

**F. Y. B. A Compulsory English**  
**(w. e. f. 2019-2020)**  
**(Choice Based Credit System)**  
**70:30-Pattern**  
**(70-Semester-End Exam & 30-Internal Evaluation)**

**Prescribed Text: *Literary Gleam: An Anthology of Prose and Poetry* (Board of Editors-Orient BlackSwan)**

**Objectives:**

- a) To expose students to the best examples of prose and poetry in English so that they realize the beauty and communicative power of English
- b) To instill human values and develop the character of students as responsible citizens of the world
- c) To develop the ability to appreciate ideas and think critically
- d) To enhance employability of the students by developing their linguistic competence and communicative skills
- e) To revise and reinforce structures already learnt in the previous stages of learning.

**Semester-I**

**Prose:**

- 1. Engine Trouble — R. K. Narayan
- 2. On Saying 'Please' — A. G. Gardiner
- 3. The Gift of the Magi — O. Henry

**Poetry:**

- 1. A Red, Red Rose — Robert Burns
- 2. Leave this Chanting and Singing — Rabindranath Tagore
- 3. The Felling of a Banyan Tree — Dilip Chitre

**Grammar:**

- 1. Articles
- 2. Prepositions
- 3. Verbs
  - Regular and Irregular Verbs
  - Auxiliary Verbs: Primary and Modal
- 4. Punctuation

**Communication Skills:**

- 1. Greeting and Taking Leave

2. Introducing Yourself
3. Introducing People to One Another
4. Making Requests and Asking for Directions
5. Making and Accepting Apology

## **Semester- II**

### **Prose:**

1. In Sahyadri Hills, A Lesson in Humility — Sudha Murthy
2. The Model Millionaire — Oscar Wilde
3. The Eyes are not Here — Ruskin Bond

### **Poetry:**

1. My Heart Leaps Up — William Wordsworth
2. Ozymandias — P. B. Shelley
3. Success is Counted Sweetest — Emily Dickinson

### **Grammar:**

1. Tenses
2. Subject–Verb Agreement
3. Vocabulary

### **Communication Skills**

1. Inviting and Accepting/Declining Invitations
2. Making a Complaint
3. Congratulating, Expressing Sympathy and Offering Condolences
4. Making Suggestions, Offering Advice and Persuading

- 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. Changes as per the university guidelines shall be communicated from time to time.

**F. Y. B. A- Optional English (General Paper-1)**  
**(w. e. f. 2019-2020)**  
**(Choice Based Credit System)**  
**70:30-Pattern**  
**(70-Semester-End Exam & 30-Internal Evaluation)**

**Prescribed Text: *Initiations: Minor Literary Forms & Basics of Phonology* (Board of Editors- Orient BlackSwan)**

**Objectives:**

- a) To expose students to the basics of literature and language and develop an integrated view about language and literature in them
- b) To acquaint them with minor forms of literature in English and help them to appreciate the creative use of language in literature
- c) To introduce them to the basics of phonology of English so that they can pronounce better and speak English correctly.
- d) To prepare students to go for detailed study and understanding of literature and language
- e) To enhance the job potential of students by improving their language skills

**Semester - I**

**Prose Pieces:**

- 1. A Lesson My Father Taught Me - A.P.J. Abdul Kalam
- 2. Toasted English - R. K. Narayan

**Short Stories:**

- 1. The Romance of a Busy Broker - O. Henry
- 2. The Open Window - Saki

**Poetry:**

1. Sonnet 29: 'When in disgrace with Fortune and men's eyes' - William Shakespeare
2. The World is too much with Us - William Wordsworth
3. The Listeners - Walter de la Mare
4. No Men are Foreign - James Kirkup

**Language Studies:****Introduction to the Sounds of English: Part - I**

(Discrepancy between English Spelling and Pronunciation, Phonetic Symbols and Transcription, The Concept of Phoneme and Minimal Pairs.)

**Semester - II****Short Stories:**

1. The Doll's House - Katherine Mansfield
2. The Thief - Ruskin Bond

**Poetry:**

1. I remember; I remember - Thomas Hood
2. Where the Mind is without Fear - Rabindranath Tagore
3. The Mountain and the Squirrel - R. W. Emerson
4. Up - Hill - Christina Rossetti

**One Act Plays:**

1. The Monkey's Paw - W.W. Jacobs
2. Swansong - Anton Chekhov

**Language Studies:****Introduction to the Sounds of English: Part - II**

(The Concept of Syllable, Monosyllabic and polysyllabic Words, The Concept of Word Stress and Different Standards of Pronunciation i.e. British Received Pronunciation, General American English and General Indian English.)

- 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. Changes as per the university guidelines shall be communicated from time to time.

## **Question paper Pattern (2019-20)**

### **(Choice Based Credit System)**

**F Y B A Compulsory English: Text: LITERARY GLEAM: A SELECTION OF PROSE AND POETRY**

### **(70-Semester-End Exam & 30-Internal Evaluation)**

**SEMESTER-I      Hours: Three**

**Marks: 70**

**Q. 1)      A.** Attempt any One from the following questions:

(Two questions on **Prose piece -1**)

**B.** Attempt any One from the following questions:

(Two questions on **Prose piece -2**)

**Marks 14**

**Q. 2      A.** Attempt any One from the following questions:

(Two questions on **Prose piece -3**)

**B.** Attempt any One from the following questions:

(Two questions on **Poem - 1**)

**Marks 14**

**Q. 3)      A.** Attempt any One from the following questions:

(Two questions on **Poem -2**)

**B.** Attempt any One from the following questions:

(Two questions on **Poem -3**)

**Marks 14**

**Q.4) Objective Questions on Grammar and Punctuation** as under:

- a. Use correct articles in the blank space in the sentences given below. (3 out of 5)
- b. Fill in the blanks with correct preposition given in the brackets. (3 out of 5)
- c. Look at the underlined verbs in the sentences below and specify whether it is a regular verb or irregular verb: (3 out of 5)
- d. Look at the underlined auxiliaries in the sentences below and specify whether it is a primary or a modal auxiliary: (3 out of 5)
- e. Punctuate and rewrite the following sentence correctly. **Marks 14**

**Q.5) Practical Questions on Communication Skills: 1, 2, 3, 4, 5. Marks 14**

**Total Marks: 70**

## **SEMESTER - II**

### **Question Paper Format**

**Q. 1) A.** Attempt any One from the following questions:

(Two questions on **Prose piece -1**)

**B.** Attempt any One from the following questions:

(Two questions on **Prose piece -2**)

**Marks 14**

**Q. 2 A.** Attempt any One from the following questions:

(Two questions on **Prose piece -3**)

**B.** Attempt any One from the following questions:

(Two questions on **Poem - 1**)

**Marks 14**

**Q. 3) A.** Attempt any One from the following questions:

(Two questions on **Poem -2**)

**B.** Attempt any One from the following questions:

(Two questions on **Poem -3**)

**Marks 14**

**Q.4) Objective Questions on Grammar and Vocabulary** as under:

a. Fill in the blanks with correct tense form of the verb given in the brackets.

