



# Savitribai Phule Pune University

*(Formerly University of Pune)*

## S.Y.B.A. (Geography) Correction

Choice Based Credit System Syllabus

To be implemented from Academic Year 2020-2021

Semester	Core Courses	Paper No	Paper Code	Subject	Total Lecture	Credit
III	Geography CC-1C	G2	Gg: 201(A)	Environmental Geography I OR Economic Geography -I	48	3
	Geography DSE – 1A	S1	Gg: 220(A)	Geography of Maharashtra - I OR Population Geography – I	48	3
	Geography DSE – 2A	S2	Gg: 210(A)	Practical Geography – I (Scale and Map Projections)	60	4
	SEC-I		SEC - A	Introduction to Geographical Information System (GIS) / Applied Course of Disaster	30	2

				Management		
IV	Geography CC-1C	G2	Gg: 201(B)	Environmental Geography II OR Economic Geography -II	48	
	Geography DSE – 1B	S1	Gg: 210(B)	Geography of Maharashtra – II OR Population Geography – II	48	3
	Geography DSE – 2B	S2	Gg: 220(B)	Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)	60	4
	SEC-I		SEC - B	& Introduction to Remote Sensing / Applied Course of Travel & Tourism	30	2

**S. Y. B. A. GEOGRAPHY****Equivalence of Previous syllabus along with new syllabus:**

Pager	Old Course (2013 Annual Pattern)	New Course (2019 Semester Pattern)
G2	Gg-210 Elements of Climatology and Oceanography OR	Gg: 210(A)Environmental Geography I OR Gg: 210(A)Economic Geography -I
G2	Gg-210 Geography of Disaster Management	Gg: 210(B)Environmental Geography II OR Gg: 210(B)Economic Geography -II
S1	Gg-220 Economic Geography OR	Gg: 220(A)Geography of Maharashtra - I OR Gg: 220(A) Population Geography – I
S1	Gg-220 Tourism Geography	Gg: 220(B) Geography of Maharashtra – II OR Gg: 220(B) Population Geography – II
S2	Gg-201 Fundamentals of Geographical Analysis	Gg: 201(A)Practical Geography – I (Scale and Map Projections)
S2		Gg: 201(B)Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)

**S.Y.B.A. Geography (G2) Syllabus for Semester III****Name of Subject: Environment Geography- I, Subject Code: Gg.210 (A)****Objectives:**

1. To create the awareness about dynamic environment among the student.
2. To acquaint the students with fundamental concepts of environment geography for development in different areas.
3. The students should be able to integrate various factors of Environment and dynamic aspect of Environmental geography.
4. To make aware the students about the problems of environment , their utilization and conservation in the view of sustainable development

**Course Outcome:**

1. Create awareness about dynamic environment among the student.
2. To acquaint the students with fundamental concepts of environment geography for development in different areas.
3. The students should be able to integrate various factors of economic development and dynamic aspect of economic geography.
4. To make aware the students about the problems of environment, their utilization and conservation in the view of sustainable development.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Environmental Geography	1. Definition, Nature and scope of Environmental Geography. 2. Types of Environment 3. Importance of Environmental Geography 4. Approaches to study of environmental Geography	12	03
2	Ecosystem	1. Meaning, concept and definition of ecosystem. 2. Structure ( Biotic and Abiotic factors) and food chain, Tropic Level, food web, energy flow 3. Types of ecosystem a) Equatorial Forest and b) Pond Ecosystem	12	
3	Biodiversity and its conservation	1. Concept of biodiversity 2. Economic value and potential of biodiversity 3. Loss of biodiversity and hotspots in India 4. Conservation of biodiversity	12	
4	Environmental Pollution	1. Concept of Pollution 2. Air pollution-Causes, effects and control measures 3. Water pollution-Causes, effects and control measures 4. Soil pollution-Causes, effects and control measures	12	

1. Miller G.T., 2004, Environmental Science Working with the Earth, Thomson Books Cole, Singapore
2. Saxena H.M., 2017, Environmental Geography( Ed III), Rawat Publications, Jaipur
3. Odum E.P. et al.2005, Fundamentals of Ecology, Cengage Learning, India
4. Sharma P.D.2015, Ecology and Environment, Rastogi Publications, Meerut
5. Kormondy, Edward J, 2012, Concept of Ecology, PHI Learning Pvt.Ltd, New Delhi
6. Singh R.B.(Eds) 2009, Biogeography and Biodiversity, Rawat Publications, Jaipur
7. Singh S, Prayag, 1997, Environment Geography, Pustak Bhawan, Allahabad
8. Chandana R.C.2002, Environmental Geography, Kalyani Publication, Ludhiana
9. Goudie A, 2001, The Nature of The Environment, Blackwell ,Oxford
10. Gholap T. N., 2000, Environment Science, Nishikant Publications, Pune. (Marathi)
11. Choudhar A.H., & et. al., 2014, Disaster Management, Atharva Publication, Pune. (Marathi)
12. Musmade A. H., More J. C. 2014, Geography of Disaster Management, Diamond Publication, Pune. (Marathi)
13. Saptarshi P. G., More J. C., Ugale V. R., 2009, Geography and Natural Hazards, Diamond Publishing, Pune. (Marathi)

**S.Y.B.A. Geography (G2) Syllabus for Semester IV****Name of Subject: Environment Geography- II, Subject Code: Gg.210 (B)****Objectives:**

1. To create awareness about dynamic environment among the students.
2. To acquaint students with the fundamental concepts of Environment Geography.
3. To acquaint students about the past, presents and future utility and potentials of natural resources.
4. To make aware students about the problems of environment, its utilization and conservation in the view of sustainable development.

**Course Outcome:**

1. Create awareness about dynamic environment among the students.
2. To acquaint students with the fundamental concepts of Environmental Geography.
3. To acquaint students about the past, presents and future utility and potentials of natural resources.
4. To make aware students about the problems of environment, its utilization and conservation in the view of sustainable development.
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Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Environmental Disaster	1. Meaning and concepts of environmental disaster 2. Classification of Disaster 3. Natural Disaster a) Earthquake b) Flood 4. Biological Disaster a) Swine flu b) Novel Corona (COVID-19)	12	03
2	Environmental Problems	1. Global Warming and climate change 2. Ozone Depletion 3. Acid rain 4. Over use of chemical fertilizers, pesticides and insecticides	12	
3	Environmental Planning and Management	1. Need of Planning and Management 2. Micro, macro and meso level Planning and Management with reference to India 3. Environmental impact assessment	12	
4	Environmental Policies	1. Introduction of environmental policies 2. Environmental education in India 3. Kyoto Protocol	12	

**Reference Book:**

1. Miller G.T., 2004, Environmental Science Working with the Earth, Thomson Books Cole, Singapore
2. Saxena H.M., 2017, Environmental Geography, (III ED) Rawat Publications, Jaipur
3. Odum E.P. et al. 2005, Fundamentals of Ecology, Cengage Learning, India
4. Sharma P.D. 2015, Ecology and Environment, Rastogi Publications, Meerut

5. Kormondy, Edward J, 2012, Concept of Ecology, PHI Learning Pvt. Ltd, New Delhi
6. Singh R.B.(Eds) 2009, Biogeography and Biodiversity, Rawat Publications, Jaipur
7. Singh S, Prayag, 1997, Environment Geography, Pustak Bhawan, Allahabad
8. Chandana R.C. 2002, Environmental Geography, Kalyani Publication, Ludhiana
9. Goudie A, 2001, The Nature of The Environment, Blackwell, Oxford
10. Gholap T. N., 2000, Environment Science, Nishikant Publications, Pune. (Marathi)
11. Choudhar A.H., & et. al., 2014, Disaster Management, Atharv Publication, Pune. (Marathi)
12. Musmade A. H., More J. C. 2014, Geography of Disaster Management, Diamond Publication, Pune. (Marathi)
13. Saptarshi P. G., More J. C., Ugale V. R., 2009, Geography and Natural Hazards, Diamond Publishing, Pune. (Marathi)

**S.Y.B.A. Geography (G2) Syllabus for Semester III****Name of Subject: Economic Geography- I, Subject Code: Gg.210 (A)****Objectives:**

1. To introduce students to the basic principles and concepts of economic geography
2. To acquaint students with the applications to economic geography for development in different areas
3. The students should be able to integrate various factors of economic development and dynamic aspect of economic geography.

**Course Outcome:**

1. The principles and fundamental concepts in economic geography.
2. The application of concepts in economic geography for development in different areas.
3. To integrate the various concepts in economic geography with factors of economic development.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Economic Geography	<ol style="list-style-type: none"> <li>1. Definition, nature and scope of economic geography.</li> <li>2. Need and significance of economic geography</li> <li>3. Economic geography and its relation with social sciences</li> <li>4. Approaches of the study of economic geography</li> </ol>	12	03
2	Economic Activity	<ol style="list-style-type: none"> <li>1. Introduction and concept of economic activity with problems and prospect</li> <li>2. Primary activity</li> <li>3. Secondary activity</li> <li>4. Tertiary activity</li> </ol>	12	
3	Concept and classification of resources	<ol style="list-style-type: none"> <li>1. Concept of resources</li> <li>2. Renewable energy Resources               <ol style="list-style-type: none"> <li>i. Hydro electricity</li> <li>ii. Solar energy</li> <li>iii. Wind energy</li> </ol> </li> <li>3. Non-renewable Resources               <ol style="list-style-type: none"> <li>i. Coal,</li> <li>ii. Iron ore</li> <li>iii. Mineral oil</li> </ol> </li> <li>4. Conservation of resources</li> </ol>	12	
4	Agriculture	<ol style="list-style-type: none"> <li>1. Role of Agriculture in Indian economy</li> <li>2. Factors influencing agriculture in India               <ol style="list-style-type: none"> <li>a) Physical b) Socio-economic</li> <li>c) Political and cultural</li> </ol> </li> <li>3. Agro-based industries in India               <ol style="list-style-type: none"> <li>a) Dairy industry b) Cotton industry</li> </ol> </li> <li>4. Agro –Tourism</li> </ol>	12	

**Reference Books :**

1. Gautam A., 2010, Advance Economic Geography, Sharda Pustak Bhavan, Allahabad
2. Chauhan R. N., 2007, Basic Principles of Economic Geography, ABD Publishers, Jaipur
3. Padey P. N., Economic Geography, Nirali Publication ,Pune
4. Sadhukhan S. K., 1994, Economic Geography An Appraisal of Resources, S Chand & Company Ltd ,New Delhi
5. Roy P., Mukherjee S., 1993, Economic Geography: Resource Appraisal of resources- New Central Book Agency, Calcutta
6. Mannur H. G., 2008, International Economics, Vikas Publishing House PvtLtd,Noida
7. Siddharth K., 2003, Economic Geography, Theories, Processes &Patterns, Kosalaya Publications Pvt, Ltd, Noida
8. Husain M., 2008, Geography of India, Tata McGraw Hill, New Delhi
9. Bhat L. S., 1973, Regional Planning in India, Statistical Publishing Society, Kolkata
10. Desai V, 1991, Fundamentals of Rural Development, Rawat Publications, New Delhi
11. Paranjape, Gupte, Karmarkar, 1974, Economic & Commercial Geography, Nirali Publication, Pune.
12. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune
13. Pagar S.D., Thorat A. M., More J. C., 2015, Agriculture Geography, Atharav Publication, Pune.



**S.Y.B.A. Geography (G2) Syllabus for Semester IV****Name of Subject: Economic Geography- II, Subject Code: Gg.210 (B)****Objectives:**

1. To acquaint students with the basic principles and concepts of economic geography
2. To acquaint the students with the applications to economic geography for development in different areas.
3. The main aims are to integrate the various factors of economic development and to acquaint the students with this dynamic aspect of economic geography.

**Course Outcome:**

1. Create awareness about dynamic environment among the students.
2. To acquaint students with the fundamental concepts of Environmental Geography.
3. To acquaint students about the past, presents and future utility and potentials of natural resources.
4. To make aware students about the problems of environment, its utilization and conservation in the view of sustainable development.

Sr.No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Trade and Transport	1.Modes of Transportation and their cost effectiveness Significance of a) Road b) Rail c) Air 2.Treansportation cost of Major types 3,Types of Trade a) National b) International 4.International trade of India	12	03
2	Industries	1. Factors influencing on location of industries. 2. Weber's theory of industrial location 3. Major industrial regions in India 4. a) Iron and steel industry in India b) Sugar Industry in Maharashtra	12	
3	Regional Planning Development	1. Concept of regional planning and development. Their importance 2. Objectives of regional planning 3. Regional and sectoral imbalance in India	12	
4	Rural Development in India	1. Concept of rural development 2. Index of rural development 3. Various schemes of government for rural development a) IRD Programme b) DPAD Programme	12	

**Reference Books :**

1. Gautam A., 2010, Advance Economic Geography, Sharda Pustak Bhavan, Allahabad
2. Chauhan R. N., 2007, Basic Principles of Economic Geography, ABD Publishers, Jaipur
3. Padey P. N., Economic Geography, Nirali Publication ,Pune
4. Sadhukhan S. K., 1994, Economic Geography An Appraisal of Resources, S Chand & Company Ltd ,New Delhi
5. Roy P., Mukherjee S., 1993, Economic Geography: Resource Appraisal of resources- New Central Book Agency, Calcutta
6. Mannur H. G., 2008, International Economics, Vikas Publishing House Pvt Ltd, Noida
7. Siddharth K., 2003, Economic Geography, Theories, Processes & Patterns, Kisalaya Publications Pvt, Ltd, Noida
8. Husain M., 2008, Geography of India, Tata McGraw Hill, New Delhi
9. Bhat L. S., 1973, Regional Planning in India, Statistical Publishing Society, Kolkata
10. Desai V, 1991, Fundamentals of Rural Development, Rawat Publications, New Delhi
11. Paranjape, Gupte, Karmarkar, 1974, Economic & Commercial Geography, Nirali Publication, Pune.
12. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune
13. Pagar S.D., Thorat A. M., More J. C., 2015, Agriculture Geography, Atharav Publication, Pune.

**S.Y.B.A. Geography (S1) Syllabus for Semester III****Name of Subject: Population Geography, Subject Code: Gg.220 (A)****Objectives:**

1. To understand the history of population.
2. To introduction of the basic concepts in Population Geography.
3. To understand the types of Population data.

**Course Outcome:**

1. The history of population changes.
2. The different concepts in population geography.
3. The types and nature of population data.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction	1. Definition, Nature and Scope, 2. Contextual significance of Population Geography, 3. Relation between Population Geography and other social Sciences.	12	03
2	Population Data & Presentation	1. Census of India 2. National Sample Survey, Sample Registration Survey, NFHS, DLHS, 3. Presentation of Population Data – Maps, Graphical Presentation, Computer Application	12	
3	Population Growth and Demographic Attributes	1. Factors affecting Growth of Population 2. Fertility, Mortality - (Concept, Measurement) 3. Migration - Concept, Causes, Types	12	
4	Composition of Population	1. Age-Sex pyramid, Age Structure 2. Occupational Structure, Dependency Ratio 3. Longevity, Life Expectancy. (with Reference to India)	12	

**Reference Books:**

1. Barrett H. R., 1995, Population Geography, Oliver and Boyd Publication,
2. Bhende A. and Kanitkar T., 2000, Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980, An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965, Population Geography, Pergamon Press, Oxford.

5. Jones, H. R., 2000, Population Geography, 3rd ed., Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004, The End of the World Population Growth in the 21st Century, Earth scan
7. New bold K. B., 2009, Population Geography Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986, Population Geography-Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968, Population Geography, Nelson Publishers.
10. Panda B P , 1988, Population Geography, Granth Academy, Bhopal (Hindi)
11. Maurya S D, 2009, Population Geography, Sharda Putak Bhawan, Allahabad (Hindi)
12. Chandna, R C, 2006, Population Geography, Kalyani Publishers, Delhi. (Hindi)
13. Sawant, Athavale, Musmade, Population Geography, Mehta Publication, Pune. (Marathi)
14. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)
15. Musmade A.H., Sonawane A.E., More J.C., 2015, Population & Settlement Geography, Diamond Publication Pune. (Marathi)

**S.Y.B.A. Geography (S1), Syllabus for Semester IV****Name of Subject: Population Geography, Subject Code: Gg.220 (B)****Objectives:**

1. To introduce students to the Population Policy of India and China.
2. To understand the Health indicator in India.
3. To acquaint students with the concept of urbanization in population geography.
4. To understand population theories.

**Course Outcome:**

1. The population policies in India and China.
2. The health indicators in India.
3. The concept of urbanization in population geography.
4. The different population theories.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Concept and theories of Population	1. Population and space: over Population, Optimum Population, Under Population 2. Malthusian Theory 3. Marxian Theory	12	03
2	Problems of Population and Population Policies	1. Population Problems in India. 2. Population Problems in developed countries 3. Population Policies in India and China	12	
3	Population as a Resource Contemporary Issues	1. Health Indicator in India 2. Population as Social Capital 3. Human Development Index.	12	
4	Urbanization	1. Concept of urbanization 2. History of urbanization in India, Trends of World urbanization. 3. Problems of Urbanization in India	12	

**Reference Books:**

1. Barrett H. R., 1995, Population Geography, Oliver and Boyd Publication,
2. Bhende A. and Kanitkar T., 2000, Principles of Population Studies, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980, An Introduction to Population Geography, Kalyani Publishers.
4. Clarke J. I., 1965, Population Geography, Pergamon Press, Oxford.
5. Jones, H. R., 2000, Population Geography, 3rd ed., Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004, The End of the World Population Growth in

the 21st Century, Earth scan

7. New bold K. B., 2009, Population Geography Tools and Issues, Rowman and Littlefield Publishers.
8. Pacione M., 1986, Population Geography-Progress and Prospect, Taylor and Francis.
9. Wilson M. G. A., 1968, Population Geography, Nelson Publishers.
10. Panda B P , 1988, Population Geography, Granth Academy, Bhopal (Hindi)
11. Maurya S D, 2009, Population Geography, Sharda Putak Bhawan, Allahabad (Hindi)
12. Chandna, R C, 2006, Population Geography, Kalyani Publishers, Delhi. (Hindi)
13. Sawant, Athavale, Musmade, Population Geography, Mehta Publication, Pune. (Marathi)
14. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)
15. Musmade A.H., Sonawane A.E., More J.C., 2015, Population & Settlement Geography, Diamond Publication Pune. (Marathi)

**S.Y.B.A. Geography (S1), Syllabus for Semester III****Name of Subject: Geography of Maharashtra, Subject Code: Gg.220 (A)****Objectives:**

1. To acquaint students with Geography of our State.
2. To make students aware of the magnitude of problems and prospects in Maharashtra.
3. To help students understand the inter relationship between the subject and the society.
4. To help students understand the recent trends in regional studies

**Course Outcome:**

1. Learn the geography of Maharashtra state.
2. Aware about problems and prospects of Maharashtra.
3. Understand the relationship between geographic variations and society in Maharashtra.
4. Learn the recent trends in regional studies.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Administrative Set up of Maharashtra	1. Historical and Political Background of the state 2. Geographical location of State 3. Adjoining States 4. Administrative Divisions	12	03
2	Physical settings	1. Geological Structure of Maharashtra. 2. Physical Structure (Mountain, plateau, Plains) 3. Drainage Pattern (East and West flowing rivers) 4. Major Soil types and Distribution.	12	
3	Climate	1. Climatic Regions of Maharashtra 2. Distribution of Rainfall 3. Draught prone areas- Problems and Management 4. Flood areas - Problems and Management	12	
4	Resources	1. Water :Problems in Utilization and conservation 2. Forest : Types and Conservation 3. Mineral; Iron ore, Manganese and Bauxite 4. Power : Hydro, Thermal, Atomic	12	

**Reference Book:**

1. Dikshit K.R ., Maharashtra in Maps,
2. Deshpande C. D. , Maharashtra
3. Sadhu Arun, Maharashtra, National Book Trust
4. Savadi A. B., Geography of Maharashtra: Nirali Prakashan, Pune.
5. Dastane S., Maharashtra, Ramchandra and company, Pune
6. Sawadi A. B., The Mega State Series : Nirali Publication, Pune.

7. Maharashtra state Agricultural Atlas
8. Karve I., Maharashtra its Land and people,
9. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)



**S.Y.B.A. Geography (S1), Syllabus for Semester IV****Name of Subject: Geography of Maharashtra, Subject Code: Gg.220****(B) Objective :**

1. To make students aware about the Agriculture problems and prospects of Maharashtra.
2. To understand the population distribution and settlement pattern in Maharashtra.
3. To understand the concept of rural development.
4. To understand the prospectus in Tourism activity in Maharashtra and the role of MTDC and Role of MIDC in industrial development in rural area of Maharashtra

**Course Outcome:**

1. Aware about the problems and prospects of agriculture in Maharashtra.
2. Learn the distribution of population and patterns of settlements in Maharashtra.
3. Learn the concepts in rural development.
4. Understand the prospectus of tourism activities in Maharashtra with role of MTDC in development.
5. Understand the role of MIDC in industrial development in rural Maharashtra.

Sr. No.	Topic	Sub Topic & Learning Point	Hours	Credits
1	Agriculture	1. Importance of Agriculture in Economy of Maharashtra 2. Major Crops - Wheat, Rice, Jawar, Bajra. 3. Cash Crops and Horticulture - Cotton, Sugarcane, Pomegranate, Grapes. 4. Problems of agriculture in Maharashtra.	12	03
2	Population and Settlement	1. Population distribution of Maharashtra 2. Population composition - Sex Ratio, Literacy, Occupational structure, Migration 3. Rural and Urban Settlements 4. Potential of Major Cities in Maharashtra – Mumbai, Pune, Nagpur	12	
3	Rural Development of Maharashtra	1. Concept of Rural Development 2. Parameters of Rural Development 3. Schemes For Rural Development 4. Case Studies – Hivare Bazar and Ralegan Siddhi (Ahmednagar), Patoda (Aurangabad)	12	
4	Tourism	1. Growth and development of tourism in Maharashtra 2. Tourism Potential of Maharashtra 3. Agro-Tourism 4. Role of MTDC	12	

**Reference Book:**

1. Dikshit K.R ., Maharashtra in Maps,
2. Deshpande C. D. , Maharashtra
3. Sadhu Arun, Maharashtra, National Book Trust
4. Savadi A. B., Geography of Maharashtra: NiraliPrakashan, Pune.
5. Dastane S., Maharashtra, Ramchandra and company, Pune
6. Sawadi A. B., The Mega State Series : Nirali Publication, Pune.
7. Maharashtra state Agricultural Atlas
8. Karve I., Maharashtra its Land and people,
9. More J. C., 2014, Geography & Agriculture For MPSC Examination, Atharv Publication, Pune (Marathi)

**S.Y.B.A. Geography (S2), Syllabus for Semester III****Name of the Subject: Scale and Map Projection, subject Code: Gg. 201 (A)****Practical Geography-I No. of Credits: 04**

**Workload:** Six Periods per week per batch consisting of 12 Students; however the last batch needs to have more than six students.

