

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

SYLLABUS

PRESCRIBED FOR

B.A - PART II EXAMINATION

Semester – III

Compulsory English

(To be implemented from the session 2023 - 24)

Total Periods : Theory + Tutorial = 75	Credit : 4
---	-------------------

Prescribed Textbook : ‘Aspirations’ by Board of Editors & published by Orient Blackswan

UNIT-I- PROSE (12 MARKS)

- I) The Way to Equal Distribution- M.K Gandhi
- II) The Devoted Friend – Oscar Wilde
- III) The Mother of a Traitor- Maxim Gorky
- IV) Values in Life- Rudyard Kipling

UNIT –II POETRY (12 MARKS)

- I) Love’s Philosophy- P.B. Shelley
- II) God’s Grandeur- G.M. Hopkins
- III) The Priest of Nature – Amar Nath Prasad
- IV) The Toys - Coventry Patmore

UNIT-III- BASICS OF COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

- I) Noun
- II) Pronoun

UNIT-IV- BASICS OF COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

- I) Tenses
- II) Question Tag

UNIT- V - COMMUNICATION SKILLS (12 MARKS)

- I) Answering the Telephone and asking for someone.
- II) Taking and leaving messages.
- III) Asking for Time and Date

UNIT- VI – SKILL ENHANCEMENT MODULE (FOR INTERNAL ASSESSMENT)

Situational Communication

BA PART-II EXAMINATION
Compulsory English
SEMESTER – III
(Distribution of Marks)

TIME : 3 HOURS

MAXMARKS THEORY:80 MARKS

MINPASSING MARKS :32 MARKS

MAXMARKS INTERNALASSESSMENT:20MARKS

MINPASSINGMARKS: 08 MARKS

Unit - I

A) Prose

- i) The students will have to answer THREE out of FOUR short answer questions of 2 marks each. **6 Marks**
ii) The students will have to answer ONE out of THREE long answer questions of 6 marks. **6 Marks**

Unit - II

B) Poetry

- i) The students will have to answer THREE out of FOUR short answer questions of 2 marks each. **6 Marks**
ii) The students will have to answer ONE out of THREE long answer questions of 6 marks. **6 Marks**

Unit - III

Basics of Communication Skills in English

I) Noun **6 Marks**

- i) Students will have to answer 6 questions of 1 mark each on identification of various types of Noun

II) Pronoun **6 Marks**

- i) Students will have to answer 6 questions of 1 mark each on identification of various types of Pronoun

Unit - IV

Basics of Communication Skills in English

I) Tenses **8 Marks**

- i) Students will have to answer 4 questions of 1 mark each on identification of tense
ii) Students will have to answer 4 questions of 1 mark each on Conversion of tense

II) Question Tag

- i) Students will have to answer 4 questions of 1 mark each on making Question Tag

Unit - V

Communication Skills

- I) Answering the Telephone and asking for someone. **4 Marks**

- II) Taking and leaving messages. **4 Marks**

- III) Asking for Time and Date **4 Marks**

Multiple Choice Questions

The Student will have to answer 10 MCQs based on Unit I, II, III and IV
(each MCQ carries 2 Mark)

20 Marks

Internal Assessment

- I) Assignment **10 Marks**

- II) Class Test **10 Marks**

SYLLABUS
PRESCRIBED FOR
B.A - PART II EXAMINATION
Semester – IV
Compulsory English

(To be implemented from the session 2023 - 24)

Total Periods : Theory + Tutorial = 75	Credit : 4
--	------------

Prescribed Textbook : _____ by Board of Editors & published by Orient Blackswan

UNIT-I- PROSE (12 MARKS)

- I) India: What Can it Teach Us? - Max Müller
- II) After Twenty Years - O. Henry
- III) The Homecoming - Rabindranath Tagore
- IV) The Story of an Hour- Kate Chopin

UNIT-II- POETRY (12 MARKS)

- I) Gather Ye Rose Birds While Ye May – Robert Herrick
- II) Leisure- W.H. Davies
- III) Nature – H. W Longfellow
- IV) The Village Song – Sarojini Naidu

UNIT-III- BASICS OF COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

- I) Adverb
- II) Adjective
- III) Interjection

UNIT- IV BASICS OF COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

- I) Change the Voice
- II) Reported Speech/ Narration

UNIT- V- COMMUNICATION SKILLS (12 MARKS)

- I) Giving Personal Information
- II) Describing daily routine
- III) Talking about Current Activities

UNIT- VI – SKILL ENHANCEMENT MODULE (FOR INTERNAL ASSESSMENT)

Expansion of Idea

BA PART-II EXAMINATION
Compulsory English
SEMESTER – IV
(Distribution of Marks)

TIME :3 HOURS

MAXMARKS THEORY:80MARKS

MINPASSING MARKS :32MARKS

MAXMARKS INTERNALASSESSMENT:20MARKS

MINPASSINGMARKS: 08MARKS

Unit - I

A) Prose

- i) The students will have to answer THREE out of FOUR short answer questions of 2 marks each. **6 Marks**
- ii) The students will have to answer ONE out of THREE long answer questions of 6 marks. **6 Marks**

Unit - II

B) Poetry

- i) The students will have to answer THREE out of FOUR short answer questions of 2 marks each. **6 Marks**
- ii) The students will have to answer ONE out of THREE long answer questions of 6 marks. **6 Marks**

Unit - III

Basics of Communication Skills in English

12 Marks

- I) Adverb
II) Adjective
III) Interjection

Students will have to answer 12 questions of 1 mark each on identification of Adverb, Adjective, Interjection

Unit - IV

Basics of Communication Skills in English

- I) Change the Voice **6 Marks**
i) Students will have to answer 6 questions of 1 mark each on Change the Voice
- II) Reported Speech/ Narration **6 Marks**
i) Students will have to answer 6 questions of 1 mark each on Narration

Unit - V

Communication Skills

- I) Giving Personal Information **4 Marks**
II) Describing daily routine **4 Marks**
III) Talking about Current Activities **4 Marks**

Multiple Choice Questions

The Student will have to answer 10 MCQs based on Unit I, II, III and IV
(each MCQ carries 2 Mark)

20 Marks

Internal Assessment

- I) Assignment **10 Marks**
II) Class Test **10 Marks**

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

SYLLABUS

PRESCRIBED FOR

B.A - PART II EXAMINATION

Semester – III

English Literature

(To be implemented from the session 2023 - 24)

Total Periods : 90	Credit : 4.8
---------------------------	---------------------

Prescribed Textbook for UNIT II, III and V : ‘Words of Wisdom’ by Board of Editors & published by Orient Blackswan

Prescribed Textbook for UNIT I : A Background to the study of English Literature by B. Prasad & Published by Macmillan India

UNIT –I A BACKGROUND TO THE STUDY OF ENGLISH LITERATURE (12 MARKS)

I) The Pre-Raphaelites

II) Modern Poetry

III) The Novel

IV) Style

UNIT – II LITERARY TERMS (12 MARKS)

I) Picaresque Novel

II) Epistolary Novel

III) Historical Novel

IV) Sentimental Novel

V) Gothic Novel

VI) Science Fiction

VII) Social Novel

VIII) Stream of Consciousness Novel

UNIT- III POETRY (12 MARKS)

I) The Pulley – George Herbert

II) The Village Schoolmaster - Oliver Goldsmith

III) The Soul’s Prayer- Sarojini Naidu

IV) Songs of Joy- W.H. Davies

UNIT- IV- NOVEL (12 MARKS)

Far from the Madding Crowd by Thomas Hardy (published by Orient Blackswan)

UNIT- V – COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

CONTENT WRITING

- Types of Content Writing
- Guidelines for Effective Content Writing
- Writing Blog Post and Online Articles

UNIT- VI – SKILL ENHANCEMENT MODULE (FOR INTERNAL ASSESSMENT) (20 MARKS)

Content Writing

Assignment (10 Marks)

Class Test (10 Marks)

BA PART-II EXAMINATION

English Literature

SEMESTER – III

(Distribution of Marks)

TIME : 3 HOURS

MAX MARKS THEORY : 80 MARKS

MIN PASSING MARKS : 32 MARKS

MAX MARKS INTERNAL ASSESSMENT: 20 MARKS

MIN PASSING MARKS : 08 MARKS

Unit I : A Background to the study of English Literature

i) The students will have to answer two out of four Long answer questions of 06 marks each -

12 Marks

Unit II: Introduction to Literary Terms

i) The students will have to answer Three out of Six literary terms of Four Marks each **12 marks**

Unit III : Poetry

i) The students will have to answer One out of Three Long answer questions of Six Marks

06 Marks

ii) The students will have to attempt Two out of Four passages for explanation with reference to the context of Three marks each

06 Marks

Unit IV: Novel

i) Students will have to answer Two out of Four long answer questions of Six marks each

12 Marks

Unit V : Communication Skills In English

i) Students will have to answer Two out of Four long answer questions of Six marks each

12 Marks

Multiple Choice Questions

The students will have to answer Ten MCQs based on unit I, II, III, IV & V (each carries 2 mark)

20 Marks

Internal Assessment

Assignment (10 Marks)

Class Test (10 Marks)

SYLLABUS
PRESCRIBED FOR
B.A - PART II EXAMINATION
Semester – IV
English Literature

(To be implemented from the session 2023 - 24)

Total Periods : 90	Credit : 4.8
--------------------	--------------

Prescribed Textbook for UNIT II, III and V : -----by Board of Editors & published by Orient Blackswan

Prescribed Textbook for UNIT I : A Background to the study of English Literature by B. Prasad & Published by Macmillan India

UNIT –I A BACKGROUND TO THE STUDY OF ENGLISH LITERATURE (12 MARKS)

- I) Post Modern Poetry
- II) Biography
- III) Autobiography
- IV) Criticism

UNIT – II LITERARY TERMS (12 MARKS)

- I) Legislative Criticism
- II) Pragmatic Criticism
- III) Judicial Criticism
- IV) Biographical Criticism
- V) Historical Criticism
- VI) Comparative Criticism
- VII) Inductive Criticism
- VIII) Sociological Criticism

UNIT- III POETRY (12 MARKS)

- I) The Road not Taken – Robert Frost
- II) Ode to the West Wind – P.B Shelley
- III) His Books – Robert Southey
- IV) King Porus - A Legend of Old - Michael Madhusudan Dutta

UNIT- IV- NOVEL (12 MARKS)

Chapter 1, 2, 4,11, 13, 14 and 15 from Wings of Fire: An Autobiography (Abridged, Special Student Edition) - A P J Abdul Kalam, Published by Universities Press.

UNIT- V – COMMUNICATION SKILLS IN ENGLISH (12 MARKS)

CONTENT WRITING

- Writing for Websites
- Writing for Social Media Platforms

UNIT- VI – SKILL ENHANCEMENT MODULE (FOR INTERNAL ASSESSMENT) (20 MARKS)

- Content Writing
- Assignment (10 Marks)
- Class Test (10 Marks)

BA PART-II EXAMINATION English Literature SEMESTER – IV (Distribution of Marks)

TIME : 3 HOURS

MAX MARKS THEORY : 80 MARKS

MIN PASSING MARKS : 32 MARKS

MAX MARKS INTERNAL ASSESSMENT: 20 MARKS

MIN PASSING MARKS : 08 MARKS

Unit I : A Background to the study of English Literature

- i) The students will have to answer two out of four Long answer questions of 06 marks each -

12 Marks

Unit II: Introduction to Literary Terms

- i) The students will have to answer Three out of Six literary terms of Four Marks each **12 marks**

Unit III : Poetry

- i) The students will have to answer One out of Three Long answer questions of Six Marks

06 Marks

- ii) The students will have to attempt Two out of Four passages for explanation with reference to the context of Three marks each

06 Marks

Unit IV: Novel

- i) Students will have to answer Two out of Four long answer questions of Six marks each

12 Marks

Unit V : Communication Skills In English

- i) Students will have to answer Two out of Four long answer questions of Six marks each

12 Marks

Multiple Choice Questions

The students will have to answer Ten MCQs based on unit I, II, III, IV & V (each carries 2 mark)

20 Marks

Internal Assessment

- Assignment (10 Marks)
- Class Test (10 Marks)

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

मानव विज्ञान विद्याशाखा

(FACULTY OF HUMANITIES)

पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३ - २४

अभ्यासक्रमिका

वाङ्मय स्नातक

सत्र ३ व ४

मराठी (आवश्यक) द्वितीय भाषा DSC-2

आणि

मराठी वाङ्मय (ऐच्छिक) DSC-3

PROSPECTUS

OF

BACHELOR OF ARTS

SEMESTAR – 3 & 4

MARATHI (Compulsory Second Language)

&

LITERATURE OF THE MODERN LANGUAGE - MARATHI (MLT)

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३ - २४
विद्याशाखा : मानव विज्ञान (Faculty - Humanities)
बी. ए. भाग - २ सत्र - ३
विषय : मराठी (आवश्यक) द्वितीय भाषा DSC -2

विषय सांकेतांक / Subject Code	विषयाचे नाव / Name of Subject	एकूण तासिका (४८ मिनिटांची एक तासिका याप्रमाणे) / Total Number of Periods	श्रेयांक / Credits
१०११	मराठी (आवश्यक) द्वितीय भाषा DSC -2	६० तासिका	३.२

अभ्यासपत्रिकेसाठी नेमलेले संपादित पाठ्यपुस्तक – ‘शब्दगंध’ भाग -२ (सत्र - ३ व सत्र - ४)

प्रकाशक : राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर.

प्रस्तुत अभ्यासपत्रिकेच्या ‘शब्दगंध’ या क्रमिक पुस्तकात वैचारिक, ललित, कविता व कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) हे चार विभाग समाविष्ट केले असून अंतर्गत मूल्यमापन हा घटक देखील अभ्यासक्रमात आहे. या अभ्यासपत्रिकेची फलनिष्पत्ती पुढीलप्रमाणे असेल –

अभ्यासपत्रिकेची फलनिष्पत्ती (COs) :

- वैचारिक लेखांमधून विद्यार्थ्यांना लोकशाही मूल्यांची जपणूक करण्याचा संस्कार व विचार मिळेल. महापुरुषांचे विचार व कार्य समजून घेता येईल. त्यांच्या जीवन आणि विचारांपासून विद्यार्थ्यांना प्रेरणा मिळेल.
- ललित व कविता या विभागांतून गतकालीन आणि समकालीन जगण्याचे प्रश्न समजून घेण्यासाठी उपयुक्त असे मार्गदर्शन विद्यार्थ्यांना मिळेल.
- कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) हा विभाग विद्यार्थ्यांना विविध प्रकारची कौशल्ये आत्मसात करण्यासाठी मार्गदर्शक ठरेल. विविध स्पर्धा परीक्षांची तयारी करणाऱ्या विद्यार्थ्यांना हा अभ्यास घटक मार्गदर्शक व सहायक ठरेल.
- वैचारिक, ललित, कविता आणि कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) या चार विभागांतील घटकांचा अभ्यास केल्यानंतर विद्यार्थ्यांना संवाद कौशल्ये, भाषिक कौशल्ये, लेखन कौशल्ये आत्मसात करता येतील. लोकशाही मूल्यांची जपणूक करण्याची तत्त्वनिष्ठा त्यांचे अंगी निर्माण होईल. मराठी भाषेचे जतन, संवर्धन करण्याची प्रेरणा त्यांना मिळेल. ही भाषिक कौशल्ये विद्यार्थ्यांना रोजगारक्षम करण्यासाठी सहायक ठरतील.

अ.क्र. (Sr. No.)	घटक (Topic)	अध्यापन तासिका (Teaching Hours)
विभाग - अ	वैचारिक	
१)	संस्कृती आणि साहित्य - साने गुरुजी	१५ तासिका
२)	सावित्रीबाई फुले आणि ताराबाई शिंदे - सदानंद मोरे	
३)	सुधारक वृत्तीचा जाणता राजा - अरुणा ढेरे	
विभाग - ब	ललित	
१)	लढे हा विदर्भ - मधुकर केचे	१५ तासिका
२)	सांबराचे लोटण - मारुती चितमपल्ली	
३)	महालूट - सदानंद देशमुख	
विभाग - क	कविता	
१)	संतवाणी अ) ताटीचे अभंग - संत मुक्ताबाई, ब) फुलाचे अंगा सुवास असे - संत चोखामेळा	१५ तासिका
२)	अखंड - म. जोतीराव फुले	
३)	धनी गेला ! - पां. श्रा. गोरे	
४)	जमाना - नारायण कुळकर्णी कवठेकर	
५)	स्टेज - वाहरू सोनवणे	
६)	गुढी - आत्माराम किसन सोनोने	
विभाग- ड	कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी)	
	मराठी भाषिक कौशल्ये विकास : संपादक - डॉ. पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, या पुस्तकातील पुढील दोन घटकांचा समावेश केला आहे. १) मराठी भाषा कौशल्ये आणि व्यवसायाच्या संधी - सुनीता सांगोले २) अहवाल लेखन - स्वाती दामोदरे	१५ तासिका
		एकूण ६० तासिका

बी. ए. भाग - २ सत्र - ३ विषय - मराठी (आवश्यक) द्वितीय भाषा

गुण विभागणी

एकूण गुण - १००, लेखी परीक्षा - ८० गुण, वेळ - ३ तास अंतर्गत मूल्यमापन - २० गुण

अभ्यासक्रमासाठी नेमलेले संपादित पाठ्यपुस्तक - 'शब्दगंध' भाग - २ (सत्र - ३ व सत्र - ४)

राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर

विभाग - अ	वैचारिक	- २० गुण
विभाग - ब	ललित	- २० गुण
विभाग - क	कविता	- २० गुण
विभाग - ड	कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी)	- २० गुण

प्रश्ननिहाय गुणविभागणी :-

विभाग 'अ' व 'ब' :	१४ गुणांचा प्रत्येकी एक दीर्घोत्तरी प्रश्न	- २८ गुण
विभाग 'क' :	०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
विभाग 'ड' :	०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
वस्तुनिष्ठ बहुपर्यायी	२० प्रश्न, प्रत्येकी - ०१ गुण	- २० गुण

(वस्तुनिष्ठ प्रश्न - विभाग 'अ' व 'ब' यावर प्रत्येकी ०६ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०४ प्रश्न असे एकूण २० बहुपर्यायी प्रश्न विचारले जातील. प्रत्येक प्रश्नास ०१ गुण याप्रमाणे हा प्रश्न २० गुणांचा असेल.)

