



Savitribai Phule Pune University

(Formerly University of Pune)

**Three Year B.A. and B.Sc. Degree Program in Geography (Faculty
of Science & Technology)**

T.Y.B.A. (Geography)

Program Outcome – BA –Geography

Students of all undergraduate general degree programs should have acquired the following abilities/values at the time of graduation:

Programme: B.A. (Bachelor of Arts)	
General	
PO1:	Define and develop the interdisciplinary approach through the study of Geography
PO2:	Enhance employability and entrepreneur skills among the students.
PO3:	Demonstrate and appreciate the importance of diverse cultural, economic, regional, and resources perspective.
PO4:	Realization the importance of relation between Geography and various branches of Humanities, mental moral sciences.
PO5:	Demonstrate and understand the important concept and theories in the field of Geography.
Subject specific	
PO6:	Demonstrate knowledge of physical and cultural features of the earth surface.
PO7:	Define basic disciplines of Geography and its sub branches.
PO8:	Discuss the basic concepts and terminologies used in Geography like interior of the earth, plate tectonic, sea floor spreading, population growth, disasters, composition and structure of atmosphere, hydrosphere, etc.
PO9:	Distinguish between minerals and rocks, weather and climate, interior of the earth, basic industries, farming etc.
PO10:	Describe the causes and effects of local, national and international problems like global warming, acid rain, ozone depletion, soil degradation, deforestation etc.
Institutional	
PO11:	Encourage to develop overall personality with soft skills and vocational competence among the students
PO12:	Enhance and rediscover knowledge skills and holistic approach towards life.

Choice Based Credit System Syllabus

To be implemented from Academic Year 2021-2022

T.Y.B.A. (Geography) Choice Based Credit System Syllabus

To be implemented from Academic Year 2021-2022

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	CC – 1 A
2	Semester II	Gg.110 (B)	Human Geography	CC – 1 B

S. Y. B. A. GEOGRAPHY

Paper Code	Semester	Paper	Subject
Gg: 210(A)	III	G2 CC1C	Environmental Geography I OR Economic Geography -I
Gg: 220(A)	III	S1 DSE 1 A	Geography of Maharashtra - I OR Population Geography – I
Gg: 201(A)	III	S2 DSE 2 A	Practical Geography – I (Scale and Map Projections)
(Value/skill based course)	III	SEC 2 A	Applied Course of Disaster Management
Gg: 210(B)	IV	G2 CC1D	Environmental Geography- II OR Economic Geography -II
Gg: 220(B) DSE 1 B	IV	S1 DSE 1 B	Geography of Maharashtra – II OR Population Geography – II
Gg: 201(B) DSE 2 B	IV	DSE 2 B	Practical Geography – II (Cartographic Techniques, Surveying and Excursion / Village / Project Report)
(Value/skill based course)	IV	SEC 2 B	Applied Course of Travel and Tourism Geography

T.Y.B.A. Geography

Paper Code	Semester	Paper	Subject
Gg: 310(A)	V	CC1E	Geography of Disaster Management-I OR Geography of Tourism- I
Gg: 320(A)	V	DSE 1 C	Geography of India –I OR Geography of Rural Development -I
Gg: 301(A)	V	DSE 2 C	Practical Geography – I (Techniques of Spatial Analysis)
(Value/skill based course)		SEC 2C	Research Methodology – I
Gg: 310(B)	VI	CC1F	Geography of Disaster Management-II OR Geography of Tourism -II
Gg: 320(B)	VI	DSE 1D	Geography of India -II OR Geography of Rural Development -II
Gg: 301(B)	VI	DSE 2D	Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report)
(Value/skill based course)		SEC 2 D	Research Methodology – II

Equivalence of Previous syllabus along with new syllabus:

Paper	Old Course	New Course
G3	Gg-310 Regional Geography of India OR Gg-310 Human Geography	Geography of Disaster Management-I OR Geography of Tourism- I
G3		Geography of Disaster Management-II OR Geography of Tourism- II
S3	Gg-320 Agricultural Geography OR Gg-320 Population and Settlement Geography	Geography of India –I OR Geography of Rural Development -I
S3		Geography of India –II OR Geography of Rural development -II
S4	Gg-301 Techniques of Spatial Analysis	Practical Geography – I (Techniques of Spatial Analysis)
S4		Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report)

Semester V

Geography of Disaster Management-I CC1E (No. of Credits: 03)

Objectives:

- 1) To introduce students the concept of disaster & its relation with Geography.
- 2) To acquaint the students with the utility & application of hazards in different areas & its management.
- 3) To make the students aware of the need of protection & disaster management.

Course Outcome:

1. Describe concepts of Disaster and its relations with Geography.
2. Explain terminology and concepts of Disaster Management.
3. Implement concepts of hazards in different areas and its Management.
4. Explain standard operating procedure on government for disaster management

Sr. No.	Topic	Learning Points	No. of Lectures
1	Introduction to hazards, disasters	a) Meaning and definition of Hazards and Disasters b) Geographical conditions and disasters c) Classification of Disasters	12
2	Concepts in disaster management	a) Concept of management b) Aims and objectives c) Pre-disaster management and Post – disaster management	12
3	Disaster management and measures	a) Structure of disaster management - Preparedness, Response, Recovery, Mitigation, Rehabilitation b) Standard operating procedure of disasters management on government level c) Role of media	12
4	Climatic disasters and their management	a) Hail Storm and Cloud Burst a) Tropical Cyclones and Storms b) Droughts and Floods	12

- Alexander, D. (1993): Natural Disasters. UCL Press Ltd., London
- Bloom, A.L., 1998. Geomorphology. A Systematic Analysis of Late Cenozoic Landforms. Pearson Education (Singapore) Pte. Ltd.
- Chandna, R. C., 2000. A Geography of Population, Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi.
- Copola P Damon, 2007, Introduction to International Disaster Management
- Cuny, F. 1983, Development and Disaster, Oxford University Press.
- Govt. of India, 2005, Disaster Management Act Government of India, New Delhi.
- Hamblin, W.K., 1989. The Earth's Dynamic Systems, Macmillan Publishing Company, New York.

- Huggett, D.A., 2004. Fundamentals of Biogeography, Routledge.
- Kale, V.S. and Gupta, A., 2001. Introduction to Geomorphology, Orient Longman, Calcutta.
- Knox, P. and Agnew J., 1998. The Geography of the World Economy, Arnold, London.
- Lutgens, F.K. and Tarbuck, E.J., 2007. The Atmosphere. Prentice Hall, Englewood Cliffs, New Jersey, USA.
- Ross, D. A., 1988. Introduction to Oceanography. Prentice Hall, New Jersey.
- Saptarshi P. G., More J. C., Ugale V. R. and Arjun Musmade (2009), “Geography and Natural Hazard” Diamond, Pune.
- Savindra Singh, (2000): Environmental Geography. PrayagPustakBhavan, Allahabad
- Singh, S., 1998. Geomorphology, PrayagPustakBhavan, Allahabad.
- Strahler, A.A. and Strahler, A. N., 2002. Physical Geography: Science and Systems of the Human Environment, John Wiley and Sons, INC.
- Musmade Arjun. H., More J. C., 2014, Geography of Disaster Management, Diamond, Pune.
- A.H.Choudhar ,P.N.Salve, S.M.Kadam.R.H.Choudhar,V.C.Ithape (2010), “Contemporary Issues and Geography”,Atharva ,Pune.
- More, Musmade, (2021), Geography of Disaster Management -I, Nirali Publication, Pune.

Semester V
Geography of Tourism- I CC1E (No. of Credits: 03)

Objectives:

- 1) To understand the importance of Tourism
- 2) To introduce the students to the basic concepts in Tourism Geography.
- 3) To understand the types of Tourism
- 4) To gain knowledge different aspects of Tourism Geography.

Course Outcome:

1. Understand the history of Tourism.
2. Introduce the students to the basic concepts in Tourism Geography
3. Understand the types of Tourism.
4. To gain knowledge different aspects of Tourism Geography.

Sr. No.	Topic	Sub Topic & Learning Point	No. of Lectures
1	Introduction	a) Definition and Nature <ol style="list-style-type: none"> i. Definition of Tourists and Tourism ii. Nature of Tourism iii. Importance of Tourism b) Scope and Extent <ol style="list-style-type: none"> i. Tourism and Travel as basic needs of mankind. ii. Tourism and Development. iii. Tourism as product c) Role of Geography in Tourism	12
2	Determinants of Tourism Development	a) Physical <ol style="list-style-type: none"> i. Relief ii. Climate iii. Forest b) Socio-Cultural <ol style="list-style-type: none"> i. Religious ii. Historical iii. Sports c) Political <ol style="list-style-type: none"> i) Policies, ii) Safety of Tourists, iii) Accessibility 	12
3	Concept and Classification of Tourism	a) Classification of tourism based on: <ol style="list-style-type: none"> i. Nationality ii. Travel Time iii. Purpose b) Concept of Tourism - I <ol style="list-style-type: none"> i. Agro-Tourism ii. Eco- Tourism iii. Wildlife Tourism iv. Geo-Tourism c) Concept of Tourism - II <ol style="list-style-type: none"> i. Health/medical Tourism ii Sports Tourism 	12

4	Role of Infrastructure in Tourism Development	a) Mode of Transportation: i) Road, ii) Rail, iii) Water, iv) Air b) Communication: i. Role of Guide in tourism development ii. Internet/Telephone/Mobile/TV iii. Electronic and Printing Media c) Travel and Tourism Agencies:	12
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Reference Books

1. Geography of Tourism: Robinson H. (1996)
2. Tourism Development, Principles and Practices: Bhatia A.K., Sterling Publisher Ltd., New Delhi
3. Geography of Tourism and Recreation: S. N. Singh (1985)
4. Tourism Today: A Geographical Analysis: Douglas Pearce (1987)
5. Tourism: Economic Physical and Social Impact: Mathieson A. and Wall C, Logman, U.K.
6. India: A Tourist Paradise: Manoj Das.
7. Tourism Today: An Indian Perspectives: Maneet Kumar
8. Geography of Travel and Tourism: Hudman L.E.
9. Successful Tourism Management: Seth P.N. (1985) Sterling Publisher Ltd., New Delhi.
10. Tourism Analysis: Smith S.L.J.
11. Tourism in India: Gupta V.K.
12. Dynamics of Tourism: Kaul R. N., Sterline Publisher Ltd.
13. Geography of Tourism: S.B. Shinde, Phadke Prakashan, Kolhapur
14. Muluk, Musmade, Doke, More, (2021), Geography of Tourism-I, Nirali Publication, Pune.

Semester V
Geography of India -I DSE 1 C(No. of Credits: 03)

Objective:

1. To acquaint the students with geography of our Nation.
2. To make the student aware of the magnitude of problems and Prospects at National level.
3. To help the students to understand the inter relationship between the subject and the society.
4. To help the students to understand the recent trends in regional studied

Course Outcome:

1. Explain the importance of geography of our Nation.
2. Make the aware of the magnitude of problems and Prospects at National level.
3. Identify the inter relationship among the subject and the society.
4. Understand the current trends in regional studied
5. Realize about diversity of our nation i.e. Religious, Languages, Tribes etc
6. Acquaint the knowledge about different types of resources and their utility

Sr. No	Unit	Subunit	No. of Lectures
1	Introduction	a) Location and Extent b) Historical Background c) International boundaries of India and related issues d) States and Union territories	12
2	Physiography	a) The Northern Mountains b) The North Indian Plains c) The Peninsular Plateau d) The Coastal lowlands and Islands	12
3	Drainage System	a) Himalayan Rivers: Indus , Ganga, Brahmaputra b) East Flowing Rivers: Mahanadi, Godavari, Krishna, Kaveri c) Major West Flowing Rivers: Narmada, Tapi, Mahi d) Minor West Flowing Rivers: originating in Western Ghat	12
4	Climate, Soils and Natural Vegetation	a) Various Seasons and Weather Associated with them b) Types of Soils and its Distribution c) Types of Natural Vegetation and its Distribution	12

Reference Books

1. Aher A.B , Chaodhari A. P & Chaodhari Archana. Regional Geography of India Prashant Publication Jalgaon 2015
2. Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi.1992.
3. Farmer, B.H.: An Introduction to South Asia. Methuen, London, 1983.
4. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.
5. Govt. of India: National Atlas of India, NATMO Publication, Calcutta..
6. Govt. of India: The Gazetteer of India. Vol I & III Publication Division, New Delhi, 1965.
7. Learmonth, A.T.A. et.al(ed.) : Man and Land of South Asia Concept, New Delhi.

8. Mitra, A.: Levels of Regional Development India Census of India, Vol I, Part I-A (i) and (ii) New Delhi, 1967.
9. Routray, J.K.: Geography of Regional Disparity Asian Institute of Technology, Bangkok, 1993.
10. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
11. Singh, R.L.(ed.): India: A Regional Geography. National Geographical Society. India, Varanasi, 1971.
12. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
13. P. G. Saptarshi, J. C. More, V. R. Ugale & A. H. Musmade :A Geographical Region of India : Diamond Publication (2009) (Marathi)
14. Patil S. G., Suryawanshi R. S., Pacharne S., Choudhar A. H. : Economic Geography, Atharav Prakashan, Pune. (2014) (Marathi).
15. Musmade Arjun. H., More J. C., 2015, Geography of India , Diamond, Pune.
16. Musmade, More, (2021), Geography of India-I, Nirali Publication, Pune.

Semester V

Geography of Rural Development -I DSE 1 C (No. of Credits: 03)**Objectives:**

1. To understand the concept, nature and scope of rural development in India.
2. To overview various approaches to rural development.
3. To discuss some important issues related to rural development.
4. To study various schemes and policies for rural health in India.

Course Outcome:

1. Understand the concept, nature and scope of rural development
2. An overview several approaches to rural development.
3. Introduce the significant issues associated to rural development.
4. Study various schemes and policies for rural health

Sr. No.	Topic	Sub Topic	Learning Points	No. of Lectures
1	Introduction	Nature and Scope	a) Concept of Rural Development b) Definition and meaning of Rural Development c) Causes of Rural Backwardness d) Nature and Scope of Rural Development in India	12
2	Approaches to Rural Development in India	Approach	a) Gandhian Approach b) Decentralized Planning Approach c) Sectoral Approach d) Participatory Approach	12
3	Issues of Rural Development	Issues	a) Lack of safe drinking water b) Rural Sanitation Problems and Programs c) Green revolution and its benefits to Urban and Rural Sectors d) Urban-Rural Divide	12
4	Rural Health	Health Care and Services	a) Health Care Services in Rural Areas b) Maternal and Child Health c) National Health Policy of India d) National Rural Health Mission	12

Reference Books

1. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
2. Singh, R.B. (1985): *Geography of Rural Development*. New Delhi, India: Inter India.
3. Mukherjee, Neela. (1993). *Participatory Rural Appraisal: Methodology and Application*. Delhi, India: Concept Pubs. Co.
4. Rural Development Satya Sundaram, Himalaya publication House Mumbai
5. Indian economy R. D. Sudharam Chand and co. Ramnagar New Delhi.
6. Commercial Geography Dr. B.S.Nagi. Kedarnath Ramnath publications Meerut,
7. Human Resource Development T.Y. Rao SAGE Publication New Delhi.

8. Katar Singh -Rural Development –Principles, Policies and Management.
9. Agricultural Geography (second edition) Jasbir singh and S.S. Dhillon Tata mc crow publication
10. Interntation Technology and Globalization S.K. Bansal APII Publishing Corp. Ansari Rd. Dayraganj Delhi.
11. Economic Geography. Sadha –Khan 8. Ruural Energy criai S. Giriappa Himalaya Publishing House Mumbai
12. Anand, Subhash. (2013). *Dynamics of Rural Development*. Delhi, India: Research India Press.
13. Mukundan,N.-Rural Development and Poverty eradication in India.
14. Krishnamurthy, J. (2000). *Rural Development - Problems and Prospects*. Jaipur, India: Rawat Publs.
15. Ramachandran, H., and Guimaraes, J.P.C. (1991). *Integrated Rural Development in Asia–Leaning fromRecent Experience*. New Delhi, India: Concept Publishing.
16. Palione, M. (1984). *Rural Geography*. London, UK: Harper and Row.
17. Dutt and Sundaram- Indian Economy, S.Chand Publications, New Delhi, 2013-07-02.
18. Mishra,S.K. and PuriV.K. - Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012.
19. K Vijayakumar Empowerment of weaker section future planning and strategies for Rural Development in India.
20. Shankar Chatterjee- Implementation of Rural Development.
21. Gilg A. W., 1985: An Introduction to Rural Geography, Edwin Arnold, London.
22. Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectives
23. Pagar, Thorat, Musmade, More, (2021), Geography of Rural Development-I, Nirali Publication, Pune.

Semester V
Practical Geography- I
(Techniques of Spatial Analysis) DSE- 2 C
(No. of Credits: 04)

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

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

Objective:

1. To introduce the basic concepts and techniques of Geographical Analysis.
2. To introduce the students with SOI Toposheets and acquire the Knowledge of Toposheet interpretation.
3. To introduce the students with Weather Maps and acquire the Knowledge of its interpretation.
4. To introduce the students with Aerial Photographs and Satellite Images and acquire knowledge to interpret it .
5. To acquaint students with the spatial and structural characteristics of Practical Geography.
6. To explain the elementary and essential principles on field of practical work.

Course Outcome:

1. Interpret and analysis of survey of India's Toposheet/ map
2. Identify different methods of Relief Representation
3. Describe and analysis of Indian Daily weather maps and their applications.
4. Apply Remote Sensing Techniques in Geography

Note:

1. Students must check the practicals regularly and journal should be certified by practical in-charge and Head of the Department before examination.
2. Use of Map stencils, Log tables, Calculator, Computer, Statistical Tables are allowed at the time of examination.
3. Students without a certified journal should not be allowed for the practical examination.
4. Each of the practical batches needs a separate question paper.
5. Internal and External examiner should set jointly the question paper for each batch.

Sr. No.	Topic	Sub Topic & learning Points	No. of Lectures
1.	Introduction of S.O.I. Toposheet and Relief Representation	a. Introduction of Survey of India Toposheets: Marginal Information, Conventional Signs and Symbols and Colours in S.O.I. Toposheets. b. Types of Toposheets / Indexing of Toposheets c. Methods of Relief Representation i) Qualitative: Hachures, Hill Shading, Layer Tint. ii) Quantitative: Contours, Form lines, Bench Marks, Spot Heights, Triangulation Mark, Relative Height (r) iii) Drawing of Cross Section	15
2.	Interpretation of S.O.I. Toposheets and Data generation	a. Reading of SOI Toposheets from plain, plateau and Mountainous region. (Minimum one Toposheet per region) b. One day field Excursion for orientation of toposheets, observation and Identification of Geographical Features and Preparation of a Brief Report	15
3.	Introduction and Interpretation Weather Maps	a. Introduction to Weather Maps b. Symbols in Daily Weather Report used by Indian Meteorological Department (IMD) c. Isobaric Pattern d. Reading of Weather Map from i) Summer ii) Monsoon iii) Winter Season (Minimum one weather map from each season)	15
4.	Introduction and Application of GIS and Remote Sensing Techniques	a. Definition and Components of GIS b. GIS Data Types (spatial and non-spatial), Raster and Vector data c. Introduction of Aerial Photographs & Satellite Images d. Use of Computer open source Software for GIS and RS techniques in Geography	15

Reference Books:

1. Ahirrao, D. Y. and Karanjkele, E.K., 2002. Pratyakshik Bhugol, Sudarshan Publication, Nashik.
2. Buoygoot, J. 1964., An Introduction to Map work and Practical Geography, University Tutorial, London.
3. Burrough, P. A., and McDonnell, R. A., 2000. Principles of Geographical Information System, Oxford University Press.
4. Curran, P. 1989., Principles of Remote Sensing, Logman, London.

5. Dickinson, G. C., 1979, Maps and Air Photographs, Arnold Publisher, New Delhi.
6. Dr. P. G. Saptrashi and Dr. S. R. Jog., 1991, Statistical Methods (Marathi)
7. Ebdon, D., 1977. Statistics in Geography: A Practical Approach, Basil Blackwell, Oxford.
8. Kumbhar, A., 2000. Pratyakshik Bhugol, Sumeru Publications, Mumbai.
9. Lillesand, T. M. and Kiefer, R. W., 2002. Remote Sensing and Image Interpretation, John Wiley and Sons, New Delhi.
10. Lutgens, F. K. and Tarbuck, E.J., 2007. The Atmosphere. Prentice hall, Englewood Cliffs, New Jersey, USA.
11. Monkhouse, F. J. and Wilkinson, H. R. 1971. Maps and Diagrams. Methuen and Co. Ltd. London, UK.
12. Ramamurthy, K., 2006. Map Interpretation, Rex Printers, Madras.
13. Siddhartha, K., 2006. Geography Through Maps, Kisalaya Publication, Pvt. Ltd, New Delhi.
14. Singh L. R. and Singh R., 1973. Map Work and Practical Geography, Central Book Depot, Allahabad.
15. Singh R. L. and Dutt, P.K., 1968. Elements of Practical Geography, Students Friends, Allahabad.
16. Singh R. L., 2005. Elements of Practical Geography. Kalyani Publishers, New Delhi.
17. Singh, G., 2005. Map Work and Practical Geography, Vikas Publishing House Pvt. Ltd., New Delhi.
18. Strahler, A. A. and Strahler, A. N., 2002. Physical Geography. Science and Systems of the Human Environment, John Wiley & Sons, INC.
19. Strahler, A. H. and Strahler, A. N., 1992. Modern Physical Geography. John. Wiley & Sons, INC.

Semester V
SEC 2 C
Value/Skill based Course
Research Methodology - I
CREDIT - 2

Objectives:

1. To develop the understanding of the basic concept of research
2. To develop the understanding of the basic framework of sampling and data collection
3. To develop the understanding of various sampling methods and techniques

Course Outcome:

1. To develop the understanding of the basic concept of research
2. To develop the understanding of the basic framework of sampling and data collection
3. To develop the understanding of various sampling methods and techniques
4. To identify various sources of information about data collection.
5. Understanding of the conducting survey on various issues and develop the Report writing skill

Topic No.	Topic	Sub-Topic	No. of Lectures
1	Introduction to Research Methodology	i. Meaning and Objectives of Research ii. Characteristics of Research iii. Types of Research iv. Various Steps in Research Process	10
2	Research Design	i. Introduction of Research Design ii. Purpose of Research Design iii. Characteristics of Good Research Design	10
3	Research Problem	i. Definitions of Research Problem ii. Identification of a Research Problem iii. Technique Involved in Defining a Research Problem	10

References

1. Montello Daniel R. and Sutton Paul C. (2006) – Introduction to scientific research Methods if Geography. By Saga Publication
2. Kothari , C. R. (2004) – Research Methodology -Methods and techniques, New Age.
3. Mishra, H.N. and Sing, V.P. (1998)- research Methodology in Geography, Rawat Publication
4. Clifford, N. Fresh S, Valentine, G. (2010) - Key Methods in Geography , Saga Publication
5. Gregory , K. J. (2000) – The changing Nature of Physical Geography, Arnold,London
6. Gomez basil and Jones, III John Paul (editor) (2010) – Research Methods ingeography : A Critical, Wiley – Blackwell
7. Harvey, David (1971) – Explanation in Geography, Edward Arnold , London
8. Chorley, R. J. and P. Hagg-tt(ed) (1967) – Models in Geography , Methuen

Semester VI

T.Y.B.A. (Geography) Choice Based Credit System Syllabus

be implemented from Academic Year 2021-2022

Paper Code	Semester	Paper	Subject
Gg: 310(B)	VI	CC1F	Geography of Disaster Management-II OR Geography of Tourism -II
Gg: 320(B)	VI	DSE 1D	Geography of India -II OR Geography of rural development -II
Gg: 301(B)	VI	DSE 2D	Practical Geography – II (Techniques of Spatial Analysis, Surveying and Excursion / Village / Project Report
(Value/skill based course)		SEC 2 D	Research Methodology – II

Semester VI**Geography of Disaster Management-II CC1F (No. of Credits: 03)****Course Outcome:**

1. Describe concepts of anthropogenic disaster, its types, causes and management.
2. Explain important global level disasters i.e, acid rain, ozone depletion and global warming.
3. Demonstrate Disaster Management at local level.
4. Suggest methods of protection from disaster and will be able to do disaster management.