(6 out of 9)

b. Fill in the blanks using the appropriate form of the verb given in the brackets.

(4 out of 6)

c. Practical questions on vocabulary (e. g. Give synonyms/antonyms of the following words, Give a list of words related to computer/mobile/wild animals etc.)

(4 out of 6)

**Marks 14**

**Q.5) Practical Questions on Communication Skills:** 1, 2, 3, 4.

**Marks 14**

**Total Marks: 70**

**Pattern for Internal Evaluation in both the semesters:**

**1. Internal Mid-Semester Examination – 20**

**2. Home Assignments/Tutorials/Oral/Lecture Notes/Project - – 10**

**TOTAL – 30 Marks**

**F Y B A -Optional English (General Paper-1)**

**Text: INITIATIONS: MINOR LITERARY FORMS & BASICS OF PHONOLOGY**

**(70-Semester-End Exam & 30-Internal Evaluation)**

**SEMESTER-I Hours: Three**

**Marks: 70**

**Question Paper Format**

**Q. 1) A. Attempt any One from the following questions:**

(Two questions on **Prose piece -1**)

**B.** Attempt any One from the following questions:

(Two questions on **Prose piece -2**)

**Marks 14**

**Q. 2** **A.** Attempt any One from the following questions:

(Two questions on **Short Story -1**)

**B.** Attempt any One from the following questions:

(Two questions on **Short Story -2**)

**Marks 14**

**Q. 3)** Attempt any 02 out of the 04 given questions:

(Questions on the **Poems for the I st sem**)

**Marks -14**

**Q. 4)** Explain with reference to context (Any 2 out of 4 )

(**Questions on Poems for the Ist sem**)

:

**Marks 14**

**Q.5)** A. Write short notes: ( any 2 out of 4) :

**Marks 10**

B. Practical questions on phonology (any 4 out of 6) :

**Marks 04**

(**Questions on topics from Introduction to the Sounds of English Part –I**)

**Total Marks: 70**

## **SEMESTER - II**

**Hours: Three**

**Marks: 70**

### **Question Paper Format**

**Q. 1** **A.** Attempt any One from the following questions:

(Two questions on **Short Story -1 from II nd Sem**)



**B.** Attempt any One from the following questions:

(Two questions on **Short Story -2 from IInd Sem**)

**Marks 14**

**Q.2** Attempt any 02 out of the 04 given questions:

(Questions on the **Poems for the II nd Sem**)

**Marks -14**

**Q. 3** Explain with reference to context (Any 2 out of 4 )

(**Questions on Poetry for the II nd Sem**)

:

**Marks 14**

**Q. 4 A.** Attempt any One from the following questions:

(Two questions on **the First One Act Play**)

**B.** Attempt any One from the following questions:

(Two questions on **the Second One Act Play**)

**Marks 14**

**Q.5) A.** Write short notes: ( any 2 out of 4 ) :

**Marks 10**

B. Practical questions on phonology (any 4 out of 6) :

**Marks 04**

(**Questions on topics from Introduction to the Sounds of English Part –II**)

**Total Marks: 70**

**Pattern for Internal Evaluation in both the semesters:**

**1. Internal Mid-Semester Examination – 20**

**2. Home Assignments/Tutorials/Oral/Lecture Notes/Project/Seminar/G D – 10**

**TOTAL – 30 Marks**





**SAVITRIBAI PHULE PUNE UNIVERSITY**

(formerly University of Pune)

**F.Y.B.A. in Economics**

**SYLLABUS**

**(Credit and Semester System)**

**(To be implemented from the Academic Year, 2019-20)**

## **F.Y.B.A. Economics**

### **G-1 Indian Economic Environment**

#### **Annexure –II**

1) Title of the course:

**Class:** F.Y.B.A.

**Subject:** Economics.

**Title: Year of Implementation:** From June - 2019

2) Preamble of the syllabus:

The proposed curriculum is with an objective to enhance the existing syllabus, make it contextual as well as applicable and to incorporate all the latest changes in the national economy. The board examined the short comings of the existing syllabus and expressed the need to change it. While doing so the board analyzed other curricula of existing universities in respective subjects in terms of content, relevance, quality and pattern of teaching that has been synthesized in the present proposal. While framing the draft of syllabus, guidance from industrial experts and professionals was sought.

The present era is that of structural transformation especially within the country.

Moreover fast changing international scenario and approach of other countries towards our human resource makes it mandatory for the educational system to impart latest knowledge to our students, so that they are prepared to merge themselves in the challenging economic and corporate environment.

Hence, a change in the paper and restructuring of syllabus becomes imperative. The syllabus needs to be holistic in nature. It should be contextual and clear the basics of economics but at the same time it should teach application of the theories in day to day life.

In the modern world, competition is an inseparable part of our lives. To inculcate a competitive spirit among the students, the syllabus should include all the recent advancement with in and out of the country with its pros and cons.

3) Objectives of the paper

- To familiarize the students with the recent developments in the Indian Economy
- To provide the students with the background of the Indian Economy with focus on contemporary issues like economic environment.
- To help the students to prepare for varied competitive examinations
- To enable students to understand and comprehend the current business scenario, agricultural scenario and other sectorial growth in the Indian context. To make the student aware of the developments such as MSMEs, Digital Economy, E-Banking, BPO & KPO, etc.

Programme Outcome:

- Ability to develop an understanding of the economic environment and the factors affecting economic environment.
- Ability to develop awareness on the various new developments in the different sectors of an economy – agriculture, industry, services, banking, etc.
- Ability to compare and contrast Indian Economy with other world economies.
- At the end of the course, the student should be able discuss and debate on the various issues and challenges facing the Indian Economic Environment.

#### 4) Introduction:

Semester system with the pattern of 70:30

#### 5) Eligibility:

Students who have passed 12<sup>th</sup> standard from any stream with minimum 35% of marks in all the subjects. (as per the rule of affiliating SPPU)

#### 6) Examination:

A) Pattern of examination: 70:30

i) Internal university examination of 70 marks with internals of 30 marks

ii) Pattern of question paper: pattern for 70 marks

- Question Number 1: 8 questions to be answered out of 10 with total marks 16
- Question Number 2: 4 questions to be answered out of 6 with total marks of 16
- Question Number 3: 3 questions to be answered out of 4 with total marks of 18
- Question Number 4: 2 questions to be answered out of 3 with total marks of 20

iii) Duration for 70 marks: 3 Hrs

iv) Pattern for 30 marks:

- Internal exam (20 marks)
- PPT (oral or poster)/ Project work/Assignments/visits (10 marks)

v) Unit wise classification of marks

Unit	Name of the Chapter	Distribution of marks
<b>Semester 1</b>		
Unit 1	Introduction	23
Unit 2	Agricultural Environment	23
Unit 3	Industrial Environment	24
<b>Total</b>		<b>70</b>
<b>Semester 2</b>		
Unit 1	Service Sector Environment	20
Unit 2	Banking Environment	25
Unit 3	Overview of Indian economy	25
<b>Total</b>		<b>70</b>

B) Standard of Passing:

To pass, the candidate must obtain at least 40% in individual subjects, in internal assessment and in university examination each in all the papers.

