learning, Serial vs. Free Learning, Associative Learning
- 4.2 Transfer of Learning: Definition, Nature, Types
- 4.3 Memory & Retention: Definition, Nature of Memory Process and Types of Memory; Definition, Nature and Measurement of Retention
- 4.4 Forgetting: Definition, Nature, Types of Forgetting, reasons for forgetting

READINGS:

- Rajamanickam, M. (2005). *Experimental Psychology with Advance Experiment*. Concept Publishing Company, New Delhi.
- Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.
- Ranjit Kumar (2011). *Research Methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications
- Kothurkar, V. K. and Vanarase, S. J. (1986). *Experimental Psychology: A Systematic Approach*. Wiley Eastern Ltd.
- Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), *Experimental Psychology*. ND: Oxford & IBH Publishing Co. Pvt. Ltd
- Kerlinger, F. N. (1995). *Foundation of Behavioural Research*. N. Y. Holt Rinehart and Winston Inc.
- Kothari, C.R. (reprint 2009). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

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Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY THEORY

Course Name : Rehabilitation Psychology

Course Code : PSY-352-MJ

No. of hours : 60 hrs

No of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Explain the historical development and scope of rehabilitation psychology.
2. Examine psychosocial, biological, and cultural perspectives on disability.
3. Understand the use and selection of assessment tools and intervention strategies.
4. Clarify ethical and legal issues in rehabilitation practice.

Unit 1: Introduction to Rehabilitation Psychology

- 1.1 Definition, Nature and Scope of Rehabilitation Psychology
- 1.2 Primary Rehabilitation, Secondary Rehabilitation, Tertiary Rehabilitation
- 1.3 Models of Disability: Medical, Social, Biopsychosocial
- 1.4 Role of Rehabilitation Psychologists in Healthcare and Education

Unit 2: Areas of Rehabilitation Psychology

- 2.1 Rehabilitation in Clinical Field
- 2.2 Rehabilitation in Industrial Field
- 2.3 Rehabilitation in Community Issues
- 2.4 Rehabilitation of the Special Population

Unit 3: Psychosocial Perspectives of Disability

- 3.1 Adjustment to disability: coping, resilience, and stigma.
- 3.2 Family and community support systems.
- 3.3 Cultural attitudes toward disability in India.
- 3.4 Gender and disability issues.

Unit 4: Assessment, Ethical, Legal and Professional Aspects

- 4.1 Psychological assessment tools for persons with disabilities.
- 4.2 Ethical principles in rehabilitation psychology.
- 4.3 Legal Framework of Mental Health Act 2017 and Rights of Persons with Disabilities Act.
- 4.4 Professional competencies and training.

READINGS

Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (2019). *Handbook of rehabilitation psychology* (3rd ed.). American Psychological Association.

Dunn, D. S. (2023). *Understanding the experience of disability: Perspectives from social and rehabilitation psychology*. Oxford University Press.

Government of India. (2017). Mental Healthcare Act, 2017. Ministry of Law and Justice.

Meade, M. A., Bechtold, K. T., & Wegener, S. T. (2025). *The Oxford handbook of rehabilitation psychology* (2nd ed.). Oxford University Press.

Rehabilitation Council of India. (2023–2024). Curriculum guidelines. Rehabilitation Council of India.

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY PRACTICAL

Course Name: Experimental Psychology: Practical

Course Code : PSY-353-MJP

No. of hours : 120 hrs

No of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Compute and interpret basic statistical measures such as range, standard deviation, quartile deviation, and correlation coefficients for psychological data
2. Demonstrate the ability to calculate the Absolute Threshold (RL) and Differential Threshold (DL) using Psychophysical methods, understanding the limits of human sensation.
3. Quantify human attention span, reaction time, and perceptual distortions (illusions) through standardized lab procedures.
4. Graphically represent the "learning curve" and explain phenomena such as bilateral transfer of training and proactive/retroactive interference in memory.
5. Translate experimental results into formal lab reports, linking statistical data (Part A) to psychological theories (Part B).

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 Experimental Psychology practical will aid the students in learning the basic skills required for conducting classic laboratory experiments that defined psychology as a science. Students will be introduced to the fundamental statistical tools required to organize, analyse, and interpret psychological data. The training in classical methodology of experimental psychology will help to bridge the gap between theoretical psychological concepts and empirical measurement. It will also teach students how to conduct experiments under controlled conditions and minimize subjective bias in data collection.

SECTION A: STATISTICS

Statistics is a part of Practical paper. Teachers should conduct **One Lecture per Week** throughout the year for Statistics. See the "NEP and/or University Guidelines" for other details.

Topics to be covered:

1. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped and ungrouped data.
2. Bivariate Correlation: Pearson's r , Spearman's ρ

SECTION B: EXPERIMENTS

The experiments listed below are the part of the Practical paper. For the purpose of conducting these experiments, teachers shall conduct practical sessions '**Twice in a Week**' throughout the academic year. The duration of each practical session shall be '**Four Clock Hours**'. For other details, refer to the "NEP and/or University Guidelines."

I] PSYCHOPHYSICS (Any One)

1. Method of Limits- RL or DL
2. Method of Constant Stimuli- RL or DL
3. Method of Average Error: PSE and CE

II] ATTENTION AND PERCEPTUAL PROCESSES (Any Two)

1. Divided attention
2. Span of attention
3. Illusion
4. Size constancy
5. Depth perception
6. Reaction time

III] LEARNING (Any Two)

1. Bilateral transfer
2. Habit interference
3. Serial learning
4. Associative Learning
5. Insightful Learning: Maze learning/Problem solving

IV] MEMORY (Any One)

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short-Term Memory (STM) for digits or words.
4. Zeigarnik Effect.