Sr. No.	Topic	Learning Points	No. of Lectures
1	Geological and Geomorphic disasters and their management	a) Earthquakes b) Landslides c) Tsunami	12
2	Anthropogenic disasters and their management	a) Deforestation b) Forest fire c) Soil degradation	12
3	Global Environmental issues	a) Global warming b) Ozone depletion c) Marine Pollution	12
4	Case Studies of disaster	a) Tsunami in Indian Ocean -2004 b) Fukushima Nuclear Disaster -2011 c) Kedarnath Cloud Burst -2013	12

Reference books:

- Alexander, D. (1993): Natural Disasters. UCL Press Ltd., London
- Bloom, A.L., 1998. Geomorphology. A Systematic Analysis of Late Cenozoic Landforms. Pearson Education (Singapore) Pte. Ltd.
- Chandna, R. C., 2000. A Geography of Population, Concepts, Determinants and Patterns, Kalyani Publishers, New Delhi.
- Copola P Damon, 2007, Introduction to International Disaster Management
- Cuny, F. 1983, Development and Disaster, Oxford University Press.
- Govt. of India, 2005, Disaster Management Act Government of India, New Delhi.
- Hamblin, W.K., 1989. The Earth's Dynamic Systems, Macmillan Publishing Company, New York.
- Huggett, D.A., 2004. Fundamentals of Biogeography, Routledge.
- Kale, V.S. and Gupta, A., 2001. Introduction to Geomorphology, Orient Longman, Calcutta.
- Knox, P. and Agnew J., 1998. The Geography of the World Economy, Arnold, London.
- Lutgens, F.K. and Tarbuck, E.J., 2007. The Atmosphere. Prentice Hall, Englewood Cliffs, New Jersey, USA.
- Ross, D. A., 1988. Introduction to Oceanography. Prentice Hall, New Jersey.
- Saptarshi P. G., More J. C., Ugale V. R. and Arjun Musmade (2009), "Geography and Natural Hazard" Diamond, Pune.
- Savindra Singh, (2000): Environmental Geography. PrayagPustakBhavan, Allahabad
- Singh, S., 1998. Geomorphology, PrayagPustakBhavan, Allahabad.
- Strahler, A.A. and Strahler, A. N., 2002. Physical Geography: Science and Systems of the Human Environment, John Wiley and Sons, INC.
- A.H.Choudhar ,P.N.Salve, S.M.Kadam.R.H.Choudhar,V.C.Ithape (2010), "Contemporary Issues and Geography",Atharva ,Pune.
- Musmade Arjun. H., More J. C., 2014, Geography of Disaster Management, Diamond, Pune.
- More, Musmade, Muluk, Doke, (2021), Geography of Disaster Management-II, Nirali Publication, Pune.

Geography of Tourism- II CC1F(No. of Credits: 03)

Objectives:

1. To understand the activities of Tourism
2. To introduce the students to the basic concepts in Tourism Geography.
3. To understand the types of Tourism
4. To gain knowledge different aspects of Tourism Geography.

Course Outcome:

1. Understand the accommodation types.
2. The students should be able to integrate various factors of economic development and dynamic aspect of tourism geography.
3. Understand the planning and policy of tourism word wide.
4. To make aware the students about some Hill Station, Historical and National Parks

Sr. No.	Topic	Sub Topic & Learning Point	No. of Lectures
1.	Role of Accommodation in Tourism	a) Accommodation Types <ol style="list-style-type: none"> i. Hotels, Motels, Inn, Dharmashalas, Youth Hostel ii. Govt. Accommodation, Tourist Homes iii. Private accommodations and unrecognized accommodations b) Factors affecting choice of Accommodation c) Role of Accommodation in Tourism Development	12
2.	Impact of Tourism	a) Economic impacts <ol style="list-style-type: none"> i. Effect on foreign exchange ii. Employment generation iii. Infrastructure development b) Physical and Environmental impacts <ol style="list-style-type: none"> i. Land Degradation ii. Impacts on Bio-diversity iii. Air and water pollution c) Social cultural impacts <ol style="list-style-type: none"> i. Crime and Gambling activities ii. Languages iii. Traditional arts 	12
3.	Planning and Policies of tourism development	a) World Tourism Organization (WTO) b) India Tourism Development Corporation (ITDC) c) Maharashtra Tourism Development Corporation (MTDC)	12
4.	Case studies of Major Tourist Centers in India	a) Hill Station- Manali and Mahabaleshwar b) Historical- Tajmahal and Raigadh Fort c) National Parks- Kaziranga, Melghat d) Preparation of Tourist Plan on any of above tourist destination	12

Reference Book

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2. Tourism Development, Principles and Practices: Bhatia A.K., Sterling Publisher Ltd., New Delhi
3. Geography of Tourism and Recreation: S. N. Singh (1985)
4. Tourism Today: A Geographical Analysis: Douglas Pearce (1987)
5. Tourism: Economic Physical and Social Impact: Mathieson A. and Wall C, Logman, U.K.
6. India: A Tourist Paradise: Manoj Das.
7. Tourism Today: An Indian Perspectives: Maneet Kumar
8. Geography of Travel and Tourism: Hudman L.E.
9. Successful Tourism Management: Seth P.N. (1985) Sterling Publisher Ltd., New Delhi.
10. Tourism Analysis: Smith S.L.J.
11. Tourism in India: Gupta V.K.
12. Dynamics of Tourism: Kaul R. N., Sterline Publisher Ltd.
13. Muluk, Doke, Musmade, More (2021), Geography of Tourism – II, Nirali Publication, Pune.
14. Geography of Tourism: S.B. Shinde, Phadke Prakashan, Kolhapur

Semester VI
Geography of India -II DSE1 D (No. of Credits: 03)

Objective:

1. To acquaint the students with geography of our Nation.
2. To make the student aware of the magnitude of problems and Prospects at National level.
3. To help the students to understand the inter relationship between the subject and the society.
4. To help the students to understand the recent trends in regional studied

Course Outcome:

1. Explain the importance of geography of our Nation.
2. Make the aware of the magnitude of problems and Prospects at National level.
3. Identify the inter relationship among the subject and the society.
4. Understand the current trends in regional studied
5. Realize about diversity of our nation i.e. Religious, Languages, Tribes etc
6. Acquaint the knowledge about different types of resources and their utility

Sr. No	Unit	Subunit	No. of Lectures
1	Cultural Setting	a) Religions of India b) Languages of India c) Major tribes, tribal areas and their problems : Naga and Gond Tribe	12
2	Transportation and Communication	a) Land ways, Airways and Waterways b) Role of Transportation in regional development of India c) Developments in communication technology	12
3	Resources	a) Iron ore and Manganese b) Coal and Petroleum c) Hydro Power and Thermal Power	12
4	Agriculture	a) Significance of agriculture in Indian Economy. b) Agro Based Industries: Sugar, Cotton and Textile c) Agriculture Revolution in India: Green, White and Blue	12

Reference Books

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2. Deshpande C.D: India-A Regional Interpretation Northern Book Centre, New Delhi.1992.
3. Farmer, B.H.: An Introduction to South Asia. Methuen, London, 1983.
4. Govt. of India: India - Reference Annual, 2001 Pub. Div, New Delhi, 2001.

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6. Govt. of India: The Gazetteer of India. Vol I & III Publication Division, New Delhi, 1965.
7. Learmonth, A.T.A. et.al(ed.) : Man and Land of South Asia Concept, New Delhi.
8. Mitra, A.: Levels of Regional Development India Census of India, Vol I, Part I-A (i) and (ii) New Delhi, 1967.
9. Routray, J.K.: Geography of Regional Disparity Asian Institute of Technology, Bangkok, 1993.
10. Shafi, M: Geography of South Asia, McMillan & Co., Calcutta, 2000.
11. Singh, R.L.(ed.): India: A Regional Geography. National Geographical Society. India, Varanasi, 1971.
12. Spate, O.H.K. and Learmonth, A.T.A.; India and Pakistan - Land, People and Economy Methuen & Co., London, 1967.
13. P. G. Saptarshi, J. C. More, V. R. Ugale & A. H. Musmade :A Geographical Region of India : Diamond Publication (2009) (Marathi)
14. Patil S. G., Suryawanshi R. S., Pacharne S., Choudhar A. H. : Economic Geography, Atharav Prakashan, Pune. (2014) (Marathi).
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16. Musmade, More, Munde, Thakare, (2021), Geography of India-II, Nirali Publication, Pune.

Semester VI**Geography of Rural Development II DSE 1 D (No. of Credits: 03)****Objectives-**

1. To study the problems and policies related to education in rural areas.
2. To create awareness among the students about various area development programmes and Target Group Programmes implemented in India.
3. To create a positive approach for rural development among the students through the examples of successful case studies.

Course Outcome:

1. Study various schemes and policies for rural health
2. Recognize the problems and policies related to education in rural areas.
3. Create awareness among the students about various area development programmes and
4. Target Group Programmes implemented in India.
5. Develop a positive approach for rural development through with examples of successful case studies.

Sr. No.	Topic	Sub Topic	Learning Points	No. of Lectures
1	Education in Rural Areas	Problems and Prospects	a) Problems in School Education b) School Dropouts c) Girl Child Education d) Sarva Siksha Abhiyan: National Literacy Mission	12
2	Area Development Programmes:	Programmes	a) Drought Prone Area Programme b) Command Area Development Programme c) Desert Development Programme d) Hill Area Development Programme	12
3	Target Group Programmes	Programmes	a) Suwarnajayanti Gram Swoyam Rojgar Yojana b) National Rural Livelihoods Mission c) Micro Finance d) Self-help Groups for Women Empowerment	12
4	Case Studies:	Case Studies	a) Study of a successful case: Hivare Bazar b) Study of successful case: Mendhalekha c) Study of people's movement: Chipco movement d) Study of your own village to highlight issues and remedial measures of Rural area development	12

Reference Books

1. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
2. Singh, R.B. (1985): *Geography of Rural Development*. New Delhi, India: Inter India.
3. Mukherjee, Neela. (1993). *Participatory Rural Appraisal: Methodology and Application*. Delhi, India: Concept Publs. Co.
4. Rural Development Satya Sundaram , Himalaya publication House Mumbai
5. Indian economy R. D. Sudharam Chand and co. Ramnagar New Delhi.
6. Commercial Geography Dr. B.S.Nagi. KedarnathRamnath publications Meerut,
7. Human Resource Development T.Y. Rao SAGE Publication New Delhi.
8. Katar Singh -Rural Development –Principles, Policies and Management.
9. Agricultural Geography (second edition) Jasbir singh and S.S. Dhillon Tata mc crow publication
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11. Economic Geography. Sadha –Khan 8. Ruural Energy criai S. Giriappa Himalaya Publishing House Mumbai
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13. Mukundan,N.-Rural Development and Poverty eradication in India.
14. Krishnamurthy, J. (2000). *Rural Development - Problems and Prospects*. Jaipur, India: Rawat Publs.
15. Ramachandran, H., and Guimaraes, J.P.C. (1991). *Integrated Rural Development in Asia–Leaning fromRecent Experience*. New Delhi, India: Concept Publishing.
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19. K Vijayakumar Empowerment of weaker section future planning and strategies for Rural Development in India.
20. Shankar Chatterjee- Implementation of Rural Development.
21. Gilg A. W., 1985: An Introduction to Rural Geography, Edwin Arnold, London.
22. Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectives
23. Pagar, Thorat, More, (2021), Geography of Rural Development-II, Nirali Publication, Pune.

Semester VI**Practical Geography- II (Techniques of Spatial Analysis, Surveying and Excursion /Village/ Project Report) DSE- 2 D****(No. of Credits: 04)****Course Outcome:**

1. Create the awareness about the open source software and techniques of visualization
2. Describe basic of Statistical data and the skill of data representation
3. Calculate Central Tendency, Variance and Standard Deviation, Correlation and Regression, and Testing of Hypothesis
4. Conduct Survey of socio-economic conditions of a village/ field investigation and report writing.

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

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

Sr. No.	Topic	Sub Topic & learning Points	No. of Lectures
1.	Geographical Data and its Basic Analysis	a. Introduction and Types of Geographical Data: i) Spatial and Temporal data ii) Discrete and Continuous series iii) Ungrouped and Grouped data b. Basic Analysis : i) Tally marks and frequency table ii) Frequency distribution (Histogram and Polygon) iii) Cumulative Frequency & Ogive curve	15
2.	Measures of Central Tendency and Dispersion	a. Meaning and description of central tendencies- Mean, Mode and Median b. Measures of Mean, Mode, Median for ungrouped and grouped data (two examples each) c. Measures of Dispersion: Ungrouped and Grouped data, Mean Deviation and Standard Deviation (two exercise each)	15
3.	Testing and Application of Hypothesis	a) Meaning, Definition of Hypothesis and Types of Hypothesis: i) Null and Alternative hypothesis ii) Level of significance, iii) Degrees of freedom in Hypothesis b) Concept of Correlation and Regression i. Concept of bivariate correlation and Regression ii. Meaning of coefficient of correlation iii. Parametric and Non parametric test: Chi-square test (two examples each) iv. Calculation of Spearman Rank order (Min. two examples for each test)	15

4.	Field Excursion / Village Survey	<p>a. One Short tour of two days duration and preparation of tour report OR</p> <p>b. One long tour of more than Five days duration anywhere in the country and preparation of tour report OR</p> <p>c. Village / City / Area Survey and preparation of report</p>	15
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Reference Books:

1. Acevedo, M. F., 2012. Data Analysis and Statistics for Geography, Environmental Science and Engineering, CRC Press.
2. Ahirrao, D. Y. and Karanjkehele, E.K., 2002. Pratyakshik Bhugol, Sudarshan Publication, Nashik.
3. Creswell J., 1994. Research Design: Qualitative and Quantitative Approaches, Sage Publications.
4. Dikshit, R. D., 2003. The Art and Science of Geography: Integrated Readings. Prentice-Hall of India, New Delhi.
5. Hammond, R. and McCullagh, P. S., 1977. Quantitative Techniques in Geography: An Introduction, Clarendon Press, Oxford.
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8. Karlekar, S. N. and Kale, M., 2006. Statistical Analysis of Geographical Data, Diamond Publication, Pune.
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11. Pal. S. K., 1998. Statistical Methods for Geoscientists: Techniques and Applications, Concept Pub.co.
12. Robinson, A., 1998. "Thinking Straight and Writing That Way", in Writing Empirical Research Reports: A basic guide for students of the Social & Behavioral Sciences, eds. By F. Pryczak & R. Bruce Pryczak, Publishing, Los Angeles.
13. Rogerson, P. A., 2015. Statistical Methods for Geography: A Student's Guide, 4th ed, Sage.
14. Sarkar, A. 2015. Practical Geography: A Systematic Approach, 3rd ed, Orient Blackswan.
15. Singh R. L. and Dutt, P.K., 1968. Elements of Practical Geography, Students Friends, Allahabad.
16. Singh R. L., 2005. Elements of Practical Geography. Kalyani Publishers, New Delhi.
17. Stoddard, R. H., 1982. Field Techniques and Research Methods in Geography, Kendall/Hunt.
18. Wokcatt, H. 1995. The Art of Fieldwork, Alta Mira Press, Walnut Creek, CA.

Semester VI
SEC 2 D
Value/ Skill based Course
Research Methodology – II
CREDIT - 2

Objectives:

1. To identify various sources of information for data collection.
2. Understanding of the conducting survey on various issues and develop the Report writing skill of students

Course Outcome:

1. To develop the understanding of the basic concept of research
2. To develop the understanding of the basic framework of sampling and data collection
3. To develop the understanding of various sampling methods and techniques
4. To identify various sources of information about data collection.
5. Understanding of the conducting survey on various issues and develop the Report writing skill

Sr. No.	Topic	Sub-Topic	No. of Lectures
		A) Primary Data Questionnaire Method and Field Visit i.) Questionnaire – definition	
1	Methods of Data Collection	ii.) Characteristics of a good questionnaire iii.) Merits and demerits of Questionnaire method	
		B) Secondary Data i) Government Sources	10
		ii) Syndicated Sources iii) Other types of Sources	
2	Types of Research Report	i. Dissertation and Thesis ii) Research paper, review article iii) Characteristics of good Research Report Writing	10
3	Techniques of Research Report Writing	i) Structure and organization of research reports: Title, abstract, key words ii) Introduction, Methodology, results, discussion, conclusion, references, footnotes iii) Concepts of Case Study	10

References

1. Gaum, Carl G., Graves, Harold F., and Hoffman, Lyne, S.S., (1950): Report Writing, 3rd ed., New York: Prentice-Hall.
2. Kothari, C.R. (2004): Research Methodology: Methods and Techniques, New Age International (P) Ltd., New Delhi – 110002.
3. Kothari, C.R., (1984): Quantitative Techniques, 2nd ed., New Delhi: Vikas Publishing House Pvt. Ltd.
4. Mishra Shanti Bhushan and Shashi A. (2011): Handbook of Research Methodology, Education Publishing, New Delhi – 110075.
5. Pandey, P. and Pandey, M.M. (2015): Research Methodology: Tools and Techniques, Bridge Center, Romania, European Union.
6. Tandon, B.C., (1979): Research Methodology in Social Sciences. Allahabad, Chaitanya Publishing House.
7. Ullman, Neil R. (1978): Elementary Statistics, New York: John Wiley & Sons, Inc.
8. Yamane, T., Statistics (1973): An Introductory Analysis, 3rd ed., New York: Harper and Row.

Savitribai Phule Pune University



T. Y. B. A.

Generic Elective

Humanities

(Mandatory Course)

Syllabus

4 Credit Course

(To be implemented in 2021-2022)

Generic Elective Syllabus (Mandatory Course)

4 Credit Course- 60 Hours

SEM V	(30 hours)
1. Digital Literacy	6 Hours
<ul style="list-style-type: none">• What is Digital Literacy?• What is role of Digital literacy in professional life?• Trends and opportunities in using digital technology in workplace	
2. Social Innovation	6 Hours
<ul style="list-style-type: none">• What is Social Innovation?• How to identify social problem?• Civic Action and Innovation	
3. Social (Graduate)Entrepreneurship and Start Up	12 Hours
<ul style="list-style-type: none">• What is Social Entrepreneurship: Concept and Functions• What is impact of policies and programmes pertaining to enterprising activities?• What is Start Up?• How to conduct field survey for understanding society/ market?• How to prepare business plan and raising funding for project?	
4. Civic Education	6 Hours
<ul style="list-style-type: none">• What are Fundamental Rights and Duties of Indian Citizens?• What is Social Justice?• What are the marginal sections within the Indian Society?• Role of Panchayat System	

SEM VI

Field Work and Project Activity* (30 Hours)

- | | |
|---|----------------|
| 1. Digital Literacy: | 6 Hours |
| <ul style="list-style-type: none">• Internet Basics and Introduction to MS Office tools:<ol style="list-style-type: none">i. Paintii. Officeiii. Exceliv. PowerPoint | |
| 2. Understanding the marginal sections within the society: | 6 Hours |
| <ol style="list-style-type: none">1. Visiting Slum Area around your locality.2. Write a field work report narrating the problems faced by the people living in the locality. | |

3. Identify the specific government department concerning with the any specific problem e.g., Sanitation, Electricity, Public Food Distribution and visit the government authority to convey the problems.

3. Graduate Entrepreneurship and Start Up:

12 Hours

1. Visit the Centre for Innovation, Incubation and Linkage center in Savitribai Phule Pune University.
2. Write a detailed report explaining the innovation activities suitable for your residential area or any specific social problem in consultation of course teacher.

4. Your Responsibilities and Rights

6 Hours

A. Understanding Law Enforcement Agencies:

1. Identify the law enforcing authorities you came across in your everyday life.
2. Describe how these authorities work to implement the laws.
3. What are the responsibilities of individual citizens towards government authorities to cooperate with these agencies?
4. What are citizen's rights protected by the constitution of India?

OR

B. Understanding Social Inclusion and Discrimination:

1. What are the Public and Private spaces in your residential locality?
2. Are these places accessible to all individuals without discrimination?
3. Note down your observation and discuss in the class.

Or

C. Understanding Social Occupation:

1. Conduct a survey of your locality to understand the social occupation of the residents.
2. Interview any particular individual or group of individual to understand nature of their work.
3. Observe what are the factors affecting the occupation of people and opportunities available to them.
4. Discuss your observation in the class under the guidance of teacher.

*** The second unit is fully dedicated to project work. Students have to select any two unit to complete the field work.**

References

Digital Literacy

1. Colin Lankshear & Michele Knobel. 2008. Digital Literacies: Concept, Policies and Practices, New York: Peter Lang Publishing
2. Paul E. Ceruzzi. 2003. A History of Modern Computing, Cambridge: MIT Press.
3. Anna Everett and John T. Caldwell (eds.). 2003. New Mmedia: Theories and practices of digitaxulity. New York: Routledge
4. James Gillies and Robert Cailliau. 2000. How the Web Was Born. Oxford: Oxford University Press.

5. Thomas Swiss (ed.). 2000. *Unspun: Key Concepts for Understanding the World Wide Web*, New York: New York University Press.
6. Gunther Kress. 2003. *Literacy in the New Media Age*, New York: Routledge
7. Lisa Gitelman. 2006. *Always Already New: Media, History, and the Data of Culture*, Cambridge, MA: MIT Press.

Social Innovation

1. Philips, Bonefiel and Sharma. 2011. *Social Entrepreneurship*, New Delhi: Global vision publishing house.
2. Laura Micheleni, 2012, *Social Innovation and New Business Models: Creating Shared Value in Low-Income Markets*, Springer.
3. Stephen Goldsmith. 2010. *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good*. California: Jossey-Bass.
4. S. Baker .2006. *The concept of sustainable development*, London: Routledge.
5. Jennifer A Elliot. 2013. *An Introduction to Sustainable Development*, Oxon: Routledge.
6. Malcolm Gladwell. 2000. *The Tipping Point*, Boston: Little Brown.
7. Andreasen R. Alan. 2006. *Social Marketing in the 21st Century*, SAGE Publications.

Graduate/ Social Entrepreneurship

1. Robin Lowe & Sue Marriott (eds.). 2012. *Enterprise: Entrepreneurship and Innovation Concepts, Contexts and Commercialization*, Taylor & Francis
2. John Bessant & Joe Tidd. 2011. *Innovation and Entrepreneurship*, Chichester: John Wiley
3. Rabindra N. Kanungo. 1998. "Entrepreneurship and innovation", New Delhi: Sage Publications
4. Roy Rajeev. 2011. *Entrepreneurship*, New Delhi: Oxford University Press
5. Robert Hisrich, Michael Peters & Dean Shepherd. 2009. *Entrepreneurship*, New Delhi: Tata McGraw-Hill Publishing Company Limited.

Civic Education

1. Peter Strandbrink. 2017. *Civic Education and Liberal Democracy*, London: Palgrave Macmillan
2. Dennis Gunn. 2020. *Educating for Civic Dialogue in an Age of Uncivil Discourse*, New York: Routledge
3. Beth C. Rubin & James M. Giarelli. 2007. *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*, New York: Routledge
4. Peterson, A. 2011. *Civic Republicanism and Civic Education*, UK: Palgrave Macmillan.



Savitribai Phule Pune University, Pune

Faculty of Humanities

T.Y.B.A. in History

Choice Based Credit System Syllabus

To be implemented from the Academic Year 2021-2022

Savitribai Phule Pune University, Pune.

Faculty of Humanities

Structure of Choice Based Credit System for Undergraduate Program to be Implemented from Academic Year 2021-2022

Subject: - T.Y.B.A. History Structure Academic Year 2021-2022

Semester	Core Courses (CC)	Skill Enhancement Course (SEC)	Discipline Specific Elective Courses (DSE)
V	CC- 3(3) Indian National Movement (1885-1947) <hr/> History of Civilization – World Civilization Part I	SEC 2 C (2) 9.South Indian Art and Architecture 10.Research Paper Writing 11.Museology	DSE-3 C (3) +1 7.Introduction to Historiography
			DSE-4 D (3)+1 8.Maharashtra in the 19 th Century
			OR 9.Constitutional Developments in India 1773 to 1853
VI	CC- 4(3) India After Independence- (1947-1991) <hr/> History of Civilization –World Civilization Part II	SEC 2 D (2) 12. Heritage management 13.Archaeology 14.Numismatics	DSE-3 C (3)+1 10 Applied History
			DSE-4 D (3)+1 11 Maharashtra in the 20 th Century OR Constitutional Developments in India 1858 to 1950

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for T.Y.B.A. (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Core Course 3 :(3 Credit)
Semester V: Course Title: - Indian National Movement (1885-1947)

Learning Objectives:

1. The course is designed to make the students aware about the making of Modern India and the struggle for independence.
2. To make the students aware of the multi-dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to be shaping of Indian Modernity.
4. To acquaint the students with various interpretative perspectives.

Learning Outcomes:

1. It will enable students to develop an overall understanding of Modern India.
2. It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
3. Students will understand various aspects of the Indian Independence Movement and the creation of Modern India.

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

Unit I: Rise and Growth of Indian Nationalism **12**

- a) Causes for the Rise of Indian Nationalism
- b) Foundation of Indian National Congress.
- c) Moderate Nationalists and Assertive Nationalists
- d) Revolutionary Nationalists.

Unit II: Mass Movement **9**

- a) Non Co-Operation Movement.
- b) Civil Disobedience Movement.
- c) Quit India Movement.