कौशल्य विकासावर आधारित / Skill Enhancement Module (SEM) अंतर्गत मूल्यमापन (Internal) : २० गुण

गुण विभागणी

१) गृहपाठ	- १० गुण
२) मौखिक परीक्षा	- १० गुण

सूचना :- विद्यार्थ्यांना गृहपाठ देतांना पुढील मुद्याचा आधार घ्यावा.

- (१) नेमलेल्या वैचारिक अभ्यासक्रमाच्या आधारे समकालीन प्रश्नांवर टिपण तयार करा.
- (२) नेमलेल्या वैचारिक अभ्यासक्रमाच्या आधारे भाषण तयार करा.
- (३) वृत्तांत लेखन व अहवाल लेखनाचा आराखडा तयार करा.
- (४) मौखिक परीक्षा ही गृहपाठावर आधारित असेल.

* विद्यार्थ्यांना परीक्षेत उत्तीर्ण होण्यासाठी लेखी परीक्षा व अंतर्गत मूल्यमापन मिळून किमान ४० गुण प्राप्त करणे आवश्यक आहे.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३ - २४
विद्याशाखा : मानव विज्ञान (Faculty – Humanities)
बी. ए. भाग - २ सत्र - ४
विषय : मराठी (आवश्यक) द्वितीय भाषा DSC -2

विषय सांकेतांक / Subject Code	विषयाचे नाव / Name of Subject	एकूण तासिका (४८ मिनिटांची एक तासिका याप्रमाणे) / Total Number of Periods	श्रेयांक / Credits
१०११	मराठी (आवश्यक) द्वितीय भाषा DSC -2	६० तासिका	३.२

अभ्यासपत्रिकेसाठी नेमलेले संपादित पाठ्यपुस्तक - 'शब्दगंध' भाग -२ (सत्र - ३ व सत्र - ४)

प्रकाशक : राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर.

प्रस्तुत अभ्यासपत्रिकेच्या 'शब्दगंध' या क्रमिक पुस्तकात वैचारिक, ललित, कविता व कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) हे चार विभाग समाविष्ट केले असून अंतर्गत मूल्यमापन हा घटक देखील अभ्यासक्रमात आहे. या अभ्यासपत्रिकेची फलनिष्पत्ती पुढीलप्रमाणे असेल -

अभ्यासपत्रिकेची फलनिष्पत्ती (COs) :

- वैचारिक लेखांमधून विद्यार्थ्यांना लोकशाही मूल्यांची जपणूक करण्याचा संस्कार व विचार मिळेल. महापुरुषांचे विचार व कार्य समजून घेता येईल. त्यांच्या जीवन आणि विचारांपासून विद्यार्थ्यांना प्रेरणा मिळेल.
- ललित व कविता या विभागांतून गतकालीन आणि समकालीन जगण्याचे प्रश्न समजून घेण्यासाठी उपयुक्त असे मार्गदर्शन विद्यार्थ्यांना मिळेल.
- कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) हा विभाग विद्यार्थ्यांना विविध प्रकारची कौशल्ये आत्मसात करण्यासाठी मार्गदर्शक ठरेल. विविध स्पर्धा परीक्षांची तयारी करणाऱ्या विद्यार्थ्यांना हा अभ्यास घटक मार्गदर्शक व सहायक ठरेल.
- वैचारिक, ललित, कविता आणि कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी) या चार विभागांतील घटकांचा अभ्यास केल्यानंतर विद्यार्थ्यांना संवाद कौशल्ये, भाषिक कौशल्ये, लेखन कौशल्ये आत्मसात करता येतील. लोकशाही मूल्यांची जपणूक करण्याची तत्त्वनिष्ठा त्यांचे अंगी निर्माण होईल. मराठी भाषेचे जतन, संवर्धन करण्याची प्रेरणा त्यांना मिळेल. ही भाषिक कौशल्ये विद्यार्थ्यांना रोजगारक्षम करण्यासाठी सहायक ठरतील.

अ.क्र. (Sr. No.)	घटक (Topic)	अध्यापन तासिका (Teaching Hours)
विभाग - अ	वैचारिक	
१)	आद्य समाज सुधारक : महात्मा बसवेश्वर - अशोक मेनकुदळे	१५ तासिका
२)	आगरकरांचे धर्मचिंतन - भा. ल. भोळे	
३)	खरे आव्हान विचारांचे - गोविंद पानसरे	
विभाग - ब	ललित	
१)	पुस्तकांनी आयुष्याला आकार दिला - श्रीराम लागू, अनुवाद - सारंग दर्शने	१५ तासिका
२)	नोटांवर उतरतोय गर्भाचा गोळा - उत्तम कांबळे	
३)	गांधारी काशीबाई - इंद्रजित भालेराव	
विभाग - क	कविता	
१)	संतवाणी अ) चहुकडे देवा दाटला वणवा - संत निर्मळा, ब) पतितपावन म्हणविसी आधी - संत कान्होपात्रा	१५ तासिका
२)	घन:शाम सुंदरा - होनाजी बाळा	
३)	वेदाआधी तू होतास - बाबुराव बागूल	
४)	व्यवहार - वसंत आबाजी डहाके	
५)	उभी जिंदगानी - श्रीकृष्ण राऊत	
६)	डॉ. बाबासाहेब आंबेडकर - अशोक पळवेकर	
विभाग- ड	कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी)	
	मराठी भाषिक कौशल्ये विकास : संपादक - डॉ. पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, या पुस्तकातील पुढील दोन घटकांचा समावेश केला आहे. १) कार्यक्रमाचे आयोजन - निधी पटवर्धन २) मराठी वृत्तांत लेखन - विद्या सुर्वे- बोरसे	१५ तासिका
		एकूण ६० तासिका

बी. ए. भाग - २ सत्र - ४ विषय - मराठी (आवश्यक) द्वितीय भाषा

गुण विभागणी

एकूण गुण - १००, लेखी परीक्षा - ८० गुण, वेळ - ३ तास अंतर्गत मूल्यमापन - २० गुण

अभ्यासक्रमासाठी नेमलेले संपादित पाठ्यपुस्तक - 'शब्दगंध' भाग - २ (सत्र - ३ व सत्र - ४),
राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर

विभाग - अ	वैचारिक	- २० गुण
विभाग - ब	ललित	- २० गुण
विभाग - क	कविता	- २० गुण
विभाग - ड	कौशल्य विकास आधारित अभ्यासक्रम (उपयोजित मराठी)	- २० गुण

प्रश्ननिहाय गुणविभागणी :-

विभाग 'अ' व 'ब' :	१४ गुणांचा प्रत्येकी एक दीर्घोत्तरी प्रश्न	- २८ गुण
विभाग 'क' :	०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
विभाग 'ड' :	०८ गुणांचे दोन लघुत्तरी प्रश्न	- १६ गुण
वस्तुनिष्ठ बहुपर्यायी	२० प्रश्न, प्रत्येकी - ०१ गुण	- २० गुण

(वस्तुनिष्ठ प्रश्न - विभाग 'अ' व 'ब' यावर प्रत्येकी ०६ प्रश्न आणि विभाग 'क' व 'ड' यावर प्रत्येकी ०४ प्रश्न असे एकूण २० बहुपर्यायी प्रश्न विचारले जातील. प्रत्येक प्रश्नास ०१ गुण याप्रमाणे हा प्रश्न २० गुणांचा असेल.)

कौशल्य विकासावर आधारित / Skill Enhancement Module (SEM) अंतर्गत मूल्यमापन (Internal) : २० गुण

गुण विभागणी

१) गृहपाठ	- १० गुण
२) मौखिक परीक्षा	- १० गुण

सूचना :- विद्यार्थ्यांना गृहपाठ देतांना पुढील मुद्यांचा आधार घ्यावा.

- (१) अभ्यासक्रमात नेमलेल्या वैचारिक व ललित घटकांच्या आधारे समकालीन प्रश्नांवर टिपण तयार करा.
- (२) कार्यक्रमाची रूपरेषा तयार करा.
- (३) आपल्या परिसरातील वृत्तपत्रांसाठी बातम्या, जाहिराती, वृत्तलेख व ललित लेख यांचे नमुने तयार करून प्रकल्प सादर करावा.
- (४) मौखिक परीक्षा ही गृहपाठावर आधारित असेल.

* विद्यार्थ्यांना परीक्षेत उत्तीर्ण होण्यासाठी लेखी परीक्षा व अंतर्गत मूल्यमापन मिळून किमान ४० गुण प्राप्त करणे आवश्यक आहे.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
 पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३ - २४
विद्याशाखा : मानव विज्ञान (Faculty - Humanities)
बी.ए. भाग - २ सत्र - ३
विषय : मराठी वाङ्मय (ऐच्छिक) DSC - 3

विषय सांकेतांक / Subject Code	विषयाचे नाव / Name of Subject	एकूण तासिका (४८ मिनिटांची एक तासिका याप्रमाणे) / Total Number of Periods	श्रेयांक / Credits
१०५२	मराठी वाङ्मय (ऐच्छिक) DSC -3	७५ तासिका	४

प्रस्तुत अभ्यासपत्रिकेसाठी नेमलेल्या 'दृष्टांतवैभव' व 'कथावैभव' या संपादित पुस्तकांच्या सूक्ष्म अभ्यासातून विद्यार्थ्यांना प्राचीन व अर्वाचीन मराठी कथन साहित्याची ओळख होईल, मराठी भाषेच्या परंपरेचे व विकासाचे ज्ञान होईल. या अभ्यासपत्रिकेची फलनिष्पत्ती पुढीलप्रमाणे असेल -

अभ्यासक्रमाची विशिष्ट / नेमकी फलनिष्पत्ती (PSOs) :

- या अभ्यासक्रमातील साहित्यकृतींच्या आकलन, आस्वाद व मूल्यमापनातून विद्यार्थ्यांना ललितसाहित्य या वाङ्मय प्रकाराच्या सामाजिक सांस्कृतिक फलश्रुतीची जाणीव होईल. समाजाच्या प्रभावामुळे साहित्यकृती निर्माण होत असते तसेच साहित्यकृतींतील विचारांच्या प्रभावामुळे समाजाची जडणघडण होत असते ही प्रक्रिया विद्यार्थ्यांना समजेल.
- भाषा आणि साहित्य समाजाचे सांस्कृतिक भरणपोषण करीत असते. भाषा आणि साहित्यामुळे संस्कृतीचे व अभिरुचीचे संवर्धन आणि नवनिर्माण होत असते. समाज, संस्कृती, प्रदेश यांच्या संवर्धन आणि नवनिर्माणासाठी भाषेचे जतन आणि साहित्याची निर्मिती आवश्यक असते याची जाणीव विद्यार्थ्यांना होईल.
- भाषा आणि साहित्याच्या आकलन आस्वादानातून संवाद कौशल्ये, लेखन कौशल्ये आत्मसात करून विद्यार्थ्यांना रोजगारक्षम होता येईल.

अभ्यासपत्रिकेची फलनिष्पत्ती (COs) :

अ) दृष्टांतवैभव (केशिराज संकलित दृष्टांतपाठातील निवडक ४० दृष्टांत)

- 'दृष्टांतवैभवा' तून महानुभाव पंथाच्या सामाजिक, सांस्कृतिक, भाषाविषयक कार्याचा व प्राचीन मराठी गद्य वाङ्मयाचा परिचय होईल.
- महानुभाव पंथाच्या वाङ्मय अभ्यासातून तत्कालीन सामाजिक, सांस्कृतिक प्रश्नांचे आकलन होईल.
- 'दृष्टांतवैभवा' या पुस्तकाच्या अभ्यासातून लोकव्यवहार व भाषा व्यवहार यांचे ज्ञान होईल.
- महानुभाव पंथाच्या वाङ्मय अभ्यासातून तत्कालीन सामाजिक व्यवस्थेचे आकलन होईल.
- महानुभाव पंथाच्या वाङ्मय अभ्यासातून तत्कालीन भाषिक मूल्यांचा अभ्यास करता येईल.
- हा अभ्यास विद्यार्थ्यांना प्राचीन मराठी साहित्यकृतींचे संशोधन, जतन व संवर्धन करण्यासाठी प्रेरक ठरेल.
- या अभ्यासामुळे विद्यार्थ्यांना समकाळात दृष्टांत लेखनाची आणि अल्पाक्षरी पण आशयपूर्ण लेखनाची प्रेरणा मिळेल.

ब) कथावैभव (अर्वाचीन कालखंडातील निवडक कथा)

- १) कथावैभव या संपादित पुस्तकाच्या सूक्ष्म अभ्यासातून विद्यार्थ्यांना कथेच्या विविध प्रकारांची माहिती होईल.
- २) कथांच्या आकलन, आस्वाद व मूल्यमापनातून विद्यार्थ्यांना समकालीन सांस्कृतिक, सामाजिक पर्यावरणाचे ज्ञान होईल.
- ३) कथांचा आभ्यास विद्यार्थ्यांना सामाजिक मूल्यांची जाणीव देणारा ठरेल.
- ४) सामाजिक प्रश्नांची जाणीव कथा साहित्याच्या माध्यमातून होईल.
- ५) कथा लेखनाचे तंत्र विद्यार्थ्यांना आत्मसात करता येतील.
- ६) कथात्म साहित्यातून वाचन, लेखन, श्रवण ही कौशल्ये आत्मसात करता येतील.
- ७) कथेचे सादरीकरण व निवेदनकौशल्य विद्यार्थ्यांना प्राप्त होतील.
- ८) कथांमधून प्रत्यक्ष अप्रत्यक्षपणे व्यक्त झालेल्या लोकशाही मूल्याचा संस्कार विद्यार्थ्यांच्या मनावर होईल.
- ९) नेमलेल्या साहित्यकृतीच्या आधारे कथा घटकांचे आकलन होऊन कथा लेखनाची प्रेरणा मिळेल.

अ.क्र.	अभ्यासपत्रिकेचे घटक	अध्यापन तासिका (Teaching Hours)
१	दृष्टांतवैभव (केशिराज संकलित दृष्टांतपाठातील निवडक ४० दृष्टांत) संपादक - डॉ. अजय देशपांडे, डॉ. अण्णा वैद्य ज्ञानपथ पब्लिकेशन्स, अमरावती.	
२	कथावैभव (अर्वाचीन कालखंडातील निवडक कथा) संपादक - डॉ. गणेश मालटे, डॉ. गजानन मुंदे, डॉ. राजेश मिरगे राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर. (‘कथावैभव’ मधील क्रमांक १ ते ६ या कथा अभ्यासक्रमात राहतील.)	एकूण – ७५ तासिका
३	‘दृष्टांतवैभव’ व ‘कथावैभव’ यावर आधारित कौशल्य विकास (Skill Enhancement Module)	

बी. ए. भाग - २ सत्र - ३ विषय - मराठी वाङ्मय (ऐच्छिक)

गुण विभागणी

एकूण गुण - १००, लेखी परीक्षा - ८० गुण, वेळ - ३ तास	अंतर्गत मूल्यमापन - २० गुण
--	----------------------------

- अ) 'दृष्टांतवैभव' - ४० गुण
ब) 'कथावैभव' - ४० गुण

प्रश्ननिहाय गुणविभागणी :-

- प्रश्न १ - संदर्भासह स्पष्टीकरण - २० गुण
('दृष्टांतवैभव' व 'कथावैभव' यांवर प्रत्येकी ०५ गुणांचे प्रत्येकी दोन संदर्भ विचारले जातील.)
- प्रश्न २ - दृष्टांतवैभव : ०१ दीर्घोत्तरी प्रश्न - १२ गुण
- प्रश्न ३ - दृष्टांतवैभव : ०१ लघुत्तरी प्रश्न - ०८ गुण
- प्रश्न ४ - कथावैभव : ०१ दीर्घोत्तरी प्रश्न - १२ गुण
- प्रश्न ५ - कथावैभव : ०१ लघुत्तरी प्रश्न - ०८ गुण
- प्रश्न ६ - वस्तुनिष्ठ बहुपर्यायी २० प्रश्न प्रत्येकी - ०१ गुण - २० गुण
(वस्तुनिष्ठ बहुपर्यायी प्रश्नांमध्ये 'दृष्टांतवैभव' यावर १० प्रश्न, 'कथावैभव' यावर १० प्रश्न विचारले जातील.)

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन (Skill Enhancement Module) - २० गुण

विद्यार्थ्यांच्या अंगी असलेल्या वाचन, लेखन कौशल्यांचा विकास करण्यासाठी पुढील मुद्यांच्या आधारे विद्यार्थ्यांकडून SEM (Skill Enhancement Module) तयार करून घ्यावे. SEM तपासून गुणदान करावे.

- १) अभ्यासक्रमात नेमलेल्या दृष्टांतांचे विद्यार्थ्यांनी वाचन करून त्यातील बोधवाक्ये, सुभाषितसदृश वाक्ये शोधणे, या वाक्यांचे विश्लेषण प्रकल्प वहीत लिहून आणावे.
- २) अभ्यासक्रमात नेमलेल्या दृष्टांतांच्या आधारे मध्ययुगीन काळातील मराठी भाषेतील लुप्त झालेल्या शब्दांचा शोध घेऊन सूची प्रकल्प वहीमध्ये तयार करावी.
- ३) अभ्यासक्रमात नेमलेल्या 'दृष्टांतवैभव' या पुस्तकातील लोककथांचे विद्यार्थ्यांनी आजच्या मराठी प्रमाणभाषेत प्रकल्प वहीमध्ये लेखन करावे.
- ४) अभ्यासक्रमात नेमलेल्या 'कथावैभव' या पुस्तकातील कथांमधील म्हणी, वाक्प्रचार यांचे विद्यार्थ्यांनी संकलन करून प्रकल्प वहीत लिहून आणावे .
- ५) अभ्यासक्रमातील दृष्टांत व कथांचा अभ्यास करून विद्यार्थ्यांनी तसाच एखादा दृष्टांत किंवा कथा लिहून आणावी.

गुण विभागणी SEM प्रकल्प वही - १० गुण, SEM वर आधारित मौखिक परीक्षा - १० गुण.

* विद्यार्थ्यांना परीक्षेत उत्तीर्ण होण्यासाठी लेखी परीक्षा व अंतर्गत मूल्यमापन मिळून किमान ४० गुण प्राप्त करणे आवश्यक आहे.