READINGS:

- Rajamanickam, M. (2005). *Experimental psychology: With advanced experiments* (Vols. 1–2). Concept Publishing Company.
- Aron, A., Coups, E. J., Aron, E. N., & Cooley, E. (2023). *Statistics for psychology* (7th ed.). Pearson.
- D'Amato, M. R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. Tata McGraw-Hill.
- Garrett, H. E. (2005). *Statistics in psychology and education*. Paragon International Publishers.
- Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
- Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
- Parameshwaran, E. G., & Rao, B. T. (1968). *Manual of experimental psychology*. Lalvani Publishing House.
- Mangal, S.K. (2010). *Statistical methods in psychological and educational research*. PHI Learning
- Woodworth, R. S., & Schlosberg, H. (2008). *Experimental psychology* (6th ed., reprint). Oxford & IBH Publishing Co. Pvt. Ltd.

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY ELECTIVE

Course Name : Industrial and Organisational Psychology

Course Code : PSY-360-MJE

No. of hours : 30 hrs

No of Credits : 02

Course Outcomes

After completing this course, students will be able to:

1. Describe the concept of industrial and organizational psychology, selection and training, evaluation and motivation at workplace
2. Explain job profile, job analysis, recruitment techniques
3. Identify and classify the tools used in selection and placement.
4. Compare different theories of motivation
5. Explain the process of identification of training needs and design of a training programme on this basis
6. Evaluate the training programme

Unit 1: Introduction to Engineering and Personnel Psychology

- 1.1 Definition, Nature and Scope of Industrial and Organizational psychology
- 1.2 Engineering Psychology: Time & Motion Studies, Tools Designing, Hawthorne's Effect
- 1.3 Personnel psychology: Job analysis, Job Requirement, Recruitment Process
- 1.4 Placement Process: Biodata, Resume, CV and Applicant Blank and Job Interview

Unit 2: Motivation and Training

- 2.1 Work Motivation: Concept, Need and cognitive theories: McClelland, Herzberg, Goal Setting Theory, Self Efficacy Theory
- 2.2 Training Need Assessment: Information, Assessment and Training Design
- 2.3 Levels of Training: Information, Skills, Knowledge, Attitude and Sensitivity
- 2.4 Evaluation of Training Programme

READINGS:

- Paul E. Spector (2016). *Industrial and Organizational Psychology: Research and Practice*. Wiley
- Michael G. Aamodt (2023). *Industrial/Organizational Psychology: An Applied Approach* (9th Edition). Cengage.
- Wickens, C.D. & Hollands, J.G. (2000) *Engineering Psychology and Human Performance* (3rd Edition). Pearson

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY ELECTIVE (P)

Course Name : Industrial Training and Development

Course Code : PSY-361-MJEP

No. of hours : 60 hrs

No of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Recall formats and essential components of professional documents (Biodata, CV, Resume, Applicant Blank).
2. Interpret the need for counsellors and mental health professionals based on field observations.
3. Apply psychological principles to design information-based and knowledge-based training programs.
4. Demonstrate professional writing skills through preparation of personal and career-related documents.
5. Develop training modules tailored to the needs of students or community groups.

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. This practical course is designed to provide TYBA Psychology students with experiential learning through field visits and laboratory activities. By engaging with institutions such as industrial centres, labour offices, and court-attached counselling cells, students will observe the real-world need for psychological services in diverse settings. In the laboratory, students will practice professional documentation, design training programs, and critically evaluate media content.

The course emphasizes the application of psychological principles to community, educational, and organizational contexts. It integrates observation, skill-building, and program design to prepare students for roles in counselling, training, and applied psychology.

The student is expected to complete any **FOUR** of the following activities and prepare a report on each activity.

1. Visit to the Jilha Udyog Kendra and observe the need of Counsellor
2. Visit to a Training and Development Consultant/ Officer
3. Visit to a Labour Office OR Labour Agency and observe the need of Counsellor
4. Write your information in the form of Biodata, CV, Resume and Applicant Blank
5. Measure the work motivation/job satisfaction of a group of 10 employees in same job role
6. Design Information-based training program
7. Design Knowledge-based training program
8. Implementation of designed training program on a sample of 8-10 people

The training program may be designed for students of the same institution or nearby vicinity.

The student is expected to take the assistance of the Subject Teacher to design the training program.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 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.
4. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

- Conduct of activities: 05 Marks
- Journal Report: 10 Marks
- Viva: 05 Marks

External Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Presentation of report: 10 (internal + external)
- Viva: 10 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Students will present the project report

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY ELECTIVE

Course Name : Advertising and Consumer Psychology

Course Code : PSY-362-MJE

No. of hours : 30 hrs

No of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the definition, emergence, and significance of consumer psychology in influencing consumer behaviour.
2. Analyse the role of memory and learning in shaping consumer decisions and purchasing habits.
3. Examine how sensation, perception, and attention impact consumer choices, using principles like Gestalt theory.
4. Evaluate the influence of emotions and attitudes on consumer decision-making and behavioural patterns.
5. Explore key principles of advertising psychology, including attention factors and elements of successful advertisements.
6. Apply theories of motivation and attitudinal change to understand and influence consumer behaviour effectively.

Unit 1: Fundamentals of Consumer Psychology

1.1 Consumer Psychology: Definition, and how it emerged

1.2 Role of memory and learning in consumer behaviour.

1.3 Role of Sensation, Perception and attention in consumer behaviour: Definitions, application of Gestalt Theory, use of different senses, what attracts consumers' attention

1.4 Role of identity in consumer behaviour: identity formation, symbolic meaning of products, identifying with products, negative aspects of consumption on self.

Unit 2: The Consumer : Behavior and Attitude

2.1 The Emotional Consumer: emotions, attention and recall; impact of emotions on decision-making

2.2 Attitude: generation of attitudes, theories of attitudinal change, predicting behaviour, the influence of mass media.

2.3 Advertising Psychology: Definition, role of attention, factors making advertisements successful.

2.4 Motivational determinants of behaviour: Theories of motivation and how to motivate consumers.

READINGS:

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. New York: Open University Press.

