



**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY,  
SOLAPUR**

**CURRICULUM FRAMEWORK**

**FOR**

**Bachelor of Arts and Bachelor of Education**

**(B.A. B.Ed. INTEGRATED FOUR YEAR COURSE)**

**From 2022**

**(CBCS Pattern)**

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR  
INTEGRATED FOUR YEAR STRUCTURE AND CURRICULUM OF  
DEGREE OF BACHELOR OF ARTS AND BACHELOR OF EDUCATION**

**(B.A. B.Ed.) COURSE FROM 2022**

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**PROGRAMME AND DURATION:**

Integrated Programme of Teacher Education titled ‘**Bachelor of Arts and Bachelor of Education**’ (B.A. B.Ed.) degree programme. The programme will be of four-year duration organized on the semester pattern with 2 semesters in a year. Each semester will consist of a minimum of 16 weeks of instruction excluding examination.

This degree B.A. B.Ed. is thereby equivalent to B.A. and B.Ed. degrees of the University of P. A. H. Solapur University, Solapur and the UGC. On successful completion of the programme, students are eligible for admission to Master Degree Programmes in respective subjects in the P.A.H. Solapur University, Solapur and other Indian Universities.

**THE GENERAL OBJECTIVES OF B. A. B.ED. INTEGRATED COURSE ARE:**

1. To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2. To equip the student-teachers through strong psycho-social foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
3. To create awareness about national values enshrined in the Constitution of India, core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals.
4. To create awareness among student teachers about the socioeconomic and political scenario of the society in order to understand need of inclusion of all sections of the society and importance of unity in diversity.
5. To develop scientific temperament, critical thinking, sense of appreciation and decision making among student teachers.
6. To sensitize students about emerging issues related to environment, gender equality, and technology use, legal provisions on education, rights and duties enshrined in the constitution of India.
7. To promote student teachers about social cohesion, international understanding and protection of human rights and right of the child.
8. To use managerial and organization skills among student teachers.

## **ATTENDANCE:**

Each student has to attend a minimum of 75% of the classes conducted in each course. Failure to meet the minimum requirement renders disqualification from terminal examination and makes him/her ineligible for scholarship/ free ship. Such a student is deemed to have dropped the course and is not allowed to write the semester end examination of that course. He has to re-register for the course/s as and when they are offered by the institute.

## **MEDIUM OF INSTRUCTION:**

The medium of instruction and examination is Marathi or English.

## **STANDARD OF PASSING**

- 1) To pass the B.A. B.Ed. examination, a candidate must obtain at least 40% marks in each theory paper (separate passing for CA and UA). Such a candidate shall be declared to have passed the examination in Pass class & Second class.
- 2) Those obtaining C+ Grade in all Heads shall be declared passed the examination in Higher Second Class.
- 3) Those obtaining B Grade in all Heads shall be placed in the First Class.
- 4) Those obtaining A Grade in all Heads will be declared passed in First Class with Distinction.
- 5) B.SC. B.Ed. Class/Grade will be declared on the aggregate performance in the Semester I, II, III, IV, V, VI, VII and VIII.

**Table: 100 Mark Courses  
10- Point scale for courses having passing criterion of 50%**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
1	80-100	O: Outstanding/Excellent	10
2	75-79	A+: Very Good	09
3	70-74	A: Good	08
4	65-69	B+: Above Average	07
5	60-64	B: Average	06
6	55-59	C+: Satisfactory	05
7	50-54	C: Pass	04
8	00-49	F: Fail	00

**Table: 50 Mark Courses**  
**10- Point scale for courses having passing criterion of 50%**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
1	43-50	O: Outstanding/Excellent	10
2	4.-42	A+: Very Good	09
3	37-39	A: Good	08
4	34-36	B+: Above Average	07
5	31-33	B: Average	06
6	28-30	C+: Satisfactory	05
7	25-27	C: Pass	04
8	00-24	F: Fail	00

**NOTE:**

1. A candidate failing in any subject of the eight semesters shall be required to appear for the examination in the next semester.
2. A candidate who has once passed in any of the theory Paper/Head of passing with 50% need not appear again for that theory Paper/Head.
3. While admitted to second or third or fourth year, ATKT (Allowed to keep Term) can be granted to those students, who have failed in below 50 % theory papers of conjugative semesters.
4. It is desired that, student will complete all his/her internal assessment work CA / EPC work/ Internship work within the academic year only. If a student fails to complete his/her internal assessment work/ EPC work/ Internship work he/she may have to get readmitted to the college/Department.



**(B.A. B.Ed.) COURSE FROM 2022  
F. Y. B.A. B.Ed. SEMESTER I**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
<b>Arts Component</b>	A 101 TH	English Compulsory	30	02	10	40	50
	A 102 Any One TH	Scientific Method (Compulsory)	30	02	10	40	50
		Marathi (Compulsory)					
		Hindi (Compulsory)					
		Urdu (Compulsory)					
		Sanskrit (Compulsory)					
		Prakrit (Compulsory)					
		Kannada (Compulsory)					
	A 103 Any One TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)					
		Urdu (Optional)					
		Sanskrit (Optional)					
		Prakrit (Optional)					
		Kannada (Optional)					
	A 104 Any One TH	History	30	02	10	40	50
		Education					
		Physical Education					
	A 105 Any One TH	Geography	30	02	10	40	50
		Sociology					
		Psychology					
	A 106 Any One TH	Political Science	30	02	10	40	50
		Philosophy					
		Economics					
Music							
<b>Education Component</b>	E 01 TH	Contemporary India and Education	30	02	10	40	50
	E 02 TH	Understanding Disciplines and Subjects	30	02	10	40	50
<b>Total of Semester I</b>			<b>240</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>

**F. Y. B.A. B.Ed. SEMESTER II**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Arts Component	A 201 TH	English Compulsory	30	02	10	40	50
	A 202 Any One TH	Scientific Method (Compulsory)	30	02	10	40	50
		Marathi (Compulsory)					
		Hindi (Compulsory)					
		Urdu (Compulsory)					
		Sanskrit (Compulsory)					
		Prakrit (Compulsory)					
		Kannada (Compulsory)					
	A 203 Any One TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)					
		Urdu (Optional)					
		Sanskrit (Optional)					
		Prakrit (Optional)					
		Kannada (Optional)					
	A 204 Any One TH	History	30	02	10	40	50
		Education					
		Physical Education					
	A 205 Any One TH	Geography	30	02	10	40	50
		Sociology					
		Psychology					
	A 206 Any One TH	Political Science	30	02	10	40	50
		Philosophy					
		Economics					
Music							
Education Component	E 03 TH	Language across the curriculum	30	02	10	40	50
	E 04 TH	Knowledge and Curriculum Part– I	30	02	10	40	50
<b>Total of Semester II</b>			<b>240</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Total of First Year (Semester I &amp; II)</b>			<b>480</b>	<b>32</b>	<b>160</b>	<b>640</b>	<b>800</b>
<b>Additional compulsory subject (Marks not included for class)</b>							
	A 207 TH	Democracy, Election and good Governance	30	02	10	40	50

**S. Y. B.A. B.Ed. SEMESTER III**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Arts Component (Out of Three Groups choose only Two Subjects & choose any one subject from one group)	B 101 TH	English Compulsory	30	02	10	40	50
	B 102 Any One TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)					
		Urdu (Optional)					
		Sanskrit (Optional)					
		Prakrit (Optional)					
		Kannada (Optional)					
	B 103 Any One TH	Geography	30	02	10	40	50
		Sociology					
		Psychology					
		Economics					
		Music					
	B 104 Any One TH	History	30	02	10	40	50
		Political Science					
Education							
Philosophy							
Physical Education							
B 105 Any One TH	<b>Interdisciplinary Subject</b> (Logic / Cooperation / Public Administration / Tourism Geography /HSRM)	30	02	10	40	50	
Education Component	E 05 TH	Knowledge and Curriculum Part – II	30	02	10	40	50
	E 06 TH	Creating an Inclusive School	30	02	10	40	50
	PR 01	Enriching Teaching Skills	60	02	50	00	50
	PR 02	EPC: Drama and Art in Education	60	02	50	00	50
<b>Total of Semester III</b>			<b>360</b>	<b>20</b>	<b>180</b>	<b>320</b>	<b>500</b>

**S. Y. B.A. B.Ed. SEMESTER IV**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Arts Component (Out of Three Groups choose only Two Subjects & choose any one subject from one group)	B 201 TH	English Compulsory	30	02	10	40	50
	B 202 Any One TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)					
		Urdu (Optional)					
		Sanskrit (Optional)					
		Prakrit (Optional)					
		Kannada (Optional)					
	B 203 Any One TH	Geography	30	02	10	40	50
		Sociology					
		Psychology					
		Economics					
		Music					
	B 204 Any One TH	History	30	02	10	40	50
		Political Science					
Education							
Philosophy							
Physical Education							
B 205 Any One TH	<b>Interdisciplinary Subject</b> (Logic / Cooperation / Public Administration / Tourism Geography/HSRM)	30	02	10	40	50	
Education Component	E 07 TH	Gender, School and Society	30	02	10	40	50
	E 08 TH	Assessment for Learning	30	02	10	40	50
	PR 03	Action Research Project	60	02	50	00	50
	PR 04	School Experience and Internship (One Week)	60	02	50	00	50
<b>Total of Semester IV</b>			<b>360</b>	<b>20</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>Total of Second Year (Semester III &amp; IV)</b>			<b>720</b>	<b>40</b>	<b>360</b>	<b>640</b>	<b>1000</b>

**T. Y. B.A. B.Ed. SEMESTER V**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
<b>Arts Component</b>	C 101 TH	English Compulsory	30	02	10	40	50
	C 102 Any One  TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)	30	02	10	40	50
		Urdu (Optional)					
		Sanskrit (Optional)	30	02	10	40	50
		Prakrit (Optional)					
		Kannada (Optional)	30	02	10	40	50
		Geography					
		Sociology	30	02	10	40	50
		Psychology					
		Economics	30	02	10	40	50
		History					
		Political Science	30	02	10	40	50
		Education					
Philosophy	30	02	10	40	50		
Music							
Physical Education	30	02	10	40	50		
<b>Education Component</b>	E 09 TH	Environmental Education	30	02	10	40	50
	E 10 TH	Pedagogy of School Subject: Marathi, English, Hindi, Urdu, Sanskrit, Prakrit, Kannada	30	02	10	40	50
	E 11 TH	Pedagogy of School Subject: Geography, History, Economics	30	02	10	40	50
	PR 04	Lesson Planning Workshop	30	01	25	00	25
	PR 05	Workshop on Teaching Aids	30	01	25	00	25
	PR 06	Practice Teaching and Internship (Three Week)	240	04	100	00	100
	SOC 01	<b>* Skill Oriented Course: Any one of the following</b> * Stress Management * The Art of Public Speaking * Psychological Testing and Assessment * Technology Embedded Teaching	60	04	100	00	100
<b>Total of Semester V</b>			<b>630</b>	<b>28</b>	<b>340</b>	<b>360</b>	<b>700</b>

**T. Y. B.A. B.Ed. SEMESTER VI**

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Arts Component	C 201 TH	English Compulsory	30	02	10	40	50
	C 202 Any One TH	English (Optional)	30	02	10	40	50
		Marathi (Optional)					
		Hindi (Optional)					
		Urdu (Optional)	30	02	10	40	50
		Sanskrit (Optional)					
		Prakrit (Optional)					
		Kannada (Optional)	30	02	10	40	50
		Geography					
		Sociology					
		Psychology	30	02	10	40	50
		Economics					
		History					
		Political Science	30	02	10	40	50
		Education					
		Philosophy					
Music	30	02	10	40	50		
Physical Education							
Education Component	E 12 TH	School Guidance and Counseling	30	02	10	40	50
	E 13 TH	Pedagogy of School Subject: Marathi, English, Hindi, Urdu, Sanskrit, Prakrit, Kannada	30	02	10	40	50
	E 14 TH	Pedagogy of School Subject: Geography, History, Economics	30	02	10	40	50
	PR 07	EPC: Critical Understanding of ICT	60	02	50	00	50
<b>Total of Semester VI</b>			<b>330</b>	<b>20</b>	<b>140</b>	<b>360</b>	<b>500</b>
<b>Total of Third Year (Semester V &amp; VI)</b>			<b>960</b>	<b>48</b>	<b>480</b>	<b>720</b>	<b>1200</b>

### Final Year B.A. B.Ed. SEMESTER VII

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Education Component	E 15 TH	Learning and Teaching	30	02	10	40	50
	E 16 Any One TH	Educational Management	30	02	10	40	50
		Educational Technology					
	PR 08	EPC: Reading and Reflecting on Text	60	02	50	00	50
	PR 09	CCM Workshop	30	01	25	00	25
	PR 10	Evaluation Workshop	30	01	25	00	25
	PR 11	Physical and Health Education	60	02	50	00	50
PR 12	School Internship (Six Week)	240	08	200	00	200	
	PR 13	Social Service	60	02	50	00	50
	PR 14	Educational Tour	--	02	00	50	50
<b>Total of Semester VII</b>			<b>540</b>	<b>22</b>	<b>420</b>	<b>130</b>	<b>550</b>

### Final Year B.A. B.Ed. SEMESTER VIII

Course Component	Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Education Component	E 17 TH	Childhood and Growing Up	30	02	10	40	50
	E 18 Any One TH	Value Education	30	02	10	40	50
		Peace Education					
	PR 15	EPC: Understanding the Self	60	02	50	00	50
	PR 16	Workshop on Constructivism	60	02	50	00	50
PR 17	Models of Teaching Workshop	60	02	50	00	50	
	PR 18	Visit to Innovative Organization	60	02	50	00	50
	PR 19	School Internship (One Week)	60	02	50	00	50
	PR 20	Lesson Examination	120	04	00	100	100
	PR 21	Creativity and Personality Development	60	02	50	00	50
	PR 22	Viva Voce	--	02	00	50	50
<b>Total of Semester VIII</b>			<b>600</b>	<b>22</b>	<b>320</b>	<b>230</b>	<b>550</b>
<b>Total of Final Year (Semester VII &amp; VIII)</b>			<b>1140</b>	<b>44</b>	<b>740</b>	<b>360</b>	<b>1100</b>

### Year wise Mark Distribution Chart

Sr. No.	Year	Semester	Component Area	College Assessment Marks	University Assessment Marks	Practical Marks	Total Marks	Year wise Total Marks
01	First	I	Arts	60	240	--	300	<b>800</b>
			Education	20	80	--	100	
		II	Arts	60	240	--	300	
			Education	20	80	--	100	
02	Second	III	Arts	60	240	--	300	<b>1000</b>
			Education	20	80	100	200	
		IV	Arts	60	240	--	300	
			Education	20	80	100	200	
03	Third	V	Arts	60	240	--	300	<b>1200</b>
			Education	130	120	150	400	
		VI	Arts	60	240	--	300	
			Education	30	120	50	200	
04	Fourth	VII	Arts	--	--	--	--	<b>1100</b>
			Education	20	80	450	550	
		VII	Arts	--	--	--	--	
			Education	20	80	450	550	
<b>Total Marks</b>			<b>Arts</b>	<b>360</b>	<b>1440</b>	<b>--</b>	<b>1800</b>	<b>--</b>
<b>Total Marks</b>			<b>Education</b>	<b>280</b>	<b>720</b>	<b>1300</b>	<b>2300</b>	<b>--</b>
<b>Total Marks</b>				<b>640</b>	<b>2160</b>	<b>1300</b>	<b>4100</b>	<b>4100</b>

- **Credit Ratio** : 01 Credit = 25 Marks
- **Theory Papers** : 01 Credit = 15 Periods
- **Practical Work** : 01 Credit = 30 Periods
- **Total Theory Papers (Arts)** : 26
- **Total Theory Papers (Education)** : 18
- **Total Practical Work** : 22
- **Skill Oriented course** : 01

Sr. No.	Component Area	Total Marks	Total Credits
01	Arts	1800	72
02	Education	2300	92
	<b>Total</b>	<b>4100</b>	<b>164</b>





**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**Name of the faculty: *Humanities***

**CHOICED BASED CREDIT SYSTEM (CBCS)**

**SYLLABUS FOR B.A.- III Sem-V and VI**

**(w. e. f. June 2021)**

**1) Title of the course: Philosophy**

**2) Preamble:** The proposed curriculum is with the view to enhance the existing syllabus and make it more contextual.

**3) Objectives of the course:**

- i) To acquaint the students with the Indian and Western perspectives on good life.
- ii) To create an awareness about philosophical significance of some of the contemporary problems/issues.
- iii) To encourage philosophical thinking about the notion of good life.

**4) Duration:** The duration for B.A.III course in one year with two semesters.

**5) Medium of instruction:** English/Marathi



## Equivalent Subjects for Old Syllabus

### Sem-V

Sr. No.	Paper No.	Name of the old paper	Name of the new Paper
1.	VII	Contemporary Indian Philosophy	Contemporary Indian Philosophy
2.	VIII	Epistemology	Epistemology
3.	IX	Philosophy of Religion	Philosophy of Religion
4.	X	Social philosophy	Social philosophy
5.	XI A	Deductive logic	Deductive logic
6.	XI B	Propositional Logic	Propositional Logic

### Sem-VI

Sr. No.	Paper No.	Name of the old paper	Name of the new Paper
1.	XII	Contemporary Western Philosophy	Contemporary Western Philosophy
2.	XIII	Outlines of Aesthetics	Outlines of Aesthetics
3.	XIV	Philosophy of Saints	Philosophy of Saints
4.	XV	Political philosophy	Political philosophy
5.	XVI A	Scientific Method	Scientific Method
6.	XVI B	Predicate Logic	Predicate Logic

Following table shows lectures and tutorials per paper and per unit

Unit	Lectures	Tutorials
1	12	03
2	12	03
3	12	03
4	12	03
	<b>(Total – 48 lectures per paper)</b>	<b>(Total – 12 tutorials per paper)</b>

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,**

**C.B.C.S. pattern syllabus for B.A. Part-III Sem -V**

**Philosophy**

**w. e. f. June - 2021-22**

**Paper-VII) Contemporary Indian Philosophy**

**Paper-VIII) Epistemology**

**Paper-IX) Philosophy of Religion**

**Paper-X) Social philosophy**

**Paper-XI) A) Deductive logic**

**Or**

**B) Propositional Logic**

**Paper -VII**  
**Contemporary Indian Philosophy**  
**(समकालीन भारतीय तत्त्वज्ञान)**

**Unit 1. Introduction Characteristics of Contemporary Philosophy:**

Swami Vivekananda: Approach to vedanta, Reality and god, The Doctrine of Māyā, Nature of Man, Nature of Liberation, Ways of Liberation (Jnanayoga, Bhakti marga, Karma marga and Rajayoga)

**Unit 2. Sri Aurobindo:**

The Process of Evolution, The Super-mind.  
Divine Life. Integral Yoga.

**Unit 3. S. Radhakrishnan:**

Ultimate Reality, Human Destiny, Essence of Religion,  
Nature of the Soul, Religion and its nature, An element of Mysticism

**Unit 4. Jiddu Krishnamurti:**

Concept of conditioned mind, Concept of Static  
Consciousness, Life and Freedom Education

**Books for Reference :**

1. A. Raghuramaraju : Debates in Indian Philosophy:  
Classical, Colonial, and Contemporary,
2. J. N. Mohanty : Essays on Indian Philosophy, Oxford University Press ,
3. Lal, B. K. : Contemporary Indian Philosophy, Motilal Banarsidass,

4. Margaret Chatterjee : Contemporary Indian Philosophy, Motilal Banarsidass,
5. Mahadevan, T. M. P. & V. Saroja. : Contemporary Indian Philosophy. New Delhi:,
6. V. S. Naravane : Modern Indian Thought
7. J. Krishnamurthy : Freedom from the known
8. Radhakrishnan : An Idealistic View of Life
9. Dr. Ramnath Sharma : Philosophy of Sri Aurobindo
10. Dr. S, K. Maitra : An Introduction to Aurobindo's Philosophy
11. Dr. S, K. Maitra : East and West in Sri Aurobindo's Philosophy
12. Sri Aurobindo : Life Divine
13. Sri Aurobindo : Essays on Gita
14. Sri Aurobindo : Human Cycless
15. Radhakrishnan : The Religion of the spirit
16. दे. द. वाडेकर : मराठी तत्त्वज्ञान महाकोश
17. डॉ. ग. ना. जोशी : भारतीय तत्त्वज्ञानाचा बृहद इतिहास (खंड- १०)
18. माधवी कवी : आधुनिक तत्त्वज्ञानातील विचार प्रवाह

## **Paper -VIII**

### **Epistemology**

**(ज्ञानशास्त्र)**

#### **Unit 1. Nature of knowledge:**

Constituents of knowledge, Types of knowledge.

#### **Unit 2. Means of knowledge:**

Direct knowledge, Inference, Testimony, Comparison,  
Hypothesis, Non-perception.

#### **Unit 3. Doctrine of validity:**

Self evidence, Dependent truth.

#### **Unit 4. Theory of error:**

Asat khyativada, Aatm khyativada, Akhyativada, Viparit khyativada,  
Anirvachaniy khyativada, Sat khyativada, Satsat khyativada.

#### **Books for Reference :**

1. S. Radhakrishnan : Indian Philosophy
2. Datta D. N. : Six Ways of knowing
3. Chatterjee : The Nyaya Theory of Knowledge
4. Ayer A. J. : The Problem Of Knowledge
5. O'connor D. J. : Introduction to theory of knowledge
6. डॉ. ग. ना. जोशी : भारतीय तत्त्वज्ञानाचा बृहद इतिहास
7. श्रीनिवास हरी दीक्षित : भारतीय तत्त्वज्ञान

8. प्रा. डॉ. अनंत गणेश जावडेकर : ज्ञानप्रामाण्याचे मूल्यात्मक आलोचन
9. प्रा. डॉ. वेदप्रकाश डोणगावकर : भारतीय ज्ञानमिमांसा
10. दे. द. वाडेकर : मराठी तत्त्वज्ञान महाकोश
11. सुरेंद्र बारलिंगे, क्रांतीप्रभा पांडे : भारतीय तर्कशास्त्राची रूपरेषा
12. वीणा गर्जेद्र गडकर : ज्ञानाची समस्या



## **Paper - IX**

### **Philosophy of Religion**

(धर्माचे तत्त्वज्ञान)

#### **Unit 1. Nature, scope and methods of Philosophy of Religion:**

Definition of Religion.

Relation of Philosophy of Religion-to-Religion,

Theology and Philosophy.

#### **Unit 2. Origin of Religion:**

Mana. Growth of Religion – Tribal, National and Universal Religion.

#### **Unit 3. Theories of Religion:**

Cognitive, emotive and volitional (Jnana Yoga, Bhakti Yoga and Karma Yoga)

Relation of Religion to – Art, Morality and Science.

Prayer and Workship –Their Philosophy aspects.

#### **Unit 4. Philosophical Principles of –**

Hinduism, Buddhism, Jainism, Islam, Christianity, Sikhism

#### **Books for Reference :**

1. Edwards D.M. : Philosophy of Religion (Hodder and Stoughton)
2. Lewis H.D. : Philosophy of Religion (Teach yourself Series)
3. Hicks : Philosophy of Religion
4. John E. Smith : Philosophy of Religion ( Macmillan & co. )(1969)
5. Brain Davies : Introduction to philosophy of Religion OUP 1982

6. Galloway G : Philosophy of Religion
7. Paton H.S. : The Modern Predicament. ( Allen and Unwin)
8. W.K. Wright : Student's Philosophy of Religion
9. Geddes Macgregor : Introduction to Philosophy of Religion
10. Fedric Ferre : A basic Modern Philosophy of Religion
11. जोशी ज. वा. : धर्माचे तत्त्वज्ञान
12. तर्कतीर्थ लक्ष्मणशास्त्री जोशी : सर्वधर्म समीक्षा
13. तर्कतीर्थ लक्ष्मणशास्त्री जोशी : हिंदू धर्म समीक्षा
14. श्रीमती सिंधू डांगे : बौद्धधर्म व तत्त्वज्ञान
15. श्रीमती सिंधू डांगे : जैनधर्म व तत्त्वज्ञान

**Paper - X**  
**Social philosophy**  
**(सामाजिक तत्त्वज्ञान)**

**Unit 1. Nature and scope of Social Philosophy:**

Sociology and social philosophy, Social Psychology,

Ethics and social philosophy.

Relation between Individual, Society, State and Nation,

**Unit 2. Major social institutions:**

Family, Education and Work.

**Unit 3. Social change and progress:**

Criteria of social progress.

Role of co-operation, competition

Conflict in society

**Unit 4. Cause and forms of social decay:**

Social evils- Casteism, Untouchability, Dowry and Alcoholism.

Methods of Social reconstruction.

**Books for Reference**

1. Baker B : Principles of Social and Political Theory
2. Sinha A.K. : Outlines of Social Philosophy (Calcutta)
3. Joshi N.V. : Social and Political Philosophy
5. Roy K. and Gupta C. (eds.) : Essays in Social and Political Philosophy
6. Beck Robert N. : Handbook in Social Philosophy

7. धर्माधिकारी हेमचंद :

सामाजिक तत्त्वज्ञान

8. डॉ. जोशी बी. आर. :

भारतातील समाजवाद आणि बोध

## **Paper - XI**

### **A) Deductive Logic**

**(निगामी तर्कशास्त्र)**

#### **Unit 1. The nature of logic:**

Definition of logic,

Nature of Inference.

Deductive and Inductive Inference.

#### **Unit 2. Proposition and Terms:**

Proposition and Sentence. Analysis of propositional

Contrary and Contradictory Terms. Classification of Propositions-

Categorical, Hypothetical, disjunctive Four – Fold Scheme of categorical

Propositions, Distribution of terms in A, E, I, O proposition forms.

#### **Unit 3. Immediate inference:**

Opposition of proposition,

Eduction – Conversion and obversion

#### **Unit 4. Mediate inference:**

Categorical Syllogism and it's rules of validity, Mixed

Syllogism, Dilemma.

#### **Books for Reference**

1. K.T. Basantani : Introduction to Logic, A.R. Seth and Co. Bombay.
2. Cohen and Nagel : Introduction to Logic and Scientific method.

3. Copi I. M. : Introduction to Logic.
4. Gupta S.P. : Logic and Scientific Method.
5. K.T. Basantani : Elementary Logic.
6. श्रीनिवास हरी दीक्षित : तर्कशास्त्र
7. हुल्याळकर, काळे, कावळे : सुगम तर्कशास्त्र आणि वैज्ञानिक पद्धती
8. प्रा. मुकुंद कदम : सुलभ तर्कशास्त्र
9. डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, प्रा. मठवाले : तर्कविद्या भाग १ व २
10. डॉ. ज. रा. दाभोळे : वैज्ञानिक पद्धती

**Paper - XI**

**B) Propositional Logic**

**(विधानीय तर्कशास्त्र)**

**Unit 1. Nature of Propositional Logic:**

Truth and Validity,

Simple and Compound statements.

**Unit 2. Basic Logical processes:**

Propositional Variables and Logical Constants,

Symbolization of propositions. Basic Truth Tables of logical Constants

(Negation, Conjunction, Disjunction, Implication and Equivalence)

**Unit 3. Decision Procedure for testing the statement forms:**

1. Truth Table Method.

2. Shorter Truth Table Method

**Unit 4. Formal Proof:**

Rules of inference and Rules of replacements.

Method of Direct Proof, Conditional Proof and Indirect Proof.

**Books for Reference :**

- |                              |  |
|------------------------------|--|
| 1. Copi I.M.                 | : Symbolic Logic V Edn,                    |
| 2. Rich Elaine, Knight Kevin | : Artificial Intelligence, Second ed. Tata |
| 3. Hughes qand Londey        | : Elements of Logic.                       |
| 4. Bassoon and O'connor      | : Introduction of symbolic logic.          |
| 5. Korde and Sawant          | : Elements of Logic.                       |

6. डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, प्रा. मठवाले : तर्कविद्या भाग १ व २
7. डॉ. सुरेंद्र बारलिंगे, डॉ. मो. प्र. मराठे : तर्करेखा भाग १ व २
8. प्रा. मे. पु. रेगे : आकारिक तर्कशास्त्र
9. प्रा. दि. य. देशपांडे : सांकेतिक तर्कशास्त्र
10. प्रा. व्ही. व्ही. अकोलकर : तर्कादिपिका



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,**

**C.B.C.S. pattern syllabus for B.A. Part-III Sem -VI**

**Philosophy**

**w. e. f. Nov. - 2021-22**

**Paper-XII) Contemporary Western Philosophy**

**Paper-XIII) Outlines of Aesthetics**

**Paper-XIV) Philosophy of Saints**

**Paper-XV) Political philosophy**

**Paper-XVI) A) Scientific Method**

**Or**

**B) Predicate Logic**

**Paper - XII**  
**Contemporary Western Philosophy**  
**(समकालीन पाश्चात्य तत्त्वज्ञान)**

**Unit 1. Jean-Paul Sartre:**

Existentialism, Being of phenomenon, Types of being,  
Nothingness, Concept of freedom (Will, Preventive facts, Responsibility)

**Unit 2. A. J. Ayer :**

Principle of verification, Types of verification (Strong and Weak),  
A priori Propositions, Analytic propositions,

**Unit 3. Wittgenstein:**

Logical atomism, Picture theory of meaning, Language games.

**Unit 4. Russell Bertrand:**

Concept of knowledge and it's types (Knowledge by Acquaintance and  
Knowledge by Description),  
Logical Atomism

**Books for Reference :**

1. W. K. Wright : A history of Modern Philosophy
2. D. M. Datta : Chief currents in Contemporary  
Philosophy -
3. A. J. Ayer : Language, Truth and Logic
4. G. Pitcher : Philosophy of Wittgenstein
5. Wittgenstein : Tractatus logics – Philosophicus
6. Kenny Anthony : Wittgenstein
7. Winch P (ed.) : Studies in the Philosophy of Wittgenstein

8. डॉ. ग. ना.जोशी ( खंड १, २, ३ ) : पाश्चात्य तत्त्वज्ञानाचा इतिहास –
9. दे. द. वाडेकर ( खंड १, २, ३ ) : मराठी तत्त्वज्ञान महाकोश
10. डॉ. नागोराव कुंभार : विसाव्या शतकातील पाश्चात्य तत्त्वज्ञान
11. डॉ. शि. स. अंतरकर : भाषा, सत्य आणि तर्क –
12. अनु. दि. य. देशपांडे : तार्कीकीय परमाणुवादाचे तत्त्वज्ञान
11. डॉ. सू. वा. बखले : रसेल चा ज्ञान सिद्धांत –
12. डॉ. सू. वा. बखले : बर्ट्रान्ड रसेल
13. दि. य. देशपांडे : अर्वाचीन पाश्चात्य तत्त्वज्ञान भाग १ व २

## Paper – XIII

### Outlines of Aesthetics

(सौन्दर्यशास्त्राची रूपरेषा)

#### Unit 1. Nature of aesthetics:

Subject matter of aesthetics, Main problems in aesthetics,

Definition of aesthetics by Kant,

Relation between beauty and Experience

#### Unit 2. Philosophical and literary thought of aesthetic experience:

Aesthetic experience, Aesthetic experience views of Marathi thinkers

Characteristics of aesthetics experience

#### Unit 3. Aesthetics evaluation of art:

Creation and appreciation, Aesthetics and Non-aesthetics evaluation,

Art and morality, Types of art and literature (Painting, Music, Literature)

#### Unit 4. Philosophical problems regarding art:

Expression, Form and matter, Emotions Communication,

Some aesthetic concepts. (Beauty, Sublime, Work of art)

#### **Books for Reference :**

1. Mardhekar B. S. : Art and man
2. Patankar R. B. : Aesthetics and literary criticism
3. Sri Aurobindo Ashram (Pondochery) : The foundations of Indian culture
4. Susan langer : Feeling and Form
5. प्रा. एस. व्ही कुलकर्णी, प्रा. डॉ. बी. पी. काळे, प्रा. ई. आर. मठवाले : सौन्दर्यशास्त्राची रूपरेषा
6. बी. सी. मर्ढेकर : सौंदर्य आणि साहित्य

7. आर. बी. जोशी : कला आणि मानव
8. आर. बी. पाठणकर : सौंदर्य मीमांसा
9. एस. एच. बारलिंगे : सौंदर्याचे व्याकरण
10. व्ही. एन. ढवळे : साहित्याचे तत्त्वज्ञान
11. आर. बी. पाठणकर : कांटची सौंदर्य मीमांसा
12. दे. द. वाडेकर (संपादक) : मराठी तत्त्वज्ञान महाकोश खंड १, २, व ३
- :

**Paper - XIV**  
**Philosophy of Saints**  
**(संतांचे तत्त्वज्ञान)**

**Unit 1. a) Basic tents of the Cults:**

Shaiva, Vaishnava, Nath, Sufi

(and their application to the thoughts of the resp. saints)

**b) Nature and the role of Bhakti Movement:**

Concepts of Saguna Bhakti and Nirguna Bhakti

**c) Socio-cultural Significance of the nature of the teachings of Saints:**

**Unit 2. a) Kabir:**

Views on nature of Ultimate Reality, Concept of Guru,

Distinction between Sadguru and Dharmaguru

**b) Meerabai:** Concept of prembhakti :

Spiritual development of Meerabai – individual and social dimension.

**Unit 3. a) Dnyaneshwar:** Contribution to a philosophical basis to the varkari pantha,

Place of Bhagvad Gita in his philosophy, Significance of Pasaayadan.

**b) Tukaram:** Concept of true Dharma and Criticism of Pakhanda.

Tuka zalase Kalas : Culmination of Varkari cult

**Unit 4. Ramdas:** Differentiation and synthesis of prapanch and Paramartha

Vivekavada, prayatnavada.

**Books for Reference :**

1. R.G. Bhandarkar : Vaisnavism, Saivism and Minor Religious Systems,
2. र. रा, गोसावी : पाच भक्तीसंप्रदाय

3. डॉ. श. गो. तुळपुळे : पाच संतकवी
4. ग. बा. सरदार : संत वाङ्मयची फलश्रुती
5. म. वा. धोंड : पसायदान
6. डॉ. कृष्णदेव शर्मा(संपा.) : मीराबाई पदावली
7. भगवानदास तिवारी : मीरा की भक्ती और उसकी काव्यसाधनाका अनुशीलन

**Paper - XV**  
**Political philosophy**  
**(राजकीय तत्त्वज्ञान)**

**Unit 1. Nature and scope of Political Philosophy:**

Political Science and Political Philosophy

The notions of Internationalism and world Government.

**Unit 2. Political ideologies:**

Socialism, Communism, Democracy, Sarvodaya

**Unit 3. Political actions:**

Constitutionalism, Terrorism, Revolutionism

**Unit 4. Political ideals with special reference to Indian Constitution:**

Liberty, equality and Justice,

Directive Principles of State Policy, Rights of minorities,

Reservation as compensatory discrimination.

**Books for Reference :**

1. Baker B : Principles of Social and Political Theory
2. Joshi N.V. : Social and Political Philosophy
3. Raphael D.D. : Problems of Political Philosophy
4. Roy K. and Gupta C. (eds.) : Essays in Social and Political Philosophy
5. धर्माधिकारी हेमचंद्र : सामाजिक तत्त्वज्ञान
6. डॉ. जोशी बी. आर. : भारतातील समाजवाद आणि बोध



**Paper - XVI**

**A) Scientific Method**

**(वैज्ञानिक पद्धती)**

**Unit 1. Nature of Science:**

Definition of Science, Common Sense and Science,

Science & Religion, Science & Philosophy,

Classification of Science-

Natural & Social Sciences,

Positive and Normative Science

**Unit 2. Formal grounds of scientific method :**

What is Presuppositions?

Principles of Uniformity of Nature,

Principles of causation

**Unit 3. Material grounds of scientific method:**

Observation & Experiment, Nature of Scientific Observation,

Fallacies of observation,

Nature of Experiment, Advantages of experiment.

**Unit 4. Nature of Scientific Method:**

Stages of Scientific Method, Nature & Importance of hypothesis,

Conditions of valid hypothesis,

Verification and Proof of hypothesis,

Some research techniques

(Questionnaire, Interview)

**Books for Reference :**

1. K.T. Basantani : Introduction to Logic
2. Cohen and Nagel : Introduction to Logic and Scientific method.
3. Copi I. M. : Introduction to Logic.
4. Gupta S.P. : Logic and Scientific Method.
5. K.T. Basantani : Elementary Logic.
6. श्रीनिवास हरी दीक्षित : तर्कशास्त्र
7. हुल्याळकर, काळे, कावळे : सुगम तर्कशास्त्र आणि वैज्ञानिक पद्धती
8. प्रा. मुकुंद कदम : सुलभ तर्कशास्त्र
9. डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, प्रा. मठवाले : तर्कविद्या भाग १ व २
10. डॉ. ज. रा. दाभोळे : वैज्ञानिक पद्धती

## Paper - XVI

### B) Predicate Logic

(विधेय तर्कशास्त्र)

#### Unit 1. Nature of Predicate Logic:

Individual variables and constants

Singular and General propositions and their symbolization..

#### Unit 2. Propositional function:

Quantifiers – Universal and Existential propositions

Preliminary version of Quantificational rules. Formal proof involving quantifiers .

Rules of Quantifier negation.

#### Unit 3. Set Theory (primary version):

Element of set, Sub-set, Universal Set,

Null set, Intersection Set.

#### Unit 4. Venn Diagram:

Testing Syllogism by Venn Diagrams.

#### **Books for Reference:**

- 1.Copi I.M. : Symbolic Logic
2. Rich Elaine, Knight Kevin : Artificial Intelligence
3. Hughes and Londey : Elements of Logic.
4. Bassoon and O'conno : Introduction of symbolic logic.
5. Korde and Sawant : Elements of Logic.

6. डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, प्रा. मठवाले : तर्कविद्या भाग १ व २

7. डॉ. सुरेंद्र बारलिंगे, डॉ. मो. प्र. मराठे : तर्करेखा भाग १ व २

8. प्रा. मे. पु. रेगे : आकारिक तर्कशास्त्र

9. प्रा. दि. य. देशपांडे : सांकेतिक तर्कशास्त्र

10. प्रा. व्ही. व्ही. अकोलकर : तर्कदिपिका

**Punyashlok Ahilyadevi Holkar  
Solapur University, Solapur**



**Faculty of Humanities (Social Science)**

**CBCS Pattern Syllabus**

**B.A. III Special Psychology**

**Semester V and Semester VI**

**(With effect from June- 2021 )**

## **B.A. Part –III Special Psychology**

### **Elective-subgroup- 16 Choice Based Credit System (CBCS)-2021-22**

#### **Preamble:-**

The syllabus of B.A Part-III Special Psychology designed to the student who willing enter in field of psychology with great expectation regarding theoretical and applied components. These expectations definitely fulfill by the board of studies of psychology. This syllabus provides broad view of human psychology in practical field of today's world. It covers major theoretical fields like Experimental psychology, Cognitive psychology, Psychological testing and Assessments as well as Applied fields like Social Psychology, Abnormal psychology, Counselling psychology and related psychological practicals. It help to students who would like to do future career in different field of Psychology .

#### **Objectives:-**

1. To familiarize student with basic experimental psychology.
2. To make aware students with the basics of social psychology.
3. To introduce the students field of abnormal psychology.
4. To familiarize student with psychological testing and its applications.
5. To enrich students understanding of major cognitive process in field of cognitive psychology.
6. To explore the students new field of psychology of Well-Being.
7. To impart the skills for Counselling.
8. To impart the knowledge and skill for conducting experiments, administering, scoring, interpretation test and writing their reports.
9. To make the students familiar with some basic statistical technique.
10. To encourage students to learn- Practical application through project and study tour.

#### **Duration:-**

The duration for the syllabus in one year with CBCS Pattern (Sem V and Sem VI).

**Eligibility:-**

The eligibility criteria for course as per Govt. / University rules and Norms.

**Medium of Instruction:-**

English or Marathi

**Structure of the Course:-**

B.A. III Special Psychology comprise of two semesters. For semester V total four Elective theory papers having weightage of 50 marks each, which consist 10 marks for college assessment (CA) and 40 marks for university assessment (UA). The semester VI total four Elective Theory papers and two Elective Practical papers having weightage of 50 marks each, which consist 10 marks for college assessment(CA) and 40 marks for university assessment(UA). The B.A III special Psychology syllabus for semester V having weightage of 200 marks and semester VI having weightage of 300 marks in academic year.

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

## **Faculty of Humanities (Social Science)**

### **B.A.III – Spl Psychology**

### **C.B.C.S. Pattern Syllabus**

### **Semester V and Semester VI**

### **(Elective Papers Subgroup .16)**

**(w.e.f. June 2021)**

#### **Semester V (Theory)**

<b>Paper No.</b>	<b>Type</b>	<b>Title of papers</b>	<b>Lectur es</b>	<b>Credits</b>	<b>Marks</b>	<b>UA</b>		<b>CA</b>	
Paper No. VII	Elective	Experimental Psychology	60	4	50	40	18	10	4
Paper No. VIII	Elective	Social Psychology	60	4	50	40	18	10	4
Paper No. IX	Elective	Abnormal Psychology	60	4	50	40	18	10	4
Paper No. X	Elective	Psychological Testing	60	4	50	40	18	10	4

#### **Semester VI (Theory)**

<b>Paper No.</b>	<b>Type</b>	<b>Title of papers</b>	<b>Lectur es</b>	<b>Credits</b>	<b>Marks</b>	<b>UA</b>		<b>CA</b>	
Paper No. XI	Elective	Cognitive Psychology	60	4	50	40	18	10	4
Paper No. XII	Elective	Psychology of Well-Being	60	4	50	40	18	10	4
Paper No. XIII	Elective	Counselling Psychology	60	4	50	40	18	10	4
Paper No. XIV	Elective	Psychological Assessment	60	4	50	40	18	10	4

#### **Psychology Practicals**

Paper No. XV	Elective	Psychology Practicals- Experiments	60	4	50	40	18	10	4
Paper No. XVI	Elective	Psychology Practicals –Test	60	4	50	40	18	10	4



## **B.A.III- SemV**

### **Special Psychology**

#### **Elective Subgroup Paper No. VII Experimental Psychology**

**Objective:-**To acquaint the students with the perceptual process, Learning and memory process in experimentation

**Credits-4**

**Lectures - 60**

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**Credit-1**

**Lectures -15**

#### **Unit-1: Introduction to Experimental Psychology**

Nature and Goals of Experimental Psychology

History of Experimental Psychology

Experimental Method

**Credit:-1**

**Lectures -15**

#### **Unit-2: Psychophysics and Reaction Time**

Basic Concepts of Psychophysics

Methods of Psychophysics:-

- a) Methods of Limit - Determination of RL and DL
- b) Methods of Constant stimuli- Determination of RL and DL
- c) Methods of Average Error- Determination of PSE and CE

Reaction Time-a) Definition b) Types c) Determinant

**Credit:-1**

**Lectures:-15**

#### **Unit-3: Perceptual Process**

Attention- a) Meaning and Nature b) Issues of Attention (Kinds)

Theories of Attention- a) Filter Theory (Bottleneck) b) Attenuation Theory

c) Late Selection d) Multimode

Perception- a) Meaning and Nature b) Principles(Laws) of Perception

c) Perception of Object

Perception of Depth- a) Monocular and Binocular Cues

**Credit:-1      Lectures:-15**

**Unit-4: Learning and Memory**

Learning- Meaning and Types

Transfer of training- Definition and Types

Cross-Education- Bilateral Transfer

Memory- Meaning, Models of Memory - a) Waugh and Norman

b) The Atkinson and Shiffrine Model c) Tulving Model

Methods- a) Methods of Practice b) Methods of Retention

**BOOKS FOR STUDY:-**

1. Bano Samina (2012) *Experimental Psychology*- (ICFAI) University Sens Pearson
2. Galotti (2014) *Cognitive Psychology*-New delhi- Sage Publication 5<sup>th</sup>Edn. South Asia
3. Postman and Egan (2000) *Experimental Psychology An Introduction*- Reprint N.D. Kalyani Publication
4. Solso .CV. (2009) *Cognitive Psychology*- 6<sup>th</sup>Edn. Pearson Edn.

**BOOKS FOR REFERENCE:-**

1. Borude R.R. (2002) *Bodhnic Manasshastra* –Aurangabad- Chaya Publication
2. Damale Kusum-*Prayogic Manasshastra*
3. Dandekar-*Prayogic Manasshastra*
4. Desai B. and Abhyankar S.C. (2001) *Prayogic Manasshastra anisanshodhan Padhati*-Pune NarendraPrakashan
5. Myres A. and Hansen (2002) *Experimental Psychology U.S.*-Thompson wars worth
6. Vanarase- *Prayogic Manasshastra*
7. Woodworth R.S. and Schlosberge (Reprint 2008) *Experimental Psychology* 6<sup>th</sup>Edn. N.B. IBN Publication

## **B.A. Part III- SemV**

### **Special Psychology**

#### **Elective Subgroup.16 Paper No. VIII Social Psychology**

**Objective:-**To make students understand methods history of social Psychology and cognitive process, attitudes, prejudice and human aggression

**Credits-4**

**Lectures -60**

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**Credit-1**

**Lectures -15**

#### **Unite-1: Definition, History and Methods of Social Psychology**

Definition of Social Psychology- a) Is Scientific in nature b) Focus on the behavior of individual c) Understand the causes of Social Psychology

Brief History of Social Psychology- a) Early years-Emerge of social Psychology  
b) Social Psychology Youth c) A Maturing Field d) Status of Social Psychology in Asia and India

Research Methods in Social Psychology- a) Systematic Observation  
b) Correlation Methods

**Credit-1**

**Lectures -15**

#### **Unite-2: Social Cognition and Perception**

Social Cognition-

a) Heuristic- i) Representivenessavailability ii) Anchoring and Adjustment  
b) Automatic and Controlled Processing:- i) Influence of Affect on Cognition  
ii) Influence of Cognition on Affect iii) Indian perception

Social Perception-

a) Attribution- Theories of Attribution - i) Jons and Davis theory of correspondent inference ii) Kelly's theory of casual Attribution

Impression formation and Impression management

**Credit-1**

**Lectures -15**

**Unit-3: Attitude, Prejudice and Discrimination**

- Attitude- a) Attitude formation- i) Classical Conditioning ii) Instrumental Conditioning iii) Observational Conditioning
- b) The Persuasion ( Attitude Change)- i) Communication, Message, Audience ii) Reactance iii) Forarming
- Prejudice and Discrimination- a) Origins of Prejudice – i) Threat to the self-esteem ii) Competition for resource iii) Role of categorization
- b) Discrimination in India
- Techniques of countering affect of Prejudice- i) Learning not Benefic ii) Potential benefits of contact iii) Recategorization iv) Benefit of Guilt v) Social Influence

**Credit-1**

**Lectures -15**

**Unit-4: Human Aggression**

- Perspectives of Aggression- a) The role of biological factor b) Drive theories c) Modern theories of aggression
- Causes of human aggression- a) Social determinants of aggression b) Exposer to Media violence c) Violent Pronographyd) Cultural factor e) Personality and Aggression f) Situational determination of Aggression
- The Prevention and control of Aggression- a) Some Useful techniques- i) Punishment ii) Self-regulation iii) Forgiveness iv) Non-violence

**BOOKS FOR STUDY:-**

1. Baron, Branscomb, Byrne Bhardwaj (2010) *Social Psychology* 12<sup>th</sup> Edn. Pearson.

**BOOKS FOR REFERENCE:-**

1. Baron, Branscomb, Byrne (2003) *Social Psychology* 10<sup>th</sup> Edn.

2. Baron, Branscomb, Byrne Bhardwaj (2012) Marathi Translation- *Samajik Mansshastra* – Natu, vidya Rajhans-pearson

3. Deshpande C. Roy. M. Vidya A. (2002) *Samajik Manasshastra*- Pune Uma Prakashan
4. Feldman (2003) *Social Psychology* – McDevide & Harari C.B.C. Publishers
5. Kloss B, Hill J. Thomas. E (2012) – *Community Psychology* Wads-Worth, Cengage
6. Myers D.G (2008) *Social Psychology* New Delhi Tata McGraw-Hill
7. Palsane M and Talwalkar V. (2000) *Samajik Manasshastra*-Pune Contentental Prakashan
8. Schneider, Gruman and C. Xoults L.M (2012) *Applied Social Psychology*-New Delhi- Sage Publication

## **B.A. Part III- SemV**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. IX Abnormal Psychology**

**Objective:-**To acquaint the student with concept of abnormal behavior and various types, causes and treatment of psychological disorders

**Credits-4**

**Lectures -60**

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**Credit-1**

**Lectures -15**

#### **Unite-1: Abnormal Psychology -Definition and Theoretical perspectives**

Definition and criteria of Psychological disorder (Abnormal Behavior)

Historical Background of Abnormal Psychology- a) The ancient Western world

b) Middle Ages c) The Renaissance d) The Age of Reasons and Enlightenment

e) The reform movements

Theoretical Perspectives (Approaches) to Psychopathology-

a) Psychodynamic Perspectives b) Behavioral Perspectives c) Cognitive

Perspectivesd) Humanistic Perspectives e) Integrative Perspectives- The

Diathesis stress Model

**Credit-1**

**Lectures -15**

#### **Unite-2: Anxiety and Somatoform Disorder**

Types of Anxiety Disorder- a) Generalized Anxiety Disorder

b) Separation Anxiety Disorder c) Phobia- Specific and social Agrophobia

d) Obsessive Compulsive Disorder (OCD) e) Post Traumatic Stress Disorder

(PTSD)

Somatoform Disorders – a) Hypochondriasis b) Somatization Disorder

c) Conversion Disorder

**Credit-1**

**Lectures -15**

**Unite-3: Depressive Disorder and Bipolar Disorder**

Types of Depressive Disorder- a) Dysthymic b) Major Depressive disorder

Causes and Treatment of Depression- a) Causes- i) Risk factor in Depression

ii) Biological factor in Depression b) Treatment- i) Antidepressant Medication

ii) Electroconvulsive Therapy iii) Interpersonal Psychotherapy

iv) Social skill training v) Cognitive behavior Therapy

Bipolar Disorder- a) Bipolar 1 b) Bipolar 2 c) Cyclothymic disorder

**Credit-1**

**Lectures-15**

**Unite-4: Schizophrenia**

Definition and History of Schizophrenia

Symptoms- a) Positive Symptoms b) Negative Symptoms c) Disorganized

Symptoms

Subtypes and other types of Schizophrenia - a) Subtypes- i) Paranoid

ii) Disorganized iii) catatonic iv) Undifferentiated v) Residual

b) Other types- i) Schizophrenia form Disorder ii) Schizoaffective

iii) Delusional iv) Brief Psychotic v) Shared Psychotic

Causes of Schizophrenia- a) Genetic Influence- i) Family ii) Twin adoption

b) Neurobiological Influence- i) Dopamine c) Psychological and social influence

Treatment of Schizophrenia- a) Biological Intervention b) Psychological

Intervention

**BOOKS FOR STUDY:-**

1. Barlow D. & Durand M. (2011) *Text Book of Abnormal Psychology*- Frist India Edn.2011  
Cen gage Learning.

2. Sarason I & Sara-son B (2005) *Abnormal Psychology*- The problems of Maladaptive  
Behavior-11<sup>th</sup>Edn. Prentice hall (Pearson pub)

**BOOKS FOR REFERENCE:-**

1. Bennett P (2016) *Abnormal and Clinical Psychology* – Textbook New York open university press
2. Carson R.C. Butcher J.N. (2008) *Abnormal Psychology*-New Delhi
3. Deshpande S. (2014) *ManovikrutiShastra*- Niraliprakashan,Pune
4. Kearney C. and Trull T (2012) *Abnormal Psychology and life*-The dimensional Approach- New Delhi
5. Kring A and Johnson S.Devinson C & Neale J. (2010) *Abnormal Psychology* 11<sup>th</sup>Edn. N.Y. John Wiley
6. Planate T.G.(2004) *Contemporary Clinical Psychology* –John Wiley & Sons



**B.A. Part III- SemV**

**Special Psychology**

**Elective- Subgroup.16-Paper No. X – Psychological Testing**

**Objective:-**To enable the student to acquaint with tests, testing process and characteristics of test

**Credits-4**

**Lectures-60**

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**Credit-1**

**Lectures-15**

**Unite-1: Test and Testing Process**

Definition and Types

Uses of Testing

Standardized procedure in test Administration

Desirable Procedures of Test Administration

Influence of the Examiner

Background and motivational of the Examinee

**Credit-1**

**Lectures-15**

**Unite-2: Norms**

Definition and types of norms

Raw Score- Transformation- a) Percentile and Percentile rank b) Standard Score

c) T Score and Normalized Standard score d) Stanine.

Selecting a Norm Group- a) Age and Grade Norms b) Local and Subgroup

Norms

**Credit-1**

**Lectures-15**

**Unite-3: Reliability**

Concept of Reliability

Co-relation Co-efficient

Types of Reliability – a) Reliability as Temporal Stability- i) Test-Retest Reliability ii) Alternate form Reliability b) Reliability as Internal Consistency- i) Split-Half Reliability ii) Co-efficient Alfa iii) Inters cover Reliability  
c) Which types of Reliability Appropriate

**Credit-1**

**Lectures-15**

**Unite-4: Validity**

Validity- A definition

Types of Validity – a) Content Validity b) Criterion Related Validity-

i) Concurrent Validity ii) Predictive Validity c) Contract Validity-

i) Convergent Validity ii) Discrimination Validity iii) Factor analysis

**BOOKS FOR STUDY:-**

1. Gregory R.L. (2014)-*Psychological Testing –History Principle and Applications* 6<sup>th</sup>Edn. New delhi Pearson Pub.

**BOOKS FOR REFERENCE:-**

1. Aiken Lewin R. Growth Marnet G.(2016) *Psychological Testing and Assesment–* 12<sup>th</sup>Edn. Copyright
2. Anastasi Anne and Urbina Susan (2003) *Psychological Testing-* 7<sup>th</sup>Edn. New Delhi Prentice-hall
3. Barve B.N. and Narke H.J. (2008) *ManomapanI- Nagpur-VidyaPrakashan*
4. Barve B.N. (2011) *ManasshastriyaChachnya - Nagpur – VidyaPrakashan*
5. Desai B. Abhyankar (2007) *ManasshastriyaMapan–* Pune NarendraPrakashan
6. Freeman Frank (1998) *Theory and Practice of Psychological Testing –* 3<sup>rd</sup>Edn. New Delhi Oxford and IBN Publication
7. Kale P. (1990) *ManasshastriyaMapan* Mumbai- ManovikasPrakashan
8. Kaplan R. and Saccuzza Denis P. (2005) *Psychological Testing and Assesment–* 6<sup>th</sup>Edn.- Canada Words-Worth
9. Patil A. (2014) *ManasshastriyaChachnya –Pune- Diamond Publication*

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XI – Cognitive Psychology**

**Objective:-**To understand to student Perceptual, Memory and Reasoning process in cognition

**Credits-4**

**Lectures-60**

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**Credit-1**

**Lectures-15**

#### **Unite-1: Cognitive Psychology- History and Paradigms**

History of the Study of Cognition- a) Structuralism b) Functionalism  
c) Behaviorism d) Gestalt Psychology e) Study of Individual Differences  
f) Cognitive Revolution and Brief History of Cognitive

Paradigms of Cognitive Psychology- a) Information Processing Approach  
b) Connectionist Approach c) Evolutionary approach d) Ecological Approach

**Credit-1**

**Lectures-15**

#### **Unite-2: Pattern Recognition**

Bottom up process- a) Template matching b) Feature Analysis c) Prototype  
Matching

Top-Down Process- a) Perceptual Learning b) Change blindness  
c) Word-Superiority effect d) Model of Word Perception

2.3 Direct Perception

**Credit-1**

**Lectures-15**

#### **Unite-3: Memory**

Short- term Memory- a) Capacity b) Coding c) Retention Duration and  
Forgetting d) Retrieval of Information

Working Memory

Long-term Memory- a) Capacity b) Coding c) Retention Duration and Forgetting

d) Retrieval of Information

**Credit-1**

**Lectures-15**

**Unit-4: Reasoning**

Types of Reasoning- a) Deductive Reasoning b) Inductive Reasoning

c) Everyday Reasoning

Patterns of Reasoning Performance- a) Effects of Premise Phrasing

b) Attraction of Premise Meaning c) Failure to consider all Possibilities

d) Content and Believability effect

Approaches to study of Reasoning- a) Componential Approach

b) Rule/ Heuristic Approach c) Mental Model Approach

**BOOKS FOR STUDY:-**

1. Gallotti Kathleen (2015) *Cognitive Psychology In an Out the Laboratory* - Sage Test Publication 5<sup>th</sup>Edn. South Asia Edn.

2. Gallotti Kathleen (2007) *Cognitive Psychology In an Out the Laboratory*- 3<sup>rd</sup>Edn.-New York Books lcole. Wards- Worth

**BOOKS FOR REFERENCE:-**

1. Borude R.R.(2002) *Bodhnik Manasshastra*– Aurangabad-ChayaPrakashan

2. Hunt R. Others (2006) *Fundamental of cognitive Psychology* – 7<sup>th</sup>Edn. Tata McGraw hill Publication

3. Matline Koss (2002) *Cognitive Psychology* – John Wiley

4. Solso (2009) *Cognitive Psychology*- 6<sup>th</sup>Edn.- Pearson Education

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XII – Psychology of well-Being**

**Objective:-** To acquaints the Student with Psychology of Well-Being and Happiness

**Credits-4**

**Lectures-60**

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**Credit-1**

**Lectures-15**

#### **Unit-1: Psychology of Well-Being and Happiness**

Goals and Definition of Positive Psychology

Areas of Positive Psychology - a) Health b) Clinical c) Developmental d) Social

e) Personality f) Religion

Psychology of Well-Being- a) Objective vs. Subjective Measures

b) Negative vs. Positive Functioning

What is Happiness- a)Two traditions- i) Hedonic Happiness

ii) Eudaimonic Happiness

Subjective Well-Being- a) The Hedonic basis Happiness Measures

b) Life Satisfactionc) Positive affect and Happiness

d) Negative affect and Happiness

Self-Realization- The Eudaimonic basis of Happiness- a) Psychological Well-Being and Positive Functioning b) Need-Fulfillment and Self Determination

Theory

**Credit-1**

**Lectures-15**

**Unit-2: Positive Emotions, Personal Goals and Well-Being**

Definition of Positive Emotion- Broden and Build Theory

Positive Emotions and Health Resources- a) Physical b) Psychological  
c) Social

Positive Emotions and Well-Being- a) Happiness and Positive Behavior  
b) Positive Emotions and Success c) Positive Emotions and Flourishing

Personal Goals- a) Defining personal goals, Measures of personal goals  
b) Goals and Fulfillment of Basic Needs, Methods of Assessing Universal  
Needs

What goals contribute most to Well-Being- a) Goals progress b) Achievement  
and Importance c) Matching Hypothesis d) Explain the Matching Hypothesis  
e) Happiness and Success in college

**Credit-1**

**Lectures-15**

**Unit-3: Happiness and Facts of Life**

Happiness Across the Lifespan- a) Stability in Well-Being despite life change

Gender and Happiness- a) Gender Difference b) Explaining the Paradox

Marriages and Happiness- a) Benefits b) Selection effect c) Gender Difference

Happiness and Other Facts of Life - a) Physical and Mental Health b) Work and  
Unemployment c) Intelligence and Education d) Religion e) Race, Ethnicity  
and stigma

**Unit-4: Positive Life Mindfulness and Well-Being**

Positive Psychology Revisited

Interconnection of the Good and Bad

Positive Life- Meanings and Mean- a) Meanings- i) A Pleasant Life

ii) A Engaged Life iii) Meaningful Life b) Means- i) Intentional activities and

Self- concordant Goalsii) Developing and Expressingvirtues iii) Using

Positive Psychology to treat Depression iv) Increasing Psychological

Well-Being v) Minding close relationship

Mindfulness and Well-Being- What is mindfulness, Mindfulness Meditation,

Mindfulness and Positive Psychology, Mindfulness and Psychotherapy

**BOOKS FOR STUDY:-**

1. Boumgardner S.R. and Crothers M.K. (2009) *Positive Psychology* -Pearson Education Frist Impression 2009

**BOOKS FOR REFERENCE:-**

1. Car A. (2004) *Positive Psychology The sance of Happiness and Human Strength* – Rout Ledge

2. Peterson (2006) *Primer in Positive Psychology* – New York- Oxford university

3. Seligman M.E.P (2002) *Authentic Happiness-* New York-Free Press Simon and schauster

4. Shinde V.R. (2017) *SakaratomakManasshastra*

5. Snyder C.R. and Loper S.J- *Positive Psychology-* New Delhi. Sage publication- India's Pvt. Ltd.

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XIII – Counselling Psychology**

**Objective:-** To develop and understanding basic concepts, process and techniques and fields of Counselling

**Credits-4**

**Lectures-60**

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**Credit-1**

**Lectures-15**

#### **Unite-1: Introduction of Counselling**

Definitions of Counselling Term

History of Counselling

Current trends in 21<sup>st</sup> Century

**Credit-1**

**Lectures-15**

#### **Unite-2: Personality and Professional Aspects of Counselling**

The personality and Professional Aspects of Counselling

Personality and Background of the counselor- a) Personal qualities of effective counselor b) Maintaining effectiveness as Counselling

Professional Aspects of Counselling- a) Levels of helping b) Professional Helping specialists

Attribution and systematic framework of Counselling

**Credit-1**

**Lectures-15**

#### **Unite-3: Counselling Relationship**

Building Counselling Relationship- a) Factor affects the Counselling process

b) Types of interview c) Counselling skills

Closing Counselling Relationship- a) Function and Timing of closing

b) Types of closing- i) Resistance to closing ii) Primitive closing



iii) Counselor initiated closing

3.3 Issues Related Closing

**Credit-1**

**Lectures-15**

**Unit-4: Application of Counselling**

Career Counselling- a) Importance and Scope b) Career Counselling for Adolescent c) Career Counselling with college students d) Career Counselling with Adult e) College Counselling

Marriage, Couple and Family Counselling- a) Family life and family life Counselling b) Marriage, Couple and Family life Counselling c) The process of Marriage, Family life Counselling

**BOOKS FOR STUDY:-**

1. Gladding S. (2016) -*Counselling- A Comprehensive Profession- 7<sup>th</sup>Edn.*- Pearson Education

**BOOKS FOR REFERENCE:-**

1. Bhangale S. & Mahajan S. (2015)-*Samupdeshan Manasshastra*- Jalgaon- Prashant Publication
2. Burnard P. (2009)- *Counselling Skills Training* –Viva Book- New Delhi
3. Deshpande C. (2014)-*Sukshma Kaushalya- Masasshastriya Samupadeshan*- Pune- UmeshPrakashan
4. Deshpande C. (2010)-*Samupdeshan–Shastriya Prakriya Ani Upyojna*- Pune- UnmeshPrakashan
5. Friedler M. and Dimond G. (2012) -*Couple and Family Therapy In E.M.*
6. Gelso C.L. and Fretz C.R.(1995)- *Counselling Psychology* – Prism Books Pvt. Ltd. Bangalore
7. Narayan Rao S. (2002) *Counselling Psychology*- Tata McGraw-Hill Publication-New Delhi
8. Patri V.R. (2001) -*Counselling Psychology*- 1<sup>st</sup>edn. Authors press-New Delhi
9. Pawar and Choudhari (2004)-*Samupdeshan Manasshastra*- Jalgaon- Prashant Publication

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XIV –Psychological Assessment**

**Objective:-** To develop the ability to use various psychological tests in various situations

**Credits-4**

**Lectures-60**

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**Credit-1**

**Lectures-15**

#### **Unite-1: Intelligence Assessment**

Individual Test of Intelligence- a) Wechsler Scales of Intelligence b)

WechslerSubtest- Description and Analysis c) Stand ford- Binets Intelligence

Scales- FifthEdition

Group test for Intelligence- a) Multidimensional Aptitude Battery (MAB)

b) Multilevel Battery- The cognitive ability test (Cog AT) c) Raven’s Progressive Matrices (RPM)

**Credit-1**

**Lectures-15**

#### **Unite-2: Aptitude and Achievement Assessment**

Aptitude Test- a) Multitude Aptitude Test Batteries- i)The Differential Aptitude

Testii) The General Aptitude Test Batteries (GATB) b) College Performance-

i) The Scholastic Assessment Test ii) Medical college Admission Test

Achievement Test- a) Education Achievement Test- i) Iowa Test of Educational Development (LTED)

iii) Test of Achievement and Proficiency (TAP)

**Credit-1****Lectures-15****Unit-3: Attitude, Interest and Values Assessment**

- Attitude, Moral and Spiritual Tests- a) Gratitude Questionnaire 6 Form (GQ6)  
b) Moral Judgment Scale c) The Spiritual Well-Being Scale
- Interest and Value Test- a) Study of Values b) Rokeach Value Survey c) Strong  
Interest Inventory (SII) d) Kuder General Interest Survey
- e) Vocational Preference Inventory (VPI)

**Credit-1****Lectures-15****Unit-4: Personality Assessment**

- Projective techniques- a) The Rorschach ink. Blot Test b) Rotters Incomplete  
Sentence Blank c) The Thematic Apperception Test (TAT) d) A Draw-A-  
Person Test
- Personality Inventories- a) Myers Brigg Type Indicator (MBTI) b) Sixteen Personality  
Factor Questionnaire (16PF) c) NEO Personality Inventory-Revised
- d) Minnesota Multiphasic Personality Inventory- 2(MMPI-2)- i) Interpretation  
ii) Technical Properties

**BOOKS FOR STUDY:-**

1. Gregory R.L. (2014)-*Psychological Testing –History Principle and Applications* 6<sup>th</sup>Edn. New delhi Pearson Pub.

**BOOKS FOR REFERENCE:-**

1. Aiken Lewin R. Growth Marnet G.(2016) *Psychological Testing and Assesment*– 12<sup>th</sup>Edn. Copyright
2. Anastasi Anne and Urbina Susan (2003) *Psychological Testing*- 7<sup>th</sup>Edn. New Delhi Prentice-hall
3. Barve B.N. and Narke H.J. (2008) *ManomapanI- Nagpur-VidyaPrakashan*
4. Barve B.N. (2011) *ManasshastriyaChachnya* - Nagpur – VidyaPrakashan

5. Desai B. Abhyankar (2007) *ManasshastriyaMapan*– Pune NarendraPrakashan
6. Freeman Frank (1998) *Theory and Practice of Psychological Testing* – 3<sup>rd</sup>Edn. New Delhi Oxford and IBN Publication
7. Kale P. (1990) *ManasshastriyaMapan* Mumbai- ManovikasPrakashan
8. Kaplan R. and Saccuzza Denis P. (2005) *Psychological Testing and Assesment*– 6<sup>th</sup>Edn.- Canada Words-Worth
9. Patil A. (2014) *ManasshastriyaChachnya* –Pune- Diamond Publication

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XV- Psychology Practicals- Experiments**

**Objective:** - To Familiarized student with use of elementary statistical technique and basic procedure and design of Psychological Experiments.

**Credits-4**

**Lectures-60**

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#### **Group- A: Psychophysical Methods (Any Two)**

1. Method of Limit- RL or DL
2. Method of Constant stimuli- RL or DL
3. Method of Average Error- PSE or CE

#### **Group- B: Perceptual Process (Any Three)**

1. Span of Attention
2. Division of Attention
3. Retinal Color Zone
4. Depth Perception
5. Localization of Sound
6. Reaction Time
7. Stroop Effect

#### **Group-C: Learning and Memory (Any Three)**

1. Short-term Memory
2. Serial Learning
3. Recall and Recognition
4. Maze Learning
5. Habit Interference
6. Mirror- Drawing (Bilateral Transfer)
7. Retroactive and Proactive inhibition

**Statistical Problem-** 1. Mean and Median 2. Standard Deviation

## **B.A. Part III- Sem- VI**

### **Special Psychology**

#### **Elective- Subgroup.16-Paper No. XVI- Psychology Practical- Tests**

**Objective:** - (1) To give practical experience to student in use of inferential statistic technique and administering scoring and interpreting test.(2) To encourage and guide the students undertake a small scale research project.

**Credits-4**

**Lectures-60**

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#### **Group- A: Intelligence and Aptitude Assessment (Any Two)**

1. Bhatia's Performance intelligence scale
2. Binet- Kamat Test of General Mental Ability
3. Finger OR Tweezers Dexterity Test
4. Mechanical Reasoning or Comprehension test

#### **Group- B: Attitude, Anxiety, Achievement and Interest Assessment (Any Three)**

1. Social Maturity Scale
2. Sodhis Attitude Scale
3. Anxiety Scale
4. Kuder Preference Record
5. Study Habit
6. Achievement Motivation
7. Vocational Interest Inventory

#### **Group- C: Personality Assessment (Any Three)**

1. Introversion- Extroversion Personality Test
2. Type A and Type B Personality Test
3. Neo- PI (R)
4. Sentence Completion Test
5. Stress Scale
6. General Well-Being Scale
7. Adjustment Inventory

**Statistical Problems-** 1. Pearson Product Movement Correlation 2. Independent 't' Test

**Statistics: -**

1. Statistic is a part of practical paper. Teacher should conduct one lecture per week through the academic year for statistics and topics to be covered in the psychology practical paper XV and XVI.

**Guideline for small or dissertation project:-**

1. For project the student has carry out small scale research project on specified problem under the guidance of in-charge teacher and submit duly signed by HOD.

2. The project a sample at least minimum 30 subject should be taken.

3. Project Report should be Structured as Follows: -

a) Introduction

b) Definitions of basic concepts

c) Significance of the study

d) Objective and Hypothesis

e) Variables

f) Sample and Methods

g) Tools of data collection

h) Statistical Analysis

i) Results, Discussions, Conclusions

j) Limitations and Suggestions

k) References

l) Appendix

4. The student should arrange a study tour any Mental hospital, General hospital, Central jail, Remand home, Correctional institute, Disabled schools, Rehabilitation center in any month of the academic year and submit study tour report before conducting practical examination of paper XV. The staff and non-teaching staff accompanying the students can claim TA/DA as per university rule.

### **Guidelines for the conduct of practicals**

1. There shall be two practical of eight Lectures per week per batch. Each batch should be consists of 10 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Eight experiment should be conducted for the list of experiments given in practical paper no. XV.
4. Eight test or scales should be administered from the list given of the test in practical paper no.XVI.
5. The concerned in-charge teacher should verify the completion of statistics, practical journal as well as project and study tour report and issues a completion certificate signed by the head of the department.

### **College Assessments (CA) practical examination- (20 Marks)**

Practical paper no.XV -Seminar (10 Marks)

Practical paper no.XVI – Viva (10 Marks)

### **University assessment (UA) – Practical examination (80 Marks)**

1. Practical examination of practical paper no. XV and practical paper XVI will be held annually.
2. Final practical examination the number of student in any given batch should not exceed 10.
3. The duration of practical examination will be 3 clock hours for per Batch, which incorporate one experiment or psychological test and one statistical problem prescribed in syllabus.
4. A different statistical problems and separate question paper will be set for each batch of practical.
5. Practical examination of practical paper No. XV and XVI will be 40 Marks for each (Total 80 Marks).
6. One external and one internal examiner must be appointed as per university rule.
7. Assessments of statistical problem and practical journal report should be done by external examiners.
8. Instruction and conducting, journal, instructions and conduct, report writing, statistical problem and viva should be assessed by internal and external examiner. Average marks of two examiners should be taken in final assessment.
9. Scientific calculator will not be allowed in laboratory. The student should allowed simple arithmetic calculator for only solving statistical problems.



10. The Students should bring their subject for practical examinations (without subject of Psychology for spl.)

11. While appearing for the final (Annual) examination students must produce the fair journal duly completed and signed by the concerned in charge teacher and head of the department. Project report for college assessment should be submitted.

12. External examiner should allow student to appear for final examination only on producing the completion certificate of practicals.

13. Before conducting the examination the external examiner should confirm that the all guideline mention in the syllabus of practicalswere strictly followed while demonstrating and conducting the practicals. The examiner should also see whether the number of practicals conducted as per specification given in the syllabus.

**The structure of question paper Paper no. XV and XVI will be as follows**

The students will be asked to conduct / administer any one Expt. / Test allotted by examiner and write detailed reports on it.

The student will have to solve one statistical problem.

Draw neat diagram or graph if necessary.

Required Instruments/ Apparatus/ Material for Expt. / Test(1)

(2)

(3)

(4)

(5)

Name and Signature

Internal Examiner ( \_\_\_\_\_ ) \_\_\_\_\_

External Examiner ( \_\_\_\_\_ ) \_\_\_\_\_

**The scheme of Marking:-**

Paper No. XV- Psychology Practicals- Experiments			Paper No. XVI- Psychology Practicals- Tests		
Assessment	Title of Question	Mark's	Assessment	Title of Question	Mark's
University Assessment (40Marks)	Practical Journal	10	University Assessment (40Marks)	Practical Journal	10
	Statistical Problem	10		Statistical Problem	10
	Instruction and Conducting	5		Instruction and Conducting	5
	Practical Report Writing	10		Practical Report Writing	10
	Practical viva	5		Practical viva	5
College Assessment (10 Marks)	Seminar	10	College Assessment (10 Marks)	Project and Viva	10
	Total	50		Total	50

**BOOKS FOR STUDY AND REFERENCE:-**

1. Aiken Lewin R. Growth Marnet G.(2016) *Psychological Testing and Assesment– 12<sup>th</sup>Edn.* Copyright
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**PUNYASLOKHA AHILYADEVÍ HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

ಪುಣ್ಯಶ್ಲೋಕ ಅಹಿಲ್ಯಾದೇವಿ ಹೋಲಕರ್ ಸೋಲಾಪುರ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಸೋಲಾಪುರ



**NAME OF THE FACULTY: HUMANITIES**

**SYLLABUS : B. A PART - III OPTIONAL**

**NAME OF THE COURSE - KANNADA**

**WITH EFFECT FROM 2021- 2022**

**Preamble :-**

Solapur is a historical city. There are more than Five Languages are spoken, one of them is Kannada. Kannada is a traditional language Since **Siddharameshwar** of 12<sup>th</sup> Century. Many well-known Writes enriched the Kannada Language and Literature. Dr. D.R. Bendre awarded Gnanapeetha Award for his Poetry. Dr. Jayadevitai Ligade awarded Central Sahitya Academy Award. DR. Vasant Divanji is well-known for his rational novels and awarded State level award. This boarder area is rich in folk Literature and Folk art still there are dozens for writes are working on Literature, Culture and Translation.

Hence, taking into Consideration Solapur University Continued to support Kannada Language and Literature be providing educational facilities to the border Kannada students. The BOS Kannada is always thankful to the University authorities for this purpose.

**Objectives: -**

The BOS Kannada prepared the Syllabus for the students benefit. The following are the objectives.