**(Examination for the course will be conducted at the end of the semester)**

**Objectives of Course:**

1. To introduce the basic concepts in Practical Geography
2. To enable students to use various Scales and Projection Techniques in Geography.
3. To acquaint students with the utility of various Projections in Geographical knowledge.
4. To explain the elementary and essential principles of practical work in Geography.

**Course Outcome:**

1. Learn the basic concepts in practical geography.
2. Able to develop and use of survey and mapping skills.
3. Aware of the new techniques, accuracy and map making skills.

**Note:**

1. Use of Map stencils, Log tables, Calculator, computer, Statistical Tables is allowed at the time of Examination.
2. Students must check the practical's regularly and Journal should be certified by practical in-charge and Head of the Department before the examination.
3. Students without a certified journal should not be allowed for the practical examination.
4. Each of the practical batches needs a separate question paper.

Sr. No.	Topic	Sub Topic & Learning Point	No of Practical	Credits
1.	<b>Introduction of Maps</b>	1. Definition of Map 2. Elements of Map 3. Classification of Map: a. On the basis of scale: i) Small scale ii) Large Scale b. On the basis of function: i) Physical ii) Cultural 4. Use of map	<b>03</b>	

2.	<b>Map Scale</b>	1. Definition of Map Scale. 2. Types of Map Scale a. Verbal Scale b. Numerical Scale c. Graphical Scale 3. Conversion Scale (British and Metric System) a. Verbal scale to Representative fraction b. Representative fraction into Verbal scale 4. Construction of Simple Graphical scale (At least two examples from each)	06	04
3.	<b>Basic of map projection</b>	1. Definition and types of map projection 2. Basic Concepts of Projection: Latitude, Longitude, Parallel of latitude, Meridian of longitude, Prime meridian, Equator, Direction 3. Calculation of time basis on meridian and GMT (Calculation of minimum two examples )	04	
4.	<b>Construction, properties and use of map projections</b>	1. Zenithal Projection a. Zenithal Polar Gnomonic Projection 2. Conical Projection a. Conical projection with one standard parallel/Simple conical projection 3. Cylindrical Projection a. Cylindrical equal area projection 4. Mercator projection (At least two examples from each projection)	07	

**Reference Books:**

1. Sharma J. P., 2010, Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999, Elements of Practical Geography, Kalyani Publishers.
3. Slocum T. A., McMaster R. B. and Kessler F. C., 2008, Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
4. Tyner J. A., 2010, Principles of Map Design, The Guilford Press.
5. Sarkar A., 2015, Practical Geography: A Systematic Approach, Orient Black Swan Private Ltd., New Delhi
6. Singh R. L. and Dutta P. K., 2012, Prayogatama Bhugol, Central Book Depot, Allahabad
7. Ahirrao Y., Karanjkehele E. K., 2002, Practical Geography, Sudarshan Publication, Nashik
8. Saptarshi P. G., Jog S. R., Statistical Methods ,
9. Karlekar S. N., 2008, Statistical Methods, Diamond Publication, Pune
10. Kanetkar T. P., Kulkarni S. V., 1986, Surveying and Leveling, Pune Vidyarthi Griha Publication, Pune
11. Kumbhare A., Practical Geography,
12. Saha P., Basu P., 2007, Advanced Practical Geography, Books and Allied (P) Ltd, Kolkata

**S.Y.B.A. Geography (S2), Syllabus for Semester IV**

**Name of the Subject: Cartographic Techniques, Surveying and Excursion  
/ Village / Project Report subject Code: Gg. 201 (B)**

**Practical Geography-II      No. of Credits: 04**

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**Workload:** Six Periods per week per batch consisting of 12 Students; however the last batch needs to have more than six students.

**(Examination for the course will be conducted at the end of the semester)**

**Objectives of Course:**

1. To introduce the students to the basic and contemporary concepts in Cartography.
2. To acquaint the students with the utility and applications of various Cartographic Techniques.
3. To introduce the latest concepts regarding the modern cartography in the field of Geography.
4. To explain the elementary and essential principles of practical work in Geography.

**Course Outcome:**

1. Learn the basic concepts in practical geography.
2. Able to develop and use of map scale and projections.
3. Aware of the new techniques, accuracy and map making skills.

**Note :**

1. Use of Map stencils, Log tables, Calculators, Statistical Tables is allowed at the time of Examination.
2. Journal completion by the students and the certified by practical in-charge and Head of the Department is compulsory.
3. Students without a certified journal should not be allowed for the practical examination.
4. Each of the practical batches needs a separate question paper.

Sr. No.	Topic	Sub Topic & Learning Point	No of Practical	Credits
1.	<b>Introduction to Cartography</b>	1. Definition of Cartography 2. Development of cartography a. Traditional b. Modern 3. Use of Cartography	02	04
2.	<b>Cartographic techniques</b>	1. Techniques of representation of data (Use and limitations) a. Simple line graph b. Simple bar Graph c. Pie diagram d. Choropleth Map e. Isopleth Method (Isoheight or Isothermal) f. Flow diagram (At least 01 example of each manually and using computer)	06	
3.	<b>Surveying</b>	1. Definition of Surveying 2. Types of North Direction (True, Magnetic and Grid North) 3. Types of Survey (Any three) a. Plane Table Survey : (Radiation Method and Intersection Method) b. GPS Survey and plotting c. Dumpy level / Auto level survey i) Rise and Fall Method ii) Collimation Method d. Demonstration of Total Station 4. Measurement of land: i) Measurement of survey field ii) Example on measurement of area (Circle, Square, Rectangle, Triangle, Uneven shape) iii) Conversion of area (hector into Acer, Square km into square meter, Square meter to Square feet)	08	
4.	<b>Excursion / village/city survey and report writing</b>	Study tour to places of geographical interest anywhere in the country Or Socio- economic survey of village/city	04	

**Reference Books:**

1. Sharma J. P., 2010, Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999, Elements of Practical Geography, Kalyani Publishers.
3. Slocum T. A., McMaster R. B. and Kessler F. C., 2008, Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
4. Tyner J. A., 2010, Principles of Map Design, The Guilford Press.
5. Sarkar A., 2015, Practical Geography: A Systematic Approach, Orient Black Swan Private Ltd., New Delhi
6. Singh R. L. and Dutta P. K., 2012, Prayogatama Bhugol, Central Book Depot, Allahabad
7. Ahirrao Y., Karanjkehele E. K., 2002, Practical Geography, Sudarshan Publication, Nashik
8. Saptarshi P. G., Jog S. R., Statistical Methods ,
9. Karlekar S. N., 2008, Statistical Methods, Diamond Publication, Pune
10. Kanetkar T. P., Kulkarni S. V., 1986, Surveying and Leveling, Pune Vidyarthi Griha Publication, Pune
11. Kumbhare A., Practical Geography,
12. Saha P., Basu P., 2007, Advanced Practical Geography, Books and Allied (P) Ltd, Kolkata
13. Advanced Practical Geography: 2007, Saha P., Basu P., Books and Allied (P) Ltd, Kolkata

**S.Y.B.A. Geography Syllabus****Name of Subject: Introduction to Geographic Information System****Subject Code: SEC – A, Semester – III****Total Credit:02,****Total Periods: 30****Objectives:**

1. To introduce the students about the basic concepts of GIS.
2. To acquaint the students with the utility and applications of GIS Technique.
3. To create the awareness about Geospatial technology among the students.
4. To inculcate skill of map making among the students by using GIS Technique.

**Course Outcome:**

1. The basic concepts in GIS.
2. The applicability of GIS techniques.
3. The new techniques and skills of map-making with accuracy.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to GIS	1. Definition of GIS 2. Stages of GIS Development 3. Objectives of GIS 4. Components GIS 5. GIS Applications	06	2
2	Data Types & Models	1. Spatial Data – Concept, Sources; Data Models – Raster & Vector 2. Non-spatial Data – Concept, Sources; Data Models – Relational, Network, Hierarchical & Object-orientated	06	
3	Software based Practical	1. Geo-referencing of Toposheet/Map 2. Digitization of Point, Line & Polygon (at least one layer of each) 3. Data Attachment 4. Creation of Layout and Map	18	

**Course Outcomes:**

On successfully completion of this course, the students will able to -

- Comprehend knowledge about the concepts in GIS.
- Acquire skills of map making using GIS.

**Reference Books:**

- Burrough, P. A. and McDonnell, R. A. (2000): Principles of Geographical Information Systems, Oxford University Press, New York.
- Chang, K. T. (2008): Introduction to Geographic Information Systems, Avenue of the Americas, McGraw-Hill, New York.
- Debashis, C. and Sahoo, R. N. (2015): Fundamentals of Geographic Information System, Viva Books Private Limited.
- DeMers, M. N. (2008): Fundamentals of Geographic Information Systems, John Wiley and Sons, New Delhi.
- Heywood, I., Cornelius, S. and Carver, S. (2011): An Introduction to Geographical Information Systems, Pearson Education, New Delhi.
- Karlekar, S. (2007): Bhaugolik Mahiti Pranali (GIS), Diamond Publications, Pune.



- Korte, G. B. (2001): The GIS Book, Onward Press, Bangalore.
- Longley, P. A., Goodchild, M. F., Maguire, D. J. and Rhind, D. W. (2002): Geographical Information Systems and Science, John Wiley & Sons, Chichester.
- Lo Albert, C. P., Yeung and Albert K. W. (2002): Concepts and Techniques of Geographical Information Systems, Prentice Hall of India, New Delhi.
- Pandey, J. and Pathak D. (2015): Geographic Information System, TERI Press, The Energy and Resources Institute, New Delhi.
- Paul, A. L., Michel, F. G., Maguire, D. J. and Rhind, D.W. (2002): Introduction to Geographic Information Systems and Science, John Wiley and Sons Ltd.

**S.Y.B.A. Geography Syllabus****Name of Subject: APPLIED COURSE OF DISASTER MANAGEMENT****Subject Code: SEC – A Semester - III****Total Credit:02,****Total Periods: 30****Objectives:**

The objectives of the course are to develop following Skills among the students

- 1.To introduce basic concepts and fundamental structure of Disaster Management (DM).
- 2.To inculcate critical thinking and problem-solving abilities on disaster management.
- 3.To enable students to assess the situation and design plan for Disaster management

**Course Outcome:**

1. The basic concepts and fundamentals in disaster management.
2. The problem solving abilities on disaster management.
3. To assess the situation and design plan for disaster management.

Unit no.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Fundamental Concepts, Measurement / Parameter and Types of Disasters	a) Disaster, Hazard, Risk, Vulnerability, Resilient b) Magnitude, Intensity, Frequency, Duration, Spatial dispersion	06	02
2	Phases of Disaster Management Role of Geographers and organizations	a) Concept: Mitigation, Preparedness, Response, Recovery, Rehabilitation. b) Role of Geographers	08	
3	Comparative Assessment of Disaster Management- I	a) Earthquake: - India and Japan b) Flood:- India and Netherland	08	
4	Assessment of Disaster Management- II	Assignment based on Primary or secondary data on any one Geographical scale- local/ regional/national/ global	08	

1. Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)
2. Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman.
3. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
4. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.

5. Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.
6. Dr. Mrinalini Pandey (2017) Disaster Management, Wiley India Pvt. Ltd.
7. Tushar Bhattacharya (2018) Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.
9. Arjun Musmade, Jyotiram More (2014) Geography of Disaster Management, Diamond Publication, Pune. (Marathi)
10. P. P. Marathe (2010), Disaster Management Concepts & Practices Diamond Publication, Pune. (Marathi)

**S.Y.B.A. Geography Syllabus****Name of Subject: Introduction to Remote Sensing****Subject Code: SEC-B Semester – IV****Total Credit:02,****Total Periods: 30****Objectives:**

1. To introduce the students about the basic concepts of Remote Sensing.
2. To acquaint the students with the utility of RS and its applications.
3. To inculcate the skill of satellite image interpretation among the students.

**Course Outcome:**

1. The basic concepts and fundamentals in remote sensing.
2. The applicability of remote sensing techniques.
3. The skills of satellite image interpretation and map-making.

Sr. No.	Topic	Sub Topics	Teaching Hours	Total Credits
1	Introduction to Remote Sensing	1. Concept, Definition and Types of RS 2. Development of RS in India 3. Stages in RS 4. Electromagnetic Spectrum 5. Applications of RS	07	2
2	Image Interpretation	1. Elements of Visual Image Interpretation 2. Visual Image Interpretation of Satellite Images i.e. IRS or LANDSAT	07	
3	Software based Practical	1. Image Downloading through Bhuvan/USGS 2. Layer Stacking 3. Image Enhancement 4. Image Classification - Unsupervised	16	

**Reference Books:**

- Anji Reddy, M. (2008): Textbook of Remote Sensing and Geographic Information System, B.S. Publication, Hyderabad.
- Bhatta B., (2011): Remote Sensing and GIS, Oxford University Press, India.
- Campbell, J. (2002): Introduction to Remote Sensing, Taylor & Francis, London.
- Gupta, R.P. (1990): Remote Sensing Geology. Springer Verlag.
- Heywood, I., Steve, C. and Cornelius, S. (2003): An Introduction to Geographical Information Systems, Pearson Education.
- Jensen, J. R. (2000): Remote Sensing of the Environment: An Earth resource Perspective, Prentice Hall.
- Jensen, J. R. (2005): Introductory Digital Image Processing, Prentice Hall, New Jersey.
- Karlekar, S. (2006): Doorsamvedan - Remote Sensing (Marathi), Diamond Publications, Pune.
- Karlekar, S. (2017): Dursamvedan Aani Bhougolik Mahiti Pranali (Marathi), Diamond Publications, Pune.
- Lillesand, T. M., Kiefer, R. W. and Chipman, J. W. (2016): Remote Sensing and Image Interpretation, 6<sup>th</sup> Edition, Wiley India.
- Rao R. M. (2002): Geographical Information Systems, Rawat Publication.
- Sabins, F. F. (1996): Remote Sensing: Principles and Interpretation, W.H. Freeman and Company, San Francisco.

**S.Y.B.A. Geography Syllabus****Name of Subject: APPLIED COURSE OF Travel & Tourism****Subject Code: SEC – B Semester -IV****Total Credit:02,****Total Periods: 30**

1. To develop basic framework to understand the various elements of tourism management.
2. To evaluate the role of transport in travel and tourism industry.
3. To develop the skills to arrange, manage and implement various types of tours.

**Skills to be developed:**

1. Students will be able to perform online as well as offline booking and cancellation procedures for different available modes of travel and tourism.
2. Students will be able to acquire earning skills in tourism industry.

**Course Outcome:**

1. Perform online as well as offline booking and cancellation procedures for different available modes of travel and tourism.
2. Acquire earning skills in tourism industry.

<b>Introduction to Tourism</b>			
<b>Unit No.</b>	<b>Topic</b>	<b>Learning Point</b>	<b>Periods</b>
<b>1</b>	Introduction to Travel and Tourism	1.1 Basic concepts: Travel & Tourism 1.2 Types of Tourist and Tourism 1.3 Types of transportation	<b>05</b>
<b>2</b>	Local Tourism	2.1 Concept and need of local tourism 2.2 Introduction to local tourist places	<b>05</b>
<b>3</b>	Tour planning and Skill development	3.1 Basic skills: Communication, Time Management, Computer operating, online booking, Net banking, Cancellation of booking and ticket, etc. 3.2 Framing the tour plan (Itinerary): Budget (Costing), Duration, Insurance, Route and other requirements for individual, family, group and mass level tours 3.3 Promotion of tourism	<b>10</b>
<b>4</b>	Project work and Visit to tourist place	4.1 One short tour (Not more than two days duration) and Preparation of tour report.	<b>10</b>

**Text Books:**

1. Bhatia. Tourism Development (New Delhi, Sterling)
2. Seth: Tourism Management (New Delhi, Sterling)
3. Kaul: Dynamics of Tourism (New Delhi, Sterling)
4. Mill and Morrison – The Tourism system an Introductory Text (1992) Prentice Hall
5. Cooper, Fletcher, Tourism, Principles and practices (1993) Pitman
6. Burkart and Medlik Tourism, Past, Present and Future (1981) Heinemann, ELBS.
7. P.S. Gill, Dynamics of Tourism (4 Vols) Anmol Publication.
8. P.C. Sinha, Tourism Management. Anmol Publication.

**References:**

1. Travel Industry : Chunky Gee et-al
2. Tourism Systems - Mill and Morisson
3. Tourism Management Vol - 4 - P.C. Sinha
4. Tourism Development - R. Gartner
5. Studies in Tourism - Sagar Singh
6. Tourism: Principles and Practices - Cooper C., Fletcher J., Gilbert D and Wanhil.
7. Tourism: Principles and Practices - McIntosh , R.W.
8. Tourism : Past, Present and Future - Burkart & Medli



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

हिंदी पाठ्यक्रम  
**Hindi Syllabus**

संबंध महाविद्यालयों के लिए  
**For Affiliated colleges**

बी. ए. द्वितीय वर्ष कला/बी. एस्सी. द्वितीय वर्ष विज्ञान  
(तृतीय एवं चतुर्थ अयन)  
**Third & Fourth Semester**

शैक्षिक वर्ष  
**Academic year**

**2020-2021**

**अनुक्रम**  
**बी. ए. द्वितीय वर्ष कला/बी. एस्सी. द्वितीय वर्ष विज्ञान**  
**तृतीय एवं चतुर्थ अयन (Third & Fourth Semester)**  
**शैक्षिक वर्ष 2020–21 से**

कोर्स नं.	तृतीय एवं चतुर्थ अयन	क्रेडिट	पृष्ठ क्रमांक
<b>बी. ए. द्वितीय वर्ष कला</b>			
CC-1C (G-2)	आधुनिक काव्य, कहानी तथा व्यावहारिक हिंदी (तृतीय अयन)	3	03
CC-1D (G-2)	आधुनिक हिंदी व्यंग्य साहित्य तथा व्यावहारिक हिंदी (चतुर्थ अयन)	3	05
<b>बी. ए. द्वितीय वर्ष कला –प्रयोजनमूलक हिंदी (वैकल्पिक)</b>			
CC-1C (G-2)	प्रयोजनमूलक हिंदी : अनुप्रयोग (तृतीय अयन)	3	07
CC-1D (G-2)	जनसंचार माध्यम और हिंदी (चतुर्थ अयन)	3	09
<b>बी. ए. द्वितीय वर्ष कला (हिंदी विशेष)</b>			
SEC-2A	अनुवाद स्वरूप एवं व्यवहार (तृतीय अयन)	2	11
SEC-2B	माध्यम लेखन (चतुर्थ अयन)	2	12
<b>बी. ए. द्वितीय वर्ष कला (हिंदी विशेष)</b>			
DSE-1A (S-1)	काव्यशास्त्र (सामान्य) (तृतीय अयन)	3	14
DSE-1B (S-1)	साहित्य के भेद (चतुर्थ अयन)	3	16
DSC-2A (S-2)	मध्ययुगीन काव्य तथा उपन्यास साहित्य (तृतीय अयन)	3	18
DSC-2B (S-2)	मध्ययुगीन काव्य तथा नाटक साहित्य (चतुर्थ अयन)	3	21
<b>बी. एस्सी. द्वितीय वर्ष विज्ञान (सामान्य)General</b>			
AECC-2A	हिंदी काव्य तथा कहानी साहित्य (तृतीय अयन)	2	26
AECC-2B	हिंदी काव्य तथा कहानी साहित्य (चतुर्थ अयन)	2	28

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बी. ए.द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

तृतीय अयन (Third Semester)

पाठ्यचर्या : CC-1C (G-2) आधुनिक काव्य, कहानी तथा व्यावहारिक हिंदी

3 कर्मांक (Credit)

उद्देश्य :

1. छात्रों को काव्य साहित्य से परिचित कराना।
2. छात्रों को कहानी साहित्य से परिचित कराना।
3. छात्रों को हिंदी कारक-व्यवस्था समझाना।
4. शब्द युग्म का अर्थ लिखकर प्रत्यक्ष वाक्य में प्रयोग समझाना।
5. संक्षेपण लेखन का प्रत्यक्ष बोध कराना।
6. सर्जनात्मकता का विकास कराना।

इकाई	पाठ्यविषय	तासिकाँ
इकाई-I	काव्य साहित्य : 1) नाच – अज्ञेय 2) देश कागज पर बना नक्शा नहीं होता – सर्वेश्वरदयाल सक्सेना 3) एकलव्य से संवाद – अनुज लुगुन 4) हॉकी खेलती लड़कियाँ – कात्यायनी 5) कूड़ा बीनते बच्चे– अनामिका। उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाँ
इकाई-II	कहानी साहित्य : 1) धरती अब भी घूम रही है–विष्णु प्रभाकर 2) दूसरे – कमलेश्वर 3) सजा – मन्नू भंडारी 4) सलाम – ओमप्रकाश वाल्मीकि 5) छावनी में बेघर– अल्पना मिश्र उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाँ
इकाई-III	साहित्येतर पाठ्यक्रम : 1) हिंदी कारक व्यवस्था। 2) शब्द युग्म (50) अर्थ लिखकर वाक्य में प्रयोग। 3) संक्षेपण।	15 तासिकाँ

पूर्णांक : 75

आंतरिक मूल्यांकन : 23 अंक (लघुत्तरी परीक्षा— 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन— 10 अंक)

सत्रांत परीक्षा : 52 अंक

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक : 52

प्रश्न 1. इकाई—I पर चार में से दो प्रश्न :

10 अंक

प्रश्न 2. इकाई—II पर चार में से दो प्रश्न :

10 अंक

प्रश्न 3. ससंदर्भ व्याख्या

अ. इकाई—I पर दो में से एक प्रश्न :

05 अंक

आ. इकाई—II पर दो में से एक प्रश्न :

05 अंक

प्रश्न 4. इकाई—III पर तीन में से दो प्रश्न :

10 अंक

प्रश्न 5. तीनों इकाइयों पर (इकाई—I : 04, इकाई—II : 04, इकाई—III: 04) 12 बहुविकल्प प्रश्न।

12 अंक

संदर्भ ग्रंथ :

1. 'हिंदी साहित्य और भाषा' – संपा.हिंदी अध्ययन मंडल, सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे, राजकमल प्रकाशक, नई दिल्ली।
2. हिंदी व्याकरण – पं. कामताप्रसाद गुरु, प्रकाशन संस्थान, नई दिल्ली।
3. प्रयोजनमूलक हिंदी – डॉ. माधव सोनटक्के, लोकभारती प्रकाशन, नई दिल्ली।
4. प्रयोजनमूलक हिंदी की नयी भूमिका – कैलाशनाथ पांडेय, लोकभारती प्रकाशन, नई दिल्ली।

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

चतुर्थ अयन (Fourth Semester)

पाठ्यचर्या : CC-1D (G-2) आधुनिक हिंदी व्यंग्य साहित्य तथा व्यावहारिक हिंदी

3 कर्मांक (Credit)

उद्देश्य :

1. छात्रों को व्यंग्य पाठ से परिचित कराना।
2. छात्रों को कहानी व्यंग्य पाठ का बोध कराना।
3. साक्षात्कार कला से अवगत कराना।
4. भाषा का मोबाइल तंत्र समझाना।
5. पल्लवन कला से अवगत करना।