Fennis, B.M. & Stroebe, W. (2010). *The Psychology of Advertising*. East Sussex: Psychology Press.

Jansson-Boyd, C. V. & Zawisza, M.J. (2017). *Routledge International Handbook of Consumer Psychology*. New York: Routledge.

- Kahle, L.R. & Kim, C. (2006). *Creating Images and the Psychology of Marketing Communication*. London: Lawrence Erlbaum Associates, Inc.
- Norton, M.I., Rucker, D.D., & Lambertson, C. (2015). *The Cambridge Handbook of Consumer Psychology*. New York: Cambridge University Press.
- Young, B.M. (2018). *Consumer Psychology: A Life Span Developmental Approach*. Exeter, UK: Palgrave.

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : MAJOR MANDATORY ELECTIVE

Course Name : **Practicals on Advertising**

Course Code : PSY-363-MJEP

No. of hours : 60 hrs

No of Credits : 02

Course outcomes:

After learning this course students will be to:

1. oriented on innovation and ideation required for advertisement.
2. aware with strategic Marketing Communication.
3. learn critical analysis and evaluation skills required for advertising.
4. understand the psychology and Science of Persuasion.
5. gain the knowledge of digital marketing and technology integration
6. prepared for professional Development and Industry Readiness

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 in Advertising Psychology will be helpful to the students to learn basic training and development skills necessary in the field of consumer, industrial psychology.

The student is expected to complete any **four** out of the following seven experiments.

Experiment 1: Designing Advertisement for a Service

Objective: Create an advertisement for a service across different media. Materials: Design tools, service examples, advertising format templates Procedure:

1. Choose a local service business (restaurant, salon, tutoring, etc.)
2. Identify the service's key benefits and target audience
3. Create advertisements in any one of the 3 different formats: (i) Print advertisement (newspaper/magazine) (ii) Digital banner ad (website/social media) (iii) Radio script (30-second spot)
4. Focus on service-specific elements: (i) Emphasize experience and outcomes (ii) Include testimonials or reviews (iii) Highlight expertise and reliability
5. Test advertisements with 5 people from the target demographic
6. Refine based on feedback

Expected Outcome: Students will understand service marketing nuances and multi-channel advertising.

Experiment 2: Designing Advertisement for a Product

Objective: Develop product-focused advertising skills emphasizing features and benefits.

Materials: Product samples, advertising creation tools, benefit analysis worksheets

Procedure:

1. Select a physical product (electronic gadget, food item, clothing, etc.)
2. Analyse product features and translate them into customer benefits

3. Create advertisements for any one of the 3 different channels: (i) Social media post with visuals (ii) YouTube video script (60 seconds) (iii) Point-of-sale display poster
4. Incorporate product-specific elements: (i) High-quality product imagery (ii) Feature demonstrations (iii) Comparison with competitors (iv) Call-to-action for purchase
5. A/B test two versions of one advertisement format
6. Measure engagement or response rates

Expected Outcome: Students will master product advertising techniques and understand feature-benefit translation.

Experiment 3: Analysis of Advertisements

Objective: Develop critical analysis skills for evaluating advertisement effectiveness.

Materials: Advertisement collection (print, digital, video), analysis frameworks, evaluation rubrics Procedure:

1. Collect 10 advertisements from different industries and media types
2. Create an analysis framework covering: (i) Target audience identification (ii) Message clarity and appeal (iii) Visual design effectiveness (iv) Call-to-action strength (v) Brand consistency (vi) Emotional impact
3. Score each advertisement on a 1-10 scale for each criterion
4. Identify the top 3 and bottom 3 performing ads
5. Analyse what makes the top ads successful
6. Suggest improvements for the bottom ads
7. Present findings with supporting evidence

Expected Outcome: Students will develop analytical thinking and advertisement evaluation skills.

Experiment 4: Ethical Issues in Advertisement

Objective: Identify and address ethical concerns in advertising practices.

Materials: Controversial advertisement examples, ethical frameworks, case study templates Procedure:

1. Research and collect 5 advertisements that have faced ethical criticism
2. Categories to explore: (i) Misleading claims (ii) Stereotyping or discrimination (iii) Targeting vulnerable populations (iv) Hidden fees/conditions (v) Environmental or health concerns
3. Analyze each case using ethical frameworks: (i) Truth in advertising (ii) Social responsibility (iii) Consumer protection (iv) Cultural sensitivity
4. For each problematic ad, create an ethical alternative version
5. Develop a personal ethical advertising checklist
6. Debate the balance between persuasion and ethical responsibility

Expected Outcome: Students will understand advertising ethics and responsible marketing practices.

Experiment 5: Effect of Colour on Advertisement

Objective: Investigate how colour choices impact advertisement perception and effectiveness. Materials: Colour theory resources, design software, survey tools, identical ad templates Procedure:

1. Create identical advertisements for the same product using different colour schemes: (i) Version A: Warm colours (red, orange, yellow) (ii) Version B: Cool colours (blue, green,

purple) (iii) Version C: Neutral colours (black, white, grey) (iv) Version D: High contrast combinations

2. Test each version with different groups (minimum 20 people per version)
3. Measure responses for: (i) Attention-grabbing ability (ii) Emotional response (iii) Purchase intention (iv) Brand perception (v) Memorability
4. Compare results across colour schemes
5. Research colour psychology principles
6. Match findings with established colour theory
7. Create guidelines for colour selection in advertising

Expected Outcome: Students will understand colour psychology's role in marketing effectiveness.

Experiment 7: Digital vs Traditional Advertisement Effectiveness

Objective: Compare the impact and effectiveness of digital versus traditional advertising methods.