- I. To create awareness about the environment among the students.
- II. To enable them to Speak, Read and to write in a good manner.
- III. To give basic knowledge about maximum forms of Literature.
- IV. To develop Co-ordination between Kannada and Marathi Language and Literature with Communication skill.
- V. To develop Cultural Heritage in the border area.
- VI. To develop language and vocational skills among the students

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SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)**

**B.A III KANNADA (OPTIONAL) (W.e.f- JUNE – 2021)**

**PAPER – VII SEM– V**

**ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ**

**HISTORY OF KANNADA LITERATURE**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -1 Lecture: 30	
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

**ಘಟಕ – 1.** ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಉಗಮ-ವಿಕಾಸ, ವಿಭಾಗೀಕರಣ

**ಘಟಕ – 2.** ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯ : ಪ್ರಮುಖ ವೈಶಿಷ್ಟ್ಯಗಳು, ಪ್ರಮುಖ ಕವಿಗಳು : ಪಂಪ, ಪೊನ್ನ, ರನ್ನ

**ಘಟಕ – 3.** ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯ : ಪ್ರಮುಖ ವೈಶಿಷ್ಟ್ಯಗಳು, ಪ್ರಮುಖ ಕವಿಗಳು : ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಹರಿಹರ, ಪುರಂದರ ದಾಸ, ಕನಕದಾಸ, ಚಾಮರಸ, ಕುಮಾರವ್ಯಾಸ

**ಘಟಕ – 4.** ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ : ಪ್ರಮುಖ ಘಟ್ಟಗಳು, ಪ್ರಮುಖ ಸಾಹಿತಿಗಳು : ಕುವೆಂಪು, ಕಾರಂತ, ಕಟ್ಟಿಮನಿ, ಅನಂತಮೂರ್ತಿ, ಸಿದ್ದಲಿಂಗಯ್ಯ, ಗೀತಾ ನಾಗಭೂಷಣ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು
2. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ರಂ. ಶ್ರೀ ಮುಗಳಿ
3. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಸಮಗ್ರ ಸಂಪುಟಗಳು) – ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
4. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಇತಿಹಾಸ – ರಂ. ಶ್ರೀ ಮುಗಳಿ
5. ಸಂಕ್ಷಿಪ್ತ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ಎಂ . ಮರಿಯಪ್ಪ ಭಟ್ಟ
6. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ತ. ಸು ಶಾಮರಾವ
7. ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ – ಎಲ್. ಎಸ್. ಶೇಷಗಿರಿರಾವ

**PUNYASLOKHA AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f.- JUNE – 2021)**

**OPTIONAL PAPER - VIII SEMESTER – V  
ಭಾರತೀಯ ಕಾವ್ಯ ಮೀಮಾಂಸೆ**

**Indian Poetics**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -1	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

ಘಟಕ - 1. ಮೀಮಾಂಸೆ- ವಿಮರ್ಶೆ, ಪ್ರಮುಖ ಭಾರತೀಯ ಕಾವ್ಯ ಮೀಮಾಂಸಕರು: ಭರತ, ದಂಡಿ, ಭಾಮಹ, ಆನಂದವರ್ಧನ, ಕುಂತಕ, ವಾಮನ, ವಿಶ್ವನಾಥ, ಜಗನ್ನಾಥ, ಅಭಿನವಗುಪ್ತ

ಘಟಕ - 2. ಕಾವ್ಯಲಕ್ಷಣಗಳು, ಕಾವ್ಯಕಾರಣಗಳು

ಘಟಕ - 3. ಕಾವ್ಯ ಪ್ರಯೋಜನಗಳು, ಕವಿ-ಸಹೃದಯ

ಘಟಕ - 4. ರಸ : ರಸಸೂತ್ರ, ರಸಪ್ರಭೇದಗಳು

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಭಾರತೀಯ ಕಾವ್ಯ ಮೀಮಾಂಸೆ - ತೀ. ನಂ ಶ್ರೀಕಂಠಯ್ಯ
2. ಅಲಂಕಾರ ಶಾಸ್ತ್ರ - ಬಿ. ಕೆ ಶಿವರಾಮಶಾಸ್ತ್ರಿ
3. ಕನ್ನಡ ಕೈಪಿಡಿ ಭಾಗ - 1 - ಡಾ. ಕುವೆಂಪು
4. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ - ಎಚ್. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ
5. ಕಾವ್ಯಮೀಮಾಂಸೆ ಮತ್ತು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ - ಅಬ್ದುಲ್ ಬಸೀರ್
6. ಕಾವ್ಯಾರ್ಥ ಚಿಂತನ - ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ



**PUNYASLOKHA AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f – JUNE – 2021)**

**OPTIONAL PAPER - IX SEMESTER – V**

**ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪಠ್ಯಕ್ರಮಗಳ ಅಧ್ಯಯನ**

**STUDY OF KANNADA LITERARY TEXT**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -1	Lecture: 30
L- 03, T - 01	

**Syllabus:**

**ಪಠ್ಯ ಪುಸ್ತಕ:** ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯ ಸಂಗ್ರಹ

**ಸಂಪಾದಕರು-** ಡಾ. ಕಲ್ಯಾಣರಾವ ಜಿ. ಪಾಟೀಲ

**ಪ್ರಕಾಶಕರು-** ಶ್ರೀ ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಪ್ರಕಾಶನ, ಕಲಬುರಗಿ

**ಪಠ್ಯ ವಿವರ :**

**ಘಟಕ - 1.** ಶ್ರೀವಿಜಯನ ಕವಿರಾಜಮಾರ್ಗ ಕಾವ್ಯಭಾಗ-ಕಸವರಮೆಂಬುದು ನೆರೆ ಸೈರಿಸಲಾಪೋಡೆ

**ಘಟಕ - 2** ಶಿವಕೋಟ್ಯಾಚಾರ್ಯನ ವಡ್ಡಾರಾಧನೆಯ ಆಯ್ದ ಒಂದು ಕಥೆ-ಚಾಣಕ್ಯ ರಿಸಿಯ ಕಥೆ

**ಘಟಕ - 3.** ನಾಗವರ್ಮನ ಕರ್ಣಾಟಕ ಕಾದಂಬರಿಯ ಕಾವ್ಯಭಾಗ- ಕಾಂತೆ ಕಣ್ಣೆಸೆದಿದರ್ಲೆ

**ಘಟಕ - 4.** ದುರ್ಗಸಿಂಹನ ಪಂಚತಂತ್ರದ ಆಯ್ದ ಒಂದು ಕಥೆ- ಮಿತ್ರತ್ವಮಂ ಕೈಕೊಳ್ಳುದುಚಿತಮ್

**PUNYASLOKHA AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f.– JUNE – 2018)**

**OPTIONAL PAPER - X SEMESTER –V  
ಕನ್ನಡ ವ್ಯಾಕರಣ ಅಧ್ಯಯನ  
STUDY OF KANNADA GRAMMAR**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -1	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

ಘಟಕ – 1. ವ್ಯಾಕರಣ, ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಂಪರೆ

ಘಟಕ – 2. ಕೇಶಿರಾಜ, ಶಬ್ದಮಣಿ ದರ್ಪಣ

ಘಟಕ – 3. ಸಂಜ್ಞಾ ಸಂಧಿ. ಕನ್ನಡ ಸಂಧಿಗಳು

ಘಟಕ – 4. ಸಮಾಸ, ಸಮಾಸದ ಪ್ರಕಾರಗಳು

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ – ಐ. ಜಿ. ಪೂಜಾರ
2. ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ : ಎಂ. ಎಂ. ಕಲ್ಬುರ್ಗಿ
3. ಶಬ್ದಮಣಿದರ್ಪಣ ದೀಪಿಕೆ : ಕಲ್ಯಾಣರಾವ ಪಾಟೀಲ
4. ಶಬ್ದಮಣಿದರ್ಪಣ ವಿಳಾಸ : ಐ. ಶಿವಾನಂದ
5. ಪ್ರತಿಫಲನ : ಎಚ್. ಎಮ್. ಬೀಳಗಿ
6. ಶಬ್ದಮಣಿದರ್ಪಣ ಸಂಗ್ರಹ : ಕಲ್ಯಾಣರಾವ ಪಾಟೀಲ

**PUNYASLOKHA AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B. A III KANNADA (OPTIONAL) (W.e.f.– JUNE – 2018)**

**OPTIONAL PAPER - XI SEMESTER –V**

**ಕನ್ನಡ ಮತ್ತು ಮರಾಠಿ ಸಂಸ್ಕೃತಿ**

**KANNADA & MARATHI CULTURE**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -1	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

- ಘಟಕ - 1. ಸಂಸ್ಕೃತಿ: ವ್ಯಾಖ್ಯೆ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ನಾಗರಿಕತೆ  
ಘಟಕ - 2. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿಯ ಇತಿಹಾಸ, ಪ್ರಮುಖ ವೈಶಿಷ್ಟ್ಯಗಳು  
ಘಟಕ - 3. ಮಹಾರಾಷ್ಟ್ರ ಸಂಸ್ಕೃತಿಯ ಇತಿಹಾಸ, ಪ್ರಮುಖ ವೈಶಿಷ್ಟ್ಯಗಳು  
ಘಟಕ - 4. ಮಹಾರಾಷ್ಟ್ರ ಮತ್ತು ಕರ್ನಾಟಕ ರಾಜ್ಯಗಳ ಸಾಂಸ್ಕೃತಿಕ ಬಾಂಧವ್ಯ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ ಸಮೀಕ್ಷೆ - ಎಚ್. ತಿಪ್ಪೇರುದ್ರ ಸ್ವಾಮಿ
2. ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ - ಎಂ. ಚಿವಾನಂದ ಮೂರ್ತಿ
3. ಕನ್ನಡ ನಾಡಿನ ಚರಿತ್ರೆ (Volume -I, II, III) - ಎಸ್. ಸಿ. ನಂದಿಮಠ
4. ಅವಲೋಕನ - ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು
5. ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಸಂಸ್ಕೃತಿ ಇತಿಹಾಸ - ಸಿದ್ದಲಿಂಗೇಶ್ವರ ಬುಕ್ ಡಿಪೋ ಕಲಬುರ್ಗಿ
6. ಕರ್ನಾಟಕ ಅರಸುಮನೆತನಗಳು - ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
7. ಗಡಿನೆಲದ ನಿಧಾನ - ಡಾ. ಗುರುಲಿಂಗಪ್ಪ ಧಬಾಲೆ
8. ಕನ್ನಡ -ಮರಾಠಿ ಬಾಂಧವ್ಯ ಗಡಿಕನ್ನಡಿಗರ ಸಮಸ್ಯೆಗಳು: ಡಾ. ಗುರುಲಿಂಗಪ್ಪ ಧಬಾಲೆ
9. ಭಾಂಧವ್ಯ ಕನ್ನಡ - ಮರಾಠಿ - ಸಂ: ರಾಜಶೇಖರ ಇಚ್ಚಂಗಿ
10. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಸಂ : ಡಾ. ಸರಜೂ ಕಾಟ್ಕರ್

**PUNYASLOKHA AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f – JUNE – 2021)**

**OPTIONAL PAPER - XII SEMESTER –VI**

**ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯ ವಿಮರ್ಶೆ**

**WESTERN POETRY CRITICISM**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -II	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

ಘಟಕ – 1. ವಿಮರ್ಶೆ : ವಿಮರ್ಶೆಯ ಸ್ವರೂಪ, ವಿಮರ್ಶಕ

ಘಟಕ – 2. ಅನುಕರಣೆ – ಪ್ಲೇಟೋ – ಅರಿಸ್ಟಾಟಲ್

ಘಟಕ – 3. ಭವ್ಯತೆ – ಲಾಂಜಿನಸ್

ಘಟಕ – 4. ವ್ಯಕ್ತಿತ್ವ ನಿರಸನ – ಇಲಿಯಟ್

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯಮೀಮಾಂಸೆ : ಡಿ. ಎಮ್. ಇನಾಮ್‌ದಾರ

2. ತೌಲನಿಕ ಕಾವ್ಯಮೀಮಾಂಸೆ : ಎಚ್. ತಿಪ್ಪೇರುದ್ರ ಸ್ವಾಮಿ

3. ಪಾಶ್ಚಾತ್ಯ ಕಾವ್ಯ ಮೀಮಾಂಸೆ : ಬಿ. ಬಿ. ಹೆಂಡಿ

6. Literary Criticism : T. S. Eliot.

7. ಕಾವ್ಯಮೀಮಾಂಸೆ ಮತ್ತು ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ : ಅಬ್ದುಲ್ ಬಶೀರ್

8. ಕಾವ್ಯಾರ್ಥ ಚಿಂತನ : ಜಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ

**PUNYASLOKHA AHILYADEVÍ HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f.– JUNE – 2021)**

**OPTIONAL PAPER - XIII SEMESTER –VI**

**ಕನ್ನಡ ಭಂದಸ್ಸಿನ ಅಧ್ಯಯನ**

**STUDY F KANNADA PROSODY**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -II	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

ಘಟಕ – 1. ಭಂದಸ್ಸು : ಸ್ವರೂಪ –ಲಕ್ಷಣ

ಘಟಕ – 2. ಗಣ, ಯತಿ

ಘಟಕ – 3 ಖ್ಯಾತ ಕರ್ನಾಟಕ ವೃತ್ತಗಳು

ಘಟಕ – 4. ಷಟ್ಪದಿ, ಸಾಂಗತ್ಯ.

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಕನ್ನಡ ಭಂದೋವಿಕಾಸ – ಡಿ. ಎಸ್. ಕರ್ಕಿ
2. ಭಂದಸ್ಶಾಸ್ತ್ರ – ವೆಂಕಟಾಚಲಶಾಸ್ತ್ರಿ
3. ಸರಳ ಭಂದಸ್ಸು – ಕಲ್ಯಾಣರಾವ ಪಾಟೀಲ
4. ಕನ್ನಡ ಭಂದಸ್ಸಿನ ಪ್ರವೇಶಿಕೆ – ನೀ ಗಿರಿಗೌಡ

**PUNYASLOKHA AHILYADEVIHOLKAR SOLAPUR UNIVERSITY, SOLAPUR**  
**SEMESTER PATTERN SYLLABUS (CBCS)**  
**B.A III KANNADA (OPTIONAL) (W.e.f – JUNE – 2018)**

**OPTIONAL PAPER - XIV SEMESTER – VI**  
**ಕನ್ನಡ ಭಾಷೆಯ ಅಧ್ಯಯನ**  
**STUDY OF KANNADA LANGUAGE**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -II	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

- ಘಟಕ - 1. ಭಾಷೆ : ಉಗಮ - ವಾದಗಳು  
ಘಟಕ - 2. ಭಾಷೆ : ಮಹತ್ವ, ವೈಶಿಷ್ಟ್ಯಗಳು  
ಘಟಕ - 3. ಕನ್ನಡ ಭಾಷೆ : ಪ್ರಾಚೀನತೆ  
ಘಟಕ : 4. ಕನ್ನಡ ಭಾಷೆ : ಅವಸ್ಥಾ ಭೇದಗಳು, ಪ್ರಭೇದಗಳು

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಕನ್ನಡ ಭಾಷೆಯ ಸ್ವರೂಪ - ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ
2. ಕನ್ನಡ ಭಾಷಾ ವ್ಯಾಸಂಗ - ಸಂಗಮೇಶ ಸವದತ್ತಿ ಮಠ
3. ಕನ್ನಡ ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷೆ - ಫಿ. ಜಿ. ಪೂಜಾರ
4. ಕನ್ನಡ ಭಾಷಾ ಪ್ರವೇಶಿಕೆ - ಡಾ. ಸಾ. ಶಿ. ಮರುಳಯ್ಯ
5. ಕನ್ನಡ ಭಾಷಾಶಾಸ್ತ್ರ - ಆರ್. ವಾಯ್. ಧಾರವಾಡಕರ್

**PUNYASLOKHA AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W. e. f – JUNE – 2018)**

**OPTIONAL PAPER - XV SEMESTER – VI**

**ಕನ್ನಡ ಜನಪದ ಸಾಹಿತ್ಯದ ಅಧ್ಯಯನ**

**STUDY OF KANNADA FOLK LITERATURE**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -II	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯ ವಿವರ :**

ಘಟಕ – 1. ಜನಪದ – ಜಾನಪದ

ಘಟಕ – 2. ಕನ್ನಡ ಜನಪದ ಸಾಹಿತ್ಯದ ವೈಶಿಷ್ಟ್ಯಗಳು

ಘಟಕ – 3. ಜನಪದ ಸಾಹಿತ್ಯ – ಶಿಷ್ಟ ಸಾಹಿತ್ಯ

ಘಟಕ – 4. ಕನ್ನಡ ಜನಪದ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳು: ಗಾದೆ, ಗೀತೆ, ಯಕ್ಷಗಾನ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಜಾನಪದ ಅಧ್ಯಯನ – ಜವರೇಗೌಡ
2. ಜಾನಪದ ಸ್ವರೂಪ –. ಹಾ. ಮಾ. ನಾಯಕ
3. ಸುವರ್ಣ ಜಾನಪದ –. ಎಚ್. ಜಿ. ಲಕ್ಷಪ್ಪಗೌಡ
4. ಜಾನಪದ – ಸೋಮಶೇಖರ ಇಮ್ರಾಪುರ
5. ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಜನಪದ ಸಂಪ್ರದಾಯಗಳು : ಜಿ. ಶಂ ಪರಮಶಿವಯ್ಯ

**PUNYASLOKHA AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SEMESTER PATTERN SYLLABUS (CBCS)  
B.A III KANNADA (OPTIONAL) (W.e.f.– JUNE – 2021)**

**OPTIONAL PAPER – XVI SEM – XVI  
ಅಭಿನಯ ಕೌಶಲಗಳ ಅಧ್ಯಯನ**

**STUDY OF PERFORMANCE SKILLS**

Teaching: 2021, 2022, 2023	Marks: 40+10 =50
Exam: Oct/Nov	Credits: 3+1 =04
Unit -II	Lecture: 30
L- 03, T - 01	

**ಪಠ್ಯವಿವರ**

- ಘಟಕ - 1. ನಾಟಕ ಕೌಶಲ : ಅಭಿನಯ, ರಸಗ್ರಹಣ  
ಘಟಕ - 2. ಸಿನೆಮಾ ಕೌಶಲ : ಕಿರುಚಿತ್ರ ತಯಾರಿಕೆ, ಅಭಿನಯ  
ಘಟಕ - 3. ಜನಪದ ಕೌಶಲ : ಜನಪದ ಕುಣಿತಗಳು : ಅಲಾಯಿ ಕುಣಿತ, ನವಿಲು ಕುಣಿತ, ಕರಡಿ ಕುಣಿತ  
ಘಟಕ - 3. ವರದಿ ಕೌಶಲ : ನಾಟಕ, ಸಿನೆಮಾ, ಜನಪದ ಕಲೆ ಕುರಿತು ವರದಿ ತಯಾರಿಕೆ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು**

1. ಕರ್ನಾಟಕ ರಂಗಭೂಮಿ ನೆನ್ನೆ ಇಂದು ನಾಳೆ - ಸಂ: ಸಿಂಧುವಳ್ಳಿ ಅನಂತಮೂರ್ತಿ
2. ಕರ್ನಾಟಕ ಜನಪದ ರಂಗಭೂಮಿ - ಬಸವರಾಜ ಮಲಶೆಟ್ಟಿ
3. ಕರ್ನಾಟಕ ಜನಪದ ಕಲೆಗಳು - ಗೊ. ರು. ಚನ್ನಬಸಪ್ಪ
4. ಜಾನಪದ ಸಂಸ್ಕೃತಿ - ಸೂಗಯ್ಯ ಹಿರೇಮಠ



## EQUIVALENT SUBJECT FOR OLD SYLLABUS

Sr.No.	Name of the Old Paper	Paper No.	Name of the New Paper
1)	History of Pre-Old, Old and medieval Kannada literature	VII	History of Kannada Literature
2)	Indian Poetics	VIII	Indian Poetics
3)	Study of Old & Medieval Kannada Poetry Texts	IX	Study of Kannada Literary Text
4)	Study of Kannada Grammar and Language	X	Study of Kannada Grammar
5)	Study of Kannada Folk Literature	XI	Kannada & Marathi Culture
6)	Study of Modern Kannada Literature	XII	Western Criticism
7)	Western Criticism	XIII	Study of Kannada Prosody
8)	Study of Modern Kannada Literary forms	XIV	Study of Kannada Language
9)	Kannada Prosody	XV	Study of Kannada Folk Literature
10)	Study of Culture and Civilization	XVI	Study of Performance Skills

ಮಾದರಿ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಸ್ವರೂಪ ಮತ್ತು ಅಂಕಗಳ ವಿಭಜನೆ

ಒಟ್ಟುಗುಣಗಳು = 50

- ❖ ಮುಖ್ಯ ಪರೀಕ್ಷೆ ಒಟ್ಟು ಗುಣಗಳು - 40
- ❖ ಆಂತರಿಕ ಪರೀಕ್ಷೆ ಒಟ್ಟು ಗುಣಗಳು - 10

ಮುಖ್ಯ ಪರೀಕ್ಷೆಯ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ಸ್ವರೂಪ

- ಪ್ರ : 1 ವಸ್ತುನಿಷ್ಠ ಪ್ರಶ್ನೆಗಳು (ಒಟ್ಟು ಎಂಟು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಬೇಕು - ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ 1 ಗುಣ) - 08
- ಪ್ರ : 2 ಟಿಪ್ಪಣಿ/ಸಂದರ್ಭದೊಡನೆ ಸ್ಪಷ್ಟೀಕರಣ (ಒಟ್ಟು ಆರು ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ನಾಲ್ಕಕ್ಕೆ ಉತ್ತರ ಬರೆಯಬೇಕು ) - 12
- ಪ್ರ : 3 ಪ್ರಬಂಧ ರೂಪದ ಉತ್ತರದ ಪ್ರಶ್ನೆಗಳು (ಒಟ್ಟು ಎರಡು ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಂದಕ್ಕೆ ಉತ್ತರ ಬರೆಯಬೇಕು ) - 10
- ಪ್ರ : 5 ಪ್ರಬಂಧ ರೂಪದ ಉತ್ತರದ ಪ್ರಶ್ನೆ (ಇಲ್ಲಿ ಒಂದೇ ಪ್ರಶ್ನೆ ಕೇಳಬೇಕು) - 10

- ❖ ಮುಖ್ಯ ಪರೀಕ್ಷೆ - 16 ಗುಣಗಳಿಗೆ ಉತ್ತೀರ್ಣ
- ❖ ಆಂತರಿಕ ಪರೀಕ್ಷೆ 04 ಗುಣಗಳಿಗೆ ಉತ್ತೀರ್ಣ
- ❖ ಆಂತರಿಕ ಪರೀಕ್ಷೆಗಾಗಿ - ಘಟಕ ಪರೀಕ್ಷೆ/ ಗೃಹಪಾಠ/ ವಿಚಾರ ಸಂಕಿರಣ ಇವುಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ದುಕೊಳ್ಳಬಹುದು

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015  
'B' Grade (CGPA 2.62)

**Name of the Faculty: Humanities**

**Syllabus: URDU**

**Name of the Course: B.A. III Sem -V**

**With effect from June 2021-2022**



Semester - V	
Paper - VII	Maulana Altaf Husain Haali Ka Khususi Mutalea.
Paper - VIII	Tarjuma Nigari.
Paper - IX	Urdu Tanqeed.
Paper - X	Urdu Ki adbi Tahrikein
Paper - XI	Urdu Darama

1) Preamble

2) Objective of the Course:

- i) To create National Integration among students through Urdu literature.
- ii) To create Moral Perspective among the students about Changing nature of Indian Society through literature.
- iii) To make the student aware towards the dynamics of basic Urdu.
- iv) To educate the student about globalization scenario of Indian Urdu Literature.

Semester - V

**Title of the Course/Paper: Maulana Altaf Husain Hali Ka  
Khususi Mutalea**

**Paper No . VII**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Hali Ki Swane.

- a) Maulana Altaf Husain Hali Ki Sawaneh Hayat.
- b) Maulana Hali Ki Ilmi Wa Adbi Khidmant.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Hali Ke Afkar Par Mandarja Zel Shakhshiyato Ka Asar.

- a) Asadulla Khan Galib.
- b) Nawab Mustafa Khan Shefta.
- c) Sir Sayyed Ahmed Khan.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Hali Ki Gair Sawanahi Nasr Ka Mutalea.

- a) Hali Ki Maqala Nigari.
- b) Majalisunnisa Ka Tanqidi Jaeza.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Hayate Sadee Ka Khususi Mutaleta.

Recommend Book : Hayate Sadee.

Published by Maktaba Jamiya Limited Jamiya Nagar Nai Delhi 110025.

**List of Reference Books :**

01	Yadgar-E-Hali	Saleha Abid Husain
02	Sir Sayed Aur Unke Namwar Rufqa-E-Kar Ki Ilmi Wa Adbi Khidmat	Dr. Sayyed Abdullah
03	Thareekh-E-Adab Urdu	Dr. Jameel Jalabi
04	Hali Ka Zahni Irteqa	Gulam Mustafa
05	Fun-E-Swan-E-Nigari	Dr. Mumtaz
06	Hali Ek Ahad Saz Funkar	Dr. Zareena
07	Hali Ka Siyasee Shour	M.Ahasan Jazbee
08	Majalisunnisa	Haali



Semester - V

**Title of the Course/Paper: Tarjuma Nigari**

**Paper No . VIII**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Tarjume Ka Fan.

- a) Tarjume ki tarif, Ahmiyat Wa Ifadiyat
- b) Tarjume Ki Aqsaam.
- c) Tarjume Ke Taqaze Aur Mutarjim Ke Ausaf.

**Unit no: 02**

(No. of Lecture- 15)

**Title of the Unit :** Tarjume Ki Riwayat.

- a) Urdu Tarjume Ka Aagaz Wa Irteqa.
- b) Mughal Ahad Ki Tarjumanigari.
- c) Urdu Mein Mazhabi Tarajim Ki Riwayat.

**Unit no: 03**

(No. of Lecture- 15)

**Title of the Unit :** Urdu Mein Tarjuma Nigari.

- a) Urdu Mein Adbi Tarajim Ki Riwayat.
- b) Urdu Mein Ilmi Wa Fanni Tarajim Ki Riwayat.
- c) Urdu Mein Daftri Wa Qanooni Tarajim Ki Riwayat.

**Unit no: 04**

(No. of Lecture- 15)

**Title of the Unit :** Urdu Tarajim Ke Idare.

- a) Fort William College.
- b) Vernacular Translation Society ( Dilli College )
- c) Sir Sayyed Ki Scientific Society.
- d) Daruttarjuma Usmaniya.

**List of Reference Books :**

01	Fanne Tarjuma Nigari	Khallique Anjum
02	Tarjume Ka Fan Aur Riwayat	Dr. Qamar Raes
03	Fan-E-Tarjuma Nigari	Prof. Zahiruddin
04	Tarjuma Riwayat Aur Fan	Qureshi Nisar Ahmed
05	Urdu Mein Tarjume Ke Msaal	Ejaz Rahi
06	Tarjume Ka Fan	Dr Mirza Hamid Beg
07	Daruttarjuma Usmaniya Ki Khidmat	Mujibul Islam
08	Dilli College	Maulvi Abdul Haque
09	Gilchrest Aur Uska Ka Ahad	Mohammad Aqeeq Siddiqui.

Semester - V

**Title of the Course/Paper: Urdu Tanqeed**

**Paper No . IX**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Usoole Tanqeed.

- a) Tanqeed Ki Tarif, Ahmiyat Wa Ifadiya.
- b) Adbi Tanqeed Ke Usool.
- c) Urdu Tanqeed Ka Aagaz-O-Irteqa.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Tanqeed Ke Qadeem Namune Tazkire.

- a) Tazkiro Mein Tanqeedi Anasir.
- b) Nikatushshora. (Meer Taquee Meer).
- c) Tazkirae Shora-E-Urdu (Meer Hasan)
- d) Gulshane Bekhar. (Nawab Mustafa Khan Sheefta)

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Urdu Ke Riwati Naqqad.

- a) Maulana Altaf Husain Hali.
- b) Shibli Namani.
- c) Mohammed Husain Aazad.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Dabistane Tanqeed.

- a) Tasurati Tanqeed.
- b) Jamaliyati Tanqeed.
- c) Marxi Tanqeed.

**List of Reference Books :**

01	Sho'ara-E- Urdu Ke Tazkare	Dr. Sayyed Abdullaha
02	Urdu Tanqeed Ki Tareekh	Dr. Masih-Uz-Zaman
03	Urdu Tanqeed Ka Irteqa	Dr. Ibadat Barelwi
04	Muqaddame Sher-O-Shaeri	Aaltaf Husain Hali
05	Fann-e- Tanqeed Aur Urdu Tanqeed Nigari	Nurul Hasan Naqwi
06	Isharate Tanqeed	Dr. Sayyed Abdulla
07	Armagane Tehqique (Tahqique-O-Tanqeed) 2012	Shobae Urdu Jamiya Milliya Islamiya Delhi
08	Nae Tanqeedi Zawiye	Dr. Khush Hal Zaidi
09	Mauje Adab	Kausar Mazhari
10	Nikatushshora.	Meer Taque Meer
11	Tazkirae Shorae. Urdu	Meer Hasan
12	Gulshane Bekhar	Nawab Mustafa Khan Sheefta

Semester - V

**Title of the Course/Paper: Urdu Ki Adbi Tehrikein**

**Paper No . X**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Alligr Tahrik.

- a) Ma'aanawiyat, Agraz-O-Maqasid.
- b) Aligr Tehrik Ki Ilmi-O-Adbi Khidmat.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Aligr Tahrik Ki Adbi Shaksiyatein.

- a) Sir Sayyed Ahmed Khan.
- b) Maulana Altaf Husain Hali.
- c) Shibli Namani.
- d) Maulvi Nazir Ahmed.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Romanvi Tahrik.

- a) Romanivi Tahrik Ki Ma'aanawiyat Aur Aagaz-O-Irteqa.
- b) Urdu Ke Romanvi Shaer-O-Adib :  
(Niyaz Fatehpuri, Mahdi Afadi, Sajjad Haidar Yaldaram, Akhtar Shirani )

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Awadh Panch Aur Urdu Mein Tanz-O-Mizah Ki Tahreekh.

- a) Awadh Punch Se Wabasta Shair Aur Adabi.
  - i) Munshi Sajjad Husain.
  - ii) Pandit Ratan Nath Sarshar,
  - iii) Macchhu Beg Sitam Zarif,
  - iv) Munshi Jawala Parshad Barq.

**List of Reference Books :**

01	Sir Sayyed Aur Unke Namwar Rufaqa	Dr. Sayyed Abdullah
02	Aligarh Tahreek Samaji Aur Siyasi Mutala	Mazhar Husain
03	Urdu Adab Ki Tahreeken	Anwar Sadeed
04	Rumanvi Tahreek	Mohammed Hasan
05	Aaj Ka Urdu Adab	Dr. Abullees Siddiqui
06	Tareekh-E-Adab-E-Urdu	Noorul Hasan Naqvi

Semester - V

**Title of the Course/Paper: Urdu Drama**

**Paper No . XI**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit : Drama Ka Fan.**

- a) Drama Ki Tarif Aur Ajzae Tarkibi.
- b) Drama Ki Mukhtalif Aqsam.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit : Urdu Drama**

- a) Urdu Drama Ka Aagaz-O-Irteqa.
- b) Urdu Mein Darma Ki Adam Maqbuliyat Ke Asbab,

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit : Aaga Hashr Kashmiri.**

- a) Aaga Hashr Kashmiri Ki Sawaneh Hayat.
- b) Aaga Hashr Kashmiri Ki Darama Nigari.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit : Drama Yahudi Ki Ladki Ka Khususi Mutalea.**

- a) Plot.
- b) Kirdar Nagari.
- c) Mukalama Niagari.
- d) Yahudi Ki Ladki Ka Tanqeedi Jaeza.

**Recomended Book :** Drama “Yahudi Ki Ladki” Published by Educational Publishing House New Delhi.

**List of Reference Books :**

01	Urdu Drama Ka Aagaz-O-Irtequa	Ishrat Rahmani
02	Urdu Drama : Tanqeed-O-Tarihe	Ishrat Rahmani
03	Kulyate Aaga Hashr Kashmiri Vol. 04	Aaga Jameel Kashmiri Yaquub Yawar
04	Theatre Parsi Theatre Aur Aaga Hashr Kashmiri	Anis Aazmi



### Equivalent Subject for Old Syllabus

<b>Sr</b>	<b>Name of the Old Paper</b>	<b>Name of the New Paper</b>
<b>01</b>	Paper – VII - Maulana Altaf Husain Hali Aur Dr. All ama Iqbal	Paper – VII - Maulana Altaf Husain Hali Aur Dr. Al lama Iqbal
<b>02</b>	Paper – VIII -Tarjuma Nigari.	Paper – VIII -Tarjuma Nigari.
<b>03</b>	Paper – XI -Urdu Tanqid.	Paper – XI -Urdu Tanqid.
<b>04</b>	Paper – X -Urdu Ki Adabi Tahrikein.	Paper – X -Urdu Ki Adabi Tahrikein.
<b>05</b>	Paper –XI –Urdu Drama.	Paper –XI –Urdu Drama.

**PUNYASHLOK AHILYADEVJI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015  
'B' Grade (CGPA 2.62)

**Name of the Faculty: Humanities**

**Syllabus: URDU**

**Name of the Course: B.A. III Sem -VI**

**With effect from June 2021-2022**

Semester - VI	
Paper – XII	Allama Iqbal Ka Khususi Mutalea.
Paper - XIII	Zarae Iblag.
Paper - XIV	Urdu Tanqeed.
Paper – V	Urdu Ki adbi Tarikein
Paper - VI	Urdu Novel.

### 3) Preamble

### 4) Objective of the Course:

- v) To create National Integration among students through Urdu literature.
- vi) To create Moral Perspective among the students about Changing nature of Indian Society through literature.
- vii) To make the student aware towards the dynamics of basic Urdu.
- viii) To educate the student about globalization scenario of Indian Urdu Literature.

Semester - VI

**Title of the Course/Paper :Allama Iqbal Ka Khususi Mutalea**

**Paper No . XII**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Allam Iqbal Ka Taruf.

- a) Iqbal Ki Sawaneh Hayat.
- b) Allama Iqbal Ki Adbi Khidmat.
- c) Urdu Nazm Niagari Ka Aagaz O Irtequa.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** A) Bale Jibrail Ki Muntakhab Nazmein.

- a) Masjide Qurtaba.
- b) Tarique Ki Dua.
- c) Ek Naujawan Ke Naam
- d) Lalae Sahra.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** B) Bale Jibrail Ki Muntakhab Nazmein.

- a) Ruhe Arzi Aadam Ka Istaqbal Karte Hai.
- b) Peer O Mureed.
- c) Javid Ke Naam.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Armagane Hijaz Ki Nazm Ka Mutalea.

a) Iblis Ki Majlise Shora.

**List of Reference Books :**

01	Bale Jibrail	Allama Iqbal
02	Armaganne Hijaz	Allama Iqbal
03	Ruh – E – Iqbal	Dr. Yusuf Husain Khan
04	Mauje Adab	Kausar Mazhari
05	Fikr – E – Iqbal	Khalifa A. Hakeem
06	Aitraf – E – Iqbal	Ameer Ahesan
07	Zikr – E – Iqbal	Ab. Majeed Salik
08	Ruh – E – Iqbal	Dr. Yusuf Husain Khan
09	Adib Iabal Number	Maiyae Urdu Aligr
10	Armaganne Hijaz	Allama Iqbal

Semester - VI

**Title of the Course/Paper: Zarae Iblag**

**Paper No . XIII**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit : Sahafat Ka Fan.**

- a) Sahafat Ki Tarif, Sahafat Ki Tarikh.
- b) Khabar Ki Tarif Aur Qsmein.
- c) Khabar Ke Ajza.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit : Idariya.**

- a) Idariya Ki Ahmiyat Wa Aqsam.
- b) Sub Eiditor Ke Faraez.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit : Redio.**

- a) Redio Ka Aagaz-O-Irteqa.
- b) Redio Ki Mukhtalif Nashriyat :  
(Kahani Sunana, Redio Interview, Khawatin Ke Programme )

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit : Television**

- a) Television Ka Aagaz-O-Irteqa.
- b) Television Ki Mukhtalif Nashriyat.  
(Khabrein, Bachcho Ke Programme, Dastawzi Film, Tahzibi Programme )

**List of Reference Books :**

01	Rahbare Akhbar Navisi	Sayyed Iqbal Qadri
02	Urdu Sahafat Ka Safar	Grbachand Chandan
03	Urdu Sahafat	Anwarali Dahelvi
04	Iblagiyat	Dr. Mho Shahid Husain
05	Television Nashriyat. Tarikh,Taherir, Taknik	Anjum Usmani
06	Redio	Masna Miyan
07	Urdu Aur Awami Zare Iblag	Moh. Shahid Husain Izhar Usmani
08	Awami Zare Iblag Tarsil Aur Tamir Wa Tarqqi	Shahi Parvez
09	Redio Nashriyat Aagaz-O-Irteqa	Hasan Masna



Semester - VI

**Title of the Course/Paper: Urdu Tanqeed**

**Paper No . XIV**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Tanqeed.

- a) Tahqeeq O Tanqeed.
- b) Adab Aur Zindagi.
- c) Urdu Tanqeed Par Magrib Ke Asrat.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Amlī Tanqeed Ke Qadeem Namune.

- a) Aabe Hayat. (Mohammad Husain Aazad)
- b) Muqddame Sher O Shaeri. (Maulana Altaf Husain Haali)
- c) Muwaznae Anis O Dabir. (Maulana Shibli Namani)
- d) Humari Shaeri. (Sayyed Masood Hasan Rizwi)

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Urdu Ke Mumtaz Naqqad.

- a) Aale Ahmed Surur.
- b) Sayyed Ehtesham Husain.
- c) Kaleemoddin Ahmed.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Dabistane Naqqad.

- a) Taraqqi Pasand Tanqeed.
- b) Nafsiyati Tanqeed.
- c) Scientific Tanqeed.

**List of Reference Books :**

01	Urdu Tanqeed Ki Tareekh	Dr. Masih-Uz-Zaman
02	Urdu Tanqeed Ka Irteqa	Dr. Ibadat Barelwi
03	Fann-e- Tanqeed Aur Urdu Tanqeed Nigari	Nurul Hasan Naqwi
04	Isharate Tanqeed	Dr. Sayyed Abdulla
05	Armagane Tehqique (Tahqique-O-Tanqeed) 2012	Shobae Urdu Jamiya Milliya Islamiya Delhi
06	Nae Tanqeedi Zawiyeh	Dr. Khush Hal Zaidi
07	Mauje Adab	Kausar Mazhari
08	Dabistane Tanqeed.	Dr. Saleem Akhtar.
09	Adbi Tanqeed Aur Tanqeedi Dabistan	Shahbaz Biyabani
10	Aabe Hayat.	Mohammad Husain Aazad
11	Muqddame Sher O Shaeri.	Maulana Altaf Husain Haali
12	Muwaznae Anis O Dabir.	Maulana Shibli Namani
13	Humari Shaeri.	Sayyed Masood Hasan Rizwi

Semester - VI

**Title of the Course/Paper: Urdu Ki Adbi Tehrikein**

**Paper No . XV**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Tarqqi Pasand Tehrik.

- a) Tarqqi Pasand Tehrik Ka Taruf.
- b) Tarqqi Pasand Tehrik Ke Agraz O Maqasid.
- c) Tarqqi Pasand Tehrik Ka Aagaz-O-Irteqa.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Taraqqi Pasand Nasr Nigar.

- a) Prem Chand.
- b) Krishan Chandr.
- c) Sa'aadat Hasan Manto.
- d) Rajendr Sing Bedi.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Taraqqi Pasand Shura.

- a) Josh Malih Aabadi.
- b) Faiz Ahmed Faiz
- c) Sahir Ludhyanvi
- d) Kaifi Aazmi.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Jadeediyat Ki Tehrik.

- a) Jadeediyat Ki Tehrik Ka Taruf .
- b) Jadeediyat Ki Tehrik ka Aagaz-O-Irteqa.
- c) Jadeed Adeeb.

(Quratullain Haidar, Shamsurraman Farooqui, Nasir Kazmi, Nun Mim Rashid)

**List of Reference Books :**

01	Urdu Mein Taraqqi Pasand Adbi Tahrik	Khalilurrahman aazmi
02	Urdu Adab Ki Tahreeken	Anwar Sadeed
03	Urdu Adab Ke Irteqa Mein Adbi Tehrikon Aur Rujhano Ka Hissa	Manzar Aazmi
04	Aaj Ka Urdu Adab	Dr. Abullees Siddiqui
05	Tareekh-E-Adab-E-Urdu	Noorul Hasan Naqvi

Semester - VI

**Title of the Course/Paper: Urdu Novel**

**Paper No . XVI**

**[ Theory - (40), Practicals - (10)] Total [L-48+T-12=60]**

**Total Credits : L-03+T-01=04**

**Unit no: 1**

(No. of Lecture- 15)

**Title of the Unit :** Novel Ka Fan.

- a) Novel Ki Tarif Aur Ajzae Tarkibi.
- b) Novel Ki Mukhtalif Aqsam.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :** Urdu Novel Ka Aagaz-O-Irteqa.

**Unit no: 3**

(No. of Lectures-15)

**Title of the Unit :** Ismat Chughtai.

- a) Ismat Chughtai Ki Sawaneh Hayat.
- b) Ismat Chughtai Ki Novel Nigari.

**Unit no: 4**

(No. of Lectures-15)

**Title of the Unit :** Novel “Ziddi” Ka Khususi Mutalea.

- a) Plot.
- b) Kirdar Nagari.
- c) Mukalama Niagari.
- d) Novel Ziddi Ka Tanqeedi Jaeza.

**Recomended Book :** Novel “Ziddi” Published by Educational Publishing House New Delhi.

**List of Reference Books :**

01	Novel Kya Hai	Md. Ahsan Farooqui
02	Urdu Novel Ki Tareef-O-Tareekh	Ali Abbas Husaini
03	Urdu Novel Ki Tanqeedi Tareekh	Ali Abbas Husaini
04	Dasstan Aur Novel	Dr. Saleem Akhtar
05	Ismat Chughtai Ki Fiction Nigari	Dr. Talat Mah
06	Ismat Chughtai Shakseeyat-O-Fan	Jagdish Chandar Vidhvan

### Equivalent Subject for Old Syllabus

Sr	Name of the Old Paper	Name of the New Paper
01	Paper – XII - Allama Iqbal Ka Khususi Mutalea	Paper – XII - Allama Iqbal Ka Khususi Mutalea
02	Paper – XIII - Zara-E-Iblagh.	Paper – XIII - Zara-E-Iblagh.
03	Paper – XIV -Urdu Tanqid.	Paper – XIV -Urdu Tanqid.
04	Paper – XV - Urdu Ki Adabi Tahrikein.	Paper – XV - Urdu Ki Adabi Tahrikein.
05	Paper –XVI Urdu Novel.	Paper –XVI Urdu Novel.

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. V**

**Paper No. VII**

विशेष लेखक : भगवानदास मोरवाल

**With effect from June - 2021-2022**



पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष लेखक प्रश्नपत्र क्रमांक 7

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

पाँचवा सत्र

**प्रस्तावना :**

हिंदी के बहुमुखी रचनाकार के रूप में भगवानदास मोरवाल का नाम उल्लेखनीय है। उन्होंने उपन्यास, कहानी, संस्मरण आदि विभिन्न विधाओं में अपनी कलम चलाई है। अपने लेखन के माध्यम से कई उपेक्षित संदर्भों को अपने लेखन का विषय बनाया है। लोकजीवन और वहाँ का परिवेश उनके लेखन से सजीव हो उठा है। दलित, वंचित वर्ग को साहित्य के माध्यम से उजागर करने का कार्य उन्होंने अपने लेखन के माध्यम से किया है। लोक संस्कृति, स्त्री जीवन, शिक्षा व्यवस्था, सांप्रदायिकता, सामाजिक व्यवस्था जैसे कई पहलू उनके चिन्तन का विषय रहे हैं। भगवानदास मोरवाल कृत 'प्रतिनिधि कहानियाँ' समाज के भीतर समानता और अस्मिता के लिए चल रहे मंथन एवं संघर्ष की कहानियाँ है। इसमें समाज जीवन के विविध आयामों का जो रेखांकन हुआ है।

**उद्देश्य :**

1. भगवानदास मोरवाल के व्यक्तित्व को परिचित कराना।
2. भगवानदास मोरवाल के लेखन से अवगत कराना।
3. प्रतिनिधि कहानियों के विषय विविधता से परिचित कराना।
4. कहानियों के कलापक्ष एवं भावपक्ष से रू-ब-रू कराना।

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**B.A. Part III, Subject- Hindi**

**CBCS Pattern syllabus (w.e.f. June 2021-22)**

**SEMISTER V**

Paper No.	Type	Title of the Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	विशेष लेखक: भगवानदास मोरवाल	60	3	1	04	50	40	16	10	04
VIII	Elective	काव्यशास्त्र	60	3	1	04	50	40	16	10	04
IX	Elective	आदिकालीन और मध्यकालीन हिंदी साहित्य का इतिहास (संवत् 1050 से 1900 तक)	60	3	1	04	50	40	16	10	04
X	Elective	प्रयोजनमूलक हिंदी	60	3	1	04	50	40	16	10	04
XI	Elective	हिंदी भाषा	60	3	1	04	50	40	16	10	04

**SEMISTER VI**

Paper No.	Type	Title of the Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	विशेष लेखक: भगवानदास मोरवाल	60	3	1	04	50	40	16	10	04
VIII	Elective	आलोचना	60	3	1	04	50	40	16	10	04
IX	Elective	आधुनिक हिंदी साहित्य का इतिहास (सन 1900 से 2010 तक)	60	3	1	04	50	40	16	10	04
X	Elective	व्यावहारिक हिंदी	60	3	1	04	50	40	16	10	04
XI	Elective	भाषाविज्ञान	60	3	1	04	50	40	16	10	04

**Add on Course**

रोजगारपरक हिंदी	Lecture + Project Report work	Credits	Marks	UA		CA	
	60	04	50	40	16	10	04

- Apart from the above course the student can choose Swayam/NPTL course as a Add on course.
- The student can choose as a Add on course from the courses started by the skill development centre of the University

**CBCS PATTERN B. A. III PEPER NO. VII SEM. V**  
**[Credits : Theory-(04), Practical's-(00)]**  
**Total Theory Lectures-(60), Credit 4**

पाठ्यपुस्तक : प्रतिनिधि कहानियाँ—भगवानदास मोरवाल

किताबघर प्रकाशन, नई दिल्ली, प्रथम पेपरबैक संस्करण, 2014, मूल्य: 150

• अध्ययनार्थ विषय

**इकाई 1**

**(Lectures 15, Credit 1)**

1. भगवानदास मोरवाल का व्यक्तित्व एवं कृतित्व
2. भगवानदास मोरवाल की कहानियों का वैचारिक पक्ष
3. भगवानदास मोरवाल के कहानियों की विशेषताएँ

**इकाई 2**

**(Lectures 15, Credit 1)**

1. बस, तुम न होते पिताजी
2. बियाबान
3. सौदा

**इकाई 3**

**(Lectures 15, Credit 1)**

1. चोट
2. रंग—अबीर
3. सीढ़ियाँ, माँ और उसका देवता

**इकाई 4**

**(Lectures 15, Credit 1)**

1. वे तीन
2. छल

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

## Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-V	Name of the New Paper SEM-V
1.	विशेष लेखिका : कृष्णा सोबती	विशेष लेखक : भगवानदास मोरवाल

### संदर्भ ग्रंथ

1. गोपाल राय — हिंदी कहानी का इतिहास
2. संजीव कुमार — हिंदी कहानी की इक्कीसवीं सदी पाठ के पास : पाठ से परे, राजकमल प्रकाशन, नई दिल्ली
3. डॉ. साधना शाह — हिंदी कहानी : संरचना और संवेदना, वाणी प्रकाशन, नई दिल्ली
4. नरेन्द्र मोहन — आधुनिकता के संदर्भ में हिंदी कहानी
5. सं. लोकेश कुमार गुप्ता, लोकमन का सिरजनहार : भगवानदास मोरवाल

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. VI**

**Paper No. XII**

विशेष लेखक : भगवानदास मोरवाल

**With effect from June 2021-22**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष लेखक प्रश्नपत्र क्रमांक 12

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

छठा सत्र

**प्रस्तावना :**

हिंदी के बहुमुखी रचनाकारों के रूप में भगवानदास मोरवाल का नाम लिया जाता है। जिन्होंने उपन्यास, कहानी, संस्मरण, जैसे विभिन्न विधाओं पर अपनी कलम चलाई। अपने लेखन के माध्यम से कई सारे अनछूए विषय को अपने लेखनी का विषय बनाया। ग्रामीण जीवन और वहाँ का परिवेश उनके लेखन से सजीव हो उठता है। दलित, वंचित वर्ग को साहित्य के माध्यम से समाज के सामने लाने का कार्य उन्होंने अपने लेखनी के माध्यम से किया है। स्त्री जीवन, शिक्षा व्यवस्था, सामाजिक व्यवस्था जैसे कई पहलू उनके चिन्तन के विषय रहे हैं। उन्होंने हिंदी उपन्यास विधा में कई नये संदर्भों को रेखांकित कर अपनी पहचान बनाई है। भगवानदास मोरवाल कृत 'शंकुतिका' उपन्यास पुरुष प्रधान समाज में स्त्री महत्ता को दर्शाते हुए उनके जीवन के विभिन्न पक्षों को अभिव्यक्ति देता है।

**उद्देश्य :**

1. भगवानदास मोरवाल के उपन्यास संसार का परिचय कराना।
2. 'शंकुतिका' उपन्यास का तात्विक अध्ययन कराना।
3. शंकुतिका उपन्यास की विशेषताओं को समझाना।

**CBCS PATTERN B. A. III PEPER NO. XII SEM. VI**  
**[Credits : Theory-(04), Practical's-(00)]**  
**Total Theory Lectures-(60), Credit 4**

पाठ्यपुस्तक : शकुंतिका (उपन्यास) – भगवानदास मोरवाल

राजकमल प्रकाशन, नई दिल्ली, प्रथम संस्करण, 2020

- अध्ययनार्थ विषय

**इकाई 1**

**(Lectures 15, Credit 1)**

1. भगवानदास मोरवाल का उपन्यास संसार
2. भगवानदास मोरवाल के उपन्यासों की विशेषताएँ
3. शकुंतिका उपन्यास और नारी विमर्श

**इकाई 2**

**(Lectures 15, Credit 1)**

1. शकुंतिका उपन्यास की कथावस्तु एवं चरित्र—चित्रण

**इकाई 3**

**(Lectures 15, Credit 1)**

1. शकुंतिका उपन्यास के संवाद तथा देशकाल—वातावरण

**इकाई 4**

**(Lectures 15, Credit 1)**

1. शकुंतिका उपन्यास की भाषा शैली और उद्देश्य

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-VI	Name of the New Paper SEM-VI
1	विशेष लेखिका : कृष्णा सोबती	विशेष लेखक : भगवानदास मोरवाल

### संदर्भ ग्रंथ

1. पूनम सिन्हा – हिंदी उपन्यास, प्रतिरोध का आख्यान
2. डॉ.नैया – उपन्यास का लोकधर्म
3. सं. डॉ.अनिल सिंह—शकुंतिका – सृजन और दृष्टि
4. डॉ.मधु खराटे – उपन्यासकार भगवानदास मोरवाल
5. मधुरेश – हिंदी उपन्यास का विकास
6. गोपाल राय – हिंदी उपन्यास का इतिहास
7. डॉ.दिलीप मेहरा – दलित संदर्भ और हिंदी उपन्यास
8. डॉ.साहेबहुसैन जहागीरदार – इक्कीसवीं सदी के हिंदी उपन्यास – विविध विमर्श
9. पुष्पपाल सिंह – 21 वीं शती का हिंदी उपन्यास
10. रोहिणी अग्रवाल – हिंदी उपन्यास का स्त्री-पाठ



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**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. V**

**Paper No. VIII**

**काव्यशास्त्र**

**With effect from June - 2021-2022**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 8

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

पाँचवा सत्र

**प्रस्तावना :**

किसी रचना के गठन, भाव तथा मूल्य उद्घाटन के लिए काव्यशास्त्र का ज्ञान होना आवश्यक होता है। काव्यशास्त्र के अध्ययन से पाठकों की दृष्टि एवं सोच में परिवर्तन आता है। साहित्य के माध्यम से समाज की ओर देखने का दृष्टिकोण बदलता है। साहित्य के कलापक्ष को समझने के लिए और मूल्यों को बनाए रखने में काव्यशास्त्र का अध्ययन विशेष महत्त्व रखता है।

**उद्देश्य :**

1. साहित्य निर्मिति की प्रक्रिया का बोध कराना।
2. साहित्य/काव्य के भेदों से अवगत कराना।
3. साहित्य की नवीन विधाओं का परिचय कराना।
4. गद्य तथा पद्य के तत्वों को समझना।
5. शब्दों की शक्ति को समझना।

**CBCS PATTERN B. A. III PEPER NO. VIII SEM. V**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• **अध्ययनार्थ विषय**

**इकाई 1 साहित्य**

**(Lectures 15, Credit 1)**

1. परिभाषा, तत्व, प्रेरणा तथा प्रयोजन (भारतीय तथा पाश्चात्य)
2. शब्द-शक्ति, स्वरूप, शब्द-शक्ति के भेद-अभिधा, लक्षणा, और व्यंजना का सामान्य परिचय

**इकाई 2 काव्यभेद**

**(Lectures 15, Credit 1)**

1. महाकाव्य (भारतीय तथा पाश्चात्य)
2. प्रगीत और उसकी विशेषताएँ
3. गज़ल का सामान्य परिचय

**इकाई 3 गद्यभेद**

**(Lectures 15, Credit 1)**

1. नाटक-परिभाषा, पाश्चात्य तत्व
2. उपन्यास-परिभाषा, तत्व

**इकाई 4 गद्यभेद**

**(Lectures 15, Credit 1)**

1. कहानी-एकांकी, निबंध, आत्मकथा, जीवनी, संस्मरण, रेखाचित्र, रिपोर्टाज का सामान्य परिचय

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

## Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-V	Name of the New Paper SEM-V
1.	काव्यशास्त्र	काव्यशास्त्र

## संदर्भ ग्रंथ

1. भगीरथ मिश्र – काव्यशास्त्र
2. डॉ.गोविंद त्रिगुणायत – शास्त्रीय समीक्षा के सिद्धांत
3. डॉ.गणपतिचंद्र गुप्त – भारतीय एवं पाश्चात्य काव्य सिद्धांत
4. डॉ.तेजपाल चौधरी – भारतीय एवं पाश्चात्य काव्य की रूपरेखा
5. डॉ.चंद्रभानु सोनवणे – साहित्यशास्त्र
6. डॉ.संजय नवले – साहित्यशास्त्र
7. सुमन मलिक – साहित्य विवेचन
8. डॉ.विठ्ठल भालेराव – भारतीय साहित्यशास्त्र
9. डॉ.ज्ञानराज गायकवाड – भारतीय एवं पाश्चात्य काव्यशास्त्र
10. कुमार विमल – सौंदर्यशास्त्र के तत्व
11. डॉ.रविंद्रकुमार शिरसाट – साहित्यिक विमर्श
12. सं.मधु खराटे – काव्यशास्त्र : विविध आयाम
13. रामेश्वरलाल खंडेलवाल – आलोचना के आधारस्तंभ
14. सं.शांतिस्वरूप गुप्त – साहित्यिक निबंध
15. देशराजसिंह भाटी – भारतीय एवं पाश्चात्य काव्यशास्त्र

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UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. VI**

**Paper No. XIII**

**आलोचना**

**With effect from June 2021-22**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 13

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

छठा सत्र

**प्रस्तावना :**

किसी भी रचना के पढ़ने के पश्चात रसास्वाद की आवश्यकता अधिक होती है। रचना रसास्वाद से युक्त हो तो पाठकों में उत्साह निर्माण होता है। इसी दृष्टि से साहित्य के उपादानों का प्रयोग तथा साहित्य में उतरे गुणों को परखना महत्वपूर्ण होता है जिससे साहित्य के मर्म तथा मूल्यों को परखा जाता है। अतः इन्हें परखने के लिए समालोचना की आवश्यकता होती है। समालोचना लेखक और पाठक दोनों के लिए आवश्यक होती है।

**उद्देश्य :**

1. छात्रों को साहित्य के उपकरणों को समझना।
2. रसानुभूति की प्रक्रिया को समझना।
3. साहित्य के मूल्य, गुणों को पहचानना।
4. आलोचना के माध्यम से विभिन्न आलोचना पध्दतियाँ तथा विभिन्न विमर्शों को समझना।

**CBCS PATTERN B. A. III PEPER NO. XIII SEM. VI**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 साहित्य के उपकरण**

**(Lectures 15, Credit 1)**

- 1 बिंब विधान
- 2 मिथक
- 3 प्रतीक
- 4 फंतासी का सामान्य परिचय

**इकाई 2 आलोचना**

**(Lectures 15, Credit 1)**

1. आलोचना की परिभाषा, स्वरूप, आलोचक के गुण
2. आलोचना के प्रकार 1. व्याख्यात्मक 2. ऐतिहासिक, 3. तुलनात्मक 4. मार्क्सवादी

**इकाई 3 विभिन्न विमर्श**

**(Lectures 15, Credit 1)**

1. स्त्री विमर्श
2. किसान विमर्श
3. आदिवासी विमर्श
4. किन्नर विमर्श

**इकाई 4 रस**

**(Lectures 15, Credit 1)**

1. रस की परिभाषा
2. रस के अंगों का सामान्य परिचय
3. रस के भेद—शृंगार, वीर, करुण, अद्भुत, भयानक, रौद्र, बीभत्स, हास्य, शांत रस का सोदाहरण परिचय



## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-VI	Name of the New Paper SEM-VI
1.	आलोचना	आलोचना

### संदर्भ ग्रंथ

1. भगीरथ मिश्र – काव्यशास्त्र
2. डॉ.गोविंद त्रिगुणायत – शास्त्रीय समीक्षा के सिद्धांत
3. डॉ.गणपतिचंद्र गुप्त – भारतीय एवं पाश्चात्य काव्य सिद्धांत
4. डॉ.तेजपाल चौधरी – भारतीय एवं पाश्चात्य काव्य की रूपरेखा
5. डॉ.चंद्रभानु सोनवणे – साहित्यशास्त्र
6. डॉ.संजय नवले – साहित्यशास्त्र
7. सुमन मलिक – साहित्य विवेचन
8. डॉ.विठ्ठल भालेराव – भारतीय साहित्यशास्त्र
9. डॉ.ज्ञानराज गायकवाड – भारतीय एवं पाश्चात्य काव्यशास्त्र
10. कुमार विमल – सौंदर्यशास्त्र के तत्व
11. डॉ.रविंद्रकुमार शिरसाट – साहित्यिक विमर्श
12. सं.मधु खराटे – काव्यशास्त्र : विविध आयाम
13. रामेश्वरलाल खंडेलवाल – आलोचना के आधारस्तंभ
14. सं.शांतीस्वरूप गुप्त – साहित्यिक निबंध
15. देशराजसिंह भाटी – भारतीय एवं पाश्चात्य काव्यशास्त्र

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. V**

**Paper No. IX**

आदिकालीन और मध्यकालीन हिंदी साहित्य का इतिहास  
(संवत् 1050 से 1900 तक)

**With effect from June - 2021-2022**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 9

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

पाँचवा सत्र

**प्रस्तावना :**

हिंदी साहित्य के आदिकालीन और मध्यकालीन इतिहास से छात्रों को अवगत कराने के हेतु से इस प्रश्नपत्र का निर्धारण किया गया है। साथ ही इस साहित्येतिहास में किन दार्शनिक विचारधाराओं का असर साहित्यकारों पर किस रूप में पड़ा इसका विवेचन भी इतिहास के अध्येताओं के लिए आवश्यक है। हिंदी साहित्य के इतिहास की कालजयी रचनाएँ एवं रचनाकारों के सामान्य परिचय के बिना समग्र इतिहास का अध्ययन नहीं हो सकेगा। इन सभी बातों को केंद्र में रखकर ही हिंदी साहित्य के इतिहास का कालानुरूप विकास छात्रों के अध्ययन हेतु रखा गया है।

**उद्देश्य :**

1. हिंदी साहित्य की दार्शनिक पूर्वपीठिका से परिचित कराना।
2. हिंदी साहित्य के इतिहास का परिचयात्मक अध्ययन।
3. हिंदी साहित्य की आदिकालीन और मध्यकालीन कालजयी रचनाएँ तथा रचनाकारों का सामान्य परिचय।
4. हिंदी साहित्य के इतिहास के कालानुरूप विकास का अध्ययन।

## CBCS PATTERN B. A. III PEPER NO. IX SEM. V

[Credits : Theory-(04), Practical's-(00)]

Total Theory Lectures-(60), Credit 4

### • अध्ययनार्थ विषय

#### इकाई 1 काल विभाजन

(Lectures 15, Credit 1)

हिंदी साहित्य का काल विभाजन तथा नामकरण

#### इकाई 2 आदिकाल

(Lectures 15, Credit 1)

1. आदिकाल की सामाजिक एवं राजनीतिक परिस्थितियाँ
2. आदिकालीन साहित्य की विशेषताएँ
3. प्रतिनिधि रचनाएँ : पृथ्वीराज रासो और बीसलदेव रासो
4. प्रतिनिधि रचनाकार : अमीर खुसरो और विद्यापति

#### इकाई 3 भक्तिकाल

(Lectures 15, Credit 1)

1. भक्तिकाल की सामाजिक एवं राजनीतिक परिस्थितियाँ
2. निर्गुण भक्ति काव्यधारा :
  - अ. ज्ञानाश्रयी शाखा की विशेषताएँ, कबीर का सामान्य परिचय
  - आ. प्रेमाश्रयी शाखा की विशेषताएँ, जायसी का सामान्य परिचय
3. सगुण भक्ति काव्यधारा :
  - अ. रामभक्ति शाखा की विशेषताएँ, तुलसीदास का सामान्य परिचय
  - आ. कृष्णभक्ति शाखा की विशेषताएँ, सूरदास का सामान्य परिचय
  - इ. प्रमुख रचनाकार : रैदास, मीराबाई

#### इकाई 4 रीतिकाल

(Lectures 15, Credit 1)

1. रीतिकालीन साहित्य की विशेषताएँ
2. प्रमुख रचनाकार : भूषण, बिहारी

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-V	Name of the New Paper SEM-V
1.	आदिकालीन और मध्यकालीन हिंदी साहित्य का इतिहास (संवत् 1050 से 1900 तक)	आदिकालीन और मध्यकालीन हिंदी साहित्य का इतिहास (संवत् 1050 से 1900 तक)

### संदर्भ ग्रंथ

1. आ.रामचंद्र शुक्ल – हिंदी साहित्य का इतिहास
2. डॉ.ईश्वरदत्त शील – हिंदी साहित्य का मध्यकाल
3. डॉ.शिवकुमार शर्मा – हिंदी साहित्य : युग और प्रवृत्तियाँ
4. प्रो.सुरैय्या शेख – हिंदी साहित्य : एक सरल परिचय
5. डॉ.गुलाबगिरी जे. अपारनाथी – हिंदी साहित्य का सुबोध इतिहास
6. डॉ.बच्चन सिंह – हिंदी साहित्य का इतिहास
7. डॉ.गणपतिचंद्र गुप्त – हिंदी साहित्य का वैज्ञानिक इतिहास
8. <https://youtu.be/5rH3ucV4ix4>
9. <https://youtu.be/oEE-6LWTWC4>
10. <https://youtube.com/playlist?>

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. VI**

**Paper No. XIV**

**आधुनिक हिंदी साहित्य का इतिहास  
(सन् 1900 से 2010 तक)**

**With effect from June 2021-22**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 14

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

छठा सत्र

**प्रस्तावना :**

हिंदी साहित्य के आधुनिक काल के इतिहास से छात्रों को अवगत कराने के हेतु से इस प्रश्नपत्र का निर्धारण किया गया है। साथ ही आधुनिक हिंदी साहित्य पर जिन दार्शनिक विचारधाराओं का असर हुआ है उनका विवेचन भी पाठ्यक्रम में किया जाएगा। हिंदी के आधुनिक रचनाकार, उनकी कृतियाँ, विभिन्न वाद एवं विभिन्न विमर्श के अध्ययन के साथ विविध विधाओं के विकास का अध्ययन इस पाठ्यक्रम का लक्ष्य है।

**उद्देश्य :**

1. आधुनिक हिंदी साहित्य की दार्शनिक पूर्वपीठिका से परिचित कराना।
2. आधुनिक हिंदी साहित्य के इतिहास का परिचयात्मक अध्ययन कराना।
3. आधुनिक हिंदी साहित्य के रचनाकारों का सामान्य परिचय कराना।
4. आधुनिक हिंदी साहित्य के इतिहास के कालानुरूप विभिन्न वाद एवं विधाओं के विकास का अध्ययन कराना।

**CBCS PATTERN B. A. III PEPER NO. XIV SEM. VI**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 आधुनिक हिंदी काव्य का परिचय (Lectures 15, Credit 1)**

1 पद्य विभाग : आधुनिक काव्यधाराओं का उद्भव और विकास

**इकाई 2 विविध प्रवृत्तियाँ (Lectures 15, Credit 1)**

1. छायावाद, प्रगतिवाद, प्रयोगवाद
2. हिंदी स्त्रीवादी कविता, हिंदी दलित कविता

**इकाई 3 आधुनिक गद्य विधाओं का उद्भव और विकास (Lectures 15, Credit 1)**

1. उपन्यास
2. कहानी
3. नाटक
4. एकांकी

**इकाई 4 रचनाकारों का सामान्य परिचय (Lectures 15, Credit 1)**

1. मोहन राकेश 2. मृदुला गर्ग 3. मैत्रेयी पुष्पा 4. नरेंद्र कोहली
5. अमरकांत 6. मन्नू भंडारी 7. संजीव



## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-VI	Name of the New Paper SEM-VI
1.	आधुनिक हिंदी साहित्य का इतिहास (सन् 1900 से 2010 तक)	आधुनिक हिंदी साहित्य का इतिहास (सन् 1900 से 2010 तक)

### संदर्भ ग्रंथ

1. डॉ.ईश्वरदत्त शील, डॉ. आभारानी – हिंदी साहित्य का आधुनिक काल
2. सुमन राजे – हिंदी साहित्य का आधा इतिहास
3. डॉ.सूर्यनारायण रणसुभे – आधुनिक हिंदी साहित्य का इतिहास
4. डॉ.चंद्रभानु सोनवणे – हिंदी साहित्य का सही इतिहास
5. शंभुनाथ पाण्डेय – आधुनिक हिंदी साहित्य का इतिहास
6. प्रो.सुरैय्या शेख – हिंदी साहित्य : एक सरल परिचय
7. डॉ.लक्ष्मीसागर वार्ष्णेय – हिंदी साहित्य का इतिहास
8. <https://youtu.be/7y7D6iVBoTw>
9. <https://youtu.be/X3ZeeCsIYGM>
10. <https://youtu.be/VeVGP2IJRnO>

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. V**

**Paper No. X**

**प्रयोजनमूलक हिंदी**

**With effect from June - 2021-2022**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय, सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 10

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

पाँचवा सत्र

**प्रस्तावना :**

प्रयोजनमूलक हिंदी यह हिंदी का एक महत्वपूर्ण रूप है। राजभाषा हिंदी के रूप में हिंदी प्रशासन और कार्यालय की भाषा के रूप में विकसित हुई। सूचना प्रौद्योगिकी के युग में तो इसका महत्व और प्रासंगिकता अधिक बढ़ गई है। कार्यालयीन हिंदी के साथ हिंदी भाषा जनसंचार माध्यमों में निरंतर नये आयामों को उद्घाटित कर रही है। परंपरागत संदर्भ स्रोतों के सिवा अब भाषा और लिपि के नये संसाधन भी विकसित हो रहे हैं। विश्वभाषा के तौर पर हिंदी ने एक नया रूप प्राप्त किया है। हिंदी भाषा के इस प्रयोजनमूलक रूप का और उसके विविध आयामों का अध्ययन न केवल महत्वपूर्ण है अपितु प्रासंगिक भी है।

**उद्देश्य :**

1. प्रयोजनमूलक हिंदी के स्वरूप एवं विकास से छात्रों को परिचित कराना।
2. आधुनिक जनसंचार माध्यमों में हिंदी के बढ़ते प्रयोग एवं संभावनाओं से छात्रों को परिचित कराना।
3. हिंदी के प्रयोग के प्रति रुचि जगाकर पत्राचार संबंधी क्षमता विकसित करना।
4. कार्यालयीन पत्राचार से छात्रों को अवगत कराना।
5. प्रयोजनमूलक हिंदी के माध्यम से रोजगारपरक कौशल विकसित करना।

**CBCS PATTERN B. A. III PAPER NO. X SEM. V**  
**[Credits : Theory-(04), Practical's-(00)]**  
**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 प्रयोजनमूलक हिंदी** (Lectures 15, Credit 1)

1. प्रयोजनमूलक हिंदी : अर्थ, परिभाषा एवं स्वरूपगत विशेषताएँ
2. प्रयोजनमूलक हिंदी : व्यवहार क्षेत्र
3. प्रयोजनमूलक हिंदी की उपयोगिता

**इकाई 2 जनसंचार माध्यम** (Lectures 15, Credit 1)

1. समाचार लेखन के तत्व
2. समाचार लेखक के गुण
3. पटकथा लेखन
4. वृत्तांत लेखन (सामाजिक, राजनीतिक, सांस्कृतिक, शैक्षिक संदर्भ पर)

**इकाई 3 कार्यालयीन पत्राचार** (Lectures 15, Credit 1)

1. कार्यालयीन पत्राचार : स्वरूप एवं प्रकार
2. नौकरी के लिए आवेदन पत्र
3. पदाधिकारियों के नाम पत्र
4. सरकारी पत्र

**इकाई 4 संदर्भ स्रोत** (Lectures 15, Credit 1)

1. कोश ग्रंथ : सामान्य परिचय
2. पारिभाषिक शब्दावली : सामान्य परिचय
3. हिंदी पत्र-पत्रिकाएँ : सामान्य परिचय
4. हिंदी पोर्टल और वेबसाइट

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-V	Name of the New Paper SEM-V
1.	प्रयोजनमूलक हिंदी	प्रयोजनमूलक हिंदी

### संदर्भ ग्रंथ

1. विनोद गोदरे – प्रयोजनमूलक हिंदी
2. भोलानाथ तिवारी – राजभाषा हिंदी
3. डॉ.दंगल झालटे – प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग
4. कैलाशनाथ पांडेय – प्रयोजनमूलक हिंदी की नई भूमिका
5. सं.डॉ.रवींद्रनाथ श्रीवास्तव – प्रयोजनमूलक हिंदी
6. डॉ.अर्जुन तिवारी – संपूर्ण पत्रकारिता
7. डॉ.माधव सोनटक्के – प्रयोजनमूलक हिंदी : प्रयुक्ति और अनुवाद
8. <https://Wikipedia.org/wiki/> प्रयोजनमूलक हिंदी
9. [www.cstt.nic.in](http://www.cstt.nic.in)
10. [www.rajbhasha.nic.in](http://www.rajbhasha.nic.in)
11. [www.google.com/Top/world/Hindi](http://www.google.com/Top/world/Hindi)

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. VI**

**Paper No. XV**

**व्यावहारिक हिंदी**

**With effect from June 2021-22**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय, सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 15

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

छठा सत्र

**प्रस्तावना :**

व्यावहारिक हिंदी के रूप में हिंदी भाषा का बहुमुखी विकास हो रहा है। हिंदी का बैंक, दूरदर्शन, सरकारी कार्यालय, रेल, मीडिया, फिल्म, इंटरनेट, विज्ञापन आदि में बड़े पैमाने पर प्रयोग हो रहा है। बहुराष्ट्रीय कंपनियों ने भी हिंदी की महत्ता को स्वीकार कर उसके जरिए अपना व्यवहार शुरू किया है। सभी स्थानों पर अब हिंदी का प्रयोग किया जा रहा है। हिंदी ने अनुवाद के माध्यम एक ओर भारतवर्ष को जोड़ने में सेतु का कार्य किया है तो दूसरी ओर वैश्विक संदर्भ, ज्ञान, विज्ञान और तकनीकी को अपनाकर स्वयं को उसके अनुकूल बनाया है। हिंदी के इस रूप ने रोजगार में कई अवसर मुहैया कर दिए हैं। अतः हिंदी के इस रूप को जानना अनिवार्य है।

**उद्देश्य :**

1. अनुवाद का स्वरूप और महत्त्व से अवगत कराना।
2. विज्ञापन की दुनिया और व्यवहार से परिचित कराना
3. अनुवाद और विज्ञापन लेखन की क्षमता विकसित करना।
4. वाणिज्यिक पत्राचार से छात्रों को अवगत कराना।
5. दैनिक व्यवहार में प्रयुक्त प्रयोजनमूलक हिंदी के प्रयोग से अवगत कराना।
6. व्यावहारिक हिंदी के माध्यम से रोजगारपरक कौशल को विकसित करना।

**CBCS PATTERN B. A. III PEPER NO. XV SEM. VI**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 अनुवाद**

**(Lectures 15, Credit 1)**

- 1 अनुवाद : अर्थ, परिभाषा और स्वरूप
- 2 अनुवाद के प्रकार
- 3 अनुवादक के गुण
- 4 सफल अनुवाद की विशेषताएँ

**इकाई 2 विज्ञापन**

**(Lectures 15, Credit 1)**

1. विज्ञापन : परिभाषा एवं स्वरूप
2. विज्ञापन के तत्व
3. विज्ञापन के प्रकार
4. विज्ञापन का महत्त्व

**इकाई 3 वाणिज्य पत्राचार**

**(Lectures 15, Credit 1)**

1. वाणिज्य पत्राचार : स्वरूप एवं प्रकार
2. पूछताछ पत्र
3. कयादेश पत्र
4. भुगतान पत्र
5. शिकायती पत्र

**इकाई 4 व्यावहारिक हिंदी**

**(Lectures 15, Credit 1)**

1. व्यावहारिक अनुवाद (मराठी/अंग्रेजी वाक्यों का हिंदी में अनुवाद)
2. आकाशवाणी, रेल, प्रेस, दूरदर्शन, बैंक में प्रयुक्त प्रयोजनमूलक हिंदी (प्रत्यक्ष भेंट तथा निरीक्षण के आधार वृत्तांत लेखन)
3. विज्ञापन लेखन (विषय या चित्र के आधार पर)
4. जीवन वृत्त (बायोडाटा) लेखन



## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-VI	Name of the New Paper SEM-VI
1.	व्यावहारिक हिंदी	व्यावहारिक हिंदी

### संदर्भ ग्रंथ

1. विनोद गोदरे – प्रयोजनमूलक हिंदी
2. डॉ.सुनीलकुमार लवटे – हिंदी वेब साहित्य
3. डॉ.रामप्रकाश, डॉ.दिनेश गुप्त – प्रयोजनमूलक हिंदी
4. डॉ.हरिमोहन – कंप्यूटर और हिंदी
5. डॉ.कृष्णकुमार गोस्वामी – अनुप्रायोगिक हिंदी
6. डॉ.कृष्णकुमार गोस्वामी – व्यावहारिक हिंदी और रचना
7. डॉ.दंगल झालटे – प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग
8. कैलाशनाथ पांडेय – प्रयोजनमूलक हिंदी की नई भूमिका
9. [www.cdacnoida.in](http://www.cdacnoida.in)
10. [www.egyankosh.ac.in](http://www.egyankosh.ac.in)
11. [ctb.rajbhasha.gov.in](http://ctb.rajbhasha.gov.in).