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती
 पसंतीवर आधारित श्रेयांक पद्धती (CBCS) अभ्यासक्रम २०२३ - २४
विद्याशाखा : मानव विज्ञान (Faculty - Humanities)
बी.ए. भाग - २ सत्र - ४
विषय : मराठी वाङ्मय (ऐच्छिक) DSC - 3

विषय सांकेतांक / Subject Code	विषयाचे नाव / Name of Subject	एकूण तासिका (४८ मिनिटांची एक तासिका याप्रमाणे) / Total Number of Periods	श्रेयांक / Credits
१०५२	मराठी वाङ्मय (ऐच्छिक) DSC -3	७५ तासिका	४

प्रस्तुत अभ्यासपत्रिकेसाठी नेमलेल्या 'मन निरभ्र व्हावं' व 'कथावैभव' (संपादित) या पुस्तकांच्या सूक्ष्म अभ्यासातून विद्यार्थ्यांना अर्वाचीन मराठी कथन साहित्याची ओळख होईल, अर्वाचीन मराठी भाषा व्यवहाराचे ज्ञान होईल. या अभ्यासपत्रिकेची फलनिष्पत्ती पुढीलप्रमाणे असेल –

अभ्यासक्रमाची विशिष्ट / नेमकी फलनिष्पत्ती (PSOs) :

- या अभ्यासक्रमातील साहित्यकृतीच्या आकलन, आस्वादनातून विद्यार्थ्यांना ललित साहित्य या वाङ्मय प्रकाराच्या सामाजिक सांस्कृतिक फलश्रुतीची जाणीव होईल. समाजाच्या प्रभावामुळे साहित्यकृती निर्माण होत असते तसेच साहित्यकृतीतील विचारांच्या प्रभावामुळे प्रगतिशील समाजाची जडणघडण होत असते ही प्रक्रिया विद्यार्थ्यांना समजेल.
- भाषा आणि साहित्य समाजाचे सांस्कृतिक भरणपोषण करीत असते. भाषा आणि साहित्यामुळे संस्कृतीचे अभिरुचीचे संवर्धन आणि नवनिर्माण होत असते. समाज, संस्कृती, प्रदेश यांच्या संवर्धन आणि नवनिर्माणासाठी भाषेचे जतन आणि साहित्याची निर्मिती आवश्यक असते याची जाणीव विद्यार्थ्यांना होईल.
- भाषा आणि साहित्याच्या आकलन आस्वादनातून संवाद कौशल्ये, लेखन कौशल्ये आत्मसात करून विद्यार्थ्यांना रोजगारक्षम होता येईल.

अभ्यासपत्रिकेची फलनिष्पत्ती (COs) :

अ) मन निरभ्र व्हावं – डॉ. आ. ह. साळुंखे

- मन निरभ्र व्हावं - या पुस्तकाच्या सूक्ष्म अभ्यासातून विद्यार्थ्यांना ललित गद्य या वाङ्मय प्रकाराच्या स्वरूपाचे आकलन होईल.
- ललित लेखांमधून जीवनाच्या विविध अंगाचे दर्शन घडेल.
- सामाजिक मूल्यांची जाणीव ललित लेखांच्या माध्यमातून होईल.
- लालित्यपूर्ण लेखांमुळे भाषेची जाण वृद्धिंगत होईल.
- ललित लेखनाचे तंत्र विद्यार्थ्यांना आत्मसात करता येतील.
- ललित साहित्यातून वाचन, लेखन, श्रवण ही कौशल्ये आत्मसात करता येतील.

- ७) ललित लेखनाचे सादरीकरण व निवेदनकौशल्ये विद्यार्थ्यांना प्राप्त होतील.
 ८) नेमलेल्या साहित्यकृतीच्या आधारे ललित लेखनाच्या घटकांचे आकलन होऊन ललित लेखनाची प्रेरणा मिळेल.

ब) कथावैभव (अर्वाचीन कालखंडातील निवडक कथा)

- १) कथावैभव या संपादित पुस्तकाच्या सूक्ष्म अभ्यासातून विद्यार्थ्यांना कथेच्या विविध प्रकारांची माहिती होईल.
 २) कथांच्या आकलन, आस्वाद व मूल्यमापनातून विद्यार्थ्यांना समकालीन सांस्कृतिक, सामाजिक पर्यावरणाचे ज्ञान होईल.
 ३) कथांचा अभ्यास विद्यार्थ्यांना सामाजिक मूल्यांची जाणीव देणारा ठरेल.
 ४) सामाजिक प्रश्नांची जाणीव कथा साहित्याच्या माध्यमातून होईल.
 ५) कथा लेखनाचे तंत्र विद्यार्थ्यांना आत्मसात करता येतील.
 ६) कथात्म साहित्यातून वाचन, लेखन, श्रवण ही कौशल्ये आत्मसात करता येतील.
 ७) कथेचे सादरीकरण व निवेदनकौशल्य विद्यार्थ्यांना प्राप्त होतील.
 ८) कथांमधून प्रत्यक्ष अप्रत्यक्षपणे व्यक्त झालेल्या लोकशाही मूल्याचा संस्कार विद्यार्थ्यांच्या मनावर होईल.
 ९) नेमलेल्या साहित्यकृतीच्या आधारे कथा घटकांचे आकलन होऊन कथा लेखनाची प्रेरणा मिळेल.

अ.क्र.	अभ्यासपत्रिकेचे घटक	अध्यापन तासिका (Teaching Periods)
१	मन निरभ्र व्हावं : डॉ. आ. ह. साळुंखे, लोकायत प्रकाशन, सातारा.	एकूण – ७५ तासिका
२	कथावैभव (अर्वाचीन कालखंडातील निवडक कथा) संपादक - डॉ. गणेश मालटे, डॉ. गजानन मुंदे, डॉ. राजेश मिरगे राघव पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नागपूर. (‘कथावैभव’ मधील क्रमांक ७ ते १२ या कथा अभ्यासक्रमात राहतील.)	
३	‘मन निरभ्र व्हावं’ व ‘कथावैभव’ यावर आधारित कौशल्य विकास (Skill Enhancement Module)	

बी. ए. भाग - २ सत्र - ४ विषय - मराठी वाङ्मय (ऐच्छिक)

गुण विभागणी

एकूण गुण - १००, लेखी परीक्षा - ८० गुण, वेळ - ३ तास	अंतर्गत मूल्यमापन - २० गुण
--	----------------------------

- अ) 'मन निरभ्र व्हावं' - ४० गुण
ब) 'कथावैभव' - ४० गुण

प्रश्ननिहाय गुणविभागणी :-

- प्रश्न १ - संदर्भासह स्पष्टीकरण - २० गुण
(‘मन निरभ्र व्हावं’ व ‘कथावैभव’ यांवर प्रत्येकी ०५ गुणांचे प्रत्येकी दोन संदर्भ विचारले जातील.)
- प्रश्न २ - मन निरभ्र व्हावं : ०१ दीर्घोत्तरी प्रश्न - १२ गुण
प्रश्न ३ - मन निरभ्र व्हावं : ०१ लघुत्तरी प्रश्न - ०८ गुण
प्रश्न ४ - कथावैभव : ०१ दीर्घोत्तरी प्रश्न - १२ गुण
प्रश्न ५ - कथावैभव : ०१ लघुत्तरी प्रश्न - ०८ गुण
प्रश्न ६ - वस्तुनिष्ठ बहुपर्यायी २० प्रश्न, प्रत्येकी ०१ गुण - २० गुण
(वस्तुनिष्ठ बहुपर्यायी प्रश्नांमध्ये ‘मन निरभ्र व्हावं’ यावर १० प्रश्न, ‘कथावैभव’ यावर १० प्रश्न विचारले जातील.)

कौशल्य विकासावर आधारित अंतर्गत मूल्यमापन (Skill Enhancement Module) - २० गुण

विद्यार्थ्यांच्या अंगी असलेल्या वाचन, लेखन कौशल्यांचा विकास करण्यासाठी पुढील मुद्यांच्या आधारे विद्यार्थ्यांकडून SEM (Skill Enhancement Module) तयार करून घ्यावे. SEM तपासून गुणदान करावे.

- १) अभ्यासक्रमात नेमलेल्या ‘मन निरभ्र व्हावं’ या पुस्तकातील आवडलेल्या दोन ललित लेखांचे परीक्षण विद्यार्थ्यांनी प्रकल्प वहीमध्ये लिहावे.
- २) ‘मन निरभ्र व्हावं’ या पुस्तकाचे सूक्ष्म वाचन करून त्यातील बोधवाक्ये, सुभाषितसदृश वाक्ये शोधणे, या वाक्यांचे विश्लेषण प्रकल्प वहीत लिहून आणावे.
- ३) अभ्यासक्रमात नेमलेल्या ‘कथावैभव’ या पुस्तकातील कथांमधील म्हणी, वाक्प्रचार यांचे विद्यार्थ्यांनी संकलन करून प्रकल्प वहीत लिहून आणावे.
- ४) अभ्यासक्रमात नेमलेल्या ‘कथावैभव’ पुस्तकातील एका कथेचे परीक्षण प्रकल्प वहीत लिहून आणावे.
- ५) अभ्यासक्रमात नसलेल्या पण आवडलेल्या एका कथेचे रसग्रहण करावे.
- ६) अभ्यासक्रमात नसलेल्या पण आवडलेल्या एका ललित लेखाचे रसग्रहण करावे.
- ७) आपल्या परिसरातल्या लोकभाषांमधील लोककथांचे संकलन करून त्या लोककथा प्रकल्प वहीत लिहून आणाव्या.

गुण विभागणी SEM प्रकल्प वही - १० गुण, SEM वर आधारित मौखिक परीक्षा - १० गुण.

* विद्यार्थ्यांना परीक्षेत उत्तीर्ण होण्यासाठी लेखी परीक्षा व अंतर्गत मूल्यमापन मिळून किमान ४० गुण प्राप्त करणे आवश्यक आहे.

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed Under Choice based Credit system 2023-24

Faculty: Humanities

Programme: B.A. II (SEM - III)

Hindi

Part A

प्रस्तावना :-

वस्तुतः महाराष्ट्र अहिन्दी भाषी प्रदेश में आता है किन्तु, भौगोलिक और ऐतिहासिक सदंर्भों के कारण हम देखते हैं कि, सम्पूर्ण महाराष्ट्र में हिंदी का सहज और स्वाभाविक प्रयोग होता हुआ दिखाई देता है। फलस्वरूप बहुतायत में अहिन्दी भाषी छात्र अध्ययन के लिए हिंदी भाषा का अनायास चयन करते हैं। किन्तु कतिपय कारणों से वे इस रोजगार या जीवन-यापन का साधन बनाने से कतराते हैं अतः छात्रों को हिंदी में रोजगार या जीवन-यापन के साधन के रूप में अवगत कराना अत्यंत आवश्यक प्रतीत हो रहा है। इसी उद्देश्य को लक्ष्य कर, संत गाडगे बाबा अमरावती विश्वविद्यालय द्वारा सी.बी.सी.एस. के अंतर्गत आवश्यक हिंदी का पाठ्यक्रम इस रूप में विकसित करने की सार्थक कोशिश की गई है। छात्र हिंदी भाषा और उसकी साहित्यिक विधाओं से परिचित हो और साथ ही कौशल विकास के अंतर्गत जिन इकाइयों को स्थान दिया गया है उनके माध्यम से हिंदी रोजगार का सशक्त और सार्थक साधन बनाने की क्षमता उनमें विकसित करने की सार्थक चेष्टा की गई है। स्पर्धा परीक्षाओं के प्रति छात्रों की बढ़ती रुचि को ध्यान में रखकर उन्हें स्पर्धा परीक्षाओं में पूछे जानेवाले व्याकरण का ज्ञान प्रदान करने का भी प्रयास किया गया है। छात्रों के सर्वांगीण विकास को साधना और उन्हें एक जिम्मेदार, संवेदनशील और कर्तव्य परायण तथा आत्मनिर्भर नागरिक बनाना हमारा प्रधान उद्देश्य रहा है।

पाठ्यक्रम की निष्पत्ति(PSOs):

1. अहिन्दी भाषी छात्रों में हिंदी के प्रति रुचि निर्माण कराना।
2. हिंदी के व्यापक प्रचार-प्रसार की जानकारी से छात्रों को अवगत कराना।
3. जनभाषा के रूप में हिंदी की आवश्यकता और उपादेयता को सिद्ध कराना।
4. हिंदी में रोजगार की संभावनाओं को स्पष्ट करना।
5. 'अनुवाद' में रोजगार की दशा और दिशा का निर्देशन करना।
6. छात्रों को तकनीकी ज्ञान प्रदान कर आत्मनिर्भर जीवन-यापन के अवसर प्रदान करना।
7. छात्रों में सामाजिक, सांस्कृतिक, राष्ट्रीय आदि चेतनाओं को विकसित कर सजग नागरिक का निर्माण करना।
8. छात्रों के भाषायी ज्ञान को समृद्ध एवं सशक्त कराना।
9. छात्रों में हिंदी भाषा में व्यवहार एवं प्रयोग करने की क्षमता विकसित कराना।
10. हिंदी में तकनीकी क्रिया-कलाप करने का ज्ञान प्रदान कराना।
11. छात्रों में सामाजिक दायित्वों के प्रति जागरूकता निर्माण कराना।

Part B
Syllabus Prescribed for 2023-24 Year
B.A. II Compulsory Hindi
Semester III

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	Credits
1012	हिंदी	60	3.2

प्रश्नपत्र की निष्पत्ति (Cos):

1. साहित्य की विभिन्न विधाओं से परिचित होंगे।
2. पद्य विभाग की सभी कविताओं के माध्यम से छात्रों की संवेदनाएं संस्कारित होगी।
3. कौशल विकास के अंतर्गत सम्मिलित घटकों के माध्यम से छात्रों में तकनीकी ज्ञान का विकास होगा।
4. विभिन्न स्पर्धा परीक्षाओं में पूछे जानेवाले व्याकरण के प्रश्नों से छात्रों में स्पर्धा परीक्षा के प्रति रुचि उत्पन्न होगी।
5. छात्रों में वैयक्तिक और सामाजिक दायित्व का निर्वहन करने की क्षमता विकसित होगी।

निर्धारित पाठ्यपुस्तक : 'इंद्रधनुष' राजकमल प्रकाशन, दिल्ली

इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुल तासिकाएँ (Total Period)
इकाई 1	<p>गद्य विभाग 1 से 6</p> <ol style="list-style-type: none"> 1. दुख का अधिकार- यशपाल (कहानी) 2. खानाबदोश- ओमप्रकाश वाल्मीकि (कहानी) 3. कुटज- आचार्य हजारीप्रसाद द्विवेदी (निबंध) 4. टार्च बेचने वाले- हरिशंकर परसाई (निबंध) 5. और वह जा न सकी- विष्णु प्रभाकर (एकांकी) 6. नीलू- महादेवी वर्मा (संस्मरण) 	12
इकाई 2	<p>पद्य विभाग 1 से 6</p> <ol style="list-style-type: none"> 1. पहेलियाँ- अमीर खुसरो 2. भजन - अक्क महादेवी(अनूदित) 3. पद - नामदेव 4. घर में वापसी - सुदामा पांडेय 5. यह दन्तुरित मुस्कान - नागार्जुन 6. जो जीवन की धूल चाट कर बड़ा हूवा है - केदारनाथ अग्रवाल 	12
इकाई 3	<ul style="list-style-type: none"> ○ पल्लवन ○ संक्षेपण ○ विज्ञापन लेखन 	12

इकाई 4	<ul style="list-style-type: none"> ❖ भाषाई ज्ञान ○ समश्रुत भिन्नार्थक शब्द ○ समानार्थी शब्दों में सूक्ष्म अंतर ○ संधि ○ विग्रह 	12
--------	---	----

COs:

1. छात्र स्पर्धा परीक्षाओं में हिंदी भाषा की उपादेयता की जानकारी प्राप्त कर सकेंगे।
2. छात्रों में साक्षात्कार के माध्यम से सामाजिक दायित्व की भावना का निर्वहन होगा।
3. छात्र संकलन का कार्य कुशलता पूर्वक करेंगे।
4. छात्रों में समाज के विभिन्न घटकों से परिचय होने से आत्मीयता का भाव निर्माण होगा।

हिंदी कौशल विकास	<ul style="list-style-type: none"> ○ साक्षात्कार(लेखक, पत्रकार, मजदूर, प्राध्यापक, नेता, कामकाजी महिला,व्यावसायिक।- 10 अंक (कोई एक) ○ हिंदी की कोई पांच एकांकियों का संकलन कीजिए- 10 अंक 	12
------------------	--	----

प्रश्नपत्र का स्वरूप :

कुल अंक- 100 (प्रश्नपत्र- 80, अंतर्गत मूल्यांकन- 20)

प्रश्न .क्र.1- सम्पूर्ण पाठ्यक्रम पर आधारित अतिलघूत्तरी/वस्तुनिष्ठ	20 x 1 = 20
प्रश्न .क्र.2- इकाई 1 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न .क्र.3- इकाई 2 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न .क्र.4- इकाई 3 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न क्र. 5.सभी इकाई से अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
अंतर्गत मूल्यांकन-	20

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed Under Choice based Credit system 2023-24
Faculty: Humanities
Programme: Hindi B.A. II Compulsory Hindi
Semester-IV

Code of the Course/Subject	Title of the Course/Subject	Total Number of Periods	Credits
1012	हिंदी	60	3.2

Cos:

1. छात्र साहित्य की विभिन्न विधाओं से परिचित होंगे।
2. पद्य विभाग की सभी कविताओं के माध्यम से छात्रों की संवेदनाएँ संस्कारित होंगी।
3. कौशल विकास के अंतर्गत सम्मिलित घटकों के माध्यम से छात्रों में तकनीकी ज्ञान का विकास होगा।
4. विभिन्न स्पर्धा परीक्षाओं में पूछे जानेवाले व्याकरण के प्रश्नों से छात्रों में स्पर्धा परीक्षा के प्रति रूचि उत्पन्न होगी।
5. छात्रों में वैयक्तिक और सामाजिक दायित्व का निर्वहन करने की क्षमता विकसित होगी।

निर्धारित पाठ्यपुस्तक : 'इंद्रधनुष' राजकमल प्रकाशन, दिल्ली

इकाई (Unit)	पाठ्यक्रम (Syllabus)	कुल तासिकाएँ (Total Period)
इकाई 1	गद्य विभाग 7 से 12 7. परिन्दे- निर्मल वर्मा(कहानी) 8. वापसी- उषा प्रियंवदा(कहानी) 9. विदाई संभाषण- बालकृष्ण भट्ट(निबंध) 10. वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रमन- धिरंजन मालवे(निबंध) 11. नया पुराना- उपेन्द्रनाथ अशक (एकांकी) 12. समय के पाँव- माखनलाल चतुर्वेदी(रेखाचित्र)	12
इकाई 2	पद्य विभाग 7 से 12 7. बारहमासा- जायसी 8. पद- रत्नाकर 9. कवित्त- घनानन्द 10. आत्मत्राण- रवीन्द्रनाथ ठाकुर 11. गज़ल- नीरज 12. फूल झर गए- कीर्ति चौधरी	12
इकाई 3	<ul style="list-style-type: none"> ○ अनुवाद अर्थ और प्रकार ○ व्यावसायिक पत्र ○ अनौपचारिक पत्र 	12