इकाई	पाठ्यविषय	तासिकाँ
इकाई-I	काव्य पाठ (व्यंग्य) : 1) तीनों बंदर बापू के – नागार्जुन 2) बात बतंगड – काका हाथरसी 3) विद्वान लोग – उदय प्रकाश 4) कितनी रोटी – अशोक चक्रधर 5) देश के लिए नेता – शैल चतुर्वेदी। उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाँ
इकाई-II	कहानी पाठ (व्यंग्य) : 1) प्रेम की बिरादरी – हरिशंकर परसाई 2) अफसर – शरद जोशी 3)सावधान! हम इमानदार हैं – लतिफघोंघी 4) मुख्यमंत्री का डंडा – सुदर्शन मजीठिया 5) झोले – सुभाष काबरा उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाँ
इकाई-III	साहित्येतर पाठ्यक्रम : 1) साक्षात्कार।	15 तासिकाँ

	2) भाषा से संबंधित अँप्स ।	
	3) पल्लवन ।	

अंक विभाजन – पूर्णांक : 75

आंतरिक मूल्यांकन – 23 (लघुत्तरी परीक्षा-13, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन- 10)

सत्रांत परीक्षा – 52

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप : (शैक्षिक वर्ष 2020-21 से आगे)

समय : 3 घंटे

अंक : 52

प्रश्न : 1 प्रथम इकाई (व्यंग्य) पर चार में कोई दो प्रश्न। 10 अंक

प्रश्न : 2 द्वितीय इकाई (कहानी) पर चार में कोई दो प्रश्न। 10 अंक

प्रश्न : 3 संसदार्ध व्याख्या

अ) प्रथम इकाई पर दो में से एक। 05 अंक

आ) द्वितीय इकाई पर दो में से एक। 05 अंक

प्रश्न : 4 इकाई तीन पर तीन में से दो प्रश्न। 10 अंक

प्रश्न : 5 तीनों इकाइयों पर बहुविकल्प (इ. एक – 4, इ. द्वितीय – 4, इ. तृतीय – 4) प्रश्न। 12 अंक

संदर्भ ग्रंथ :

1. 'हिंदी साहित्य और भाषा' – संपा.हिंदी अध्ययन मंडल, सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे, राजकमल प्रकाशक, नई दिल्ली।
2. प्रयोजनमूलक हिंदी के विविध रूप – डॉ. राजेंद्र मिश्र, राकेश शर्मा, तक्षशिला प्रकाशन, नई दिल्ली।
3. प्रयोजनमूलक हिंदी अधुनातन आयाम –डॉ. अंबादास देशमुख, शैलजा प्रकाशन, कानपुर।
4. स्वातंत्र्योत्तर हिंदी व्यंग्य का मूल्यांकन –डॉ. सुरेश माहेश्वरी, विकास प्रकाशन, कानपुर।

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

तृतीय अयन (Third Semester) : वैकल्पिक

पाठ्यचर्या : CC-1C (G 2) प्रयोजनमूलक हिंदी : अनुप्रयोग

3कर्मांक (Credit)

उद्देश्य :

1. प्रयोजनमूलक हिंदी के उपायोजन क्षेत्र का परिचय कराना।
2. कार्यालय हिंदी का व्यवहार ज्ञान देना।
3. सरकारी पत्राचार से परिचित कराना।
4. प्रयोजनमूलक हिंदी अनुप्रयोग में सहयोग देना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई—I	प्रयोजनमूलक हिंदी : उपयोजन के प्रमुख क्षेत्र : 1) दूरसंचार, 2) रेल्वे, 3) बैंक, 4) खेल जगत, 5) कृषि, 6) जीवन विमानिगम, 7) प्रशासनिक, 8) मनोरंजन, 9) सूचना एवं प्रौद्योगिकी, 10) पर्यटन, 11) पत्रकारिता क्षेत्र। 12) प्रयोजनमूलक हिंदी के उपयोजन में आनेवाली समस्याएँ।	15 तासिकाएँ
इकाई—II	कार्यालयी हिंदी : प्रारूपण, संक्षेपण, पल्लवन, टिप्पण।	15 तासिकाएँ
इकाई—III	सरकारी पत्राचार : सरकारी पत्र, अर्धसरकारी पत्र, परिपत्र, ज्ञापन, सूचना, अधिसूचना, निविदा।	15 तासिकाएँ

अंक विभाजन – पूर्णांक : 75

आंतरिक मूल्यांकन – 23 (लघुत्तरी परीक्षा– 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन– 10 अंक)

सत्रांत परीक्षा – 52

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक 52

प्रश्न 1. इकाई–I पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 2. इकाई–II पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 3. इकाई–III पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 4. तीनों इकायों पर (इकाई–I : 3, इकाई–II : 4, इकाई–III: 3) 10 बहुविकल्प प्रश्न।

10 अंक

संदर्भ ग्रंथ :

1. प्रयोजनमूलक हिंदी प्रयुक्ति और अनुवाद – डॉ. माधव सोनटक्के
2. प्रयोजनमूलक हिंदी – डॉ. विनोद गोदरे
3. प्रयोजनमूलक हिंदी – डॉ. तेजपाल चौधरी
4. प्रयोजनमूलक हिंदी आधुनातन आयाम – डॉ. अंबादास देशमुख
5. प्रयोजनमूलक हिंदी – डॉ. रामप्रकाश/डॉ. दिनेश गुप्त
6. कामकाजी हिंदी – कैलाशचंद्र भाटिया
7. सरकारी कार्यालयों में हिंदी का प्रयोग – गोपिनाथ श्रीवास्तव
8. प्रयोजनमूलक हिंदी के आधुनिक आयाम – डॉ. राणा
9. प्रयोजनमूलक हिंदी और कार्यालयी हिंदी – कृष्णकुमार गोस्वामी

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

चतुर्थ अयन (Fourth Semester) : वैकल्पिक

पाठ्यचर्या : CC-1D (G 2) जनसंचार माध्यम और हिंदी

3कर्मिक (Credit)

उद्देश्य :

1. छात्रों को जनसंचार माध्यमों से परिचित कराना।
2. सृजनात्मक लेखन कौशल विकसित कराना।
3. माध्यम लेखन से अवगत कराना।
4. श्रव्य-दृश्य माध्यमों की भाषा से अवगत कराना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	जनसंचार माध्यम : अवधारणा एवं विभिन्न प्रकार जनसंचार माध्यमों की भाषा, मुद्रित माध्यमों की भाषा, श्रव्य माध्यमों की भाषा, दृश्य माध्यमों की भाषा।	15 तासिकाएँ
इकाई-II	सृजनात्मक लेखन : लेखाआलेख लेखन, कविता लेखन, कहानी लेखन, नाटक लेखन।	15 तासिकाएँ
इकाई-III	माध्यम लेखन : फीचर लेखन, पटकथा लेखन, डॉक्यूड्रामा, रेडियो वार्ता लेखन, रेडियो संवाद लेखन, मुद्रित विज्ञापन की भाषा।	15 तासिकाएँ

अंक विभाजन – पूर्णांक : 75

आंतरिक मूल्यांकन – 23 (लघुत्तरी परीक्षा– 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन– 10 अंक)

सत्रांत परीक्षा – 52

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक 52

प्रश्न 1. इकाई-I पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 2. इकाई-II पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 3. इकाई-III पर चार में से कोई दो प्रश्न :

14 अंक

प्रश्न 4. तीनों इकायों पर (इकाई-I : 3, इकाई-II : 4, इकाई-III: 3) 10 बहुविकल्प प्रश्न।

10 अंक

संदर्भ ग्रंथ :

1. भाषा प्रौद्योगिकी एवं भाषा प्रबंधन – सूर्यप्रकाश दीक्षित
2. प्रयोजनमूलक हिंदी प्रयुक्ति और अनुवाद – डॉ. माधव सोनटक्के
3. संप्रेषण और रेडियो शिल्प – विश्वनाथ पांडे
4. प्रयोजनमूलक हिंदी आधुनातन आयाम – डॉ. अंबादास देशमुख
5. वाणी संचार रेडियो प्रसारण – डॉ. सुनिल केशव देवधर

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

तृतीय अयन (Third Semester)

पाठ्यचर्या : SEC-2A अनुवाद स्वरूप एवं व्यवहार

2कर्मांक (Credit)

उद्देश्य :

1. अनुवाद कौशल से छात्रों को अवगत कराना।
2. अनुवाद का स्वरूप समझाना।
3. अनुवाद क्षेत्र से परिचय कराना।
4. हिंदी से मराठी में प्रत्यक्ष अनुवाद कार्य कराना।
5. अंग्रेजी से हिंदी, मराठी में अनुवाद कौशल का विकास कराना।

इकाई	पाठ्यविषय	तासिकाँ
इकाई-I	1. अनुवाद : परिभाषा एवं स्वरूप 2. अनुवाद : प्रक्रिया के सोपान 3. अनुवाद : सहायक सामग्री 4. अनुवाद : अनुवादक के गुण	15 तासिकाँ
इकाई-II	1. अनुवाद : प्रत्यक्ष व्यवहार 2. मराठी वाक्यों का हिंदी अनुवाद। 3. अंग्रेजी वाक्यों का हिंदी अनुवाद। 4. मराठी परिच्छेद का हिंदी अनुवाद। 5. अंग्रेजी परिच्छेद का हिंदी अनुवाद।	15 तासिकाँ

पूर्णांक : 50

आंतरिक मूल्यांकन : 15 अंक (लघुत्तरी परीक्षा- 10 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन- 5 अंक)

सत्रांत परीक्षा- 35 अंक

प्रश्नपत्र का स्वरूप

समय : 3 घंटे

अंक 35

प्रश्न 1. प्रथम इकाई पर चार में से दो प्रश्न।

14 अंक

प्रश्न 2. अ. मराठी वाक्यों का हिंदी में अनुवाद। (दस में से सात)

07 अंक

आ. अंग्रेजी वाक्यों का हिंदी में अनुवाद। (दस में से सात)

07 अंक

प्रश्न 3. हिंदी परिच्छेद का मराठी/अंग्रेजी में अनुवाद।

07 अंक

**संदर्भ ग्रंथ :**

1. अनुवाद की रूपरेखा – डॉ. सुरेश कुमार
2. अनुवाद कला – भोलानाथ तिवारी
3. अनुवाद की प्रक्रिया तकनीक और समस्याएँ – डॉ. श्रीनारायण समीर
4. अनुवाद और अनुप्रयोग – डॉ. दिनेश चमोला
5. अनुवाद के भाषिक पक्ष – विभा गुप्ता
6. प्रयोजनमूलक हिंदी – प्रो. माधव सोनटक्के

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

चतुर्थ अयन (Fourth Semester)

पाठ्यचर्या : SEC- 2B माध्यम लेखन

2कर्मक (Credit)

उद्देश्य :

1. छात्रों को माध्यम लेखन से परिचित कराना।
2. सृजनात्मक लेखन कौशल विकसित कराना।
3. माध्यम लेखन से अवगत कराना।
4. श्रव्य-दृश्य माध्यमों की भाषा से अवगत कराना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	माध्यम लेखन – सैद्धांतिक पक्ष 1. माध्यम का स्वरूप 2. अवधारणा 3. महत्व एवं उद्देश्य 4. माध्यम एवं विधा परिचय : i) मुद्रित माध्यम ii) श्रव्य माध्यम iii) दृश्य-श्रव्य माध्यम iv) नव-माध्यम : कंटेंट लेखन, ब्लॉग लेखन।	15 तासिकाएँ
इकाई-II	माध्यम लेखन : फीचर लेखन 1. फीचर की परिभाषा एवं अवधारणा। 2. सामग्री संकलन स्रोत। 3. फीचर के तत्व – विषय वस्तु, प्रस्तावना, शीर्षक, विवेचन, छायांकन। 4. फीचर लेखन के गुण : i) विश्वसनीयता ii) सरसता एवं सहजता iii) रोचकता एवं संक्षिप्तता iv) प्रासंगिकता v) प्रचलित शब्दावली का प्रयोग। 5. फीचर और अन्य विधा में भेद : समाचार, आलेख। 6. फीचर के विभिन्न प्रकार : समाचार फीचर, घटना परक फीचर, सांस्कृतिक फीचर, चिंतन परक फीचर, साहित्यिक फीचर, फोटो फीचर। 7. रेडियो फीचर, टेलीविजन फीचर।	15 तासिकाएँ

पूर्णांक : 50

आंतरिक मूल्यांकन : 15 अंक (लघुत्तरी परीक्षा— 10 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन— 05 अंक)

सत्रांत परीक्षा : 35 प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक : 35

प्रश्न 1. प्रथम इकाई पर चार में से दो प्रश्न :

14 अंक

प्रश्न 2. द्वितीय इकाई पर चार में से दो प्रश्न :

14 अंक

प्रश्न 3. किसी एक विषय पर फीचर लेखन (2 में से 1) :

07 अंक

संदर्भ ग्रंथ :

1. भाषा प्रौद्योगिकी एवं भाषा प्रबंधन – सूर्यप्रकाश दीक्षित
2. प्रयोजनमूलक हिंदी प्रयुक्ति और अनुवाद – डॉ. माधव सोनटक्के
3. संप्रेषण और रेडियो शिल्प – विश्वनाथ पांडे
4. प्रयोजनमूलक हिंदी आधुनातन आयाम – डॉ. अंबादास देशमुख
5. वाणी संचार रेडियो प्रसारण – डॉ. सुनिल केशव देवधर
6. फीचर लेखन : स्वरूप और शिल्प – डॉ. मोहन प्रभाकर
7. फीचर लेखन – पी. के. आर्य
8. रूपक लेखन – ब्रजभूषण सिंह
9. फीचर लेखन – विजय कुलश्रेष्ठ
10. मीडिया लेखन – मोहन सुमित
11. रेडियो वार्ता शिल्प – सिद्धनाथ कुमार
12. टेलीविजन लेखन सिद्धांत और प्रयोग – कुमुद नागर
13. हिंदी फीचर : स्वरूप और विकास – डॉ. सुनील डहाले
14. साहित्य और सिनेमा – संपा. पुरुषोत्तम कुंदे
15. सिनेमा और फिल्मांतरीत हिंदी साहित्य – डॉ. गोकुळ क्षीरसागर
16. हिंदी साहित्य और फिल्मांकन – डॉ. रामदास तोंडे
17. साहित्य और सिनेमा – डॉ. जालिंदर इंगले।

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

तृतीय अयन (Third Semester)

पाठ्यचर्या : DSC – 1A (S-1) काव्यशास्त्र (सामान्य)

उत्कर्मक (Credit)

उद्देश्य :

1. भारतीय काव्यशास्त्र का परिचय देना।
2. काव्य परिभाषा, तत्व आदि अवगत कराना।
3. काव्य के तत्व, शब्द-शक्तियों का परिचय देना।
4. रस का स्वरूप समझाना।
5. भारतीय काव्यशास्त्र में रुचि पैदा करना तथा आलोचनात्मक दृष्टि को विकसित कराना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	काव्य परिभाषा (संस्कृत, हिंदी, अंग्रेजी) काव्य हेतु- प्रतिभा, व्युत्पत्ति, अभ्यास, समाधि। काव्य प्रयोजन (भारतीय)	15 तासिकाएँ
इकाई-II	काव्य के तत्व- भाव तत्व, बुद्धि तत्व, कल्पना तत्व, शैली तत्व। शब्द-शक्ति- परिभाषा स्वरूप, शब्द-शक्तियों का सोदाहरण परिचय – अभिधा, लक्षणा, व्यंजना।	15 तासिकाएँ
इकाई-III	रस- परिभाषा, स्वरूप रस के अंग- स्थायी भाव, विभाव, अनुभाव, संचारी भाव। रसों का सोदाहरण परिचय – शृंगार, वीर, हास्य, करुण।	15 तासिकाएँ

पूर्णांक : 75

आंतरिक मूल्यांकन : 23 अंक (लघुत्तरी परीक्षा- 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन – 10 अंक)

सत्रांत परीक्षा : 52 अंक

प्रश्न पत्र का प्रारूप (शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक : 52

प्रश्न 1. प्रथम इकाई पर चार में से कोई दो प्रश्न।

14 अंक

प्रश्न 2. द्वितीय इकाई पर चार में से कोई दो प्रश्न।	14 अंक
प्रश्न 3. तृतीय इकाई पर चार में से कोई दो प्रश्न।	14 अंक
प्रश्न 4. तीनों इकाइयों पर बहुविकल्प प्रश्न।(इकाई-I : 3, इकाई-II : 3, इकाई-III: 4) 10 प्रश्न।	10 अंक

**संदर्भ ग्रंथ :**

1. काव्यशास्त्र – भगीरथ मिश्र
2. भारतीय काव्यशास्त्र – डॉ. योगेंद्रप्रताप सिंह
3. भारतीय काव्यशास्त्र – विश्वंभरनाथ उपाध्याय
4. भारतीय साहित्यशास्त्र – आ. बलदेव उपाध्याय
5. शास्त्रीय समीक्षा के सिद्धांत (खंड 1 और 2) – डॉ. गोविंद त्रिगुणायत
6. काव्यशास्त्र की भूमिका – डॉ. नगेंद्र
7. भारतीय काव्यशास्त्र – सत्यदेव चौधरी
8. सुबोध काव्यशास्त्र – डॉ. जालिंदर इंगले
9. सुबोध काव्यशास्त्र – डॉ. मधुकर देशमुख।

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बी. ए. द्वितीय वर्ष कला (शैक्षिक वर्ष 2020–2021 से)

चतुर्थ अयन (Fourth Semester)

पाठ्यचर्या : DSC-1B (S-1) साहित्य के भेद

3कर्मांक (Credit)

उद्देश्य :

1. छात्रों को साहित्य के भेद से अवगत कराना।
2. छात्रों को पद्य भेद से अवगत कराना।
3. महाकाव्य, खंडकाव्य और मुक्तक काव्य का परिचय कराना।
4. नाटक का स्वरूप समझाना।
5. छात्रों में नाट्य अभिनय की रुचि विकसित करना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	काव्य के विविध भेद। पद्य के भेद : प्रबंधकाव्य और मुक्तकाव्य का स्वरूप। प्रबंध काव्य के भेद : महाकाव्य और खंडकाव्य, मुक्तक काव्य का परिचय।	15 तासिकाएँ
इकाई-II	गद्य के भेद : कहानी, उपन्यास, निबंध का तात्त्विक परिचय। कहानी और उपन्यास में अंतर।	15 तासिकाएँ
इकाई-III	दृश्य काव्य : नाटक की परिभाषा और तत्व। एकांकी : परिभाषा और तत्व। नाटक के भेद : रेडियो, दूरदर्शन नाटक, मंचीय नाटक।	15 तासिकाएँ

पूर्णांक : 75

आंतरिक मूल्यांकन : 23 अंक (लघुत्तरी परीक्षा— 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन – 10 अंक)

सत्रांत परीक्षा : 52 अंक

प्रश्न पत्र का प्रारूप (शैक्षिक वर्ष 2020–21 से आगे)

समय : 3 घंटे

अंक : 52

प्रश्न 1. प्रथम इकाई पर चार में से कोई दो प्रश्न।

14 अंक

प्रश्न 2. द्वितीय इकाई पर चार में से कोई दो प्रश्न।

14 अंक

प्रश्न 3. तृतीय इकाई पर चार में से कोई दो प्रश्न।

14 अंक

प्रश्न 4. तीनों इकाइयों पर बहुविकल्पी प्रश्न। (इकाई-I : 3, इकाई-II : 3, इकाई-III: 4) 10 प्रश्न। 10 अंक

**संदर्भ ग्रंथ :**

1. काव्यशास्त्र – भगीरथ मिश्र
2. भारतीय काव्यशास्त्र – डॉ. योगेंद्रप्रताप सिंह
3. नाट्यलोचन – डॉ. माधव सोनटक्के
4. भारतीय साहित्यशास्त्र – आ. बलदेव उपाध्याय
5. रंगदर्शन – नेमिचंद्र जैन
6. हिंदी नाटक : उद्भव और विकास – दशरथ ओझा
7. समीक्षा शास्त्र – डॉ. दशरथ ओझा
8. हिंदी आलोचना के आधार स्तंभ – डॉ. रामेश्वरलाल खंडेलवाल
9. आलोचना:प्रकृति और परिवेश – डॉ. तारकानाथ बाली
10. आ. शुक्ल के समीक्षा सिद्धांत – डॉ. रामलाल सिंह
11. इतिहास और आलोचना – डॉ. नामवर सिंह
12. आधुनिक आलोचना के बीज शब्द – बच्चन सिंह
13. हिंदी आलोचना – विश्वनाथ त्रिपाठी
14. हिंदी नाट्य विमर्श – डॉ. सदानंद भोसले

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तृतीय अयन (Third Semester)

पाठ्यचर्या : DSC – 2 A (S-2) मध्ययुगीन काव्य तथा उपन्यास साहित्य

3कर्मक (Credit)

उद्देश्य :

1. कबीर के साहित्य का परिचय देना।
2. मीराबाई के काव्य से अवगत कराना।
3. भारतीय उपन्यास की अवधारणा समझाना।
4. उपन्यास कृति का मूल्यांकन कला विकसित करना।
5. साहित्य कृतियों प्रस्तुत जीवनमूल्यों को आत्मविस्तृत करना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	<p>कबीर के 20 दोहे</p> <p><b>i) गुरुदेव को अंग</b></p> <ol style="list-style-type: none"> <li>1. सतगुरु की महिमा अनंत, अनंत किया उपगार। लोचन अनंत उघाड़िया, अनंत दिखावणहार।।</li> <li>2. पीछें लागा जाइ था, लोक वेद के साथी। आगैं थै सतगुरु मिला, दीपक दिया हाथी।</li> <li>3. जाका गुरु भी अंधला, चेला खरा निरंध। अंधा अंधा ठेलिया, दून्धू कूप पडंत।।</li> <li>4. माया दीपक नर पतंग, भ्रमि भ्रमि इवै पडंत। कहै कबीर गुरु ग्यान थै, एक आध उबरंत।।</li> <li>5. सतगुरु हम सँ रीझि करि, एक कहया प्रसंग। बरस्या बादल प्रेम का, भीजि गया सब अंग।।</li> </ol> <p><b>ii) विरह को अंग</b></p> <ol style="list-style-type: none"> <li>1. बहुत दिनन की जोवती, बाट तुम्हारी राम। जिव तरसै तुझ मिलन कूँ मनि नाही विश्राम।।</li> <li>2. यहु तन जालौं मसि करौं, लिखौं राम का नाउँ। लेखणिं करूँ करंक की, लिखि लिखि राम पठाउँ।।</li> <li>3. अंषड़ियाँ झाई पड़ी, पंथ निहारि निहारि। जीभड़ियाँ छाला पड़या, राम पुकारि पुकारि।।</li> <li>4. परबति, परबति मैं फिरया, नैन गँवाये रोइ। सो बूटी पाऊँ नहीं, जातैं जीवनि होइ।।</li> <li>5. सुखिया सब संसार है, खायैं अरु सोवै। दुखिया दास कबीर है, जागै अरु रोवै।।</li> </ol>	<p>15</p> <p>तासिकाएँ</p>