C) ATKT rules

As per the rules of SPPU, a student can have maximum two papers as backlog and go to second year.

D) Award of Class:

- Those successful candidates who obtained 40 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Pass Class.
- Those successful candidates who obtained 50 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Second Class.
- Those successful candidates who obtained 55 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in Higher Second Class.

- iv. Those successful candidates who obtained 60 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in First Class.
- v. Those successful candidates who obtained 70 % and above of the total aggregate marks in all subjects for internal assessment and university examination taken together at one and same sitting, shall be placed in First Class with

E) External students:

The students who appear for the examinations without attending any college and take admission in the university as external students will be considered as external students.

F) Setting of question paper/pattern of question paper

Question papers will be set by the panel of paper setters appointed by Savitribai Phule Pune University.

G) Verification/ revaluation

Verification and or revaluation will be done by panel appointed by Savitribai Phule Pune University.

7) Structure of the course

a) Compulsory paper:

Only one paper will be given without and optional subject

b) Optional paper

No subjects are optional.

c) Medium of instructions:

Medium of instruction for the paper will be both Marathi and English.

**Structure of the entire course**

BA Economics			
FY	G1	Indian Economic Environment	2019-20
SY	G2	Financial System	2020-21
SY	S1	Micro Economics	2020-21
SY	S2	Macro Economics	2020-21
TY	G3	Public Finance	2021-22
TY	S3	International Economics	2021-22
TY	S4	Economics of Development	2021-22

8) Equivalence of previous syllabus with the proposed syllabus

The revised syllabus has changes in the name of the paper, topics and sub topics offered as compared to the old syllabus. The paper will make the syllabus more comprehensive and modified to suitably align with the changing Indian scenario. The paper will set an apt background for students to comprehend knowledge of economics in their academic career and apply the knowledge in their life.

9) University terms

Academic calendar of the affiliating university will be followed.

10) Subject wise detail syllabus

<b>Semester 1</b>		
<b>Units</b>	<b>Name and sub titles of the Chapter</b>	<b>No of lectures</b>
<b>Unit 1</b>	<b>Introduction</b>	<b>16</b>
	1.1 Meaning, Factors affecting Economic Environment- Economic, Political, Technological, Social & Cultural	08
	1.2 Challenges to Indian Economy: Natural Resources, Energy Resources, Education, Health, Environment	04
	1.3 Comparison of Indian Economy with the World Economy- Population, Agriculture, Industry and Service Sector	04
<b>Unit 2</b>	<b>Agricultural Environment</b>	<b>16</b>
	2.1 Role of Agriculture in Indian Economy	04
	2.2 Challenges to Indian Agriculture-Productivity, Rural Credit, Marketing, Rural Entrepreneurship	08
	Recent Trends in Indian Agriculture: Cropping pattern, Technology, Crop Insurance, Water Management, Agri-Business	04
<b>Unit 3</b>	<b>Industrial Environment</b>	<b>16</b>
	3.1 Role of Industry in Indian Economic Development	04
	3.2 Industrial Policy Resolution, 1991- Liberalization, Privatization and Globalization (LPG)	03
	3.3 Challenges to Indian Industry-Labour & Employment, Regional Imbalance, Finance, Technology	03
	3.4 Micro, Small and Medium Enterprises (MSME)- Definition & Role	03
	3.5 Recent trends in Indian Industry- Indian Multinationals & New Policies	03
<b>Semester 2</b>		
<b>Unit 1</b>	<b>Service Sector Environment</b>	<b>12</b>
	1.1 Role and Growth of Service Sector in Indian Economy	02



	1.2 Challenges to Indian Service sector- Business-based & Knowledge-based Sector, Education sector, Health sector, Insurance, Tourism, Banking	06
	1.3 Recent Trends in Indian Service Sector- Digital Economy, E-Commerce, E- Finance	04
<b>Unit 2</b>	<b>Banking Environment</b>	<b>18</b>
	2.1 Banking- Definition, Functions, Changing Structure of Banking in India- New Private Banks, Small Banks, Payment Banks	08
	2.2 Bank Accounts- Types, Procedure and Operation of Accounts	05
	2.3 Recent Trends in Indian Banking Environment- E-Banking, E- Wallets, Bank Mergers and Amalgamations	05
<b>Unit 3</b>	<b>Overview of Indian economy</b>	<b>18</b>
	3.1 Challenges of Indian Economy- Poverty, Employment, Inequality, Informal Sector	09
	3.2 Policy Measures (Two-Three recent Programmes)- Poverty Alleviation Programmes; Employment Generation Programmes; Agriculture Development Programmes, Skill Development Programmes .....	09

## 11) Recommended books

### Semester I: Basic Reading List

- Agrawal A.N., Problems of Development & Planning, (Latest Edition)
- Ashwani Mahajan, 'Indian Economy' S. Chand & Company Ltd., New Delhi.
- Cherunilam Francis, 'Business Environment-Text and Cases' Himalaya Publishing House(Latest Edition)
- Faisal Ahmed 'Business Environment: Indian and Global Perspective' PHL Learning Pvt. Ltd. (Latest Edition)
- Fernando A.C. (2014) 'Business Environment' Pearson Education,
- Misra & Puri, 'Business Environment', Himalaya Publication House, Mumbai. (Latest Edition)
- Misra & Puri, 'Indian Economy', Himalaya Publication House, Mumbai. (Latest Edition)

### Recommended Reading

- Asian Development Bank (2009) 'Urban Poverty in India' BS Books

- Amit Kumar (2013) 'SMEs in India in post-1990s Era: Challenges and Opportunities, LAP Lambert Academic Publishing
- Das Keshab (2011) 'Micro and Small Enterprises in India: The Era of Reforms' Routledge India
- Gopal and Suman Banhri (2013) Indian Economy Performance and Policies. Pearson Publication Delhi.
- C.S.Prasad(2006) 'Sixtyyears of IndianAgriculture'New Century Publication, NewDelhi
- Indian Institute of Banking and Finance (2011) 'Small and Medium Enterprises in India' Taxmann
- Jaya PrakashPradhan (2008) 'Indian Multinational in the World Economy: Implications for Development', Bookwell Publications
- JagdishBhagwati, ArvindPangariay (2013) 'Reforms and Economic Transformation in India' OUP
- MohantyPrasanna (2014) 'Cities and Public Policy' Sage Publications
- Prakesh B.A. (2011) The Indian Economy Since 1991 Economic Reforms and performance, Pearson Publication Delhi.
- Thorat S. K (2008) 'Reservation in Private Sectors' Rawat Publications, ND

## **Semester II: Basic Reading List**

- Agrawal A.N., Problems of Development & Planning, (Latest Edition)
- Ashwani Mahajan, 'Indian Economy' S. Chand & Company Ltd., New Delhi.
- Cherunilam Francis, 'Business Environment-Text and Cases' Himalaya Publishing House(Latest Edition)
- Faisal Ahmed, 'Business Environment: Indian and Global Perspective' PHL Learning Pvt. Ltd. (Latest Edition)
- Fernando A.C. (2014) 'Business Environment' Pearson Education,
- Misra& Puri, 'Business Environment', Himalaya Publication House, Mumbai. (Latest Edition)
- Pathak, Bharati [2009] 'The Indian Financial System', 'Pearson Education Publication, New Delhi.