इकाई 4	❖ भाषाई ज्ञान ○ समास ○ प्रत्यय ○ उपसर्ग ○ अव्यय	12
--------	---	----

COs:

1. छात्र स्पर्धा परीक्षाओं में हिंदी भाषा की उपादेयता की जानकारी प्राप्त कर सकेंगे।
2. छात्रों में समूह चर्चा के माध्यम से सामाजिक दायित्व की भावना का निर्वहन होगा।
3. छात्र संकलन का कार्य कुशलतापूर्वक करेंगे।
4. छात्रों में समाज के विभिन्न घटकों से परिचय होने से आत्मीयता के भाव का निर्माण होगा।

हिंदी कौशल विकास	○ मराठी भाषा में प्रचलित 10 मुहावरों का हिंदी में अनुवाद-10 अंक ○ समूह चर्चा-10 अंक	12
------------------	--	----

प्रश्नपत्र का स्वरूप :

कुल अंक- 100 (प्रश्नपत्र- 80, अंतर्गत मूल्यांकन- 20)

प्रश्न क्र.1- सम्पूर्ण पाठ्यक्रम पर आधारित अतिलघूत्तरी/वस्तुनिष्ठ	20 x 1 = 20
प्रश्न क्र.2- इकाई 1 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न क्र.3- इकाई 2 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न क्र.4- इकाई 3 अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5
प्रश्न क्र.5- सभी इकाई से अ) दीर्घोत्तरी प्रश्न विकल्प के साथ	10 x1 =10
ब) लघूत्तरी प्रश्न विकल्प के साथ	5x1 = 5

अंतर्गत मूल्यांकन- 20

Reference Books:

1. इंद्रधनुष- राजकमल प्रकाशन, दिल्ली
2. बिहारी रत्नाकर श्रीजगन्नाथ 'रत्नाकर'प्रकाशन संस्थान,नई दिल्ली
3. भाषा विज्ञान- डॉ. भोलानाथ तिवारी, किताब महल पब्लिशर्स
4. अनुवाद सिद्धांत और समग्र पत्राचार- डॉ. शम्भूनाथ द्विवेदी, पूजा पब्लिकेशन, 6-B, बौद्धनगर, नौबस्ता, कानपुर
5. अमीर खुसरो का हिन्दवी काव्य- गोपी चंद नारंग, वाणी प्रकाशन, नई दिल्ली
6. हिंदी साहित्य का इतिहास- आचार्य रामचन्द्र शुक्ल-कमल प्रकाशन
7. हिन्दी कहानी संग्रह-सम्पादक भीष्म साहनी,साहित्य अकादेमी, रविन्द्र भवन,35, फिरोजशाह मार्ग, नई दिल्ली-110001
8. हिन्दी उदभव विकास और रूप- डॉ. हरदेव बाहरी
9. रंग, कर्म और मीडिया- डॉ. जयदेव तनेजा
10. प्रयोजनमूलक हीन्दी- विनोद गोदरे
11. रस सिद्धांत और संदर्भ शास्त्र- निर्मला जैन
12. कहानी संकलन- मध्यप्रदेश हिन्दी ग्रन्थ अकादमी

13. क्षुंखला की कड़ियाँ- महादेवी वर्मा, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
14. नीरज कारवां गुजर गया=हिन्द पॉकेट्स बुक्स
15. गोपालदास नीरज हमारे लोकप्रिय गीतकार-सं. शेरगंज गर्ग,वाणी प्रकाशन, 21-ए, दरियागंज, नयी दिल्ली-110002
16. निबंध निलय- डॉ. सत्येन्द्र, वाणी प्रकाशन, 21-ए, दरियागंज, नयी दिल्ली-110002
17. अनुभूति -अमरावती विद्यापीठ, अमरावती
18. हिन्दी एकांकी- डॉ. पदमा सिंह,डॉ. शशिप्रभा पाण्डे, डॉ. अंजली सिंह, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी
19. अभिव्यक्ति भाग-3, अमरावती विद्यापीठ, अमरावती
20. हिन्दी गद्य-संकलन- मधुलिका राय, एस. चन्द एण्ड कम्पनी लि. रामनगर, नई दिल्ली-110055
21. हिन्दी व्याकरण- कामताप्रसाद गुरु, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
22. आधुनिक हिन्दी साहित्य का इतिहास- बच्चन सिंह, लोकभारती प्रकाशन, पहिली मंजिल, दरबारी बिल्डिंग, महात्मा गाँधी मार्ग, प्रयागराज
23. संस्मरण साहित्य विधा शास्त्र और इतिहास- डॉ. बापूराव देसाई, पराग प्रकाशन कानपुर, 311 सी. विश्व बैंक बर्रा, कानपूर-208027
24. केदारनाथ अग्रवाल का काव्य संसार- डॉ. अतिया असेरी, गरिमा प्रकाशन कानपुर
25. केदारनाथ अग्रवाल के काव्य में ग्रामीण चेतना- डॉ. डी. जी. राणभरे, पराग प्रकाशन कानपुर, 311 सी. विश्व बैंक बर्रा, कानपूर-208027
26. समस्यामूलक उपन्यासकार प्रेमचंद - डॉ. महेन्द्र भटनागर
27. प्रेमचंद एक अध्ययन- डॉ. राजेश्वर गुरु
28. साहित्य रूप और तत्व- शिवानंद प्रसाद
29. साहित्य पथ संपादक- डॉ. इन्द्रपालसिंह
30. साहित्य का साथी (प्रकाशक, राष्ट्रभाषा प्रचार समिति , वर्धा)
31. तीसरा क्रॉस, के. आर लेआउट/आठवा फेज, जे. पी. नगर बेंगलोर,560078
32. भाषा और भाषा विज्ञान - डॉ. गजानन वानखेड़े

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. (Economics)

Semester-III

University Exam : 80 Marks

Internal Assessment : 20 Marks

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)	Credits
1022 / Economics	Macro Economics	75 Periods	4

Course Outcomes:

The student will be able to:

1. Apply knowledge and skill in the field of Economics and will be able to have the employability in these areas.
2. Describe and apply the methods for measurement of national income, GDP and Per Capita Income
3. Perform analysis to analyse the impact of Inflation and Deflation
4. To create a new approach towards the study of Value of Money.
5. The course will illustrate how macroeconomic concepts can be applied to analyze real-life situations
6. Analyse the performance consumption function,
7. Evaluate the factors and awareness of international trade.

Unit	Contents	Periods
Unit I	Introduction to Macro Economics	12L
1.1	Macro Economics : Definition, Importance and Limitations	
1.2	National Income : Concept of National Income, GNP, NNP, GDP, NDP and Per-Capita Income	
1.3	Methods and Difficulties in Measurement of National Income.	
Unit II	Money and Value of Money :	12L
2.1	Barter System: Meaning, and Difficulties in Barter System.	
2.2	Money : Definition, Features and Functions	
2.3	Value of Money : Meaning of Value of Money, Fishers Quantity Theory of Money	
Unit III	Inflation and Deflation	12L
3.1	Inflation : Definition, Causes and Effect	

3.2	Deflation : Definition, Causes and Effect	
3.3	Dis-inflation and Reflation : Definition and Instrument's	
Unit IV	Output and Employment	12L
4.1	Say's Law of Market	
4.2	Consumption Function: Average and Marginal Propensity to Consume, Factors Influencing Consumption Function.	
4.3	Investment Multiplier : Definition, Leakages (Assumptions) and Importance.	
Unit V	International Trade	12L
5.1	International Trade: Meaning of Inter-Regional and International Trade, Difference between Inter- Regional and International Trade, Importance of the Study of International Economics.	
5.2	Recardo's Comparative Cost Theory of International Trade	
5.3	Advantages and Disadvantages of International Trade	
Skill Enhancement Module(SEM): Central Budget		15L
Cos	1. Awareness about Central Budget 2. To develop the ability to understand the Central Budget	
Contents	1. Background of Central Budget 2. Objective and Process of Preparing Central Budget 3. Types of Central Budget and Various types of deficit in Budget	
*Activities		
1.	Assignment	
2.	Group Discussion	
3.	Viva-Voce	

Note : There shall be no separate Passing in University exam and Internal Assesment Examination are concerned

Recommended Books :

- 1) Gupta S.B. (1994) Monetary Economics, S. Chand and Co. Delhi
- 2) Heller, H.R. (1968) International Monetary Economics Prentice Hill, India
- 3) झिंगन एम.एल. समष्टी अर्थशास्त्र, वृंदा पब्लिकेशन, प्रा. लि. दिल्ली
- 4) सेठ एम.एल. मॅक्रो इकॉनॉमिक्स, लक्ष्मी नारायण अग्रवाल एज्युकेशनल पब्लिकेशन, आग्रा
- 5) डॉ. माहोरे रा.य. समष्टी अर्थशास्त्र, हिमालय पब्लिकेशन, हाऊस, मुंबई
- 6) प्रा. नांदे, प्रा. महाजन, समग्रलक्षी अर्थशास्त्र, मंगेश प्रकाशन, नागपूर
- 7) डॉ. राजपूत करमसिंग, स्थूल अर्थशास्त्र, श्री साईनाथ प्रकाशन, नागपूर २०१६
- 8) डॉ. जी.एन. झामरे, स्थूल अर्थशास्त्र, पिंपलापुरे अॅण्ड कं. पब्लिशर्स, नागपूर
- 9) Dr. Rajput Karamsing , Macro Economics , Sai Jyoti Publication , Nagpur, First Edition - 2018

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. Part-II (Economics)

Semester-IV

University Exam : 80 Marks

Internal Assessment : 20 Marks

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)	Credits
1022 / Economics	Banking	75 Periods	4

Course Outcomes:

The student will be able to:

1. Apply knowledge and skill in the field of banking.
2. Describe and apply the methods for analysing commercial banks.
3. Perform analysis to analyse the impact of economic events on banking
4. To create a new approach of central banks
5. The course will illustrate how cooperative and NABARD
6. Analyse the performance of Banking Services,
7. To have better awareness regarding IMF and World Bank.

		Periods
Unit I	Commercial Bank	12L
1.1	Bank : Meaning and Types	
1.2	Commercial Bank : Definition and Functions	
1.3	Credit Creation: Meaning, Process, Sources and Limitations of Credit Creation of Commercial Bank	
Unit II	Central Bank	12L
2.1	Central Bank: Definition and Functions Definition and Importance of	
2.2	Credit Control: Meaning, Quantitative and Qualitative Measures of Credit Control.	
2.3	Monetary Policy OF RBI: Objectives and Limitations.	
Unit III	Co-operative Banks and NABARD	12L

3.1	Co-operative Bank : Meaning and Types	
3.2	Co-operative Bank: Objectives and Functions.	
3.3	NABARD : Definition, Objectives and Functions	
3.4	Co-operatives Societies : Objectives and Functions	
Unit IV	IMF and World Bank	12L
4.1	International Monetary Fund (IMF): Objectives, Importance and Functions.	
4.2	World Bank (IBRD): Objectives, Importance and Functions & Criticisms on its functions.	
4.3	World Trade Organization (WTO) : Objectives, Functions& Difference between GATT & WTO	
Unit V	Recent Services in Banking Sector	12L
5.1	ATM Debit Card Credit Card	
5.2	E- Banking Cashless Transactions Mobile Banking	
5.3	E-Wallets Core Banking RTGS and NEFT	
Skill Enhancement Module(SEM): Indian Banking System		15L
Cos	1. Awareness about Indian Banking System 2. To develop the ability to 'How to do financial transactions through banks	
Contents	1. Balance Sheet of Commercial/ Cooperative Banks 2. Concept of Core Banking 3. Concept KYC	
*Activities		
1.	Visit to Commercial/ Cooperative Banks	
2.	Assignment/ Group Discussion	
3.	Viva-Voce	

Recommended Books :

1. [Frederic S. Mishkin](#): The Economics of Money, Banking, and Financial Markets (Addison-Wesley Series in Economics) Seventh Edition, Published July 22nd 2005
2. [Dudley G. Lockett](#) Paperback: Money And Banking by, 3rd Edition, Published 1984 McGraw-Hill
3. K.N. Subrahmanya: Modern Banking In India, Deep & Deep Publications, New Delhi, Bank Finance For Rural Development: L K Naidu, Ashish publishing house. Delhi.
4. K.P.M.Sundharam: Money, Banking and International Trade, Sultan Chand & Sons, New Delhi.
5. Rita S.Swami : Fundamentals of Banking, Seth Publishers, Mumbai.
6. D. M. Mithani: Money, Banking, International Trade and Public Finance, Himalaya Publishing House, Mumbai.
7. S. L. N. Simha: Reform of the Indian Banking System, Orient Longman Ltd, New Delhi.
8. Desai Vasant: Central Banking and Economic Development.
9. Shekhar & Shekhar, Banking Theory and Practice, Vikas Publishing House, New Delhi.
10. Mahajan, Mukund (2000), Indian Banking System, Nirali Prakashan, Pune.
11. Khan, M.Y. (2011), Indian Financial System, Tata McGraw Hill, 7th Edition.
12. Deshmukh, D.N.(2014), Indian Banking System, Chandralok Prakashan, Kanpur
13. Bhole, L.M., Mahukud (2011), Financial Institutions and Markets, Tata McGraw Hill, 5th Edition.
14. Mishkin, F.S., Eakings, S.G. (2009), Financial Markets and Institutions, Pearson Education, 6th Edition.
15. Desai Vasant : Central Banking and Economic Development.
16. Deshmukh D.N. : Indian Banking System, Chandralok Prakashan Kanpur.
१७. पाटील के.के., सोंडगे एम.ए. (१९९१), एमपीएससी, बैंकींग, कैलाश पब्लिकेशन, औरंगाबाद.
१८. जोशी, डांगे (१९९५), बैंकींग, फडके प्रकाशन, कोल्हापूर.
१९. बोधनकर सुधीर, कानेटकर मेधा (२०००), भारतीय बैंकींग प्रणाली, श्री साईनाथ प्रकाशन, नागपूर.
२०. महाजन मुकुंद : बैंक व्यवसाय व वित्त पुरवठा, निराली, प्रकाशन, पुणे.
२१. बैरागी, के.पी., देसाई, रमेश : बैंक व्यवसायाची मूलतत्त्वे, अथर्व प्रकाशन, पुणे.
२२. कोलते एस.एम. : भारतीय बैंकींग प्रणाली, प्रशांत पब्लिकेशन, जळगांव.
२३. पाटील गंगाधर कायंदे, पैसा बैंकींग आणि राजस्व, चैतन्य पब्लिकेशन, नाशिक.
२४. लांजेवार जगदीश : बैंक व्यवसाय व वित्त पुरवठा, डायमंड पब्लिकेशन, पुणे.
२५. दातीर आर.के., : आधुनिक बैंक व्यवसाय, निराली प्रकाशन, पुणे.
२६. मुलाणी एम.यु., : भारतातील आधुनिक वित्तीय व्यवस्था, सक्सेस पब्लिकेशन, पुणे.
२७. मुंजे, गोरे, बाळ देशपांडे : अर्थशास्त्र परिचय मुद्रा व अधिकोषण, विद्या प्रकाशन, नागपूर.
२८. प्रा. शरद कोलते : बैंकींग तत्त्वे व भारतीय बँका, विद्या प्रकाशन, नागपूर.
२९. डॉ. राजपूत करमसिंग, स्थूल अर्थशास्त्र, श्री साईनाथ प्रकाशन, नागपूर.
30. Dr. Rithe Mahadev / Dr. Kute Santosh , Advanced Banking system , Prashant Publications ,Jalgaon
31. Dr. Rajput Karamsing , Banking , Sai Jyoti Publication , Nagpur, First Edition – 2018
32. Dr. Gurjar Subhash , Banking concept & Operating system Atharva Publications ,Jalgaon

Sant Gadge Baba Amravati University, Amravati.
Syllabus Prescribed under Choice based Credit System for UG program
Session: 2023-24

Part A
Faculty of Humanities
Program- BA (Home Economics)

PSOs

Upon successfully completion of this Specific Course of BA program, students would be able to-

PSO1: Understand the Elements and benefits of foods.

PSO2: Identify the principles of growth and development and its determinants.

PSO3: Identify what foods are good sources for what nutrients.

PSO4: Describe the classification of food, cooking methods and media of cooking, processing, and Storage of foods.

PSO5: Observe and learn report writing skill and provide recommendation for child care institutes.

Employability potential of the specific courses in BA program

Food and Nutrition is a branch of Home-Economics which deals with the study of detailed perspective on the science of nutrition along with a focus on health, wellness, and the environment. The subjects that are studied in the course include food classification, public health and nutrition, maternal health and nutrition, family meal planning, dietetics, etc. Employability potential of the program here is a growing number of job opportunities in the field of nutrition and dietetics, both in the public and private sector. In the private sector, works in the health clinics, wellness centers, and food and nutrition-related industries. India is the world's second largest producer of fruits & vegetables. In spite of a large production base, the level of processing is low (less than 10%). Approximately 2% of fruits and vegetables, 8% marine, 35% milk, 6% poultry are processed.

Employment/volunteering in the field, while student has a useful and often critical way to learn about the profession as well as build skills needed for employment and self-employment, which could potentially lead to strong letters of reference, connections related to supervised practice opportunities, and employment. Having several different employment/volunteer experiences over the course of your academic program will enhance your preparation. Exploring the market for part-time employment will also expand students' knowledge of and connections to the field of nutrition. This is essential both for those completing a degree in Nutrition and seeking any nutrition-related employment and for those also planning to complete a post- practice program to become a Registered as Dietitian Nutritionist. Students of undergraduate, seek out several opportunities that will broaden their experiences through class nutrition practical and further their networking household, small scale market system. India's food processing sector ranks fifth in the world in exports, production and consumption. There are a wide variety of opportunities available for individuals who are interested in pursuing a food industry, food enterprises, cafeteria services and also a career in area of Nutrition to seek opportunities that will enhance the following qualities among students through the course:

- Required food handling skills and oral communications skills

- Strong and healthy food stall management skills.
- Perspective of people, organizations and scientific information about food and nutrition.
- Ability to work collaboratively as part of a team as well as individually by doing well theory and practical curriculum.