Unit III: Towards Independence and Partition. **12**

- a) Two Nation Theory: Establishment of Muslim League and Hindu Mahasabha, Growth of Communalism, Genesis of Pakistan.
- b) Indian National Army.
- c) Transfer of Power: The Cripps Mission, The Cabinet Mission, The Mountbatten Plan, Indian Independence Act and Partition.

- a) Peasant Movement.
- b) Workers Movement.
- c) Dalit Movement.
- d) Women's Movement.
- e) Tribal Movement.

Reference Books:

English

- 1.Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Panikkar K.N. and Mahajan Sucheta- India's struggle for Independence, Penguin Books(India),1990.
- 2.Chandra Bipan, Essays on Contemporary India, Har- Anand publication, New Delhi, 1993.
- 3.Chandra Bipan - The Rise and Growth of Economic Nationalism in India People's Publishing House, New Delhi,1966.
- 4.Desai A.R. - Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1984.
- 5.Dodwell H.H. - Cambridge History of India Vol V, VI
- 6.Dutt R.C. - Economic History of India Vol 1,2, London, 1901 reprint Government of India press, Nashik, 1960.
- 7.Guha Ramchandra (ed.), Makers of Modern India, Penguin group, New Delhi, 2010.
- 8.Gopal S. - British policy in India 1858-1905, Cambridge University Press, 1965.
- 9.Mujumdar R. C., History of the freedom movement in India, Vol. I-III.
- 10.Mujumdar R.C. (ed.) The History and Culture of the Indian People Vol. 1 - IX British paramountcy and Indian Renaissance Vol IX.
- 11.Menon V.P. - The Transfer of power in India Princeton University Press,1957.
- 12.Moon Vasant, Dr Babasaheb Ambedkar writing and speeches Government of Maharashtra, Bombay.
- 13.Sarkar Sumit, - Modern India :1885 - 1947, Macmillan India Ltd., Madras, 1986.
- 14.Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th &19th century (ICHR 1975).
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संदर्भग्रंथ- मराठी:

- आंबेडकर बाबासाहेब, पाकिस्तान अर्थात भारताची फाळणी, (अनु.दीपक पंचभाई) प्रबुद्धभारत पुस्तकालय, नागपूर, २०१८.
- कदम मनोहर, भारतीय कामगार चळवळीचे जनक: नारायण मेघाजी लोखंडे, अक्षर प्रकाशन, २००२.
- केतकर कुमार, कथा स्वातंत्र्याची (महाराष्ट्र), पुणे, १९८५.
- गर्गे स. मा., भारतीय समाज विज्ञान कोश, खंड १ ते ४, मेहता पब्लिशिंग हाऊस, पुणे, २००७ .
- चपळगावकर नरेन्द्र, तीन न्यायमूर्ती आणि त्यांचा काळ, मौज प्रकाशन, मुंबई , २०१०.
- चंद्र बिपन, मुखर्जी, पण्णीकर, महाजन, इंडियाज स्ट्रगल फॉर इंडिपेंडेंस, (अनु.) काळे एम.व्ही. भारताचा स्वातंत्र्य संघर्ष, के. सागर पब्लिकेशन्स, पुणे, २००३.

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तळवळकर गोविंद, सत्तांतर : १९४७, मौज प्रकाशन, मुंबई, १९९७.

दत्त आर. पी. अनु. आवटे लीला, भारत आजचा आणि उद्याचा, लोकवाडमयगृह, मुंबई, १९८६ .

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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for T.Y.B.A. (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Core Course 3: History of Civilization (3 Credit)
Semester V Course Title: - World Civilization and Heritage (Part I)

Course Objectives:

- 1.To Introduce students to the various concept and theories of World Civilization.
- 2.To study the types of Stone Culture and its various aspects.
- 3.To acquaint the students with rise and growth of Ancient Civilization in West Asia.
- 4.To understand about Ancient Civilization of China and its various parts.
- 5.To enable the students to understand the Ancient Indian Civilization and its town planning, socio-economic, religious life as well as Vedic Civilization.

Course Outcomes:

1. Students will be aquanaut with the knowledge of how the Human Civilization process was start
2. The History of World Civilization course will be developing the curiosity in students the rise and growth of Ancient Civilization in world.
3. This curriculum develops the attitude of contemporary students towards the World Civilization.

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

Course Content

Unit I: Stone Age Culture **12**

- a) Evolution of Human
- b) Types of Stone Age – Palaeolithic Age, Mesolithic Age, Neolithic Age
- c) Food Production, Primitive Agriculture and Village Settlement

Unit II: Ancient Civilization in West Asia **12**

- a) Egypt – Government, Socio-Economic Life, Art and Architecture
- b) Mesopotamia - Socio-Economic Life, Art and Architecture
Religion and Literature.
- c) Contribution of Egyptian and Mesopotamian Civilization to World History

Unit III: Ancient Civilization of China

10

- a) Social Structure and Economy
- b) Religion and Philosophy
- c) Art and Architecture

Unit IV: Ancient Indian Civilization

11

- a) Harappan Civilization – Town Planning, Socio –Economic and Religious Life, Art and Craft, Decline
- b) Vedic Civilization–Vedic Literature, Socio-Economic life, Cultural and Religious belief
- c) Contribution of Harappan and Vedic Civilization

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English

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2. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols. Macmillan, 1986.
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6. Lucas, Henry, A short History of Civilization
7. Platt & Drummond, Our World through the Ages, Prentice-Hall, New- York, 1959.
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9. Thapar Romila, India: From the origins to AD 1300, Penguin.

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कुलकर्णी. अ. रा., पी. एन. देशपांडे व अ. म. देशपांडे, संस्कृतीचा इतिहास, सुविचार प्रकाशन मंडळ, पुणे, १९७७

कुलकर्णी. अ. रा. प्राचीन भारत-इतिहास आणि संस्कृती जोशी लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास

नाईकनवरे वैजयंती, प्राचीन समाज, फडके प्रकाशन, कोल्हापूर, २००८

पवार जयसिंगराव, मानव जातीचा इतिहास, अजब पुस्तकालय, कोल्हापूर, १९७२

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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for T.Y.B.A. (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Discipline Specific Elective Courses (DSE-3C)- (3 + 1 Credit)
Semester –V Course Title: Introduction to Historiography

Objectives:

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

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.
2. Students will be introduced to the different Methods and Tools of data collection.
3. Students can study the interdisciplinary approach of History.
4. Students will learn about the usefulness of History in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a competitive World.
5. This curriculum develops Research ability and process of Research Methodology in History

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

Course Content:

Unit -I: Meaning and Scope of History

11

- a) Definition, Nature & Scope of History
- b) History and Social sciences
(Political science, Geography, Economics, Sociology)

Unit -II: Sources of Historical Research

10

- a) Primary, Secondary and Oral sources.
- b) Written, Unwritten.
- c) Importance of Sources.

Unit -III: Preliminary Operations

12

- a) Problem Formulation
- b) Objectives
- c) Hypotheses, Research Methods

Unit -IV: Synthetic Operations

12

- a) External Criticism
- b) Internal Criticism
- c) Interpretation, Foot Note
- d) Organizing Research Work, Statistical Data, Outcomes and Bibliography.

Reference Books

English

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
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4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
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6. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
7. E. Shreedharan, A Textbook of Historiography 500 BC to AD 2000, Orient Black Swan, New Delhi.
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10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History,
11. Mujumdar R.C., Historiography in Modern India, 1970.
12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
13. Sen S.P.(Ed.), Historians and Historiography in Modern India, Culcutta,1973.
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कार.ई .एच.,अनुवाद .प्रा.वि.गो.लेले ,इतिहास म्हणजे काय ,कॉन्टीनेन्टल प्रकाशन ,पुणे ,३०.

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कोठेकर शांता ,इतिहास तंत्र आणि तत्वज्ञान ,श्रीसाईनाथ प्रकाशन ,नागपूर ,२००५.

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बेंद्रे वा. साधन चिकीत्सा.सी

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for T.Y.B.A. (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Discipline Specific Elective Courses (DSE-4D)- (3 + 1 Credit)
Semester –V Course Title: Maharashtra in the 19th Century

Course Objectives:

1. To Introduce the students to the history of 19th century in Maharashtra
2. To study Political, Social, Economic and conceptual History of the 19th Century Maharashtra in an analytical way with the help of primary sources.
3. To evaluate contribution of 19th century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-religious System of the 19th Century in Maharashtra.

Course Outcomes:

1. Student will develop the ability to analyse sources for 19th century Maharashtra History.
2. Student will learn significance of Regional History and Socio- religious reformism foundation of the region.
3. It will enhance their perception of 19th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-religious System of the Maharashtra.

Pedagogy:

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning.

Course Content:

Unit-I. Foundation of British Power in Maharashtra 9

- a) Background
- b) British Administration.
- c) Impact of British Power in Maharashtra.

Unit-II. Reformism in Maharashtra 16

- a) Contribution of Intellectuals –Balshastri Jambhekar, Jagannath Shankarsheth Gopal Hari Deshmukh (Lokhitwadi) ,Mahatma Jyotiba Phule
- b) Institutional Experiments-Paramahansa Mandali, Prarthana Samaj,Satyashodhak Samaj, Sarvajanik Sabha

Unit-III. Uprising and Political Agitation

12

a) Local Uprisings

(Uprising of Ramoshi, Bhill, Koli, Revolt of 1857 and Deccan Riots (1875))

b) Rise of Nationalism (Indian National Congress, Moderate, Nationalist)

Unit-IV. Economic Transformation in Maharashtra

8

a) Economic Exploitation

b) Revenue (Rayatwari system)

c) Commercialization of Agriculture.

d) Economic Thought –Brief Survey

Reference Books

English:

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan and Co.Ltd. Bombay,1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

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४. कुलकर्णी, पु. बा. ना. नाना शंकरशेट यांचे चरित्र, मुंबई,१९५९
५. केतकर कुमार, कथा स्वातंत्र्याची, ग्रंथाली प्रकाशन, पुणे.१९८५
६. गरुड अण्णासाहेब, सावंत बी.बी. महाराष्ट्रातील समाज सुधारणा चळवळीचा इतिहास, कैलास पब्लिकेशन, औरंगाबाद १९८६
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८. चौसाळकर अशोक, महर्षी विठ्ठल रामजी शिंदे यांचे धर्मविषयक विचार लोकवाडमय गृह प्रकाशन मुंबई.२००९
९. चौसाळकर अशोक, महाराष्ट्रातील महर्षी विठ्ठल रामजी शिंदे, लोकवाडमय गृह प्रकाशन मुंबई २०११

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१४. धर्माधिकारी ए. बी. महाराष्ट्रातील समाज सुधारक, चाणक्य मंडळ परिवार प्रकाशन, पुणे. २००७
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२०. फाटक एन.आर. न्यायमूर्ती महादेव गोविंद रानडे यांचे चरित्र, नीलकंठ प्रकाशन, पुणे. १९६६
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- २२.बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि वर्गजाति प्रभुत्व, सुगावा प्रकाशन, पुणे. २००६ ,
- २४.भोळे भा. ल. भारतीय राजकीय विचारवंत, पिंपलापुरे अंड कं.पब्लीशर्स,नागपूर. २०१८
- २५.भोळे भास्कर लक्ष्मण, महात्मा ज्योतिराव फुले वारसा आणि वसा, साकेत प्रकाशन, औरंगाबाद.२००१
- २६.पंडित नलिनी , महाराष्ट्रातील राष्ट्रवादाचा विकास, मॉडर्न बुक डेपो, पुणे.१९७४
- २८.मोरे सदानंद. लोकमान्य ते महात्मा. राजहंस प्रकाशन.मुंबई.२००७
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- ३०.सरदार ग. बा. अर्वाचीन मराठी गद्याची पूर्वपीठिका, मॉडर्न बुक डेपो ,पुणे १९३७.
- ३१ सरदार ग. बा. आधुनिक महाराष्ट्राचे उपेक्षित मानकरी. सुनंदा प्रकाशन, पुणे १९४१.
- ३२ सरदार जी. बी. महात्मा फुले व्यक्ति आणि विचार, ग्रंथाली प्रकाशन. पुणे .
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Savitribai Phule Pune University, Pune
Proposed Syllabus in History for T.Y.B.A. (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities

Discipline Specific Elective Courses (DSE-4D)- (3 + 1 Credit)

Semester -V Course Title- Constitutional Development in India (1773-1853)

Course Objectives:

1. To Introduce the students to evolution of Constitution of India.
2. To study Factors and Situations that shaped the Constitutions.

Course Outcomes:

1. Students will understand evolution of Constitution of India.
2. Student will learn factors and conditions that contributed to constitution of India
3. Students will understand the Democratic Processes and thereby strengthen Democracy.

Pedagogy:

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

Course Content:

Unit-I: Introduction. 10

- a) Establishment of East India Company and its success in India
- b) Structure of East India Company
- c) Dual Government in Bengal: Background, Nature and Evaluation

Unit-II: Regulation on East India Company 15

- a) Causes of Regulation on East India Company
- b) Regulating Act of 1773-Background, Provisions, Evaluation.
- c) Pitt's India Act of 1784 -Background, Provisions, Evaluation

Unit-III: Constitutional Development from 1784 to 1813 10

- a) The Charter Act of 1793-Background, Provisions, Evaluation

- b) The Charter Act of 1813- Background, Provisions, Evaluation.

Unit-IV: Constitutional Development from 1833 to 1853

10

- a) The Charter Act of 1833- Background, Provisions, Evaluation
b) The Charter Act of 1853- Background, Provisions, Evaluation

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2. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
3. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
4. Sikri S.L.; A Constitutional History of India, S. Nagin and Company, Jullundur, India
5. Jayapalan N.; Constitutional History of India, Atlantic publication, India
6. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), South Asia books, India
7. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
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२. भोगले शांताराम; भारतीय राष्ट्रीय आंदोलने आणि घटनात्मक विकास, विद्या प्रकाशन, नागपूर, १९९६ .
३. एस. गोपाल आणि सरोज देशपांडे; ब्रिटीशांची भारतातील राजनीती, डायमंड पब्लिकेशन, पुणे, २००६ .
४. गायकवाड रा. ज्ञा., प्रा. दि. ज्ञा. थोरात; भारताचा राजकीय आणि घटनात्मक इतिहास, रविल प्रकाशन, सातारा १९९९

हिंदी

भटनागर महेश , आर. सी. अगरवाल; भारतीय संविधान का विकास तथा राष्ट्रीय आंदोलन, एस. चांद पब्लिकेशन, २००८.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 C) – (2 Credits)

Notes:

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

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 C) – (2 Credits)
Semester V: -SEC: 9 Course Title: South Indian Art and Architecture
(From 4th Century A.D. to 12th Century A.D.)

Objectives:

1. To acquaint the students, the Arts and Architecture of South India.
2. To acquaint the students, the and development of the Arts and Architecture of South India.
3. To enable the students to understand the Process of development of the Arts and Architecture of South India.
4. To create an interest among the students for the study of Arts and Architecture of South India.

Course Outcomes:

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

Unit. I- Introduction to Panting **10**

- a) Ajanta Painting.
- b) Lepakshi Painting.

Unit. II - Introduction to Sculpture **10**

- a) Mahabalipuram.
- b) Badami

Unit.III- Introduction to Architecture **10**

- a) Pattdakal ,Velur
- b) Tanjavur, Vesara style

Reference Books

English

1. Rowland B., Art and Architecture Of India, Penguin Book, London, 1967.
2. Agarwal, O. P. Ed. Conservation of Cultural Properties in India, New Delhi, 1967-68.
3. Brown, Percy, Indian Architecture, 2 Vols., Bombay, 1959.
4. Deglurkar, G. B. Temple Architecture and Sculpture of Maharashtra, Nagpur, 1974.
5. Fletcher, Bannister, A History of Architecture, 17th Ed., London, 1961.
6. Fergusson, James, History of Indian and Eastern Architecture, 2 Vols., Delhi, 1967.
7. Kramrisch, Stella, The Hindu Temple, 2 Vols., Delhi, 1980.
8. Sastri, K. A. N. The Culture and History of the Tamils, Calcutta, 1964.
9. Sastri, K. A. N. A History of South India, Madras, 1958.

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1. जोग, वि. वा. तमिळनाडचे संगमकालीन सुवर्णयुग, मुंबई, १९७५.
2. रेड्डी, बालशौरि, तमिलनाडु, दिल्ली, १९७०.
3. दीक्षित, विजय, वास्तुकला: काल, आज आणि उद्या, नासिक, १९७३.
4. माटे, म. श्री. प्राचीन भारतीय कला, पुणे, १९७४.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 C) – (2 Credits)
Semester V -SEC -:10 Research Paper Writing

Objectives

1. To describe importance of Inter-Disciplinary Research.
2. To introduce students to the Basics of Research.
3. To Describe the Research Outline

Course Outcomes:

1. Students will be introduced to the information and importance of Historiography.
2. Students can study the interdisciplinary approach History.
3. This curriculum Will help to develop Research ability and Process of Research Paper

Writing in History

Unit-I: Formulation of Problem 10

- a) Survey of Literature.
- b) Gaps in Existing Research
- c) Research Question to bridge the gaps

Unit-II: Research Procedures 10

- a) Research Design and its Implementation
- b) Source Collection, Close Reading, Criticism
- c) Grouping and Classification of Sources

Unit-III: Findings and Reporting 10

- a) Drawing Conclusions based on available data
- b) Writing a Research Report
- c) Footnotes and Bibliography for acknowledging the credit of others

Reference Books

English

1. Barnes H.E., *History of Historical Writing*, Dover, New York, 1963.
2. Cannadine David (Ed.), *What is History Now?*, Palgrave Macmillan, Basingstoke, 2002.
3. Carr E.H., *What is History*, Penguin Books, Harmonds worth, 1971.
4. Chitnis K.N., *Research Methodology in History*, Pune.
5. Elton G.R., *Practice of History*, Blackwell, London, 2001.
6. E.Shridharan, *A Textbook of Historiography 500 BC to AD 2000*, Orient Black Swan, New Delhi.
7. Sarkar Sumit, *Writing Social History*, OUP, Delhi, 1998.
8. Shiekh Ali, *History : Its Theory and Method*, Macmillan Publication, Madras, 1972.
9. Tikekar S.R., *On Historiography*, Mumbai, 1964.

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आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्रज्ञा प्रकाशन, वाई, १९८८.

कार इ.एच., इतिहास म्हणजे काय? कॉन्टीनेन्टल प्रकाशन, पुणे, १९९८

कुलकर्णी अ.रा. मराठ्यांचे इतिहासकार, डायमंड पब्लिकेशन्स, पुणे, २००९

कोठेकर शांता, इतिहासाचे तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन नागपूर, २००५

खरे ग.ह. संशोधांकाचा मित्र, भारत इतिहास संशोधन मंडळ, पुणे, १९७०.

गर्गे स.मु. इतिहासाची साधने: एक शोधयात्रा पॉप्युलर प्रकाशन, मुंबई, २०००.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 C) – (2 Credits)
Semester V -SEC: 11 Course Title: - Museology

Objectives:

1. To acquaint the students with the rise and development of Museum.
2. To impart to the students an understanding of the importance of material history through Museum.
3. To encourage the students to collect the material or sources of History for local, regional and National History through Museum.
4. To enable the students to collect Various Articles as a tool of History.

Course Outcomes:

1. The Students will understand the Concepts of Museum and learn the basic Principles of Museology
2. The Students will gain Comprehensive Knowledge of the Process of Cringe and Conserving Museum of objects

Unit-I: Introduction

10

- a) Definition
- b) History of Museum
- c) Importance of Museum

Unit-II: Main Museums in Maharashtra.

10

- a) Museums before Independence
- b) Museums after Independence
- c) Role of Curator

Unit-III: Types of Museums

10

- a) Arts Museums
- b) Historical Museums.

Reference Books

English

1. Agarwal, O. P. *Conservation of Manuscripts and Paintings of South-East Asia*, London, 1984.
2. Agarwal, Usha, *Directory of Museums in India*, New Delhi, 2000.
3. Bartz, Bettina Optiz, Helmut Richter, Elizabeth, Eds., *Museums of the World*, 1992.
4. Bornham, Bonnie, *Protection of Cultural Property: A Handbook of National Legislation*, Paris, 1974.
5. Colleman, L. V. *Museum Buildings, Vol. I*, Washington, 1950.
6. Colleman, L. V. *The Museums in America, 3 Vols.*, Washington, 1939.
7. Edson, Gary Dean, David, *The Handbook of Museums*, 1994.
8. Hudson, Kenneth Nicholls, Ann, Eds., *World Directory of Museums*, New York, 1975.
9. International Council of Museums, *Directory of Museums in the Arab Countries*, London, 1995.
10. Knell, Simon, Comp. and Ed., *A Bibliography of Museum Studies*, 1994.
11. Sarkar, H. *Museums and Protection of Monuments and Antiquities in India*, Delhi, 1981.
12. Woodhead, Peter Stansfield, Geoffrey, *Key Guide to Information Sources in Museum Studies*, 1994.

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Savitribai Phule Pune University, Pune
Proposed syllabus in History for TYBA (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Core Course 4 (3 Credit)
Semester VI: Course Title: - India After Independence- (1947-1991)

Objectives:

1. To make the students aware about the making of Contemporary India and events that panned out in the Post-Independence Era.
2. To make the students aware of the Multi-Dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to the shaping of Indian Modernity.
4. To acquaint the students with various Interpretative and Analytical perspectives.

Course Outcomes:

1. It will enable students to develop an overall understanding of the Contemporary India.
2. To increase the spirit of healthy Nationalism, Democratic Values and Secularism among the students.
3. Students will understand various aspects of India's domestic and foreign policies that shaped Post-Independence India.

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

Unit I: Challenges after Independence **13**

- a) Consequences of Partition
- b) Integration of Princely states- Kashmir, Junagadh, Hyderabad
- c) Liberation of Portuguese and French Colonies- Goa, Pondicherry, Chandranagore
- d) Indian Constitution – Salient Features
- e) Linguistic Reorganization of States

Unit II: India's Foreign Policy **10**

- a) Non Aligned Movement
- b) Indo-Pak Relations, Conflicts and the birth of Bangladesh
- c) Indo-Sino Relations, Conflicts and Panchsheel
- d) Indo-Sri Lanka Relations

Unit III: Domestic Policy **10**

- a) Hindu Code Bill: Nature and Impact
- b) Emergency: Background, Nature and Impact
- c) Space Research

Unit IV: Economic Policy **12**

- a) Mixed Economy and Five Year Plans
- b) Industrial Development
- c) Nationalization of Banks - First Demonetization
- d) Privatization, Liberalization and Globalization: Brief Introduction

Reference Books:

English

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence; Penguin: India 1999
2. Lapierre Dominique and Collins Larry; Freedom at Mid night; William Collins and Simon & Schuster; UK & USA;1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy; Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; [A Concise History of Modern India](#); [Cambridge University Press](#); 2012
5. Talbot Ian, Singh Gurharpal; [The Partition of India](#), Cambridge University Press; 2009
6. Wolpert Stanley; [A New History of India](#), Oxford University Press; 1977
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8. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
9. Chacko Priya; [Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004](#); Routledge; 2013.
10. Kulke, Hermann; A History of India; Routledge; 2004
11. Menon Shivshankar Menon; [Choices: Inside the Making of India s Foreign Policy](#); Penguin; India; 2016
12. G.W. Choudhury, India, Pakistan, Bangladesh, and the major powers: politics of a divided subcontinent; Cambridge University Press; India;1975
13. Kore, V.S. "[Liberation of Goa: Role Of The Indian Navy](#)"; Bharat Rakshak; 2013.
14. Ashton, S.R.; British Policy towards the Indian States, 1905–1938, London Studies on South Asia no. 2, London; Curzon Press;2003
15. [Khanna, Justice H.R.](#); Making of India's Constitution; Eastern Book Company; 2008.
16. [Austin, Granville](#); The Indian Constitution: Cornerstone of a Nation (2nd ed.). Oxford University Press;1999
17. Ganguly Sumit; '[India, Pakistan, and Bangladesh: Civil-Military Relations](#)', Oxford Research Encyclopaedia of Politics, Oxford University Press; 2020
18. Sukumaran, R; '[1962 India-China War and Kargil 1999: Restrictions on Air Power](#)'; 2003

19. Dube, Rajendra Prasad; [Jawaharlal Nehru: A Study in Ideology and Social Change](#); 1998
20. Maheshwari Neerja; [Economic Policy of Jawaharlal Nehru](#). Deep & Deep; 1997
21. Jayakar Pupul; [Indira Gandhi: A Biography](#); [Penguin Books India](#); 1992.
22. Chandra, Bipan; [In the name of democracy : JP movement and the emergency, Chapter 4, Emergency imposed](#); [Penguin Books](#); New Delhi; 2003.
23. Agrawal Narayan; [Lal Bahadur Shastri, Churn of Conscience](#). Eternal Gandhi; 2006.
24. Nehru, S., ed.; [Economic Reforms in India: Achievements and Challenges](#); MJP Publisher; Chennai; 2019
25. Shiva, Vandana; [The Violence of the green revolution : Third World agriculture, ecology, and politics](#); 1991.

