

S. Y. B. A.

Compulsory English (Core Course-CC)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Preamble:

The course aims at contributing to the overall personality development of the students. They have to be good human beings before anything else. This laudable aim involves instilling essential human values like tolerance, understanding, sympathy, respecting the differences, living in harmony with nature, protecting the environment etc. In our prose and poetry selections we have kept these considerations in mind. We offer an adequate mix of British, American, Indian and other writers and poets because we want our students to be responsive to an era of globalization but at the same time they have to be rooted in Indian culture and ethos.

Our students have to develop into responsible citizens of the world. They have to become confident and face the challenges of life successfully. Effective use of language is necessary for success in all walks of life. Hence we have focused on enhancing the linguistic skills of the students by concentrating on essential aspects of grammar and enrichment of vocabulary. Apart from the professional and technical qualifications of the employees, the present day employers generally look for certain soft skills which relate to some positive personality traits, attitudes and social skills. Hence the course includes units on some essential soft skills. The course is thus a value oriented and a skill-based course.

Objectives:

- a) To expose students to the best examples of literature in English and to contribute to their emotional quotient as well as independent thinking.
 - b) To instill universal human values through best pieces of literature in English
 - c) To develop effective communication skills by developing ability to use right words in the right context.
 - d) To enhance employability of the students by developing their basic soft skills
 - e) To revise and reinforce the learning of some important areas of grammar for better linguistic competence.
- **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. ($3 \times 15 = 45 + 3 = 48$). It is applicable to all other papers/courses.
 - **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-III & IV will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks and 'Semester-end Examination' for 70 marks.
 - **The Internal** Examination for 30 marks will be conducted at college level.
Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
A Mid-semester Written Test for 20 marks

Semester-III

Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)

Unit-I- Prose

1. A Simple Philosophy- **Seathl**
2. The Homecoming- **Rabindranath Tagore**
3. The Verger- **Somerset Maugham**

Unit-II- Poetry

1. The Palanquin Bearers- **Sarojini Naidu**
2. On the Grasshopper and the Cricket- **John Keats**
3. Pied Beauty- **George Manley Hopkins**

Unit-III- Grammar

1. The Passive Voice
2. Direct and Indirect Speech
3. Negative Sentences

Unit-IV- Vocabulary

1. One-word substitutes
2. Idioms
3. Suffixes and prefixes

Unit-V- Soft Skills

1. Leadership skills
2. Teamwork skills

Semester-IV

Prescribed Text: *Panorama: Values and Skills through Literature* (Board of Editors- Orient BlackSwan)

Unit-I- Prose

1. The Chicago Speech- **Swami Vivekananda**
2. The Lottery Ticket- **Anton Chekhov**
3. The Open Window- **Saki (H. H. Munro)**

Unit-II- Poetry

1. On Another's Sorrow- **William Blake**
2. Laugh and Be Merry- **John Masefield**
3. The Rock and the Bubble- **Louisa May Alcott**

Unit-III- Grammar

1. Question tags
2. Simple, Compound and Complex sentences
3. Degrees of Comparison

Unit-IV- Vocabulary

1. Collocations: Words that go together
2. Phrasal Verbs
3. Commonly Confused Words

Unit-V- Soft Skills

1. Problem-solving skills
2. Time management

Question paper Patterns

SEMESTER-III **(Semester-End Exam)**

Time: Three Hours

Marks: 70

- Q. 1) A.** Answer the following questions in one or two sentences each (6 out of 9) **Marks 06**
B. Attempt the following: (Any 2 out of 3 questions) **Marks 14**
(Questions on **Unit-I- Prose**)
- Q. 2) A.** Answer the following questions in one or two sentences each (6 out of 9) **Marks 06**
B. Attempt the following: (Any 2 out of 3 questions) **Marks 14**
(Questions on **Unit-II-Poetry**)
- Q. 3)** Objective questions on **Grammar** as under: **Marks 10**
a) Change the following into passive voice (4 out of 6)
b) Change the following into indirect speech (3 out of 5)
c) Change the following into negative sentence (3 out of 5)
- Q.4)** Objective questions on **Vocabulary** as under: **Marks 10**
a) Give one-word substitute for the following (4 out of 6)
b) Match the following pairs of idioms and their meanings (3 out of 5)
c) Give examples of the words with following suffixes/prefixes (3 out of 5)
- Q.5)** Answer the following questions in brief (2 out of 3) **Marks 10**
(Questions on **Unit-V- Soft Skills**)

SEMESTER-IV
(Semester-End Exam)

Time: Three Hours

Marks: 70

- Q. 1) A.** Answer the following questions in one/two sentences each (6 out of 9) **Marks 06**
B. Attempt the following: (Any 2 out of 3 questions) **Marks 14**
(Questions on **Unit-I-Prose**)
- Q. 2) A.** Answer the following questions in one/two sentences each (6 out of 9) **Marks 06**
B. Attempt the following: (Any 2 out of 3 questions) **Marks 14**
(Questions on **Unit-II- Poetry**)
- Q. 3) Objective questions on Grammar as under: Marks 10**
a) Add question tags to the following. (4 out of 6)
b) Identify the type of the sentence (simple/compound/complex) (3 out of 5)
c) Change into comparative/superlative degree (3 out of 5)
- Q.4) Objective questions on Vocabulary as under: Marks 10**
a) Specify whether the underlined collocation is right or wrong. (4 out of 6)
b) Fill in the blanks with correct phrasal verbs chosen from those given in the brackets (3 out of 5)
c) Complete the sentences with an appropriate word chosen from those in the brackets (3 out of 5)
- Q.5) Answer the following questions in brief (2out of 3) Marks 10**
(Questions on **Unit-V- Soft Skills**)

S. Y. B. A.

Skill Enhancement Course-SEC-1A

(Old General English-G-2)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Advanced Study of English Language

Prescribed Text: *Linguistics: An Introduction*- (Ed. Board of Editors, Orient BlackSwan)

Preamble:

Language is basically a skill-based subject. The present course is a skill enhancement course. Effective use of language involves multiple skills, namely listening, speaking, reading and writing. In order to acquire these skills and become efficient users of language our students need to be conversant with different aspects of language. Thus the students need to know phonological aspects of language like correct pronunciation, stress, tone groups, intonation patterns etc. The basics of morphology acquaint students with the structure of words and word formation processes. Morphology combined with lexical semantics contributes to the enrichment of vocabulary and helps the students to use right words in a right place in their communication. English in India is a second language and in a second language learning situation, developing insight into the process of sentence formation is very important. Syntax part of the course takes care of this crucial aspect in the development of language skills.

Mere correctness of language is not enough. We have to use language appropriately in a given context. Grounding in pragmatics contributes to the language skills of students by helping them produce contextually appropriate utterances. The sociolinguistics part of the course focuses on language variation because language is not a monolithic phenomenon. Awareness of diversity in language use can make the learner a better user of language. The course thus enhances the linguistic and communicative skills of the students.

Objectives of the Course:

- a) To familiarize students with the various components of language.
- b) To develop overall linguistic competence of the students.
- c) To introduce students to some advanced areas of language study.
- d) To prepare students to go for detailed study and understanding of language.

Semester-III

Course Content-

1. Phonetics and Phonology part from- **Linguistics: An Introduction**
2. Morphology part from- **Linguistics: An Introduction**

3. Sociolinguistics part from- **Linguistics: An Introduction**

(Following topics from **chapter – 1, 2, 3 and 4 of the prescribed book**)

1. Phonology:

15 Clock Hours

1. Organs of speech, speech mechanisms,
2. Description and classification of consonants and vowels,
3. Concept of syllable,
4. Word accent, sentence accent,
5. Tone groups, placement of nuclear/tonic accent,
6. Concept of intonation, uses/types of tones

2. Morphology:

15 Clock Hours

1. What is morphology?
2. Concept of morpheme, allomorph, zero allomorph, types of morphemes (free and - bound), Prefixes and Suffixes (class-changing and class-maintaining),
3. Inflectional and Derivational suffixes, borrowings

3. Sociolinguistics:

15 Clock Hours

1. National varieties of English: British, American and Indian
2. Regional and social dialects, standard dialect, concept of register, formal and informal styles
3. Pidgins and Creoles, code-switching and code mixing

Semester-IV

Prescribed Text: *Linguistics: An Introduction-* (Ed. Board of Editors, Orient BlackSwan

Course Content-

1. Syntax part from- **Linguistics: An Introduction**
2. Semantics part from- **Linguistics: An Introduction**
3. Pragmatics part from- **Linguistics: An Introduction**

(Following topics from **chapter – 5, 6 and 7 of the prescribed book**)

1. Syntax:

15 Clock Hours

1. Concept of Phrase, Phrase structure rules/ types of Phrases: Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase and Verb phrase.
2. Concept of Clause, Parts of Clauses: Subjects and objects, complements and Adverbials, Concept of Subject –verb Concord, Clause patterns.
3. Types of Sentences: Structural Classification - Simple Sentence, Compound Sentence and Complex sentence
4. Types of Sentences: Functional Classification - (affirmatives/interrogatives/imperatives) Wh –questions, Yes-No Questions, Tag

Questions, Negative Sentences, Do-support, Imperatives

2. Semantics: (Introductory)

15 Clock Hours

1. What is Semantics? Difference between Denotative and Connotative meaning.
2. Lexical relations: Synonymy, Antonymy, Homonymy, Homography and Homophony, Polysemy, Difference between Homonymy and Polysemy, Superordinate terms and Hyponymy, Metonymy.

3. Pragmatics: (Introductory)

15 Clock Hours

1. What is Pragmatics?
2. Speech Acts: Types
 - a. Austin's typology - locutionary, illocutionary, perlocutionary.
 - b. Searle's typology – the six types
 - c. Direct and Indirect Speech Acts
3. The Co-operative Principle and Its Maxims
4. The Politeness Principle and Its Maxims

- As indicated in the CBCS (Choice Based Credit System) Restructured Programme of Savitribai Phule Pune University at undergraduate level to be introduced from the academic year 2019-20, this subject SEC (old-G-2-General English), like other subjects under B.A. Degree Course, shall have 70 +30 pattern. There will be written examination of 70 marks of 3 hrs duration for this subject at the end of each semester. The class work (internal evaluation) shall carry 30 marks. Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation.

Reference Books:

1. Study of Language: An Introduction – George Yule, (CUP, 1985)
2. English Grammar for Today: A New Introduction – Margaret Deuchar, Geoffrey Leech, Robert Hoogenraad (Palgrave Macmillan, 1982)
3. Semantics – F.R. Palmer (CUP, 1981)
4. Pragmatics - George Yule, (OUP, 2000)
5. Modern Linguistics: An Introduction - Verma and Krishnaswamy (OUP, 1989)
6. Pragmatics and Discourse: A Resource Book for Students - Joan Cutting, (Routledge, 2002)
7. Structure and Meaning in English – Graeme Kennedy (Pearson, 2011)
8. Making Sense of English: A Textbook of Sounds, Words and Grammar – M.A. Yadugiri (New Delhi: Viva Books Pvt. Ltd., 2006)

Question Paper Patterns
(Semester-III)
(Sem-End Exam)
(w.e.f- 2020-21)

Time: Three Hours

Total Marks: 70

- | | |
|---|-----------------|
| Q. 1) Attempt any three out of five questions-
(Short notes on Phonology part) | 15 Marks |
| Q. 2) Attempt following questions-
(Practical/Objective questions on Phonology part)
A) Transcribe the words (Five out of Seven) - 10 marks
B) Do as directed (Five out of Seven) - 05 Marks | 15 Marks |
| Q. 3) Attempt any four out of six questions-
(Questions on Morphology) | 20 Marks |
| Q. 4) Attempt any four out of six questions-
(Questions on Sociolinguistics) | 20 Marks |

Question Paper Patterns
(Semester-IV)
(Sem-End Exam)
(w.e.f- 2020-21)

Time: Three Hours

Total Marks: 70

- | | |
|---|-----------------|
| Q. 1) Attempt any three out of five questions-
(Questions on Syntax) | 15 Marks |
| Q. 2) Attempt any three out of five questions-
(Questions on Syntax & Semantics) | 15 Marks |
| Q. 3) Attempt any three out of five questions-
(Questions on Semantics) | 20 Marks |
| Q. 4) Attempt any four out of six questions-
(Questions on Pragmatics) | 20 Marks |

Internal Evaluation-Total-30 Marks
(Applicable to both Semesters III & IV)

1. Written Test - **20 Marks**
2. Project/Group Discussion/ Tutorial/ Home Assignment/ Seminar/ Participation in a Classroom Activity- **10 Marks**

S. Y. B. A.

Discipline Specific Course (DSC-1A)

(Old Special Paper-I)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Appreciating Drama

Preamble:

Drama is an age-old form of literature. Moreover, it is a performing art form. It has been undergoing several transformations in its form and performance till date. In this sense, the world of drama has been exploring and exposing very many distinguishing theoretical, literary and theatrical dimensions. At the backdrop of the very dynamics of drama, the syllabus prescribed under this paper attempts to give justice to the multi-dimensional aspects of drama. The course contents and the evaluation patterns are radically designed to keep pace with the age of technology and to empower the learners for futuristic academic avenues.

Objectives:

1. To introduce Drama as a major form of literature
2. To introduce minor forms of Drama
3. To acquaint and enlighten students regarding the literary and the performing dimensions of drama
4. To acquaint and familiarize the students with the elements and the types of Drama
5. To encourage students to make a detailed study of a few sample masterpieces of English Drama from different parts of the world
6. To develop interest among the students to appreciate and analyze drama independently
7. To enhance students' awareness regarding aesthetics of Drama and to empower them to evaluate drama independently

Semester-III

Course contents-

UNIT-I

Theory of Drama:

1. Drama, the Literary Form
2. Drama, the Performing Art Form
3. Elements of Drama:
 - i) Literary Elements: (Theme, Plot, Characters, Diction, Conflict, Setting etc.)
 - ii) Theatrical Elements: (Stage directions, Light effects, Music, Costumes, Stage

- property, Makeup etc.)
4. Types of Drama: (Tragedy, Comedy, Tragicomedy, Problem play, Absurd drama)
 5. An Introduction to Minor Forms of Drama: (e.g. One-act-play, Skit, Street play, a short Radio play, Pantomime etc.)

UNIT-II

A Midsummer Night's Dream by William Shakespeare

Semester-IV

Title of the Paper: Appreciating Drama

UNIT-I

Arms and the Man by George Bernard Shaw

UNIT-II

The Fire and the Rain by Girish Karnad

Select Bibliography:

1. Abrams M.H. 1957. A Glossary of Literary Terms. Madras: Macmillan India Press.
2. Anandlal. 2004. Ed. The Oxford Companion to Indian Theatre. New Delhi: Oxford University Press.
3. Berthold M. 1999. The History of World Theatre. New York: Continuum.
4. Briggs J. & Jefferson N.C. 2003. Encyclopedia of Stage Lighting. : McFarland
5. Brown J.R. 1972. Theatre Language. London: The Penguin Press.
6. Craig E.G. 1911. On the Art of the Theatre. London: William Heinemann Ltd.
7. Crook T. 1999. Radio Drama. Routledge; 1st Edition
8. Dharwadkar A. 2005. Theatres of Independence. New Delhi: Oxford University Press
9. Hughes M. 2013. A History of Pantomime. Remember When
10. Jagadale U.S. 2014. Communication in Drama: A Pragmatic Approach. PartridgeIndia.
11. Mamet D. 1994. Goldberg Street: Short Plays and Monologues. Grove Press

12. Pease A. 1998. Body Language. London: Sheldon Press.
13. Srampickal J. 1994. Voice to the Voiceless: the Power of People's Theatre in India. London: Hurst & Company.
14. Stanislavski C. 1981. Creating a Role. London: Methuen Publishing Ltd.
15. Zuber O. 1980. Ed. The Languages of Theatre. Oxford: Pergamon Press

EVALUATION PATTERN

Considering the choice-based credit system (CBCS) and the semester pattern, both Semester-3 and Semester-4 will have a uniform evaluation pattern of 100 marks each. There will be an 'Internal Examination' for 30 marks followed by a 'Semester-end Examination' for 70 marks.

The Internal Examination for 30 marks will be conducted in two parts.

1) Practical Examination for 10 marks:

The practical examination aims at testing practical applications of the course contents. Hence, the evaluation pattern has to be a practical one. The following choice-based modes of evaluation can be considered in this concern.

(**Modes of evaluation:** Dramatic performances, Group discussions, Seminars, Project presentations, Library work, Oral examination etc.)

In Semester-III, the practical examination aims at testing practical applications of Unit-I: 'Theory of Drama' on the basis of the above-mentioned choices of evaluation modes.

In Semester-IV, the practical examination aims at testing practical applications of Unit-I: **Arms and the Man** on the basis of the above-mentioned choices of evaluation modes.

2) A Mid-semester Written Test for 20 marks:

Being a written test, it aims at testing the theoretical subject knowledge of the students, on the basis of the semester-wise syllabus given below.

For Semester-III the syllabus for the test will be **Unit-I: 'Theory of Drama'**.

For Semester-IV the syllabus for the test will be **Unit-I: Arms and the Man**.