Materials: Campaign creation tools, analytics platforms, traditional media samples, measurement templates Procedure:

1. Choose the same product/service for both campaigns
2. Create parallel campaigns: (i) Traditional: Print ad, radio spot, billboard design (ii) Digital: Social media ads, Google ads, email marketing
3. Set identical budgets and timeframes for both approaches
4. Launch campaigns simultaneously (or simulate with test audiences)
5. Measure and compare: (i) Reach and frequency (ii) Engagement rates (iii) Cost per impression (iv) Conversion rates (v) Target audience precision (vi) Feedback quality
6. Analyse advantages and disadvantages of each approach
7. Recommend an integrated strategy combining both methods

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be conduction of said activities and preparing the reports under the guidance of the subject teacher.
3. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

- Conduct of activities: 05 Marks
- Journal Report: 10 Marks
- Viva - 05 Marks

Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Presentation: 10 (internal + external)
- Viva: 10 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Student will present the work done as part of examination

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : VOCATIONAL SKILL COURSE

Course Name : Psychological First Aid

Course Code : PSY-371-VSC

No. of hours : 60 hrs

No of Credits : 02

Course outcomes:

After learning this course students will be to:

1. Identify basic concepts and ethical principles of Psychological First Aid.
2. Explain common signs of emotional distress in everyday situations.
3. Apply basic Psychological First Aid skills such as listening, empathy, and reassurance.
4. Differentiate between situations requiring Psychological First Aid and professional mental health intervention.
5. Evaluate the importance of self-care while providing psychological support.
6. Prepare brief, structured reports documenting Psychological First Aid activities and reflections.

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. This vocational skill course introduces students to the basic principles and practical application of Psychological First Aid (PFA). The course emphasises humane helping skills such as empathy, listening, emotional support, ethical conduct, self-care, and basic report writing, relevant to community, workplace, and everyday life situations. The course does not involve clinical diagnosis or psychotherapy. The main aim of this course is to sensitise students to emotional distress and psychological vulnerability. It will help them develop basic Psychological First Aid skills and enhance readiness for community and workplace support roles

Practicals

(Any FOUR out of the following SIX practicals shall be conducted)

PRACTICAL 1: Recognising Emotional Distress in Everyday Situations

Aim: To identify emotional distress in common life situations.

Activity: Analysis of short real-life situations related to academic stress, family problems, illness, workplace stress, or sudden loss.

Report Writing: Brief report on observed distress signs and the need for Psychological First Aid.

PRACTICAL 2: Active Listening and Empathy Skills

Aim: To develop listening and empathy skills essential for Psychological First Aid.

Activity: Guided role play focusing on listening without judgment, showing empathy, and providing emotional support.

Report Writing: Reflective report on the role played and learning experience.

PRACTICAL 3: Providing Support Without Counselling

Aim: To understand ethical boundaries of Psychological First Aid.

Activity: Response to mild distress situations using appropriate words and behaviour without providing advice or therapy.

Report Writing: Report highlighting support provided and ethical considerations.

PRACTICAL 4: Self-Care for Helpers

Aim: To understand the importance of self-care while helping others.

Activity: Identification of personal stressors and preparation of a simple self-care plan.

Report Writing: Structured self-care report with reflection.

PRACTICAL 5: Basic Response to Emotional Emergencies

Aim: To develop appropriate responses to emotional emergencies.

Activity: Simulation or discussion of situations such as panic, emotional shock, or intense anxiety, focusing on calm response and referral.

Report Writing: Situational report outlining response steps.

PRACTICAL 6: Community Application of Psychological First Aid

Aim: To understand the application of Psychological First Aid in community and workplace settings.

Activity: Discussion or observation of Psychological First Aid practices in schools, hospitals, disaster settings, or workplaces.

Report Writing: Brief field-based or case-based report.

JOURNAL REQUIREMENTS

The journal shall include:

- Aim and description of each practical
- Observations and reflections
- Report writing for each activity
- Learning outcomes

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be conduction of said activities and preparing the reports under the guidance of the subject teacher.
3. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

- Journal completion – 05
- Attendance and participation – 07
- Practical performance – 08

End Semester Practical Examination

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Practical Task/ Activity: 10 (internal + external)
- Viva: 10 (internal + external)
- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Student will demonstrate a practical task/ activity

Name of the Programme : B.A. Psychology

Class : T.Y.B.A.

Semester : VI

Course Type : ON-JOB TRAINING

Course Name : OJT in Psychology

Course Code : PSY-381-OJT

No. of hours : 120 hrs

No of Credits : 04

Course Outcomes

After completing this course, students will be able to:

1. Apply psychological theories and principles in real-world settings.
2. Analyse client behaviour, case histories, or organizational dynamics using relevant psychological tools and techniques.
3. Demonstrate essential professional skills such as empathy, confidentiality, observation, communication, and ethical practice in a supervised setting.
4. Evaluate the effectiveness of different psychological interventions or assessments used during the training period.
5. Reflect critically on personal and professional growth during the internship through logs, reports, or supervision meetings.
6. Design basic intervention or support strategies for individuals or groups based on their needs and context.

Introduction

On-the-Job Training (OJT) is one of the most effective ways to provide specific, practical, and continuous learning. It involves hands-on experience in a real-world setting and bridges the gap between academic knowledge and field application. Students will visit and engage with organizations and institutions related to their field of study to understand their functioning and to gain first hand exposure to practical applications in psychology.

Format of OJT

1. Duration of OJT: Students must complete **120 hours** of OJT at a relevant setting

2. Setting for OJT: Students must select any one setting from the following list for the OJT:

- Mental health organizations
- NGOs
- Counselling cells (in colleges/universities)
- Rehabilitation centres
- Old age homes
- Remand homes
- Special or regular schools
- Well-being centres
- Corporate wellness programs
- Industrial & Organizational setting
- Marital counselling centre at courts (Legal settings)
- Criminal & forensic Centres
- Psych-oncologist centres

3. Nature of Work: The training will resemble an internship, where students actively engage with the work of the host organization. Participation may include:

- Volunteering in ongoing activities
- Assisting with counselling sessions, assessments, and workshops
- Conducting or observing psychological testing (if applicable)
- Creating and submitting basic psychological reports
- Supporting outreach and awareness activities

4. Documentation:

- Students are required to **maintain a daily diary** of the tasks completed and experiences gained and submitted to the course coordinator.
- The **Agency Supervisor** must sign the diary at the end of the internship as a verification of the student's participation.