मराठी

- कोठेकर शांता ,[आधुनिक भारताचा इतिहास १९४७ ते २०००](#)श्रीसाईनाथ प्रकाशन नागपूर २००८.
- कोठेकर शांता, वैद्य सुमन, [स्वतंत्र भारताचा इतिहास \(१९४७ ते १९८६\)](#), श्रीसाईनाथ प्रकाशन नागपूर २००८
- चंद्र बिपन(अनु.) पारधी मा.कृ. व इतर, [स्वतंत्र्यतोतर भारत, के सागर पब्लिकेशन, पुणे.](#)
- तळवलकर गोविंद , नवरोजी ते नेहरू , [माजेस्टिक प्रकाशन, मुंबई, १९८९](#)
- दिवान चंद्रशेखर, [भारताची विदेशनीती , विद्या प्रकाशन, नागपूर, १९९२](#)
- ब्रम्हे सुलभा (संपा.) धं.रा. गाडगीळ [लेखसंग्रह खंड १, गोखले अर्थशास्त्र संस्था पुणे](#)
- महाजन समाधान , [आधुनिक भारताचा इतिहास , युनिक अकादमी पुणे २०१८](#)

Savitribai Phule Pune University, Pune
Proposed syllabus in History for TYBA (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Core Course 4 History of Civilization (3 Credit)
Semester VI Course Title: -World Civilization and Heritage (Part II)

Course Objectives:

1. To Orient students about Western Classical Civilization of Greece and Roman.
2. To introduce students to the Arab Civilization and its various aspects.
3. To study various Concept and theory's in Medieval Europe.
4. To understand the Renaissance- Reformation Movement and impact of various Past Civilizations.
5. To create motivation and curiosity among the students through the age of discoveries in Ancient and Medieval times.

Course Outcomes:

1. Students will be oriented about Western Classical Civilization of Greece and Rome.
2. Students will be introduced to Arab Civilization and its impact on world Civilization.

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

Unit I: Western Classical Civilization **12**

- a) Greece Civilization- Social Life, Economy, Cultural Life, Religious belief
- b) Roman Civilization – Philosophy, Socio-Economic Life, Religion, Art and Architecture,
- c) Contribution of Greece and Roman Civilization in World History

Unit II: Arab Civilization **11**

- a) Economic and Cultural Life, Literature, Art and Architecture
- b) Contribution in History Writing
- c) Impact of Arab culture on World Civilization

Unit III: Life in Medieval Europe **12**

- a) Meaning and Nature of Feudalism, Church and State
- b) Economy, Social Life, Rise of Nation States
- c) Impact of Renaissance Period

a) Introduction

b) Famous Historical World Heritage Sites- Great Wall of China: China, Great Pyramid of Giza: Egypt, Petra: Jordan, Colosseum: Rome, Chichen Itza: Mexico, Machu Pichu: Peru, Taj Mahal: India, Christ the Redeemer: Brazil

c) Importance of World Heritage Sites

Reference Books:**English**

1. B. Kumar, Encyclopedic study of World History, Kunal Books, New Delhi, 2012
2. Gerrit P. Judd, A History of Civilization, Collier-Macmillan, New York, 1966, reprinted 1967.
3. Nanda S.P, History of the World, Dominant Publishers and distributors. Pvt. Ltd. New Delhi, 2007, (Reprint 2011)
4. Swain James Edgar (1970) -A History of World Civilization, Eurasia publishing House (P)Ltd.Delhi-55.
5. Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986
6. Cambridge Medieval History. (Macmillan, 1911) 8 Vols.
7. Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001. Lucars, H.S., A Short History of Civilization
8. Miller, David, The Black Well Encyclopedia of Political Thought, Blackwell Reference, New York, 1987.
9. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974
10. Pirenne, Jacques, and The Tides of History: From the beginnings to Islam, George Allen and Union, Ltd., London, 1962 Vol. I.
11. Stavrianos, L.S., The Epic of Modern Man, Prentice Hall, Englewood Cliffs, 1966.
12. Wallbank, T.W., Taylor, A.M., Bailkry, N.M., Civilizations – Past and Present.
13. Weech, W.N., History of the World
14. Managing world heritage sites - Anna leask and Allan fall

15. World heritage conservation the World Heritage convention linking culture and nature for sustainable development - Claire cave and blene Negussie

मराठी

ओतूरकर रा. वि, आर. पोतनीस व जी. एच. महाजन, जगाचा संक्षिप्त इतिहास भाग १, अनाथ वसतिगृह प्रकाशन, पुणे १९५६.

कोलारकर शं. गो. पाश्चिमात्य जग, मंगेश प्रकाशन, नागपूर २००५.

मराठे डी. एस. जगाचा इतिहास, देशमुख आणि कं. प्रा. लि, पुणे १९५६.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Discipline Specific Elective Courses (DSE-3C) -(3 + 1 Credit)
Semester –VI, Course Title: Applied History

Course objectives:

- 1) To Introduce students to information and importance of Applied History.
- 2) To help students understand the usefulness of history in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.
- 3) To inform the students about the historical significance of Archaeology and Archives and the opportunities in the field of Archaeology and Archives through this course.
- 4) To inform the students about the opportunities in the field of Media, Museums through this Course.

Course Outcomes:

1. Students will be introduced to the information and importance of applied history.
2. Student will learn about the Historical significance of Archaeology and Archives and opportunities in the field of Archaeology and Archives.
3. Through this course, students will be informed about the opportunities in the field of Media, Museums.
4. Students will learn about the usefulness of history in the 21st Century, its changing Perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.

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

Course Content

Unit-I. Applied History

14

- a. Applied History: Concept and Application
- b. Application of History in Various Subjects
- c. Co-relationship between Past and Present
- d. Contemporary History: Meaning and Nature

Unit-II. Archaeology and Archives

15

- a) Archaeology and Archives: Definition and Development in India
- b) Archival Sources: Ancient, Medieval and Modern- A brief survey
- c) Heritage Sites: Types, Preservation and Conservation
- d) Historical Importance of Heritage Sites and Museums

Unit-III. Mass Media and Applied History

16

- a) Mass Media: Meaning and Types
- b) Print media:
 - i). Establishment and growth of printing press in India
 - ii). Newspaper: Definition, Rise, Newspaper in India - A brief survey
- c) Electronic media: Radio, Television, E-media.

Unit-IV: Project Work /Study Tour Report/Historical Places Visit Rreport

Project work and Evaluation scheme

1. Candidate shall submit Project report of minimum 2000 words i.e.10 to12 pages (Should be DTP) to the department by end of the Semester.
2. A viva-voce should be conducted before theory examination and the results should be sent to the University as immediately
3. The Distribution of Marks – For Report Writing 20 Marks and for Vice-Voce 10 Marks

Reference Books

English

- 1) Bajaj Satish K, Research Methodology in History, Amol Pub Pvt.Ltd, New Delhi.
- 2) Bobade Bhajang R., Manuscriptology from Indian Sources, Pacific Publication, Delhi.
- 3) Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
- 4) Chitnis K.N., Research Methodology in History, Navi Path, Pune1979.
- 5) Collingwood R.G., The Idea of History, Oxford university,1961.
- 6) Datta.K.B., Mass Media in India, Akansha Publishing House, New Delhi,2005.
- 7) Director General, Archaeological Remains, Monuments and Museums Part1&2, Archaeological Survey of India, New Delhi, 1964.
- 8) Gaur.M. M., Electronic Media, Omega Publication, Delhi, 2006.

- 9) Ghose, Sallen, Archive in India, Calcuttd, 1963.
- 10) Mehara Chandar, History of Newspapers in India, Notion Press, Chennai, 2019.
- 11) Mujumdar R.K., Shrivastava A.N., Historiography, subject Book, Delhi, 06, 1975.
- 12) Shobita Punija, Museum of India, The Guidebook, Hon Kong, 1990.

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 कटारे , साखरे, पाटील , पुरातत्वविद्या , वस्तुसंग्रहालय आणि पर्यटन, जेनरिक पब्लिशर, २०१५.
 कार.ई .एच ., अनुवाद .प्रा.वि.गो.लेले , इतिहास म्हणजे काय , कन्टीनेन्टल प्रकाशन , पुणे , ३०.
 कोठेकर शांता , इतिहास तंत्र आणि तत्वज्ञान , श्रीसाईनाथ प्रकाशन , नागपूर , २००५ .
 कोल्हटकर संजय, कुलकर्णी प्रसाद, महाराष्ट्रातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन, पुणे.
 खोबरेकर रवि .गो ., महाराष्ट्रातील दसरखाने , महाराष्ट्र राज्य साहित्य आणि सांस्कृतिक मंडळ , मुंबई , १९८८ .
 गर्गे स.मा ., इतिहासाची साधने: एक शोध यात्रा , पॉप्युलर प्रकाशन , मुंबई , १९९४.
 गायकवाड , सरदेसाई , हनमाने , ऐतिहासिककागदपत्रे व स्थळीयांचा अभ्यास , फडके प्रकाशन , कोल्हापूर , १९८९ .
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 दळवी जयमती , भारतातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन , पुणे.
 देव प्रभाकर , इतिहास एक शास्त्र , कल्पना प्रकाशन , नांदेड , मार्च १९९७.
 देव बी , पुरातत्वविद्या , कॉन्टीनेन्टल प्रकाशन , मुंबई . २००८ .
 देशमुख प्रशांत , इतिहासाचे तत्वज्ञान , विद्या बुक पब्लिशर्स , औरंगाबाद , २००५.
 पाटील सुलोचना , उपयोजित इतिहास , प्रशांत पब्लिकेशन , जळगाव.
 रानडे अनुराधा, समेळ स्वप्ना , पुरातत्वशास्त्र , वस्तुसंग्रहालयशास्त्र , ग्रंथालयशास्त्र , इतिहास अभ्यास पत्रिका क्र. ६ ,
 दूरवमुक्त: अध्ययनसंस्था , मुंबई विद्यापीठ, मुंबई.
 लेले.रा.क ., मराठी वृत्तपत्रांचा इतिहास , कॉन्टीनेन्टल प्रकाशन , पुणे , १९८४.
 वळसंगकर रकू.ना ., इतिहास विचारतरंग , कॉन्टीनेन्टल प्रकाशन , पुणे , १९७४.
 सरदेसाई बी.एन ., इतिहास लेखनशास्त्र, फडके प्रकाशन , कोल्हापूर , २००२.
 सांकलीया हसमुख , पुरातत्वपरिचय , डेक्कन कॉलेज , पोस्टग्रेज्युट अँड रीसर्च सेंटर , पुणे , १९९६

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Proposed Syllabus in History for TYBA (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Discipline Specific Elective Courses (DSE-4D)- (3 + 1 Credit)
Semester -VI, Course Title: History of Maharashtra in the 20thCentury

Course Objectives:

1. To Introduce the students to the history of 20th Century in Maharashtra
2. To study Political, Social, Economic and Conceptual History of the 20th Century Maharashtra in an Analytical way with the help of Primary Sources.
3. To evaluate contribution of 20th Century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-Religious System of the 20th Century in Maharashtra.

Course Outcomes:

1. Student will develop the ability to analyses sources for 20th Century Maharashtra History.
2. Student will learn significance of regional history and Socio- Religious Reformism foundation of the region.
3. It will enhance their Perception of 20th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-Religious System of the Maharashtra.

Pedagogy:

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

Course content

Unit I. Thoughts and work of Intellectuals

15

- a) Pandita Ramabai
- b) Rajarshri Chhatrapati Shahu Maharaj
- c) Maharshi Vitthal Ramji Shinde
- d) Maharshi Dhondo Keshav Karve
- e) Maharaja Sayajirao Gaikwad.
- f) Dr. Babasaheb Ambedkar
- g) Karmaveer Bhaurao Patil

Unit II. Industrial and Economic Development of Maharashtra 10

- a) Industrialization and Urbanization
- b) Cotton and Sugar Industry
- c) Co-operative Movement -Brief survey

Unit III. Movements in 20th Century Maharashtra 10

- a) Workers Movement
- b) Peasants Movement
- c) Dalit Movement
- d) Non-Brahmin Movement

Unit IV. Integration and Reorganization of Maharashtra 10

- a) Marathawada Mukti Sangram
- b) Sanyukta Maharashtra Movement
- c) Maharashtra-Karnataka Border Dispute

Reference Books

English:

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan ana Co.Ltd. Bombay,1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

मराठी:

१. अत्रे शुभांगी, महाराष्ट्र संस्कृती, डायमंड प्रकाशन, पुणे.१८१८
२. कीर धनंजय, महात्मा ज्योतिराव फुले आमच्या समाज क्रांतीचे जनक, पॉपुलर प्रकाशन, मुंबई.२०१२
३. कुलकर्णी शिल्पा, महाराष्ट्राचे समाज सुधारक, डायमंड प्रकाशन, पुणे.२०१२
४. कुलकर्णी, पु. बा. ना. नाना शंकरशेट यांचे चरित्र, मुंबई,१९५९
५. केतकर कुमार, कथा स्वातंत्र्याची, ग्रंथाली प्रकाशन, पुणे.१९८५
६. गरुड अण्णासाहेब, सावंत बी.बी. महाराष्ट्रातील समाज सुधारणा चळवळीचा इतिहास, कैलास पब्लिकेशन, औरंगाबाद १९८६

७. गर्गे एस. एम. गोपाळ गणेश आगरकर, नॅशनल बुक ट्रस्ट इंडिया, न्यू दिल्ली. १९९६

८. चौसाळकर अशोक, महर्षी विठ्ठल रामजी शिंदे यांचे धर्मविषयक विचार लोकवाडमय गृह प्रकाशन मुंबई. २००९

९. चौसाळकर अशोक, महाराष्ट्रातील महर्षी विठ्ठल रामजी शिंदे, लोकवाडमय गृह प्रकाशन मुंबई २०११

१०. जावडेकर आचार्य, आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे. २०१०

१३. दीक्षित राजा. एकोणिसाव्या शतकातील महाराष्ट्रातील मध्यम वर्गाचा उदय, डायमंड प्रकाशन, पुणे. २००९

१४. धर्माधिकारी ए. बी. महाराष्ट्रातील समाज सुधारक, चाणक्य मंडळ परिवार प्रकाशन, पुणे. २००७

१६. नंदा बलराम (अनु.), वसंत पळशीकर, गोपाळ कृष्ण गोखले, ब्रिटीश राजवट व भारतीय नेमस्त युग, पुणे १८६६

१७. नरके हरी, फडके य.दि. महात्मा फुले गौरव ग्रंथ, महाराष्ट्र राज्य शिक्षण विभाग, मुंबई. १९९३

१८. पवार जयसिंगराव, राजश्री शाहू स्मारक ग्रंथ, महाराष्ट्र इतिहास प्रबोधनी, कोल्हापूर. १९९९

१९. पाटील व्ही.बी. महाराष्ट्रातील समाजसुधारणेचा इतिहास, मेहता पब्लिशिंग हाऊस, पुणे. १९७८

२०. फाटक एन.आर. न्यामूर्ती महादेव गोविंद रानडे यांचे चरित्र, नीलकंठ प्रकाशन, पुणे. १९६६

२१. फडकुले निर्मलकुमार, लोकहितवादी कार्य आणि कर्तृत्व, कॉन्टिनेन्टल प्रकाशन, पुणे. १९७३

२२. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि वर्गजाति प्रभुत्व, सुगावा प्रकाशन, पुणे. २००६ ,

२३. भालेराव आनंद. मराठवाड्याचा स्वातंत्र्यसंग्राम. स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ संशोधन संस्था, औरंगाबाद. १९९९

२४. भोळे भा. ल. भारतीय राजकीय विचारवंत, पिंपलापुरे अंड कं. पब्लिशर्स, नागपूर. २०१८

२५. भोळे भास्कर लक्ष्मण, महात्मा ज्योतिराव फुले वारसा आणि वसा, साकेत प्रकाशन, औरंगाबाद. २००९

२६. पंडित नलिनी, महाराष्ट्रातील राष्ट्रवादाचा विकास, मॉडर्न बुक डेपो, पुणे. १९७४

२७. मंगुडकर एम.पी. महाराष्ट्रातील समाज प्रबोधन आणि छत्रपती शाहू महाराजांचे कार्य, पुणे विद्यापीठ प्रकाशन, पुणे.

२८. मोरे सदानंद. लोकमान्य ते महात्मा. राजहंस प्रकाशन. मुंबई. २००७

२९. रानडे महादेव गो. महाराष्ट्रातील समाज विचार १८१८ ते १८८४, सुविचार प्रकाशन मंडळ, नागपूर .

३०. सरदार ग. बा. अर्वाचीन मराठी गद्याची पूर्वपीठिका, मॉडर्न बुक डेपो, पुणे १९३७.

३१. सरदार ग. बा. आधुनिक महाराष्ट्राचे उपेक्षित मानकरी. सुनंदा प्रकाशन, पुणे १९४१.

३२. सरदार जी. बी. महात्मा फुले व्यक्ति आणि विचार, ग्रंथाली प्रकाशन. पुणे .

३३. सरदेसाई बी. एन. आधुनिक महाराष्ट्र, फडके प्रकाशन, कोल्हापूर. २०००.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit system)
From the Academic Year 2021-22
Under the Faculty of Humanities
Discipline Specific Elective Courses (DSE-4D)- (3 + 1 Credit)

Semester -VI, Course Title- Constitutional Development in India (1858-1950)

Course Objectives:

1. To Introduce the Students to evolution of Constitution of India.
2. To Study factors and Situations that shaped the Constitutions.

Course Outcomes:

1. Student will understand evolution of Constitution of India.
2. Student will learn factors and conditions that contributed to Constitution of India
3. Students will understand democratic processes and thereby strengthen Democracy.

Pedagogy:

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

Course Content

Unit-I: Constitutional Development 1858-1891 **10**

- a) Government of India Act 1858 and Queen's Proclamation – Background, Provisions, Significance.
- b) Indian Councils Act of 1861- Causes, Provisions, Evaluation.
- c) Indian Councils Act 1891 – Causes, Provisions, Evaluation.

Unit II: Indian Councils Acts **15**

- a) Morley-Minto Reforms Act 1909 -Background, Provisions, Significance, Effects
- b) Montagu-Chelmsford Reforms Act 1919- Background, Provisions, Significance, Effect.

Unit-III: The Government of India Act 1935 **10**

- a) Background - Simon Commission, Nehru Report, Round table Conferences
- b) The Salient Features of Government of India Act 1935
- c) Provincial Autonomy

- a) Cripps Mission
- b) Wavell Plan, Cabinet Mission Plan
- c) Mountbatten Plan and Indian Independence Act 1947
- d) Indian Constitution - Salient Features

Reference Books:**English**

1. Keith A.B.; A constitutional history of India (1600-1935), Pacific Publication o Andesite Press, India
2. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
3. Chhabra G.S.; Advanced study in the constitutional history of India (1773-1947), New Academic Publishing Company, Jullundur, India
4. Sikri S.L.; A Constitutional history of India, S. Nagin and Company, Jullundur, India
5. Jayapalan N.; Constitutional History of India, Atlantic publication, India
6. Mishra V.B.; Evolution of the Constitutional history of India (1773-1947), South Asia books, India
7. Khan M.M.; Constitutional history of India, Wisdom Press, Darya Ganj, New Delhi
8. Pylee Dr. M.V.; Constitutional history of India, S. Chand Publication, Darya Ganj, New Delhi
9. Aggarwala R.N.(Dr.); National Movement and constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi

मराठी

जोशी पद्माकर लक्ष्मीकांत ; भारताचा संवैधानिक इतिहास, विद्या प्रकाशन, नागपूर, १९९६.

भोगले शांताराम; भारतीय राष्ट्रीय आंदोलने आणि घटनात्मक विकास, विद्या प्रकाशन, नागपूर, १९९६ .

एस. गोपाल आणि सरोज देशपांडे; ब्रिटीशांची भारतातील राजनीती, डायमंड पब्लिकेशन, पुणे, २००६ .

गायकवाड रा. ज्ञा., प्रा. दि. ज्ञा. थोरात; भारताचा राजकीय आणि घटनात्मक इतिहास, रविल प्रकाशन, सातारा, १९९९

हिंदी

भटनागर महेश , आर. सी. अग्रवाल; भारतीय संविधान का विकास तथा राष्ट्रीय आंदोलन, एस. चांद पब्लिकेशन, २००८.

Savitribai Phule Pune University, Pune
Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 D) – (2 Credits)
Semester VI SEC: 12 Course Title: -Heritage Management

Course Objectives:

1. To understand the introduction of Heritage Management to the Students
2. To get an Opportunity to seek self-employment to the students

Course Outcomes:

1. Student will understand over all process of Heritage Management
2. Student will get the knowledge about scope and the fact of Heritage Management.
3. The students will enable to understand about legal and commercial framework of Heritage

Unit-I: Heritage **10**

- a) Define the concept of Heritage
 - i) Local
 - ii) National
 - iii) International
- b) Nature and Scope
- c) Importance of Heritage

Unit-II: Heritage Tourism **10**

- a) Define the Concept of Heritage Tourism
- b) UNESCO World Heritage Site in India
- c) UNESCO World Heritage Site in Maharashtra

Unit- III: Heritage Site Management **10**

- a) Roll of Government
- b) Roll of Common People
- c) Field Visit and Report

Reference Books

1. Kernal Balsar, The concept of the Common heritage of Mankind, Vol.30 Martinus Nijhoff
2. Richard Harrison (ed), Manual of Heritage Management, Butterworth Heineman.
3. Devide T Herbert (ed), Heritage Tourism and Society, Mausell.
4. Nagar S.L, Protection, Conservation and preservation of India's monuments. Aryan books
5. Chainani, S., Heritage conservation legislative and organizational policies for India. New Delhi: INTACH. 2007
6. UNESCO and its Programmes , protection of mankind's cultural heritage sites and monuments, UNESCO 1970. International, New Delhi 1998

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Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 D) – (2 Credits)
Semester VI: 13 Course Title: - Archaeology

Course Objectives:

1. This paper is designed to introduce the students to the Key Concepts and practical approaches in Archaeology, highlighting their applications in interpreting the Human past.
2. It will enable students to understand the definition, aims and scope of Archaeology and its development as a discipline will be introduced to the Students.
3. The nature of the Archaeological record and the unique role of science in Archaeology is explained to the students.
4. Legislation related to Archaeology and the role of Archaeology in Heritage Management is also discussed in this course.

Course Outcomes:

1. Students will learn to understand the definition, aims and scope of Archaeology so as to understand its applications in interpreting the human past.
2. They will be able to understand the nature of the archaeological record and the unique role of science in archaeology.
3. They will have an overall understanding of the Archaeology.

Course Content:

Unit- I: Definition, Aims and Scope of Archaeology	10
a) Archaeology as the Study of the Past: Definition, Aims, and Scope	
b) Significance of Archaeology	
c) Archaeology and History: Differences and Similarities	
Unit- II: Development of Archaeology in India	10
a) Archaeological Survey of India	
b) Tata Fundamental Research Institute Mumbai	
c) Deccan College Pune	
Unit-III: Value of Archaeology	10
a) Cultural Heritage	
b) Monuments	

Reference Books-

1. Binford, L.R. 1972 Introduction. *An Archaeological Perspective*, pp. 1–14. Seminar Press, New York.
2. Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: Munsiram Manoharlal.
3. Daniel, Glyn, E. 1975. *A Hundred and Fifty Years of Archaeology*. London: Duckworth.
4. Dhavalikar, M K. 1984. Towards an Ecological Model for Chalcolithic Cultures of Central and Western India. *Journal of Anthropological Archaeology* 3. Pp- 133-158
5. Fagan, B. 1988. *In the beginning: An Introduction to Archaeology*. Glenview: Scott, Foresman and company.
6. Flannery, K.V., and J. Marcus 1998 *Cognitive Archaeology*. In *Reader in Archaeological Theory: Post-Processual and Cognitive Approaches*, edited by D. Whitley, pp. 35–48. Routledge, London.
7. Gardner, A. 2009 Agency. In *Handbook of Archaeological Theories*, edited by R.A. Bentley, H.G. Maschner, and C. Chippindale, pp. 95–108. AltaMira Press, Lanham, MD.
8. Gifford-Gonzalez, Diane. 2011. Just Methodology? A Review of Archaeology's Debts to Michael Schiffer. *Journal of Archaeological Method & Theory* (2011) 18: 299–308.
9. Hodder, I. 1995. *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
10. Hurcombe Linda 2007. *Archaeological artefacts as material culture*. New York: Routledge
11. Kelly, R.L. 1995. Chapter 3, Foraging and Subsistence. In *The Foraging Spectrum: Diversity in Hunter- Gatherer Lifeways*. Smithsonian Institution Press, Washington, D.C. (pp. 65–110)
12. McIntosh Jane R. 2008. *Ancient Indus Valley: New Perspectives*. Abc Clio. California.
13. McHenry, Henry M. 2009. *Human Evolution in Evolution: The First Four Billion Years*, edited by M. Ruse and J. Travis. Cambridge, Massachusetts: Harvard University Press. Pp. 256-280
14. Paddayya, K. 1990. *New Archaeology and Aftermath: View from Outside the Anglo-American World*. Pune: Ravish Publishers
15. Paddayya, K. 2014. *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. Aryan Books International
16. Schiffer, M.B. 1995. *Behavioral Archaeology: First Principles*. Salt Lake City: University of Utah Press

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Proposed Syllabus in History for TYBA (Credit System)
Form the Academic Year 2021-2022
Under the Faculty of Humanities
Skill Enhancement Courses (SEC 2 D) – (2 Credits)
Semester VI -SEC:14 Course Title: Numismatics

Course Objectives:

1. This paper is designed to introduce the students to the Currency system of Ancient India.
2. It aims at acquainting the students about the development in the Coinage System.