SEMESTER-III

SEMESTER-END EXAMINATION

Question Paper Pattern

Marks: 70

Time: 3 Clock Hours

Instructions:

1. All questions are compulsory. 2. Figures to the right indicate full marks.

- Q.1) Short-answer questions on the play A Midsummer Night's Dream
(3 out of 5) (15)
- Q.2) Short-answer questions on the play A Midsummer Night's Dream
(3 out of 5) (15)
- Q.3) Long-answer questions on the play A Midsummer Night's Dream
(1 out of 2) (10)
- Q.4) Long-answer question on the play A Midsummer Night's Dream
(1 out of 2) (10)
- Q.5) Short-answer questions on the theory topics 'Types of Drama' and 'An Introduction to
Minor Forms of Drama'
(4 out of 6) (20)

SEMESTER-IV

SEMESTER-END EXAMINATION

Question Paper Pattern

Marks: 70

Time: 3 Clock Hours

Instructions:

1. All questions are compulsory. 2. Figures to the right indicate full marks.

- Q.1) Short-answer questions on the play The Fire and the Rain
(3 out of 5) (15)
- Q.2) Short-answer questions on the play The Fire and the Rain
(3 out of 5) (15)
- Q.3) Long-answer questions on the play Arms and the Man
(1 out of 2) (10)
- Q.4) Long-answer questions on the play Arms and the Man
(1 out of 2) (10)
- Q.5) Short-answer questions on The Fire and the Rain
(4 out of 6) (20)

S. Y. B. A.

Discipline Specific Course (DSC-2A)

(Old Special Paper-II)

(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2020-2021)

(03 Credit Course)

Title of the Paper: Appreciating Poetry

Rationale:

Poetry has been the oldest form of literature and continues to be an important part of art and culture. It conveys a thought, describes a scene, or narrates a story in a concentrated, lyrical arrangement of words. It can be structured with rhyming lines and meter or can also be freeform that follows no formal structure. Poetry on the level of content offers a huge variety of aesthetic and worldly experiences. It offers new perspectives to look at the usual matters. The present course is designed in line with such liberating and enriching nature of poetry. This is an introductory course and it is intended that students learn the basics of poetry through its theory and the practical application of some of the terms related to poetry. Given its elementary nature this course cannot afford to be ambitious in its scope and selection of poems. Poems are not necessarily selected from different nationalities and cultures and no specific theme is maintained in the selection of poems. However it is seen in the selection that students get exposed to a variety of experiences through poems of different mold and that their aesthetic and human sensibilities get enriched.

Objectives:

1. To acquaint students with the terminology in poetry criticism (i.e. the terms used in appreciation and critical analysis of poems)
2. To encourage students to make a detailed study of a few sample masterpieces of English poetry
3. To enhance students awareness in the aesthetics of poetry and to empower them to read, appreciate and critically evaluate poetry independently

Semester-III

Course Content-

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

A) Theory of Poetry

- (a) What is poetry? Significant development in the art of poetry during major periods
- (b) Elements of poetry: Rhythm, Meter, Sound Structure, Stanza Forms,
- (c) Figures of Speech, Symbols, Imagery, Simile, Metaphor, Personification and other Poetic Devices like Repetition and Contrast.
- (d) Types of Poetry: Elegy, Sonnet, Dramatic Monologue, Lyric, Ode, Ballad

B) Poems:

1. The Nightingale- **Philip Sidney**
2. Sonnet 3- **William Shakespeare**
3. The Sun Rising- **John Donne**
4. London- **William Blake**
5. Ode on a Grecian Urn- **John Keats**
6. To a Skylark- **P. B. Shelley**

Semester-IV

Prescribed Text: *Mirage: An Anthology of English Poetry* Ed. Board of Editors, Orient Blackswan

Poems:

1. My Last Duchess- **Robert Browning**
2. Sailing to Byzantium- **W. B. Yeats**
3. Futility- **Wilfred Owen**
4. A Bird Came Down the Walk- **Emily Dickinson**
5. Talking in Their Sleep- **Edith M. Thomas**
6. What Is Life- **John Clare**
7. Sympathy- **Paul Laurence Dunbar**
8. The Awakening- **James Weldon Johnson**
9. The Wind- **Amy Lowell**
10. Freedom- **Rabindranath Tagore**
11. Caged Bird- **Maya Angelou**
12. Failure of Communication- **Judith Wright**

Select Bibliography:

1. Abrams M.H. 1957. *A Glossary of Literary Terms*. Madras: Macmillan India Press.
2. Drew Elizabeth. 1959. *Poetry- A Modern Guide to Its Understanding and Enjoyment*. Dell Publishing Co.
3. Lennard John. 2005. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. OUP.
4. Moon Brian. 2001. *Studying Poetry: Activities, Resources and Texts*. NCTE.
5. Oliver Mary. 1994. *A Poetry Handbook*. Harcourt Brace & Company.
6. Williams Rhian. 2009. *The Poetry Tool Kit: The Essential Guide to Studying Poetry*. Bloomsbury
7. Wolosky Shira. 2001. *The Art of Poetry: How to Read Poem*. OUP.

EVALUATION PATTERNS

As indicated in the CBCS (Choice Based Credit System) Restructured Programme of Savitribai Phule Pune University at undergraduate level, this course shall have 70+30 pattern. There will be a written examination of 70 marks of 3 hours duration for this course at the end of each semester. The class work (internal evaluation) shall carry 30 marks. Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours so this course shall have 45 teaching hours. In addition to that there shall be three hours allotted to internal evaluation.

The Internal Evaluation for 30 marks shall be conducted in two parts-

1) Practical Examination for 10 marks:

The practical examination aims at testing practical application of the course contents. Hence, the evaluation pattern has to be a practical one. The following choice-based modes of evaluation may be considered-

Modes of evaluation: Recitation of Poems, Group discussions, Seminars, Project Presentations, Library Work, Oral Examination, etc.

2) Written Test for 20 marks

SEMESTER-III

SEMESTER-END EXAMINATION

(Question Paper Pattern)

Time: Three Hours

Total Marks: -70

- | | |
|---|------|
| Q 1- Questions on the theory of poetry (5 out of 7)
(Elements of Poetry, Types of Poetry) | [10] |
| Q 2- Practical questions on the application of theory to the poems prescribed (5 out of 7)
(Figures of Speech) | [10] |
| Q 3-Theme-based questions on the poems prescribed (2 out of 3) | [20] |
| Q 4- Theme-based questions on the poems prescribed (2 out of 3) | [20] |
| Q 5- Reference to context (2 out of 4) | [10] |

SEMESTER-IV

SEMESTER-END EXAMINATION

(Question Paper Pattern)

Time: Three Hours

Total Marks: 70

- | | |
|--|------|
| Q-1- Theme-based questions on the poems prescribed (3out of 5)
(Questions on Poems 1, 2, 3) | [15] |
| Q. 2- Theme-based questions on the poems prescribed (3 out of 5)
(Questions on Poems 4, 5, 6) | [15] |

- Q 3- Theme-based questions on the poems prescribed (3 out of 5) [15]
(Questions on Poems 7, 8, 9)
- Q 4- Theme-based questions on the poems prescribed (3 out of 5) [15]
(Questions on Poems 10, 11, 12)
- Q 5- Reference to context- poems prescribed (2 out of 4) [10]

(S.Y.B.A)

Skill Enhancement Course-(SEC-2A & 2B)
(w.e.f-2020- 2021)

“A Certificate Course in Skill Development”

[Two Credit Course For Each -Sem-III & IV -2x15=30 Hours For Each Sem]

Objectives:

1. Enhancing the skill of using English for everyday communication
2. To acquaint the students with the verbal and nonverbal communication
3. To create opportunities to access exposure of speaking in various contexts
4. To acquaint and familiarize the students with soft skills
5. To develop interest among the students to interact in English

Suggestions to Teachers:

1. It is a learner-centric course.
2. The course aims at developing skill among the students.
3. Learning can be facilitated through interactive and informal guiding sessions.
4. Participation and up-gradation of the students' performance needs to be encouraged.
5. Practicals, Exercises, Activity monitoring, Projects, Seminars, Presentations, Group Discussions are some of the activities that the teachers are expected to encourage.
6. Relevant and innovative ideas of both the students and the teachers are always appreciable for a successful completion of this course
7. The concerned faculty/teachers have to maintain the record of the students (Given in the Evaluation pattern) as the credits to the students need to be given on the basis of preserved record.
8. **Nature of Evaluation-** Internal (College) 25 Marks and Semester End University Examination- 25 Marks

SEMESTER-III- (SEC 2-A)

Course content:

Unit-I

- 1- Introducing Yourself and Others
- 2- Joining and Leaving Conversation
- 3- Accepting/Declining Invitations

Unit-II

- 4- Asking/Giving/Refusing Permission
- 5- Digital Literacy
- 6- Project Management

Question paper pattern

SEMESTER-III- (SEC 2-A)

- Question-1- Attempt any ONE of the following. 10 Marks
(1 Out of 2- Unit-I)
- Question-2- Attempt any ONE of the following. 10 Marks
(1 Out of 2- Unit-II)
- Question-3- Attempt any ONE of the following. 05 Marks
(1 Out of 2- Unit- I & II)

Total Marks- 25

SEMESTER-IV- (SEC 2-B)

Course content:

Unit-I

- 1- Asking/Giving/Refusing Information
- 2- Agreeing/Partial Agreeing/Disagreeing
- 3- Complaining

Unit-II

- 4- Apologizing
- 5- Vocabulary Building
- 6- Delivering a Speech

Question paper pattern

SEMESTER-IV (SEC 2-B)

- Question-1- Attempt any ONE of the following. 10 Marks
(1 Out of 2- Unit-I)
- Question-2- Attempt any ONE of the following. 10 Marks
(1 Out of 2- Unit-II)
- Question-3- Attempt any ONE of the following. 05 Marks
(1 Out of 2- Unit-I & II)

Total Marks- 25



SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

S.Y.B.A. Economics Syllabus

(Choice Based Credit System and Semester System)

**Revised Syllabus will be implemented with effect from the
academic year 2020-2021**

Paper	Semester	Title of the Paper
G -2	III & IV	Financial System
S -1	III & IV	Micro Economics
S -2	III & IV	Macro Economics

SAVITRIBAI PHULE PUNE UNIVERSITY,PUNE
Choice Based Credit System (CBCS) Course Structure

Faculty of Humanities

B.A. Second Year Syllabus

Semester Pattern Effective from 2020-21

Subject: **Economics**

Semester	Core Course	Paper No	Name of Paper	Lectures / week	Total No. of Lectures	CA Marks	ESE Marks	Total	Credits
Semester III	Economics DSE – 1A	S1	Micro Economics - I	4	55	30	70	100	3
	Economics DSE – 2A	S2	Macro Economics- I	4	55	30	70	100	3
	Economics CC-1C	G2	Financial System - I	4	55	30	70	100	3
	SEC-I SEC -2A		Basic Concept of Research Methodology - I	3	45	15	35	50	2
	Total				15	210	105	245	350
Semester IV	Economics DSE – 1B	S1	Micro Economics- II	4	55	30	70	100	3
	Economics DSE – 2B	S2	Macro Economics- II	4	55	30	70	100	3
	Economics CC -1D	G2	Financial System- II	4	55	30	70	100	3
	SEC-II SEC -2B		Basic Concept of Research Methodology - II	3	45	15	35	50	2
	Total				15	210	105	245	350
Grand Total (Sem. III & IV)				30	420	210	490	700	22

SEC = Skill Enhancement Course
CC - Core Course
CA - Continuous Assessment
ESE -End Of Semester Examination

S.Y.B.A. Economics (Revised Syllabus)
Choice Based Credit System (CBCS)

G -2. Financial System

Preamble:

A financial system is a network of financial institutions, financial markets, financial instruments and financial services to facilitate the transfer of funds. It serves as a backbone of any economy. This paper aims to provide knowledge about the financial system in the country. It also aims to introduce international financial institutions operating in the global economy. The present era is the one with huge changes, development and challenges in every sector. This paper on financial system will also highlight some of the important changes taking place in the Indian financial sector.

Objectives (Course Outcomes) of the Paper:

- To understand fundamentals of modern financial system.
- To understand the recent trends and developments in banking system.
- To understand the role of the Reserve Bank of India in Indian financial system.
- To provide the knowledge of various financial and non-financial institutions.
- To provide the students the intricacies of Indian financial system for better financial decision making.

Method of Teaching:

Classroom lectures, Use of ICT, YouTube lectures, Online PPTs, Group Discussions, Teacher driven Power Point Presentations

Semester III
CC-1C - Financial System I

Unit	Name and Contents	Number of Lectures
1	Indian Financial System	12
1.1	Introduction: Meaning, Nature, Role and Importance of Indian Financial System.	
1.2	Structure of Indian Financial System.	
1.3	Characteristics and Functions of Components of Indian Financial System.	
2	Banking in India	10
2.1	Commercial Banks (Public Sector Banks, Private Sector Banks, Foreign Banks): Management, Organization and Functions.	
2.2	Regional Rural Banks and Co-operative Banks: Evolution, Management and Organization, Loan Management, Functions, Problems and Measures to solve the problem.	
3	Financial Markets in India	12
3.1	Classification of Financial Market.	
3.2	Indian Money Market: Features, Functions and Instruments.	
3.3	Indian Capital Market: Features, Functions and Instruments.	
3.4	Foreign Exchange Market: Role and Importance.	
4	Important Financial Institutions	14
4.1	Meaning and Importance of Financial Institutions.	
4.2	Stock Markets: NSE and BSE: Meaning & Functions.	
4.3	Non-Banking Financial Intermediaries: Meaning and Functions.	
4.4	Role and Functions of Financial Institutions in India with reference to UTI, LIC, GIC	

Semester IV
CC -1D - Financial System II

Unit	Name and Contents	Number of Lectures
1	Reserve Bank of India	12
1.1	Structure and Role of RBI in Indian Economy	
1.2	Major Functions of RBI.	
1.3	Monetary Policy: Tools and their Limitations.	
2	Other Financial Regulators in India	10
2.1	SEBI: Role and Functions.	
2.2	IRDA: Role and Functions.	
3	International Financial Institution	14
3.1	Role, Structure, Objectives and Functions of IMF.	
3.2	Role, Structure, Objectives and Functions of World Bank.	
3.3	Role, Structure, Objectives and Functions of Asian Development Bank.	
3.4	Role, Structure, Objectives and Functions of BRICS Bank.	
4	Recent Developments in Indian Financial Sector	12
4.1	Objectives and Outcomes of Changing Landscape of Banking Sector in India.	
4.2	Insolvency and Bankruptcy Code.	
4.3	Alternate Source of Finance.	
4.4	Risk Management in Banking Sector.	

Basic Reading List:

1. The Indian Financial System, Markets, Institutions and Services, Bharati V.Pathak, Kindle Edition.
2. Indian Financial System, Jaydeb Sarkhel, Seikh Salim, McGraw-Hill India Pvt. Ltd. Chennai, 2018.
3. Indian Banking, R. Parmehwaram & S. Natrajan , S. Chand Publishing, Delhi.

4. Non-Banking Financial Companies in India: Functioning & Reforms, Jafor Ali Akhan, New Century Publications, 2010
5. Indian Financial Markets, Ajay Shah, Michael Gorham and Susan Thomas, Elsevier, 2008.
6. The Story of the Reserve Bank of India, Rahul Bajoria, Kindle Editon.

Advanced Reading List:

1. Securities Market and Products: Mr. Sunder Sankaran, Taxman Publication Pvt. Ltd New Delhi.
2. Financial System & Economic Reforms: P. Mohan Rao, Deep & Deep Publication Pvt. Ltd. New Delhi 2008.
3. Indian Banking Towards 21st Century : Chawla A.S. & others, Deep & Deep Publications, New Delhi.
4. Black Money & Indian Economy: Bhadane J R, International Publications, 2018.
5. Financial Institutions And Markets: Jitendra Mahakund and L.M. Bhole, McGraw Hill India, 2017.

S.Y.B.A. Economics (Revised Syllabus)
Choice Based Credit System (CBCS)

S -1. Micro Economics

Preamble

As a foundation course, in this Paper, student is expected to understand the definition, nature and scope of economics, method and approaches to the study of Economics. The chapters incorporated in this Paper deal with the theory of consumer's behavior, theory of demand and supply, analysis of production function, cost and revenue analysis, market structures and the equilibrium of a firm and industry. In addition, the principles of factor pricing and commodity pricing and welfare economics have been included.