### **Recommended Reading**

- Bhasin, Niti (2006) “Banking Developments in India 1947 to 2007” New Century Publications.
- Bhadane Jaywant R. (2018) ‘Cashless India and Digital Economy’ International Publications, Kanpur
- Dasgupta Sukti, Sher Singh Verick (2016) ‘Transformation of Women at Work in Asia: An Unfinished Development Agenda, Sage
- Paul Justin (2010) ‘Business Environment-Text and Cases’ Tata McGraw Hill
- Khanna Tarun (2008) ‘Billions of Entrepreneurs: How India and China are Reshaping their Future and Yours’ Penguin India
- Kapila Uma (ed) Indian Economy Since Independence, Academic Foundation(2003)
- Panagariya Arvind (2010) ‘India: The Emerging Giant’ Oxford University Press
- Sobhan Rehman (2010) ‘Challenging the Injustice of Poverty: Agendas for inclusive Development in South Asia’ Sage
- Samanta R.K. (2000) “New Vista in Rural Development Strategies and Approaches” B.R. Publishing Corporation New Delhi
- Spana Newar, Tanvi Gaur (2015) ‘Economic Environment in India, Think Tank Publications, Jaipur

### 12) Qualification of teachers:

Qualification of teachers as per norms of SPPU will be masters in Economics and SET/NET/Ph.D.



# **Savitribai Phule Pune University**

*(Formerly University of Pune)*

**Three Year B.Sc. Degree Program in Geography**

**(Faculty of Science & Technology)**

**F.Y.B.A. (Geography)**

**Choice Based Credit System Syllabus**

**To be implemented from Academic Year 2019-2020**

## **Title of the Course: B.A. (Geography)**

### **Preamble for the Syllabus:**

Savitribai Phule Pune University has decided to change the syllabi of various faculties from June, 2019. Taking into consideration the rapid changes in arts & Humanities across different areas of Geography and related subjects board of studies in Geography with concern of teachers of Geography from different colleges affiliated to Savitribai Phule Pune University has prepared the syllabus of F.Y.B.A. Geography. To develop the syllabus the U.G.C. Model curriculum is followed.

Preamble: This paper intends to acquaint the students with various dimensions of Physical Geography, and its challenges. The students of Geography, F.Y.B. A. should understand the current issues in Physical geography. Specifically Physical geography focused on Lithosphere, Fluvial Cycle, Atmosphere, Hydrosphere.

### **Objectives:**

- I. To introduce the students to the basic concepts in Physical geography.
- II. To introduce latest concept in Physical geography
- III. To acquaint the students with the utility and application of Physical geography in different regions and environment.
- IV. IV. To make the students aware about Earth system (Lithosphere, Atmosphere, Biosphere and Hydrosphere)

### **Course Outcome:**

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

- i) The geographical maturity of students in their current and future courses shall develop.
- ii) The student develops theoretical, applied and computational skills.

**Course Structure****F. Y. B. A. GEOGRAPHY**

Sr. No.	Semester	Course No	Name of the Course	Category
1	Semester I	Gg- 110 (A)	Physical Geography	Geography DSE - 1
2	Semester – II	Gg- 110 (B )	Human Geography	Geography DSE - 2

**S. Y. B. A. GEOGRAPHY**

Paper Code	Semester	Paper	Subject
Gg: 210(A)	III	G2	Environmental Geography I OR Economic Geography -I
Gg: 220(A)	III	S1	Geography of Maharashtra - I OR Population Geography – I
Gg: 201(A)	III	S2	Practical Geography – I (Scale and Map Projections)
Gg: 210(B)	IV	G2	Environmental Geography II OR Economic Geography -II
Gg: 220(B)	IV	S1	Geography of Maharashtra - II OR Population Geography – II
Gg: 201(B)	IV	S2	Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)

**T. Y. B. A. GEOGRAPHY**

Paper Code	Semester	Paper	Subject
Gg: 310(A)	V	G3	Geography of Disaster Management-I OR Geography of Tourism- I
Gg: 320(A)	V	S3	Geography of India -I OR Geography of rural development -I
Gg: 301(A)	V	S4	Practical Geography – I (Techniques of Spatial Analysis)
Gg: 310(B)	VI	G3	Geography of Disaster Management-II OR Geography of Tourism -II
Gg: 320(B)	VI	S3	Geography of India -II OR Geography of rural development -II
Gg: 301(B)	VI	S4	Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report)

**Equivalence of Previous syllabus along with new syllabus:**

	Old course	New Course
<b>Paper I</b>	Gg-110 Elements of Geomorphology	Gg-110(A) Physical Geography
<b>Paper II</b>		Gg-110(B) Human Geography

**Details of Syllabus:**

**Semester I**  
**Physical Geography**

Sr. No	Topic	Sub Topics	Teaching Hours	Total Credits
1.	Introduction to Physical Geography	1) Definitions of Physical Geography 2) Nature and scope of Physical Geography 3) Branches of Physical Geography 4) Introduction about the Earth system (Lithosphere, Atmosphere, Hydrosphere and Biosphere)	12	03
2	Lithosphere	1) Interior of the earth 2) Wegner's Continental Drift Theory 3) Davis Concept of Cycle of erosion	12	
3	Atmosphere	1) Structure of the atmosphere 2) Heat Balance 3) Pressure belts and wind system 4) Forms and types of Precipitation	12	
4	Hydrosphere	1) Hydrological cycle 2) General structure of ocean floor 3) Waves and Tides 4) Field Visit (Not more than one day) for observations geographical places and landforms.	12	

**Reference Books**

- 1) Clyton K., (1986), Earth Crust, AdusBook, London.
- 2) Davis W. M., (1909), Geographical Essay, Ginnia Co.
- 3) Dayal P., (1996), Text Book of Geomorphology, Shukla Book Depot, Patna.
- 4) Kale V.S. and Gupta A., (2015), Introduction of Geomorphology, University Press, PVT Kolkata.
- 5) Kale V.S. and Gupta A., (2001), Elements of Geomorphology, Oxford Univ. Press.
- Monkhouse, (1951), Principle of Physical Geography, McGraw Hill Pub – New York.
- 6) Pitty A. F., (1974), Introduction to Geomorphology, Methuen London.
- 7) Singh Savindra, (2000), Physical Geography, PrayagPustakBhavan, 20-A, University Road, Allahabad – 211002.
- 8) Steers J. A., (1964), The Unstable Earth Some Recent Views in Geography, Kalyani Publishers, New Delhi.
- 9) Swaroop Shanti, (2006), Physical Geography, King Books, NaiSarak, Delhi – 110006.
- 10) Wooldridge S. W. and Morgan R. S., (1959), The Physical Basis of Geography and Outline of Geomorphology, Longman Green and Co. London.
- 11) More, Pagar&Thorat, (2014), Elements of Climatology & Oceanography, (Marathi), Atharv Publication, Pune
- 12) S MUKHERJEE, UNDERSTANDING PHYSICAL GEOGRAPHY, ORIENT BLACKSWAN (PVT)LTD