Course Outcomes:

1. Students will be able to identify and decipher the Coins.
2. They will also be able to understand the Socio-Political background that accure through the coinage of that time; thus getting holistic picture of that economic system prevalent in Ancient India.

Course Content:

Unit-I: Introduction to Numismatics	7
a) Numismatic Studies: Terminology and Scope	
b) Importance in the Reconstruction of Socio-Cultural and Economic History	
Unit-II: Study of Ancient Indian Coinage: Polity-Economic Dimensions	8
a) The Mauryan Age - Karshapanas Coins	
b) Coins of the Post Mauryan Age	
c) Coins of the Guptas	
Unit-III: Study of Medieval Coins	7
a) Coinage of the Delhi Sultanate and Mughal Period	
b) Coins of Vijaynagar	
c) Coins of the Marathas	
Unit –IV: Study of Modern Coins	8
a) Coins of the British East India Company	
b) Coins of Independent India	
c) Indian Institute of Research in Numismatic Studies (IIRNS), Anjineri.	

Reference Books:

1. Allan, J. 1935. Catalogue of Coins of Ancient India. London: British Museum.
2. Altekar, A.S., 1937. Catalogue of Coins of the Gupta Empire. Varanasi: Numismatic Society of India.
3. Bhandarkar, D.R., 1921. Carmichael Lectures on Ancient Indian Numismatics. Calcutta: Calcutta University.. Bharadwaj, H.C. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarasidas. Chattopadhyaya, Bhaskar 1967. The Age of the Kushanas – A Numismatic Study. Calcutta: Punthi Pustak.
4. Chattopadhyaya, Brajdulal 1977. Coins and C u r r e n c y S y s t e m in South India. Delhi: Munshiram Manoharlal
5. Dasgupta, K.K. 1974. A Tribal History of Ancient India – A Numismatic Approach. Calcutta: Nababharat Publications.
6. Datta, Mala 1990. A Study of the Satavahana coinage. Delhi: Harman Publishing House. Dhavalikar, M.K. 1975. Pracheena Bharatiya Nanakshastra. Pune: Maharashtra Vidyapeeth Granthanirmitti Mahamandal.
7. Handa, Devendra 2007. Tribles Coins of Ancient India. New Delhi: Aryan Books International. Elliot, W. 1970. (Reprint) Coins of South India. Varanasi: Indological Book House. Gardener, P. 1886. The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum. London: British Museum.
8. Gokhale, Shobhana 1981. New Discoveries in the Satavahana Coinage, JNSI vol. XLIII: 54-59.
9. Goyal, S.R. 1995. Dynastic Coins of Ancient India. Jodhpur: Kusumanjali Book World.
10. Gupta, P.L. 1979. (2 nd Revised Edition) Coins. New Delhi: National Book Trust.
11. Gupta, P.L. 1981. Coins: Source of Indian History. Ahmedabad: B.J. Institute of Learning and Research.
12. Gupta, P.L. and Sarojini Kulashreshtha 1993. Kushana Coins and History. New delhi: D.K. Publishers.
13. Gupta, P.L. and T.R. Hardaker 1985. Ancient Indian Silver Punch-Marked Coins of the Magadha – Maurya Karshapana Series. Nasik: Indian Institute of Research in Numismatic Studies.
14. Jha, A.K. 1998. Observations on the Principles of Typology: A Study of Ancient Indian Coinage, in Ex Moneta: Essays on Numismatics in Honour of Dr. David W. Macdowall (A.K. Jha and Sanjay Garg eds.) Volume I, pp. 33-42. New Delhi: Harman Publishing House.

15. Jha, Amiteshwar and Dilip Rajgor 1994. *Studies in the Coinage of Western Kshatrapas*. Anjaneri: Indian Institute of Research in Numismatic Studies.
16. Krishnamurti, R. 1997. *Sangam Age Tamil Coins*. Madras: Garnet Publishers. Lahiri, A.N. 1965. *Corpus of Indo-Greek Coins*. Calcutta Journal of the Numismatic Society of India, Varanasi.
17. Mangalam, S.J. 2001. *Shankar Tiwari Collection of Early Coins from Narmada Valley*. Bhopal: Directorate of Archaeology and Museums, Government of Madhya Pradesh.
18. *Numismatic Digest A Journal Published by Indian Institute of Research in Numismatic Studies, Anjaneri (Nasik)*.
19. Rajgor, Dilip 2001. *Punch-Marked Coins of Early Historic India*. California: Reesha Books International.
20. Rapson, E.J. 1908. *Catalogue of Coins of Andhra Dynasty, Western Kshatrapas etc*. London: British Museum.
21. Ray, S.C. 1977. *The Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues*. Varanasi: Numismatic Society of India.
22. Sahni, Birbal 1973. *The Technique of Casting Coins in Ancient India*. Varanasi: Bharatiya Publishing House.
23. Sarma, I.K. 1980. *Coinage of the Satavahana Empire*. Delhi: Agam Kala Prakashan.
24. Shastri, A.M. (Ed.) 1972. *Coinage of Satavahanas and Coins from Excavations*, Nagpur: Nagpur University.
25. Shastri, A.M. (Ed.) 1999. *Age of the Satavahanas (two volumes)*: New delhi: Aryan Prakashan. Srivastava, A.K. 1969. *Catalogue of Indo-Greek Coins in the State Museum*, Lucknow. Lucknow: State Museum.
26. Srivastava, A.K. 1972. *Catalogue of Saka-Pahlava Coins of Northern India in the State Museum*, Lucknow. Lucknow: State Museum.
27. *Studies in South Indian Coins: A Journal Published by South Indian Numismatic Society*, Madras.



SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

T.Y.B.A. Economics Syllabus

(Choice Based Credit System and Semester System)

**Revised Syllabus will be implemented with effect from the
academic year 2021-2022**

T.Y.B.A. Economics

(Sem V & VI)

Semester	Paper Name	Subject Code	Title of the Paper
V	Economics General - III		Indian Economic Development- I
	Economics Special - III		International Economics-I
	Economics Special - IV		Public Finance- I
	Skill Enhancement Course (SEC-3A)		Business Management- I
VI	Economics General - III		Indian Economic Development- II
	Economics Special - III		International Economics- II
	Economics Special - IV		Public Finance- II
	Skill Enhancement Course (SEC-3A)		Business Management- II (Project Report)

T.Y.B.A. Economics
General Paper-III: Indian Economic Development-I
(Course Code:)
Semester V

Preamble:

The course will be useful for learners aiming towards careers in the government sector, policy analysis and the social sector. This course would take an overview of aspects of economic development with special reference to India.

The course aims to introduce the learner to the main concepts in economic and human development, equip them compare and contrast different economies: recognize various indicators of economic and human development. The course will also provide a broad outline of the Sustainable Development Goals.

Course Learning Outcomes

At the end of the course the learner will have ability -

- To relate and recognize the concept and indicators of Economic Development.
- To describe and analyze the concept and indicators of Human Development.
- To explain the characteristics of Developing and Developed Countries.
- To describe the constraints to the process of Economic Development.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	Economic Development and Growth	10
	1.1 Economic Development: Meaning, Definition and Indicators	
	1.2 Economic Growth: Meaning, Definition and Indicators	
	1.3 Need and Importance of Economic Development	
2	Developed and Developing Countries	14
	2.1 Concepts of Developed and Developing Countries	
	2.2 Characteristics of Developed Countries	
	2.3 Characteristics of Developing Countries : Economic, Demographic, Technological, Social and Political	
	2.4 India as an Emerging Economy	
3	Constraints to Development Process	12
	3.1 Vicious Circle of Poverty	
	3.2 Capital Constraints	
	3.3 Technology Constraints	
	3.4 Socio- Cultural Constraints	
	3.5 Political and Administrative Constraints	
	3.6 External Bottlenecks	
4	Human Resources and Economic Development	12
	4.1 Role of Human Resources in Economic Development	
	4.2 Human Development Index and India	
	4.3 Concepts of Physical Quality of Life Index:	
	4.3.1 Gender Development Index 4.3.2 Gender Inequality Index 4.3.3 Multidimensional Poverty Index	

Recommended Books -

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970), Growth Economics, Penguin.
- Zinghan M.L.(1982), The Economics of Development and Planning. Vrinda Publication (P) Ltd.
- Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N.Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vol1&2, Elsevier. Amsterdam.
- Dasgupta p. (1993) An Enquiry into Well Being and Destitution.
- Dhage S.K. (2015), Indian Economy (Marathi Edition) K.S. Publication, Pune.\
- Wavare A. (2017), Development and Planning Economics (Vikas va Niyojanache Arthshastra - Marathi Edition)
- Datir R.K.(2013), Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Rasal Rajendra (2020), Indian Economy (Marathi), Success Publication Pune, 7th edn.
- Ghatak,S.(1986), An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Patil J.F.(2014),Growth And Development economics (Vruddhi Va Vikasache Airthshastra, Phadke Prakashan - Marathi Edition)
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), An Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P.(1977),Economic Development (3rd Edition) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K.(1964) Economic of Growth, Asia.
- Meaer and Baldwin(1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Kute Santosh and Rithe (2019) ,Demography , Prashant Publication Jalgaon.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

T.Y.B.A. Economics
General Paper- III: Indian Economic Development-II
(Course Code:)

Semester VI

Preamble:

This course would take an overview of the process of Economic Planning and the Development Goals. The course aims to introduce the learner to the main concepts in Economic Planning, equip them with understanding of the planning process in India and changing in recent times and familiarize them to the Sustainable Development Goals. The Course also reviews the relation between Economic Development and Environment.

Course Learning Outcomes

At the end of the course the learner will have ability-

- To describe and explain the process of Economic Planning.
- To describe and examine the changing structure of planning process in India.
- To describe and explain the relation between Economic Development and Environment.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	Economic Planning	12
	1.1 Economic Planning – Meaning, Definition and Features	
	1.2 Need of Economic Planning	
	1.3 Objectives of Economic Planning in India	
2	National Institution for Transforming India Aayog (NITI Aayog)	12
	2.1 NITI Aayog- Objectives and Structure	
	2.2 Role of NITI Aayog	
	2.3 Difference between Planning Commission and NITI Aayog	
3	Sustainable Development	12
	3.1 Sustainable Development : Meaning and Importance	
	3.2 17 SDGs (Sustainable Development Goals)	
	3.3 Measures for Sustainable Development	
	3.4 Current Scenario of SDG in India	
4	Environment and Economic Development	12
	4.1 Relation between Environment and Economic Development	
	4.2 Environment and Sustainable Development	
	4.3 Environmental Policies in India: 4.3.1 National Conservation Strategy (1992) - Highlights 4.3.2 National Environmental Policy (2006) - Highlights	
	4.4 Global Warming	

Recommended Books -

- Ragnar Nurkse, Problem of Capital Formation in Underdeveloped Countries.
- Sen Amartya (1970) Growth Economics, Penguin.
- Zhingan M.L. (1982) the Economics of Development and Planning. Vrinda Pub.(P) Ltd.
- Adelman, I. (1961) Theories of Economic Growth and Development, Stanford University Press, Stanford.
- Avhad Suhas (2015), 'Economics of Growth and Development' (Marathi Edition) Success Prakashan, Pune
- Behrman, S. and T.N.Srinivasan,(1995) Handbook of Development Economic, Vol. 1 to 3, Elsevier, Amsterdam,
- Chenery H. and T.N.Srinivasan, (1989) Handbook of Development Economics Vol1&2, Elsevier. Amsterdam.
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- Dahir R.K. (2013) Vikas ani Paryavarniy Arthshastra, Nirali Prakashan, Pune.
- Ghatak,S.(1986) An Introduction to Development Economics,Allen and Unwin, London,
- Ghosh. B.N.(1982) Economic Development and Planning National Book House.
- Grillis M., D H. Perkins, M.Romer and D.R.Snodgrass (1992) Economic of Development (3rdEdition) W.W.Norton, New York.
- Higgins, Benjamin. (1959) Economic Development, W.W.Norton , New York
- Jennifer A. Elliott, (2013), an Introduction to Sustainable Development (Fourth Edition), Routledge Publication, London and New York.
- Kindleberger C.P. (1977) Economic Development (3rd Edition) McGraw Hill, New York.
- Jagdish Bhagwati,The Economics Of Underdeveloped Countries.
- Mahata J.K. (1964) Economic of Growth, Asia.
- Meaer and Baldwin (1970) Economic Development, Asia .
- Mehata J.K.(1971) Economic Development , Chaitanya.
- Mishra &Puri, Development and Planning- Theory And Practice, Himalaya.
- Meier, G.M. (1995) Leading Issue in Economic Development,6ed,Oxford University Press ,New Delhi,
- Todaro M.P. (1996) Economic Development (6th Edition) Longman, London.
- UNDP, Human Development Report [Latest]
- World Development Reports
- India Development Reports

T.Y.B.A. Economics
Special Paper - III: International Economics-I
(Course Code:)

Semester - V

Preamble:

This course provides the students a thorough understanding and deep knowledge about the concept of international economics and international trade. The contents of the paper spread over various modules, lay stress both on theory and applied nature of the subject. Besides this, the contents prepare the students to know the important theories of international trade. The paper also covers the meaning, types, importance of terms of trade and causes of unfavorable terms of trade to developing countries like India.

Course Learning Outcomes

At the end of the course the learner will have Ability

- To relate and recall the concepts of International Economics and International Trade.
- To describe and apply the theories of international trade.
- To explain and comprehend the issues relating to Terms of trade and Balance of Payment.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	Introduction	12
	1.1 International Economics- Meaning, Scope and Importance	
	1.2 Inter-regional and International Trade	
	1.3 Importance of International Trade	
2	Theories of International Trade	12
	2.1 Theory of Absolute Cost Advantage and Theory of Comparative Cost Advantage	
	2.2 Heckscher-Ohlin Theory	
	2.3 Leontief's Paradox	
	2.4 Intra-Industry Trade	
3	Terms of Trade	12
	3.1 Meaning, Types and Importance of Terms of trade	
	3.2 Determinants of Terms of trade	
	3.3 Causes of Unfavorable Terms of trade to Developing Countries	
4	Balance of Payments	12
	4.1 Balance of trade and Balance of payments- Concepts	
	4.2 Balance of payments - Components	
	4.3 Disequilibrium of Balance of Payments, Causes and Consequences	
	4.4 Measures to correct Disequilibrium in the Balance of Payments	

Recommended Books -

1. Kenan, P.B. (1994), the International Economy, Cambridge University Press, London.
2. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
3. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy, Glenview, Foresman.
4. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
5. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.
6. International Economics, M.L. Jhingan
7. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
8. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.
9. Joshi V. and I.M.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
10. Panchmukhi, V.R. (1978), Trade Policies of India: A Quantitative Analysis, Concept Publishing Company, New Delhi.
11. Dhage S.K. (2015), International Economics (English Edition) K.S. Publication, Pune.
12. Kulkarni B.D. and Dhamdhare S.V. (2007), International Economics (Antarrashtriya Arthashastra - Marathi Edition) Dimand Publication, Pune.
13. Wavare A. , International Economics (Anatarrashtriya Arthashastra - Marathi Edition) Education Publication, Aurangabad
14. Patel, S.J. (1995), Indian Economy towards the 21st Century, University Press Ltd., India.
15. Rasal, Rajendra, International Economics (Marathi), Success Publication Pune.

Reports:

1. Ministry of Commerce and Industry, Government of India, Recent Annual Report
2. Government of India, Economic Survey Latest
3. Reserve Bank of India, Annual Report

T.Y.B.A. Economics
Special Paper - III: International Economics-II
(Course Code:)

Semester – VI

Preamble:

This course provides the students a thorough understanding and deep knowledge about India's foreign trade and trade policies. The contents of the paper spread over various modules, lay stress both on theory and applied nature of the subject that have registered rapid changes during the last few decade. Besides this, the contents prepare the students to know the foreign exchange market, provisions in FEMA and convertibility of rupee. The paper also covers the Indian government's policy towards foreign capital and role of multinational corporations in India and regional and international co-operation. This paper has become relatively more relevant from the policy point of view under the present waves of globalization and liberalization.

Course Learning Outcomes:

At the end of the course, the learner will have-

- Ability to relate and explain the concept of Exchange Rate and Foreign Exchange Market.
- Ability to describe the trends in Growth, Composition and Direction of India's Foreign Trade.
- Ability to comprehend the issues relating to Foreign Capital and Regional and International Co-Operation.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	India's Foreign Trade and Policy	12
	1.1 Role of Foreign Trade in Economic Development	
	1.2 India's Foreign Trade- Growth, Composition and Direction since 2000	
	1.3 Free Trade v/s Protection - Case For and Case Against	
	1.4 Highlights of India's Foreign Trade policy Since 2015	
	1.5 Evaluation of Policy of Special Economic Zones in Export Promotion	
2	Foreign Capital	12
	2.1 Role of Foreign Capital in Economic Development	
	2.2 Types of Foreign Investment	
	2.3 Foreign Investment Policy in India since 1991	
	2.4 Problems of Foreign Capital	
3	Foreign Exchange	12
	3.1 Exchange Rate : Concept; Fixed & Flexible Exchange Rate -Merits and Demerits	
	3.2 Foreign Exchange Market- Meaning, Structure and Functions	
	3.3 Convertibility of the Rupee	
	3.4 Foreign Exchange Management Act, 1999, Main Provisions	
4	Regional and International Co-operation: Nature and Functions of-	12
	4.1 South Asian Association for Regional Cooperation (SAARC)	
	4.2 Brazil, Russia, India, China and South Africa (BRICS)	
	4.3 European Economic Community (EEC)	
	4.4 World Trade Organization (WTO)	

1. Recommended Books -

2. Kenan, P.B. (1994), the International Economy, Cambridge University Press, London.
3. Kindlberger, C.P. (1973), International Economics, R.D. Irwin, Homewood.
4. Krugman, P.R. and M. Obstfeld (1994), International Economics: Theory and Policy, Glenview, Foresman.
5. Salvatore, D.L. (1997), International Economics, Prentice-Hall, Upper Saddle River, N.J.
6. Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London.
7. International Economics , M.L. Jhingan
8. Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge University Press, Mass.
9. Greenaway, D. (1983), International Trade Policy, Macmillan Publishers Ltd., London.
10. Joshi V. and I.M.D. Little (1998), India's Economic Reforms, 1999-2001, Oxford University Press, Delhi.
11. Panchmukhi, V.R. (1978), Trade Policies of India: A Quantitative Analysis, Concept Publishing Company, New Delhi.
12. Patel, S.J. (1995), Indian Economy towards the 21st Century, University Press Ltd., India.

Reports:

1. Ministry of Commerce and Industry, Government of India, Recent Annual Report
2. Government of India, Economic Survey Latest
3. Reserve Bank of India, Annual Report

T.Y.B.A. Economics
Special Paper – IV: Public Finance -I
(Course Code:)
Semester – V

Preamble:

The role and functions of the Government in an economy has been hanging with the passage of time. The term 'Public Finance' has traditionally been applied to involve the use of revenue and expenditure measures along with the budgetary policy is an important part to understand the basic problems of use of resources, distribution of Income etc. The course will be useful for students aiming towards careers in the government sector, policy analysis, banking and business. This course would take an overview of government finances with special reference to India. The course aims to introduce the learner to the main concepts in public finance, equip them with an analytical grasp of government taxes: direct and indirect taxes and familiarize students with the main issues in government expenditure and debt.

Objectives:

1. To make students to analyze the role of Public Finance in Economic Development.
2. To know the sources of Revenue, Expenditure and Debt of Govt. of India.
3. To make students competent to become success in competitive examination.

Course Learning Outcomes

At the end of the course the learner will have ability-

- To relate and recognize the Nature and Scope of Public Finance.
- To describe and analyze the concept of Public Revenue and its components.
- To explain types of Public Expenditure and reasons for rising Public Expenditure.
- To explain the types of Public Debt and its effects.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	Introduction to Public Finance	12
	1.1 Meaning, Nature, Scope and Importance of Public Finance	
	1.2 Public Finance versus Private Finance	
	1.3 Role of Public Finance in Economic Development	
	1.4 Principle of Maximum Social Advantage: Musgrave's Approach	
2	Public Revenue	12
	2.1 Sources of Public Revenue	
	2.2 Meaning of Tax, Types of Taxes- Direct Tax and Indirect Tax, Merits and Demerits	
	2.3 Goods and Service Tax: Concept and Characteristics; Need for GST in India	
	2.4 Concepts: Impact of Tax, Incidence of Tax, Shifting of Tax and Taxable Capacity	
3	Public Expenditure	12
	3.1 Meaning and Principles of Public Expenditure	
	3.2 Classification of Public Expenditure	
	3.3 Reason for Increasing Public Expenditure	
	3.4 Wagner's Law of Public Expenditure	

4	Public Debt	12
	4.1 Meaning, Sources and Importance of Public Debt	
	4.2 Methods of Repayment of Public Debt	
	4.3 Burden of Public Debt	
	4.4 The Fiscal Responsibility and Budget Management Act 2003- Highlights	

Recommended Books

1. Andley and Sundaram- Theory and Practice of Public Finance.
2. Bhatia H.L “Public Finance “ Vikas Publishing House, 18th edition
3. Jayaram Hiregange, Deepak Rao (2017), India GST for Beginners, White Falcon Pub.
4. Government of India (2017). GST-Concept and Status
5. Singh S.K, Public Finance in Theory and Practice, S. Chand, New Delhi.
6. Ozerkar S.R.,Rajaswa (Marathi), Vidya Prakashan, Ruikar Marg Nagpur
7. Deo and Zamre, Rajaswa (Marathi) Pimpalpure and Co, Publishers, Nagpur.
8. Buchanan J. M.,, Public Principles of Public debt, Irwin, Homewood, III, USA.
9. Herber, B.P., Modern Public finance, AITBS, New Delhi.
10. Hicks Ursula (1961) “Public Finance” Digswell Place, James Nishbet & Co. Ltd.
11. Musgrave R. A. (1959) “The Theory of Public Finance: A study in Public Economics” McGraw Hill Logakwha Ltd.
12. Musgrave R. A. & Musgrave P. B “Public Finance: In Theory & Practice” McGraw Hill Logakwha Ltd.
13. Prest, A.R. and Barr N.A., Public Finance in Theory and Practice, ELBS, London.
14. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication
15. Taylor Philip C (1968) “The Economics of Public Finance” Oxford Univeristy & IBH Publishing Co.
16. Alam, S, (2016) GST and the States, Sharing tax administrations, Economic and Political Weely, 51 (31) (Article)
17. Ministry of Finance, Government of India (Oxford Press), Economic Survey 2020.
18. Dhamdhare S.V. (2019) , Sarvajanic Ayvay (Marathi Edition) ,Dimond Publication,Pune.
19. Khandare Vilas (2004) , Money Banking And Finance, Ravi Printers ,Aurangabad .

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T.Y.B.A. Economics
Special Paper – IV: Public Finance -II
(Course Code:)
Semester – VI

Objectives:

1. To make students able to analyze Budget process of India.
2. To make the students aware about Role and working of Finance Commission.
3. To make students competent to become success in competitive examination.

Course Learning Outcomes

At the end of the course the learner will have ability

- To explain and assess the components and instruments of Fiscal Policy.
- To relate to the concepts of Budget and its components.
- To describe and analyze the concept of Deficit Financing and its effects.
- To describe and explain the Centre and State Financial Relationship.