5. Completion Certificate: At the conclusion of the OJT, the organization must provide a **certificate of completion**, confirming that the student has fulfilled the 120-hour requirement.

6. Final Report Submission: Each student must submit a comprehensive report of OJT for assessment, including:

- Brief profile of the organization
- Objectives of the internship
- Work done at the place of OJT
- Learning Outcome from the OJT
- Discussion and reflection
- Conclusion
- References (if applicable)

Operationalization of the Course

The course will be operationalized in the following manner:

1. There will be a batch of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Students will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

Examination Pattern

- Practical Paper of 4 Credits - 120 clock hours
- Continuous Internal Exam (40 Marks) + Final Semester End Practical Exam (60 Marks) = 100 Marks

For Continuous Internal Examination (40 Marks): The continuous internal assessment will be done by the teacher-in charge.

- | | | |
|--|---|----------|
| 1. Punctuality & Sincerity in OJT work | - | 20 Marks |
| 2. Internal Presentation & Viva | - | 20 Marks |

For Final Semester End Practical Examination (60 Marks):

1. The Examination Department of the college will display the Final Semester-End Examination upon the completion of the semester. It will be administered in accordance with the University examination rules and regulations.
2. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be internal examiner and one will be external.
3. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.

The End Semester Examination will be of 60 marks and division of marks like the following.

i)	Presentation of work done in front of examiners (Int & Ext)	20 Marks
ii)	Viva	20 Marks
iii)	Final OJT Report	20 Marks

Assessment of the student

The Assessment structure of Final Semester End Examination of 60 Marks as follows:

1. University exam will be 4 hours
2. There will be a batch of 12 students for practical examination.
3. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading

Examination and evaluation pattern for the subject:**PSY-303-MJP (Semester-V): Practical: Psychological Testing****PSY-353-MJP (Semester-VI) : Practical: Psychological Experiments.****GENERAL GUIDELINES:**

1. For the above 2 subjects, practical examination will be conducted at the time of semester-end for 100 marks. There will be no internal examination.
2. For the regular practical conduction and practical examination each batch of students should consist of 12 students.
3. Workload distribution will be based on credit structure.
4. Each batch will conduct practical twice per week.
5. The concerned teacher should verify the completion of practical journal (Tests and Experiments) and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (SEMESTER-END EXAMINATION)

- 1) One chairman will be appointed for semester end practical examination by SPPU. Two or three district coordinators will assist him. They will prepare the total examination program. They will decide the internal and examiners panel.
- 2) While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
- 3) The examiners should set one question paper (6 tests/ experiments with statistical example) on the spot.
- 4) Before conducting the examination, the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.
- 5) While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
- 6) External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
- 7) The structure of the question paper is as follows:
 - a. There will be a question on statistics for 20 marks
 - b. The student will be submitting choice of practical conductance for examination
- 8) Break-up of marks will be as follows:

Journal (Tests/ Experiments)	Statistics	Instructions	Report	Oral examination	Total
20 Marks	20 Marks	20 Marks	20 Marks	20 Marks	100

- 9) The duration for practical examination will be of three clock hours per batch.
- 10) Assessment of statistics and practical report should be done by the external examiner only.
- 11) Practical Journal, Instructions, Oral examination be assessed by the internal and external examiners. Average marks of the two examiners should be considered as final assessment.
- 12) The following items should be considered for billing purpose, as per the revised rates of examiners' remuneration of S P Pune University.

Sr. No.	Particulars
1	Paper setting (Per batch)
2	Candidate evaluation – Each examiner
3	Model answer (Per batch)
4	Scheme of marking (Per batch)
5	Translation - (Per batch)

- 13) Total remuneration for the examination should be equally divided between the two examiners.
Admissible staff – Lab supervisor, expert assistant and Peon.
-

SAVITRIBAI PHULE PUNE UNIVERSITY
TYBA - SEMESTER END PRACTICAL EXAMINATION IN PSYCHOLOGY

PSY-303-MJP (Semester-V): **Practical: Psychological Testing/** PSY-353-MJP (Semester-VI) : **Practical: Psychological Experiments.**

Name of the College and exam centre:

Date and Time:

Batch:

Sr. No.	Seat No.	Journal (Tests or Experiments) 20 Marks				Statistics 20 Marks	Instructions 20 Marks				Report 20 Marks	Oral examination 20 Marks				Total 100
		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.	
1																
2																
3																
4																
5																
6																
7																
8																

Internal Examiner

External Examiner



Savitribai Phule Pune University

(Formerly University of Pune)

Faculty of Humanities
[**Bachelor of Arts**]
Board of Studies in Economics

New Syllabus for Affiliated Colleges of SPPU
TYBA Economics
[Semester V & VI]

As per
National Education Policy 2020
[**NEP 2020**]

To be implemented from Academic Year 2026-27

Syllabus: ECO 341 MN - Digital Economy [2T]

Class: TYBA Economics

Semester: V

Course Type: Credits Related to Minor - Minor Subject

Course Code: ECO 341 MN

Course Name: Digital Economy

No. of Credits: 2 Credits (Theory)

No. of Lectures per week – 2 Hours

No. of Hours: 30 Hours

Total Marks: 50 Marks

Preamble:

World over economies are becoming highly digitized. In India too we see that economic transactions are increasingly being conducted digitally. Many sectors and institutions are adopting online transactions and services in order to save time, decrease fraud and increase efficiency. Given this, a whole new economy, the digital economy is taking shape and is continuously increasing its reach across people and sectors. In light of this it becomes imperative for students of Economics to gain an understanding about the nature of this digital economy, its characteristics, its scope and its problems.