	<p><b>iii) माया को अंग</b></p> <ol style="list-style-type: none"> <li>1. कबीर माया पापणी, फंध लै बैठि हाटि। सब जग तौ फंधै पड़या, गया कबीरा काटि॥</li> <li>2. कबीर माया मोहनी, जैसी मीठी खाँड। सतगुर की कृपा भई, नहीं तौ करती भांड़॥</li> <li>3. माया मुईन मन मुवा, मरि मरि गया सरीर। आसा तिष्णौ नाँ मुई, यौ कहि गया कबीरा॥</li> <li>4. कबीर सो धन संचिए, जो आगैं कूँ होई। सीस चढ़ाए पोटली, ले जात न देख्या कोई॥</li> <li>5. कबीर माया मोह की, भई अँधारी लोइ। जे सूते ते मुसि लिये, रहे बसत कूँ रोइ॥</li> </ol> <p><b>iv) निंदा को अंग</b></p> <ol style="list-style-type: none"> <li>1. निंदक नेड़ा राखिये, आँगणि कुटी बँधाइ। बिन साबण पाँणी बिना, निरमल करै सुभाइ॥</li> <li>2. कबीर आप ठगाइये, और न ठगिये कोइ। आप ठग्याँ सुख ऊपजै, और ठग्या दुख होइ॥</li> </ol> <p><b>v) कथनी बिना करनी को अंग</b></p> <ol style="list-style-type: none"> <li>1. पोथी पढ़ि पढ़ि जग मुवा, पंडित भया न कोइ। एकै अपिर पीव का, पढै सु पंडित होइ॥</li> </ol> <p><b>vi) भेष को अंग</b></p> <ol style="list-style-type: none"> <li>1. तन को जोगी सब करै, मन कों बिरला कोइ। सब सिधि सहजै पाइए, जे मन जोगी होइ॥</li> <li>2. माला फेरत जुग भया, पाय न मन का फेर। कर का मनका छाँड़ि दे, मन का मनका फेर॥</li> </ol> <p><b>अध्यनार्थ विषय :</b></p> <ul style="list-style-type: none"> <li>● कबीर का व्यक्तित्व</li> <li>● कबीर की प्रगतिशीलता</li> <li>● कबीर की भक्तिभावना</li> <li>● कबीर का समाजसुधार</li> <li>● कबीर की भाषा</li> <li>● भावपक्ष, शिल्पपक्ष का अध्ययन।</li> </ul>	
<b>इकाई-II</b>	<p><b>मीराबाई के 10 पद (आरंभ के 10 पद)</b></p> <ol style="list-style-type: none"> <li>1. मण थें परस हरि रे चरण॥</li> <li>2. तनक हरि चितवां म्हारी ओर॥</li> <li>3. म्हारो गोकुल रो ब्रजवासी॥</li> <li>4. हे मा बड़ी बड़ी अंखियान वारो, सांवरो मो तन हेरत हंसिके॥</li> <li>5. हेरी मा नंद को गुमानी म्हारे मनड़े बस्यो॥</li> </ol>	<p>15</p> <p>तासिकाएँ</p>

	6. थारो रूप देख्यां अटकी ।। 7. निपट बंकट छब अंटके ।। 8. म्हा मोहणो रूप लुभाणी ।। 9. संवरा नंद नंदन, दीठ पड्यां माई ।। 10. आली री म्हारे णेणां बाण पड़ी ।। <b>अध्यनार्थ विषय :</b> <ul style="list-style-type: none"> <li>मीराबाई का व्यक्तित्व, कृतित्व</li> <li>मीराबाई की भक्ति</li> <li>मीराबाई की प्रगतिशीलता</li> <li>मीराबाई की भाषा</li> <li>भावपक्ष, शिल्पपक्ष का अध्ययन।</li> </ul>	
<b>इकाई—III</b>	उपन्यास : स्वरूप, तत्व । उपन्यास कृति : एक पत्नी के नोटस – ममता कालिया लेखक का व्यक्तित्व एवं कृतित्व कथ्यगत अध्ययन, शिल्पगत अध्ययन ।	15 तासिकाएँ

पूर्णांक : 75

आंतरिक मूल्यांकन : 23 अंक (लघुत्तरी परीक्षा— 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन – 10 अंक)

सत्रांत परीक्षा : 52 अंक

प्रश्न पत्र का प्रारूप

(शैक्षिक वर्ष 2020–21 से आगे)

**समय : 3 घंटे**

**अंक : 52**

प्रश्न 1. प्रथम इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 2. द्वितीय इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 3. तृतीय इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 4. ससंदर्भ व्याख्या :

प्रथम इकाई में से संदर्भ (दो में एक)

07 अंक

द्वितीय इकाई में से संदर्भ (दो में एक)

07 अंक

तृतीय इकाई में से संदर्भ (दो में एक)

07 अंक

प्रश्न 5. तीनों इकाइयों पर बहुविकल्प (इकाई—I : 3, इकाई—II : 4, इकाई—III: 3) 10 प्रश्न।

10 अंक

**संदर्भ ग्रंथ :**

1. कबीर ग्रंथावली – संपा. श्यामसुंदरदास, नागरीप्रचारिणी सभा, वारणसी
2. एक पत्नी के नोटस – ममता कालिया, किताबघर प्रकाशन, नई दिल्ली
3. कबीर – हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली।
4. मीराबाई की पदावली – संपा. परशुराम चतुर्वेदी, वाणी प्रकाशन, नई दिल्ली।
5. साहित्य और मानवीय संवदेना – डॉ. सदानंद भोसले, विकास प्रकाशन, कानपुर।

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चतुर्थ अयन (Fourth Semester)

पाठ्यचर्या : DSC -2B (S-2) मध्ययुगीन काव्य तथा नाटक साहित्य

3कर्मक (Credit)

उद्देश्य :

1. रहीम के काव्य का बोध कराना।
2. बिहारी की काव्य अभिव्यंजना समझाना।
3. हिंदी नाटक और रंगमंच से अवगत कराना।
4. छात्रों में अभिनय गुण विकसित कराना।
5. नाट्यालोचना से अवगत कराना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	<p>रहीम के 20 दोहे</p> <p><b>i) भक्ति</b></p> <ol style="list-style-type: none"><li>1. समय दशा कुल देखि कै, सबै करत सनमान। रहिमन दीन अनाथ को, तुम बिन को भगवान॥</li><li>2. रहिमन को कोड का करै, ज्वारी, चोर, लबार। जो पति राखनहार है, माखन चाखनहार॥</li><li>3. जेहि रहीम तन मन लियो, कियो हिए बिचभौन। तासों दुख सुख कहन की, रही बात अब कौन॥</li><li>4. गहि सरनागति राम की, भव सागर की नाव। रहिमन जगत उधार कर, और न कछु उपाव॥</li></ol> <p><b>ii) संगति का प्रभाव</b></p> <ol style="list-style-type: none"><li>1. जो रहीम उत्तम प्रकृति, का करि सकत कुसंग। चंदन विष व्यापत नहीं, लपटे रहत भुजंग॥</li><li>2. मूढ़ मंडली में सुजन, ठहरत नहीं बिसेषि। स्याम कंचन में सेत ज्यों, दूरि कीजिअत देखि॥</li><li>3. यह रहीम निज संग लै, जनमत जगत न कोय। बैर, प्रीति, अभ्यास, जस होत होत ही होय॥</li><li>4. रहिमन उजली प्रकृत को, नहीं नीच को संग</li></ol>	15 तासिकाएँ

करिया बासन कर गहे, कालिख लागत अंग ।।

### iii) दीनता और बड़प्पन

1. जे गरीब पर हित करै, ते रहीम बड़ लोग ।  
कहा सुदामा बापुरो, कृष्ण मितार्ई जोग ।।
2. थोड़ो किए बड़न की, बड़ी बड़ाई होय ।  
ज्यों रहीम हनुमंत को, गिरिधर कहत न कोय ।।
3. दीन सबन को लखत है, दीनहिं लखै न कोय ।  
जो रहीम दीनहिं लखै, दीनबंधु सम होय ।।
4. रहिमन देखि बड़न को, लघु न दीजिये डारि ।  
जहाँ काम आवें सुई, कहा करे तरवारि ।।

### iv) नीति

1. खैर, खून खाँसी, खुसी, वैर, प्रीति, मद-पान ।  
रहिमन दाबे न दबै, जानत सकल जहान ।।
2. रूठें सुजन मनाइए, जो रूठें सो बार ।  
रहिमन फिर फिर पोहिए, टूटे मुक्ताहार ।।
3. दानों रहिमन एक से, जौ लौं बेलत नाहिं ।  
जान परत हैं काक पिक, ऋतु बसंत के माहिं ।
4. बिगरी बात बनै नहीं, लाख करो किन कोय ।  
रहिमन फोट दूध को, मथे न माखन होय ।।

### v) संत महिमा

1. तरुवर फल नहिं खात हैं, सरवर पियहिं न पान ।  
कहि रहीम, पर-काज हित, संपति संचहिं सुजान ।।
2. मथत-मथत माखन, दही-मही बिलगाय ।  
रहिमन सोई मीत है, भीर परे ठहराय ।।
3. रहिमन वे नर मर चुके, जे कहूँ माँगन जाहिं ।  
उनते पहले वे मरे, जिन मुख निकसत नाहिं ।।
4. दुरदिन परे रहीम कहि, भूलत सब पहचानि ।  
सोच नहीं वित-हानि को, जो न होय हित हानि ।।

	<p><b>अध्यनार्थ विषय :</b></p> <ul style="list-style-type: none"> <li>● रहीम का व्यक्तित्व, कृतित्व</li> <li>● रहीम की भाषा</li> <li>● रहीम की भक्तिभावना</li> <li>● रहीम के काव्य की प्रासंगिकता</li> <li>● भावपक्ष, शिल्पपक्ष का अध्ययन।</li> </ul>	
इकाई-II	<p><b>बिहारी के 20 दोहे</b></p> <p><b>i) नायक-नायिका वर्णन</b></p> <ol style="list-style-type: none"> <li>मेरी भव बाधा हरौ राधानागरि सोई। जा तन की झाई परै स्याम हरित दुति होइ॥</li> <li>कहत नटत रीझत खिजत मिलत लजियात। भरे भौन में करत हैं नैननि में सब बात॥</li> <li>नभ लाली चाली निसा चटकाली धुनि कीन। रति पाली आळी अनत आये बनमाली न॥</li> <li>सघन कुंज घन घन तिमिर अधिक अँधेरी राति। तऊन दुरिहै स्याम यह दीप सिखा सी जाति॥</li> <li>सोहत ओढ़े पीत पट स्याम सलौने गात। मनौ नीलमनि सैल पर आतप परयौ प्रभात॥</li> </ol> <p><b>ii) संयोग-श्रृंगार वर्णन</b></p> <ol style="list-style-type: none"> <li>प्रीतम दृग मिहिचत प्रिया पानि परस सुख पाय। जानि पिछानि अजान लौं नैकु न होति जनाय॥</li> <li>लटकि लटकि लटकन चलत डटत मुकुट की छाँह। चटक भरयौ नट मिल गयौ अटक भटक मन माँह॥</li> <li>चिरजीवौ जोरी जुरै क्यों न सनेह गंभीर। को घटि ये वृषभानजा वे हलधर के वीर॥</li> <li>मन न धरति मेरौ कहयौ तू आपने सयान। अहे परनि परि प्रेम की परहथ पार न प्रान॥</li> <li>लाल तिहारे विरह की अगनि अनूप अपार।</li> </ol>	<p>15</p> <p>तासिकाँ</p>

सरसै बरसै नीरहूँ झरहूँ मिटे न झार।।

### iii) सिख-नख वर्णन

1. अंग अंग नग जगमगत दीप सिखा सी देह।  
दिया बढ़ायेहूँ रहै बढौ उजेरो गेह।।
2. पहिर न भूखन कनक के कहि आवतु इहि हेत।  
दर्पन के से मोरचा देह दिखाई देत।।
3. छकि रसाल सौरभ सने मधुर माधुरी गंध।  
ठौर ठौर झौरत झँपत झौर झौर मधु अंध।।
4. पावस घन अँधियारि में रहयौ भेद नहिं आन।  
राति द्यौस जान्यौ परै लखि चकई चकवान।।
5. दिस दिस कुसमित देखिये उपबन बिपिन समाज।  
मनहु बियोगिनि कौं कियो सर पंजर रितुराज।।

### iv) नवरस-इत्यादि वर्णन

1. नहिं पराग नहि मधुर मधु नहि विकास इहिं काल।  
अली कली ही तें बँध्यौ आगे कौन हवाल।।
2. कनक कनक तें सौगुनी मादिकता अधिकाइ।  
उहि खाये बौराइ जग इहिं पाये बौराइ।।
3. जप माला छापे तिलक सरै न एकौ काम।  
मन काचै नाचै बृथा साँचे राम।।
4. तज तीरथ हरि राधिका तन दुति कर अनुराग।  
जिहिं ब्रज केलि निकुंज मग पग पग होत प्रयाग।।
5. जगत जनायौ जिहिं सकल सो हरि जान्यौ नाहिं।  
ज्यों आखनि सब देखियै आँख न देखी जाहिं।।

### अध्यनार्थ विषय :

- बिहारी का व्यक्तित्व एवं कृतित्व
- बिहारी की प्रासंगिकता
- बिहारी की अलंकार योजना
- बिहारी की भाषा



	● भावपक्ष, शिल्पपक्ष का अध्ययन।	
<b>इकाई-III</b>	नाटक : स्वरूप, तत्व। नाटक कृति : महाभोज – मन्नू भंडारी लेखक का व्यक्तित्व एवं कृतित्व कथ्यगत अध्ययन, रंगमंचीय अध्ययन, तात्त्विक मूल्यांकन।	15 तासिकाएँ

पूर्णांक : 75

आंतरिक मूल्यांकन : 23 अंक (लघुत्तरी परीक्षा- 13 अंक, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन-10 अंक)

सत्रांत परीक्षा : 52 अंक

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप : (शैक्षिक वर्ष 2020-21 से आगे)

समय : 3 घंटे

अंक 52

प्रश्न 1. प्रथम इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 2. द्वितीय इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 3. तृतीय इकाई पर दो में से एक प्रश्न।

07 अंक

प्रश्न 4. ससंदर्भ व्याख्या :

प्रथम इकाई में से संदर्भ (दो में एक)

07 अंक

द्वितीय इकाई में से संदर्भ (दो में एक)

07 अंक

तृतीय इकाई में से संदर्भ (दो में एक)

07 अंक

प्रश्न 5. तीनों इकाइयों पर बहुविकल्प (इकाई-I : 3, इकाई-II : 4, इकाई-III: 3) 10 प्रश्न।

10 अंक

संदर्भ ग्रंथ :

1. बिहारी सतसई –संपा. लल्लू जी लाल, नागरी प्रचारिणी सभा, वाराणसी
2. हिंदी काव्य सौरभ – संपा. कन्हैयालाल सहगल, एच. एच. एण्ड कंपनी, नई दिल्ली
3. रंगभाषा – नेमिचंद्र जैन
4. नाटक और रंगमंच – संपा. गिरीश रस्तोगी
5. महाभोज – मन्नू भंडारी, राधाकृष्ण प्रकाशन, नई दिल्ली
6. नाट्यालोचन – डॉ. माधव सोनटक्के
7. हिंदी नाट्य विमर्श – संपा. सदानंद भोसले

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बी. एस्सी. द्वितीय वर्ष विज्ञान (शैक्षिक वर्ष 2020–2021 से)

तृतीय अयन (Third Semester)

पाठ्यचर्या : AECC-2A हिंदी काव्य तथा कहानी साहित्य

2कर्मांक (Credit)

उद्देश्य :

1. छात्रों को काव्य साहित्य से अवगत कराना।
2. छात्रों को कहानी साहित्य से अवगत कराना।
3. छात्रों में काव्य लेखन कौशल विकसित करना।
4. छात्रों में कहानी लेखन कौशल विकसित करना।
5. छात्रों में साहित्यालोचन दृष्टि विकसित करना।

इकाई	पाठ्यविषय	तासिकाँ
इकाई-I	<p>काव्य साहित्य :</p> <ol style="list-style-type: none"><li>1) अकाल और उसके बाद – नागार्जुन</li><li>2) कहाँ तो तय था चिरागों हरेक घर के लिए – दुष्यंत कुमार</li><li>3) इस को भी अपनाता चल –गोपालदास 'नीरज'</li><li>4) पालतू कुत्ता – मालती शर्मा</li><li>5) घर – श्रीप्रकाश शुक्ल</li></ol> <p>उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।</p>	15 तासिकाँ
इकाई-II	<p>कहानी साहित्य :</p> <ol style="list-style-type: none"><li>1) उसने कहा था – चंद्रधर शर्मा 'गुलेरी'</li><li>2) भिखारन – रविंद्रनाथ टागोर</li><li>3) ककड़ी की कीमत – चतुरसेन शास्त्री</li><li>4) कप्तान – शिवरानी देवी</li><li>5) बदबू – सूरजपाल चौहान</li></ol> <p>उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।</p>	15 तासिकाँ

अंक विभाजन – पूर्णांक : 50

आंतरिक मूल्यांकन – 15 (लघुत्तरी परीक्षा-10, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन- 05)

सत्रांत परीक्षा – 35

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020-21 से आगे)

समय : 3 घंटे

अंक 35

प्रश्न : 1 प्रथम इकाई (काव्य) पर चार में कोई दो प्रश्न।

12 अंक

प्रश्न : 2 द्वितीय इकाई (कहानी) पर चार में कोई दो प्रश्न।

12 अंक

प्रश्न : 3 संसदर्भ व्याख्या :

11 अंक

अ) काव्य (प्रथम इकाई) पर दो में से एक।

आ) कहानी (द्वितीय इकाई) पर दो में से एक।

संदर्भ ग्रंथ :

1. 'साहित्य संगम' – संपा.हिंदी अध्ययन मंडल, सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे, राजकमल प्रकाशन, नई दिल्ली।
2. सूरजपाल चौहान कृत 'नया ब्राह्मण' : एक अनुशीलन – डॉ. प्रदीप सरवदे, विनय प्रकाशन, कानपुर।

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बी. एस्सी. द्वितीय वर्ष विज्ञान (शैक्षिक वर्ष 2020–2021 से)

चतुर्थ अयन (Fourth Semester)

पाठ्यचर्या : AECC- 2B हिंदी काव्य तथा कहानी साहित्य

2कर्मांक (Credit)

उद्देश्य :

1. छात्रों को काव्य साहित्य से अवगत कराना।
2. छात्रों को कहानी साहित्य से अवगत कराना।
3. छात्रों में काव्य लेखन कौशल विकसित करना।
4. छात्रों में कहानी लेखन कौशल विकसित करना।
5. छात्रों में साहित्यालोचन दृष्टि विकसित करना।

इकाई	पाठ्यविषय	तासिकाएँ
इकाई-I	काव्य साहित्य : 1) झाँसीवाली रानी – सुभद्राकुमारी चौहान 2) मधुशाला – हरिवंशराय बच्चन 3) गीत फरोश – भवानीप्रसाद मिश्र 4) रोटी और संसद – धूमिल 5) भूख – सर्वेश्वरदयाल सक्सेना उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाएँ
इकाई-II	कहानी साहित्य : 1) पत्नी – जैनेंद्र कुमार 2) बेटा – अमृता प्रीतम 3) शर्त-रतनकुमार सांभरिया 4) स्वेटर – अशोकजमनानी 5) ईश्वर का द्वंद – मनोज रुपड़ा उक्त रचनाओं का, कथ्यगत एवं शिल्पगत अध्ययन।	15 तासिकाएँ

अंक विभाजन – पूर्णांक : 50

आंतरिक मूल्यांकन – 15 (लघुत्तरी परीक्षा-10, शोध परियोजना/समूह परियोजना/मौखिक प्रस्तुति/क्षेत्रीय अध्ययन-05)

सत्रांत परीक्षा – 35

सत्रांत परीक्षा – प्रश्नपत्र का प्रारूप :

(शैक्षिक वर्ष 2020-21 से आगे)

समय : 3 घंटे

अंक 35

प्रश्न : 1 प्रथम इकाई (काव्य) पर चार में कोई दो प्रश्न।

12 अंक

प्रश्न : 2 द्वितीय इकाई (कहानी) पर चार में कोई दो प्रश्न।

12 अंक

प्रश्न : 3 संसदर्भ व्याख्या :

11 अंक

अ) काव्य (प्रथम इकाई) पर दो में से एक।

आ) कहानी (द्वितीय इकाई) पर दो में से एक।

संदर्भ ग्रंथ :

1. 'साहित्य संगम' – संपा.हिंदी अध्ययन मंडल, सावित्रीबाई फुले पुणे विश्वविद्यालय, पुणे, राजकमल प्रकाशन, नई दिल्ली।

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**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**

<b>Paper</b>	<b>Semester</b>	<b>Title of the Paper</b>
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	11
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	11
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**

<b>Unit</b>	<b>Name and Contents</b>	<b>Number of Lectures</b>
<b>1</b>	<b>Indian Financial System</b>	<b>12</b>
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.	
<b>2</b>	<b>Banking in India</b>	<b>10</b>
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.	
<b>3</b>	<b>Financial Markets in India</b>	<b>12</b>
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.	
<b>4</b>	<b>Important Financial Institutions</b>	<b>14</b>
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**

<b>Unit</b>	<b>Name and Contents</b>	<b>Number of Lectures</b>
<b>1</b>	<b>Reserve Bank of India</b>	<b>12</b>
1.1	Structure and Role of RBI in Indian Economy	
1.2	Major Functions of RBI.	
1.3	Monetary Policy: Tools and their Limitations.	
<b>2</b>	<b>Other Financial Regulators in India</b>	<b>10</b>
2.1	SEBI: Role and Functions.	
2.2	IRDA: Role and Functions.	
<b>3</b>	<b>International Financial Institution</b>	<b>14</b>
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.	
<b>4</b>	<b>Recent Developments in Indian Financial Sector</b>	<b>12</b>
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

	<b>Semester III</b> <b>DSE – 1A - Micro Economics I</b>	
<b>Unit</b>	<b>Name and Contents</b>	<b>Number of Lectures</b>
<b>Unit 1</b>	<b>Introduction</b>	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	
<b>Unit 2</b>	<b>Theory of Consumer Behavior</b>	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	
<b>Unit 3</b>	<b>Theory of Demand</b>	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	
<b>Unit 4</b>	<b>Supply and Production Analysis</b>	
4.1	Meaning, Definition and Determinants of Supply	12
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	
<div>Semester IV</div> <div>DSE – 1B - Micro Economics II</div>		
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 & Cristol, 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