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. V**

**Paper No. XI**

**हिंदी भाषा**

**With effect from June - 2021-2022**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 11

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

पाँचवा सत्र

**प्रस्तावना :**

हिंदी भारत की सर्वाधिक व्यावहारिक भाषा है। वस्तुतः हिंदी भारतीय लोकभाषाओं का समूह है। भारत के भाषिक दायरे में हम यह पाते हैं कि विदेशी यात्रियों ने भारत की लोकभाषाओं को ही हिंदी भाषा कहा। अतः हिंदी भारतीय लोगों के वैचारिक आदान-प्रदान का साधन निरंतर बनी रही है। भारतीय इतिहास के साथ-साथ हिंदी भाषा परिवर्तन के दौर पार करते-करते लोकभाषा, राजभाषा, राष्ट्रभाषा और विश्वभाषा तक पहुँच चुकी है। 14 सितम्बर 1949 को भारतीय संविधान की धारा 343 (1) के तहत हिंदी भारत की राजभाषा बनी। संविधान सभा ने हिंदी को राष्ट्रहित वर्धिनी माना और इस उत्तरदायित्व को हिंदी ने निरंतर निभाया भी है। भारतीय विकास में हिंदी भाषा सहयोगी रही है। आज हम पाते हैं कि, हिंदी केवल बोलचाल या साहित्य की भाषा तक सीमित नहीं रही बल्कि वह राजनीति, ज्ञान-विज्ञान, शिक्षा, कार्यालयीन व्यवहार, मीडिया, सूचना-प्रौद्योगिकी, बाजार एवं अन्तर्राष्ट्रीय स्तर पर भी जनसंपर्क की भाषा का दायित्व निभा रही है। अतः हिंदी भाषा का अध्ययन हर भारतीय को आत्मनिर्भर बनने के लिए नितांत आवश्यक हो गया है, प्रस्तुत पाठ्यक्रम इसकी पूर्ति करता है।

**उद्देश्य :**

1. हिंदी का सामान्य परिचय कराना।
2. भाषा के विविध रूपों का परिचित कराना।
3. हिंदी भाषा एवं लिपि के उद्भव और विकास का परिचय कराना।
4. भाषा की शुद्धता के प्रति छात्रों को जाग्रत कराना।
5. मानक हिंदी विर्तनी और व्याकरण से छात्रों को परिचित कराना।
6. छात्रों को भाषायी कौशल के प्रति जाग्रत कराना।

**CBCS PATTERN B. A. III PEPER NO. XI SEM. V**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 भाषा: परिभाषा और रूप (Lectures 15, Credit 1)**

- 1 भाषा की परिभाषा एवं उसकी विशेषताएँ
- 2 भाषा के विविध रूप : बोली, परिनिष्ठित भाषा, राजभाषा, राष्ट्रभाषा

**इकाई 2 हिंदी भाषा और बोलियाँ (Lectures 15, Credit 1)**

1. हिंदी शब्द की व्युत्पत्ति एवं हिंदी भाषा का उद्भव और विकास
2. हिंदी की प्रमुख बोलियों का सामान्य परिचय : ब्रज, अवधी, मैथिली, भोजपुरी, खड़ीबोली

**इकाई 3 हिंदी शब्द समूह और कौशल (Lectures 15, Credit 1)**

1. हिंदी का शब्द समूह : तत्सम, तदभव, देशज, विदेशी शब्दों का सोदाहरण परिचय
2. भाषायी कौशल : श्रवण कौशल, पठन कौशल, मौखिक कौशल, अभिव्यक्ति कौशल, लेखन कौशल

**इकाई 4 देवनागरी लिपि (Lectures 15, Credit 1)**

1. देवनागरी लिपि : उद्भव एवं विकास
2. देवनागरी लिपि की विशेषताएँ और वैज्ञानिकता

## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

कुल अंक: 40

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-V	Name of the New Paper SEM-V
1.	हिंदी भाषा	हिंदी भाषा

### संदर्भ ग्रंथ

1. डॉ.धीरेंद्र वर्मा – हिंदी भाषा का इतिहास
2. डॉ.उदयनारायण तिवारी – हिंदी भाषा : का उद्भव और विकास
3. डॉ.हरदेव बाहरी – हिंदी : उद्भव विकास और रूप
4. डॉ.लक्ष्मीसागर वार्ष्णेय – हिंदी भाषा का इतिहास
5. डॉ.नरेश मिश्र – नागरी लिपि और उसकी समस्याएँ
6. डॉ.भोलानाथ तिवारी – हिंदी भाषा की लिपि संरचना
7. मोहन ब्रिज – नागरी लिपि : रूप और सुधार
8. डॉ.परमानंद पाचाळ – हिंदी भाषा, राजभाषा और नागरी लिपि
9. डॉ.अंबादास देशमुख – भाषिकी हिंदी भाषा तथा भाषा शिक्षण
- 10.डॉ.सुभाष सिंह – भाषा प्रौद्योगिकी

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty - Humanities**

**CBCS Syllabus**

**Name of the Course B. A. III Hindi Sem. VI**

**Paper No. XVI**

**भाषा विज्ञान**

**With effect from June 2021-22**

पुण्यश्लोक अहिल्यादेवी होळकर सोलापुर विश्वविद्यालय,सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

हिंदी विशेष प्रश्नपत्र क्रमांक 16

अध्यापन वर्ष : 2021-22, 2022-23, 2023-24

परीक्षाएँ : 2021, 2022, 2023, 2024

छठा सत्र

**प्रस्तावना :**

मन और मस्तिष्क की संयुक्त प्रक्रिया से उत्पन्न विचारों की मौखिक प्रकट अभिव्यक्ति भाषा है। यह भाषा प्रतिकात्मक होती है, जिसके द्वारा मानव अपने विचार दूसरों पर प्रकट करता है। उस वैचारिक आदान-प्रदान की प्रक्रिया का वैज्ञानिक अध्ययन करने की विशिष्ट पध्दति भाषा विज्ञान है। भाषा विज्ञान को सबसे पहले कंपरेटीव (Comparative Grammar) ग्रामर कहा जाता था। कुछ समय के पश्चात कंपरेटीव फिलालोजी (Comparative Philology) नाम रखा गया। आगे चलकर फिलालोजी तथा लिंग्विस्टिक्स (Linguistic) नाम दिए गए। आधुनिक समय में भाषा विज्ञान, भाषाशास्त्र, भाषा विचार, भाषालोचन तथा तुलनात्मक भाषा विज्ञान आदि नाम दिए गए। इस सब में भाषा विज्ञान शब्द ही सर्वसम्मत तथा सर्वाधिक प्रचलित है। जन्मजात अनुकरण की प्रवृत्ति के कारण मनुष्य को भाषा तो मिल जाती है किन्तु उस भाषा का विशेष ज्ञान उसे भाषा विज्ञान से मिलता है। मनुष्य जीवन व्यवहार में भाषा के माध्यम से समाज में संपर्क तो स्थापित करता है। लेकिन भाषा उच्चारण से लेकर ग्रहण करने की स्थिति तक शरीर के अंदर चलनेवाली प्रक्रिया वैसे मनुष्य को आश्चर्य चकित करनेवाली है क्योंकि यह सारी प्रक्रिया शरीर में प्रकृतिगत रूप में निरंतर चलती रहती है। इसका वैज्ञानिक दृष्टि से अध्ययन करने की प्रक्रिया भाषा विज्ञान है। भाषा की उत्पत्ति, गठन, प्रकृति एवं विकास आदि की सम्यक परिभाषा करते हुए सिध्दांतों का निर्धारण भाषा विज्ञान करता है। भाषा के रूप में ध्वनि का उच्चारण, संवहन और श्रवण की प्रक्रिया से मनुष्य अनभिज्ञ है। इसे जानने के लिए मनुष्य की जिज्ञासा निरंतर बनी हुई है। इस जिज्ञासा की पूर्ति भाषा विज्ञान करता है।

**उद्देश्य :**

1. भाषा के प्रति वैज्ञानिक दृष्टि प्रदान कराना।
2. भाषा विज्ञान का सामान्य परिचय कराना।
3. ध्वनि उच्चारण प्रक्रिया से परिचित कराना।
4. उच्चारण की शुध्दता के प्रति जाग्रत कराना।
5. पद और अर्थ से परिचित कराना।

**CBCS PATTERN B. A. III PAPER NO. XVI SEM. VI**

**[Credits : Theory-(04), Practical's-(00)]**

**Total Theory Lectures-(60), Credit 4**

• अध्ययनार्थ विषय

**इकाई 1 भाषाविज्ञान**

**(Lectures 15, Credit 1)**

1. भाषाविज्ञान : भाषा विज्ञान की परिभाषा, भाषा विज्ञान नामकरण एवं इतिहास  
भाषाविज्ञान विज्ञान है या कला ? भाषाविज्ञान की व्याकरण से तुलना

**इकाई 2 ध्वनि विज्ञान**

**(Lectures 15, Credit 1)**

1. ध्वनि विज्ञान (स्वन विज्ञान)— स्वन का अर्थ, परिभाषा, भाषा ध्वनि,  
ध्वनियंत्र और उसकी कार्यप्रणाली (उच्चारण प्रक्रिया), स्वन गुण (ध्वनि गुण)

**इकाई 3 पद विज्ञान और वाक्य विज्ञान**

**(Lectures 15, Credit 1)**

1. पद विज्ञान : शब्द और पद, पद और संबंध तत्व, संबंध तत्व के प्रकार
2. वाक्य विज्ञान : वाक्य की परिभाषा, वाक्य की आवश्यकताएँ,  
अर्थ और रचना की दृष्टि से वाक्य के प्रकार

**इकाई 4 अर्थ विज्ञान तथा समाज भाषाविज्ञान**

**(Lectures 15, Credit 1)**

1. अर्थ विज्ञान : शब्द और अर्थ का संबंध, अर्थ परिवर्तन की दिशाएँ  
अर्थ परिवर्तन के प्रमुख कारण
2. समाज भाषा विज्ञान : स्वरूप एवं संकल्पना, भाषा और संस्कृति



## प्रश्नपत्र का स्वरूप एवं अंक विभाजन

प्रश्न:1 बहुविकल्पी आठ प्रश्न	08
प्रश्न:2 लघुत्तरी प्रश्न—दो या तीन वाक्यों में उत्तर अपेक्षित (6 में से 4)	12
प्रश्न:3 दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10
प्रश्न:4 दीर्घोत्तरी प्रश्न	10

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कुल अंक: 40  
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### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper SEM-VI	Name of the New Paper SEM-VI
1.	भाषा विज्ञान	भाषा विज्ञान

## संदर्भ ग्रंथ

1. डॉ. बाबूराव सक्सेना – सामान्य भाषा विज्ञान
2. डॉ. देवेंद्रनाथ शर्मा – भाषाविज्ञान की भूमिका
3. भोलानाथ तिवारी – भाषा विज्ञान
4. डॉ. कपिलदेव द्विवेदी – भाषा विज्ञान एवं भाषाशास्त्र
5. डॉ. राजमणि शर्मा – आधुनिक भाषाविज्ञान
6. डॉ. ज्ञानराज गायकवाड – भाषाविज्ञान का सामान्य परिचय
7. डॉ. तेजपाल चौधरी – भाषाविज्ञान
8. डॉ. अंबादास देशमुख – भाषाविज्ञान एवं भाषा विचार
9. शिवबालक चतुर्वेदी – भाषाविज्ञान
10. डॉ. कृष्णा पोतदार – भाषाविज्ञान एवं भाषा विचार
11. कविता रस्तोगी – समसामयिक अनुप्रयुक्त भाषा विज्ञान
12. कृपाशंकर सिंह – आधुनिक भाषाविज्ञान
13. दानबहादुर पाठक – भाषाविज्ञान
14. भोलानाथ तिवारी – हिंदी भाषा की संरचना

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of faculty : Humanities**

**CBCS Syllabus**

**Name of the Course B.A. Hindi Sem. VI**

**Certificate Course In Rojgarparak Hindi**

**रोजगारपरक हिंदी (प्रमाणपत्र कोर्स)**

**With effect form June 2021-22**

पुण्यश्लोक अहिल्यादेवी होलकर सोलापुर विश्वविद्यालय, सोलापुर

तृतीय वर्ष कला, बी.ए. भाग तीन

रोजगारपरक हिंदी (प्रमाणपत्र कोर्स)

अध्यापन वर्ष : 2021–22, 2022–2023, 2023–2024

### **परिचय / Introduction**

साहित्य एवं भाषा का अध्ययन करने के उपरान्त केवल ज्ञान की प्राप्ति नहीं बल्कि जीवनयापन करने के लिए एक अच्छे रोजगार की भी आवश्यकता होती है। इसी बात को मद्देनजर रखते हुए प्रस्तुत पाठ्यक्रम बनाया गया है। हिंदी में ऐसे कौनसे क्षेत्र हैं उसकी जानकारी तथा उससे जुड़ा हुआ पाठ्यक्रम इस प्रश्नपत्र में रखा गया है।

### **पाठ्यक्रम का उद्देश्य / Course objective**

1. हिंदी के प्रति छात्रों की रुझान बढ़ाना।
2. हिंदी में होनेवाले रोजगार के क्षेत्रों से अवगत कराना।
3. रोजगार प्राप्ति के लिए आवश्यक कौशल से अवगत कराना।
4. नौकरी हेतु आवश्यक पाठ्यक्रम का अध्ययन कराना।

**CBCS Pattern B.A. Hindi Sem. VI**  
**Certificate Course In Rojgarparak Hindi**  
प्रश्नपत्र का नाम : रोजगारपरक हिंदी (प्रमाणपत्र कोर्स)  
(Credit Theory (04) Practical (00))  
Total Theory Lecture (60) Credit 4

**अध्ययनार्थ विषय**

**इकाई 1 हिंदी भाषा का सामान्य अध्ययन**

**Lecture-15, Credit-1**

- हिंदी का सामान्य अध्ययन
- हिंदी व्याकरण : विलोम, वाक्य एवं वर्तनी शुद्धि, अनेक शब्दों के लिए एक शब्द, तत्सम एवं तद्भव शब्द, पर्यायवाची शब्द
- अनुवाद का स्वरूप तथा द्विभाषिक ज्ञान : हिंदी-अंग्रेजी
- भाषिक सम्प्रेषण कौशल
- लेखन कौशल

**इकाई 2 प्रयोजनमूलक हिंदी और रोजगार**

**Lecture-15, Credit-1**

हिंदी के द्वारा प्रशासकीय क्षेत्र में रोजगार

- राजभाषा अधिकारी
- हिंदी अधिकारी
- हिंदी अनुवादक

**इकाई 3 हिंदी भाषा कौशल**

**Lecture-15, Credit-1**

हिंदी में वाक्चातुर्य के द्वारा रोजगार

- निवेदक
- रेडियो जॉकी
- समाचार वाचक
- पर्यटन मार्गदर्शक

**इकाई 4 हिंदी लेखन और रोजगार**

**Lecture-15, Credit-1**

हिंदी में लेखन के द्वारा रोजगार

- पटकथा लेखन

- संवाद लेखन
- गीतकार
- संपादक
- समाचार लेखक
- प्रूफ शोधन

### Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper	Name of the New Paper
1	—	रोजगारपरक हिंदी

### संदर्भ ग्रंथ :

1. मीडियाकालीन हिंदी का स्वरूप एवं संभावनाएँ—डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन, दिल्ली
2. संपादन पृष्ठसज्जा और मुद्रण—प्रो. रमेश जैन
3. व्यावसायिक हिंदी—प्रो. रहमतुल्ला, वाणी प्रकाशन, नई दिल्ली
4. इलेक्ट्रॉनिक मीडिया बदलते आयाम—डॉ. मिश्र, डॉ. अमरनाथ
5. लेखन संपादन और मुद्रण—ओम गुप्ता

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part – III**

**Name of the Course: Compulsory English**

**Semester- V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the Course: **BA/BSC Part III**

Name of the Paper: **Compulsory English**

**Semester: V & VI**

## **Preamble:**

Significance of English Language Skills in the days of technology is the need of the hour. Strengthening the basic language skills of English language acquired in the previous years of under graduation is essential. Oral and written communication skills along with the soft skills are required in this global scenario. The aspirants for jobs in private, public sectors, and PG Courses have to clear English proficiency test. This course will be instrumental in preparing the learners in these areas.

## **Objectives of the Course:**

- Strengthening comprehension skills
- Developing appreciation abilities for Literature
- Strengthening oral & written communication skills
- Galvanizing soft skills

## **Course Outcome:**

**By the end of the course the students will be able to**

- Use oral and written English effectively
- Appreciate literary language
- Use English language in creative writing
- Apply English language skills in clearing competitive examinations




**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**B. A. III (English)**  
**CBCS Pattern Syllabus (w. e. f. June 2020-21)**

<b>Semester V</b>											
Paper No.	Type	Title of the Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
-	C	Literary Mindscapes	60	03	01	04	50	40	16	10	04
7	E	Introduction to Literary Criticism	60	03	01	04	50	40	16	10	04
8	E	British Literature	60	03	01	04	50	40	16	10	04
9	E	Indian English Literature	60	03	01	04	50	40	16	10	04
10	E	Literatures in English	60	03	01	04	50	40	16	10	04
11	E	Introduction to the Structure & Function of Modern English	60	03	01	04	50	40	16	10	04
<b>Semester VI</b>											
-	C	Literary Mindscapes	60	03	01	04	50	40	16	10	04
12	E	Introduction to Literary Criticism	60	03	01	04	50	40	16	10	04
13	E	British Literature	60	03	01	04	50	40	16	10	04
14	E	Indian English Literature	60	03	01	04	50	40	16	10	04
15	E	Literatures in English	60	03	01	04	50	40	16	10	04
16	E	Introduction to the Structure & Function of Modern English	60	03	01	04	50	40	16	10	04

\*C – Compulsory Paper \* E – Elective Paper

**Skill Based Course**

Content Writing & Editing in English Language	Lecture + Project Report Work	Credits	Marks	UA		CA	
	60	04	50	40	16	10	04
<ul style="list-style-type: none"> <li>Apart from the above course, the student can choose SWAYAM/MOOC/NPTEL Course</li> <li>Student can choose any course from the courses started by the Skill Development Centre of the university</li> </ul>							

  
 Prof. Dr. Annie John  
 (Chairman)  
 BOS – English

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the course: **BA/BSC Part III**  
Name of the Paper: **Compulsory English**  
**Semester: V**

CREDITS: 04

60 Lectures

## **Unit No: I - Prose**

- |                                 |                     |
|---------------------------------|---------------------|
| 1) <b>The Gift of the Magi:</b> | O' Henry            |
| 2) <b>The Homecoming:</b>       | Rabindranath Tagore |

## **Unit No: II - Poetry**

- |                                     |                    |
|-------------------------------------|--------------------|
| 1) <b>The Solitary Reaper</b>       | William Wordsworth |
| 2) <b>The Queen's Rival</b>         | Sarojini Naidu     |
| 3) <b>The Village School Master</b> | Oliver Goldsmith   |
| 4) <b>The Road not Taken</b>        | Robert Frost       |

## **Unit No: III - Grammar & Vocabulary**

- 1) Active & Passive Voice
- 2) Phrasal Verbs

## **Unit No: IV - 21<sup>st</sup> Century Skills**

- 1) 21<sup>st</sup> Century Skills
- 2) Types of 21<sup>st</sup> Century Skills
- 3) Learning Skills (The 4 Cs)

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the course: **BA/BSC Part - III**  
Name of the Paper: **Compulsory English**  
**Semester: VI**

CREDITS: 04

60 LECTURES

## **Unit No: I - Prose**

- |   |             |
|---|-------------|
| 1) <b>Growing Up</b>                    | Joyce Cary  |
| 2) <b>God Sees the Truth, but Waits</b> | Leo Tolstoy |

## **Unit No: II - Poetry**

- |                           |                  |
|---------------------------|------------------|
| 1) <b>Sita</b>            | Toru Dutt        |
| 2) <b>My Last Duchess</b> | Robert Browning  |
| 3) <b>Ode to Beauty</b>   | John Keats       |
| 4) <b>Life</b>            | Charlotte Bronte |

## **Unit No: III - Grammar & Vocabulary**

- 1) Adverbials
- 2) Direct and Indirect speech

## **Unit No: IV - Communication Skill**

- 1) Literacy Skills (IMT)
- 2) Life Skills (FLIPS)
- 3) Other Skills

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. (English) Part-III**

Name of the Paper: **Compulsory English**

Semester: **V & VI**

(2021-2022, 2022-2023, 2023-2024)

(CBCS Semester Pattern Syllabus *w. e. f.* June, 2021)

Semester	Paper No.	Title of Paper	No. of Lectures	College Assessments (Marks)	University Assessments (Marks)	Total Marks	Credits
V & VI	-	Compulsory English	60	10	40	50	04

**Question Paper Pattern**

Name of the Course: **BA/BSC Part III**

Name of the Paper: **Compulsory English**

**SEM- V & VI**

**Q. 1 Rewrite the following sentences by choosing the correct alternative.** 08 Marks  
(Poetry, Prose & Grammar)

**Q. 2 Write answers in short (any four out of six)** 12 Marks  
(Prose & Poetry)

**Q. 3 Broad Question (any one)** 10 Marks  
(Communication skills)

**Q. 4 Broad Question** 10 Marks  
(Communication skills)

Equivalent subject for old syllabus (Compulsory Syllabus)

Sr. No	Name of the Old Papers	Name of the New Papers
1	Compulsory English	Compulsory English

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part – III**

**Name of the Course: Introduction to Literary Criticism**

**Paper No. – VII & XII**

**Semester – V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the Course: **B.A. (English) Part–III**

Name of the Paper: **Introduction to Literary Criticism**

## **Semester – V & VI**

### **Preamble:**

It is a prime concern to inculcate the crucial skill of critical thinking among the students to lead them to a more balanced life. The ability to think critically and from multiple perspectives is very essential to make good evaluation and take the best decisions to lead a successful and satisfied life. The ability is quite needed for making the responsible good citizens. This paper aims at nourishing among the students the understanding of critical thinking: processes, terms, concepts, views, perspectives, approaches, theories, and practices. Keeping in view these basics, the paper includes the general understanding of the concept of criticism: meaning, nature, function, objectives, types, introductory history, and trends. So also, there is the inclusion of theories representing different eras as well as different perspectives.

### **Objectives:**

- To introduce the students to the basics of literary criticism.
- To give the students an overview of the critical practices from traditional criticism
- To acquaint the students with types of Literary Criticism
- To develop in them a critical perspective and ability to relate and compare various critical approaches.

### **Course Outcomes:**

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

- Understand the basics of literary criticism
- Trace the development of critical practices from traditional criticism
- Read and understand the representative theories/essays.
- Know the different critical terms/concepts/trends/movements/schools of Literary Criticism
- Look at a literary piece from different perspectives and relate them.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the Course: **B.A. (English) Part-III**

Name of the Paper: **Introduction to Literary Criticism**(Paper-VII)

**Semester – V**

CREDITS: 04

60 LECTURES

**Unit 1. Literary Criticism: Basics (Credit: 01) Lectures (15)**

Literary Criticism: Definitions/Meaning, Nature, Function, Qualifications of a good literary critic

**Unit 2. Classical Criticism (Credit: 01) Lectures (15)**

Aristotle: Theory of Imitation

**Unit 3. Neoclassical Literary Criticism (Credit: 01) Lectures (15)**

Samuel Johnson's 'Preface to Shakespeare'

**Unit 4. Types of Criticism (Introductory) (Credit: 01) Lectures (15)**

Comparative, Expressive, Feminist, Historical, Social, Textual, and Theoretical

## **References:**

1. Abrams, M.H., Geoffrey Galt Harpham, *Dictionary of Literary Terms and Literary Theory*, Cengage Learning India Private Limited. 2015.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester University Press, 2002
3. Brooks, Cleanth and Wimsatt, *A Short History of Literary Criticism*, Univ of Chicago Pr. 1983.
4. Butcher, S. H.(Trans.) *The Poetics of Aristotle*. Macmilan. 1902
5. Cuddon, J. A. *Penguin Dictionary of Literary Terms and Literary Theory*.Penguin Books. 1999
6. Daiches, David. *Critical Approaches To Literature*. Orient Longman Limited, 1984
7. Fowler, Roger and Peter Childs. *The Routledge Dictionary of Literary Terms*.Taylor and Francis. 2005
8. Guern, Wilfred L. *A Handbook of Critical Approaches to Literature*. Oxford University Press,1999.
9. Hudson, W.H. *An Introduction to the Study of Literature*. George G. Harrap and Co. Press.London.
10. Leech, G. N. *A Linguistic Guide to English Poetry*.Longman. 1969
11. Thorat, Ashok. *Kumar Iyer and et al.A Spectrum oif Literary Criticism*.Frank Bros. and Co. Ltd., 2001.
12. Wellek, Rene. and Austen Warren. *Theory of Literature*.Penguine Books Publicatin, 198



## **Question Paper Pattern**

Name of the Course: **B. A. Part III**

Name of the Paper: **Introduction to Literary Criticism**

**SEM- V**

**1. Rewrite the following sentences by choosing the correct alternative from given below.**

08 Marks

(Unit 2 Aristotle: Theory of Imitation/ Unit 3 Samuel Johnson's 'Preface to Shakespeare')

**2. Answer any Four of the following questions (Any Four out of Six)**

12 Marks

(Unit 4. Types of Criticism)

**3. Answer the following question. (One out of Two)**

10 Marks

(Unit 2 Aristotle: Theory of Imitation/ Unit 3 Samuel Johnson's 'Preface to Shakespeare')

**4. Answer the following Question (Only One)**

10 Marks

(Unit 1. Literary Criticism: Basics)

# **PunyashlokAhilyadeviHolkar Solapur University, Solapur**

Name of the Course: **B.A. (English) Part–III**

Name of the Paper: **Introduction to Literary Criticism** (Paper-XII)

## **Semester - VI**

### **Preamble:**

This paper aims at creating the awareness of the critical creed, multiple perspectives, theoretical bases and actual practice of relating theories, approaches, and perspectives to a literary piece. Further, the paper is an attempt to integrate theory with practice making the students able to think critically. With the application of theoretical knowledge in like-like situations, the students are expected to lead more balanced life. The introduction of wide range material is with the end to bridge the gap between lab and land and develop the practical knowledge and skill of the students. The inclusion of approaches, representative theories and practical criticism would enhance the capabilities of the students. The practical criticism included in the syllabus is with the aim to make students more intensive and practice-oriented.

### **Objectives:**

1. To introduce different approaches to the students.
2. To make the students aware of theoretical diversity.
3. To enable the students to understand different literary devices.

### **Course Outcomes:**

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

1. To identify the features of different critical approaches.
2. To understand an essay from romantic criticism.
3. To understand an essay from 20<sup>th</sup> century literary criticism
4. To understand literary devices.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the Course: **B.A. (English) Part-III**

Name of the Paper: **Introduction to Literary Criticism** (Paper-XII)

**Semester - VI**

CREDITS: 04

60 LECTURES

**Unit 1. Critical Approaches to Literature (Credit: 01)**

**Lectures (15)**

- I. Biographical Approach to Literature.
- II. Psychological Approach to Literature.
- III. Sociological Approach to Literature

**Unit 2. Romantic Criticism (Credit: 01) Lectures (15)**

William Wordsworth's 'Preface to Lyrical Ballads' (1802)

**Unit 3. Twentieth Century Criticism (Credit: 01)**

**Lectures (15)**

T. S. Eliot's 'The Function of Criticism'

**Unit 4. Literary Devices/Terms (Credit: 01)**

**Lectures (15)**

Theme, Tone, Mood, Imagery, Symbols, Alliteration, Onomatopoeia, Repetition, Rhyme, Antithesis, Hyperbole, Pun, Metonymy, Climax, Anticlimax, Conceit.

## **References:**

1. Barry, Peter *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester University Press, 2002
2. Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry*. Henry Holt 1938. rpt 1950.
3. Daiches, David. *Critical Approaches To Literature*. Orient Longman Limited, 1984
4. Richards, I. A. *Practical Criticism*. London, 1929
5. Eliot, T S. *Selected Essays*. Faber and Faber. 1932
6. Eliot, T.S. *Selected Essays 1917-1932*, Harcourt,Brace and Company. 1932
7. Eliot, T. S. *Selected Essays*. Faber. 1999.
8. Evans, Robert. *Critical Approaches to Literature: Moral*. Salem Press. 2017.
9. Harpham, Geoffrey and Abrams M.H. *A Glossary of Literary Terms*. Cengage Learning, 2015.
10. Leech, G. N. *A Linguistic Guide to English Poetry*. Longman. 1969
11. Lennard, John. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*, Oxford Publication. 1996
12. Richards, I. A. *Practical Criticism*. London, 1929
13. Seturaman, V.S. and C.T. Indra, T. Sriraman, *Practical Criticism*, Macmillan Publishers India Limited, 1990.
14. Tyson, Lois. ENGL A337 *Critical Approaches to Literature*. Taylor & Francis. 2018.
15. Warren, Austin, and Wellek, René. *Theory of Literature*. Dalkey Archive Press.

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

Name of the Course: **B. A. (English) Part-III**

Name of the Paper: **Introduction to Literary Criticism**

Semester: **V & VI**

(2021-2022, 2022-2023, 2023-2024)

(CBCS Semester Pattern Syllabus *w. e. f.* June, 2021)

Semester	Paper No.	Title of Paper	No. of Lectures	College Assessments (Marks)	University Assessments (Marks)	Total Marks	Credits
V & VI	VII & XII	Introduction to Literary Criticism	60	10	40	50	04

**Question Paper Pattern**

Name of the Course: **B. A. Part III**

Name of the Paper: **Introduction to Literary Criticism (Paper-XII)**

**SEM- VI**

**Q. 1. Rewrite the following sentences by choosing the correct alternative from given below.**08 Marks

(Unit 2. William Wordsworth's 'Preface to Lyrical Ballads' (1802) and Unit 3. T. S. Eliot's 'The Function of Criticism')

**Q. 2. Answer any Four of the following questions (any four out of Six)** 12 Marks

Unit 4: Literary Devices/Terms

**Q. 3. Answer the following question. (One out of Two)** 10 Marks

A) Unit 2. William Wordsworth's 'Preface to Lyrical Ballads'

Or

B) Unit 3. T. S. Eliot's 'The Function of Criticism')

**Q. 4. Answer the following Question (Only One)**10 Marks

(Unit 1. Critical Approaches to Literature)

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part – III**

**Name of the Paper: British Literature**

**Paper No. – VIII & XIII**

**Semester – V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B.A. (English) Part-III**

Name of the Paper: **British Literature**

**Semester V & VI**

**Preamble:**

British literature is widely read and interpreted worldwide. It is necessary for the students to be introduced to different literary forms practiced by the writers in the British literary tradition.

**Objectives:**

1. To acquaint the students with the major genres of British Literature.
2. To introduce various movements and major contribution to British literature.
3. To enhance literary, linguistic and aesthetic competence of the students.

**Course Outcomes:**

By the end of the course the students will:

- Gain knowledge about stylistic strategies and diction of British literature.
- Be able to explore the creativity and the human experiences in fiction, poetry and drama.
- Be able to cultivate aesthetic and ethical values in life through literary texts.
- Gain knowledge of major trends and traditions of British literature.

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B.A. (English) Part-III**

Name of the Paper: **British Literature (Paper-VIII)**

**Semester V**

CREDITS: 04

60 LECTURES

**Survey Topics:** Credit 01

Lectures 15

**1. Characteristics of Elizabethan Stage**

**2. Romance and Fantasy in English Novels**

**Poems:** Credit 01

Lectures 15

1. Edmund Spenser: *Ice and Fire*

2. John Donne: *Lovers' Infiniteness*

3. William Shakespeare: *True Love*

4. John Milton: *When I Consider How my Light is Spent*

5. George Herbert: *The Flower*

**Drama:** Credit 01

Lectures 15

1. William Shakespeare: *Antony and Cleopatra*

**Novel:** Credit 01

Lectures 15

1. Thomas Hardy: *Two on a Tower*

**References:**

1. Shakespeare, William, *Antony and Cleopatra*, Rupa & Co 2004.

2. Hardy, Thomas, *Two on a Tower*, Everyman India, 2010.

3. David Scott Kastan, ed. *The Oxford Encyclopedia of British Literature*, Oxford University Press, 2003.

4. Ford Boris, *The Pelican Guide to English Literature*, Penguin Books, 1955.

5. Green, David (Ed.), *The Winged Word* MacMillan Publishers India Pvt Ltd. 2016.

6. [Herbert J. C. Grierson](#) *A Critical History of English Poetry*, London, Hogarth Press, 1946.

7. Kettle, Arnold, *An Introduction of Novel*, Universal Book Stall, Vol 1 & 2.

8. Mundra J.N., and Mundra S.C. (1998), *A History of English Literature*, Vol. I, II, III.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B.A (English) Part–III**

Name of the Paper: **British Literature (Paper-XIII)**

**Semester: VI**

CREDITS: 04

60 LECTURES

**Survey Topics:** Credit 01

15 Lectures

**1. Victorian Poetry**

**2. Victorian Women Writers**

**Poems:** Credit 01

15 Lectures

**1. Robert Browning: *Meeting at Night***

**2. Tennyson: *Come into the Garden, Maud***

**3. Matthew Arnold: *Shakespeare***

**4. C.G. Rossetti: *A Christmas Carol***

**5. G.M. Hopkins: *Spring***

**Drama:** Credit 01

15 Lectures

**1. John Osborne: *Look Back in Anger***

**Novel:** Credit 01

15 Lectures

**1. Charlotte Bronte: *The Professor***

**References:**

1. Osborne, John. *Look Back in Anger*, Pearson Education. 2011.
2. Bronte, Charlotte. *The Professor* Wordsworth Editions Ltd, 2009.
3. David Scott Kastan, ed. *The Oxford Encyclopedia of British Literature*. Oxford University Press, 2003.
4. Ford Boris. *The Pelican Guide to English Literature*. Penguin Books, 1955.
5. Green, David (Ed.), *The Winged Word*. MacMillan Publishers India Pvt Ltd. 2016.
6. [Herbert J. C. Grierson](#). *A Critical History of English Poetry*. London, Hogarth Press, 1946.
7. Kettle, Arnold. *An Introduction of Novel*. Universal Book Stall, Vol I & II.
8. Mundra J.N., and Mundra S.C. (1998). *A History of English Literature*, Vol. I, II, III.

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B.A (English) Part-III**

Name of the Paper: **British Literature**

**Semester V & VI**

**(2021-2022, 2022-2023 & 2023-2024)**

**(CBCS Semester Pattern Syllabus *w.e.f.* June, 2021)**

Semester	Paper No.	Title of Paper	No. of Lectures	College Assessment	University Assessment	Total Marks	Credits
V	VIII & XIII	British Literature	60	10	40	50	04

**Question Paper Pattern**

Name of the Course: **B. A. Part III**

Name of the Paper: **British Literature**

**SEM- V & VI**

**Que-1- Multiple Choice Questions. (8 Marks)**

(Poetry, Drama & Novel)

**Que-2- Short Answer Type Question. (12 Marks)**

(2 Survey Topics & 4 Poetry)

**Que-3- Broad Question with an internal option. (A or B).**

(Drama)(10 Marks)

**Que-4- Broad Question. (10 Marks)**

(Novel)

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part - III**

**Name of the Paper: Indian English Literature**

**Paper No. – IX & XIV**

**Semester: V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**

## **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the Course: **B.A. (English) Part- III**

Name of the Paper: **Indian English Literature**

Semester: V & VI

### **Preamble:-**

In continuation with the study of early 20th century representative Indian English writers/writings covering major literary genres in B.A. Part-2, students are further to be acquainted with the development of Indian English Literature in late 20th century with focus on selected authors and texts .

### **Objectives of the course:-**

- To introduce to the students the socio-cultural and intellectual background of the post-independence Indian English Literature.
- To acquaint undergraduates with different literary genres as practised by representative Indian English writers in early post-independence period.
- To help students to understand, interpret variety of themes and styles as reflected in the prescribed texts.

### **Course Outcomes:-**

- By the end of the course, students will –
- Understand gradual development of Indian English Literature in the latter half of the 20<sup>th</sup> century.
  - Get acquainted with important themes & issues through study of texts prescribed.
  - Get acquainted with Indian ethos as revealed through prescribed texts.
  - Be able to interpret and analyse on their own & further nurture interest in the study of Indian literatures, especially Indian English Literature.

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Name of the course: **B.A. Part III**

Name of the Paper: **Indian English Literature (Paper-IX)**

## **Semester: V**

CREDITS: 04

60 LECTURES

### **(I) Survey Topics- (Credit-01)**

**(Lectures-15)**

**1) Salient Features of Modern Indian English Poetry.** (With referenceto the poems prescribed).

**2) Salient Features of Modern IndianEnglish Drama.**(With referenceto the translated Indian plays in English).

### **(II)Poems Prescribed-(Credit-01) (Lectures-15)**

1)Nissim Ezekiel-Poet,Lover,Birdwatcher.

2)ArunKolatkarr-Between Jejuri andRailway Station.

3)Shiv K. Kumar-Letter from NewYork.

4)JayantMahapatra-Dawn at Puri.

5)A. K. Mehrotra-Letter to a Friend.

### **(III) Drama-(Credit-01)**

**(Lectures-15)**

1. **Garbo** by Mahesh Elkunchwar

(Collected Plays of Mahesh Elkunchwar) (Oxford India Paperbacks, 2010.)

### **(IV)Fiction- (Credit-01)(Lectures-15)**

1. **The Foreigner**-Arun Joshi.(Orient Paperbacks-2010)

## **List of Reference Books-**

- 1)K.R.SrinivasIyengar-*Indian Writing in English*.(Sterling Pub.)
- 2)M.K.Naik-*A History of Indian English Literature*.(SahityaAkademiNew Delhi-1982)
- 3)Bruce King:*Three Indian Poets: Nissim Ezekiel,A.K.Ramanujan,DomMoraes* (OUP-1991)
- 4)M.K.Naik-*Indian English Poetry:From Beginning to 2000*.
- 5)Meenakshi Mukherjee- *The TwiceBorn Fiction*.(Pencraft,New Delhi)
- 6)N.Bharucha& Vilas Sarang (edi)-*Indian English Fiction-1980-90- An Assessment*.
- 7)M.K.Bhatnagar(edi)-*The Novels of Arun Joshi-A Critical Study*.(Atlantic -January,2014)
- 8)Siddhartha Sharma-*Arun Joshi's Novels:A Critical Study*.(Atlantic Pub.)
- 9)AN.Dwivedi-*Studies in Contemporary English Drama*.
- 10)KaustavChakraborty- *Indian Drama in English*.
- 11)NatesanSharadaIyer- *Musings on Indian Writing:Drama*.(Sarup& Sons, 2007).

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

Course Name: **B. A. (English) - Part-III**

Paper Name: **Indian English Literature**(Paper No. XIV)

**Semester-VI**

CREDITS: 04

60 LECTURES

**(I)General/Survey Topics-(Credit-01)**

**(Lectures-15)**

1) **Salient features of post-modern Indian English Poetry.**(With spl.reference to the poems prescribed).

2) **Salient features of post-modern Indian English Novel.** (With spl. reference to the Diasporic Indian English Novel).

**(II) Poems Prescribed-(Credit-01)**

**(Lectures-15).**

1) **A. K. Ramanujan**-Looking for a Cousin on a Swing.

2) **Dilip Chitre**-Felling of Bunyan Tree

3) **Eunice De Souza**-Feeding the Poor at Christmas.

4) **Manohar Shetty**-Animal Planet.

5) **Mamta Kalia**-Tribute to Papa.

**(III) Drama-(Credit-01)(Lectures-15).**

1. **Nagamandala**- Girish Karnad.(Updated Students' Version)(Oxford University Press-1999).

**(IV) Fiction- (Credit-01)(Lectures-15)**

1. **The Namesake**-Jhumpa Lahiri.(Mariner Books-Reprint-2004)

## **List of Reference Books-**

- 1) A.K.Mehrotra (Edi), *Ten Twentieth Century Indian English Poets.*(Oxford University Press-2001).
- 2) Menka, Shivdasani (Edi). *Anthology of Contemporary Indian Poetry* - (Big Bridge Press -2013).
- 3) Bruce, King.*Three Indian Poets Nissim Ezekiel, A.K.Ramanujan ,Dom Moraes.*(OUP-1991).
- 4) Kaustav, Chakraborty.*Indian Drama in English.*
- 5) Natesan Sharada Iyer, *Musings on Indian Writing: Drama.*(Sarup & Sons, 2007)
- 6) Dr.S.S.Upase.*Power in Karnad's Plays.*
- 7) Nandkumar. *Indian English Drama: Study in Myths.*
- 8) N.Bharucha & Vilas Sarang (Edi).*Indian English Fiction 1980-90-An Assessment.*
- 9) Viney Kirpal (Edi). *The Post-modern Indian English Novel-Interrogating the 1980s & 1990s.*(Allied Publication -1996).
- 10) Nizara Hazarika, Johnson, Day(Edi.). *Contemporary Indian Women Writers in English: Critical Perspectives.*(Pencraft -2015)
- 11) Angshuman Kar (Edi.). *The Contemporary Indian Diaspora: Literary & Cultural Representation* (Rawat Pub. 2015).



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

Name of the Course: **B. A. (English) Part-III**

Name of the Paper: **Indian English Literature**

Semester: **V & VI**

(2021-2022, 2022-2023 & 2023-2024)

(CBCS Semester Pattern Syllabus *w. e. f.* June, 2021)

<b>Semester</b>	<b>Paper No.</b>	<b>Title of Paper</b>	<b>No. of Lectures</b>	<b>College Assessment (Marks)</b>	<b>University Assessment (Marks)</b>	<b>Total Marks</b>	<b>Credits</b>
V & VI	IX&XIV	<b>Indian English Literature</b>	60	10	40	50	04

**Question Paper Pattern**

Name of the Course: **B. A. Part III**

Name of the Paper: **Indian English Literature**

**SEM- V & VI**

**Que-1- Multiple Choice Questions. (8 Marks)**

(Poetry, Drama & Fiction)

**Que-2- Short Answer Type Question. (12 Marks)**

(Survey Topics & Poetry)

**Que-3- Broad Question (A or B). (10 Marks)**

(Drama)

**Que-4- Broad Question. (10 Marks)**

(Novel)

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part - III**

**Name of the Paper: Literatures in English**

**Paper No. – X & XV**

**Semester: V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III (Semester V)**

Name of the Paper: **Literatures in English**

**Semester: V & VI**

**Preamble:**

Many outstanding literary figures from different part of the world have been contributing and enriching literature. As English is the World Language, it is essential to introduce World Literature to B.A. III year students so as to get acquainted with these literary exponents and take an opportunity to study cultures, society, language and tradition depicted by them in their works.

**Objectives**

- To develop a clear understanding of the key concepts of world literature
- To expose students to alternative literature produced in the world
- To provide an exposure to various writers from the entire world.
- To familiarize students with the different literary tradition of the world
- To help students understand and respond to literary texts of different time and period.

**Course Outcome:**

By the end the course, the students will:

- Understand Literature from the world around.
- Understand the salient features of postcolonial fiction and absurd theatre.
- Be able to respond critically to world literatures in English.
- Get acquainted with different cultures across the world through literature.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III (Semester V)**

Name of the Paper: **Literatures in English (Paper-X)**

**Semester: V**

CREDITS: 04

60 LECTURES

**I) General Topics:**

(Credit: 01) Lectures (15)

1. **Characteristic Features of the Russian Literature with reference to the Novel prescribed**
2. **Characteristic Features of the 20<sup>th</sup> Century Dramas with reference to the work prescribed.**

**II) Novel** (Credit: 01) Lectures (15)

Leo Tolstoy: *War and Peace* (Fingerprint Publishing, 2015)

**III) Drama**(Credit: 01) Lectures (15)

Tennessee Williams:*The Streetcar Named Desire* (Delhi Open Books, 2019)

**IV) Poems:**

(Credit: 01) Lectures (15)

1. Pablo Neruda: *If You Forget Me.*
2. Amrita Pritam: *The Will*
3. Louise Gluck: *The Wild Iris*
4. Max Ehrmann: *Desiderata*
5. Czeslaw Milosz: *Account*
6. Edgar Allen Poe: *A Dream within a Dream*
7. Li Po: *Drinking Alone in the Moonlight*

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Literatures in English (Paper-XV)**

**Semester: VI**

CREDITS: 04

60 LECTURES

**I) Survey Topics:**(Credit: 01) Lectures (15)

**1. Characteristic Features of Afro-American drama**

**2. A Psychological Thriller**

**II) Novel:**(Credit: 01) Lectures (15)

Paula Hawkins: *The Girl on the Train* (Random House Publishing, 2015)

**III) Drama:** (Credit: 01) Lectures (15)

Lorraine Hansberry: **A Raisin in the Sun.** (Vintage: Reprint, Reissue Edition,2004)

**IV) Short Story:** (Credit: 01) Lectures (15)

1. William Somerset Maugham: *The Luncheon*

2. Guy de Maupassant: *The Necklace*

3. Sudha Murthy: *How I Taught My Grandmother to Read*

4. Franz Kafka: *Wedding Preparation in the Country*

5. Maxim Gorky: *Twenty-Six Men and a Girl*

## List of References:

1. Andrews, W., F. Foster and T. Harris (eds). *The Oxford Companion to African American Literature*. Oxford, 1997.
2. Gilyard, K., and A. Wardi. *African American Literature*. Penguin, 2004.
3. Peterson, Carla (1995). *Doers of the Word: African-American Women Speakers and Writers in the North (1830–1880)*. New York: Oxford University Press.
4. Bennett, Michael Y. *The Cambridge Introduction to Theatre and Literature of the Absurd*. Cambridge: Cambridge University Press, 2015.
5. Esslin, Martin. Essay: "The Theatre of the Absurd". *The Tulane Drama Review*, Vol. 4, No. 4 (May, 1960), Publisher: MIT Press.
6. Terras, Victor (1985). *Handbook of Russian Literature*. New Haven, CT: Yale University Press
7. Bhabha, Homi K. (1994): *The Location of Culture*. Routledge, London and New York. Print.
8. Stone, Jonathan (2013). *Historical Dictionary of Russian Literature*. Rowman & Littlefield
9. Davies, Carole Boyce, and Anne Adams Graves. eds. *Ngambika: Studies of Women in African Literature*. Trenton: African World P, 1986.
10. Fanon, Frantz. *The Wretched of the Earth*. Trans. Constance Farrington. Middlesex: Penguin, 1967.
11. Gilbert, Helen (2001): *Introduction to Pantomime by Derek Walcott in): Postcolonial Anthology: An Anthology*. Routledge Chapman & Hall, London, 128-131. Print
12. Nayar, Pramod K. (2008): *Postcolonial Literature: An Introduction*. Pearson  
a. Longman, New Delhi, India. Print.

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

Name of the Course: **B.A (English) Part–III**

Name of the Paper: **Literatures in English**

**Semester: V & VI**

Semester	Paper No	Title of the Paper	No. of Lectures (Theory)	College Assessment (Marks)	University Assessment (Marks)	Total Marks	Credits
V & VI	X & XV	Literatures in English	60	10	40	50	100

**(2021-2022, 2022-2023 & 2023-2024)**

**(CBCS Semester Pattern Syllabus *w.e.f.* June, 2021)**

**Question Paper Pattern**

Name of the Course: **B. A. Part III**

Name of the Paper: **Literatures in English**

**SEM- V & VI**

**Que.1 Rewrite the following sentences by choosing the correct alternative. 08 Marks**

(Novel, Drama & Poetry)

**Que. 2 Write the answers in short. (Any Four out Six)**

12 Marks

(Survey Topics, Poems & Short Stories)

**Que.3 Broad question (any one)**

10 Marks

(Drama)

**Que. 4 Broad question.10 Marks**

(Novel)

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part - III**

**Name of the Paper: Introduction to the Structure and Function of Modern English**

**Paper No. – XI & XVI**

**Semester: V & VI**

**With effect from June-2021-22, 2022-23 & 2023-24**



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

Name of the Course: **B. A. (English) Part-III**

Name of the Paper: **Introduction to the Structure and Function of Modern  
English (Paper-XI)**

**Semester: V**

**Preamble:**

The paper, as its name suggests, introduces the students to various structures of modern English and their functions. It familiarizes them with the inter-relations of the units in a structure. It aims to help them frame and analyse structures and use appropriate words and expressions to convey various meanings.

**Objectives:**

- To acquaint the students with the classification of words
- To acquaint them with the structures and functions of phrases, and enable them to analyse phrases
- To acquaint them with the elements of clause
- To acquaint them with the active and passive clause patterns
- To introduce them to a few communicative concepts

**Course Outcomes:**

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

- Identify the class of words
- Know the structure and function(s) of phrases and analyse them
- Identify clause elements
- Construct sentences using basic clause patterns
- Use appropriate words and expressions to communicate the prescribed concepts

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Introduction to the Structure and Function of Modern English**

**(Paper-XI)**

**Semester: V**

CREDITS: 04

60 LECTURES

**Teaching Components:**

**1. Unit No: 1: Words**

**(Credit: 01)**

**(Lectures: 15)**

1.1 Open and closed word classes

1.2 Analysis of open and closed word classes

**2. Unit No. 2: Phrases**

**(Credit: 01)**

**(Lectures: 15)**

2.1 Main Phrase and Subordinate Phrase

2.2 Classes of Phrase: NP, PP, GP, AjP, AvPand VP.

2.3 Analysis of Phrases

**3. Unit No. 3 Clauses**

**(Credit: 01)**

**(Lectures: 15)**

3.1 Elements of Clause

3.2 Classification of Clauses—Subordinate and Main Clauses

3.3 Subordinate Clause and its types

3.4 Finite (Tensed), Non-finite Tenseless and Verbless Subordinate Clauses

3.5 Types of Main Clause: Declarative Clause, Interrogative Clause, and Imperative Clauses

3.6 Active and passive Clauses

3.7 Basic Clause Patterns

**4. Unit No. 4: Communicative Concepts**

**(Credit: 01)**

**(Lectures: 15)**

4.1 Statements, Questions and Responses

4.2 Denial and Affirmation

4.3 Agreement and Disagreement

4.4 Degrees of Likelihood

**Books Recommended:**

1. Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad. *English Grammar for Today*. London: Palgrave, 1982.
2. Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Hong Kong: Longman, 1993.
3. Greenbaum, Sidney and Randolph Quirk. *A Student's Grammar of the English Language*. New Delhi: Pearson Education, 2009.
4. Greenbaum, Sidney. *Oxford English Grammar*. New Delhi: OUP, 2009.
5. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. Delhi: Longman, 2002.

## Question Paper Pattern

Name of the Course: **B. A. Part III**

Name of the Paper: **Introduction to the Structure and Function of Modern English**  
Semester: **V (Paper No. XI)**

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Time: Marks: 40

Instructions:

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

**Q.1. Choose the correct alternative.** 10 Marks

(Ten multiple type questions will be set on all the topics)

**Q.2. Answer any five of the following in brief.** 10 Marks

(Six questions will be set on the topic *Words*)

**Q.3. A) Answer any two of the following questions in brief.** 06 Marks

(Three questions will be set on the topic *Communicative Concepts*)

**Q.3.B) Answer any two of the following in brief.** 04 Marks

(Three questions will be set on the topic *Phrases*)

**Q. 4. Answer any one of the following questions.** 10 Marks

(Two broad answer type questions will be set on the topic *Clauses*)

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Introduction to the Structure and Function of Modern English  
(Paper-XVI)  
Semester: VI**

**(Credits: 04) (Total lectures: 60)**

**Preamble:**

The paper, as its name suggests, introduces the students to various structures of modern English and their functions. It familiarizes them with the inter-relations of the units in a structure. Moreover, it makes them realize how language varies according to the medium in which it is put, the relationship or the relative distance between the addresser and the addressee(s), and the function it fulfils in communication. It aims to help them use correct structures, and use appropriate words and expressions to convey various meanings.

**Objectives:**

- To acquaint the students with the classification of sentence
- To acquaint them with the processes of subordination and coordination
- To acquaint them with the structures and functions of subordinate clauses
- To introduce them to the basic and derived structures
- To introduce them to discourse analysis with reference to mode, tenor and domain
- To introduce them to a few more communicative concepts other than the ones prescribed in the preceding semester

**Course Outcomes:**

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

- Identify the simple and complex sentences
- Know the difference between subordination and coordination
- Derive structures from the basic ones
- Analyse a discourse with reference to its mode, tenor and domain
- Use appropriate words and expressions to communicate.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Introduction to the Structure and Function of Modern English  
(Paper-XVI)**

**Semester: VI**

CREDITS: 04

60 LECTURES

**Teaching Components:**

**Unit No.1: Subordination and Coordination (Credit: 01) (Lectures: 15)**

- 1.1 Kinds of Sentences: Simple and Complex
- 1.2 Subordinate Clauses (SCIs)
  - 1.2.1 Structure of Subordinate Clauses
  - 1.2.2 Functions of Subordinate Clauses
- 1.3 Classification of Subordinate Clauses: Finite (Tensed) and Non-finite (Tenseless)
- 1.4 Kinds of Subordinate Clauses: Noun Clauses, Adverbial Clauses, Relative Clauses, Comparative Clauses, and Prepositional Clauses
- 1.5 Subordination: Direct and Indirect
- 1.6 Coordination

**Unit No. 2: Basic and Derived Structures (Credit: 01) (Lectures: 15)**

- 2.1 Basic and Derived Structures
- 2.2 'Missing' Elements
- 2.3 Split Constituents
- 2.4 Double Analysis
- 2.5 Style and Structure-changing Rules

**Unit No. 3: Discourse Analysis (Credit: 01) (Lectures: 15)**

- 3.1 Dimensions of Discourse: Mode, Tenor, and Domain
- 3.2 Mode: Speech and Writing
  - 3.2.1 Speech and Writing: Which Comes First?
  - 3.2.2 Functions of Writing and Speech
  - 3.2.3 The Form of Speech and Writing
  - 3.2.4 Linguistic Characteristics of Speech and Writing
  - 3.2.5 An analysis of Spoken and Written Discourse
- 3.3 Tenor
  - 3.3.1 Tenor and Discourse
- 3.4 Domain
  - 3.4.1 Domain and Discourse

**Unit No. 4: Communicative Concepts (Credit: 01) (Lectures: 15)**

- 4.1 Describing Emotions
- 4.2 Friendly Communications
- 4.3 Permission and Obligation
- 4.4 Influencing People

### **Books Recommended:**

1. Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad. *English Grammar for Today*. London: Palgrave, 1982.
2. Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Hong Kong: Longman, 1993.
3. Greenbaum, Sidney and Randolph Quirk. *A Student's Grammar of the English Language*. New Delhi: Pearson Education, 2009.
4. Greenbaum, Sidney. *Oxford English Grammar*. New Delhi: OUP, 2009.
5. Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. Delhi: Longman, 2002.

## **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B.A (English) Part–III**

Name of the Paper: **Introduction to the Structure and Function of Modern English  
Semester V & VI**

**(2021-2022, 2022-2023 & 2023-2024)**

**(CBCS Semester Pattern Syllabus w.e.f. June, 2021)**

<b>Sem.</b>	<b>P-No</b>	<b>Title of the Paper</b>	<b>No. of Lectures</b>	<b>C A Marks</b>	<b>UA marks</b>	<b>Total marks</b>	<b>Credits</b>
<b>VI</b>	<b>XI &amp; XVI</b>	<b>Introduction to the Structure and Function of Modern English</b>	<b>60</b>	<b>10</b>	<b>40</b>	<b>50</b>	<b>04</b>

C A: College Assessment

U A: University Assessment

## Question Paper Pattern

Name of the Course: **B. A. Part III**

**Paper No. XVI: Introduction to the Structure and Function of Modern English**

**Semester: VI**

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Time:

40

Marks:

Instructions:

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

**Q.1. Choose the correct alternative.**

10 Marks

(Ten multiple type questions will be set on all the topics)

**Q.2. Answer any five of the following in brief.**

10 Marks

(Six questions will be set on the topic *Basic and Derived Structures*)

**Q.3. A) Answer any two of the following questions in brief.**

06 Marks

(Three questions will be set on the topic *Communicative Concepts*)

**Q.3.B) Give form and function labels to any two of the underlined clauses in the given sentences.** 04 Marks

(Three questions will be set on the topic *Subordination and Coordination*)

**Q.4. Analyse any one of the given discourses with reference to its mode, tenor and domain supporting with at least two examples of each from it.** 10 Marks

(Two examples of discourse – one written and the other spoken based on the topic *Discourse Analysis* will be given.)

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Name of the Course: B. A. (English) Part - III**

**Name of the Paper: Content Writing and Editing in English Language**

**With effect from June-2021-22, 2022-23 & 2023-24**



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Content Writing and Editing in English Language**

**Preamble:**

In this course, the students will study how to write and edit content in English. The course will examine different types of content writings. Consistent, engaging, and high-quality **content** impacts the audience more than any other technique. **Content writing** allows your brand to create cohesive pieces of information. Consistency, especially in brand messaging, is one of the significant factors to determine the growth and success of your business. An editor will find themselves planning, coordinating and editing material for publication at newspaper, magazine, publishing house or other organization. This course offers the writing and editing skills to train "aspiring-content writers and editors.

**Objectives of the Course:**

1. The course aims to inculcate the content writing and content editing skills among the students.
2. This course can also be beneficial to the existing content writers in honing their skills.

**Course Outcome:**

1. Content writing is considered a highly skilled area and presents opportunity for a full time/part time career.
2. Students will be able to write and edit the content.

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Content Writing and Editing in English Language**

**[Credits:04 Theory-(45), Practical-(15)]**

**Total Theory Lectures-(45)**

**Total Credits – (04)**

**Unit No: 1 Introduction to Content Writing and Editing (Credit: 01) (15)**

**Unit No: 2 Structuring and Writing Quality Content (Credit: 01) (15)**

**Unit No: 3 Copy Writing, Sales, Advertising and Promotion. (Credit: 01) (15)**

**Unit No: 4 Digital Content Writing (Credit: 01) (15)**

**Course Structure:**

<b>Semester</b>	<b>Paper No.</b>	<b>Title of Paper</b>	<b>No. of Lectures</b>	<b>College Assessments (Marks)</b>	<b>University Assessments (Marks)</b>	<b>Total Marks</b>	<b>Credits</b>
		CONTENT WRITING AND EDITING IN ENGLISH	60	20	80	100	04

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

Name of the Course: **B. A. –III**

Name of the Paper: **Content Writing and Editing in English Language**

**Unit: I Introduction to Content Writing and Editing**

- Origin and need of content writing
- Career in content writing
- Types of content writings
- The Concept of Content Marketing
- Difference between Academic and Content Writing.

**Unit: II Structuring and Writing Quality Content**

- Brainstorming and Collection of Material
- Proof Reading Techniques
- How to Structure a Book and ensure content Quality?
- Documentation and Formatting

**Unit: III Copy Writing, Sales, Advertising and Promotion.**

- Writing Newsletters, Product Descriptions and Press Releases
- Importance of Page Layout and Text Outline
- Effective Writing Techniques
- Writing Articles
- Mistakes to Avoid

**Unit: IV – Digital Content Writing**

- Video scripts
- Email newsletters
- Keynote speeches
- Social media posts
- Podcast titles
- Web page copy
- YouTube video descriptions
- Blog

**List of References:**

1. A. Z. Gill, Content Writing: A helpful Guide,

**PUNYASHLOK AHILYADEVII HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty : Faculty of Humanities**

**Syllabus : B.A. Part-III (Choice Based Credit System)**

**Name of the Course : ANCIENT INDIAN HISTORY AND CULTURE**

**With effect from : With effect from June-2021**

## 1. Preamble :

Ancient, as well all know, is vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. History will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, this syllabus prepares students for sustainability and life-long learning. The syllabus has been framed with view to understand recent trends in history and interdisciplinary knowledge along with the Choice Based Credit System.

## 2. Objective of the Course

### Paper-VII

1. To Study the ancient history and culture of Maharashtra
2. To study Pre, Proto historical and Historical culture of Maharashtra.
3. To understand the Political history of Satvahanas.
4. To study the development during the Ancient Maharashtra special reference

### Paper-VIII

1. To study political ideas and institutions in ancient India
2. To describe the importance of sources of political Ideas and Institutions.
3. To study the Ancient Indian states.
4. To study development of Ancient Indian Kingship theories.
5. To study the Ancient Indian Councils of Ministers.

### Paper-IX

1. To study Religious history of ancient India.
2. To study the various sects in Hindu religion.
3. To study development of religious condition of Vedic and Later Vedic period.
4. To describe the importance of Ancient Indian Gods and Goddesses.

### Paper-X

1. To study the art and architecture in ancient India
2. To study development of Art and Architecture in Ancient Indian History.
3. To study the Foreign impact on Indian art.
4. To understand the origin of Ancient Indian Art and Architecture.

### Paper-XI

1. To study development of tourism and archaeology
2. To study the Historical Background of Tourism
3. To Describe the importance of tourism such as Economic, Social, Educational, Religious, Cultural and Political.

### Paper-XII

- 1 To Study the Political and cultural history of Ancient Maharashtra
- 2 To study political history of Vakatakas.
- 3 To study the political and cultural history of Chalukyas period
- 4 To study the political and cultural history of Shilahara period
- 5 To study the political and cultural history of Yadav period

### Paper-XIII

- 1 To Study the Evolution of Judicial Organization form the Vedic period to the Gupta period.
- 2 To understand the inter-state relation theories in Ancient Indian History.
- 3 To adequate the sources of Income and expenditure in ancient Indian history.
- 4 To study the art and architecture in ancient India
- 5 To study development of Ancient Indian village system.

### **Paper-XIV**

- 1 To Study the important of Jain Philosophy in daily life.
- 2 To study political ideas and institutions in ancient India
- 3 To study Religious history of Jain and Buddhism.
- 4 To understand the Jain and Buddhism Philosophy.
- 5 To study the Jainism and Buddhismbelief and sects.

### **Paper-XV**

- 1 To Study the origin and development of temple architecture.
- 2 To explain the Rock cut Architecture
- 3 To study Nature and Characteristics of South Indian Temples
- 4 To study the Art and Architecture of Amaravati and Nagarajunkonda.

### **Paper-XVI**

- 1 To Study the concept of Archeology .
- 2 To describe the importance of Archaeological sites of tourist interest.
  - 3 To study the Dating methods.

## **3. Course Outcome**

### **Paper-VII**

1. To awareness of the pre-historic knowledge and Human Evolution among the student.
2. To understand the student Archeological sources. Literature and foreign travel account and Ancient Art and Architecture.
- 3.To study of ancient empires of Maharashtra Satavahan to Yadavas.

### **Paper-VIII**

1. To acquaint with the student epic of India Ramayana and Mahabharata.
2. .To understand the student Kautilyas Arthashastra and its Importance. .To create awareness of Indian political Ideas and Institutions in India

### **Paper-IX**

1. To understand the student about the Indian religions.
2. To study the rise of Vedic religion and its significance.
3. To understand the student comparative study of sindhu and Vedic religion.
4. To study the art and architecture in ancient India

### **Paper-X**

1. To study development of Art and Architecture in Ancient Indian History.

2. To study the Foreign impact on Indian art.
3. To understand the origin of Ancient Indian Art and Architecture.

### **Paper-XI**

1. To acquaint students with different places of tourism in India.
2. To explore the Knowledge of economic, social, culture and political of places.
3. To Adequate the knowledge of tourist agencies.

### **Paper-XII**

1. Evaluate the transition of Political and cultural history of ancient Maharashtra
2. Explain the transition from Vakataka to Yadava.
3. Categorizes the causes for the origin and growth of the Vakataka, Chalukyas, Silahara and Yadava Dynasties.
4. Describe the rise and growth of the Vakataka, Chalukyas, Silahara and Yadava Dynasties.
5. Explain the salient features Political and cultural history of ancient Maharashtra

### **Paper-XIII**

1. Asses the fundamental changes in political ideas and institution in ancient India.
2. To compare historiography on political structures and cultures across different realms of the Vedic period to Gupta period.
3. Explain the contributions of village administration in south India with special reference to Cholas.
4. Critique the Principles of Taxation.

### **Paper-XIV**

1. To explain the salient features of Jain and Buddhist Philosophy.
2. Explain the thought and work of Jain and Buddha religion for radical transformation of Indian society.
3. .To Critique the thoughts of Jain and Buddha religion on the annihilation of the caste system and untouchability in India.
4. To discover the Indian Jain belief and sects in ancient India.

### **Paper-XV**

1. To describes the fundamentals of Art and Architecture in ancient India.
2. Explain the great rock architecture site in Ancient India.
3. Give the Art and Architectural developments which took place in early historic India.
4. Explain the role played by Major temple sites in gupta period.
5. Give an account of the developments in the Guptaperiod

## **Paper-XVI**

1. Explain the nature of Archeology
2. Define the conceptual clarity about the Archeology and its principals.
3. Examine the importance of inscriptions, coins and archaeological remains.
4. To the relevance of monumental heritage and its relationship with the discipline of history through the concept of Archaeology.

### **4. Duration:**

The duration for the syllabus in one year with CBCS pattern  
(Sem. V and VI)

### **5. Eligibility:**

The eligibility criteria for course as per Govt./PAHSUS rules and norms.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**B.A. Part III , Subject – Ancient Indian History and Culture**

**CBCS Pattern Syllabus (w. e. f. June 2021)**

**SEMESTER- V**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	<b>History of Ancient Maharashtra</b>	60	3	1	04	50	40	16	10	04
VIII	Elective	<b>Political Ideas and Institutions in Ancient India</b>	60	3	1	04	50	40	16	10	04
IX	Elective	<b>Religious History of Ancient India.</b>	60	3	1	04	50	40	16	10	04
X	Elective	<b>Art and Architecture in Ancient India</b>	60	3	1	04	50	40	16	10	04
XI	Elective	<b>Tourism Development in India</b>	60	3	1	04	50	40	16	10	04

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**B.A. Part III , Subject – Ancient Indian History and Culture**

CBCS Pattern Syllabus (w. e. f. June 2021)

**SEMESTER- VI**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	U A		C A	
				L	T	Total					
XII	Elective	<b>Political and Cultural History of Ancient Maharashtra</b>	60	3	1	04	50	40	16	10	04
XIII	Elective	<b>Political Ideas And Institutions in Ancient India.</b>	60	3	1	04	50	40	16	10	04
XIV	Elective	<b>Jainism and Buddhism in Ancient India.</b>	60	3	1	04	50	40	16	10	04
XV	Elective	<b>Art and Architecture in Ancient India</b>	60	3	1	04	50	40	16	10	04
XVI	Elective	<b>Principles and Methods in Archaeology</b>	60	3	1	04	50	40	16	10	04

**Add on Course**

<b>Museum Management</b>	<b>Lecture + Project Report work</b>	<b>Credits</b>	<b>Marks</b>	<b>UA</b>		<b>CA</b>	
	60	04	50	40	16	10	04

- ❖ Apart from the above course. The student can choose SWAYAM / MOOC /NPTL course as a Add on course.
- ❖ The student can choose the course as a Add on course from the courses started by the skill development center of the University.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**  
**ANCIENT INDIAN HISTORY AND CULTURE**

**B.A. Part-III, Paper No.VII**

Choice Based Credit System

(Introduced from June—2021)

**History of Ancient Maharashtra**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-V**

<b>Unit</b>	<b>Sources</b>	<b>No. of lectures</b>
<b>I</b>	a)Archaeological sources :Inscription, coins and Excavated materials b)Literary Sources : Vedic literature-Epics, Puranas, Smriti and Sutras , Jain, Buddhist literature. C)Foreign Accounts	15
<b>Unit II</b>	<b>Pre, Protohistorical and Historical Culture of Maharashtra</b> With special reference Jorwe , Nevasa, Inamgaon , Diamabad-Mahurazari	No. of Lectures 15
<b>Unit-III</b>	<b>Paleography and Epigraphy of Maharashtra</b> a)Inscriptions in Maharashtra b)Ancient scripts in Maharashtra	No. of Lectures 15
<b>Unit-IV</b>	<b>Archaeological research in Solapur District</b> Exploration in Solapur District Excavations in Solapur District	No. of Lectures 15

### **List of Reference Books :**

1. Indian Proto History-Dr.M.K. Dhavlikar, New Delhi
2. Satvahankalin Maharashtra , R.S. Morvanchikar, Parimal Prakashan , Aurangabad.
3. Pre and Proto history of India and Pakistan, Dr.H.D.Sankalia, Deccan College Pune.
4. Maharashtra-land and people, Dr.Iravatai Karve, Govt. of Mahara
5. Maharashtra Gazetteer part / Ancient period Govt. of Maharashtra
6. Rashtrakutas and Their Time-Dr.A.S.Alteakar, continental Pakistan, Pune.
7. History and Inscriptions of the Satavanas and Westearn Kshatrapas- Dr.V.V.Mirashi, Sahitya Va Sanskruti Mandal, Mumbai.
8. Historical Archaeology I of India-M.K. Dhavalikar
9. Early History of the Deccan part- I & II. , G. Yezdani , Oxford, London.
- 10.Vakatak Nrupati Ani Tyancha Kal-V.V. Mirashi, Vidarbha Sanshodhan Mandal, Nagpur. (Marathi)
- 11.Bharatiya Sanskruti kosh, mahadeo shastri Joshi, Bhartiya Sanskruti Kosh Mandal, Pune.
- 12.Chalukyas of Vatapi : Dr. K.V.Ramesh, Agama Kala Prakashan, Delhi.
- 13.Paithan-R.S Morvanchikar, ParimalPrakashan, Aurangabad.
- 14.History and Culture of Indian people-Vols. I & V, Bhava's Publication, Mumbai.
- 15.Puratatvavidya-M.K.Dhavalikar, Maharashtra Granth Nirmiti Mandal, Mumbai.(Marathi)
- 16.Puratatvavidya-S.B. Deo, Mumbai. (Marathi)
- 17.Ajay Mitra Shastri-"Age of Satvahanas" Agam Kala Prakashan New Delhi.
- 18.Maharashtratil Puratatva-Dr.S.B.Deo,Sahitya va Sanskruti Mandal, Mumbai.(Marathi)
- 19.Prachin Bharatacha Itihas (Marathi) Dr.Vikas Kadam.

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**ANCIENT INDIAN HISTORY AND CULTURE**

**B.A. Part-III, Paper No. VIII**

Choice Based Credit System

(Introduced from June—2021)

**Political Ideas and Institutions in Ancient India**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-V**

<b>Unit</b>	<b>Sources of Political Ideas and Institutions</b>	<b>No. of lectures</b>
<b>I</b>	a)Kautilya's Arthashastra b)Foreign Accounts c)Mahabharat, Smriti Granthas and Puranas.	15
<b>Unit II</b>	<b>Ancient Indian States</b> a)Theories regarding the Origin of States. b)Types of States. c)Saptanga Theory of States.	No. of lectures 15
<b>Unit III</b>	<b>Ancient Indian Kingship</b> a)Theories about the origin of kingship b)Powers and functions of the kings. c)Limitations of the powers of the king	No. of lectures 15
<b>Unit IV</b>	<b>Council of Ministers</b> a) Composition b) Nature and Evaluation of the Council of Ministers.	No. of lectures 15

### **List of Reference Books**

1. Prachin Bhartiya Rajniti :R.P.Kangale, Prakashan, Mumbai.
2. Prachin Bhartiya Rajniti :Shri.Morkhandikar ,Aurangabad.
3. Prachin Bhartiya Shasan, A.S.Altekar, Bharatiya Bhandar, Allahabad.
4. Prachin Bhartiya Sansthancha Itihas, G.L. Bhide, PhadkePrakashan, Kolhapur.
5. State and Govt. in Ancient India :A.S.Altekar Motilal Banarsidas, Delhi.
6. History and Culture of Indian People : Vol.1 to V, Bhavan's Publication, Mumbai.
7. Theory and Govt. in Ancient India: Beni Prasad, Central Book Depot, Allahabad.
8. Aspects of Political Ideas and Institutions in Ancient India ; R.Sharma
9. Hindu Polity :Dr. K.P.Jayaswal, New Delhi.

**ANCIENT INDIAN HISTORY AND CULTURE**

**B.A. Part-III, Paper No.IX**

Choice Based Credit System

(Introduced from June—2021)

**Religious History of Ancient India.**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-V**

<b>Unit 1</b>	<b>Sources</b>	<b>No. of lectures</b>
	a)Literary	15
	b)Archeological	
<b>Unit II</b>	<b>Religion in Harappa Culture</b>	<b>No. of lectures</b>
	a)Gods and Goddesses	15
	b)Religious life	
<b>Unit III</b>	<b>Vedic Period and later Vedic Period</b>	<b>No. of lectures</b>
	a)Gods and Goddesses	15
	b)Religious life	
<b>Unit IV</b>	<b>Sects in Hindu Religion</b>	<b>No. of lectures</b>
	a)Vaishnavism	15
	b)Shaivism	
	c)Shakt, Ganapatya, Saur	

### **List of Reference Books:**

1. **P.H.Prabhawalkar** : Hindu Social Organization, popular publication, Bombay.
2. **V.D.Mahajan** : Ancient India, S.Chand & Co.-New Delhi.
3. **Dr.A.S.Altekar** : Education in Ancient India, Banaras
4. **Dr.A.S.Altekar** : Position of Women in Hindu Civilization-Banaras
5. **H.Chattergee** : Social background of forms of marriage in Ancient India
6. **Bhartiya Sanskruti Kosh (Releted Part)** :Bhartiya Sanskruti Kosh Mandal (Marathi) Pune.
7. **G.L.Bhinde** :Prachin Bhartiya Sansthancha Itihas (Marathi), Phadke Prakashan, Kolhapur.



**PUNYASHLOK AHILYADEVJI HOLKAR**  
**SOLAPUR UNIVERSITY, SOLAPUR**  
**ANCIENT INDIAN HISTORY AND CULTURE**  
**B.A. Part-III, Paper No.X**  
Choice Based Credit System  
(Introduced from June—2021)  
**Art and Architecture in Ancient India**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-V**

<b>Unit</b>	<b>Origin of ancient Indian art</b>	<b>No. of lectures</b>
<b>1</b>	a)Definition of Art, Characteristics of Indian Art and Architecture b)Town planning, sculpture, arts on seals, terracotta figurines of the Indus civilization	15
<b>Unit II</b>	<b>Mauryan period</b> a)Architecture of the fortification and palace of Pataliputra. b)Beginning of rock Architecture, Barabar hill caves. c)Asokan pillars, sculptures	<b>No. of lectures</b> 15
<b>Unit III</b>	<b>Sugna-Kanva Period</b> a)The Toranas at sanchi, vidishagaruda pillar b)Thestupas at Bharhut and Bodh-Gaya. c)The medallines and story narration at sanchi	<b>No. of lectures</b> 15

<b>Unit IV</b>	<b>Kushana period</b>	No.of lectures
	a)Foreign impact on Indian art under kushanas.	15
	b)TheGandhar school of art.	
	c)The Mathura School of art.	

**List of Reference books:**

1. The Art and Architecture of Indian (Buddhist, Hindu and Jain) Benjamin Rowland, Penguin books ltd. London.
2. Indian Architecture (Buddhist and Hindu Periods) Percy Brown, D.B.Taraporwala Sons and Co., Mumbai.
3. History of India and Indonesia Art-Dr.Anand K. Coomarswamy-Munisiram Manohardas, Delhi.
4. Art of Indian-C.Shivramswmy.
5. Bhartiya Sanskruti kosh-Vol.I to X, Bhartiya Sankriti Kosh Mandal, Pune.
6. Puranarghya (Jain Dnyankosh) Sampadika Pandita Sumati baishala-Sharavika Prakashan, Solapur.
7. Prachin Bharatiya Kala, M.S.Mate, Continental Prakashan, Pune.
8. Prachin Bharatiya Kala evam Sankruti, Rajkishor Singh, UshaYadav.
9. Aksharshodh-Balkrushana Dabhade.
- 10.Yugyugin Kala,Maheshchandra Joshi.
- 11.Bharatiya Murtividnyan, N.P. Joshi, Maharashtra Vidyapeeth Granth Nirmiti Mandal, Nagpur.

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR  
ANCIENT INDIAN HISTORY AND CULTURE**

**B.A. Part-III, Paper No.XI**

Choice Based Credit System

(Introduced from June—2021)

**Tourism Development in India**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-V**

<b>Unit</b>	<b>Tourism</b>	<b>No. of lectures</b>
<b>I</b>	a) Meaning, Definition, Nature and Scope b) Place of Tourism in modern life. c) importance of tourism Economic, Social, Educational, Cultural.	15
<b>Unit II</b>	<b>Tourism in Modern Age-</b> a) Tourist Agencies b) Qualifications and qualities of good tourist guide c) Tourism Department-State and central Government	No. of lectures 15
<b>Unit III</b>	Museology-Emergence and Scope of Museology Types and Importance of Museums.	No. of lectures 12
<b>Unit-IV</b>	<b>Tourist Places in India</b> A. Museums : 1) Indian Museum                      Kolkata 2) Salarjung Museum                  Hyderabad 3) Bhavani Museum                    Aundh 4) Lamture Museum                    Ter	No. of lectures 15

- |    |                               |                  |
|----|-------------------------------|------------------|
| 5) | Raja<br>Dinkar Kelkar, Museum | Pune             |
| 1) | Kopeswar Temple               | Khidrapur        |
| 2) | Vitthal Temple                | Pandharpur       |
| 3) | Bhavani Temple                | Tuljapur         |
| 4) | Httarsang Kudal               | District Solapur |

<b>Unit- V</b>	<b>Study tour Visit to any historical place / Heritage walk is compulsory.</b>	No.of lectures
	Students Have to submit the report during examination separately.	3
	<b>(The report of the tour carries 10 marks)</b>	

**List of Reference books:**

1. Tourism, Museums and Monuments of India-Dr., S.P.Gupta and Krishna  
lal-Orient Publishers, Delhi.
2. Tourism in Indian-History and Development-A.K.Bhartya, Sterling  
Publication Pvt.ltd., New Delhi.
3. Tourism Developments-Principles and Practices A.K.Bhatiya, Sterling  
Publication Pvt.Ltd. New Delhi.
4. The art and Architecture of India, (Buddhist, Hindu & Jain)-Benjamin  
Rowland, Penguin Books Ltd. London.
5. Indian Architecture (Buddhist and Hindu Period) Part-I, Percy Brown-  
D.B Taraporwala Sons and co.Mumbai.
6. Archaeological Remains, Monuments and Museums (Part-I & II)  
Archeological Survey of Indian, Delhi.
7. Prachin Bharatiya Kala, M.S.Mate, Continental Prakashan, Pune.
8. Ajanta-A Cultural Study-Dr.M.K.Dhavalikar, Deccan College  
Publication, Pune.
9. Bharatiya Sanskruti Kosh, Pt.Mahadevshatri Joshi, Bharatiya Sanskruti  
Mandai Pune.

**PUNYASHLOK AHILYADEVJI HOLKAR**  
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**ANCIENT INDIAN HISTORY AND CULTURE**

**B.A. Part-III, Paper No.XII**

Choice Based Credit System

(Introduced from June—2021)

**Political and Cultural History of Ancient Maharashtra**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-VI**

<b>Unit</b>	<b>Satvahanan Period</b>	<b>No. of</b>
<b>I</b>		<b>lectures</b>
	a)Origin and spread of Satvahanas	15
	b)Cultural contribution of Satvahanas	
<b>Unit</b>	<b>Vakataka Period</b>	<b>No. of</b>
<b>II</b>		<b>lectures</b>
	a)Origin and spread of Vakatakas	15
	b)Cultural contribution of Vakatakas	
<b>Unit</b>	<b>Later Chalukya Period</b>	<b>No. of</b>
<b>III</b>		<b>lectures</b>
	a)Origin and spread of Later Chalukyas	15
	b)Cultural contribution of Later Chalukyas	

<b>Unit</b>	<b>Shilahara Dynasty</b>	<b>No.of</b>
<b>IV</b>		<b>lectures</b>
	a)Origin & Political Contribution	15
	b)Cultural Contribution	

**List of Reference books:**

1. India Proto History-Dr. M.K.Dhavalikar, New Delhi.
2. Satvahankalin Maharashtra, R.S.Morvanchikar, ParimalPrakashan, Aurangabad.
3. Pre and Protohistory of Indai and Pakistan, Dr.H.D.Sankalia, Daccan College Pune.
4. Maharashtra-Land and people, Dr.Iravataikarve, Govt. of Maharashtra, Mumbai.
5. Maharashtra Gazetter part Ancient period Govt. of Maharashtra , Mumbai.
6. Rashtrakutas and Their Time-Dr.A.S.Alteakar , Continental Pakistan, Pune.
7. History and Inscriptions of the Satavanas and Western Kshatrapas-Dr.V.V. Mirashi, SahityaVaSanskritiMandal, Mumbai.
8. Historica Archaeology I of India-M.K. Dhavalikar
9. Early History of the Deccan Part-I & II., G.Yezdani, Oxford, London.
- 10.Vakatak Nrupati Ani Tyancha Kal-V.V.Mirashi, Vidarbha Sanshodhan Mandal, Nagpur.
- 11.Bharatiya Sankruti Kosh, Mahadeoshastri Joshi, Bhartiya Sanskruti Kosh Mandal, Pune.
- 12.Chalukyas of Vatapi : Dr.K.V. Ramesh, Agama Kala Prakashan, Delhi.
- 13.Paithan-R.S.Morvanchikar, Parimal Prakashan, Aurangabad.
- 14.History and Culture of Indian people-Vols.I& V, Bhavan's Publication, Mumbai.
- 15.Puratatvavidya-M.K. Dhavalikar, Maharashtra Granth Nirmiti Mandal, Mumbai.
- 16.Puratatvavidya-S.B. Deo, Mumbai.
17. Ajay Mitra Shastri- "Age of Satvahanas" Agam Kala Prakashan New Delhi.
- 18.Maharashtratil Puratatva-Dr.S.B.Deo, Sahitya Va Sanskruti Mandal, Mumbai.
- 19.Prachin Bharatacha Itihas (Marathi)-Dr.VikasKadam.
- 20.Prachin Bhartiy Itihas and Sanskriti-Degalurkar G.B.

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**B.A. Part-III, Paper No.XIII**

Choice Based Credit System

(Introduced from June—2021)

**Political Ideas and Institutions in Ancient India.**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-VI**

<b>Unit</b>	<b>Judiciary in Ancient India</b>	<b>No. of lectures</b>
<b>I</b>	a) Evolution of Judicial Organization form the Vedic Period to the Gupta Period b)Working of the council of Ministers. c)Popular Law courts and their Importance.	15
<b>Unit II</b>	<b>Interstate Relation</b>	<b>No. of lectures</b>
	a)Mandala theory of Kautilya b)Inter-state relations during peace and war, c)Work of Rajdutas.	15
<b>Unit III</b>	<b>Sources of Income and expenditure</b>	<b>No. of lectures</b>
	a)Principles of Taxation. b)Items in Income-Land, Trade, Industry and other sources c)Items of expenditure.	15

<b>Unit IV</b>	<b>Village Administration</b>	No. of lectures
	<p>a)Development and importance of village organization</p> <p>b)working of village administration.</p> <p>c)village administration in south India with special reference to Cholas.</p>	15

**List of Reference books:**

1. Prachin Bhartiya Rajniti- R.P.Kangale, Mauj Prakashan, Mumbai.
2. Prachin Bhartiya Rajniti-Shri. Morkhandikar, Aurangabad.
3. Prachin Bhartiya Shasan, A.S.Altekar, BharatiyaBhandar, Allahabad.
4. Prachin Bharatiya Sansthancha Itihas, G.L.Bhide, Phadke Prakashan, Kolhapur.
5. State and Govt. in Ancient India :A.S.Altekar Motilal Banarsidas, Delhi.
6. History and Culture of Indian People: Vol.1 to V, bhavan'sPublication , Mumbai.
7. Theory and Govt. in Ancient Indian :Beni Prasad, Central Book Depot, Allahabad.
8. Aspects of Political Ideas and Institutions in Ancient India ; R.Sharma
9. Hindu Polity :Dr.Jayaswal, New Delhi.





- (Pratitya Samutpad Siddhant)
- c)Theory of Momentariness (Kshanaikvada)
- d)Four Nobel Truths& Eight fold path

<b>Unit IV</b>	<b>Buddhist Sects and Sangha</b>	No. of lectures
	a)Buddhist Sangha-Nature and Membership	15
	b)Buddhist-Sects-their characteristics.	
	c)similarities and differences	
	d)Buddhist councils	

**List of Reference books:**

1. P.H.Prabhawalkar : Hindu Social organization , popular publication, Bombay.
2. V.D.Mahajan :Ancient Indai, S. Chand & Co.-New Delhi.
3. Dr.A.S.Altekar :Education in Ancient India, Banaras.
4. Dr.A.S.Altekar : Position of women in Hindu Civilization-Banaras
5. H.Chattergee : Social background of forms of marriage in Ancient India.
6. BhideG.L.Kharvandikar
7. :Prachin Bhartiya Rajkiya Samajik Ani Arthik Sanstha (Marathi) Phadke Prakashan, Kolhapur
8. Bhartiya Sanskruti Kosh (Releted Part)Bhartiya Sanskruti Kosh Mandal (Marathi) Pune.
9. G.L.Bhide :Prachin Bhartiya SanthanchaItihas (Marathi) Phadke Prakashan, Kolhapur.