**Semester II****DSE (Discipline Specific Elective) - II Geography**  
**Human Geography**

Sr. No	Topic	Sub Topics	Teaching Hours	Credits
1.	Introduction to Human Geography	1) Definitions of Human Geography 2) Nature and scope of Human Geography 3) Branches and importance of Human Geography	12	03
2	Population	1) Factors affecting on distribution of population 2) Theory of demographic transition 3) Composition of Indian population ( Gender and literacy )	12	
3	Settlements	1) Types and pattern of rural Settlements 2) Urbanisation in India 3) Urbanisation in Maharashtra	12	
4	Agriculture	1) Types of Agriculture 2) Factors affecting on Agriculture activity 3) Problems of Indian agriculture	12	

**Reference Books**

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
4. Musmade Arjun, Sonawane Amit and Jyotiram More, Population & Settlement Geography, (2015), Diamond Publication Pune.
5. Jyotiram More and Musmade Arjun (2015) Regional Geography of India .Diamond Publication Pune.
6. Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
7. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
8. Kaushik, S.D. (2010) Manavi Bhugol, Rastogi Publication, Meerut.
9. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
10. Sudeeptha Adhikari (2016) Orient Blackswan PVT, New Delhi.
12. Sumitra Ghosh (2015), Introduction of Settlement Geography. Orient Blackswan PVT Kolkata.
13. Ghosh B.N. : Fundamentals of Population Geography
14. Hussin M. : Human Geography 1994
15. Money D.S. : Human Geography

16. Perpillou A.V. : Human Geography, Longman, London- 1986
17. Robinson H. : Human Geography, 1976
18. Mishra & Puri : Indian Economy 2004
19. India- 2008 : Govt. of India
20. Hassan Mohammedi : Population Geography, 2005
21. Bhende Asha & Kanitkar Tara : Principles of Population studies
22. Perillou A.V. : Human Geography, 1986
23. Singh, R.Y. : Geography of Settlement, 1998
24. Singh, Gopal : Mapwork & Practical Geography, 1999
25. Sawant S.B. Athavale A.S. and Musmade A H, Population Geography, Mehata publishing house, Pune
26. Chandana R.C. : Geography of Population, Kalyani Pub. Ludhiana 1988
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# SAVITRIBAI PHULE PUNE UNIVERSITY

(formerly University of Pune)

## **F. Y. B. A. Political Science**

### **Syllabus**

**(Semester & Choice Based Credit System)**

**(To be implemented from the Academic Year, 2019-20)**

**Savitribai Phule Pune University**  
**F. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2019-2020)**  
**G-1 General Paper**  
**INTRODUCTION TO INDIAN CONSTITUTION**  
**Total Credits : 03**

**Objectives**

The contents of this course are designed with the following 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.

<b>Semester-I</b>	<b>Period</b>
<b>Unit 1: Making of the Indian Constitution</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Historical Background</li> <li>b) Constituent Assembly</li> <li>c) Preamble</li> <li>d) Salient Features</li> </ul>	
<b>Unit 2: Fundamental Rights, Duties and Directive Principles</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Fundamental Rights</li> <li>b) Fundamental Duties</li> <li>c) Directive Principles of State Policy</li> </ul>	
<b>Unit 3: Federalism</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Salient Features of Indian Federalism</li> <li>b) Centre –State Relations</li> <li>c) Issues of Conflict (Water and Border Issues)</li> </ul>	
<b>Unit 4: Constitutional Amendments: Scope and Limitations</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Constitutional Provisions</li> <li>b) Major Constitutional Amendments (42, 44 &amp; 86)</li> <li>c) Basic Structure of the Indian Constitution</li> </ul>	
<b>Semester- II</b>	
<b>Unit 5: Legislature</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Union Legislature – Structure, Powers and Role</li> <li>b) State Legislature – Structure, Powers and Role</li> </ul>	
<b>Unit 6: Executive</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a) Union Executive – i) President and Vice President– Powers, Functions and Role</li> <li>ii) Prime Minister - Powers, Functions and Role</li> <li>iii) Council of Minister – Powers and Functions and Role</li> <li>b) State Executive- i) Governor - Powers, Functions and Role</li> <li>ii) Chief Minister – Powers, Functions and Role</li> <li>iii) Council of Minister – Powers and Functions and Role</li> </ul>	

**Unit7: Judiciary****12**

- a) Supreme Court : Powers and Functions
- b) High Court : Powers and Functions
- c) Judicial Review and Judicial Activism

**Unit8: Electoral System****12**

- a) Election Commission:Composition, Functions and Role
- b) Chief Election Commissioner
- c) Electoral reforms

**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 राही श्रुती गणेश, 2019, *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) बाचल वि. म., 2004, *भारतीय राज्यघटना आणि राजकीय व्यवहार*, पुणे, के सागर पब्लिकेशन.
- 7) भोळे भा.ल., 2015, *भारतीय गणराज्याचे शासन आणि राजकारण*, नागपूर, पिंपळापुरे प्रकाशन,.
- 8) चपळगावकर नरेंद्र, 2002, *राज्यघटनेचे अर्धशतक*, मुंबई, मौज प्रकाशन.
- 9) जाधव तुकाराम वशिष्टापुरकर महेश, 2012, *भारतीय राज्यघटना व घटनात्मक प्रक्रिया*, पुणे, द युनिक अॅकॅडमी पब्लिकेशन
- 10) घांग्रेकरचिं. ग . 1997, *भारतीयराज्यघटना*, नागपूर, मंगेश प्रकाशन.
- 11) Jha Rajesh, 2012, *Fundamentals of Indian Political System*. Delhi, Dorling Kindersley (India) Pvt Ltd, Pearson Education Society.
- 12) कांबळे बाळ, वकील अलिम वदेवरे पी. डी., 2012, *भारताची राज्यघटना, राजकारण व कायदा*, पुणे, डायमंड प्रकाशन.
- 13) कश्यप सुभाष, (अनुवाद न. ब. पाटील) , 2001, *आपली संसद , नॅशनल बुक ट्रस्ट इंडिया*.
- 14) नांदेडकर व. गो., 2011, *भारतीय राज्यघटना आणि राज्यव्यवहार*, पुणे, डायमंड प्रकाशन.
- 15) पाटील बी.बी., 2016, *भारतीय शासन आणि राजकारण*, कोल्हापूर, फडके प्रकाशन.
- 16) साठे सत्यरंजन, 1998, *भारताच्या राज्यघटनेची ५० वर्षे*, पुणे, कॉन्टिनेन्टल प्रकाशन.
- 17) व्होरा राजेंद्र व पळशीकर सुहास, 2010, *भारतीय लोकशाही: अर्थ आणि व्यवहार*, पुणे, डायमंड प्रकाशन.