<b>Semester III</b> <b>DSE – 2A - Macro Economics I</b>		
<b>Unit</b>	<b>Name and Contents of the Chapter</b>	<b>Number of Lectures</b>
<b>Unit 1</b>	<b>Introduction</b>	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	
<b>Unit 2</b>	<b>National Income</b>	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	
<b>Unit 3</b>	<b>Theory of Employment and Output</b>	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	
<b>Unit 4</b>	<b>Consumption and Investment</b>	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	
<p style="text-align: center;"><b>Semester IV</b> <b>DSE – 2B - Macro Economics II</b></p>		
<b>Unit 1</b>	<b>Money</b>	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	
<b>Unit 2</b>	<b>Inflation</b>	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	
<b>Unit 3</b>	<b>Business Cycles</b>	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	

<b>Unit 4</b>	<b>Macroeconomic Policies</b>	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><b>Course outline:</b></p> <p>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><b>Aims and objectives of course:</b></p> <ul style="list-style-type: none"> <li>• To develop the understanding of the basic concept of research.</li> <li>• To develop the understanding of the basic framework of sampling and data collection..</li> <li>• To develop the understanding of various sampling methods and techniques.</li> <li>• To identify various sources of information for data collection.</li> <li>• To develop the understanding of the conducting survey on various issues.</li> </ul> <p><b>Learning outcomes of course :</b></p> <p>On completion of the course, the student shall be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate his/her understanding of sampling methods and the ability to use collection of data</li> <li>• Identify the appropriate sample techniques for different kinds of research questions</li> <li>• Identify the appropriate source of data in relation to the collection of research data.</li> <li>• Able to classify and present the collected data in the form of graph, bar diagram, chart etc</li> </ul>	
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**Semester III**  
**Skill Enhancement Course (SEC): I**

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

<b>Unit</b>	<b>Name and Contents</b>	<b>Number of Lectures</b>
<b>Unit 1</b>	<b>Introduction Of Research</b>	<b>10</b>
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	
<b>Unit 2</b>	<b>Research Design</b>	<b>10</b>
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	
<b>Unit 3</b>	<b>Data Collection</b>	<b>10</b>
3.1	Meanings and Definition of Data Collection	
3.2	Primary Data	
3.3	Secondary Data Sources	
<b>SKILL DEVELOPMENT ACTIVITIES</b>	<b>SKILL DEVELOPMENT ACTIVITIES</b> <b>Continuous Assessment - (C. A.):</b> To compete any Three Skill Development Activities from the prescribed syllabus, each activity for 05 marks	<b>15</b>
<b>SEMESTER- IV</b> <b>SEC -2B - Skill Enhancement Course (SEC)-II</b>		
<b>Unit 1</b>	<b>Data Analysis</b>	<b>8</b>
1.1	Meaning and Definition of Data Analysis	
1.2	Nature And Importance	
1.3	1.3.1 Graphs	
	1.3.2 Tabulations	



<b>Unit 2</b>	<b>Measures of Central Tendencies</b>	<b>8</b>
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	
<b>Unit 3</b>	<b>Research Report</b>	<b>14</b>
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	
<b>SKILL DEVELOPMENT ACTIVITIES</b>	<b>SKILL DEVELOPMENT ACTIVITIES</b> <b>Continuous Assessment - (C. A.):</b> To compete any Three Skill Development Activities from the prescribed syllabus, each activity for 05 marks	<b>15</b>

#### **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*, 4<sup>th</sup> Edition, Sage Publications.

# 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	
<b>University Semester Exam</b>	<b>70</b>
<b>Internal Assessment</b>	<b>30</b>
<b>Total</b>	<b>100</b>

**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			
<b>Sr. No.</b>	<b>Question No.</b>	<b>Distribution of Marks</b>	<b>Total</b>
<b>1</b>	<b>Que.1</b>	<b>15</b>	
<b>2</b>	<b>Que.2</b>	<b>15</b>	
<b>3</b>	<b>Que.3</b>	<b>20</b>	
<b>4</b>	<b>Que.4</b>	<b>20</b>	
<b>Total</b>	<b>4</b>	<b>70</b>	<b>70</b>

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

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

**4. Guideline for Internal Assessment**

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

**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

#### **Reference Books: English**

1. Apte B.K., A History of the Maratha Navy and Merchant Ships, State Board for Literature and Culture, Bombay, 1973.
2. Apte B. K., ed. Chatrapati: Shivaji's Coronation Tercentenary Commemoration. Bombay: University of Bombay, 1974-75.
3. Bakshi, S. R. & Sharma, Sri Kant, The Great Marathas – 5, Marathas: The Administrative System, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000.
6. Chitnis, K.N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994.
4. Choksey, R.D., Economic Life in Bombay Deccan, Asia Publishing House, Mumbai, 1955.
5. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
9. Fukazawa, Hiroshi, The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries, Oxford University Press, New Delhi, 1991
10. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press, New Delhi, 1998.
11. Gune, Vithal Trimbak, The Judicial System of the Marathas, Deccan College, Pune, 1953
12. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
13. Kulkarni, A. R., Maharashtra: Society and Culture, Books and Books, New Delhi, 2000.
14. Kumar, Raj (ed.), Maratha Military Systems, Commonwealth Publishers, New Delhi, 2004.
15. Mahajan, T. T., Aspects of Agrarian and Urban History of The Marathas, Commonwealth Publishers, New Delhi, 1991.
16. Nadkarni, R.V., The Rise and Fall of the Maratha Empire, Popular Prakashan, Poona, 1966
17. Pagadi Setu Madhavrao, Chhatrapati Shivaji, Continental Prakashan, Pune, 1974
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.
20. Sardesai, G.S., The New History of the Marathas, Vol I: Shivaji and his Times, Phoenix Publications, Bombay, 1971
21. Sarkar, Jadunath, Shivaji and His Times, 6th edition, Sarkar & sons, 1973.
22. Sarkar, Jadunath, House of Shivaji, Orient Longman, Bombay, 1978.
23. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
24. Sen, Surendranath, The Military System of the Marathas, Orient Longmans, Calcutta, 1958.

25. Sen, Surendranath, Administrative System of the Marathas, K.P. Bagchi & Company, Calcutta, 1923.
26. Sherwani, H. K. and Joshi P. M. History of Medieval Deccan. 2 Vols. Hyderabad: Govt. of Andhra Pradesh, 1973.

### संदर्भ: मराठी

1. आत्रे त्रिं. ना. गावगाडा, गोखले इन्स्टिट्यूट, पुणे, १९६२ (प्रथमावृत्ती १९११)
2. आपटे द.वी आणि न. चिं केळकर (संपा.) शिवकालीन पत्रसार संग्रह, खंड १
3. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९७८
4. ग.ह. खरे आणि कुलकर्णी अ. रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३, कॉन्टिनेन्टल, पुणे, खंड १: १९८४, खंड २: १९८५, खंड ३: १९८६
5. ५.गर्गे स. मा., इतिहासाची साधने- एक शोधयात्रा, पॉप्युलर प्रकाशन, मुंबई
6. गायकवाड बी. डी., सरदेसाई, थोरात, हणमने, मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, १९८७
7. जोशी एस. एन., मराठेकालीन समाजदर्शन, अ. वि. गृह प्रकाशन, पुणे १९६०
8. जोशी एस. एन., अर्वाचीन महाराष्ट्रेतिहासकालातील राज्यकारभाराचा अभ्यास १६००-१६८०, खंड -१, पुणे विद्यापीठ प्रकाशन, पुणे, १९५९.
9. जोशी एस. एन. आणि भिंगारे एल. एन. (संपा.) आज्ञापत्र आणि राजनीती, पुणे, १९६०
10. जोशी एस. एन. (संपा.) छत्रपती शिवाजी राजे यांची बखर, चित्रशाळा, पुणे, १९६०
11. देशमुख शारदा, शिवकालीन व पेशवेकालीन स्त्रीजीवन, टिळक महाराष्ट्र विद्यापीठ, पुणे, १९७३
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)
14. मेहेंदळे गजानन, श्री. राजे शिवछत्रपती, खंड १-भाग १, खंड २, 'मेहेंदळे, पुणे, १९९९
15. शेजवलकर टी. एस., श्री शिवछत्रपती- प्रस्तावना, आराखडा व साधने, मराठा मंदीर प्रकाशन, 'मुंबई, १९६४
16. सरदार गं. बा., संतवाङ्माची सामाजिक फलश्रुती, श्री विद्या प्रकाशन, पुणे, १९८२
17. हेरवाडकर आर. व्ही., मराठी बखर, व्हीनस प्रकाशन, मुंबई, १९८६
18. सरदेसाई गो.स., मराठी रियासती, खंड १ ते ८, पॉप्युलर प्रकाशन, मुंबई

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**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) Alauddin Khalji: 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. Chitnis K.N., Glimpses of Medieval Indian and Institutions, Poona, 1981.
3. Chitnis K.N., Socio-Economic History of Medieval India, Atlantic Publishers and Distributors, New Delhi, 1990.
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 VI: The Delhi Sultanate, Bombay, 1967, 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.
8. Pandey A.B., Early Medieval India, Central Book Depot, Allahabad, 1970
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10. Raychaudhuri T, Irfan Habib (ed) The Cambridge Economic History of India, London, 1982.
11. Rizvi S.A., The Wonder that Was India, South Asia Books, 1996.
12. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Pearson, New Delhi, 2011
13. Satish Chandra, History of Medieval India, orient Black Swan, 2007.
14. Sherwani H. K. and Joshi P.H.(ed) - History of Medieval Deccan (1295 - 1724 AD) Vol I, Hyderabad, 1973, Vol II, Hyderabad, 1974.
15. Srivastava A. L The Sultanate of Delhi (711 – 1526 AD), Agra, 1974.
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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. Tarachand, Influence of Islam on Indian Culture, Delhi.
20. Mahajan V.D. History of India, Madras
21. Irfan Habib, Delhi Sultanate
22. Percy Brown - Art & Architecture, Islamic Architecture
23. Farooqui, A Comprehensive History of Medieval India, Pearson, Delhi.

**Marathi:**

1. Dr. Muhammad Ajan, Sufi Tatwadnyan : SwaproopAani Chintan, Padmagandha.
2. Chitnis K.N., MadhyayginBharatiyaSankalpanava Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai
3. Kulkarni V.V., Nevaskar Ashok MadhyayuginBharatachaItihas A.D.1206 te 1658, Vidya Prakashan, Nagpur.
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.
7. Mate M.S., Chavan Kamal, MadhyayuginKalabharati, Continental Prakashan, Pune.
8. Athaley Vibha, PrachinvaMadhyayugin Bharat.
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.
3. Irfan Habib( Sampa.), MadhyaKalin Bharat, Ank 3, RajkamalPrakashan, New Delhi
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6. Varma Harishchandra (Sampa.), Madhyakalin Bharat, Bhag 1, Hindi MadhyamKaryanvay Nideshalaya, Delhi Vishwavidyala, Delhi.

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**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

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

- 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.
- 5.Grant and Temperley, Europe in the 19th and 20 centuries.
- 6.Hazen, Modern Europe
- 7.Jain H. and K. Mathur, A History of the Modern World 1500 – 2000 A.D.,Jain Prakashan Mandir, Jaipur, 2014.
- 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**

- 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 गो .कोलारकर शं .,आधुनिक युरोप .
- ५ गायकवाड .,कदम ,थोरात ,पाटील ,आधुनिक जगाचा इतिहास .
- ६ जी. जोशी पी .,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
- ७ वैद्य सुमन .,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर .
- ८वैद्य सुमन .,कोठेकर शांता ,आधुनिक जग , साईनाथ प्रकाशन ,नागपुर.

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**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 20<sup>th</sup> 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. .
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**Proposed Syllabus in History for SYBA (Credit System) from the Academic Year 2020-2021**

**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. IBrahmi 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
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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 12<sup>th</sup> 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 6<sup>th</sup> 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, Pratiharas, 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 Canon of Indian Art or A Study of Vastuvidya*, Calcutta., 1963.
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## **Proposed Syllabus in History for SYBA (Credit System) from the Academic Year 2020-2021**

### **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

# **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 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.
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**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) Barabhai Council: Role of Mahadji Shinde and Nana Phadnis
- 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.
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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.
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25. Sen, Sailendra Nath, Anglo- Maratha Relations 1785 – 96, MacMillan, Delhi, 1974.
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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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2. ग.ह. खरे आणि कुलकर्णी अ. रा. (संपा.) मराठ्यांचा इतिहास, खंड १, २ आणि ३, कॉन्टिनेन्टल, पुणे, खंड १: १९८४, खंड २: १९८५, खंड ३: १९८६
3. खोबरेकर विठ्ठल गोपाळ, गुजरातेतील मराठी राजवट, पुणे, १९६२
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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

**Savitribai Phule Pune University, Pune**  
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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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5. Lane Poole Stanley, Medieval India, London, 1910
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9. Moreland E.H., India at the Death of Akbar: An Economic Study, London, 1920
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**Marathi:**

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3. Chitnis K.N., MadhyayginBharatiyaSankalpanava Sanstha Bhag 1 te 4, Allrich Enterprises, Mumbai
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.
6. Dixit N.S., PrachinvaMadyayugin Bharat Prarambhapasunte A.D. 1707. Pimpalapure& Co. Publishers, Nagpur.
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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MadhyamKaryanvayNideshalaya, Delhi Vishwavidyala, Delhi.

**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

1. Carr EH, International Relations Between the Two World Wars.
2. Cornwall 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
7. Jain H. and K. Mathur, A History of the Modern World 1500 - 2000 AD, Jain Prakashan Mandir, Jaipur , 2014.
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.



**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- 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 20<sup>th</sup> 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.

#### **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. जोशी पी .जी ,विसाव्या शतकातील जगाचा इतिहास ,विद्या प्रकाशन ,नागपुर .
7. गाठळ एस .एस – आधुनिक चीनचा इतिहास (१८४० ते १९५०) तीरूपति प्रकाशन, परभणि.

**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 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

# **Savitribai Phule Pune University, Pune**

**Proposed Syllabus in History for SYBA (Credit System) from 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

# **Savitribai Phule Pune University, Pune**

## **Proposed Syllabus in History for SYBA (Credit System) from 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) from 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.





## सावित्रीबाई फुले पुणे विद्यापीठ, पुणे

मराठी विषयाचा पुनर्रचित अभ्यासक्रम- जून २०२० पासून

द्वितीय वर्ष कला (S. Y. B. A.) मराठी

निवड आधारित श्रेयांक पद्धत

Choice Based Credit System [CBCS]

सत्र	विषयाचे नाव	संकेतांक	पूर्वीचे नाव
पहिले	भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : कादंबरी	[CC - 1 C (3)]	नियमित अभ्यासक्रम G2
दुसरे	भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : ललितगद्य	[CC - 1 D (3)]	
पहिले	व्यावहारिक व उपयोजित मराठी - भाग ३	[CC - 1 C (3)]	पर्यायी अभ्यासक्रम G2
दुसरे	व्यावहारिक व उपयोजित मराठी - भाग ४	[CC - 1 D (3)]	
पहिले	आधुनिक मराठी साहित्य : प्रकाशवाटा	[DSE 1 A (3)]	S1
दुसरे	मध्ययुगीन मराठी साहित्य : निवडक मध्ययुगीन गद्य, पद्य	[DSE 2 A (3)]	
पहिले	साहित्यविचार	[DSE 1 B (3)]	S2
दुसरे	साहित्य समीक्षा	[DSE 2 B (3)]	
पहिले	प्रकाशनव्यवहार आणि संपादन	SEC 2 A (2)	DSE विषयांशी निगडित अनिवार्य
दुसरे	उपयोजित लेखनकौशल्ये	SEC 2 B (2)	

## द्वितीय वर्ष कला (S. Y. B. A.)

नियमित अभ्यासक्रम

पहिले सत्र

विषयाचे नाव

भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : कादंबरी [CC – 1 C (3)]

### अभ्यासक्रमाची उद्दिष्टे :

१. कादंबरी या साहित्यप्रकाराचे स्वरूप, घटक, प्रकार आणि वाटचाल समजून घेणे.
२. नेमेलेल्या कादंबरीचे आकलन, आस्वाद आणि विश्लेषण करणे.
३. भाषिक कौशल्यविकास करणे.

घटक		तपशील	श्रेयांक	तासिका
१	अ	१ संगणक आणि मोबाईलवर युनिकोडमधून मराठी मुद्रण. २ कळफलक प्रकार : इनस्क्रिप्ट, फोनेटिक ३ मराठी टंकलेखन आणि युनिकोडचा वापर : गुगल इनपुट, मायक्रोसॉफ्ट इनपुट व इतर साधने	१	१५
	ब	१ कादंबरी : स्वरूप आणि घटक २ कादंबरी : प्रकार आणि वाटचाल		
२		अभ्यासपुस्तक रारंग ढांग – प्रभाकर पेंढारकर मौज प्रकाशन गृह, मुंबई	२	३०

### संदर्भ ग्रंथ :

१. साहित्य अध्यापन आणि प्रकार, संपादक श्री. पु. भागवत आणि इतर.
२. आधुनिक मराठी वाङ्मयाचा इतिहास, खंड ४, ५, ६, संपादक रा. श्री. जोग.
३. आधुनिक मराठी वाङ्मयाचा इतिहास, अ. ना. देशपांडे
४. मराठी कादंबरी : समाजशास्त्रीय समीक्षा, डॉ. रवींद्र ठाकूर
५. मराठी कादंबरीतील प्रादेशिकता, डॉ. भास्कर शेळके
६. मराठी ग्रामीण कादंबरी, डॉ. रवींद्र ठाकूर
७. मराठी कादंबरीचे पहिले शतक, कुसुमावती देशपांडे
८. कादंबरी आणि मराठी कादंबरी, उषा हस्तक
९. मराठी कादंबरी : तंत्र आणि विकास, प्रा. वा. बापट, ना. वा. गोडबोले
१०. मराठी प्रादेशिक कादंबरी : तंत्र आणि स्वरूप, डॉ. मदन कुलकर्णी
११. मराठी कादंबरी : चिंतन आणि समीक्षा, डॉ. चंद्रकांत बांदिवडेकर
१२. कादंबरी : सार आणि विस्तार, डॉ. महेंद्र कदम
१३. कादंबरीविषयी, हरिश्चंद्र थोरात

१४. सायबर संस्कृती, डॉ. रमेश वरखेडे
१५. उपयोजित मराठी, संपादक डॉ. केतकी मोडक, संतोष शेणई, सुजाता शेणई
१६. ओळख माहिती तंत्रज्ञानाची, टिमोथी जे. ओ लिअरी
१७. <https://play.google.com/store/apps/details?id=org.mkcl.solar.itmarathi&hl>
१८. <http://www.youtube.com/watch?v=oXAWMH5PDxY>

दुसरे सत्र  
विषयाचे नाव

भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : ललितगद्य [CC – 1 D (3)]

अभ्यासक्रमाची उद्दिष्टे :

१. ललितगद्य या साहित्यप्रकाराचे स्वरूप, घटक, प्रकार आणि वाटचाल समजून घेणे.
२. नेमलेल्या अभ्यासपुस्तकातील ललितगद्याचे आकलन, आस्वाद आणि विश्लेषण करणे.
३. भाषिक कौशल्यविकास करणे.

घटक		तपशील	श्रेयांक	तासिका
१	अ	गुगल साधनांचा अध्ययनातील वापर : गुगल फॉर्म, गुगल क्लासरूम, यु ट्यूब.	१	१५
	ब	१ ललितगद्य : स्वरूप आणि घटक २ ललितगद्य : प्रकार आणि वाटचाल		
२		अभ्यासपुस्तक साहित्यरंग संपादक प्रा. डॉ. शिरीष लांडगे, प्रा. डॉ. दिलीप पवार, प्रा. डॉ. जया कदम अक्षर वाङ्मय प्रकाशन, पुणे	२	३०

संदर्भ ग्रंथ :

१. लघुनिबंध ते मुक्तछंद, वि. शं. चौगुले
२. ग्रंथ संवाद, वि. शं. चौगुले
३. मराठी लघुनिबंधाचा इतिहास, डॉ. आनंद यादव
४. निबंध : शास्त्र व कला, डॉ. प्र. न. जोशी
५. मराठी निबंध, प्रा. म. वि. फाटक
६. प्रतिभा साधन, ना. सी. फडके
७. प्रदक्षिणा खंड १ आणि २
८. आधुनिक मराठी वाङ्मयाचा इतिहास, म.सा.प., पुणे.
९. मराठी प्रवासवर्णनाची वाटचाल, नीला पांढरे
१०. प्रवासवर्णन, वसंत सावंत
११. सायबर संस्कृती, डॉ. रमेश वरखेडे
१२. उपयोजित मराठी, संपादक डॉ. केतकी मोडक, संतोष शेणई, सुजाता शेणई
१३. ओळख माहिती तंत्रज्ञानाची, टिमोथी जे. ओ लिअरी
१४. <https://play.google.com/store/apps/details?id=org.mkcl.solar.itmarathi&hl>
१५. <http://www.youtube.com/watch?v=oXAWMH5PDxY>

**प्रश्नपत्रिकेचे स्वरूप**

- भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : कादंबरी [CC – 1 C (3)] (सत्र १)
- भाषिक कौशल्यविकास आणि आधुनिक मराठी साहित्यप्रकार : ललितगद्य [CC – 1 D (3)] (सत्र २)

विद्यापीठ सत्र परीक्षा		
वेळ : ३ तास	घटकनिहाय प्रश्न तपशील	गुण : ७०
प्रश्न क्रमांक		गुण
प्रश्न १ ला	५ पैकी ३ प्रश्नांची उत्तरे प्रत्येकी ५० शब्दांपर्यंत लिहा. (घटक १ व २)	१५
प्रश्न २ रा	३ पैकी २ प्रश्नांची उत्तरे प्रत्येकी १५० शब्दांपर्यंत लिहा. (घटक १)	२०
प्रश्न ३ रा	३ पैकी २ उपप्रश्नांची उत्तरे प्रत्येकी २०० शब्दांपर्यंत लिहा. (घटक २)	२०
प्रश्न ४ था	२ पैकी १ प्रश्नाचे उत्तर ३०० शब्दांपर्यंत लिहा. (घटक २)	१५
सत्र परीक्षा एकूण गुण		७०
अंतर्गत मूल्यमापन		
(घटक १)		१०
१ अभ्यासेतर-अभ्यासपूरक उपक्रम : जिल्हा ते आंतरराष्ट्रीय स्तरावरील यशस्वी सहभाग / साहित्यविषयक विशेष योगदान / अभ्याससहल / क्षेत्रभेट / अहवाल लेखन		
२ प्रकल्प कार्य / सादरीकरण / स्वाध्याय / चर्चासत्र / गटचर्चा /अभिवाचन		
चाचणी (घटक २)		२०
सत्र परीक्षा आणि अंतर्गत मूल्यमापन एकूण गुण		१००
विशेष सूचना :		
<ul style="list-style-type: none"> <li>● अंतर्गत मूल्यमापनाचे नियोजन महाविद्यालयाने करावे.</li> <li>● विद्यार्थ्यांचे अंतर्गत मूल्यमापनविषयक लेखन / तपशील विद्यापीठाच्या निर्देशानुसार, विहित कालावधीपर्यंत महाविद्यालयाकडे जमा असणे आवश्यक आहे.</li> <li>● विद्यापीठाच्या निर्देशानुसार विहित मुदतीत गुण विद्यापीठाकडे पाठवावे.</li> </ul>		



## द्वितीय वर्ष कला (S. Y. B. A.)

पर्यायी अभ्यासक्रम

पहिले सत्र

विषयाचे नाव

व्यावहारिक व उपयोजित मराठी - भाग ३ [CC – 1 C (3)]

### अभ्यासक्रमाची उद्दिष्टे :

१. उपयोजित व सर्जनशील लेखनाची क्षमता विकसित करणे.
२. मराठी भाषेची कार्यालयीन, व्यावसायिक कामकाजातील गरज, स्वरूप आणि उपयोजन यांची माहिती करून घेणे.
३. कार्यालयीन, व्यावसायिक भाषा व्यवहारासाठी आवश्यक लेखनकौशल्ये प्राप्त करणे.
४. नवसमाजमाध्यमांतील विविध भाषिक आविष्कारांचे स्वरूप समजून घेणे.