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**B.A. Part-III, Paper No.XV**

Choice Based Credit System

(Introduced from June—2021)

**Art and Architecture in Ancient India**

**Credits : Theory (04), Practical (-) Marks -50**

**Total Theory Lectures-60**

**Semester-VI**

<b>Unit</b>	<b>The Art of the Deccan</b>	<b>No. of lectures</b>
<b>I</b>	a)Art and Architecture of Amaravati and Nagarajunkonda. b)Rock cut Architecture of Buddhist caves Bhaje, Karle, Ajanta, Ellora.	15
<b>Unit II</b>	<b>Gupta period</b>	<b>No. of lectures</b>
	a)Origin and development of temple architecture. b)The rock cut architecture of the Gupta period c)The sculptural art of the Gupta period	15
<b>Unit III</b>	<b>Temple Architecture</b>	<b>No. of lectures</b>
	a)Nature and Characteristics of South Indian Temples. b)Nature and characteristics of North Indian Temples c)Orissa Temples	15

<b>Unit IV</b>	<b>Art of Painting</b>	No. of lectures
	a) Nature, Characteristics of the art of painting in Ancient India	15
	b) Prehistoric rock shelters, Bhimberka.	
	c) Art of Paintings at Ajanta, Bagh, Badami.	

**List of Reference books:**

1. The art and Architecture of India , (Buddhist, Hindu & Jain)-Benjamin Rowland, Penguin Books Ltd. London
2. Indian Architecture (Buddhist and Hindu Periods) Percy Brown, D.B.Taraporwala Sons and Co., Mumbai.
3. History of India and Indonesia Art-Dr.AnandK.Coomarswamy-Munisiram Manohardas, Delhi.
4. Art of Indian-C.Shivramswmy.
5. Bhartiya Sanskritikosh-Vol.I to X, Bhartiya Sankriti Kosh Mandal, Pune.
6. Puranaghaya (Jain Dnyankosh) Sampadika Pandita Sumatibaishala-Sharavika Prakashan, Solapur.
7. Prachin Bharatiya Kala, M.S.Mate, Continental Prakashan, Pune.
8. Prachin Bharatiya Kala evam Sankruti, Rajkishor Singh, UshaYadav.
9. Aksharshodh-BalkrushanaDabhade.
10. Yogyugin Kala, Maheshchandra Joshi.
11. Bharatiya Murtividnyan, N.P. Joshi, Maharashtra Vidyapeeth Granth Nirmiti Mandal, Nagpur.

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**B.A. Part-III, Paper No.XVI**

Choice Based Credit System

(Introduced from June—2021)

**Principles and Methods in Archaeology**

**Credits : Theory (04), Practical (-)**

**Marks -50**

**Total Theory Lectures-60**

**Semester-VI**

<b>Unit</b>	<b>Archaeological research Development in India</b>	<b>No. of lectures</b>
<b>I</b>	a)Early development b)Post independent	15
<b>Unit II</b>	<b>Exploration Methods and Excavation Methods In Archaeology.</b>	No. of lectures 15
<b>Unit III</b>	<b>Importance of Inscriptions,Coins and Archaeological Remains for Ancient Indian History.</b>	No. of lectures 15
<b>Unit IV</b>	<b>Dating Methods</b> a)Comparative Methods b)Absolute Methods.	No. of lectures 12
<b>Unit V</b>	<b>Fieldwork Report : visit to any archeological or historical site is compulsory</b>	No. of lectures

### **List of Reference books:**

1. Puratatva Vidya-S.B.Deo (Marathi)
2. Puratatva Vidya M.K.Dhavalikar (Marathi)
3. The Art and Architecture of Indian (Buddhist, Hindu & Jain)-Benamin Rowland, Penguin Books Ltd., London.
4. Indian Architecture (Buddhist and Hindu Period ) Part-I, Percy Brown-D.B.Taraporwala Sons and co.Mumbai.
5. Archaeological Remians, Monuments and Museums (Part-I &II ) Archaeological Survey of Indian, Delhi.
6. Prachin Bhartiyakala, M.S.Mate, Continetal Prakashan, Pune.
7. Ajanta- A Cultural Study-Dr. M.K.Dhavalikar, Deccan College Publication, Pune.
8. Bharatiya Sanskruti Kosh, Pt. Mahadevshatri Joshi, Bharatiya Sanskruti kosh mandal., Pune.
9. Puratatva Ek Parayalochan, Dr. Maya J.Patil.
- 10.Varkari Sampradayacha Itihas. Dr. V.L.Kadam

## Equivalent subjects for Old Syllabus

<b>Paper No.</b>	<b>Name of the Old Paper</b>	<b>Paper No.</b>	<b>Name of the New Paper</b>
VII	History of Ancient Maharashtra.	VII	History of Ancient Maharashtra.
VIII	Political Ideas and Institutions in Ancient India	VIII	Political Ideas and Institutions in Ancient India
IX	Religious History of Ancient India	IX	Religious History of Ancient India
X	Art and Architecture in Ancient India	X	Art and Architecture in Ancient India
XI	Tourism Development in India	XI	Tourism Development in India
XII	Political and Cultural History of Ancient Maharashtra	XII	Political and Cultural History of Ancient Maharashtra
XIII	Political Ideas and Institutions in Ancient India	XIII	Political Ideas and Institutions in Ancient India
XIV	Jainism and Buddhism in Ancient India	XIV	Jainism and Buddhism in Ancient India
XV	Art and Architecture in Ancient India	XV	Art and Architecture in Ancient India
XVI	Archaeology and Tourism	XVI	Principles and Methods in Archaeology



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**Name of the Faculty: Humanities.**

**Syllabus: SOCIOLOGY CBCS Pattern**

**Name of the Course: B.A-III Sem-V**

**Sociological Thinker Paper-VII**

**Social Research Methods Paper-VIII**

**Sociology of Tribal Society Paper-IX**

**Industrial Sociology. Paper- X**

**Rural Sociology. Paper-XI**

**With effect from June-2021**



Summary of structure of B.A-III programme as per CBCS pattern

Semester V =Paper VII to XI  
Semester VI =Paper XII to XVI

Paper No.	Title of the paper.	Units		Marks Theory	Credit Theory	Marks tutorials	Credit tutorials	Total credit
		Lec.	The					
VII	Sociological Thinkers	03	01	40	03	10	01	04
VIII	Social Research	03	01	40	03	10	01	04
IX	Sociology of Tribal Society	03	01	40	03	10	01	04
X	Industrial Sociology	03	01	40	03	10	01	04
XI	Rural Sociology	03	01	40	03	10	01	04
XII	Sociological Thinkers	03	01	40	03	10	01	04
XIII	Social Research	03	01	40	03	10	01	04
XIV	Sociology of Tribal Society	03	01	40	03	10	01	04
XV	Industrial Sociology	03	01	40	03	10	01	04
XVI	Urban Sociology	03	01	40	03	10	01	04
Total		30	10	400	30	60	10	40

**Note: 1. Student can offer the paper CLINICAL SOCIOLOGY as Add on paper**

**2. Besides the above paper student are free to choose Swayam/ MOOCS/ NPTL course as the skill based course**

**3. Student are free to chose any Skill Development course taught in the University.**

## **Preamble:**

Sociology is the scientific study of human society, it attempt to study social facts, social relationships, social interactions and social institutions. The subject-matter of Sociology is diverse and dynamic, religion, economy, marriage, family, education, work organization, social stratifications, social mobility, social change, law, poverty, population, migration, conflict, culture, war, peace, crime, treatment and rehabilitation of criminals and social work are the subject matter of sociology

As Sociology is the study of social facts, it emphasises on careful, impartial and unbiased data collection and their analysis. The research methods sociologist uses are varied scientific and advance. Sociologists observes the everyday life of groups, conduct large scale survey, case study, observe the things, interviews the respondents interpret historical documents classify arrange and analyse data.

Student who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions, they know how to design good social research project, carefully collect and analyse empirical data and formulate and present their research findings. Student trained in sociology also know how to help others understand the way the social world works and how it might be changed for the betterment of the individual and society.

**Objectives of the Course:** Sociology is the latest members of social sciences family; it is the study of social facts and different portfolio of human social life. The present course is structured to teach classical sociological thoughts, social research methods, industry and labour, tribal community, rural and urban community with sociological perspective; the objectives of the course are.....

1. To acknowledge the students with classical social thoughts, utopian and utilitarian social thoughts and theories
2. To make the student being rational, scientific, unbiased and neutral towards study of the society.
3. To teach the students research methodology in total.
4. As major portion of the Indian population lives in rural areas hence to acquaint the students with rural economy, caste, class, governance and rural social institutions.
5. To acknowledge the students with present scenario of urban life. Urban families, classes, economy, social relationships, urban social problems and urban environmental problems.
6. In the days of industrialization, mechanization, automization, commercialization and materialism the human spirit and dignity of labour are missing, we are attempting to acknowledge the students with industries, its functioning, labour unrest, labour problems, need of labour welfare and social security.
7. To prepare the student to study and understand the world around them with rational approach and to find-out a probable solution.

## **Outcome of the Course:**

1. The study of sociology will help the student to observe and understand the social facts, social relationships, social process, social institutions and social change.
2. student can develop scientific temper and rational approach and neutral attitude to discover and report social facts.
3. Sociology teaches us the methods, techniques and process of social research.
4. A student Sociology can understand the major segment of Indian society like tribal community, rural community and urban community with respect to their nature, structure, functions, problems and planning and development.
5. The study of social system and social institutions helps to see the origin and development of various social institutions including caste system, social stratifications and social classes.
6. The era of industrialization, urbanization, mechanization, division of labour, industrial bureaucracy, trade unionism, labour unrest, labour problems, welfare measure, social security dignity of labour etc are the issues with urban industrial world; a student can see the nature and causes of everything, he can measure the consequences and work for industrial stability, labour welfare and dignity of work.
7. A student of sociology can study the pathetic condition of the society like child labour, prostitution, hunger, poverty, crimes, illiteracy, slums, gambling, alcoholism, divorce, communalism, casteism, and social tensions. He being a social researcher or student of social sciences observe the thing with causes, consequences and may suggest recommendation with probable solution.
8. By getting degree in sociology, a student can work in social survey, can be a family counsellor, a medical social worker, a labour welfare officer, a trade unionist, a social worker or can work as co-ordinator in welfare project of the government or NGOs.

Title of the Paper: **SOCIOLOGICAL THINKERS (Paper-VII)**

**Semester-V**

**Credits: Theory-(40 )**

**Practical-(10 )**

**Total Theory lecture 60**

**Unit no: 1**

(No. of Lectures 15)

Title of the Unit: **Emergence of Sociology**

A] Nature and characteristics of Sociological thoughts.

B] The Enlightenment Age.

C] Impact if Industrial and French Revolution.

**Unit no: 2**

(No. of Lectures-15)

Title of the Unit :**August Comte.**

A] Law of Three Stages.

B] Positivism and Reconstruction of Society.

C] Hierarchy of Science.

D] Social Static and Social Dynamic.

**Unit No. 3**

( No. of lectures -15 )

Title of the Unit: **Herbert Spencer.**

A] Theory of Social Evolution.

B] Theory of Organic Analogy

C] Types of Societies.

**Unit No.4**

(No. of lectures 15 )

Title of the Unit :**Emile Durkheim.**

A] The concept of social facts.

B] Social Division of Labour.

C] Theory of Suicide.

D] Theory of Religion.

### **Books Recommended**

1. Aron Raymond : Main Currents in Sociological Thoughts. Vol- I & II.
2. Bogardus E. S. : The Developments of Social Thoughts.
3. Coser Lewis : Masters of Sociological Thoughts. New York 1979
4. Fletcher and Ronald : The Making of Sociology. Rawat Pub. 1994.
5. Ghurye G. S. : Caste and Race in India. Popular Prakashan Mumbai.
6. Mukherjee R. N. : History of Sociological thoughts.
7. Morrison Ken and Marx, Durkheim, Weber : Formation of Modern Social Thoughts. Sage Pub. London 1995
8. Ritzer George : Sociological Theory TataMacGraw Hill 1996.
9. Shankar Rao C. N. : Sociology of India Society. S. Chand and company.
10. Shriwas M. N. : Social Change in Modern India. University of California.
11. Zeitlin Irvin : Rethinking Sociology Tata Mac Graw Hill. 1996

### **Books in Marathi**

1. Aaglawe Prakash : Paschatay Bhartiya a Samajshastradnya . Sainath Prak. Nagpur.
2. Gajendragad V. N. : Bhartiya Samajshastra. Phadke Prakashan. Kolhapur.
3. Gajendragad and Marulkar : Samakalin Bhartiya Samajshastra. Phadke Prakashan Kolhapur.
4. Marulkar Vijay : Samajshastriya Vicharancha Itihas. Prachi Prak. Mumbai.
5. Mohite S.L. : samajshastriya Vicharwant. Phadke Pra. Kolhapur.

**Title of the Paper METHODOLOGY OF SOCIAL RESEARCH (Paper-VIII)**

**Semester-V**

**Credits: Theory-(40 )**

**Practical-(10 )**

**Total Theory lecture-60**

**Unit no: 1**

(No. of Lectures 15 )

**Title of the Unit: Scientific Social Research**

- A] Social Research meaning and objectives .
- B] Scientific Methods used in Sociology.
- C] Articles of faith in Social Research
- D] Relationship between theory and fact.

**Unit no: 2**

(No. of Lectures-15)

**Title of the Unit :Types of Research.**

- A] Pure and Applied research.
- B] Historical and Empirical : Meaning and Nature
- C] Descriptive and Exploratory: Meaning and Nature
- D] Action Research: Meaning and Nature

**Unit No. 3**

( No. of lectures -15)

**Title of the Unit: Social Research and Its Significance.**

- A] Qualities of good researcher .
- B] Significance and utility of social research
- C] Significance of social research in India.

## Unit No.4

(No. of lectures 15 )

Title of the Unit : **Hypothesis .**

A] Nature and characteristics of hypothesis .

B] Sources of hypothesis.

C] Types of hypothesis

### **Books Recommended:**

- 1) Goode and Hatt : Methods in Social Research, McGraw Hill Book, Company, New York, 1952.
- 2) P.V. Young and Calvin F. Schmid : Scientific Social Survey and Research, Prentice Hall of India, Private Ltd., New Delhi, 1982.
- 3) Gadwal A. A. Social Research: Concepts Methods and Process. LBP Publications, Solapur 2020
- 4) Hans Raj : Theory and Practice in Social Research, Surjeet Publication, 7 K, Kamalanagar, Delhi, 1979.
- 5) Wilkinson and Bhandarkar : Methodology and Technique of Social Research, Himalaya Publication House, Bombay, 1984.
- 6) Bajpai S.R. : Methods of Social Survey and Research, George Allen and Unwin, 1967.
- 7) Galtung John : Theory and Methods of Social Research, George Allen and Unwin, 1967.
- 8) R.N. Sharma : Research Methods in Social Sciences, Media Promoters and Publishers Pvt. Ltd., 1983.
- 9) R.K. Sharma : Sciences, Media Promoters and Publishers Pvt. Ltd. Bombay 1983.
- 10) Bajaj and Gupta : Elements of Statistics, R. Chand & Company, New Delhi.
- ) Jayaram N. : Sociology : Methods and Theory, McMillan, Madras, 1989.
- 11) Kothari, C.R. : Research Methodology : Methods and Techniques, Willey Eastern, Bangalore, 1989.

Books in Marathi

Gurunath Nadgonde Samajikn Sanshodhan Padhhati

Aaglave Pradeep Samajiksanshodhan Padhhati

BH andarkar P.L. samajiksanshodhan Padhhat

**Title of the Paper -SOCIOLOGY OF TRIBAL SOCIETY (Paper-IX)**

**Semester- V**

**Credits: Theory-(40 )**

**Practical-(10 )**

**Total Theory lecture-60**

**Unit No: 1 :The Tribal Society:**

(No. of Lectures 15 )

- A) Definitions and Nature of Tribal Society
- B) Need to study Tribal Society
- C) Distinction between Tribe &Caste

**Unit No. 2 : Demographic Profile :**

(No. of Lectures 15 )

- A) Tribal population : Tribal Zones and States
- B) Geographical & Racial Distribution of Tribes
- C) Tribes in Maharashtra :Katkari, Bhill and Thakur

**Unit No. 3 Tribal Marriage:**

(Lecture 15)

- A) Marriage for tribals, Monogamy &Polygamy
- B) Preferential marriages
- C) Ways of acquiring mates
- D) Marital Problems

**Unit No.4. Tribal Clan and Family :**

( No. of lecture 15)

- A) Characteristics of Family
- B) Status of Women
- C) meaning and nature of Clan.
- D) Totemism





## **2. Evolution of Production System:**

A) Earlier systems of production : Manorial system, Guild system, Domestic system

B) Factory System. : Rise, Causes & Characteristics

**Unit no: 3**

(No. of Lecture- 15)

## **3. Industrial Organisation:**

A) Concept and forms of organization

B) Henry Fayol's theory of organisation

C) Industrial bureaucracy : Causes of emergence and characteristics

**Unit no: 4**

(No. of Lecture- 15)

## **4. Industrial Management:**

A) Functions of the executive

B) Aspiration and Strain of the Executive.

C) Structure of Authoritarian Techniques in Industry.

## **Books Recommended:**

- 1) Schneider E.V. : Industrial Sociology, McGraw Hill, New York, 1957
- 2) Gisbert Pascal : Fundamentals of Industrial Sociology, McGraw Hill, Bombay, 1972.
- 3) Ramaswamy E.R. : The Worker and His Union, Allied, New Delhi, 1977.
- 4) Ramaswamy E.R. : Industrial relations in India, McMillan, New Delhi, 1978.
- 5) Punekar S.D. : Labour Welfare, Trade Union and Industrial Relations, Himalaya Publishing House, Bombay, 1978.
- 6) Laxmanna C. : Workers, Participation and Industrial Democracy, Ajantha Publications, New Delhi.
- 7) Giri V.V : Labour Problems in Indian Industry, Asia Publishing House, Bombay, 1962.
- 8) Mamoria C.B. : Dynamics of Industrial Relation in India, Himalaya Henry Fayol : Principles of General and Industrial Management.
- 9) Waston T.J. : Sociology, Work and Industry, Routledge and Keganpaul, London, Boston, and Henley.
- 10) Kiely, Ray and Phil Morfleet (eds) : Globalization and Third World, Routledge, London.
- 11) Peter F. Drucker : The effective Executive, Pan Book in Association with William Heinemhn.
- 12) Gadwal A. A. Fundamentals of Industrial Sociology. Accent Publications, Solapur.

## **Books in Marathi**

Gurunath Nadgonde Audyogik Samajshastra

Kaldate Sudha Audyogik Samajshastra

## **Title of the Paper: Rural Sociology Paper-XI**

**Semester-V**

**Credits: Theory-(40),**

**Practical-(10)**

**Total Theory Lectures-(60)**

### **Unit no: 1**

(No. of Lecture- 15)

Title of the Unit: **Nature of Rural Sociology**

- A) Definition and Subject Matter of Rural Sociology B) Significance of Rural Sociology
- C) Characteristics of Rural Society
- D) Rural Social structure

### **Unit no: 2**

(No. of Lecture- 15)

Title of the Unit: **Rural Social Institutions**

- A) Caste and Baluta system
- B) Economy
- C) Education
- D) Polity

### **Unit no: 3**

(No. of Lecture- 15)

Title of the Unit: **Rural Social Problems**

- A) Rural Health and Sanitation
- B) Indebtedness and Farmer's Suicide
- C) Landless Labourers
- D) Problem of Education

### **Unit no: 4**

(No. of Lecture- 15)

Title of the Unit: **Changing Nature of Rural Society**

- A) Panchayatraj System- 73rd Amendment

- B) Contract and Organic Farming.
- C) MNREGA
- D) PURA( Providing Urban Amenities to Rural Area)

### **Books Recommended:**

- 1) Desai A.R (1994) Rural Sociology, Popular Prakashan, Mumbai.
- 2) PatilDhanraj (2010) ‘Communication for Rural Development in India: From Green Revolution to ‘E’ Revolution’, Serials Publications,New Delhi.
- 3) PatilDhanraj&Dhere Amar (2012) ‘Changing Facets of Rural Transformation in India: An Approach Towards Indian Rurality’, LAP Publications, Germany.
- 4) Jodhka, S. S. (Ed.). (2012). *Village society*. New Delhi: Orient Blackswan.
- 5) Kalpagam, U. (1994). *Labour and gender: Survival in urban India*. SAGE Publications Pvt. Limited.

GurunathNadgondeGraminSamajshastra

KaldateSudhaGraminwaNagrikSamajshastra

Rajput R. N.

GraminwaNagrikSamajshastra



**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities.**  
**Syllabus: SOCIOLOGY CBCS Pattern**

**Name of the Course: B.A-III Sem-VI**

**Sociological Thinker Paper-XII**

**Social Research Methods Paper- XIII**

**Sociology of Tribal Society Paper- XIV**

**Industrial Sociology. Paper- XV**

**Urban Sociology. Paper- XVI**

**With effect from June-2021**

## **Preamble:**

Sociology is the scientific study of human society, it attempt to study social facts, social relationships, social interactions and social institutions. The subject-matter of Sociology is diverse and dynamic, religion, economy, marriage, family, education, work organization, social stratifications, social mobility, social change, law, poverty, population, migration, conflict, culture, war, peace, crime, treatment and rehabilitation of criminals and social work are the subject matter of sociology

As Sociology is the study of social facts, it emphasises on careful, impartial and unbiased data collection and their analysis. The research methods sociologist uses are varied scientific and advance. Sociologists observes the everyday life of groups, conduct large scale survey, case study, observe the things, interviews the respondents interpret historical documents classify arrange and analyse data.

Student who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions, they know how to design good social research project, carefully collect and analyse empirical data and formulate and present their research findings. Student trained in sociology also know how to help others understand the way the social world works and how it might be changed for the betterment of the individual and society.

**Objectives of the Course:** Sociology is the latest members of social sciences family; it is the study of social facts and different portfolio of human social life. The present course is structured to teach classical sociological thoughts, social research methods, industry and labour, tribal community, rural and urban community with sociological perspective; the objectives of the course are.....

1. To acknowledge the students with classical social thoughts, utopian and utilitarian social thoughts and theories
2. To make the student being rational, scientific, unbiased and neutral towards study of the society.
3. To teach the students research methodology in total.
4. As major portion of the Indian population lives in rural areas hence to acquaint the students with rural economy, caste, class, governance and rural social institutions.
5. To acknowledge the students with present scenario of urban life. Urban families, classes, economy, social relationships, urban social problems and urban environmental problems.
6. In the days of industrialization, mechanization, automization, commercialization and materialism the human spirit and dignity of labour are missing, we are attempting to acknowledge the students with industries, its functioning, labour unrest, labour problems, need of labour welfare and social security.
7. To prepare the student to study and understand the world around them with rational approach and to find-out a probable solution.

## **Outcome of the Course:**

1. The study of sociology will help the student to observe and understand the social facts, social relationships, social process, social institutions and social change.
2. student can develop scientific temper and rational approach and neutral attitude to discover and report social facts.
3. Sociology teaches us the methods, techniques and process of social research.
4. A student Sociology can understand the major segment of Indian society like tribal community, rural community and urban community with respect to their nature, structure, functions, problems and planning and development.
5. The study of social system and social institutions helps to see the origin and development of various social institutions including caste system, social stratifications and social classes.
6. The era of industrialization, urbanization, mechanization, division of labour, industrial bureaucracy, trade unionism, labour unrest, labour problems, welfare measure, social security dignity of labour etc are the issues with urban industrial world; a student can see the nature and causes of everything, he can measure the consequences and work for industrial stability, labour welfare and dignity of work.
7. A student of sociology can study the pathetic condition of the society like child labour, prostitution, hunger, poverty, crimes, illiteracy, slums, gambling, alcoholism, divorce, communalism, casteism, and social tensions. He being a social researcher or student of social sciences observe the thing with causes, consequences and may suggest recommendation with probable solution.
8. By getting degree in sociology, a student can work in social survey, can be a family counsellor, a medical social worker, a labour welfare officer, a trade unionist, a social worker or can work as co-ordinator in welfare project of the government or NGOs.



Title of the Paper: **SOCIOLOGICAL THINKERS Paper-XII**

**Semester- VI**

**Theory-( 40)**

**Practical-(10 )**

**Total Theory Lectures-( 60 )**

**Unit no: 1**

(No. of Lectures-15)

Title of the Unit: **Karl Marx.**

A] Dialectical Materialism.

B] Class and Class- struggle.

C]Theory of Alienation.

**Unit no: 2**

(No. of Lectures-15)

Title of the Unit: **Max Weber**

A] Theory of Social Action.

B] Ideal Type.

C] Protestant Ethics and Spirit of capitalism.

D] Types of Authority.

**Unit No. 3:(No. of Lecture 15).**

Title of the Unit: **Wilfred Pareto.**

A] Logical and Non-logical Actions.

B] Theory of Circulation of Elites.

C] Residues and Derivatives .

**Unit No. 4:**

( No. of Lecture 15).

Title of the Unit: **Sociological Thoughts in India**

A] Development of Sociology in India as a Discipline.

B] Ghurye's contribution to Caste System.

C] M.N. Srinivas's contribution on Social Change.

D] Iravati Karve's contribution on Kinship system

### **Books Recommended**

1. Aron Raymond : Main Currents in Sociological Thoughts. Vol- I & II.
2. Bogardus E. S. : The Developments of Social Thoughts.
3. Coser Lewis : Masters of Sociological Thoughts. New York 1979
4. Fletcher and Ronald : The Making of Sociology. Rawat Pub. 1994.
5. Ghurye G. S. : Caste and Race in India. Popular Prakashan Mumbai.
6. Mukherjee R. N. : History of Sociological thoughts.
7. Morrison Ken and Marx, Durkheim, Weber : Formation of Modern Social Thoughts. Sage Pub. London 1995
8. Ritzer George : Sociological Theory Tata MacGraw Hill 1996.
9. Shankar Rao C. N. : Sociology of India Society. S. Chand and company.
10. Srinivas M. N. : Social Change in Modern India. University of California.
11. Zeitlin Irvin : Rethinking Sociology Tata Mac Graw Hill. 1996

#### **Marathi Books.**

Aaglawe Prakash : Paschatay Bhartiya a Samajshastradnya . Sainath Prak. Nagpur.

Gajendragad V. N. : Bhartiya Samajshastra. Phadke Prakashan. Kolhapur.

Gajendragad and Marulkar : Samakalin Bhartiya Samajshastra. Phadke Prakashan Kolhapur.

Marulkar Vijay : Samajshastriya Vicharancha Itihas. Prachi Prak. Mumbai.

Mohite S.L. : Samajshastriya Vicharwant. Phadke Pra. Kolhapur.

**Title of the Paper: SOCIAL RESEARCH METHODS Paper XIII**

**Semester- V**

**Theory(40)**

**Practical-(10 )**

**Total Theory Lectures-( 60 )**

**Unit no: 1**

(No. of Lectures-15)

Title of the Unit: **Sampling Technique .**

A] Meaning and Nature

B] Types of Sampling . i) Probability Sampling: Random Sampling and Stratified Sampling ii) Non-Probability Sampling: Convenient sampling and Purposive sampling

C] Advantages and Limitations.

**Unit no: 2**

(No. of Lectures-15)

Title of the Unit: **Observation**

A] Meaning and Nature.B] Types of Observation . i) controlled and uncontrolled ii) participant and non-participant

C] Advantages and Limitations. D] Types of Authority.

**Unit No. 3:**

(No. of Lecture 15).

Title of the Unit: **Interview and Questionnaire .**

A] Interview: meaning , nature and types.

B] Advantages and Limitations of Interview .

C] Questionnaire : meaning, nature and types

D] Advantages and Limitations of Questionnaire.

**Unit No. 4:**

( No. of Lecture 15).

**Title of the Unit: Data Collection and Data Analysis**

A] Sources of Data: Primary and Secondary.

B] Data Analysis: Classification, Coding and Tabulation

C] Report Writing.

**Books Recommended:**

- 1) Goode and Hatt : Methods in Social Research, McGraw Hill Book,Company, New York, 1952.
- 2) P.V. Young and Calvin F. Schmid : Scientific Social Survey and Research, Prentice Hall of India, Private Ltd., New Delhi, 1982.
- 3)Gadwal A. A. Social research: Concepts Methods and Process. LBP Publications, Solapur 2020
- 4) Hans Raj : Theory and Practice in Social Research, Surjeet Publication, 7 K, Kamalanagar, Delhi, 1979.
- 5) Wilkinson and Bhandarkar : Methodology and Technique of Social Research, Himalaya Publication House, Bombay, 1984.
- 6) Bajpai S.R. : Methods of Social Survey and Research, George Allen and Unwin, 1967.
- 7) GaltungJohn : Theory and Methods of Social Research, George AllenandUnwin, 1967.
- 8) R.N. Sharma : Research Methods in Social Sciences, Media Promotersand Publishers Pvt. Ltd., 1983.
- 9) R.K. Sharma : Sciences, Media Promoters and Publishers Pvt. Ltd. Bombay 1983.
- 10) Bajaj and Gupta : Elements of Statistics, R. Chand & Company, New Delhi.
- ) Jayaram N. : Sociology : Methods and Theory, McMillan, Madras,1989.
- 11) Kothari, C.R. : Research Methodology : Methods and Techniques, Willey Eastern, Bangalore, 1989.

**Books in Marathi**

GurunathNadgondeSamajikSanshodhanPadhhati

AaglavePradeepSamajiksanshodhanPadhhati

BHandarkar P.L. SamajiksanshodhanPadhhati

Title of the Paper : **Sociology of Tribal Society Paper XIV**

**Semester-VI**

**Theory-(40),**

**Practicals-(10 )**

**Total lecture 60**

**Unit No: 1**

(No. of Lecture- 15)

**Tribal Economy & Religion:**

- A) Characteristics of Tribal Economy
- B) Types of Economic activities of tribal people.
- C) Nature of Tribal Religion ; Beliefs and Practices
- D) Tribal magic and its Types.

**Unit No: 2**

(No. of Lecture- 15)

**Tribal Social Problems:**

- A) Economic Problems
- B) Socio-cultural Problems
- C) Health Problems
- D) Illiteracy
- E) Conversion

**Unit No: 3**

(No. of Lecture- 15)

**Tribal Social Change:**

- A) Hinduization and Sanskritization
- B) Changing Nature of Tribal Society
- C) Tribal Welfare & Development Programmes
- D) Problem of Displacement

**Unit no: 4**

(No. of Lecture- 15)

**Tribal Movements :**

- A) Tribal movements in India
- B) Tribal movements in Maharashtra
- C) Monographic Study of Warali Tribe

### **Books Recommended :**

- 1) Vidyarthi L.P. : Tribal Culture of India, Concept Publishers, New Delhi, 1976.
- 2) Vidyarthi L.P. : Tribal Movements in India, Concept Publisher, New Delhi.
- 3) Ember C.K. and Melvin Ember : Cultural Anthropology, Prentice Hall Inc. new Jersey,1977.
- 4) Mujumdar D.N. and Madan T.N. : An introduction to Social Anthropology, Asia Publishing House, Bombay1973.
- 5) Singh K.S. : Tribal movements in India, Manchar, New Delhi,1982.
- 6) Singh K.S. : Tribal situation in India, Indian Institute of Advanced Study, Simla,1972.
- 7) Ghurye G.S. : The Scheduled Tribes,
- 8) Chapekar L.N. : Thakurs of Sahyadri,
- 9) Basu S. : Tribal Health in India, Rawat Publication, Jaipur.
- 10) Bose N.K. : Culture & Society in India, Asia Publishing House, New Delhi.
- 11) Shankarrao C.N. : Sociology of Indian Society, S.Chand Publication and Co., New Delhi.
- 12) Gadwal.A.A. – An Introduction to Anthropology, Accent Publication, Solapur.
- 13) Manik Mane and Gadwal A. A.AdivasincheSamajikJeewan
- 14 )GurunathNadgondeBhartiyaAdivasi
- 15)Sangve Vilas SamajikManavshastra

### **Title of the paper– Industrial Sociology paper-XV**

#### **Sem- VI**

( Theory- 40)

( Practical -10)

( Total lecture 60)

**Unit no: 1**

(No. of Lecture- 15)

#### **1. Industrial Worker :**

- A) Definition andCharacteristics
- B) Role ofWorkers
- C) Worker’s aspirations
- D) Strains of the workers : Direct andIndirect

**Unit no: 2**

(No. of Lecture- 15)

**2. Trade Unions:**

- A) Definition and Nature
- B) Emergence, Development and functions of Trade Union.
- C) Requisites of strong trade union
- D) Tactics employed by trade union and management

**Unit no: 3**

(No. of Lecture- 15)

**3. Industrial Disputes:**

- A) Nature, Causes and consequences
- B) Collective Bargaining
- C) Remedial measures
- D) Concepts of Kaizen and Quality Circles

**Unit no: 4**

(No. of Lecture- 15)

**4. New Economic Policy and Industrial Development:**

- A) Automisation – Computerization and its effects on workers.
- B) Globalization – Meaning and Consequences
- C) New Industrial Policy
- D) Development of Information Technology (IT) and Industry.

**Books Recommended:**

- 1) Schneider E.V. : Industrial Sociology, McGraw Hill, New York, 1957
- 2) Gisbert Pascal : Fundamentals of Industrial Sociology, McGraw Hill, Bombay, 1972.
- 3) Ramaswamy E.R. : The Worker and His Union, Allied, New Delhi, 1977.
- 4) Ramaswamy E.R. : Industrial relations in India, McMillan, New Delhi, 1978.
- 5) Punekar S.D. : Labour Welfare, Trade Union and Industrial Relations, Himalaya Publishing House, Bombay, 1978.
- 6) Laxmanna C. : Workers, Participation and Industrial Democracy, Ajantha Publications, New Delhi.
- 7) Giri V.V. : Labour Problems in Indian Industry, Asia Publishing House, Bombay, 1962.
- 8) Mamoria C.B. : Dynamics of Industrial Relation in India, Himalaya Henry Fayol : Principles of General and Industrial Management.
- 9) Waston T.J. : Sociology, Work and Industry, Routledge and Kegan Paul, London, Boston, and Henley.
- 10) Kiely, Ray and Phil Morfleet (eds) : Globalization and Third World, Routledge, London.

11) Peter F. Drucker : The effective Executive, Pan Book in Association with William Heinemhn.

12) Gadwal A. A. : Fundamentals of Industrial Sociology. Accent Publication, Solapur.

Books in Marathi

GurunathNadgondeAudyogikSamajshastra

KaldateSudhaAudyogikSamajshastra

## **Title of the Paper: Urban Sociology -Paper-XVI**

### **Semester-VI**

**Theory-(40)Practicals-(10)**

**Total lecture 60**

**Unit no: 1**

(No. of Lecture- 15)

Title of the Unit: **Introduction to Urban Sociology**

- A) Definition and Subject Matter of Urban Sociology
- B) Significance of Urban Sociology
- C) Characteristics of Urban Society

**Unit no: 2**

(No. of Lecture- 15)

Title of the Unit: **Urban Social Institutions**

- A) Marriage
- B) Economy
- C) Education
- D) Family

**Unit no: 3**

(No. of Lecture- 15)

Title of the Unit: **Urban Social Problems**

- A) Environmental Problems
- B) Problem of Housing and Slums
- C) Unemployment
- D) Problem of Working Women



**Unit no: 4**

(No. of Lecture- 15)

Title of the Unit: **Changing Nature of Urban Society**

- A) Urban Planning
- B) Private and Smart Cities.
- C) Rural-Urban Continuum
- D) Impact of Globalization on Urban Social Life

**Books Recommended:**

- 1) Desai A.R (1994) Rural Sociology, Popular Prakashan, Mumbai.
- 2) Patil Dhanraj (2010) 'Communication for Rural Development in India: From Green Revolution to 'E' Revolution', Serials Publications, New Delhi.
- 3) Patil Dhanraj & Dhere Amar(2012) 'Changing Facets of Rural Transformation in India: An Approach Towards Indian Rurality', LAP Publications, Germany.
- 4) Jodhka, S. S. (Ed.). (2012). *Village society*. New Delhi: Orient Blackswan.
- 5) Kalpagam, U. (1994). *Labour and gender: Survival in urban India*. SAGE Publications Pvt. Limited.

**Books in Marathi**

Gurunath Nadgonde Gramin Samajshastra

Kaldate Sudha Graminwa Nagrik Samajshastra

Rajput R. N.

Graminwa Nagrik Samajshastra



**PUNYASHLOK AHILYADEVI HOLKAR**  
**SOLAPUR UNIVERSITY, SOLAPUR**



*CBCS Pattern Syllabus for B.A.III History*

**Name of the Faculty** - **Humanities**

**Syllabus** - **History**

**Name of the course** - **B.A.III**

**With effect from** - **June,2021**

**PUNYASHLOK AHILYADEVJI HOLKAR**

**SOLAPUR UNIVERSITY, SOLAPUR**

**B.A. Part III ,Subject - History**

CBCS Pattern Syllabus (w. e. f. June 2021)

**Preamble:**

History, as well all know, is vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. History will help students in making an informed decision regarding the goals that they wish to pursue in further higher education and more generally in life. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, this syllabus prepares students for sustainability and life-long learning.

The syllabus has been framed with view to understand recent trends in history and interdisciplinary knowledge along with the Choice Based Credit System.

**Duration:**

The duration for the syllabus in one year with CBCS pattern (Sem. V and VI)

**Eligibility:**

The eligibility criteria for course as per Govt./PAHSUS rules and norms.

## **Objectives of the course:**

1. To survey the sources of history of Ancient, Medieval and Modern India.
2. To introduce various historical concepts.
3. To Introduce the major events in development of Indian society and culture
4. To get insight into the history and cultural practices of Indian religions, such as Shaivism, Vaishnavism, Buddhism and Jainism.
5. To study Indian art and architecture.
6. To know the impact of various rule on Indian polity and society.
7. The course intends to provide and understanding of the social, economic, religious bases of India.
8. To enable the students to understand the process that led to the expansion of the Maratha power.
9. To understand changed nature of Maratha polity during the Peshwa period.
10. To examine the dynamics of Maratha Confederacy.
11. To examine role of Marathas in National politics of Eighteenth Century India.
12. Analyze the forces that led to the downfall of the Maratha power.
13. To understand basic components of the Ancient, Medieval administrative system.
14. To help the students to know Modern World.
15. To acquaint the student with the political and socio-economic development in other countries a understand the contemporary world in light of its background history.
16. To state the importance of brotherhood, peace, Co-operation and national security.
17. To examine peace keeping process in the Modern World.
18. To introduce meaning, nature, scope and importance of History.
19. To introduce historical places Maharashtra and India.

## **Outcomes of the course:**

1. Students will be able to examine institutional basis of India.
2. Identify the rulers and their administration.
3. Evaluate the legacy of Shaivism, Vaishnavism, Buddhism and Jainism.
4. Analyze the features of Indian art and architecture.
5. Students will be able to explain our heritage through cultural aspects of India.
6. Analyze the impact of various rule on Indian polity and society.
7. Assess the economy and religion of various rule.
8. Students will be able to examine social, economic and religious condition in Ancient and Medieval period
9. Analyze the features of Indian art and architecture.
10. Students will be able to analyze the Marathas policy of expansionism
11. Understand the role played by the Marathas in the 18<sup>th</sup> century polity.
12. Identify the causes of the downfall of Maratha empire.
13. Students will be able to analyze the civil administration, military administration and judicial system during the Peshwa period.
14. Students will understand the relations between the nations in the world.
15. Students will study the political, social and economic challenges in the Modern World.
16. Analyze the streamline the role of League of Nations and UNO.
17. Students understand the consequences of the World War I, World War II and Cold War regarding the present global crises.
18. Students will be able to explain the what is History and importance of History.
19. Identify the different types of primary and secondary sources. Students will be able to examine sources of History
20. Students will understand the Museum and Historical tourism.

**PUNYASHLOK AHILYADEVI HOLKAR**

**SOLAPUR UNIVERSITY, SOLAPUR**

**B.A. Part III ,Subject - History**

CBCS Pattern Syllabus (w. e. f. June 2021)

**SEMESTER- V**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	Ancient India (Pre-Historic Period to 650 A.D.)	60	3	1	04	50	40	16	10	04
VIII	Elective	Mughal India (1526 - 1707 A.D.)	60	3	1	04	50	40	16	10	04
IX	Elective	Expansion and Downfall of the Maratha Power (1707 - 1818 A.D.)	60	3	1	04	50	40	16	10	04
X	Elective	Modern World (1870 -2000 A.D.)	60	3	1	04	50	40	16	10	04
XI	Elective	Historical Sources, Research and Places	60	3	1	04	50	40	16	10	04

**SEMESTER- VI**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
XII	Elective	Ancient India (Pre-Historic Period to 650 A.D.)	60	3	1	04	50	40	16	10	04
XIII	Elective	Mughal India (1526 - 1707 A.D.)	60	3	1	04	50	40	16	10	04
XIV	Elective	Expansion and Downfall of the Maratha Power (1707 - 1818 A.D.)	60	3	1	04	50	40	16	10	04
XV	Elective	Modern World (1870 -2000 A.D.)	60	3	1	04	50	40	16	10	04
XVI	Elective	Historical Sources, Research and Places	60	3	1	04	50	40	16	10	04

**Skill based course**

Indian History for Competitive Examinations	Lecture + Project Report work	Credits	Marks	UA		CA	
	60	04	50	40	16	10	04

- Apart from the above course. The student can chose Swayam / Mooc /NPTL course as a skill based course.
- The student can choose the course as a skill based course from the course started by the skill development center of the University.

**B.A. III Semester-V  
History Paper No-VII**

**Ancient India (Pre-Historic Period to 650 A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03    Tutorial – 01 = Total 04            Total Periods 60

**Unit – I Sources of Ancient Indian History.** 12+3=15

A) Archaeological Sources.

B) Literary Sources

C) Importance of Sources.

**Unit – II Pre-Historic Age** 12+3=15

A) Paleolithic.

B) Mesolithic.

C) Neolithic.

**Unit - III Indus Valley Civilization** 12+3=15

A) Discovery and Town Planning.

B) Social, Religious and Economic Conditions.

C) Decline of Indus Valley Civilization.

**Unit - IV Vedic Period** 12+3=15

A) Origin of Aryans.

B) Political Condition.

C) Social and Religious Condition

## **List of Reference Books :**

1. गायधनी, राहुलकर : प्राचीन भारताचा सांस्कृतिक इतिहास.
2. देव शां. भा. देव : पुरातत्व विद्या.
3. जोशी तर्कतीर्थ लक्ष्मणशास्त्री : वैदिक संस्कृतीचा विकास.
4. झा डी. एन., श्रीमाळी : प्राचीन भारताचा इतिहास.
5. थापर रोमीला, : प्राचीन भारताचा इतिहास.
6. भिडे गजानन : प्राचीन भारत.
7. ढवळीकर, गायकवाड, देगलूरकर, प्राचीन भारतीय इतिहास व संस्कृती.
8. भिडे, पाटील : प्राचीन भारतीय कला.
9. माटे म. श्री. : प्राचीन भारतीय कला.
10. वर्णेकर श्रीधर भास्कर : भारतीय धर्म व तत्वज्ञान
11. गोसावी र.रा : पाच भक्तियोग.
12. भिडे गजानन : प्राचीन भारतीय राजकीय व सांस्कृतिक इतिहास.
13. भिडे गजानन : प्राचीन भारतीय संस्थांचा इतिहास.
14. जोशी तर्कतीर्थ लक्ष्मणशास्त्री (संपा.) : मराठी विश्वकोश (संबंधित खंड).
15. महादेवशास्त्री जोशी (संपा.) : भारतीय संस्कृती कोश (संबंधित खंड).
16. शहा सुमतीबाई (संपा.) : पूर्णार्ध्य (जैन ज्ञानकोश.)
17. Altekar A. S.: State and Government in Ancient India.
18. Kosambi D. D. : An Introduction to the Study of Indian History.
19. Mahajan V. D. : Ancient India.
20. Mujumdar R. C. : Ancient India.
21. Possehl G. L. : (ed.) Ancient City of the Indus.
22. Sankalia H. D. : Pre-history and proto-history of india and pakistan.
23. Tripathi R.S.: History of Ancient India.



**B.A. III Semester-VI  
History Paper No-XII**

**Ancient India (Pre-Historic Period to 650 A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit - I    India During 6<sup>th</sup> B.C.** 12+3=15

A) Rise of Magadha Empire and sixteen Mahajanpadas

B) Jainism : life and Work of Vardhaman Mahavir

C) Buddhism : Life and Work of Gautam Buddha

**Unit - II    Mauryan Empire** 12+3=15

A) Contribution of Chandragupta Maurya

B) Ashoka and his Dhamma

C) Mauaryan Administration

**Unit - III Age of the Satvahanas and Guptas** 12+3=15

A) Rise and Expansion of Satvahanas

B) Rise and Expansion of Guptas

C) Social, Economic and cultural condition of Gupta Period

**Unit - IV Vardhan Dynasty and Vakataka Dynasty** 12+3=15

A) Rise of vardhan Dynasty

B) Contribution of Harshavardhan

C) Contribution of vakataka

## **List of Reference Books :**

1. गायधनी, राहुलकर : प्राचीन भारताचा सांस्कृतिक इतिहास.
2. देव शां. भा. देव : पुरातत्व विद्या.
3. जोशी तर्कतीर्थ लक्ष्म शास्त्री : वैदिकसंस्कृतीचा विकास.
4. झा डी. एन., श्रीमाळी : प्राचीन भारताचा इतिहास.
5. थापर रोमीला, : प्राचीन भारताचा इतिहास.
6. भिडे गजानन : प्राचीन भारत.
7. ढवळीकर, गायकवाड, देगलूरकर, प्राचीन भारतीय इतिहास व संस्कृती.
8. भिडे, पाटील : प्राचीन भारतीय कला.
9. माटे म. श्री. : प्राचीन भारतीय कला.
10. वर्णेकर श्रीधर भास्कर : भारतीय धर्म व तत्वज्ञान
11. गोसावी र.रा : पाच भक्तियोग.
12. भिडे गजानन : प्राचीन भारतीय राजकीय व सांस्कृतिक इतिहास.
13. भिडे गजानन : प्राचीन भारतीय संस्थांचा इतिहास.
14. जोशी तर्कतीर्थ लक्ष्मणशास्त्री (संपा.) : मराठी विश्वकोश (संबंधित खंड).
15. महादेवशास्त्री जोशी (संपा.) : भारतीय संस्कृती कोश (संबंधित खंड).
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19. Mahajan V. D. : Ancient India.
20. Mujumdar R. C. : Ancient India.
21. Possehl G. L. : (ed.) Ancient City of the Indus.
22. Sankalia H. D. : Pre-history and proto-history of India and Pakistan.
23. Tripathi R.S.: History of Ancient India.

**B.A. III Semester-V**  
**History Paper No - VIII**  
**Mughal India (1526A.D.- 1707A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit-I Literary Sources of Mughal India**

12+3=15

- A) Persian and Turki Sources
- B) Sanskrit and Marathi Sources
- C) Foreign Travel Accounts

**Unit-II Foundation of Mughal Empire and Babar**

12+3=15

- A) Political Condition of India Early 16<sup>th</sup> Century
- B) Early Life of Babar and First Battle of Panipat, 1526
- C) Stability of Mughal power: Battle of Khanwa and Ghagra

**Unit- III Humayun and Shershaha**

12+3=15

- A) Early Life and difficulties of Humayun
- B) Early Life of Shershaha
- C) Conflict between Humayun and Shershah

**Unit- IV Akbar**

12+3=15

- A) Early Life and Expansion of Mughal Empire
- B) Rajput Policy
- C) Religious Policy

## **List of Reference Books :**

1. Choudhari M.I. : The State and Religion In Mughal India
2. Habib Irfan : Akbar and His India
3. Lane poole : Aurangzeb
4. Moreland W.H. : From Akbar to Aurangzeb
5. Mujumdar R.C. : The History and Culture of Indian people Vol.III
6. Richards J.F. (ed) : The Mughal Empire Power,Administration& in Mughal India (The Imperial Momentary System of Mughal India
7. Sharma R.S. : The Religious Policy of the Mughal Emperor
8. Sarkar J. : A Short History of Aurangzeb
9. चौबळ ज. श्री (अनु.) : असे होते मोगल
10. दिवेकर ह. रा (अनु.) : बाबराची स्मृतीचित्रे, साहित्य अकादमी नवी दिल्ली, १९९६
11. आठवले सदाशिव : दाराशिकोह, शिवाजी व शिवयुग
12. ढवळे व बारगळ : मध्ययुगीन भारत (इ.स. १२०६ ते १७६१)
13. पगडी सेतु माधवराव : भारतीय मुसलमान शोध व बोध
14. महाजन व्ही. डी. : मध्यकालीन भारत (इ.स. १००० ते १७६१)
15. कोलारकर शं.भो. : मध्युगीन भारत
16. पगडी सेतु माधवराव : मोगल - मराठे संबंध, औरंगजेब दरबाराची बातमीपत्रे खंड -३.

**B.A.III Semester-VI**  
**History Paper No - XIII**  
**Mughal India (1526A.D.-1707A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods : 60

**Unit -I Jahangir and Shahajahan** 12+3=15

- A) Life and work of Jahangir
- B) Life and work of Shahajahan
- C) War of Succession

**Unit-II Aurangzeb** 12+3=15

- A) Early Life of Aurangzeb
- B) Northern and Deccan policy of Aurangzeb
- C) Evaluation of Aurangzeb

**Unit-III Administrative System of Mughal Empire** 12+3=15

- A) Administrative System of Shershaha
- B) Administrative System of Akbar

**Unit-IV Architecture in Mughal Period** 12+3=15

- A) Period of Babar, Humayun and Shershaha
- B) Period of Akbar and Jahangir
- C) Period of Shahajahan and Aurangzeb

## **List of Reference Books :**

1. Asher C.B. : Architecture of Mughal India
2. Qureihi I.H. : The Administration of the Mughal Empire
3. Srivastava A.L. : Akbar the Great The Mughal Empire
4. Tripathi R.P. : Some Aspects of Mughal Administration Rise & fall of Mughal Empire
5. Siddiqui Noman Ahmed : Land Revenue administration under Mughals
6. Mate M.S. : Marathas Architecture
7. Chitnis K.N. : Socio-Economics Aspecte of Medieval India
8. काटे पी.व्ही. : मध्ययुगीन भारताचा इतिहास
9. बिराजदार टी.के. : मोगलकालीन भारत
10. गाठळ एस.एस. : भारताचा इतिहास
11. केशट्टीवार : मध्ययुगीन भारत
12. गायकवाड, सरदेसाई, थोरात, हनमाने : मराठेकालीन संस्था व विचार
13. सक्सेना आर.के. : मुघल शासनप्रणाली
14. गायकवाड, थोरात : मोगलकालीन भारताचा इतिहास
15. चिटणीस कृ. ना. : मध्ययुगीन भारतीय संकल्नना व संस्था खंड १, २, ३, ४

**B.A. III Semester-V**  
**History Paper No - IX**  
**Expansion and Downfall of the Maratha Power (1707 - 1818 A.D.)**  
CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

<b>Unit - I Chhatrapati Shahu Maharaj and Civil war</b>	12+3=15
A) Release of Shahu Maharaj	
B) Conflict between Chhatrapati Shahu and Maharani Tarabai	
C) Work of Peshwa Balaji Vishwanath	
<b>Unit - II Peshwa Bajirao - I</b>	12+3=15
A) Southern Expansion and Internal Affairs	
B) Northern Expansion	
C) Relation with Portuguese and Siddi	
<b>Unit - III Peshwa Balaji Bajirao (Nanasaheb)</b>	12+3=15
A) Southern Expansion	
B) Northern Expansion	
C) Relation with Bhosale and Angre	
<b>Unit - IV Third Battle of Panipat, 1761 A.D.</b>	12+3=15
A) Background and causes	
B) Course and defeat of the Marathas	
C) Effects	

### **List of Reference Books :**

1. Dighe V.G.:Peshwa Bajirao - I and Maratha Expansion, Karnataka Pub., House, Bombay, 1944.
2. Grant Duff : Histroy of the Marathas Vol - I, Oxford University Press, London, 1921.
3. Kishor Brij : Tarabai and Her Time, Asia Publishing House, Bombay, 1963.
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5. Patil Shalini : Maharani Tarabai of Kolhapur, S. Chand and Company, New Delhi.
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7. Sarkar Jadunath : Fall of Mughal Empire, Calcutta, 1949.
8. Sinha H.N. : Rise of the Peshwas, Vol. - I, Indian Press, Allahabad, 1931.
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10. कुलकर्णी अ.रा., खरे ग.ह. (संपा) : मराठ्यांचा इतिहास खंड - २ व ३, कॉन्टिनेन्टल प्रकाशन, २०१०.
11. खोबरेकर वि.गो. : महाराष्ट्राचा इतिहास - मराठा कालखंड भाग - २, म.रा. सा स सं. मं. मुंबई, २००६.
12. देसाई स.शं. : मराठ्यांच्या इतिहासाची साधने, पोतुर्गीज दफ्तर, खंड -२, महाराष्ट्र राज्य साहित्य संशोधन मंडळ, मुंबई, १९७४.
13. पगडी सेतुमाधवराम : हिंदवी स्वराज्य आणि मोगल, व्हिनस प्रकाशन, पुणे १९६६.
14. पवार आप्पासाहेब (संपा.) : ताराबाईकालीन कागदपत्रे, शिवाजी विद्यापीठ, कोल्हापूर.
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18. शेजवलकर टी.एस. : निजाम पेशवे संबंध १८ वे शतक, पुणे विद्यापीठ, पुणे.
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**B.A. III Semester-VI**  
**History Paper No - XIV**  
**Expansion and Downfall of the Maratha Power (1707 - 1818 A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods : 60

**Unit - I Restoration of the Maratha Power** 12+3=15

- A) Conflict between Peshwa Madhavrao- I and Raghunathrao
- B) Work of Peshwa Madhavrao -I
- C) Northern politics after Panipat battle, 1761

**Unit - II Period of Barbhai** 12+3=15

- A) Assassination of Narayanrao and Barbhai council
- B) First Anglo - Maratha war
- C) Relation with Mysore and Nizam state in Period of Barbhai

**Unit - III Decline of the Maratha power** 12+3=15

- A) Peshwa Bajirao - II
- B) Second Anglo - Maratha war and Third Anglo - Maratha war
- C) Causes of Downfall of the Maratha power

**Unit - IV Administrative system during the Peshwa period** 12+3=15

- A) Civil Administration
- B) Military system
- C) Judicial system

### **List of Reference Books :**

1. Grant Duff : Histroy of the Marathas Vol - I, Oxford University Press, London, 1921.
2. Gune V.T. : Judicial system of the Marathas.
3. Kulkarni A.R. : The Marathas, Books and Books, New Delhi, 1996.
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5. Sardesai G.S. : New History of Maratha Vol. - I, II & III, Munshiram Manoharilal Pvt.Ltd., New Delhi, 1986.
6. Sen Surendranath : Administrative system of the Marathas.
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11. खोबरेकर वि.गो. : महाराष्ट्राचा इतिहास - मराठा कालखंड भाग - २, म.रा. सा स सं. मं. मुंबई, २००६.
12. देसाई स.शं. : मराठ्यांच्या इतिहासाची साधने, पोतुर्गीज दप्तर, खंड -२, महाराष्ट्र राज्य साहित्य संशोधन मंडळ, मुंबई, १९७४.
13. पगडी सेतुमाधवराम : हिंदवी स्वराज्य आणि मोगल, व्हिनस प्रकाशन, पुणे १९६६.
14. पवार आप्पासाहेब (संपा.) : ताराबाईकालीन कागदपत्रे, शिवाजी विद्यापीठ, कोल्हापूर.
15. पवार जयसिंगराव : मराठी साम्राज्याचा उदय आणि अस्त, मेहता पब्लिशिंग, पुणे
16. पवार जयसिंगराव : महाराणी ताराबाई, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर.
17. शेजवलकर टी.एस. : पानीपत १७६१, राजहंस प्रकाशन, पुणे
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**B.A. III Semester-V**  
**History Paper No - X**  
**Modern World (1870 - 2000 A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit - I Bismark**

12+3=15

- A) Life of Bismark
- B) Internal policy
- C) Foreign policy

**Unit - II New Imperialism**

12+3=15

- A) Meaning and background
- B) Causes
- C) Imperialism in Africa

**Unit - III First world war**

12+3=15

- A) Causes & Course
- B) Effects
- C) Treaty of Versailles & League of Nations

**Unit - IV Russian Revolution – 1917**

12+3=15

- A) Causes
- B) Course
- C) Effects

## List of Reference Books :

1. Marriot J. A. R. : A History of Europe.
2. Lipson : Europe in 19<sup>th</sup> and 20<sup>th</sup> Centuries.
3. Pannikar K. M : Asia and Western Dominance.
4. Gooch G.P. : History of Modern Europe.
5. Ketelbey C.D : History of Modern times.
6. Hazen H.G : Modern Europe.
7. Wells H.G : The Outline of History.
8. ऑंतुरकर व पोतनीस : आधुनिकजगाचा इतिहास
9. शिरसीकर व.मं. : आधुनिकजगाचा इतिहास
10. कुलकर्णी व फडके, : आधुनिकयुरोपचा इतिहास
11. आठवले सदाशिव : अर्वाचीन युरोप.
12. गोरे ना.ग. : साम्राज्यशाही
13. गोरे ना.ग. : अमेरिकेचा इतिहास
14. कदम य.ना. : समकालीन आधुनिकजग
15. कदम य.ना. : विसाव्या शतकातील जगाचा इतिहास
16. गायकवाड, कदम, थोरात, : आधुनिकजग भाग - १ व भाग -२
17. डॉ. वैद्य सुमन, : आधुनिकजग

**B.A. III Semester-VI  
History Paper No - XV**

**Modern World (1870 - 2000 A.D.)**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit – I Dictatorship in Europe**

12+3=15

- A) Italy-Mussolini
- B) Germany-Hitler
- C) Turkastan-Kemal Pasha

**Unit-II Second World War**

12+3=15

- A) Causes
- B) Course
- C) Effects

**Unit-III Cold War**

12+3=15

- A) Meaning
- B) Causes
- C) Effects

**Unit- IV United Nations**

12+3=15

- A) Foundation, aims and objectives
- B) Organs
- C) Work of United Nations (1945 to 2000)

### **List of Reference Books :**

1. Lipson : Europe in 19<sup>th</sup> and 20<sup>th</sup> Centuries.
2. Pannikar K. M : Asia and Western Dominance.
3. Gooch G.P. : History of Modern Europe.
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8. Joh Lewis Gaddis, : The cold War.
9. Odd Arne westad, : The cold War.
10. Odd Arne westad, : The Glabal cold war.
11. Robert Service, : The End of the Cold War.
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16. गोरे ना.ग. : साम्राज्यशाही
17. गोरे ना.ग. : अमेरिकेचा इतिहास
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19. कदम य.ना. : विसाव्या शतकातील जगाचा इतिहास
20. गायकवाड, कदम, थोरात, : आधुनिकजग भाग - १ व भाग - २
21. डॉ. वैद्य सुमन, : आधुनिकजग

**B.A. III Semester-V**  
**History Paper No - XI**  
**Historical Sources, Research and Places**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit-I Nature and Scope of History** 12+3=15

- A) Meaning and Definition
- B) Nature and Scope of History
- C) Kinds of History

**Unit-II Sources** 12+3=15

- A) Importance of sources
- B) Types of sources
- C) Evaluation of sources

**Unit -III Research Process** 12+3=15

- A) Auxiliary sciences
- B) Importance of Research
- C) Steps of Research Process

**Unit-IV History Writing Process** 12+3=15

- A) Footnotes
- B) Chronology and Index
- C) Bibliography

## **List of Reference Books :**

1. Ali Sheikh B, History : Its Theory and Method, Macmillan India Ltd., Mumbai, 1984.
2. Kothari C.R., Research Methodology : Methods and Techniques, New Delhi, 2001.
3. Carr E.H., What is History, Palgrave Hampshire MacMillan & Com. London, 1969.
4. Burke Peter, History and Social Theory, Polity Press, Cambridge, 1992.
5. Jain Gopal Lal, Research Methodology : Method, Tools and Techniques, 2003.
6. Chitnis K.N., Research Methodology, Pune, 1979.
7. Mujumdar R.C., Historiography of Modern India, 1970.
8. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
9. Biswas T.K., Museum and Education, New Delhi : New Age International (P) 1996.
10. Punja Shobita, An Illustrated Guide to Museum of India, Hong Kong : The Guidebook company Limited, 1990.
11. Satish Babu, Tourism Development in India
12. M.L. Narasaiah, Tourism Development in India
13. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्राज्ञपाठशाळा प्रकाशन, वाई, १९६७.
14. कुलकर्णी अ. रा., मराठ्यांचे इतिहासकार, डायमंड प्रकाशन, पुणे , २००९.
15. कोठकर शांता, इतिहास : तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन, नागपुर, २००५. प
16. खरे ग.ह. संशोधकाचा मित्र, भा.इ.सं. मंडळ, पुणे क, १९७०.
17. देव प्रभाकर, इतिहासाशास्त्र, अध्यापन आणि लेखनपरंपरा नाशिक, २००७.
18. वांबूरकर जास्वंदी (संपा), इतिहासातील नवेप्रवाह, डायमंड पब्लिकेशन, पुणे २०१४.
19. सरदेसाई बी.एन., इतिहास लेखनशास्त्र, फडकेप्रकाशन, कोल्हापूर, २००२.



**B.A. III Semester-VI**  
**History Paper No - XVI**

**Historical Sources, Research and Places**

CBCS Pattern Syllabus (w. e. f. June 2021)

Credits - Theory - 03 Tutorial – 01 = Total 04

Total Periods 60

**Unit-I Forts**

12+3=15

- A) Importance of forts
- B) Types of forts
- C) Structure of fort

**Unit-II Museums**

12+3=15

- A) Importance and Types of Museum
- B) Chhatrapati Shivaji Maharaj Museum, Mumbai
- C) Town Hall Museum, Kolhapur & Raja Dinkar Kelkar Museum, Pune

**Unit-III Historical Tourism**

12+3=15

- A) Definition and Nature Historical Tourism
- B) Importance of Tourism
- C) Historical Places : Raigad, Satara, Kolhapur, Solapur

**Unit-IV Historians**

12+3=15

- A) V.K. Rajwade
- B) G.S. Sardesai
- C) V.C. Bendre

### **List of Reference Books :**

1. Ali Sheikh B, History : Its Theory and Method, Macmillan India Ltd., Mumbai, 1984.
2. Kothari C.R., Research Methodology : Methods and Techniques, Delhi, 2001.
3. Carr E.H., What is History, Palgrave Hampshire MacMillan & Com. London, 1969.
4. Burke Peter, History and Social Theory, Polity Press, Cambridge, 1992.
5. Jain Gopal Lal, Research Methodology : Method, Tools and Techniques, 2003.
6. Chitnis K.N., Research Methodology, Pune, 1979.
7. Mujumdar R.C., Historiography of Modern India, 1970.
8. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.
9. Biswas T.K., Museum and Education, New Delhi : New Age International (P) 1996.
10. Punja Shobita, An Illustrated Guide to Museum of India, Hong Kong : The Guidebook company Limited, 1990.
11. Satish Babu, Tourism Development in India
12. M.L. Narasaiah, Tourism Development in India
13. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्राज्ञपाठशाळा प्रकाशन, वाई, १९६७.
14. कुलकर्णी अ. रा., मराठ्यांचे इतिहासकार, डायमंड प्रकाशन, पुणे , २००९.
15. कोठकर शांता, इतिहास : तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन, नागपुर, २००५. प
16. खरे ग.ह. संशोधकाचा मित्र, भा.इ.सं. मंडळ, पुणे क, १९७०.
17. देव प्रभाकर, इतिहासाशास्त्र, अध्यापन आणि लेखनपरंपरा नाशिक, २००७.
18. वांबूरकर जास्वंदी (संपा), इतिहासातील नवेप्रवाह, डायमंड पब्लिकेशन, पुणे २०१४.
19. सरदेसाई बी.एन., इतिहास लेखनशास्त्र, फडकेप्रकाशन, कोल्हापूर, २००२.

## Equivalent Subject for Old Syllabus

Sr. No.	Name of the Old Paper	Name of the New Paper
1)	History of Ancient India (Pre-Historic Age to 650A.D.)	Ancient India (Pre-Historic Period to 650 A.D.)
2)	History of Mughal India (1526-1707A.D.)	Mughal India (1526 A.D.- 1707 A.D.)
3)	Growth and Decline of the Maratha Power (1707 - 1818 A.D.)	Expansion and Downfall of the Maratha Power (1707 - 1818 A.D.)
4)	History of Modern World (1870 -2000 A.D.)	Modern World (1870 -2000 A.D.)
5)	Historical Documents and Places	Historical Sources, Research and Places

### प्रश्नपत्रिकेचे स्वरूप (Nature of Question Paper)

वेळ : २ तास

एकूण गुण ४०

प्रश्न १ ला योग्य पर्याय निवडा. (बहुपर्यायी ८ प्रश्न प्रत्येकी १ गुण)  
Choose the correct alternative (MCQ 8 Ques.)

(८ गुण)

प्रश्न २ रा थोडक्यात उत्तरे लिहा (सहा पैकी चार)

(१२ गुण)

Write short answers (any four out of six)

प्रश्न ३ रा दीर्घोत्तरी प्रश्न (दोन पैकी एक)

(१० गुण)

Broad answer question (any one out of two)

प्रश्न ४ था दीर्घोत्तरी प्रश्न (पर्याय नाही)

(१० गुण)

Broad answer question (Compulsary)

टीप : लेखी परीक्षेसाठी ४० गुण आणि अंतर्गत निरंतर मूल्यमापन (CA) १० गुण

- १० गुणांसाठी स्वाध्याय / सराव परीक्षा / गृहपाठ / मौखिकी यापैकी कोणत्याही एकाची निवड करावी.
- लेखी परीक्षा : ४० गुणांपैकी १६ गुणांना उत्तीर्ण
- निरंतर मूल्यमापन (CA) : १० गुणांपैकी ०४ गुणांना उत्तीर्ण

# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

## **BA III History Sem. VI Skill Based Course**

### **Indian History for Competitive Examinations**

Credits - Theory:3 Project/Report: 1 Total: 4

Total Periods: 60

#### **Preamble:**

Competitive examination has become an essential part of government, semi-government and private sector jobs. Many students study with the dream of achieving success in these various examinations but most of the students do not get proper guidance. Easy study techniques and the ability to give accurate answers are not mastered. The result is failure in competitive examinations. The study units of Indian history of many competitive examinations have been placed at different levels in compulsory and optional form. Students will be able to better prepare for the history study units for various competitive examinations if develop skills like examination scope, nature of questions, suitable study methods for correct answers, self-study techniques, availability of reference books and their use as per the scope of the examination. Since this paper is to be studied in the final semester of the final year of graduation, they will acquire important skills at the right time. This skill oriented subject will be used by the students to get appointments through various competitive examinations, to work in competitive exam. Centers as well as private guides and to give lectures and speeches using lecture series, ceremonies and social media.

#### **Objectives:**

1. To aware the students about various competitive examinations
2. To facilitate the students to take up the challenges of appearing for competitive examinations.
3. To get the information about the exams conducted for the entry into jobs
4. To explain the various important events in Indian history.
5. To develop self-study techniques of history subject useful for competitive examinations.

#### **Learning Outcomes:**

1. Understand various opportunities in competitive examinations.
2. Students will be aware of the competitive examinations
3. History knowledge Utilize for professional jobs.
4. Skills Will be develop for self-study of history units suitable for various competitive examinations.
5. Students knows History subject importance UPSC, MPSC, Staff selection Bank, Railway, Army, Police, Post office etc. Examination.

**Chapter I. Introduction to Various Competitive Examinations.** 10

1. UPSC Examinations.
2. MPSC Examinations
3. Staff selection, Bank, Railway, Army, Police, Post Office etc. Examinations.

**Chapter II. Ancient Indian History for Various competitive exams.** 10

1. UPSC Examinations. (Preliminary and mains)
2. MPSC Examinations. (Preliminary and mains)
3. Other Examinations.

**Chapter III. Medieval Indian History for Various competitive exams** 10

1. UPSC Examinations. (Preliminary and mains)
2. MPSC Examinations. (Preliminary and mains)
3. Other Examinations.

**Chapter IV. Modern Indian History for Various competitive exams.** 10

1. UPSC Examinations. (Preliminary and mains)
2. MPSC Examinations. (Preliminary and mains)
3. Other Examinations.

**Project Report:** 20

- Students should get information about reference books and periodicals on Indian history available in their nearest libraries. Among them, read the components of Indian history study which are useful for competitive examinations and submit a brief report of the work done to the concerned teacher.

OR

- Students should collect Indian history questionnaires from various competitive examinations previous question papers, sample question papers from libraries, competitive exam. Guidance centers as well as competitive examinations related websites and find out the answers to those questions and submit a brief report to concerned teacher.

**Evaluation Method:**

The University examination for this course will be of 40 marks. Nature of the question paper and criteria for passing will be the same as other subjects for B. A. III Sem. VI. Internal assessment is for 10 marks and a minimum of 04marks is required for passing. Students should submit a project report of at least five pages in writing to the concerned teacher for Internal Evaluation.

**List of Reference:**

- 1) [www.upsc.gov.in](http://www.upsc.gov.in) Examination patterns and syllabus
- 2) [www.mpsc.gov.in](http://www.mpsc.gov.in) Examination patterns and syllabus
- 3) Other examination websites and direct recruitment patterns and syllabus
- 4) Bhide Gajananan, Pracheen Bharat (Marathi)
- 5) Chandra Bipan, Adhunik Bharat ka Itihas (Hindi)
- 6) Chandra Bipan, India After Independence 1947-2000
- 7) Chandra Satish, History of Medieval India
- 8) Dhavale, Bargal, Madhyayugin Bharat (Marathi)
- 9) Gathal S. S., Bharatiya Rashtriya Chalvalicha Itihas (Marathi)
- 10) Habib Irfan, Medieval India
- 11) Mujumdar R. C. Ancient India
- 12) Kathare Anil, Adhunik Maharashtracha Itihas (Marathi)
- 13) Pawar Jaishingrao, Bhartiya Swatantrya Chalvalicha Itihas
- 14) Pawar Jaishingrao, Marathi Samrajyacha Uday ani Asta (Marathi)
- 15) Sharma R. S., India's Ancient Past
- 16) Singhania Nitin, Indian Art and Culture
- 17) Saradesai, Nalawde, Adhunik Bhartacha Itihas (Marathi)
- 18) Thapar Romila, A History of India
- 19) Vaidya Suman, Kothekar, Aphonc Bhartacha Itihas (Marathi)

## पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ, सोलापूर

बी. ए . ३ सत्र ६ कौशल्य आधारित अभ्यासक्रम

### स्पर्धा परीक्षांसाठी भारतीय इतिहास

क्रेडिट : ३+१ =४

एकुण तासिका :६०

#### प्रस्तावना:

स्पर्धा परीक्षा ही शासकीय, निमशासकीय व खासगी क्षेत्रातील नोकरीसाठी अत्यावश्यक बाब बनली आहे.या विविध परीक्षांमध्ये यश संपादन करण्याचे स्वप्न उराशी बाळगून अनेक विद्यार्थी अभ्यास करत असतात परंतु बहुतांशी विद्यार्थ्यांना योग्य मार्गदर्शन मिळत नाही. अभ्यासाची सहज सुलभ तंत्रे व अचूक उत्तरे देण्याचे कौशल्य आत्मसात होत नाही. परिणामी, स्पर्धा परीक्षांमध्ये अपयश पदरी पडते. अनेक स्पर्धा परीक्षांच्या अभ्यासक्रमात इतिहास विषयातील विविध अभ्यास घटक वेगवेगळ्या स्तरांवर आवश्यक व ऐशिक स्वरूपात ठेवण्यात आले आहेत. सदर घटकांची परीक्षेनुरूप व्याप्ती, प्रश्नांचे स्वरूप, अचूक उत्तरांसाठी सुयोग्य अभ्यास पध्दती, स्वयंअध्ययनाची तंत्रे, संदर्भ साधनांची उपलब्धता व परीक्षेच्या आवाक्याप्रमाणे त्यांचा वापर आदि कौशल्य विकसित झाल्यास विद्यार्थ्यांना विविध स्पर्धा परीक्षांसाठी इतिहास अभ्यास घटकांची उत्तम तयारी करता येईल. पदवीच्या अंतिम वर्षातील अंतिम सत्रात प्रस्तुत अभ्यासक्रम पूर्ण करावयाचा असल्याने विद्यार्थ्यांना योग्य वेळी महत्वपूर्ण कौशल्य आत्मसात होणार आहे. विविध स्पर्धा परीक्षांच्या माध्यमातून नियुक्ती मिळविण्यासाठी , स्पर्धा परीक्षा मार्गदर्शन केंद्रात तसेच खासगी मार्गदर्शक म्हणून कार्य करण्यासाठी आणि व्याख्यानमाला, सभा, समारंभ व समाज माध्यमांतून व्याख्याने, भाषणे देऊन उत्तम वक्ता म्हणून नावलौकिक मिळविण्यासाठी या कौशल्य अधारित अभ्यासक्रमाचा विद्यार्थ्यांना निश्चित उपयोग होईल.

#### उद्दिष्टे :

- 1) विद्यार्थ्यांना विविध स्पर्धा परीक्षांची माहिती देणे.
- 2) विद्यार्थ्यांना स्पर्धा परीक्षेतील आव्हाने पेलण्यासाठी समर्थ बनवणे.
- 3) नोकरीसाठी घेण्यात येणाऱ्या परीक्षांची माहिती मिळविणे.
- 4) भारतीय इतिहासातील महत्वपूर्ण घटना स्पष्ट करणे.
- 5) स्पर्धा परीक्षांसाठी इतिहास अभ्यास घटकांच्या स्वयंअध्ययनाचे तंत्र विकसित करणे.

## शिक्षण परिणाम :

- 1) विविध स्पर्धा परीक्षांची माहिती होईल व स्पर्धा परीक्षांमधून मिळणाऱ्या संधी समजतील.
- 2) विद्यार्थ्यांमध्ये स्पर्धा परीक्षांबद्दल जानीव जागृती होईल.
- 3) इतिहासाचे ज्ञान व्यावसायिक हेतूने व नोकरीसाठी उपयोगात आणता येईल.
- 4) विविध स्पर्धा परीक्षांसाठी उपयुक्त अशा इतिहास अभ्यास घटकांचे स्वयंअध्ययन करण्याचे कौशल्य विकसित होईल.
- 5) विद्यार्थ्यांना केंद्रीय लोकसेवा आयोग, महाराष्ट्र लोकसेवा आयोग यांच्या मार्फत घेण्यात येणाऱ्या परीक्षा व इतर परीक्षांमधील इतिहासाचे महत्त्व समजेल.

### प्रकरण पहिले- विविध स्पर्धा परीक्षांची माहिती

१०

- 1) केंद्रीय लोकसेवा आयोग (युपीएससी) याद्वारे घेतल्या जाणाऱ्या परीक्षा
- 2) महाराष्ट्र लोकसेवा आयोग (एमपीएससी) याद्वारे घेतल्या जाणाऱ्या परीक्षा
- 3) स्टाफ सिलेक्शन, बँक, रेल्वे, आर्मी, पोलीस, पोस्ट व इतर भरतीसाठी घेण्यात येणाऱ्या परीक्षा

### प्रकरण दुसरे- विविध स्पर्धा परीक्षांसाठी प्राचीन भारताचा इतिहास

१०

- 1) केंद्रीय लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 2) महाराष्ट्र लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 3) इतर परीक्षा

### प्रकरण तिसरे- विविध स्पर्धा परीक्षांसाठी मध्ययुगीन भारताचा इतिहास

१०

- 1) केंद्रीय लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 2) महाराष्ट्र लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 3) इतर परीक्षा

### प्रकरण चौथे- विविध स्पर्धा परीक्षांसाठी आधुनिक भारताचा इतिहास

१०

- 1) केंद्रीय लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 2) महाराष्ट्र लोकसेवा आयोगाच्या परीक्षा (पूर्व परीक्षा व मुख्य परीक्षा)
- 3) इतर परीक्षा



\*विद्यार्थ्यांनी आपल्या नजीकच्या ग्रंथालयात भारतीय इतिहासासंबंधी उपलब्ध असलेल्या संदर्भ ग्रंथांची व नियतकालिकांची माहिती मिळवावी. त्यातून स्पर्धा परीक्षांच्या अनुषंगाने उपयुक्त अभ्यास घटकांचे वाचन करावे. केलेल्या कार्याचा संक्षिप्त अहवाल संबंधित शिक्षकाकडे लेखी स्वरूपात सादर करावा.

### किंवा

\*विद्यार्थ्यांनी विविध स्पर्धा परीक्षांच्या मागील प्रश्नपत्रिका ग्रंथालये, स्पर्धा परीक्षा मार्गदर्शन केंद्रे तसेच स्पर्धा परीक्षे संबंधित संकेतस्थळांवरून उपलब्ध करून त्यातील भारतीय इतिहास अभ्यास घटकांवर विचारण्यात आलेले प्रश्न संकलित करावेत. त्या प्रश्नांची उत्तरे शोधावित आणि केलेल्या कार्याचा संक्षिप्त अहवाल संबंधित शिक्षकाकडे लेखी स्वरूपात सादर करावा.

### मूल्यमापन पद्धती:

सादर अभ्यासक्रमासाठी विद्यापीठ परीक्षा ४० गुणांची असेल. प्रश्नपत्रिकेचे स्वरूप व उत्तीर्णतेचा निकष बी. ए. भाग ३ सत्र ६ साठी असणाऱ्या अन्य विषयाप्रमाणे असेल. अंतर्गत मूल्यमापन १० गुणांसाठी असून उत्तीर्णतेसाठी किमान ०४ गुण मिळविणे आवश्यक आहेत. अंतर्गत मूल्यमापनासाठी विद्यार्थ्यांनी उपरोक्त सूचीत केल्याप्रमाणे किमान पाच पृष्ठांचा प्रकल्प अहवाल संबंधित शिक्षकाकडे सादर करावयाचा आहे.