Unit No.	Name and Sub Titles of the Topic	No. of Lectures
1	Fiscal Policy	12
	1.1 Fiscal Policy- Meaning, Instruments and Objectives	
	1.2 Fiscal Policy in Developing Countries	
	1.3 Limitations of Fiscal Policy	
	1.4 Review of Fiscal Policy in India Since 2011	
2	Budget	12
	2.1 Budget- Meaning, Nature and Objectives	
	2.2 Classification of Budget	
	2.3 Preparation of Indian Central Budget	
	2.4 Gender Budget- Meaning and Importance.	
3	Deficit Financing	12
	3.1 Deficit Financing- Meaning and Objectives	
	3.2 Role of Deficit Financing in Developing Countries	
	3.3 Trends in India's Deficit Financing Since 2011	
	3.4 Effects of Deficit Financing	
4	Centre-State Financial Relationship	12
	4.1 Centre-State Financial Relationship: Constitutional Provisions	
	4.2 Conflict in the Centre-State Financial Relationship	
	4.3 Role of the Finance Commission	
	4.4 Recommendations of 15 th Finance Commission	

Recommended Books

1. Andley and Sundaram- Theory and Practice of Public Finance.
2. Bhatia H.L “Public Finance “ Vikas Publishing House, 18th edition
3. Jayaram Hiregange, Deepak Rao (2017), India GST for Beginners, White Falcon Pub.

4. Government of India (2017). GST-Concept and Status
5. Bhadane Jaywant R, (2020) GST Smart Taxation System, International Publication
6. Singh S.K, Public Finance in Theory and Practice, S. Chand, New Delhi.
7. Ozerkar S.R.,Rajaswa (Marathi), Vidya Prakashan, Ruikar Marg Nagpur
8. Deo, and Zamre, Rajaswa (Marathi) Pimpalpure and Co, Publishers, Nagpur.
9. Buchanan J. M., Public Principles of Public debt, Irwin, Homewood, III, USA.
10. Herber, B.P., Modern Public finance, AITBS, New Delhi.
11. Hicks Ursula (1961) “Public Finance” Digswell Place, James Nishbet & Co. Ltd.
12. Musgrave R. A. (1959) “The Theory of Public Finance: A study in Public Economics” McGraw Hill Logakwha Ltd.
13. Musgrave R. A. and Musgrave P. B “Public Finance: In Theory & Practice” McGraw Hill Logakwha Ltd.
14. Prest, A.R. and Barr N.A., Public Finance in Theory and Practice, ELBS, London.
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18. Khandare Vilas ,Povale ,Takale,(2012) , Economics Of Agriculture Development ,Omkar Printers, Aurangabad.
19. Dhamdhare S.V. (2019) , Sarvajanic Ayyavay (Marathi Edition) ,Dimond Publication,Pune.

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**T.Y.B.A. Economics
Skill Enhancement Course
Business Management**

Sem ester	CC Paper	Paper No.	Name of Paper	Lectures / Week	Total Lect.	CA Marks	ESE Marks	Total	No. of Credits
V	SEC -III SEC-3A		Business Management- I	03	30	15	35	50	2
VI	SEC -IV SEC-3A		Business Management - II Project	03	30	15	35	50	2

SEC -Skill Enhancement Course; CC -Core Course; CA - Continuous Assessment;
ESE -End of Semester Examination

**T.Y.B.A. Economics
Skill Enhancement Course
SEC 3A: Business Management-I
(Course Code:)
Semester – V**

Course Learning Outcomes:

At the end of the Course, the Learner will have the following skills:

- Management of Business.
- Business planning and decision making
- Leadership Skills- Ability to work in teams at the same time, ability to show leadership qualities

Unit No.	Name and Sub Titles of the Topic	No. of Lectures	Skill Enhancement Exercises
1	Business Management	6	<ul style="list-style-type: none"> • Discussion/ Practical/ Field Study
	1.1 Nature and Scope of Management		
	1.2 Characteristics of Management		
	1.3 Need & Importance of Study of Management		
	1.4 Process of Management		
2	Business Planning and Decision Making	6	<ul style="list-style-type: none"> • Case Studies / Mini Projects / Individual /Team Presentations. • Practical Exercises in Decision Making Process/ Problem Solving
	2.1 Nature of Planning		
	2.2 Steps in Planning Process		
	2.3 Types of Business Planning		
	2.4 Study of Planning Process		
	2.5 Steps in Decisions Making Process		
	2.6 Factors affecting decision Making		

3	<p>Schemes of Government : Make in India Start-up India Stand up India Mudra Loans Dairy Management Scheme Fruits Management Development Programme Agriculture Products Sell Management</p>	<p>6 2 + 2 Guest Lecture</p>	<ul style="list-style-type: none"> • Visit to SSS/ Interview with Mudra Beneficiary. • Study of Street Vendors/ Hawkers/ Mini Enterprises etc. • Exhibitions Business Plan Ideas Competitor
4	<p>Workshop: Workshop on Entrepreneurship Development Training Programme</p>	<p>8</p>	<p>2 -Half-Day Work - shops -4 hours each OR 1- One Day Workshop - 8 hours</p>

Recommended Books

1. Stephen R. Covey, The 7 Habits of Highly effective People (1989), Guerilla Marketing.
2. Harvard Business Review, Management Tips, hbr.org/books.
3. Pandey, I.M. Financial Management, Persons 12th edn.
4. Saksena, S.C., Principles of Business Management (2019), Sahitya Bhawan Publi.Agra.
5. Kalkar Parag and Ajinath Doke, Vyavsay Vyavsthapan, Nirali Prakashan, Pune.
6. Vasistha, Neeru, Principles of Management, Taxmann.
7. Hannagan, Tim. Management Concepts and Practices, Macmillan India Ltd.
8. Government of India, Official Websites.

T.Y.B.A. Economics
Skill Enhancement Course
SEC-3A: Business Management-II (Project Report)
(Course Code:)
Semester – VI

Course Learning Outcomes:

At the end of the Course, the Learner will have the following skills:

- Analytical Skills – Ability to analyze data collected and interpret in the most logical manner
- Project Report Writing Skills- Ability to comprehend and illustrate/demonstrate findings
- Presentation Skills – PPT/Poster- Ability to illustrate findings in the most appealing manner
- Leadership Skills: Ability to show leadership skills with business ideas or work on business ventures as a practical example

Unit No.	Name and Sub Titles of the Topic	No. of Lectures	Skill Enhancement Exercises
1	Case Study	2	Preview to Students for Project Report
	Guest Lecture – Local Entrepreneur – Success Stories / Struggles/ Historical Reviews/ Start-ups, etc		
2	Project Interim Presentation	14	Initial Mid Semester Presentation (15 marks)
	Detailed Study of ANY Business Enterprise under the Guidance of Subject Teacher OR Presentation of a Business Idea		
3	Project Final Presentation	14	Final Presentation Viva (35 Marks) Int. Examiner - 10 Ext. Examiner - 10 Report- 15
	Presentation with PPT or Poster or Exhibition of Business Ideas/ Reports		

Recommended Books

1. Stephen R. Covey, The 7 Habits of Highly effective People (1989), Guerilla Marketing.
2. Harvard Business Review, Management Tips, hbr.org/books.
3. Pandey, I.M. Financial Management, Persons 12th Edn.
4. Saksena, S.C., Principles of Business Management (2019), Sahitya Bhawan Publi.Agra.
5. Kalkar Parag and Ajinath Doke, Vyavsay Vyavsthapan, Nirali Prakashan, Pune.
6. Vasistha, Neeru, Principles of Management, Taxmann.
7. Hannagan, Tim. Management Concepts and Practices, Macmillan India Ltd.
8. Government of India, Official Websites.



SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

**T.Y.B.A. Political Science
& Public Administration Syllabus**
(CREDIT & SEMESTER SYSTEM)

**Revised Syllabus will be implemented with effect from the
academic year 2021-2022**

Savitribai Phule Pune University

POLITICAL SCIENCE

Syllabus of T.Y.B.A.

(CBCS pattern to be implemented from 2021-2022)

PAPER NO.	PAPER TITLE
CORE COURSES (C.C.):	
Semester V CC-1 E (3)	MODERN POLITICAL ANALYSIS
And	
Semester VI CC-2 E (3)	MODERN POLITICAL ANALYSIS
	OR
Semester V CC-1 E (3)	LOCAL SELF GOVERNMENT IN MAHARASHTRA
And	
Semester VI CC-2 E (3)	LOCAL SELF GOVERNMENT IN MAHARASHTRA

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

Semester V DSE 1 C (3)+1	PUBLIC ADMINISTRATION
And	
Semester VI DSE 1 D (3)+1	PUBLIC ADMINISTRATION
Semester V DSE 2 C (3)+1	INTERNATIONAL RELATIONS
And	
Semester VI DSE 2 D (3)+1	INTERNATIONAL RELATIONS

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

Semester V SEC 2C (2)	SAMYUKTA MAHARASHTRA MOVEMENT
Semester VI SEC 2D (2)	SAMYUKTA MAHARASHTRA MOVEMENT

Savitribai Phule Pune University
T.Y.B.A. Political Science
(CBCS pattern to be implemented from 2021-2022)

Core Courses (C.C.)

MODERN POLITICAL ANALYSIS

Objectives:

This course will introduce the overall scope of the sub-discipline of Modern Political Analysis. The focus of the course will be on the Modern Political Analysis of power. The emphasis is on the nature of power in modern societies- more in the form of organizations and social formations than as individual power. Students are also expected to understand different forms of justifications of power and the role of ideology in this regard. State will be studied as a repository of power in society while class and patriarchy are two instance of how the nature of power is shaped by social factors.

SEMESTER-V

CC-1 E (3)

	PERIOD
Unit 1: Introduction to Modern Political Analysis	12
a) Meaning	
b) Nature - Difference between Traditional and Modern Political Approach	
c) Features of Modern Political Analysis	
Unit 2: Political System	12
a) Meaning and Nature	
b) Functions of the Political System	
c) Classification of Political System : Gabriel Almond	
d) Unit 3: Political culture	12
a) Meaning	
b) Basic Elements	
c) Types	

- d) **Unit 4: Political Socialization** **12**
a) Meaning
b) Agencies
c) Types

SEMESTER-VI

CC-2 E (3)

- Unit 1: Political Participation** **12**
a) Meaning & Nature
b) Levels of Participation
c) Factors affecting Political Participation

- Unit 2: Political Elite** **12**
a) Meaning
b) Nature
c) Different approaches of Mosca, Michels, Pareto, Burnham and C. Wright Mills

- Unit 3: Political Communication** **12**
a) Meaning
b) Nature
c) Agencies of Political Communication

- Unit 4: Power, Influence, Authority and Legitimacy** **12**
a) Meaning, Nature of Power and Influence
b) Different Types of Authority
c) Different Types of Legitimacy

Readings:

1. Almond G. A and Powell G. B, 1996, *Comparative Politics*, New York City, Little Brown & Co.
2. Almond G. A. and Verba S., 1963, *The Civic Culture*, New Jersey, Princeton University Press.
3. Ball Alan R., 1971, *Modern Politics and Government*, London, Macmillan.
4. Blondel Jean, 1973, *Comparing Political Systems*, London, Weidenfeld & Nicolson.

5. Charlesworth James C., 1973, *Contemporary Political Analysis*, New York, The Free Press.
6. Deutsch Karl W., 1963, *The Nerves of Government*, New York, The Free Press.
7. Easton David, 1971, *The Political System*, New York, Scientific Book Agency.
8. इनामदार ना.र आणि वकील आलिम, १९८८, *आधुनिक राजकीय विश्लेषण*, पुणे, शुभदा सारस्वत प्रकाशन.
9. इनामदार ना.र आणि पुराणिक सू. ना. *राजकीय समाजशास्त्र*, पुणे, शुभदा सारस्वत प्रकाशन.
10. गर्दे दि. का. आणि बाचल वि. मा, १९७९, *आधुनिक राजकीय विश्लेषण*, पुणे, कॉनटीनेंटल.
11. Lipset, Seymour M., 1960, *Political Man*, New York, Vakils, Feffer & Simons.
12. नवलगुंदकर शं. ना, १९७९, *आधुनिक राजकीय विश्लेषण*, पुणे, नरेंद्र प्रकाशन.
13. पाटील वा.भा., २००९, *पंचायती राज*, जळगाव, प्रशांत प्रकाशन.
14. Pye Lucian and Verba S(ed), 2016, *Political Culture & Political Development*, New Jersey Princeton University.
15. Rush Michael and Althoff Phillip, 1971, *An Introduction to Political Sociology*, London, Nelson.
16. Rowe Eric, 1970, *Modern Politics: An Introduction to Behaviour and Institutions*, London, Routledge & Kegan Paul.
17. Varma S. P., 1975, *Modern Political Theory*, Delhi, Vikas Publication.

Savitribai Phule Pune University
T.Y.B.A. Political Science
(CBCS pattern to be implemented from 2021-2022)
Core Courses (C.C.)

LOCAL SELF GOVERNMENT IN MAHARASHTRA

Objectives:

1. To introduce the evolution of Local Self Government in Maharashtra
2. To make students aware about 73rd and 74th Constitutional Amendments
3. To introduce the students the structure of Local Self Government
4. To make students aware about composition, power and functions of local bodies

SEMESTER-V

CC-1 E (3)

	PERIOD
Unit 1: Evolution of Local Self Government	12
a. Background of Panchayati Raj in British Era	
b. Community Development Program – 1952	
c. Balavantrao Mehata Committee – 1957	
Unit 2: Varies committee of Local Self Government in Maharashtra	12
a. Vasantao Naik Committee – 1960	
b. L. N. Bongirwar Committee – 1970	
c. P. B. Patil Committee – 1985	
Unit 3: 73 rd Amendment and Rural Bodies	12
a. Background of 73 rd Constitutional Amendment	
b. Constitutional change in Article 243	
c. Gram Sabha & Gram Panchayat	
Unit 4: 73 rd Constitutional Amendment and Rural Bodies	12
a. Panchayat Samiti	
b. Zilha Parishad	
c. Schedule XI In Constitution	

SEMESTER-VI

CC-2 E (3)

- Unit 1:** 74th Constitutional Amendment and Urban Bodies 12
- Urban Bodies before 74th Constitutional Amendment
 - Constitutional change in Article 243
 - Nagar Panchayat
- Unit 2:** 74th Constitutional Amendment and Urban Bodies 12
- Municipal Council
 - Municipal Corporation
 - Schedule XII In Constitution
- Unit 3:** Commissions about Local Self Government 12
- State Election Commission
 - State Finance Commission
 - Challenges before Commission
- Unit 4:** Future of Local Self Government 12
- Control on Local Self Government
 - Limitations of Local Self Government
 - Challenges before Local Self Government

Readings:

- Avasti A., (ed), 1972, *Municipal Corporation In India*, Agra, L.N. Agarwal.
- आवाळे मनोज, २०१२, *पंचायत राज*, पुणे, आदिश्रेय प्रकाशन.
- बंग के. आर., २००५, *भारतातील स्थानिक स्वराज्य संस्था महाराष्ट्राच्या विशेष संदर्भासह*, नागपूर, मंगेश प्रकाशन.
- बिराजदार टी. एस. व शरद घोडके, १९९९, *भारतातील स्थानिक स्वराज्य संस्था*, नागपूर, अंशुल प्रकाशन.
- भणगे रविंद्र, २०१२, *भारतातील स्थानिक स्वराज्य संस्था, विशेष संदर्भ*, महाराष्ट्र, जळगाव, प्रशांत पब्लिकेशन्स.

6. खांदवे एकनाथ, २०१३, महाराष्ट्राचे शासन आणि राजकारण, दिल्ली, पिअरसन प्रकाशन.
7. कारेकर शोभा आणि शरद घोडके, २००४, शासन आणि राजकारण, नागपूर, विद्या प्रकाशन.
8. कुलकर्णी अ. ना., २०००, भारतातील स्थानिक स्वशासन महाराष्ट्राच्या विशेष संदर्भासह, नागपूर, विद्या प्रकाशन.
9. माहेश्वरी एस. आर., २००६, भारत में स्थानीय शासन, आगरा, लक्ष्मी नारायण अग्रवाल.
10. Maheshwari S. R., 1972, *Local self Government in India*, Delhi, Orient Longmen.
11. नलावडे पंडित, २००८, सत्ता विकेंद्रीकरण आणि 73 वी घटनादुरुस्ती, औरंगाबाद, विन्मय प्रकाशन.
12. पाटील बी. बी., २००५, शासन आणि राजकारण, कोल्हापूर, फडके प्रकाशन.
13. पोले कांतराव, २००९, महाराष्ट्रातील पंचायतीराज आणि महिला आरक्षण, लातूर, अरुणा प्रकाशन.
14. Sharma M.P., 1978, *Local Self Government in India*, New Delhi, Manshiram Manoharlal.
15. शिरसाठ श्याम आणि भगवानराव बैनाडे, २०१४, पंचायतराज आणि नागरी प्रशासन, औरंगाबाद, विद्या बुक्स.
16. ठोंबरे सतीश, २००७, जिल्हा प्रशासन आणि स्थानिक स्वशासन, औरंगाबाद, कैलाश प्रकाशन.
17. Venkatesan V., 2002, *Institutionalizing Panchayati Raj in India*, New Delhi, Institute of Social Science.
18. विभूते भालबा, २००१, पंचायती राज्य व्यवस्था, मुंबई, मनोविकास प्रकाशन.

Savitribai Phule Pune University
T.Y.B.A. Political Science
(CBCS pattern to be implemented from 2021-2022)
DISCIPLINE SPECIFIC ELECTIVE COURSE
PUBLIC ADMINISTRATION

Objectives:

This paper is an introductory course in Public Administration. The essence of Public Administration lies in its effectiveness in translating the governing philosophy into programmes, policies and activities and making it a part of community living. The paper covers personnel public administration in its historical context thereby proceeding to highlight several of its categories, which have developed administrative salience and capabilities to deal with the process of change. The recent developments and particularly the emergence of New Public Administrations are incorporated within the larger paradigm of democratic legitimacy. The importance of legislative and judicial control over administration is also highlighted

SEMESTER-V

DSE 1 C (3)+1

	PERIOD
Unit 1: Public Administration	12
a) Meaning	
b) Nature	
c) Scope and Significance	
Unit 2: New Public Administration	12
a) Evolution	
b) Salient Features	
c) Goals	
Unit 3: Approaches to Public Administration	12
a) Traditional Approach	
b) Behavioral Approach	
c) System Approach	

Unit 4: Governance	12
a) Idea of Good Governance	
b) E-Governance	
c) Public Private Partnership	

SEMESTER-VI

DSE 1 D (3)+1

Unit 1: Bureaucracy	12
a) Meaning and Definitions	
b) Administrative Reforms	

Unit 2: Personnel Administration	12
a) Recruitment	
b) Training	
c) Promotion	

Unit 3: Budgeting	12
a) Meaning and types and Principles of sound Budget	
b) Budgetary Process in India	
c) Gender Budgeting	

Unit 4: Accountability and Control	12
a) Administrative Accountability	
b) Legislative Control	
c) Judicial Control	

Readings:

1. Avasthi Amreshwar and Maheshwari Shriram, 1982, *Public Administration*, Agra, Lakshmi Narran Aggrawal.
2. बेनके सुवर्णा , २०१५ , *लोकप्रशासन*, जळगाव, प्रशांत पब्लिकेशन्स.
3. Bhagwan Vishnu and Bhushan Vidya, 2007, *Public Administration*, New Delhi, S Chand and Company Ltd.

4. भोगले शांताराम २००६, *लोकप्रशासनाचे सिद्धांत आणि कार्यपद्धती*, औरंगाबाद, कैलास प्रकाशन.
5. D. Waldo (ed), 1953, *Ideas and Issues in Public Administration*, New York, McGraw Hill.
6. D. D. Basu, 1986, *Administrative Law*, New Delhi, Prentice Hall.
7. दर्शनकार अर्जुन, २०००, *पंचायती राज आणि नागरी प्रशासन*, औरंगाबाद, कैलास प्रकाशन.
8. E. N. Gladden, 1958, *The Essentials of Public Administration*, London, Staples Press.
9. M. Bhattacharya, 1991, *Public Administration: Structure, Process and Behavior*, Calcutta, The World Press.
10. M. E. Dimock and G. O. Dimock, 1975, *Public Administration*, Delhi, Oxford, IBH Publishing Co.
11. M Laxmikanth, 2012, *Public Administration*, New Delhi, McGraw Hill.
12. N. D. White, 1955, *Introduction to the Study of Public Administration* New York, Macmillan.
13. O. Glenn Stahl, 1956, *Public Personnel Administration*, New York, Harper & Brothers.
14. P. H. Appleby, 1957, *Policy and Administration*, Alabama, University of Alabama Press.
15. पाटील बी.बी., २००४, *लोकप्रशासन*, कोल्हापूर, फडके प्रकाशन.
16. S. R. Maheshwari, 1994, *Administrative Theories*, New Delhi, Allied.
17. S. R. Nigam, 1980, *Principles of Public Administration*, Allahabad, Kitab Mahal.

Savitribai Phule Pune University
T.Y.B.A. Political Science
(CBCS pattern to be implemented from 2021-2022)
DISCIPLINE SPECIFIC ELECTIVE COURSE
INTERNATIONAL RELATIONS

Objectives:

This paper deals with concepts and dimensions of International Relations and makes an analysis of different theories highlighting the major debates and differences within the different theoretical paradigms. The dominant theories of power and the question of equity and justice, the different aspects of balance of power leading to the present situation of a unipolar world are included. It's highlights various aspects of conflict and conflicts resolution, collective security and in the specificity of the long period of the post second world war phase of the cold war, of Detent and Deterrence leading to theories of rough parity in armaments.

SEMESTER-V

DSE 2 C (3)+1

	PERIOD
Unit 1: Introduction to International Relations	12
a) Development and Meaning	
b) Nature	
c) Scope	
Unit 2: Approaches to International Relations	12
a) Idealism	
b) Realism – Neo realism	
c) System approach	
d) Marxism	
Unit 3: World War II and the Cold War	12
a) Causes and Consequences of the world war II	
b) Emergence of the cold war and its phase	
c) End of cold war and the emerging world order	

Unit 4: International Organizations **12**

- a) The United Nations - its structure and peacekeeping Functions- Reforms of UN
- b) International Financial institutions : World Bank, IMF, WTO
- c) Regional Organizations : EU, SAARC, ASEAN, BRICS

SEMESTER-VI

DSE 2 D (3)+1

Unit 1: The Theory of Non-Alignment **12**

- a) Meaning and basic principles of Non-Alignment
- b) Emergence of Non-Alignment
- c) Non-Alignment as a Movement
- d) Relevance of NAM In Post cold war period

Unit 2: Globalization **12**

- a) Meaning of Globalization
- b) Evolution and Impacts of Globalization
- c) Limits of Globalization
- d) Role of The state

Unit 3: International Political Economy **12**

- a) Neo-Colonialism
- b) New International Economic Order
- c) North-South Divide
- d) South-South Co-operation

Unit 4: Contemporary Global Issues **12**

- a) International Terrorism
- b) Environmental Issues
- c) Poverty, Development and Hunger
- d) Human Rights

Readings:

1. Annek Chaterjee, 2012, *International Relations Today: Concepts and Applications*, New Delhi, Pearson.
2. Awari Vilas, 2020, *India's Foreign Policy*, Kanpur, Garima publication.
3. Awari Vilas, 2019, *International relations*, Kanpur, Chandralok Publications.
4. Bhange C. B., Ajay kumar and Arvind Kumar (ed), 2013, *South Asia Peace And Security Challenges*, New Delhi, Bharati publications.
5. Bhange C. B., 2019, *Indian Foreign Policy: Security and Economic Issues*, New Delhi, Bharati publications.
6. Bhange C. B., Ajay kumar and Arvind Kumar (ed), 2007, *Theories Of International Politics*, New Delhi, Bharati publications.
7. भांगे सी.बी., *भारतीय विदेश नीती का बदलता सुरक्षा परिदृश्य*, नई दिल्ली, भारती प्रकाशन.
8. Brown Chris and Ainley Hirstein, 2009, *Understanding International Relations*, New York, Palgrave.
9. Burchill, Scott et al, 2009, *Theories of International Relations*, New York, Palgrave.
10. Calvocoressi peter, 1977, *World Politics Since 1946*, New York, Longmen.
11. Chan Stephen and Cerwyn Moore (ed), 2006, *Theories of International Relations Vol 1 to 5*, London, Sage.
12. देवळाणकर शैलेंद्र, २०१६, *आंतरराष्ट्रीय संबंध*, औरंगाबाद, महाराष्ट्र, विद्या पुस्तक प्रकाशन.
13. Jeffrey Haynes, 2014, *An Introduction to International Relation and rligin*, New York, Routledge.
14. Johari J.C, 1997, *International Relations and Politics : Theoretical perspective*, New Delhi, Sterling Publishers.
15. पेंडसे अरुणा आणि सहस्रबुद्धे उत्तरा, २००८, *आंतरराष्ट्रीय संबंध : शीत युद्धानंतरचे आणि जागतिक राजकारण*, मुंबई, ओरीएंट लॉगमन.
16. Perkins Perkins, 1985, *International Relations*, Delhi, CBS Publishers and Distributers.
17. Ray K Ashwini, 2004, *Western Realism and International Relations – A Non Western View*, Delhi Foundation.
18. रायपूरकर वसंत, २०१६, *आंतरराष्ट्रीय संबंध*, पुणे, मंगेश प्रकाशन.
19. तोडकर बी.डी., २०१२, *आंतरराष्ट्रीय संबंध महत्वाच्या संकल्पना*, मुंबई महाराष्ट्र, डायमंड पब्लिकेशनस.
20. Sen Asit Kumar, 1995, *International Relations: Since world war I*, New Delhi, S. Chand &Company Ltd.