Course Outcomes:

By the end of the course the student should be able to:

1. Understand what comprises the Digital Economy.
2. To understand the effect of the Digital Economy on economic growth and development.
3. To understand the problems and adverse impacts of the digital economy.
4. To understand the sectoral spread and characteristics of the Digital Economy in India.

UNITS AND CONTENTS

Unit No.	Unit Title &Contents	Hours
1	1. Digital Economy: Definition and Working	15
	1.1 - Definition and Meaning of Digital Economy.	
	1.2 - Working of the Digital Economy: E-Commerce, Platforms, Gig Work and Aggregators.	
	1.3 - Economics of Digital Platforms	

	1.4 - Importance of Digital Economy for Economic Growth and Development	
	1.5 - Problems and Adverse Effects of the Digital Economy (Cyber Fraud, Excessive Packaging, Crime related to home deliveries, Adverse effects of timed deliveries).	
	1.6 - Regulation of the Digital Economy	
2	2. Digital Economy in Different Sectors in India	15
	2.1 - Digital Banking and Payments Systems (NEFT, RTGS,UPI, IMPS, Adhar Linked Payments)	
	2.2 - E- Governance (Adhar, Digi Locker, Jan Dhan), Implementation Social Welfare Schemes, Agriculture Related Schemes	
	2.3 - Digital Economy in Transportation	
	2.4 - Gig Economy (Platform work) and E-Commerce and Changing Labour Market	
	2.5 - Economy of Online Entertainment and Social Media	
	2.6 - Economy of Online Education and Health, Trading and Investments Services	
	Total Hours	30

References

1. Belleflamme Paul, Martin Peitz: **The Economics of Platforms: Concepts and Strategies**; Cambridge University Press.
2. Fagan Frank and James Langenfeld: **The Economics and Regulation of Digital Markets**; Emerald Publishing Limited; ISBN: 9781837976430.
3. Gangashetty R.V., D.M. Madari and K.P. Suresha (2020): **Digital Economy in India: Issues and Challenges**; Current Publications; ISBN: 9789384803384.
4. Kehal Harbhajan and Varinder P. Singh (2004): **Digital Economy: Impacts, Influences and Challenges**; IGI Publishing; ISBN-10: 1591403634; ISBN-13: 978-1591403630.
5. Pande Pooja, Vibhuti Shivam Dube, Pradeep Kumar Asthana and Mr Hamid Abdullah (2023) **Resurgence of Indian Economy: Digital Transformation Through Fintech**; Shivalik Prakashan ISBN-10: 9391214681; ISBN-13 - 978-9391214685.
6. Parker Geoffrey, Marshall W. Van Alstyne, Sangeet Paul Choudary (2017): **Platform Revolution: How Networked markets are Transforming the Economy and How to Make Them Work For You**; W.W. Norton and Company.

7. Schneider Henrique: **The Economics of Network and Digital Platforms**; Pub: Business Expert Press, 192 pages. ISBN: 9781637427682.
8. Singh Jaspal (2019): **Digital Payments in India: Background, Trends and Opportunities**, New Century Publications; ISBN: 8177084925 and 9788177084924.

Web References

1. Government of India: Digital India: <https://www.digitalindia.gov.in/about-us/>
2. UNTAD: Digital Economy Report, 2024. <https://unctad.org/publication/digital-economy-report-2024>.
3. <https://www.brookings.edu/articles/regulating-a-digital-economy-an-indian-perspective/>



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

अभ्यासक्रम

मानवविज्ञान शाखेतील पदवी

बी. ए.- मराठी: वर्ष- ३ (सत्र-५ व ६)

(शैक्षणिक वर्ष २०२६-२७ पासून)

UG Degree in Humanities [Level- 5.5]
B.A.- Marathi: Year-III [Semester- 5 & 6]
(w.e.f. academic year 2026-27)

- 1] Major Core - मराठी**
- 2] Major Elective - मराठी**
- 3] VSC- मराठी**
- 4] FP/CEP/OJT- मराठी**
- 5] Minor - मराठी**

U.G. मराठी – तृतीय वर्ष (सत्र-५) अभ्यासक्रम [Level 5.5]			
Course Type	Minor	Credits- 2	Weeks- 15
MAR 341 MN	शिवराय आणि संविधान (कादंबरी) - अॅड. राहुल रासवे	Theory	Hours- 30

अभ्यासपत्रिकेविषयी :

सदर अभ्यासपत्रिकेमधून ‘कादंबरी’ या साहित्यप्रकाराची संकल्पना व स्वरूप, कादंबरीचे घटक, प्रकार आणि वाटचाल समजून घेण्यास मदत होईल. त्याचबरोबर अभ्यासक्रमात नेमलेल्या साहित्यकृतीचा आस्वाद घेता येईल.

अभ्यासपत्रिकेची उद्दिष्टे :

१. मराठी ‘कादंबरी’ या साहित्यप्रकाराची संकल्पना व स्वरूप जाणून घेणे.
२. कादंबरी या साहित्य प्रकाराचे घटक, प्रकार आणि वाटचाल समजून घेणे.
३. नेमलेल्या अभ्यासपुस्तकातील आशयाचा आस्वाद घेणे आणि विश्लेषण करणे.