**Savitribai Phule Pune University**  
**F. Y. B. A. Political Science**  
**(CBCS pattern to be implemented from 2019-2020)**  
**G-1 General Paper (Optional)**  
**AN INTRODUCTION TO THE CONSTITUTION OF UNITED STATES OF**  
**AMERICA**  
**Total Credits : 03**

**Objectives**

To acquaint students with the important features of the Constitution of the United States of America and the basic framework of government of the USA

<b>Semester – I</b>	<b>Period</b>
<b>Unit: 1 Making of the U.S. Constitution</b>	<b>12</b>
a) Historical Background	
b) Preamble	
c) Salient Features	
<b>Unit: 2 Federal System</b>	<b>12</b>
a) Features	
b) State Autonomy	
c) Relations between the Federal Government and the States	
<b>Unit: 3 Fundamental Rights</b>	<b>12</b>
a) Nature of Fundamental Rights	
b) Development of Fundamental Rights	
<b>Unit: 4 Constitutional Amendments</b>	<b>12</b>
a) Constitutional Provisions	
b) Important Amendments (15& 22)	

## Semester - II

### Unit: 5 Legislature 12

- a) Structure
- b) Powers
- c) Role

### Unit: 6 Executive 12

- a) President: Powers and Functions
- b) Vice President: Powers and Functions
- c) Secretary: Powers and Functions

### Unit: 7 Judiciary 12

- a) Structure i) Federal Court ii) State Court
- b) Powers and Functions
- c) Judicial Review

### Unit: 8 Federal Election Commission 12

- a) Structure
- b) Functions
- c) Role

### Readings

1. काळे अशोक, 1984, अमेरिकेची राज्यव्यवस्था, नागपूर विश्वभारती प्रकाशन.
2. पळशीकर सुहास व सुमंतयशवंत, 1988, अमेरिकेचे शासन, पुणे, निराली प्रकाशन
3. Wheare.K.C, 1980, Federal Government, 4th edn., Oxford and New York, Oxford University Press.
4. Wilson. James., 2014, *American Government*, 14th edn., Wadsworth Publishing Boston Massachusetts, USA.
5. घांग्रेकर चिं. ग. व धनवटे अरुण, 1996, आधुनिक राजकीय व्यवस्था, (इंग्लंड-अमेरिका-स्विट्झर्लंड) नागपूर, मंगेश प्रकाशन



# **Savitribai Phule Pune University**

**(Formerly University of Pune)**

**Three Year B.A. (Bachelor of Arts) Degree Program in Psychology**  
**(Faculty of Humanities)**

**F.Y.B.A. PSYCHOLOGY**

**Choice Based Credit System**

**Syllabus**

**To be implemented from Academic Year 2019-2020**



## 1: Title of the course: B. A. with Psychology

## 2: Background:

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

This course aims at enriching the minds of students and it has aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web based

sources is highly recommended to make the teaching-learning process interactive and interesting.

### 3: Structure of the course:

Year	Semester	Paper No.	Title of the Paper	Lectures per week	Credit for semester
First Year	1	DSC-PSY-1A	Foundations of Psychology	03	03
	2	DSC-PSY-1B	Introduction to Social Psychology	03	03

### 4: Implementation of UG course structure:

- 1: This is 6 semester 132 credit degree course.
- 2: Each theory credit is equivalent to 15 clock hours of teaching and each practical credit is equivalent to 30 clock hours of laboratory teaching in a semester.
- 3: There is 15 to 18 weeks (90 days) of teacher-student interaction during the semester.

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. Changes as per the university guidelines shall be communicated from time to time.

F.Y.B.A. Psychology  
(w.e.f. 2019-2020)  
(Choice Based Credit System) 70:30-Pattern  
(70-Semester-End Exam & 30-Internal Evaluation)

**Course DSC-PSY- 1A: Foundations of Psychology**

**Course objectives and learning outcomes:**

After the completion of this course students will be able to demonstrate the following competencies:

- a) Understand the basic psychological processes and their applications in day to day life.
- b) Develop the ability to evaluate cognitive processes, learning and memory of an individual.
- c) Understand the importance of motivation and emotion of the individual.
- d) Understand the personality and intelligence of the individuals by developing their psychological processes and abstract potentials.

**Unit 1: Psychology -Introduction: (12 lectures)**

- 1.1 Psychology : a Science, goals of psychology
- 1.2 The brief history & perspective of Psychology: (Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism)
- 1.3 Career Avenues in Psychology & Fields of Psychology: (Clinical, Industrial & Organizational, Educational, Social, Developmental, Health, Criminal & Forensic, Military, Sports, Neuropsychology, Environmental, Positive, Spiritual and Women & Child psychology.)
- 1.4 The Indian Psychology: Past and present
- 1.5 Application: Understanding Behaviour through Methods in Psychology

**Unit 2: Cognitive processes: (12 lectures)**

- 2.1 Sensation, Attention and Perception, nature of perception, laws of perceptual organization
- 2.2 Learning- Classical and Operant conditioning, observational learning
- 2.3 Memory-processes, information processing model(s)
- 2.4 Forgetting: Theories of forgetting
- 2.5 Application: Techniques for improving memory.

## **Unit 3: Motivation and Emotion:**

**(12 lectures)**

- 3.1 Motivation: Definition, Concept of Homeostasis & Maslow's Hierarchy of Motivation
- 3.2 Types of Motivation: Physiological, Psychological & Social
- 3.3 Motivational Conflicts: Intra-Conflicts & Inter-Conflicts
- 3.4 Emotion: Definitions, Nature & Importance, Basic Emotions (Joy, Excitement, Tenderness, Sadness, Anger, Fear & Love)
- 3.5 Application: Conflict Resolving Skills

## **Unit 4: Personality and Intelligence:**

**(12 lectures)**

- 4.1 Personality – Definitions, Nature
- 4.2 Personality as a set of traits: Cattell's, Allport's & Big Five Theory of Personality
- 4.3 Freud's Psychoanalytical Theory of Personality and Transactional Analysis
- 4.4 Intelligence: Definitions, Theories of Intelligence (Gardner's Theory, Cattell's Theory of Intelligence)
- 4.5 Applications: Testing and enhancing Emotional intelligence.

### **References:**

1. Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5<sup>th</sup> Edition). Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Carole, W. and Carol, T. (2007). Psychology (7th Edition). Pearson Education, India.
4. Feldman S. R.(2009). Essentials of understanding psychology ( 7th Ed.) New Delhi : Tata Mc Graw Hill.