Objectives of the Paper:

- To develop an understanding about subject matter of Economics.
- To impart knowledge of microeconomics.
- To clarify micro economic concepts
- To analyze and interpret charts, graphs and figures
- To develop an understanding of basic theories of micro economics and their application.
- To demonstrate that the theories discussed in class will usually be applied to real-life situations.
- To help the students to prepare for varied competitive examinations

Method of Teaching:

Classroom lectures, Use of ICT, YouTube lectures, Online PPTs, Group Discussions, Teacher driven Power Point Presentations

Semester III		
DSE – 1A - Micro Economics I		
Unit	Name and Contents	Number of Lectures
Unit 1	Introduction	10
1.1	Meaning, Nature, Scope, Importance of Micro economics	
1.2	Basic Economic Problems	
1.3	Tools of economic analysis- Functional Relationship, Schedules, Graphs and Equations.	
1.4	Variables- Dependent and Independent Variable, Endogenous and Exogenous	
Unit 2	Theory of Consumer Behavior	14
2.1	Utility – Meaning and Types Cardinal Approach: Law of Diminishing Marginal Utility, Law of Equi-Marginal Utility, Consumer’s Equilibrium	
2.2	Ordinal Approach: Indifference Curve Analysis- Meaning and Definition, Characteristics of Indifference Curve, Consumer’s Equilibrium	
Unit 3	Theory of Demand	12
3.1	Meaning of Demand, Determinants of Demand	
3.2	The Law of Demand & Its Exceptions, Market Demand	
3.3	Elasticity of Demand –Meaning and Types 3.3.1 Price Elasticity of Demand: Meaning, Types, Methods of Measurement 3.3.2 Income Elasticity of Demand: Meaning and Types 3.3.3 Cross Elasticity of Demand: Meaning and Types	
Unit 4	Supply and Production Analysis	12
4.1	Meaning, Definition and Determinants of Supply	
4.2	The Law of Supply	
4.3	Elasticity of Supply: Meaning and Types	
4.4	The Production Function: Meaning and Definition	
4.5	Total, Average and Marginal Production	

4.6	The Law of Variable Proportions	
4.7	The Law of Returns to Scale	
Semester IV DSE – 1B - Micro Economics II		
Unit 1	Cost and Revenue Analysis	8
1.1	Cost Concepts : Fixed Costs, Variable Costs, Total Cost, Average Cost, Marginal Cost, Economic Cost and Accounting Cost, Opportunity Cost	
1.2	Short-Run and Long Run Costs curves	
1.3	Revenue Concept: Total Revenue, Average Revenue & Marginal Revenue	
Unit 2	Market Structure	16
2.1	Meaning & Classifications of Market Structure	
2.2	Perfect Competition: Meaning, Characteristics, Equilibrium of Firm and Industry in Short Run and Long Run	
2.3	Monopoly: Meaning, Characteristics, Short and Long Run Equilibrium. Price Discrimination	
2.4	Monopolistic Competition: Meaning, Characteristics, Short & Long Run Equilibrium of firm and Industry, Selling cost- Meaning	
2.5	Oligopoly: Meaning and Characteristics	
2.6	Duopoly: Meaning and Characteristics	
Unit 3	Factor Pricing	16
3.1	Marginal Productivity Theory Of Distribution	
3.2	Rent: Ricardian Theory of Rent, Modern Theory of Rent, Quasi Rent	
3.3	Wages: Modern Theory of Wages, Supply Curve of Labour	
3.4	Interest: Keynesian Liquidity Preference Theory, Loanable Fund Theory	
3.5	Profit: Risk and Uncertainty Theory, Innovation Theory	
Unit 4	Introduction to Welfare Economics	08
4.1	Welfare Economics: Definition and Meaning	
4.2	Pigovian Welfare Economics	
4.3	Thought of Amartya Sen on Welfare Economics	

Reference Books:

1. Mansfield, E., Microeconomics, W.W. Norton and Company, New York.
2. Koutsoyiannis, A., Modern microeconomics, Macmillan, London.
3. Lipsey & Cristal, Introduction to Positive Economics, Oxford Press.
4. Jack Hirshlifer, Price Theory and Applications, Prentice Hall of India Pvt. Ltd. Delhi
5. Ahuja H.L. : Modern Micro Economics, S. Chand & Company Ltd New Delhi
6. Jhingan M.L., Micro Economic Theory, Virinda Publication, Delhi.
7. K.K. Dewett, Modern Economics Theory, S. Chand Publications, New Delhi.
8. KPM Sundaram and E.N.Sundaram, Micro Economics, S.Chand Publication, New Delhi.
9. Seth M.L. : Micro Economics, Lakshmi NarainAgrawal Publisher

S.Y.B.A. Economics (Revised Syllabus)

Choice Based Credit System (CBCS)

S -2. Macro Economics

Preamble -

Macroeconomics is the branch of economics that deals with the functioning of an economy as a whole. Macroeconomic analysis involves theoretical, empirical as well as policy-related aspects. The theoretical aspect of macroeconomics involves the conceptual as well as theoretical framework of macroeconomics. It deals with various macroeconomic concepts as well as various macroeconomic theories. The theoretical framework of macroeconomics focuses on functioning of an economy in its totality, determination of the level of national income and employment in an economy, role of aggregate demand as well as aggregate supply, role of money, determination of value of money, determination of general price level as well as rate of inflation and business cycles. The empirical aspect of macroeconomics applies macroeconomic theories to the study of real economies and tests the validity of macroeconomic theories. The policy-related aspect focuses on the role of fiscal and monetary policy in achieving macroeconomic objectives with the help of various policy instruments.

This curriculum integrates conceptual, theoretical, empirical and policy-related aspects of macroeconomics. This curriculum introduces the undergraduate students to the field of macroeconomics and enables them to learn the functioning of the economy in a systematic manner.

Objectives –

- To introduce students to the historical background of the emergence of macroeconomics
- To familiarize students with the differences between microeconomics and macroeconomics
- To familiarize students with various concepts of national income
- To familiarize students with keynesian macroeconomic theoretical framework of consumption and investment functions
- To introduce students to the role of money in an economy.
- To introduce students to the conceptual and theoretical frameworks of inflation, deflation and stagflation, Business Cycle .

- To familiarize students with the conceptual and theoretical framework of business cycles
- To introduce students to the role of monetary and fiscal policies in fulfilling the macroeconomic objectives of stability, full employment and growth.
- To introduce students to the various instruments of monetary and fiscal policies

Method of Teaching:

- Classroom lectures, Use of ICT, You Tube lectures, Online PPTs, Group Discussions, Teacher driven Power Point Presentations

Semester III DSE – 2A - Macro Economics I		
Unit	Name and Contents of the Chapter	Number of Lectures
Unit 1	Introduction	12
1.1	Meaning, Nature and Scope of Macro Economics	
1.2	Importance and Limitations of Macro Economics	
1.3	The difference between Micro Economics and Macro Economics	
Unit 2	National Income	12
2.1	Meaning and Importance of National Income	
2.2	Various Concepts of National Income – GDP, GNP, NNP, PCI, Personal Income, Disposable Income	
2.3	Methods of National Income Measurement Difficulties in the Measurement of National Income	
2.4	Circular Flow of National Income	
Unit 3	Theory of Employment and Output	12
3.1	Classical Theory of Employment , Say’s Law of Market.	
3.2	Keynes’ Criticism on Classical Theory	
3.3	Keynesian Theory of Employment – Aggregate Supply Price and	

	Aggregate Demand Price, Employment Determination	
Unit 4	Consumption and Investment	12
4.1	Consumption Function – Meaning, Various Concepts - APC, MPC, Psychological Law of Consumption, Factors Influencing Consumption Function	
4.2	Saving - APS, MPS. Investment – Meaning, Types, Marginal Efficiency of Capital	
4.3	The Concept of Multiplier; The Principle of Acceleration	
Semester IV DSE – 2B - Macro Economics II		
Unit 1	Money	12
1.1	Money – Meaning and Functions	
1.2	Value of Money – Meaning, Quantity Theory of Money, Cash Balance Approach	
1.3	Supply of Money – Various Measures of RBI	
Unit 2	Inflation	12
2.1	Inflation – Meaning, Types, Causes – Demand Pull and Cost Push Inflation, Effects	
2.2	Measures to Control Inflation	
2.3	Deflation – Meaning, Causes and Effects	
2.4	Philips Curve, Stagflation – Meaning	
Unit 3	Business Cycles	12
3.1	Meaning, Features and Phases of Business Cycle	
3.2	Causes and Effects of Business Cycle	
3.3	Keynes’ Theory of Business Cycle	
3.4	Control of Business Cycles – Monetary and Fiscal Controls	

Unit 4	Macroeconomic Policies	12
4.1	Objectives of Macroeconomic Policies	
4.2	Monetary Policy - Meaning, Instruments, Advantages and Limitations	
4.3	Fiscal Policy - Meaning, Instruments, Advantages and Limitations	

Basic Reading List –

1. David Colander, Macro Economics, McGraw Hill Education Private Limited (Latest Edition)
2. D. N. Dwivedi, Macro Economics: Theory and Policy, McGraw Hill Education Private Limited (Latest Edition)
3. H. L. Ahuja, Macro Economics: Theory and Policy, S. Chand & Company Limited. (Latest Edition)
4. M. L. Jhingan, Macro Economic Theory, Vrinda Publications Private Limited (Latest Edition)
5. Wavare Anil Kumar & V.Kumbhar ,(2019)Macro Economics,Ruby Publisher, Kolhapur, MS, India.
6. N. Gregory Mankiw, Principles of Macroeconomics, Cengage Learning (Latest Edition)
7. Olivier Blanchard & David Johnson, Macroeconomics, Pearson (Latest Edition)
8. Rudiger Dornbusch, Stanley Fischer & Richard Startz, Macroeconomics, Tata McGraw Hill Education Private Limited (Latest Edition)
9. Sampat Mukherjee, Macroeconomics: A Global Text, New Central Book Agency Private Limited (Latest Edition)
10. Stephen Williamson, Macroeconomics, Pearson (Latest Edition)
11. Kute Santosh & Rithe M. , Macro Economics, Prashant Publication,Jalgaon,MS,India
12. श्रीधर देशपांडे आणि विनायक देशपांडे, समष्टी अर्थशास्त्रीय विश्लेषण, हिमालय पब्लिशिंग हाउस(Latest Edition)

Advanced Reading List

1. Ben Fine & Ourania Dimakou, Macroeconomics: A Critical Companion, Pluto Press (Latest Edition)
2. Brian Snowdon & Howard Vane (2003), The Development of Modern Macroeconomics: A Rough Guide, in Macroeconomics: A Reader, (Ed.) Brian Snowdon and Howard Vane, Routledge

3. Brian Snowdon & Howard Vane, *Macroeconomics: A Reader*, Routledge (Latest Edition)
4. Brian Snowdon & Howard Vane, *Modern Macroeconomics: Its Origins, Developments and Current State*, Edward Elgar (Latest Edition)
4. David Romer, *Advanced Macroeconomics*, McGraw-Hill (Latest Edition)
5. Dilip Nachane, *Critique of the New Consensus Macroeconomics and Implications for India*, Springer (Latest Edition)
6. John McDonald, *Rethinking Macroeconomics: An Introduction*, Routledge (Latest Edition)
7. Michel De Vroey, *A History of Macroeconomics: From Keynes to Lucas and Beyond*, Cambridge University Press (Latest Edition)
8. N. Gregory Mankiw, *Macroeconomics*, Worth Publishers (Latest Edition)
9. Roger Backhouse, *Interpreting Macroeconomics: Explorations in the History of Macroeconomic Thought*, Routledge (Latest Edition)
10. Sampat Mukherjee, *Analytical Macroeconomics: From Keynes to Mankiw*, New Central Book Agency Private Limited

SKILL DEVELOPMENT ACTIVITIES

(Any Three of the following)

(**IMPORTANT NOTES** - At the end of the course three point/ activities each should be selected for each semester (III & IV semester) from the different points given in the appendix.

The important questions and issue in your area should be considered and the issue / activities related to the subject should be given to the student accordingly . Such as Agriculture Sector ,farmers ,Cooperative Sector ,Small Scale Industries etc.)

1. Prepare a chart showing the steps of research.
2. Prepare a chart showing the sampling technique
3. Prepare Charts showing sources of primary data.
4. Prepare a chart showing sources of secondary data.
5. Construct a questionnaire to measure student's attitude towards the purchase of two wheelers / readymade garments etc.
6. Collect the data related to any schemes of your locality and present in front of the students.
7. Construct a questionnaire for collection of primary data on any Social issue.

Savitribai Phule Pune University
Skill Enhancement Course (SEC):
SYBA (Economics)
Basic Concept of Research Methodology

Credits: 02

Periods: 45

Marks: 50

	<p>Course outline: The course will be given in the form of lectures and practical work .Lectures will focus on research, especially with regard to sampling methods, data collection and data preparation. The course will focus on the practical implementation of diverse sample techniques. Students are expected to collect and classify the data.</p> <p>Aims and objectives of course:</p> <ul style="list-style-type: none">• To develop the understanding of the basic concept of research.• To develop the understanding of the basic framework of sampling and data collection..• To develop the understanding of various sampling methods and techniques.• To identify various sources of information for data collection.• To develop the understanding of the conducting survey on various issues. <p>Learning outcomes of course : On completion of the course, the student shall be able to</p> <ul style="list-style-type: none">• Demonstrate his/her understanding of sampling methods and the ability to use collection of data• Identify the appropriate sample techniques for different kinds of research questions• Identify the appropriate source of data in relation to the collection of research data.• Able to classify and present the collected data in the form of graph, bar diagram, chart etc	
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Semester III
Skill Enhancement Course (SEC): I

SYBA (Economics) - SEC -2A
Basic Concept of Research Methodology

Unit	Name and Contents	Number of Lectures
Unit 1	Introduction Of Research	10
1.1	Meaning and Definition of Research	
1.2	Types Of Research i)Basic or Pure or Fundamental Research ii)Applied Research iii)Action Research	
1.3	Importance Of Economics Research	
Unit 2	Research Design	10
2.1	Meaning of Research Design	
2.2	Need of Research Design	
2.3	Types of Research Design i)Exploratory Design ii)Descriptive Design iii)Experimental Design	
2.4	Concepts of Hypothesis and Importance	
Unit 3	Data Collection	10
3.1	Meanings and Definition of Data Collection	
3.2	Primary Data	
3.3	Secondary Data Sources	
SKILL DEVELOPMENT ACTIVITIES	SKILL DEVELOPMENT ACTIVITIES Continuous Assessment - (C. A.): To compete any Three Skill Development Activities from the prescribed syllabus, each activity for 05 marks	15
SEMESTER- IV SEC -2B - Skill Enhancement Course (SEC)-II		
Unit 1	Data Analysis	8
1.1	Meaning and Definition of Data Analysis	
1.2	Nature And Importance	
1.3	1.3.1 Graphs	
	1.3.2 Tabulations	

Unit 2	Measures of Central Tendencies	8
2.1	Definition of Mean	
2.2	Definition of Medium	
2.3	Definition of Mode	
2.4	Meaning of Dispersion Definition -Range, Median Deviation, Quartile Derivation, Standard Derivation	
2.5	Concept of Percentages	
2.6	Concepts:- i) Frequency Distribution ii)Cumulative Frequency iii) Class Boundaries iv) Midpoint v) Class Width	
Unit 3	Research Report	14
3.1	Meanings And Objective of Research Report	
3.2	Concepts Of Case Study	
3.3	Characteristics of Good Research Report Writing	
3.4	Objective of Research Report	
3.5	Types Of Research Report	
3.6	Concepts of i)Appendices ii) Review Of Literature iii)Bibliography And References iv)Recommendation v)Hypothesis Testing	
SKILL DEVELOPMENT ACTIVITIES	SKILL DEVELOPMENT ACTIVITIES Continuous Assessment - (C. A.): To compete any Three Skill Development Activities from the prescribed syllabus, each activity for 05 marks	15

Recommended Books:

1. P.H. Karmel and M. Polasek (1978), Applied Statistics for Economists, 4th edition, Pitman.
2. M.R. Spiegel (2003), Theory and Problems of Probability and Statistics (Schaum Series).
3. Cochran, William, G. (2008), Sampling Techniques, Third Edition, Wiley-India, ISBN 978 -81-265-1524-0.Reprint: 2008.
4. Bethlehem, J. (2009), Applied Survey Methods: A Statistical Perspective, Wiley.
5. Khandare V.B. and S.Yadav (2015) ,Statistical Methods,Chinmay Publication,Aurangabad.

6. Uwe Flick (2012), *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*, Sage Publications.
7. S.P.Gupta (2012), *Statistical Methods*, 42nd edition, Sultan chand and sons.
8. Ranjit Kumar (2014), *Research Methodology: A Step-by-Step Guide for Beginners*, 4th Edition, Sage Publications.



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

S. Y. B. A. Sociology

Syllabus

(Semester & Choice Based Credit System)

(To be implemented from the Academic Year, 2020-21)

SYBA Revised Syllabus (2020-2021)

SOCIOLOGY

CBCS Semester Pattern

S. R.	Title	Semester	Paper		Credits
1	Foundations of Sociological Thoughts	Sem III	S-1	DSE 1 A	3
2	Development of Sociology in India	Sem IV	S-1	DSE 1 B	3
3	Society in India: Understanding Issues	Sem III	S-2	DSE 2 A	3
4	Indian Society: Understanding Issues	Sem IV	S-2	DSE 2 B	3
5.	a) Introduction to Population and Society or b)Welfare Justice and Citizenship	Sem III	G-3	SEC 1 A	3
6.	a) Population and Indian Society or b)Welfare Justice and Citizenship	Sem IV	G-3	SEC 1 B	3
7.	Gender spectrum and Media	Sem III	Credit Course	SEC 2 A	2
8.	Research Projects: Steps and protocols	Sem IV	Credit Course	SEC 2 B	2

Special -1 Foundations of Sociological Thought

Semester III

Objectives:

1. To familiarize the students to the social background of emergence of sociological thoughts.
2. To introduce the students to the works of classical sociologists that shaped the discipline.

Unit I: The Emergence of Sociological Thought: Intellectual and Social Context (10)

1. Enlightenment
2. French Revolution
3. Industrial Revolution

Unit II: The Positivist School (7)

August Comte

1. Positivism
2. Law of three stages

Emile Durkheim

1. Theory of social facts
2. Theory of suicide

Unit III: Other Important Schools:

A. Conflict School: Karl Marx (14)

1. Historical Materialism
2. Theory of Alienation

B. The Interpretative School: Max Weber (14)

1. Theory of Social Action
2. Ideal Type

Development of Sociology in India

Semester IV

Objectives:

1. To expose the students to the processes that shaped the discipline of sociology in India.
2. To familiarise the students to major perspectives and works of some Indian sociologists.