अभ्यासक्रम :

घटक	तपशील	श्रेयांक	घड्याळी तास
१	कादंबरी : संकल्पना व स्वरूप कादंबरीचे घटक कादंबरीचे विविध प्रकार कादंबरी या साहित्यप्रकाराची वाटचाल	१	१५
२	शिवराय आणि संविधान (कादंबरी) - अॅड. राहुल रासवे	१	१५

अभ्यासपत्रिकेची अध्ययन निष्पत्ती (COs) :

सदर अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये पुढील क्षमतांचा विकास होईल,

Cognitive Ability	Course Outcomes	Teaching Learning Method
Co-1 Remember	‘कादंबरी’ या साहित्यप्रकाराची संकल्पना व स्वरूप सांगता येईल.	व्याख्यान
Co-2 Understanding	कादंबरी या साहित्य प्रकाराचे घटक, प्रकार आणि वाटचाल इत्यादीचे आकलन होईल.	व्याख्यान, स्वयं-अध्ययन
Co-3 Applying	मराठी कादंबरीच्या अभ्यासातून साहित्याचा आस्वाद घेण्याची प्रेरणा मिळेल.	वाचन, लेखन
Co-4 Analyzing	मराठी कादंबरी या साहित्यप्रकारच्या संदर्भात आकलन आणि विश्लेषणक्षमता विकसित होईल.	आशय विश्लेषण
Co-5 Evaluating	कादंबरीचे वाचन, आस्वादन, विश्लेषण, वर्गीकरण, मूल्यनिर्णय या प्रक्रियेतून विद्यार्थ्यांची साहित्यविषयक अभ्यासाची समाज विकसित होईल.	रसग्रहण
Co-6 Creating	मराठी कादंबरीच्या अभ्यासातून विद्यार्थ्यांना अनुभव मांडणीची कला अवगत होईल. त्याचबरोबर अनुभव विश्लेषणाची प्रेरणा मिळेल.	स्व-अनुभवांचे सादरीकरण

संदर्भ ग्रंथ:

१. मराठी कादंबरीचे पहिले शतक, कुसुमावती देशपांडे, मुंबई मराठी साहित्य संघ प्रकाशन मुंबई, प्र. आ. १९५३.
२. कादंबरी आणि मराठी कादंबरी, उषा हस्तक, साहित्य सेवा प्रकाशन, औरंगाबाद, १९९३.
३. दलित कादंबरी : स्वरूप आणि समीक्षा, प्रा. डॉ. प्रदीप सुरवाडकर, अथर्व पब्लिकेशन्स, २०००.
४. मराठी कादंबरी: समाजशास्त्रीय समीक्षा, रवींद्र ठाकूर, दिलीपराज प्रकाशन प्रा. लि., पुणे, २०००.
५. कादंबरी: स्वरूप आणि समीक्षा, डॉ. द. भि. कुलकर्णी, पद्मगंधा प्रकाशन, पुणे, २००२.
६. कादंबरी, डॉ. हरिश्चंद्र थोरात, पद्मगंधा प्रकाशन, पुणे, २००७
७. कादंबरी- १ (मराठी विश्वकोश), महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ मुंबई, प्र. आ. २०१४



सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे Savitribai Phule Pune University, Pune

राष्ट्रीय शिक्षा नीति 2020 [NEP] के अंतर्गत द्वितीय वर्ष कला हिंदी का पाठ्यक्रम
Under The New Education Policy 2020 [NEP] TYBA Hindi Course

बी.ए.तृतीय वर्ष के लिए निर्धारित पाठ्यक्रम का ढाँचा
Credit Framework for Under Graduate (UG) (2026-27)

संबद्ध महाविद्यालयों के लिए
For Affiliated colleges

तृतीय वर्ष कला
पंचम एवं षष्ठ अयन

अ. क्र.	Minor	क्रेडिट
HIN-391-MIN	उपन्यास साहित्य	2

पाठ्यक्रम का लक्ष्य (Aims) :

हिंदी उपन्यास गद्य साहित्य की एक प्रमुख विधा है, जो मानव जीवन का विस्तृत, यथार्थवादी और काल्पनिक चित्रण करती है। यह विधा साहित्य और संस्कृति के क्षेत्र में एक महत्वपूर्ण स्थान रखती है। कहानी कहने की एक आधारशिला के रूप में, उपन्यास हमें नई दुनिया में ले जाते हैं, अविस्मरणीय पात्रों से हमारा परिचय कराते हैं और मानवीय अनुभवों पर प्रकाश डालते हैं। एक साहित्यिक कृति के रूप में, यह पाठकों को मानवीय अनुभवों की झलक प्रदान करती है, और अक्सर भावनाओं, रिश्तों और सामाजिक मुद्दों की जटिलताओं का अन्वेषण करती है। हिंदी साहित्य में प्रेरणादायक उपन्यासों की एक समृद्ध परंपरा है, जो जीवन संघर्ष, नैतिकता और सामाजिक सुधार का संदेश देते हैं।

पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes)

1. छात्र उपन्यास विधा से परिचित होंगे।
2. छात्र उपन्यास तत्वों का परिचय प्राप्त करेंगे।
3. 12th फेल इस उपन्यास का विस्तृत परिचय प्राप्त कर सकेंगे।
4. छात्र उपन्यास के पात्र के वास्तविक जीवन संघर्ष से परिचित होंगे।
5. पठित उपन्यास पढ़ने से छात्रों को संघर्ष करने की प्रेरणा मिलेगी।
6. छात्र अनुराग पाठक के व्यक्तित्व एवं कृतित्व से परिचित होंगे।
7. छात्र उपन्यास वाचन कला के प्रति प्रेरित होंगे।
8. छात्रों को उपन्यास में निहित मूल्य अवगत होंगे।
9. छात्र उपन्यास के उद्देश्य को समझ सकेंगे।
10. छात्र उपन्यास की भाषा एवं शैली से परिचित 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	Domen 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	2	2	2	3	2
CO-2	2	3	3	2	2	2	2	2	2	2	3	3	2	2		2	2	2	2	2
CO-3	2	3	3	2	2	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2
CO-4	2		3	3	2	2	2	2	3	2	2	3	2	2	2	2	2	2	3	2
CO-5	2	2	3			2			2	2	3	3	2	2		2	2	2	3	2
CO-6	2	3	3	3			2		3	2	3	3		2	2	2		2	3	2
CO-7	2	3	3	2	2	2	2	2	2	2	3	3	2	2		2	2	2	2	2
CO-8	2	3	3	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2
CO-9	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2
CO-10	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2
Wgt Avg	2	2.3	3	2.3	2	2	2.1	2	2.3	2	2.7	3	2	2	2	2	2	2	2.4	2