### **Books in Marathi Language:**

1. बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र. स्वयंभू प्रकाशन, नाशिक
2. मुंदडा आणि खलाने (२०१३). मानसशास्त्राची मूलतत्वे. अथर्व प्रकाशन, जळगांव
3. अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र: वर्तनाचे शास्त्र. पिअर्सन
4. देशपांडे चंद्रशेखर आणि सहकारी (२०१४). सूक्ष्म कौशल्ये: मानसशास्त्रीय समुपदेशन प्रक्रियेचा गाभा. उन्मेष प्रकाशन

घटक १ : मानसशास्त्र ओळख

(१२ तास)

- १.१ मानसशास्त्र : विज्ञान, मानसशास्त्र विषयाची उद्दिष्ट्ये
- १.२ मानसशास्त्राचा थोडक्यात इतिहास आणि विचार प्रवाह (रचनावाद, कार्यवाद, गेस्टाल्ट, मनोविश्लेषणवाद, वर्तनवाद)
- १.३ भारतातील मानसशास्त्र : भूतकाळ आणि वर्तमान
- १.४ मानसशास्त्रातील करीयरच्या संधी आणि क्षेत्रे (चिकित्सा, औद्योगिक आणि संघटन, शैक्षणिक, सामाजिक, वैकासिक, आरोग्य, गुन्हेगारी व न्यायसहाय्यक, सैनिकी, क्रीडा, चेतामानसशास्त्र, पर्यावरण, सकारात्मक, अध्यात्मिक, स्त्री आणि बाल मानसशास्त्र)
- १.५ उपयोजन : मानसशास्त्रीय पद्धतीद्वारा वर्तन समजावून घेणे

घटक २ : बोधनिक प्रक्रिया

(१२ तास)

- २.१ वेदन, अवधान आणि संवेदन, संवेदनचे स्वरूप, संवेदन संघटनाची तत्वे
- २.२. अध्ययन – अभिज्ञान आणि साधक अभिसंधान, बोधानिक आणि निरीक्षणात्मक अध्ययन
- २.३ स्मृती- प्रक्रिया, माहिती संस्करण प्रारूपे
- २.४ विस्मरण : विस्मरणाचे सिद्धांत
- २.५ उपयोजन : स्मृती सुधार तंत्रे

घटक ३ : प्रेरणा आणि भावना

(१२ तास)

- ३.१ प्रेरणा : व्याख्या, शरीर तापमान नियमन संकल्पना आणि मॅस्लो यांचे प्रेरणा विषयक अधिश्रेणी
- ३.२ प्रेरणांचे प्रकार : शारीरिक, मानसिक आणि सामाजिक
- ३.३ प्रेरणा संघर्ष : व्यक्ती अंतर्गत आणि आंतरव्यक्तिक संघर्ष
- ३.४ भावना : व्याख्या, स्वरूप आणि महत्व, मुलभूत भावना (आनंद, उत्साह, प्रेमळपणा, खिन्नता, राग, भीती आणि प्रेम)
- ३.५ उपयोजन : संघर्ष निराकरण कौशल्ये

घटक ४ : व्यक्तिमत्व आणि बुद्धिमत्ता

(१२ तास)

- ४.१ व्यक्तिमत्व – व्याख्या, स्वरूप
- ४.२ व्यक्तिमत्व गुणविशेषांचा संघात : व्यक्तिमत्वाचे कॅटल, आलपोर्ट आणि पंच घटक सिद्धांत
- ४.३ फ्राइड यांचा व्यक्तिमत्व विषयक मनोविश्लेषणात्मक सिद्धांत आणि आंतरक्रिया विश्लेषण
- ४.४ बुद्धिमत्ता : व्याख्या, बुद्धिमत्ता सिद्धांत (गार्डनर चा सिद्धांत, कॅटल चा बुद्धिमत्ता सिद्धांत)
- ४.५ उपयोजन : चाचणी, भावनिक बुद्धिमत्ता वाढविणे

F.Y.B.A. Psychology  
(w.e.f. 2019-2020)  
(Choice Based Credit System) 70:30-Pattern  
(70-Semester-End Exam & 30-Internal Evaluation)

**Course DSC-PSY- 1B : Introduction to Social Psychology**

**Course objectives and learning outcomes:**

After the completion of this course students will be able to demonstrate the following competencies:

- a) Understand the basics of social psychology.
- b) Understand the nature of self, concept of attitude and prejudice of the individual.
- c) Assess the interactional processes, love and aggression in our day today life. .
- c) Understand group dynamics and individual in the social world.

**Unit 1: Introduction:**

**(Total 12 Lectures)**

- 1.1 Definition, Brief history of social psychology (special emphasis on India),
- 1.2 Scope of social psychology
- 1.3 Levels of social behaviour
- 1.4 Approaches towards understanding social behaviour
- 1.5 Application: Community mental health

**Unit- 2.Individual Level Processes**

**(Total 12 Lectures)**

- 2.1 Difference between Social Cognition & Social Perception.
- 2.2 Self –Concept: Nature, Self-regulation and self-presentation.
- 2.3 Attitude: Definition, components, Dimensions and formation of attitude
- 2.4 Prejudice: Causes.
- 2.5 Application: Formation of attitude and Prejudice eradication

### **Unit 3: Interpersonal processes:**

**(Total 12 Lectures)**

- 3.1 Interpersonal attraction, love
- 3.2 Pro-social behaviour
- 3.3 Locus of control, increasing our helping nature.
- 3.4 Aggression: Meaning, Nature and causes of Aggression
- 3.5 Application: Prevention and reducing aggression

### **Unit- 4.Group Dynamics**

**(Total 12 Lectures)**

- 4.1 Groups: When we join and when we leave, The benefits of joining
- 4.2 Cooperation and Conflict
- 4.3 Conformity; Factors affecting Conformity, Obedience & Authority
- 4.4 Group decision making
- 4.5 Application: Team Building

#### **Books for Reference**

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, Gopa. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009
2. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
3. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
4. Myers, D. G. (2006). Social Psychology. (8th edi.), Tata McCraw- Hill Publication.

#### **Books in Marathi Language:**

1. नातू, वैद्य आणि राजहंस (२००८). सामाजिक मानसशास्त्र. पिअर्सन
2. गाडेकर, पाटील, इनामदार (२००७). प्रगत सामाजिक मानसशास्त्र. डायमंड, पुणे.
3. तडसरे, तंबाके, पाटील, दरेकर (२००३). सामाजिक मानसशास्त्र. फडके प्रकाशन, कोल्हापूर.
4. ढोरमारे आणि रसाळ (२०१५). सामाजिक मानसशास्त्र. उन्मेष प्रकाशन, पुणे.