**PUNYASHLOK AHILYADEVJI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**Faculty of Humanities**

**New Syllabus (CBCS)**

**B.A.Part III – Marathi (Sem. V & VI)**

**with effect from June 2021**

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**

**Faculty of Humanites**

New Syllabus Choice Based Credit System

**B.A.III Marathi Sem. V & VI**

2021-2024

Sem.	Code	Total of the Paper	Semester Exam.			L	T	P	Credits
<b>V</b>		<b>Discipline Specific Elective Subject</b>							
DSE VII	5.1	साहित्यशास्त्र (पूर्वार्ध)	40	10	50	3	1	0	4
DSE VIII	5.2	भाषाविज्ञान व व्याकरण (पूर्वार्ध)	40	10	50	3	1	0	4
DSE IX	5.3	मध्ययुगीन मराठी वाङ्मयाचा इतिहास इ.स. ११०१ ते १८०० (पूर्वार्ध)	40	10	50	3	1	0	4
DSE X	5.4	उपयोजित मराठी (पूर्वार्ध)	40	10	50	3	1	0	4
DSE XI	5.5	आधुनिक मराठी साहित्यातील विविध प्रवाह (ग्रामीण व दलित)	40	10	50	3	1	0	4
<b>VI</b>		<b>Discipline Specific Elective Subject</b>							
DSE XII	6.1	साहित्यशास्त्र (उत्तरार्ध)	40	10	50	3	1	0	4
DSE XIII	6.2	भाषाविज्ञान व व्याकरण (उत्तरार्ध)	40	10	50	3	1	0	4
DSE XIV	6.3	मध्ययुगीन मराठी वाङ्मयाचा इतिहास इ.स. ११०१ ते १८०० (उत्तरार्ध)	40	10	50	3	1	0	4
DSE XV	6.4	उपयोजित मराठी (उत्तरार्ध)	40	10	50	3	1	0	4
DSE XVI	6.5	आधुनिक मराठी साहित्यातील विविध प्रवाह (स्त्रीवादी व मुस्लीम)	40	10	50	3	1	0	4
		<b>Total</b>	<b>400</b>	<b>100</b>	<b>500</b>	<b>30</b>	<b>10</b>	<b>0</b>	<b>40</b>

**Add on Course : Sem VI**

Add on Course Name	Lecture + Project Report Work	Credit	Marks	UA		CA	
<b>मराठी भाषा : संभाषण व लेखन कौशल्ये</b>	<b>60</b>	<b>4</b>	<b>50</b>	<b>40</b>	<b>16</b>	<b>10</b>	<b>4</b>

- Apart from the above course, the student can choose SWAYAM/MOOC/NPTL Course as add on course
- The Student can choose the course as add on course from the courses started by the Skill Development Centre of the Universtiy

**पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ, सोलापूर**

मानवविज्ञान विद्याशाखा

बी. ए. भाग - ३ विषय - मराठी

सुधारित अभ्यासक्रम (CBCS Pattern)

शैक्षणिक वर्ष : २०२१ - २०२२, २०२२ - २०२३, २०२३ - २०२४

**सत्र पाचवे**

अभ्यासपत्रिका क्र. ७ DSE -VII : ५. १. साहित्यशास्त्र (पूर्वार्ध)

अभ्यासपत्रिका क्र. ८ DSE- VIII : ५. २. भाषाविज्ञान व व्याकरण (पूर्वार्ध)

अभ्यासपत्रिका क्र. ९ DSE- IX : ५. ३. मध्ययुगीन मराठी वाङ्मयाचा  
इतिहास इ.स. ११०१ ते १८०० (पूर्वार्ध)

अभ्यासपत्रिका क्र. १० DSE- X : ५. ४. उपयोजित मराठी (पूर्वार्ध)

अभ्यासपत्रिका क्र. ११ DSE- XI : ५. ५. आधुनिक मराठी साहित्यातील  
विविध प्रवाह (ग्रामीण व दलित)

## सत्र पाचवे

### अभ्यासपत्रिका क्र. ७ DSE -VII : ५. १. साहित्यशास्त्र (पूर्वार्ध)

गुण ४०

#### उद्दिष्टे :

१. साहित्य लक्षणासंबंधीच्या विविध सिद्धांतांचा परिचय करून घेणे.
२. साहित्याचे स्वरूप समजावून घेणे.
३. साहित्याच्या विविध प्रयोजनांचा परिचय करून घेणे.
४. साहित्यनिर्मितीच्या जनक कारणांची माहिती करून घेणे.
५. शब्दशक्तीचा परिचय करून घेणे.

#### अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>साहित्याची लक्षणे</b> अ) भारतीय काव्यशास्त्राचा स्थूल परिचय :शब्द, रस, रीती, ध्वनी, वक्रोक्ती, औचित्य व अलंकार या सिद्धांतांच्या अनुरोधाने ब) पाश्चात्य साहित्य लक्षणांचा स्थूल परिचय : कल्पना, भावना, प्रज्ञा,शैली व लयबद्धता या लक्षणांच्या अनुरोधाने	१५	१	१०
२.	<b>साहित्याची प्रयोजने</b> अ) प्राचीन - यश, अर्थ, व्यवहारविज्ञान, अशुभनिवारण, उपदेश व आनंद ब) आधुनिक - पलायनवाद, स्वप्नरंजन, जिज्ञासापूर्ती, आत्माविष्कार व उद्बोधन,	१५	१	१०
३.	<b>साहित्यनिर्मितीची जनक कारणे</b> अ) साहित्यनिर्मितीचे स्वरूप ब) प्रतिभा, बहुश्रुतता आणि अभ्यास व स्फूर्ती क) कल्पनाशक्ती, मानसिक स्वास्थ्य, देशकाल परस्थिती इ. कारणांचा परिचय	१५	१	१०

४.	शब्दशक्ती अ) अभिधा ब) लक्षणा क) व्यंजना	१५	१	१०
	एकूण	६०	०४	४०

### संदर्भ ग्रंथ :

१. काव्यशास्त्रप्रदीप - स.रा.गाडगीळ, व्हीनस प्रकाशन, पुणे.
२. अभिनव काव्यप्रकाश - रा. श्री. जोग, व्हीनस प्रकाशन, पुणे.
३. भारतीय साहित्यशास्त्र - गणेश त्र्यंबक देशपांडे, पॉप्युलर प्रकाशन, मुंबई.
४. साहित्यशास्त्र : स्वरूप आणि समस्या - वसंत पाटणकर, पद्मगंधा प्रकाशन, पुणे.
५. साहित्यविचार - भालचंद्र खांडेकर, अनमोल प्रकाशन, पुणे.
६. साहित्यविचार - अरविंद वामन कुळकर्णी, प्रतिमा प्रकाशन, पुणे.
७. साहित्याचे अध्यापन आणि प्रकार - संपादक श्री. पु. भागवत, सुधीर रसाळ आणि इतर, पॉप्युलर प्रकाशन, मुंबई आणि मौज प्रकाशन गृह, मुंबई.
८. मराठी वाङ्मयाभिरुचीचे विहंगमावलोकन - रा. श्री. जोग, पुणे विद्यापीठ, पुणे.
९. साहित्यविचार - संपादक डॉ. दत्तात्रेय पुंडे, डॉ. स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे.
१०. साहित्य समीक्षा प्रदीप - डॉ. सुधीर रसाळ, मेहता पब्लिशिंग हाऊस, पुणे.

अभ्यासपत्रिका क्र. ८ DSE- VIII : ५. २. भाषाविज्ञान व व्याकरण (पूर्वार्ध)

गुण ४०

उद्दिष्ट्ये :

१. मानवी जीवनातील भाषेचे स्वरूप व महत्त्व विद्यार्थ्यांना समजावून सांगणे.
२. विद्यार्थ्यांमध्ये भाषाविषयक वैज्ञानिक दृष्टिकोन विकसित करणे.
३. भाषिक संप्रेषणाचा परिचय करून घेणे.
४. भाषा परिवर्तनाचे स्वरूप स्पष्ट करणे.
५. मराठी भाषेच्या व्याकरणारचे स्वरूप समजावून सांगणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	भाषा : संकल्पना व स्वरूप अ) भाषा : शब्दार्थ व व्याख्या ब) भाषेचे घटक - ध्वनी, शब्द, वाक्य, अर्थ क) भाषिक व भाषेतर संप्रेषण ड) भाषेची वैशिष्ट्ये व कार्ये	१५	१	१०
२.	भाषाभ्यासाची परंपरा अ) प्राचीन भाषाभ्यास ब) ऐतिहासिक भाषाशास्त्राचे स्वरूप क) अंतर्वर्तुळ - बहिर्वर्तुळ सिद्धांत ड) मराठी भाषेची पूर्वपीठिका	१५	१	१०
३.	भाषिक परिवर्तन अ) भाषिक परिवर्तनाचे स्वरूप ब) ध्वनिपरिवर्तन : कारणे व प्रकार क) अर्थपरिवर्तन : कारणे व प्रकार	१५	१	१०
४.	मराठीचे व्याकरण अ) व्याकरणाचे स्वरूप ब) मराठीची वर्णमाला (स्वर, स्वरादी, व्यंजने) क) शब्दांचे प्रकार (विकारी व अविकारी)	१५	१	१०
	एकूण	६०	०४	४०

## संदर्भ ग्रंथ :

१. भाषा आणि संस्कृती : ना.गो. कालेलकर, मौज प्रकाशन, मुंबई.
२. भाषा, इतिहास आणि भूगोल : ना.गो. कालेलकर, मौज प्रकाशन, मुंबई.
३. ध्वनिविचार : ना.गो. कालेलकर, मौज प्रकाशन, मुंबई
४. भाषाविज्ञान परिचय : संपादक स.ग.मालशे, द.दि.पुंडे, अंजली सोमण, पद्मगंधा प्रकाशन, पुणे.
५. भाषाविज्ञान : वर्णनात्मक आणि ऐतिहासिक : संपादक स.ग.मालशे, हे.वि.इनामदार, अंजली सोमण, पद्मगंधा प्रकाशन, पुणे.
६. मराठीचे ऐतिहासिक भाषाशास्त्र : र.रा.गोसावी, स्नेहवर्धन प्रकाशन, पुणे.
७. भाषा व भाषाविज्ञान : रमेश धोंगडे, दिलीपराज प्रकाशन, पुणे.
८. भाषाविज्ञान आणि मराठी भाषा : अनिल गवळी, हिरण्यकेशी प्रकाशन, पुणे.
९. सुगम मराठी व्याकरण व लेखन : मो.रा.वाळिंबे, नितीन प्रकाशन, पुणे.
१०. शास्त्रीय मराठी व्याकरण : मो.के.दामले, केशव भिकाजी ढवळे प्रकाशन, मुंबई.
११. मराठी व्याकरण परिचय : राजशेखर हिरेमठ, मेहता पब्लिकेशन, पुणे.
१२. मराठी व्याकरण स्वरूपविचार : लीला गोविलकर, शब्दालय प्रकाशन, श्रीरामपूर.
१३. मराठी व्याकरणाची मूलतत्त्वे - संपादक डॉ. शं. गो. तुळपुळे, सिटी बुक प्रकाशन, पुणे.
१४. मराठी व्याकरण - मोरेश्वर सखाराम मोरे, चित्रशाळा प्रेस प्रकाशन, पुणे.



**अभ्यासपत्रिका क्र. १ DSE- IX : ५. ३. मध्ययुगीन मराठी वाङ्मयाचा इतिहास  
इ.स. ११०१ ते १८००(पूर्वार्ध)**

**गुण ४०**

**उद्दिष्टे :**

१. मध्ययुगीन मराठी वाङ्मयातीची परंपरा व इतिहास यांचा परिचय करून घेणे.
२. मध्ययुगीन मराठी वाङ्मयातील निर्मितीच्या प्रेरणांचा परिचय करून घेणे.
३. मध्ययुगीन मराठी वाङ्मयाचे स्वरूप व वैशिष्ट्ये यांचा परिचय करून घेणे.
४. मध्ययुगीन मराठी वाङ्मयाच्या सांस्कृतिक पार्श्वभूमीची उकल करणे.
५. मध्ययुगीन कालखंडातील प्रमुख संप्रदाय व ग्रंथनिर्मिती यांचा अनुबंध स्पष्ट करणे.

**अभ्यासक्रम :**

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>मराठी भाषा उत्पत्तीकाळ व आद्य ग्रंथ</b> अ) मराठी भाषेचा उत्पत्तीविचार ब) मराठी भाषेचा उत्पत्तीकाळ क) मराठीतील आद्य ग्रंथ स्वरूप व विशेष ड) मराठी भाषेतील ग्रंथ परंपरा	१५	१	१०
२.	<b>महानुभवीय वाङ्मय: प्रेरणा, स्वरूप व वैशिष्ट्ये</b> अ) महानुभाव संप्रदाय विचार कार्य ब) महानुभवीय वाङ्मयाच्या प्रेरणा क) महानुभवीय वाङ्मयाचे स्वरूप ड) महानुभवीय वाङ्मयाची वैशिष्ट्ये	१५	१	१०
३.	<b>वारकरी संप्रदाय : प्रेरणा, स्वरूप व वैशिष्ट्ये</b> अ) वारकरी संप्रदाय स्वरूप ब) वारकरी संप्रदायाचे विचार कार्य क) संत ज्ञानेश्वर ड) संतमेळा - संत गोरा कुंभार, संत सावता माळी, संत नरहरी सोनार, संत चोखामेळा, संत कर्ममेळा, संत सेना महाराज, संत मुक्ताबाई, संत जनाबाई	१५	१	१०

४.	वारकरी संप्रदायातील संतविचार अ) संत नामदेव ब) संत एकनाथ क) संत तुकाराम ड) वारकरी साहित्याची वैशिष्ट्ये	१५	१	१०
	एकूण	६०	०४	४०

### संदर्भ ग्रंथ :

१. प्राचीन मराठी वाङ्मयाचा इतिहास - ल.रा.नशिराबादकर, फडके प्रकाशन, कोल्हापूर.
२. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ व २ - अ.ना.देशपांडे, व्हीनस प्रकाशन, पुणे.
३. प्राचीन मराठी वाङ्मयाचा इतिहास - इ.श्री. शेणोलीकर, मोघे प्रकाशन, कोल्हापूर.
४. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ व २ - ल.रा.पांगारकर, विदर्भ मराठवाडा बुक कंपनी, पुणे.
५. प्राचीन मराठी वाङ्मयाचा विवेचक इतिहास - प्र.न.जोशी
६. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ ते ३ - म.सा.प.प्रकाशन, पुणे.
७. प्राचीन मराठी जैन साहित्य -सुभाषचंद्र अक्कोळे, सुविचार प्रकाशन मंडळ, नागपूर.
८. प्राचीन मराठीच्या नवधारा - रा.चिं.ढेरे, मोघे प्रकाशन, कोल्हापूर.
९. प्राचीन मराठी साहित्य संशोधन - वि.भि.कोलते, श्री लेखन वाचन भांडार, पुणे.
१०. मराठी वाङ्मयाचा इतिहास खंड २ - संपादक स.ग.मालशे, म.सा.प.पुणे.
- ११.मराठी साहित्याचे आदिबंध - उषा माधव देशमुख
१२. धर्मसंप्रदाय आणि मध्ययुगीन मराठी वाङ्मय - र.बा.मंचरकर
१३. वीरशैव व इतर धर्म आणि समाज - सूर्यकांत घुगरे.
१४. पाच संप्रदाय- र.रा.गोसावी
१५. प्राचीन मराठी वाङ्मयाचा अभ्यास - भारती रेवडकर
१६. संत ज्ञानेश्वरांची कूटरचना - शिवाजी पाटील

अभ्यासपत्रिका क्र. १० DSE- X : ५.४. उपयोजित मराठी (पूर्वार्ध)

गुण ४०

उद्दिष्ट्ये :

१. विद्यार्थ्यांना पारिभाषिक शब्दांचा परिचय करून देवून पारिभाषिक शब्दांची नवनिर्मिती करण्यास प्रेरित करणे.
२. संगणक युगात ई मराठी लेखनाचे महत्त्व सांगून ते करण्यास प्रवृत्त करणे.
३. मुद्रितशोधनाचे महत्त्व सांगून त्याचा सराव करून घेणे.
४. स्पर्धा परीक्षेतील मराठी भाषेचे महत्त्व विद्यार्थ्यांच्या लक्षात आणून देणे.
५. स्पर्धा परीक्षेत यश संपादन करण्यासाठी विद्यार्थ्यांमध्ये भाषिक कौशल्याचा विकास करणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	कार्यालयीन पारिभाषिक शब्द अ) पारिभाषिक शब्दांचे स्वरूप ब) कार्यालयीन पारिभाषिक शब्द क) न्यायालयीन पारिभाषिक शब्द ड) महसूल, विमा विभागातील पारिभाषिक शब्द इ) पद नामावली पारिभाषिक शब्द ई) साहित्य समीक्षा पारिभाषिक शब्द उ) उपयोजन - पारिभाषिक शब्द निर्माण करून घेऊन त्याचा संग्रह तयार करणे.	१५	१	१०
२.	ई मराठी लेखन अ) ई पत्र लेखन ब) ब्लॉग लेखन क) विकिपीडिया लेखन ड) मराठी कलफलक लेखन इ) उपयोजन - प्रकल्प, कार्यशाळा घेऊन लेखन सराव घेणे.	१५	१	१०
३.	मुद्रितशोधन अ) मुद्रितशोधन म्हणजे काय ?	१५	१	१०

	ब) मुद्रितशोधकाची भूमिका क) मुद्रितशोधकाची मराठी भाषिक कौशल्ये व कार्य ड) मुद्रितशोधकाची नियमावली इ) उपयोजन- मुद्रितशोधनाचे नमुने देवून सराव घेणे.			
४.	<b>स्पर्धा परीक्षेमधील मराठी भाषेचे महत्त्व</b> अ) विविध स्पर्धा परीक्षांचे स्वरूप व मराठी भाषेचे महत्त्व ब) स्पर्धा परीक्षांचे स्तर निहाय मराठी भाषेचे स्वरूप (वस्तुनिष्ठ प्रश्न, निबंध लेखन, सारांश लेखन, मुलाखत) क) नोकरी व्यवसायासाठी स्पर्धेला सामोरे जातानाची कौशल्ये १. वाचन कौशल्य २. श्रवण कौशल्य ३. लेखन कौशल्य ४. संवाद कौशल्य ड) उपयोजन - विद्यार्थ्यांमध्ये नोकरी मिळविण्यासाठी संवाद करण्याची क्षमता निर्माण करण्यासाठी पूर्वतयारी करून घेणे.	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

### संदर्भ ग्रंथ :

१. व्यावहारिक मराठी - ल.रा.नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
२. व्यावहारिक मराठी - स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे.
३. भाषिक सर्जन आणि उपयोजन - संपादक राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे.
४. व्यावहारिक मराठी - संपादक कल्याण काळे, द.दि.पुंडे
५. उपयोजित मराठी - नरेंद्र मारवाडे, कैलाश पब्लिकेशन्स, औरंगाबाद.
६. व्यावहारिक मराठी - प्रकाश परब, मिथुन प्रकाशन, मुंबई.

७. व्यावहारिक मराठी - डॉ. सयाजीराजे मोकाशी, डॉ. रंजना नेमाडे, शेतकरी साहित्य  
इर्जिक परिषद, महाराष्ट्र.
८. व्यावहारिक आणि उपयोजित मराठी - डॉ.चं.वि.जोशी, ःहू प्रकाशन, अहमदनगर.
९. उपयोजित मराठी - शंकरानंद येडले, संस्कार प्रकाशन, लातूर.
१०. उपयोजित मराठी - डॉ. संजय लांडगे, दिलीपराज प्रकाशन, पुणे.
११. स्पर्धा परीक्षा संपूर्ण मार्गदर्शक - डॉ. आनंद पाटील, स्टडी सर्कल पब्लिकेशन,पुणे.

अभ्यासपत्रिका क्र. ११ DSE- XI : ५. ५. आधुनिक मराठी साहित्यातील विविध प्रवाह  
(ग्रामीण व दलित)

गुण ४०

उद्दिष्ट्ये :

१. आधुनिक मराठी साहित्यातील प्रवाहांच्या निर्मितीची पार्श्वभूमी समजावून घेणे.
२. ग्रामीण व दलित साहित्य प्रवाहाची संकल्पना, प्रेरणा, स्वरूप व वैशिष्ट्ये विशद करणे.
३. ग्रामीण व दलित साहित्य प्रवाहांचा उद्गम व विकास स्पष्ट करणे.
४. ग्रामीण कादंबरीचे स्वरूप सांगून नेमलेल्या साहित्यकृतीतील आशयसूत्रे, ग्रामीण जीवन चित्रण, भाषा यांचे वेगळेपण विशद करणे.
५. दलित आत्मकथनांचे स्वरूप समजावून घेऊन नेमलेल्या साहित्यकृतीतील आशय, सामाजिकता, वैचारिकता, भाषा विशद करणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>ग्रामीण साहित्य</b> अ) ग्रामीण साहित्य संकल्पना व स्वरूप ब) ग्रामीण साहित्याची प्रेरणा क) ग्रामीण साहित्याची वैशिष्ट्ये ड) ग्रामीण साहित्यातील समाजजीवन इ) ग्रामीण साहित्याची भाषा	१५	१	१०
२.	<b>नेमलेली कलाकृती : चैत (कादंबरी) - द. तु. पाटील, मौज प्रकाशन, मुंबई, २०१८</b> अ) ग्रामीण कादंबरीचे स्वरूप व वाटचाल ब) द. तु. पाटील : व्यक्ती आणि वाङ्मय क) चैत कादंबरीचे स्वरूप व वैशिष्ट्ये ड) चैत कादंबरीतील आशयसूत्रे व व्यक्तिचित्रणे इ) चैत कादंबरीतील ग्रामीण जीवन व वातावरण निर्मिती ई) चैत कादंबरीतील भाषाशैली	१५	१	१०

३.	<b>दलित साहित्य</b> अ) दलित साहित्य प्रेरणा, संकल्पना, स्वरूप व वैशिष्ट्ये ब) दलित साहित्याची वाटचाल क) दलित साहित्याची सामाजिक व सांस्कृतिक पार्श्वभूमी ड) दलित साहित्याची भाषा	१५	१	१०
४.	<b>नेमलेली कलाकृती : आंदकोळ (आत्मकथन) - किसन चव्हाण, ग्रंथाली प्रकाशन, मुंबई, २०१५</b> अ) दलित आत्मकथन : स्वरूप व वाटचाल ब) किसन चव्हाण : व्यक्ती आणि वाङ्मय क) आंदकोळ आत्मकथनाचे स्वरूप ड) आंदकोळ आत्मकथनातील आशयसूत्रे इ) आंदकोळ मधील भटके विमुक्त जीवन ई) आंदकोळ मधील भाषाशैली	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

### संदर्भ ग्रंथ :

१. मराठी वाङ्मयाचा इतिहास खंड सातवा १९५० ते २००० भाग पहिला व भाग चौथा, महाराष्ट्र साहित्य परिषद, पुणे.
२. ग्रामीणता, साहित्य आणि वास्तव - आनंद यादव, मेहता पब्लिशिंग हाऊस, पुणे.
३. ग्रामीण साहित्य: चिंतन आणि चर्चा - डॉ. वासुदेव मुलाटे, स्वरूप प्रकाशन, औरंगाबाद.
४. ग्रामीण साहित्य एक चिंतन - द.ता.भोसले, स्नेहवर्धन प्रकाशन, पुणे.
५. ग्रामीण साहित्य : प्रेरणा आणि प्रयोजन - श्रीराम गुंदेकर, दिलीपराज प्रकाशन, पुणे.
६. ग्रामीण साहित्य स्वरूप आणि शोध - डॉ. नागनाथ कोत्तापल्ले, स्वरूप प्रकाशन, औरंगाबाद.
७. ग्रामीण वाङ्मयाचा इतिहास - चंद्रकुमार नलगे, रिया पब्लिकेशन, कोल्हापूर.
८. ग्रामीण साहित्य प्रवाह आणि परिस्थिती - डॉ. वामन जाधव, स्नेहवर्धन प्रकाशन, पुणे.
९. साठोत्तरी साहित्य प्रवाह खंड १ व २ - प्रल्हाद लुलेकर, सायन पब्लिकेशन प्रा.लि. पुणे.

१०. दलित साहित्य : उद्गम आणि विकास - डॉ.योगेंद्र मेश्राम, मंगेश प्रकाशन, नागपूर.
- ११.दलित साहित्य: वेदना आणि विद्रोह - डॉ. भालचंद्र फडके, श्रीविद्या प्रकाशन, पुणे
- १४.निळी पहाट - रा.ग.जाधव, विजय प्रकाशन, नागपूर.
१५. दलित साहित्य: चर्चा आणि चिंतन - डॉ. गंगाधर पानतावणे, साकेत प्रकाशन, औरंगाबाद.
- १६.दलित चळवळ आणि साहित्य - डॉ.कृष्णा किरवले, प्रतिमा प्रकाशन, पुणे, २००५
- १७.दलित साहित्य : उगम आणि विकास - डॉ. अविनाश सांगोलेकर, प्रतिमा प्रकाशन, पुणे, प्र.आ. २०१०.
- १८.सहा दलित आत्मकथने : एक चिंतन - डॉ. वासुदेव मुलाटे, कैलास पब्लिकेशन, औरंगाबाद.
- १९.दलित आत्मचरित्र : साहित्य आणि समाज - डॉ. रमेश धोंगडे, दिलीपराज प्रकाशन प्रा. लि. पुणे.
- २०.आधुनिक मराठी साहित्यातील विविध प्रवाह - संपादक डॉ. डी. आर. गायकवाड, डॉ. आर. व्ही. शिंदे, गिरीजा प्रकाशन, सोलापूर.



**पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ, सोलापूर**

मानवविज्ञान विद्याशाखा

बी. ए. भाग - ३ विषय - मराठी

सुधारित अभ्यासक्रम (CBCS Pattern)

शैक्षणिक वर्ष : २०२१ - २०२२, २०२२ - २०२३, २०२३ - २०२४

**सत्र सहावे**

अभ्यासपत्रिका क्र. १२ DSE- XII : ६. १. साहित्यशास्त्र (उत्तरार्ध)

अभ्यासपत्रिका क्र. १३ DSE- XIII : ६. २. भाषाविज्ञान व व्याकरण (उत्तरार्ध)

अभ्यासपत्रिका क्र. १४ DSE- XIV : ६. ३. मध्ययुगीन मराठी वाङ्मयाचा  
इतिहास (११०१ ते १८०० )  
(उत्तरार्ध)

अभ्यासपत्रिका क्र. १५ DSE- XV : ६. ४. उपयोजित मराठी (उत्तरार्ध)

अभ्यासपत्रिका क्र. १६ DSE- XVI : ६. ५. आधुनिक मराठी साहित्यातील  
विविध प्रवाह (स्त्रीवादी व मुस्लीम)

## सत्र सहावे

अभ्यासपत्रिका क्र. १२ DSE- XII : ६. १. साहित्यशास्त्र (उत्तरार्ध)

गुण ४०

उद्दिष्टे :

१. रसविचाराचे स्वरूप व प्रकार समजावून घेणे.
२. साहित्य प्रकारांच्या स्वरूपाची ओळख करून घेणे.
३. साहित्याचा भाषाविचार समजावून सांगणे.
४. साहित्यमूल्यांची जाणीव करून घेणे.
५. साहित्यविषयक विचार आणि जाणिव वृद्धिंगत करणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	रसविचार अ) रस म्हणजे काय ? ब) रस संकल्पना व स्वरूप क) रससंख्या ड) भरतमुनींचे रससूत्र	१५	१	१०
२.	काव्यानंदमीमांसा अ) काव्यानंद कसा प्राप्त होतो? ब) काव्यानंद उपपत्ती क) तादात्म्य, पुनःप्रत्यय आणि जिज्ञासापूर्ती ड) सविकल्प समाधी, ताटस्य आणि समधातता	१५	१	१०
३.	साहित्यप्रकारांचा अभ्यास अ) कविता ब) कथा क) कादंबरी ड) नाटक	१५	१	१०
४.	साहित्यमूल्यां अ) भावनाशीलता ब) काल्पनिकता क) अनुभवनिष्ठता ड) विचारप्रधानता	१५	१	१०

इ) विषयनिष्ठता ई) सामाजिकता उ) मानवतावाद ऊ) विज्ञाननिष्ठता				
	एकूण	६०	०४	४०

**संदर्भ ग्रंथ :**

१. काव्यशास्त्रप्रदीप - स.रा.गाडगीळ, व्हीनस प्रकाशन, पुणे.
२. अभिनव काव्यप्रकाश - रा. श्री. जोग, व्हीनस प्रकाशन, पुणे.
३. भारतीय साहित्यशास्त्र - गणेश त्र्यंबक देशपांडे, पॉप्युलर प्रकाशन, मुंबई.
४. साहित्यशास्त्र : स्वरूप आणि समस्या - वसंत पाटणकर, पद्मगंधा प्रकाशन, पुणे.
५. साहित्यविचार - भालचंद्र खांडेकर, अनमोल प्रकाशन, पुणे.
६. साहित्यविचार - अरविंद वामन कुळकर्णी, प्रतिमा प्रकाशन, पुणे.
७. काव्याची भूषणे - म.वा.धोंड, पद्मगंधा प्रकाशन, पुणे.
८. साहित्याचे अध्यापन आणि प्रकार - संपादक श्री. पु. भागवत, सुधीर रसाळ आणि इतर, पॉप्युलर प्रकाशन , मुंबई आणि मौज प्रकाशन गृह, मुंबई.
९. साहित्याची भाषा - भालचंद्र नेमाडे, साकेत प्रकाशन, औरंगाबाद.

अभ्यासपत्रिका क्र. १३ DSE- XIII : ६. २. भाषाविज्ञान व व्याकरण (उत्तरार्ध)

गुण ४०

उद्दिष्टे :

१. भाषाविज्ञान व मराठी भाषा यांच्यातील अनुबंध समाजवून घेणे.
२. वर्णनात्मक भाषाविज्ञानाचा परिचय करून घेणे.
३. मराठी भाषा व बोली यांच्यातील परस्परसंबंध स्पष्ट करणे.
४. मराठी भाषेवरील इतर भाषांचा प्रभाव समजावून घेणे.
५. मराठी भाषेची व्याकरणिक व्यवस्था समजावून घेणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>वर्णनात्मक भाषाविज्ञान</b> अ) वर्णनात्मक भाषाविज्ञानाचे स्वरूप ब) स्वनिमविचार : स्वन, स्वनिम, स्वनांतरे क) रूपिमविचार : रूप, रूपिम, रूपिकांतरे ड) वर्णनात्मक भाषाविज्ञानाचे वेगळेपण	१५	१	१०
२.	<b>मराठी भाषा आणि बोली</b> अ) भाषा आणि बोली संकल्पना ब) प्रमाणभाषा आणि बोली यांचे स्वरूप क) मराठीच्या बोलींचे स्वरूप ड) अहिराणी व वऱ्हाडी चा परिचय	१५	१	१०
३.	<b>मराठी भाषेवरील इतर भाषांचा परिणाम</b> अ) भाषिक परिणामांचे स्वरूप ब) मराठी आणि फारशी क) मराठी आणि हिंदी ड) मराठी आणि इंग्रजी	१५	१	१०
४.	<b>मराठीचे व्याकरण</b> अ) वाक्य आणि त्याचे प्रकार ब) प्रयोग आणि त्याचे प्रकार	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

## संदर्भ ग्रंथ :

१. आधुनिक भाषाविज्ञान: सिध्दांत आणि उपयोजन : मिलिंद मालशे, लोकवाङ्मय गृह, मुंबई.
२. आधुनिक भाषाविज्ञान : संरचनावादी, सामान्य आणि सामाजिक : संपादक कल्याण काळे व अंजली सोमण, प्रतिमा प्रकाशन, पुणे.
३. मराठीचा भाषिक अभ्यास : मु.श्री.कानडे, स्नेहवर्धन प्रकाशन, पुणे.
४. मराठी भाषा : उद्गम आणि विकास : कृ.पा.कुलकर्णी, मॉडर्न प्रकाशन, पुणे.
५. सुबोध भाषाशास्त्र : प्र.न.जोशी, स्नेहवर्धन प्रकाशन, पुणे.
६. भारतीय भाषांचे लोक सर्वेक्षण : महाराष्ट्र : संपादक अरुण जाखडे, पद्मगंधा प्रकाशन, पुणे.
७. मराठी कन्नड सांस्कृतिक सहसंबंध : शोभा नाईक, दर्या प्रकाशन, पुणे.
८. मराठीचे वर्णनात्मक भाषाविज्ञान : महेंद्र कदम, स्नेहवर्धन प्रकाशन, पुणे.
९. मराठी व्याकरण परिचय : राजशेखर हिरेमठ, मेहता पब्लिकेशन, पुणे.
१०. मराठी व्याकरण स्वरूपविचार : लीला गोविलकर, शब्दालय प्रकाशन, श्रीरामपूर.
११. मराठी व्याकरणाची मूलतत्त्वे - संपादक डॉ. शं. गो. तुळपुळे, सिटी बुक प्रकाशन, पुणे.
१२. मराठी व्याकरण - मोरेश्वर सखाराम मोरे, चित्रशाळा प्रेस प्रकाशन, पुणे.
१३. मराठी भाषेचे वाक्प्रचार व म्हणी - विद्याधर वामन भिडे, चित्रशाळा प्रेस प्रकाशन, पुणे.

**अभ्यासपत्रिका क्र. १४ DSE- XIV : ६. ३. मध्ययुगीन मराठी वाङ्मयाचा  
इतिहास इ.स. ११०१ ते १८००  
(उत्तरार्ध)**

**गुण ४०**

**उद्दिष्ट्ये :**

१. मध्ययुगीन मराठी वाङ्मयातील परंपरा व इतिहास याचा परिचय करून घेणे.
२. मध्ययुगीन मराठी वाङ्मयातील निर्मितीच्या प्रेरणांचा परिचय करून घेणे.
३. मध्ययुगीन मराठी वाङ्मयाचे स्वरूप व वैशिष्ट्ये यांचा परिचय करून घेणे.
४. मध्ययुगीन मराठी वाङ्मयाच्या सांस्कृतिक पार्श्वभूमीची उकल करणे.
५. मध्ययुगीन कालखंडातील प्रमुख संप्रदाय व ग्रंथनिर्मिती यांचा अनुबंध स्पष्ट करणे.

**अभ्यासक्रम :**

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>पंडिती वाङ्मय</b> अ) पंडिती वाङ्मय प्रेरणा, स्वरूप व वैशिष्ट्ये ब) मुक्तेश्वर क) रघुनाथ पंडित ड) वामन पंडित इ) सामराज ई) श्रीधर व मोरोपंत	१५	१	१०
२.	<b>शाहिरी वाङ्मय</b> अ) शाहिरी वाङ्मय प्रेरणा, स्वरूप व वैशिष्ट्ये ब) अनंत फंदी क) परशराम ड) प्रभाकर इ) सगनभाऊ ई) राम जोशी व होणाजी बाळा	१५	१	१०
३.	<b>बखर वाङ्मय</b> अ) बखर वाङ्मय प्रेरणा, स्वरूप व वैशिष्ट्ये ब) महिकावतीची बखर क) सभासद बखर ड) पानिपत बखर इ) आज्ञापत्र	१५	१	१०

४.	मध्ययुगीन कालखंडातील अन्य संप्रदाय अ) दत्त संप्रदाय ब) वीरशैव संप्रदाय क) नागेश संप्रदाय ड) समर्थ संप्रदाय	१५	१	१०
	एकूण	६०	०४	४०

**संदर्भ ग्रंथ :**

१. प्राचीन मराठी वाङ्मयाचा इतिहास - ल.रा.नशिराबादकर, फडके प्रकाशन, कोल्हापूर.
२. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ व २ - अ.ना.देशपांडे, व्हीनस प्रकाशन, पुणे.
३. प्राचीन मराठी वाङ्मयाचा इतिहास - इ.श्री. शेणोलीकर, मोघे प्रकाशन, कोल्हापूर.
४. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ व २ - ल.रा.पांगारकर, विदर्भ मराठवाडा बुक कंपनी, पुणे.
५. प्राचीन मराठी वाङ्मयाचा विवेचक इतिहास - प्र.न.जोशी
६. प्राचीन मराठी वाङ्मयाचा इतिहास खंड १ ते ३ - म.सा.प.प्रकाशन, पुणे.
७. प्राचीन मराठी जैन साहित्य -सुभाषचंद्र अक्कोळे, सुविचार प्रकाशन मंडळ, नागपूर.
८. प्राचीन मराठीच्या नवधारा - रा.चिं.ढेरे, मोघे प्रकाशन, कोल्हापूर.
९. प्राचीन मराठी साहित्य संशोधन - वि.भि.कोलते, श्री लेखन वाचन भांडार, पुणे.
१०. मराठी वाङ्मयाचा इतिहास खंड २ - संपादक स.ग.मालशे, म.सा.प.पुणे.
- ११.मराठी साहित्याचे आदिबंध - उषा माधव देशमुख
१२. धर्मसंप्रदाय आणि मध्ययुगीन मराठी वाङ्मय - र.बा.मंचरकर
१३. वीरशैव व इतर धर्म आणि समाज - सूर्यकांत घुगरे
१४. पाच संप्रदाय- र.रा.गोसावी
१५. प्राचीन मराठी वाङ्मयाचा अभ्यास - भारती रेवडकर
१६. संत ज्ञानेश्वरांची कूटरचना - शिवाजी पाटील
१७. संत परंपरा आणि कृषिसंस्कृती - वामन जाधव
१८. म.बसवेश्वर आणि संत नामदेव यांच्या काव्यातील आशय व अभिव्यक्ती सौंदर्य - विशाल लिंगायत, लक्ष्मी प्रकाशन, सोलापूर.
१९. मध्ययुगीन धर्मसंप्रदायी वाङ्मय : एक विहंगदर्शन - संपादक डॉ. मुकुंद दातार, स्नेहल प्रकाशन, पुणे.

**उद्दिष्ट्ये :**

१. मराठी भाषेचे विविध क्षेत्रातील महत्त्व व उपयोजन विद्यार्थ्यांना समजावून सांगणे.
२. जाहिरात कलेची उपयुक्तता स्पष्ट करून संहिता लेखनाचे कौशल्य शिकविणे.
३. प्रसारमाध्यमे आणि बदलत्या जीवनशैलीची गरज ओळखून विद्यार्थ्यांमध्ये निवेदन कौशल्ये विकसित करणे.
४. ग्रंथपरीक्षणाचे महत्त्व व स्वरूप सांगून, त्याचे कौशल्य विद्यार्थ्यांना अवगत करून घेणे.
५. विद्यार्थ्यांमध्ये साहित्य कलेची आवड निर्माण होण्यासाठी विविध साहित्य सहलींचे आयोजन करून प्रवासवर्णने, स्थल, निसर्ग इ. स्वानुभावपर लेखन करून घेणे.

**अभ्यासक्रम :**

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>जाहिरात लेखन</b> अ) जाहिरात संकल्पना, स्वरूप व व्याप्ती ब) जाहिरातीचे महत्त्व व प्रकार क) जाहिरात लेखन व मराठी भाषिक कौशल्ये ड) जाहिरात संहिता लेखन (आकाशवाणी, वृत्तपत्र, दूरदर्शन ) उ) उपयोजन - नमुना सराव	१५	१	१०
२.	<b>निवेदन कौशल्ये</b> अ) निवेदन स्वरूप व व्याप्ती ब) निवेदन कौशल्याचे महत्त्व व प्रकार क) आकाशवाणीसाठी निवेदन कौशल्ये ड) दूरचित्रवाणीसाठी निवेदन कौशल्ये इ) विविध कार्यक्रमांचे निवेदन कौशल्ये इ) उपयोजन - नमुनालेखन व प्रात्येक्षिके घेऊन सराव	१५	१	१०
३.	<b>ग्रंथ परीक्षण</b> अ) ग्रंथ परीक्षणाचे स्वरूप, महत्त्व आणि व्याप्ती ब) वाङ्मयीन कलाकृतीचे परीक्षण क) कथासंग्रहाचे परीक्षण ड) कवितासंग्रहाचे परीक्षण इ) नाटकाचे परीक्षण	१५	१	१०



	ई) कादंबरीचे परीक्षण उ) उपयोजन- नमुना वाचन करून सराव घेणे.			
४.	<b>स्वानुभवपर ललित लेखन</b> अ) ललित लेखन संकल्पना व स्वरूप ब) ललित लेखनाचे महत्त्व व व्याप्ती क) पुढीलपैकी कोणत्याही एका साहित्य सहलीचे आयोजन करून विद्यार्थ्यांना स्वानुभवपर ललित लेखन करण्यास प्रेरित करणे. (ग्रंथालय भेट, पुस्तक गाव भेट, लेखक व लेखकाचे गाव भेट व लेखन कार्यशाळेचे आयोजन) ड) प्रवासवर्णनपर, निसर्गवर्णनपर, स्थलवर्णनपर, स्वानुभवपर लेखन इ) उपयोजन - सहल, भेटीच्या माध्यमातून विद्यार्थ्यांच्या सृजनप्रक्रियेला वृद्धिंगत करणे.	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

### संदर्भ ग्रंथ :

१. व्यावहारिक मराठी - ल.रा.नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
२. व्यावहारिक मराठी - स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे.
३. भाषिक सर्जन आणि उपयोजन - संपादक राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे.
४. व्यावहारिक मराठी - संपादक कल्याण काळे, द.दि.पुंडे
५. उपयोजित मराठी - नरेंद्र मारवाडे, कैलाश पब्लिकेशन्स, औरंगाबाद.
६. व्यावहारिक मराठी - प्रकाश परब, मिथुन प्रकाशन, मुंबई.
७. व्यावहारिक मराठी - डॉ. सयाजीराजे मोकाशी, डॉ. रंजना नेमाडे, शेतकरी साहित्य इर्जिक परिषद, महाराष्ट्र.
८. व्यावहारिक आणि उपयोजित मराठी - डॉ.चं.वि.जोशी, ऋतू प्रकाशन, अहमदनगर.
९. उपयोजित मराठी - शंकरानंद येडले, संस्कार प्रकाशन, लातूर.
१०. उपयोजित मराठी - डॉ. संजय लांडगे, दिलीपराज प्रकाशन, पुणे.
११. सृजनात्मक लेखन - डॉ. आनंद पाटील, पद्मगंधा प्रकाशन, पुणे.

अभ्यासपत्रिका क्र. १६ DSE- XVI : ६. ५. आधुनिक मराठी साहित्यातील विविध  
प्रवाह (स्त्रीवादी व मुस्लीम)

गुण ४०

उद्दिष्टे :

१. आधुनिक मराठी साहित्यातील प्रवाहांच्या निर्मितीची पार्श्वभूमी समजावून सांगणे.
२. स्त्रीवादी व मुस्लीम साहित्य प्रवाहांची संकल्पना, प्रेरणा व स्वरूप विशद करणे.
३. स्त्रीवादी व मुस्लीम साहित्य प्रवाहांचा उद्गम व विकास स्पष्ट करणे.
४. स्त्रीवादी कथांचे स्वरूप सांगून नेमलेल्या कलाकृतीतील आशयसूत्रे, समाजचित्रण, घटना प्रसंग, व्यक्तिरेखा व भाषा विशद करणे.
५. मुस्लीम कवितेचे स्वरूप सांगून नेमलेल्या कवितासंग्रहातील आशय, जीवन संघर्ष, सामाजिकता, वैचारिकता व भाषा स्पष्ट करून सांगणे.

अभ्यासक्रम :

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>स्त्रीवादी साहित्य</b> अ) स्त्रीवादी साहित्य : संकल्पना व स्वरूप ब) स्त्रीवादी साहित्याची प्रेरणा व वैशिष्ट्ये क) स्त्रीवादी साहित्यातील समाजजीवन ड) स्त्रीवादी साहित्यातील भाषा	१५	१	१०
२.	<b>नेमलेली कलाकृती : प्राजक्ताची फुलं आणि दाह (कथासंग्रह) - ललिता गादगे, निर्मल प्रकाशन, नांदेड, २०१४</b> अ) स्त्रीवादी कथांचे स्वरूप व वाटचाल ब) ललिता गादगे : व्यक्ती आणि वाङ्मय क) प्राजक्ताची फुलं आणि दाह मधील कथांचे स्वरूप ड) प्राजक्ताची फुलं आणि दाह मधील कथांची आशयसूत्रे इ) प्राजक्ताची फुलं आणि दाह मधील स्त्री जीवन ई) प्राजक्ताची फुलं आणि दाह मधील भाषाशैली	१५	१	१०

३.	<b>मुस्लीम मराठी साहित्य</b> अ) मुस्लीम मराठी साहित्य प्रेरणा,संकल्पना व स्वरूप ब) मुस्लीम मराठी साहित्याची वाटचाल क) मुस्लीम मराठी साहित्याची सामाजिक व सांस्कृतिक पार्श्वभूमी ड) मुस्लीम मराठी साहित्याची भाषा	१५	१	१०
४.	<b>नेमलेली कलाकृती : व्यवहाराचा काळा घोडा (कवितासंग्रह) - अजीम नवाज राही, अथर्व पब्लिकेशन, जळगाव. २००४</b> अ) मुस्लीम कवितेचे स्वरूप ब) अजीम नवाज राही यांचा परिचय क) व्यवहाराचा काळा घोडा मधील कवितेतील मुस्लीम जाणिवे व निसर्ग चित्रण ड) व्यवहाराचा काळा घोडा मधील कवितांची भाषाशैली <b>टिप : अभ्यासक्रमातून वगळलेल्या कविता -</b> १.कोंबडा आरवला म्हणजे ? २.गर्दी नावाच्या संप्रदायाची गोष्ट ३.मेंढरे ४.झाडे आणि पर्णहीनतेची तक्रार ५.अपघाता, तुला सहस्र सलाम ! ६.दिवा आणि पारंपरिक अंधार	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

### संदर्भ ग्रंथ :

१. स्त्रीवाद - संपादक सुमती लांडे, श्रुती तांबे, शब्दालय प्रकाशन, श्रीरामपूर.
२. स्त्रीवादी समीक्षा:स्वरूप आणि उपयोजन - अश्विनी धोंगडे, दिलीपराज प्रकाशन पुणे.
३. भारतीय संदर्भातून स्त्रीवाद: स्त्रीवाद समीक्षा आणि उपयोजन - शोभा नाईक, लोकवाङ्मय गृह, मुंबई.
४. स्त्रीवाद आणि मराठी साहित्य - वंदना महाजन, विजय प्रकाशन, नागपूर.
५. मिळून साऱ्याजणी विशेषांक २००३- संपादक विद्या बाळ

६. मुस्लीम मराठी साहित्य:एक आकलन - सय्यद मेहबुब, सावित्रीबाई फुले प्रकाशन, पुणे.
७. मुस्लीम मराठी साहित्य व समाजचिंतन-संपा. नागोराव कुंभार,प्रबोधन प्रकाशन, लातूर.
८. मुस्लीम मराठी साहित्य: परंपरा आणि लेखकसूची - संपादक फ.म.शहाजिंदे, भूमी प्रकाशन, लातूर.
९. मुस्लीम मराठी साहित्य - डॉ. आक्रम पठाण, युगसाक्षी प्रकाशन, नागपूर.
१०. मुस्लीम मराठी साहित्य : स्वरूप आणि समीक्षा - डॉ.नसीम एहतेशाम देशमुख, सुजय प्रकाशन, धुळे.
- ११.मुस्लीम कवींची मराठी कविता, डॉ. किशोरकुमार कांबळे, सागर प्रकाशन, पुणे.
१२. आधुनिक मराठी साहित्यातील विविध प्रवाह - संपादक डॉ. डी. आर. गायकवाड, डॉ. राजशेखर शिंदे, गिरीजा प्रकाशन, सोलापूर.

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निवड आधारित श्रेयांकप्रणाली (CBCS)

वेळ : २ तास  
एकूण गुण : ४०

प्रश्न १ ला : योग्य पर्याय निवडा (प्रत्येकी १ गुण)	गुण : ०८
प्रश्न २ रा : थोडक्यात उत्तरे लिहा. (सहा पैकी चार)	गुण : १२
प्रश्न ३ था : दीर्घोत्तरी प्रश्न (दोन पैकी एक)	गुण : १०
प्रश्न ४ था : दीर्घोत्तरी प्रश्न (पर्याय नाही)	गुण : १०

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टीप : लेखी परीक्षेसाठी ४० गुण आणि अंतर्गत निरंतर मूल्यमापन (CA) १० गुण.

- १० गुणांसाठी प्रकल्प/ सराव परीक्षा/ गृहपाठ/ मौखिकी यापैकी कोणत्याही एकाची निवड करावी.
- लेखी परीक्षा : ४० गुणांपैकी १६ ला उत्तीर्ण.
- निरंतर मूल्यमापन (CA) : १० गुणांपैकी ०४ ला उत्तीर्ण.

**विषय : मराठी**  
**बी.ए. भाग तीन सत्र सहा**  
**Add on Course**  
**(कौशल्यावर आधारित आवश्यक अभ्यासपत्रिका CBCS)**  
**मराठी भाषा : संभाषण व लेखन कौशल्ये**

**गुण ४०**

**उद्दिष्ट्ये :**

१. विद्यार्थ्यांचे व्यक्तिमत्व भाषिकदृष्ट्या प्रगल्भ व विकसित करणे.
२. मराठीतील भाषिक कौशल्ये समजून घेणे.
३. विद्यार्थ्यांना संभाषण कौशल्य आत्मसात करण्यास प्रवृत्त करणे.
४. लेखन कौशल्याचे व्यावसायिक महत्त्व समजून घेणे.
५. मराठीतील भाषिक कौशल्यावर आधारित अर्थाजनाच्या संधी लक्षात घेणे.

अ.क्र.	घटक	तासिका	श्रेयांक	गुण
१.	<b>संभाषण कौशल्ये</b> अ) संभाषण (उच्चार, अनुस्वार, ऱ्हस्वदीर्घ, वर्णांचे उच्चार, स्वराघात) ब) औपचारिक संभाषण (महाविद्यालये व कार्यालयीन) क) अनौपचारिक संभाषण (वैयक्तिक व कौटुंबिक) ड) आधुनिक माध्यमांतील संभाषण (मोबाईल, झूम, गुगल मीट इ.)	१५	१	१०
२.	<b>वाचन कौशल्ये</b> अ) प्रगट वाचन (सस्वर, सुस्वर) ब) मुकवाचन (सखोलवाचन, संदर्भवाचन, विस्तृतवाचन, गतिवाचन) क) अभिवाचन (वाचनकृतीचे आकलन, उच्चारणसामर्थ्य) ड) वाचिक अभिनय (आवाज, आशयनुरूप संवाद)	१५	१	१०

३.	<b>भाषण कौशल्ये</b> अ) वक्तृत्व (पूर्वतयारी व प्रात्यक्षिक) ब) कथाकथन (संहिता व सादरीकरण) क) स्पर्धा परीक्षेतील मुलाखत (पूर्वतयारी व प्रात्यक्षिक) ड) प्रसारमाध्यमातील उद्घोषणा व निवेदन (माध्यमभान व तंत्रे)	१५	१	१०
४.	<b>लेखन कौशल्ये</b> अ) हस्ताक्षर (अक्षर व सुलेखन) ब) पटकथा लेखन (प्रसंग व संवादलेखन) क) संगणकीय लेखन/भ्रमणध्वनीवरील लेखन (आज्ञावली - सॉफ्टवेयर व उपयोजन -अॅप) ड) प्रशासकीय लेखन (अर्ज व परिचयपत्र-बायोडेटा)	१५	१	१०
	<b>एकूण</b>	<b>६०</b>	<b>०४</b>	<b>४०</b>

### संदर्भ ग्रंथ :

१. व्यावहारिक मराठी : ल.रा.नसिराबादकर, फडके प्रकाशन, कोल्हापूर.
२. मराठी भाषिक कौशल्य विकास : संपा. डॉ.पृथ्वीराज तौर, अथर्व पब्लिकेशन, जळगाव.
३. संभाषण चातुर्य : आशा परुळेकर, उन्मेष प्रकाशन, पुणे.
४. संभाषण चातुर्य : ह.अ.भावे, वरदा प्रकाशन,पुणे.
५. कला संभाषणाची : डॉ. नीलम ताटके, डायमंड पब्लिकेशन्स, पुणे.
६. वाचन : का व कसे ? : वा.शि.आपटे, वरदा प्रकाशन,पुणे.
७. वाचन कौशल्य : कृती,गती आणि प्रगती : मेघमाला राजगरू, उन्मेष प्रकाशन,पुणे.
८. वाचन विकास : अशोक इंगवले, इंद्रायणी साहित्य प्रकाशन,पुणे.
९. वाचन संस्कार : सतीश पोरे, पद्मगंधा प्रकाशन, पुणे.
१०. वाचनसंस्कृती : आक्षेप आणि अपेक्षा : नरेंद्र लांजेवार, विजय प्रकाशन, नागपूर.
- ११.लिहित्या लेखकाचं वाचन : विलास सारंग, शब्द पब्लिकेशन, मुंबई.
१२. वाचिक अभिनय : श्रीराम लागू, राजहंस प्रकाशन, पुणे.

१३. वक्तृत्व आणि संभाषण कौशल्य : श्रुतीश्री वडगबाळकर, सुविद्या प्रकाशन, सोलापूर.
१४. कथाकथनाची कथा : व.पु.काळे, मेहता पब्लिशिंग हाऊस, पुणे.
१५. कथा आणि कथाकथन : राजा मंगळवेढेकर, मंजुल प्रकाशन, पुणे.
१६. मुलाखंत : तंत्र व साधना : उद्धव हरिभाऊ कोळपे, संस्कृती प्रकाशन, लातूर.
१७. हस्ताक्षर विकास : द.दा.जोशी, नीलकंठ प्रकाशन, पुणे.
१८. मराठी चित्रपटाची पटकथा : अनिल सकपाळ, प्रतिमा प्रकाशन, पुणे.
१९. मराठी साहित्य आणि चित्र पटकथा (१९१३ ते २०१३) : प्रवीण नारायण महाजन, माय बुक पब्लिकेशन, नवी दिल्ली.
२०. सुंदर हस्ताक्षर कसे काढावे ? : सुभाष जमदाडे, मनोविकास प्रकाशन, पुणे.
२१. भाषिक सर्जन आणि उपयोजन - संपादक राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे.
२२. उपयोजित मराठी - शंकरानंद येडले, संस्कार प्रकाशन, लातूर.
२३. उपयोजित मराठी - डॉ. संजय लांडगे, दिलीपराज प्रकाशन, पुणे.
२४. स्पर्धा परीक्षा संपूर्ण मार्गदर्शक - डॉ. आनंद पाटील, स्टडी सर्कल पब्लिकेशन, पुणे.
२५. संगणकाचे अंतरंग : चंद्रसेन टिळेकर, दिलीपराज प्रकाशन, पुणे.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Syllabus: Political Science**

**Name of the Course: B.A. III (Semester V & VI)**

**With effect from: June- 2021**

## **Preamble:**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades. The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CBCS) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **Objective of the Course:-**

- 1) The course aims to introduce the structure and policy of Maharashtra Government, Panchayat Raj Sansthas and Local Self Government. It also focuses on to understand local and state level politics and the essentials skills of political analysis required to participate actively in political debates.

- 2) The course aims to introduce certain key aspects of conceptual analysis in modern political theory and the skills required to engage in debates surrounding the application of the modern concepts.
- 3) This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.
- 4) The course aims to introduce the structures and politics of United Kingdom, USA and Switzerland. It also focuses on to understand the politics in all these governments comparatively and to know the principles of good governance.
- 5) This paper aims to introduce the concepts, ideas and theories that developed in Western country. It also highlights the main sources of the western political tradition. It focuses on key thinkers from modern times to understand their seminal contribution to the evolution of political theorizing in western country It critically assesses their contribution and explains their relevance to contemporary times. It emphasizes on the distinctive contribution of western thinkers to political theorizing and the relative autonomy of Western Political Thought.

### **Course Outcome:**

- 1) Students will have a summary understanding of formation of Sanyukta Maharashtra & determinants of politics of Maharashtra.
- 2) Develop a deeper understanding of the structure and policy of Maharashtra Government.
- 3) Develop a deeper understanding of the structure and policy of Panchyat Raj Sansthas and Local Self Government.
- 4) Develop a deeper understanding of the structure and policy of Maharashtra Government, Panchyat Raj Sansthas and Local Self Government.
- 5) Develop a deeper understanding of the concepts in modern political theory.
- 6) Students will apply certain key aspects of conceptual analysis in modern political theory.
- 7) To understand some important theoretical approaches in international relations & a history from 1945 onwards to the present.
- 8) To evaluate the foreign policy of Indian since independence and its possible future trajectory.

- 9) Develop a deeper understanding of the structures and politics of United Kingdom, USA and Switzerland.
- 10) To understand the politics in United Kingdom, USA and Switzerland government comparatively and to know the principles of good governance.
- 11) Develop consciousness of the concepts, ideas and theories that developed in Western country. & western political tradition.
- 12) To understand seminal contribution of western political Thinker to the evolution of political theorizing in western country.
- 13) Students will explain their relevance of Western Political Thoughts to contemporary times.

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**B.A. Part III, Subject – Political Science  
CBCS Pattern Syllabus (w. e. f. June 2021)  
SEMESTER- V**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	Government & Politics of Maharashtra	60	3	1	4	50	40	16	10	4
VIII	Elective	Political Sociology	60	3	1	4	50	40	16	10	4
IX	Elective	Introduction to International Politics	60	3	1	4	50	40	16	10	4
X	Elective	Comparative Government & Politics	60	3	1	4	50	40	16	10	4
XI	Elective	Western Political Thought	60	3	1	4	50	40	16	10	4

**SEMESTER- VI**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
XII	Elective	Government & Politics of Maharashtra	60	3	1	4	50	40	16	10	4
XIII	Elective	Political Sociology	60	3	1	4	50	40	16	10	4
XIV	Elective	Introduction to International Politics	60	3	1	4	50	40	16	10	4
XV	Elective	Comparative Government & Politics	60	3	1	4	50	40	16	10	4
XVI	Elective	Western Political Thought	60	3	1	4	50	40	16	10	4
<b>Add on Course:</b> Name of the add on course :Skill Based Course											
<b>Survey And Public Opinion</b>			<b>Lecture + Project/ Report work</b>		<b>Credits</b>		<b>Marks</b>	<b>UA</b>		<b>CA</b>	
			60		4		50	40 16		10 4	
<ul style="list-style-type: none"> <li>❖ Apart from the above course. The student can chose Swayam/MOOC/NPTL course as a skill based course.</li> <li>❖ The student can choose the course as a skill based course from the course started by the skill development center of the university.</li> </ul>											

# **BA III Political Science (CBCS)**

## **SEMESTER V**

### **PAPER VII**

#### **Government & Politics of Maharashtra**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

##### **Formation of Sanyukta Maharashtra**

- a) Sanyukta Maharashtra movement
- b) Obstacles in the formation of Maharashtra

**Unit no: 2** (15)

##### **Determinants of Politics of Maharashtra**

- a) Social
- b) Economic

**Unit no: 3** (15)

##### **Political Parties and Pressure Groups in Maharashtra**

- a) Congress
- b) Nationalist Congress Party
- c) Shivsena
- d) Bhartiya Janata Party
- e) Sugar Lobby

**Unit no: 4** (15)

##### **Politics of Coalitions in Maharashtra**

- a) - its Causes and effects.

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - पाचवे**  
**पेपर सातवा**  
**महाराष्ट्र शासन आणि राजकारण**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**

**Total Theory Lectures-(60)**

**यूनिट ०१** **(१५)**

**संयुक्त महाराष्ट्राची निर्मिती**

अ) संयुक्त महाराष्ट्र निर्मितीची चळवळ

ब) महाराष्ट्र निर्मितीतील अडथळे

**यूनिट ०२** **(१५)**

**महाराष्ट्राच्या राजकारणाचे निर्धारक घटक**

अ) सामाजिक

ब) आर्थिक

**यूनिट ०३** **(१५)**

**महाराष्ट्रातील राजकीय पक्ष आणि दबाव गट**

अ) काँग्रेस

ब) राष्ट्रवादी काँग्रेस पार्टी

क) शिवसेना

ड) भारतीय जनता पार्टी

ई) शुगर लॉबी

**यूनिट ०४** **(१५)**

**महाराष्ट्रातील आघाड्यांचे राजकारण**

अ) उद्याची कारणे आणि परिणाम

## List of Reference Books:

1. Phadke Y.D. : Politics & Language, Himalaya Publishing House, 1979
2. Usha Thakkar, Mangesh Kulkarni (ed) : Politics in Maharashtra, Himalaya Publishing House, 1995.
3. Lele Jayant : Elite Pluralism and Class Rule, Popular Prakashan, Bombay 1982
4. Frankel & Rao (ed) : Dominance & state power in modern India, Vol. II Oxford University Press (pp. 115 - 211 )
5. Baviskar B.S. : The Politics of Development - sugar Co - operatives in Rural Maharashtra, Oxford University Press, 1980
६. पेंडसे लालजी : महाराष्ट्राचे महामंथन, साहित्य संघ प्रकाशन, १९६५
७. बेडेकर दि. के. : संयुक्त महाराष्ट्र
८. गडकरी जयंत : महाराष्ट्र शासनाचे संघटन, महाराष्ट्र शासन प्रकाशन .
९. व्होरा आणि पळशीकर (संपा) : महाराष्ट्रातील सत्तांतर, ग्रंथाली प्रकाशन, १९९६.
१०. पळशीकर, कुलकर्णी (संपा) : सत्तासंघर्ष, समकालीन प्रकाशन, पुणे - २००७.
११. पळशीकर, बिरमल (संपा) : महाराष्ट्राचे राजकारण, प्रतिमा प्रकाशन, पुणे - २००७ (द्वितीय आवृत्ती)
१२. बेडकिहाळ, सुराणा (संपा) : आजचा महाराष्ट्र, श्रीविद्या प्रकाशन, पुणे.
१३. पळशीकर सुहास : जात व महाराष्ट्रातील सत्ताकारण, सुगावा प्रकाशन, पुणे - २००३
१४. भोळे, बेडकिहाळ (संपा) : बदलता महाराष्ट्र, आंबेडकर आकादमी, सातारा -२००२
१५. सुमंत, पुंडे (संपा) : महाराष्ट्रातील जातीसंस्थाविषयक विचार, प्रतिमा प्रकाशन पुणे -१९९८
१७. जैन अशोक : महाराष्ट्राचे शासन आणि राजकारण, सेठ प्रकाशन, मुंबई -१९९८
१८. शिरसीकर व.मं. : आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेन्टल प्रकाशन, पुणे - १९६० - २०००



# **BA III Political Science (CBCS)**

## **SEMESTER VI**

### **PAPER XII**

#### **Government & Politics of Maharashtra**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Legislative**

- a) Legislative Assembly - Composition, Powers and Functions.
- b) Legislative Council- Composition, Powers and Functions.
- c) Law making process.

**Unit no: 2** (15)

#### **Executive council & Judiciary**

- a) Governor, Chief Minister and Council of Ministers
- b) High Court - Composition, Powers and Functions

**Unit no: 3** (15)

#### **Local Self Government :- (Rural)**

- a) Zilla Parishad - Composition, Powers and Functions,
- b) Panchayat Samiti - Composition, Powers and Functions,
- c) Gram panchayat - Composition, Powers and Functions,
- d) 73<sup>rd</sup> Constitutional Amendment.

**Unit no: 4** (15)

#### **Local Self Government : - (Urban)**

- a) Municipal Corporation - Composition, Powers and Functions
- b) Municipality- Composition, Powers and Functions
- c) 74<sup>th</sup> Constitutional Amendment

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - सहावे**  
**पेपर बारावा**  
**महाराष्ट्र शासन आणि राजकारण**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**

**Total Theory Lectures-(60)**

**यूनिट ०१**

**विधिमंडळ**

**(१५)**

- अ) विधानसभा - रचना, अधिकार व कार्ये
- ब) विधान परिषद- रचना, अधिकार व कार्ये
- क) कायदे निर्मितीची प्रक्रीया.

**यूनिट ०२**

**कार्यकारी मंडळ व न्यायमंडळ**

**(१५)**

- अ) राज्यपाल, मुख्यमंत्री व मंत्रिमंडळ
- ब) उच्च न्यायालय - रचना, अधिकार व कार्ये

**यूनिट ०३**

**(१५)**

**स्थानिक स्वराज्य संस्था - (ग्रामीण)**

- अ) जिल्हा परिषद - रचना, अधिकार व कार्ये
- ब) पंचायत समिती- रचना, अधिकार व कार्ये
- क) ग्रामपंचायत- रचना, अधिकार व कार्ये.
- ड) ७३ वी घटनादुरुस्ती

**यूनिट ०४**

**(१५)**

**स्थानिक स्वराज्य संस्था - (शहरी)**

- अ) महानगरपालिका - रचना, अधिकार व कार्ये
- ब) नगरपालिका- रचना, अधिकार व कार्ये
- क) ७४ वी घटनादुरुस्ती

## List of Reference Books:

1. Phadke Y.D. : Politics & Language, Himalaya Publishing House, 1979
2. Usha Thakkar, Mangesh Kulkarni (ed) : Politics in Maharashtra, Himalaya Publishing House, 1995.
3. Lele Jayant : Elite Pluralism and Class Rule, Popular Prakashan, Bombay 1982
4. Frankel & Rao (ed) : Dominance & state power in modern India, Vol. II Oxford University Press (pp. 115-211)
५. गडकरी जयंत : महाराष्ट्र शासनाचे संघटन, महाराष्ट्र शासन प्रकाशन.
६. दर्शनकार अर्जुनराव : पंचायतराज व नागरी प्रशासन, कैलास पब्लिकेशन, औरंगाबाद
७. पळशीकर, कुलकर्णी (संपा) : सत्तासंघर्ष, समकालीन प्रकाशन, पुणे - २००७.
८. पळशीकर, बिरमल (संपा) : महाराष्ट्राचे राजकारण, प्रतिमा प्रकाशन, पुणे - २००७ (द्वितीय आवृत्ती)
८. बेडकिहाळ, सुराणा (संपा) : आजचा महाराष्ट्र, श्रीविद्या प्रकाशन, पुणे.
९. भोळे भास्कर : भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापूरे प्रकाशन नागपूर
१०. पाटील वा. भा. : महाराष्ट्रातील स्थानिक स्वराज्य संस्था, प्रशांत पब्लिकेशन, जळगाव.
११. पाटील पी.बी. : पंचायत राज्यव्यवस्था समिती अहवाल
१२. जैन अशोक : महाराष्ट्राचे शासन आणि राजकारण, सेठ प्रकाशन, मुंबई -१९९८
१३. शिरसीकर व.मं. : आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेन्टल प्रकाशन, पुणे - १९६० - २०००

# **BA III Political Science (CBCS)**

## **SEMESTER V**

### **PAPER VIII**

#### **Political Sociology**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Political Sociology**

- a) Meaning and Definition,
- b) Nature and Scope of Political Sociology

**Unit no: 2** (15)

#### **Approaches to Study Political Sociology**

- a) Marxist Approach
- b) System Approach

**Unit no: 3** (15)

#### **Political Culture**

- a) Meaning and Definition
- b) Nature of Political Culture
- c) Classification of Political culture
- d) Importance of Political Culture.

**Unit no: 4** (15)

#### **Political Socialisation**

- a) Meaning and Definition
- b) Features of Political Socialisation
- c) Agencies of Political Socialisation
- d) Importance of Political Socialisation

# बी.ए. भाग - ३, राज्यशास्त्र

सत्र - पाचवे

पेपर आठवा

राजकीय समाजशास्त्र

सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून

Total Theory Lectures-(60)

यूनिट ०१

(१५)

राजकीय समाजशास्त्र

अ) अर्थ व व्याख्या

ब) राजकीय समाजशास्त्राचे स्वरूप आणि व्याप्ती

यूनिट ०२

(१५)

राजकीय समाजशास्त्राच्या अभ्यासाचे दृष्टिकोण

अ) मार्क्सवादी दृष्टिकोन

ब) व्यवस्थात्मक दृष्टिकोन

यूनिट ०३

(१५)

राजकीय संस्कृती

अ) अर्थ व व्याख्या

ब) राजकीय संस्कृतीचे स्वरूप

क) राजकीय संस्कृतीचे वर्गीकरण (प्रकार)

ड) राजकीय संस्कृतीचे महत्त्व

यूनिट ०४

(१५)

राजकीय सामाजिकरण

अ) अर्थ आणि व्याख्या

ब) राजकीय सामाजिकरणाची वैशिष्ट्ये

क) राजकीय सामाजिकरणाची साधने

ड) राजकीय सामाजिकरणाचे महत्त्व

## List of Reference Books:

1. Rush Michael and Alth off : - An Introduction to Political Sociology - Nelsons - 1972
  2. Varma S.P. :- Modern Political theory - Vikas Publication - New Delhi.
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  4. Nashkate :- Contemporary Political Sociology - Black well Publishers UK
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  6. Dahl Robert :- Modern Political Analysis
  7. R.T. Jangam :- Text book of Political Sociology
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  9. Ghai V. R. :- Modern Political Analysis
  10. Patil - Mishra :- Political Sociology, Ideas and Issues
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  १४. श. गो. देवगांवकर :- राजकीय समाजशास्त्र - मंगेश प्रकाशन, नागपूर. १५. बी. वाय. कुलकर्णी :- राजकीय समाजशास्त्र - विद्या प्रकाशन, नागपूर
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  १८. डॉ. चंद्रशेखर दिवाण :- राजकीय सिध्दांत आणि राजकीय विश्लेषण, विद्या प्रकाशन, नागपूर
  १९. डॉ. बाचल वि. मा., गर्दे दि. का. :- आधुनिक राजकीय विश्लेषण - भाग १ व २ कॉन्टिनेन्टल प्रकाशन, पुणे - ३०
  २०. प्रा. बोरालकर :- आधुनिक राजकीय विश्लेषण
  २१. ना. र. इनामदार व अलिम वकील :- आधुनिक राजकीय विश्लेषण - पुणे, शुभदा - सारस्वत १९८४
  २२. चि.ग. घांगरेकर, सौ. श्रुती उदय मेहता :- राजकीय समाजशास्त्र, दत्तसन्स प्रकाशन, नागपूर २०००
- हिंदी संदर्भ ग्रंथ -**
१. डॉ. राजेंद्रकुमार शर्मा :- राजनैतिक समाजशास्त्र
  २. डॉ. एम. एम. लवानिया :- राजनैतिक समाजशास्त्र
  ३. डॉ. धर्मवीर :- राजनैतिक समाजशास्त्र

# **BA III Political Science (CBCS)**

## **SEMESTER VI**

### **PAPER XIII**

#### **Political Sociology**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1**

(15)

**Political Participation**

- a) Meaning, Definition and Nature
- b) Means of Political Participation
- c) Different Stages of Political Participation
- d) Influencing Factors of Political Participation

**Unit no: 2**

(15)

**Political Communication**

- a) Meaning, Definition and Nature
- b) Karl W. Deutsch's Theory of Communication
- c) Means of Political Communication.
- d) Importance of Political Communication.

**Unit no: 3**

(15)

**Political Elites**

- a) Meaning and Definition
- b) Factors responsible for emergence of elites
- c) Pareto's circulation theory of elites
- d) Political Elites and Democracy

**Unit no: 4**

(15)

**Political Change**

- a) Meaning, Definition and Nature
- b) Factors influencing of political change
- c) Importance of Political Change

# बी.ए. भाग - ३, राज्यशास्त्र

सत्र - सहावे

पेपर तेरावा

राजकीय समाजशास्त्र

सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून

Total Theory Lectures-(60)

यूनिट ०१

(१५)

राजकीय सहभाग

- अ) अर्थ, व्याख्या व स्वरूप
- ब) राजकीय सहभागाची साधने
- क) राजकीय सहभागासंबंधीच्या विविध पातळ्या
- ड) राजकीय सहभागावर प्रभाव पाडणारे घटक

यूनिट ०२

(१५)

राजकीय संसूचन

- अ) अर्थ, व्याख्या व स्वरूप
- ब) राजकीय संसूचनासंबंधीचा कार्ल ड्वाइशचा सिद्धांत
- क) राजकीय संसूचनाची साधने
- ड) राजकीय संसूचनाचे महत्त्व

यूनिट ०३

(१५)

राजकीय अभिजन (राजकीय श्रेष्ठीजन)

- अ) अर्थ व व्याख्या
- ब) राजकीय अभिजनांच्या निर्मितीसाठी जबाबदार असणारे घटक
- क) राजकीय अभिजनांच्या अभिसरणासंबंधीचा पॅरोटोचा सिद्धांत
- ड) राजकीय अभिजन आणि लोकशाही

यूनिट ०४

(१५)

राजकीय बदल (परिवर्तन)

- अ) अर्थ, व्याख्या व स्वरूप
- ब) राजकीय बदलावर प्रभाव टाकणारे घटक
- क) राजकीय बदलाचे महत्त्व



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1. Rush Michael and Alth off : - An Introduction to Political Sociology - Nelsons - 1972
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  10. Patil - Mishra :- Political Sociology, Ideas and Issues
  11. Vatsyayam : - Text book of Political Sociology
  12. S. K. Padhy (Ed) :- Political Sociology
  13. Boottmore T. B. :- Elites and Society -Penguin - 1971
  १४. श. गो. देवगांवकर :- राजकीय समाजशास्त्र - मंगेश प्रकाशन, नागपूर. १५. बी. वाय. कुलकर्णी :- राजकीय समाजशास्त्र - विद्या प्रकाशन, नागपूर
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  २०. प्रा. बोरालकर :- आधुनिक राजकीय विश्लेषण
  २१. ना. र. इनामदार व अलिम वकील :- आधुनिक राजकीय विश्लेषण - पुणे, शुभदा - सारस्वत १९८४
  २२. चि.ग. घांगरेकर, सौ. श्रुती उदय मेहता :- राजकीय समाजशास्त्र, दत्तसन्स प्रकाशन, नागपूर २०००
- हिंदी संदर्भ ग्रंथ -**
१. डॉ. राजेंद्रकुमार शर्मा :- राजनैतिक समाजशास्त्र
  २. डॉ. एम. एम. लवानिया :- राजनैतिक समाजशास्त्र
  ३. डॉ. धर्मवीर :- राजनैतिक समाजशास्त्र

# **BA III Political Science (CBCS)**

## **SEMESTER V**

### **PAPER IX**

#### **Introduction to International Politics**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **International Politics**

- a) Nature and Scope
- b) Idealistic Theories
- c) Realistic Theories

**Unit no: 2** (15)

#### **Elements of National Power**

- a) Geography, Population, Natural Resources
- b) Leadership, Technology
- c) Ideology, National Character, Morale

**Unit no: 3** (15)

#### **Foreign Policy**

- a) Objectives
- b) Determinants

**Unit no: 4** (15)

#### **Diplomacy**

- a) Meaning, Kinds and changing nature
- b) Functions of Diplomats

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - पाचवे**  
**पेपर नववा**  
**आंतरराष्ट्रीय राजकारणाची ओळख**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**

**Total Theory Lectures-(60)**

<b>यूनिट ०१</b>	<b>(१५)</b>
<b>आंतरराष्ट्रीय राजकारण</b>	
अ) स्वरूप आणि व्याप्ती	
ब) आदर्शवादी सिद्धांत	
क) वास्तववादी सिद्धांत	
<b>यूनिट ०२</b>	<b>(१५)</b>
<b>राष्ट्रसत्तेचे घटक</b>	
अ) भौगोलिक, लोकसंख्या, नैसर्गिक साधनसंपत्ती	
ब) नेतृत्व, तंत्रज्ञान	
क) विचारधारा, राष्ट्रीय चारित्र्य, मनोधैर्य	
<b>यूनिट ०३</b>	<b>(१५)</b>
<b>परराष्ट्र धोरण</b>	
अ) उद्दिष्टे	
ब) निर्धारक घटक	
<b>यूनिट ०४</b>	<b>(१५)</b>
<b>राजनय</b>	
अ) अर्थ, प्रकार आणि बदलते स्वरूप	
ब) राजनयज्ञांची कार्ये	

## List of Reference Books:

1. Hans J. Morgenthau - Politics Among Nations, 6<sup>th</sup> Edition, New York : Alfred Knopf, 1985.
2. Palmer and Perkins - International Relations, World Community in Transition, Scientific Book Agency, Calcutta 1965.
3. Vinaykumar Malhotra - International Relations, Amol Publications Pvt. Ltd., New Delhi 1999
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6. C. B. P. Shrivastav - India and the World, Changing Scenario, Kitab Mahal Allahabad, 2003
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8. Prakash Chandra - International Politics,
९. डॉ. सुनिल दाते - आंतरराष्ट्रीय संबंध व राजकारण, विद्या बुक्स पब्लिशर्स, औरंगाबाद.
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१३. काशीकर श्री.गो. - आंतरराष्ट्रीय संबंध
१४. डॉ. शैलेंद्र देवळाणकर, समकालीन जागतिक राजकारण, विद्या बुक्स पब्लिशर्स, औरंगपूरा, औरंगाबाद, २०१०.
१५. डॉ. शैलेंद्र देवळाणकर, आंतरराष्ट्रीय संबंध, विद्या बुक्स पब्लिशर्स, औरंगपूरा, औरंगाबाद, २०१०.
१६. डॉ. शैलेंद्र देवळाणकर, भारताचे परराष्ट्र धोरण : सातत्य आणि स्थित्यंतर, प्रतिमा प्रकाशन, पुणे, २००७.
१७. प्रा. अरुणा पेंडसे, प्रा. उत्तरा सहस्रबुद्धे, आंतरराष्ट्रीय संबंध, ओरिएंट लॉगमन, मुंबई, २००८.
१८. डॉ. शैलेंद्र देवळाणकर, संयुक्त राष्ट्रे, प्रतिमा प्रकाशन, पुणे, २००८.