घटक	तपशील	श्रेयांक	तासिका
१	भाषा आणि जीवनव्यवहार भाषा म्हणजे काय? परिभाषेची आवश्यकता, विविध शब्दकोशांची ओळख, शास्त्रीय, व्यवहार, साहित्य, कार्यालयीन भाषा.	१	१५
२	कार्यालयीन लेखन : औपचारिक : माहितीपत्रक, परिपत्रक, सूचना पत्रक इ. अनौपचारिक : ट्विटर, व्हाट्सअप, चित्रफिती इत्यादी	१	१५
३	स्वपरिचय, अर्ज लेखन, जाहिरात लेखन	१	१५

दुसरे सत्र  
विषयाचे नाव

व्यावहारिक व उपयोजित मराठी - भाग ४ [CC – 1 D (3)]

अभ्यासक्रमाची उद्दिष्टे :

१. उपयोजित व सर्जनशील लेखनाची क्षमता विकसित करणे.
२. संगणकाची भाषा आणि त्यातील विविध भाषिक आविष्कारांचे स्वरूप समजून घेणे.
३. विविध कोशांसाठी नोंदलेखन क्षमता विकसित करणे.

घटक	तपशील	श्रेयांक	तासिका
१	इतिवृत्त आणि टिप्पणी लेखन	१	१५
२	संगणक आणि मराठी : मुक्तस्रोत साधनांचा वापर, युनिकोड टंक ओळख, वर्ड एक्सेल, पॉवर पॉईंट.	१	१५
३	विश्वकोश, ज्ञानकोश, विकिपीडिया लेखन : नोंद म्हणजे काय? नोंदीची उदाहरणे, नोंदीची भाषांतरे, प्रत्यक्ष नोंदलेखन	१	१५

संदर्भ ग्रंथ :

१. संगणक, अच्युत गोडबोले, मौज प्रकाशन, मुंबई.
२. इंटरनेट, डॉ. प्रबोध चोबे, मनोरमा प्रकाशन, मुंबई.
३. व्यावहारिक मराठी, डॉ. ल. रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
४. आधुनिक माहिती तंत्रज्ञानाच्या विश्वात, दीपक शिक्रापूरकर, उज्ज्वल मराठे, उत्कर्ष प्रकाशन, पुणे.
५. भाषांतरमीमांसा, कल्याण काळे, अंजली सोमण.
६. व्यावहारिक मराठी, पुणे विद्यापीठ प्रकाशन, पुणे.
७. व्यावहारिक मराठी, डॉ. कल्याण काळे, डॉ. दत्तात्रेय पुंडे, निराली प्रकाशन, पुणे.
८. व्यावहारिक मराठी, डॉ. लीला गोविलकर, डॉ. जयश्री पाटणकर, स्नेहवर्धन प्रकाशन, पुणे.
९. प्रसारमाध्यमांसाठी लेखन कौशल्य, यशवंतराव चव्हाण मुक्त विद्यापीठ नाशिक.
१०. व्यावहारिक मराठी, डॉ. सयाजीराजे मोकाशी, डॉ. रंजना नेमाडे
११. व्यावहारिक मराठी, डॉ. ल. रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
१२. प्रसार माध्यमे आणि मराठी भाषा, संपादक, डॉ. भास्कर शेळके
१३. व्यावहारिक व उपयोजित मराठी आणि प्रसारमाध्यमांची कार्यशैली, संपादक, डॉ. संदीप सांगळे
१४. व्यावहारिक आणि उपयोजित मराठी, डॉ. मनोहर रोकडे
१५. मराठी भाषा उपयोजन आणि सर्जन, प्रा. सुहासकुमार बोबडे
१६. व्यावहारिक मराठी, संपादक डॉ. स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे.
१७. भाषांतरमीमांसा, संपादक डॉ. रमेश वरखेडे, यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
१८. सायबर संस्कृती, डॉ. रमेश वरखेडे
१९. उपयोजित मराठी, संपादक डॉ. केतकी मोडक, संतोष शेणई, सुजाता शेणई
२०. ओळख माहिती तंत्रज्ञानाची, टिमोथी जे. ओ लिअरी
२१. <https://play.google.com/store/apps/details?id=org.mkcl.solar.itmarathi&hl>

**प्रश्नपत्रिकेचे स्वरूप**

- व्यावहारिक व उपयोजित मराठी - भाग ३ [CC – 1 C (3)] (सत्र १)
- व्यावहारिक व उपयोजित मराठी - भाग ४ [CC – 1 D (3)] (सत्र २)

विद्यापीठ सत्र परीक्षा		
वेळ : ३ तास	घटकनिहाय प्रश्न तपशील	गुण : ७०
प्रश्न क्रमांक		गुण
प्रश्न १ ला	६ पैकी ४ प्रश्नांची उत्तरे लिहा. (घटक २ व ३)	२०
प्रश्न २ रा	३ पैकी २ उपप्रश्नांची उत्तरे लिहा. (घटक १)	२०
प्रश्न ३ रा	३ पैकी २ उपप्रश्नांची उत्तरे लिहा. (घटक २ आणि ३)	२०
प्रश्न ४ था	२ पैकी १ उपप्रश्नाचे उत्तर लिहा. (घटक २ आणि ३)	१०
सत्र परीक्षा एकूण गुण		७०
अंतर्गत मूल्यमापन		
चाचणी (घटक २ आणि ३)		२०
(घटक-१)		१०
१ अभ्यासेतर - अभ्यासपूरक उपक्रम : जिल्हा ते आंतरराष्ट्रीय स्तरावरील यशस्वी सहभाग / साहित्यविषयक विशेष योगदान / अभ्याससहल / क्षेत्रभेट / अहवाल लेखन		
२ प्रकल्प कार्य / सादरीकरण / स्वाध्याय / चर्चासत्र / गटचर्चा / अभिवाचन		
सत्र परीक्षा आणि अंतर्गत मूल्यमापन एकूण गुण		१००
विशेष सूचना :		
<ul style="list-style-type: none"><li>● अंतर्गत मूल्यमापनाचे नियोजन महाविद्यालयाने करावे.</li><li>● विद्यार्थ्यांचे अंतर्गत मूल्यमापनविषयक लेखन / तपशील विद्यापीठाच्या निर्देशानुसार, विहित कालावधीपर्यंत महाविद्यालयाकडे जमा असणे आवश्यक आहे.</li><li>● विद्यापीठाच्या निर्देशानुसार विहित मुदतीत गुण विद्यापीठाकडे पाठवावे.</li></ul>		

द्वितीय वर्ष कला (S. Y. B. A.)

पहिले सत्र

विषयाचे नाव

आधुनिक मराठी साहित्य : प्रकाशवाटा [DSE 1 A (3)]

अभ्यासक्रमाची उद्दिष्टे :

१. आत्मचरित्र या साहित्यप्रकाराचे स्वरूप, संकल्पना समजावून घेणे.
२. आत्मचरित्र या साहित्यप्रकाराच्या प्रेरणा आणि वाटचाल यांची ओळख करून घेणे.
३. ललित गद्यातील अन्य साहित्यप्रकारांच्या तुलनेत आत्मचरित्राचे वेगळेपण समजावून घेणे.
४. नेमलेल्या या आत्मचरित्राचे आकलन, आस्वाद आणि विश्लेषण करणे.

घटक	तपशील	श्रेयांक	तासिका
१	आत्मचरित्र : संकल्पना, स्वरूप; प्रेरणा आणि वाटचाल ललित गद्यातील अन्य साहित्यप्रकारांच्या तुलनेत आत्मचरित्राचे वेगळेपण	१	१५
२	अभ्यासपुस्तक प्रकाशवाटा - डॉ. प्रकाश आमटे समकालीन प्रकाशन, पुणे	२	३०

संदर्भ ग्रंथ:

१. चरित्र - आत्मचरित्र, अ. म. जोशी
२. चरित्र - आत्मचरित्र, सदा कऱ्हाडे
३. आत्मचरित्र मीमांसा, आनंद यादव
४. मराठीतील आत्मचरित्रपर लेखन, ऊषा हस्तक
५. मराठी वाङ्मय कोश, खंड ४, संपादक, विजया राजाध्यक्ष
६. आत्मचरित्र, मराठी विश्वकोश, खंड २
७. २० व्या शतकातील मराठी आत्मचरित्र, उषा हस्तक

दुसरे सत्र  
विषयाचे नाव

मध्ययुगीन मराठी साहित्य: निवडक मध्ययुगीन गद्य, पद्य [DSE 2 A (3)]

अभ्यासक्रमाची उद्दिष्टे :

१. मध्ययुगीन गद्य – पद्य साहित्यप्रकारांची ओळख करून घेणे.
२. नेमलेल्या अभ्यासपुस्तकातील मध्ययुगीन गद्य - पद्याचे आकलन, आस्वाद आणि विश्लेषण करणे.

घटक	तपशील	श्रेयांक	तासिका
१	मध्ययुगीन गद्य : महानुभावीय गद्य, बखर, ऐतिहासिक पत्रे; स्वरूप आणि विशेष मध्ययुगीन पद्य : अभंग, भारूड, गवळण, पोवाडा, लावणी; स्वरूप आणि विशेष	१	१५
२	अभ्यासपुस्तक निवडक मध्ययुगीन गद्य, पद्य संपादक प्रा. डॉ. शिरीष लांडगे, प्रा. डॉ. प्रभाकर देसाई, प्रा. डॉ. प्रकाश शेवाळे प्रशांत पब्लिकेशन्स, जळगाव	२	३०

संदर्भ ग्रंथ

१. पाच संतकवी, शं.गो.तुळपुळे
२. महाराष्ट्र सारस्वत, वि.ल.भावे,शं.गो.तुळपुळे
३. संत कवी आणि कवयित्री : एक अनुबंध, सुहासिनी इर्लेकर
४. संत साहित्य दर्शन, उषा देशमुख
५. प्राचीन मराठी वाङ्मयाचा इतिहास, ल. रा. नासिराबादकर
६. संत वचनामृत, रा. द. रानडे
७. ज्ञानेश्वरांची जीवननिष्ठा, गं. बा. सरदार
८. संत नामदेव, हे. वि. इनामदार
९. प्राचीन मराठी वाङ्मयाचा इतिहास, अ. ना. देशपांडे
१०. संत वाङ्मयाची सामाजिक फलश्रुती, गं. बा. सरदार
११. श्री एकनाथ: वाङ्मय आणि कार्य, न. र. फाटक
१२. तुकाराम दर्शन, सदानंद मोरे
१३. संतसाहित्य आकलन आणि अध्यापन, संपादक वसंत आबाजी डहाके आणि इतर, महाराष्ट्र राज्य माध्य. व उच्च माध्य. शिक्षण मंडळ, पुणे.
१४. नामदेव गाथा, ह. श्री. शेणोलीकर, साहित्य अकादेमी
१५. महानुभाव आणि वारकरी साहित्य, सुग्राम पुल्ले
१६. महानुभाव आणि वारकरी साहित्याचे अंतरंग, सुग्राम पुल्ले
१७. साहित्याची सामाजिकता, डॉ.सतीश बडवे,शब्दालय प्रकाशन,श्रीरामपूर,अहमदनगर.

१८. मध्ययुगीन साहित्याविषयी, डॉ.सतीश बडवे, मीरा बुक्स व पब्लिकेशन,औरंगाबाद.
१९. संत साहित्य समीक्षेचे बीजप्रवाह, डॉ.सतीश बडवे, गुरुकुल प्रतिष्ठान,पुणे.
२०. मराठी संत कवयित्रींचा इतिहास, डॉ. विद्यासागर पटांगणकर
२१. वारकरी संप्रदाय : साहित्य व तत्त्वज्ञान, डॉ. विद्यासागर पटांगणकर
२२. मध्ययुगीन मराठी वाङ्मयाचा इतिहास, डॉ. विद्यासागर पटांगणकर
२३. तुका झाला पांडुरंग, दीपक बिचे
२४. संत शिरोमणी बाबा नामदेव, दीपक बिचे

### प्रश्नपत्रिकेचे स्वरूप

- आधुनिक मराठी साहित्य : प्रकाशवाटा - डॉ. प्रकाश आमटे [DSE 1 A (3)] (सत्र १)
- मध्ययुगीन मराठी साहित्य : निवडक मध्ययुगीन गद्य, पद्य [DSE 2 A (3)] (सत्र २)

विद्यापीठ सत्र परीक्षा		
वेळ : ३ तास	घटकनिहाय प्रश्न तपशील	गुण : ७०
प्रश्न क्रमांक		गुण
प्रश्न १ ला	५ पैकी ३ प्रश्नांची उत्तरे प्रत्येकी ५० शब्दांपर्यंत लिहा. (घटक १ व २)	१५
प्रश्न २ रा	३ पैकी २ प्रश्नांची उत्तरे प्रत्येकी १५० शब्दांपर्यंत लिहा. (घटक १)	२०
प्रश्न ३ रा	३ पैकी २ उपप्रश्नांची उत्तरे प्रत्येकी २०० शब्दांपर्यंत लिहा. (घटक २)	२०
प्रश्न ४ था	२ पैकी १ प्रश्नाचे उत्तर ३०० शब्दांपर्यंत लिहा. (घटक २)	१५
सत्र परीक्षा एकूण गुण		७०
अंतर्गत मूल्यमापन		
(घटक-१)		१०
१. अभ्यासेतर-अभ्यासपूरक उपक्रम : जिल्हा ते आंतरराष्ट्रीय स्तरावरील यशस्वी सहभाग / साहित्यविषयक विशेष योगदान / अभ्याससहल / क्षेत्रभेट / अहवाल लेखन		
२. प्रकल्प कार्य / सादरीकरण / स्वाध्याय / चर्चासत्र / गटचर्चा / अभिवाचन		२०
चाचणी (घटक २ आणि ३)		
सत्र परीक्षा आणि अंतर्गत मूल्यमापन एकूण गुण		१००
विशेष सूचना :		
<ul style="list-style-type: none"><li>अंतर्गत मूल्यमापनाचे नियोजन महाविद्यालयाने करावे.</li><li>विद्यार्थ्यांचे अंतर्गत मूल्यमापनविषयक लेखन / तपशील विद्यापीठाच्या निर्देशानुसार, विहित कालावधीपर्यंत महाविद्यालयाकडे जमा असणे आवश्यक आहे.</li><li>विद्यापीठाच्या निर्देशानुसार विहित मुदतीत गुण विद्यापीठाकडे पाठवावे.</li></ul>		

द्वितीय वर्ष कला (S. Y. B. A.)

पहिले सत्र

विषयाचे नाव

साहित्यविचार [DSE 1 B (3)]

अभ्यासक्रमाची उद्दिष्टे :

१. भारतीय आणि पाश्चात्य साहित्यविचाराच्या आधारे साहित्याची संकल्पना, स्वरूप आणि प्रयोजनविचार समजावून घेणे.
२. साहित्याची निर्मितिप्रक्रिया समजावून घेणे.
३. साहित्याची भाषा आणि शैली विषयक विचार समजावून घेणे.

घटक	तपशील	श्रेयांक	तासिका
१	<ul style="list-style-type: none"><li>● साहित्याचे स्वरूप आणि प्रयोजन</li><li>१. साहित्याची संकल्पना (भारतीय, पाश्चात्यांच्या व्याख्या), साहित्यातील अनुभवाचे विशेष : वास्तव आणि कल्पित यांचा संबंध, संवेदनात्मकता, भावनात्मकता, वैचारिकता, सेन्द्रीयत्व, सूचकता, विशिष्ट आणि विश्वात्मकता</li><li>२. प्रयोजन म्हणजे काय? मम्मटाची प्रयोजने; तसेच इच्छापूती, जिज्ञासातृप्ती, विरेचन, आत्माविष्कार, अनुभवविश्वाची समृद्धी, स्वप्नरंजन, उद्धोधन, प्रचार, मनोरंजन, आनंद या प्रयोजनांचा विचार.</li></ul>	१	१५
२	<ul style="list-style-type: none"><li>● साहित्याची निर्मितिप्रक्रिया</li><li>१. प्रतिभा, स्फूर्ती, कल्पना, चमत्कृती यांचे स्वरूप, संकल्पना आणि कार्य; साहित्यिकाचे व्यक्तिमत्त्व : संवेदनक्षमता, शैशववृत्ती, अनुभवसमृद्धी व विद्वत्ता, साहित्यिकाचा जीवनविषयक आणि साहित्य विषयक दृष्टिकोन.</li></ul>	१	१५
३	<ul style="list-style-type: none"><li>● साहित्याची सामाजिकता व भाषा</li><li>१. साहित्य आणि समाज, जीवनमूल्ये आणि साहित्य मूल्ये, साहित्यवाचनाची प्रक्रिया व आवश्यकता</li><li>२. साहित्याची भाषा : शब्दार्थाचा वक्रव्यापार; वक्रोक्ती, अलंकार, प्रतिमा, प्रतीक, प्राक्कथा</li><li>३. शैली विषयक स्थूल चर्चा - लेखक, आशय, साहित्यप्रकार या अनुरोधाने चर्चा</li></ul>	१	१५

### संदर्भ साहित्य :

१. साहित्यविचार, डॉ. अ. वा. कुलकर्णी
२. साहित्यविचार, (संपा.) डॉ. द.दि. पुंढे, डॉ. स्नेहल तावरे
३. साहित्यविचार, भालचंद्र खांडेकर
४. भारतीय साहित्यविचार, डॉ. लीला गोविलकर
५. काव्यशास्त्र प्रदीप, डॉ. स. रा. गाडगीळ
६. वाङ्मयीन शैली आणि तंत्र, म. द. हातकणंगलेकर
७. साहित्य आणि सामाजिक संदर्भ – रा. ग जाधव
८. साहित्य व सामाजिक संदर्भ – डॉ. अंजली सोमण
९. कविता आणि प्रतिमा - सुधीर रसाळ
१०. साहित्यशास्त्र स्वरूप व समस्या, डॉ. वसंत पाटणकर
११. साहित्य स्वरूप आणि समीक्षा, वा. ल. कुलकर्णी
१२. पाश्चात्य साहित्यविचार, बालशंकर देशपांडे



**द्वितीय सत्र**  
**विषयाचे नाव**  
**साहित्य समीक्षा [DSE 2 B(3)]**

**अभ्यासक्रमाची उद्दिष्टे :**

१. साहित्य समीक्षेची संकल्पना, स्वरूप यांचा परिचय करून घेणे.
२. साहित्य आणि समीक्षा यांचे परस्पर संबंध समजावून घेणे व अभ्यासणे .
३. साहित्यप्रकारानुसार समीक्षेचे स्वरूप समजावून घेणे व अभ्यासणे .
४. ग्रंथ परिचय, परीक्षण व समीक्षण यातील फरक समजावून घेणे.