SKILL ENHANCEMENT COURSE (SEC)

(Value/Skill Based Course)

**Savitribai Phule Pune University
Political Science
Syllabus of T.Y.B.A. (Extra Credit)
Value/Skill Based Course**

Samyukta Maharashtra Movement

Objectives:

1. This Course is an introduction to the political process in Maharashtra with special reference to regionalism sub-regionalism and Samyukta Maharashtra Movement.
2. The aim of the course is that students are expected to understand both the historical evolution of Maharashtra's politics and different analyses of politics of the state.
3. It tries to acquaint students with the main issues and concerns in the public life of a regional society as it shaped in the concept of colonialism, nationalism and modernity.

SEMESTER – V

SEC-2C(2)

UNIT - I

1. Regional Aspirations in India

- a. Concept of Regionalism: Its Nature
- b. Genesis of Regionalism in India
- c. Indian National Congress and Regionalism

UNIT - II

2. Samyukta Maharashtra Movement - I

- a. Emergence and Development of Regional Consciousness in Maharashtra
- b. Preferential Treatment for the 'Sons of Soil'
- c. Difficulties in the Formation of Samyukta Maharashtra

Readings:

1. बोकील नीता, २०१२, *महाराष्ट्राचा राजकीय इतिहास- १९६० ते १९७२*, मुंबई, मौज प्रकाशन.
2. घारे गोविंद, २०००, *आदिवासी समस्या आणि बदलते संदर्भ*, पुणे, सुगावा प्रकाशन.
3. कांबळे बाळ, २०१७, *भारतातील छोट्या राज्यांची मागणी*, नांदेड, अनुराधा प्रकाशन.
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6. Kamble Bal, 2015, *Performance Of Scheduled Caste MLAs in Maharashtra Vidhan Sabha*, Nanded, Anuradha Publication.
7. Lele Jayant, 1982, *Elite Pluralism and Class Rule, Political Development in Maharashtra*, Mumbai, Popular.
8. पळशीकर सुहास आणि नितीन बिरमल(संपा.), २००२, *महाराष्ट्राचे राजकारण : राजकीय प्रक्रियेचे स्थानिक संदर्भ*, पुणे, प्रतिमा प्रकाशन.
9. Palshikar Suhas and Rajeshwari Deshpande, 1999, *Maharashtra: Electoral Politics and Structures of Domination*, Pune, Dept. of Politics and Public Administration, University of Pune.
10. पळशीकर सुहास आणि कुलकर्णी सुहास(संपा.), २००७, *महाराष्ट्रातील सत्ता संघर्ष : राजकीय पक्षांची वाटचाल*, पुणे, समकालीन प्रकाशन.
11. पवार प्रकाश, २००९, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
12. पवार प्रमोद, कांबळे बाळ आणि इतर(संपा.), २०१९, *महाराष्ट्रातील स्थित्यंतरे*, जळगाव, अथर्व प्रकाशन.
13. पवार वैशाली, २०१२, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
14. Phadk Y. D., 1979, *Politics and Language*, Mumbai, Himalaya Publishing House.
15. Thakkar Usha and Kulkarni Mangesh, 1995, *Politics in Maharashtra*, Mumbai, Himalaya Publishing House.

Savitribai Phule Pune University
Political Science
Syllabus of T.Y.B.A. (Extra Credit)
Value/Skill Based Course

Samyukta Maharashtra Movement

Objectives:

1. This Course is an introduction to the political process in Maharashtra with special reference to regionalism sub-regionalism and Samyukta Maharashtra Movement.
2. The aim of the course is that students are expected to understand both the historical evolution of Maharashtra's politics and different analyses of politics of the state.
3. It tries to acquaint students with the main issues and concerns in the public life of a regional society as it shaped in the concept of colonialism, nationalism and modernity.

SEMESTER – VI

SEC-2D(2)

UNIT - I

1. Samyukta Maharashtra Movement - II

- a. Rethinking on the Bilingual Bombay state
- b. Formation of the Samyukta Maharashtra
- c. The aftermath of the formation of Samyukta Maharashtra

UNIT - II

2. Emergence of Sub-Regionalism in Maharashtra

- a. Regional Imbalance and Regional Development Boards
- b. Seperate Vidarbha State
- c. Marathwada Vikas Andolan

Readings:

1. बोकील नीता, २०१२, महाराष्ट्राचा राजकीय इतिहास- १९६० ते १९७२, मुंबई, मौज प्रकाशन.
2. घारे गोविंद, २०००, आदिवासी समस्या आणि बदलते संदर्भ, पुणे, सुगावा प्रकाशन.
3. कांबळे बाळ, २०१७, भारतातील छोट्या राज्यांची मागणी, नांदेड, अनुराधा प्रकाशन.
4. Jain V. Ashok, 1999, *Political Process in Maharashtra*, Mumbai, Sheth Publishers Pvt.Ltd.

5. Jayachandran Usha(eds.), 2014, *Human Development Report, Maharashtra 2012: Toward Inclusive Human Development*, New Delhi, Sage.
6. Kamble Bal, 2015, *Performance Of Scheduled Caste MLAs in Maharashtra Vidhan Sabha*, Nanded, Anuradha Publication.
7. Lele Jayant, 1982, *Elite Pluralism and Class Rule, Political Development in Maharashtra*, Mumbai, Popular.
8. पळशीकर सुहास आणि नितीन बिरमल(संपा.), २००२, *महाराष्ट्राचे राजकारण : राजकीय प्रक्रियेचे स्थानिक संदर्भ*, पुणे, प्रतिमा प्रकाशन.
9. Palshikar Suhas and Rajeshwari Deshpande, 1999, *Maharashtra: Electoral Politics and Structures of Domination*, Pune, Dept. of Politics and Public Administration, University of Pune.
10. पळशीकर सुहास आणि कुलकर्णी सुहास(संपा.), २००७, *महाराष्ट्रातील सत्ता संघर्ष : राजकीय पक्षांची वाटचाल*, पुणे, समकालीन प्रकाशन.
11. पवार प्रकाश, २००९, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
12. पवार प्रमोद, कांबळे बाळ आणि इतर(संपा.), २०१९, *महाराष्ट्रातील स्थित्यंतरे*, जळगाव, अथर्व प्रकाशन.
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SAVITRIBAI PHULE PUNE UNIVERSITY

(Formerly University of Pune)

T. Y. B. A. Public Administration Syllabus

(CREDIT & SEMESTER SYSTEM)

**Revised syllabus will be implemented with effect from the
academic year 2021-2022 at College Centers**

Savitribai Phule Pune University

PUBLIC ADMINISTRATION

Syllabus of T.Y.B.A.

(CBCS pattern to be implemented from 2021-2022)

PAPER NO.	PAPER TITLE
CORE COURSES (C.C.):	
Semester V CC-1 E (3)	PUBLIC ADMINISTRATION
And	
Semester VI CC-2 E (3)	PUBLIC ADMINISTRATION
	OR
Semester V CC-1 E (3)	LOCAL SELF GOVERNMENT IN INDIA
And	
Semester VI CC-2 E (3)	LOCAL SELF GOVERNMENT IN INDIA

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)

Semester V DSE 1 C (3)+1	FINANCIAL ADMINISTRATION
And	
Semester VI DSE 1 D (3)+1	FINANCIAL ADMINISTRATION
Semester V DSE 2 C (3)+1	ADMINISTRATIVE THINKERS
And	
Semester VI DSE 2 D (3)+1	ADMINISTRATIVE THINKERS

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

Semester V SEC 2C (2)	SAMYUKTA MAHARASHTRA MOVEMENT
Semester VI SEC 2D (2)	SAMYUKTA MAHARASHTRA MOVEMENT

Savitribai Phule Pune University
T.Y.B.A. Public Administration
((CBCS pattern to be implemented from 2021-2022))
Core Courses (C.C.)
PUBLIC ADMINISTRATION

Objectives:

This paper is an introductory course in Public Administration. The essence of Public Administration lies in its effectiveness in translating the governing philosophy into programmes, policies and activities and making it a part of community living. The paper covers personnel public administration in its historical context thereby proceeding to highlight several of its categories, which have developed administrative salience and capabilities to deal with the process of change. The recent developments and particularly the emergence of New Public Administrations are incorporated within the larger paradigm of democratic legitimacy. The importance of legislative and judicial control over administration is also highlighted

SEMESTER-V
CC-1 E (3)

	PERIOD
Unit 1: Public Administration	12
a) Meaning	
b) Nature	
c) Scope and Significance	
Unit 2: New Public Administration	12
a) Evolution	
b) Salient Features	
c) Goals	
Unit 3: Approaches to Public Administration	12
a) Traditional Approach	
b) Behavioral Approach	
c) System Approach	

Unit 4: Governance	12
a) Idea of Good Governance	
b) E-Governance	
c) Public Private Partnership	

SEMESTER-VI
CC-2 E (3)

Unit 1: Bureaucracy	15
a) Meaning and Definitions	
b) Administrative Reforms	

Unit 2: Personnel Administration	15
a) Recruitment	
b) Training	
c) Promotion	

Unit 3: Budgeting	15
a) Meaning and types and Principles of sound Budget	
b) Budgetary Process in India	
c) Gender Budgeting	

Unit 4: Accountability and Control	15
a) Administrative Accountability	
b) Legislative Control	
c) Judicial Control	

Readings:

1. Avasthi Amreshwar and Maheshwari Shriram, 1982, *Public Administration*, Agra, Lakshmi Narran Aggrawal.
2. बेनके सुवर्णा , २०१५ , लोकप्रशासन, जळगाव, प्रशांत पब्लिकेशन्स.

3. Bhagwan Vishnu and Bhushan Vidya, 2007, *Public Administration*, New Delhi, S Chand and Company Ltd.
4. भोगले शांताराम २००६, *लोकप्रशासनाचे सिद्धांत आणि कार्यपद्धती*, औरंगाबाद, कैलास प्रकाशन.
5. D. Waldo (ed), 1953, *Ideas and Issues in Public Administration*, New York, McGraw Hill.
6. D. D. Basu, 1986, *Administrative Law*, New Delhi, Prentice Hall.
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9. F. A. Nigro and L.S. Nigro, 1984, *Modern Public Administration*, New York, Harper and Row.
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14. O. Glenn Stahl, 1956, *Public Personnel Administration*, New York, Harper & Brothers.
15. P. H. Appleby, 1957, *Policy and Administration*, Alabama, University of Alabama Press.
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Savitribai Phule Pune University
T.Y.B.A. Public Administration
((CBCS pattern to be implemented from 2021-2022))
Core Courses (C.C.)

LOCAL SELF GOVERNMENT IN INDIA

Objectives:

1. To acquaint the students with the Objectives, Structure and Functions of Local Government.
2. To acquaint the students with the working of the urban and rural system of Local Government.
3. To identify the role of Local Government in development.

SEMESTER-V

CC-1 E (3)

	PERIOD
Unit-1: - Local Government: Evolution	12
a) Meaning, Nature, importance and scope of Local government.	
b) Evolution of Local Government: Urban and Rural.	
c) Changing features of Local Government	
Unit-2: - Urban Local Government	12
a) Evolution of Urban Local Government till 74th Constitutional Amendment.	
b) Municipal Corporation: Structure, Functions and Finances.	
Unit-3: - Urban Local Government (Continued)	12
a) Municipal Council: Structure, Functions and Finances.	
b) Cantonment Boards: Structure, Functions and Finances	
Unit-4: - Control and Problems of Urban Government	12
a) State Government: Divisional Commissioner and District Collector.	
b) Problems of Urbanization.	

SEMESTER-VI

CC-2 E (3)

Unit-5: - Democratic Decentralization **12**

- a) Evolution of Panchayat Raj Institution till 73rd and 74th Constitutional Amendment
- b) Zilla Parishad and Panchayat Samiti: Structure, Functions and Finances.

Unit-6: - Democratic Decentralization (Continued) **12**

- a) Gram Panchayat and Gram Sabha: Structure, Functions and Finances.
- b) Relations between officials and non-officials.

Unit-7: - Role of Panchayat Raj Institutions in Development. **12**

- a) Role in Democratization.
- b) Role in Social Change: Empowerment of the weaker sections.

Unit-8: - Panchayat Raj Institution: Problems and Control **12**

- a) State Government: District Collector
- b) Chief Executive Officers of Zilla Parishad, Block Development Officer(BDO)
- c) Problems: Rural-Urban Divide.

Readings:

1. Avasthi A.(ed), 1972, *Municipal Administration in India*, Agra, Lakshmi Narayan Aggarwal.
2. Battacharya, B., 1979, *Urban Development in India*, Delhi Shree Publishing House.
3. भोगले शांताराम, 1990, *भारतातील स्थानिक प्रशासन*, नागपूर, विद्या प्रकाशन.
4. दर्शनकार अर्जुन, 1992, *पंचायतराज आणि नागरी प्रशासन*, औरंगाबाद, कैलास पब्लिकेशन.
5. Gandhi M.K. 1959, *Panchayati Raj*, Ahmadabad, Navjeevan Publishing House.
6. Jackson R.M., 1967, *The Machinery of Local Government*, London, Macmillan.
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8. Jain, S.P. (ed), 1995, *Panchayati Raj Institutions in India: An Appraisal*, Hyderabad, NIRD.
9. कुलकर्णी अ.ना., 2000, *भारतातील स्थानिक स्वशासन*, नागपूर, विद्या प्रकाशन.

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11. Maheshwari, S.R., 1970, *Local Government in India*, Agra, Laxmi Narain Aggarwal.
12. Puri K.K., 1985, *Local Government in India*, Jalandhar, Bharat Prakashan.
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14. Sharma Harishchander, 2006, *Local Administration in India (Hindi)*, Jaipur, College Book Depot.
15. Sachdeva, Pradeep, 1993, *Urban Local Government and Administration in India*, New Delhi, Kitab Mahal.
16. Singh Sahab and Singh Swinder, 1992, *Public Administration Development and Local Administration*, Jalandhar, New Academic Publishing Company.
17. Singh Viday Karan, 2003, *Panchayati Raj System (Hindi)*, Jaipur, RBMA Publishers.

Savitribai Phule Pune University
T.Y.B.A. Public Administration
(CBCS pattern to be implemented from 2021-2022)
DISCIPLINE SPECIFIC ELECTIVE COURSE
FINANCIAL ADMINISTRATION

Objectives:

1. To acquaint the students with the Objectives, Structure and Functions of Financial Administration
2. To acquaint the students with the working of the system of Financial Administration.
3. To identify the role of Financial Administration in Development.

SEMESTER-V

DSE 1 C (3)+1

	PERIOD
Unit 1: Financial Administration	12
a) Meaning ,Nature and Scope	
b) Importance of Financial Administration	
Unit 2: Agencies of Financial Administration	12
a) Legislature	
b) Executive	
c) Parliamentary Committees	
Unit 3: Budget	12
a) Meaning ,Types and Principles of Good Budgeting	
b) Budget as an instrument of Economic Policy	
c) Budget as a tool of Social and Economic Change	
Unit 4: Budgetary Process	12
a) Preparation of the Budget	
b) Enactment of Budget	
c) Execution of Budget	

SEMESTER-VI

DSE 1 D (3)+1

Unit 5: Comptroller and Auditor General of India	12
Powers and functions	
Unit 6: Finance Commission	12
Structure and functions	
Unit 7 Control over Financial Administration	12
a) Public Accounts Committee	
b) Estimate Committee	
c) Committee on Public Undertaking	
Unit 8: New Economic Policy and Financial Administration of India	12
a) Liberalisation	
b) Privatization	
c) Globalisation	

Readings:

1. Basu Rumki, 2012, *Public Administration: Concepts and Theories*, New Delhi, Sterling Publishers.
2. Bhattacharya Mohit, 2008, *New Horizons of Public Administration*, New Delhi, Jawahar Publishers and Distributors.
3. बंग के.आर., 2014, *कर्मचारी व वित्तीय प्रशासन*, औरंगाबाद, विद्या बुक्स पब्लिशर्स.
4. भट्टाचार्य मोहित, वासंती फडके(अनु), २०१३, *न्यू होरायझन्स ऑफ पब्लिक अॅडमिनिस्ट्रेशन*, नवी दिल्ली, जवाहर पब्लिकेशन्स आणि डिस्ट्रिब्यूशन्स .
5. बोरा पारस आणि शिरसाठ शाम, २०१५, *लोकप्रशासन*, औरंगाबाद, विद्या बुक्स पब्लिशर्स.
6. Chakrabarty Bidyut and Mohit Bhattacharya (ed), 2005, *Public Administration: A Reader*, New Delhi, Oxford University Press.
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8. Chakrabarty Bidyut and Prakash Chand, 2012, *Public Administration in a Globalizing World: Theories and Practices*, New Delhi, Sage.
9. Chakrabarty Bidyut, 2007, *Reinventing Public Administration: The India Experience*, New Delhi, Orient Blackswan.
10. Denhardt Robert B. and Janet V. Denhardt, 2010, *Public Administration: Action Orientation*, Blemont, Thomson Higher Education.
11. Goel S.L., 2003, *Public Administration: Theory and Practice*, New Delhi, Deep and Deep Publishers.
12. इनामदार ना.र. आणि काळे सुनिता, १९९७, लोकप्रशासन, पुणे, साधना प्रकाशन.
13. Medury Uma, 2010, *Public Administration in the Globalization Era*, New Delhi, Orient Blackswan.
14. पाटील पी.बी., २००२, *लोकप्रशासन*, कोल्हापूर, फडके प्रकाशन.

Savitribai Phule Pune University
T.Y.B.A. Public Administration
(CBCS pattern to be implemented from 2021-2022)
DISCIPLINE SPECIFIC ELECTIVE COURSE
ADMINISTRATIVE THINKERS

Objectives:

1. To acquaint the students with the main administrative ideas of major administrative thinkers;
2. To make the students aware of the contributions made by these thinkers to the administrative thinking.

SEMESTER-V

DSE - 2 C (3)+1

	PERIOD
Unit 1: Kautilya	12
a. Principles of Administration.	
b. Machinery of Administration	
c. Administrative Corruption.	
Unit 2: F.W. Taylor.	12
a. Concept and objectives of Scientific Management.	
b. Principles and Impact of Scientific Management.	
c. Critical Evaluation.	
Unit 3: Woodrow Wilson	12
a. Views on Administration.	
b. Dichotomy between Administration and Politics	
Unit 4: Max Weber	12
a. Views on Authority, Organisation and Legitimacy	
b. Weberian Model of Bureaucracy	

SEMESTER-VI

DSE - 2 D (3)+1

Unit 5: Karl Marx	12
a. Views on Bureaucracy –Nature, Characteristics	
b. Class Approach to Bureaucracy	
Unit 6: Pandit Jawaharlal Nehru	12
a. Views on Bureaucracy	
b. Decentralization	
c. Socialism and Administration	
Unit 7: Abraham Maslow	12
a. Views on Theory of Human Motivation.	
b. Need Hierarchy	
Unit 8: Peter Drucker	12
a. Management by Objectives	
b. New Public Management	
c. Knowledge Society and Knowledge Workers	

Readings:

1. Ali Shum Shum Nisa, 1984, *Eminent Administrative Thinkers*, New Delhi, Associated Publishing House.
2. Hooja Rakesh and Ramesh K. Arora (ed), 2007, *Administrative Theories, Approaches, Concepts and Thinkers in Public Administration*, Jaipur, Rawat Publications.
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6. Rathod P.B, 2006, *The Galaxy of Administrative Thinkers*, Jaipur, ABD Publishers.

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SKILL ENHANCEMENT COURSE (SEC)

(Value/Skill Based Course)

Savitribai Phule Pune University

Public Administration

Syllabus of T.Y.B.A. (Extra Credit)

Value/Skill Based Course

Samyukta Maharashtra Movement

Objectives:

1. This Course is an introduction to the political process in Maharashtra with special reference to regionalism sub-regionalism and Samyukta Maharashtra Movement.
2. The aim of the course is that students are expected to understand both the historical evolution of Maharashtra's politics and different analyses of politics of the state.
3. It tries to acquaint students with the main issues and concerns in the public life of a regional society as it shaped in the concept of colonialism, nationalism and modernity.

SEMESTER – V

SEC-2C(2)

UNIT - I

1. Regional Aspirations in India

- a. Concept of Regionalism: Its Nature
- b. Genesis of Regionalism in India
- c. Indian National Congress and Regionalism

UNIT - II

2. Samyukta Maharashtra Movement - I

- a. Emergence and Development of Regional Consciousness in Maharashtra
- b. Preferential Treatment for the 'Sons of Soil'
- c. Difficulties in the Formation of Samyukta Maharashtra

Readings:

1. बोकील नीता, २०१२, *महाराष्ट्राचा राजकीय इतिहास- १९६० ते १९७२*, मुंबई, मौज प्रकाशन.
2. घारे गोविंद, २०००, *आदिवासी समस्या आणि बदलते संदर्भ*, पुणे, सुगावा प्रकाशन.
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9. Palshikar Suhas and Rajeshwari Deshpande, 1999, *Maharashtra: Electoral Politics and Structures of Domination*, Pune, Dept. of Politics and Public Administration, University of Pune.
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11. पवार प्रकाश, २००९, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
12. पवार प्रमोद, कांबळे बाळ आणि इतर(संपा.), २०१९, *महाराष्ट्रातील स्थित्यंतरे*, जळगाव, अथर्व प्रकाशन.
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14. Phadk Y. D., 1979, *Politics and Language*, Mumbai, Himalaya Publishing House.
15. Thakkar Usha and Kulkarni Mangesh, 1995, *Politics in Maharashtra*, Mumbai, Himalaya Publishing House.

Savitribai Phule Pune University

Public Administration

Syllabus of T.Y.B.A. (Extra Credit)

Value/Skill Based Course

Samyukta Maharashtra Movement

Objectives:

1. This Course is an introduction to the political process in Maharashtra with special reference to regionalism sub-regionalism and Samyukta Maharashtra Movement.
2. The aim of the course is that students are expected to understand both the historical evolution of Maharashtra's politics and different analyses of politics of the state.
3. It tries to acquaint students with the main issues and concerns in the public life of a regional society as it shaped in the concept of colonialism, nationalism and modernity.

SEMESTER – VI

SEC-2D(2)

UNIT - I

1. Samyukta Maharashtra Movement - II

- a. Rethinking on the Bilingual Bombay state
- b. Formation of the Samyukta Maharashtra
- c. The aftermath of the formation of Samyukta Maharashtra

UNIT - II

2. Emergence of Sub-Regionalism in Maharashtra

- a. Regional Imbalance and Regional Development Boards
- b. Seperate Vidarbha State
- c. Marathwada Vikas Andolan

Readings:

1. बोकील नीता, २०१२, महाराष्ट्राचा राजकीय इतिहास- १९६० ते १९७२, मुंबई, मौज प्रकाशन.
2. घारे गोविंद, २०००, आदिवासी समस्या आणि बदलते संदर्भ, पुणे, सुगावा प्रकाशन.
3. कांबळे बाळ, २०१७, भारतातील छोट्या राज्यांची मागणी, नांदेड, अनुराधा प्रकाशन.

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5. Jayachandran Usha(eds.), 2014, *Human Development Report, Maharashtra 2012: Toward Inclusive Human Development*, New Delhi, Sage.
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11. पवार प्रकाश, २००९, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
12. पवार प्रमोद, कांबळे बाळ आणि इतर(संपा.), २०१९, *महाराष्ट्रातील स्थित्यंतरे*, जळगाव, अथर्व प्रकाशन.
13. पवार वैशाली, २०१२, *महाराष्ट्राच्या सत्ता संघर्षाचा आलेख*, पुणे, डायमंड प्रकाशन.
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Savitribai Phule Pune University
(Choice Based Credit System-70:30-Pattern)

(w. e. f- 2021-2022)

T. Y. B. A- English

Semesters	New Nomenclature of Courses/Papers	Old Nomenclature of Courses/Papers	Credits
V	CC-Compulsory English	Compulsory English	03
VI	CC-Compulsory English	Compulsory English	03
V	SEC-1-C	G-3	03
VI	SEC-1-D	G-3	03
V	DSE-1-C	S-3	3+1=04
VI	DSE-1-D	S-3	3+1=04
V	DSE-2-C	S-4	3+1=04
VI	DSE-2-D	S-4	3+1=04
V	SEC-2-C	----	02
VI	SEC-2-D	----	02

T. Y. B. A.
Compulsory English

(CC-Core Course- 03 Credit)

Rationale:

The present course is a core course and it basically consists of two components: the literature component and the skills component. The literature component includes some of the best samples of English short stories, essays and poems written by writers of different nationalities (British, American, Indian etc.) This cultural mix is deliberate. We are living in a globalized world and our students need to have at least a cursory acquaintance with different cultures in the outside world. This is particularly important in a pluralistic society like ours. The core course is a part of the humanities. It aims at contributing to the linguistic and communicative abilities of the students. At the same time it also aims at fostering humanitarian attitude in our students and make them better human beings. Our prose and poetry selections in the literature part of the syllabus take care of these humanistic and aesthetic considerations.