Graduates with a degree in Home Economics, no matter which track they follow, find employment in a variety of positions of graduates continues to be high and is most often affected by the ability to relocate. Students having strongly encouraged to begin early in their academic preparation determining their areas of interest, setting job goals, and developing a plan that includes exploration of opportunities, development of a resume and letters of application, and establishing contacts that will assist them in job placement in private food and home industries assistance through the Career and Internship Services.

A graduate of a BA with Home Economics subject having a number of areas of job opportunities such as:

- Meal /Diet planning
- Food Services and Marketing
- Culinary fields
- Food Service Directors.
- Hospitals, long-term care taker
- Health and Wellness.
- Food production and food safety system
- Food Business management including marketing, accounting and human resource management.

Potential employment areas or jobs for Nutrition Studies graduates are-

- Nutrition Communications/Communicators,
- Stall management and Marketing Market Research,
- Test Kitchens and Culinary Science,
- Quality assurance manager
- Chef and Development of Nutritive products
- Food Service Sales and
- Food Labeling, Food Packing, Food Systems, etc.
- Community Nutrition Guide and Nutrition Education
- Public Health Services
- Food Safety and Food Inspector
- Dietary Guide and counsellor
- Sustainable Nutrition/Food Systems
- Health and Wellness area.
- Hospitals and Sports nutrition supervisor.
- Dietetics jobs include Clinical Nutritionist/Dietitian, Food Service Manager, Health and Wellness Coach, Nutrition Educator and Food Technologist with doing specific courses regarding to Students may choose to pursue a career in any of the options above or Business/Entrepreneurial/Management perspective.

Employment and Self-Employment opportunities among the Course UG B.A. Early Childhood Care and Education

- Become a Pre-school teacher.
- Become a Director of a Childcare Center
- Providing Care in Homes
- Child care Centers, Day care Centers
- Crèches, Parent guidance and Counseling Centers
- Remedies on Behavioral Problems
- Specialist in Family Support, Child care professional, Child development consultant, etc.

Employability potential and carriers in Food Technology

- Pastry Chef or Patisserie:
- Bakers:
- Food Service Managers:
- Cake Decorator:
- Bakery Technologist:
- Bakery Sanitation Manager:

There are many employment opportunities in **Apparel & Textile Designing curricula** as analyst to creation of design and its implementation on apparel. Textile mills, export houses, Carpet industry, drapery, printing and dyeing, media houses, leather companies and teaching jobs are various prospects where students can create career in. The possibilities in the textile market are diverse ranging from designing to production, thus entailing myriad self-employment prospects, such as-

- Entrepreneurs
- Colorists
- Freelance Designers
- Garment designers
- Fabric analyst
- Furnishing designer
- Home Apparel maker and designer
- Printing and dyeing consultant.

Part-B
Syllabus prescribed under Choice Based Credit System for UG program
Session: 2023-24
Faculty: Humanities
Program- B.A. - Course/ Subject : HOME ECONOMICS
Food Science & Nutrition
Semester-III

Code of the Course/ Subject	Title of the Course/ Subject	Total number of Periods
1113	FOOD SCIENCE & NUTRITION Theory	75 periods 60 (The)+15 (SEM)=75

Objectives:

- To understand the basic concepts of Nutrition.
- To develop abilities to plan diets for various developmental stages.
- To inspire the students for entrepreneurial skill.
- To acquaint the required abilities for culinary fields.

COs

After successfully completion of course student should be able to-

CO1: Comprehend the basic concepts of food nutrition.

CO2: Describe food groups and food functions.

CO3: Understand how calculate nutritive value and cost value of prepared food dishes.

CO4: Formulate diet plans for various developmental stages.

CO5. Manage a stall or household enterprise/ business.

Unit	Content	Total 60 periods
Unit I Introduction of Food and Nutrition	1.1 Introduction of Food and Nutrition. 1.2 Definitions: Food, Nutrition, Nutrients, Nutritional Status, Malnutrition and Health. 1.3 Functions of foods: Physical, Psychological and Socio-Cultural. 1.4 Nutrition Education: Importance, Objectives and Methods.	(12 periods)
Unit II Energy giving nutrients	2.1 Carbohydrates- Classification, Sources, Functions, Requirement and Symptoms due to excess consumption. 2.2 Cereals- Types and nutritive value 2.3 Fats -Classification, Sources, Functions, Requirement and Symptoms due to excess consumption 2.4 Oil and Oilseeds- Types and Nutritive value.	(12 periods)
Unit III Body building nutrient	3.1 Protein- Classification, Sources, Functions, Requirement and Deficiency symptoms 3.2 Pulses and legumes- Types and Nutritive value. 3.3 Eggs- Structure and Nutritive value. 3.4 Milk Meat, fish – Types and Nutritive value	(12 periods)
Unit IV Protecting and Regulating nutrients	4.1. Vitamin- A,B,C,D,E,K- Sources, Functions and Deficiency symptoms 4.2. Minerals- Calcium, Phosphorus, Sodium chloride, Iron and Iodine Sources, Functions, Requirement and Deficiency symptoms. 4.3. Vegetables and fruits- Importance, Types and Nutritive value. 4.4. Water- Sources, Functions, Requirement and Deficiency symptoms.	(12 Periods)

Unit V Diet planning	(12 periods)
	5.1 Balanced Diet-Meaning and importance. 5.2 Factors affecting on balanced diet 5.3 Principles of meal planning 5.4 Balanced diet for Childhood, Adolescence, Pregnant and Lactating mother.

SEM (Module)	Total 15 periods						
Meal /Diet Planning (For developmental stages at Normal and specific Physical State)							
Objectives <ul style="list-style-type: none"> • To formulate diet plan for different developmental stages. • To choose nutritive foods while preparing Diet plans. • To know nutritive value of diet plan. Given by ICMR. COs. After successfully completion of module course students should be able to – CO1: Formulate diet plan for different developmental stages. CO2: Select nutritive foods while preparing Diet plans. CO3: Calculate Nutritive value of diet plan.							
Activities	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">1. Formulation draft of diet plan for preschool stage, School age. Adolescent stage, Adult Stage and old stage- record book.</td> <td style="width: 30%; text-align: center;">5 Periods</td> </tr> <tr> <td>2. Formulation draft of diet plan for pregnant woman and Lactating woman</td> <td style="text-align: center;">5 periods</td> </tr> <tr> <td>3. Participation in diet plan competition</td> <td style="text-align: center;">5 Periods</td> </tr> </table>	1. Formulation draft of diet plan for preschool stage, School age. Adolescent stage, Adult Stage and old stage- record book.	5 Periods	2. Formulation draft of diet plan for pregnant woman and Lactating woman	5 periods	3. Participation in diet plan competition	5 Periods
1. Formulation draft of diet plan for preschool stage, School age. Adolescent stage, Adult Stage and old stage- record book.	5 Periods						
2. Formulation draft of diet plan for pregnant woman and Lactating woman	5 periods						
3. Participation in diet plan competition	5 Periods						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Assessment-</td> <td style="width: 30%; text-align: right;">Total: 20 Mark</td> </tr> <tr> <td>1. Record book: Diet plan for different developmental stages.</td> <td style="text-align: right;">10 marks</td> </tr> <tr> <td>2. Participation in diet plan competition or Oral Presentation</td> <td style="text-align: right;">10 marks</td> </tr> </table>	Assessment-	Total: 20 Mark	1. Record book: Diet plan for different developmental stages.	10 marks	2. Participation in diet plan competition or Oral Presentation	10 marks
Assessment-	Total: 20 Mark						
1. Record book: Diet plan for different developmental stages.	10 marks						
2. Participation in diet plan competition or Oral Presentation	10 marks						

Syllabus prescribed under Choice Based Credit System for UG program
Session: 2023-24
Program- BA
(Laboratory/Practical/practicum/hands- on/Activity)
Course/ Subject: HOME ECONOMICS
Food Science & Nutrition
Semester-III

Code of the Course/ Subject	Title of the Course/ Subject	Total number of practical
1113	FOOD SCIENCE & NUTRITION	(15Practicals) (2 periods =1 practical) (1Practical/Week/Batch)

Objectives-

- To obtain hand on practicum experience through laboratory work
- To know the rule and safety while doing menu preparation
- To apply the technique learning by doing for skills enhancement.

COs-

After successfully completion of practical course student will be able to-

CO1: Apply obtained hand on practicum experience in their daily life and enterprises

CO2: Acquire about rule and safety to protect life while doing menu preparation

CO3: Calculate Nutritive and Cost value of dishes.

Practical course/ activities

Sr.No	Practical course/ activities (2 periods/week /batch)
1.	Laboratory Rules and safety rules.
2.	Weights & Measures
3.	Demonstration of Pickles/ Masale/Gravies
4.	Organization of Competition -Proteins and Vitamin Dishes
5.	One dish of rich nutrient- vitamin-A, Calories, Protein, iron, Calcium & Thiamin
6.	Compute Cost and Nutritive value of any one dish.
7.	Maintain Record book and Activity Report

Distribution of Practical Marks

Total Marks-20

Practical work	Marks	Evaluation Mode	Total Marks
Activity report	07	Internal	10
Record book	03		
Preparation of dish	07	External	10
Viva	03		

Course material/ learning resources

Reference Books:

1. Bamji. M Et al (1996) Text book of Human Nutrition. IB Pub Co. New Delhi
2. Gopalan C. Et, al (2004) Nutritive Value of Indian Foods. NIN Hyderabad.
3. Sharma R. (2013) Diet Management BI Pub Co. New Delhi
4. Rajlaxmi R. (1974) Applied Nutrition IBH Pub Co Lmt.
5. Swaminathan M.S. Texbook on Food and Nutrition
6. Robinson C.H and Weighey E.S. (1996) Basic nutrition and Diet Therapy

Text Book

1. Mudambi, S. R and Rajgopal M.V- Fundamental of Food and Nutrition, Wiley Eastern Limited Ansari Road, New Delhi, 1987.
2. Swaminathan, M. Essential Food and Nutrition V1 & Bangalore Printing and Publishing Comp, Mysore road, Bangalore
3. Desai, Vasant Entrepreneurship Development Himalaya Pub House 1991
4. Shrilakshmi, B. Sethi, M. and Mathan, 1998 Dietetics Edi-III New Age international Ltd. Pub. Pune
5. महाजनी स्नेहा, आहारशास्त्राची मुलतत्वे, मंगेश प्रकाशन, नागपूर.
6. लेले आणि देऊस्कर आहारमिमांसा, म.वि.प्र.नि. मंडळ, नागपूर,
7. लेले आणि देऊस्कर आहारशास्त्र विविध दृष्टीकोनातून, म.वि. प्र.नि.मंडळ, नागपूर.
8. टिळक निर्मला, पार्टी-पार्टी शाकाहारी, पॉप्युलर प्रकाशन, मुंबई
9. परूळेकर आशा आणि कांबळे वसुंधरा, रुचिपूर्णी, शारथ साहित्य, बुधवारपेठ, पुणे.
10. लेले सरळ, देऊस्कर आशा पोषण व आहारशास्त्र परिचय,
11. जोशी संध्या, अन्न व पोषण प्रात्यक्षिककार्यपुस्तिका, प्रकाशक, देऊस्कर, वृंदावन कॉलनी, अमरावती.
12. जवंजाळ संगिता आणि बेलुरकर किरण, (२०१८) -' मानवी पोषण आणि आहार शास्त्र भाग १, श्री साईनाथ प्रकाशन, भगवाघर कॉम्प्लेक्स, धरमपेठ, नागपूर - १०

Links

<https://www.tarladalal.com/recipes-for-maharashtrian-snacks-nashta-846>

<https://www.tarladalal.com/recipes-for-maharashtrian-breakfast-1212>

<https://food.ndtv.com/food-drinks/poha-misal-pav-and-more-7-classic-maharashtrian-breakfast-recipes-you-must-try-3150186>

<https://www.vegrecipesofindia.com/recipes/maharashtrian-cuisine/>

You tube links

[.https://www.google.com/search?rlz=1C1JJTC_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj_AhU8cGwGHUoaATAQ0pQJegQICxAB&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw](https://www.google.com/search?rlz=1C1JJTC_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj_AhU8cGwGHUoaATAQ0pQJegQICxAB&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw)

[.https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA](https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA)

[.https://www.youtube.com/watch?v=aPyEo_oWE1M](https://www.youtube.com/watch?v=aPyEo_oWE1M)

<https://www.youtube.com/shorts/eu4FyySnbyI>

Syllabus prescribed under Choice Based Credit System for UG program

Session: 2023-24

Faculty: Humanities

Program- BA

Course/ Subject: HOME ECONOMICS

FOOD SCIENCE & NUTRITION

Semester-IV

Code of the Course/ Subject	Title of the Course/ Subject	Total number of Periods
1113	FOOD SCIENCE & NUTRITION	75 periods

Objectives:

1. To know how we afford quality food for healthy lives.
2. To develop abilities to plan diets for various diseases.
3. To understand the methods of food preparation and food preservation.
4. To encourage the students for self-employment in the field food preparation and food preservation.
5. To aware the work of different agencies in the area of health.

COs

After successfully completion of course student should be able to-

CO1: Demonstrate an understanding of public health through acquired knowledge of human Health and Nutrition.

CO2: Make diet plans for various diseases skilfully and guide too.

CO3: Provide culturally competent nutrition services for individuals and communities.

CO4: Comprehend certain skills of detecting adulteration in common foods.

CO5: Get jobs or Practice self-employment in the field food stalls and food preservation.

Unit	Content	Total 60 periods
Unit I Introduction of Dietetics diet therapy	1.1 Definitions: Dietetics, Dieticians and Diet therapy 1.2 Objectives and principles of diet therapy 1.3 Types of therapeutic diet and Role of Dietician in diet therapy 1.4 National and International agencies-WHO, UNICEF and NIN	(12 periods)
Unit II Diseases and diet therapy	2.1 Digestive System diseases: Acidity and Anemia- Symptoms, Causes, and Dietary treatment 2.2 Liver Disease: Jaundice- Symptoms, Causes, and Dietary treatment 2.3 Pancreas Disease: Diabetes -Symptoms, Causes, and Dietary treatment 2.4 Heart disease: Symptoms, Causes, and Dietary treatment	(12 periods)
Unit III Food Cooking	3.3.Food cooking- importance and Objectives 3.4.Modern methods of cooking. 3.5.Advantage and disadvantages of food cooking. 3.6.Food Processes, improving nutritional quality of food.	(12 Periods)

	(Germination, Fermentation, Malting and Mixing)
Unit IV Food Preservation	(12 Periods) 4.1 Food Preservation-Meaning and Objectives. 4.2 Principles of food preservation. 4.3 Household methods of food preservation 4.4 Industrial methods of food preservation.
Unit V Food spoilage and Food adulteration	(12 periods) 5.1 Food Spoilage-Meaning, Definition and Causes. 5.2 .Food adulteration-Meaning, Definition and health hazards. 5.3. Identification of food adulteration and precautions for. 5.4. Food adulteration prevention law.

SEM (Module)	Total 15 periods	
Food preservation		
Objectives		
<ul style="list-style-type: none"> To provide knowledge and skills for better preservation techniques, processing and value addition to agricultural products. To promote environment for food product and process and sanitation and safety of processed food items. To know about well-equipped infrastructure and facilities for preparation of food preservatives carrying out it safely. 		
COs.		
After successfully completion of module course students should be able to –		
CO1: Apply knowledge and skills for better preservation techniques and processing.		
CO2: Create favourable environment while food preparation and process and look sanitation and safety of processed food items.		
CO3: Develop awareness and spirit among the students for self-enterprises in the field of food Preservatives towards sustainable developments.		
Activities	1. Visit to food preservation industries/Activity	5 Periods
	1. Demonstration of food preservatives	5 periods
	3. Practice of packing/ labeling/ advertisement	5 Periods
Assessment- Mark		Total: 20
	1. Visit report	5 marks
	2. Demonstration Reports and Record	10 marks
	3. Sample of packing/labeling/advertisement	5 marks

Syllabus prescribed under Choice Based Credit System for 2023-24 UG program
Program- BA
(Laboratory/Practical/practicum/hands- on/Activity)
Course/ Subject: HOME ECONOMICS

Semester-IV

Code of the Course/ Subject	Title of the Course/ Subject	Total number of practical
1113	FOOD SCIENCE & NUTRITION	(15 Practical) (2 periods =1 practical) (1Practical/Week/Batch)

Objectives-

- To obtain Hands on Exercises through laboratory work
- To know the rule and safety while doing menu preparation
- To apply the technique learning by doing for skills enhancement.
- To prepare nutritious dishes, cafeteria dishes and preservatives in a scientific procedure.

COs-

After successfully completion of practical course student will be able to-

CO1: Apply obtained hand on practicum experience in their daily life and enterprises

CO2: Acquire about rule and safety to protect life while doing menu preparation

CO3: list and classify food dishes according to its nutritive values.

CO4: Prepare nutritious dishes and cafeteria dishes region-wise.