घटक	तपशील	श्रेयांक	तासिका
१	<ul style="list-style-type: none"> <li>● समीक्षा : संकल्पना आणि स्वरूप</li> <li>१. समीक्षा : संकल्पना, स्वरूप आणि प्रयोजन</li> <li>२. समीक्षा : व्याप्ती आणि प्रकार</li> <li>३. साहित्यविचार आणि समीक्षा यातील अनुबंध</li> <li>४. साहित्यव्यवहारातील समीक्षेचे स्थान व कार्य</li> </ul>	१	१५
२	<ul style="list-style-type: none"> <li>● साहित्य आणि समीक्षा यांचे परस्पर संबंध</li> <li>१. साहित्यकृती आणि वाचक</li> <li>२. साहित्यकृती आणि समीक्षक</li> <li>३. समीक्षेतील साहित्याच्या आकलन, आस्वाद, विश्लेषण, अर्थनिर्णयन, मूल्यमापन आणि शब्दांकन यांचे स्थान व कार्य</li> </ul>	१	१५
३	<ul style="list-style-type: none"> <li>● समीक्षकाचे गुण व पाळावयाची पथ्ये</li> <li>१. समीक्षकाचे गुण : रसिकता, प्रज्ञा, तुलनाक्षमता, चिकित्सकता, मूल्यविवेक, विश्लेषकता, व्युत्पन्नता, तुलनाक्षमता इ.</li> <li>२. समीक्षकाने पाळावयाची पथ्ये : समीक्षाविषयाचे अवधान व तारतम्य, निकषाचे तारतम्य, व्यक्तिनिष्ठता व वस्तुनिष्ठता यांचे तारतम्य, मांडणी व शैली यांचे तारतम्य, संगती व सुसूत्रता यांचे भान, नेमकेपणा व तार्किकता या संबंधीचा विवेक, वाङ्मयीन मूल्ये व जीवनमूल्ये यांचा परस्परसंबंध आणि त्यांच्या वापराबाबत करावयाचा विवेक.</li> <li>३. भाषिक, साहित्यिक, सांस्कृतिक संकेत आणि मूल्यव्यवहार</li> <li>४. उपयोजित समीक्षा : ग्रंथ परिचय, ग्रंथ परीक्षण, ग्रंथ समीक्षा</li> </ul>	१	१५

**संदर्भग्रंथ :**

१. साहित्य : स्वरूप आणि समीक्षा, वा. ल. कुलकर्णी

२. समीक्षामीमांसा, गंगाधर पाटील
३. मराठीचे साहित्यशास्त्र, मा. गो. देशमुख
४. टीका आणि टीकाकार, वा. भा. पाठक
५. साहित्यविचार आणि सौंदर्यशास्त्र, रा. भा. पाटणकर
६. मराठी समीक्षेची वाटचाल, गो. म. कुलकर्णी
७. सौंदर्यानुभव, प्रभाकर पाध्ये
८. सौंदर्य आणि साहित्य, बा. सी. मर्ढेकर
९. साहित्यातील अधोरेखिते, म. द. हातकणंगलेकर
१०. अब्राह्मणी साहित्याचे सौंदर्यशास्त्र, शरद पाटील
११. मराठी समीक्षेची सद्यस्थिती, वसंत आबाजी डहाके
१२. मराठी समीक्षेची वाटचाल, नीला पांढरे
१३. साहित्याची भाषा, भालचंद्र नेमाडे
१४. टीकास्वयंवर, भालचंद्र नेमाडे
१५. आधुनिक समीक्षा सिद्धांत, मिलिंद मालशे, अशोक जोशी
१६. समीक्षेतील नव्या संकल्पना, संपा. मनोहर जाधव
१७. साहित्य समाज आणि संस्कृती, दिगंबर पाध्ये
१८. मराठी कादंबरीची उपयोजित समीक्षा, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे
१९. मराठी कादंबरी समाजशास्त्रीय समीक्षा, रवींद्र ठाकूर, दिलीपराज प्रकाशन, पुणे
२०. साहित्य संशोधन : वाटा आणि वळणे, डॉ. सुधाकर शेलार, अक्षरवाङ्मय प्रकाशन, पुणे.
२१. साहित्य संशोधन व समीक्षा, राजेंद्र सलालकर

**प्रश्नपत्रिकेचे स्वरूप**

- साहित्यविचार [DSE 1 B(3)]
- साहित्य समीक्षा [DSE 2 B(3)]

विद्यापीठ सत्र परीक्षा		
वेळ : ३ तास	घटकनिहाय प्रश्न तपशील	गुण : ७०
प्रश्न क्रमांक		गुण
प्रश्न १ ला	३ पैकी २ प्रश्नांची उत्तरे प्रत्येकी ५० शब्दांपर्यंत लिहा. ( घटक १,२, ३)	१०
प्रश्न २ रा	३ पैकी २ प्रश्नांची उत्तरे प्रत्येकी १५० शब्दांपर्यंत लिहा. (घटक १)	२०
प्रश्न ३ रा	३ पैकी २ प्रश्नांची उत्तरे प्रत्येकी २०० शब्दांपर्यंत लिहा. (घटक २)	२०
प्रश्न ४ था	३ पैकी २ प्रश्नांचे उत्तर २०० शब्दांपर्यंत लिहा. (घटक ३ )	२०
सत्र परीक्षा एकूण गुण		७०
अंतर्गत मूल्यमापन		
(घटक-१)		१०
१ अभ्यासेतर - अभ्यासपूरक उपक्रम : जिल्हा ते आंतरराष्ट्रीय स्तरावरील यशस्वी सहभाग / साहित्यविषयक विशेष योगदान / अभ्याससहल-क्षेत्रभेट अहवाल लेखन / प्रकल्प कार्य / सादरीकरण / स्वाध्याय /चर्चासत्र / गटचर्चा /अभिवाचन		
चाचणी (घटक २ आणि ३)		२०
सत्र परीक्षा आणि अंतर्गत मूल्यमापन एकूण गुण		१००
विशेष सूचना :		
<ul style="list-style-type: none"> <li>अंतर्गत मूल्यमापनाचे नियोजन महाविद्यालयाने करावे.</li> <li>विद्यार्थ्यांचे अंतर्गत मूल्यमापनविषयक लेखन / तपशील विद्यापीठाच्या निर्देशानुसार, विहित कालावधीपर्यंत महाविद्यालयाकडे जमा असणे आवश्यक आहे.</li> <li>विद्यापीठाच्या निर्देशानुसार विहित मुदतीत गुण विद्यापीठाकडे पाठवावे.</li> </ul>		

## द्वितीय वर्ष कला (S. Y. B. A.)

कौशल्याधिष्ठित अभ्यासक्रम

पहिले सत्र

विषयाचे नाव

प्रकाशनव्यवहार आणि संपादन [SEC 2 A (2)]

अभ्यासक्रमाची उद्दिष्टे :

१. प्रकाशनव्यवहार आणि संपादन यासाठी आवश्यक कौशल्ये मिळविणे.
२. प्रकाशनव्यवहार आणि संपादन यासाठी आवश्यक प्रशिक्षण घेणे.
३. प्रकाशनव्यवहार आणि संपादन यासाठी प्रात्यक्षिकासह उपयोजनाची कौशल्ये मिळविणे.
४. प्रकाशन संस्था, जाहिरात संस्था, छापखाने, वृत्तपत्र कार्यालये, वितरण संस्था, ग्रंथ विक्री दुकाने, फ्लेक्स निर्मिती केंद्र, वार्ताहर यांना भेटी देऊन प्रशिक्षण घेणे.

घटक		तपशील	श्रेयांक	तासिका
१	१	प्रकाशन संस्था : स्वरूप, कार्यप्रणाली, कॉपीराईट कायद्याची तोंडओळख, ग्रंथविक्री, वितरण, जाहिरात, वाचकसंवाद.		
१	२	ग्रंथनिर्मिती प्रक्रिया, ग्रंथ प्रकार : ललित, माहितीपर, शास्त्रीय, संदर्भग्रंथ इ.; ग्रंथनिर्मिती : संहिता संपादन, संपादकीय संस्कार, लेखक संवाद, मुखपृष्ठ, मुद्रणप्रत, छपाई, ग्रंथ बांधणी.	१	१५
२	१	मुद्रितशोधन : लेखनविषयक नियम, मुद्रितशोधन खुणा, विरामचिन्हे, अवतरणे, संक्षेप, मजकुराची मांडणी, चित्र रेखाटन योजना, सूची, संदर्भग्रंथसूची, परिशिष्टे, दर्शनीय स्वरूप, आकार.	१	१५

संदर्भ ग्रंथ :

- १ पॉप्युलर रीतिपुस्तक, रामदास भटकळ, मृदुला जोशी
- २ सुगम मराठी व्याकरण व लेखन - मो.रा. वाळंबे
- ३ मराठीचे व्याकरण, डॉ. लीला गोविलकर
- ४ मराठी लेखन मार्गदर्शिका, यास्मिन शेख
- ५ मुद्रित-शोधन, य. ए. धायगुडे
- ६ शुद्ध शब्दकोश, डॉ. स्नेहल तावरे
- ७ मराठी शुद्धलेखन नियमावली, डॉ. स्नेहल तावरे
- ८ मराठी लेखन कोश, अरुण फडके
- ९ शुद्धलेखन मार्गप्रदीप, अरुण फडके
- १० उपयोजित मराठी, संपादक डॉ. केतकी मोडक, संतोष शेणई, सुजाता शेणई

- ११ मराठी व्याकरण स्वरूप आणि चिकित्सा, खंडेराव कुलकर्णी
- १२ लेखनमित्र, संपादक, संकलक, संतोष शिंदे आणि लौकिका रास्ते – गोखले
- १३ प्रकाशनविश्व, संपादक मोहन वैद्य
- १४ ए डिक्शनरी ऑफ मराठी अँड इंग्लिश – मोल्स्वर्थ  
<https://dsal.uchicago.edu/dictionaries/molesworth/>
- १५ भाषा संचालनालयाने प्रकाशित केलेले विषयवार कोश [www.marathibhasha.org](http://www.marathibhasha.org)
- १६ महाराष्ट्र शब्दकोश – संपादक य . रा . दाते आणि चिं. ग. कर्वे  
<https://www.transliterator.org/dictionary/mr.kosh.maharashtra/source>

**दुसरे सत्र**  
**विषयाचे नाव**  
**उपयोजित लेखनकौशल्ये [SEC 2 B (2)]**

**अभ्यासक्रमाची उद्दिष्टे :**

१. जाहिरात, मुलाखतलेखन आणि संपादन यासाठी आवश्यक कौशल्ये मिळविणे.
२. जाहिरात, मुलाखतलेखन आणि संपादन यासाठी आवश्यक प्रशिक्षण घेणे.
३. जाहिरात, मुलाखतलेखन आणि संपादन यासाठी प्रात्यक्षिकासह उपयोजनाची कौशल्ये मिळविणे.

घटक		तपशील	श्रेयांक	तासिका
१	१	जाहिरातलेखन : प्रयोजन, स्वरूप, प्रकार, विविध माध्यमांतील जाहिरातींचे स्थान, जाहिरात कल्पना आणि संहितालेखन, इंटरनेट (माहिती महाजाल) जाहिरात आणि संहितालेखन	१	१५
	२	मुलाखतलेखन : वृत्तपत्रे, नियतकालिके, दृक्श्राव्य माध्यमांसाठी मुलाखतलेखन		
२	१	माहितीपर नोंदी : शास्त्रीय ज्ञानकोश, विविध प्रकारचे ज्ञानकोश (विकिपीडिया, विश्वकोश इ. साठी) नोंदलेखन, विविध माध्यमांसाठी नोंद लेखन, प्रात्यक्षिके इ.	१	१५

**संदर्भ ग्रंथ :**

१. संगणक, अच्युत गोडबोले, मौज प्रकाशन, मुंबई.
२. इंटरनेट, डॉ. प्रबोध चोबे, मनोरमा प्रकाशन, मुंबई.
३. व्यावहारिक मराठी, डॉ. ल. रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
४. आधुनिक माहिती तंत्रज्ञानाच्या विश्वात, शिक्रापूरकर दीपक, मराठे उज्ज्वल, उत्कर्ष प्रकाशन, पुणे.
५. भाषांतरमीमांसा, कल्याण काळे, अंजली सोमण.
६. व्यावहारिक मराठी, पुणे विद्यापीठ प्रकाशन, पुणे.
७. व्यावहारिक मराठी, डॉ. कल्याण काळे, डॉ. दत्तात्रेय पुंडे, निराली प्रकाशन, पुणे.
८. व्यावहारिक मराठी, डॉ. लीला गोविलकर, डॉ. जयश्री पाटणकर, स्नेहवर्धन प्रकाशन, पुणे.
९. व्यावहारिक मराठी, डॉ. सयाजीराजे मोकाशी, डॉ. रंजना नेमाडे
१०. व्यावहारिक मराठी, डॉ. ल. रा. नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
११. प्रसारमाध्यमांसाठी लेखन कौशल्ये, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
१२. प्रसार माध्यमे आणि मराठी भाषा, संपादक, डॉ. भास्कर शेळके
१३. व्यावहारिक व उपयोजित मराठी आणि प्रसारमाध्यमांची कार्यशैली, संपादक, डॉ. संदीप सांगळे
१४. व्यावहारिक आणि उपयोजित मराठी, डॉ. मनोहर रोकडे
१५. मराठी भाषा उपयोजन आणि सर्जन, प्रा. सुहासकुमार बोबडे

१६. व्यावहारिक मराठी, संपादक डॉ. स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे.
१७. भाषांतरमीमांसा, संपादक डॉ. रमेश वरखेडे, यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
१८. उपयोजित मराठी, संपादक डॉ. केतकी मोडक, संतोष शेणई, सुजाता शेणई
१९. साहित्य संशोधन : वाटा आणि वळणे, डॉ. सुधाकर शेलार, अक्षरवाङ्मय प्रकाशन, पुणे.
२०. <https://play.google.com/store/apps/details?id=org.mkcl.solar.itmarathi&hl>
२१. <http://www.youtube.com/watch?v=oXAWMH5PDxY>



**SAVITRIBAI PHULE PUNE UNIVERSITY**  
(Formerly University of Pune)

**S.Y.B.A. Political Science Syllabus**  
(CREDIT & SEMESTER SYSTEM)

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



**Savitribai Phule Pune University**  
**POLITICAL SCIENCE**  
**Syllabus of S.Y.B.A**  
**(CBCS pattern to be implemented from 2020-2021)**

<b>PAPER NO.</b>	<b>PAPER TITLE</b>
<b>CORE COURSES (C.C.):</b>	
<b>Semester III CC-1 C (3)</b>	AN INTRODUCTION TO POLITICAL SCIENCE
And	
<b>Semester IV CC-1 D (3)</b>	AN INTRODUCTION TO POLITICAL SCIENCE
<b>OR</b>	
<b>Semester III CC-1 C (3)</b>	AN INTRODUCTION TO POLITICAL IDEOLOGIES
And	
<b>Semester IV CC-1 D (3)</b>	AN INTRODUCTION TO POLITICAL IDEOLOGIES
<b>DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)</b>	
<b>Semester III DSE-1A (3)</b>	WESTERN POLITICAL THOUGHT
And	
<b>Semester IV DSE-1B (3)</b>	WESTERN POLITICAL THOUGHT
<b>AND</b>	
<b>Semester III DSE-2A (3)</b>	POLITICAL JOURNALISM
And	
<b>Semester IV DSE-2B (3)</b>	POLITICAL JOURNALISM
<b>SKILL ENHANCEMENT COURSE (SEC)</b> <b>(Value / Skill Based Course)</b>	
<b>Semester III SEC 2A (2)</b>	BASICS OF INDIAN CONSTITUTION
<b>Semester IV SEC 2B (2)</b>	BASICS OF INDIAN CONSTITUTION

**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2020-2021)**  
**Core Course (C.C.)**  
**AN INTRODUCTION TO POLITICAL SCIENCE**

**Objectives:**

This course is designed to acquaint students with the –

1. Important sub themes of Political Science as a discipline
2. Approaches to study Political Science
3. Basic Concepts and Values in Political Science

	<b>SEMESTER III</b> <b>CC-I C (3)</b>	<b>PERIOD</b>
<b>Unit 1: The Study of Political Science</b>		<b>12</b>
a) Definition		
b) Nature		
c) Scope		
<b>Unit 2: Approaches to Study Political Science</b>		<b>11</b>
a) Normative		
b) Empirical		
c) Feminist		
<b>Unit 3: Basic Concepts</b>		<b>11</b>
a) The State		
b) The Market		
c) The Civil Society		
<b>Unit 4: Democracy</b>		<b>11</b>
a) Representative		
b) Deliberative		
c) Participatory		
	<b>SEMESTER IV</b> <b>CC-I D (3)</b>	
<b>Unit 5: Basic Political Values</b>		<b>12</b>
a) Liberty		
b) Equality		
c) Justice		

<b>Unit 6: Rights</b>	<b>11</b>
a) Definition and Meaning	
b) Types	
c) Challenges	
<b>Unit 7: Ideologies</b>	<b>11</b>
a) Nationalism	
b) Socialism	
c) Fascism	
<b>Unit 8: International Organisations</b>	<b>11</b>
a) United Nations – Structures, Functions and Challenges	
b) Regional – EU, SAARC, OPEC, NATO	
c) MNCs	

#### Readings:

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**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2020-2021)**  
**Core Course (C.C.)**  
**AN INTRODUCTION TO POLITICAL IDEOLOGIES**

**Objectives:**

This course is designed to acquaint students with the –

1. Role of different political ideologies and their impact in politics
2. Close link between an idea and its actual realization in public policy
3. Legacy of all the major ideologies

	<b>SEMESTER III</b> <b>CC-1 C (3)</b>	<b>PERIOD</b>
<b>Unit 1: Ideology</b>		<b>12</b>
a) Origin, Meaning, Definition		
b) Nature		
c) Scope		
<b>Unit 2: Nationalism</b>		<b>11</b>
a) Meaning, Definitions and Elements		
b) Progressive and Reactionary		
c) Internationalism		
<b>Unit 3: Democratic Socialism</b>		<b>11</b>
a) Meaning and Nature		
b) Features		
c) Achievements and Limitations		
<b>Unit 4: Fascism</b>		<b>11</b>
a) Principles		
b) Factors responsible for the rise of Fascism		
c) Evaluation		
	<b>SEMESTER IV</b> <b>CC-1 D (3)</b>	
<b>Unit 5: Marxism</b>		<b>12</b>
a) Historical Materialism		
b) Marxian State		
c) Neo Marxism		

**Unit 6: Phule-Ambekarism****11**

- a) Equality
- b) Cast & Religion
- c) Democracy

**Unit 7: Gandhism****11**

- a) Truth and Non-Violence
- b) Theory of Gram Swaraj
- c) Satyagraha

**Unit 8: Feminism****11**

- a) Meaning and Nature
- b) Liberal Feminism
- c) Feminism in India : Caste and Patriarchy

**Readings:**

1. D. Bell, 1960, *The End of Ideology*, New York, The Free Press.
2. देवरे सुरेश, २०२०, *राजकीय विचार प्रणाली*, (Semester 3, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
3. देवरे सुरेश, २०२०, *राजकीय विचार प्रणाली*, (Semester 4, e-Book), Amazon Asia Pacific Hoardings Pvt. Ltd.
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**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2020-2021)**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**WESTERN POLITICAL THOUGHT**

**Objectives:**

This course is designed to acquaint students with the –

1. Major traditions of thought that have shaped political discourse in different parts of the world.
2. The great diversity of social contexts and philosophical visions.
3. The history of political thought as a series of critical, interconnected and open-ended conversations about the ends and means of the good life.

	<b>SEMESTER III</b> <b>DSE-1A (3)</b>	<b>PERIOD</b>
<b>Unit 1: Plato</b>		<b>12</b>
a) Ideal State		
b) View on Education		
c) Theory of Justice		
<b>Unit 2: Aristotle</b>		<b>11</b>
a) Classification of the State		
b) Views on Slavery		
c) Theory of Revolution		
<b>Unit 3: Machiavelli</b>		<b>11</b>
a) Human Nature		
b) Attitude towards Religion and Morality		
c) Views on State		
<b>Unit 4: Locke</b>		<b>11</b>
a) State of Nature		
b) Natural Rights		
c) Theory of Social Contract		
	<b>SEMESTER IV</b> <b>DSE-1B (3)</b>	
<b>Unit 5: Rousseau</b>		<b>12</b>
a) State of Nature		
b) General Will		
c) Theory of Social Contract		

<b>Unit 6: Hegel</b>	<b>11</b>
a) Idealism	
b) Theory of State	
c) Views on Freedom	
<b>Unit 7: J. S. Mill</b>	<b>11</b>
a) Views on Liberty	
b) Representative Government	
c) Views on Utilitarianism	
<b>Unit 8: Karl Marx</b>	<b>11</b>
a) Historical Materialism	
b) Class Struggle	
c) Theory of State and Revolution	

**Readings:**

1. Adams Ian and R.W.Dyson, 2004,*Fifty Great Political Thinkers*, London , Rutledge.
2. भोळे भास्कर, १९९५, *पाश्चिमात्य राजकीय विचारवंत*, नागपुर, पिंपळापुरे.
3. Deo Vijay, SharadGosavi&SanjyotApte, 2011, *Western Political Thought*,Pune , Diamond Publication.
4. देवरेसुरेश, २०२०, *पाश्चिमात्यराजकीयविचार(सेमेस्टर-३,ईपुस्तक)*, अमेझॉनएशिया-पॅसिफिक होलिंग्स प्रायव्हेट लिमिटेड.
5. देवरेसुरेश, २०२०, *पाश्चिमात्यराजकीयविचार(सेमेस्टर-४,ईपुस्तक)*, अमेझॉनएशिया-पॅसिफिक होलिंग्स प्रायव्हेट लिमिटेड.
6. गार्दे डी. के., १९७७, *पाश्चिमात्य राजकीय विचार*, पुणे, राणे प्रकाशन.
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**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2020-2021)**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**POLITICAL JOURNALISM**

**Objectives:**

This course is designed to acquaint students with the –

1. Complex relationship between the communication, media and power politics.
2. Critical appraisal of practices of political image management, campaigns, propaganda and censorship.
3. Indian context of political Journalism

<b>SEMESTER III</b> <b>DSE-2A (3)</b>	<b>PERIOD</b>
<b>Unit 1: An introduction to Political Journalism</b>	<b>12</b>
a) Definition and Meaning	
b) Nature	
c) Scope	
<b>Unit 2: Agencies of Political Journalism</b>	<b>11</b>
a) Print	
b) Electronic	
c) Web	
<b>Unit 3: History of Political Journalism</b>	<b>11</b>
a) Pre-Independence	
b) Post-Independence	
c) World History	
<b>Unit 4: Methods of Political Journalism</b>	<b>11</b>
a) Reporting of Political Events	
b) Political Interview	
c) Commentary of Legislation	

**SEMESTER IV  
DSE-2B (3)**

<b>Unit 5: Indian Political Process &amp; Journalism</b>	<b>12</b>
a) Role of Social Media in Political Process	
b) Election and Media: Loksabha and Maharashtra Vidhansabha 2014 and 2019 General Elections	
c) Political Parties and Social Media	
<b>Unit 6: Mediatisation of Politics</b>	<b>11</b>
a) Definition and Meaning	
b) Practices	
c) Mediums	
<b>Unit 7: Media &amp; Public Opinion</b>	<b>11</b>
a) Definition and Meaning	
b) Practices	
c) Mediums	
<b>Unit 8: Challenges before Political Journalism</b>	<b>11</b>
a) Increase of Paid News	
b) Party Spirited News Papers & Commercialization	
c) Media Saturation	

**Readings:**

1. आमलेखी, २०२०, प्रोपगंडा, पुणे, मनोविकास प्रकाशन.
2. BorhadeShekhar, 2019, *India & USA's Strategic Dilemma in a Fractured World Order*, Ahmednagar, Suvarnshilp Publications,.
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9. कुलकर्णी प्रकाश, १९८९, माध्यम, पुणे, श्रीविद्या प्रकाशन.
10. पवार श्रीराम, २०१७, धुमाळी, पुणे, सकाळ प्रकाशन.
11. पवार श्रीराम, २०१८, जगाच्या अंगणात, पुणे, सकाळ प्रकाशन.
12. पवार श्रीराम, २०१८, राजपाठ, पुणे, सकाळ प्रकाशन.
13. पवार श्रीराम, २०१९, मोदीपर्व, पुणे, सकाळ प्रकाशन.
14. सरदेसाई राजदीप, २०१५, २०१४ देशाचा चेहरा बदलणारी निवडणूक, मुंबई, अक्षर प्रकाशन.
15. SardesaiRajdeep, 2020, *How Modi Won India*, Noida, Harper Collins India.
16. R. Ramkrishnan, 1994, *Press & Politics in an Indian State*, Hyderabad, Delta Publishing House.

17. Reese, S.D., Gandy, O.H. Grant, A.E., 2001, *Framing Public Life – Perspectives on Media and Our Understanding of the Social World*, LEA, Mahwah.
18. Roy Barun, 2001, *Beginners Guide to Journalism*, Mumbai, PustakMahal.
19. Trent, J.S. &Friedenburg R. V., 1995, *Political Campaign Communication*, Westport, Praeger.

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
(Formerly University of Pune)

**S.Y.B.A. Political Science Syllabus**  
(CREDIT & SEMESTER SYSTEM)

**Extra Credit syllabus will be implemented with effect from the  
academic year 2020-2021 at College Centers**

**SKILL ENHANCEMENT COURSE (SEC)**  
( Value/Skill Based Course )

**Savitribai Phule Pune University**  
**Political Science**  
**Syllabus for S. Y. B. A. (Extra Credit)**  
**BASICS OF INDIAN CONSTITUTION**

**Objectives:**

1. To acquaint students with the important features of the Constitution of India and with the basic framework of Indian government.
2. To familiarize students with the working of the Constitution of India.