घटक १ : ओळख

(१२ तास)

- १.१ सामाजिक मानसशास्त्र ची व्याख्या, थोडक्यात इतिहास (भारतीय संदर्भ)
- १.२ सामाजिक मानसशास्त्र विषयाची व्याप्ती
- १.३ सामाजिक वर्तनाचे स्तर
- १.४ सामाजिक वर्तन समजावून घेताना दृष्टीकोन
- १.५ उपयोजन : लोकसमुहाचे मानसिक आरोग्य

घटक २ : व्यक्ती स्तरावरील प्रक्रिया

(१२ तास)

- २.१ सामाजिक बोधन आणि सामाजिक संवेदन यातील फरक
- २.२ स्व संकल्पना : स्वरूप, स्व-नियमन आणि स्व सादरीकरण
- २.३ अभिवृत्ती: व्याख्या, घटक, अभिवृत्ती चे घटक आणि निर्मिती
- २.४ पूर्वग्रह : कारणे
- २.५ उपयोजन : अभिवृत्ती निर्मिती आणि पूर्वग्रह निर्मुलन

घटक ३ : आंतरव्यक्तिक प्रक्रिया

(१२ तास)

- ३.१ आंतरव्यक्तिक आकर्षण, प्रेम
- ३.२ समाज-अनुकूल वर्तन
- ३.३ नियंत्रण केंद्र, सहकार्य वर्तन वाढविणे
- ३.४ आक्रमकता : अर्थ, स्वरूप आणि आक्रमकतेची कारणे
- ३.५ उपयोजन : आक्रमकता प्रतिबंधन आणि कमी करणे

घटक ४ : समूह गतिमानता

(१२ तास)

- ४.१ समूह : आपण समुहात केव्हा दाखल होतो आणि केव्हा सोडून देतो, समूह सदस्य होण्याचे फायदे
- ४.२ सहकार्य आणि संघर्ष
- ४.३ अनुपालन : अनुपालन वर परिणाम करणारे घटक, आज्ञाधारकता आणि अधिकार
- ४.४ सामुहिक निर्णय घेणे
- ४.५ उपयोजन : संघभाव वाढविणे



# Question Paper Pattern for Each Semester (2019-20)

## (Choice Based Credit System)

F Y B A Psychology:

(70-Semester-End Exam & 30-Internal Evaluation)

Hours: Three

Marks: 70

Q1 Answer the following questions in 100 words each (any four)

Ask six questions- each question for 5 marks 5X4 =20

Q2 Answer the following questions in 200 words each (any two)

Ask four questions -each question for 10 marks 10X2 =20

Q3 Answer the following questions in 400 words each ( any one)

Ask two questions -each question for 20 marks 20X1 =20

Q4 write short notes ( any Two)

Ask four short notes -each short note for 5 marks 5X2 =10

-----**Total = 70 Marks**

### **Pattern for Internal Evaluation:**

- |  |   |            |
|--|---|------------|
| 1. Internal Mid-Semester Examination–          | - | - 20 Marks |
| 2. Home Assignments/Oral/Lecture Notes/Project |   | – 10 Marks |

**TOTAL–30 Marks**

## 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 equally applicable to all 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.
    - a) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
    - b) 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**

**12 Clock Hours**

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

### **Unit-II- Poetry**

**12 Clock Hours**

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

### **Unit-III- Grammar**

**10 Clock Hours**

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

### **Unit-IV- Vocabulary**

**06 Clock Hours**

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

### **Unit-V- Soft Skills**

**05 Clock Hours**

1. Leadership skills
2. Teamwork skills

## **Semester-IV**

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

### **Unit-I- Prose**

**12 Clock Hours**

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

### **Unit-II- Poetry**

**12 Clock Hours**

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****10 Clock Hours**

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

**Unit-IV- Vocabulary****06 Clock Hours**

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

**Unit-V- Soft Skills****05 Clock Hours**

1. Problem-solving skills
2. Time management

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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.
  - e) To enhance communicative skills of students by developing insight into the working of language
- **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.
  - c) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
  - d) A Mid-semester Written Test for 20 marks

## **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

### **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 Hooenraad (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)

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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)**

**(3 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
- **45 clock hours to be equally shared for teaching both the units.**



## **Semester-III**

### **Course content-**

#### **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

- **45 clock hours to be equally shared for teaching both the units.**

## **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

- **45 clock hours to be equally shared for teaching both the units.**

#### **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
10. Jagdale 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**

**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.

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**.

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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
- **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.
  - e) Assignment/group discussion/tutorial/seminar/oral/project for 10 marks
  - f) A Mid-semester Written Test for 20 marks

### **Semester-III**

#### **Course Content-**

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

#### **A) Theory of Poetry**

**20 Clock Hours**

- (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:**

**25 Clock Hours**

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:**

**45 Clock Hours**

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.

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**(S.Y.B.A)**

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

**“Mastering Communication Skills”**

**[Two Credit Course (2x15=30 Hours)]**

**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.

**SEMESTER-III**

**Course content:**

- A) Introducing Yourself and Others
- B) Joining and Leaving Conversation
- C) Accepting/Declining Invitations
- D) Asking/Giving/Refusing Permission
- E) Digital Literacy for effective communication
- F) Project Presentation

## **SEMESTER-IV**

### **Course content:**

- A) Asking/Giving/Refusing Information
  - B) Agreeing/Partial Agreeing/Disagreeing
  - C) Complaining and Apologizing
  - D) Vocabulary Building
  - E) Delivering a Speech
  - F) CALL and MALL for effective communication (CALL-Computer-assisted Language Learning & MALL- Mobile-assisted Language Learning)
- .....

### **EVALUATION PATTERN**

At the end of both the semesters, an activity-based evaluation of the skill development is to be conducted using ANY ONE of the following evaluation modes.

1. Submission of a Project
2. Seminar
3. Group Discussion
4. Mock Interviews
5. Presentations
6. Any other mode of evaluation relevant to the course contents

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

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

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

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

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

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

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

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

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



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

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

**Books for Reading:**

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

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

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

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

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

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

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

Shinde, Vishwanath (2016). Sakaratmak Manasshatra, Daimond Publications, Pune.

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

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### **Semester-3**

#### **SEC- 1A: HEALTH PSYCHOLOGY**

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

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

#### **Unit-I: An Introduction to Health Psychology**

**(12)**

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

#### **Unit-II: Stress and Coping**

**(11)**

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

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

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

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

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

**Source Books**

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

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

<b>Pager</b>	<b>Old Course (2013 Annual Pattern)</b>	<b>New Course (2019 Semester Pattern)</b>
G2	Gg-210 Elements of Climatology and Oceanography OR	Gg: 210(A)Environmental Geography I OR
G2	Gg-210 Geography of Disaster Management	Gg: 210(A)Economic Geography -I 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
S1	Gg-220 Tourism Geography	Gg: 220(A) Population Geography – I 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

<b>Sr. No.</b>	<b>Topic</b>	<b>Sub Topics</b>	<b>Teaching Hours</b>	<b>Total Credits</b>
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	12	

		3. Types of ecosystem a) Equatorial Forest and b) Pond Ecosystem		
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	

**Reference Book:**

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.

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)

**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 & Cristal, Introduction to Positive Economics, Oxford Press.
4. Jack Hirshlifer, Price Theory and Applications, Prentice Hall of India Pvt. Ltd. Delhi
5. Ahuja H.L. : Modern Micro Economics, S. Chand & Company Ltd New Delhi
6. Jhingan M.L., Micro Economic Theory, Virinda Publication, Delhi.
7. K.K. Dewett, Modern Economics Theory, S. Chand Publications, New Delhi.
8. KPM Sundaram and E.N.Sundaram, Micro Economics, S.Chand Publication, New Delhi.
9. Seth M.L. : Micro Economics, Lakshmi NarainAgrawal Publisher



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

Choice Based Credit System (CBCS)

### **S -2. Macro Economics**

#### **Preamble -**

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

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

#### **Objectives –**

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

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

**Method of Teaching:**

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

<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.