Practical course/ activities

Sr.No	Practical course/ activities (2 periods/week /batch)
1	Laboratory Rules and safety rules.
2	Weights & Measures
3	Regional Food preparations - <ul style="list-style-type: none"> ➤ Maharashtra- Missal Pav /Potato Wade/Gila Wada/ Sambharwadi (Any Two) ➤ Gujarat- Dahi wada ➤ Punjab- Chole Bhature/Kulcha ➤ South Indian- Sambar wada/ Idli Sāmbhar ➤ Bengal- Mithai.(Any One)
4.	Compute cost and nutritive value of one nutrients dish.
5.	Maintain Record book and Nutrition week/month- Activity Report

Distribution of Practical Marks

Total Marks-20

Practical work	Marks	Evaluation Mode	Total Marks
Competition- participation report	07	Internal	10
Record book	03		
Preparation of dish	07	External	10
Viva	03		

Course material/ learning resources

Reference Books:

1. Bamji. M Et al (1996) Text book of Human Nutrition. IB Pub Co. New Delhi
2. Gopalan C. Et, al (2004) Nutritive Value of Indian Foods . NIN Hyderabad.
3. Sharma R. (2013) Diet Management BI Pub Co. New Delhi
4. Rajlaxmi R. (1974) Applied Nutrition IBH Pub Co Lmt.
5. Swaminathan M.S. Textbook on Food and Nutrition
6. Robinson C.H and Weighey E.S. (1996) Basic nutrition and Diet Therapy

Text Book

1. Mudambi, S. R and Rajgopal M.V- Fundamental of Food and Nutrition, Wiley Eastern Limited Ansari Road, New Delhi, 1987.
2. Swaminathan, M. Essential Food and Nutrition V1 & Bangalore Printing and Publishing Comp, Mysore road, Bangalore
3. Desai, Vasant Entrepreneurship Development Himalaya Pub House 1991
4. Shrilakshmi, B. Sethi, M. and Mathan, 1998 Dietetics Edi-III New Age international Ltd. Pub. Pune
5. महाजनी स्नेहा, आहारशास्त्राची मुलतत्त्वे, मंगेश प्रकाशन, नागपूर.
6. लेले आणि देऊस्कर आहारमिमांसा, म.वि.प्र.नि. मंडळ, नागपूर,
7. लेले आणि देऊस्कर आहारशास्त्र विविध दृष्टीकोनातून, म.वि. प्र.नि.मंडळ, नागपूर.
8. टिळक निर्मला, पार्टी-पार्टी शाकाहारी, पॉप्युलर प्रकाशन, मुंबई
9. परुळेकर आशा आणि कांबळे वसुंधरा, रुचिपूर्णी, शारथ साहित्य, बुधवारपेठ, पुणे.
10. लेले सरळ, देऊस्कर आशा पोषण व आहारशास्त्र परिचय,
11. जोशी संध्या अन्न व पोषण प्रात्यक्षिक कार्यपुस्तीका, प्रकाशक, देऊस्कर, वृंदावन कॉलनी, अमरावती. 12. जवंजाळ संगिता आणि बेलुरकर किरण, (२०१८) - 'मानवी पोषण आणि आहार शास्त्र भाग २, श्री साईनाथ प्रकाशन, भगवाघर कॉम्प्लेक्स, धरमपेठ, नागपूर - १०

Links

- https://apsche.ap.gov.in/Pdf/food_adult_cbcs_2020.pdf
- https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beverages%20and%20confectionary.pdf
- <https://www.tarladalal.com/recipes-for-maharashtrian-snacks-nashta-846>
- <https://www.tarladalal.com/recipes-for-maharashtrian-breakfast-1212>
- <https://food.ndtv.com/food-drinks/poha-misal-pav-and-more-7-classic-maharashtrian-breakfast-recipes-you-must-try-3150186>
- <https://www.vegrecipesofindia.com/recipes/maharashtrian-cuisine/>

You tube links

- https://www.google.com/search?rlz=1C1JJTC_enIN980IN980&q=maharashtrian+dishes+for+breakfast&tbm=vid&sa=X&ved=2ahUKEwjQ8u6ewuj_AhU8cGwGHUoaATAQ0pQJegQICxA&biw=1042&bih=718&dpr=1.25#fpstate=ive&vld=cid:dccb6bdd,vid:o4pk-kaemVw
- <https://www.youtube.com/channel/UC1afYOmBmYWeObqzyTyZKaA>
- https://www.youtube.com/watch?v=aPyEo_oWE1M
- <https://www.youtube.com/shorts/eu4FyySnbyI>

Sant Gadge Baba Amravati University, Amravati

Syllabus Prescribed under **Choice Based Credit System**

Faculty:-Humanities

Programme:-Bachelor of Art

Three Years - Six Semester Bachelor's Degree Programme

Syllabus: B.A. Second Year Semester-III

Subject – Indian Music

Prepared by Board of Studies in Music

B. A. Second Year Semester-III (CBCS)

Subject- Indian Music

Vocal/Instrumental

Practical Paper 5

Per week – 6 P

Credit – 4.8

Duration of Lecture – 45 Min

Marks – External - 20

Internal - 10

Total - 30

Code of the course/Subject	Title of the Course/Subject	Total number of hours
Code – 1112/ Indian Music	B.A. Second Year Semester-III	90 Hours

Objectives:

- Knowledge of Raga Swaroop
- Introduction of Alap -Tanas
- Study of other Talas along with previous one.

Outcomes:

- The student will able to perform Vilambit & Drut khyal with Gayaki
- The student will understand about the Folk Music of Maharashtra.
- The student will able to perform the Talas with Layakari.

Unit	Content	Distribution of Marks
	Prescribed Ragas: 1.Vrindavani Sarang 2.Aasawari 3.Bhairavi 4.Tilak kamod 5.Des	
Unit – I	i) Ten basic Alankars in Raga Asawari and Bhairavi. ii) Detail knowledge of Ragas. iii) Sargam Geet in each Raga. iv) Lakshan Geet in any two Ragas.	04 Marks
Unit II	i) Drut khyal is compulsory in each Raga prescribed in the	

	<p>syllabus.</p> <p>ii) One Drut khyal in any one Raga of syllabus with Alap & Tanas.</p> <p>iii) Vilambit Khyal in Raga Bhupali and Raga Bhairav with Alap & Tana in any one of the two Ragas.</p> <p>iv) One Dhrupad in any one Raga from the syllabus.</p> <p>v) One Tarana in any one Raga from the syllabus.</p>	04 Marks
Unit III	<p>Detail knowledge of following Talas with its application and Chaugun of previous Talas.</p> <p>i) Rupak ii)Tivra iii) Jhaptalaiv) Sultalav)Chautalavi) VilambitEktala</p>	04 Marks
Unit IV	Presentation of one Bhajan /Abhanga	04 Marks
Unit V	Playing Basic Alankars on Hamonium	04 Marks
Internal assessment	Practical Book	10 Marks

B. A. Second Year Semester-III

Subject- Indian Music

Vocal/Instrumental

Theory Paper 6

Per week – 2L

Credit – 1.6

Duration of Lecture – 45 Min

Marks – Theory - 50

SEM - 20

Total - 70

Code of the Course/Subject	Title of the Course/Subject	Total number of Hours	Total Marks (Theory+SEM)
Code – 1112/Music	Theory – Music Vocal/Instrumental	30	50+20 =70

Objectives :

- Learning about the musical heritage through the biographies of Musicians.
- Remembering the different compositions by listening and writing their notations.
- Analytical study of Ragas.
- Understanding the musical terminology clearly.
- Getting information of other instruments.

Outcomes :

- Students will able to write Notation of Bandish and Talas.
- Students will get the knowledge of comparative study of Ragas.
- Student will learn the description of Musical Instruments.

Unit	Content	Distribution of Marks
Unit I	i) Writing notation of Musical Forms of the syllabus. ii) Detail knowledge of Ragas prescribed in syllabus .	08 Marks
Unit II	i) Detail information of Tanpura along with diagram. ii) Merits and Demerits of Singer. iii) Writing of Talas in Basic laya as well as inDugun, Chaugun in previous Talas with detail information.	08 Marks
Unit III	Detail Study of following Musical Terms. i) Purvangwadi - Uttarangwadi Raga ii) Sandhiprakashi Raga iii) Adhvadarshak Swar iv) Paramel Praveshak Raga v) Samaprakrutik Raga vi) Aashray Raga	08 Marks
Unit IV	Study of following Musical Forms. Sargam Geet, Lakshan Geet, Tarana, Chaiti, Dadra, Folk Song	08 Marks
Unit V	Contributions of following Musicians. i) Baiju-Bakhshu ii) Balkrishnabua Ichalkaranjkar ii) Baba Allauddin Khan iii) Ustad Abdul Karim Khan	08 Marks
MCQs on above syllabus.		10 Marks

Event Management**Objectives :**

1. The student will be able to organize Musical Event.
2. The student will be able to create a Musical theme according to an Event.
3. By managing the event, the students can earn their living.

Syllabus :

Organize an Event on themes based on any season/ for Charity/ on Film Song based on Ragas/ Ghazal etc.

Cos:

- i) To empower student with the knowledge and skills to plan, promote and produce live shows.
- ii) To plan and manage a Musical Event.
- iii) To select an artist as well as communicate with the artist according to programme.

Activities:

- i) Planning of an Event
- ii) Create budget
- iii) Search the talent
- iv) Spot a venue
- v) Creating a supportive environment
- vi) Publicity

❖ Course Material/Learning Resources

- Reference Books:

- 1) Bhatkhande, V.N., Bhatkhande Sangeet Shastra (1956-II Edition) Sangeet Karyalaya, Hathras (U.P.)
- 2) Vasant, Sangeet Visharad, Sangeet Karyalaya, Hathras (U.P.)
- 3) Bhatkhande, V. N., Kramik Pustak Malika (Part I to V), Sangeet Karyalaya, Hathras (U.P.)
- 4) Patwardhan, V.N., Rag Vigyan (1962), Gandharv Mahavidyalaya, Pune (8th Edition)
- 5) Pt. Jha Ramashray, Abhinav Geetanjali, Part 1 to 5, Sangeet Sadan Prakashan, Alahabad
- 6) Paranjape, S. S., Bhartiya Sangeet Ka Itihas (1968), Chaukhambha Sanskrit Sansthan, Varanasi.
- 7) Garg, Laxminarayan, Hamare Sangeet Ratna, Sangeet Karyalaya, Hathras (U.P.)
- 8) Mangrulkar, Dr. Narayan, Sangitatil Gharani Va Charitre, Nagpur
- 9) Garg, Laxminarayan, Bharat ke Sangeetkar, Sangeet Karyalaya, Hathras (U.P.)
- 10) Dr. Banarji Geeta, Rag Shashtra, part 1 & 2 Sangeet Sadan Prakashan, Alahabad
- 11) Paranjape, S.S., Sangeet Bodh (1972), Madhya Pradesh Hindi Granth Academy, Bhopal.
- 12) Saxena, Dr. Rakeshbala, Madhyakalin Vaishnav Sampradayon Me Sangeet, Radha Publication, Delhi.
- 13) Dr. Kaur Bhagwant, Paramparagat Hindustani Saidhhatik Sangeet, Kanishka Publishers, Delhi
- 14) Dr. Tripathi Shivendra, Tabla Visharad, Kanishka Publishers New Delhi
- 15) Banarji Namita, Madhyakalin sangitagya ev unka tatkalin samaj par prabhav, Kanishka Publishers New Delhi
- 16) Jagtap, Sameer, Sampurn Visharad Shastra (Tabla), Madhuraj Publication, Pune.
- 17) Vyas, Professor Guntant Madhav Lal, Gur Tur Gale Raag, Vaibhav Prakashan, Nagpur.

- 18) Pande,Dr.Dhanashree, Vasant Sudha, VidyaVikas Prakashan,Nagpur.
- 19) Vyas,Prof.Gunvant Madhav Lal,Swakiya,Vyas Smriti Sansthan,Raipur.
- 20) Bhonde,Kamal, Kale Guruji, Bandishinchya Bandishi,Amravati.
- 21) Bhonde,Kamal Muralidhar, Naad kamal, Amravati.
- 22) Mehre,Manik,Bhartiya Sangeet Shastra, Raghav Distributor, Nagpur.
- 23) Shiledar, Sadhna, Kahat Gunjan,Vijay Prakashan, Nagpur.
- 24) Ambhore,Archana, Sangeetarjan, Amey Publication, Akola.
- 25) Devaangan,Tulsiram,Bhartiya Sangeet Ka Itihaas,Madhya Pradesh Hindi Granth Akadami.
- 26) Mahadik,Prakash, Bhartiya Tantrivadya, Madhya Pradesh Hindi Granth Akadami.
- 27) Barde,Dr.Kaumudi,Rajasthan Ke Darbari Sangeetagya (2004),Rajasthan Sangeet Natak Academy, Jodhpur.
- 28) Diwase, Dr.Purnima,Sangeet Sandarbha (2016),Sahitya Prasar Kendra, Nagpur.
- 29) Deshpande,Dr. Karuna, Swarashis(Part1& 2), Ramai Prakashan, Aurangabad.
- 30) Bidkar,Sucheta,Sangeet Shastra Vigyan(2015),Sanskar Prakashan, Mumbai.

WeblinkAddress :-

<https://www.musiclmum.com/instru>

[mental-music-vs-vocal-](#)

[music/https://en.wikipedia.org/wiki.](https://en.wikipedia.org/wiki)

[vocalmusichttps://testmoz.com/187](https://testmoz.com/187)

6740

<https://drive.google.com/file/d/18s2MvAOj4ieUJw7GLz8D>

[sO2wsJjB9m94/viewhttps://en.wikipedia.org/wiki/Vocalmu](https://en.wikipedia.org/wiki/Vocalmu)

[sic](#)

Sant Gadge Baba Amravati University, Amravati
Syllabus Prescribed under **Choice Based Credit System**

Faculty:-Humanities

Programme :-Bachelor of Art

Three Years - Six Semester Bachelor's Degree Programme

Syllabus: B.A. Second Year Semester-IV

Subject – Indian Music

Prepared by Board of Studies in Music

B. A. Second Year Semester-IV (CBCS)

Subject- Indian Music

Vocal/Instrumental

Practical Paper 7

Per week – 6 P

Credit – 4.8

Duration of Lecture – 45 Min

Marks – Practical - 20

Internal - 10

Total - 30

Code of the course/Subject	Title of the Course/Subject	Total number of hours
Code – 1112/ Indian Music	B.A. Second Year Semester-IV	90 Hours

Objectives:

- Knowledge of Dhrupad with layakarīs.
- Basic knowledge of Harmonium.
- Tala Layakari in Dugun and Chaugun
- Understanding about performance of Raga and Tala.

Outcomes:

- The student will be able to perform the Raga.
- The student will be able to sing a Dhrupad with prescribed layakarīs.
- The Student will learn to play basic Alankars on Harmonium.

Unit	Content	Distribution of Marks
	Prescribed Ragas 1. Hamir 2. Kamod 3. Kedar 4. Chhayanat 5. Bageshri 6. Bhimpalasi	
Unit – I	i) Ten basic Alankars in Raga Bageshri and Bhimpalasi from the syllabus. ii) Detailed knowledge of Ragas.	04 Marks

	<p>iii) Sargam Geet in each Raga.</p> <p>iv) Lakshan Geet in any two Ragas of the syllabus.</p>	
Unit II	<p>i) Drut Khyal is compulsory in each Raga of the syllabus.</p> <p>ii) Two Drut Khyal with Alap-Tanas.</p> <p>iii) Vilambit Khyal in Raga Malkauns and Raga Bihag with Alap & Tana in any one of the two Ragas.</p> <p>iv) One Dhrupad with Dugun and Chaugun in any one Raga of the syllabus.</p> <p>v) One Tarana in any Raga from the syllabus.</p>	04 Marks
Unit III	<p>A) Detailed knowledge of following Talas with Dugun and Chaugun.</p> <p>i) Rupak ii) Tivra iii) Jhaptala iv) Sultala v) Chautala</p> <p>B) Tritala in Vilambit laya .</p>	04 Marks
Unit IV	Presentation of one Ghazal / Bhav Geet	04 Marks
Unit V	Playing Rashtira Geet on Harmonium	04 Marks
Internal assessment	Practical Book	10 Marks

B. A. Second Year Semester-IV

Subject- Indian Music

Vocal/Instrumental

Theory Paper 8

Per week – 2 L

Credit – 1.6

Duration of Lecture – 45 Min

Marks – Theory - 50

SEM - 20

Total - 70

Code of the Course/Subject	Title of the Course/Subject	Total number of Hours	Total Marks (Theory+SEM)
Code – 1112/Music	Theory – Music Vocal/Instrumental	30	50+20=70

Objectives:

- To focus on detail study of Ragas according to Time Theory
- To encourage the students to learn about musicology.
- Detailed Knowledge of Classification of Instruments.
- Detailed History of Music.

Outcomes:

- The Student will learn and understand the History of Music.
- The Student will be able to know about the appropriate times of Ragas and different moods and shades of them.
- The student will be able to perform Talas newly added in the syllabus.
- The Student will learn various definitions and its application in Music.

Unit	Content	Distribution of Marks
Unit I	i) Notation writing of Musical Forms ii) Detailed knowledge of Ragas	08 Marks
Unit II	i) Detailed study of Raga Samay Siddhant' ii) Detailed knowledge of Tabla along with diagram iii) Writing of Talas with Dugun and Chaugun i) Rupak ii) Tivra iii) Jhaptala iv) Sultala v) Chautala	08 Marks
Unit III	Detailed Study of following Musical Terms. i) Avirbhav-Tirobhav ii) Nayaki-Gayaki iii) Alpatva-Bahutva iv) Gamak v) Atit-Anaghat vi) Tihai	08 Marks
Unit IV	1. Brief study of Classification of Indian Instruments 2. Brief study of History of Indian Music (Mugal Period to Modern Period) 3. Study of following Musical Forms i) Chaturang ii) Trivat iii) Tappa iv) Hori v) Kajari	08 Marks

Unit V	Contribution of following Musicians: i)Pt. Omkarnath Thakur ii) Mogubai Kurdikar iii) Dr. N.Rajam iv) Pt. Ramashray Jha (Ramrang)	08 Marks
	MCQs on above Syllabus.	10 Marks
Skill Enhancement Module (SEM)		
<p>Reporting and Review of Musical or Cultural Events.</p> <p>Objectives:</p> <ol style="list-style-type: none"> To write a report or review on any Musical or Cultural Event. To Create interest in attending various Musical or Cultural Event. To develop proper listening. Student may have an opportunity as a writer. <p>Syllabus</p> <ol style="list-style-type: none"> Writing a report of live Musical Event. Aspects of report writing or review. Students will have to attend various Musical or other Cultural Event. Study of Musical Forms. <p>COs :</p> <ol style="list-style-type: none"> The Students will be able to write a report or review on any Musical or Cultural Event. The student will be able to identify different Musical Forms & Musical Instruments. It will help the students to develop interest in reading and writing. <p>Activities:</p> <ol style="list-style-type: none"> Listening of Musical Forms. Short Notes. Discussion on Musical Event. Information of instruments. Knowledge of Musical Terms. Read relevant articles. 		20 Marks

❖ Course Material/Learning Resources

• Reference Books:

- 31) Bhatkhande,V.N.,Bhatkhande Sangeet Shastra(1956-IIEdition) Sangeet Karyalaya, Hathras(U.P.)
- 32) Vasant,Sangeet Visharad,Sangeet Karyalaya, Hathras(U.P.)
- 33) Bhatkhande, V. N.,Kramik Pustak Malika (Part I toV), Sangeet Karyalaya, Hathras(U.P.)
- 34) Patwardhan,V.N.,RagVigyan(1962),GandharvMahavidyalaya,Pune(8thEdition)
- 35) Pt. Jha Ramashray, Abhinav Geetanjali, Part 1 to 5, Sangeet Sadan Prakashan, Alahabad
- 36) Paranjape,S. S.,Bhartiya Sangeet Ka Itihas(1968),Chaukhambha Sanskrit Sansthan,Varanasi.
- 37) Garg,Laxminarayan,Hamare Sangeet Ratna,Sangeet Karyalaya, Hathras (U.P.)
- 38) Mangrulkar,Dr.Narayan, Sangitatil Gharani Va Charitre, Nagpur

- 39) Garg,Laxminarayan,Bharat ke Sangeetkar, Sangeet Karyalaya, Hathras (U.P.)
- 40) Dr. Banarji Geeta, Rag Shashtra, prat 1 & 2 Sangeet Sadan Prakashan, Alahabad
- 41) Paranjape,S.S., Sangeet Bodh (1972), Madhya Pradesh Hindi Granth Academy,Bhopal.
- 42) Saxena,Dr.Rakeshbala, Madhyakalin Vaishnav Sampradayon Me Sangeet, Radha Publication, Delhi.
- 43) Dr. Kaur Bhagwant, Paramparagat Hindustani Saidhhatik Sangeet, Kanishka Publishers,Delhi
- 44) Dr. Tripathi Shivendra, Tabla Visharad, Kanishka Publishers New Delhi
- 45) Banarji Namita, Madhykalin sangitagya ev unka tatkalin samaj par prabhav, Kanishka Publishers New Delhi
- 46) Jagtap,Sameer, Sampurn Visharad Shastra (Tabla), Madhuraj Publication,Pune.
- 47) Vyas,Professor Gunvant Madhav Lal,Gur Tur Gale Raag,Vaibhav Prakashan,Nagpur.
- 48) Pande,Dr.Dhanashree, Vasant Sudha, VidyaVikas Prakashan,Nagpur.
- 49) Vyas,Prof.Gunvant Madhav Lal,Swakiya,Vyas Smriti Sansthan,Raipur.
- 50) Bhonde,Kamal, Kale Guruji, Bandishinchya Bandishi,Amravati.
- 51) Bhonde,Kamal Muralidhar, Naad kamal, Amravati.
- 52) Mehre,Manik,Bhartiya Sangeet Shastra, Raghav Distributor, Nagpur.
- 53) Shiledar, Sadhna, Kahat Gunjan,Vijay Prakashan, Nagpur.
- 54) Ambhore,Archana, Sangeetarjan, Amey Publication, Akola.
- 55) Devaangan,Tulsiram,Bhartiya Sangeet Ka Itihaas,Madhya Pradesh Hindi Granth Akadami.
- 56) Mahadik,Prakash, Bhartiya Tantrivadya, Madhya Pradesh Hindi Granth Akadami.
- 57) Barde,Dr.Kaumudi,Rajasthan Ke Darbari Sangeetagya (2004),Rajasthan Sangeet Natak Academy, Jodhpur.
- 58) Diwase, Dr.Purnima,Sangeet Sandarbha (2016),Sahitya Prasar Kendra, Nagpur.
- 59) Deshpande,Dr. Karuna, Swarashis(Part1& 2), Ramai Prakashan, Aurangabad.
- 60) Bidkar,Sucheta,Sangeet Shastra Vigyan(2015),Sanskar Prakashan, Mumbai.