The skills component of the syllabus includes language skills (i.e. grammar part and writing skills), soft skills and employability skills. All these are necessary in the contemporary world to make our students confident and enable them to face the real life challenges successfully. The core course is essentially a language course. Linguistic competence is absolutely necessary for achieving success in almost all the fields of life. Hence we have concentrated on

some important aspects of grammar. There are certain writing skills and communicative skills required in all work environments today. These have also been included in the syllabus. Some soft skills and employability skills are necessary from the viewpoint of the employer as well as the employee for his own career advancement. In fact no employee can survive without these skills in the modern day work place. We have kept all these practical considerations in mind while preparing the present syllabus. It is thus a composite course focusing on human values and useful, practical skills.

Objectives:

- a) To familiarize students with some excellent pieces of prose and poetry in English so that they realize the beauty and communicative power of English.
- b) To enable students to become competent and effective users of English in real life situations.
- c) To contribute to the overall personality development of the students.
- d) To instill humanitarian values and foster sympathetic attitude in the students.
- e) To train the students in practical writing skills required in work environment.
- f) To impart knowledge of some essential soft skills to enhance their employability.

***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)**.

***Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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-V

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors- Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. The Phantom Luncheon – Saki
2. Function of Education –J. Krishnamurti
3. God sees the Truth but Waits – Leo Tolstoy

Unit-II- Poetry (12 Clock Hours)

1. The Neutral Tones – Thomas Hardy
2. Strange Meeting – Wilfred Owen
3. Have you got a brook in your little heart – Emily Dickinson

Unit-III- Grammar (08 Clock Hours)

1. Adverbs and their types (manner, place, time, frequency etc.)
2. Synthesis of sentences by using participles, infinitives, adverbials etc.)
3. Types of Sentences according to function: Declaratives, Interrogatives, Imperatives

Unit-IV- Writing (08 Clock Hours)

1. Paragraph Writing
2. Note-making and Note-taking
3. Reference Skills (Using dictionaries/thesaurus/encyclopedias/year books/table of contents/indices etc)

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Body Language/Non-verbal Communication
2. Tips for Effective Communication
3. Telephone Skills
4. Teleconferences

SEMESTER-VI

Prescribed Text: *Exploring New Horizons* (Ed-Board of Editors-Orient BlackSwan)

Unit-I- Prose (12 Clock Hours)

1. Shakespeare's Sister – Virginia Woolf
2. After Twenty Years – O. Henry
3. The Conjuror's Revenge – Stephen Leacock

Unit-II- Poetry (12 Clock Hours)

1. The Man of Life Upright – Thomas Campion
2. Money Madness – D.H. Lawrence
3. The Toys – Coventry Patmore

Unit-III- Grammar (08 Clock Hours)

1. Transforming Declarative sentences into Yes-No questions
2. Transforming Declarative sentences into Wh- questions
3. Transforming Positive Imperative sentences into Negative imperatives

Unit-IV- Writing (08 Clock Hours)

1. Email Writing
2. Using Graphs and Charts
3. Dialogue Writing

Unit-V- Soft Skills and Employability Skills (05 Clock Hours)

1. Stress Management
 2. Motivation and Positive Approach
 3. Goal Setting
 4. Adaptability Skills
-

Question paper Pattern

Compulsory English

SEMESTER–V (Semester-End Exam)

Hours: Three

Marks: 70

Q. 1) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-1 Prose)

Q. 2) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-2 Poetry)

Q. 3) Objective questions on Unit- III: Grammar Marks 10

a) Objective questions on Adverbs (3 out of 5)

b) Objective questions on Synthesis of Sentences (3 out of 5)

c) Objective questions on Types of Sentences According to Their Function (4 out of 6)

Q.4) Short Answer questions on Unit –IV Writing Skills Marks 10

Attempt any two of the following:

a) Question on Paragraph Writing

b) Question on Note Making/Note Taking

c) Question on Reference Skills

Q.5) Answer the following questions in brief (2out of 3) Marks 10

(Questions on Unit-5 Soft Skills and Employability Skills)

SEMESTER–VI (Semester-End Exam)

Hours: Three

Marks: 70

Q. 1) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-1 Prose)

Q. 2) A. Answer the following questions in a sentence each (6 out of 9) Marks 06

B. Attempt the following: Any 2 out of 3 questions Marks 14

(Questions on Unit-2 Poetry)

Q. 3) Objective questions on Unit- III: Grammar Marks 10

a) Change the following into Yes-No questions (3 out of 9)

b) Frame Wh- questions to elicit the underlined information in the following sentences (3 out of 5)

c) Change the following into Negative Imperatives (4 out of 6)

Q.4) Short Answer questions on Unit –IV Writing Skills Marks 10

Attempt any two of the following:

a) Question on Writing E-Mails

b) Question on Using Graphs and Charts

c) Question on Dialogue Writing

Q.5) Answer the following questions in brief (2 out of 3) Marks 10

(Questions on Unit-5 Soft Skills and Employability Skills)

Skill Enhancement Course (SEC 1-C & SEC 1-D)

(Old G-3)

(w. e. f. 2021-2022)

Title of the Paper: Enhancing Employability Skills

(Credit-3)

Prescribed Text- *Aspirations: English for Careers*

(Board of Editors- Orient BlackSwan)

Rationale:

TYBA students are on the threshold of their career. Hence, it is necessary to orient and prepare them for different careers they can join after graduation. Considering the various career opportunities available to Arts graduates, the syllabus aims at awareness raising, competence building and skill enhancement of the learners. All the units in the book, besides offering exposure to the use of English in different careers, are radically designed to keep pace with the age of technology and to empower the learners for the present as well as the upcoming career avenues.

Course Outcomes:

After studying the paper successfully, the learners will be able:

1. To get the awareness of career opportunities available to them.
2. To identify the career opportunities suitable to them.
3. To understand the use of English in different careers.
4. To develop competence in using English for the career of their choice.
5. To enhance skills required for their placement.
6. To use English effectively in the career of their choice.
7. To exercise verbal as well as nonverbal communication effectively for their career.

***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).**

***Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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-V (SEC 1-C)

Course content:

Unit-I- Exploring Careers (12 Clock Hours)

1. Creative Writing
2. Translation
3. Journalism
4. English for Academia and Other Careers

Unit-II- Basic Preparation for Jobs (11 Clock Hours)

1. Writing Job Application/Cover Letter
2. Writing Résumés
3. Group Discussions and Personal Interviews
4. Writing Notices, Agendas and Minutes

Unit-III- English for Employability Skills (11 Clock Hours)

1. Communication: An Introduction
2. Formal and Informal English
3. Description, Narration and Demonstration
4. Soft Skills for Employers and Employees

Unit-IV- English for the Corporate Field (11 Clock Hours)

1. English for Sales Services
2. English for Customer Services
3. Presentation Skills
4. Writing Project Proposals and Reports

SEMESTER-VI (SEC 1-D)

Prescribed Text- *Aspirations: English for Careers* (Board of Editors-

Orient Black Swan)

Unit-V- English for Competitive Examinations (12 Clock Hours)

1. Vocabulary
2. Tenses
3. Prepositions
4. Précis Writing

Unit-VI- English for Research Purposes (11 Clock Hours)

1. Research Writing
2. Writing a Research Proposal
3. Writing a Research Paper
4. Strategies for Writing Effective Research Papers

Unit-VII- Content Writing (11 Clock Hours)

1. Applications and Types of Content Writing
2. Writing Blog Posts and Online Articles
3. Writing for Websites
4. Writing for Social Media Platforms

Unit-VIII- English for Advertising (11 Clock Hours)

1. Writing for Advertisements
2. Writing Newspaper Advertisements
3. Writing Television and Radio Advertisements
4. Writing Internet Advertisements

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1. Bakshi Rakesh Anand. 2019. Let's Talk On Air: Conversations with Radio Presenters. Puffin
2. Bill Mascull. 2010. Business Vocabulary in Use: Elementary to Pre-intermediate. Cambridge University Press
3. Chaskar, Jagadale, Bhabad, Raskar, Pawar. Ed. 2020. Horizons: English in Multivalent Contexts. Orient BlackSwan
4. Donald Miller. 2017. Building a Story Brand. HarperCollins
5. Donna Papacosta. 2013. The Podcast Scripting Book. Trafalgar Communications
6. Dorothea Brande. 1981. Becoming a Writer. TarcherPerigee
7. Elizabeth Walter. 2010. Collins Easy Learning Writing. HarperCollins UK
8. Erica Williams. 2008. Presentations in English. Macmillan
9. Gupta Kounal. 2020. Content Writing Handbook. Henry Harvin
10. Haigh Rupert. 2004. Legal English. Cavendish Publishing Limited
11. Henry Emery, Andy Roberts. 2008. Aviation English. Macmillan.
12. Karen Englander, James N. Corcoran. 2019. English for Research Publication Purposes. Routledge
13. Kohli Simran. 2006. The Radio Jockey Hand Book. Fusion Books
14. Leila R. Smith, Roberta Moore. 2009. English for Careers: Business, Professional, and Technical. USA. Pearson College Div.
15. Marie Drennan, Yuri Baranovsky (Author), Vlad Baranovsky. 2018. Scriptwriting for Web Series: Writing for the Digital Age. Routledge
16. Michael McCarthy Felicity O'Dell. 2004. English Phrasal Verbs in Use. Cambridge University Press
17. Michael Swan. 2001. Practical English Usage. Cornelsen & Oxford University Press
18. Paul J. Hamel. 2016. English for Better Jobs. Amazon Digital Services

Question Paper Pattern

SEMESTER-V

SEMESTER-END EXAMINATION

Marks: 70

Time: 3 Clock Hours

Instructions:

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

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Q.1 Objective test (MCQ) on Unit-1: 'Exploring Careers' (10 out of 14)	Marks- 10
Q.2) Long-answer question on Unit-2: 'Basic Preparation for Jobs' (1 out of 2)	Marks- 10
Q.3) Short-answer questions on Unit-3: 'English for Employability Skills' (3 out of 4)	Marks- 15
Q.4) Short-answer questions on Unit-4: 'English for the Corporate Field' (3 out of 4)	Marks-15
Q.5) Practical questions on Unit-3 and Unit-4 (5 out of 8)	Marks- 20

Question Paper Pattern

SEMESTER-VI

SEMESTER-END EXAMINATION

Marks: 70

Time: 3 Clock Hours

Instructions:

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

Q.1) Objective test (MCQ) on Unit-5: ‘English for Competitive Examinations’ (10 out of 14)	Marks-10
Q.2) Long-answer question on Unit-6: ‘English for Research Purposes’ (1 out of 2)	Marks-10
Q.3) Short-answer questions on Unit-7: ‘Content Writing’ (3 out of 4)	Marks-15
Q.4) Short-answer questions on Unit-8: ‘English for Advertising’ (3 out of 4)	Marks-15
Q.5) Practical questions on Unit-7 and Unit-8 (5 out of 8)	Marks-20

Discipline Specific Elective (DSE-1C& DSE-1D)

(Old S-3)

(w. e. f. 2021- 2022)

Title of the Paper: Appreciating Novel

(Credit-3+1=4)

Rationale:

The impact of literature in human society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in. Literature is important because it teaches the universal human experiences. It also provides different meanings to different people or teaches different lessons to the same person at different stages of his life. The novel is one of the major forms of literature which generally deals imaginatively with human experiences, usually through a connected sequence of events involving a group of persons in a specific setting. It is a genre of fiction and fiction may be defined as a form of art. It is not a short story in prose; instead, it is actually an extensive and illustrated account of series of events that happened right through the life of a character. By studying and appreciating novel, the students can develop their interpretative abilities and enhance their analytical skills.

Objectives:

- a) To introduce students to the basics of novel as a literary form
- b) To expose students to the historical development and nature of novel
- c) To make students aware of different types and aspects of novel
- d) To develop literary sensibility and sense of cultural diversity in students
- e) To expose students to some of the best examples of novel

* **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)**.

* **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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 V and VI -DSE 3+1 =** One credit is for Research Project/field visit/ or any other Subject-centric activities to be undertaken by the students in consultation with the concerned teacher. The concerned teachers have to evaluate and maintain the record of research project/field visit/ or any other subject-centric activity.

SEMESTER-V (DSE-1C)

Course content:

A) Theory of Novel: (20 Clock Hours)

- (a) What is Novel? A brief history of novel as a literary form
- (b) Elements of Novel: Theme, Characters, Plot, Structure Narrative
Techniques, Point of view, Conflict, Setting and atmosphere, Dialogue
- (c) Types of Novels: epistolary, picaresque, bildungsroman, historical, regional,
Psychological, satire, realistic, experimental novel, science fiction
- (d) In addition to this, other literary terms related to novel/fiction be considered
for background study

B) *Silas Marner*- George Eliot (25 Clock Hours)

SEMESTER-VI (DSE-1D)

A) *A Farewell to Arms*- Ernest Hemingway (20 Clock Hours)

B) *The Painter of Signs*- R. K Narayan (25 Clock Hours)

Reference Books:

- 1) E. M. Forster, Aspects of the Novel, Harcourt, Inc. 1955
- 2) Terry Eagleton, The English Novel: An Introduction. Blackwell, 2005
- 3) Walter Allen, The English Novel (London, 1954)
- 4) Arnold Kettle, Introduction to the English Novel, (2 vols, London, 1951)
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- 7) Geoffrey Day, From Fiction to the Novel, (London, 1987)
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- 13) Nadel, Ira Bruce, Biography: Fiction, Fact and Form. London: Macmillan,

1984.

- 14) Jonathan Greenberg, *Modernism, Satire and the Novel*, Cambridge University Press, 2011
- 15) Afzal-Khan Fawzia, *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*. University Park (Pennsylvania State UP) 1993.
- 16) Kermode Frank [1966], *The Sense of an Ending: Studies in the Theory of Fiction*, Oxford (OUP) 2000.
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- 18) Brian W Shaffer, *Reading the Novel in English 1950–2000*, Blackwell Publishing, 2006
- 19) Dirk Wiemann, *Genres of Modernity Contemporary Indian Novels in English*. Amsterdam – New York, NY 2008
- 20) Jesse Matz, *The Modern Novel: A Short Introduction*, Blackwell, 2004
- 21) John Mullan, *How the Novel Works*, OUP, 2006
- 22) Meenakshi Mukherji, *The Twice Born Fiction*. Heinemann Educational Books, New Delhi, 1971
- 23) A. J. Sebastian & N. D. R. Chandra. *Literary Terms in Fiction and Prose*. Authors Press, 2004

Question Paper Pattern

SEMESTER-V

SEMESTER-END EXAMINATION

Marks: 70

Time: 3 Clock Hours

- Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the history/background/elements of Novel)
- Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks
(Short-answer questions based on the types of Novel)
- Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *Silas Marner*)

Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *Silas Marner*)

Q.5) Attempt the following question (Any 1 out of 2) 10 Marks

(Questions based on the Novel *Silas Marner*)

Question Paper Pattern

SEMESTER-VI

SEMESTER-END EXAMINATION

Marks: 70

Time: 3 Clock Hours

Q.1) Attempt the following questions (Any 3 out of 5) 15 Marks

(Short-answer questions based on the novel *A Farewell to Arms*)

Q.2) Attempt the following questions (Any 3 out of 5) 15 Marks

(Short-answer questions based on the novel *A Farewell to Arms*)

Q.3) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *The Painter of Signs*)

Q.4) Attempt the following questions (Any 3 out of 5) 15 Marks

(Questions based on the Novel *The Painter of Signs*)

Q.5) Attempt the following questions (Any 1 out of 2) 10 Marks

(questions based on two novels-Comparative in nature)

Discipline Specific Elective (DSE-2C & DSE-2D)

(Old S-4)

(w. e. f. 2021- 2022)

Title of the Paper: Introduction to Literary Criticism

(Credit-3+1=4)

Rationale:

Literary criticism is as ancient as literature. It has provided different views, perspectives, approaches and terms to understand literature in its diverse forms. It consists of interpretation, judgment, analysis and evaluation of literature. It makes readers aware of form and content of literature, structure and substance of literature. It deals with text and context in its analysis and provides many different views on literature. Literary criticism has undergone many changes in its long journey from the classical antiquity to the modern period. It has branched off from its earlier preoccupations like author's superiority and search for universal meaning and has taken on new pursuits. The present course is designed to introduce students to the basics of literary criticism and the age wise important critical concepts.

Objectives:

- a) To introduce students to the basics of literary criticism
- b) To make them aware of the nature and historical development of criticism
- c) To make them familiar with the significant critical approaches and terms
- d) To encourage students to interpret literary works in the light of the critical approaches
- e) To develop aptitude for critical analysis

* **Each** semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be 03 hours allotted to internal evaluation. ($3 \times 15 = 45 + 3 = 48$).

* **Considering** the choice-based credit system (CBCS) and the semester pattern, both Semesters-V & VI 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 V and VI -DSE 3+1** = One credit is for Research Project/field visit/ or any other Subject-centric activities to be undertaken by the students in consultation with the concerned teacher. The concerned teachers have to evaluate and maintain the record of research project/field visit/ or any other subject-centric activity.

Course Content:

SEMESTER-V (DSE-2C)

Unit-I- Orientation (15 clock hours)

1. Literary Criticism- definitions and functions
2. Types of Criticism- historical, biographical, sociological and psychological
3. Literature of knowledge and literature of power

4. Qualities of a good critic

Unit-II- Traditional Criticism (15 clock hours)

1. **Classical Criticism** - Aristotle's Concept of Imitation (Ref- Poetics), Longinus's Five Sources of Sublimity (Ref- on the Sublime)
2. **Neo-Classical Criticism**–Dryden's definition of play (Ref-An Essay on Criticism), Samuel Johnson's defense of Shakespeare

Unit-III- Romantic/Victorian Criticism (15 clock hours)

Wordsworth's definition of poetry, Coleridge's distinction between fancy and imagination, Matthew Arnold's three estimates of poetry

SEMESTER-VI (DSE-2D)

Unit-I- Modern Criticism (15 clock hours)

Eliot's theory of impersonality, William Empson's seven types of ambiguity, Georg Lukacs' concept of realism, Sigmund Freud's structure of human mind- id, ego and superego

Unit-II- New Criticism (15 clock hours)

Allen Tate's concept of tension, Cleanth Brooks' notion of paradox as the structure of poetry, Wimsatt and Beardsley's concept of intentional fallacy

Unit-III- Critical Terms and Practical Criticism (15 clock hours)

Critical Terms:

1. Catharsis
2. Allegory
3. Diction
4. Irony
5. Motif and theme
6. Genre
7. Metaphor
8. Point of view
9. Subjective and objective
10. Satire

Practical Criticism:

Practical criticism of poems, passages from novels and plays, etc.

(Teachers are advised to deal with poems, prose passages from the poems and novels that students have studied during their graduation)

Reference Books:

- 1) Kulkarni Anand et al. (2021). *Explaining Literary Theory*. Namya Press, New Delhi.
- 2) Kulkarni Anand B. & Chaskar Ashok G. *An Introduction to Literary Criticism and Theory*. Orient Blackswan, Hyderabad, 2015
- 3) Atherton Carol. *Defining Literary Criticism*. Palgrave, 2005
- 4) Dorsch T. S. *Classical Literary Criticism*. Penguin, 1981 (reprinted version)
- 5) Kennedy George A. *A New History of Classical Rhetoric*. Princeton: Princeton University Press, 1994.
- 6) Ross Andrew. *The Origins of Criticism*. Princeton Univ. Press, 2002

- 7) Habib M. A. R. *A History of Literary Criticism: from Plato to the Present*. Blackwell Publishers Ltd, 2005
- 8) Hardison Jr., O. B. (ed.). *Medieval Literary Criticism: Translations and Interpretations*. New York: Frederick Ungar, 1974.
- 9) Brown Marshall (ed.). *Cambridge History of Romanticism*. Vol. 5, Cambridge Univ. Press, 2000
- 10) Thorat Ashok et al (2001). *A Spectrum of Literary Criticism*. Frank Bros.
- 11) Hickman Miranda B. and McIntyre John D. *Rereading the New Criticism*. The Ohio State University Press, 2012
- 12) Levenson Michael. *The Cambridge Companion to Modernism*. Cambridge, 1997
- 13) Litz A. Waltom and others. *The Cambridge History of Literary Criticism (Modernism and the New Criticism)*, Vol. 7. Cambridge Univ. Press, 2008
- 14) Ross Stephen. *Modernism and Theory*. Routledge, 2009
- 15) Whitworth Michael (ed.). *Modernism*. Blackwell, 2007
- 16) Dobie Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Third Edition, Wadsworth, Boston, 2012.
- 17) Ellis John M. *The Theory of Literary Criticism: A Logical Analysis*. University of California Press, 1974.
- 18) Seaton James. *Literary Criticism from Plato to Postmodernism: The Humanistic Alternative*. Cambridge University Press, 2014.
- 19) Peck John and Coyle Martin. *Literary Terms and Criticism*. Macmillan, 1984.

**Question Paper Pattern
(Semester-V)
(Semester End Exam)**

Time: Three Hours

Total Marks: 70

- | | |
|--|------|
| Q. 1) Questions on definitions and functions of literary criticism and types of criticism [10]
(any 2 out of 4) | [10] |
| Q. 2) Questions on literature of knowledge and power and qualities of a good critic [10]
(any 2 out of 4) | [10] |
| Q. 3) Questions on Classical criticism and Neo-Classical criticism [20]
(any 2 out of 4) | [20] |
| Q. 4) Questions on Romantic/Victorian Literary Criticism [20]
(any 2 out of 4) | [20] |
| Q. 5) Short notes [10]
(any 2 out of 4) | [10] |

**Question Paper Pattern
(Semester-VI)
(Semester End Exam)**

Time: Three Hours

Total Marks: 70

- | | |
|--|------|
| Q. 1) Questions on Eliot's theory of impersonality and William Empson's seven types of ambiguity | [10] |
|--|------|

- (any 2 out of 4)
- Q. 2) Questions on George Lukacs's concept of realism and Sigmund Freud's structure of human mind [10]
(any 2 out of 4)
- Q. 3) Questions on New Criticism [20]
(any 2 out of 4)
- Q. 4) Questions on Critical Terms [20]
(any 5 out of 7)
- Q. 5) Questions on Practical Criticism [10]
(any 1 out of 2)

Skill Enhancement Course (SEC 2-C & SEC 2-D)

(w. e. f. 2021- 2022)

Title of the Paper: *Mastering Life Skills and Life Values*

[Two Credit Course For Each Sem- Sem-V & VI-2x15=30 Hours For Each Sem]

Objectives:

1. To equip the students with the social skills
2. To train the students interpersonal skills
3. To build self-confidence and communicate effectively
4. To Encourage the students to think critically
5. To learn stress management and positive thinking
6. To enhance leadership qualities
7. To aware the students about universal human values
8. To develop overall personality of the students

Suggestions to Teachers:

1. It is a learner-centric course.
2. The course aims at developing skills 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. Practical, 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 as credits to the students need to be given on the basis of preserved records.

Nature of Evaluation- Internal (College) 25 Marks and Semester End University Examination- 25 Marks

SEMESTER-V (SEC 2-C)

Course Content:

Life Skills

Unit-I

1. Meaning and Nature of Life Skills
2. Importance of Life Skills
3. Problem Solving and Decision-making skill

Unit-II

4. Critical and Creative Thinking Skill

5. Interpersonal skills: Understanding and Cooperating with Others
6. Management of Stress and Emotions

Question paper pattern

SEMESTER-V (SEC 2-C)

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

Total Marks- 25

SEMESTER-VI (SEC 2-D)

Life Values

Unit-I

1. Meaning and Nature of Values
2. Importance of Human Values
3. Moral Values
4. Ethical Values

Unit-II

5. Professional Values
6. Aesthetic Values
7. Psychological Values
8. Self-Awareness and Self-Management

Question paper pattern

SEMESTER-VI (SEC 2-D)

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

Total Marks- 25