Unit I: Emergence of Sociology in India (12)

1. The Colonial Background
2. Nationalism
3. Development of Sociology in India

Unit II: Perspectives to Study Indian Society: (15)

1. **The Indological Perspective:**
G.S. Ghurye - Indology and Theory of Caste
2. **The Structural Functional Perspective:**
M. N. Srinivas - Dominant Caste and Sanskritization

Unit III: The Dialectical and The Marxist Perspective and Non Brahminical Perspective: (18)

1. **The Dialectical and The Marxist Perspective.**
A. R. Desai – Social Background of Indian Nationalism
2. **The Non Brahminical Perspective: (Sociology from Below)**
B.R. Ambedkar - Theory of Origin of Caste

Essential Readings

- 1) Abraham, M.F. 1990. Modern Sociological Theory: An Introduction, New Delhi. Oxford University Press, Pp 72- 143.
- 2) Abraham M.F. and Morgan J.H., 1996. Sociological Thought, Madras. MacMillan India, Pp 7-17, 28- 45,103-126, 156-183
- 3) Aron Raymond, 1982. Main Currents in Sociological Thought, Vol. 1 and 2, New York. Penguin Books.
- 4) Coser Lewis, 1979. Masters of Sociological thought, New York, Harcourt, Harcourt Brace Jovanovich, . Pp-7-13,129-139, 43-53, 217-224.
- 5) Cuff, E., Sharrock, W. and Francis, D. 1992. Perspectives in Sociology, London, Routledge 3rd Ed.
- 7) Haralombus M and Holborn, 2000. Sociology: Themes and Perspectives, London. Collins pub, Pp 1035-1056.
- 8) Judge Paramjit, 2012. Foundations of Classical Theory, Delhi. Pearson Pub, Pp-42-46, 54-60, 92-103, 111-115, 116-119
- 9) Kundu Abhijit, 2012. Sociological Theory, Delhi. Pearson Pub, Pp-8-21, 66-74, 77-79
- 13) Ray Larry J., 2010. Theorizing Classical Sociology, New Delhi. Tata MaGraw-Hill, Pp 1-57

- 14) Ritzer George, 1996. Sociological Theory, New Delhi. Tata-McGraw Hill, 6th.Ed. Pp 39-58, 73-91, 108- 121
- 15) Dhanagare D.N., 1999. Themes and Perspectives in Indian Sociology, Jaipur. Rawat Publications, Pp 31-77
- 16) Nagla B. K., 2008. Indian Sociological Thought, Jaipur. Rawat Pub, Pp 8-28, 67-70, 93-111, 138-153, 212-225, 303-327
- 17) Patel Sujata, (ed) 2011. Doing Sociology in India, New Delhi. Oxford, Pp- 11-29
- 18) Pramanik S. K. 2001. Sociology of G. S. Ghurye, Jaipur., Rawat, Pp-19-30

Reference Books

- 1) Das Veena, (ed), 2003. Oxford India Companion to Sociology and Social Anthropology, New Delhi. Oxford University Press,
- 2) Morrison Ken, 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought, London. Sage,
- 3) Oommen and Mukherji (ed) 1986. Indian Sociology: Reflections and Introspections, Bombay. Popular Prakashan, Pp 16 – 55
- 4) Singh Yogendra, 1986. Indian Sociology: Social Conditioning and Emerging Concerns, New Delhi. Vistaar, Pp 1 – 31.
- 5) Vivek P.S., 2002. Sociological Perspectives and Indian Sociology, Mumbai. Himalaya Publishing House. 6) Speeches and Writings of Dr. B.R. Ambedkar, 1990. Education Department, Govt. of Maharashtra volume. 7., Pp-114-131, 156-185, 178-280, 370-379.

मराठी पुस्तके

1. आगलावे प्रदीप, २००१.
2. सोमण, एम. एस., सावळे एस. डी.. २०१६. समाजशास्त्रीय विचार. पुणे, डायमंड प्रकाशन
3. मोटे दादासाहेब, २००५. समाजशास्त्रीय विचारांचे आधार, औरंगाबाद. नक्षत्रप्रकाशन
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6. आगलावे प्रदीप, २००१.
7. समाजशास्त्र डॉ. बाबासाहेब आंबेडकर, पुणे.सुगावाप्रकाशन, ५१-१३२
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Special -2 Society in India: Understanding Issues

Semester III

Objectives:

1. To familiarize the students to various issues and problems of Indian society
2. To enable students to analyze social issues using different sociological perspectives.
3. To encourage students to think critically about the constructions of social issues

Unit I: Social Problems-Concept and Approaches 15

1. Concept, Definitions and Characteristics and consequence of Social Issues
2. Approaches to social problems – structural functional, conflict, interactionist, recent trends

Unit II: Issues related to Structural, Ethnic and religious dissonance 15

- 1 Caste Inequality and Discrimination – Meaning, Nature, types and Causes
- 2 Issues of Religious minorities: Nature and Causes (religious fundamentalism, and intolerance. etc.)

Unit III: Gender Inequality and Discrimination 15

1. Aspects of gender inequality and discrimination – Economic, Cultural, Political, Familial.
2. Violence against women – Domestic and sexual violence- Causes and Consequences
Sex selective abortion and Human Trafficking– Causes and Nature

Special -2 Society in India: Core Issues

Semester IV

Objectives:

1. To acquaint the students to the changing nature of social Issues in India
2. To encourage students to think critically about the constructions of social issues

Unit I: Developmental: Idea and Issues (15)

1. Development – meaning
2. Issues of Development – (growing inequality and displacement of Indigenous People, and environmental degradation)- Causes and Consequences
- 3 Poverty (Rural and Urban) – Meaning, Nature and Causes

Unit II: Issues of Youth and Senior Citizens. (12)

1. Issues of Youth – unemployment, education, sexuality, drug abuse and suicide.
2. Issues of the Aged – Economic, social, psychological and Related to health

Unit III: Dealing with social Issues (18)

1. Role of Sociology (Critical analysis and dissemination) and Social Work (social action)
2. Role of State: Policies, Planning and Legislations (Take any single issues to explain)
3. Role of Civil Society Organizations (social auditing, advocacy, mobilizing, empowering and enabling good governance, justice and democracy)

Essential Readings

- 1) Mills, C. Wright (2000). The Sociological Imagination. Oxford University Press.
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- 3) Totten S., Pedersen J. (ed) Teaching and Studying Social Issues: Programs and Approaches. USA. Information Age Pub.
- 4) Manis, J. (1974) Assessing the Seriousness of Social Problems. *Social Problems*, Vol. 22, No. 1, (Oct., 1974), pp. 1-15 Published by University of California Press
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- 7) Parrillo, V. (2008) *Encyclopedia of Social Problems (Two Volume Set)*. SAGE Publications
- 8) Kornblum W., Julian J. (2011) *Social Problems* (14th Edition) Prentice Hall
- 9) Heraud B. and Nursten J. (1970) *Sociology and Social Work. Perspectives and Problems*. Elsevier Ltd, Pergamon Press
- 10) AhujaRam, 1993. *Indian Social System*. Jaipur.Rawat Publications.
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- 21) D. Swarupa Rani, Sadu Rajesh,2014. March: 'Socio - Economic Status of Dalit Women-A Study In Andhra Pradesh', *Indian Streams Research Journal*, Vol 4, Issue 2, Pp 1- 6 Available at <http://www.isrj.net/UploadedData/4287.pdf>
- 22) Ramnath Sharma ,1982 *Indian Social Problems : A Sociological Perspective* ,Atlantic Publisher and Distributors , New Delhi
- 23) Ramnath Sharma ,Bhartiya Samaj Samasyay aur Saskriti ,Atlantic Publisher and Distributors , New Delhi
Indian Streams Research Journal, Vol 3, Issue 11, Pp 1-7 (2013). Available at <http://www.isrj.net/UploadedData/3378.pdf>

Reference Books

- 1) Dandanean Steven P., 2001. *Taking it Big: Developing Sociological Consciousness in PostmodernTimes*. New Delhi. London. Pine Edge Press.
- 2) GadgilMadhav and GuhaRamchandra, 1996. *Ecology and Equity*. New Delhi. Oxford University Press
- 3) Giddens Anthony (ed)., 2001. *Sociology: Introductory Readings*. Cambridge, Polity Press.
- 4) Gupta M. and Chen Martha Alter. 1996. *Health, Poverty and Development in India*. New Delhi. Sage Publications.
- 5) Mckinney Kathleen and Beck Frank (ed)., 2001. *Sociology through Active Learning*. New Delhi. Pine Edge Press. London.

- 6) Sen Amartya, 1992. *Inequality Reexamined*. Russell New York. Sage foundation,
- 7) Vivek P. S., 2002. *Sociological Perspectives and Indian Sociology*. Mumbai. Himalaya Publishing House.
- 8) Tribhuvan Robin D., 2014, *Social Problems and Developmental Issues of Youth*. New Delhi. Discovery Publishing House Pvt. Ltd

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2. खडसे भा. कि.. भारतातील सामाजिक समस्या.
3. लोटे रा. ज., २००३. भारतीय समाज आणि सामाजिक समस्या , पिंपळापुणे प्रकाशन ,नागपूर
- 4) पाटे सुमन, १९९१. भारतीय सामाजिक समस्या ,विद्या प्रकाशन ,नागपूर
- 5) ओमन टी के , २००५. भारतीय समाजातील समस्या व वाद, अनुवाद- संगीता फाटक, पुणे, डायमंड प्रकाशन.
- 6) माने माणिक, १९९९, गुन्हेगारीशास्त्र फडके प्रकाशन, कोल्हापूर
- 7) खडसे भा. कि., १९९९, भारतातील सामाजिक समस्या मंगेश प्रकाशन नागपूर
- 8) काळदाते सुधा , गव्हाणे गोटे शुभांगी, २००५. गुन्हा आणि समाज पिंपळापुणे प्रकाशन ,नागपूर
- 9) कोंडेकर ए.वाय ,मारुलकर विजय २०१२. भारतातील सामाजिक समस्या फडके प्रकाशन, कोल्हापूर
- 10) साळुंखे सर्जेराव ,जत्राटदार ,मारुलकर २०००. समकालीन भारतातील सामाजिक समस्या ,नरेंद्र प्रकाशन

G-2 Introduction to Population and Society

Semester – III

Objectives:

1. To introduce the significance of population studies and explain theories and basic concepts.
2. To understand the impact of population on various institutions of society.
3. To introduce students to various debates around sources of population data.

Unit I- Introduction, theories and perspectives related to population studies (20)

A) Introduction:

1. Population Studies – Meaning, Scope and Importance
2. Evolution of Population Studies - Micro Demography to Macro Demography.

B) Theories and perspectives:

- Malthusian theory
- Demographic Transition theory
- Marxist Thoughts on Population
- Feminist perspective on demography (it was there in earlier version)

Unit II – Sources of population data (15)

1. Census – definition and importance
2. Registration of vital events (birth, death, marriage, adoption, divorce)- meaning and importance
3. Recent trends in collection of population data – Adhar (Unique Identification Data), NPR, NRC and CAA and the debate around them

Unit III - Population and Development (10)

1. Population as a constraint on and a resource for development
2. Relationship between population and poverty

General -2 Population and Indian Society

Semester IV

Objectives:

1. To understand the importance of population studies for policy and development.
2. To familiarise students to the dynamics of Indian Population.

Unit-I Population Growth, Distribution and Population dynamics in India (20)

1. Growth of population since 1901
2. Nature and characteristics of Indian population (Age, Sex, Missing Girl child, Education, Literacy, Religion)
3. Fertility - Definition and factors (Biological, Physiological, Social, Economic and Cultural)
4. Mortality - (Mortality, Infant Mortality, Maternal Mortality, Sex Selective Abortions) Definition and factors
5. Migration - Definition, Causes, Types and Consequences
6. Socio-cultural factors of population dynamics- gender, religion, education, caste, class and tribe

Unit II-- Population policy in India (16)

1. Population policy and Role of state
2. Population policy in India- Pre- and post-independence
 - (i) Family planning – 1961; ii) Family welfare 1977; iii) National Population Policy 2000 and development thereafter)

Unit III- Legislative measures to enhance the quality and quantity of population in India (12)

1. Ban on sex determination and sex-selective abortions
2. PCPNDT
3. National Rural Health Mission

Essential Readings:

1. Bhende A. And Kanitkar T. 2003. Principles of Population Studies. Himalaya Publishing House.
2. Bose Ashish. 1991. Demographic Diversity in India. Delhi. B.R. Publishing Corp.
3. Chandna R. C. 1998. Population. Delhi. Kalyani Publications.
4. Cox Peter. 1976. Demography. London. Cambridge University Press. (For 'why demography')
5. Demeny Paul and McNicoll Geoffrey (eds). 1998. Population and Development. Earthscan Pub. Ltd. (For relationship between population growth and economic growth)
6. Dreze Jean and Sen Amartya. 2011. India: Development and Participation. New Delhi. Oxford University Press. (Chapter 6 and 7 for population, health and environment; and for gender inequality and women's agency)
7. Nam Charles B. and Philliber Susan Gustavus. 1984. Population: A Basic Orientation. New Jersey: Prentice-Hall. (Chap 7 and 8 for population impact on education, economy, environment, polity, religion, family; Chap 9 for population policy)
8. Perveen Shama. 2004. Population Growth and Sustainable Development. Economic and Political Weekly. February 14, 2004. Pp. 629-633
9. Poston Dudley L. and Micklin Michael (eds). 2006. Handbook of Population. Springer.
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11. Rathi Prateek, Mukherjee Arnab, Sen Gita. 2012. Rashtriya Swasthya Bima Yojana. Economic and Political Weekly. September 29, 2012. Pp. 57-64
12. Shukla Ravi. 2010. Reimagining Citizenship: Debating India's Unique Identification Scheme. Economic and Political Weekly. January 09, 2010. Pp. 31-36
13. Trovato Frank (ed.). 2002. Population and Society – Essential Readings. Oxford University Press. (For Marxism and Population Question, political economy of fertility)

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1. Agarwal S.N. 1989. Population Studies with Special Reference to India. New Delhi. Lok Surjeet Publication.
2. Bloom David E. 2011. Population Dynamics in India and Implications for Economic Growth. PGDA Working Paper No. 65 <http://www.hsph.harvard.edu/pgda/working.htm>

3. Bose Ashish. 2000. North-South Divide in India's Democratic Scene. Economic and Political Weekly. May 13, 2000. Pp. 1698-1700
4. Bose Ashish. 2005. Beyond Hindu-Muslim Growth Rate: Understanding socio-economic reality. Economic and Political Weekly. January 29, 2005. Pp. 370-374
5. Chattopadhyaya Aparajita. 2004. A Comprehensive Look at Ageing. Economic and Political Weekly. October 02.
6. Gender Development Reports (see UNDP websites)
7. Heer David M. And Grigsby Jill S. 1994. Society and Population. New Delhi. Prentice-Hall of India Pvt. Ltd.
8. Human Development Reports (see UNDP websites)
9. Krishnaraj M., Sudarshan Ratna M., Shariff Abusaleh. (eds) 1998. Gender, Population and Development. Delhi. Oxford University Press.
10. Kundu Amitabh. 2009. Exclusionary Urbanization in Asia: A Macro Overview. Economic and Political Weekly. Vol. 44, Issue No. 48, November 28, 2009. Pp. 48-58
11. National Population Policy 2000 (<http://india.unfpa.org/drive/nationalpopulation-policy2000.pdf>) <http://conservancy.umn.edu/bitstream/11299/50283/1/Agrawal,%20Sandhya.pdf>
12. Sen Amartya. 2000. Development as Freedom. Delhi. Oxford University Press.
13. Srivastava O.S. 1994. Demography and Population Studies. New Delhi. Vikas Publishing House.
14. World Development Reports (see UNDP websites)

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ब्रम्हे सुलभा. . वाढत्या लोकसंख्येची भिती कोणाला? पुणे. ब्रम्हे प्रकाशन

General-2 Welfare, Justice and Citizenship

Objectives:

1. To understand the dimensions of social welfare and its concern with Justice and Citizenship in India with special relation with the Indian Constitution and Social Legislations.
2. To sensitise students to the dynamics of society in India over the issues and legislations associated with Social Welfare, Justice and Citizenship.

Semester III

Unit I - Introduction to Main Concepts

(15 Lectures)

1. Social Welfare History of social welfare –Mercy, Donation (Dana), Charity, Zakat to right
2. Why Welfare? Idea of Citizenship and Issues of citizen, Inequalities, exploitation and issues of vulnerable sections of society.
3. concepts and approaches; social justice (Rawls' Justice as Fairness approach), human rights, development, empowerment, Entitlements, Capability approach, HDI, GDI

Unit II- State. Constitution and Rights

(15 Lectures)

1. Welfare State, Role of State in Welfare
2. Idea of Welfare in the constitution of India: Preamble, Fundamental Rights, Duties and Directive Principles of state policy; Post independence state mechanisms for social welfare: Five Year Plans, and 73rd and 74th Amendment
3. Liberalization in India: Reforms of 1991 and emerging challenges (socio economic impact on Indian society and welfare)

Unit III- Civil Society and Changes in Social welfare and Justice in India (15 Lectures)

Recent developments: role of state and social movements (CSO) post 2000 in social welfare: Role of state governments pushed by progressive movements in Maharashtra and Tamil Nadu to start Mid Day Meal and Employment Guarantee Schemes, as well MGNREGA by MKSS in Rajasthan; rights and welfare of women, children, adivasis, dalits, and minorities, Alter Globalization Movements and restructuring of welfare and justice, Corona Pandemic and re-emergence of welfare

Welfare, Justice and Citizenship

Semester IV

Objectives:

1. To understand the dimensions of issues of vulnerable sections of Indian society and its concern with Justice and Citizenship in India with special relation with the Social Legislations.
2. To sensitise students to the dynamics of society in India over the issues and legislations associated with Social Welfare, Justice and Citizenship.