# **BA III Political Science (CBCS)**

## **SEMESTER VI**

### **PAPER IVX**

#### **Introduction to International Politics**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Balance of Power**

- a) Meaning and Characteristics
- b) Techniques of Balance of Power
- c) Balance of terror

**Unit no: 2** (15)

#### **United Nations**

- a) Main Organs - Achievements and failure of U.N.
- b) International Law - Meaning, Sources and Limitations

**Unit no: 3** (15)

#### **New World Order**

- a) End of cold war and emergence of unipolar world?
- b) Emergence of regional organizations- SAARC, ASEAN and Shanghai Co-operation
- c) Economic Co-operation and WTO, BRICS, International Monetary Fund and World Bank

**Unit no: 4** (15)

#### **India's relations with neighboring countries**

- a) Pakistan and China
- b) Shrilanka, Bangladesh and Nepal

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - सहावे**  
**पेपर चौदावा**  
**आंतरराष्ट्रीय राजकारणाची ओळख**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**

**Total Theory Lectures-(60)**

**यूनिट ०१**

**(१५)**

**सत्ता संतुलन**

- अ) अर्थ आणि वैशिष्ट्ये
- ब) सत्ता संतुलनाची तंत्रे
- क) दहशतीचे संतुलन

**यूनिट ०२**

**(१५)**

**संयुक्त राष्ट्रे**

- अ) प्रमुख घटक, संयुक्त राष्ट्रांचे यशापयश
- ब) आंतरराष्ट्रीय कायदा - अर्थ, उगमस्थाने व मर्यादा

**यूनिट ०३**

**(१५)**

**नवीन जागतिक व्यवस्था**

- अ) शीतयुद्धाची समाप्ती व एकध्रुवीय जगाचा उदय ?
- ब) क्षेत्रीय संघटना - सार्क, आशियान आणि शांघाई को-ऑपरेशन संघटना
- क) आर्थिक सहकार्य - जागतिक व्यापार संघटना, ब्रिक्स, आंतरराष्ट्रीय नाणेनिधी आणि जागतिक बँक

**यूनिट ०४**

**(१५)**

**भारताचे शेजारील देशांशी संबंध**

- अ) पाकिस्तान आणि चीन
- ब) श्रीलंका, बांगलादेश आणि नेपाळ.

## List of Reference Books:

1. Hans J. Morgenthau - Politics Among Nations, 6<sup>th</sup> Edition, New York : Alfred Knopf, 1985.
2. Palmer and Perkins - International Relations, World Community in Transition, Scientific Book Agency, Calcutta 1965.
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१५. डॉ. शैलेंद्र देवळाणकर, आंतरराष्ट्रीय संबंध, विद्या बुक्स पब्लिशर्स, औरंगपूरा, औरंगाबाद, २०१०.
१६. डॉ. शैलेंद्र देवळाणकर, भारताचे परराष्ट्र धोरण : सातत्य आणि स्थित्यंतर, प्रतिमा प्रकाशन, पुणे, २००७.
१७. प्रा. अरुणा पेंडसे, प्रा. उत्तरा सहस्रबुद्धे, आंतरराष्ट्रीय संबंध, ओरिएंट लॉगमन, मुंबई, २००८.
१८. डॉ. शैलेंद्र देवळाणकर, संयुक्त राष्ट्रे, प्रतिमा प्रकाशन, पुणे, २००८.

# **BA III Political Science (CBCS)**

## **SEMESTER V**

### **PAPER X**

#### **Comparative Government & Politics**

[With reference to the Government and Politics of United Kingdom, USA and Switzerland]

[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Comparative Politics**

- a) Meaning
- b) Nature and Scope of Comparative Politics

**Unit no: 2** (15)

#### **Approaches to the Study of Comparative Politics**

- a) Traditional Approach
- b) Structural-Functional Approach
- C) Behavioral Approach

**Unit no: 3** (15)

#### **Characteristics of the Constitutions**

- a) United Kingdom & USA
- b) Switzerland

**Unit no: 4** (15)

#### **Executive**

- a) Composition and Functions of executive (United Kingdom, USA and Switzerland)



# बी.ए. भाग - ३, राज्यशास्त्र

सत्र - पाचवे

पेपर दहावा

तुलनात्मक शासन आणि राजकारण

(संदर्भ - ब्रिटन, अमेरिका व स्वित्झर्लंड)

सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून

Total Theory Lectures- (60)

यूनिट ०१ (१५)

तुलनात्मक राजकारण

अ) अर्थ

ब) तुलनात्मक राजकारणाचे स्वरूप व व्याप्ती

यूनिट ०२ (१५)

तुलनात्मक राजकारणाच्या अभ्यासाचे दृष्टिकोन

अ) पारंपरिक दृष्टिकोन

ब) रचनात्मक-कार्यात्मक दृष्टिकोन

क) वर्तनवादी दृष्टिकोन

यूनिट ०३ (१५)

राज्यघटनांची वैशिष्ट्ये

अ) इंग्लंड आणि अमेरिका

ब) स्वित्झर्लंड

यूनिट ०४ (१५)

कार्यकारी मंडळ

अ) कार्यकारी मंडळाची कार्ये (ब्रिटन, अमेरिका व स्वित्झर्लंड)

## List of Reference Books:

1. Harry Eckstein & David E Apter - Comparative Politics, A Reader (New York, The Free Press, 1968)
2. Herman Finer - The Theory and Practice of Modern Government, Methuen & Company, London - 1969.
3. S. R. Maheshwari - Comparative Govt. and Politics, Laxmi Narayan Agrawal, Agra - 1983.
4. V. N. Khanna - Major Political Systems, Chand and Company, Delhi.
5. J. C. Johari - Comparative Politics, Sterling, Delhi
6. J. Blondel - An Introduction to Comparative Government, London, 1969.
7. V. D. Mahajan - Select Modern Governments, S. Chand & Co. Ltd., New Delhi.
८. चि.ग. घांगरेकर - तुलनात्मक राजकीय व्यवस्था, मंगेश प्रकाशन, नागपूर.
९. दि. का. गर्दे - वि. मा. बाचल - आधुनिक राजकीय विश्लेषण, कॉन्टिनेन्टल प्रकाशन, पुणे
१०. म. द. देशपांडे - शासन संस्था आणि राज्य पध्दती : तौलनिक विचार, महाराष्ट्र विद्यापिठ, ग्रंथ निर्मिती मंडळ, कोल्हापूर, १९७७.
११. प्राचार्य - चंद्रशेखर शास्त्री - प्रमुख देशांची शासनप्रणाली, पायल प्रकाशन, लक्ष्मी नगर, नागपूर - १०
१२. प्रा. सुबोधकुमार ए. काक्रंबे - शासन संस्थांचा तुलनात्मक अभ्यास, राविल पब्लिकेशन्स, सातारा.
१३. डॉ. शुभदा गिरीश रावळ-ठाकरे, तौलनिक राज्यशास्त्र, श्रीनिवास प्रकाशन, पुणे, २००४.
१४. डॉ. शांताराम भोगले, तीन राज्यघटना भाग १, विद्या प्रकाशन, नागपूर, १९९१.
१५. तौलनिक अध्ययन : शासनसंस्था आणि राजकारण, पिंपळापूरे प्रकाशन, नागपूर, २०१०.

# **BA III Political Science (CBCS)**

## **SEMESTER VI**

### **PAPER XV**

#### **Comparative Government & Politics**

[With reference to the Government and Politics of United Kingdom, USA and Switzerland]

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

**Legislature** (United Kingdom, USA and Switzerland)

a) Composition and Functions

**Unit no: 2** (15)

**Judiciary**

a) Judicial Review in U.S.A.

b) Independence of Judiciary

**Unit no: 3** (15)

**Unitary and Federal Systems**

a) Characteristics of Unitary Systems

b) Federal Systems of U.S.A. and Switzerland

**Unit no: 4** (15)

**Party Systems**

a) Two Party Systems of U.K. and U.S.A.

b) Multi-Party Systems of Switzerland

# बी.ए. भाग - ३, राज्यशास्त्र

सत्र - सहावे

पेपर पंधरावा

तुलनात्मक शासन आणि राजकारण

(संदर्भ - ब्रिटन, अमेरिका व स्वित्झर्लंड )

सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून

Total Theory Lectures-(60)

यूनिट ०१ (१५)

कायदेमंडळ (ब्रिटन, अमेरिका आणि स्वित्झर्लंड)

अ) रचना व कार्ये

यूनिट ०२ (१५)

न्यायमंडळ

अ) अमेरिकेतील न्यायालयीन पुनर्विलोकन

ब) न्यायालयीन स्वातंत्र्य

यूनिट ०३ (१५)

एकात्म व संघराज्य व्यवस्था

अ) एकात्म शासन व्यवस्थेची वैशिष्ट्ये

ब) अमेरिका व स्वित्झर्लंड मधील संघराज्य व्यवस्था

यूनिट ०४ (१५)

पक्षपद्धती :

अ) ब्रिटन व अमेरिकेतील द्विपक्ष पद्धती

ब) स्वित्झर्लंड मधील बहुपक्ष पद्धती

## List of Reference Books:

1. Harry Eckstein & David E Apter - Comparative Politics, A Reader (New York, The Free Press, 1968)
2. Herman Finer - The Theory and Practice of Modern Government, Methuen & Company, London - 1969.
3. S. R. Maheshwari - Comparative Govt. and Politics, Laxmi Narayan Agrawal, Agra - 1983.
4. V. N. Khanna - Major Political Systems, Chand and Company, Delhi.
5. J. C. Johari - Comparative Politics, Sterling, Delhi
6. J. Blondel - An Introduction to Comparative Government, London, 1969.
7. V. D. Mahajan - Select Modern Governments, S. Chand & Co. Ltd., New Delhi.
८. चि.ग. घांगरेकर - तुलनात्मक राजकीय व्यवस्था, मंगेश प्रकाशन, नागपूर.
९. दि. का. गर्दे - वि. मा. बाचल - आधुनिक राजकीय विश्लेषण, कॉन्टिनेन्टल प्रकाशन, पुणे
१०. म. द. देशपांडे - शासन संस्था आणि राज्य पध्दती : तौलनिक विचार, महाराष्ट्र विद्यापिठ, ग्रंथ निर्मिती मंडळ, कोल्हापूर, १९७७.
११. प्राचार्य - चंद्रशेखर शास्त्री - प्रमुख देशांची शासनप्रणाली, पायल प्रकाशन, लक्ष्मी नगर, नागपूर - १०
१२. प्रा. सुबोधकुमार ए. काक्रंबे - शासन संस्थांचा तुलनात्मक अभ्यास, राविल पब्लिकेशन्स, सातारा.
१३. डॉ. शुभदा गिरीश रावळ-ठाकरे, तौलनिक राज्यशास्त्र, श्रीनिवास प्रकाशन, पुणे, २००४.
१४. डॉ. शांताराम भोगले, तीन राज्यघटना भाग १, विद्या प्रकाशन, नागपूर, १९९१.
१५. तौलनिक अध्ययन : शासनसंस्था आणि राजकारण, पिंपळापूरे प्रकाशन, नागपूर, २०१०.

# **BA III Political Science (CBCS)**

## **SEMESTER V**

### **PAPER XI**

## **Western Political Thought**

[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]

### **Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Plato**

- a) Justice
- b) Education
- c) Ideal State

**Unit no: 2** (15)

#### **Aristotle**

- a) Nature and Classification of States
- b) Citizenship
- c) Revolution

**Unit no: 3** (15)

#### **Machiavelli**

- a) Human Nature
- b) Role of King
- c) Politics and Morality

**Unit no: 4** (15)

#### **Theory of Social Contract**

- a) Hobbes -Social Contract Theory
- b) Locke - Social Contract Theory
- c) Rousseau - Social Contract Theory

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - पाचवे**  
**पेपर अकरावा**  
**पाश्चात्य राजकीय विचार**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**  
**Total Theory Lectures-(60)**

**यूनिट ०१** (१५)

**प्लेटो**

- अ) न्याय
- ब) शिक्षण व्यवस्था
- क) आदर्श राज्य

**यूनिट ०२** (१५)

**अॅरिस्टॉटल**

- अ) राज्याचे स्वरूप व वर्गीकरण
- ब) नागरिकत्व
- क) क्रांती

**यूनिट ०३** (१५)

**मॅकेव्हेली**

- अ) मानवी स्वभाव
- ब) राजाची भूमिका
- क) राजकारण आणि नैतिकता

**यूनिट ०४** (१५)

**सामाजिक कराराचे सिद्धांत**

- अ) हॉब्स - सामाजिक करार सिद्धांत
- ब) लॉक - सामाजिक करार सिद्धांत
- क) रुसो - सामाजिक करार सिद्धांत

## List of Reference Books:

1. Francis W. Coker - Recent Political Thought, The World press Pvt. Ltd.,
2. V. D. Mahajan and R. R. Sethi - Recent Political Thought, Premier Publishing Company, Delhi.
3. William Ebenstein - Great Political Thinkers - Plato to the present, Modern Political Thought, The Great Issues, IInd Edition, Oxford and IBH Publishing Company.
4. Radhey Sham Chourasia - History of Western Political Thought Vol. I & II.
5. George H. Sabine - A History of Political Theory, George G. Harrap and Company Ltd., London.
6. Suda J. P. - History of Political Thought.
७. डॉ. ना. य. डोळे - राजकीय विचारांचा इतिहास, कॉन्टिनेन्टल प्रकाशन, पुणे.
८. प्रा. सुधाकर कुलकर्णी - निवडक राजकीय विचारवंत, विद्याभारती प्रकाशन, लातूर.
९. प्रा. अरविंद शृंगारपूरे - भारतीय तथा पाश्चिमात्य राजकीय विचार, मंगशे प्रकाशन, नागपूर.
१०. डॉ. भा. ल. भोळे - भारतीय आणि पाश्चिमात्य राजकीय विचार, पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर.
११. प्रा. वा. भा. पाटील - पाश्चिमात्य राजकीय विचारक, मंगेश प्रकाशन, नागपूर.
१२. प्रा. वि. सी. जोशी - प्लेटो आणि अॅरिस्टॉटल यांचे राजकीय तत्वज्ञान, नाथ मुद्रणालय, औरंगाबाद.
१३. प्रा. प. सी. काणे - काही प्रमुख राज्यशास्त्रज्ञ, विद्या प्रकाशन, नागपूर.
१४. डॉ. भा. ल. भोळे - पाश्चिमात्य राजकीय विचारवंत, पिंपळापुरे बुक डिस्ट्रीब्युटर्स, नागपूर.
१५. डॉ. ना. य. डोळे - प्रमम पाश्चिमात्य राजकीय विचारवंत, विद्या बुक्स पब्लिशर्स, औरंगपूरा, औरंगाबाद, १९९९.



# **BA III Political Science (CBCS)**

## **SEMESTER VI**

### **PAPER XVI**

#### **Western Political Thought**

**[Credits: 04 Theory Credit: (03) Marks (40), Tutorials Credit: (01) Marks (10)]**

**Total Theory Lectures-(60)**

**Unit no: 1** (15)

#### **Hegel**

- a) Dialectics
- b) State and Civil Society.

**Unit no: 2** (15)

#### **Karl Marx**

- a) Historical Materialism
- b) Theory of Surplus value
- c) Proletarian Revolution and Communism.

**Unit no: 3** (15)

#### **J. S. Mill**

- a) Utilitarianism
- b) Concept of Liberty
- c) Representative Government

**Unit no: 4** (15)

#### **Harold Laski**

- a) Pluralistic Theory of Sovereignty
- b) Liberty and Equality
- c) Democratic Socialism

**बी.ए. भाग - ३, राज्यशास्त्र**  
**सत्र - सहावे**  
**पेपर सोहळावा**  
**पाश्चात्य राजकीय विचार**  
**सुधारित (CBCS) अभ्यासक्रम - जुन २०२१ पासून**  
**Total Theory Lectures-(60)**

**यूनिट ०१** (१५)

**हेगेल**

- अ) विरोध विकासवाद
- ब) राज्य व नागरी समाज

**यूनिट ०२** (१५)

**कार्ल मार्क्स**

- अ) ऐतिहासिक भौतिकवाद
- ब) अतिरिक्त/श्रम मूल्याचा सिद्धांत
- क) कामगार क्रांती आणि साम्यवाद

**यूनिट ०३** (१५)

**जे. एस. मिल**

- अ) उपयुक्ततावाद
- ब) स्वातंत्र्याची संकल्पना
- क) प्रातिनिधिक शासन

**यूनिट ०४** (१५)

**हेरॉल्ड लास्की**

- अ) सार्वभौमत्वाचा अनेकसत्तावादी सिद्धांत
- ब) स्वातंत्र्य व समता
- क) लोकशाही समाजवाद

## List of Reference Books:

1. Francis W. Coker - Recent Political Thought, The World press Pvt. Ltd.,
2. V. D. Mahajan and R. R. Sethi - Recent Political Thought, Premier Publishing Company, Delhi.
3. William Ebenstein - Great Political Thinkers - Plato to the present, Modern Political Thought, The Great Issues, IInd Edition, Oxford and IBH Publishing Company.
4. Radhey Sham Chourasia - History of Western Political Thought Vol. I & II.
5. George H. Sabine - A History of Political Theory, George G. Harrap and Company Ltd., London.
6. Suda J. P. - History of Political Thought.
७. डॉ. ना. य. डोळे - राजकीय विचारांचा इतिहास, कॉन्टिनेन्टल प्रकाशन, पुणे.
८. प्रा. सुधाकर कुलकर्णी - निवडक राजकीय विचारवंत, विद्याभारती प्रकाशन, लातूर.
९. प्रा. अरविंद शृंगारपूरे - भारतीय तथा पाश्चिमात्य राजकीय विचार, मंगशे प्रकाशन, नागपूर.
१०. डॉ. भा. ल. भोळे - भारतीय आणि पाश्चिमात्य राजकीय विचार, पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर.
११. प्रा. वा. भा. पाटील - पाश्चिमात्य राजकीय विचारक, मंगेश प्रकाशन, नागपूर.
१२. प्रा. वि. सी. जोशी - प्लेटो आणि अॅरिस्टॉटल यांचे राजकीय तत्वज्ञान, नाथ मुद्रणालय, औरंगाबाद.
१३. प्रा. प. सी. काणे - काही प्रमुख राज्यशास्त्रज्ञ, विद्या प्रकाशन, नागपूर.
१४. डॉ. भा. ल. भोळे - पाश्चिमात्य राजकीय विचारवंत, पिंपळापुरे बुक डिस्ट्रीब्युटर्स, नागपूर.
१५. डॉ. ना. य. डोळे - प्रमम पाश्चिमात्य राजकीय विचारवंत, विद्या बुक्स पब्लिशर्स, औरंगपूरा, औरंगाबाद, १९९९.

## Equivalent Subject for Old Syllabus

<b>Sr. No.</b>	<b>Name of the Old Paper</b>	<b>Name of the New Paper</b>
1.	<b>Government &amp; Politics of Maharashtra (Sem- V)</b>	<b>Government &amp; Politics of Maharashtra (Sem- V)</b>
2.	<b>Government &amp; Politics of Maharashtra (Sem- VI)</b>	<b>Government &amp; Politics of Maharashtra (Sem- VI)</b>
3.	<b>Political Sociology (Sem- V)</b>	<b>Political Sociology (Sem- V)</b>
4.	<b>Political Sociology (Sem- VI)</b>	<b>Political Sociology (Sem- VI)</b>
5.	<b>Introduction to International Politics (Sem-V)</b>	<b>Introduction to International Politics (Sem-V)</b>
6.	<b>Introduction to International Politics (Sem-VI)</b>	<b>Introduction to International Politics (Sem-V)</b>
7.	<b>Comparative Government &amp; Politics (Sem-V)</b>	<b>Comparative Government &amp; Politics (Sem-V)</b>
8.	<b>Comparative Government &amp; Politics (Sem-VI)</b>	<b>Comparative Government &amp; Politics (Sem-VI)</b>
9.	<b>Western Political Thought (Sem-V)</b>	<b>Western Political Thought (Sem-V)</b>
10.	<b>Western Political Thought (Sem-VI)</b>	<b>Western Political Thought (Sem-VI)</b>

पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ, सोलापूर

मानवविद्या शाखा

प्रश्नपत्रिकेचे स्वरूप (Nature of Question Paper)

निवड आधारित श्रेयांकप्रणाली (CBCS)

शैक्षणिक वर्ष १९२०-२१ पासून लागू

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	वेळ: २:०० तास
	गुण: ४०
प्रश्न १ ला योग्य पर्याय निवडा (प्रत्येकी १ गुण)	(८ गुण)
Choose the correct Alternative	
प्रश्न २ रा थोडक्यात उत्तरे लिहा (सहा पैकी चार)	(१२ गुण)
Write short answers (any four out of six)	
प्रश्न ३ रा दिर्घोत्तरी प्रश्न (दोन पैकी एक)	(१० गुण)
Broad answers question (any one out of two)	
प्रश्न ४ था दिर्घोत्तरी प्रश्न (पर्याय नाही)	(१० गुण)
Broad answers question (no choice)	

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टीप : १) लेखी परीक्षा ४० गुण व अंतर्गत निरंतर मूल्यमापन १० गुण

२) ४० पैकी १६ व १० पैकी ०४ मार्क उत्तीर्ण होण्यासाठी मिळणे आवश्यक आहे.

## **Add On Course**

Name of the add on course

Skill Based Course

### **SURVEY AND PUBLIC OPINION**

**Lecture 45-Project/Report work-15**

**Credits – 4**

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#### **Course Objective / Outcome:**

This course will introduce the students to the principles and practices of public opinion in the context of Indian democracy. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods. It will develop basic skills relating to the data collection, data analysis and data utilization.

#### **Unit I**

Public Opinion: Meaning and Features. Public Opinion and Democracy

#### **Unit II**

Representation and Sampling a) Sample- Meaning and Use, Types of Samples

#### **Unit III**

Understanding Interview techniques and Questionnaire

#### **Unit IV**

Quantitative Data: Meaning, Analysis and Interpretation

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#### **Reference Books:**

- 1) Gallup G., (1948) A Guide to Public Opinion Polls, Princeton: Princeton University Press  
Kalton, (1983) Introduction to Survey Sampling Beverly Hills, Sage Publication.
- 2) Lokniti Team, (2004) 'National Election Study 2004', Economic and Political Weekly, Vol. XXXIX (51).
- 3) Karandikar R., C. Pyne and Y Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', Electoral Studies, Vol. 21
- 4) Erikson R. and K.Tedin, (2011), American Public Opinion, 8th edition, New York, Pearson Longman Publishers.

# **PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Syllabus: Economics (CBCS)**

**Name of the Course: B. A. Part-III**

**With effect from June, 2021**

**PUNYASHLOK AHILYADEVI HOLKARSOLAPUR UNIVERSITY, SOLAPUR**

B.A. Part – III Subject- Economics

CBCS Pattern Syllabus (w.e.f. June, 2021)

**SEMESTER- V**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	MicroEconomics(I)	60	3	1	4	50	40	16	10	04
VIII	Elective	Macro Economics (I)	60	3	1	4	50	40	16	10	04
IX	Elective	History of Economic Thought (I)	60	3	1	4	50	40	16	10	04
X	Elective	Economics of Development (I)	60	3	1	4	50	40	16	10	04
XI	Elective	Agricultural Economics (I)	60	3	1	4	50	40	16	10	04

**SEMESTER- VI**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	MicroEconomics(II)	60	3	1	4	50	40	16	10	04
VIII	Elective	Macro Economics (II)	60	3	1	4	50	40	16	10	04
IX	Elective	History of Economic Thought (II)	60	3	1	4	50	40	16	10	04
X	Elective	Economics of Development (II)	60	3	1	4	50	40	16	10	04
XI	Elective	Agricultural Economics (II)	60	3	1	4	50	40	16	10	04

**Add on Course for Semester VI**

Certificate Course in Financial Markets	Lecture+ Project Report work		Credits	Marks	UA		CA	
	60		04	50	40	16	10	04

- Apart from the above course the student can choose Swayam/MOOC/NPTEL Course as a Add on course.
- The student can choose the course as a Add on course from the above courses started by the Skill Development Centre of the PAHSUS.



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SOLAPUR UNIVERSITY, SOLAPUR.**

B.A. Part – III  
Subject – Economics  
New Syllabus (CBCS)  
(To be introduced from June, 2021)

**SEMESTER V**

**Paper - VII : Micro Economics (I)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - VIII : Macro Economics (I)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper – IX : History of Economic Thought (I)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - X : Economics of Development (I)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - XI : Agricultural Economics (I)** [Credits: Theory-(4 ), Practicals-(-)]

**SEMESTER VI**

**Paper - XII : Micro Economics (II)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - XIII : Macro Economics (II)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper -XIV : History of Economic Thought (II)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - XV: Economics of Development (II)** [Credits: Theory-(4 ), Practicals-(-)]

**Paper - XVI : Agricultural Economics (II)** [Credits: Theory-(4 ), Practicals-(-)]

### **Objectives of Course:**

1. To expose the students to the basic principles of Micro and Macro Economic Theory and also to introduce basics of Research Methodology.
2. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to the market.
3. This course aims to introduce the students to the basic concepts of Economics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, investment, GDP, money, inflation, and the balance of payments.
4. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a firm.
5. It introduces the students to various issues related to an Agricultural Economics.

**PUNYASHLOK AHILYADEVI HOLKAR**  
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B.A. Part.-III Economics

**SEMESTER V**

(Paper – VII) Micro Economics (I)

New Syllabus (CBCS)

(w. e. f. June 2021)

**PREAMBLE**

As a foundation course, in this paper, student is expected to understand the behavior of an economic agent, namely a consumer, a producer, a factor owner and the price fluctuation in a market. The approach of this paper is to study the behavior of a unit and analyze it in general, static and partial equilibrium framework. The modules incorporated in this paper deal with the nature and scope of economics, the theory of consumer behavior, analysis of production function and equilibrium of producer, the price formation in different markets, structures and the equilibrium of a firm and industry. In addition, the principles of factor pricing and commodity pricing, the problem of investment and welfare economics have also been included.

**Module 1: Introduction**

(Lectures:20)

- 1.1 Definition, Nature and scope of Economics
- 1.2 Micro & Macro Economics: Meaning and Difference
- 1.3 Economic problem, Basic Economic Problems before society
- 1.4 Basic Assumptions of Economic Analysis

**Module 2: Consumer's Behavior**

(Lectures:20)

- 2.1 Concept of Utility: Meaning, Total and Marginal Utility, Cardinal utility analysis – Law of diminishing marginal utility, Law of equi-marginal utility
- 2.2 Concept of consumer's surplus, Defects of Cardinal utility analysis
- 2.3 Law of demand, Elasticity of demand - Types, measurement and importance.
- 2.4 Ordinal utility analysis – Meaning and Properties of Indifference curve, Indifference curve map, indifference curve and consumer's equilibrium.

**Module 3: Theory of production and cost**

(Lectures:20)

- 3.1 Law of Supply
- 3.2 Concept of Production function
- 3.3 Law of variable proportions and Law of returns to scale
- 3.4 Economies of scale, Concepts of cost and cost curves (MC/AC/TC), Concepts of Revenue (MR/AR/TR)

**PUNYASHLOK AHILYADEVJI HOLKAR**

**SOLAPUR UNIVERSITY, SOLAPUR.**

B.A. Part.-III Economics

**SEMESTER VI**

(Paper – XII) Micro Economics (II)

New Syllabus (CBCS)

(w. e. f. June 2021)

**Module 1: Market Structure**

(Lectures:20)

- 1.1 Perfect competition - characteristics and price determination
- 1.2 Monopoly - Characteristics, price determination - concept and types of price discrimination
- 1.3 Characteristics of monopolistic competition - selling cost and product differentiation
- 1.4 Concept of monopsony and bi-lateral monopoly

**Module 2: Factor Pricing**

(Lectures:20)

- 2.1 Marginal productivity theory of distribution, Demand and supply theory of wage determination, Causes of wage differentials
- 2.2 Rent : Ricardian and Modern theory of Rent, Rent and price
- 2.3 Interest : Classical and Keynesian theory of interest
- 2.4 Profit : Risk, Uncertainty and Innovation theory of profit

**Module 3: Welfare Economics**

(Lectures:20)

- 3.1 Welfare Economics: Meaning and Scope
- 3.2 Problems in measuring Economic welfare
- 3.3 Classical welfare Economics
- 3.4 Compensation principle

## Basic Reading List

### Micro – Economics

- Lipsey R.G. and Chrystal (1999) Principles of Economics (Latest edition) Oxford University Press. Oxford.
- Samuelson P.A. and W.D. Nordhaus (1998) Economics; Tata McGraw Hill, New Delhi.
- Stonier A.W. and D.C. Hague. A text Book of Economic Theory. ELBS and Longman group, London.
- Seth M.L- Principles of Economics.
- Dwertt K. K.- Principles of Economics.
- H. L. Ahuja – Advanced Economic Theory, S. Chand Publications, New Delhi
- H. L. Ahuja- Principles of Micro Economics, S. Chand Publications, New Delhi
- Jhingan M. L.- Modern Micro Economic Analysis, Vrinda Publications, New Delhi
- Koutsoyannis A.- Modern Micro Economics, McMillon Press, London
  
- देसाई व जोशी-आर्थिक विश्लेषण भाग १
- कृष्णराव पाटील – आर्थिक विश्लेषण
- पिंपरकर- मूल्य सिद्धांत
- खांदेवाले श्रीनिवास- मूल्य सिद्धांत
- भोसले-काटे-दामजी- अंशलक्षी अर्थशास्त्र
- एम. एन. शिंदे- अंशलक्षी अर्थशास्त्र

**PUNYASHLOK AHILYADEVI HOLKAR**

**SOLAPUR UNIVERSITY, SOLAPUR**

B.A. Part III – Economics

**SEMESTER V**

(Paper – VIII) Macro Economics (I)

New Syllabus (CBCS)

(w. e. f. June 2021)

**PREAMBLE:**

On account of the growing influence and involvement of the state in economic fields, macroeconomics has become a major area of economic analysis in terms of theoretical as well as policy-making issues. Microeconomics has an extensive, substantive as well as methodological content. It deals with the functioning of the economy as a whole, including how the economy's total output of goods and services and employment of resources is determined and what causes these totals to fluctuate. The canvass of the study is the whole rather than the part because what is true for the part is not necessarily true for the whole. The paper entitled "Macroeconomics" is designed to make an undergraduate student aware of the basic theoretical framework underlying the field of macro economics.

**Module 1: Macro Economics**

(Lectures:15)

- 1.1 Meaning of Macro Economics
- 1.2 Nature and Scope of Macro Economics
- 1.3 Importance of Macro Economics
- 1.4 Limitations of Macro Economics

**Module 2: National Income**

(Lectures:15)

- 2.1 Meaning and Different concepts of National Income, concept of circular flow of National Income
- 2.2 Measurement of National Income
- 2.3 Hurdles in measurement of National Income
- 2.4 Importance of National Income Data

**Module 3: Output and Employment**

(Lectures:15)

- 3.1 Say's law of market
- 3.2 Keynesian objection to the classical theory
- 3.3 Outline of Keynesian theory of employment
- 3.4 Consumption function, Average and Marginal Propensity to Consume, Keynesian Psychological Law of Consumption.

## **Module 4: Demand and Supply of Money**

(Lectures:15)

4.1 Classical approach to demand for money, Quantity Theory and Cash balance approach

4.2 Keynes' Liquidity Preference Approach

4.3 Components of money supply, factors affecting money supply

4.4 Control of money supply

**PUNYASHLOK AHILYADEVI HOLKAR**

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B.A. Part III – Economics

**SEMESTER VI**

(Paper – XIII) Macro Economics (II)

New Syllabus (CBCS)

(w. e. f. June 2021)

**Module 1 : Trade Cycles**

(Lectures:15)

- 1.1 Nature, phases and characteristics of trade cycle
- 1.2 Hawtrey's monetary theory of trade cycle
- 1.3 Schumpeter's theory of trade cycle.
- 1.4 Control of trade cycle

**Module 2 : Economic Growth**

(Lectures:15)

- 2.1 Meaning and indicators of Economic growth
- 2.2 Sources of growth
- 2.3 Growth models: Harrod -Domar model
- 2.4 Neo – classical growth model of Solow

**Module 3 : International Trade**

(Lectures:15)

- 3.1 Internal and international trade
- 3.2 International trade as an engine of Economic growth
- 3.3 Concepts and components of balance of trade & balance of payments
- 3.4 Recardian theory of international trade

**Module 4: Inflation and Deflation**

(Lectures:15)

- 4.1 Causes and effects of inflation
- 4.2 Causes and effects of deflation
- 4.3 Inflation and Economic Development
- 4.4 Phillips Curve



## **Basic Reading List**

### **Macro – Economics**

- Ackley , G. (1976), Macro Economics : Theory and Policy
  - Day, A.C.L. (1960) Outline of Monetary Economics
  - Gupta, S.B. (1994) Monetary Economics
  - Heijdra, B.J. and F.V. Ploeg (2001) , Foundations of Modern Macro Economics
  - Lewis, M.K. and P.D. Mizan (2000), Monetary Economics
  - Shapiro, E. (1996), Macro Economics Analysis
  - Dillard, D. (1960), The Economics of John Maynard Keynes
  - Hanson, A.H.(1953), A Guide to Keynes
  - Higgins, B. (1963), Economic Development : Principles, Problems and Policies
  - Keynes, J.M. (1936), The General Theory of Employment, Interest and Money
- 
- भोसले,काटे, दामजी- स्थूल अर्थशास्त्र
  - जे. एफ. पाटील (संपादित)- समग्र आर्थिक विश्लेषण
  - एम. एन. शिंदे- स्थूल अर्थशास्त्र

**PUNYASHLOK AHILYADEVI HOLKAR  
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B.A. Part III – Economics

**SEMESTER V**

(Paper – XI) History of Economic Thought (I)

New Syllabus (CBCS)

(w. e. f. June 2021)

**PREAMBLE:**

This course is essential for a student who aspires for advanced training in economics. Contemporary economic science has evolved over many centuries. The evolution of economic ideas in each instance was as much a response to immediate economic problems and policy issues as much as it was a self-conscious attempt to refine earlier analysis by correcting mistakes and filling in the gaps in analysis. Economic ideas did not evolve in isolation, but were an integral and important part of the evolution of modern social thought. Prevailing ideas of science, scientific rigor and measurement played a significant role in shaping of economic science at each stage of its evolution. This course, tracing the history of economic thought, would enable the student to understand how contemporary economics came to be what it is.

**SEMESTER– V**

**Module 1: Classical Period**

(Lectures: 15)

- 1.1 Adam Smith - naturalism and optimism, division of labour, theory of value, capital accumulation, distribution, views on trade
- 1.2 David Ricardo – theory of value, theory of distribution,
- 1.3 Thomas R. Malthus – Theory of population, theory of gluts
- 1.4 J. B. Say: Say’s Law of Market

**Module 2: Friedrich List and Karl Marx**

(Lectures: 15)

- 2.1 Friedrich List: Criticism on classical ideas, Theory of Economic Nationalism
- 2.2 Theory of Protectionism, Characteristics of the policy of protection
- 2.3 Karl Marx: Concept of scientific socialism, Dynamics of social change, Theory of value
- 2.4 Surplus value, profit and crisis of capitalism

**Module 1: Alfred Marshall**

(Lectures: 15)

- 3.1 Marshall as a great synthesizer
- 3.2 Marshall’s views on utility, production and distribution
- 3.3 Marshall’s theory of value. Role of Time element
- 3.4 Marshall’s views on Marginal Utility and Demand, Internal Economies and External Economies

**Module 4: Economic Contributions of Nobel Laureates**

(Lectures: 15)

- 4.1 Jan Tinbergen and Ragner Frisch-1969
- 4.2 Paul A. Samuelson-1970
- 4.3 Simon Kuznets – 1971
- 4.4 Kenneth J. Arrow and Sir John Hicks- 1972

**PUNYASHLOK AHILYADEVJI HOLKAR**  
**SOLAPUR UNIVERSITY, SOLAPUR**  
B.A. Part III – Economics  
**SEMESTER VI**  
(Paper – XIV) History of Economic Thought (II)  
CBCS pattern syllabus (CBCS)  
(w. e. f. June 2021)

**Module 1: Keynesian Ideas**

(Lectures: 15)

- 1.1 Keynesian theory of employment
- 1.2 Effective demand
- 1.3 Role of fiscal policy
- 1.4 Deficit spending and public work

**Module 2: Joseph Schumpeter**

(Lectures: 15)

- 2.1 Process of capitalist development
- 2.2 Thoughts on business cycle
- 2.3 Destruction of capitalism
- 2.4 Innovation theory of profit

**Module 3: Indian Economic Thought**

(Lectures: 15)

- 3.1 Economic contribution of Dadabhai Naoroji- The Theory of Drain, Poverty
- 3.2 Economic Ideas of Mahatma Gandhi - Village industry, Use of machinery, Trusteeship, Swadeshi movement
- 3.3 Economic Ideas of Dr. Babasaheb Ambedkar- State socialism, Economic inequality, Agriculture
- 3.4 Economic Ideas of Amartya Sen- Social choice and Capability, Poverty

**Module 4: Advanced Indian Economic Thought**

(Lectures: 15)

- 4.1 Dr. Manmohan Singh's New Economic Policy- Privatization, Liberalization and Globalization
- 4.2 Merits and Demerits of New Economic Policy in India
- 4.3 Dr. Abdul kalam's PURA model
- 4.4 Make in India – Objectives of Make in India

### **Basic Reading List**

- Ganguli B.N. (1977) Indian Economic thought A 19th century perspective, Tata McGraw Hill, New Delhi
- Gide c and G. Rist (1956) A history of Economic Doctrines (2nd Edition) George Harrop and co. London
- Grey A and A.E. Thomson (1980) The development of Economic Doctrine (2nd Edition) Longmun Group London
- Roller (1973) A history of Economic thought Faber, London
- Blaug M (1997) Economic Theory in Retrospect. A History of Economic Thought from Adam Smith to J.M. Keynes (5th Edition) Cambridge University Press, Cambridge
- Haney – History of Economic Thought
- Desai S.M. - History of Economic Thought
- Bhatia, History of Economic Thought
- Hajela, History of Economic Thought
- V. Loknathan A History of Economic Thought
- Dr. Babasaheb Ambedkar writing and speeches vol. 6, education Department, Gov. of Maharashtra
- Gandhi M.K. (1947) India of my Dreams, Navjivan Publishing House, Ahmedabad
- आर. एम. गोखले- आर्थिक विचारांचा इतिहास
- आर. ए. रायखेलकर – आर्थिक विचारांचा इतिहास
- भोसले,काटे,दामजी- आर्थिक विचारांचा इतिहास

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

B.A. Part III – Economics

**SEMESTER V**

(Paper – X) Economics of Development (I)

New Syllabus (CBCS)

(w. e. f. June 2021)

**PREAMBLE:**

Modules incorporated in this paper would enable the students to know about theories of growth and development, sectoral aspects of development, investment criteria, allocation of resources, interrelation of international trade and development, domestic macro policies, international aspects of development and the issues relating to sustainable development also find their due place in the modules. This paper also attempts to enable students with the research methodology in economics.

**SEMESTER-V**

**Module 1: Economic Growth and Development** (Lectures:15)

- 1.1 Concept of economic growth and development
- 1.2 Meaning of underdevelopment
- 1.3 Characteristics of underdeveloped countries
- 1.4 Obstacles to economic development

**Module 2: Theories of Economic Development** (Lectures:15)

- 2.1 Adam Smith and Ricardian theory
- 2.2 Big push theory of development
- 2.3 W. W. Rostow's stages of economic growth
- 2.4 Arthur Lewis : Unlimited Supply of Labour, Amartya Sen's capability approach and development gap

**Module 3: Sectoral View of Development** (Lectures:15)

- 3.1 Role of agriculture in economic development
- 3.2 New technology and Sustainable agriculture, Impact of Globalization on agricultural growth
- 3.3 Role of industrialization in economic development
- 3.4 Role of Service Sector in economic development

**Module 4: Human Development** (Lectures:15)

- 4.1 Concept of human development, Components of human development
- 4.2 Factors affecting human development
- 4.3 Role of human development
- 4.4 Measurement of human development - Human development index, Gender related development index, Gender empowerment measure, Human poverty index

**PUNYASHLOK AHILYADEVJI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

B.A. Part III – Economics

**SEMESTER VI**

(Paper – XV) Economics of Development (II)

New Syllabus (CBCS)

(w. e. f. June 2021)

**Module 1: Foreign Capital and Development** (Lectures:15)

- 1.1 Meaning of foreign capital, role of foreign capital in economic development
- 1.2 Problems of foreign capital
- 1.3 Private foreign investment- types & role, Public foreign investment-types
- 1.4 Foreign aid- tide and untie

**Module 2: Trade and Economic Development** (Lectures:15)

- 2.1 Role of internal trade in economic development
- 2.2 Role of international trade in economic development
- 2.3 Free trade: merits and demerits
- 2.4 Protective trade: merits and demerits

**Module 3: Macro-economic policies and Development** (Lectures:15)

- 3.1 Role of monetary policy in developing countries
- 3.2 Role of Fiscal policy in developing countries
- 3.3 Internal and external sources of finance
- 3.4 Role of MNCs in developing countries.

**Module 4: Environment and Sustainable Development** (Lectures:15)

- 4.1 Defining sustainability for renewable resources, Economic development and environmental degradation
- 4.2 Agricultural growth and environmental degradation
- 4.3 Economic activities and climate change
- 4.4 Measures for environment protection

## Basic Reading List

- Adelman, I. (1961), Theories of economic growth & development, Stanford University Press, Stanford.
- Behrman, S & T.N. Srinivasan (1995), Handbook of development economics, Vol. 3, Elsevier, Amsterdam.
- Brown, M. (1966), On the Theory & Measurement of Technical changes, Cambridge University Press, Cambridge, Mass.
- Chenery H., & T. N. Srinivasan (Eds) (1989), Handbook of Development Economics, Vol. 1 & 2, Elsevier, Amsterdam.
- Dasgupta, P. (1993), An enquiry in Well – being Destitution, Clarendon Press Oxford.
- Ghatak, S. (1986), An Introduction to Development Economics, Allen & Unwin, London.
- Gillis, M.D.H. Perkins, M. Romer & D.R. Snodgrass (1992), Economics of Development, (3rd Edition), W.W. Norton, New York.
- Gimmell, N. (1987), Surveys in Development Economics, Blackwell, Oxford.
- Higgins, B. (1959), Economic Development, W.W. Norton, New York.
- Hogendorn, J. (1996), Economic Development, Addison, Wesley, New York.
- Kahkonen, S & Molson (2000), A new Institutional Approach to Economic Development, Vistaar.
- Kindleberger, C.P. (1977), Economic Development (3rd Edition), McGraw Hill New York.
- Meier, G.M. (1995), Leading Issues in Economic Development, (6th Edition, Oxford University Press, New Delhi.
- Myint, Hla (1965), The Economics of Underdeveloped Countries, Preager New York.
- Myint, H. (1971), Economic Theory and Underdeveloped countries, Oxford University Press, New York.
- Todaro, M.P. (1996), (6th Edition), Growth & Development, Macmillan U.K.
- Barrell, G.G. Mason & M.O. Mahony (2000), Productivity, Innovation & Economic Performance, Cambridge University Press, Cambridge.
- Barrow, R. & X sela – I, Martin, Economic Growth, McGraw Hill, New York.
- Chakraverti, S. (1982), Alternative Approaches to the Theory of Economic Growth, Oxford University Press, New Delhi.
- Hayami, Y. (1997), Development Economics, Oxford University Press, New York.
- Meadow, D.H. et. Al. (1972), The Limits to Growth, Universe Books, New York.
- Sen A.K. (Ed.) (1990), Growth Economics, Penguin, Harmondsworth.
- Solow, R.M. (2000), Growth Theory : An Exposition, Oxford University Press, Oxford.
- Taylor, J. (1979), Macro Models for Developing countries, McGraw Hill, New York.
- Therberge, J.D. et. Al (1968), Economics of trade and Development, John wiley, New York.
- मुकुंद महाजन- विकासाचे अर्थशास्त्र
- एस. डी. तुपे- विकासाचे अर्थशास्त्र
- भोसले, काटे, दामजी- आर्थिक विकास आणि संशोधन पद्धती

**PUNYASHLOK AHILYADEVJI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

**SEMESTER V**

B.A. Part III – Economics.  
(Paper – XI) Agricultural Economics (I)  
New Syllabus (CBCS)  
(w. e. f. June 2021)

**PREAMBLE:**

The importance of agriculture in the Indian economy hardly needs to be emphasized. The paper on agricultural economics highlights important aspects of the agricultural development and planning in India. The paper is split into many chapters; each chapter discusses an aspect of Indian agriculture and role of agriculture in Indian economy. This paper also tries to explore the new techniques in agriculture and the changes in agriculture in the contexts of Globalization.

**SEMESTER – V**

**Module 1: Rural Economy of India**

(Lectures:15)

- 1.1 Characteristics of rural economy
- 1.2 Place of agriculture in rural economy
- 1.3 Diversification of agriculture, agriculture and allied activities
- 1.4 Rural industrialization: Role of agro – based industries

**Module 2: Land Reforms in India**

(Lectures:15)

- 2.1 Problems of Marginal and Small farmers
- 2.2 Need for land reforms in India
- 2.3 Review of land reforms programme in India
- 2.4 Critical evaluation of land reforms programme in India

**Module 3: Development of Agriculture**

(Lectures:15)

- 3.1 Agricultural productivity – regional variations, causes of low productivity, remedies
- 3.2 Linkages between agricultural and non-agricultural sector
- 3.3 Cropping pattern in India-recent trends, factors affecting cropping pattern
- 3.4 Irrigation in India- sources and progress

**Module 4: Technological Changes in Agriculture**

(Lectures:15)

- 4.1 Traditional and modern Technology in Agriculture
- 4.2 Recommendations of National Commission on Farmers (2004)
- 4.3 Use of Bio-technology
- 4.4 New agricultural technology and employment



**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR  
SEMESTER VI**

B.A. Part III – Economics.  
(Paper – XVI) Agricultural Economics (II)  
New Syllabus (CBCS)  
(w. e. f. June 2021)

**Module 1: Agricultural Finance** (Lectures:15)

- 1.1 Need for agricultural credit
- 1.2 Sources of agricultural credit in India –Institutional and Non-institutional sources
- 1.3 Role of NABARD in agricultural finance
- 1.4 Problem of rising suicides among farmers

**Module 2: Agricultural Marketing** (Lectures:15)

- 2.1 Defects of agricultural marketing and its measures
- 2.2 Regulated markets
- 2.3 Co-operative marketing
- 2.4 Warehousing in India

**Module 3: Agricultural Prices** (Lectures:15)

- 3.1 Trends in agricultural prices
- 3.2 Agricultural price policy in India – objectives and its evaluation
- 3.3 Incentives in agriculture: Price and non-price incentives, input subsidies
- 3.4 Commission for agricultural costs and prices

**Module 4: New Economic policy (1991) and Indian Agriculture** (Lectures:15)

- 4.1 Agricultural development during New Economic Policy regime
- 4.2 Effects of New Economic Policy on Indian agriculture
- 4.3 W.T.O. and Indian Agriculture
- 4.4 Future prospects of Indian agriculture

## **Basic Reading List**

### **Agricultural Economics**

- Bilgrami S.A.R. (2000) An Introduction of agricultural Economics  
(2<sup>nd</sup> edition) Himalaya Publishing House, Mumbai.
- Sadhu A.N. and J. Singh (2000) Agricultural problems in India  
(3<sup>rd</sup> Edition). Himalaya publishing House, Mumbai
- Sundaram I.S. (1999) Rural Development (3rd edition) Himalaya  
Publishing House, Mumbai
- Handbook of Agriculture – ICAR.
- Agriculture Problems of India – C.B. Matoria.
- Agriculture Problems of India – P.C. Bansil.
- Indian Economy : Latest Edition Agrawal A.N. (Vishwa Prakashan, New Delhi)
- विजय कविमंडन- कृषी अर्थशास्त्र
- देसाई, भालेराव- कृषी अर्थशास्त्र
- भोसले, काटे, दामजी- कृषी अर्थशास्त्र

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**

B.A. Part III – Economics

**SEMESTER V & VI**

Semester pattern syllabus (CBCS)

(w. e. f. June 2021)

**Equivalent Subject for Old Syllabus**

**(ECONOMICS) SEMESTER V**

<b>Sr. No.</b>	<b>Paper No.</b>	<b>Name of the Old Paper</b>	<b>Name of the New Paper</b>
1	VII	Micro Economics (I)	Micro Economics (I)
2	VIII	Macro Economics (I)	Macro Economics (I)
3	IX	History of Economic Thought (I)	History of Economic Thought (I)
4	X	Economics of Development	Economics of Development (I)
5	XI	Agricultural Economics (I)	Agricultural Economics (I)

**SEMESTER VI**

<b>Sr. No.</b>	<b>Paper No.</b>	<b>Name of the Old Paper</b>	<b>Name of the New Paper</b>
1	XII	Micro Economics (II)	Micro Economics (II)
2	XIII	Macro Economics (II)	Macro Economics (II)
3	XIV	History of Economic Thought (II)	History of Economic Thought (II)
4	XV	Research Methodology	Economics of Development (II)
5	XVI	Agricultural Economics (II)	Agricultural Economics (II)

**BOS Chairman  
Prof. B. H. Damji**

**PUNYASHLOK AHELYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Syllabus: Persian**

**Name of the Course: B.A. III Sem -V**

CBCS Pattern

**With effect from June 2021-2022**

**PUNYASHLOK AHILYADEVI HOLKARSOLAPUR UNIVERSITY, SOLAPUR**  
**Faculty of Humanities**  
**New Syllabus Choice Based Credit System**  
**B.A.III Persian Sem- V & VI**  
**(w.e.f. 2021)**

Sem	Code	Title of the Paper	Semester Exam			L	T	P	Credits
<b>V</b>		<b>Discipline Specific Elective Subject</b>							
DSE VII	5.1	History Of Persian Literature In The Period Of Akbar	40	10	50	3	1	0	4
DSE VIII	5.2	Modern Prose and Poetry	40	10	50	3	1	0	4
DSE IX	5.3	Drama and Fiction	40	10	50	3	1	0	4
DSE X	5.4	Special Study of a Poet – Allama Iqbal	40	10	50	3	1	0	4
DSE XI	5.5	Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari	40	10	50	3	1	0	4
<b>VI</b>		<b>Discipline Specific Elective Subject</b>							
DSE XII	6.1	History Of Persian Literature In The Period Of Akbar	40	10	50	3	1	0	4
DSE XIII	6.2	Modern Prose and Poetry	40	10	50	3	1	0	4
DSE XIV	6.3	Drama and Fiction	40	10	50	3	1	0	4
DSE XV	6.4	Special Study of a Poet – Allama Iqbal	40	10	50	3	1	0	4
DSE XVI	6.5	Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari	40	10	50	3	1	0	4
		Total	400	100	500	30	10	0	40
<b>Add on Course : Sem-VI</b>									
Add on Course Name <b>Awami Zarae Iblag</b>			Lecture + Project Report Work		Credit	Marks	UA		CA
			60		4	50	40	16	10   4
<ul style="list-style-type: none"> <li>Apart from the above course, the student can choose SWAYAM/MOOC/NPTEL Course as add on course.</li> <li>The Student can choose the course as add on course from the courses started by the Skill Development Centre of the University</li> </ul>									

1) Preamble

2) Objective of the Course:

- i) To create National Integration among students through Urdu literature.
- ii) To create Moral Perspective among the students about Changing nature of Indian Society through literature.
- iii) To make the student aware towards the dynamics of basic Urdu.
- iv) To educate the student about globalization scenario of Indian Urdu Literature.

**PUNYASHLOK AHILYADEVVI HOKAR**  
**SOLAPUR UNIVERSITY, SOLAPUR**

B.A.III Semester – V

Subject – Persian

CBCS Pattern Syllabus (w.e.f. 2021-2022)

Paper No	Type	Title of the Paper	Lecture+ Home Assignment	Credits			Marks	UA		CA	
				L	T	Total					
Paper - VII	Elective	History Of Persian Literature In The Period Of Akbar	60	3	1	04	50	40	16	10	04
Paper - VIII	Elective	Modern Prose and Poetry	60	3	1	04	50	40	16	10	04
Paper - IX	Elective	Drama and Fiction	60	3	1	04	50	40	16	10	04
Paper - X	Elective	Special Study of a Poet – Allama Iqbal	60	3	1	04	50	40	16	10	04
Paper - XI	Elective	Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari	60	3	1	04	50	40	16	10	04

<b>Semester - V</b> <b>Title of the Paper :</b> History Of Persian Literature In The Period Of Akbar <b>Paper No . VII</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Hindustan Mein Farsi Zaban-O-Adab Ke Aghaz Aur Irteqa Ka Sarsari Mutala'a.	(No. of Lecture- 15)
<b>Unit no: 2</b>	Akbar Ki Sawaneh, Shakhsiyat Aur Kirda	(No. of Lecture- 15)
<b>Unit no: 3</b>	Akbar ke Mumtaz Wuzara aur Umara: Berum Khan, Abdur Rahim Khan- e-Khanan Hakeem Abdul Fath Gilani, Khan-e-Zaman, Khan-e-Azam, Azam Aziz, Mirza Kokaltash, etc	(No. of Lecture- 15)
<b>Unit no: 4</b>	Akbar ke Ahd ke Mumtaz Shuara, Ghazali Mash'hadi, Faizi, Urfi, Naziri, Saib Isafahani, Qasim Kahi, Chandrabhan Barahman etc.	(No. of Lecture- 15)

**RECOMMENDED BOOKS:**

1) Sherul Ajam (Vol – III)

**By Shibli Nomani**

1. Bazm-e-Timuria (Vol – I)

**By Sd. Sabahuddin Ab. Rahman**

2. Chakeeda Tareekh-e-Adabiyat-e-Iran (Hissa-e-Nasr) (Vol – I)

By Dr. Manzar Imam, Pub. Kitabistan Muzaffarpur (Bihar)

3. Chakeeda Tareekh-e-Adabiyat-e-Iran (Hissa-e-Sher) (Vol – II)

By Dr. Manzar Imam

4. Tareekh-e-Adabiyat-e-Iran

**By Dr. Razazada Shafaque, Translated by Dr. Mubrizuddin Rif'a**



<b>Semester - V</b> <b>Title of the Paper : Modern Prose and Poetry</b> <b>Paper No . VIII</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Jadeed Farsi Nasr Ka Aghaz Aur Irteqa.	(No. of Lecture- 15)
<b>Unit no: 2</b>	Jadeed Farsi Nazm Ka Aghaz Aur Irteqa	(No. of Lecture- 15)
<b>Unit no: 3</b>	Qadeem Aur Jadeed Farsi Nasr Ke Imteyzaat	(No. of Lecture- 15)
<b>Unit no: 4</b>	Qadeem Aur Jadeed Farsi Nazm Ke Imteyzaat	(No. of Lecture- 15)

Prescribed Books :

<b>Sukhan-e-Nau, (Vol – I), Ed Dr. Ghulam Sarwar.</b>  <b>Pub. Educational Book House, Aligarh.</b> <b>[Omitting 1. Guftagu-e-Yaknafar Irani</b> <b>2. Tausia ba Naujawan-e-Millat ba Iktesab-e</b> <b>San'at-o-Hirfat]</b>	
<b>Prose:</b>	<b>(1) Fidai-e-Watan</b> <b>(2) Tareekh-e-Abadiyat-e-Iran</b>
<b>Poetry:</b>	<b>(1) Millat-e-Mazloom-e-Iran</b> <b>(2) Aqibat-e-Iran</b> <b>(3) Bekas Watan</b> <b>(4) Islah-e-Hal-e-Niswan</b> <b>(5) Ilm</b>

Reference Books :

1. Farsi Nasr Ki Tareekh

**By Dr. Sharif Husain Qasmi.**

2. Farsi Adab Ki Tareekh : Ek Mukhtasar Jaeza Tr.  
M. Ziauddin Ahmad Ansari.

3. Naya Irani Adab

**By Dr. Zuhurddin Ahmed.**

4. Jadeed Farsi Shaeri

**By Dr. Muneeb-ur-Rahman.**

5. Adabiyat-e-Jadeed-e-Iran

By Dr. Manzar Imam.

<b>Semester - V</b> <b>Title of the Course/Paper : Drama and Fiction</b> <b>Paper No . IX</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Drama: Tareef, Fun aur Riwayat	(No. of Lecture- 15)
<b>Unit no: 2</b>	Drama: Aqsam aur unki Khusoosiyat	(No. of Lecture- 15)
<b>Unit no: 3</b>	Farsi Mein Drama Nigari ki Ibtada aur Irteqa	(No. of Lecture- 15)
<b>Unit no: 4</b>	Farsi ke aham aur numainda Drama Nigar	(No. of Lecture- 15)

### PRESCRIBED BOOKS:

<p>Wukala-eMurafa'a By: Mirza Jafar Qaraja Daghi. Pub. Matba Anwaar-e-Ahmedi, Allahabad.</p> <p>Majlis-e-Siyum.</p> <p>Short Stories by Mohammad Hijazi from the following books:</p> <p>Hadiqa-e-Farsi (Vol – II) Ed. Dr. M. Muniruddin Taji,</p> <p><b>Pub. Advocate Behzad Safiuddin Taji, Badnera (Amrawati)</b></p> <p>1) Mah-e-Man            2) Khana-e-Khuda</p> <p>Nisab-e-Jadeed-e-Farsi, Pub. Jayyed Press, Delhi. Khudkushi</p>
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### RECOMMENDED BOOKS:

<ol style="list-style-type: none"> <li>1. Naya Irani Adab by Dr. Zuhuruddin Ahmed</li> <li>2. Farsi Drama-Tareekh-o-Tanqeed by Dr. Muhammed Faiq</li> <li>3. Adabiyat-e-Jadeed-e-Iran by Dr. Manzar Imam</li> <li>4. Farsi Nasr ki Tareekh by Dr. Shareef Husain Qasmi</li> </ol> <p>Wukala-e-Murafa'a (Muqaddama) by Muhammad Khalid Ahmad (PP.05 to 67)</p>
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<b>Semester - V</b> <b>Title of the Paper : Special Study of a Poet – Allama Iqbal</b> <b>Paper No . X</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Iqbal ke Sawaneh, Shaksiyat aur Kirdar	(No. of Lecture- 15)
<b>Unit no: 2</b>	Farsi Kalam ke Majmoo'ey: Ta'aruf aur Tabseraa	(No. of Lecture- 15)
<b>Unit no: 3</b>	Ghazaliyat-e-Iqbal Ki Khususiyat	(No. of Lecture- 15)
<b>Unit no: 4</b>	Manzoomat-e-Iqbal Ki Khususiyat	(No. of Lecture- 15)

#### RECOMMENDED BOOKS:

<p>1. Fikr-e-Iqbal by Ibn Ahmed Naqvi, Published by Maktaba  <b>Alfaheem, Maunath Bhanjan (U.P.)</b></p> <p>2. Hayat Nama-e-Iqbal Shihab Academy, Pune.</p> <p>3. Ed. Prof Ghulam Dastageer Shihab Pub.  FarsiKalam-e-Iqbal ke Manzoom Urdu Tarajim by Fakhr-e-Alam Azmi,  Pub. Education Publishing House, Delhi.</p> <p>4 Aks-e-Rumooz-e-Bekhudi Tr.Dr. Ismat Javed  <b>Pub. Markazi Maktaba Islami Publishers, New Delhi.</b></p> <p>5. Nuqoosh-e-Iqbal by Abdul Hasan Ali Nadvi</p>
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<b>Semester - V</b> <b>Title of the Paper :</b> <b>Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari</b> <b>Paper No . XI</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Inshayya Ki Tarif Ahmiyat-O-Afadiyat Aur Inshaiya Nigari. (Diyegae Unwan Par Mazmun Likhna)	(No. of Lecture- 15)
<b>Unit no: 2</b>	Tarjume Ki Tarif, Aqsam Aur Ahmiyat-O-Afadiyat. (Unseen Paragraph Ka Tarjuma)	(No. of Lecture- 15)
<b>Unit no: 3</b>	Khutoot Ki Tarif, Aqsam, Ahmiyat-O-Afadiyat. (Diyegae Mauzu Par Farsi Mein Khat Likhana)	(No. of Lecture- 15)
<b>Unit no: 4</b>	Khulasanigari Ka Fan (Diyegae Paragraph Ka Ek Tihai Khulasa)	(No. of Lecture- 15)

## RECOMMENDED BOOKS:

<ol style="list-style-type: none"> <li>1. English translation, Composition and grammar By Abdush Shaheed</li> <li>2. Guldast-e-Mazameen-o-InshaPardazi (Part-II) By Dr. Mohd. Aarif Khan</li> </ol>
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**PUNYASHLOK AHELYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty: Humanities**

**Syllabus: Persian**

**Name of the Course: B.A. III Sem -VI**

CBCS Pattern

**With effect from June 2021-2022**

### 3) Preamble

### 4) Objective of the Course:

- v) To create National Integration among students through Urdu literature.
- vi) To create Moral Perspective among the students about Changing nature of Indian Society through literature.
- vii) To make the student aware towards the dynamics of basic Urdu.
- viii) To educate the student about globalization scenario of Indian Urdu Literature.

**PUNYASHLOK AHILYADEVJI HOKAR**  
**SOLAPUR UNIVERSITY, SOLAPUR**

B.A.III Semester – VI

Subject – Persian

CBCS Pattern Syllabus (w.e.f. 2021-2022)

Paper No	Type	Title of the Paper	Lecture+ Home Assignment	Credits			Marks	UA		CA	
				L	T	Total					
Paper - XII	Elective	History Of Persian Literature In The Period Of Akbar	60	3	1	04	50	40	16	10	04
Paper - XIII	Elective	Modern Prose and Poetry	60	3	1	04	50	40	16	10	04
Paper - XIV	Elective	Drama and Fiction	60	3	1	04	50	40	16	10	04
Paper - XV	Elective	Special Study of a Poet – Allama Iqbal	60	3	1	04	50	40	16	10	04
Paper - XVI	Elective	Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari	60	3	1	04	50	40	16	10	04

Add on course

Add on Course Name	Lecture + Project Report Work	Credits	Marks	UA		CA	
Awami Zarae Iblag	60	4	50	40	16	10	04



<b>Semester - V</b> <b>Title of the Paper:</b> <b>History Of Persian Literature In The Period Of Akbar</b> <b>Paper No . XII</b> <b>[Credits: Theory - (40), Practicals - (10)]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Akbar ke ahd ke Mumtaz Inshapardaz (Prose writers): Shaikh Mubarak, Abdul Qadir Badauni, Abul Fazl, Faizi, Mulla Abdul Buqui Nihavandi, Khwaja Nizamuddin Ahmed etc.	(No. of Lecture- 15)
<b>Unit no: 2</b>	Akbar ke ahd mein sheri Asnaf ka Irteqa: Ghazal, Qasidah.	(No. of Lecture- 15)
<b>Unit no: 3</b>	Akbar ke ahd mein sheri Asnaf ka Irteqa: Masnavi, Marsia, Rubai etc.	(No. of Lecture- 15)
<b>Unit no: 4</b>	Lughat, Tib, Haiyat, Nujoom etc.	(No. of Lecture- 15)

### RECOMMENDED BOOKS:

<p>1. Sherul Ajam (Vol – III)  <b>By Shibli Nomani</b></p> <p>2. Bazm-e-Timuria (Vol – I)  <b>By Sd. Sabahuddin Abdul Rahman</b></p> <p>3. Chakeeda Tareekh-e-Adabiyat-e-Iran (Hissa-e-Nasr) (Vol – I)  By Dr. Manzar Imam, Pub. Kitabistan Muzaffarpur (Bihar)</p> <p>4. Chakeeda Tareekh-e-Adabiyat-e-Iran (Hissa-e-Sher) (Vol – II)  By Dr. Manzar Imam</p> <p>5. Tareekh-e-Adabiyat-e-Iran  <b>By Dr. Razazada Shafaque, Translated by Dr. Mubrizuddin Rif'at</b></p>
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<b>Semester - VI</b> <b>Title of the Paper : Modern Prose and Poetry</b> <b>Paper No . XIII</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Jadeed Farsi Nasr Ke Aham Fankar.	(No. of Lecture- 15)
<b>Unit no: 2</b>	Aham Aur Numainda Jadeed Sho'ara.	(No. of Lecture- 15)
<b>Unit no: 3</b>	Jadeed Farsi Nazm Ki Numayan Khusoosiyat.	(No. of Lecture- 15)
<b>Unit no: 4</b>	Jadeed Farsi Nasr Ki Numayan Khusoosiyat.	(No. of Lecture- 15)

Prescribed Books :

<b>Sukhan-e-Nau, (Vol – I), Ed Dr. Ghulam Sarwar.</b> <b>Pub. Educational Book House, Aligarh.</b> <b>[Omitting 1. Guftagu-e-Yaknafar Irani</b> <b>2. Tausia ba Naujawan-e-Millat ba Iktesab-e-</b> <b>San'at-o-Hirfat]</b>	
<b>Prose:</b>	<b>(1) Rah-e-Nau</b> <b>(2) Sir Sayyed</b>
<b>Poetry:</b>	<b>(1) Nala-e-</b> <b>(2) Afsos Afsos</b> <b>(3) Nara-e-Pur-e-Daud</b> <b>(4) Naghma-e-Sarban-e-Hijaz</b> <b>(5) Khud ke Arzumand</b>

Reference Books :

1. Farsi Nasr Ki Tareekh

**By Dr. Sharif Husain Qasmi.**

2. Farsi Adab Ki Tareekh : Ek Mukhtasar Jaeza Tr.  
M. Ziauddin Ahmad Ansari.

3. Naya Irani Adab

**By Dr. Zuhurddin Ahmed.**

4. Jadeed Farsi Shaeri

**By Dr. Muneeb-ur-Rahman.**

5. Adabiyat-e-Jadeed-e-Iran

**By Dr. Manzar Imam.**



<b>Semester - VI</b> <b>Title of the Paper : Special Study of a Poet – Allama Iqbal</b> <b>Paper No . XV</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Masnaviyat-e-Iqbal Ka Jaeza.	(No. of Lecture- 15)
<b>Unit no: 2</b>	Rubaiyat-e-Iqbal Ka Jaeza.	(No. of Lecture- 15)
<b>Unit no: 3</b>	Iqbal ki Farsi Shaeri ki Khususiyaat.	(No. of Lecture- 15)
<b>Unit no: 4</b>	Iqbal ke Makhsoos Mauzoo'at, Tasauwurat, Nazariyaat, Alamaat.	(No. of Lecture- 15)

#### RECOMMENDED BOOKS:

<p>1. Fikr-e-Iqbal by Ibn Ahmed Naqvi, Published by Maktaba Alfaheem, Maunath Bhanjan (U.P.)</p> <p>2. Hayat Nama-e-Iqbal Shihab Academy, Pune. Ed. Prof Ghulam Dastageer Shihab Pub.</p> <p>3. Farsi Kalam-e-Iqbal ke Manzoom Urdu Tarajim by Fakhr-e-Alam Azmi, Pub. Education Publishing House, Delhi.</p> <p>4. Aks-e-Rumooz-e-Bekhudi Tr.Dr. Ismat Javed <b>Pub. Markazi Maktaba Islami Publishers, New Delhi.</b></p> <p>5. Nuqoosh-e-Iqbal by Abdul Hasan Ali Nadvi</p>
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<b>Semester - VI</b> <b>Title of the Paper :</b> <b>Inshaiya, Tarjuma, Khutoot Aur Khulasa Nigari</b> <b>Paper No . XVI</b> <b>[Credits: Theory - (40), Practicals - (10 )]</b> <b>Total Theory Lectures-(60 )</b>		
<b>Unit no: 1</b>	Inshayya Ki Tarif Ahmiyat-O-Afadiyat Aur Inshaiya Nigari. (Diyegae Unwan Par Mazmun Likhna)	(No. of Lecture- 15)
<b>Unit no: 2</b>	Tarjume Ki Tarif, Aqşam Aur Ahmiyat-O-Afadiyat. (Unseen Paragraph Ka Tarjuma)	(No. of Lecture- 15)
<b>Unit no: 3</b>	Khutoot Ki Tarif, Aqşam, Ahmiyat-O-Afadiyat. (Diyegae Mauzu Par Farsi Mein Khat Likhana)	(No. of Lecture- 15)
<b>Unit no: 4</b>	Khulasanigari Ka Fan (Diyegae Paragraph Ka Ek Tihai Khulasa)	(No. of Lecture- 15)

## RECOMMENDED BOOKS:

<p>3. English translation, Composition and grammar By Abdush Shaheed</p> <p>4. Guldast-e-Mazameen-o-InshaPardazi (Part-II) By Dr. Mohd. Aarif Khan</p>
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# **Punyashlok Ahilyadevi Holkar Solapur University, Solapur**



**Name of the Faculty – Faculty of Humanities**

**Syllabus for the subject Sanskrit**

**Name of the Course – B.A. III**

**With effect from June- 2021**

**Course -B.A.III (OPTIONAL)**

**Semester – V and VI**

**Subject – Sanskrit**

**(w.e.f. June 2021)**

**Syllabus for – Sanskrit Paper VII, VIII, IX, X, XI, XII, XIII, XIV,  
XV, XVI**

**Examination : 2021 – 2022 - 2023**

**Teaching : 2021 - 2022**

**2022 – 2023**

**2023 - 2024**



## 1) Preamble

Sanskrit is an ancient and rich language. As the study of Universe is achieving new goals or findings, Sanskrit is being proved more and more valuable and full of scientific knowledge. For example it is said by computer scientists that Panini the Sanskrit grammarian had written a computer program, at that time when people did not have any single thought of computer. So it is the responsibility of us to make students aware about the knowledge in Sanskrit and its relevance in modern days from the point of career building.

The syllabus is formed to make student know about the valuable literature and science in Sanskrit.

Syllabus of Sanskrit is as per UGC norms.

Following points have been taken in to consideration while framing the syllabus.

1. Vedas are foremost literature in the world. They are being studied worldwide for the valuable knowledge. So the students have to know about Vedas and their literary beauty.
2. Philosophy in Sanskrit has reached the heights of thought and science. Knowledge of creation, fundamentals of universe and the ultimate truth from which all the creatures are born, established and merge is stated here. So it is included in the syllabus.
3. Political Science in Sanskrit is very popular. Also it contains ways to protect from corruption. So the Syllabus contains a useful part from Arthashastra .
4. The glory and heritage of Ancient Indian Culture and poetic beauty in Sanskrit language is very famous and which is known as Shakuntal; is included in this syllabus.
5. A special branch of Grammar exists in Sanskrit. It is the power of Sanskrit that in this language we can form one significant word from many and concern words. It is introduced here.
6. Ancient inscriptions are strong indicators of Indian heritage. So knowledge of ancient script becomes necessary. Therefore some inscriptions and Bрами script are included in the syllabus.
7. Taking into consideration today's need of Job or self employment this syllabus contains industry oriented training based short term course.

## **2) Objectives of the Course**

1. To introduce the Scientific knowledge in Sanskrit Language
2. To introduce the grammar in Sanskrit Language
3. To introduce the philosophy in Sanskrit Language
4. To introduce the Poetics in Sanskrit Language
5. To train students for self employment

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Semester Pattern Syllabus**  
**B.A III (Opt)**  
**Sanskrit**  
**Introducing from 2021**

**Semester V**

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
VII	Elective	वेदवाङ्मय ( Veda Literature) ऋग्वेद , यजुर्वेद, अथर्ववेद	60	3	1	4	50	40	16	10	04
VIII	Elective	तत्त्वज्ञान तर्कसंग्रह of अन्नंभट्ट	60	3	1	4	50	40	16	10	04
IX	Elective	धर्मशास्त्र धर्मशास्त्र – मनुस्मृती ७ वा अध्याय	60	3	1	4	50	40	16	10	04
X	Elective	संस्कृत साहित्याचा इतिहास	60	3	1	4	50	40	16	10	04
XI	Elective	प्राचीन उत्कीर्ण लेख	60	3	1	4	50	40	16	10	04

## SEMESTER- VI

Paper No.	Type	Title of Paper	Lecture + Tutorial	Credits			Marks	UA		CA	
				L	T	Total					
XII	Elective	वेदवाङ्मय ( Veda Literature) ब्राह्मणग्रंथ , उपनिषदे – निवडक वेचे	60	3	1	4	50	40	16	10	04
XIII	Elective	दर्शन सांख्यकारिका of ईश्वरकृष्ण	60	3	1	4	50	40	16	10	04
XIV	Elective	अर्थशास्त्र अर्थशास्त्र – कौटिलीय अर्थशास्त्र – १ ले अधिकारिक	60	3	1	4	50	40	16	10	04
XV	Elective	नाटक अभिज्ञानशालन्तलम् of कालिदास	60	3	1	4	50	40	16	10	04
XVI	Elective	व्याकरण व भाषाकौशल्य १)व्याकरण – समास प्रकरण ( लघुसिद्धान्तकौमुदी) २) भाषाकौशल्य	60	3	1	4	50	40	16	10	04

### Add on Course for Semester V

Certificate Course in Ayurveda Paricharak	Lecture+ Project Report work	Credits	Marks	UA		CA	
	60	04	50	40	16	10	04

- Apart from the above course the student can choose Swayam/MOOC/NPTEL Course as a Add on course.
- The student can choose the course as a Add on course from the above courses started by the Skill Development Centre of the PAHSUS.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**  
**Semester Pattern Syllabus**  
**B.A III (Opt)**  
**Sanskrit**  
**Introducing from June 2021**  
**Semester V**

PAPER	NAME
VII	वेद्वाङ्मय ( Veda Literature) ऋग्वेद , यजुर्वेद, अथर्ववेद
VIII	तत्त्वज्ञान तर्कसंग्रह of अन्नंभट्ट
IX	धर्मशास्त्र धर्मशास्त्र – मनुस्मृती ७ वा अध्याय
X	नाट्यशास्त्र, संस्कृत साहित्यस्य इतिहासः
XI	प्राचीन उत्कीर्ण लेख

**Semester VI**

PAPER	NAME
XII	वेद्वाङ्मय ( Veda Literature) ब्राह्मणग्रंथ – निवडक वेचे
XIII	दर्शन सांख्यकारिका of ईश्वरकृष्ण
XIV	अर्थशास्त्र अर्थशास्त्र – कौटिलीय अर्थशास्त्र – १ ले अधिकारिक
XV	नाटक अभिज्ञानशालुन्तलम् of कालिदास
XVI	व्याकरण व भाषाकौशल्य १) व्याकरण – समास प्रकरण ( लघुसिद्धान्तकौमुदी) २) भाषाकौशल्य

## Semester V

### • Sanskrit (Special Paper - VII)

वेदवाङ्मय (veda literature)

वेद : ऋग्वेद , यजुर्वेद , अथर्ववेद

१) ऋग्वेद : सूर्यसूक्त (१.११५) , विष्णुसूक्त (१.१५४) , अग्निसूक्त

(१.१८९), इंद्रसूक्त (२.१२) , अश्विसूक्त (७.६८) अक्षसूक्त

(१०.३४), सरमापणिसूक्त(१०.१०८) ऊषस्सूक्त ( ५.८०)

२) यजुर्वेद : शिवसंकल्पसूक्त (३४.१) शुक्लयजुर्वेद

३) अथर्ववेद : कृषिसूक्त (३.१७) , पृथ्वीसूक्त ( १२.१)

संदर्भग्रंथ :

1. ऋक्सूक्त सुगंध - शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर १९७२
2. ऋग्वेदाचे मराठी भाषांतर : म.म. सिद्धेश्वरशास्त्री चिञ्चकर १९६९
3. वैदिक देवतांचे अभिनव दर्शन - डा. रा. णा. दांडेकर
4. सरल हिंदी भावार्थसहित यजुर्वेद : पं.श्रीराम शर्मा, संस्कृति संस्थान , १९७६ बरेली
5. अथर्ववेदाचे मराठी भाषांतर : पं.श्री.दा. सातवळेकर स्वाध्यायमाला , पारडी
6. वेद सौरभम् : शिवाजी विद्यापीठ , कोल्हापूर, जून २०१०

### • Sanskrit ( Special Paper – VIII )

तत्त्वज्ञान

तर्कसंग्रह of अन्नंभट्ट

## • Sanskrit (Special Paper IX )

### धर्मशास्त्र

धर्मशास्त्र – मनुस्मृती ७ वा अध्याय ( राजधर्म )

## • Sanskrit (Special Paper X)

नाट्यशास्त्र, संस्कृत साहित्यस्य इतिहासः

नाट्यशास्त्र - अध्याय १ - श्लोक १-४५

संदर्भग्रंथ :

1. संस्कृत शास्त्र समुच्चय - शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर

2. प्राचीन भारताचा इतिहास

लेखक :- रं.ना. गायधनी , श्री.ब.ग. राहूरकर

कल्पना मुद्रणालय , शिवपार्वती , टिळक रोड , पुणे ३०

3. वैदिक साहित्याचा चिकित्सक इतिहास : सिंधु डांगे

## • Sanskrit (Special Paper XI)

प्राचीन उत्कीर्ण लेख -

1. ब्राह्मी लिपि

2. संस्कृत हस्तलिखितांचा इतिहास

3. शिलालेख

१) क्षहरात राजा नाहपान, नाशिकचा शिलालेख

२) गुप्त सम्राट समुद्रगुप्त याचा इलाहाबाद स्तंभालेख

३) गुप्त सम्राट द्वितीय चंद्रगुप्त यांचा मथुरा स्तंभालेख

४) सम्राट हर्षवर्धन यांचा मधुबन ताम्रपट

संदर्भग्रंथ : १) ब्राह्मी लिपि प्रवेशिका : कुन्दकुन्दभारती , नवी दिल्ली

२) पुराभिलेखा विद्या : शोभना गोखले , काटिनेटल प्रकाशन ,

महाराष्ट्र विद्यापीठ , ग्रंथनिर्मिती मंडळ १९७५ , पुणे.