शिक्षा विधि (Pedagogy) :

इकाई	पाठ्यविषय	तासिकाएँ
इकाई 1	उपन्यास अर्थ, स्वरूप, परिभाषा उपन्यास विधा का विकास, उपन्यास का सामान्य परिचय उपन्यास के तत्व उपन्यासकार अनुराग पाठक : व्यक्तित्व एवं कृतित्व	15
इकाई 2	पाठ्यपुस्तक 'ट्वेल्थ फेल' उपन्यास (अनुराग पाठक), नियोलिट पब्लिकेशन्स कथावस्तु पात्र चरित्र-चित्रण देश काल वातावरण संवाद भाषाशैली उद्देश्य शीर्षक की सार्थकता उपन्यास का कथ्य नायक की संघर्ष चेतना	15

	उपन्यास की प्रासंगिकता उपन्यास की मूल संवेदना	
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अंक विभाजन:

आंतरिक मूल्यांकन 30%

1. 15 अंको की लघुत्तरी परीक्षा

सत्रांत परीक्षा 70%

प्रश्न 1. इकाई I पर चार प्रश्न, जिनमे से दो प्रश्नों के उत्तर लिखने हैं $2 \times 7 = 14$

प्रश्न 2. इकाई II पर चार प्रश्न, जिनमे से दो प्रश्नों के उत्तर लिखने हैं $2 \times 7 = 14$

प्रश्न 3. दोनों इकाई पर सात बहु पर्यायी प्रश्न $1 \times 7 = 7$

संदर्भ ग्रंथ

1. हिंदी उपन्यास का विकास - मधुरेश - लोकभारती प्रकाशन, इलाहाबाद
2. आधुनिक हिंदी उपन्यास और समाज - डॉ. नामवर सिंह

Savitribai Phule Pune University



Under Graduate Programme in English (Faculty of Humanities)

Syllabus of T.Y.BA. English

(As Per National Education Policy (NEP 2020))

For Colleges Affiliated to Savitribai Phule Pune University

To Be Implemented from the Academic Year 2026-27

**Board of Studies in English
Savitribai Phule Pune University**

Paper: ENG-391-MN Travel Literature

- 1. Name of the Programme: BA English**
- 2. Class: TYBA**
- 3. Name of the Course: ENG-391-MN Travel Literature**
- 4. Semester: V**
- 5. Course Type: Minor**
- 6. Course Code: ENG-391-MN**
- 7. No. of Hours: 30**
- 8. No. of Credits: 2T**

Rationale:

Travel Literature has gained importance and is an expanding field of studies for humanities. It encompasses a broad genre of writing focused on the experiences of travel and includes various forms, such as essays, travelogues, guidebooks, and even poetry or graphic novels. It is a primary historical source that provides insights into the past civilizations. Reading travel literature will enable students to enrich their experience and understanding of different cultures, histories and landscapes. It provides a lens to study societies, customs and languages across the globe. Travelogues offer avenues to explore unreachable corners of the world. The course will enable students to reflect on how travel narratives shape perception of the self and the world. Travel literature, today functions as a window into diverse experiences, inculcating understanding and appreciation of different cultures and places.

Objectives:

- 1) To introduce students to the field of travel writing
- 2) To make them aware of the nature and historical development of travel writing
- 3) To make them familiar with the significance and forms of travel writing
- 4) To encourage students to develop and awareness of how ideas and experience shape travel writing
- 5) To enrich their experience of different cultures, histories and landscapes

Course Outcome:

At the end of the course, the students will:

- 1) become familiar to the genre of travel writing

- 2) understand the concept and approach to travel writing
- 3) gain insights into the forms of travel writing
- 4) be able to reflect on travel writing
- 5) will develop a broader understanding and appreciation of diverse cultures, histories, and landscapes, leading to increased cultural awareness global perspective

Course Contents

Unit I: Orientation

15 Clock Hours

1. Meaning, nature and scope of Travel Literature.
2. History of Travel Literature: Classical Travel Narratives, Medieval Travel Narratives, Colonial Travel Writing, Indian Travel Writing, Contemporary Travel Writing.
3. Forms of Travel Literature: travelogues, journals and diaries, travel memoirs, digital travel narratives (Blogs and social media)

Unit II Texts

15 Clock Hours

1. Pico Iyer: *Why we Travel?*
2. Amitav Ghosh: *In an Antique Land*

Reference Books:

- Adam, Thomas, and Nils H. Roemer, eds. *Crossing the Atlantic, Travel and Travel Writing in Modern Times*. University of Texas: Arlington, 2011.
- Behdad, Ali. *Belated Travellers: Orientalism in the Age of Colonial Dissolution*. Duke UP, 1999
- Bendixen, Alfred and Hamera, Judith (eds.) *The Cambridge Companion to American Travel Writing*. Cambridge: Cambridge UP, 2009
- Blanton, Casey. *Travel Writing*. New York and London: Routledge, 2002
- Farley, David G. *Modernist Travel Writing: Intellectuals Abroad*. University of Missouri Press, 2010.
- Groom, Eileen, ed. *Methods for Teaching Travel Literature and Writing*. Lang, 2005.
- Iyer, Pico. "Why We Travel." *World Hum*, 2000.
- Korte, Barbara. *English Travel Writing*. London: Macmillan Press, 2000
- Leed, J. Eric. *The Mind of the Traveller: From Gilgamesh to Global Tourism*. USA: Basic Books, 1991
- Roberson, L. Susan. *Defining Travels: Diverse Versions*. Mississippi: UP, 2007