Unit I- Vulnerable sections of society: Women and Transgender (15 Lectures)

1. Discrimination and Issues of women : Property, employment, violence, health, representation and issues of LGBTQ
2. Civil Society and Important legislation for women in India: PCPNDT, reservations, Vishakha law, Law against Trafficking, Adopted in 2019.
3. Amendment in Section 377, the Transgender Persons (Protection of Rights) Act, 2019

Unit II- Vulnerable sections of society: Workers (15 Lectures)

1. Neoliberalism and Issues of workers in India- unemployment, casualisation, migrant labour, child labour, devaluation of labour laws, impact of Corona pandemic
2. Constitutional rights articles 14-16, and Art 41-43A
3. Important legislation and provisions for Workers: The Factories Act, 1948, The Payment of Wages Act, 1936 and other important acts, Unorganized Workers Social Security Act, 2008, Pradhan Mantri Suraksha Bima Yojna

Unit III- Vulnerable sections of society: Minorities (15 Lectures)

1. Challenges and Issues of Minorities in India, Discrimination, issues of freedom identity and Citizenship (CAA and NRC), human rights, Pseudo Nationalism, Xenophobia
2. Article 29-30, Article 347 and 350, National Commission for Minorities (NCM)
3. Future of India towards a Just Society

References:

1. Abha, Vijai, Prakash, 2000. Voluntary Organizations and Social Welfare, Jaipur. ABD Pub., Pp 65-73
2. Bhatia, K.L., 1994. Law and Social Changes towards 21st Century, New Delhi, Deep and Deep.
5. Kohli A. S. and Sharma S. R., 1997, The Welfare State, New Delhi, Anmol Publication, Pp 1-9
6. Kohil A. S. (ed), 1996. Social Welfare, New Delhi. Anmol Publication.
7. Katalia and Majumar, 1981. The Constitution of India, New Delhi, Orient Publishing Company,
8. Kulkarni, P.D., 1979. Social Policy and Social Development in India, Madras ASSWI.
9. Mishra Brijesh . 2006. Glimpses Of Social Welfare In India, ABD Publishers. Jaipur
10. Pathak, S. , 1981. Social Welfare: An Evolutionary and Development Perspective, Delhi, McMillan,
11. Panwar Ramesh (ed), 2011. Tribes and the Indian Society, Delhi. Signature books International Pub, Pp 215-239.
12. Prabhat Patnaik, 2013. A Critique of the Welfare-Theoretic Basis of the Measurement of Poverty ,Economic and Political Weekly, April 6, 2013, Vol. 48, Issue No. 14.
13. The Provisions of the Panchayats (Extension To The Scheduled Areas) Act, 1996 No.40 of 1996, Govt. of India.
14. Jayram N. 2005. On Civil Society: Issues and Perspectives. New Delhi. Sage
15. Sen A. (2000) Development as Freedom. Alfred A. Knopf, Inc. Pub
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17. Sachdeva D. R., 1992. : Social Welfare Administration in India, New Delhi, Kitab Mahal
18. Shams Shamsuddin, 1991, Women, Law and Social Changes, New Delhi Asish Publishing House.
19. Thorat Sukhdev. 2008. Dalits in India, Search for a Common Destiny, New Delhi, SAGE Publications India Private Limited
20. UNDP, Human Development Reports (introduction only)
21. Boylan, M. (2004). A Just Society. Rowman & Littlefield.
22. Carlton, E. (2006). Politeia: Visions of the Just Society. Fairleigh Dickinson Univ Press.
23. Cameron, C.(2011). "The Grammar of a Just Society" (PDF). Centre for Global Political Economy, Simon Fraser University.
24. Fazal, T. (2014) Nation-State and Minority Rights in India: Comparative Perspectives on Muslim and Sikh Identities. India. Routledge
25. Jawaid, M., Jehangir, K., and Bose, S.(2007) Minorities of India: problems & prospects Indian Council of Social Science Research in association with Manak Publications,
26. Mohapatra, B. (2014) Minority Question in India, In: Becoming Minority: How Discourses and Policies Produce Minorities in Europe and India Edited by: Tripathy, J & Padmanabhan, S., Sage Pub
27. Pathak, B. and Srivastava, B.(1999) Constitutional Safeguards for Weaker Sections and the Minorities in India. New Delhi. Concept Publishing Company

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- १) खडसे भा. भा. कि. १९९९. भारतातील सामाजिक समया, नागपूर श्री मंगेश प्रकाशन,
- २) आपटे, ज. शं., रोडे , २००८. भारतातील महिला विकासाची वाटचाल, पुणे, डायमंड प्रकाशन,
- ३) भारताचे संविधान, <http://www.khapre.org/portal/url/pages/i121219031914/view> 16
- ४) काळदाते सुधा , गव्हाणे-गोटे शुभांगी, २००५. गुन्हा आणि समाज, नागपूर, 'पिंपळापुरे प्रकाशन,
- ५) धनागरे डी. एन., २००६. संकल्पनांचे विश्व आणि सामाजिक वास्तव, पुणे. प्रतिमा प्रकाशन, १७८-२०२
- ६) गारे गोविंद, २०००. महाराष्ट्रातील आदिवासी जमाती, पुणे , कॉन्तिनेन्टल प्रकाशन, प्रकाशन,, १-३८
- ७) माइकेल एस. एम., २००७. आधुनिक भारतातील दलित: अनुवाद- 'वजयाआके, पुणे, डायमंड, २७७-२९७.
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http://rajbhavan.maharashtra.gov.in/pdf/pesa_1996.pdf

<http://swd.up.nic.in/>

<http://mr.vikaspedia.in/social-welfare/>

<http://planningcommission.nic.in/reports/publications/index.php?repts=pub>

http://delhi.gov.in/wps/wcm/connect/doiit_socialwelfare/SocialWelfare/Home/

<http://wcdel.in/wd.html>

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http://marathivishwakosh.in/khandas/khand13/index.php?option=com_content&view=article&id=106

<https://mr.vikaspedia.in/social-welfare/>

Official government documents regarding various policies (to be specified in due time)

Credit Course- Gender Spectrum and Media

Semester III

Unit I- Need to study media.

10 Lectures

Unit II: Post Truth Politics and Media?

1. Capitalists and companies, Government, Market, Audience, Political parties and their intentions. (Why?)

2. The Filter Bubble, Fake News, Post Truth and Role of Psychological Factors. **8 Lectures**

Unit III: Gender Spectrum and Media (construction of gender)

1. Representation of Feminine identities in Indian cinema, TV and Advertisements
2. Representation of masculine identities in Media.
3. Representation of Alternate sexualities in Media.

12 Lectures

References:

1. Gauntlett D. . 2002. *Media, Gender and Identity: An Introduction*. London. Raoutledge pub.
2. Cynthia Carter, Linda Steiner.2003. *Media and Gender: Reader*. England. Open University Press.
3. Rosemarie Buikema, Iris van der Tuin. 2009. *Doing Gender in Media, Art and Culture*. London. Routledge
4. Seth Stephens Davidowitz, 2017. *Everybody Lies: Big Data, New Data, and What the Internet Can Tell Us About Who We Really Are*, Bloomsbury Publishing.
5. *The Handbook of Gender, Sex, and Media*. 2011. Wiley-Blackwell
6. Kosut Mary E. 2012. *Encyclopedia of Gender in Media*. UK. SAGE Publications
7. *MissRepresentation- A documentary directed by Jennifer Siebel Newsom*
8. *Understanding Gender- Kamala Bhasin/ Trans. Shruti Tambe*
9. Beasley, C., 2008. Rethinking Hegemonic Masculinity in a Globalizing World. *Men and Masculinities*, 11(1), pp.86-103.
10. *Generation M: Misogyny in Media and Culture- A documentary by SAGE*

Credit Course- Research: Steps and Protocols

Semester IV

Research Project: Steps and Protocols

Unit I: Basic Concepts: Research, Methodology, Technique, Concept, and Variable. **10 lectures**

Unit II: Steps in Research: Formulation of Research Problems, Secondary Source Analysis, Research Questions, Data/Narrative Collection, and Data. Narrative Analysis, Report Writing, Bibliography, References. **10 Lectures**

Unit III: Thinking Through Process, Socio-Historical Context, and Ethics- Permissions of Authority, Privacy and Protection of respondents, Copyright issues. **10 Lectures**

Essential Readings:

1. Young P., 1984, Scientific Surveys and Research, New Delhi Prentice Hall of India.
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Savitribai Phule Pune University, Pune

Under the Faculty of Humanities

Structure of Choice Based Credit System for Undergraduate Programme to be implemented from Academic Year 2020-2021

Subject- History

Semester	Core Courses (CC)	Ability Enhancement Compulsory Course (AEC)	Skill Enhancement Courses (SEC)	Discipline Specific Elective Courses (DSE)
III	CC-1(3) History of the Marathas: (1630-1707)		Any One Choose SEC -2 A (2) 1.Bhrahmi Script OR 2.Art &Architecture in Early India OR 3.Digital Documentation OR 4.Tourism Management	DSE-1A (3) 1.Medieval India - Sultanate Period
				Any One Choose DSE-2A (3) 2.Glimpses of the Modern World - Part I OR 3. History of East Asia
IV	CC-2(3) History of the Marathas: (1707-1818)		Any One Choose SEC -2 B (2) 5.Modi Script OR 6.Medieval Indian, Art &Architecture OR 7.Popular Indian Culture OR 8.Travel Agency & Tour Business	DSE-1B (3) 4.Medieval India: Mughal Period
				DSE-2B (3) 5. Glimpses of the Modern World - Part II OR 6. History of West Asia

Exam Pattern

1.Exam Pattern of Core Courses (CC) and Discipline Specific Elective Courses (DSE)will be as follow

Mark Distribution	
University Semester Exam	70
Internal Assessment	30
Total	100

2.Exam Pattern of Skill Enhancement Courses (SEC) will be held as per notification of university

3. Guideline for University Semester Exam

University Semester Exam			
Sr. No.	Question No.	Distribution of Marks	Total
1	Que.1	15	
2	Que.2	15	
3	Que.3	20	
4	Que.4	20	
Total	4	70	70

3. Pattern of Question paper for End of Semester Examination for Semester

Duration: 3 Hours	Maximum Marks:70
Number of Questions: Four	
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Answer the following questions in 200 words any two out of Four	20
Q.4: Short note any Four out of Six	20
Total Marks	70

4. Guideline for Internal Assessment

1	Written Test	20	30
2	Assignment/ Project/Group Discussion/Study visit	10	

Savitribai Phule Pune University, Pune

Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21

Under the Faculty of Humanities

Core Course-I (CC- 1C)

Semester -III-History of the Marathas: (1630-1707)

Learning Objectives:

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

Learning Outcome:

1. Student will develop the ability to analyse sources for Maratha History.
2. Student will learn significance of regional history and political foundation of the region.
3. It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.
4. Appreciate the skills of leadership and the administrative system of the Marathas.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit-I: Sources and Rise of the Maratha Power 12

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

Unit-II: Foundation of Swarajya to the Coronation, Karnataka Expedition 16

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

Unit-III: Administration under Chhatrapati Shivaji Maharaj 08

- a) Military
- b) Civil

Unit-IV: Chhatrapati Sambhaji Maharaj to the Maratha War of Independence

12

- a) Chhatrapati Sambhaji Maharaj: Consolidation of power, Relations with Mughals.
- b) Chhatrapati Rajaram Maharaj, Maharani Tarabai and Mughals
- c) SantajiGhorpade, Dhanaji Jadhav and RamchandrapantAmatya

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18. Ranade, M.G., Rise of the Maratha Power, University of Bombay, 1961.
19. Sardesai, G.S., The Main Currents of Maratha History, Phoenix Publications, Bombay, 1959.
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21. Sarkar, Jadunath, Shivaji and His Times, 6th edition, Sarkar & sons, 1973.
22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
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संदर्भ: मराठी

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6. गायकवाड बी. डी., सरदेसाई, थोरात, हणमने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७
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10. जोशी एस. एन. (संपा.) छत्रपती शिवाजी राजे यांची बखर, चित्रशाळा, पुणे, १९६०
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12. भावे वा. कृ., शिवराज्य व शिवकाल, पुणे, १९५७
13. भट भास्कर वामन, महाराष्ट्र धर्म अर्थात मराठ्यांच्या इतिहासाचे आत्मिक स्वरूप, महाराष्ट्रधर्म ग्रंथमाला, ग्रंथ चवथा, धुळे, १९२५, (१८४७)
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Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21
Under the Faculty of Humanities
Discipline Specific Elective Course (DSE-1A)
Semester -III-Medieval India - Sultanate Period

Course objectives:

1. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
2. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
3. To Learn foundation of Delhi Sultanate and Sultanate Administration.
4. To understand the socio, economic condition of Delhi Sultanate

Course outcome:

1. Provides examples of sources used to study various periods in history.
2. Relates key historical developments during medieval period occurring in one place with another.
3. Analyses socio - political and economic changes during medieval period
4. Estimate the foreign invasion and the achievement of rulers

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/ Tests/Quiz/Maps./Field visit/ Group Discussion/ Seminar /use of e-learning

Unit I: Foundation of the Delhi Sultanate **12**

- a) Sources of Historiography of Sultanate Period
- b) Invasions of Muhammad Ghori
- c) Foundation of Delhi Sultanate: Qutbuddin Aibak

Unit II: The early Sultans of Delhi and their contributions **10**

- a) Iltutmish
- b) Raziyya
- c) Balban

Unit III: Expansion of Sultanate **16**

- a) AlauddinKhalji: Expansion and Administrative Reforms
- b) Experiments of Muhammad-Bin-Tughlaq, Firuz Tughlaq: Administrative Reforms.
- c) The Saiyyids, the Lodis and the decline of the sultanate.

Unit IV: Kingdoms of Vijayanagar and Bahamani **10**

- a) Rise of Vijayanagar Empire: Harihar, Bukka, Krishnadevray

- b) The Emergence and expansion of the Bahamani Kingdom: Contribution of MuhmudGawan
- c) Disintegration of Bahamani Kingdom

Books for Study: English

1. Banerjee A.C.,New History of Medieval India, New Delhi,S.Chand& Co., New Delhi,1990.
2. ChitnisK.N.,Glimpses of Medieval Indian and Institutions, Poona, 1981.
3. ChitnisK.N.,Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
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20. Mahajan V.D. History of India, Madras
21. Irfan Habib, Delhi Sultanate
22. Percy Brown - Art & Architecture, Islamic Architecture
23. Farooqui, A Compressive History of Medieval India, Pearson, Delhi.

Marathi:

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2. Chitnis K.N., MadhyayginBharatiyaSankalpanava Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai
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4. Phadnaik Chandrashekhar, PrachinvaMadhyayugin Bharat, Vidya Prakashan, Nagpur.
5. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, PhadakePrakashan, Kolhapur.
6. Sardesai G.S., MusalmaniRiyasat, Popular Prakashan, Mumbai.
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9. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
10. Dr. Kathare Anil, MadhyayuginBharatachaItihas, Prashant Publications, Jalgaon,2013
11. Acharya Apte, Madhyayugin Bharat.

Hindi:

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, RajkamalPrakashan, New Delhi.
2. Irfan Habib(Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi.
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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21
Under the Faculty of Humanities
Discipline Specific Elective Course (DSE-2A)
Semester -III-Glimpses of the Modern World - Part I

Learning Objectives:

1. This paper is designed to introduce the students to the history of the Modern World with its socio-religious, political and economic developments.
2. It will enable students to study interesting historical developments in the countries other than India, which had a significant impact on almost all over the Modern World.
3. It will enable students to understand the significant impact of the modern concepts such as Renaissance, Nationalism, Communism, Imperialism, etc.
4. It will get students acquainted with the major revolutions, and political developments which led to the World War I and its consequences.

Learning Outcomes:

1. It will enable students to develop the overall understanding of the Modern World.
2. The students will get acquainted with the Renaissance, major political, socio-religious and economic developments during the Modern World.
3. It will enhance their perception of the history of the Modern World.
4. It will enable students to understand the significance of the intellectual, economic, political developments in the Modern World.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit I. The Modern Age	6
a) Renaissance - Background and Nature	
b) Religious Reforms Movement - Martin Luther King	
Unit II. The Age of Revolutions	14
a) The American Revolution - Causes and Consequences	
b) The French Revolution - Causes and Consequences	
c) The Industrial Revolution - Causes and Consequences	
Unit III. Nationalism	14
a) Unification of Italy	
b) Unification of Germany	
c) Japan - The Meiji Revolution	

Unit IV. World War I and Rise of Communism

14

- a) World War I - Causes and Consequences
- b) Paris Peace Settlement; League of Nations
- c) The Russian Revolution - Causes and Consequences

Reference Book:

ENGLISH

- 1.Carr E.H., International Relations between the two World Wars.
- 2.Corwall R.D.: World History in 20th Century, Longman, London, 1976.
- 3.Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi,2009.
- 4.Gooch V.P., History of Modern Europe.
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- 8.Rao B.V., World History (3rd edition) from early time to AD 2000, NewDawn Press INC, V.S.A. U.K.,India, 2006.

मराठी

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- ३ कुलकर्णी .,फडके ,आधुनिक युरोपचा इतिहास .
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- ६ जी. जोशी पी .,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21
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Discipline Specific Elective Course (DSE-2A)
Semester -III - History of East Asia

Learning Objectives:

1. The course is designed to enable students to understand the history of Modern East Asia.
2. It will acquaint students with the notable events in contemporary Asia.
3. It will orient students to understand the economic transition in Asia during 20th century and the impact of all this on world politics.
4. It will enable students to understand the history of China and Japan.

Learning Outcomes:

1. It will enable students to develop the overall understanding of the Asian countries.
2. The students will get acquainted with the Communism in China & Imperialism of Japan.
3. It will enhance their perception of the developmental Policies of the Asian Countries.
4. It will enable students to understand the significance of China and Japan in the Modern World.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit I: China: From Nationalism towards Communism. 12

- a) Rise and Growth of Nationalism
- b) Yuan-ShiKai and Republic
- c) Chiang-Kai-Shek and National Government.
- d) Kuomintang-Communist Relation; Communist Revolution of 1949

Unit II: Development and Foreign Policy of Communist China. 12

- a) Agricultural Developments, Five Year Plan.
- b) Development in Science & Technology, Military
- c) Foreign Policy- India, and Taiwan

Unit III: Japanese Imperialism. 12

- a) Russia- Japan War (1904-05).
- b) Japan and the World War I.
- c) Washington Conference – Manchurian Crises.
- d) Japan and the World War II.