## Semester VI

### • Sanskrit ( Special Paper XII )

वेदवाङ्मय - ब्राह्मणग्रंथ, उपनिषद् : निवडक वेचे

→ ब्राह्मणग्रंथ : निवडक वेचे

- १) शुनःशेष कथा ( ऐतरेय ब्राह्मण ) (१.१३.ते १५)
- २) नाभानेदिष्ठ कथा ( ऐतरेय ब्राह्मण ) (२२.९)
- ३) स्वाध्याय प्रशंसा ( शतपथ ब्राह्मण ) (११.५.७ १ ते १०)
- ४) मनुमत्स्य कथा ( शतपथ ब्राह्मण ) (१८.१ १ ते ६)
- ५) सरमापणि कथा (जैमिनीय ब्राह्मण) (४३८ - ४४०)

→ उपनिषद् : निवडक वेचे

१. नारद सनत्कुमार संवाद - छान्दोग्य उपनिषद् -अध्याय ७.१ - ७.४
२. ब्रह्मवल्ली - तैत्तिरीय उपनिषद् अध्याय २ - अनुवाक् १-९

संदर्भग्रंथ :

- 1) इंटरमिजिएट संस्कृत वेचे - श्री. हातवळणे , श्री. अरविंद मंगरुळकर, मुद्रक - वि.ग.माटे विश्वकर्मा मुद्रणालय ,पुणे२
- 2) सुरभारती विलास : बी.ए.भाग १ , शिवाजी विद्यापीठ, कोल्हापूर प्रकाशन १९७८
- 3) वेदसौरभ - प्रकाशन - सावित्री बाई फुले , पुणे विद्यापीठ, पुणे
- 4) ब्राह्मणोपनिषदे आणि वेदांगे - शिवाजी विद्यापीठ प्रकाशन २००३
- 5) छान्दोग्य उपनिषद्

<file:///D:/Book%20BA%203/Chandogya.pdf>



• **Sanskrit ( Special Paper XIII)**

दर्शन -

सांख्यकारिका of ईश्वरकृष्ण by वाचस्पति मिश्र

• **Sanskrit ( Special Paper XIV)**

अर्थशास्त्र -

कौटिलीय अर्थशास्त्र ( पहिले अधिकारिक )

संदर्भग्रंथ :

- 1) कौटिलीय अर्थशास्त्र - आर.पी. कंगले
- 2) प्राचीन भारतीय राजनिति - आर. पी. कंगले
- 3)

• **Sanskrit ( Special Paper XV)**

→ नाटक - अभिज्ञानशाकुन्तलम् of कालिदास अंक 1- 4

• **Sanskrit ( Special Paper XVI)**

व्याकरण व भाषाकौशल्य

→ व्याकरण - समास प्रकरण ( लघुसिद्धान्तकौमुदी)

संदर्भ ग्रंथ :

- 1) लघुसिद्धान्त कौमुदी : मराठी भाषांतर म.दा.साठे
- 2) संस्कृतश्रीः बी. ए. भाग -१ ऐच्छिक  
सोलापूर विद्यापीठ, सोलापूर - २००६

→ भाषाकौशल्य- संस्कृत लेखन व संभाषण

**B.A. Part III Semester V  
Sanskrit (Optional) Paper VII**

Introducing from 2021

**Title of the Course/Paper – वेदवाङ्मय**  
(Veda literature)

**About the paper-**

1. The paper introduces Vaidik Sanskrit.
2. This paper contains Suktas from Rigved, Yajurved and Atharvaved.

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, सूर्यसूक्त, विष्णुसूक्त, अग्निसूक्त(No. of Lectures - 30)**

**Contents of the Unit**

- Introduction to Veda literature with a special approach to modern science
- An introduction to the form and inflectional morphology of Vaidik Deities.

**Unit no: 2**

**Title of the Unit – इंद्रसूक्त, अश्विसूक्त, अक्षसूक्त , सरमापणिसूक्त, (No. of Lectures-30)  
ऋषस्सूक्त, शिवसंकल्पसूक्त, कृषिसूक्त, पृथ्वीसूक्त**

**Contents of the Unit**

- An introduction to the form and inflectional morphology of Vaidik Deities.

- An introduction to scientific characteristics of mind and the ways to develop power of mind and to move them to the right path of prosperity .
- An introduction to agricultural concepts of Ancient Rishis .

### List of References :

संदर्भग्रंथ :

1. ऋक्सूक्त सुगंध - शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर १९७२
2. ऋग्वेदाचे मराठी भाषांतर : म.म. सिद्धेश्वरशास्त्री चित्रकर १९६९
3. वैदिक देवतांचे अभिनव दर्शन - डा. रा. णा. दांडेकर
4. सरल हिंदी भावार्थसहित यजुर्वेद : पं.श्रीराम शर्मा, संस्कृति संस्थान , १९७६ बरेली
5. अथर्ववेदाचे मराठी भाषांतर : पं.श्री.दा. सातवळेकर स्वाध्यायमाला , पारडी
6. वेद सौरभम् : शिवाजी विद्यापीठ , कोल्हापूर, जून २०१०

B.A. Part II Semester V  
**Sanskrit (Optional) Paper VIII**

Introducing from 2021

**Title of the Course/Paper – तत्त्वज्ञान  
तर्कसंग्रह of अन्नंभट्ट**

**About the paper-**

1. The paper introduces material science, logic , true and falls knowledge, tests of true and falls knowledge.
2. It is most popular and useful branch related to Pramana.

**[Credits:3+1 Theory-(40), Project - (10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, Pratyaksha Khand (No. of Lectures - 30)**

Contents of the Unit

- Introduction to Indian logic with a special approach to modern research and career advancement .
- Pratyaksh Khand

**Unit no: 2**

**Title of the Unit – Other Khandas (No. of Lectures-30)**

Contents of the Unit

- Anumana Khanda
- Upamana Khanda
- Shabd Khanda
- Guna Khanda

**List of References :**

- तर्कसंग्रहः

अन्नंभट्ट

चौखम्भा प्रकाशन वाराणसी

- न्यायदर्शनम्

संपादकः - श्रीहरिरामशुक्ला

चौखम्भा संस्कृतभवन, सप्तम संस्करणम् २०१४,

ISBN ९७८-८१-८९९८६-७४-२

- भारतीय दर्शन

डॉ. जगदीशचन्द्र मिश्र

चौखम्भा सुरभारती, वाराणसी २०१३

ISBN ९७८-९३-८०३२६-२८-३

B.A. Part II Semester V  
**Sanskrit (Optional) Paper IX**

Introducing from 2021

**Title of the Course/Paper – धर्मशास्त्र**  
धर्मशास्त्र – मनुस्मृती ७ वा अध्याय ( राजधर्म )

**About the paper –**

1. Manusmriti is a popular text about Indian laws, philosophy, political rules etc.
2. It is part of ‘Smruti Texts’.

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory**  
**Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, First 100 verses** (No. of Lectures - 30)

Contents of the Unit

- Introduction to Manusmriti and its importance
- Contribution to society
- First 100 verses
- Education of Prince
- Vidyas

**Unit no: 2**

**Title of the Unit – Remaining verses** (No. of Lectures-30)

Contents of the Unit

- Ideal Daily routine of a King
- Eligibility tests for ministers of various departments, ambassadors, spies etc. And their duties
- Duties of King etc.

## List of References :

- मनुस्मृती  
चौखम्भा प्रकाशन, वाराणसी
- shodhganga.inflibnet.ac.in
- Inflibnet.ac.in
- [http://mr.m.wikipedia.org>wiki>मनु](http://mr.m.wikipedia.org/wiki/मनु)

B.A. Part II Semester V  
**Sanskrit (Optional) Paper X**

Introducing from 2021

**Title of the Course/Paper – नाट्यशास्त्र, संस्कृत साहित्यस्य इतिहासः**  
**नाट्यशास्त्र - अध्याय १ - श्लोक १-४५ , संस्कृत साहित्यस्य इतिहासः**

**About the paper –**

1. The paper introduces dramatics in Sanskrit.
2. The paper introduces Sanskrit literature.
3. The paper is very useful for NET exam.
4. Students will get in the swing with the whole body of Sanskrit literature.

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, Natyashastra** (No. of Lectures - 30)

Contents of the Unit

- Introduction to Sanskrit dramatics
- Verses 1-45 from Natyashastra , chapter 1

**Unit no:2**

**Title of the Unit – Introduction** (No. of Lectures - 30)

Contents of the Unit

- Introduction to Sanskrit literature.
- Introduction of famous and scholarly poets and their works
- Introduction to Sanskrit prose and poetry.
- Introduction to Sanskrit poetics.
- Introduction of renowned scholars of poetics and their works



## List of References :

1. संस्कृत शास्त्र समुच्चय - शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर
2. Kavyaprakash – Nageshwari tika  
Editor – Shriharishankar Sharma  
Caukhambha Prakashan, Post Box No. 1150  
Year - 2013
3. प्राचीन भारताचा इतिहास  
लेखक :- रं.ना. गायधनी , श्री.ब.ग. राहूरकर  
कल्पना मुद्रणालय , शिवपार्वती , टिळक रोड , पुणे ३०
4. संस्कृत साहित्याचा सोपपत्तिक इतिहास  
ले. करंबेळकर शास्त्री
5. वैदिक साहित्याचा चिकित्सक इतिहास : सिंधु डांगे
6. <https://hi.m.wikipedia.org/wiki/काव्यप्रकाश>

**B.A. Part II Semester V**  
**Sanskrit (Optional) Paper XI**

Introducing from 2021

**Title of the Course/Paper – प्राचीन उत्कीर्ण लेख**

**About the paper –**

1. The paper introduces ancient Indian script i.e. Brahmi Script.
2. The paper is very useful for NET exam.
3. It also introduces History of Sanskrit Manuscripts.
4. The paper includes some inscriptions.

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory**  
**Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction**

(No. of Lectures - 30)

Contents of the Unit

- Introduction to ब्राह्मी लिपि
- History of manuscripts in Sanskrit (संस्कृत हस्तलिखितांचा इतिहास)

**Unit no:2**

**Title of the Unit – Inscriptions - (शिलालेख)**

(No. of Lectures - 30)

Contents of the Unit

- १) क्षहरात राजा नाहपान, नाशिकचा शिलालेख
- २) गुप्त सम्राट समुद्रगुप्त याचा इलाहाबाद स्तंभालेख
- ३) गुप्त सम्राट द्वितीय चंद्रगुप्त यांचा मथुरा स्तंभालेख
- ४) सम्राट हर्षवर्धन यांचा मधुबन ताम्रपट

**List of References :**

1. ब्राह्मी लिपि प्रवेशिका : कुन्दकुन्दभारती , नवी दिल्ली
2. पुराभिलेखा विद्या : शोभना गोखले , काटिनेटल प्रकाशन ,  
महाराष्ट्र विद्यापीठ , ग्रंथनिर्मिती मंडळ १९७५ , पुणे.

B.A. Part II Semester VI  
**Sanskrit ( Optional ) Paper XII**

Introducing from 2021

**Title of the Course/Paper – वेदवाङ्मय - ब्राह्मणग्रंथ, उपनिषद्**

**वेदवाङ्मय - ब्राह्मणग्रंथ, उपनिषद् : निवडक वेचे**

**About the paper –**

1. The paper introduces Vaidic Sanskrit literature.
2. The paper is very useful for NET exam.
3. The Brahman and Upanishad Texts are the first prose literature in Sanskrit known for its unique style of presentation of the application of Vedas .

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

(No. of Lectures - 30)

**Title of the Unit – Introduction , Brahman granth**

Contents of the Unit

- १) शुनःशेष कथा ( ऐतरेय ब्राह्मण ) (१.१३.ते १५)
- २) नाभानेदिष्ठ कथा ( ऐतरेय ब्राह्मण ) (२२.९)
- ३) स्वाध्याय प्रशंसा ( शतपथ ब्राह्मण ) (११.५.७ १ ते १०)
- ४) मनुमत्स्य कथा ( शतपथ ब्राह्मण ) (१८.१ १ ते ६)
- ५) सरमापणि कथा (जैमिनीय ब्राह्मण) (४३८ - ४४०)

**Unit no:2**

(No. of Lectures - 30)

**Title of the Unit – Upanishad**

Contents of the Unit

१. नारद सनत्कुमार संवाद - छान्दोग्य उपनिषद् -अध्याय ७.१ - ७.४
२. ब्रह्मवल्ली - तैत्तिरीय उपनिषद् अध्याय २ - अनुवाक् १-९

**List of References :**

- 1) इंटरमिजिएट संस्कृत वेचे - श्री. हातवळणे , श्री. अरविंद  
मंगरुळकर, मुद्रक - वि.ग.माटे विश्वकर्मा मुद्रणालय ,पुणे२
- 2) सुरभारती विलास : बी.ए.भाग १ , शिवाजी विद्यापीठ, कोल्हापूर  
प्रकाशन १९७८
- 3) वेदसौरभ - प्रकाशन - सावित्री बाई फुले , पुणे विद्यापीठ, पुणे
- 4) ब्राह्मणोपनिषदे आणि वेदांगे - शिवाजी विद्यापीठ प्रकाशन २००३
- 5) छान्दोग्य उपनिषद्  
<file:///D:/Book%20BA%203/Chandogya.pdf>
- 6) वैदिक साहित्याचा चिकित्सक इतिहास : सिंधु डांगे
- 7) <https://hi.m.wikipedia.org/wiki/काव्यप्रकाश>

B.A. Part II Semester VI  
**Sanskrit (Optional) Paper XIII**

Introducing from 2021

**Title of the Course/Paper – दर्शन**

**दर्शन - सांख्यकारिका of ईश्वरकृष्ण by वाचस्पति मिश्र**

**About the paper –**

1. Sankhyakarika is a philosophical text referring to Sankhya Darshan, by Ishvarkrishna.
2. It contains 70 verses in which the doctrines of Sankhya Darshan stated precisely. So students will be able to know the path of this stream in one sight.
3. The book states the fundamentals of Universe and the deference between Chaitanya or Immortal and non-immortal substances.
4. It also states the permutation combination of the 24 elements and the three characteristics i.e. Trigunas by which the verity of universe is occurred. So it is very interested and important knowledge for students.

**[Credits:3+1 Theory-(40), Project-(10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, First 5 verses (No. of Lectures - 30)**

Contents of the Unit

- Introduction of Sankhya Darshan, Sankhya karika and its importance
- Introduction of Sankhya heritage with its scholars
- First 5verses
- Need to learn the Sankhya Darshan, Pramanas and 25 fundamentals

**Unit no: 2**

**Title of the Unit – Remaining verses**

(No. of Lectures-30)

Contents of the Unit

- The existence of Purush i.e. Soule , Prakriti and the deference between them, their role in the making of universe
- Various types of creation and the role of three characteristics, working of sense organs etc.
- How to reach to the ultimate goal i.e. Kaivalya.

**List of References :**

- सांख्यकारिका  
ले. ईश्वरकृष्ण  
चौखम्भा प्रकाशन, वाराणसी
- shodhganga.inflibnet.ac.in
- Inflibnet.ac.in
- सांख्यकारिका  
ले. डॉ. विमला कर्णाटक  
चौखम्भा पब्लिशर्स, २०१४

B.A. Part II Semester VI  
**Sanskrit (Optional) Paper XIV**

Introducing from 2021

**Title of the Course/Paper – अर्थशास्त्र**  
**अर्थशास्त्र - कौटिलीय अर्थशास्त्र ( प्रथम अधिकारिक )**

**About the paper –**

1. Kautilya Arthashastra is a text of Political Science .
2. It contains 21 Adhyas in which many Political Scientists are referred time to time. So students are introduced here the Indian Political Science and scientists.
3. Kautilya was a versatile personality of ancient India who assembled or stringed together India in 3<sup>rd</sup> century B.C.
4. The book shows the scientific research methodology which is very similar to modern methodology.
5. It also states the importance of Arthashastra , Prince, Danda (Power of Law), Ambassadors, Spies, Queens etc. It is notable that women were an important role as a spy. Also women had their own income sources in safe circumstances. So it is very interested and important knowledge for students.

**[Credits:3+1 Theory-(40), Project -(10)]**

**Total Theory**  
**Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, First 5 Adhyas (No. of Lectures - 30)**

**Contents of the Unit**

- Introduction of Arthashastra and its importance
- Introduction of the versatile political scholar Kautilya and his contribution to political science
- Similarity between its thoughts and the war, ruling strategy of Shivaji Maharaj



- Importance and way of the education of Prince
- Vidyas

**Unit no: 2**

**Title of the Unit – Remaining 16 Adhyas**

(No. of Lectures-30)

**Contents of the Unit**

- Ideal Daily routine and duties of a King
- Eligibility tests for ministers of various departments, ambassadors, spies etc. and their duties and ways of their working
- Building of King's labyrinthine castle, meeting with Queen etc.

**List of References :**

- कौटिलीय अर्थशास्त्र - आर.पी. कंगले
- प्राचीन भारतीय राजनिति - आर. पी. कंगले
- shodhganga.inflibnet.ac.in
- Inflibnet.ac.in

**B.A. Part II Semester VI**  
**Sanskrit (Optional) Paper XV**

Introducing from 2021

**Title of the Course/Paper – नाटक**

**नाटक - अभिज्ञानशाकुंतलम् (१-४ अंक)**

**About the paper –**

1. The paper introduces 'Kalidasa' the greatest Poet and Dramatist of Sanskrit literature.
2. Kalidasa's Abhijnyan -Shakuntalam is one of the first works of Indian literature to become known, appreciated and translated worldwide. There are many writers , poets who are followers of Kalidasa. So it is the immortal heritage and pride of our nation. So students must know about the exclusive work i.e. Abhijnyan- Shakuntalam.
3. The paper is very useful for NET exam.
4. Students can enjoy Sanskrit literature and may get a guideline in writing good poetry.

**[Credits:3+1 Theory-(40), Project-(10)]**

**Total Theory**  
**Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, 1<sup>st</sup> Ank**

(No. of Lectures - 30)

Contents of the Unit

- Introduction of Kalidasa and his works
- Introduction to King of the sacred Ashrama and the heroin Shakuntala

**Unit no:2**

**Title of the Unit – 2 – 4 Ankas**

(No. of Lectures - 30)

Contents of the Unit

- The narration of the courageous King Dushyanta and his discussion with his friend Vidushak about Shakuntala
- The portrait of Shakuntala with her deep love towards Dushyanta and their engagement
- The curse by Durvasa, leaving ceremony of Shakuntala where we can see the harmony between Shakuntala and nature

### List of References :

1. अभिज्ञानशाकुंतलम्  
ले. वि.स. वाळिम्बे
2. अभिज्ञानशाकुंतलम्  
चौखम्भा प्रकाशन, वाराणसी
3. प्राचीन भारताचा इतिहास  
लेखक :- रं.ना. गायधनी , श्री.ब.ग. राहूरकर  
कल्पना मुद्रणालय , शिवपार्वती , टिळक रोड , पुणे ३०
4. संस्कृत साहित्याचा सोपपत्तिक इतिहास  
ले. करंबेळकर शास्त्री

B.A. Part III Semester VI  
**Sanskrit (Optional) Paper XVI**

Introducing from 2021

**Title of the Course/Paper – व्याकरण व भाषाकौशल्य**

**व्याकरण - समास प्रकरण ( लघुसिद्धान्तकौमुदी)**

**भाषाकौशल्य - संस्कृत लेखन व संभाषण**

**About the paper-**

1. The paper introduces Grammar in Sanskrit.
2. It is most popular and useful branch related to Computer.

**[Credits:3+1 Theory-(40), Project- (10)]**

**Total Theory  
Lectures-(60)**

**Unit no: 1**

**Title of the Unit – Introduction, Samas, Avyayeebhaav (No. of Lectures - 30)**

Contents of the Unit

- Introduction of Grammar with a special approach to modern research and career advancement .
- Introduction of Samasas
- Avyayeebhav Samas

**Unit no: 2**

**Title of the Unit – Other Samasas , Literary Skills (No. of Lectures-30)**

Contents of the Unit

- Other Samasas
- Prose Writing
- Spoken Skills

## List of References :

- **Vayakaran Siddhant Kaumudi of Bhattoji Dikshita**  
**Publisher – Chaukhambha Surabharati Prakashan ,**  
**Varanasi**  
**ISBN – 978-93-80326-08-5**  
**Year- 2012**
- **Vayakaran Siddhant Kaumudi**  
**with Shreedhar-mukhollasini commentary**  
**Publisher – Chaukhambha Surabharati Prakashan ,**  
**Varanasi**  
**ISBN – 978-93-80326-64-1**  
**Year- 2013**
- **Vayakaran Siddhant Kaumudi (Marathi)**  
**M.D. Sathe**
- **Siddhanta Kaumudi App (Google play Store)**
- [http://hi.m.wikipedia.org/wiki/भट्टोजी दीक्षित](http://hi.m.wikipedia.org/wiki/भट्टोजी_दीक्षित)
- <http://hi.m.wikipedia.org/wiki/वैयाकरण>
- अनुवाद चंद्रिका  
ले. चारुदेव शास्त्री
- रचनानुवाद कौमुदी  
ले. कपिलदेव द्विवेदी  
विश्वविद्यालय प्रकाशन , वाराणसी – १९७८
- संस्कृतनिधि: बी. ए. भाग -१ ऐच्छिक  
सोलापूर विद्यापीठ, सोलापूर - २०१४

**BA Part-III Sanskrit**  
**Equivalent Subject for Old Syllabus**

Sr. No.	Name of the <u>Old</u> Paper	Name of the <u>New</u> Paper
1.	Q.P.- VII वेद्वाङ्मय	Q.P.- VII वेद्वाङ्मय 1
2.	Q.P.- VIII तत्त्वज्ञान / दर्शन	Q.P.- VIII तत्त्वज्ञान
3.	Q.P. IX धर्मशास्त्र / अर्थशास्त्र	Q.P. IX धर्मशास्त्र
4.	Q.P.- X संस्कृत साहित्याचा इतिहास	Q.P.- X नाट्यशास्त्र, संस्कृत साहित्यस्य इतिहास
5.	Q.P.- XI प्राचीन उत्कीर्ण लेख व व्याकरण	Q.P.- XI प्राचीन उत्कीर्ण लेख
6.	Q.P.- XII वेद्वाङ्मय	Q.P.- XII वेद्वाङ्मय 2
7.	Q.P.- XIII तत्त्वज्ञान / दर्शन	Q.P.- XIII दर्शन
8.	Q.P. XIV धर्मशास्त्र / अर्थशास्त्र	Q.P. XIV अर्थशास्त्र
9.	Q.P.- XV संस्कृत साहित्यस्य इतिहासः व नाटक	Q.P.- XV नाटक
10.	Q.P.- XVI प्राचीन उत्कीर्ण लेख व व्याकरण	Q.P.- XVI व्याकरण व भाषाकौशल्य

**Nature of Question Paper**

**P.A.H. Solapur University, Solapur**

**Name of the Faculty – Faculty of Humanities**

**BA Part III Semester V & VI**

**SANSKRIT**

**Introducing from June 2021**

**SANSKRIT Paper VII, VIII, IX, X, XI, XII, XIII, XIV,**

**XV, XVI**

**Nature of Question Paper**

**& Distribution of Marks**

**Questions should be in Sanskrit language**

**Total Marks 40**

**Total Questions 5**

Q1) Multiple Choice Question (08)	08
Q2) Short Notes (4 out of 6)	12
Q4) General Question (1 out of 2)	10

[For Grammar – Q.4A Explanation of Sutras  
B Explanation of Sentences]

Q5) Descriptive Question (No Option)	10
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**\* Projects should be in PPT form .**

सर्टिफिकेट कोर्स -

रसरत्नसमुच्चय - अध्याय 10 - पुट

अध्याय 11 - रसाचे 18 संस्कार





प्रो. रजनीश जैन  
सचिव  
Prof. Rajnish Jain  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(शिक्षा मंत्रालय, भारत सरकार)  
(Ministry of Education, Govt. of India)

बहादुरशाह जफर मार्ग, नई दिल्ली-110002  
Bahadur Shah Zafar Marg, New Delhi-110002

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E-mail : secy.ugc@nic.in

**D.O.No.1-18/2019 (CPP-II)**

**April, 2021**

**Sub: NCC as general elective credit course**

15 APR 2021

Respected Madam/Sir,

UGC has received a letter dated 16<sup>th</sup> March, 2021 from Directorate General, NCC proposing to include NCC as an elective subject in Indian Universities. The detailed proposal of the NCC is attached for your consideration and appropriate action.

A list of state-wise NCC DTES (State Directorates) officers is also attached as 'Appendix-B' with the proposal. You may contact the State Officer of the NCC DTES for further information in this regard.

With kind regards,

**Yours sincerely,**

**(Rajnish Jain)**

**To the Vice Chancellors of all universities**

## NCC AS GENERAL ELECTIVE CREDIT COURSE

### References

1. Please refer the following :-
  - (a) Directions issued by UGC in Feb 2013 sanctioning introduction of NCC as an Elective Subject vide their letter No M.11018/13/2012-CDN (copy attached).
  - (b) UGC DO No F.14-25/2016(CPP-II) dated 11 Nov 2016 (copy attached).
  - (c) Ministry of Defence letter No 17101/JSR&D/DGNCC/Trg 'A' -31D (GS-VI) dated 17 May 2016 (copy attached).
  - (d) Meeting of Lt Gen TK Aich, AVSM, DG NCC with Dr DP Singh, Chairman UGC, on 24 Feb 2021.

### General

2. NEP 2020 was announced in the year 2020 by Gol and is on course for implementation in a phased manner.
3. The Ministry of Human Resource Development, as part of discussion in the JSR&D Conference held on 30<sup>th</sup> July, 2015 had decided to implement NCC as an elective subject. Accordingly universities were urged to implement NCC as an elective subject vide UGC letter No .D.O.No.F.I 4-25/2016(CPP-II) dated 11<sup>th</sup> November, 2016. However, it did not get implemented in the desired manner due to various factors.
4. Now with NEP 2020 having "Choice Based Credit System" (CBCS) as its component, it has been felt that NCC should be introduced as General Elective Credit Course in universities and colleges having NCC to make it more popular thereby benefiting the student fraternity enrolled with NCC.
5. In order to meet this requirement an 'in depth' study has been carried out by DGNCC to have NCC as a General Elective Credit Course as per NEP 2020, under the 'Choice Based Credit System'.

### Proposal

6. It is proposed that UGC may issue instructions to all universities and autonomous colleges to implement NCC as General Elective Credit Course. The major benefits of the same are as follows :-
  - (a) All students who enroll as NCC cadets will immensely benefit by obtaining academic credit for NCC training in addition to acquiring valuable NCC 'B' and 'C' certificates.
  - (b) Strengthen NCC training standards by virtue of more accountability and expectation of students apart from extending due credit to Associate NCC Officers for their work load on NCC training.
  - (c) More students as cadets will be able to avail employment incentives and benefits offered under various Central and State Govt Schemes to NCC cadets. These benefits are appended at **Appendix 'C'**.

7. The Credit Course to be introduced in all universities and autonomous colleges across India which are currently having NCC Troops/companies as allotted by Headquarters DGNCC, including private colleges which have been allotted NCC under Fully Self Financed Scheme (FSFS). This will ensure that Credit Course do not exceed the current capacity of NCC to provide trainers and training infrastructure. This will also ensure smooth transition from present system to Credit Course System.

8. NCC has developed NCC General Elective Credit Course design that is uniform and universally implementable, which is in conformity with UGC policy on CBCS. The proposed model aligns with NEP 2020 thereby strengthening of NCC training.

9. Proposed course design for NCC General Elective Credit Course is appended as **Appendix 'A'**. The comprehensive NCC Course design document along with rules and regulations will be on the DGNCC website.

10. You are requested to issue suitable instructions to all universities and autonomous colleges for adoption of this proposal as given in Appendix 'B'. The concerned NCC Directorates of respective States/UTs will engage with universities and colleges to work out the modalities of implementation. Contact details of nodal person at Head Quarter DGNCC, New Delhi and respective NCC Directorates in the States/UTs are given as **Appendix 'B'**.

11. Likewise, Rashtriya Uchha Sikhsha Abiyan (RUSA) offices in States are urged to interact with respective State Govts and facilitate implementation of NCC as General Elective Credit Course in State Universities/ colleges with NCC units.





**AMIT KHARE**  
**JOINT SECRETARY (A)**  
 Tel No. 23071486  
 Fax No. 23071487



सूचना का  
 अधिकार

भारत सरकार  
 मानव संसाधन विकास मंत्रालय  
 उच्चतर शिक्षा विभाग  
 शास्त्री भवन  
 नई दिल्ली - 110 115  
 GOVERNMENT OF INDIA  
 MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
 DEPARTMENT OF HIGHER EDUCATION  
 SHASTRI BHAVAN  
 NEW DELHI-110 115



D.O. No. M.11018/13/2012-CDN

New Delhi, February 13, 2013

Hon'ble Human Resource Minister has consented to inaugurate a Half-Day Workshop in **Delhi on March 12, 2013 at 11.00 am.** to introduce NCC as an Elective subject with credit points in select Educational Institutions (Autonomous Colleges) from Academic Year 2013-14.

2. I would request you to make necessary arrangements to hold the workshop on March 12, 2013 preferably in Vigyan Bhavan/ Manekshaw Auditorium, Delhi Cantt.

13/2/13

-sd-  
 (Amit Khare)

**Prof. Ved Prakash,**  
 Chairman, UGC  
 Bahadur Shah Zafar Marg  
 New Delhi 110002

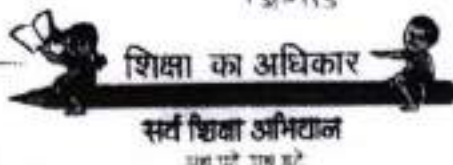
Copy for information to: **Director General (NCC), Directorate General NCC,** West Block No. 4, R.K. Puram, New Delhi - 110 066.

13/2/13

forward copy already recd for action initiated

13/2/13  
 (Amit Khare)

DDG  
 13/2



**Ashok Dongre**

**Joint Secretary(Trg) & CAO**

Tele : 23018201 & 23018232

Fax : 23014452



सत्यमेव जयते

सचिव ( त्रि. ) एवं

शासनात्मक अधिकारी का कार्यालय

रक्षा मन्त्रालय,

ई-ब्लॉक, इलहौजी रोड,

नई दिल्ली-110011

OFFICE OF THE JOINT SECRETARY (Trg.)

CHIEF ADMINISTRATIVE OFFICER,

MINISTRY OF DEFENCE,

E-Block, Deltahouse Road,

New Delhi-110011

No. 17101/JSR&D/DGNCC/Trg A-3/D(GS-VI)

17<sup>th</sup> May 2016

Dear Smt. Ishita Roy,

Please refer to DG NCC's letter number 4145/Elec Sub/DGNCC/Trg 'A' dated 7<sup>th</sup> October 2013 and subsequent reminder dated 27<sup>th</sup> July 2015 (Copies enclosed) regarding implementation of NCC as an elective subject by State Universities and Schools.

2. The matter was also considered in the JSR&D Conference held on 30<sup>th</sup> July 2015. Hon'ble Raksha Rajya Mantri, the Chairman, directed that implementation of NCC as an elective subject be taken up by all States in an early time frame and also desired that MoHRD may also process the case with all States.

3. NCC has already been taken up as an elective subject by 17 CBSE schools. 55 colleges nationwide have also implemented NCC as an elective subject. However, so far no State Government schools have taken up this scheme. The proposals have been forwarded by NCC State Dtes to State Education Departments for consideration.

4. In view of the above, you are requested to process the case for implementation of NCC as an elective subject with all States/Union Territories under intimation to DGNCC and Ministry of Defence.

With regards,

Yours sincerely,

*Ashok Dongre*

(Ashok Dongre)

**Smt. Ishita Roy**

Joint Secretary (Higher Education)

Ministry of Human Resource Development

110, C-Wing, Shastri Bhawan

New Delhi

*Copy to - Mr. Sathish Bhatia  
IT (Secy) (H.E.)*

*to put up. School - [unclear] [unclear]*

*For [unclear]*





विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(मानव संसाधन विकास मंत्रालय, भारत सरकार  
(Ministry of Human Resource Development, Govt. of India))

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110001  
Bahadur Shah Zafar Marg, New Delhi-110001

Ph.: 011-23239337, 23236268,

Fax : 011-23238858, email : jssandhu.ugc@ugc.gov.in

प्रो डॉ जसपाल एस सन्धु  
सचिव

*Prof. Dr. Jaspal S. Sandhu*  
BBS, MS (Ortho), DSM, FAIS, FASM, FAFSM, FFIMS, FAMS  
Secretary

**D.O.No.F.14-25/2016(CPP-II)**

**11<sup>th</sup> November, 2016**

**Dear Sir/Madam,**

This is with reference to Ministry of Human Resource Development (MHRD) letter No.D.O.No.18-46/2014-U1A, dated 23<sup>rd</sup> August, 2016 forwarding therewith the communication No.17101/JSR&D/DGNCC/Trg A-3/D(GS-VI) dated 17<sup>th</sup> May, 2016 of Ministry of Defence regarding implementation of NCC as an elective subject.

The Ministry of Human Resource Development, as part of discussion in the JSR&D Conference held on 30<sup>th</sup> July, 2015 has decided to implement NCC as an elective subject to be taken up by all universities.

You are, therefore, requested that you may implement the NCC as an elective subject in your esteemed university for the benefit of the students. Any query in this regard, may be sought from the Joint Secretary (Trg) & CAO, Office of the Joint Secretary (Trg), Chief Administrative Officer, Ministry of Defence, E-Block, Dalhousie Road, New Delhi-110 011.

With warm regards,

Yours sincerely,

*Jaspal S. Sandhu*  
(Jaspal S. Sandhu)

**The Vice-Chancellors of all the Universities.**

**Copy to:**

- Shri K. K. Tripathy, IAS, Director (UGC), Ministry of Human Resource Development, Department of Higher Education, Government of India, New Delhi with reference to MHRD letter No.D.O.No.18-46/2014-U1A, dated 23<sup>rd</sup> August, 2016.

The Publication Officer, UGC, New Delhi for uploading on UGC website.

*Jaspal S. Sandhu*  
(Jaspal S. Sandhu)

BROAD COURSE DESIGN FOR NCC GENERAL ELECTIVE CREDIT COURSE

<b>NCC GENERAL ELECTIVE CREDIT COURSE DESIGN SUMMARY</b>					
<b>Semester</b>	<b>Credits Allocated</b>			<b>Total</b>	<b>Remarks</b>
	<b>Theory</b>	<b>Practical</b>	<b>Camp</b>		
<b>Semester - I</b>	<b>1</b>	<b>1</b>		<b>2</b>	
<b>Semester - II</b>	<b>1</b>	<b>1</b>		<b>2</b>	
<b>Semester - III</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>Credits of 1<sup>st</sup> Camp merged with 3<sup>rd</sup> Sem</b>
<b>Semester - IV</b>	<b>2</b>	<b>1</b>		<b>3</b>	
<b>Semester - V</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>Credits of 2<sup>nd</sup> Camp merged with 5<sup>th</sup> Sem</b>
<b>Semester - VI</b>	<b>2</b>	<b>1</b>		<b>3</b>	
<b>Total</b>	<b>08</b>	<b>6</b>	<b>10</b>	<b>24</b>	<b>Twenty-Four Credits</b>

## INSTITUTIONAL TRAINING SYLLABUS

<b>COMMON SUBJECTS</b>				
S no.	Subject	Periods (1 hour duration each)		
		Lectures/Tutorials	Practicals	Total
1.	NCC General	06	-	06
2.	National Integration	04		04
3.	Drill	-	45	45
4.	Weapon Training	-	25	25
5.	Personality Development	25		25
6.	Leadership	12	-	12
7.	Disaster Management	13		13
8.	Social Service & Community Development	08	39	47
9.	Health & Hygiene	-	10	10
10.	Adventure	01		01
11.	Environmental awareness & conservation	03		03
12.	Obstacle Training	-	09	09
13.	General Awareness	04		04
14.	Border & Coastal Areas	06		06
		<b>82</b>	<b>128</b>	<b>210</b>
<b>SPECIALIZED SUBJECTS (ARMY)</b>				
1.	Armed Forces	09	-	09
2.	Map Reading	-	24	24
3.	Communications	03	03	06
4.	Infantry Weapons	03	03	06
5.	Field Craft & Battle Craft		22	22
6.	Military History	23	-	23
<b>TOTAL HOURS SPECIALISED SUBJECTS</b>		<b>38</b>	<b>52</b>	<b>90</b>
<b>GRAND TOTAL HOURS (TOTAL CREDITS)</b>		<b>120 (08 cr)*</b> *15 HOUR THEORY = 1 CREDIT POINT	<b>180 (6 cr)**</b> **30 HOURS PRACTICAL TRAINING = 1 CREDIT POINT	<b>300</b>



**SEMESTER WISE DISTRIBUTION OF NCC SYLLABUS FOR THEORY**

S. NO.	SUBJECT	SEMESTER						TOTAL
		I	II	III	IV	V	VI	
1	NCC General	6	-	-	-	-	-	6
2	National Integration and Awareness	4	-	-	-	-	-	4
3	Personality Development	2	5	5	4	6	3	25
4	Leadership	-	5	4	3	-	-	12
5	Disaster Management	-	-	3	10	-	-	13
6	Social Service and Community Development	3	5	-	-	-	-	8
7	Adventure	-	-	1	-	-	-	1
8	Environmental awareness & conservation	-	-	-	3	-	-	3
9	General Awareness	-	-	-	4	-	-	4
10	Border & Coastal Areas	-	-	2	-	2	2	6
11	Armed Forces	-	-	-	6	-	3	9
12	Infantry Weapons	-	-	-	-	3	-	3
13	Communication	-	-	-	-	-	3	3
14	Military History	-	-	-	-	4	19	23
	Total Periods	15	15	15	30	15	30	120
	Total Credit Points	1	1	1	2	1	2	08

**SEMESTER WISE DISTRIBUTION OF NCC SYLLABUS FOR PRACTICAL**

S. NO.	SUBJECT	SEMESTER						TOTAL
		I	II	III	IV	V	VI	
1.	Drill	12	12	8	7	3	3	45
2.	Field Craft & Battle Craft	3	4	4	4	4	3	22
3	Map Reading	3	5	4	4	4	4	24
4	Weapon Training	5	4	4	4	4	4	25
5	Communication	-	-	-	-	-	3	03
6	Infantry Weapons	-	-	-	-	-	3	03
7	Social Service and Community Development	7	5	5	6	5	10	38
8	Health & Hygiene	-	-	-	5	5	-	10
9	Obstacle Training	-	-	5	-	5	0	10
10	Total Periods	30	30	30	30	30	30	180
	Total Credit Points	1	1	1	1	1	1	6

## NCC CAMP TRAINING SYLLABUS

<b>COMMON SUBJECTS</b>				
S No.	Subjects	Periods		Total
1.	Physical Training	-	18	18
2.	Drill	-	32	32
3.	Weapon Training	08	28	32
4.	National Integration and Awareness	08	-	04
5.	Personality Development	08	12	20
6.	Leadership	08	-	04
7.	Disaster Management	08	-	04
8.	Social Service and Community Development	-	08	08
9.	Health & Hygiene	08		04
10.	Obstacle Training	-	04	04
11.	Military History	04	-	-
12.	Communication	04	-	-
13.	Games	-	18	18
14.	Culture	-	18	18
15.	Spare	-	04	04
	<b><u>TOTAL</u></b>	<b>56</b>	<b>142</b>	<b>170</b>
<b><u>SPECIALISED SUBJECTS</u></b>				
1.	Map Reading			
2.	Infantry Weapons	04	24	24
3.	Field Craft & Battle Craft		02	04
	<b>TOTAL</b>	<b>04</b>	<b>12</b>	<b>12</b>
		<b>60(4 cr)</b>	<b>180(6 cr)</b>	<b>240(10 cr)</b>

## TRAINING OBJECTIVES

1. **Institutional training Objectives.** This includes basic military training of the cadets as part of the curriculum with its long- standing effort to mould young volunteers into disciplined and responsible citizens of India. NCC course is aimed to achieve following learning objectives : -

a) Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.

b) To create interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement.

c) To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

d) To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.

e) To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

2. **Camp Training Objectives.** Focus is more on outdoor training and develop esprit di corps among the cadets. This includes :-

a) Develop character, camaraderie, discipline, secular outlook, the spirit of adventure, sportsman spirit and ideals of selfless service amongst cadets by working in teams, honing qualities such as self-discipline, self-confidence, self-reliance and dignity of labour in the cadets.

b) To inculcate defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

c) To create a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose.



d) To provide cadets an opportunity to improve upon their mental and physical endurance and stamina by sustained, consistent and high pace of activity throughout the period they undergo in the camp.

e) To provide conducive environment to motivate young Indians to choose the Armed Forces as a career.

f) Learning Outcomes. NCC Camp Training is aimed to achieve following :-

i) After acquiring the basic awareness through theoretical training at their respective academic institutions, cadets are exposed to the much-awaited excitement of camp life, where they can apply their knowledge.

ii) Training schedule planned for the cadets ensure maximum benefits of regimented way of life of the Armed Forces, reaches maximum number of cadets.

iii) Main emphasis is on practical aspects of training like cleaning and maintaining their line area, organizing security in and around the camp, making part of the purchase committee, planning for messing, distribution of food, etc.

iv) They also develop limited ability to address real life problems by applying problem solving and critical thinking skills in addition to undertaking tasks as members or leaders of small teams and groups.

CONTACT DETAILS OF STATE NCC DTES

S. No	Directorate	Rank	Name	Tele	Mobile No
1.	Andhra Pradesh & Telangana	Air Cmde	TSS Krishnan	040-27843368	9849906071
2.	Bihar & Jharkhand	Maj Gen	Inder Balan	0612-2321218	8606868825
3.	Delhi	Maj Gen	RK Mathur, VSM	011-27890391	9894608152
4.	Gujarat	Maj Gen	R Kapoor	079-22868028	9833438874
5.	Jammu Kashmir & Laddakh	Brig	NR Babu	0191-2505651	7780458655
6.	Karnataka & Goa	Air Cmde	LK Jain	080--22266644	9422103077
7.	Kerala & Lakshdweep	Maj Gen	MS Gill	0471-2726674	9217928002
8.	Maharashtra	Maj Gen	YP Khandoori	022-22016225	8800381690
9.	Madhya Pradesh & Chattishgarh	Maj Gen	Sanjay Sharma	0755-2464451	7063952210
10.	North Eastern Region	Maj Gen	Ananta Bhuyan, SM	0364-2501376	9899618240
11.	Odisha	Cmde	S Banerjee	0674-2432051	9869330841
12.	Punjab Haryana Himachal Pradesh & Chandigarh	Maj Gen	JS Sandhu	0172-2920354	9408104888
13.	Rajasthan	Air Cmde	Col Partap Rathore	0141-2202133	9530052171
14.	Tamil Nadu & Pondocherry	Cmde	M Kukreti	044-29550055	9412905478
15.	Uttara khand	MaiGen	KJ Babu, YSM	0135-2976801	7632037777
16.	Uttar Preadesh	Maj Gen	Rakesh Rana	0522-2288644	9930132271
17.	West Bengal & Sikkim	Maj Gen	Manjit Kumar	033-23960728	9911627333
18.	HQ DG NCC	Brig	AK Mahajan	011- 26195684	8295059346

**INCENTIVES BEING GIVEN BY STATE GOVTS TO NCC CADETS**

<b><u>Name of State</u></b>	<b><u>Academic Field</u></b>	<b><u>Employment Field</u></b>	<b><u>Cash Award</u></b>	<b><u>Remarks</u></b>
Andhra Pradesh	1% seat reserved in each Courses of Engineering College, Medical Courses, MBA/MCA/MA/M Com/M Sc, degree and diploma courses, LLB Course, Govt Polytechnics.  Auth : dated 17/11/2000 and 07 Jul 2012.	Weightage of 5% marks given for 02 foresters, 03 Beat Officers, 04 Asstt Bcat Officers.	Nil	
Chandigarh	1 to 2% weightage for 'B' & 'C' certificate holders in Colleges/Technical Institutions in Chandigarh administration.	Nil	Nil	
Himachal Pradesh	5 to 10 grace marks given in admission to BA/ B. Sc, MA/M Sc.	Preference is given to NCC Certificate holders in rectt in State Police Force.	Nil	
Haryana	Weightage of 5% marks given to 'C' Certificate holders in admission to Kurukshetra University.  2% weightage to 'C' certificate holders for admission to BA/ MA/ M. Ed in MD University.	Preference given to NCC Certificate holders in recruitment to Home Guard Deptt.		



<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
J&K	2% seat reserved in Kashmir University for the candidates possessing outstanding proficiency in NCC  <b>Auth : dated 27 Apr 1976 and 25 Sep 2009.</b>	Preference given for recruitment to non-gazetted post services in Police, Home Guard, Forest and Excise Deptt to an NCC 'C' Certificate holder up to 01 psot or 10% which is higher. Similarly, for the girl candidate the same principle should be adopted in the matter of selection for the non-gazetted post in Police, Nurses, Receptionist and Telephone operators.	Nil	-
Karnataka	Reservation of seats for NCC Cadets in professional courses as under :- (i) Polytechnic/ Vocational – 09 Trg Institutions (ii) MBBS/BDS – 12 (iii) Engineering Colleges – 115 (iv) B. Sc (Horticulture) – 33 (v) BPT/Nursing – 10	Nil	Financial incentives for 106 cadets participating in RDC and for 122 cadets participating in AITSC/AIVSC/AINSC.  <b>Auth : State Govt letter dated 03.05.17 &amp; 05.06.15</b>	-



<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Kerala	<p>1. <u>Reservation of Seats In Professional Degree Courses</u></p> <p>Engineering - 40  Polytechnic - 50  Ayurveda College (BAMS) - 01  Medical College (MBBS) - 03  BDS - 02  Bvsc - 01  Bsc (Nursing) - 03  BHMS (H0meo) - 02  B Pharma - 01</p> <p>2. <u>Weightage Marks for Admission</u></p> <p>Pre-Degree (Plus Two)/ VHSE - 10  Degree Courses - 15  Post Graduate Courses - 05  B. Ed. Course - 05  Teachers Trg Course - 10  ITI - 'A' Certificate - 05  'B' Certificate - 07  'C' Certificate - 10</p> <p>3. <u>Weightage Marks for Admission to Higher Studies</u></p> <p>'A' Certificate holder 3 Marks, 'B' Certificate holder 5 Marks and 'C' Certificate holder 5 Marks.</p>	A, B & C Certificate holders are given weightage of 2%, 3% and 5% respectively for selection to the Uniformed forces in the Departments of Police, Jail, Excise, Forest, Fire and Rescue Service.	Nil	

<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Maharashtra	15 seat reserved for Polytechnics college  Auth : 24 Aug 1984	Nil	<b>Chief Minister Scholarship</b> – 150 cadets @ 3 cadets per major unit 1 cadet per minor unit are awarded Rs 2000/- for SD/SW cadets and Rs 1500/- for JD/JW cadets.  <b>State Govt Scholarship/Cash Award</b> – As per Govt of Mah a total of 125 cadets are awarded scholarship annually. Based on BOO recommendation money is credited to the Bn account directly by the State Govt.	An amount of 18.25 Lakhs was received from CM of Mah in 1998 as Corpus for award of scholarship. The amount has invested as fixed deposit in SBI. As on date the corpus stands Rs 33 Lakh
Madhya Pradesh	<b>Admission in Degree/ Graduation/ PG Courses.</b>  RDC participant 10% weightage, participants of TSC/VSC/NSC weightage 7%, NCC 'C' Certificate holders 5%, 'B' Certificate holders 3%, 'A' Certificate holders ½ %.  Auth : 22.05.2015	Nil		

<b>Name of State</b>	<b>Academic Field</b>	<b>Employment Field</b>	<b>Cash Award</b>	<b>Remarks</b>
Odisha	<p>Weightage of 5% and 10% marks to 'A' &amp; 'B' Certificate holders over and above the percentage of aggregate marks.</p> <p>2% seats are reserved in Diploma, Engineering Schools and women polytechnics.</p>	Odisha State Police recruit NCC Cadets on merit.	<p><b>Governor's Cash Award</b> – Rs 10,000/- each for 04 cadets.</p> <p><b>CM's Cash Award</b> – Rs 7,500/- each for 04 cadets.</p>	
Punjab	<p>Weightage upto 1% in polytechnic college for 'B' and 'C' Certificate holders.</p> <p>2 to 3 credit points are given to 'B' and 'C' certificate holder for admission to B.Ed.</p> <p>1% bonus marks to NCC cadets in admission to GN Polytechnic college, Ludhiyana.</p> <p>Weightage of 5% marks to NCC cadets for admission in Punjab agriculture university Ludhiyana.</p> <p>Weightage of 1% marks in admission to Thapar polytechnic, Patiyala.</p> <p>Weightage of 1% to 3% for 'A', 'B' &amp; 'C' Certificate holders in admission to Punjab University, Patiyala</p>	Preference in State Police and State Govt job	NIL	

<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Rajasthan	Weightage of 30% in Rajasthan University.	Preference to NCC cadets to State Police force.	Nil	
Uttarakhand	Nil	Nil	Cash incentives, Chief Minister Gold Medal, Silver Medal prize – amount not fixed.	
Uttar Pradesh	<p>15 bonus marks for 'C' certificate holder and 10 marks to 'B' certificate holder in admission to B.Ed.</p> <p><b><u>Allahabad University</u></b></p> <p>5% marks as bonus for admission in B.A. Part I for 'B' certificate holders. 10 marks to 'B' Certificate holder in admission in all faculties.</p> <p><b><u>Ruhailkhand University</u></b></p> <p>15 marks for 'C' Certificate holders and 10 marks for 'B' Certificate holders in all the faculties.</p> <p><b><u>Gorakhpur University</u></b></p> <p>2% of total marks as bonus for 'C' Certificate holders for admission in higher classes.</p> <p>45 bonus marks for 'C' Certificate holders and 30 marks for 'B' Certificate holders for admission in B.Ed courses.</p>	Nil	<p><b><u>Governor Medal</u></b></p> <p>Gold Medal to best SD/SW and JD/JW of Air and Naval Wing cadets – Rs 3000/-</p> <p>Silver Medal to best SD/SW and JD/JW of Air and Naval Wing cadets – Rs 2000/-</p> <p><b><u>Chief Minister's Medal</u></b></p> <p>Gold Medal to SD cadets in shooting, declamation, cross country Rs 3000/- Silver Medal to SD cadets in shooting, declamation, cross country Rs 2000/-</p> <p><b>RDC Participants – Rs 1000/-</b></p> <p><b>RDC Guard of Honour – Rs 500/-</b></p> <p><b>Selection cadet RD parade Rajpath – Rs 300/-</b></p> <p><b>Para Jumping – Rs 300/-</b></p> <p><b>Participants of Mountaineering – Rs 500/-</b></p> <p><b>Expedition – Rs 1000/-</b></p>	



<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Uttar Pradesh Contd.....	<p><b><u>Awadh University</u></b> 2% bonus marks for 'C' Certificate holders for admission in the higher classes. Relaxation of 3% of attendance to NCC 'B' &amp; 'C' Certificate holders.</p> <p><b><u>Sampurnanand Sanskrit University, Varanasi</u></b> NCC cadet completing 75% parade attendance exemption of examination fee. 10% bonus marks for 'B' certificate and 15% bonus marks for 'C' Certificate holders in admission in B.Ed.</p> <p><b><u>Kashi Vidhyapeeth, Varanasi</u></b> 5% bonus marks to 'B' certificate holder in admission to BA/B.Sc. 45 bonus marks for 'C' Certificate holder and 30 bonus marks for 'B' certificate holders in admission to B.Ed.</p> <p><b><u>Baanaras Hindu University</u></b> Weightage of 5 points and 10 points for 'B' Certificate and 'C' certificate holders respectively in admission to non-competitive courses.</p>	Nil		

<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Tamil Nadu	One Seat reserved in each UG Course and PG Course for cadets enrolled in NCC affiliated Arts & Sciences College.	<p>½ marks, 1 mark and 2 marks are being awarded as bonus marks to NCC 'A', 'B' and 'C' certificate holders respectively in Tamil Nadu Uniformed Services Recruitment Board.</p> <p>½ marks is awarded for NCC cadets in the oral test for the BT and PG Assistant recruitment/ appointment in Tamil Nadu Govt Service.</p>	<p><b>State level best cadet award</b> – 1<sup>st</sup> position to Rs 6000/-, 2<sup>nd</sup> position to Rs 4000/- and 3<sup>rd</sup> position to Rs 2000/-</p> <p><b>National level best cadet award</b> – 1<sup>st</sup> position 10,000/-, 2<sup>nd</sup> position to 6,000- and 3<sup>rd</sup> position to Rs 4,000/-</p> <p><b>Individual/Team sports event at National level</b> – 1<sup>st</sup> position to Rs 2,000/- 2<sup>nd</sup> position to Rs 1200/- and 3<sup>rd</sup> position to Rs 800/-</p>	
West Bengal	Weightage of 5%, 10% and 20% marks for 'A', 'B' & 'C' certificate holders respectively.	<p>5, 10 and 20 bonus marks to NCC 'A', 'B' &amp; 'C' certificate holders cadets for enrolment of Home Guard Commandant and District Commandant</p> <p><b>Auth : 31.03.2010</b></p>		

<u>Name of State</u>	<u>Academic Field</u>	<u>Employment Field</u>	<u>Cash Award</u>	<u>Remarks</u>
Sikkim	Nil	Nil	<b>Best Cadet Degree Course</b> 1 <sup>st</sup> position – Rs 1000/-, 2 <sup>nd</sup> position – Rs 500/- and 3 <sup>rd</sup> position – Rs 400/-  <b>Auth : 10.11.1983</b>	
Assam	10% seats reserved for NCC cadets in polytechnics institutions. 02 seats reserved for Assam Engineering College.	Nil	Birchilarai Award to 04 Best cadets @ Rs 25,000/- each with Medal and citation. <b>Auth : 10 Aug 2005</b> Rs 1.40 lakhs as scholarship to NCC cadets during the year 2016-17 <b>Auth : DSY/PP/NCC/30/2009/54 dt 20 Mar 2017</b>	

Name of State	Academic Field	Employment Field	Cash Award	Remarks
Meghalaya	01 seat has been reserved for NCC cadets in all the 03 polytechnic colleges of the State for three year Diploma Course in Engineering. Auth : EDN.222/2000/319-A dt 11.01.17	Nil	Rs 10,000/- for RDC	
Bihar	1% seat in all Medical, Engineering, Polytechnic Colleges be reserved for NCC 'B' and 'C' certificate holders who have qualified with 'A' & 'B' Grading only.	5% weightage in state Govt Subordinate services to include class-III & IV and State Police jobs to cadets holding NCC 'C' certificate only in 'A' & 'B' Grading.	NIL	





**THIRD YEAR**

**EDUCATION COMPONENT**

**SEMESTER**

**V**

**AND**

**VI**

## **Environmental Education**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Objectives : To enable the student–teachers to –**

1. Develop knowledge and understanding related to concepts of environment and Environmental Education.
2. Create awareness about the effect of environmental problems on human life amongs the secondary school students.
3. Understand co–relation between school subjects and environmental education.
4. Create awareness about effect of population explosion on environment amongst the S.S. students.
5. Create awareness amongs S.S. students to observe, identify and analyse the local environmental problems and suggest remmedial measures.
6. Role of teacher for developing knowledge and understanding amongs the Secondary School students for environmental management, environmental movements and laws of environmental conservation and pollution control with special reference to India.

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### **Unit–I:ENVIRONMENTAL EDUCATION :**

- a) Concept & meaning of Environmental Education.
- b) Objectives, need, importance & scope of Environmental Education.
- c) Role of teachers in Environmental Education.
- d) Characteristics of Environmental Education Teacher.

## **Unit–II : METHODOLOGY OF ENVIRONMENTAL EDUCATION :**

- a) Strategies, curricular & co–curricular activities related to Environmental Education at secondary stage.
- b) Project method, Discussion, Problem solving method, Heuristic method, Exhibition.
- c) Disaster management: Floods, earthquake, cyclone, landslides, Tsunami.
- d) Population explosion: Causes and impact on environment with special reference to India.

## **Unit–III : ENVIRONMENTAL PROBLEMS & THEIR IMPACT ON HUMAN LIFE :**

- a) Problems related to pollution & it's effects on human health, control measures of:  
1. Air Pollution 2. Water Pollution 3. Soil Pollution
- b) Problems related to pollution & it's effects on human health, control measures of :  
1. Noise Pollution 2. Solid waste Pollution 3. .Radio active
- c) Development of awareness about environmental problems among
  - i) School pupils at secondary stage ii) Local community.
- d) Remedial measures of environmental problems.

## **Unit – IV : ENVIRONMENTAL MANAGEMENT :**

- a) Climate change, global warming, acid rain, ozone layer depletion, green house effect
- b) Environmental ethics: issue & possible solutions
- c) Environmental movements & project – Chipko, Apiko, silent valley, Ganga Action plan, Tiger project.
- d) 1) Water (Prevention of Pollution) Act.1974, 2) The Air (Prevention of Pollution) Act, 1981, 3) The Environmental (Protection) Act, 1986, 4) The wild life Protection Act, 1972

### **Sessional work: (Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- The students has to undertake **one** of the following practical and present the report

**(5 Marks)**

- 1) Study of Pollution (cause, effect & remedial measures) due to any one of the following: Industry, Vehicles, rituals, projects such as dairy, poultry, slaughter house, hospital wastes & reports.
- 2) Study of local environmental problems such as water , air , land & noise pollution.
- 3) Study of biotic and abiotic factors, food chains, food web & tropical level in any one of the following eco-system pond , river, garden , forest , grassland, cultivated fields & report.
- 4) Study of common plants, insects, birds of a locality.
- 5) Study of environmental problems of a locality, suggest solutions for it and report.
- 6) A visit to sanctuary, valleys, sea- shores & it's report.

### **LIST OF RECOMMENDED BOOKS**

#### **पर्यावरण शिक्षण**

- १) भांडारकर, के.एम. (२००८) पर्यावरण शिक्षण, नित्यनूतन प्रकाशन, पुणे.
- २) कुलकणी, डी.आर. (२००७) पर्यावरण शिक्षण, विद्या प्रकाशन, नागपूर.
- ३) सावंत प्रकाश (२००९) पर्यावरण शिक्षण , फडके प्रकाशन, कोल्हापूर.
- ४) पाटील धनराज , ढेरे अमर (२००९) पर्यावरण शिक्षण व अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर.
- ५) घाटे निरांजन (२००४) बोध पर्यावरणाचा, मेहता पब्लिकशन, पुणे.
- ६) UGC (2013) Textbook of Environmental studied for under graduate course, University Press. Hyderabad.
- 7) Abbasi S.A. (1998) Environmental Pollution and its control congent  
a. International P.B. 340 Pondechorry.
- 8) Desh Bandu (1999) Environmental Education – Indian Environmental Society .  
New Delhi.
- 9) Arunkumar (1999) Environmental Problems and Control (Vol. I , II ) Anmol  
Publication P. Ltd. New Delhi.
- 10) Dhaliwal G.S. Sandhu G. S. and Pathan P.K. (1996), Fundamental of  
Environmental Science , Kalyani Publishers. New Delhi.

11) Henvietta, Feck (1981) Introduction to Nutrition macmillian Publisher and Co.  
New York.

12) Gupta N. L. , Gujar R.K. (1993) sustainable development Vol.I Tawar  
Publications , New Delhi

13) Kamboji N.S. (1999) Control of Noise Pollution, Deep Publication, New  
Delhi.



## Pedagogy of Marathi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

**उद्दिष्टे:** विद्यार्थीशिक्षकाला.....

१. मराठी भाषा निर्मिती व भाषा विकास प्रक्रियेतील टप्पे समजण्यास मदत करणे.
२. मराठी मातृभाषा अध्ययनाचे महत्त्व समजण्यास मदत करणे.
३. मराठी भाषा, अन्य भाषा, अन्य अभ्यासविषयक व व्यक्तीचे जीवन यांचा सहसंबंध समजण्यास मदत करणे.
४. मातृभाषेच्या अध्यापनाची ध्येये व उद्दिष्टे समजण्यास मदत करणे.
५. मातृभाषा अध्यापनासाठी यथोचित पध्दती, तंत्रे, भाषिक कौशल्याची माहिती घेण्यास मदत करणे.
६. मातृभाषा शिक्षकांची गुणवैशिष्ट्ये समजण्यास मदत करणे.
७. मातृभाषा अध्यापनासाठी उपयुक्त अध्यापन प्रतिमानाची माहिती घेण्यास मदत करणे.
८. मातृभाषेच्या विविध अंगाच्या अध्यापनाचा परिचय करून घेण्यास मदत करणे.

**घटक : १. मराठीचे अभ्यासक्रमातील स्थान / मातृभाषा मराठी**

- अ) मराठी भाषा स्वरूप व वैशिष्ट्ये आणि मराठीचे महत्त्व व सद्यःस्थिती
- ब) मराठी भाषेचा उगम व विकास
- क) मातृभाषा अध्ययन - अध्यापनाचे महत्त्व
१. शिक्षणाचे माध्यम म्हणून स्थान
  २. सामाजिक, सांस्कृतिक प्रसारणाचे साधन
  ३. वाङ्मयीन आवड व अभिरूचीनिर्मितीची साधन
  ४. विचार, भावना, व अनुभव यांच्या आदान-प्रदानाचे साधन
  ५. व्यक्तिगतविकासाचे साधन
- ड) मराठीचा अंतर्गत सहसंबंध व अन्य शालेय विषयाशी सहसंबंध

**घटक : २. अध्ययन अध्यापनकार्यनिती**

- अ) मातृभाषा अध्यापन पध्दती
१. कथन २. परिसंवाद ४. चर्चा व प्रकार ५. प्रकल्प ६. बुद्धिमंथन ७. उद्गामी-अवगामी
- ब) मातृभाषा अध्ययनाचीतंत्रे :
१. नाट्यीकरण २. मुलाखत ३. पर्यवेक्षित अभ्यास ४. रसग्रहण (महत्त्व, उपयुक्तता, मर्यादा)
- क) भाषिक कौशल्यांचा विकास:(श्रवण, भाषण, लेखन, वाचन, संभाषण, रसग्रहण)
- ड) अध्यापन प्रतिमाने: १) संकल्पना प्राप्ती अध्यापन प्रतिमान २) भूमिका पालन अध्यापन प्रतिमान

**घटक : ३ मराठी भाषा शिक्षक- व्यावसायिकविकास आणि संशोधन**

- अ) मराठीशिक्षकांची पात्रता, गुणवैशिष्ट्ये, आव्हाने आणि उपाय.
- ब) मराठीशिक्षकांचा व्यावसायिकविकास
- क) मराठीशिक्षकांचे विषय संघटनेतील योगदान व भूमिका
- ड ) कृतिसंशोधन संकल्पना, महत्त्व, गुणवैशिष्ट्ये, पाय-या व आराखडा लेखन

**घटक : ४ मातृभाषा अध्यापनाची साधने व मातृभाषेच्या विविध अंगांचे अध्यापन**

**अ. अध्यापनाची साधने :** १. व्हिडिओ २. ध्वनीफित ३. शब्दपट्ट्या ४. संगणक ५. इंटरनेट ६. भाषा प्रयोगशाळा ७. चित्रपट / नाटक ८. मोबाईल ९. टी.व्ही. १०. जाहिरात लेखन ११. तक्ते

**ब..गद्य अध्यापन :** स्वरूप, महत्त्व, उद्देश, आणि प्रकार, गद्य अध्यापन पध्दती

**क. पद्य अध्यापन :**स्वरूप, महत्त्व, उद्देश, आणि प्रकार, पद्य अध्यापन पध्दती

**Sessional Work (Total 10 Marks)**

वर्गनिबंधासाठी दिलेले तीन प्रश्न शिक्षक प्रशिक्षकाकडून तपासून घ्यावेत. त्यापैकी कोणत्याही एक प्रश्न वर्गनिबंधासाठी परीक्षेच्या वातावरणात लिहून घ्यावा. (५ गुण)

खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे.(५ गुण)

१. मराठी अध्यापनातील समस्या सोडविताना कृती संशोधन आराखडा तयार करणे.
२. मराठी साहित्य अनुवादित, मूळ साहित्य व साहित्यकृतीचे समीक्षण करून अहवाल लेखन करणे.
३. मराठी भाषा शिक्षक विषयक व संशोधन अहवाल त्यातून मिळालेले निष्कर्ष यांचा अभ्यास करून भाषा शिक्षण सुधारण्यासाठी मराठी विषयक सहशिक्षकांची चर्चा करून अभिप्राय लेखन करणे.
४. भाषाविषयक संशोधन/सेमिनार/कार्यशाळा यांचा अभ्यास करून अहवाल लेखन करणे.
५. एका साहित्यिकाची मुलाखत घेवून अहवाल लेखन करणे.
६. मराठी भाषेसंबंधित एखाद्या विषयावर कात्रणसंग्रह करणे.
७. एका साहित्यिकांचा परिचय अहवाल लेखन करणे.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

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## Pedagogy of Hindi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्देश: छात्राध्यापकोंको / में.....

१. हिंदी भाषा का व्यापकता से परिचय कराना।
२. हिंदी अध्यापन के व्यापक तथा कक्षा अध्यापनके उद्देश्योंको समझ लेने में मदद करना।
३. हिंदी भाषा की विविध पध्दतियों का परिचय कराना।
४. भाषा शिक्षा की विभिन्न विधाओं से परिचित कराना।
५. भाषा सीखने की सृजनात्मक प्रक्रिया का विकास करना।
६. कृतिसंशोधन करने की क्षमता विकसित करना।

प्रथमइकाई - भाषा का स्वरूप महत्व एवं स्थान

१. हिंदी भाषा का उद्गम : संक्षिप्त इतिहास, महत्व, स्वरूप, विकास.
२. समवाय के प्रकार तथा हिंदी भाषा का अन्य विषयों से समवाय।
३. छात्र के जीवनमें भाषा का महत्व (समाजिक, भावनिक, बौद्धिक विकास आदि )
४. भारतीय बहुभाषिक समाज में हिंदी का स्थान, महत्व, राष्ट्रभाषा के रूप में हिंदी कास्थान

द्वितीयइकाई –भाषा अध्यापनके उद्देश औरकौशल

१. हिंदी अध्यापनके उद्देश— (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर)
२. हिंदी भाषा के व्यापक उद्देश, वैश्विक स्तरपर हिंदी भाषा की भूमिका
३. भाषा कौशल- श्रवण, वाचन, लेखन, भाषण-संभाषण, अभिनय एवं निरीक्षणकौशल  
कंठस्थीकरण-महत्व एवं लाभ।
४. शिक्षा समितियाँ-राष्ट्रीय समितियाँ- राष्ट्रीय शिक्षा नीती १९८६ / पुनर्रचना १९९२,राष्ट्रीय  
पाठ्यचर्या २००५

तृतीयइकाई - भाषा का अध्ययन एवं अध्यापन

१. भाषा अध्यापनके सूत्र



२. भाषा शिक्षा के समाजिक आधार— परिवार, तथा विद्यालय, समयस्क मित्र (हमउम्र), विभिन्न समुदाय,
३. जनसंचार अन्य माध्यम
४. हिंदी अध्यापनकी विविध पद्धतियाँ (संभाषण, नाटयीकरण, चर्चा, प्रश्नोत्तर निदानात्मक, उपचारात्मक अध्यापन आदि)।
५. अध्यापन प्रतिमान - भूमिका पालन, संकल्पना प्राप्ति प्रतिमान, सृजनात्मक विकास प्रतिमान आदि

#### चतुर्थइकाई - भाषा शिक्षा कीविधाएँ

- १) सहायक साधन— प्रक्षेपित एवं अप्रक्षेपित साधन स्वरूप, महत्व एवं प्रकारइ.
- २) गद्य विधा - महत्व, उद्देश्य, प्रकार, प्रमुख रचनाकारोंका संक्षिप्त परिचय, अध्यापन पद्धतियाँ ।
- ३) पद्यविधा - महत्व, उद्देश्य, प्रकार, प्रमुख रचनाकारोंका संक्षिप्त परिचय, अध्यापन पद्धतियाँ ।
- ४) कृति संशोधन- महत्व तथाकार्यान्वयन

#### परियोजन (सत्र) कार्य:-

- १) प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमे से एक प्रश्न लिखना अनिवार्य है । (५ मार्क्स )
- २) निम्नलिखित में से किसी एक पर परियोजन तैयार करें।(किसी दो विषयपर) (५ मार्क्स )
  १. राष्ट्रभाषा हिंदी का स्थानजानने हेतु प्रश्नावली बनाकर दस परिवारोंका सर्वेक्षण करें।
  २. रेडियो या दूरदर्शनके लिए हिंदी भाषा संबंधी कार्यक्रमका प्रारूप तैयारकीजिए।
  ३. हिंदी भाषा के किसी एक कौशल के विकास हेतु प्रपत्र तैयार कीजिए।
  ४. हिंदी भाषा उच्चारण एवं बलाघात के विशेष के निदानात्मक उपचार पद्धती से प्रारूप तैयार कीजिए।

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

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## **Pedagogy of English (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Course Objectives:**

This course aim at enabling student-teacher to-

1. Understand the nature, landmark, and structure of English
2. Understand syllabus of English
3. Use instructional objectives and their specification at upper primary, secondary and higher secondary level.
4. Acquaint approaches, methods, models and various learning resources.
5. Understand conceptual knowledge of phonemes morphemes and syntax.
6. Transform from direct speech into indirect speech, active voice into passive voice, positive degree into comparative and superlative degree.

### **Unit No 1: Nature of English**

- a) Nature of English Language.
- b) Landmark of English in India.
- c) Structure of English.
- d) Core elements, values and life skills to be inculcated through English teaching.

### **Unit : 2 Curriculum reforms in English language**

- a) Aims and objectives of teaching English at upper primary, secondary and higher secondary level.
- b) Instructional objectives of English such as Listening, Speaking, Reading and Writing with their specifications.
- c) Features and types of English syllabus.

### **Unit : 3 Teaching Process of English Language**

- a) Approaches : Situational, structural and communicative.

- b) Methods : Direct method, Bilingual Method and Eclectic Methods.
- c) Models : Concept Attainment Model and Advance Organizer Model.
- d) Learning resources in English such as Dictionary, Textbook, Handbook, Charts, Models, Language Laboratory, Internet and E-Books.

**Unit : 4 Conceptual Knowledge of English**

- a) Phonemes and Morphemes
- b) Syntax
- c) Transformation : Direct and Indirect Speech
  - Active and Passive voice
  - Degree – Positive Comparative and Superlative

**Sessional work: (Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students will undertake **any one** of the following practical and present the report **( 5 Marks)**

**Practical / Field Tasks:**

- 1) Interview of English Subject Teacher at Upper Primary, Secondary, Higher Secondary School Level.
- 2) Organize one visit to English department for knowing and observing innovative practices and write report on it.
- 3) Prepare one teaching aid of English which must be related to Std IX text book

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

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## **Pedagogy of Urdu (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Objectives:**

After completion of course the student teaching will be able to...

1. Develop and understanding of the meaning, nature, place and importance of Urdu in school and higher secondary curriculum and human life.
2. Understand the role Urdu in national & international integration.
3. Understand the general objectives of teaching Urdu according to NCF 2005 and SCF 2010.
4. Understand the contribution of poet and writer done in Urdu subject.
5. Be acquainted with method maxims techniques strategies and resources of teaching Urdu.
6. Understand the concept of models of teaching, types of models of teaching and their implications.
7. Acquire the knowledge of historical development of Urdu.
8. Develop skill of preparing and use of different types of learning aids.

### **Unit – I Nature of Urdu and learning**

- a) Meaning, Nature, scope of Urdu.
- b) Place and importance of Urdu in school and High secondary level.
- c) Co-relation of Urdu with other subject.
- d) General objectives of Urdu with reference to NCF 2005 and SCF 2010. Instructional objectives and its specifications.

### **Unit – II Strategies for learning**

- a) Methods: lecture, inductive, deductive dramatization, Methods of teaching prose, poetry & grammar.

- b) Techniques and maxims of teaching: Questioning, explanation( Narration Supervised, shortly discussion, assignment, observation and maxims of teaching.
- c) Strategies: Constructivism, Co-operative, and collaborative teaching computer Assisted learning (CAL) Project based learning (PBL)
- d) Models of teaching: Concept attainment, Inductive thinking, Advance organizer model, Role playing model,

### **Unit – III Learning Aids in the subject Urdu**

- a) Importance of Audio visual aids and various types of A/V aids. Text Book, Black Board, Charts, Models, Pictures, News Papers, Journals and Periodicals, Dictionary, reference Book, and other literary material, Radio, Tape recorder, T.V., Telephone, Mobile, Over Head Projector, (OHP), Films Projector, L.C.D. Projector, C.D., D.V.D.,
- b) **Support system** - 1) Urdu Room- Need, importance and layout of Urdu room. 2 Language Laboratory: Objectives and Functions, Planning and organizing

### **Unit – IV Professional development of Urdu teacher**

- a) Origin of Urdu
- b) Status & development of Urdu in different period
- c) Role & important of Urdu in national & international integrations.
- d) Historical development of Urdu in different period, Contribution of poets and writers of Urdu in Urdu subject -Dr. Md.Iqbal, Mirza Galib, Sir Sayyed Ahamad Khan.

### **Sessional Work (Total Mark: 10)**

1. The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
2. The student may undertake **any one** of the following activities and present the report. **(5 Mark )**
  - i) Report Writing on Urdu laboratory facilities in college.
  - ii) Preparation of programmed Instruction/computer Assisted Instruction (CAI) ICT based learning materials.
  - iii) Report writing on five Urdu activities in school.

- iv) Preparation of action research proposal in Urdu.
- v) Preparing of one innovative & useful teaching aid.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.



## Pedagogy of History (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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**Objectives** - After completion of course the student-teacher will be able to:

1. Develop insight into the meaning, nature, scope of history education and appreciate the role of History in day-to-day life.
2. Be acquainted with aims, values and objectives of teaching History& Civics at secondary school level.
3. Understand correlation of History with other school subjects and within subject.
4. Understand and appreciate the work done by eminent Historians.
5. Get acquainted with various methods, Strategies and techniques of teaching History.
6. Understand steps of action research and scientific methods in History.
7. Prepare and evaluate instructional materials in History learning.
8. Understand support systems for teaching of History.
9. Be acquainted with teaching of various concepts in History and Civics.

### Unit I - Nature of History & Civics

- a) **History & Civics:** Meaning, nature, scope, importance& kinds of History.
- b) **Aims and values** of teaching History at secondary level, instructional objectives of teaching History and Civics with their specifications.
- c) **Correlation** of **History** with other school subjects.
- d) **Historiography:** with special emphasis on teaching of History, Contribution of great Historians with reference to Herodotus, Karl marks, Sir Jadunath Sarkar, V.K.Rajwade

### Unit II - Strategies for Teaching and Learning of History

- a) **Methods**–Narration, Source, Story Telling, Discussion, Problem Solving.
- b) **Learning strategies:**Constructivism, Cooperative and collaborative strategies, concept mapping, computer Assistant learning .
- c) **Models of Teaching:** Role playing model, Jurisprudential model, Advance organizer model.
- d) **Techniques and devices:** Symposium, brainstorming, assignment, supervised study, dramatization.
- e) **Maxims of Teaching**

### **Unit III - Learning Aids& Research in the subject**

- a. **Construction and Implementation of following teaching aids in History & Civics**
  - 1) Visual - Chart, Map, Time Charts, Film strip, pictures, models, objects2) OHP - Audio - Tape recorder, Digital Audio-recorder & Player.3) Audio-visual – TV, Computer, LCD projector, Mobile.
- b. **Support system** - 1) History room- Need, importance and layout of History room. 2) History Club: Objectives and Functions, Planning and organizing, exhibition, various activities for the preservation of Historical places.
- c. Action research proposal, Steps in action research.

### **Unit IV - Teaching of various aspects of History& Civics**

- a) Sources of History (Ancient).
- b) Conflict with the Mughals.
- c) Marathas- The Protectors of the Nations.
- d) Rights and duties of the Indian citizen as per constitution.

### **Sessional work: (Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students will undertake **any one** of the following practical and present the report **(05 Marks)**
  1. Project on any work done by renewed HISTORIAN.



2. Visit to any historical place and report with Pictures it.
3. Collect the information about any current Historical event and analyses with your view.
4. Organize and report the experiences of two lessons by use of ICT in History at secondary level.
5. Organize and report the experiences of two lessons by use of constructivist strategies in History at secondary level.
6. Development of a learning aid on a topic in History and the procedure for using it
7. Collection of Pictures & information of Various Forts in India.
8. Writing report of participation in conferences/seminars/workshops in History.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

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## **: Pedagogy of Geography (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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**Objectives** - After completion of course the student-teacher will be able to:

1. Develop insight into the meaning, nature, importance, modern concept of geography education and appreciate the role of geography in day-to-day life;
2. Understand correlation of geography with other school subjects and within subject.
3. Be acquainted with aims and objectives of teaching Geography at upper primary, secondary & Higher secondary level.
4. Get acquainted with various Strategies, methods and techniques of teaching Geography.
5. Prepare and evaluate instructional materials in Mathematics learning.
6. Understand support systems for teaching Geography.
7. **Be** acquainted with teaching of various concepts in Geography subject.

### **Unit I - Nature of Geography and Learning**

- a) Geography : Meaning, nature, importance & Modern concept.
- b) Co-relation of Geography with other subjects and within Geography.
- c) Aims of teaching Geography with their specifications at upper primary, secondary & Higher secondary level.
- d) Objectives of Teaching Geography with their Specifications at Secondary Level.

## **Unit II - Strategies for Learning**

- a) Methods and Approaches of teaching Geography – Regional, Observation, Lecture, Journey, Excursion, Project, Laboratory
- b) Models of Teaching -Concept attainment, Advance organizer model, Use of Constructivism in teaching Geography.
- c) Strategies for teaching Geography-Discussion, Seminars, Map reading, Field Work, Supervised study, Co-Operative Learning, Brainstorming.
- d) Maxims of Teaching Geography.

## **Unit III - Learning Aids & Research in the subject.**

- a) Instructional materials & Aids 1) Visual - Chart, graph, Boards, Maps, Globe, Atlases, Pictures, OHP 2) Audio - Tape recorder, Digital Audio-recorder & Player, Radio. 3) Audio-visual – TV, Computer, Mobile.
- b) **Support system**-1) Geography Club: Objectives and Functions 2) The Geography Room-structure & use
- c) Geography Field visit .
- d) GIS & GPS Techniques use & importance in Geography

## **Unit IV - Teaching of various aspects in Geography**

- a) Structure of Waves
- b) Types of Rains
- c) Primary Occupation
- d) Concept and Use of Latitude and Longitude.

### **Sessional work: (Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students will undertake **any one** of the following practical and present the report **(05 Marks)**
  1. Project on work done by are eminent Geographers.
  2. Review of Research articles from journals on Geography Education related to teaching & learning of Geography

3. Preparation of programmed instruction / computer assisted instruction CAI /ICT based learning materials.
4. Visit to Metrological Department –observe & prepared the report.
5. Collect information about any current Geographical event & analyses with your view.
6. Prepare the one teaching Aid of Geography subject .
7. Critical analysis of any one website related to teaching / learning of Geography and report.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.



# Lesson Planning Workshop

सरावपाठ नियोजन कृतिसत्र व दिग्दर्शित पाठ

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

**उद्दिष्टे :** छात्राध्यापकास . . . .

१. शैक्षणिक मूल्यमापन प्रक्रियेची माहिती देणे.
२. शैक्षणिक उद्दिष्टे व स्पष्टीकरणे तयार करण्यास मदत करणे.
३. पाठनियोजन करण्यास मदत करणे.

**योग्य कालखंड :** सूक्ष्म अध्यापनानंतरचा १ आठवडा

या सरावपाठ नियोजन कृतिसत्रआठवडयात शैक्षणिक मूल्यमापन, उद्दिष्टे व स्पष्टीकरणे, पाठ नियोजन यावर किमान पाच व्याख्याने आयोजित करावीत. यावेळीच पाठाचे निरीक्षण व मूल्यमापन कोणत्या मुद्द्यांनुसार होणार याची माहिती छात्राध्यापकांना द्यावी.