WeblinkAddress :-

<https://www.musiclmum.com/instru>

[mental-music-vs-vocal-](#)

[music/https://en.wikipedia.org/wiki.](https://en.wikipedia.org/wiki)

[vocalmusichttps://testmoz.com/187](https://testmoz.com/187)

6740

<https://drive.google.com/file/d/18s2MvAOj4ieUJw7GLz8D>

[sO2wsJjB9m94/viewhttps://en.wikipedia.org/wiki/Vocalmu](https://en.wikipedia.org/wiki/Vocalmu)

[sic](#)

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. (Political Science)

Semester – III

Code of the Course/Subject	Title of the Course/Subject	Total no. of Periods
Political Science	Comparative Government and Politics	60 +15 = 75

COs

- 1) Understand the Meaning and Approaches of Comparative Politics.
- 2) Know the salient features of the Constitution and Executive of the Britain.
- 3) Understand the supremacy of the British Parliament.
- 4) Know about the salient features of the Constitution and Executive of USA.
- 5) Analyse the election process of the President and the Vice-President of the USA.
- 6) Understand the powers and functions of the President and Vice-President of USA.
- 7) Know about the Legislature of the America.
- 8) Understand the supremacy of the Supreme Court of the USA with its Jurisdiction.

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. (Political Science)

Semester – III

Code of the Course/Subject	Title of the Course/Subject	Total no. of Periods
Political Science	Comparative Government and Politics	60 + 15 = 75

Theory marks: 80

Internal marks: 20

Total marks: 100

Unit	Content	Periods
Unit I	Meaning and Approaches of Comparative Government and Politics 1. Meaning of Comparative Politics 2. Institutional Approach 3. Political System Approach	12
Unit II	Constitution and Executive of United Kingdom (UK) 1. Salient features of the Constitution of Britain 2. Powers of the Crown 3. Prime Minister- Appointment, Role and Functions 4. Cabinet- Structure and Functions	12
Unit III	Legislature and Judiciary of United Kingdom (UK) 1. House of Lords- Composition, Powers and Functions 2. House of Commons- Composition, Powers and Functions 3. Supreme Court- Composition, Powers and Functions	12
Unit IV	Constitution and Executive of United States of America (USA) 1. Salient features of the Constitution of USA 2. President-Election Process, Powers and Functions 3. Vice-President- Election process, Powers and Functions 4. Cabinet-Structure and Functions	12
Unit V	Legislature and Judiciary of United States of America (USA) 1. Senate-Composition, Powers and Functions 2. House of Representatives- Composition, Powers and Functions 3. Supreme Court- Composition and Jurisdiction	12
Unit VI- if Applicable	----- (periods)	

***SEM**

- COs 1. To develop Communication and Presentation Skills of the students.
2. To develop the writing skill of the students on the related relevant topic.

Activities	1. Group Discussion – Marks 10 2. Assignment – Marks -10	15 Periods
------------	---	---------------

Reference Book

- 1) Griffith – The American Government System.
- 2) Norman Hill – International Organisation.
- 3) Khanna V. M. – Comparative Study of Government and Politics.
- 4) Show, Edgas – Red China Today.
- 5) कुळकर्णी, गो. मा. - निवडक संविधाने.
- 6) डॉ. शा. कृ. भोगले - प्रमुख देशांची शासन पद्धती.
- 7) शर्मा, ब्रिजमोहन - प्रमुख देशोकी शासन प्रणालिया.
- 8) पोतदार, के. ए. - चार निवडक राज्यघटना.
- 9) पाटील, बी. बी. - चार घटनांचा तौलनिकअभ्यास.
- 10) प्र. ग. मुळे – निवडक आधुनिक राजकीय व्यवस्था.
- 11) प्रा. तिजारे, प्रा. इंदापवार, प्रा. कानेटकर - आधुनिक राजकीय व्यवस्था.
- 12) प्रा. रा. ज. लोटे - आधुनिक राजकीय व्यवस्था.
- 13) डॉ. टी. डी. मुदलियार , डॉ. ए. एस. गाडे - चीनची राजकीय व्यवस्था.
- 14) डॉ. श्रीराम येरणकर – तुलनात्मक शासन आणि राजकारण .
- 15) प्रा. रा.ज. लोटे – तुलनात्मक शासन व राजकारण.

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. (Political Science)

Semester – IV

Code of the Course/Subject	Title of the Course/Subject	Total no. of Periods
Political Science	Comparative Government and Politics	60 + 15 = 75

COs

1. Understand the concepts of Constitution and Constitutionalism
2. Know about the salient features of the Constitution and executive of the China.
3. Understand one House Legislature (NCP) with it's Standing Committee.
4. Analyse the comparative study of the British Constitution and American Constitution.
5. Analyse the comparative study of the British Constitution and China's Constitution.
6. Analyse the comparative study of the British Prime Minister and the President of the USA.
7. Analyse the comparative study of British House of Lords and American Senate.
8. Analyse the comparative study of the British Speaker and American Speaker.
9. Analyse the comparative study of the Supreme Court of the USA and China's Supreme People's Court.

Sant Gadge Baba Amravati University, Amravati.
Syllabus on Choice Based Credit System
Prescribed for 2023-24 Year UG Programme
Programme B. A. (Political Science)
Semester – IV

Code of the Course/Subject	Title of the Course/Subject	Total no. of Periods
Political Science	Comparative Government and Politics	60 + 15 = 75

Theory marks: 80

Internal marks: 20

Total marks: 100

Unit	Content	Periods
Unit I	Constitution and Constitutionalism 1. Constitution - Meaning and Definition 2. Constitutionalism - Meaning and Definition 3. Difference between Constitution and Constitutionalism	12
Unit II	Constitution and Executive of China 1. Salient Features of the Constitution of China (1982) 2. The President of China - Appointment, Powers and Functions 3. State Council of China - Composition, Powers and Functions	12
Unit III	Legislature and Judiciary of China 1. National People's Congress - Composition, Powers and Functions 2. Standing Committee - Composition, Powers and Functions 3. The Supreme People's Court - Composition, Powers and Functions 4. Role of Communist Party of China	12
Unit IV	Comparative Study of Constitution and Executive 1. Comparative Study of Constitution of UK and Constitution of USA 2. Comparative Study of Constitution of UK and Constitution of China 3. Comparative Study of Prime Minister of UK and the President of USA	12
Unit V	Comparative Study of Legislature and Judiciary 1. Comparative Study of House of Lords of UK and Senate of USA 2. Comparative Study of Speaker of UK and Speaker of USA 3. Comparative Study of Supreme Court of America and China's Supreme People's Court	12
Unit VI- if Applicable	-----	(Periods)
*SEM		

COs 1. To develop a Research Ability amongst students 2. To develop the Skill of Report Writing.		
Activities	1. Project – Marks 10 2. Report Writing – Marks -10	15 Periods

Reference Book

- 1) Griffith – The American Government System.
- 2) Norman Hill – International Organisation.
- 3) Khanna V. M. – Comparative Study of Government and Politics.
- 4) Show, Edgas – Red China Today.
- 5) कुळकर्णी, गो. मा. - निवडक संविधाने.
- 6) डॉ. शा. कृ. भोगले - प्रमुख देशांची शासन पद्धती.
- 7) शर्मा, ब्रिजमोहन - प्रमुख देशोकी शासन प्रणालिया.
- 8) पोतदार, के. ए. - चार निवडक राज्यघटना.
- 9) पाटील, बी. बी. - चार घटनांचा तौलनिकअभ्यास.
- 10) प्र. ग. मुळे – निवडक आधुनिक राजकीय व्यवस्था.
- 11) प्रा. तिजारे, प्रा. इंदापवार, प्रा. कानेटकर - आधुनिक राजकीय व्यवस्था.
- 12) प्रा. रा. ज. लोटे - आधुनिक राजकीय व्यवस्था.
- 13) डॉ. टी. डी. मुदलियार , डॉ. ए. एस. गाडे - चीनची राजकीय व्यवस्था.
- 14) डॉ. श्रीराम येरणकर – तुलनात्मक शासन आणि राजकारण .
- 15) प्रा. रा.ज. लोटे – तुलनात्मक शासन व राजकारण.

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme B. A. (History)

Part A

Faculty: - Humanities

Programme: B.A. History

POs:

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes Sample POs of PG Programmes

PSOs: of BA History

PSO1: Analyze the Socio-Political and Cultural background of the Indian History.

PSO2: Examine various perspectives of history and historiography.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

PSO4: Compare various concepts in Social Studies through the Indian History.

PSO5: Describe the developments of mankind.

Employability Potential of the Programme:

B.A. II

The following employment is available from this course

1) Competitive Examination: - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of Medieval and Modern India. Most of the tourist destinations in India are based on Medieval and Modern architecture. Humayun's tomb, Agra fort, Buland Darwaza, Diwan-e-khass, Taj Mahal, the Jama Masjid, Moti Masjid, Bibi Ka Maqbara, and Badshahi Mosque, Red fort, Golden Temple Amritsar, Mewar, Aurangabad, Raigar, Pune, Sindudurg, Satara, Kolhapur, Jinji, Panhala, Balapur, Gavilgar fort, Narnala, More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business:- These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn:- In the examination of Sant Gadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regional Heritage site - Sindhkhed Raja, Mehkar, Deulgaon Raja, Khamgaon, Rohinkhed, Dist. Buldhana, Karanja Lad Dist. Washim, Narnala , Akot, Balapur, Dist. Akola, Gavilgar, Achalpur, Anjangaon Surji, Badnera, Hinglaspur Devi, Mahimapur, Dist. Amravati, Jalna, Khultabad, Daulatabad, Chatrapati Sambhaji Nagar (Aurangabad), Ahmadnagar, Mahur, Burhanpur. By making them aware of these Tourist places and arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of business through social customs: -There are many customs and traditions that have been going on in India since Medieval times. The skill of creating the coordinator of this program is included in this course. So it can create a lot of jobs.

7) Creation of an interpreter: -The script and language that existed in medieval and modern times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, bhujpatras, contemporary texts, Persian letters, Sanskrit, Modi letters, arbi letters, etc. from this interpreter so that a large number of jobs will be available for the students.

8) Historian:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical

events and writes their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

9) **Archivist**:-Archivists are primarily responsible for acquiring and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

10) **Curator**:- Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

11) **Archeologist**:-Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

12) **History Teacher / Professor**:-While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites.

History Professors teach specialized and advanced history courses to students in their undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books.

Part B

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme: B.A.

Subject: History

Semester-III

Code of the Course/Subject	Title of the Course/ Subject	Total Number of Periods	No. of Credits
History	History of Medieval India From 1526 A.D.to 1756 A.D.	75 Periods	04

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module):20 Marks (College level evaluation)

Course Outcome

CO1: Survey the sources of History of Medieval India.

CO2: Describe the social, economic, religious and institutional bases of Medieval India.

CO3: Analyze development of the concept of Nation- State background of political history.

CO4: Study medieval Indian Art & Architecture

On successful completion of the Course the students will be able to:

CSO1: Learn the socio-political and cultural background of the Medieval Indian History.

CSO2: Learn various Medieval Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Medieval Indian History.

CSO5: Learn developments of mankind.

Module –I

No. of Lecture: 12

1. Establishment and Consolidation of Mughal Empire:

- 1.1 Babar
- 1.2 Akbar
- 1.3 Aurangzeb

2. Mughal Polity:

- 2.1 Administrative Structure
- 2.2 Manasabdari system

2.3 Jahagirdari system

3. Mughal's Relation with Rajput :

3.1. Special Reference to Akbar and Aurangajeb

Module –II

No. of Lecture: 12

1. Decline of Mugal power and its effect

1.1 Causes of decline of Mugal Power

1.2 Effect of decline of Mugal Empire

2. Status of Women in Mugal period:

2.1. Status of Women

3. Mughal Economy and Religion:

3.1 Agricultural, Trade and Commerce

3.2 Sikh and Kabirpanthis

Module –III

No. of Lecture: 12

1. Emergence of Maratha Power

1.1 Political, Social, Religious and Economic Condition before rise of Maratha

2. Causes of Rise of Maratha Power

3. Maratha Power under Shivaji

3.1. Shivaji's Relations with Adilshahi

3.2 Shivaji's Relations with Mugal

3.3 Significance of Shivajis Coronation

Module –IV

No. of Lecture: 12

1. Maratha Power under Sambhaji

1.1 Sambhaji's Relations with the Portuguese

1.2 Sambhaji's Relations with the Siddis of Janjira

1.3 Sambhaji's Relations with the Mughals

2. The Maratha War of Independence

1.1. The Maratha War of Independence under Rajaram

1.2. The Maratha War of Independence under Tarabai

3. Religious Policy of Maratha

3.1. Religious Policy of Shivaji

3.2. Religious Policy of Sambhaji

Module –V

No. of Lecture: 12

1. Political Administration under Maratha

1.1 Central Administration,

1.2 Provincial Administration,

2. Military System under Maratha

- 2.1 Infantry, Cavalry, Navy
- 2.2 Secret Intelligence System of Shivaji

3. Judicial Administration under Maratha

- 3.1 Judicial Structure and Procedure
- 3.2 Crimes and Punishment

Skill Enhancement Module

CO's:

CO1: Study of Tourism in Medieval Indian Art & Architecture

CO2: Student's are aware and able to describe local tourist places.

CO3: Prepare the students for employability.

Module -VI

No. of Lecture: 15

Tourism in Art and Architecture in Medieval India

These places include Regional Heritage site - Sindhkhed Raja, Adgaon Raja, Sakharkerda, Mehkar, Deulgaon Raja, Khamgaon, Rohinkhed, Dist. Buldhana, Karanja Lad Dist. Washim, Narnala , Akot, Balapur, Dist. Akola, Gavilgar, Achalpur, Anjangaon Surji, Hinglaspur Devi, Mahimapur, Dist. Amravati, Jalna, Khultabad, Daulatabad, Chatrapati Sambhaji Nagar (Aurangabad), Ahmadnagar, Mahur, Burhanpur, Bhamraja, Dist. Yeotmal, Chandrapur .

Any Two Activities:

To the Internal Evaluation - Any nearest Local Historical Place Visit for Study Tour OR Project on Historical Topic OR Seminar OR Assignment Activities Related to Module -VI

Books Recommended:

1. Chitnis K.N. Socio-Economic aspects of Medieval India
2. Chopra P.N -A Socio-Economic and cultural History of Medieval India
3. Habibullah - Foundation of Muslim rule in India
4. Hussaini S.A.O. - Administration under the Mughals
5. Moreland W.H. -Agrarian System of Muslim India
6. Sarkar Sir J.N. -Mughal Administration
7. Singh Meera-Medieval History of India.
9. Ghosh A. - Indian Economy

10. हबीब इरफान- मध्यकालीन भारत खंड 1 ते 5, राजकमल प्रकाशन,
11. सतीशचंद्र.- मध्यकालीन भारत, ओरीएंट ब्लॉकस्वॉन पब्लिकेशन, 2016
12. आचार्य धनंजय- भारताचा इतिहास (1526 -1947)) साईनाथ प्रकाशन, नागपूर
13. बनसोड डॉ संतोष , जाधव डॉ. सिध्दार्थ - भारताचा इतिहास (1526 -1756) साईनाथ प्रकाशन
नागपूर
14. वारंगे डॉ. ज्ञानेश्वर, बनसोड डॉ संतोष ,- यवतमाळ जिल्हयाचा इतिहास (1200 ते 1900
आधार पब्लिकेशन
अमरावती
15. देवकर,डॉ. श्याम-बाळापूर शहरातील ऐतिहासिक वास्तूंचा अभ्यास, मद्र इंडिया पब्लिकेशन
अमरावती , 2020
16. वाघ, संदेश, लता अकलूजकर, हरी जमाले (संपादक)- शिवाजी आणि शिवकाल (इ. स. 1630
ते इ. स.
1707), प्रकाशन अक्षरलेणं सोलापूर, आवृत्ती - 2013
17. वाघ, संदेश, अंबादास मंजुळकर, अजितकुमार यादव (संपादक)- मराठ्यांचा इतिहास, प्रकाशन
अक्षरलेणं
सोलापूर, प्रथमवृत्ती - 2011-12
18. ढाले, डॉ . नामदेव, राऊत उमेश- बुलढाणा जिल्हयातील ऐतिहासिक स्थळाचा इतिहास , ज्ञानपथ
पब्लिकेशन ,
अमरावती. २०२३
19. गजभिये, डॉ ओम - छत्रपती संभाजी महाराजांची युद्धनीती , पैंगंगा प्रकाशन औरंगाबाद ,
- 20 . वानखडे, किशोर- विदर्भातील सूफी संत , आधार प्रकाशन , अमरावती
21. झनके, रवींद्र पुंडलिक , - विदर्भाची विशेषता , पैंगंगा प्रकाशन , मेहकर ,२०२३

Sant Gadge Baba Amravati University, Amravati.