- a) General Mac Arthur and Reconstruction of Japan.
- b) Economic Development of Japan.
- c) Development in Science & Technology.

Reference Books

English

1. Bass Claud, Asia in The Modern World.
2. BernadL, Turkey Today, The Emergence of Modern Turkey.
3. Beasley W.G., The Modern History of Japan.
4. Buchana P.A., History of The Far East.
5. Choneaux, Jean – China – The Peoples Republic.
6. Fisher S.N., The Middle East.
7. North M., The History of Israel.

मराठी :

1. आंबेकर गो.वा .,आग्नेय आशियातील घडामोडी, साईनाथ प्रकाशन, नागपुर. .
2. देव प्रभाकर ,आधुनिक चीनचा इतिहास (१८४०-१९५०)विद्या प्रकाशन, नागपुर.
3. देव पुजारी ,पूर्व आशियाचा इतिहास – चीन व जपान, मंगेश प्रकाशन, नागपुर. .
4. गद्रे प्रभाकर , जपानचा इतिहासविद्या प्रकाशन, नागपुर..
5. गाठळ साहेबराव ,आग्नेय आशियाचा इतिहासतीरूपति प्रकाशन, परभणि.
6. कुलकर्णी,देशपांडे ,आधुनिक जगाचा इतिहास ,(भाग १ व २),स्नेहवर्धन प्रकाशन ,पुणे ..
7. गाठळ एस .एस – आधुनिक चीनचा इतिहास (१८४० ते १९५०) तीरूपति प्रकाशन, परभणि.

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Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2 A) – (2 Credits)

Notes:

- 1. The University Grants Commission has made it compulsory for students to earn two credits from a Skill Enhancement Course (SEC) in each semester second year onwards.**
- 2. It is mandatory for the student to complete one Skill Enhancement Course (SEC) in each semester from Semester III to Semester VI.**
- 3. It must be noted that student has to choose any one of the four Skill Enhancement Courses (SEC) for each Semester.**
- 4. Each Skill Enhancement Course (SEC) will have two (2) credits only.**

Skill Enhancement Course (SEC-1A) – (2 Credits)

Semester III- 1) Brahmi Script

Course Objectives:

1. This paper is designed to introduce the students to the Brahmi Script, which is essential to understand the history of Early India.
2. It will enable students to read and understand the Brahmi Script and thus they will be able to
3. unfold Early Indian History.
4. It will get students acquainted with the primary sources such as Ashokan Pillars, some of the Buddhist texts, written in Brahmi script.

Course Outcome:

1. Students will learn to understand the Brahmi Script so as to understand important sources of the history of Early India.
2. They will be able to read and understand the Brahmi Script.
3. They will have an overall understanding of the history of Early India.

Course Content:

Unit. I Brahmi Script Introduction

- a) Difference between Language & Script.
- b) History of Brahmi script.
- c) Importance of Script

Unit. II Brahmi Script

- a) Vowels
- b) Consonant
- c) Numbers

Unit.III Types of Brahmi -

Variations of strokes in various period

- a) Ashokan (Maurya)
- b) Satavahana
- c) Kushana, Shaka
- d) Gupta etc.

Unit IV. Types of inscription -Rock cut Inscriptions

- a) Copperplate
- b) Coins
- c) Manuscripts etc.

Unit V. Research Opportunities

References:

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2. The Paleography of India, Ozha Gaurishankar H. Munshiram Manoharlaal Publi., New Delhi, 1918, 1971
3. Prachin Lipiyoki Kahani, Guanakar Mule, Rajakamal Publi. New Delhi., 1974
4. Sindhulipi Evam Bharat ki Anya lipiya, Padmakar Mishra, Sanpurnanand Sanskrut Visvavidyalaya, Varanasi,
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6. Bharatiya Puralipi Vidya, Author- Dinesh Chandra Sarkar, translated by Krushnadatta Vajpayi,
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Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2 A) – (2 Credits)

Semester III- 2) Art and Architecture of Early India

(From 3000 B.C. to 12th Century A.D.)

Course Objectives:

1. This paper is designed to introduce the students to the emergence and development of art and architecture in early India.
2. It will enable students to understand the process of development of art and architecture in the early Indian history on the socio-religious and economic background.
3. It will get students acquainted with the emergence and changes in the styles of the art and architecture during the early India up to the 6th century B.C.E.

Course Outcome:

1. Students will get an overall understanding of the emergence and development of the art and architecture in Early India.
2. They will understand the emergence of the Pottery, Terracotta figures, Ornaments, Town Planning, preparation of seals and coins.
3. They will have an understanding of the art and architecture in early India.

Course Content:

Unit I Pre-Mauryan and Mauryan Art and Architecture

- a) The Indus Valley: Urban Planning, Great Bath, Seals, Dancing Girl
- b) Mauryan Period: Stupa, Ashokan Pillars, Caves, Pottery, Coins

Unit II Post-Mauryan Art and Architecture

- a) Rock-Cut Architecture
- b) Stupas, Chaityas, Vihars and Temples

Unit III Gupta and Harsha's Times

- a) Gandhar Style
- b) Mathura Style
- c) Temples

Unit IV Chalukyas, Cholas, Pratihars, Pals and Rashtrakuta Times

- a) Rock-Cut Architecture: Ajanta, Ellora
- b) Temple Architecture: Nagar Style, Dravid Style.

References:

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2. Bhattacharya, Tarapada, *The Canonsof Indian Art or A Study ofVastuvidya*, Calcutta., 1963.
3. Brown, Percy, *Indian Architecture, 2 Vols.*, Bombay,1959.
4. Dutt, B. B. *Town planning in Ancient India*, Delhi,1929.
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Under the Faculty of Humanities

Skill Enhancement Courses (SEC-2 A) – (2 Credits)

Semester III -3)Digital Documentation

Course Objectives:

1. This paper is designed to introduce the students to the Digital Documentation.
2. It will enable students to prepare files in various formats; to scan photos, documents and to edit videos, images.
3. It will get students acquainted with the process of online archiving.

Course Outcome:

1. Students will get an overall understanding of the process of digital documentation.
2. They will learn to scan photos, documents and to edit videos, images.
3. They will be able to prepare documents in various digital formats.

Course Content:

Unit I Digital Document Creation

- a) File Formats and conversion
- b) Scanning any Physical Document
- c) Converting Text Image to Text File

Unit II Image and Video Editing

- a) Inserting Graphs, Charts, text into image
- b) Creating Flyers, audio books
- c) Trimming Video (at any ends)
- d) Sound editing of video (to mute, add sound, Music)
- e) Visual editing of Video (lights, content, slideshows)

Unit III Online Archiving

- a) Conceptual Understanding
- b) How Online Clouds work
- c) Data Security and Storage

Unit IV Internal Assessments

- a) Visiting a Historical Place and to Create a Video documentary
- b) Creating a Slideshow (with video/ audio editing) of any part of the syllabus
- c) Creating audio books of any favorite topic related to History

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Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2 A) – (2 Credits)

Semester III-4)Tourism Management

Course Objectives:

1. This paper is designed to introduce the students to Tourism Management.
2. It will get students acquainted with all the processes of Tourism Industry to work with great potential.
3. It will enable students to seek self-employment by starting their own tourism related business.

Course Outcome:

1. Students will get an overall understanding of the process of Tourism Management.
2. They will learn to work in the Tourism Management with great potential.
3. They will be able to seek self-employment by starting their own tourism related business.

Course Content:

Unit I Tourism

- a) Definition and Nature of Tourism
- b) Important Components
- c) Topology of Tourism

Unit II Tourism recent trends

- a) Concept of Domestic and International Tourism
- b) Tourism Recent Trends.

Unit III Tourism as Industry

- a) Tourism as an Industry
- ii) Visitor, Tourist, Excursionist

Unit IV Tourism in India and Impact

- a) Growth and development of tourism in India
- b) Economics and Social impact
- c) Physical and environmental impact

Unit V Filed Trip and Report Writing

Reference Books:

1. Beaver and Allan (2002), 'A Dictionary of Travel and Tourism Terminology', CAB International Wallingford, pp. 313.
2. Bhatia A.K. (1983), 'Tourism Development' Sterling Publishers (P) Ltd., New Delhi.
3. Bhatia A.K, Tourism development Principles and Practices, Sterling Publishers (P) Ltd, New Delhi
4. Anand M.M., Tourism and Hotel Industry in India, Sterling Publishers (P) Ltd, New Delhi
5. Kaul R.H , Dynamics of Tourism, A Terilogy Sterling Publishers (P) Ltd, New Delhi
6. IITTM, Growth of Modern Tourism, Manogra IITTM, New Delhi, 1989
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10. Brymer Robert A, Introduction to Hotel and Restaurant Management, Hub Publication Company, Lawa, 1982
11. Pran Nath Seth (1997), 'Successful Tourism Management', Vikas Publishing House (P) Ltd., New Delhi, pp. 329.
12. Riccline J.R, Brent, Travel and Tourism Hospitality Research, London, 1982
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14. Tourism Planning : Gunn, Clare A

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Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21

Under the Faculty of Humanities

Core Course-I (CC- 2C)

Semester -IV- History of the Marathas: (1707-1818)

Learning Objectives:

1. To understand changed nature of Maratha Polity during the Peshwa Period.
2. To examine the dynamics of Maratha Confederacy and reciprocity.
3. To examine role of Marathas and regionality in National politics of 18th Century India.
4. To study administrative system, society and economy of the Peshawa period

Learning Outcome:

1. Students will be able to analyze the Marathas policy of expansionism and its consequences.
2. They will understand the role played by the Marathas in the 18th century India.
3. They will be acquainted with the art of diplomacy in the Deccan region.
4. It will help to enrich the knowledge of the administrative skills and profundity of diplomacy.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit-I: Consolidation and Expansion of the Maratha Power **12**

- a) Conflict between Maharani Tarabai and Chhatrapati Shahu Maharaj
- b) Rise of the Peshwas: Balaji Vishwanath-Chauthai and Sardeshmukhi
- c) Peshwa Bajirao I: South and North Expedition

Unit-II: Strengthening of the Maratha Power **12**

- a) Peshwa Balaji Bajirao (Nanasaheb)
- b) Third Battle of Panipat: Causes and Consequences
- c) Causes of the defeat of the Marathas

Unit-III: Post Panipat Revival and Downfall **12**

- a) Peshwa Madhavrao I
- b) Barbhai Council: Role of Mahadji Shinde and Nana Phadanvis
- c) Downfall of Maratha Power

- a) Maratha Confederacy
- b) Economic Condition
- c) Society: Caste System and Position of Women

References: English

1. Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002
2. Ballhatchet, Kenneth, *Social Policy and Social Change in Western India, 1817 – 1830*, Oxford University Press, 1957.
3. Chandra, Satish, *The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, Kolkata, K.P. Bagchi, 1986.
4. Desai S.V., *Social Life in Maharashtra under the Peshwas*, Popular Prakashan, Bombay, 1962.
5. Deshmukh, S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.
6. Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay, 1993.
7. Dighe, V. G., *Peshwa Bajirao I and Maratha Expansion*, Karnatak Publishing House, Bombay, 1944.
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9. Gawali, P. A., *Society and Social Disabilities Under the Peshwas*, National Publishing House, New Delhi, 1988.
10. Gokhale, B.G., *Poona in the Eighteenth Century. An Urban Study*, Oxford University Press, 1987.
11. Gordon, Stewart, *Marathas, Marauders, and State Formation in Eighteenth Century India*, Oxford University Press, Delhi, 1994.
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20. Pagdi, S. M. Eighteenth Century Deccan. Bombay: Popular Prakashan, 1963.
21. Pawar, A. G., ed. Maratha History Seminar Papers. Kolhapur: Shivaji University, 1970.
22. Ranade, M. G. Rise of the Maratha Power. New Delhi: Publication Division, Govt. of India, 1974.
23. Sardesai, G.S., The New History of the Marathas, Vol II: The Expansion of the Maratha Power, Phoenix Publications, Bombay, 1958.
24. Sardesai, G.S., The New History of the Marathas, Vol III: Sunset Over Maharashtra, Phoenix Publications, Bombay, 1968
25. Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974.
26. Sinha, H. N., Rise of the Peshwas, The Indian Press Ltd., Allahabad, 1931.
27. Srinivasan, C. K., Bajirao I, The Great Peshwa, Asia Publishing House, Bombay, 1961.
28. Wink, Andre, Land and Sovereignty in India – Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya, Orient Longman, Hyderabad, 1986.

संदर्भ: मराठी

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3. खोबरेकर विठ्ठल गोपाळ, गुजरातेतील मराठी राजवट, पुणे, १९६२
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7. गर्गे स. मा., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, मुंबई
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- 13.हेरवाडकर आर. व्ही., मराठी बखर, व्हीनस प्रकाशन, मुंबई, १९८६
- 14.सरदेसाई गो.स., मराठी रियासती, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई

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Under the Faculty of Humanities

Discipline Specific Elective Course (DSE-1B)

Semester -IV-Medieval India: Mughal Period

Course objectives:

1. Produce well researched written work that engages with both primary sources and the secondary literature.
2. To learn the Mughal ruler and incidents regarding Deccan policies.
3. To understand the analytical studies of Medieval South India
4. Maps- important centers in Mughal Empire under Akbar and Aurangzeb

Course outcome:

1. Draws comparisons between policies of different rulers.
2. Understanding Role of Akbar in the consolidation of Mughal rule in India.
3. Understand Aurangzeb's conflict with Rajputas, Maratha and weakening Mughals age.
4. Analyses factors which led to the emergence of new religious ideas and movements (bhakti and Sufi)

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/ Tests/Quiz/Maps/Field visit/ Group Discussion/ Seminar /use of e-learning

Unit I: Foundation of Mughal Empire **10**

- a) Sources of Historiography of Mughal Period
- b) Babur: The Foundation of Mughals Empire
- c) Humayun Struggle with Sher Shah Suri. Sher Shah: administrative reforms

Unit II: The Consolidation of the Mughal Empire **18**

- a) Akbar: Extent of the Mughal Empire, Mansabdari System, Religious Policy
- b) Expansion: Deccan Policy of Jahangir and Shah Jahan
- c) The reign of Aurangzeb: Rajput Policy, Ahom conflicts, Sikh Policy, Deccan expeditions

Unit III: Administrative systems **10**

- a) Central and Provincial Administration
- b) Revenue System
- c) Judicial System, Military administration

Unit IV: Economy, Society and Culture

10

a) Economy: Agriculture, trade and industry

b) Society: Caste system, position of women, Bhakti and Sufi movement.

c) Culture: Science and Technology.

Reference Books: English

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2. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.
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4. Chopra P.N., Puri B.N., Das M.N.-A Social, Cultural and Economic History of India, Vol II. Macmillan India, Delhi, 1974.
5. Lane Poole Stanley, Medieval India, London, 1910
6. Majumdar R.C(ed)-The History and Culture of the Indian People, Vol VII: The Moghul Empire, Bombay, 1974.
7. Mehta J.L – Advanced Study in the History of Medieval India Vol III, New Delhi sterling Publishers, 1983.
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9. Moreland E.H., India at the Death of Akbar: An Economic Study, London, 1920
10. Richards J.F., The Moghul Empire, Cambridge, 1994.
11. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Person, New Delhi, 2011
12. Sarkar Jadunath., Mughal Administration, Calcutta, 1963.
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14. Srivastava A. L., The Mughal Empire (1526 -1803 AD), Agra 1974
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16. Varma Nirmala, History of India Mughal Period, ABCD Publishers.
17. Singh Meera, Medieval History of India, Vikas Publishing House Pvt.Ltd.
18. Mukhia Harbans, Perspectives on medieval history, Vikas Publishing House Pvt.Ltd.
19. Lanepule Stanley, Medieval India
20. Percy Brown - Art & Architecture, Islamic Architecture
21. Satishchandra- History of Medieval India, Orient Blackswan, Hyderabad.

Marathi:

1. Dr. Muhammad Ajam, Sufi Tatwadnyan : SwaproopAani Chintan, Padmagandha.
2. Siddikhi N.A., (Anu.) Dr. Saswadkar P.L., MogalkalinMahasulPaddhati, Diamond Prakashan, Pune.
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4. Kulkarni V.V., Nevaskar Ashok.,MadhyayuginBharatachaItihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
5. Jadunath Sarkar (Anu.), Kolarkar S.G., Aurangjeb, Diamond Prakashan Pune.
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7. Phadnaik Chandrashekhar, PrachinvaMadhyayugin Bharat, Vidya Prakashan, Nagpur.
8. Banahatti Rajendra, Akbar teAurangjeb, Diamond Publication Pune.
9. Kogekar Sunanda, Akabarkalin Hindustan, Diamond Publication Pune.
10. Joshi Smita, BharatiyaItihasPrachinteArvachin, Diamond Publication Pune.
11. Bhide Gajanan, Nalavade Vijay, Naiknavare, Madhyayugin Bharat, PhadakePrakashan, Kolhapur.
12. Sardesai G.S., MusalmaniRiyasat, Popular Prakashan, Mumbai.
13. Mate M.S., Chavan Kamal, MadhyayuginKalabharati, Continental Prakashan, Pune.
14. Athaley Vibha, PrachinvaMadhyayugin Bharat.
15. Chandra Satish, Madhyayugin Bharat, Jawahar Publishers, New Delhi.
16. Dr. Kathare Anil, MadhyayuginBharatachaItihas, Prashant Publications, Jalgaon, 2013
17. Acharya Apte, Madhyayugin Bharat.