**SEMESTER III**  
**SEC-2A (2)**

**UNIT – I**

**1. Making of the Indian Constitution**

- a) Historical Background
- b) Constituent Assembly
- c) Preamble
- d) Salient Features

**UNIT - II**

**2. Fundamental Rights**

Major Fundamental Rights-

- a) Right to Equality
- b) Right to Liberty
- c) Right to Freedom of Religion
- d) Cultural and Educational Rights

**References:**

1. Austin Granville, 1999, *The Indian Constitution: Cornerstone of a Nation*, Oxford, Oxford University Press.
2. Austin Granville, 2003, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press.
3. आवटे श्रीरंजन आणि राही श्रुती गणेश , २०१९ , *आपलं आयकार्ड* , पुणे , द युनिक अॅकॅडमी पब्लिकेशन .
4. Basu D.D., 2018, *Introduction to the Constitution of India*, New York, LexisNexis.
5. Brass Paul, 1994, *The Politics of Indian Since Independence*, Cambridge, Cambridge University Press,
6. भोळे भा.ल., २०१५, *भारतीयगणराज्याचे शासन आणि राजकारण*, नागपूर, पिंपळापुरे प्रकाशन.
7. चपळगावकर नरेंद्र, २००२, *राज्यघटनेचे अर्धशतक*, मुंबई, मौज प्रकाशन.

8. जाधवतुकाराम आणि विशरापूरकरमहेश, २०१२, भारतीयराज्यघटनावघटनात्मक प्रक्रिया, पुणे, द युनिक अॅकॅडमी पब्लिकेशन.
9. देवरे सुरेश, २०२०, भारतीय राज्यघटनेची ओळखअमेझॉन एशिया पॉसिफिक (पुस्तक-ई, २/१-सेमेस्टर), .होल्डींगज प्रायव्हेट लिमिटेड
10. Jha Rajesh, 2011, *Fundamentals of Indian Political System*, Delhi, Pearson.
11. कांबळेबाळ, वकीलअलिम आणिवदेवरेपी .डी., २०१२, भारताचीराज्यघटना, राजकारणवकायदा, पुणे, डायमंड प्रकाशन.
12. साठे सत्यरंजन, १९९८, भारताच्याराज्यघटनेची५० वर्षे, पुणे, कॉन्टिनेंटल प्रकाशन.
13. व्होरा राजेंद्र आणि पळशीकर सुहास, २०१०, भारतीयलोकशाही: अर्थ आणि व्यवहार, पुणे, डायमंड प्रकाशन.

**Savitribai Phule Pune University**  
**Political Science**  
**Syllabus for S. Y. B. A. (Extra Credit)**  
**BASICS OF INDIAN CONSTITUTION**

**Objectives:** This paper focuses in detail on the political processes and the actual functioning of the political system. It emphasizes on local influences that derive from social stratification of castes and jatis, from language, religion, ethic and economic determinants and critically assesses its impact on the political processes.

**SEMESTER – IV**  
**SEC 2B (2)**

**UNIT – I**

**1. Fundamental Duties**

- a) Concept of Fundamental Duties
- b) Nature of Fundamental Duties
- c) Importance of Fundamental Duties

**UNIT – II**

**2. Directive Principles of State Policy**

- a) Concept of Directive Principles of State Policy
- b) Nature of Directive Principles of State Policy
- c) Significance of Directive Principles of State Policy

**References:**

1. Austin Granville, 1999, *The Indian Constitution: Cornerstone of a Nation*, Oxford, Oxford University Press.
2. Austin Granville, 2003, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press.
3. आवटे श्रीरंजन आणि राही श्रुती गणेश , २०१९ , *आपलं आयकार्ड* , पुणे , द युनिक अँकॅडमी पब्लिकेशन .
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5. Brass Paul, 1994, *The Politics of Indian Since Independence*, Cambridge, Cambridge University Press,
6. भोळे भा.ल., २०१५, *भारतीयगणराज्याचेशासनआणि राजकारण*, नागपूर, पिंपळापुरे प्रकाशन.
7. चपळगावकरनरेंद्र, २००२, *राज्यघटनेचे अर्धशतक*, मुंबई, मौजप्रकाशन.
8. जाधवतुकाराम आणि विशरापूरकरमहेश, २०१२ , *भारतीयराज्यघटनावघटनात्मक प्रक्रिया* , पुणे , द युनिक अँकॅडमी पब्लिकेशन.

9. देवरे सुरेश , २०२०, भारतीय राज्यघटनेची ओळखक अमेझॉन एशिया पॉसिफि (पुस्तक-ई , २/१-सेमेस्टर) ,  
.होल्डींगज प्रायव्हेट लिमि
10. Jha Rajesh, 2011, *Fundamentals of Indian Political System*, Delhi, Pearson.
11. कांबळे बाळ, वकील अलिम आणि वदेवरेपी .डी., २०१२, भारताची राज्यघटना , राजकारण व कायदा,  
पुणे, डायमंड प्रकाशन.
12. साठे सत्यरंजन, १९९८ , भारताच्या राज्यघटनेची ५० वर्षे , पुणे , कॉन्टिनेंटल प्रकाशन.
13. व्होरा राजेंद्र आणि पळशीकर सुहास , २०१० , भारतीय लोकशाही: अर्थ आणि व्यवहार , पुणे , डायमंड  
प्रकाशन.





**S.Y.B.A. Public Administration Syllabus**  
(CREDIT & SEMESTER SYSTEM)

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

**Savitribai Phule Pune University**  
**PUBLIC ADMINISTRATION**  
**Syllabus of S.Y.B.A**  
**(CBCS pattern to be implemented from 2020-2021)**

<b>PAPER NO.</b>	<b>PAPER TITLE</b>
<b>CORE COURSES (C.C.):</b>	
<b>Semester III CC-1 C (3)</b>	DISTRICT ADMINISTRATION
And	
<b>Semester IV CC-1 D (3)</b>	DISTRICT ADMINISTRATION
<b>DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)</b>	
<b>Semester III DSE-1A (3)</b>	PERSONEL ADMINISTRATION
And	
<b>Semester IV DSE-1B (3)</b>	PERSONEL ADMINISTRATION
AND	
<b>Semester III DSE-2A (3)</b>	DEVELOPMENT ADMINISTRATION
And	
<b>Semester IV DSE-2B (3)</b>	DEVELOPMENT ADMINISTRATION
<b>SKILL ENHANCEMENT COURSE (SEC)</b> (Value / Skill Based Course)	
<b>Semester III SEC 2A (2)</b>	BASICS OF INDIAN CONSTITUTION
<b>Semester IV SEC 2B (2)</b>	BASICS OF INDIAN CONSTITUTION

**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Public Administration**  
**(CBCS pattern to be implemented from 2020-2021)**  
**CORE COURSE (C.C.)**  
**DISTRICT ADMINISTRATION**

**Objectives**

1. To introduce the students to the concept of District Administration.
2. To make students aware of the changes related to the District Administration.

<b>EMESTER –III</b> <b>CC-1C (3)</b>	<b>PERIOD</b>
<b>Unit 1: District Administration</b>	<b>12</b>
a) Evolution of District Administration	
b) Meaning and Importance of District Administration	
c) Elements of District Administration	
<b>Unit 2: District Collector</b>	<b>11</b>
a) Powers and Functions	
b) Changing Role	
<b>Unit 3: Law and Order</b>	<b>11</b>
c) Meaning and Principles	
d) Agencies of Law and Order	
<b>Unit 4: Revenue Administration</b>	<b>11</b>
a) Sub Divisional Officer	
b) Tahashildar	
c) Circle Inspector	
d) Talathi	
<b>SEMESTER – IV</b> <b>CC-1D (3)</b>	
<b>Unit 5: District Police Administration</b>	<b>12</b>
a) District Superintendent Police – Powers, Functions & Role	
b) Local Crime Branch (L. C. B.)	
c) Police Patil	
d) Police Public Relations	
<b>Unit 6: Subordinate Judiciary in India</b>	<b>11</b>
a) District, Session and Taluka Court: Composition and Functions	

- b) District Consumer Courts
- c) Problems and Reforms of Subordinate Judiciary in India

**Unit 7: District Prison Administration** **11**

- a) Structure and Functions
- b) Problems and Reforms

**Unit 8: Agencies at District Level** **11**

- a) District Planning Committee
- b) District Disaster Management Authority
- c) District Rural Development Agency

**Readings**

1. Arora R. K. and Goyal Rajani, 2009, *Indian Public Administration*, New Delhi, VishwaPrakasahn.
2. अरोडा रमेश आणि चतुर्वेदीगीता, २००७, *भारतमेंराज्यप्रशासन*, जयपूर, आरबीएसएपब्लिशर्स.
3. Battacharya M. , Dayal Ishwar and Mathur Kuldeep, 1976, *District Administration*, New Delhi, McMillan.
4. इंगळे उत्तम, २०१२, *महाराष्ट्रातील पोलीस जनता संबंध*, परभणी, प्रतिभा प्रकाशन.
5. Khera S.S, 1974, *District Administration in India*, New York, Asia Publishing House.
6. कटारिया सुरेंद्र, २००७, *राज्य प्रशासन*, नई दिल्ली, मलिक एण्ड कंपनी.
7. लोणारकर प्रवीण, २०२०, *महाराष्ट्र आणि जिल्हा प्रशासन*, लातूर, अरुणा प्रकाशन.
8. वाघमारे आणि गजभारे, २०१८, *महाराष्ट्र आणि जिल्हा प्रशासन*, लातूर, अरुणा प्रकाशन.

**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Public Administration**  
**(CBCS pattern to be implemented from 2020-2021)**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**  
**PERSONNEL ADMINISTRATION**

**Objectives**

1. To acquaint students with basic ideas and concepts in Personnel Administration.
2. To make students aware of the various changes and issues in Personnel Administration.

<b>SEMESTER – III</b> <b>DSE-1A (3)</b>	<b>PERIOD</b>
<b>Unit 1: Personnel Administration</b>	<b>12</b>
a) Meaning, Nature and Scope	
b) Characteristics of Public Personnel Administration in India	
c) Functions and Significance	
<b>Unit 2: Civil Service</b>	<b>11</b>
a) Meaning, Features and Functions	
b) Classification of Civil Services System	
<b>Unit 3: Recruitment and Training</b>	<b>11</b>
a) Recruitment: Meaning, Importance and Types	
b) Methods of Recruitment: Spoils and Merit System	
c) Training: Meaning, Objectives and Types	
<b>Unit 4: Promotion and Retirement</b>	<b>11</b>
a) Meaning, Principles of Promotion	
b) Meaning, Needs and Benefits of Retirement	
<b>SEMESTER -IV</b> <b>DSE-1B (3)</b>	
<b>Unit 5: Problems of Personnel Administration</b>	<b>12</b>
a) Human Resource Development	
b) Performance Appraisal	
c) Stress Management and Motivation	
<b>Unit 6: Rights of Employees</b>	<b>11</b>
a) Right to form Association	
b) Right to Strike	
<b>Unit 7: Issues in Personnel Administration</b>	<b>11</b>
a) Discipline	
b) Accountability	
c) Corruption	
<b>Unit 8: Public Personnel Grievances &amp; Redress Mechanisms</b>	<b>11</b>
a) Whitley Council	
b) Staff Council	

c) Administrative Tribunals

**Readings**

1. Avasthi and Maheshwari, 2006, *Public Administration*, Agra, Laxmi Narayan Agarwal Publications.
2. Awari Vilas, 2020, *Public Administration*, Kanpur, Garima Prakashan.
3. बंग के.आर., २०१३, *कर्मचारीवित्तप्रशासन*, औरंगाबाद, विद्याबुक्स.
4. Fadia B.L., 2009, *Public Administration in India*, Agra, Sahitya Bhawan Publications.
5. Goel S.L., 2008, *Personnel Administration*, New Delhi, Deep & Deep Publication.
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7. Ramesh Arora and Rajni Goyal, (2006), *Public Administration in India*, New Delhi, New Age International Publication.
8. Rudrabasavaraj M.N., 1984, *Dynamic Personnel Administration*, Bombay, Himalaya Publishing House.
9. Maheshwari S. R., 2006, *Indian Administration*, New Delhi, Orient Longman.
10. Sahib Singh and Swinder Singh, 2013, *Public Personnel and Financial Administration*, Jalandhar, New Academic Publishers.
11. पाटील बी. बी., २०१८, *लोकप्रशासन*, कोल्हापूर, फडके प्रकाशन.
12. पोहेकर प्रीती, २०१९, *लोकप्रशासनाची तत्वे*, पुणे, निराली प्रकाशन.

**Savitribai Phule Pune University, Pune**  
**S. Y. B. A. Public Administration**  
**(CBCS pattern to be implemented from 2020-2021)**  
**DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**  
**DEVELOPMENT ADMINISTRATION**

**Objectives**

1. To acquaint students with the basic concepts and ideas of Development Administration
2. To give them an understanding of importance, relevance and new trends of Development Administration

<b>SEMESTER – III</b> <b>DSE-2A (3)</b>	<b>PERIOD</b>
<b>Unit 1: Introduction</b>	<b>12</b>
a) Development Administration- Meaning, Nature	
b) Scope and Importance	
c) Features of Development Administration	
<b>Unit 2: Origin and Development of Development Administration</b>	<b>11</b>
a) Evolution	
b) Rigg's Model of Development Administration	
<b>Unit 3: Approaches to the Study of Development Administration</b>	<b>11</b>
a) Ecological Approach	
b) Participatory Approach	
<b>Unit 4: New Trends in Development Administration</b>	<b>11</b>
a) E- Governance – Concept and Importance	
b) Public Private Partnership	
<b>SEMESTER – IV</b> <b>DSE-2B (3)</b>	
<b>Unit 5: Bureaucracy in Development Administration</b>	<b>12</b>
a) Meaning	
b) Characteristics of Bureaucracy	
c) Role of Bureaucracy in Development Administration	
<b>Unit 6: Non-Governmental Agencies and Voluntary Organizations</b>	<b>11</b>
a) Meaning and Nature	
b) Role	
<b>Unit 7: New Perspectives of Development</b>	<b>11 20</b>

- a) Human Development Indicators
- b) Sustainable Development Goals

**Unit 8: Issues in Development Administration**

11

- a) Globalization and Development
- b) Gender Parity in Development

**Readings:**

1. Awari Vilas, 2020, *Public Administration*, Kanpur, Garima Prakashan.
2. बंगके.आर., २०११, *विकासप्रशासन*, औरंगाबाद, विद्याबुक्सपब्लिशर्स.
3. Basu Rumki, 2011, *Public Administration: Concepts and Theories*, New Delhi, Sterling Publishers.
4. Bhattacharya Mohit, 2006, *Social Theory, Development Administration, and Development Ethics*, New Delhi, Jawahar Publishers & Distributors.
5. Chakraborty Bidyut, 2018, *Public Administration in the Globalizing World*, New Delhi, Sage Publishers.
6. Chatterji S.K., 1981, *Development Administration with Special reference to India*, New Delhi, Surjit Publication.
7. Goel S.L., 2003, *Advanced Public Administration*, New Delhi, Deep and Deep Publications.
8. Goel S. L., 2009, *Development Administration: Potentialities and Prospects*, New Delhi, Deep and Deep Publications.
9. काणेपी. सी., १९९२, *लोकप्रशासन*, नागपूर, विद्याप्रकाशन.
10. Maheshwari S.R., 2017, *Administrative Theories*, New Delhi, Allied Publishers.
11. पाटीलबी.बी., २०११, *विकासप्रशासन*, कोल्हापूर, फडकेप्रकाशन.
12. Sapru R.K., 2002, *Development Administration*, New Delhi, Sterling Publishers Limited.
13. Sharma R.D., 1992, *Development Administration, Theory and Practice*, Delhi, H.K. Publishers and Distributors.
14. Sharma R.D., 1992, *Development Administration: Theory and Practice*, Delhi, R. D. Publishers and Distributors.
15. Tyagi A.R., 1990, *Public Administration*, New Delhi, Atmaram & Sons.



**SAVITRIBAI PHULE PUNE UNIVERSITY**  
(Formerly University of Pune)

**S.Y.B.A. Public Administration Syllabus**  
(CREDIT & SEMESTER SYSTEM)

**Extra Credit syllabus will be implemented with effect from the  
academic year 2020-2021 at College Centers**

**SKILL ENHANCEMENT COURSE (SEC)**  
( Value/Skill Based Course )

**Savitribai Phule Pune University**  
**Public Administration**  
**Syllabus for S.Y.B.A. (Extra Credit)**  
**BASICS OF INDIAN CONSTITUTION**

**Objectives:**

1. To acquaint students with the important features of the Constitution of India and with the basic framework of Indian government.
2. To familiarize students with the working of the Constitution of India.

**SEMESTER III**  
**SEC-2A (2)**

**UNIT – I**

**1. Making of the Indian Constitution**

- a) Historical Background
- b) Constituent Assembly
- c) Preamble
- d) Salient Features

**UNIT - II**

**2. Fundamental Rights**

Major Fundamental Rights-

- a) Right to Equality
- b) Right to Liberty
- c) Right to Freedom of Religion
- d) Cultural and Educational Rights

**References:**

1. Austin Granville, 1999, *The Indian Constitution: Cornerstone of a Nation*, Oxford, Oxford University Press.
2. Austin Granville, 2003, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press.
3. आवटे श्रीरंजन आणि राही श्रुती गणेश , २०१९ , *आपलं आयकार्ड* , पुणे , द युनिक अॅकॅडमी पब्लिकेशन .
4. Basu D.D., 2018, *Introduction to the Constitution of India*, New York, LexisNexis.
5. Brass Paul, 1994, *The Politics of Indian Since Independence*, Cambridge, Cambridge University Press,
6. भोळे भा.ल., २०१५, *भारतीयगणराज्याचे शासन आणि राजकारण*, नागपूर, पिंपळापुरे प्रकाशन.
7. चपळगावकरनरेंद्र, २००२, *राज्यघटनेचे अर्धशतक*, मुंबई, मौज प्रकाशन.

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9. देवरे सुरेश, २०२०, भारतीय राज्यघटनेची ओळखअमेझॉन एशिया पॉसिफिक (पुस्तक-ई, २/१-सेमेस्टर), .होल्डींगज प्रायव्हेट लिमिटेड
10. Jha Rajesh, 2011, *Fundamentals of Indian Political System*, Delhi, Pearson.
11. कांबळेबाळ, वकीलअलिम आणिवदेवरेपी .डी., २०१२, भारताचीराज्यघटना, राजकारणवकायदा, पुणे, डायमंड प्रकाशन.
12. साठे सत्यरंजन, १९९८, भारताच्याराज्यघटनेची५० वर्षे, पुणे, कॉन्टिनेंटल प्रकाशन.
13. व्होरा राजेंद्र आणि पळशीकर सुहास, २०१०, भारतीयलोकशाही: अर्थ आणि व्यवहार, पुणे, डायमंड प्रकाशन.

**Savitribai Phule Pune University**  
**Public Administration**  
**Syllabus for S.Y.B.A. (Extra Credit)**  
**BASICS OF INDIAN CONSTITUTION**

**Objectives:** This paper focuses in detail on the political processes and the actual functioning of the political system. It emphasizes on local influences that derive from social stratification of castes and jatis, from language, religion, ethic and economic determinants and critically assesses its impact on the political processes.

**SEMESTER – IV**  
**SEC 2B (2)**

**UNIT – I**

**1. Fundamental Duties**

- a) Concept of Fundamental Duties
- b) Nature of Fundamental Duties
- c) Importance of Fundamental Duties

**UNIT – II**

**2. Directive Principles of State Policy**

- a) Concept of Directive Principles of State Policy
- b) Nature of Directive Principles of State Policy
- c) Significance of Directive Principles of State Policy

**References:**

1. Austin Granville, 1999, *The Indian Constitution: Cornerstone of a Nation*, Oxford, Oxford University Press.
2. Austin Granville, 2003, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press.
3. आवटे श्रीरंजन आणि राही श्रुती गणेश , २०१९ , *आपलं आयकार्ड* , पुणे , द युनिक अॅकॅडमी पब्लिकेशन .
4. Basu D.D., 2018, *Introduction to the Constitution of India*, New York, LexisNexis.
5. Brass Paul, 1994, *The Politics of Indian Since Independence*, Cambridge, Cambridge University Press,
6. भोळे भा.ल., २०१५, *भारतीय गणराज्याचे शासन आणि राजकारण*, नागपूर, पिंपळापुरे प्रकाशन.
7. चपळगावकर नरेंद्र, २००२, *राज्यघटनेचे अर्थशतक*, मुंबई, मौज प्रकाशन.
8. जाधव तुकाराम आणि विशरापूरकर महेश, २०१२ , *भारतीय राज्य घटना व घटनात्मक प्रक्रिया* , पुणे , द युनिक अॅकॅडमी पब्लिकेशन.

9. देवरे सुरेश , २०२०, भारतीय राज्यघटनेची ओळखक अमेझॉन एशिया पॉसिफि (पुस्तक-ई , २/१-सेमेस्टर) ,  
.होल्डिंगज प्रायव्हेट लिमि
10. Jha Rajesh, 2011, *Fundamentals of Indian Political System*, Delhi, Pearson.
11. कांबळे बाळ, वकील अलिम आणि व देव रेपी .डी., २०१२, भारताची राज्यघटना , राजकारण व कायदा, पुणे,  
डायमंड प्रकाशन.
12. साठे सत्यरंजन, १९९८ , भारताच्या राज्य घटनेची ५० वर्षे , पुणे , कॉन्टिनेंटल प्रकाशन.
13. व्होरा राजेंद्र आणि पळशीकर सुहास , २०१० , भारतीय लोकशाही: अर्थ आणि व्यवहार , पुणे , डायमंड  
प्रकाशन.

## 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. (**3x15=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 (2 out of 3) Marks 10**  
(Questions on **Unit-V- Soft Skills**)

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

**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-<br>(Questions on <b>Syntax</b> )                 | <b>15 Marks</b> |
| Q. 2) Attempt any three out of five questions-<br>(Questions on <b>Syntax &amp; Semantics</b> ) | <b>15 Marks</b> |
| Q. 3) Attempt any three out of five questions-<br>(Questions on <b>Semantics</b> )              | <b>20 Marks</b> |
| Q. 4) Attempt any four out of six questions-<br>(Questions on <b>Pragmatics</b> )               | <b>20 Marks</b> |

**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**

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## **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)

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## **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)<br>(Elements of Poetry, Types of Poetry)                      | [10] |
| Q 2- Practical questions on the application of theory to the poems prescribed (5 out of 7)<br>(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 (3 out of 5)<br>(Questions on Poems 1, 2, 3)  | [15] |
| Q. 2- Theme-based questions on the poems prescribed (3 out of 5)<br>(Questions on Poems 4, 5, 6) | [15] |

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

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(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)**

<u>Question-1-</u> Attempt any ONE of the following. (1 Out of 2- Unit-I)	10 Marks
<u>Question-2-</u> Attempt any ONE of the following. (1 Out of 2- Unit-II)	10 Marks
<u>Question-3-</u> Attempt any ONE of the following. (1 Out of 2- Unit- I & II)	05 Marks
<b>Total Marks- 25</b>	

#### **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)**

<u>Question-1-</u> Attempt any ONE of the following. (1 Out of 2- Unit-I)	10 Marks
<u>Question-2-</u> Attempt any ONE of the following. (1 Out of 2- Unit-II)	10 Marks
<u>Question-3-</u> Attempt any ONE of the following. (1 Out of 2- Unit-I & II)	05 Marks
<b>Total Marks- 25</b>	

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