Syllabus on Choice Based Credit System

Prescribed for 2023-24 Year UG Programme

Programme: B.A.

Subject: History

Semester-IV

Code of the Course/Subject	Title of the Course/ Subject	Total Number of Periods	No. of Credits
History	History of Modern India From. 1757 A.D to 1947 A.D.	75 Periods	04

Course Assessment: End Term Exam Marks: 80 (University level Exam)

SEM (Skill Enhancement Module): 20 Marks (College level evaluation)

Course Outcome

CO1: Learn the colonialism in India.

CO2: Understand the social, economic, religious and institutional bases of Modern India.

CO3: Know development of the concept of Nation- State background of political history.

CO4: Study of Modern Indian development of Democracy.

On successful completion of the Course the students will be able to:

CSO1: Learn the socio-political and cultural background of the Modern Indian History.

CSO2: Learn various Modern Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Modern Indian History.

CSO5: Learn developments of mankind and respect to our Freedom Fighter.

Module –I

No. of Lecture: 12

1. Advent of European Powers:

1.1 Portuguese

1.2 French

1.3 British

2. Tools of Expansion of British Dominion in India:

2.1 Subsidiary Alliance

2.2 Doctrine of Lapse

3. Economic Changes

3.1 Land Revenue Statements - Permanent Settlement, Rayatwari, Mahalwari

- 3.2 Commercialization of Agriculture and its Effects
- 3.3 Decline of Indian Industries

Module –II

No. of Lecture: 12

1. Uprising and Revolt in colonial period

- 1.1 Revolt of 1857: Causes and Results
- 1.2 Reasons for the failure of the Revolt of 1857
- 1.3 Proclamation of Queen Victoria -1858

2. Socio - Religious Movements:

- 2.1 Brahmo Samaj, Arya Samaj, Ramkrishna Mission
- 2.2 Satyashodhak Samaj, Bahishkrut Hitakarni Sabha
- 2.3.Sant Sevalal and his Work

3. Modern Education

- 3.1 Introduction of Modern Education
- 3.2 Development
- 3.3 Its Effects

Module -III

No. of Lecture: 12

1. Nationalism

- 1.1 Rise of Nationalism – Causes
- 1.2 Formation of Political Association
- 1.3 Foundation of Indian National Congress

2. Indian National Congress (Early Phase)

- 2.1 Achievements of Moderates
- 2.2 Partition of Bengal
- 2.3 Extremists and achievements

3. Indian National Congress (Later Phase)

- 3.1 Formation of Muslim League
- 3.2 Home – Rule Movement,
- 3.3 Khilafat Movement

Module -IV

No. of Lecture: 12

1. Early Gandhian Programmes

- 1.1 Early Struggle – Champaran Satyagraha, Ahmadabad Mill Strike, Khed Satyagrahya
- 1.2 Rowlatt Act- Jallianwala Bagh Massacre
- 1.3 Non Co-copration Movement - Causes, Nature, Effects

2. Civil Disobedience Movement

- 2.1 Simon Commission
- 2.2 Gandhi - Irwin Pact
- 2.3 Round Table Conferences , Poona Pact

3. Quite India Movement:

- 3.1 Causes,
- 3.2 Course (Nature)
- 3.3 Effects

Module -V

No. of Lecture: 12

1 Revolutionary Movement

- 1.1 Azad Hind Army
 - 1.2 Abhinav Bharat, Patri Sarkar
 - 1.3 Lahor, Kakori and Chittgong Conspiracy
- 2 Dr. B. R. Ambedkar : Contribution to Nation Building**
 - 2.1 Southborough franchise commission, Simon commission
 - 2.2 Role as member of Voice Roy's Council
 - 2.3 States and minorities

3. India towards Independence:

- 3.1. Dr. B. R. Ambedkar and Plan -1945,
- 3.2. Mounbattan Plan – 1947, Participation of India
- 3.3. Indian Act of Independence

Skill Enhancement Module

Module -VI

No. of Lecture: 15

Tourism in Art and Architecture in Modern India

CO's:

CO1: Study of Tourism in Modern Indian Art & Architecture

CO2: Students are aware and able to describe tourist places and respect freedom fighters.

CO3: Prepare the students for employability.

Module - VI

Buldana, Chandur biswa, Paturda (Sangrampur) Khamgaon, Shegaon, Chikhali, Garadgoan, Akola, Dahihanda, Akot, Balapur Murtijapur, Barshitakli, Tornala, Washim, Karanja, Yavatmal, Pusad, Darva, Loni, Ghatanji Wani, Umardhed, Bhabulgaon, Amaravati, Mozari, Papad, Achlpur, Dhamangaon, Badnera, Shendurjanghat, Darapur, Karjgaon, Morshi, Varud, Chikhaldara, Anjangaon surji

Any Two Activities:

**To the Internal Evaluation - Any nearest Local Historical Place Visit for Study Tour
OR Project on Historical Topic OR Seminar OR Assignment Activities Related to
Module - VI**

Reference Books :

1. Bipan Chandra-Communalism in Modern India
2. Desai A.R.- Peasant Struggles in India
3. Mujumdar R.C. - History of Freedom Movement in India
4. Sarkar S.C. & Gupta K.K. -Modern Indian History
5. Ranade M. G. -Religious and Social Reforms
6. Shrinivas M.N. - Social Change in Modern India
7. Heimsath C.M. -Indian Nationalism and Hindu Social Reforms - Indian Economy
8. Ghosh A. - The Economic History of India
9. Dhoke, Arvind- Dr. B. R. Ambedkar Contribution to National Building R.P. publication
Kartar Nagar Delhi 2009
10. Saraf, Nitin Uhlrasao- Modern History of India (1920AD to 1965AD), Om Publishing
Company,Delhi
11. देवरे. डॉ. राजेंद्र सिंग, इंगोले डॉ.संतोष - भारताचा इतिहास (इ. स. 1757 ते 1947) साई ज्योती
पब्लिकेशन नागपुर 2020
12. बनसोड, डॉ. संतोष, जाधव, डॉ. सिद्धार्थ- भारताचा स्वातंत्र्य लढा (1857-1947) रोमा
पब्लिकेशन यवतमाळ
13. ढाले, डॉ. नामदेव- स्वातंत्र्य चळवळीत बुलढाणा जिल्हयाचे योगदान, नभ प्रकाशन अमरावती,
2013
14. बनसोड, डॉ.संतोष, वानखडे डॉ. किशोर- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २ , अजिंक्य
प्रकाशन, वाशिम, 2023
15. वाघ, संदेश, तुकाराम शिंदे, हरी नारायण जमाले (संपादक)-भारतीय राष्ट्रीय चळवळीचा इतिहास
(इ. स. 1885 ते इ. स. 1947) प्रकाशन अक्षरलेणं, सोलापूर, आवृत्ती - 1 ऑगस्ट 2013
16. बनसोड, डॉ.संतोष- यवतमाळ जिल्हयातील आर्थिक आंदोलने , पायगुन प्रकाशन , अमरावती
२०१७
17. कोठे , डॉ . प्रशांत - अचलपूरचा इतिहास, (इ .स. १७६४-१८५३)
18. . ढाले, डॉ . नामदेव, राऊत उमेश- बुलढाणा जिल्हयातील ऐतिहासिक स्थळाचा इतिहास ,
ज्ञानपथ पब्लिकेशन , अमरावती. २०२३
19. झनके, डॉ रवींद्र- विदर्भाची विशेषता , पैनगंगा प्रकाशन , मेहकर, २०२३



**SANT GADGE BABA AMRAVATI UNIVERSITY,
AMRAVATI**
संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

(FACULTY OF HUMANITIES)

मानव विज्ञान विद्याशाखा

B.A Part II (Sociology)

Sem – III & IV

Syllabus

CBCS

Session – 2023-24

Sant Gadge Baba Amravati University, Amravati

Syllabus Prescribed under Choice based Credit System 2023-24

Faculty – Humanities

Programme – B A Sociology

Second Year - (Semester – III)

Part – A

POs :

1 : Critical thinking : Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

2 : Effective Communication : Speak, read, write and listen clearly in person and through electronic media in English and in one Indian Language, and make meaning of the world by connecting people, ideas, books, media and technology.

3 : Social Interaction : Elicit views of others, mediate disagreements and help reach conclusions in group settings.

4 : Effective Citizenship : Demonstrate empathetic social concern and equity centred national development and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

5 : Ethics Recognize different values systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

6 : Environment and Sustainability : Understand the issues of environmental contexts and sustainable development.

7 : Self –directed and Life –long Learning : Acquire the ability to engage in independent and lifelong learning in the broadest context socio-technological changes.

PSOs :

1 : Sociology has great potential for the development of society.

2 : The program is useful in inculcating a sociological view of society.

3 : Student will know about Social Problems

4 : Student will understand and explain causes and remedies of social Problems .

5 : This course provides students with the necessary information about the Impact of Social Problems on Indian Society .

6 : This programme seeks to inculcate a humanist attitude among the students.

7 : This program helps students to do their duties towards family, society and country

Employability Potential of the Programme:

The UG syllabus in Sociology is designed as per the needs of academics and the guidelines Given by UGC and for various other competitive examinations. The curriculum provides a common

Platform to accumulate knowledge in various interdisciplinary subjects which has tremendous Relevance at local, regional, national and international levels. The UG syllabus in Sociology is mainly

Concerned with imparting both theoretical and field work knowledge to students in the subject. The

programme has a great potential in respect of employability of students in terms of following points.

i) By imparting qualitatively knowledge in the subject at B.A (UG) level.

ii) By equipping the students with the sociological knowledge, research aptitudes and skills.

iii) By providing rapport Modulates and encouraging students for carrying on research works in different research centers and undertake research projects sponsored by different agencies at state, national and international levels.

iv) By giving training to the students for various competitive examinations i.e MPSC \ UPSC SSC and other examinations.

- v) By encouraging our students for various extracurricular and extension activities at different levels.
- vi) By providing guidance to students for various social work oriented projects or programmes in GOs for instance as Surveyor, as Family Councillor, as Teacher, Researcher and Extension Worker.
- vii) By encouraging students to carry on works in NGOs, for example in Child Help Line, Jalandhara, Panlot Vikash Kshetra etc.
- viii) By enabling students to perform better in their respective jobs related to Sociology.
- ix) The syllabus is also concerned with Literature available in different languages. Students who study this subject, can effectively develop their communication skills which are quite relevant in terms of employability, personality development and sustainability in society.
- x) Sociology is also concerned with ICT which helps students to develop knowledge and skill as essential for employability

Part: B

Programme : UG - B.A.
Course/ Subject: BA – II (Sociology)
Semester -III

Code of the Course/Subject	Title of Course/Subject	Total Number of Periods
Sociology	Social Problems in India	75

COs

- To Create awareness amongst students about various social issues prevailing in India
 To Study various state and central level programmes related to social and economic issue in India.
 To Develop a broad understanding of the persistence of stratification in contemporary Indian Society

Unit	Content	Periods
Unit I	Nature of Social Problems	12 L.
1.1	Meaning of Social Problems Perspectives on Social Problems :	
1.2	(1) Disorganization(2) Anomie & Valuation Perspective.	
Unit II	Familiar Problems:	12L.
2.1	Dowry : Meaning of Dowry, Causes of Dowry, Effect of Dowry	
2.2	Domestic Violence against Women	
2.3	Divorce : Causes of Divorce, Social Implications Related Legal Provision Effect of Divorce on Women	
Unit III	Population Problems in India	12L.
3.1	Characteristics of Indian Population, Population Explosion in India,	
3.2	Characteristics of Population Explosion	
3.3	Causes of Population, Effect of Population Explosion Population Policy in India	
Unit IV	Rural Contemporary in India	12 L
4.1	Migration: Its Causes & Consequences	
4.2	Unemployment: Causes & Consequences	
4.3	Farmers Suicide & its Impact on Family	
Unit V	Problems of Alcoholism	12L
5.1	Meaning of Alcoholism, Causes of Alcoholism, Effect of Alcoholism on Family	
5.2	Drug Addiction : Nature & Impact of Drugs Abuse	
5.3	Causes and Effects of Drug Addiction	
Unit VI	Skill Enhancement Module(SEM) To develop Social and National responsibility	15L.
Activities	1. Field Work 2. Group discussion 3. Seminar 4. Viva- voice	

Reference Books:

- 1) Bose N.K. 1967 - Culture & Society in India, Bombay, Asia Publishing House.
- 2) Duby S.D. 1990 - Society in India, New Delhi, National Book Trust.
- 3) Lewis Osear 1986 - Culture of Poverty, Scientific American Vol. II & IV, Now. 4PP 10.
- 4) Shama PUsulla 1983- Women Work & Doherty in North – West India, London Tavistock
- 5) Girish Dittmer - Social Problems Times of India Press.
- 6) Madan G.R. - India Social Problems
- 7) Memoria C.B. - Social Problems & Disorganization in India.
- ८) खडसे प्रा. भा. की.: भारतीय सामाजिक समस्या, मंगेश प्रकाशन,
- ९) लोटे प्रा. रा. ज. चौहाण, ए.डी. : भारतीय सामाजिक संरचना आणि सामाजिक समस्या, पिंपळापुरे अॅण्ड कंपनी पब्लिशर्स, नागपूर
- १०) किर्दक डॉ. बी. एच.: भारत में सामाजिक समस्या, इशिका पब्लिशिंग हाऊस, जयपूर, न्यु. देहली
- ११) आगलावे डॉ. प्रदिप: भारतीय सामाजिक संरचना आणि समस्या, श्री साईनाथ प्रकाशन, नागपूर
- १२) प्रा. शेख शब्बिर: पालकर, सामाजिक समस्या, संगम प्रकाशन, नागपूर,
- १३) डॉ. सुधा काळदाते भारतीय सामाजिक समस्या,
- १४) अहुजा राम : भारतीय सामाजिक समस्याएँ, रावत पब्लिकेशन, नई दिल्ली
- १५) खैरनार डॉ. दिलीप : आधुनिक भारतीय सामाजिक समस्या, चिन्मय प्रकाशन, औरंगाबाद
16. किर्दक, खडके, पांडे भारतीय सामाजिक समस्या प्रशांत पब्लिकेशन जळगाव

Programme : UG - B.A. II
Choice Base Credit System
Semester IV
(Sociology)

Code of the Course/Subject	Title of Course/Subject	Total Number of Periods
Sociology	Social Problems in India	75

COs

- To create awareness amongst students about various social issues prevailing in India
- To Study various state and central level programmes related to social and economic issue in India.
- To develop a broad understanding of the persistence of stratification in contemporary Indian Society

Unit	Content	Periods
Unit 1	Current Social Problems in India	12 L.
1.1 1.2 1.3	Meaning, Definition & Types of Corruption Factors Inducing Corruption Measures to Check Corruption	
Unit II	Problem of Terrorism & White Collar Crime	12 L.
2.1 2.2	Meaning of Terrorism, Historical background of Terrorism, Characteristics of Terrorism. Causes of Terrorism in India	
Unit III	Problems of Weaker Section in India	12 L.
3.1 3.2	Problems of Scheduled Caste in India, Causes & Solution Problems of Scheduled Tribe in India, Causes, Solution	
Unit IV	Problems Relating to Urbanization	12 L
4.1 4.2 4.3	Slum: Meaning, Causes of Slum, Remedy of Slum Crime: Meaning, Causes measures for Reforming Criminals Juvenile Diligence : Meaning Causes, Reformation of Delinquents	
Unit V	Intolerance, Riot Crime	12 L
5.1 5.2 5.3	Caste, Religious & Cultural Intolerance Communal Riots, Caste & Ethnic Conflict Violence and Crime against Women & the Marginalized	
Unit VI	Skill Enhancement Module (SEM)	15 L.
Activities	Field Work Group discussion Seminar Viva- voice	

Reference Books:

- 1) Bose N.K. 1967 - Culture & Society in India, Bombay, Asia Publishing House.
- 2) Duby S.D. 1990 - Society in India, New Delhi, National Book Trust.
- 3) Lewis Osear 1986 - Culture of Poverty, Scientific American Vol. II & IV, Now. 4PP 10.
- 4) Shama PUsulla 1983- Women Work & Doherty in North – West India, London Tavistock
- 5) Girish Dittmer - Social Problems Times of India Press.
- 6) Madan G.R. - India Social Problems
- 7) Memoria C.B. - Social Problems & Disorganization in India.
- ८) खडसे प्रा. भा. की.: भारतीय सामाजिक समस्या, मंगेश प्रकाशन,
- ९) लोटे प्रा. रा. ज. चौहाण, ए.डी. : भारतीय सामाजिक संरचना आणि सामाजिक समस्या, पिंपळापुरे अॅण्ड कंपनी पब्लिशर्स, नागपूर
- १०) किर्दक डॉ. बी. एच.: भारत में सामाजिक समस्या, इशिका पब्लिशिंग हाऊस, जयपूर, न्यु. देहली
- ११) आगलावे डॉ. प्रदिप: भारतीय सामाजिक संरचना आणि समस्या, श्री साईनाथ प्रकाशन, नागपूर
- १२) प्रा. शेख शब्बिर: पालकर, सामाजिक समस्या, संगम प्रकाशन, नागपूर,
- १३) डॉ. सुधा काळदाते भारतीय सामाजिक समस्या,
- १४) अहुजा राम : भारतीय सामाजिक समस्याएँ, रावत पब्लिकेशन, नई दिल्ली
- १५) खैरनार डॉ. दिलीप : आधुनिक भारतीय सामाजिक समस्या, चिन्मय प्रकाशन, औरंगाबाद
16. किर्दक, खडके, पांडे भारतीय सामाजिक समस्या प्रशांत पब्लिकेशन जळगाव