Hindi:

1. Irfan Habib (Sampa.), Madhyakalin Bharat, Ank 1 te 5, RajkamalPrakashan, New Delhi.
2. Irfan Habib(Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi.
3. Irfan Habib(Sampa.), MadhyaKalin Bharat, Ank 3, RajkamalPrakashan, New Delhi
4. Irfan Habib(Sampa.), MadhyaKalin Bharat, Ank 4, RajkamalPrakashan, New Delhi
5. Irfan Habib(Sampa.), MadhyaKalin Bharat, Ank 2, RajkamalPrakashan, New Delhi
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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21
Under the Faculty of Humanities
Discipline Specific Elective Course (DSE-2 B)
Semester -IV-Glimpses of the Modern World - Part II

Learning Objectives:

1. This paper is designed to introduce the students to the political history of the Modern World.
2. It will enable students to study remarkable historical developments in the various countries including India, which had a significant impact on almost all over the Modern World.
3. It will enable students to understand the significant impact of the modern concepts such as Dictatorship, Cold War, Nationalism, Communism, Imperialism, Polarization, etc.
4. It will get students acquainted with the major nationalist movements, the World War II and its consequences, the Cold War and its Consequences.

Learning Outcomes:

1. It will enable students to develop the overall understanding of the Modern World.
2. The students will get acquainted with the major nationalist movements, the World War II and its consequences, the Cold War and its Consequences.
3. It will enhance their overall perception of the history of the Modern World.
4. It will enable students to understand the significance of the strategic political developments in the Modern World.

Pedagogy:Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit I. Nationalist Movements in Asia and Africa **12**

- a) Dr. Sun-Yet-Sen
- b) Mahatma Gandhi (Non-Cooperation Movement, Civil Disobedience

Movement, Quit India Movement)

- c) Dr. Nelson Mandela

Unit II. Rise of Dictatorship **12**

- a) Italy - Mussolini
- b) Germany – Hitler
- c) Turkestan - Kemal Pasha
- d) Militarism in Japan

Unit III. World War II and the Rise of World Power

12

- a) World War II - Causes and Consequences
- b) United Nations Organization - Structure and Functions
- c) The Rise of the World Powers – U.S.A. and U.S.S.R.

Unit IV. Cold War and Third World

12

- a) Cold War: Causes, Nature and Course
- b) Third World: Non-Alignment Movement
- c) End of the Cold War and Disintegration of U.S.S.R.

References:

English

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2. Corwall RD: World History in the 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient BlackSwan, Delhi, 2009.
4. Gooch VP, History of Modern Europe.
5. Grant and Temporally, Europe in the 19th and 20th centuries.
6. Hazen, Modern Europe
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8. Rao BV: World History (3rd edition) from early time to AD 2000, New Dawn Press INC, VSA UK , India , 2006.

मराठी

१. आचार्य धनंजय ,विसाव्या शतकातील जग ,श्री साईनाथ प्रकाशन ,नागपुर.
२. कुलकर्णी ,देशपांडे ,आधुनिक जगाचा इतिहास ,(भाग १ व २),स्नेहवर्धन प्रकाशन ,पुणे.
३. कुलकर्णी ,फडके ,आधुनिक युरोपचा इतिहास.
४. कोलारकर शं. गो ,आधुनिक युरोप.
५. गायकवाड ,कदम ,थोरात ,पाटील ,आधुनिक जगाचा इतिहास .
६. जोशी पी .जी ,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
७. वैद्य सुमन ,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर .
८. वैद्य सुमन,कोठेकर शांता ,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर.

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Proposed Syllabus in History for S.Y.B.A. (Credit System) from the academic Year 2020-21
Under the Faculty of Humanities
Discipline Specific Elective Course (DSE-2 B)
Semester -IV- History of West Asia

Learning Objectives:

1. The course is designed to enable students to understand the history of Modern East Asia.
2. It will acquaint students with the notable events in contemporary Asia.
3. It will orient students to understand the economic transition in Asia during 20th century and the impact of all this on world politics.
4. It will enable students to understand the history of West Asian countries.

Learning Outcomes:

1. It will enable students to develop the overall understanding of the West Asian countries.
2. The students will get acquainted with the modernization of Turkestan, Arab Nationalism and the Arab-Israel Conflict.
3. It will enhance their perception of the developmental policies of the Asian Countries.
4. It will enable students to understand the significance of the West Asian countries in the Modern World.

Pedagogy: Lectures/Visual presentation/ Role play/ Critical analysis/Assignments/Tests/Quiz/
e-learning

Unit I: Modern Turkestan.

12

- a) Young Turkey Movement.
- b) Turkestan and WorldWarI
- c) Kemal Pasha and Modernization of Turkestan.

Unit II: Israel

12

- a) Zionist Movement.
- b) Balfour declaration.
- c) Rise of Israel.
- d) Arab Israel conflict.

Unit III: Rise of Arab Nationalism.**08**

- a) General Nasser and the Suez Crises.
- b) Saudi Arabia: Wahhabi Movement and Achievements of Ibn Saud.

Unit IV: Iran and Iraq**16**

- a) Iran: Achievement of Rezashah Pahlavi
- b) Iran and World War II
- c) Oil Diplomacy
- d) Iraq: Rise of Rashid Ali
- e) Iraq- Iran Conflict
- f) Gulf War.

Reference -**English books**

1. Bass Claud, Asia in the Modern World.
2. Bernad L, Turkey Today, The Emergence of Modern Turkey.
3. Beasley W.G., The Modern History of Japan.
4. Buchana P.A., History of The Far East.
5. Choneaux, Jean – China – The Peoples Republic.
6. Fisher S.N., The Middle East.
7. North M., The History of Israel.

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1. आंबेकर गो.वा .,आग्नेय आशियातील घडामोडी, साईनाथ प्रकाशन, नागपुर. .
2. देव प्रभाकर ,आधुनिक चीनचा इतिहास (१८४०-१९५०)विद्या प्रकाशन, नागपुर.
3. देव पुजारी ,पूर्व आशियाचा इतिहास – चीन व जपान, मंगेश प्रकाशन, नागपुर. .
4. गद्रे प्रभाकर , जपानचा इतिहासविद्या प्रकाशन, नागपुर..
5. गाठळ साहेबराव ,आग्नेय आशियाचा इतिहासतीरूपति प्रकाशन, परभणि.
6. जोशी पी .जी ,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
7. गाठळ एस .एस – आधुनिक चीनचा इतिहास (१८४० ते १९५०) तीरूपति प्रकाशन, परभणि.

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Proposed Syllabus in History for SYBA (Credit System) form the academic Year 2020-2021

Under the Faculty of Humanities

Skill Enhancement Course (SEC 2B) – (2 Credits)

Semester IV- 5) Modi Script

Course Objectives:

1. This paper is designed to introduce the students to the Modi Script.
2. It will get students acquainted with details of the Modi Script.
3. It will enable students to understand Maratha History in detail.

Course Outcome:

1. Students will get an overall understanding of the Modi Script.
2. They will be able to know the history of the Marathas.
3. They will be able to read and write in Modi Script.

Course Content:

Unit.I Modi Script Introduction

Modi Script – Writing & Reading

- i) Vowels
- ii) Consonant
- iii) Numbers

Unit.IIA. Kalaganana –

- i) Hindu
- ii) Muslim

B. Anewari Reghi Hisheb

Unit. III Reading practice

- i) Short Forms
- ii) Farasi words

Unit. IV Archives&Types of Documents, Research Opportunities

Reference books:

1. Modi Lipi- Prashikshan va Saraavpustika, Maharashtra Purabhilekhagar Sanchalanalaya, Govt. of Maharashtra, 2007,2008, 2012
2. Prachin Bharatiy Lipimala, OzhaGaurishankar H. MunshiramManoharlaal Publi., New Delhi, 1918.
3. The Palaeography of India, OzhaGaurishankar H. MunshiramManoharlaal Publi., New Delhi,1918.
4. Mod VachanAaniLekhan ,Valinbe Ganesh R., DhavalePrakashana, Mumbai, 1951, 1953, 2005,2009
5. Bharatiya Lipinche Maulik Eakarup – Pandit GanapatishastriHebbar published by Maharashtra Rajya Sahitya Ani Sanskruti Mandal.1988
6. Chala Shikuya Modi Aapan..., Mhatre Krushnaji, Modi LipiShikshan Mandal, Mumbai, 1993, 2003,2009
7. Sahaj sopi Modi Lipi, Tilak Shreekrushna L., Vyasa creation, Thane
8. Sopi Modi Patre, Lawate Mandar & Soman Bhasvati, Adijit Pub. Pune, 2013
9. Shivachhatrapatinche Patre, Vol. I & II, Kulkarni Anuradha, Param Mitra, 2011
10. Modi Lipi , Mali Navinkumar,
11. Tumhich Modi Shika, Kulkarni M.R. , Diamond Publi, Pune

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Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021

Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2B) – (2 Credits)

Semester IV-6)Medieval Indian Arts and Architecture(1206 To 1857)

Course Objectives:

1. This paper is designed to introduce the students to the Art and Architecture during the Medieval India.
2. It will enable students to understand the impact of the Persia on the Mughal Art and Architecture.
3. It will get students acquainted with the development of Indo-Persian style of Painting.

Course Outcome:

1. Students will get an overall understanding of the development of the Medieval Art and Architecture.
2. They will understand the changing patterns of the Art and Architecture during the Medieval India.
3. They will have an understanding of the impact of Persian Art on Islamic Art and Architecture in Medieval India.

Course Content:

Unit I Sultanate Art & Architecture

- a) Arcuate Technique (Arches domes)
- b) Qubbat-ul-Islam Mosque
- c) Tomb of Iltumish
- d) Qutbminar
- e) Alai Darwaza

Unit II Deccan Art & Architecture

- a) Bahamani
- b) Vijaynagar (Hampi)

Unit III Sur Art & Architecture

- a) Qila-i-Kuhna Mosque
- b) Tombs (Hasan Sur and Sher Shah)

Unit IV Mughal Art & Architecture

- a) Akbar: The Tomb of Humayan, Agra Fort, Fatehpur Sikri, Allahabad and Lahor forts
- b) Jahangir: Sikandara, Tomb of Itmad-ud-Daula
- c) Shahjahan: The Taj Mahal, Red Fort, Jama Masjid
- d) Mughal Paintings
- e) Regional Art & Architecture

Reference Books:

- 1) Percy Brown: Indian Architecture (Islamic period), Mumbai 1997
- 2) Percy Brown: Indian Painting, New Delhi, 1965
- 3) R.Nath : History of Sultanate Architecture, Delhi, 1978
- 4) Catherine B. Asher: The New Cambridge History of India, Mughal Architecture.
- 5) Satish Grover: The Architecture of India (Islamic Period) Delhi, 1981
- 6) Ebba Koch: The Mughal Architecture: An outline of its History and Development, Primus Books, Delhi, 2014
- 7) S.P. Verma : Art and Material Culture in the Paintings of Akbar's Court, Delhi 1978
- 8) K. Khandalwal : Documents on Indian Painting, Bombay 1969
- 9) M.C. Beach : The Cambridge History of India : Mughal and Rajput Paintings, Cambridge University Press 1992
- 10) Surendra Sahai : Indian Architecture, Islamic period
- 11) Z.A. Desai : Indo-Islamic Architecture, Publication Division, Ministry of Information and Broadcasting, Govt. of India, Delhi 1970
- 12) Daljeet : Mughals and Deccan Paintings, From the collection of National Museum, New Delhi 1999
- 13) Ziauddin Desai : Indo-Islamic Architecture, Delhi 1970
- 14) Subhash Parihar : Some aspect of Indo-Islamic Architecture, Delhi 1999
- 15) Abha Narain Lambah & Alka Patel : The Architecture of the Indian Sultanates, Marg publication, 2006

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Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021

Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2 B) – (2 Credits)

Semester IV- 7) Popular Indian Culture

Course Objectives:

1. This paper is designed to introduce the students to the Popular Culture in India.
2. It will enable students to understand Visual Arts, Performances, Audio-Visual expressions, Fairs, Festivals and Rituals.
3. It will get students acquainted with the development of Popular Indian Culture.

Course Outcome:

1. Students will get an overall understanding of the the Popular Culture in India.
2. They will understand the Visual Arts, Performances, Audio-Visual expressions, Fairs, Festivals and Rituals.
3. They will have an understanding of the importance of Popular Indian Culture.

Course Content:

Unit I Introduction:

- a) Definition Popular Culture
- b) Popular Culture and High Culture

Unit II Visual Expressions and Performance:

- a) Visual Expressions - Folk Art Calendar Art Photography
- b) Performance – Theatre, Music, Folktales, Songs, Swang and Nautanki

Unit III: Audio-Visual Expression:

- a) Indian Cinema, Television and Internet
- b) Influence of National Struggle for Independence (1930s & 1940s)
- c) Idealized Nationalism (1950s)
- d) Disillusionment and Anti-Establishment Mood (1970s & 1980s)
- e) Impact on Social Media

Unit IV Fairs, Festivals and Rituals:

- a) Disentangling Mythological Stories
- b) Patronage
- c) Regional Variations

A visit to an exhibition/fair/festival is an essential part of this course.

Reference Books:

1. Dissanayake, W. and K.M. Gokul Singh. *Indian Popular Cinema*. London: Trentham Books, 2004.
2. Oberoi, P. *Freedom and Destiny: Gender, Family and Popular Culture in India*. Delhi, 2009.
3. Princy, C. *Camera Indica: The Social Life of Indian Photographs*. Chicago, 1998.
4. Storey, J. *Cultural Theory and Popular Culture*. London, 2001.
5. Rag, P. *Dhuno ke Yatri*, New Delhi: Rajkamal, 2006.
6. Ramanujan, A.K. *Folktales from India: A Selection of Oral Tales From Twenty-two Languages*. USA: Random House, 1997. (Introduction)
7. Ramaswamy, V. "Women and the 'Domestic' in Tamil Folk Song." In *From Myths to Markets: Essay on Gender*, edited by Kumkum Sangari and Uma Chakravarti. Shimla: Manohar and Indian Institute of Advanced Study, 1999.
8. Singh, L., ed. *Theatre in Colonial India: Playhouse of Power*. New Delhi: OUP, 2009.

Savitribai Phule Pune University, Pune

Proposed Syllabus in History for SYBA (Credit System) form the Academic Year 2020-2021

Under the Faculty of Humanities

Skill Enhancement Courses (SEC 2 B) – (2 Credits)

Semester IV- 8) Travel Agency and Tour Business

Course Objectives:

1. This course is designed to create awareness about Travel Agency, Education and Job opportunities among the students.
2. It aims in training students on both Theory and Practical aspect and Travel Agency and creating professionals for tourism industry.
3. It will enable student to seek self-employment by starting their own Travel Agency related to business.

Course Outcome:

1. The students will understand the details of the business of Travel Agency.
2. They will be trained on both Theory and Practical aspect and Travel Agency and creating professionals for Tourism Industry.
3. It will enable student to seek self-employment by starting their own Travel Agency related to business.

Course Content:

Unit I. Concept of Travel Agency

- a) Definition of travel agency
- b) Main function of travel agency
- c) Organizational Structure of a travel agency

Unit II. Role of Travel Agent

- a) Types of Travel Agents
- b) Responsibilities of Travel Agent
- c) Procedure for Travel Agent and Tour Operators in India
- d) Online Travel Agency

Unit III. Role of Travel Agency

- a) Role of Indian Airlines, Indian Railway
- b) Role of different Tour Companies
- c) Tour Packages and Accommodation

Unit IV. Field Visit and Report Writing

Reference Books:

1. Foster D.L. The Business of travel agency Operation and tour Management
2. Merissen Jome W, Travel Agent and Tourism
3. Howel David H, Principals and Methods of Scheduling Reservations
4. J.M.S. Negi., Travel Agency & Tour Operations
5. Agarwal Surinder, Travel Agency Managements
6. Bhatia A.K, Professional Travel Agency Management
7. Bhatia A.K, Tourism Development
8. Pran Nath Seth (1997), 'Successful Tourism Management', Vikas Publishing House (P) Ltd., New Delhi, pp. 329..
9. Willaim Cordve, Travel in India
10. National Publisher ,The World of Travel
11. Stephen F. Witt and Luiz Moutinho (1995), 'Tourism Marketing and Management Hand Book', Prentice Hall, London, pp 3.
12. Webstar Susan, Group Travel Operating Procedure
13. Roger Carter (1990), 'Tourism – Exercise and Activities', Hodder & Sloughton, London.
14. Sharma K.K. (1991), 'Tourism in India', Classic Publishing House, New Delhi.



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

PSYCHOLOGY

SYBA Syllabus

(CBCS Pattern – To be implemented from 2020-2021)

Structure according to CBCS pattern

SYBA (Semester III and IV)

Semester	Core Courses	Ability Enhancement Compulsory Courses	Skill Enhancement Courses	Discipline Specific Elective Courses	Generic Elective	Credit
	CC	AEC	SEC	DSE	GE	
III	Compulsory English (3)	Environment Science (2)	SEC-1A (3)	DSE-1A (3)		24
	MIL 2 (2)		SEC-2A (2) Value/skill based course	DSE-2A (3)		
	CC-1C (3)					
	CC-2C (3)					
IV	Compulsory English (3)	Environment Science (2)	SEC-1B (3)	DSE-1B (3)		24
	MIL 2 (2)		SEC-2B (2) Value/skill based course	DSE-2B (3)		
	CC-1D (3)					
	CC-2D (3)					
						48

Semester-3	Semester-4
DSE-1A: Psychology of Abnormal Behaviour-1	DSE-1B: Psychology of Abnormal Behaviour-2
DSE-2A : Developmental Psychology	DSE-2B: Theories of Personality
CC/SEC- 1A: Health Psychology	CC/SEC- 1B: Positive Psychology
SEC-2A: Health Promotion Life Skills	SEC-2B: Basic Counselling Skills

Semester-3

DSE-1A: PSYCHOLOGY OF ABNORMAL BEHAVIOR-I

Learning Outcomes: After the completion of this course students will be able to:

1. acquire the knowledge about the symptoms, diagnostic criteria, and causes of various psychological disorders
2. examine multiple probable causes and correlates of behaviour.
3. understand critiques, limitations, and implications of diagnosis and classification of psychological diseases.
4. create awareness about mental health problems in society.