त्यांनंतर प्रत्येक अध्यापन पध्दतीचा किमान एक याप्रमाणे दिग्दर्शन नमुना पाठाचे नियोजन करावे. छात्राध्यापकांने निवडलेल्या दोन अध्यापन पध्दती विषयासंबंधित शालेय विषयावर आधारित प्रत्येकी एक पाठटाचण गटामध्ये तयार करावे व त्यावर गटामध्ये चर्चा करावी.

मूल्यमापन : पाठटाचण १ —	५ गुण
पाठटाचण २ —	५ गुण
कृतिसत्र व गटचर्चेतील सहभाग —	५ गुण
अहवाललेखन —	१० गुण

**अहवाल लेखन :** अहवाललेखन प्रमुख्याने कृतिसत्रातील व्याख्यानातील तात्त्विक भाग, गटचर्चेतील काम, दोन पाठटाचणे व प्रशिक्षणार्थीची मनोगते यांचा अंतर्भाव असावा. प्रशिक्षणार्थी स्वतः स्वतंत्रपणे अहवाल लेखन करण्याबाबतच्या सूचना व प्रेरणा गटप्रमुख शिक्षक प्रशिक्षकांनी द्याव्यात.

## दिग्दर्शित पाठ

सरावपाठ नियोजन कृतिसत्रानंतर दिग्दर्शित पाठाचे नियोजन शालेय स्तरावरील विषयानुसार करावे. शिक्षक प्रशिक्षक अध्यापन पध्दतीच्या तासाला या दिग्दर्शित पाठासंदर्भात चर्चा करावी. सर्व छात्राध्यापकांना दोन्ही अध्यापन पध्दतीसंबंधित पाठाचे दिग्दर्शन पाहता येईल असे नियोजन करावे. सर्व दिग्दर्शित पाठ हे माध्यमिक शाळेतील विद्यार्थ्यांसमोर घ्यावयास हवेत. दिग्दर्शन पाठापूर्वी प्रत्येक पाठाचे टाचण किमान एक दिवस छात्राध्यापकांच्या निदर्शनास आणावे. विद्यार्थ्यांना ते लिहून घेण्यास सांगावे. पाठानंतर वर्गात चर्चा घडवून आणावी.

# Workshop on Teaching Aids

## शैक्षणिक साधन निर्मिती कार्यशाळा

क्रेडिट -१

गुण-२५

कालावधी :५० तास

उद्दिष्टे : छात्राध्यापकास---

१. विषय अध्यापनासाठी शैक्षणिक साधनांची गरज समजावून देणे.
२. निवडलेल्या विषयानुरूप शैक्षणिक साधन निर्मितीसाठी प्रेरणा निर्माण करणे.
३. अध्ययन अध्यापन प्रक्रियेत अद्ययावत शैक्षणिक साधनांचा उपयोग करण्यासाठी प्रवृत्त करणे.
४. शैक्षणिक साधन निर्मितीसाठी आवश्यक कौशल्ये विकसित करण्यास मदत करणे.
५. शैक्षणिक साधनांची अध्ययन अध्यापन कायातील गरज, महत्त्व, समजून घेण्यास मदत करणे.

### कार्यशाळेचे स्वरूप

शैक्षणिक साधननिर्मिती कार्यशाळेची सुरुवात ६ व्याख्याने होईल. अध्ययन अध्यापन प्रक्रियेत दृक-श्राव्य साधनांचे महत्त्व गरज यावर आधारित व्याख्यानाचे आयोजन करावे. शैक्षणिक साधन बनविणा-या तज्ज्ञ व्यक्तींचे मार्गदर्शन प्रात्यक्षिक कार्यासाठी ठेवावे. कार्यशाळेसाठी आवश्यक साहित्याचे नियोजन अगोदरच केलेले हवे. शैक्षणिक साधन निर्मितीसाठी शालेय विषयाची पाठ्यपुस्तके, कागद, रंग, फेव्हीकॉल, कात्री, थर्माकॉल, कार्डशीट, स्केचपेन इत्यादी साहित्य विद्यार्थी संख्येनुसारच हवे.

शैक्षणिक साधननिर्मिती कार्यशाळेतील तात्विक भागावरील व्याख्यानानंतरच गटवार प्रात्यक्षिक कामाचे नियोजन हवे. शक्यतो अध्यापन पद्धतीवर गट विभागणी करून प्रत्येक अध्यापकाने शालेय स्तरावरील निवडलेल्या दोन विषयाची दोन शैक्षणिक साधने तयार ठरावीत. शैक्षणिक साधने तयार करताना दृक-श्राव्य साधनांचे विविध प्रकारानुसार विविध प्रकारची साधने तयार करावीत. छात्राध्यापकांची विषय, इयत्ता, आशयानुरूप विविध साधने तयार करण्यासाठी प्रयत्न करावेत.

अहवालात तयार केलेल्या शैक्षणिक साधनांचा हेतू, महत्त्व व उपयुक्तता व तयार करण्याची प्रक्रिया थोडक्यात लिहावी.

### मूल्यमापन-

शैक्षणिक साधननिर्मिती कृतीसत्रातील छात्राध्यापकांचा सहभाग तसेच तयार केलेल्या दोन शैक्षणिक साधनांचा दर्जा ठरवून २५ गुणांपैकी मूल्यमापन करावे.

शैक्षणिक साधन-१-	१० गुण
शैक्षणिक साधन-२-	१० गुण
अहवाल	०५ गुण

# Practice Teaching and Internship

सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट - ४

गुण-१००

कालावधी : २०० तास

For Semester –II Internship + Practice Lesson (8) = 60+40 = 100 Marks

उद्दिष्टे : छात्राध्यापकास....

१. शाळेतील आंतरक्रियात सहभागी होण्यास मदत करणे.
२. बुलेटिन तास, परिपाठ, फलक लेखन या उपक्रमाचे नियोजन व आयोजन करणे.
३. शाळेतील समाजसेवा आर.एस.पी./एम.एम.सी.यापैकी एका उपक्रमाचे नियोजनकरून अहवाल लिहण्यास मदत करणे.
४. शाळेतील शारीरिक शिक्षण व आरोग्य शिक्षण, कार्यानुभव, या विषयासाठी कार्यक्रम राबविण्यास मदत करणे.
५. कृतिसंशोधनाचा आराखडा व कृतिसंशोधन कार्यवाही करण्यास मदत करणे.
६. अध्यापन पध्दतीशी संबंधित प्रात्यक्षिके राबविण्यास मदत करणे.

## सरावपाठ प्रशिक्षण (सत्र २,३,४)

सरावपाठ प्रशिक्षण हे प्रामुख्याने शालेय आंतरवासिता कालखंडात घ्यावयाचे आहे.

उद्दिष्टे : छात्राध्यापकास....

१. वर्गाअध्यापन कार्यासाठी आवश्यक अशा अध्यापन पध्दती, तंत्रे व क्लुप्त्या याविषयी महिती मिळविण्यास मदत करणे.
२. पाठ नियोजन तत्वानुसार विविध पाठांचे नियोजन करण्यास मदत करणे.
३. अध्यापनाचा सराव देवून अध्यापन पध्दती आत्मसात करण्यास मदत करणे.
४. वास्तव परिस्थितीत अध्यापन कार्याची संधी देवून त्याची परिणामकारकता आजमविण्यास मदत करणे.
५. अध्यापन पध्दतीनुसार व इतर अध्यापनाची पाठ निरीक्षण करण्यास संधी देणे.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली : पाठयपुस्तके, शैक्षणिक साधने, पाठ टाचण, निरीक्षण, नोंद तक्ते, सरावपाठ शाळांचे पूर्ण सहकार्य व सुविधांची उपलब्धता, शाळेतील शिक्षकांचे सहकार्य.

प्रत्येक सत्रानुसार पूर्ण करावयाचे पाठसंख्या व एकूण गुण- १५०

सत्र	पाठाचे प्रकार						एकूण
	सुट्टे पाठ	अध्यापन प्रतिमान पाठ	ज्ञानरचनावाद	आशययुक्त अ.पध्दती	सलग सराव	आय. सी. टी. चा वापर	
१	---	---	----	----	---	---	००
२	८	---	---	---	---	---	०८
३	---	---	---	४	८	४	१६
४	---	२	४	---	---	---	६
एकूण	८	२	४	४	८	४	३०

सुट्टे सराव पाठ आशययुक्त अध्यापनपध्दतीनुसार पाठ ,अध्यापन प्रतिमानेनुसार पाठ घेताना आय.सी.टी. व ज्ञानरचनावादाचा जास्तीजास्त उपयोग करावा.

## छात्रसेवाकाल स्वरूप,कार्यवाही व मूल्यमापन

**पाठसंख्या व पाठाचे प्रकार: ४० गुण.** या छात्रसेवाकालात ८ सराव पाठ घेणे .या सराव पाठांचे गुण सरावपाठांच्या १०० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी ४ याप्रमाणे दोन अध्यापनपध्दतीचे ८ पाठ घेणे.

**छात्रसेवाकाल उपक्रम:** : पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन,सादरीकरणास १५ पैकी गुण द्यावेत. **(एकूण गुण :६०)**

१. इ.५वी ते ९ वी पर्यंतच्या एका शालेय विषयाच्या मानव अधिकार/ मूल्यशिक्षणावर आधारित आशयाची निवड करून पाठनियोजन करावे. पाठनियोजन करताना आवश्यक पध्दती, तंत्र, क्लृप्त्या किंवा प्रतिमानाचा वापर करून प्रत्यक्ष पाठ घेवून कार्यवृतांत लिहावा. वृतांत लेखनात उद्दिष्टे, पूर्वतयारी, कार्यवाही, शैक्षणिक साधन निर्मिती व उपयोग, स्वतःस मिळवलेले प्रत्याभरण यांचा उल्लेख करावा. विद्यार्थी पाठ घेताना पर्यवेक्षण करावे
  २. शारीरिक शिक्षणासाठी पुढीलपैकी किमान एका उपक्रमाची निवड छात्राध्यापकानी करावी. वैयक्तिक अथवा सांघिक खेळ, अथवा खेळाच्या स्पर्धा , योगशिक्षण/आरोग्यशिक्षणाशी संबंधित उपक्रम/ व्याख्यान/ प्रात्यक्षिक, सांघिककवायत/घुंगरूकाठी, डंबेल्स, इ. साधनाद्वारे कवायत यापैकी एका वर्गासाठी कवायत करावी. वरील उपक्रमाच्या अहवालमध्ये त्याची उद्दिष्टे कार्यवाही, साधनाचे संघटन, अंमलबजावणीत आलेले अडथळे व प्राप्त झालेली यशस्वीता या बाबत वृतांत लिहावा. मार्गदर्शकांनी विद्यार्थ्यांना उपक्रम घेण्यासाठी मार्गदर्शन करावे.
  ३. शाळेतील माजी विद्यार्थी संघटना / पालक संघ/ विद्यार्थी समिती याचा अभ्यास करणे व माहिती लेखन करणे.
  ४. आपल्या अध्यापन पध्दतीनुसार कोणत्याही एका विषयातील आशयांची निवड करा. आशयाला उपयुक्त शैक्षणिक साधन तयार करा. पाठ घेताना प्रत्यक्ष शैक्षणिक साहित्य वापरून झालेल्या परिणामावर स्वतःचे मत लिहा. शैक्षणिकसाधन निर्मितीचे उद्दिष्ट्ये, पूर्वतयारी, साहित्य निर्मितीसाठी येणारा खर्च, उपयोग, यामुद्दयाचा विचार करावा.
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**PUNYASHLOK AHILLYADEVI HOLKAR  
SOLAPUR UNIVERSITY,  
SOLAPUR**

**SKILL ORIENTED COURSE FOR  
B.A. B.Ed. PROGRAMME  
(SEMESTER - V)**

**INTRODUCED FROM THE  
ACADEMIC YEAR**

**2022-23**

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**SKILL ORIENTED COURSE FOR B.Ed. W.E.F. 2022-23**

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**O. Ed.:**

- The regular fulltime Skill Oriented Course is of twelve week duration.
- The Skill Oriented course has been framed so as to satisfy the essential compliances of **National Education Policy (NEP): 2020 and University Grants Commission (UGC) notification**. Also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system.
- The Skill Oriented course curriculum is of 100 marks, 60 periods of work (assuming period of 60 minute), and 04 credit points.

**The General Objectives of Skill Oriented Course are:**

1. To increase the life coping skills and employment worthiness of the students.
2. Increasing the competitiveness of future teachers.
3. Closing the gap between skill required by the schools and skills people possess for employment generation.
4. To prepare Skillful teachers, administrators and supervisors for staffing of the Primary, Secondary and Higher Secondary schools.
5. To prepare professional personnel required for staffing of the Primary, Secondary and Higher Secondary schools.

**O. Ed.: STANDARD OF PASSING**

- 1) To pass the Skill Oriented course examination, a candidate must obtain at least 50% marks in MCQ theory paper.
- 2) A candidate must obtain at least 50% marks in Activities or practical's.
- 3) A candidate must obtain at least 50% marks in Viva-voce. And 50% in the aggregate of all the MCQ theory paper, Activities or practicals and Viva-voce. Such a candidate shall be declared to have passed the examination.

- 20MarksforUniversityAssessmentmeans MCQ Theory paper.(Skill Oriented Course)
- 80Marks for Internal Assessment of Skill Oriented course by College Assessment in which 70 Marks are for Activities or practical's and10 Marks are for Viva-voce mention in the syllabus.

## CREDIT AND GRADING SYSTEM

### Award of Grade:

(a) A student shall pass the course if he/she gets any grade in the range from "O" to "C".

(b) The student has to secure a minimum 4.0 Grade Points Grade C) in Skill Oriented course. A student who secures less than 4.0points will be declared Failed in Skill Oriented course.

- **Conversion of Skill Oriented Course marks into Grades: 10-Point scale for courses having passing criterion of 50%**

**Table A**

Sr. No.	Range of Marks	Grade	Grade Point
1	80-100	O: Outstanding/Excellent	10
2	75-79	A+: Very Good	09
3	70-74	A: Good	08
4	65-69	B+: Above Average	07
5	60-64	B: Average	06
6	55-59	C+: Satisfactory	05
7	50-54	C: Pass	04
8	00-49	F: Fail	00

**Note: The Student shall appear any one course of the following four skill oriented courses.**

1. Stress Management
2. The Art of Public Speaking
3. Psychological Testing and Assessment
4. Technology Embedded Teaching

**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**Skill Oriented Course w. e. f. 2022 - 23**

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**Title of the Course: Stress Management**

- Eligibility of the course : **B.A. B.Ed. Semester- V**
  - Total credit of the course : **04 Credit**
  - Total marks of the course : **100 Marks**
  - Weightage to practical work (marks) : **80 Marks**
  - Weightage to Theory work (marks) : **20 Marks**
  - Duration of the course : **12 weeks (60 Hours)**
- 

**Aim of the course:** To develop the skillful and Enrich stress management administrator.

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

1. Understand the nature of stress.
  2. Comprehend the psychological and physiological effects of stress.
  3. Assess individual risk factors as related to stress (behavioral, emotional, physical, spiritual)
  4. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing our reaction to stress.
  5. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals.
  6. Accept the responsibility of taking charge of your own levels of stress.
  7. Identify and understand the signs and symptoms of stress.
  8. Develop coping skills that will enable the student to control his/her level of stress.
  9. Learn apply stress management techniques in day to day life.
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**Course Content:**

**Module 01: Fundamentals of Stress Management**

- Stress: Meaning and Concept,
- Nature and Scope
- Differentiate term Pressure, Tension and Stress

**Module 02: Understanding the Stress Management Process**

- Human and Stress: Types of Stress
- Sources of Stress (Internal & External)
- Stress: Causes, Symptoms and Consequences

**Module03: Life Skill Education**

- Life skill Education: Concept and Need

- Types of Life Skills
- Relation between Life Skill and Stress

#### **Module04: Strategy and Techniques of Stress Management**

- Strategy of Managing Stress (Individual and Group)
- Stress relieving technique (Individual and Group)
- Laws of Stress less Life, Mental Exercises
- Stress Reliving Therapy

**List of the Activities:** Following activities are used by teacher educator for implementation of the Skill- oriented course.

<b>Sr. No.</b>	<b>Activities</b>
01	Project related to Individual Hobby (Performing Stress Release)
02	Practices based on YOGA.
03	Sharing of self-experiences related to stress management and presentation of report in the group of three students.
04	Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be submitted)
05	Technique to develop and strengthen your inner salience
06	Group Discussion on SWOT
07	Identify and Understand the personal reasons behind stress
08	Short-Term Stress-Relief Strategies You Can Do Anywhere
09	Talk and Walk Exercise
10	Identify your happy hour and do any activity and compare other hours activity.

**\* Teacher educator also may be uses different activities as per strategy and techniques of Stress management. This list is just for reference.**

#### **Course Lay out**

<b>Week</b>	<b>Content</b>	<b>Place</b>	<b>Hours</b>
Week 01	<ul style="list-style-type: none"> <li>▪ Stress: Meaning and Concept,</li> <li>▪ Nature and Scope</li> </ul>	Classroom	05
Week 02	<ul style="list-style-type: none"> <li>▪ Differentiate term Pressure, Tension and Stress</li> <li>▪ Understanding the Stress Management Process</li> </ul>	Classroom	05
Week 03	<ul style="list-style-type: none"> <li>▪ Human and Stress: Types of Stress</li> <li>▪ Sources of Stress (Internal &amp; External)</li> <li>▪ Stress: Causes, Symptoms and Consequences</li> </ul>	Classroom	05
Week 04	<ul style="list-style-type: none"> <li>▪ Life Skill Education: Concept and Need</li> <li>▪ Types of Life Skills</li> <li>▪ Relation between Life Skill and Stress</li> </ul>	Classroom	05
Week 05	<ul style="list-style-type: none"> <li>▪ Strategy of Managing Stress (Individual and Group)</li> <li>▪ Stress are living technique (Individual and Group)</li> </ul>	Indoor Stadium	05

Week 06	<ul style="list-style-type: none"> <li>▪ Laws of Stress less life Mental Exercises</li> <li>▪ Stress Reliving Therapy</li> </ul>	Indoor Stadium / Hall	05
Week 07	<ul style="list-style-type: none"> <li>▪ Project related to Individual Hobby (Performing Stress Release)</li> <li>▪ Practices based on YOGA.</li> <li>▪ Feedback on Discussion / Demonstration</li> </ul>	Indoor Stadium / Hall	05
Week 08	<ul style="list-style-type: none"> <li>▪ Sharing of self-experiences related to stress management and presentation of report in the group of three students.</li> <li>▪ Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be s submitted)</li> <li>▪ Feedback on Discussion / Demonstration</li> </ul>	Indoor Stadium / Hall	05
Week 09	<ul style="list-style-type: none"> <li>• Technique to develop and strengthen your inner salience.</li> <li>▪ Group Discussion on SWOT</li> <li>▪ Identify your happy hour and do any activity and compare other hours activity.</li> <li>▪ Feedback on Discussion / Demonstration</li> </ul>	Indoor Stadium / Seminar Hall	05
Week 10	<ul style="list-style-type: none"> <li>▪ Identify and understand the personal reasons behind stress.</li> </ul> <p>Short-Term Stress-Relief Strategies You Can Do Anywhere</p> <ul style="list-style-type: none"> <li>▪ Talk and Walk Exercise</li> <li>▪ Feedback on Discussion / Demonstration</li> </ul>	Indoor Stadium	05
Week 11	<ul style="list-style-type: none"> <li>▪ Practice and revision of assessment of Stress Management under the supervision of educator.</li> <li>▪ Evaluation Process includes:</li> <li>▪ Practical Activity</li> </ul>	Indoor Stadium / Seminar Hall	05
Week 12	<ul style="list-style-type: none"> <li>▪ Evaluation Process includes:</li> <li>▪ Practical Activity</li> <li>▪ Viva Voce</li> </ul>	Indoor Stadium	05
	<ul style="list-style-type: none"> <li>▪ Theory Test or exam</li> </ul>	Classroom	

### Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Strategy of Managing Stress (Individual and Group)	60
03	Practical Activity evaluation	Stress reliving technique (Individual and Group)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
<b>TOTAL MARKS</b>			<b>100</b>

## References:

- Anthony D. Parnell. (2009) The Seven Laws of Stress Management, Bhopal: Indra Publishing House
- Asore M.D., Kallave M.G. & Shinde J.S. (2013) Life Skill Education. Nanded: Abhang Publication
- Murphy, J. & McMahan, I. (2000) The Power of Your Subconscious Mind
- National Institute for Occupational and Safety and Health (NIOSH) Publication, No. 2003-114d (DVD “Working with Stress”), 2002
- Secret of Concentration (DVD) Speaker- A.P.J. Abdul Kalam
- Developing Inner Strength: The Vivekananda Way (DVD) Ramkrishna Math, Pune
- Who Am I? (A Documentary Film on Personality Development) Ramkrishna Math, Pune
- गोर्लेशिवराज (२००९) मजेतजागावकसं? पुणे,ग्रंथायनप्रकाशन.
- गोर्लेशिवराज (२००९) मजेतरहावकसं? पुणे,ग्रंथायनप्रकाशन.
- सरश्री (२००७) स्वसंवादाचीजादूपुणे,तेजज्ञानप्रकाशन.
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- स्वामीसुबोधानंद (२००३) हेजीवनारीलाक्सप्लीजबंगलोर, सुधिन्द्रप्रकाशन.
- <http://www.mentalhelp.net>
- <http://www.mayoclinic.org>
- <http://www.helpguide.org>
- <http://www.onlyhealthy.com>

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**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,  
SOLAPUR**

**Skill Oriented Course w.e.f. 2022 - 23**

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**Title of the Course: The Art of Public Speaking**

• Eligibility of the course	: B.A. B.Ed. Semester- V
• Total credit of the course	: 04 Credit
• Total marks of the course	: 100 Marks
• Weightage to practical work (marks)	: 80 Marks
• Weightage to Theory work (marks)	: 20 Marks
• Duration of the course	: 12 weeks (60 Hours)

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**Aim of the course:** To develop the public speaking skills and be a successful public speaker of any professional fields.

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

- 1) Provide you with a basic background in the theories and principles of public speaking, as well as practical experience with the basic types of speeches.
- 2) Develop speech preparation and presentation techniques, audience awareness and self-awareness.
- 3) Gain confidence to speak publicly in a variety of situations.
- 4) Give you the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations.
- 5) Gain confidence as a public speaker.
- 6) Develop an understanding of audience analysis.
- 7) Prepare successful messages and Develop effective delivery.
- 8) Increase understanding and integration of the basic principles practices and techniques of effective public speaking.
- 9) Explore principles of listening and perception in order to enhance speaking abilities.
- 10) Prepare student to deliver different types of speeches effectively.

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**Course Content:**

**Module 01: Intro to Public Speaking**

- Public Speaking: Meaning , Need and Importance
- Characteristics and principles of Public Speaking
- Factors affecting on public speaking (Internal & External)
- Importance of Gestures & Body Posture.

**Module 02: Script Writing and Delivery Aesthetics of Speech**

- Script Writing: meaning , Need and Importance



- Script Writing (Types & Techniques)
- Delivery: The Aesthetics of Speech.

### **Module 03: Voice and Public Speaking Activities**

- Voice: Importance of Tone & Speed
- Way and methods for improving voice quality
- Strategy for voice rehearsing & controlling
- Activities for endurance
- Activities for Stage courage

### **Module 04: References, Audience, Supporting Aids and Ethics of Public Speaking**

- References: Meaning, Need & Importance
- Selection & Modification of References
- Knowing Your Audience
- Supporting Aids: Selection, Need & Importance
- Ethics of Public Speaking

**List of Activities:** Following activities should be conducted by teacher educator for implementing of the skills oriented course.

<b>Sr. No.</b>	<b>Activities</b>
01	The Speech of Introduction- Introduce yourself
02	The Speech of Introduction- Introduce another person
03	The Special Occasion Speech
04	Evaluation of a well known speaker
05	Conducting any one programme in a group of three students
06	Oral critiques of speeches in class
07	Field Experience- Speeches outside classroom
08	Qualitative analysis of any political leader speech
09	Professional Speech
10	Participation in Public Speaking Competition

\*Teacher educator also may conduct different activities as per availability; this list is just for reference.

### **Course Lay out**

<b>Week</b>	<b>Content</b>	<b>Place</b>	<b>Hours</b>
Week 01	<ul style="list-style-type: none"> <li>• Public Speaking: Meaning , Need and Importance</li> <li>• Characteristics and principles of Public Speaking</li> </ul>	Classroom	05
Week 02	<ul style="list-style-type: none"> <li>• Factors affection on public speaking (Internal&amp; External)</li> <li>• Importance of Gestures &amp; Body Posture.</li> </ul>	Classroom	05

Week 03	<ul style="list-style-type: none"> <li>• Script Writing: meaning , Need and Importance</li> <li>• Script Writing (Types &amp; Techniques)</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 04	<ul style="list-style-type: none"> <li>• Delivery: The Aesthetics of Speech.</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 05	<ul style="list-style-type: none"> <li>• Voice: Importance of Tone &amp; Speed</li> <li>• Way and methods for improving voice quality</li> <li>• Strategy for voice rehearsing &amp; controlling</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 06	<ul style="list-style-type: none"> <li>• Activities for endurance</li> <li>• Activities for Stage courage</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom/ Field of study	05
Week 07	<ul style="list-style-type: none"> <li>• References: Meaning, Need &amp; Importance</li> <li>• Selection &amp; Modification of References</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 08	<ul style="list-style-type: none"> <li>• Knowing Your Audience</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom/ Field of study	05
Week 09	<ul style="list-style-type: none"> <li>• Supporting Aids: Selection, Need &amp; Importance</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 10	<ul style="list-style-type: none"> <li>• Ethics of Public Speaking</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom	05
Week 11	<ul style="list-style-type: none"> <li>• Practice and revision under the supervision of teacher educator</li> <li>• Any relevant activity (Planning , Execution, feedback, Report)</li> </ul>	Classroom/ Field of study	05
Week 12	<ul style="list-style-type: none"> <li>• Evaluation Process includes:               <ol style="list-style-type: none"> <li>1. Submission of reports of concerned activities.</li> <li>2. Viva Voce</li> </ol> </li> </ul>	Classroom	05
	<ul style="list-style-type: none"> <li>• Theory Test or exam</li> </ul>	Classroom	

### Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity Evaluation	Any Six activities	60
03	Practical Activity evaluation	Evaluation of a television personality	10
04	Viva Voce	Viva Voce related to Practical Activity	10
<b>TOTAL MARKS</b>			<b>100</b>

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**Skill Oriented Course w.e.f. 2022 - 23**

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**Title of the Course: Psychological Testing and Assessment**

- |                                       |                          |
|---------------------------------------|--------------------------|
| • Eligibility of the course           | : B.A. B.Ed. Semester- V |
| • Total credit of the course          | : 04 Credit              |
| • Total marks of the course           | : 100 Marks              |
| • Weightage to practical work (marks) | : 80 Marks               |
| • Weightage to Theory work (marks)    | : 20 Marks               |
| • Duration of the course              | : 12 weeks (60 Hours)    |
- 

**Aim of the course:** To develop the skillful and Enrich psychological testing administrator.

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

1. Clarify the concept of Psychological testing.
  2. Justify the Difference between Psychological Assessment and Psychological Testing.
  3. Elaborate the Purpose and Characteristics of a Good of Psychological Testing.
  4. Justify Types or classification of Psychological Tests.
  5. Clarify concept of psychology test manuals and Validity, reliability of psychology tests.
  6. Elaborate administration and scoring system of psychological testing.
  7. Clarify Verbal, non-verbal, performance psychological tests and Explain Role of Administrator in Psychological test application.
  8. Administered the different psychological tests.
  9. Prepare the psychological test report and Give Feedback & counseling after psychological testing.
  10. Create or develop the skills essential for Psychological testing.
- 

**Course Content:**

**Module 01: Fundamentals of Psychological testing**

- Meaning of Psychological Testing
- Difference between Psychological Assessment and Psychological Testing
- Purpose of Psychological Testing
- Characteristics of a Good Psychological Test

**Module 02: Understanding the Psychological testing process**

- Types or classification of Psychological Tests
- Psychology Test Manuals: concept
- Validity and reliability of psychology tests
- Administration and scoring of Psychological testing
- Interpretation and conclusion of Psychological tests

### Module 03: Assessment of Psychological tests

- Different Verbal Psychology tests
- Different Non-Verbal Psychology tests
- Different Performance Psychology tests
- Cognitive, Emotional, Behavioral and Executive functioning ability Testing
- Role of Administrator in Psychological test application

### Module 04: Report writing of Psychological tests

- Ethics in Psychological testing
- Preparation of report of psychological tests
- Use of Technology in Psychological testing
- Feedback and counseling after psychological testing

**List of the Psychology Tests:** Following test are used by teacher educator for implementation of the skill oriented course.

Sr. No.	Verbal / Non verbal Tests	Performance Tests
01	Interest Inventory: Palsane	Alexander Pass along Test: Intelligence
02	Study habit Inventory: Palsane	Whipple's Cards: Imagination
03	Adjustment Inventory: Palsane	Kamat's Cards
04	Scientific Aptitude test: k.k.Aggarwal	Bhatia's Block Design Test
05	Teacher Value Inventory: S.P. Ahluwalia	Koh's Block Design Test
06	Creativity Test: Paasi	Minsota Block Packing Test
07	Non verbal group Intelligence test: A.O. Impisungha	Kamat's Cards
08	Mental Health Check list: P. Kumar	
09	Self Confidence Inventory: Gupta	
10	Reasoning ability test: I.N. Dubey	
11	Social Intelligence test: N.K. Chaddha & Usha Ganesan	
12	Education Aspiration Inventory: Pradeep Kumar	
13	Logical Thinking Test: S. Tiwari & S. Kumar	
14	Computer attitude test: Taheera Khatun & Manik Sharma	
15	Teaching Aptitude Test: Jai Prakash & R.P. Shrivastava	
16	Problem solving test: Paasi & Usha Kumar	
17	Socio Economic status scale: Bharadwaj	
18	Emotional Intelligence test: Hyde Pethe & Dhar	
19	Anxiety scale: A. Kumar	
20	Personality test: Medha Kumthekar	

\* Teacher educator also may be uses different psychology tests as per availability. This list is just for reference.

## Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> <li>• Meaning of Psychological Testing</li> <li>• Difference between Psychological Assessment and Psychological Testing</li> </ul>	Classroom	05
Week 02	<ul style="list-style-type: none"> <li>• Purpose of Psychological Testing</li> <li>• Characteristics of a Good Psychological Test</li> </ul>	Classroom	05
Week 03	<ul style="list-style-type: none"> <li>• Types or classification of Psychological Tests</li> <li>• Psychology Test Manuals: concept</li> <li>• Validation and reliability of psychology tests</li> </ul>	Educational Psychology Laboratory	05
Week 04	<ul style="list-style-type: none"> <li>• Administration and scoring of Psychological testing</li> <li>• Interpretation and conclusion of Psychological tests</li> <li>• Different Verbal Psychology tests</li> </ul>	Educational Psychology Laboratory	05
Week 05	<ul style="list-style-type: none"> <li>• Different Non-Verbal Psychology tests</li> <li>• Different Performance Psychology tests</li> <li>• Cognitive, Emotional, Behavior and Executive functioning ability Testing</li> <li>• Role of Administrator in Psychological test application</li> </ul>	Educational Psychology Laboratory	05
Week 06	<ul style="list-style-type: none"> <li>• Ethics in Psychological testing</li> <li>• Preparation of report of psychological tests</li> <li>• Use of Technology in Psychological testing</li> <li>• Feedback and counseling after psychological testing</li> </ul>	Educational Psychology Laboratory	05
Week 07	<ul style="list-style-type: none"> <li>• <b>Demonstration by Teacher Educator</b></li> <li>• Actual Administration of Test 01&amp; 02</li> <li>• Assessment of Test 01&amp; 02</li> <li>• Preparation of report Test 01&amp; 02</li> <li>• Feedback Demonstration of Test 01 &amp; 02</li> </ul>	Educational Psychology Laboratory	05
Week 08	<ul style="list-style-type: none"> <li>• <b>Demonstration by Teacher Educator</b></li> <li>• Actual Administration of Test 03 &amp; 04</li> <li>• Assessment of Test 03 &amp; 04</li> <li>• Preparation of report Test 03 &amp; 04</li> <li>• Feedback Demonstration of Test 03 &amp; 04</li> </ul>	Educational Psychology Laboratory	05
Week 09	<ul style="list-style-type: none"> <li>• <b>Demonstration by Teacher Educator</b></li> <li>• Actual Administration of Test 05 &amp; 06</li> <li>• Assessment of Test 05 &amp; 06</li> <li>• Preparation of report Test 05 &amp; 06</li> <li>• Feedback Demonstration of Test 05 &amp; 06</li> </ul>	Educational Psychology Laboratory	05
Week 10	<ul style="list-style-type: none"> <li>• <b>Demonstration by Teacher Educator</b></li> <li>• Actual Administration of Test 07&amp; 08</li> <li>• Assessment of Test 07&amp; 08</li> </ul>	Educational Psychology Laboratory	05

	<ul style="list-style-type: none"> <li>Preparation of report Test 07&amp; 08</li> <li>Feedback Demonstration of Test 07&amp; 08</li> </ul>		
Week 11	<ul style="list-style-type: none"> <li>Practice and revision of administration &amp; assessment of tests under the supervision of educator. <ul style="list-style-type: none"> <li>Evaluation Process includes: <ul style="list-style-type: none"> <li>11. Practical Activity</li> </ul> </li> </ul> </li> </ul>	Educational Psychology Laboratory	05
Week 12	<ul style="list-style-type: none"> <li>Evaluation Process includes: <ul style="list-style-type: none"> <li>12. Practical Activity</li> <li>13. Viva Voce</li> </ul> </li> </ul>	Educational Psychology Laboratory	05
	<ul style="list-style-type: none"> <li>Theory Test or exam</li> </ul>	Classroom	

### Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Verbal or Non-verbal Test Administration, Assessment (any Six test)	60
03	Practical Activity evaluation	Performance Test Administration, Assessment (any one test)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
<b>TOTAL MARKS</b>			<b>100</b>

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- Aiken, L.R. (1985) Psychological Testing and Assessment Bestion–Allwyn and Bacon.
- Bower, G.M. (1986) The Psychology of Learning and Motivation, Academic Press.
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- [http://lib.oup.com.au/he/psychology/samples/shum\\_psychologicalassessment\\_sample.pdf](http://lib.oup.com.au/he/psychology/samples/shum_psychologicalassessment_sample.pdf)
- <https://www.magadhuniversity.ac.in/download/econtent/pdf/Psychological%20test%20-%20Preety%20Shekhar.pdf>

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**Skill Oriented Course w. e. f. 2022 - 23**

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**Title of the Course: Technology Embedded Teaching**

- Eligibility of the course : **B.A. B.Ed. Semester- V**
  - Total credit of the course : **04 Credit**
  - Total marks of the course : **100 Marks**
  - Weightage to practical work (marks) : **80 Marks**
  - Weightage to Theory work (marks) : **20 Marks**
  - Duration of the course : **12 weeks (60 hours)**
- 

**Aim of the course:** To develop the skillful and enrich Technology Embedded Teacher.

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

1. Explains the concept of Computer Network and internet
  2. Clarify the types, uses of Browser
  3. Understand meaning, elements and types of Multimedia.
  4. Be getting acquainted with developing multimedia and E-learning.
  5. Be getting acquainted with mobile learning and learning Management Systems.
  6. Understand the concept and use of Wiki, Blog, and Social Network.
  7. Understand the role of ICT in Assessment.
  8. Preparing a tool for creating e-portfolio.
  9. Understand the ways of creating electronic Content.
  10. Understand the use of various Google Apps.
  11. Understand the use of various online learning platforms.
- 

**Course Content:**

**Module 01: Computer – Network, Internet Software**

- Computer Network – LAN, WAN.
- Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices.
- Browser -Types, Uses, Plug-in and Extensions, Search Strategies.
- Application Software and its educational applications, PDF Creator.

## Module 02- Multimedia and E-Learning

- Multimedia-Meaning, Elements, Types.
- Developing Multimedia, Tools for Creating and Using Multimedia.
- E-learning-Concept and Characteristics, Tools & Technologies.
- Mobile learning, Learning Management Systems (LMS)

## Module 03: ICT in Practice Lesson and Assessment

- Wiki, Blog, creating you tube channel, Social Network.
- Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip.
- Role of ICT in Assessment, Computer Assisted Assessment.
- Tools for creating e-portfolio, Advantages of e-portfolio.

## Module 04: E-Content & Teacher Professional development

- Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio)
- Google Apps- Google form, Google Classroom, Google site.
- Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing.
- Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment.

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### List of Activities:

Following activities should be conducted by teacher educator for implementation of the skill oriented course

Sr. No	Activity
1	Preparation of a power point presentation using online and offline references on a school topic and Create PDF document through various PDF creator.
2	Developing a multimedia e-content for any school subject.
3	Create multimedia presentation on any topic in education
4	Online Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
5	A critical study of some e-learning courses and enrolling and completing some free e-learning courses
6	LMS experience- hands on various features of LMS
7	Creating account in wiki space/Wikipedia/media wiki and adding/editing content
8	Developing an educational blog in <a href="http://www.blogger.com">www.blogger.com</a> , or <a href="http://www.edublog.com">www.edublog.com</a>
9	Create you tube channel and upload your educational videos.
10	Use ICT for Constructivist Learning and Project Based Learning by selecting any topic.
11	Field visit to the EDUSAT or other ICT center and take part in teleconferencing

12	Organize web conferencing using Skype/Google+
13	Developing an electronic assessment portfolio
14	Preparation of an evaluation tool / Feedback form for online registration/feedback, Google form and Google Classroom with carrying various educational activities.
15	Prepare a list of Educational websites, Research papers etc. that are useful in Education.
16	Collection of e-resources and Reporting. (Text- Books, Articles, Reports, Theses; Audio and Video files related to education).

### Course Lay out

Week	Content	Place	Hours
01	<ul style="list-style-type: none"> <li>• Computer Network – LAN, WAN.</li> <li>• Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices.</li> </ul>	Classroom ICT Lab.	05
02	<ul style="list-style-type: none"> <li>• Browser -Types, Uses, Plug-in and Extensions, Search Strategies.</li> <li>• Application Software and its educational applications, PDF Creator.</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback.</p> <p>1. Preparation of a PPT</p>	Classroom ICT Lab	05
03	<ul style="list-style-type: none"> <li>• Multimedia-Meaning, Elements, Types.</li> <li>• Developing Multimedia, Tools for Creating and Using Multimedia.</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback.</p> <p>2. Developing a multimedia e-content for any school subject.</p> <p>3. Create multimedia presentation on any topic in education</p>	Classroom ICT Lab.	05
04	<ul style="list-style-type: none"> <li>• E-learning-Concept and Characteristics, Tools &amp;Technologies.</li> <li>• Mobile learning, Learning Management Systems (LMS)</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback.</p> <p>4. Online Interview of computer hardware engineer/ICT specialist</p> <p>5. A critical study of some e-learning courses</p> <p>6. LMS experience- hands on various features of</p>	Classroom ICT Lab	05
05	<ul style="list-style-type: none"> <li>• Wiki, Blog, creating you tube channel, Social Network.</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback.</p> <p>7. Creating account in wiki space/Wikipedia/media wiki</p>	Classroom ICT Lab	05

	<p>8. Developing an educational blog</p> <p>9. Create you tube channel and upload your educational videos.</p>		
06	<ul style="list-style-type: none"> <li>Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip.</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback</p> <p>10. Use ICT for Constructivist Learning and Project Based Learning</p> <p>11. Field visit to the EDUSAT or other ICT center</p> <p>12. Organize web conferencing using Skype/Google+</p>	Classroom ICT Lab Field visit	05
07	<ul style="list-style-type: none"> <li>Role of ICT in Assessment, Computer Assisted Assessment.</li> <li>Tools for creating e-portfolio, Advantages of e-portfolio</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback</p> <p>13. Developing an electronic assessment portfolio</p>	Classroom ICT Lab	05
08	<ul style="list-style-type: none"> <li>Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio)</li> <li>Google Apps- Google form, Google Classroom, Google site</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback</p> <p>14. Preparation of an evaluation tool / Feedback form</p>	Classroom ICT Lab	05
09	<ul style="list-style-type: none"> <li>Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback</p> <p>15. Prepare a list of Educational websites, Research papers etc. that are useful in Education.</p>	Classroom ICT Lab	05
10	<ul style="list-style-type: none"> <li>Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment.</li> </ul> <p><b>Any Relevant activity</b>-Planning, Execution, Report and Feedback</p> <p>16. Collection of e-resources and Reporting. (Text- Books, Articles, Reports, Theses; Audio and Video files related to education).</p>	Classroom ICT Lab	05
11	<ul style="list-style-type: none"> <li>Practice and revision of all assessment of Activities under the supervision of teacher educator.</li> <li>Evaluation Process includes:</li> </ul> <p>14. Practical Activities</p>	Classroom ICT Lab	05

12	<ul style="list-style-type: none"> <li>Evaluation Process includes: 15. Practical Activities 16. Viva Voce</li> </ul>	Classroom ICT Lab	05
	<ul style="list-style-type: none"> <li>Theory Test or exam</li> </ul>	Classroom	

### Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any Seven Activities	70
03	Viva Voce	Viva Voce related to Practical Activity	10
<b>TOTAL MARKS</b>			<b>100</b>

### References:

- Mishra R.C.(2009), *Teaching of information technology*, APH pub. Corp., New Delhi.
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- Free and Open Source Authoring Tools for e-Learning-eFront Blog available at <http://www.efrontlearning.net/blog/2010/10/open-source-authoring-tools-for-e.html> accessed on 19th Jan, 2016

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## **Guidance and Counseling (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

### **COURSE OBJECTIVE: To enable the student to:**

- 1) Understand concept, need and view point of guidance.
  - 2) Understand principles and problems of different types of guidance.
  - 3) Understand concept and needs and guidance for the children with specialneeds.
  - 4) Understand the concept and process of Counselling.
  - 5) Acquaint the student with the aim and principles of guidance programme.
  - 6) Develop an understanding of various procedures of organizing various services.
- 

### **UNIT I: GUIDANCE**

- a) Concept, Assumptions, Issues and Problems of guidance.
- b) Need, Scope and Significance of guidance.
- c) Types of guidance- Educational, Vocational, Personal and Group guidance.
- d) Role of teacher in guidance.

### **UNIT II: EDUCATIONAL GUIDANCE AT VARIOUS LEVELS OF EDUCATION.**

- a) Guidance at Secondary school level. (Life skill, Life long learning, Carrer)
- b) Guidance and curriculum, Guidance and class room learning.
- c) Approaches to career guidance, Vocationalization of secondary education and Career development.
- d) Problems and needs of children with Special needs.

### **UNIT III: COUNSELLING**

- a) Concept, Nature and Principles of Counselling.
- b) Counseling approaches- Directive and Non directive.
- c) Characteristics of Client –Counselor.
- d) Individual and Group Counselling.

### **UNIT IV: COUNSELLING PROCESS**

- a) Preparation for Counselling –Reading, Pre-Counseling interview, case history.

- b) Steps in process of Counselling.
- c) Variables affecting Counselling process.
- d) Counselling interview.

**Sessional work: (Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**

**PRACTICALS:**

Any Two of the following:

- a) Test the Intelligence of IX class students by a Group test of Intelligence.
- b) Test the creativity of secondary school students by a Psychological test of creativity
- c) Prepare of two individuals profiles.
- d) Assess the Adjustment of IX class students by an Adjustment inventory.
- e) Conduct two case studies.

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**Reference Books:**

- 1) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
- 2) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
- 3) Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- 4) Bhangale S.D. Guidance and Counselling, Prashant Publication, Jalgaon.
- 5) Corey G. (1986), Theory and Practice of Counselling and Psychotherapy, 3rd E.
- 6) Nelson, Richard (2012) Basic Counselling Skills. SAGE Pub. India. Pvt. New Delhi
- ७) मार्गदर्शन आणि समुपदेशन (२०१०) डॉ. के.यु.घोरमोडे/डॉ.कला घोरमोडे, विद्या प्रकाशन, नागपूर
- ८) शै.व व्या.मागदर्शन व समुपदेशन, (२०१०) डॉ.अरविंद दुनाखे/डॉ.लिना देशपांडे , नित्यनूतन प्रकाशन, पुणे.
- ९) मागदर्शन व समुपदेशन,(२००९), गुळवणी मेघा, नित्यनूतन प्रकाशन, पुणे.



## Pedagogy of Marathi (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्दिष्टे:

१. प्रशिक्षणार्थीमध्ये मातृभाषा अध्यापनाच्यानियोजनाचीक्षमताविकसितकरणे.
२. मातृभाषेच्या अध्यापनात मूल्यमापन तंत्राचा यथोचित वापरकरण्यास मदतकरणे
३. मूल्यमापन पध्दती व प्रकार समजण्यास मदतकरणे.
४. मातृभाषा अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय यांचा परस्पर संबंध समजण्यास मदत करणे.
५. मराठी भाषा पाठयपुस्तकाचेविविध प्रकारे आशय विश्लेषण करण्यास मदतकरणे.
६. मातृभाषा अध्यापनाची यथोचित साधने व अध्ययन अनुभूती समजण्यास मदतकरणे.
७. मातृभाषा वाङ्मय मंडळाची रचना व कार्य समजण्यास मदतकरणे.

**घटक : १ अध्यापनाचेनियोजन**

अ. वार्षिक नियोजन

ब. घटकनियोजन

क. दैनंदिन पाठनियोजन

ड. ज्ञानरचनावाद : संकल्पना, उद्दिष्टे, वैशिष्ट्ये, आणि मराठी अध्यापनातील उपयोजन

**घटक : २ अध्यापनाचे मूल्यमापन**

अ. मूल्यमापन संकल्पना व साकारिक आकारिक मूल्यमापन

ब. परीक्षांचे प्रकार, परीक्षांमधीलनवविचार प्रवाह : ऑनलाईन ओपन बुक, प्रश्नांचे प्रकार .

क. चाचण्यांचे प्रकार : संपादणूकचाचणी, घटकचाचणी, कृतीपत्रिका

ड. नैदानिककसोटी व उपचारात्मक अध्यापन : भाषिक कौशल्य –श्रवण, भाषण, वाचन, लेखन. क्षमता, त्रुटी

**घटक : ३ अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय**

- अ. मराठी संरचना: स्वरूप व फायदे  
ब. अभ्यासक्रमाचा अर्थ स्वरूप व मूलतत्त्वे  
क. अभ्यासक्रम व पाठ्यक्रम यातील फरक व चांगल्या पाठ्यपुस्तकाचे निकष  
ड. आशय-संकल्पना व स्वरूप, आशय विश्लेषण

**घटक : ४ मातृभाषेच्या विविध अंगांचे अध्यापनवध्ययन अनुभूती**

- अ) अध्ययन अनुभव : प्रत्यक्ष - अप्रत्यक्ष , शाब्दिक - अशाब्दिक  
ब) अभ्यासनुवर्तीउपक्रम : १.लेखन २. वाचन ३. गायन ४. पाठांतर ५. वक्तृत्व ६.भाषिक खेळ, प्रश्न मंजुषा, शब्दकोडी, भेंडया ७. वाङ्मय मंडळ ९. वर्गवाचनालय १०. शब्दकोश ११. विश्वकोष १२. संदर्भ ग्रंथाचा उपयोग हस्तलिखित १४. नियतकालिक १५.बातम्या लेखन १६. शब्दांशी खेळूया, १७. जाहिरात लेखन  
क) व्याकरण: अध्यापन शास्त्रीय तोंडओळख- शब्दांच्या जाती, समास, अलंकार, वृत्ते, विभक्ती.  
ड) लेखन: अध्यापनशास्त्रीय तोंडओळख-पत्रलेखन, निबंध लेखन, सारांश, कल्पनाविस्तार, वृत्तांतलेखन.

**सत्रकार्य (गुण : १०)**

वर्गनिबंधासाठी दिलेले तीन प्रश्न शिक्षक प्रशिक्षकाकडून तपासून घ्यावेत. त्यापैकी कोणत्याही एक प्रश्न वर्गनिबंधासाठी परीक्षेच्या वातावरणात लिहून घ्यावा. (५ गुण)

खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे.(५ गुण)

१. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे चिकित्सक परीक्षण करा.
२. मराठी भाषा अभिरूची संवर्धनासाठी उपक्रमांचे आयोजन करून वृत्तांत तयार करणे.
३. कृतीपत्रिका तयार करणे.
४. आय. सी. टी. च्या सहाय्याने एका सराव पाठाचे अध्यापन करून त्याचा अहवाल तयार करणे.
५. भाषा प्रयोगशाळेत एक प्रात्यक्षिक राबवून अहवाल तयार करणे.
६. ज्ञानरचनावादावर आधारित एक सराव पाठ टाचण तयार करून त्याचा अहवाल तयार करणे.
७. कोणत्याही एका इयत्तेसाठी नैदानिक चाचणीचा वापर करून त्यावर आधारित उपचारात्मक कार्यक्रमाचा अवलंब करून अहवाल तयार करणे.

### संदर्भग्रंथ :

१. अकोलकर ग. वि., पाटणकर बा. वि, (१९७०) मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
२. बामणे विष्णू, बामणे लता, आशययुक्त अध्यापन पध्दती, नित्यनूतन प्रकाशन, पुणे.
३. बामणे लता, (२०१४), आशययुक्त अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर
५. करंदीकर सुरेश व मंगरूळकर मीना, (२०००) मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
६. कुंडले म. बा. , (१९८०), मराठी अध्यापन, पुणे
७. पाटणकर बा. वि., लिला पाटील, (१९७०), मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
८. गवस राजन, (१९९५), मराठीचे आशययुक्त अध्यापन, पुणे.
९. पाटील लीला, (१९९८), मातृभाषेचे अध्यापन व मूल्यमापन, व्हीनस प्रकाशन, पुणे
१०. आहरे मीना, (२००८), मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे
११. मुडेगांवकरगणेश, (२०१३), मूल्यमापनातील नवविचार प्रवाह, इनसाईट पब्लिकेशन, नाशिक
१२. बंडगर विलास, (२०१३), आशययुक्त अध्यापन पध्दती, प्रारूप पब्लिकेशन, कोल्हापूर
१३. बामणे लता, किडगांवकर विठ्ठल, (२०१७), भाषा अध्यापन शास्त्र, सुविचार प्रकाशन, पुणे

### Websites:

8. [Teacher.net//lessonplan/subject/language](http://Teacher.net//lessonplan/subject/language)
  9. [www.mymarathi.com](http://www.mymarathi.com)
  10. <http://www.teachersvision.com/teaching>
  11. [www.csun.edu](http://www.csun.edu)
  12. other related webliography of language teaching
-

## Pedagogy of Hindi (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

**उद्देश्य : छात्रअध्यापको को / में....**

1. भावी शिक्षकों में भाषा सौंदर्य के विकास में सहायता करना।
2. हिंदी अध्यापन का नियोजन तथा मूल्यांकन करने में सक्षम बनाना
3. हिंदी भाषा की संरचना समझ लेने में मदद करना।
4. भावी शिक्षकों को हिंदी अध्यापन में सहायक सामग्री एवं भाषिक प्रवाह समझने में मदद करना।
5. हिंदी भाषा शिक्षक में विशेष गुणों का विकास करना।
6. हिंदी भाषा शिक्षक को निदानात्मक एवं उपचारात्मक शिक्षा का विकास करना।

**प्रथम इकाई – हिंदी अध्यापन का नियोजन एवं मूल्यांकन**

1. भाषा का लहजा, शैली एवं बलाघात का स्वरूप तथा महत्व बोली और भाषा में अंतर इ.
2. हिंदी भाषा अध्यापन का नियोजन (वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन)
3. मूल्यांकन प्रणाली का स्वरूप तथा महत्व (प्रश्न प्रकार, घटक कसौटी, निरंतर एवं सर्वकष मूल्यांकन)
4. वर्तमान युग में अनुवाद का महत्व एवं समाज के विभिन्न क्षेत्रों में उपयोगिता।

**द्वितीय इकाई - भाषा शिक्षा के लिए सहायक सामग्री**

1. व्याकरण एवं रचना अध्यापन - महत्व, उद्देश्य, प्रकार, पद्धतियाँ।
2. हिंदी भाषा मंडल/परिषद - स्वरूप महत्व एवं उपयोग, भाषा प्रयोगशाला आदि
3. भाषिक खेल - भाषा मंडल, हिंदी दिवस मनाना, भिक्तीपत्रक।
4. शब्दकोश – एवं संदर्भ ग्रंथोंका महत्व।

**तृतीय इकाई - आशय विश्लेषन**

1. भाषा संरचना प्रकार तथा लाभ
2. पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्व तथा विश्लेषन।
3. पाठ्यपुस्तक – शिक्षक का मित्र महत्व, विशेषताएँ एवं आंतरिक एवं बाह्य गुण।
4. भाषा एवं मूल्य शिक्षा, भाषा शिक्षामें जीवन कौशल्य की भूमिका।

**चतुर्थ इकाई – हिंदी भाषा शिक्षक**

१. हिंदी भाषा शिक्षक की योग्यता एवम महत्व.
२. भाषा ज्ञान: हिंदी भाषा का भक्तिकाल (सुरदास, तुलसी कबीर) हिंदी भाषा के प्रतिनिधिक आधुनिक साहित्यिक (प्रेमचंद-उपन्यास, कहानी, कथा साहित्य, भूमिल, गोविंद मिश्र, मृदुला गर्ग, कृष्णा सोबती), हिंदी भाषा के छायावादी साहित्यिक (पंत, प्रसाद, निराला, हरवंशराय बच्चन, महादेवी वर्मा), हिंदी साहित्य के संक्षिप्त परिचय-प्रगतीवाद, प्रयोगवाद, आंबेडकरी साहित्य ।
३. हिंदी अध्यापको का व्यावसायिक विकास
४. हिंदी शिक्षक के गुण, हिंदी भाषा के प्रचार प्रसार में शिक्षक की भूमिका

**परियोजन (सत्र)कार्य:- (किसी दो विषयपर)**

**(५ मार्क्स )**

१. किसी एक घटक पर अधारित घटक कसौटी तैयार करें ।
२. हिंदी भाषा मंडल के किन्हो दो उपक्रमों का इतिवृत्त तैयार करें ।
३. किसी भी एक हिंदी साहित्यकार की दो रचनाओंपर आलोचनात्मक लेख लिखे ।
४. माध्यमिक या उच्च माध्यमिक स्तर की किसी एक कक्षाके की पाठ्यपुस्तक का मूल्यों एवं जीवन कौशल के आधारपर विश्लेषण करें ।

प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमे से एक प्रश्न लिखना अनिवार्य है ।

**(५ मार्क्स )**

**संदर्भ ग्रंथ सूची:**

१. खन्ना ज्योति (२००९), हिंदी शिक्षण, धनपतराय एण्ड कंपनी, दिल्ली
२. शर्मा डी. के. (१९९९), हिंदी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना
३. भाटिया के. के. और नारंग सी. एल. (१९८९) आधुनिक हिंदी विधियाँ, प्रकाश ब्रदर्स पब्लिकेशन, लुधियाना
४. प्रसाद केशव, (१९७६) हिंदी भाषा शिक्षण, धनपतराय एण्ड कंपनी दिल्ली
५. पठाण बी. बी. (२००८) हिंदी भाषा शिक्षण नित्यनूतन प्रकाशन, पूना
६. जीत, योगेद्र भाई (१९७२), हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
७. क्षत्रिय के (१९६८), मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
८. सूक्ष्म विजय (१९९७), हिंदी शिक्षण विधियाँ टण्डन पब्लिकेशन, लुधियाना
९. दुनाखे अरविंद, दुनाखे अंशुमती, (२००७), द्वितीय भाषा: आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पूना
१०. केनी एस. आर., ह. कृ. कुलकर्णी (१९९२), हिंदी अध्यापन पध्दती
११. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१२. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना
१३. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१४. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना

Website :

1. हिंदी एक समृद्ध भाषा - Hindi webdunia.com/hindi/10809120046
  2. हिंदी भाषा का महत्व - <http://rajdpkz.wordpress.com/tag/hindi/basha> ka maharashtra
  3. Teaching Hindi –[www.youtube.com/watch?2hxvidfkk](http://www.youtube.com/watch?2hxvidfkk)
  4. Hindi web Search
  5. www. Hindi.com.in
  6. <http://hif.wikipedia.org/wiki/hindi> (Hindi Bhasha)
  7. <http://www.avashy.com/hindi> bhasha
  8. [http:// hindi.webdunia.com/Hhindi-eassy](http://hindi.webdunia.com/Hhindi-eassy)
  9. [www.genextstudents.com/Hindi](http://www.genextstudents.com/Hindi) (Learn Hindi)
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## **Pedagogy of English (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Course Objective: This course aims at enabling student teacher to**

1. Plan the annual plan, unit plan and different lesson plans.
2. Evaluate the outcome of teaching learning process.
3. Construct the unit test and diagnostic test.
4. Develop the sense of continuous comprehensive evaluation.
5. Be acquainted with the qualities, innovative practices , action research and role of English teacher in and outside of the classroom programmes.
6. Develop adequate skills in teaching of English
7. Understand conceptual knowledge of vowels, consonants, diphthongs and clusters.
8. Use proper pronunciation, stress and intonation fluently.

### **Unit -1 Planning for learning and teaching subject of English.**

- a) Annual plan- Need, principles, significance and various aspects.
- b) Unit Plan- Need, aspects and significance.
- c) Lesson Plan-Prose Lesson Plan, Poetry Lesson Plan, Composition Lesson and Grammar Lesson Plan.

### **Unit -2 Assessment of learning in the subject English**

- a) Concept of Evaluation
- b) Construction of Unit test and diagnostic test
- c) Concept of content cum methodology. Analysis of text book.
- d) Continuous and Comprehensive Evaluation (CCE ) in English.

### **Unit-3 Professional development of English Teacher.**

- a) Essential qualities of English Teacher
- b) Awareness of innovative practices and action research of English

- c) Role of English teacher in the class room and outside of the classroom programmes.
- d) English Teacher organization

**Unit -4 Concept knowledge in the subject of English.**

- a) Vowels, Consonants, Diphthongs and Clusters.
- b) Pronunciation
- c) Stress and intonation.
- d) Figures of speech.

**Sessional Work:**

**(Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

The students may undertake any One of the following activities and present the report. **(5 Marks)**

- 1) Prepare one unit test or diagnostic test and conduct that test in the classroom and analysis the result of student's score.
- 2) Prepare te report of first semester examination of any standard in school.
- 3) Conduct action research related to English subject and find out weak points of student's learning in the classroom.
- 4) Conduct the classroom activity of writing dialogues on given situations.

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- 2. Bhatia, K.T. (1986) -Teaching of English in India, Prakah publishers, Ludhian.
- 3. Bruce, J and Marsha Weil (1972).- Models of Teaching New Jersey Prentice Hall.
- 4. Bamane Vishnu and Bamane Lata (2014)- Modern Aspects of English Methodology, Wizcraft Publications and Distribution Pvt. Ltd., Solapur
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- 7. Sharma R.A. (2004) - Fundamentals of Teaching English, Meerut, Surya Publication.



8. Tickoo, M.L. (2003) -Teaching and Learning English A Source Book for teacher and teacher trainers. , Hyderabad, Orient Longman.
9. Yadav R.N.S. (2002) - Teaching of English Chandigarh Abhishek Publications.
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11. Pawar N.G.- Theory and practices of Teaching English language – Pune- Nutan Prakashan
12. Gurav H.K. Teaching Aspects of English Language – Pune – Nutan Prakashan.
13. Suryavanshi G.H. – Content –cum-Methodology – English- Nashik- Suryavanshi.
14. Yardi V.V.- Teaching English in India- Aurangabad – Toda/ Parimal Prakashan.
15. Takpir, Dattatraya – English Language Education- Pune- Nitya Nutan Prakashan
16. Ambekar Shivaji- The Teaching of English Language – Pune Nitya Nutan Prakashan.
17. Penny Ur. Grammar Practice activities (1995) Cambridge University Press.
18. M. Gnanamurali- English Grammar at a glance (2008) S.Chand and Co. Ltd . Ram Nagar New Delhi
19. Raymond Murphy – Essential English Grammar (1999) Cambridge University Press.
20. Randolph Quirk and Sidney Greenbaum- A University Grammar of English (2001) Longman Pte. Ltd. Indian Branch , Delhi-110092
21. Joseph C.J.; E. G. Myall and A Biswas A comprehensive Grammar of current English Inter University Press Ltd. Educational publishers 30/7 Shakti Nagar, Delhi-110007
22. Krishna Mohan and Meera Banerji developing communication skills(1997) Rajiv Beri for Macmillan India Ltd. 2/10 Ansari Road, Daryaganj, New Delhi-110002
23. Mary spratt. English for the teacher a language development course(1996) Cambridge University Press.
24. J. Sethi and P.V. Dhamija – A course in Phonetics and Spoken English (2001) Prentice Hall of India, New Delhi- 110001
25. Grant Taylor – English conversation practice (1999) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
26. Penny Ur. And Andrew wright Fine-minute activities a resource book for language teachers (1996) Cambridge University Press.
27. Dr.Pratibha Parashar – English teaching methods and techniques (2010) Aastha Prakashan, Jaipur.

- 28.** Arif Shuja – A course a spoken English (2012) A.P.H. Publishing Corporation, New Delhi-110002
  - 29.** Nitya Nand Sharma – Teaching of English (2010) Sahityagar Dhamani Street , Choura Rasta , Jaipur
  - 30.** Kamlesh sadanand and Susheela Punith Spoken English a foundation course (2008) Orient Longman Private Ltd. Hyderabad-500029
  - 31.** V. Sasikumar and P.V. Dhamija – Spoken English a self learning guide to conversation practice (2008) (Part-I , IV) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
  - 32.** Diana Hopkins with Pauline Cullen Cambridge Grammar for IELTS with answers (2007) Cambridge University Press.
  - 33.** P.C. Wren and H. Martin – High School English Grammar and Composition (1984) S.Chand and Com. Ltd. Bombay.
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## **Pedagogy of Urdu (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Objective: To enable the student teacher to**

1. Get acquainted with procedures of year, unit and lesson planning.
2. Prepare plans by applying knowledge of planning.
3. To get feedback through using various evaluation tools.
4. Develop the skill of preparing lesson plan by using constrivist technique.
5. Prepare achievement test and diagnostic test administration of the test analysis of result and make suggestion for remedial teaching
6. Develop knowledge about basic principles acquainted construction of curriculum.
7. Critically evaluate the existing school syllabus review the textbook of Urdu.
8. Understand the multi role of teacher in the present context.
9. Acquainted with qualities & professional growth of Urdu teacher & help them in acquiring the same.
10. Acquire the knowledge of composition

### **Unit – I Planning for learning and teaching of subject Urdu**

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

### **Unit – II Assessment of learning in the subject Urdu**

- a) Concept of Evaluation and C.C.E. (Continuous competence evaluation)
- b) C.C.E. tools for assessment of learning in Urdu
- c) Construction of test item – types of question, essay type, short answer objective type.
- d) Construction of unit test, design and blue print, answer key, making scheme and item analysis, diagnostic test and remedial teaching .

### **Unit III – Curriculum Reforms in school**

- a) Structure of Urdu.
- b) Curriculum: concept and importance, curriculum framework of Urdu at school level according to NCF 2005 and SCF 2010.
- c) Syllabus – concept and principles, correlation of curriculum and syllabus at school level.
- d) Criteria of good text book and text book analysis.

### **Unit – IV Professional development of Urdu teacher and Research in the subject**

- a) Qualities, responsibilities, role of ideal Urdu teacher, contributing of different organization in professional development.
- b) Importance and activities of Urdu Teacher Association, Urdu Student Association, various Urdu Academics, Institutes, and Urdu University.
- c) Types of in-service programme for Urdu teachers; Journals and other resource materials in Urdu education, Professional growth - participation in conferences/seminars/workshops.

#### **Sessional Work:**

**(Total 10 Marks)**

1. The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
2. The students may undertake any One of the following activities and present the report. **(5 Marks)**
  - i. Collections of newspaper cutting related to Urdu issues and present the report.
  - ii. Critical analysis of any one text book for IX to XII
- iii. Review of research articles from journals on Urdu education related to teaching and learning Urdu.

#### **Reference Books :**

- 1) Moinuddin, (1997), Urdu Zuban ki Tarbeat
- 2) Maulvi, Abul Hag (2001) Chand hamsafar
- 3) Moinnddin, (1998) Urdu Kaise Padahein.
- 4) Sayyed, Afzal Hyssian (2001) Fane taleem va tarbeat.
- 5) Mushtaque, Ahmed Shah “Urdu Tadrees” 2009, Amravati, AshharPublishers.

- 6) Mirza, Khalil Ahmed Baig “Urdu Zuban Ki Tarikh” 2007, Aligardh, Education Book House.
  - 7) Salim, Abdullah “Urdu Kaise Padhaen” 2007, Aligardh Education Book House.
  - 8) Khan, Md. Sharif “Taleem Aur Uske Usul” 2005, Aligardh, Education Book House.
  - 9) Moinuddin, “Hum Urdu Kaise Padhaen” 2004, New Delhi, Maktab Jamia, Limited.
  - 10) Siddique, Md. Akhtar Tadrise Ammozishi Hiqmat-e-Amliyaat” 2004, New Delhi Maktab Jamia, Limited.
  - 11) Salamat Ullah “Hum Kaise Padhaen” 2002, New Delhi Maktab Jamia, Limited.
  - 12) Jameel Jalbi “Tarikh-e-Adab Urdu” 2001 Delhi Educational Publishing House.
  - 13) Noorul Hasan Naqvi “Tarikhe Urdu Adab” 2001 Aligardh, Education Book House.
  - 14) Afzal Hussain “Fun-e-Talim-o-Tarbiyat” 1999, New Delhi Markazi Maktabe Islami Publisher.
  - 15) Md. Ikkramuddin “Talim-o-Taalum” 1993, New Delhi Maktab Jamia, Limited.
  - 16) Md. Ikramuddin “Mashqee Tadriess Kyon Aur Kaise” 1989, New Delhi Maktab Jamia, Limited
-

## **Pedagogy of History (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Objectives -To enable student-teacher to...**

1. Develop the necessary skill regarding planning of teaching of History at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in History.
3. Construct appropriate assessment tools for evaluating History learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of History.
5. Appreciate the importance of History Room in learning History
6. Be acquainted with qualities and professional growth of teacher of History and help them in acquiring the same.
7. Understand the nature, characteristics, structure, importance and place of History in the school curriculum.
8. Be acquainted with teaching of various concepts in History and Civics.

### **Unit I - Planning for Learning and Teaching of the Subject**

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

### **Unit II - Assessment of Learning in the subject of History**

- a) Concept of assessment.
- b) **Types of examinations in History**- Written, oral, practical.
- c) **Types of tests** – Achievement, Diagnostic & remedial Teaching, criterion reference & norm reference test.

- d) **Formal Ways of Evaluation:**Continuous and comprehensive evaluation in History, Formative and Summative Assessment

**Unit III - Curriculum Reforms in History & Civics at school level.**

- a) Concept of Content cum Methodology (CCM), Hierarchy & Structure of History & Civics.
- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling.
- c) Relation between curriculum and syllabus, construction of syllabi in various disciplines of History and Civic, analysis of syllabus of history at secondary level.
- d) Criteria of good textbook, critical study of History books of Std. VIII and Std. IX. Content analysis.

**Unit IV - Professional Development of History Teacher and Teaching of various aspects in History and Civics**

- a) Qualifications and qualities of History teacher, role of History teacher in developing interest towards history among the students.
- b) History teacher organization: Concept, Role, Need and Significance. Types of in-service programme for History teachers; Journals and other resource materials in History education, Professional growth- participation in conferences / seminars / workshops
- c) **History:** India: Events after 1960, International Problems, United Nations Organization (UNO)
  - d) **Civics:** Preamble of Indian Constitution, Directive Principles of Indian Constitution, Indian Democracy, election process, International Cooperation, Development of Human Rights.

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**Sessional work:**

**(Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- The students may undertake any Oneof the following activities and present the report

(5 Marks)

- 1) Construction of a unit test, a diagnostic test and an achievement test in History  
Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test
- 2) Critical analysis of any text book of History from Std. VIII to X.
- 3) Construction of appropriate test items to assess outcomes of learning History.
- 4) Review of research articles from journals on History education related to teaching and learning of History.
- 5) An appraisal of in-service programme for Historyteachers organized by some Modal institutions in the area/region.

### References Books –PAPER- VII- HISTORY METHODOLOGY

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2. Arora A.K., Teaching of History.
3. Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
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१४. ओडेयार, सुशिला १९९४, आशययुक्त अध्यापन पध्दती, इतिहास, मेहता पब्लिकेशन, पुणे.
१५. वाजे एस. आर., २००२, इतिहासाचे अध्यापनशास्त्रीय विश्लेषण, आदित्य प्रकाशन, नाशिक.
१६. शिवाजी विद्यापीठ, कोल्हापूर १९९५, इतिहास अध्यापन पध्दती, शिवाजी विद्यापीठ, कोल्हापूर .
१७. शिंदे ज्ञानदेव आणि टोपकर रेखा, २००९, इतिहासाचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन पुणे.

### Periodicals / Journals:

इतिहास शिक्षक हस्तपुस्तिका इयत्ता ५वी ते १०वी



इतिहास शिक्षक इतिहास महामंडळ महाराष्ट्र त्रैमासिक

Educational Studies in History

International Journal of History Education

Journal of History

**Websites:**

- 1) [www.preserveartical.com /2612041630468/what is demonstration](http://www.preserveartical.com/2612041630468/what-is-demonstration)
  - 2) [http: //www. history project.com](http://www.historyproject.com)
  - 3) [www.historyprojectideas.com](http://www.historyprojectideas.com)
  - 4) Teaching-techniques for history-teacher ([www.csun.edu.](http://www.csun.edu))
  - 5) Teacher. net. // lesson plane/subject/history
  - 6) [http : //www.teachersvision.com / teaching](http://www.teachersvision.com/teaching)
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## **Pedagogy of Geography (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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### **Objectives -To enable student-teacher to...**

- 1) Develop & understand the necessary skill, types regarding planning of teaching of Georphy at Macro-level and micro level.
- 2) Understand concept, techniques in evaluating student's performance in Geography.
- 3) Construct appropriate assessment tools for evaluating Geography learning.
- 4) Understand the concept of content cum methodology & acquainte the knowledge about preparation of subject structure & text book, unitanalysis .
- 5) Be acquainted with qualities, professional growth & role of Geography teacher in the present context.
- 6) Develop adequate skills in teaching Geography.
- 7) Be acquainted with teaching of various concepts in Geography.

### **Unit I - Planning for Learning and Teaching Subject**

- e) Year plan –need, importance & various aspects.
- f) Unit plan- need, importance & various aspects.
- g) Planning of unit test.
- h) Lesson Plan, Types of lesson plan.

### **Unit II - Assessment of Learning in the subject of Geography**

- a) Concept of Assessment.
- b) Types of examinations in Geography - Written, oral, practical.
- c) Construction of Test item-objective type questions, short and essay type questions, map drawing and reading skill.

- d) Role of diagnostic test and remedial teaching of Geography.

### **Unit III - Curriculum Reforms in School Geography**

- a) Concept of Content-Cum Methodology (CCM).
- b) Structure of Geography and analysis of curriculum, syllabus. Analysis of text book and one unit by CCM.
- c) Action research –Concept, Steps & Proposal of action research.
- d) Criteria of good textbook & critical study of Std. VIII and Std. IX Geography text books

### **Unit IV –Professional Development of Geography Teacher and Teaching of various concepts in Geography.**

- a) Essential qualities of Geography teacher, Role of Geography Teacher Organization for the professional growth of Geography teachers.
- b) Types of in-service programmes for professional growth of Geography teachers - like conferences, seminars, workshops, use of Journals, Internet.
- c) **Teaching of various concepts**
  1. Factors affecting on rock exfoliation
  2. Erosion by wind
  3. Use of Contour line
- d) Field study, map reading.

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#### **Sessional work:**

**(Total 10 Marks)**

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake any one of the following activities and present the report **(5 Marks)**
  - a) Preparation of a report of different activities of Geography club
  - b) Collection of newspaper cuttings related to Geographical issues and its report.
  - c) Preparation of a report on visit to some place of Geographical interest.

- d) Critical analysis of one text book of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard.
- e) Interview of a senior Geography teacher of a school.
- f) Teaching of one unit of Geography – filling of an outline map by students and its report.

**1. List of Recommended Book**

2. Agarwal, D.D. (2000), Modern Method of Teaching Geography, Sarup & Sons Publisher, New Delhi.
3. Singh R. P. (2004), Teaching of Geography, R. Lall Book Depot., Meerut.
4. UNESCO (1965), Source Book of Teaching Geography, Thomson Press, New Delhi.
5. Gujjar R. D. (2001), A Handbook for Geography Teachers, ABD Publishers, Jaipur.
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7. Britain Department of Education and science (1972), “New thinking in School Geography”, her majesty stationary office London.
8. Britain Ministry of Education (1960), Geography and Education, her majesty stationary office London.
9. Faizgrive (U.L.P.) : Geography in School.
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12. Verma O.P. (1975) Geography Teaching sterling publisher, New Delhi.

१३. बापट बी. जी. १९६९, भूगोल अध्ययन अध्यापन, व्हीनस प्रकाशन, पुणे.

१४. पाटणकर ना. वि. १९५४, भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, पुणे.

१५. पोंक्षे द. बा., भूगोल अध्यापन पध्दती, नूतन प्रकाशन, पुणे.

१६. साबळे शैलजा, दृष्टीक्षेपात स्पेशल मेथड भूगोल, नूतन प्रकाशन, पुणे.

१७. भट्टाचार्य जी. सी., भूगोल अध्यापन, विनोद पुस्तक मंदिर, आग्रा.

१८. सिंह एच. एन., भूगोल शिक्षण, विनोद पुस्तक मंदिर, आग्रा.

१९. शिंदे डी. बी., पाटील बी. एम. भूगोल आशय अध्यापन, फडके प्रकाशन, कोल्हापूर.

२०. जाधव एम. आर., भूगोल अध्यापन पध्दती चैतन्य प्रकाशन, पुणे.

२१. गोरे सुग्रीव श्रीमंत, उलभगत चंद्रकांत, भूगोल आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे.
२२. प्रभुणे पद्मजा, भूगोल अध्ययन अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
२३. पोंक्षे द. बा. भूगोलातील पाठयांश पध्दती एकात्मता, नूतन प्रकाशन, पुणे.

### **Websites :**

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  2. <http://www.teachingideas.co.uk/geography.contents.com>
  3. <http://www.mapsofindia.com>
  4. <http://www.eduworldmap.com>
  5. <http://www.nationalgeographic.com/geobee>
  6. <http://www.earth.google.com>
  7. <http://www.geography.org.uk>
  8. <http://www.ncert.nic.in>
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  10. <http://www.cwrl.utexas> edu.
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### **EPC 3: Critical Understanding of ICT (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

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#### **Objectives:**

1. To enable student teachers to understand importance of ICT in day to day life.
2. To enable student teachers to acquire essential skills of ICT in order to integrate ICT in teaching, learning, evaluation, administration, teaching material development & developing collaborative networks for sharing and learning in schools and colleges.
3. To motivate student teachers to judiciously use ICT for facilitation for their own development and development of the society.
4. Provide student teachers opportunities of using online and offline resources for their individual learning.
5. To create net savvy attitude of sharing knowledge resources for betterment of the world.
6. To help student teachers to construct knowledge using ICT and become a lifelong learner.
7. To empower student teachers to become responsible citizens of the modern – technology based world.

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#### **Syllabus of the course:**

**Unit1:** Introduction to computer fundamentals, major elements in a computer system and properties of computers.

**Unit2:** Application software: O. S., Microsoft Word, Microsoft Excel, Microsoft Power point its facilities and uses.

**Unit3:** Internet, Email- requirements, registration, benefits and limitations. Social Websites their uses & limitations. Use of various Google apps for educational purpose.

**Unit 4:** Microsoft Publisher and its facilities. Computer care – viruses and safety measures.

**Course Evaluation:**

An objective test of 10 marks on the course content.

Any eight of the following practical each carrying 5 marks.

**Practicals:**

1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
2. Preparation of a spreadsheet using functions and commands, diagrams / charts/ graphs
3. Preparation of a power point presentation using online and offline references on a school topic
4. Email registration and sending / receiving Email with attachment.
5. Preparation of a newsletter/ brochure / invitation card/ visiting card/ website
6. Critical evaluation of a website
7. ICT project on any one of the pertinent topic / concept assigned to the student by the teacher such as cybercrime and cyber security.
8. Preparation of a power point presentation / video presentation on observance of special day.
9. E publication of an article / report / note / research / survey.
10. Preparation of an evaluation tool / Feedback form for online registration/feedback
11. Word / Excel/ DBMS file preparation on students' profile in any school / college class.
12. Organization of special lecture / guest lecture on a pertinent topic of ICT and its digital notes.
13. Video interview / organization of video conference and digital report.

14. Education blogs creation and application.
15. Creating e-group/forum for educational interaction
16. Preparing e-port folio on one's own learning in ICT / Preparing e-port folio of Students of the B. Ed. class

**References: (The references are suggestive. Teachers are advocated to identify, use such other and online resources. Online and web based references may be used as and when required.)**

1. Mishra, R. C. (2009) , *Teaching of information technology*, APH pub. Corp., New Delhi.
2. NCTE (n. d.) *X-Pdite Towards Excellence in Education*, Handbook for Teacher Educators
3. Ram, B. (2001). *Computer Fundamental Architect and Organization* (3<sup>rd</sup> Ed.) New Delhi: New Age International Publications.
4. Rao, D. B. (2001), *Information technology*, Discovery pub. Delhi.
5. Shankar, T. (2008), *Methods of teaching information technology*, crsscent pub. Corp., New Delhi.
6. Sinha, P. K. (2010). *Computer Fundamentals*. (4<sup>th</sup> Ed.) New Delhi: BPB Publications.
7. Spencer, D. D. (1998). *The Illustrated Computer Dictionary*. (3<sup>rd</sup> Ed.)New Delhi: Universal Book Stall.
8. Yadav, D.S. (2008). *Foundation of Information Technology* ( 3<sup>rd</sup> Ed.) New Delhi: New Age International Publications.