UNIT-I: Abnormal Psychology: An Overview (12)

- 1- Abnormality: Meaning, Definition, Nature.
- 2- Historical Background of Abnormality.
- 3- Criteria of abnormal behaviour (Biological, Psychological, Socio-cultural)
- 4- Current Classification Systems: DSM-5 & ICD-10/11 an Overview.

UNIT-II: ANXIETY DISORDERS, OBSESSIVE-COMPULSIVE DISORDERS (OCD), TRAUMA & STRESSOR RELATED DISORDERS (11)

- 1- Generalized Anxiety Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes.
- 2- Panic & Agoraphobia, Social Anxiety (Phobia): Nature, Symptoms, Diagnostic Criteria & Causes
- 3- Obsessive-Compulsive Disorder and Body Dimorphic Disorders: Nature, Symptoms, Diagnostic Criteria & Causes
- 4- Post-Traumatic Stress Disorder & Acute Stress Disorder: Nature, Symptoms, Diagnostic Criteria & Causes

UNIT-III: SOMATOFORM AND DISSOCIATIVE DISORDERS (11)

- 1- Somatic symptoms Disorder: Nature, Symptoms, Diagnostic Criteria & Causes
- 2- Illness Anxiety Disorder: Nature, Symptoms, Diagnostic Criteria & Causes
- 3- Conversion Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 4- Dissociative Identity Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes

UNIT-IV: DEPRESSIVE AND BIPOLAR DISORDERS (11)

- 1- Disruptive Mood Dysregulation Disorder, Major Depressive Disorder: Nature, Symptoms, Diagnostic Criteria & Causes
- 2- Bipolar-I Disorder: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 3- Bipolar-II Disorder: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 4- Suicide and Cyclothymic Disorder: Nature, Symptoms, Diagnostic Criteria & Causes

Books for Reading:

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition.
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education.
- Comer, R. J. (2019). Fundamentals of Abnormal Psychology, (9th edi.). Macmillan Learning.
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.
- Nolen-Hoeksema, S. (2019). ISE Abnormal Psychology, (8th edi.). McGraw-Hill Education
- Ray, W. J. (2019). Abnormal Psychology, (3rd edi.). SAGE Publications.
- Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015).
- World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

Semester-3

DSE-2A: DEVELOPMENTAL PSYCHOLOGY:

Learning Outcomes: After the completion of this course students will be able to:

- 1: Understand the importance, characteristics and concern in lifespan development
- 2: Understand biological, cognitive, and socio-emotional processes.
3. Understand the periods of development, the significance of age, and discuss developmental issues.
4. Understand Psychoanalytic, Cognitive, Behavioural and Social Cognitive, Ethological, Ecological and Eclectic theories of development
5. Understand methods of data collection and research designs used in Life-span development research

Unit- I: Introduction to Lifespan Development (12)

- 1- The Life-Span Perspective: The Importance of Studying Life- Span Development, Characteristics of the Life-Span Perspective, Some Contemporary Concerns
- 2- The Nature of Development: Biological, Cognitive, and Socio emotional Processes, Periods of Development, The Significance of Age, Developmental Issues
- 3- Theories of Development: Psychoanalytic Theories, Cognitive Theories, Behavioral and Social Cognitive Theories, Ethological Theory, Ecological Theory, Eclectic Theoretical Orientation
- 4-Research in Life-Span Development: Methods for Collecting Data, Research Designs, Time Span of Research

Unit- II: Biological Beginnings & Prenatal Development (11)

- 1- Genetic foundation of Development: The Collaborative Genes, Genes and Chromosomes, Genetic Principles, Chromosomal and Gene linked Abnormalities
- 2- Heredity and Environment interaction: The nature × Nurture Debate

3- a) The Teratology and Hazards to prenatal Development

b) Reproductive Challenges and Choices

4- The Course of Prenatal Development and Birth Process

5- Assessing the Newborn

Unit - III: Infancy

(11)

1- Physical growth and development in infancy

2- Motor, Sensory and Perceptual Development Cognitive Development

3- a) Piaget's Theory of Infant Development

b) Learning, Remembering, and Conceptualizing

4- Language Development

Unit-IV: Early Childhood

(11)

1- Physical changes, Cognitive Changes

2- a) Piaget's preoperational stages

b) Vygotsky's Theory

3- The Self, Emotional and Moral Development

4- Families, Peer relations and Play

References:

- Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
- Berk, L. E. (2006). Child Development. (7 Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
- Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development
- Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5 Ed). McGraw Hill co.
- Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- Kail, R. V. (2007). Children and their Development. (4 Ed). New Jersey: Pearson Education Inc.
- McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3 Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12 Ed). McGraw Hill, international Edition
- Santrock, J.W. (2011). Life-Span Development (13th Edition). NY: McGraw Hill.
- Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and

Semester-3**SEC- 1A: HEALTH PSYCHOLOGY**

Learning Outcomes: After the completion of this course students will be able to:

- 1: Understand health psychology and arrive at the introduction to the role of psychology in health.
- 2: Understand the nature of stress and coping
- 3: Understand various factors related to health and diseases.
- 4: Understand quality of life and promoting the good health.

Unit-I: An Introduction to Health Psychology**(12)**

- 1- Health Psychology – Definitions, Nature, Aims
- 2- Biopsychosocial Model of Health
- 3- Psychology's Role in Health - Problems in the HealthCare System, "The Person" in Health and Illness, How the Role of Psychology Emerged and Progress in Health Psychology's Goals.
- 4- Application: The Need of Health Psychology- Changing Patterns of Illness, Expanded Health Care Services, Increased Medical Acceptance

Unit-II: Stress and Coping**(11)**

- 1- Stress – Definitions, Nature & Types
- 2- Sources of Stress - (Sources within the Person, Sources in the Family & Sources in the Community and Society)
- 3- Responding to Stress (Physiological, Emotional & Behavioural Response)
- 4- Coping Behaviour – Problem Focused coping (Ellis's rational thinking, Positive reinterpretation & Humor as a stress reducer) & Emotion Focused Coping (Using systematic problem solving, using time more effectively & improving self-control)

Unit-III: Chronic Health Problems and Its Management**(11)**

- 1- Personal Issues in Chronic Health Disorders - The Physical Self, Achieving Self, Social Self & Private Self
- 2- Emotional Responses to Chronic Health Disorders – Denial, Anxiety & Depression
- 3- Major Chronic Health Problems- Heart Disease, Hypertension, Stroke, Cancer, Type II Diabetes & AIDS
- 4- Application: Psychological Interventions for Chronic Health Disorders (Pharmacological Interventions, Individual Therapy, Social Support Interventions and Relaxation, Stress Management after COVID-19)

Unit-IV: Primary Prevention & Health Promotion**(11)**

- 1- Quality of life and Health Behaviour - Changing Health Habits & Health Beliefs (Attitude change & Placebo Effect)
- 2- Health Compromising Behaviours (Characteristics) - Obesity, Smoking & Drinking.
- 3- Developmental, Gender, and Sociocultural Factors in Health - Development and Health, Gender and Health, Sociocultural Factors and Health
- 4- Health Promoting Behaviours - Diet, Exercise, Sleep, Rest, Vaccination and Screening, Accident prevention

Source Books

- Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.
- Sarafino, Edward P and Smith, Timothy W (2012). Health Psychology - Bio psychosocial Interaction (7th ed). Wiley India Edition.
- Taylor, Shelley E. (2018). Health Psychology (10th ed). McGraw Hill Higher Education. Indian Edition
- Weiten, W. and Lloyd, M. (2007). Psychology applied to modern life: Adjustment in the 21st century, Indian Edition 8th. Thomson

SEC-2A: Skill Enhancement Courses (SEC) – (2 Credits)

Notes:

1. The University Grants Commission has made it compulsory for students to earn two credits from a Skill Enhancement Course (SEC) in each semester second year onwards.
2. It is mandatory for the student to complete one Skill Enhancement Course (SEC) in each semester from Semester III to Semester VI.
3. Skill Enhancement Course (SEC) will have two (2) credits only.

SEC-2A: Health Promotion Life Skills

Unit-I: Hygienic behaviour (10)

- 1- Types of infectious diseases
- 2- Signs and symptoms of infectious diseases
- 3- How to prevent infectious diseases: hygienic habits

Unit-II: Relationships

- 1- Interpersonal relationship
- 2- Peer pressure- saying no to drugs, tobacco
- 3- Bullying and its effect

Unit-III: Competency Mapping

- 1: Competency mapping: Introduction
- 2: Methods of competency mapping
- 3: Competencies dealing with self-management

Ref:

Sanghi Seema (2016). The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations. Sage

Semester-4**DSE-1B: PSYCHOLOGY OF ABNORMAL BEHAVIOR-II**

Learning Outcomes: After the completion of this course students will be able to:

1. Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
2. Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.
3. Help students to acquire the knowledge about the symptoms, diagnostic criteria, and causes of various psychological disorders.
4. Examine multiple probable causes and correlates of behaviour.
5. Create awareness about mental health problems in society.

UNIT-I: SCHIZOPHRENIA & OTHER PSYCHOTIC DISORDERS**(12)**

- 1- Schizophrenia: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 2- Schizophreniform Disorder: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 3- Schizoaffective Disorder: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 4- Delusional Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes

UNIT-II: PERSONALITY DISORDERS AND IMPULSE CONTROL DISORDERS (11)

- 1- Characteristics of Personality Disorder and Gender Differences
- 2- Personality Disorders Characterized by Odd or Eccentric Behavior: Paranoid, Schizoid & Schizotypal - Nature, Symptoms, Diagnostic Criteria & Causes
- 3- Personality Disorders Characterized by Dramatic, Emotional, or Erratic Behavior: Antisocial, Borderline, Histrionic, & Narcissistic - Nature, Symptoms, Diagnostic Criteria & Causes

- 4- Personality Disorders Characterized by Anxious or Fearful Behavior: Avoidant, Dependent, & Obsessive- Compulsive - Nature, Symptoms, Diagnostic Criteria & Causes

UNIT-III: EATING DISORDERS, SLEEP-WAKE DISORDERS, SEXUAL DISORDERS, SUBSTANCE-RELATED AND ADDICTIVE DISORDERS (11)

- 1- Eating Disorders (Anorexia Nervosa, Bulimia Nervosa, & Binge- Eating Disorder): Nature, Symptoms, Diagnostic Criteria & Causes
- 2- Sleep-Wake Disorders (Insomnia disorder, hyper somnolence disorder, Narcolepsy. Breathing related sleep disorder, Circadian rhythm sleep-wake Disorder): Nature, Symptoms, Diagnostic Criteria & Causes
- 3- Alcohol Related Disorders (Alcohol use Disorder, Alcohol Intoxication, Alcohol Withdrawal): Nature, Symptoms, Diagnostic Criteria & Causes
- 4- Gambling Disorder, Internet and Cell phone Addiction : Nature, Symptoms, Diagnostic Criteria & Causes

UNIT-IV: NEURODEVELOPMENTAL DISORDERS (11)

- 1- Autism Spectrum & ADHD: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 2- Intellectual Disability: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 3- Communication Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes
- 4- Learning Disorders: Nature, Types, Symptoms, Diagnostic Criteria & Causes

Books for Reading:

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition.

Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education.

Comer, R. J. (2019). Fundamentals of Abnormal Psychology, (9th edi.). Macmillan Learning.

Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore

Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGraw-Hill.

Nolen-Hoeksema, S. (2019). ISE Abnormal Psychology, (8th edi.). McGraw-Hill Education

Ray, W. J. (2019). Abnormal Psychology, (3rd edi.). SAGE Publications.

Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015).

World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

Semester-4**DSE-2B: THEORIES OF PERSONALITY**

Learning Outcomes: After the completion of this course students will be able to:

1. Understand the concept of personality with various theories of personality on the basis of personality psychology.
2. Understand different framework and theoretical aspects of personality.
3. Understand and observe, interpret individual differences in behaviour in the light of sound theoretical systems of personality.
4. Understand comprehensive overview of the major theories personality.

Unit-I: Introduction to Personality**(12)**

- 1- Nature and Definitions
- 2- Misconceptions, Determinants of personality
- 3- Idiographic and nomothetic approach
- 4- Classification of personality theories

Unit-II: Psychodynamic perspectives**(11)**

- 1- Introduction to Psychodynamic perspective
- 2- Freud's classical psychodynamic theory
- 3- Jung's Analytical Psychology
- 4- Adler's individual psychology

Unit-III: Behavioral perspectives (11)

- 1- Pavlov's classical conditioning
- 2- Skinners operant conditioning
- 3- Bandura's social cognitive theory
- 4- Dollard and Millers stimulus- response theory

UNIT-IV: Trait & Motivation, Emotion perspectives (11)

- 1- Allports traits theory, Cattells factor theory
- 2- Eysenck ,Costa &McCrae theory
- 3- Carl Rogers person centered theory
- 4- Motivation and Emotion perspectives
 - Murrays Need theory
 - Lazarus cognitive mediation theory

Books

- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
- Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.
- Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.
- McCrae, R.R. & Allik, J. (eds) (2002). Five-factor model across cultures. Dordrecht: Netherlands: Kluver.
- Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). Introduction to personality. John Wiley & Sons.
- Pervin, L.A. (1996). The science of personality. NY: John Wiley & Co.
- Schultz, D.P & Schultz, E.S. (2005). Theories of personality. Delhi: Thomson Wadsworth.
- Weiten, W. and Lloyd, M. Indian Edition 8th (2007). Psychology applied to modern life: Adjustment in the 21st century. Thomson

Semester-4**SEC- 1B: POSITIVE PSYCHOLOGY**

Learning Outcomes: After the completion of this course students will be able to:

1. Understand how the positive psychology as the science of happiness, human strengths, positive aspects of human behavior and 'psychology of well-being.'
2. How we lead our lives, find happiness and satisfaction, and face life's challenges.
3. How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

Unit-I: Meaning, Definition and Nature of Positive Psychology (12)

1. Definitions and Nature of Positive Psychology.
2. Traditional Psychology, Assumptions and Goals of Positive Psychology.
3. Fields of Positive Psychology.
4. The Nun study: Living longer with positive emotions.

Unit-II: Happiness and the Facts of Life (11)

1. Psychology of well-being. Positive affect and Meaningful Life
2. Subjective Well-being: Hedonic basis of happiness.
3. Self-Realization: The Eudaimonic basis of happiness
4. Happiness Across the Life Span, Gender and happiness, Marriage and happiness, other facts of life.

Unit-III: Positive Emotions, Wellbeing and Resilience (11)

1. What are positive emotions? The Broaden and Build Theory of Positive Emotions.
2. Positive Emotions and Health Resources: Physical, Psychological and Social Resources.
3. Positive emotions & well-being, Flow experiences and Savoring.
4. What is resilience? Perspectives of Resilience, Resilience Research, Growth through Trauma.

Unit-IV: Personal Goals, Positive Traits and Life above Zero. (11)

1. What are personal goals? The Search for Universal Human Motives, Materialism and its discontents.
2. What makes a trait positive? Personality, Emotions and Biology.
3. Positive beliefs, Virtue and Strengths of Character.
4. Logotherapy: Basic concepts, Contours of positive life: Meaning and Means, Mindfulness and Well-being.

Books for Reading:

Badgujar, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.

Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.

Carr, Alan (2007). Positive Psychology: The science of human happiness and human strengths. Routledge, Taylor and Francis Group-London.

Csikzentmihalyi, Mihaly (1990) Flow: The Psychology of Optimal Experience, Harper Perennial.

Garcia, Hector., & Mirrales. Francesc. (2017) IKIGAI-The Japanese Secret to a Long and Happy Life, Hutchinson London.

Frankl, Viktor E. (1988). The Will to Meaning: Foundations and Applications of Logotherapy. Meridian/Plume

Frankl, Viktor E. (2000) Man's Search for Ultimate Meaning, Basic Books.

Shinde, Vishwanath (2016). Sakaratmak Manasashatra, Diamond Publications, Pune.

Snyder, C. R., & Lopez, S. J., & Pedrotti, J. T (2011) Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage Publications India Pvt Ltd.

SEC-2B: Skill Enhancement Courses (SEC) – (2 Credits)

Notes:

1. The University Grants Commission has made it compulsory for students to earn two credits from a Skill Enhancement Course (SEC) in each semester second year onwards.
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3. Skill Enhancement Course (SEC) will have two (2) credits only.

SEC-2B: Basic Counselling Skills**Unit-I: Introduction of counselling**

- 1- Counselling process: counselors and helpers
- 2- What are basic counseling skills?
- 3- Helping relationship and helping process

Unit-II: Counselling skills

- 1- Starting, structuring and summarizing
- 2- Facilitating problem solving
- 3- Improving clients feedback

Unit-III: Considerations in counseling

- 1- Ethical issues and dilemmas
- 2- Multicultural and gender aware helping
- 3- Getting support and being supervised

Ref.:

Richard Nelson-Jones (2012). Basic counseling skills: A helper's manual (3rd edition). Sage